

**Office of
Planning and Institutional Effectiveness
Institutional Research**



Research Report 2001-03
Survey of Graduating Masters and Doctoral Students
Spring 2000

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Office of Planning & Institutional Effectiveness

The annual Graduating Masters and Doctoral Student Survey Report is a publication of the Institutional Research unit in the Office of Planning & Institutional Effectiveness. Institutional Research is the official source of University statistics. The unit provides statistical information to support decision-making processes within all academic and administrative units of Florida International University, the Faculty Senate, and different committees within FIU, the Board of Regents, state and federal agencies and professional and private organizations.

Institutional Research coordinates the collection of data, preparation of reports and submission of files. The office prepares and publishes research reports that reflect information gathered either from frozen or live files. Data files at FIU are frozen at the beginning, middle and end of each term. These frozen files are used to provide “snapshot” reports.

Every effort has been made to ensure that the data contained in this document is accurate. For further information about this and other reports, visit our website at www.fiu.edu/~opie/cqis/index.htm or contact our office at 305 -348-2731, (FAX) 305 -348-1908, or University Park PC-543.

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EXECUTIVE SUMMARY OF THE SPRING 2000 GRADUATING MASTERS AND DOCTORAL STUDENT SURVEY

This report summarizes the main findings from the *Spring 2000 Florida International University Graduating Masters and Doctoral Student Survey*, a Continuous Quality Improvement study conducted by the Office of Planning and Institutional Effectiveness. This survey was adapted from a prototype survey developed by the SUS Accountability Committee on Survey Activity (Legg, Final Report, 1992). The survey was designed to measure graduates' satisfaction with and attitudes about Florida International University. The survey design assured respondents of their anonymity in an attempt to facilitate candor.

The Graduating Masters and Doctoral Student Survey was distributed to 599 individuals who were members of the graduating class of Spring 2000. The survey was returned by 176 graduates, for a response rate of approximately 29%. Only four doctoral candidates returned the survey; therefore, we cannot draw any conclusions about other doctoral candidates from their responses. The comprehensive survey asked questions about the graduates' satisfaction with Florida International University in various domains such as the quality and availability of faculty in their major, the quality of research produced in the graduate program, the quality and availability of academic advising by university advising staff and faculty members and the quality of the libraries. The survey also questioned graduates about the frequency of use and quality of services such as Counseling and Psychological Services, Recreational Services, on-campus student employment and Health Services.

Ten principal indicators have been singled out as the most reliable measures of the graduates' satisfaction with FIU and have been summarized below. You will find the percentage points change from the 1999 survey findings in bold. The survey was substantially revised in 2000; therefore, some questions cannot be compared to last year's survey responses.

- Satisfied with Overall Experience at FIU: Approximately 85% of the graduates indicated that they were satisfied with their overall FIU experience (31% very satisfied, 54% satisfied). **(+1%)**
- Academic Experience: Approximately 82% of the graduates rated positively their academic experience (33% excellent, 49% good ratings). **(-2%)**
- Challenged: Approximately 90% of the graduates agreed that they had been challenged to do the best that they could (58% most of the time, 32% some of the time). **(-5%)**
- Recommend FIU: Approximately 87% of the graduates reported that they would recommend FIU to a friend or relative considering their graduate program (53% without reservations, 34% with reservations). **(-3%)**
- Satisfaction with Department of Major: 79% of the graduates were satisfied with the department of their major (21% strongly agreed, 58% agreed). **(+7%)**
- Professors Were Good Teachers: 86% of the graduates agreed that their professors were good teachers (41% strongly agreed, 45% agreed). **(+8%)**

- Research Facilities Available in Graduate Program: 67% of the graduates rated positively the availability of research facilities in their graduate program (22% excellent, 45% good).
- My Professors Were Good Researchers: 75% of the graduates agreed that their professors were good researchers (26% strongly agreed, 49% agreed).
- Quality of Research in Graduate Program: 70% of the graduates rated positively the quality of research performed in their graduate program (25% excellent, 45% good).
- Faculty Available to Assist Graduate Student Research: 74% of the graduates rated positively the availability of the faculty to assist them in their research (34% excellent, 40% good).

Highlights of Bivariate Analyses:

- To the extent that respondents rated highly the availability of faculty to work with graduate students on their research, they also rated highly their opportunity to interact with faculty ($r = .73, p < .001$)
- To the extent that respondents were satisfied with their overall graduate program at FIU, they also rated their academic experience highly ($r = .73, p < .001$)
- To the extent that respondents agreed that research facilities were available, they also rated highly the research quality in their program ($r = .73, p < .001$)

Strongest Predictors of Academic Experience:

- Extent of Satisfaction with Program
- Likelihood of Recommending FIU to a friend or relative considering their graduate program
- Extent of Satisfaction with Department of major

In general, the responses to the 2000 Graduating Masters and Doctoral Student Survey are very informative and can point out areas that need improvement. Although respondents seem to share a positive view of FIU, the survey responses direct attention to several areas that need improvement. According to the survey responses, there are differences in perceptions of and attitudes about FIU, among subgroups of graduates. A student's gender, racial/ethnic group, primary campus and choice of major often magnify these differences in perception and attitude. FIU is leading the South and the nation in promoting diversity (as indicated by the number of degrees conferred to minority graduates: Black/African American, Hispanic, Asian etc.), but there are still areas that need improvement. It is not enough to look at past accomplishments, it is essential that we use the information gathered from our respondents to promote an even better atmosphere for future FIU graduates.

SUMMARY OF THE SPRING 2000 GRADUATING MASTERS AND DOCTORAL STUDENT SURVEY

INTRODUCTION

It is vitally important that student feedback is elicited by an institution of higher learning on a comprehensive range of topics involving the university community. One such avenue of feedback is to request graduates to look back on their time at Florida International University and to provide faculty and administrators feedback on their thoughts and attitudes about their experiences at FIU. Therefore, a Continuous Quality Improvement annual survey is distributed to graduates to give each student an opportunity to have a voice in shaping the future at FIU as we move into the new millennium.

This report summarizes the main findings from the *Florida International University Graduating Masters and Doctoral Student Survey*, a Continuous Quality Improvement study conducted by the Office of Planning and Institutional Effectiveness. This survey was adapted from a prototype survey developed by the SUS Accountability Committee on Survey Activity (Legg, Final Report, 1992). This survey was designed to measure graduate satisfaction with and attitudes about Florida International University. The survey design assured respondents of their anonymity in an attempt to facilitate candor.

METHODOLOGY

Sampling Design. Surveys were distributed, by staff members from the Office of the Registrar, in a packet of materials that accompanied the graduate student application for graduation. Additional surveys with self-addressed, postage paid envelopes were distributed, by staff members from the Office of Institutional Research, to all graduating masters and doctoral candidates present at the Spring 2000 Commencement ceremonies, in an effort to improve the response rate. One hundred seventy six graduates who were expected to graduate at the end of the Spring Semester responded to the survey, out of a graduating class of 599, a response rate of approximately 29%. Table 1 shows the number of Spring 2000 graduates by college/school, percentage of graduates by college/school, response rate by college/school and the respondents' gender by college/school. Appendix A (p. 28) provides the Spring 2000 Masters and Doctoral Student Survey, with tabulated responses for each question. Appendix B (p. 32) provides the graduates' responses to the open-ended questions at the end of the survey.

The response rates were generally representative of the Spring 2000 graduating class, with two exceptions (College of Business, College of Education). The College of Business was overrepresented by the survey respondents. Business respondents returned about 45% of all surveys, but represented about 21% of the graduating class. The College of Education represented approximately 36% percent of the graduating class, but returned about 10% of the surveys. The response rates from each college/school varied widely from 0% (out of a total of five graduates) in the School of Journalism to 100% for the School of Architecture (out of a total of five graduates). In addition, male respondents represented 33% of the graduating class and returned 42% of the surveys.

Statistics. The data were analyzed using the Statistical Package for Social Sciences (SPSS) version 10.0.05. In general, a four or five point scale was used for the survey questions, with lower scores indicating more positive attitudes. A variety of simple statistics are reported such as percentages and mean findings (arithmetic averages). Correlations (also called bivariate relationships) are used to describe the relationships between two or more variables. In this report the degree of correlation is denoted by “r” (Pearson Product Moment Correlation). A positive correlation indicates that as scores increase for one variable, they increase for another variable as well (or both scores decrease). Analysis of Variance (ANOVA) tests were performed and reported by using the “F” statistic. Games-Howell significant tests are also reported for certain variables. The Games-Howell test is a post-hoc statistical test, used to determine significant relationships between two groups of a categorical variable such as gender, race or school. This particular test was used in an effort to control the overall error rate (the Games-Howell test was used instead of the traditional t –test because it can test all possible pairs simultaneously using a preset overall error rate, this is a more stringent test than a t - test) and because it was believed that the variances of the categorical variables were heterogeneous.

TABLE 1
COLLEGES/SCHOOLS OF SPRING 2000 RESPONDENTS, RETURN RATES AND RETURN RATES BY GENDER°

<u>FIU Colleges</u>	<u>Headcount Population of Spring 2000 Class</u>			<u>Surveys Returned By College</u>		<u>Returned Female Surveys</u>		<u>Return Rate of Surveys by College</u>	<u>(% of all returned) minus (% of Spring class)</u>
	<u>#</u>	<u>% female</u>	<u>% of Spring class</u>	<u>#</u>	<u>% of all returned</u>	<u>#</u>	<u>% of all returned</u>	<u>%</u>	<u>%</u>
Architecture	5	80	0.8	5	2.8	4	80	100.0	+2.0
Arts and Sciences	54	44	9.0	15	8.5	7	47	27.8	-.5
Business	127	39	21.2	79	44.9	35	44	62.2	+23.7
Education	213	87	35.6	17	9.7	14	82	8.0	-25.9
Engineering	29	17	4.8	5	2.8	1	20	17.2	-2.0
Health	47	79	7.9	12	6.8	6	50	25.5	-1.0
Hospitality Management	15	33	2.5	10	5.7	6	60	66.7	+3.2
Journalism	5	80	0.8	0	0.0	0	0	0.0	-.8
Urban and Public Affairs	<u>104</u>	<u>82</u>	<u>17.4</u>	<u>33</u>	<u>18.8</u>	<u>29</u>	<u>88</u>	<u>31.7</u>	+1.4
	599	67	100.0	176	100.0	102	58	29.3	

°For responses by racial/ethnic group see Table 2.A.

PRIMARY FINDINGS FROM THE 2000 SURVEY

A) PRINCIPAL INDICATORS OF SATISFACTION WITH FIU

Introduction. Ten principal indicators have been singled out as the most reliable measures of the graduates' satisfaction with FIU. These measures include: their overall satisfaction with FIU, whether or not they would recommend FIU to a friend or relative considering their graduate program, whether or not they felt challenged at FIU, their satisfaction with the department of their major, the quality of research in their program and the quality of the research facilities in their program. In general, FIU graduates reported very positive attitudes toward the University. Only 56 graduates participated in the 1999 survey. Therefore, one must be careful in drawing conclusions when comparing responses for the 1999 and 2000 graduates. Overall satisfaction with FIU increased by approximately one percentage point from 1999 (85% compared to 84% in 1999). The percentage of respondents who reported that they were satisfied with the department of their major increased by seven percentage points from last year's survey, a statistically significant increase (79% compared to 72% in 1999). Graduates also were more likely to agree that their professors were good teachers than respondents in 1999, a statistically significant increase (86% compared to 78%). Ratings of academic experience decreased by two percentage points from 1999 (82% compared to 84%). Respondents who reported that they had been challenged at FIU decreased by five percentage points from 1999 (90% compared with 95%). There was a decrease of three percentage points in the number of respondents who reported that they would recommend FIU to a friend or relative considering their graduate program (87% compared to 90% in 1999). The following is a summary of the graduates' responses to the ten principal indicators. A more descriptive analysis can be found on page nine.

(You will find the percentage change from the 1999 survey findings in parentheses. The survey was substantially revised in 2000; therefore, some questions cannot be compared to last year's survey responses. The responses were rounded to the nearest percent.)

- Satisfied with Overall Experience at FIU: Approximately 85% of the graduates indicated that they were satisfied with their overall FIU experiences (31% very satisfied, 54% satisfied). (+1)
- Academic Experience: Approximately 82% of the graduates rated positively their academic experience (33% excellent, 49% good ratings). (-2%)
- Challenged: Approximately 90% of the graduates agreed that they had been challenged to do the best that they could (58% most of the time, 32% some of the time). (-5%)
- Recommend FIU: Approximately 87% of the graduates reported that they would recommend FIU to a friend or relative considering their graduate program (53% without reservations, 34% with reservations). (-3%)
- Satisfaction with Department of Major: 79% of the graduates were satisfied with the department of their major (21% strongly agreed, 58% agreed). (+7%)
- Professors Were Good Teachers: 86% of the graduates agreed that their professors were good teachers (41% strongly agreed, 45% agreed). (+8%)

- Research Facilities Available in Graduate Program: 67% of the graduates rated positively the availability of research facilities (22% excellent, 45% good).
- My Professors Were Good Researchers: 75% of the graduates agreed that their professors were good researchers (26% strongly agreed, 49% agreed).
- Quality of Research in Graduate Program: 70% of the graduates rated positively the quality of research performed in their graduate program (25% excellent, 45% good).
- Faculty Available to Assist Graduate Student Research: 74% of the graduates rated positively the availability of the faculty to assist them in their research (34% excellent ratings, 40% good ratings).

B) EXAMPLES OF BIVARIATE RELATIONSHIPS SHOWING STRONG ASSOCIATIONS

- To the extent that respondents rated highly the availability of faculty to work with graduate students on their research, they also rated highly their opportunity to interact with faculty ($r = .73, p < .001$)
- To the extent that respondents were satisfied with their overall graduate program at FIU, they also rated highly their academic experience ($r = .73, p < .001$)
- To the extent that respondents agreed that research facilities were available, they also rated highly the research quality in their program ($r = .73, p < .001$)
- To the extent that the respondents agreed that their professors were good teachers, they also rated highly the quality of instruction ($r = .69, p < .001$)
- To the extent that the respondents were satisfied with their academic experience at FIU, they also reported that they would be more likely to recommend FIU to a friend or relative considering their graduate program ($r = .67, p < .001$)
- To the extent that the respondents agreed that they were challenged at FIU, they also reported that they would be more likely to recommend FIU to a friend or relative considering their graduate program ($r = .65, p < .001$)

C) FOUR MOST BENEFICIAL SOURCES OF ACADEMIC ADVISEMENT

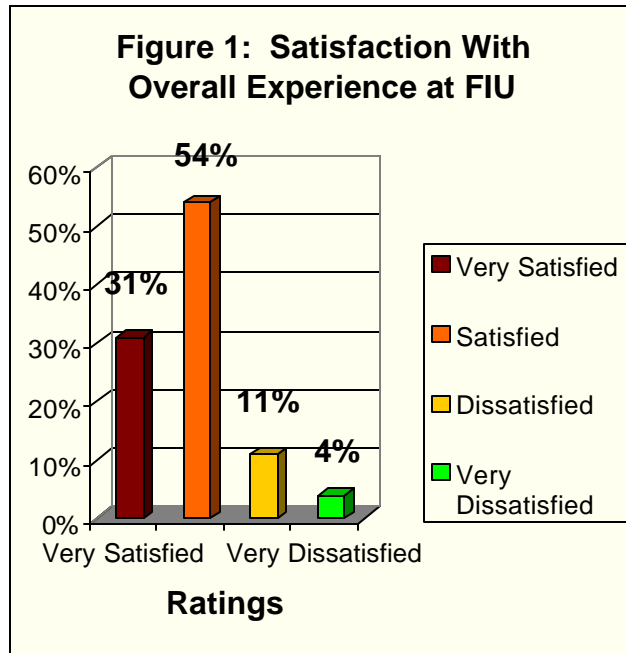
- Friends (82%)
- Professors (57%)
- Advisors in major (53%)
- Printed material including catalog (43%)

D) STRONGEST PREDICTORS OF ACADEMIC EXPERIENCE

- Extent of Overall Satisfaction with Graduate Program at FIU
- Likelihood of Recommending FIU to a friend or relative considering their graduate program
- Extent of Satisfaction with Department of major
- Positive Ratings regarding the Responsiveness of the Administration to Graduate Student Academic Problems
- Positive Ratings of Opportunity to Interact with Faculty in Graduate Program

E) TEN PRINCIPAL INDICATORS OF OVERALL SATISFACTION WITH FIU
(A graphical analysis)

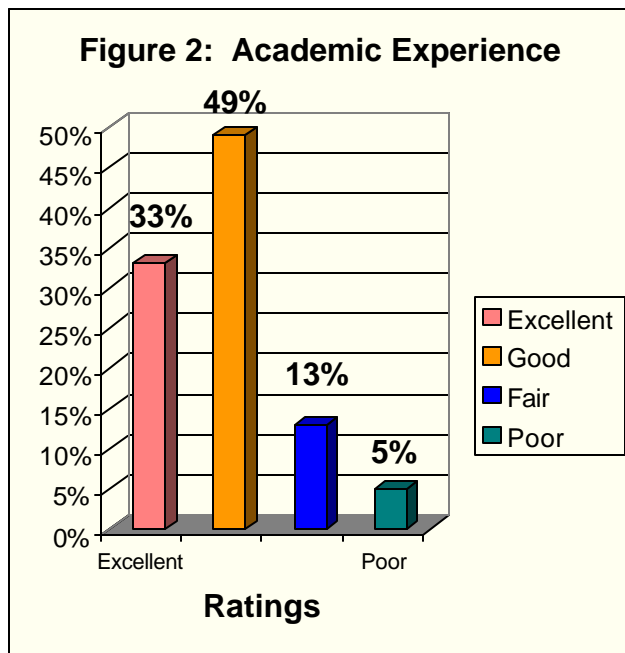
Overall Satisfaction.



The findings in Figure 1 indicate that 85% of respondents were satisfied overall with their graduate experience at FIU: 31% of graduating respondents reported that they were very satisfied, 54% were satisfied. Fifteen percent of respondents reported that they were dissatisfied with their overall graduate experience at FIU: 11% of respondents reported being dissatisfied and 4% reported being very dissatisfied.

Correlations: To the extent that graduates were satisfied with FIU, they also rated academic experience highly ($r = .73, p < .001$), would recommend their graduate program to others ($r = .65, p < .001$), reported that they were challenged to do their best ($r = .59, p < .001$), reported that their professors were good teachers ($r = .58, p < .001$) and reported that they were satisfied with how well their major department met its goals and objectives ($r = .57, p < .001$).

Academic Experience.

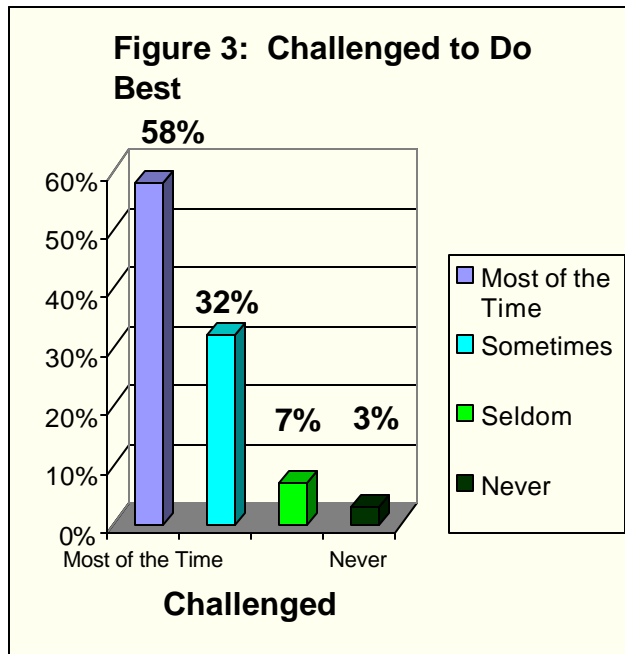


The findings in Figure 2 indicate that 82% of respondents reported a positive academic experience: 33% rated their academic experience as excellent, while 49% rated their academic experience as good. Eighteen percent of respondents reported that their academic experience at FIU was negative: 13% rated their academic experiences as fair, 5% rated their academic experience as poor.

Correlations: To the extent that graduates rated their academic experience highly, they also were satisfied overall with their graduate experiences at FIU ($r = .73, p < .001$), reported that they would be likely to recommend FIU to a friend or relative considering their graduate program ($r = .67, p < .001$) and rated highly the quality of instruction in their graduate program ($r = .60, p < .001$). The graduates also believed that professors in their graduate program

were good teachers ($r = .59, p < .001$) and rated highly the opportunity to interact with faculty in their program ($r = .58, p < .001$).

Challenged to Do Their Best.

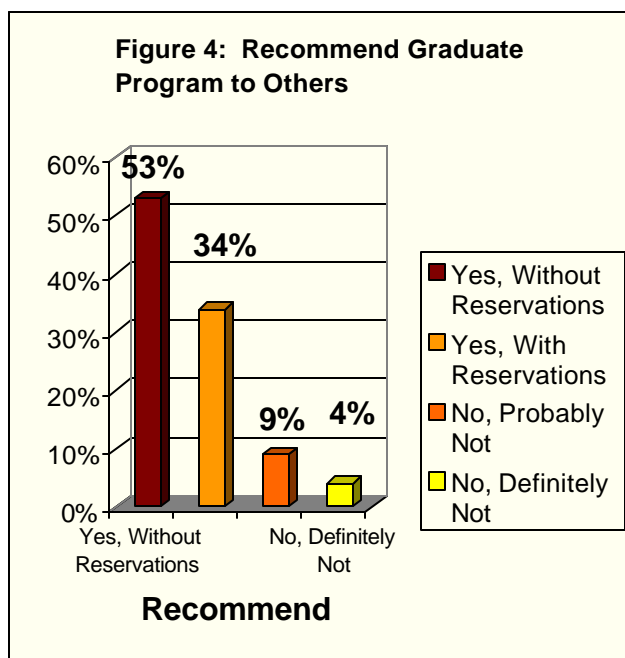


The findings depicted in Figure 3 indicate that 90% of respondents reported that they were challenged to do their best at FIU: 58% reported that they were challenged to do their best most of the time, an additional 32% reported that they were challenged sometimes. Ten percent of respondents reported that they were not challenged to do their best at FIU: 7% reported that they were seldom challenged, another 3% reported that they had never been challenged at FIU.

Correlations: To the extent that graduates were challenged to do their best at FIU, they also would recommend their graduate program to others ($r = .65, p < .001$), were satisfied overall with their graduate program at FIU ($r = .59, p < .001$), rated highly the quality of instruction at FIU ($r = .58, p < .001$), rated highly their academic experience at FIU ($r = .56,$

$p < .001$) and believed that the professors in their program at FIU were good teachers ($r = .54, p < .001$).

Recommend Graduate Program to Others.

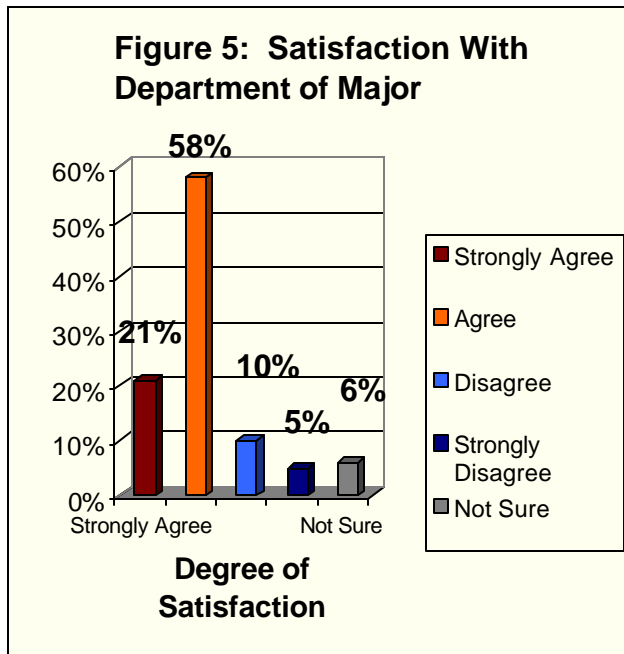


The findings depicted in Figure 4 indicate that 87% of respondents would recommend their graduate program to a friend or relative considering graduate school: 53% of respondents would recommend FIU without reservations, 34% report that they would recommend FIU with reservations. Approximately 9% of respondents reported that they probably would not recommend their graduate program to a friend or relative considering graduate school, 4% reported that they would not recommend FIU under any circumstances.

Correlations: To the extent that graduates would recommend their graduate program to others, they also rated highly their academic experience ($r = .67, p < .001$) and felt challenged to do their best in their graduate program at FIU ($r = .65, p < .001$).

Graduates who would recommend FIU to others also were satisfied overall with FIU ($r = .65, p < .001$), rated highly the quality of instruction at FIU ($r = .60, p < .001$) and rated highly the coursework availability in their graduate program at FIU ($r = .55, p < .001$).

Satisfaction With Department of Major.

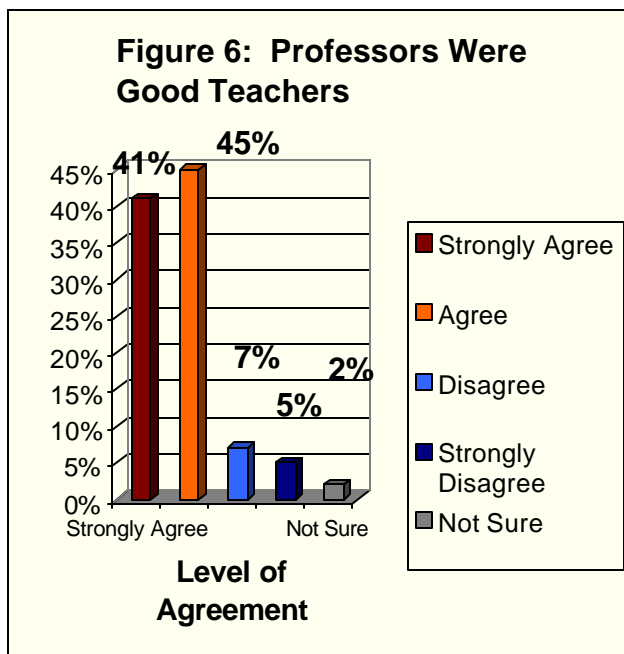


The findings in Figure 5 indicate that 79% of respondents were satisfied with the department of their major at FIU: 21% of respondents strongly agreed that they were satisfied, 58% agreed. Fifteen percent of respondents were not satisfied with the department of their major at FIU: 10% of respondents disagreed that they were satisfied and 5% strongly disagreed. Another 6% of respondents were not sure whether they agreed or disagreed.

Correlations: To the extent that graduates agreed that they were satisfied with the department of their major, they also agreed that their professors were good teachers ($r = .61, p < .001$), were satisfied overall with FIU ($r = .57, p < .001$) and rated highly their academic experience at FIU ($r = .56, p < .001$). Graduates who were satisfied with the department of their major also reported that they would

recommend FIU to a friend or relative considering their graduate program ($r = .53, p < .001$) and rated highly the quality of instruction at FIU ($r = .51, p < .001$).

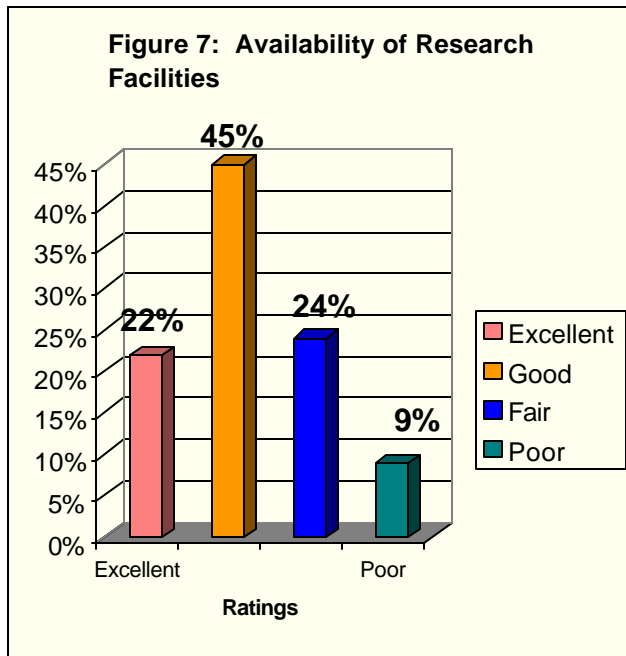
Professors Were Good Teachers.



The findings in Figure 6 indicate that 86% of respondents at FIU believed that the professors in their graduate program were good teachers: 41% of respondents strongly agreed, another 45% agreed. Twelve percent of respondents at FIU believed that the professors in their major were not good teachers: 7% of respondents disagreed, 5% strongly disagreed. Two percent of respondents were not sure whether they agreed or disagreed.

Correlations: To the extent that graduates believed that their professors at FIU were good teachers, they also rated highly the quality of instruction at FIU ($r = .69, p < .001$), were satisfied with the department of their major ($r = .61, p < .001$), rated highly their academic experience at FIU ($r = .59, p < .001$), were satisfied with their overall graduate experience at FIU ($r = .58, p < .001$) and reported that they felt challenged at FIU ($r = .54, p < .001$).

Availability of Research Facilities In Graduate Program.

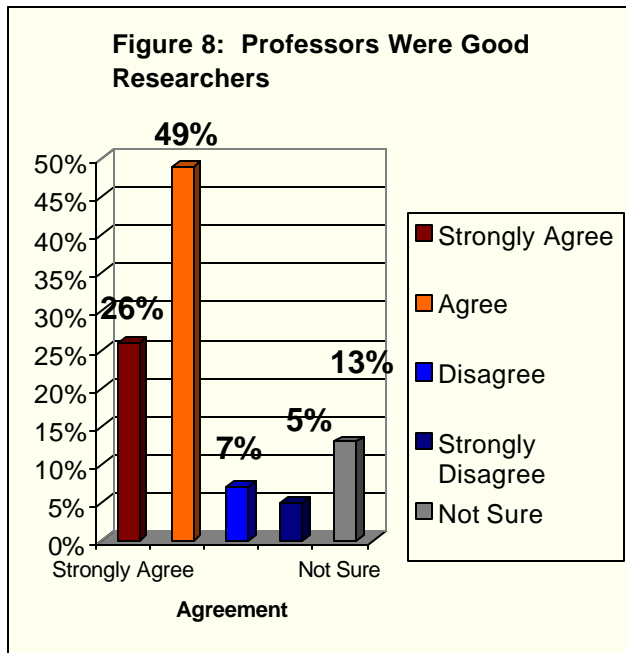


The findings in Figure 7 indicate that 67% of respondents assigned high ratings to the availability of research facilities in their graduate program: 22% of respondents rated the availability as excellent, an additional 45% rated the availability as good. Thirty three percent of respondents assigned low ratings to the availability of research facilities in their graduate program: 24% of respondents rated the availability as fair and 9% rated the availability as poor.

Correlations: To the extent that graduates rated highly the availability of research facilities in their graduate program, they also rated highly the research quality in their program ($r = .73, p < .001$) and rated highly their academic experience at FIU ($r = .45, p < .001$). Graduates who rated highly the availability of research facilities also rated highly the availability of faculty to collaborate on graduate

student research ($r = .43, p < .001$) and reported that they would recommend FIU to a friend or relative considering their graduate program ($r = .42, p < .001$).

Professors Were Good Researchers.

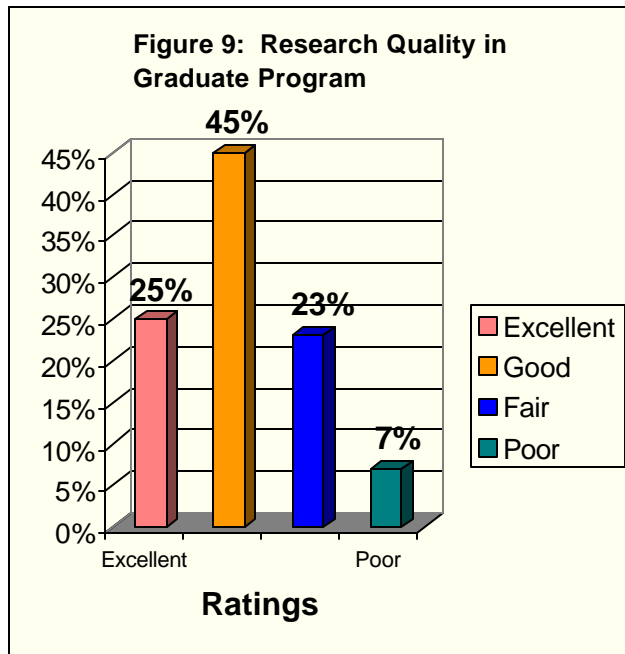


The findings in Figure 8 indicate that 75% of respondents agreed that the professors in their graduate program were good researchers: 26% strongly agreed, another 49% agreed. Twelve percent of respondents disagreed that their professors were good researchers: 7% of respondents disagreed, while 5% strongly disagreed. Another 13% of respondents were not sure if the professors in their graduate program were good researchers.

Correlations: To the extent that the graduates agreed that their professors were good researchers, they also agreed that the advice they received from the faculty in their department was useful for their research goals ($r = .48, p < .001$), their graduate experience at FIU contributed to their ability to solve analytical problems ($r = .45, p < .001$), their graduate experience at FIU contributed to their ability to think

logically ($r = .41, p < .001$), their professors at FIU were good teachers ($r = .41, p < .001$) and they rated highly the research quality in their graduate program ($r = .37, p < .001$).

Research Quality In Graduate Program.

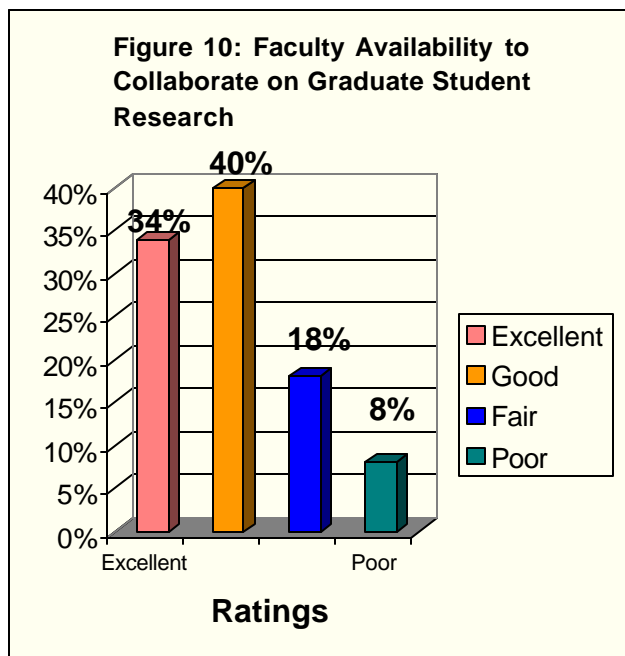


The findings in Figure 9 indicate that 70% of respondents rated highly the research quality in their graduate program: 25% rated the quality as excellent, with another 45% giving the research quality a rating of good. Thirty percent of respondents rated negatively the research quality in their graduate program: 23% rated the quality as fair, 7% rated the research quality as poor.

Correlations: To the extent that graduates rated highly the research quality in their graduate program, they also rated highly the availability of research facilities in their graduate program ($r = .73, p < .001$), rated highly the availability of faculty to collaborate on graduate student research ($r = .54, p < .001$) and rated highly the availability of graduate research assistantships ($r = .49, p < .001$). Graduates who rated highly the research quality in their graduate

program also rated highly their academic experience at FIU ($r = .46, p < .001$) and rated highly the quality of instruction at FIU ($r = .44, p < .001$).

Faculty Availability to Collaborate On Graduate Student Research.



The findings in Figure 10 indicate that 74% of respondents rated positively faculty availability to collaborate on graduate student research: 34% rated faculty availability as excellent, another 40% rated faculty availability as good. Twenty six percent of respondents rated negatively faculty availability to collaborate on graduate student research: 18% rated faculty availability as fair, 8% assigned a rating of poor.

Correlations: Graduates who rated highly the availability of faculty to collaborate on graduate student research also rated highly the opportunity to interact with faculty members in their graduate program ($r = .73, p < .001$), rated highly their academic experience at FIU ($r = .54, p < .001$) and rated highly the research quality in their graduate program ($r = .54, p < .001$). Graduates who rated

highly the availability of faculty to collaborate with graduate students also were satisfied overall with FIU ($r = .53, p < .001$) and agreed that the professors in their graduate program at FIU were good teachers ($r = .51, p < .001$).

F) MEAN DIFFERENCES BETWEEN GENDER GROUPS FOR SURVEY ITEM RESPONSES

Introduction. There were a few statistically significant differences between the item responses of the male and female respondents. Some of these differences are presented below.

Importance of each factor in selecting a FIU graduate program:

- Female respondents ($\underline{M} = 1.14$) reported that the type of program available at FIU was more important in their selection of a graduate program than male respondents ($\underline{M} = 1.33$) $\underline{F}(166) = 8.47, p < .01$
- Female respondents ($\underline{M} = 1.77$) reported that high admissions standards at FIU were more important in their selection of a graduate program than male respondents ($\underline{M} = 2.15$) $\underline{F}(163) = 13.10, p < .01$
- Female respondents ($\underline{M} = 1.46$) reported that the academic reputation at FIU was more important in their selection of a graduate program than male respondents ($\underline{M} = 1.70$) $\underline{F}(163) = 6.10, p < .05$

Academics:

- Female respondents ($\underline{M} = 1.98$) rated more highly the quality of research in their graduate program ($\underline{M} = 2.32$) $\underline{F}(165) = 6.50, p = .01$

G) SELECTED MEAN DIFFERENCES AMONG RACIAL/ETHNIC GROUPS FOR SURVEY ITEM RESPONSES

Introduction. Because of the number of survey responses, it is not constructive to look at the individual responses to the survey items and attempt to draw conclusions. However, each student voice is important. When each individual is placed into a subcategory or group, each individual voice carries more weight than when all graduates are examined as a single group. In an environment rich in diversity, such as at FIU, it is important to examine similarities and differences in attitudes and perceptions between group members. FIU is one of very few institutions, nationally, that has a majority Hispanic population (51%). Not only are Hispanic students in the majority but also there are more than twice (2.4 times) as many Hispanic graduates as White (non-Hispanic) graduates (21%) and more than three times (3.6 times) as many Hispanic graduates as Black/African American graduates (14%). While realizing that there may always be differences in attitudes and perceptions among racial/ethnic groups, it is important for the staff and administration of FIU to be sensitive to these differences, so as to better serve all groups. The survey respondents were generally representative of their respective racial/ethnic groups at FIU and some important conclusions can be drawn from their responses. [Asian graduates represented 3% of the graduating class, but 6% of the respondents; Black/African American graduates represented 11% of the graduating class, but 13% of the respondents; Hispanic graduates represented 44% of the graduating class and 43% of the respondents; White graduates represented 33% of the graduating class and 31% of the respondents; International Graduates/Non-Resident Aliens represented 11% of the graduating class, but only 5% of the respondents.]

Some important similarities in the survey item responses existed among the racial/ethnic groups. For eight of the ten principal indicators, there were no significant differences

among the respondents of the different racial/ethnic groups. There were no differences in: overall satisfaction with FIU, attitudes about academic experience, degree to which they felt challenged to do their best, type of recommendation of FIU that they would give to a friend or relative considering their graduate program, degree of satisfaction with the department of their major, the extent to which they agreed that their professors were good teachers, the extent to which respondents agreed that their professors were good researchers and their attitudes about the availability of faculty to assist with graduate students' research. There were small significant differences overall in the extent to which the respondents reported that research facilities were available in their graduate program and their attitudes regarding the quality of research in their graduate program. For this survey sample, one would expect some mean differences in the responses of the different racial/ethnic groups to the survey items, and indeed there were some additional significant differences found. Table 2.A. (p. 16) presents information on demographic items, with a written analysis below each item. Table 2.B. (p. 17) provides more information about differences in the survey item responses. These items are grouped with similar items and a statistical analysis is presented. These tables are followed by a written summary of the most important differences in the item responses among racial/ethnic groups in this survey sample.

Table 2.A.

DIFFERENCES AMONG RACIAL/ETHNIC GROUPS: DEMOGRAPHIC INFORMATION

Levels of significance are noted by * for significance at the .05 level, ** for significance at the .01 level, and *** for significance at the .001 level.

	<u>Number of Responses</u>					Totals
	Asian	Black/AA ^o	Hispanic	White ^{oo}	International Students/ Non-Resident Aliens	
1. School of Graduate Program:						
Architecture	0	0	4	0	0	4
Arts & Sciences	1	0	2	9	0	12
Business	3	4	44	25	1	77
Education	0	1	7	7	0	15
Engineering	0	0	4	0	1	5
Health	2	3	3	1	2	11
Hospitality Management	3	2	0	1	3	9
CUPA	4	11	8	8	1	32
Totals	13	21	72	51	8	165
Hispanic*** & White*** respondents were more likely to be receiving a degree from the College of Business and less likely to be receiving a degree CUPA than Black/African American respondents.						
2. Graduate Degree Earned						
M.A.	3	2	9	5	0	19
M.S.	10	18	48	24	6	106
Specialist	0	0	1	0	0	1
Ph.D.	0	0	0	4	0	4
Other	0	0	14	17	2	33
Totals	13	20	72	50	8	130
White respondents were more likely to report receiving a higher degree from FIU than Asian ** or Black/African American* respondents. Black/African American respondents were more likely to report receiving a M.S. degree from FIU than Hispanic** respondents.						
3. Number of Hours Employed						
Over 40 hours per week	1	0	5	0	0	6
Employed 31-40 hours	4	18	42	34	1	99
Employed 21-30	3	0	2	4	0	9
Employed 11-20 hours	2	0	8	6	3	19
Employed 1-10 hours	0	0	3	0	2	5
Not Employed	1	0	4	2	1	8
Totals	11	18	64	46	7	146
Black/African American respondents reported working a greater number of hours per week than Hispanic** or White** respondents.						
4. Overall GPA:						
3.0 – 3.2	1	3	11	5	2	22
3.3 – 3.4	2	6	19	10	0	37
3.5 – 3.6	3	4	22	13	1	43
3.8 – 4.0	7	7	20	23	5	62
Totals	13	20	72	51	8	164
There were no significant differences reported for this item.						
5. Age						
< 24	0	1	9	0	0	10
24 – 29	7	5	28	26	3	69
30 – 39	4	7	23	15	5	54
40 – 49	2	6	10	4	0	22
> 50	0	2	2	6	0	10
Totals	13	21	72	51	8	165
There were no significant differences reported for this item.						
6. Gender:						
Female	10	16	43	25	4	98
Male	3	5	29	26	4	67
Totals	10	16	72	51	8	165
There were no significant differences reported for this item.						

^oAfrican American

^{oo} White, not Hispanic

Table 2.B.
SELECTED MEAN DIFFERENCES AMONG RACIAL/ETHNIC GROUPS FOR SURVEY ITEM RESPONSES

Further post-hoc analyses were performed using Games-Howell tests between each pair of groups. (Note - American Indian, Hawaiian/Pacific Islander and International Graduates/Non-Resident Alien graduates were not included in these analyses because there were too few responses).

	Means	Overall F-value (degrees of freedom)	Games- Howell Significance (p)
Services:			
Used University Park Library (1 = Frequently to 4 = Never)			
Black/African American	3.25	3.71 (156)	< .001
Hispanic	2.17 (used more often)		
Used Biscayne Bay Library (1 = Frequently to 4 = Never)			
Black/African American	1.95 (used more often)	9.20 (154)	< .001
Hispanic	3.29		
White	3.10		
Asian	2.09 (used more often)	9.20 (154)	< .01
Hispanic	3.29		
Quality of Biscayne Bay Library (1 = Excellent to 5 = Don't Know)			
Asian	2.45 (rated more highly)	3.70 (131)	< .001
Hispanic	3.52		
White	3.48		
Personal Growth:			
How much did your education contribute to gaining more respect for the principles of moral living? 1 = Very Much, 3 = Very Little			
Hispanic	1.88 (contributed more)	4.90 (154)	< .001
White	2.40		

Written Summary of Selected Differences Among Racial/Ethnic Groups for Survey Item Responses

Services (see Table 2.B.):

- Hispanic respondents reported that they used the University Park library more often than Black/African American respondents ($\underline{M} = 2.17$ vs. $\underline{M} = 3.25$)
- Black/African American respondents reported that they used the Biscayne Bay library more often than Hispanic and White respondents ($\underline{M} = 1.95$ vs. $\underline{M} = 3.29$ and $\underline{M} = 3.10$, respectively)
- Asian respondents reported that they used the Biscayne Bay library more often than Hispanic respondents ($\underline{M} = 2.09$ vs. $\underline{M} = 3.29$)
- Asian respondents rated the quality of the Biscayne Bay library more highly than Hispanic and White graduates ($\underline{M} = 2.45$ vs. $\underline{M} = 3.52$ and $\underline{M} = 3.48$, respectively)
- Hispanic respondents reported that FIU contributed more to their respect for principles of moral living than White respondents ($\underline{M} = 1.88$ vs. $\underline{M} = 2.40$)

H) SELECTED MEAN DIFFERENCES IN RESPONSES TO SURVEY ITEMS FOR BISCAYNE BAY AND UNIVERSITY PARK CAMPUSES

Introduction. As with racial/ethnic groups, the graduates were also classified according to their primary campus of attendance. The respondents were asked to indicate at which campus they took the majority of their coursework. If the graduates indicated that they took an equal number of courses at more than one campus, if they indicated that they took the majority of their classes at the Broward site, or if they did not indicate a primary campus they were dropped from this part of the analysis ($N = 8$).

Some important similarities existed between the campus groups. There were no significant differences between graduates from the Biscayne Bay and University Park campuses on any of the ten principal indicators of satisfaction. There were some significant differences between the responses of respondents from the Biscayne Bay and University Park campuses to the other survey items. Most of these differences were in the reported frequency of use of campus services and in the respondents' quality ratings for these services. Tables 3.A.1. and 3.A.2. (p. 18-19) present information on demographic items, with a written analysis below each item. Table 3.B. (p. 20) provides more information about differences in survey item responses. These items are grouped with similar items and statistical analysis is presented. These three tables are followed by written summaries of the most important differences between the two campuses.

Table 3.A.1.

DIFFERENCES BETWEEN MEAN FINDINGS FOR CAMPUSES: DEMOGRAPHIC INFORMATION

Level of significance is noted by *** for significance at the .001 level.

	Number of Responses			Total
	UP Camous	BB Camous	Broward Site	
1. School of Graduate Program:				
Architecture	5	0	0	5
Arts & Sciences	13	2	0	15
Business	32	44	0	76
Education	14	1	1	16
Engineering	5	0	0	5
Health	7	4	0	11
Hospitality Management	0	9	0	9
CUPA	4	26	1	31
Totals	80	86	2	168

Biscayne Bay respondents* were more likely to be from the School of Hospitality Management or CUPA than University Park respondents.**

2. Graduate Degree Earned

M.A.	15	6	0	21
M.S.	40	67	0	107
Specialist	2	0	0	2
Ph.D.	3	1	0	4
Other	19	11	2	32
Totals	79	85	2	166

There were no significant differences, in Graduate Degree, (excluding the Broward site) by Campus.

3. Number of Hours Employed

Over 40 hours per week	1	5	0	6
Employed 31-40 hours	38	58	2	98
Employed 21-30	4	6	0	10
Employed 11-20 hours	17	4	0	21
Employed 1-10 hours	5	1	0	6
Not Employed	6	2	0	8
Totals	71	76	2	149

Biscayne Bay respondents* were employed more hours per week than respondents from the University Park Campus.**

Table 3.A.2.DIFFERENCES BETWEEN MEAN FINDINGS FOR CAMPUSES: DEMOGRAPHIC INFORMATION *continued*

	<u>Number of Responses</u>			Total
	UP Campus	BB Campus	Broward Site	
4. Overall GPA:				
3.0 – 3.2	9	14	0	23
3.3 – 3.4	14	23	0	37
3.5 – 3.6	25	19	0	44
3.7 – 4.0	31	30	2	63
Totals	79	86	2	167

There were no significant differences, by campus, in overall GPA.**5. Age**

< 24	7	3	0	10
24 – 29	34	36	0	70
30 – 39	25	29	0	54
40 – 49	10	13	1	24
> 50	4	5	1	10
Totals	80	86	2	168

There were no significant differences, by campus, in the age of the respondents.**6. Gender**

Male	38	29	1	68
Female	42	57	1	100
Totals	80	86	2	168

There were no significant differences, by campus, in the gender of the respondent respondents.**7. Race**

Asian	5	8	0	13
Black/African American	5	15	0	20
Hawaiian/Pacific Islander	1	0	0	1
Hispanic	34	37	0	71
I. S/N-R. Alien	3	5	0	8
White	28	20	2	50
Totals	76	85	2	163

There were no significant differences, by campus, in the race/ethnic group of the respondent respondents.

Table 3.B.
SELECTED SIGNIFICANT MEAN DIFFERENCES IN RESPONSES TO SURVEY ITEMS BETWEEN BISCAYNE BAY AND UNIVERSITY PARK CAMPUSES

There were a number of overall significant differences between the mean findings for the two larger campus groups at FIU. Further post-hoc analyses were performed using Games-Howell tests between the groups. Levels of significance are noted by *** for significance at the .001 level. (Note - Broward graduates were not included in these analyses because there were too few responses).

	<u>Means</u>	
	<u>University Park</u>	<u>Biscayne Bay</u>
Ratings:		
(1 = Strongly Agree to 5 = Not Sure)		
I was provided opportunities to develop appropriate computer skills.	2.46	1.84*** (more likely to agree)
My computer training prepared me for today's technology.	2.61	1.98***(more likely to agree)
Services – Frequency of Use:		
(1 = Frequent, 4 = Never)		
How often did you use the University Park Library?	1.77	3.05*** (used less often)
How often did you use the Biscayne Bay Library?	3.42	2.58*** (used more often)
How often did you use Registration services?	1.69	2.43*** (used less often)
How often did you use Add/Drop?	2.54	3.27*** (used less often)
Services – Quality:		
(1 = Excellent, 5 = Don't Know)		
University Park Library	1.68	2.90*** (rated lower)
Biscayne Bay Campus Library	4.05	2.68*** (rated more highly)
Registration services	2.20	2.93*** (rated lower)
Drop/Add	2.39	3.45*** (rated lower)

Written Summary of Selected Differences in Responses to Survey Items Between Biscayne Bay and University Park Campuses

Ratings (see Table 3.B.):

- Biscayne Bay respondents were more likely to agree that they were provided opportunities to develop appropriate computer skills at FIU than University Park respondents (\underline{M} = 1.84 vs. \underline{M} = 2.46) and that their computer training at FIU prepared them for today's technology (\underline{M} = 1.98 vs. \underline{M} = 2.61)

Services (see Table 3.B.):

- University Park respondents reported that they had used the University Park library significantly more often than Biscayne Bay respondents (\underline{M} = 1.77 vs. \underline{M} = 3.05) and they rated the quality of the University Park library more highly than Biscayne Bay respondents (\underline{M} = 1.68 vs. \underline{M} = 2.90)
- Biscayne Bay respondents reported that they had used the Biscayne Bay library significantly more often than University Park respondents (\underline{M} = 2.58 vs. \underline{M} = 3.42) and they rated the quality of the Biscayne Bay library higher than University Park respondents (\underline{M} = 2.68 vs. \underline{M} = 4.05)

- University Park respondents reported that they had used Registration services significantly more often than Biscayne Bay respondents ($\underline{M} = 1.69$ vs. $\underline{M} = 2.43$) and they rated the quality of Registration services more highly than Biscayne Bay respondents ($\underline{M} = 2.20$ vs. $\underline{M} = 2.93$)
- University Park respondents reported that they had used Drop/Add services significantly more often than Biscayne Bay respondents ($\underline{M} = 2.54$ vs. $\underline{M} = 3.27$) and they rated the quality of Drop/Add services more highly than Biscayne Bay respondents ($\underline{M} = 2.39$ vs. $\underline{M} = 3.45$)

D) SELECTED MEAN DIFFERENCES IN SURVEY ITEM RESPONSES AMONG COLLEGES/SCHOOLS

Introduction. The respondents were also classified into the colleges/schools to which their major department belonged, so that the similarities and differences between respondents from each school could be analyzed. Respondents from the School of Architecture and College of Engineering were not included in further analyses because of the small number of respondents who returned the survey. In addition, there were no respondents from the School of Journalism.

The respondents from the six schools did not significantly differ in their responses to nine of the ten principal indicators. There were no significant differences among the graduates' responses from the College of Arts and Sciences, the College of Business, the College of Education, the College of Health Sciences, the School of Hospitality Management and the College of Urban and Public Affairs on the following principal indicators: ratings of overall satisfaction with graduate experience at FIU, ratings of academic experience at FIU, the extent to which they were challenged to do their best, the type of recommendation they would make to a friend or relative considering their graduate program at FIU, degree of satisfaction with the department of their major, the extent to which they believed that their professors were good teachers, the extent to which they believed that their professors were good researchers, their ratings of research quality in their graduate program and the extent to which they believed that faculty members were available to collaborate on graduate student research.

There were a number of significant differences between the responses of graduates from the different colleges/schools to the other survey items. Table 4.A. (p. 22) provides demographic items, with a written analysis below each item. There were too many differences among the respondents from the eight schools to elaborate on each one; however, Tables 4.B.1. (p. 23) and 4.B.2. (p. 24) provide more information about selected differences in survey item responses. These items are grouped with similar items and statistical analysis is presented. The three tables are followed by written summaries of the most important differences among the colleges/schools.

Table 4.A.**DIFFERENCES IN MEAN FINDINGS BY COLLEGE/SCHOOL: DEMOGRAPHIC INFORMATION**

ARCH = Architecture, A&S = Arts & Sciences, BUS = Business, ED = Education, ENG = Engineering, HS = Health Sciences, HM = Hospitality Management, JOUR = Journalism (there were no Journalism respondents), U&PA = Urban & Public Affairs

Levels of statistical significance are noted by * for significance at the .05 level, ** for significance at the .01 level and *** for significance at the .001 level.

	Number of Responses								TOTALS
	ARCH	A&S	BUS	ED	ENG	HS	HM	U&PA	
1. Graduate Degree Earned									
M.A.	0	8	7	1	0	0	0	6	22
M.S.	4	4	48	10	5	9	10	21	111
Specialist	0	0	0	2	0	0	0	0	2
Ph.D.	0	3	0	1	0	0	0	0	4
Other	1	0	24	2	0	3	0	5	35
Totals	5	15	79	16	5	12	10	32	174
There were more respondents receiving a degree in Business than in Arts & Sciences**, Engineering*** and Hospitality Management									
2. Number of Hours Employed									
Over 40 hours per week	0	0	3	1	1	0	0	1	6
Employed 31-40 hours	1	3	55	12	1	4	2	22	100
Employed 21-30	1	2	0	0	0	1	2	4	10
Employed 11-20 hours	0	7	6	0	3	1	2	2	21
Employed 1-10 hours	3	0	1	0	0	2	0	0	6
Not Employed	0	1	3	0	0	2	1	1	8
Totals	5	13	68	13	5	10	7	30	151
Arts & Sciences respondents worked fewer hours per week than Business*, Education** & Urban & Public Affairs* respondents.									
3. Overall GPA									
3.0 - 3.2	0	1	15	1	1	1	0	5	24
3.3 - 3.4	0	1	23	2	1	3	1	7	38
3.5 - 3.6	4	4	19	6	0	3	3	5	44
3.7 - 4.0	1	9	20	8	3	4	5	15	65
Totals	5	15	77	17	5	11	9	32	171
There were no significant differences, by College/School, in overall GPA.									
4. Age									
< 24	1	0	6	1	0	0	1	1	10
24 - 29	3	11	36	3	1	2	5	12	73
30 - 39	1	2	20	4	4	6	3	14	54
40 - 49	0	0	12	5	0	2	0	5	24
> 50	0	2	3	4	0	1	0	1	11
Totals	5	15	77	17	5	11	9	33	172
Education respondents reported that they were older than Hospitality Management* respondents.									
5. Gender									
Male	1	8	42	2	4	5	3	4	69
Female	4	7	35	14	1	6	6	29	102
Totals	5	15	77	16	5	11	9	33	171
There were significantly more male Business respondents than male Education** and male Urban & Public Affairs*** respondents.									
6. Race									
Asian	0	1	3	0	0	2	3	4	13
Black/African American	0	0	4	1	0	3	2	11	21
Hawaiian/Pacific Islander	0	1	0	0	0	0	0	0	1
Hispanic	4	2	44	7	4	3	0	8	72
I. S/N-R. Alien	0	0	1	0	1	2	3	1	8
White	0	9	25	7	0	1	1	8	51
Totals	4	13	77	15	5	11	9	32	166
Business respondents were more likely to be Hispanic than Arts & Sciences* respondents.									

Table 4.B.1.
SELECTED MEAN DIFFERENCES TO SURVEY ITEM RESPONSES BY COLLEGE/SCHOOL

There were a number of overall significant differences between the mean findings for the Colleges/Schools at FIU. Further post-hoc analyses were performed using Games-Howell tests between each pair of groups. Levels of statistical significance for the Games-Howell tests are noted by * for significance at the .05 level, ** for significance at the .01 level and *** for significance at the .001 level. (Note – Architecture graduates, Engineering graduates and Hospitality Management graduates were not included in these analyses because there were too few responses: < 10).

	Means	Overall F-Value (degrees of freedom)	Overall Significance (p)
Graduate Student Issues:			
Research facilities available in graduate program		5.18 (115)	< .01
Arts & Sciences	2.79		
Business	1.96 (rated more highly)*		
My classes were too large		4.28 (116)	< .01
Arts & Sciences	3.60		
Business	2.70 (agreed less)***		
There was a good range of classes in my graduate program		4.31 (116)	< .01
Arts & Sciences	2.93 (agreed less)		
Business	2.22*		
Education	1.71**		
Faculty Issues:			
Letter of Recommendation from Faculty		4.75 (115)	< .01
Arts & Sciences	1.00***		
Business	1.26 (less likely to be able to ask for LOR)		
Education	1.00***		
Health Sciences	1.00***		
Advising Issues:			
The advice I received was useful for my educational goals		4.85 (98)	< .01
Arts & Sciences	1.47***		
Business	2.56 (agreed less)		
Education	1.69*		
The advice I received was useful for my research goals		3.81 (95)	= .01
Arts & Sciences	1.73		
Business	2.84 (agreed less)**		
How often did you use Academic Advising in your major?		3.91 (111)	= .01
Business	3.14 (used less often)*		
Health	2.18		
Rate the quality of Academic Advising in your major		5.15 (88)	< .01
Business	3.56 (rated lower)*		
Health	2.11		
Services – Frequency Issues:			
University Park library		9.86 (112)	< .001
Arts & Sciences	1.27		
Business	2.70 (used less often)***		
Business	2.70		
Education	3.31 (used less often)*		
Biscayne Bay library		8.97 (110)	< .001
Business	3.46*		
Education	3.50*		
Health	2.10 (used more often)		
Health Services		6.89 (111)	< .001
Arts & Sciences	2.50 (used more often)		
Business	3.57*		
Education	3.50*		

Table 4.B.2.
SELECTED MEAN DIFFERENCES TO SURVEY ITEM RESPONSES BY COLLEGE/SCHOOL
continued

	Means	Overall F-Value (degrees of freedom)	Overall Significance (p)
Growth Issues:			
How much did your graduate education contribute to growth in writing effectively?	5.27 (111)		< .01
Arts & Sciences	1.21***		
Business	1.81 (contributed less)		
Health	1.18**		
How much did your graduate education contribute to understanding and applying scientific principles and methods?	6.51 (109)		< .001
Business	2.00 (contributed less)		
Education	1.44*		
Health	1.27**		

Written Summary of Selected Differences To Survey Item Responses by College/School

Graduate Student Issues: (see Table 4.B.1.)

- Business graduates rated the availability of research facilities in their programs more highly than Arts and Sciences graduates ($\underline{M} = 1.96$ vs. $\underline{M} = 2.79$)
- Business graduates agreed less than Arts and Sciences graduates that their classes were too large ($\underline{M} = 2.70$ vs. $\underline{M} = 3.60$)
- Business ($\underline{M} = 2.22$) and Education ($\underline{M} = 1.71$) respondents agreed more than Arts and Sciences respondents ($\underline{M} = 2.93$) that there were a good range of classes available in their graduate program

Faculty Issues (see Table 4.B.1.):

- Business respondents ($\underline{M} = 1.26$) reported that they were less likely to be able to ask for a letter of recommendation from a faculty member than Arts and Sciences ($\underline{M} = 1.00$), Education ($\underline{M} = 1.00$) and Health Sciences ($\underline{M} = 1.00$) respondents

Advising Issues (see Table 4.B.1.):

- Business respondents ($\underline{M} = 2.56$) reported that the advice they received was less useful for their educational goals than Arts and Sciences ($\underline{M} = 1.47$) and Education ($\underline{M} = 1.69$) respondents
- Business respondents reported that the advice they received was less useful for their research goals than Arts and Sciences respondents ($\underline{M} = 2.84$ vs. $\underline{M} = 1.73$)
- Business respondents reported that they used Academic Advising in their major less often than Health Sciences respondents ($\underline{M} = 3.14$ vs. $\underline{M} = 2.18$)
- Business respondents rated the quality of Academic Advising in their major lower than Health Sciences respondents ($\underline{M} = 3.56$ vs. $\underline{M} = 2.11$)

Services – Frequency Issues (see Table 4.B.1.):

- Business respondents reported that they used the University Park library less frequently than Arts and Sciences respondents ($\underline{M} = 2.70$ vs. $\underline{M} = 1.27$) and more frequently than Education respondents ($\underline{M} = 2.70$ vs. $\underline{M} = 3.31$)

- Health Sciences respondents reported that they used the Biscayne Bay library more frequently than Business and Education respondents ($\underline{M} = 2.10$ vs. $\underline{M} = 3.46$ and $\underline{M} = 3.50$, respectively)
- Arts and Sciences respondents reported that they used Health Services more frequently than Business and Education respondents ($\underline{M} = 2.50$ vs. $\underline{M} = 3.57$ and $\underline{M} = 3.50$, respectively)

Growth Issues (see Table 4.B.2.):

- Business respondents reported that their graduate education contributed less to their growth in writing effectively than Arts and Sciences and Health Sciences respondents ($\underline{M} = 1.81$ vs. $\underline{M} = 1.21$ and $\underline{M} = 1.18$, respectively)
- Business respondents reported that their graduate education contributed less to their growth in understanding and applying scientific principles and methods than Education and Health Sciences respondents ($\underline{M} = 2.00$ vs. $\underline{M} = 1.44$ and $\underline{M} = 1.27$, respectively)

J) CONCLUSIONS FROM THE SPRING 2000 MASTERS AND DOCTORAL STUDENT SURVEY

A better effort needs to be made to include all of the graduating respondents for a given academic year, not just the respondents who graduate in the spring semester. Additionally, the different colleges/schools at FIU in conjunction with the Office of Planning and Institutional Effectiveness need to put forth a better effort to strongly encourage (or require) participation in this annual survey. The overall response rate for this survey was just over 29%. If we exclude the School of Architecture's high return rate (100% return rate by five graduates), the School of Hospitality Management had the highest return rate. Their respondents returned approximately 67% of their surveys, which is commendable. The School of Business and the College of Urban and Public Affairs also had response rates above the overall response rate (62% and 32%, respectively).

The data from the survey were analyzed and from this data, ten principal indicators of graduate students' satisfaction emerged: overall satisfaction with FIU, attitudes about academic experience, degree to which they felt challenged to do their best, type of recommendation of FIU they would give to a friend or family member considering their graduate program, degree of satisfaction with the department of their major, the extent to which they agreed that professors in their major were good teachers, attitudes about the availability of research facilities in their graduate program, the extent to which they agreed that professors in their major were good researchers, attitudes about the research quality in their graduate program and attitudes about faculty availability to collaborate on graduate student research.

Positive responses to the ten Principal Indicators of Satisfaction were high, overall, ranging from 67% to 90%. Of the ten indicators, graduating respondents were least positive regarding the availability of research facilities in their graduate program and were most positive toward the indicator measuring how often they had felt challenged to do their best at FIU. When compared to last year's respondents, positive responses decreased on three of the ten principal indicators (-2% to -5%) and increased on three of the ten indicators (+1% to +8%). Most of the items on the survey were positively correlated with other items, indicating that most of the respondents either had a very positive overall impression of FIU or an overall negative impression. In particular, the ten Principal Indicators of Satisfaction were highly correlated with each other. The strongest correlation was between overall satisfaction with FIU and ratings of academic experience ($r = .73, p < .001$).

There were many differences between subgroups of the graduates (gender groups, racial/ethnic groups, campus groups, college/school groups). Their responses can lead to some broad conclusions. Respondents from the different racial/ethnic groups rated and used services differently (libraries, recreational services, academic advising in major); this information can perhaps be used in a positive way by each service to improve marketing or to improve customer service toward members of all ethnic groups. Biscayne Bay campus respondents worked more hours per week, in addition to attending classes, than University Park respondents. Biscayne Bay graduates also reported that they used Registration services and Drop/Add services less than University Park graduates. There were many differences in the survey item responses by respondents from the colleges/schools on general graduate student issues, faculty issues and

advising issues. There were also significant differences by college/school in the frequency of use of campus services and the quality ratings for these services

In general, the responses to the 2000 Graduating Masters and Doctoral Student Survey are very informative and can point out areas that need improvement. Although respondents seem to share a positive view of FIU, the survey responses direct attention to several areas that need improvement. According to the survey responses, there are many differences in perception and attitudes regarding FIU, among groups of graduates. A student's gender, racial/ethnic group, primary campus and choice of major often magnify these differences in perception and attitudes. FIU is leading the South and the nation in promoting diversity (as indicated by the number of degrees conferred to minority graduates: Black/African American, Hispanic, Asian etc.), but there are still areas that need improvement. It is not enough to look at past accomplishments, it is essential that we use the information gathered from our graduates to promote an even better atmosphere for future FIU students.

APPENDIX A
2000 GRADUATING MASTERS
AND DOCTORAL STUDENTS' SURVEY

PERCENTAGES FOR ALL CLOSED-ENDED QUESTIONS (percentages are not exact, and some have been rounded to add up to 100%)

A. Please indicate your graduate program college or school:

Architecture	2.8%
Arts & Sciences	8.5%
Business	44.9%
Education	9.7%
Engineering	2.8%
Health	6.8%
Hospitality Management	5.7%
CUPA	18.8%

B. Please specify your program code _____
 Name of Program _____

C. Please indicate your graduate degree level

M.A.	12.6%
M.S.	63.8%
Ph.D.	2.3%
Specialist	1.1%
Other	20.1%

D. In general, how satisfied are you with your overall graduate experience at FIU:

Very Satisfied	31.0%
Satisfied	54.4%
Dissatisfied	10.5%
Very Dissatisfied	4.1%

E. How did you rank your major program at the time you applied for graduate school admission to FIU?

Top program	14.4%
Excellent program	37.9%
Good program	34.5%
Fairly good program	13.2%

F. How important was each reason below in selecting your graduate program at FIU?

	Importance:		
	Very	Somewhat	Not
Size of School	22%	37%	41%
Cost of Education	71%	24%	5%
Type of Program Available	78%	21%	1%
Reputation of Program	61%	33%	6%
Location	65%	26%	9%
High Admissions Standards	26%	55%	19%

Importance:

	Very	Somewhat	Not
Academic reputation	51%	43%	6%
Scholarship availability	30%	30%	40%
Assistantship availability	36%	21%	43%
To be with friends	7%	21%	72%

G. Please rate each of the following factors related to your current FIU graduate program

(E = Excellent, G = Good, F = Fair, P = Poor)

	E	G	F	P
Research facilities available in your graduate program	22%	45%	24%	9%
The quality of research now being done in FIU program	25%	45%	23%	7%
The quality of instruction in your graduate program	28%	52%	16%	4%
Coursework availability for your graduate program	26%	46%	23%	5%
The opportunity to interact with faculty in your program	46%	36%	13%	5%
Faculty available to work with you on your research	34%	40%	18%	8%
Opportunity for graduate teaching assistantships	18%	35%	26%	21%
Opportunity for graduate research assistantships	17%	33%	30%	20%
Preparation given to graduate students for teaching	10%	37%	28%	25%

H. When you reflect upon your time during your current graduate program, have you been challenged to do the best you could?

Most of the time	58%
Sometimes	32%
Seldom	7%
Never	3%

I. Would you recommend FIU to a friend or relative considering your graduate program?

Yes, without reservations	53%
Yes, with reservations	34%
No, probably not	9%
No, under no circumstances	4%

J. How would you rate each of the following areas at FIU?

	E	G	F	P
Academic experience	33%	48%	14%	5%
Social experience	24%	44%	26%	6%
Safety measures	32%	48%	17%	3%

	<u>E</u>	<u>G</u>	<u>F</u>	<u>P</u>
Responsiveness of Administration to graduate student academic problems	21%	43%	23%	13%
Responsiveness of FIU's Support Services to graduate students' needs	17%	48%	24%	11%

K. Please indicate the category that reflects your overall rating for each area in your graduate program.
(SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree, NS = Not Sure)

	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>	<u>NS</u>
My professors were good teachers	41%	45%	7%	5%	2%
My professors were good researchers	26%	49%	7%	5%	13%
My classes were too large	10%	16%	42%	30%	2%
The courses I needed were available	26%	52%	15%	5%	2%
There was a good range of courses	21%	44%	20%	10%	5%
I was provided opportunities to develop appropriate computer skills	31%	39%	20%	5%	5%
The quality of courses I took prepared me for employment	24%	49%	15%	7%	5%
I was satisfied with the fairness of grading in my courses	37%	56%	3%	3%	1%
My computer training provided me for today's technology	23%	42%	21%	8%	6%
I am satisfied with how well my major department has met its goals and objectives	20%	58%	11%	5%	6%
Courses in other departments, but required by my academic program were available to me	23%	51%	8%	1%	17%

L. If you intend to engage in further formal study, what is the highest degree you eventually expect to earn?

None	51%
Additional degree	49%
Please specify additional graduate degree:	<u>N</u>
Ph.D. or Doctorate	47
Law or J.D.	11
Information Systems	5
Other Masters	9
Other Unspecified	<u>9</u>
	81

M. Please indicate how many hours per week you were typically employed while attending graduate school:

	<u>On-campus</u>	<u>Off-campus</u>
Not applicable	70%	31%
1-10 hours	5%	3%
11-20 hours	11%	4%
21-34 hours	3%	4%
35 or more	11%	58%

N. Please indicate the name of the institution from which you received your most recent degree (Listed if N > 1)

	<u>N</u>
Barrv University	5
Florida A & M Univ.	2
Florida Atlantic Univ.	6
FIU	81
Florida State University	4
Nova Southeastern University	2
University of Florida	6
University of Miami	<u>4</u>
	110

O. Did you develop professional relationships with faculty that were close enough to ask for each type of assistance listed below?

	<u>Yes</u>	<u>No</u>
Letter of Recommendation	83%	17%
Advice about personal decisions	63%	37%
Advice about professional decisions	82%	18%

P. If you received academic program advice from university or departmental faculty, please answer the following questions.

	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>	<u>NS</u>
In general, my advisor was helpful	42%	34%	10%	6%	8%
My advisor was available when needed	34%	41%	10%	8%	7%
Sufficient time was available during advising sessions	31%	45%	10%	7%	7%
The advice I received was useful for my career goals	30%	36%	17%	6%	11%
The advice I received was useful for my educational goals	36%	42%	8%	5%	9%
The advice I received was useful for my research goals	27%	34%	12%	8%	19%

O. What is your overall graduate grade point average

3.0 – 3.2	14%
3.3 – 3.4	22%
3.5 – 3.6	26%
above 3.6	38%

R. Please indicate your age category

Less than 24	6%
24 – 29	42%
30 – 39	31%
40 – 49	14%
50 or older	7%

S. About how far do you live from FIU?

On campus	4%
Within one mile	2%
1 – 10 miles	33%
11 – 25 miles	38%
over 25 miles	23%

T. Please indicate your gender

Male	40%
Female	60%

U. Please indicate your racial/ethnic group:

Asian	8%
Black/African American	13%
Hispanic	43%
I.S./Non-Resident Alien	5%
Native Hawaiian/ Other P.I.	< 1%
White	30%

V. Please indicate the FIU campus at which you took most of your graduate coursework:

University Park	48%
Biscayne Bay Campus	51%
Broward	1%

W. Please indicate how often you used each of the following and the quality of the service you received.

(F = Frequently, O = Occasionally, S = Seldom, N = Never; E = Excellent, G = Good, F = Fair, P = Poor, DK = Don't Know)

Frequency:

	<u>F</u>	<u>O</u>	<u>S</u>	<u>N</u>
FIU Library at University Park	30%	24%	17%	29%
FIU Library at Biscayne Bay Campus	16%	16%	24%	44%
Career Resources and Placement Service	5%	10%	21%	64%
Health Services	4%	17%	18%	61%
Computer Laboratory Services	16%	21%	26%	37%
Cultural Activities (i.e. speakers, concerts, etc.)	5%	7%	22%	66%
SASS Services	9%	13%	10%	68%
Registration	41%	27%	15%	17%
Drop and Add	13%	22%	24%	41%
Financial Aid Services	23%	12%	17%	48%
Student Records Services	11%	20%	26%	43%
Graduate Studies Office	10%	15%	19%	56%
World Wide Web Services	40%	23%	10%	27%
Kiosk Services	17%	28%	24%	31%
Recreational Services	5%	5%	20%	70%

	<u>F</u>	<u>O</u>	<u>S</u>	<u>N</u>
On-Campus Student Employment	9%	6%	7%	78%

Academic Advising in Major	20%	30%	21%	29%
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Intramural Activities	0%	2%	6%	92%
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Quality:

	<u>E</u>	<u>G</u>	<u>F</u>	<u>P</u>	<u>DK</u>
FIU Library at University Park	39%	32%	9%	1%	19%

FIU Library at Biscayne Bay Campus	11%	29%	19%	2%	38%
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Career Resources and Placement	8%	19%	14%	6%	53%
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Health Services	16%	20%	8%	5%	51%
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Computer Laboratory Services	13%	33%	20%	6%	28%
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Cultural Activities (i.e. speakers, concerts, etc.)	6%	26%	6%	2%	60%
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SASS Services	8%	24%	11%	0%	57%
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Registration Services	20%	39%	20%	8%	13%
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Drop and Add	17%	38%	11%	4%	30%
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Financial Aid Services	9%	25%	15%	9%	42%
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Student Records Services	10%	38%	11%	7%	34%
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Graduate Studies Office	13%	29%	8%	2%	48%
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World Wide Web Services	29%	39%	11%	3%	18%
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Recreational Services	3%	23%	11%	2%	61%
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On-Campus Student Employment	8%	14%	6%	1%	71%
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Academic Advising in major	20%	34%	16%	9%	21%
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Intramural Activities	0%	10%	4%	0%	86%
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X. Please indicate how much your graduate education at FIU contributed to your personal growth in each area.

(VM = Very Much, S = Somewhat, VL = Very Little)

	<u>VM</u>	<u>S</u>	<u>VL</u>
Writing effectively	48%	39%	13%
Speaking effectively	48%	39%	13%
Understanding written information	56%	39%	5%
Working independently	49%	36%	15%
Learning on your own	64%	26%	10%
Leading a productive, satisfying life	36%	43%	21%

	<u>VM</u>	<u>S</u>	<u>VL</u>
Improving your computational skills	42%	36%	22%
Working cooperatively in a group	53%	37%	10%
Organizing your time effectively	51%	34%	15%
Leading and guiding others	45%	41%	14%
Becoming more aware of the importance of ethical practices	45%	36%	19%
Ability to develop the skills necessary to give effective professional presentations	52%	41%	7%
Ability to express your thoughts	45%	45%	10%
Critical thinking	57%	38%	5%
Thinking logically	54%	40%	6%
Ability to solve analytical problems	45%	48%	7%
Learning another language	14%	17%	69%
Learning to listen more closely to others	36%	49%	15%
Desiring intellectual challenges	52%	35%	13%
Prepared me to pursue life-long learning	47%	36%	17%
Understanding different philosophies and cultures	45%	31%	24%
Ability to conceptualize and solve problems	45%	45%	10%
Understanding and applying scientific principles and methods	42%	40%	18%
Gaining more respect for principles of moral living	29%	39%	32%

Y. Which item best describes your enrollment status while you were enrolled at FIU?

Full-Time	59%
Part-Time	41%

Z. Which item best describes where you lived while you were enrolled at FIU.

With parents or relatives	24%
Other private dwelling	73%
On-campus housing	3%

Z1. Check up to three sources from which you received the most beneficial academic advising.

(Percentages will not add to 100%)

SASS advising reports	11%
Central advisors in my college	11%
Advisors in my major	47%
Professors not assigned as advisors	46%
Student advisors	11%
Friends	53%
Printed materials including the catalog	26%
I did not seek help from advisors	11%

Other sources listed:

Alumni, business associates, career sites on WWW, program director, family, FIU webpage, ISSS, secretary

Z2. Indicate up to three sources which were most useful to you in learning about FIU.

(Percentages will not add to 100%)

Advertisements	19%
Website	31%
Friend, colleague or family member	45%
Campus recruitment fair	3%
I am a FIU graduate	38%
Other	15%

APPENDIX B
ANSWERS TO OPEN-ENDED QUESTIONS.

1. What other universities did you apply to when you were considering FIU?

<u>University</u>	<u>N</u>
Barry University	2
Boston University	1
City College	1
Clark Atlanta University	1
Columbia University	1
Cornell	2
CUNY	1
Florida Atlantic University	6
Florida State University	5
Harvard	1
Hilton College	1
Johns Hopkins	1
Johnson Wales	1
New York University	1
Nova Southeastern University	1
Rochester Institute of Technology	1
Rockhurst	1
Simon Fraser University	1
Stanford University	1
Texas A&M	1
Texas Tech	1
The Ohio State University	1
Thunderbird	2
University of Arizona	1
University of Central Florida	2
University of Florida	3
University of Houston	1
University of Louisville	1
University of Massachusetts – Amherst	1
University of Miami	14
University of Nevada, Las Vegas	1
University of South Carolina	1
University of Southern California	1
University of South Florida	2
University of Washington	1
Washington State University	1
Yale University	<u>1</u>
	66

2. In what single way did FIU best meet your expectations? (Comments were typed as written)

- Ability to obtain master's degree while working full time
- Affordable, quality education; Financial/financially
- Allowed enough interaction with faculty to find a mentor which best met my needs and ideas (Architecture)
- Availability of faculty to advise, help accommodate student needs
- Broaden the vision
- By providing excellent teachers/ Faculty/ Overall, professional instructors who provided a positive learning environment/Quality instruction has prepared me for a better job/Quality of Teachers
- By providing me with a good institution; collaborated with professors and adjunct professors to provide me with a better, more disciplined way of life
- Career development
- Cheap education/ Cost/I was able to pay for my courses without a financial burden/Price/Value for money/Value for price
- Clinical
- Close to home, affordable; had program I wanted
- Convenience
- Course work
- Did not meet expectations at all (Accounting)/Never met any of my expectations, this is the least student-friendly institution I have ever attended (Health Services Administration)/None at all, I expected to learn at least and that was not satisfied (EMST)
- Diversity experience/ I became aware of a variety of cultures that reside in Miami/International culture...students and experiences
- Easy
- Excellent variety of classes
- Flexibility with work/ Having the ability to work while getting an education/It allowed me a chance to work and finish up the degree/Provided the tools I needed to complete my degree while working full-time
- Gave me quality graduate education from knowledgeable faculty and among motivated students (Business Administration)
- Generally good program
- Giving me a place to work independently
- Good academic level and good teachers
- Got degree/ I finished my degree/I graduated
- Great professors; student government
- I believe that I learned so much at FIU it would be difficult to describe it all. I have been here through many degrees and although I feel that the Architecture graduate program could improve, I think it will since it is new.
- I could study what I wanted
- I got to interact and network with employers. I gained valuable knowledge from some professors that are very experienced in the Hospitality Industry.
- I had a wonderful doctoral committee that made sure that I was successful (Curriculum & Instruction)
- I managed a GPA of 3.9
- I really expected better teaching that would prepare me for the job market
- In Saturday courses made possible to study (sic)
- Intellectual and mental challenges/The challenging curriculum
- It gave me the opportunity to teach
- It offered hands-on experience
- It was worth the cost of admission, I recommend raise tuition and decrease class size
- Just to have the experience to study at an American university
- Learning teamwork skills/Sharpening teambuilding skills
- Length of the master's program
- Location and I had met professors/Tamiami campus is a great location from home
- Meets requirements of Florida's 150 hour requirement
- My involvement socially as a student at FIU was more challenging and helped me to prepare for the "real world" better than any graduate program
- Open my eyes about the hospitality business, be able to get connections and learn more about my goals

- Preparation for work/preparing me to succeed in ENG profession
- Provided an adequate avenue for furthering my educational development
- Provided me with the opportunity and knowledge to obtain an executive level position for a health care organization
- Quality of education
- Quality resources; size; program availability; cost
- Quantity of work
- Received training and degree in Legal Psychology
- Saturday classes in the EMST program with time off during the tax season/Schedule/Saturday classes only/Saturday Executive program at a reasonable price/The ability to accommodate the needs of working professionals by having coursework in the evenings and on Saturdays for my college
- Some of my professors were great people that made me want to be as good as them at what I do
- The list of courses to complete degree was clearly communicated and followed
- The program provided real-life scenarios
- The program set up is excellent. I have very little free time and the fact that I was given my books, registered for courses and even given food was great
- The quality of the library
- Weather
- Working on grants is probably the most satisfying experience; working with our community; working on “real” projects

3. What one change would you suggest to improve the graduate experience at FIU for others? (Comments were typed as written)

- A course dealing with actual tax returns/return preparation/ Make other tax courses available that apply to current tax policy. Such as the study of LLC's vs. S-Corps./ More attention to tax compliance/ More internet research and analyzing tax laws
- Accessible information about other clinical preceptors (Nursing)
- Add project management and computer and language skills to regular courses (Business Administration)
- Availability of classes per semester/Greater number of classes/Increase the number of classes offered for example in my program – if I miss one class I'll have to wait a whole year/ Offer more classes during the day and morning
- Availability of electives; more incorporation of electronic commerce issues into curriculum/Other electives
- Be more sensitive to the needs of international students, many of us are unaccustomed & FIU personnel sometimes are not helpful or cooperative/ I am an international student. My major in University was HM. When I come to FIU, school required us to take a lot of pre-reqs, most of them I already took in University, so I feel is waste (sic)./ International students should have the information sessions once they are at school. At the International student office they schedule those meetings at dates that are inconvenient.
- Be more selective of students admitted into the program/ Better enrollment/Raise admission standards
- Be open and get connection for future career
- Bell curve between “A” and “F”
- Better and earlier advisement; guidance and computer services assistance
- Better organization with regards to student records
- Better professors in CUPA; improve communications; career fairs related to major; build spirit among graduate students
- Better teachers, more motivated to teach/Clean out some professors/Except three very good teachers, most of them didn't have the background to teach their classes/Hire respectable professors who are not afraid to help students/Improve quality of MSW instructors – no adjuncts/Some professors should be changed because their knowledge of the HM field is not good enough to provide new information to us/The quality of professors in the department – some are excellent and some are poor/You need new teachers with relevant practical current experience/Younger professors to teach up-to-date material
- Better teacher evaluation methods/Evaluations about professors should be taken more seriously/More strict or frequent evaluation of the performance of faculty members regarding content of curriculum and student satisfaction with the faculty/Professors and courses should be evaluated in a more detailed way...I can say some courses are not necessary to future careers
- Better writing classes for sure. More labs, more hands on real life problems

ore standardized information regarding courses, goals, forms etc. – we were guessing far too often

- More class offerings of Latin American Caribbean program
- More comprehensive course work
- More computers need to be available to students
- More contact from graduate studies with information and activities concerning graduate students
- More convenient times for some classes
- More courses at the North campus; administrative employees should be more knowledgeable and have the appropriate information
- More extracurricular activities/More social activities
- More field experience; offer opportunity to sub and work in schools
- More guidance during dissertation development – general procedure & processes
- More information on what is available in general areas such as the library, etc.
- More organization/The need for organization is a must. However, I believe this is improving.
- More parking garages
- More programs like this
- More recognition of special programs such as the EMST by the general registration, financial offices, etc.
- More rigorous epidemiology courses for all
- More variety in summer classes
- Offer more flexibility within majors and more courses with “real-life” experience to back it up
- Personality of staff – being American and not Hispanic was a big problem for me while I was attending class at FIU. The school, in my opinion, caters to the Latin population and closes out other populations
- Probably the graduate program needs to be more in lectures
- Program advisors need to be more available/There is only one graduate advisor in Hospitality Management, this translates into poor service.
- Provide more information about the courses before enrollment
- Provide more Ph.D. opportunities
- Provide more qualified courses

- Providing more teachers and courses in the Linguistics program, the lack of variety made the program bland.
- Real-life experiences
- Reduce class size; charge more money for graduate students; must work in field for one year before graduate studies
- Remind all administrators, particularly deans, that they are here & the university is here for the students – not to provide them with paychecks, fiefdoms, power & status
- Since I started, the academic demands or expectations for students has lowered. Simply, now the students are in charge and not the educators. The quality and quantity of work has significantly dropped.
- Stop the thesis paper
- Streamline the red tape – FIU is one of the user-unfriendliest schools anywhere so far as adult students are concerned
- Strong faculty
- The advisement of whoever is in the role for dissertation improvements/changes should be begun earlier. It is very stressful to introduce a new party with decision-making power that late in the process.
- The Executive MBA program is a totally exceptional program. It would be wonderful if this concept could be initiated at other schools at FIU.
- Try to keep small classes
- Use more graphics, current cases

4. Other Suggestions or Comments (Comments were typed as written)

- All professors should be required to take some courses in education, in order to improve their teaching skills. Training in instructional strategy would be helpful.
- Assessment courses needs (sic) to be more realistic and adaptable to the actual school setting. If someone who has actual experience with being a psychologist in the schools taught the course it may be more relevant.
- Before recruitment inform companies what sponsoring international students is all about. Many of them believe that they have to pay large sums of money – not so – students pay all of the fees. Company only signs relevant papers.
- Earning my Masters at FIU was a very rewarding experience. I learned a great deal of information and I am the wiser for it.
- EMST has improved my professional career to the point that I have a very rewarding job today.
- FIU is an excellent school only my department needs work (Construction Management)
- Grading is inconsistent; discrimination in Miami is too obvious; tenured professors are out of touch with current
- Having moved to PA, I was able to complete my degree via the internet
- I am happy that we finally have a Dean and he is taking care of a lot of issues that were neglected for at least a year before he arrived. The school has a lot of hidden potential, but they must work hard to beat the competition.
- I had a wonderful experience working on my Master's degree; my professors were great (Health Services Administration)
- I never would have graduated if my Graduate advisor would not have been so persistent. Thank you! (Environmental Engineering)
- I was quite pleased with my experience in the EMST program
- I would like to express my appreciation to those professors who truly showed their concern for improving the quality of my work and were truly interested in making my experience meaningful. (Health Services Administration)
- I would suggest using a lock key program. I felt I would gain more if I had a set group and a more focused path. (Business Administration)
- In summary, I paid for a degree, outright, with no knowledge obtained. (EMST program)
- It is incredible how much time and effort professors put into being on a doctoral committee (Curriculum & Instruction)
- Keep working hard to improve the image of the school
- Less interruptions regarding extra-curricular activities (Washington trip) (EMST program)
- Loved the opportunity

- MBA policy board is very responsive to students concerns
- My entire class had a dispute with a professor concerning her grades and behavior in class. We were ignored by those we sought help from. It will brand my memory of FIU (English)
- My file was lost so it took me another semester to graduate; there should be given more information for scholarships
- My time. If I could name choose, I would like to take some course. That can help me, not just repeat what I have learned. (sic)
- Need better system for granting override for classes; other schools allow professors to add students via a computer rather than requiring obtaining signed slip and stamp to take to registration (Latin American Caribbean Studies)
- Need more or better graduate advisors (Criminal Justice)
- Need to set up cooperation with some famous hotels or institutions which can provide internships for us. Like graduate students, we need to improve the managerial skills & knowledge, however, we can just do some jobs that are not relevant to manager
- Overall, it has been a very good experience for me. I felt I was part of a growing university which has a lot to offer to Miami community. (Medical Laboratory Sciences)
- Program was not very congruent. Information on classes are not very clear. (Nursing)
- Psychology department is so politicized that it takes away from the learning environment.
- Staff should be more helpful when we ask questions. (TESOL program)
- The MBA program needs major organizational improvements. None of the faculty knows what the other professors are teaching in the various courses. Result: Extreme and redundant repetition in some subject areas, while other important areas are barely covered.
- The MSW program really needs improvement, the quality of instructors is poor.
- There was nothing to rally grad students together the GSO needs to a better job of building esprit de corps social activities, memberships networking and communication. Overall, this institution was a horrible experience that I would not recommend to my worst enemy. (Health Services Administration)