

## **EXECUTIVE SUMMARY OF THE SPRING 2002 STUDENT SATISFACTION SURVEY**

This report summarizes the main findings from the Spring 2002 Florida International University *Student Satisfaction Survey*, a Continuous Quality Improvement study conducted by the Office of Planning and Institutional Effectiveness. This was the second student satisfaction survey to be systematically distributed to a large number of students as part of the Continuous Quality Improvement process. The survey design assured respondents of anonymity in an attempt to facilitate candor.

The *Student Satisfaction Survey* was placed online and data was collected between February 1, 2002 and April 26, 2002. The survey was announced to the students through several venues. A link to the *Student Satisfaction Survey* was placed on the student government website, the Continuous Quality Improvement Survey website, the Biscayne Bay Campus website, the FIU student website, and intermittently on the FIU homepage. In addition, a short message announcing the *Student Satisfaction Survey* ran on the scrolling marquee board in the Graham Center (student union) and on the message boards at the two main entrances to the University for several weeks. The Deans, Associate Deans, Assistant Deans, Chairpersons and Program Directors were sent information regarding the survey collection dates.

Fifteen hundred and seventeen students responded to the survey. Seventy-five surveys had to be removed from the sample due to a significant amount of missing information or evidence that the survey was a duplicate. It was difficult to calculate the response rate to the survey, because it is unclear how many students were actually aware of the data collection. However, over five percent of the degree-seeking student population responded to the survey.

**Responses may not add up to 100% because some respondents chose not to answer every question.**

**Respondents reported the highest levels of agreement to the following items.**

- **In general, my instructor's grading policies are clear to me:** 84% of respondents agreed with this item, 8% of respondents disagreed, 7% of respondents were not sure
- **In general, I feel that attending classes is an important contributor to my learning experience:** 82% of respondents agreed with this item, 9% of respondents disagreed, 7% of respondents were not sure
- **My professors use relevant course materials (textbooks, handouts, videos, etc.):** 80% of respondents agreed with this item, 12% of respondents disagreed, 7% of respondents were not sure
- **I am satisfied that my instructors have sufficient background knowledge for their assigned classes:** 79% of respondents agreed with this item, 9% of respondents disagreed, 9% of respondents were not sure
- **I am satisfied that I have the opportunity to freely express my opinions in class:** 77% of respondents agreed with this item, 10% of respondents disagreed, 11% of respondents were not sure

**Respondents reported the highest levels of disagreement to the following items.**

- **Classes that I want to take are offered on a consistent basis:** 33% of respondents agreed with this item, 55% of respondents disagreed, 10% of respondents were not sure

- **I am satisfied that the pricing of food at FIU is economical for students:** 30% of respondents agreed with this item, 52% of respondents disagreed, 16% of respondents were not sure

- **I feel that I am kept informed of student government's actions/accomplishments:**

24% of respondents agreed with this item, 51% of respondents disagreed, 22% of respondents were not sure

- **I am satisfied that the FIU administration efficiently informs students of policy changes:** 30% of respondents agreed with this item, 44% of respondents disagreed, 23% of respondents were not sure

- **I am satisfied that there is a diverse selection of food available in the cafeteria:** 44% of respondents agreed with this item, 40% of respondents disagreed, 13% of respondents were not sure

The *Student Satisfaction Survey* was made up of seven subscales: Academic Issues (17 items, average level of agreement 64%); Campus Environment (4 items, average level of agreement 49%); Campus Life (7 items, average level of agreement 46%); Communication (five items, average level of agreement 38%); Services (9 items, average level of agreement 54%); Safety (7 items, average level of agreement 54%); and Emergency Procedures (5 items, average level of agreement 54%). Respondents reported the highest levels of agreement toward survey items on the Academic Issues subscale. Respondents reported the lowest levels of agreement toward the survey items on the Communication subscale.

Included in the survey was a list of experiences that students might have during the academic year at FIU. Some of these experiences were positive and some were negative. Respondents were asked to report on which of the experiences they had during the previous 12 months at FIU. The top three experiences reported by all respondents were: "Developed a social relationship with a classmate (72%)", "Had the opportunity for extra credit in one of my classes" (57%), and "Had a positive experience with group projects" (47%).

As expected, there were many significant differences between groups of students. Reported differences between gender groups focused mainly on safety issues. Reported differences among racial/ethnic groups focused mainly on campus environment and campus life issues. Reported differences among age groups and class levels (freshman, sophomore, junior, senior, and graduate students) focused on academic and space issues. Reported differences among colleges/schools focused on academic issues. Reported differences between campus groups (Biscayne Bay versus University Park) focused on a variety of concerns from academic and space issues to food and customer service problems, with Biscayne Bay students, in general, reporting more positive attitudes toward FIU.

Overall, students responded very positively to the items in this new survey instrument, most notably toward the items in the Academic Issues subscale. This survey can be utilized as a very important tool in determining the areas that are satisfactory to students and those that need improvement. Respondents reported relatively high levels of agreement toward the survey items that included classroom and academic quality issues. Communication is clearly an area with which students are dissatisfied. Since this is the first time this particular survey instrument has

been utilized, the responses to the 2002 *Student Satisfaction Survey* will serve as a baseline.