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TO THE YEAR 2000

...A NONTRADITIONAL
SELF-STUDY

COMMITTEE REPORT
PREPAREDNESS OF STUDENTS

FLORIDA INTERNATIONAL UNIVERSITY
Nontraditional Self-Study

PREPAREDNESS OF STUDENTS
A Support Committee Report
Prepared for the
Coordinating Committee

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Members:

Robert Farrell, Chairperson
Minnie Dunbar
Robert Grosse
Mary Helen Hayden
Jim Slifker
Leroy Thompson

ABSTRACT

The report of the Self Study Task Force on Student Preparedness concentrates on the quality of academic/professional preparation received by FIU students. To do this, information was gathered principally from FIU graduates. However, information from faculty and employers is also included. General implications of this information are considered, as well as specific implications for the separate academic units at FIU. Recommendations are presented based on this information.

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Part I. Introduction:

Statement of Problem

The question addressed by the Committee on Student Preparedness was "How well prepared are FIU students upon graduating from FIU?" The Task Force saw academic and vocational components in this question, both of which reflect on the quality of the FIU experience.

Methodology

In trying to answer this question, the Committee surveyed all available information which attempts to evaluate the academic/professional training and subsequent use of said training by FIU graduates. Graduate follow-up studies were encountered, as were informal investigations in specific academic units. However, in the main, the Committee felt that the formal concern for graduate follow-up studies reflecting on the quality of the FIU experience has been very low key and incomplete. Therefore, the bulk of information contained in this report stems from a graduate survey sponsored by the Committee during the first part of 1979. Information from the 1979 FIU Faculty Survey is also included.

Part II. Results

A. General

Throughout the University, very few sources were encountered that presented aggregate follow-up information on FIU graduates. Such information was unavailable at the Office of Career Planning and Placement, which is now the Department of Cooperative Education/Placement*, and it was unavailable in the Office of Alumni Affairs. The Office of Institutional Research has done various Alumni Surveys. Information from the Fall 1973, Spring 1974, and Fall 1977 surveys was available. However, due to a similarity in results, we only include here a discussion of the more detailed Fall 1977 Survey.

The data of the Fall 1977 Alumni Survey is presented in a paper compiled by Dr. James O. Howell. Questionnaires were mailed to 991 December 1977 graduates, with a return of 246, or a rate of 24.8%. An analysis of zip codes indicated a heavy local response - only 26 were categorized as non-local.

Information in the survey regarding the quality of FIU Programs is mixed. Classroom experience at FIU is rated by 89 of the respondents as most highly rewarding, followed by interaction with faculty (64) and interaction with fellow students (53). However, the area receiving the highest response in terms of "needs improvement" was course content (90 respondents). The Academic Advisement process was a close second in the "needs improvement" category (82 respondents) and Social and Cultural Events (45 respondents) was third.

*The Department of Cooperative Education did do a survey of its own graduates in 1978. The results of this survey, indicating high employment rates, high salaries, and program satisfaction among Coop graduates, were considered "enlightening and encouraging".

While the above data does seem to be "mixed" and perhaps contradictory and negative, graduates surveyed by this questionnaire did seem positively disposed towards their FIU experiences. In response to the question, "If you could start all over again, would you attend FIU?", 98 respondents indicated "definitely yes" and 114 "probably yes" (or 86%). Only nine respondents indicated that they would definitely not attend FIU again.

The second section of the December 1977 survey dealt with employment information. This information, both directly and indirectly, sheds light on FIU training and education. A total of 144 respondents indicated that they were presently employed in their career field, while 58 were not and 82 were employed in the positions they had while attending FIU and 118 were not. Respondents indicated which factors contributed most in gaining their present employment. The most popular factor was previous work experience (104 respondents) which indicates something about the maturity level of our student body. Program of studies at FIU was also fairly popular with 89 respondents. Grades were mentioned by 50 respondents as contributing "quite a bit" to their employment status and 54 put "recommendations from former employers" in this category. On the negative side, the placement service and recommendations from FIU faculty were considered not at all helpful by 140 and 116 respectively.

Two items in this section indicate the positive attitude of graduates about their experiences. In terms of FIU preparing them for a satisfactory job experience, 74 indicated "a great extent" and 77 "a moderate extent". Only 34 thought their experiences at FIU only aided them a small extent and only 12 indicated not at all. 152 respondents indicated that they would recommend FIU to someone desiring professional training in their field and 22 indicated "no".

Finally, in the last section of the survey, there again seems to be some positive feedback about FIU. 32 of 36 alumni enrolled in graduate school would recommend FIU for graduates studying their field, while four said they would not.

Scanning the results of the 1977 Alumni Survey reveals positive and negative areas that reflect on the experiences and programs of FIU students. A positive attitude towards FIU is clearly demonstrated. However, the positive aspects of classroom experiences seem to be counterbalanced by calls for the revision of course content. Academic Advisement and the Placement Office stand out as negative or neutral factors in the FIU experience.* However, as the results of the 1979 survey will indicate, these "negative" or neutral factors have persisted.

The next general data to be presented which reflects on the "preparedness" of FIU graduates and the quality of FIU programs, stems from the February 1979 Alumni Survey sponsored by this Committee. This survey was sent to the entire graduating class of 1978, and to randomly selected members of graduating classes from 1972 through 1977 - a total of approximately 1,846 with a return rate of 26%.**

All together, 473 useable questionnaires were returned in time for an analysis (69 have subsequently been received, but they are not included in this report). A total of 237 respondents were 1978 graduates and 236 were pre-1978 with 54% of the respondents being male and 46% female. In terms of the ethnic origin of respondents, 69% of the total were White, 22% were Latin and 4% were Black. The mean age of respondents was 30.6

*This seems inconsistent with the professional training/employment orientation of our University.

**The total figure is calculated taking into consideration the return of 254 "address unknown" surveys. 2100 surveys were sent out.

years, and the median 29.1. Finally, in this group of 473, there were 413 earned Bachelor's degrees and 96 Master's. Thirty-seven of the respondents have apparently received two degrees from FIU of which 87% also had finished their programs in a reasonable length of time - from one to three years.

The question of placement of our FIU graduates is addressed in this survey--a direct reference to the quality and preparation of FIU students. Eighty respondents are employed full-time, 10% are in graduate school and 5% are employed part-time. Some respondents (71%) indicated that they are making in excess of \$10,000 per year, while 32% rated their present job as excellent, 38% as good and 23% as satisfactory. Finally, 69% of those employed are working in the area as their FIU major. The employment situation of FIU graduates seems good.

In terms of the impact of the FIU experience on acquiring a job however, indicators are somewhat less than positive. While 50% of the respondents saw their program of studies at FIU greatly contributing to obtaining their present position, 20% saw "very little" contribution and 30% saw "none". In terms of grades, 74% saw "very little" or "no" contribution and 87% of the respondents saw the FIU placement service as not helping at all. Also, 69.5% saw "no contribution" of faculty recommendations. Perhaps the information from 64% of the respondents that work experience was a decisive contributing factor into gaining employment helps explain the above negative responses and underlines the fact that FIU is an urban university where many of the students have realistic ongoing contact with the world of work.

Turning now to the quality of FIU training and education, many responses in this Alumni Survey directly touch this area. Item 10 in the Survey (see Appendix B) asks FIU graduates to rank various aspects of their FIU experience. Strong majorities ranked either as rewarding or very rewarding the categories

of "interaction with faculty" (74%) classroom experiences (82%) and "interaction with other students) (75%). On the other hand, many saw as unrewarding or neutral (participation in student social events" (80%), "participation in student organizations" (82%) and "serving on committees" (90%). From the above, it seems that experiences associated with teaching and learning at FIU seem to be very positive for our graduates. Social and student government activities, however, were rated very low.

The next survey item asked respondents if they would want to change the emphasis of their FIU program. Approximately 33% of the respondents wanted more emphasis on theory, while 73% wanted either a slightly more, or greatly more "applied orientation". Obviously, large percentages of our graduates want more practical, hands-on experiences in their programs.

In terms of those areas that were thought to need improvement in the FIU experience, some or much improvement was called for in course content (81%), Academic Advisement (74%), Admissions and Registration (63%), and Social and Cultural Events (67%). This would seem to validate the above negative reactions to FIU's Social/Cultural Events, but it does seem to contradict the positive reactions to classroom experiences and perhaps interaction with faculty. The area of Academic Advisement is an ongoing problem area, as seen in the December 1977 Survey.

The last question in Section I of the Survey deals with the ongoing reputation of FIU as fostered or encouraged by its graduates. Asked whether they would attend FIU again if they had to do it all over, 33.7% of the respondents said "definitely yes" and 54.6% said "probably yes". Even taking in consideration the economic circumstances of our commuter students, this seems to be a very positive figure.

In terms of satisfactory preparation for their job performance, 42% of the respondents saw course work as moderately important and 28% saw it as greatly important. This also seems to be a very positive response. A total of 47% of respondents saw interaction with faculty as either moderately or greatly important. Internship experiences were rated by 54% as not applicable, by 12% as important to a small extent, by 10% as moderately important, and by 29% as greatly important. The importance of the Co-op program and participation in student organizations were overwhelmingly "not applicable".

Finally, in response to the question "would you recommend FIU to someone desiring professional training in your field?" over 80% said "yes", while 18% said "no". While not a perfect response, it is very positive. A very large majority of FIU graduates would come here again and would recommend the University to a friend!

Finally, the third section of the Alumni Survey deals specifically with alumni who are currently enrolled in graduate school. There are 114 respondents in this section. Over 70% of these respondents see their FIU course work as greatly or moderately important in preparing them for graduate school, while 59% of the respondents saw interaction with faculty as either moderately or greatly important, only 32% saw Academic Advisement as important. In terms of recommending FIU for training in their field, 79% would, while 21% would not. This seems to be a moderately positive reflection on FIU training and education.

Finally, one last source of general information about the quality of programs at FIU is the 1979 Faculty Survey sponsored by the Office of Self-Study (Appendix C). Three questions on this Survey directly touch on the quality of preparation received by FIU graduates. The first requested

faculty feedback on how well our graduates are prepared to enter the job market in their field. Of the 104 faculty respondents, 23.1% believe our graduates are prepared to a "very great extent", 39.4% to a "great extent", 26.9% to "some extent". Barely 10% of the faculty had a negative or neutral reaction to this item.

In terms of the ability of FIU graduates to compete on the same level as graduates in their field from other universities, again the faculty reaction was favorable. 25.5% believe that they could compete to a "very great extent", 38.2% to a "great extent", and 26.5% to "some extent".

Finally, faculty believe that their programs are preparing students to live and function in their post-university years, since 17.5% believe this to a "very great extent", 33% to "a great extent", and 37.9% to "some extent".

In terms of areas that need improvement, 127 indicated course content, 98 advisement, 68 grading, and 54 admission and registration procedures.

This data was viewed as positive by the School of Education, with steps being taken to correct problem areas.

In terms of supervisors working with FIU School of Education graduates, the group of 19 that were interviewed seemed fairly positive. Twenty-six out of the 27 graduates being supervised were judged by their supervisors to possess the exit competencies required by the School of Education.

The second follow-up graduate survey traced graduates from Spring 1975 to Winter 1976 and 442 graduates returned the questionnaire (a 58% return rate). Undergraduate majors numbered 231 and graduate majors 211, and 78% of these respondents were working full-time, with 15% part-time. This data was viewed as highly positive in a time of low demand for newly graduated teachers. Only employment data was gathered by this questionnaire.

Finally, a follow-up study of graduates of the Division of Psycho-Educational Services was completed in February 1977. This survey also concentrated on employment data, as opposed to input data on quality of the program. The percentage of undergraduate respondents employed in their field of specialization was 87%, while 93% in all were employed. Seventy-seven or 86% of the graduate majors were employed with 70% reporting that they were employed in their field of specialization.

Again, this was taken as positive feedback on the quality of School of Education graduates given the shrinking national and local market for recent teacher education graduates.

Turning now to another source of information dealing with the employment and preparation of School of Education graduates, the 1979 Alumni Survey

included 62 undergraduate education majors, and 49 graduate majors. Undergraduates include 28 males, 34 females, 40 Whites, four Blacks, and 14 Hispanics. Graduates include 22 males and 27 females, 39 Whites, four Blacks, and six Hispanics.

In terms of the placement of these students, 79% of the undergraduate respondents are employed full-time, 5% are in graduate school, and 7% are employed part-time. 86% of the graduate respondents are employed full-time, 4% are still in graduate school and 3% are employed part-time. 73% of the undergraduates are employed in the area of their FIU major, while 79% of the graduate respondents are employed in their area of specialization. While over 20% of both undergraduate and graduate respondents are not working in their area of specialization, this data is difficult to interpret given the realities of current hiring and employment patterns in public schools. Teachers often work in areas outside their specializations. Finally, 95% of the undergraduate respondents rated their jobs as satisfactory or better, as did 98% of the graduate respondents.

Finally, 64% of the undergraduates rated their program of studies as being very important in obtaining their present employment. Work experience was rated by 60.4% as being very important, while a similar ranking was given to grades by 45.3%. In terms of the same contributing factors 49% of the graduate respondents saw program of studies as being very important. 66% saw work experience as being very important, while only 21% saw grades as very important. Other factors, like placement services and recommendations of faculty received very high negative ratings from both groups.

Turning now to the quality of School of Education training, classroom experiences are ranked as rewarding or very rewarding by 82% of the undergraduates,

interaction with other students by 82%, and interaction with faculty by 67%. Other factors, such as participation in social events and student organizations were ranked either negatively or neutral. Classroom experiences are ranked very positively by 78% of the graduate respondents, interaction with other students by 84%, and interaction with faculty by 88%. Participation in social events and student organizations was ranked very heavily neutral. Again, academic related experiences seem to be a very positive part of FIU training of both undergraduate and graduate education majors.

In terms of the orientation of their programs, 71% of the graduate respondents felt that the practical aspects of their training should be either slightly or greatly increased. Only 31% of the graduates saw the need to increase theory, while 29% saw a need to decrease it. As for the undergraduate respondents, they too favored an increase in practical orientation. 31% want a great increase, and 36% want a slight increase. 48% were neutral in terms of the theory in their program, while 27% saw a need for a decrease, and 25% an increase. Both groups seem to call for more practical experiences in their training - an enlightening statistic given the "field-based" orientation of School of Education programs.

The survey also included suggested areas of improvement in the FIU experience. School of Education undergraduate majors saw some or much need for improvement in course content (83%), academic advisement (73%), admissions and registration (61%), social and cultural events (71%). Graduate majors saw some or much need for improvement in course content (85%), academic advisement (84%), admissions and registration (62%), and social and cultural events (65%). The only factor in which a majority of respondents did not see a need to change was the grading system!

The survey revealed 32% of the undergraduate respondents would definitely go to FIU again, while 58% would probably do so. Thirty-six percent of the graduate respondents would definitely attend FIU again, while 52% would probably do so. This data seems fairly positive.

Of the 44 graduate majors who are employed, 87% would recommend FIU for professional training in their field, while 86% of the 52 employed undergraduates would do the same. Again, fairly positive feedback.

Finally, in terms of how respondents thought their FIU training prepared them for satisfactory job performance, 79% of the undergraduate respondents rated course work as moderately or greatly important. Informal interaction with faculty was rated positively by 58%, as was the internship experience by 59%. This last figure; however, seems very low given the considerable importance of the internship program in undergraduate teacher training programs - 13.2% indicated that internship was only helpful to a small extent, and 26.4% put "not applicable".

As is predictable, given the general data from this survey, student organizations were considered "not applicable" in job preparation (76%), as was academic advisement (65%).

In terms of the graduate responses to the factors contributing to their preparation for satisfactory job performance, data seems even more positive because 90% rated course work as either moderately or greatly important. Also, 66% rated informal interaction with faculty positively. Internships, on the other hand, were rated quite low, with 20% indicating that they were only helpful to a small extent and 37% indicating that they were "not applicable". The importance of academic advisement was rated negatively by 81%, and student organizations got a negative rating from 95%.

C. School of Public Affairs and Services (Hayden)

The School of Public Affairs and Services was established in the summer of 1978. The School houses the Departments of Criminal Justice, Health Services Administration, Public Administration, and Social Work.

Prior to this time, three of the Departments (Criminal Justice, Health Science, and Social Work) were housed in the School of Health and Social Services. Public Administration was in the School of Business. Along with the three above-mentioned departments, the following programs were also part of the School: Dietetics and Nutrition, Medical Technology, Nursing, Occupational Therapy, and Physical Therapy.

The following is a summary of the Alumni Survey which was conducted by the University in the Fall of 1978. The results are for the School of Health and Social Services undergraduate alumni between the years 1972 and 1978. The average age of the students responding to the Survey was 25 and 66% were women. In ethnic origin there were: 73% White, 17% Black, 10% Hispanic, and 1% other. The majority of the students (51%) had been out of school less than one year before entering FIU and 60% of the respondents spent two years at FIU.

In response to questions relating to the placement of graduates:

- (a) 75% of the respondents are presently employed full-time and 12% are enrolled in graduate school full-time,
- (b) 41% of the graduates are presently earning between \$10,000 and \$14,999.
- (c) 74% of the respondents are working in jobs related to the same area as their major studies at FIU.
- (d) 66% of the employed students are working in positions different than those they may have been working in

while attending FIU,

- (e) 71% of the graduates applied to no more than 3 employers when they were looking for positions,
- (f) 45% of the respondents rated their present position as good and 28% as excellent and,
- (g) 91% of the respondents did not use the placement services at FIU.

Responding to questions related to the quantity of the programs:

- (a) 76% of the graduates rated their interactions with the faculty as rewarding and very rewarding,
- (b) 48% rated as neutral their participation in student social events and 29% rated it as unrewarding,
- (c) 82% of the respondents rated their classroom experience as rewarding and very rewarding,
- (d) 76% of the responses rated as rewarding and very rewarding their interaction with other students,
- (e) 52% rated as neutral their participation in student organization(s) and 29% rated it as unrewarding,
- (f) 63% rated as rewarding and very rewarding their courses related to community experiences,
- (g) 67% rated as neutral their serving on student or university committee(s), while 25% rated this as unrewarding.
- (h) 39% of the respondents would want the theoretical orientation of their program to remain the same while 51% of the respondents would want to increase the theoretical orientation of their program,

- (i) 24% of the graduates would want the applied orientation of their program to remain the same while a majority (76%) would want to increase the applied orientation of their program,
- (j) 56% of the respondents felt some improvement was needed in the area course content and 26% felt there was much improvement needed,
- (k) 59% felt there was some to much improvement needed in the admissions and/or registration process,
- (l) 57% of the respondents felt that no improvement was needed in the grading system,
- (m) 67% felt there was some to much improvement needed in the area of social and cultural events,
- (n) 85% of the graduates responded "yes" to the questions of their attending FIU again,
- (o) 61% of the respondents felt that their program of studies at FIU contributed to their obtaining their present position,
- (p) 61% rated as moderate to great the extent to which their FIU experience prepared them for satisfactory job performance,
- (q) 44% rated as moderate to great the informal interaction with faculty and its relation to satisfactory job performance,
- (r) 46% rated as moderate to great their course-related internship program,
- (s) 87% rated as not applicable their participation on students' organizations and its relation to a satisfactory job performance, and
- (t) 72% of the respondents answered "yes" to the question of whether they would recommend FIU to someone desiring professional training in their field.

In the area of advisement,

- (a) 79% of the graduates felt that some to much improvement was needed in academic advisement,
- (b) 77% of the respondents felt the recommendation of their FIU faculty did not contribute to their obtaining their present positions, and
- (c) 65% of the graduates rated their formal academic advisement as not applicable in relation to their preparedness for a satisfactory job performance.

Finally, an informal survey of some of the faculty in the School of Public Affairs and Services indicates that they are satisfied with the overall preparedness of students graduating from their departments and entering in the job market or graduate school. Many felt that the majority of the students in their program were already working in jobs related to their area of major studies.

D. School of Technology (Thompson)

1. School of Technology Academic Degree Programs

(a) The school of Technology has the following baccalaureate programs;

- Architectural Technology
- Civil Engineering Technology
- Communications Technology
- Construction Engineering Technology
- Construction Management
- Dietetics and Nutrition
- Electrical Engineering Technology
- Home Economics
- Industrial Technology
- Interior Design
- Mechanical Engineering Technology
- Medical Record Administration
- Medical Technology
- Occupational Therapy
- Physical Therapy

The enclosed table summarizes the baccalaureate degree programs, status of accreditation, and a self evaluation of the employment of the graduates

(b) The school of Technology has the following graduate master degree programs:

- Dietetics and Nutrition
- Environmental and Urban Systems

These graduate programs do have an employable market and will continue to grow. Employers rate the students and the programs highly. Most of the

students are employed while being a graduate student or receive immediate employment upon graduation with high job stability and retention.

SCHOOL OF TECHNOLOGY

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BACHELOR DEGREE PROGRAM	PROFESSIONAL ACCREDITATION AGENCY	% GRADUATES IMMEDIATELY EMPLOYED	REPUTATION OF GRADUATES W/EMPLOYER	GRADUATE RETENTION
Arch. Tech.	National Architectural Accrediting Board (Seeking Accred.)	100	Excellent	Excellent
Civil Engr. Tech.	Engineers' Council for Professional Development	100	Excellent	Near 100%
Comm. Tech.	American Council for Education in Journalism (Seeking Accred.)	90	Good to Excellent	Good
Constr. Engr. Tech.	Associated Schools of Construction	100	Good to Excellent	Good
Constr. Mgt.	Associated Schools of Construction	98	Excellent	High Mobility
Diet. & Nutrition	American Dietetic Association	100	Excellent	High near 100%
Elect. Engr. Tech.	Engineers' Council for Professional Development	100	Excellent	Near 100%
Home Economics	American Home Economics Association	80	Good	New Program Not Eval.
Indust. Tech.	National Association of Industrial Technology	100	Good	High Near 100%
Interior Design	Foundation for Interior Design Education Research (Seeking Accred.)	75 to 90	Good to Excellent	High

BACHELOR DEGREE PROGRAM	PROFESSIONAL ACCREDITATION AGENCY	% GRADUATES IMMEDIATELY EMPLOYED	REPUTATION OF GRADUATES W/EMPLOYER	GRADUATE RETENTION
Mech. Engr. Tech.	Engineers' Council for Professional Development (Seeking accred.)	100	Excellent	Near 100%
Medical Record Administration	American Medical Record Association American Medical Assoc.	100	Excellent	Excellent
Medical Tech.	American Society of Clinical Pathologists National Accreditation Agency for Clinical Laboratory Sciences	99	Excellent	Excellent
Occup. Therapy	American Occupational Therapy Association American Medical Assoc.	100	Excellent	Excellent
Phys. Therapy	American Physical Therapy Association American Medical Association	100	Excellent	High, near 100%

II. Alumni Survey

1. General Profile:

The survey was conducted of the alumni of the School of Technology's baccalaureate programs. The information was tabulated from the survey results and it is summarized in this report. The survey includes the graduates through the 1978 class.

- (a) Average age 31 (at time of Survey, March 1979)
- (b) 90% Male and 10% Female
- (c) 69% White, 26% Hispanic, 5% Other
- (d) 75% of the students attended the University within one year from another college or university; whereas, others waited 1-4 years (15%), 5-9 years (5%), and greater than 10 years (5%).
- (e) 12% of the students were in attendance at FIU one year or less; others were in attendance 2 years (56%), 3 years (22%), 4 years (7%), 5 years or greater (3%).

2. Placement of Graduates:

- (a) 90% of the graduates are employed full-time, 3% part-time, 2% plans unstructured, 5% others (homemaker, etc.)
- (b) 50% of the graduates annual salaries are in excess of \$20,000, 22% (\$15,000-\$19,999), 25% (\$10,000-\$14,999), and 3% (less than \$9,999).
- (c) 84% of the graduates are employed in the area of their FIU major, where the remaining 16% have positions outside of their area of major.
- (d) 74% of the graduates have different positions than what

they held while enrolled at FIU. 26% of the graduates have maintained the position with same employer while enrolled at FIU.

- (e) 23% of the graduates seeking jobs applied with only one employer, 9% (2 or 3 employers), 23% (4 or 5 employers), 4% (6 or 7 employers), and 41% (8 or greater number of employers).
- (f) 76% of the graduates rate their present job excellent or good, 16% rates a satisfactory, and 8% rates an unsatisfactory and is seeking other employment.
- (g) 89% of the graduates stated that FIU placement services were of no assistance in obtaining their position, 6% thought that very little was contributed, and 5% stated that quite a bit of assistance was gained through FIU placement services.
- (h) 84% of the graduates stated that previous work experience helped them quite a bit in obtaining their position, 11% thought that very little was gained through work experience and 5% stated that previous work experience was of no assistance to them in gaining their present position.

3. Quality of Program:

- (a) 58% of the graduates stated that the theoretical orientation of the programs should remain unchanged. 31% stated that more theoretical orientation should be in the programs and 11% believed that the theoretical aspects of the programs should be decreased.

- (b) 28% of the graduates stated that the applied orientation of the academic programs should remain unchanged. 69% stated that more applied orientation should be in the programs and 3% believed that the applied aspects of the programs should be decreased.
- (c) 15% of the graduates thought that in general no improvement is needed in the courses, 70% believed that some improvement is needed in the courses, and 15% stated that much improvement is needed in the program courses.
- (d) 67% of the graduates stated that no improvement is needed in the grading system, 28% thought that some improvement is needed, and 5% mentioned that much improvement is needed in the grading system.
- (e) 93% of the graduates stated that if they should start over again, they would again attend FIU and the remaining 7% would not again attend FIU.
- (f) 46% of the graduates said that their program of studies at FIU was quite a bit of a contributing factor to their present position of employment. 41% thought that very little was contributed and 13% said the program of studies contributed nothing to their present position of employment.
- (g) 34% of the graduates believed that their grades in their academic programs contributed quite a bit to their present position, 33% thought very little was contributed by grades, and 33% thought that grades did not contribute to their present position.

- (h) 65% of the graduates said that their course work prepared them to a great or moderate extent for satisfactory job performance and the remaining graduates believed that the course work prepared them to a small extent.
- (i) 84% of the graduates would recommend FIU to someone desiring professional training in their field; whereas, 15% would not recommend the University.
- (j) 9% of the graduates believed that Co-op programs assisted them to a great extent in their satisfactory job performance, 3% to a small extent and with 88% of the graduates the Co-op program was not applicable to their jobs.
- (k) 18% of the graduates said that course related internships in their programs assisted to a great extent in job performance and the remaining 82% responded "not applicable" to the question about program internships.

4. Advisement of Students:

- (a) 44% of the graduates said that no improvement is necessary in academic advisement. 44% thought some improvement is needed and 12% mentioned that much improvement is needed with academic advisement.
- (b) 19% of the graduates said that FIU faculty recommendations contributed quite a bit to their present position, 14% thought that the faculty assisted them a little, and 67% stated that the faculty did not assist them at all in obtaining their present position.

(c) 71% of the graduates said that formal academic advisement was not applicable to satisfactory job performance, 9% thought that advisement helped to a small extent and 20% believed that academic advisement prepared them to moderate and great extents toward satisfactory job performance.

E. College of Arts and Sciences (Slifker)

The College of Arts and Sciences provides twenty-five areas in which a student can earn a bachelor's degree and four in which to earn a master's degree. In addition, there are several interdisciplinary concentrations for which a certificate can be awarded.

Within the FIU community, the College holds a unique position. Although there are some exceptions (e.g., Computer Science, the Natural Sciences), the majority of its programs are not professionally or vocationally oriented. In general, rather than focusing on narrow training, the emphasis is on a broad-based educational experience and the time-honored pursuit of intellectual ideas. At the same time, the College is mandated to play another very major role at FIU in providing numerous service courses for the benefit of the professional schools.

It thus possesses a diversity of purpose, while participating in the education of a large majority of the student population. How then has it succeeded in preparing these students for life after graduation? In contrast to those available to the technical and professional schools, there are fewer objective criteria that can be cited in an evaluation. Often there are no immediate tangible returns such as a large salary or a position with a prestigious firm. The College's function is directed toward such things as preparing students to deal intelligently with life in today's complicated world, to have cultural awareness, to understand and respect the past and to anticipate the future. It may take many years for this training to prove its worth.

But, FIU is still a young institution, with a relatively small, but growing, corps of graduates. Nevertheless, these graduates are obviously

quite intimately involved with the question under consideration here. Although it would be better if they were more removed in time from their college years, they do provide one important source of criticism -- that of student perception.

The questionnaire that was sent out from this Committee was answered by 104 Arts and Sciences majors, of which 58 graduated in or after January 1978. With this number of students chosen from so many different departments, no conclusions can be drawn about individual disciplines. Moreover, since answers on the questionnaire would naturally refer to the graduate's major area of study, the College's large service role to the other Schools is not taken into account here.

First, consider some data concerning the nature of the respondents. They were equally divided between males and females. There was a higher percentage (30%) of Hispanics within the College, as compared to the entire University (22%). At the same time, only 3% of the total was Black, compared to 6% for the University. Most (66%) of the graduates classified themselves as full-time employed whereas 21% stated that they are full-time graduate students. Not surprisingly, these figures differed significantly from the overall University percentages of 79% and 10% respectively. The salaries of the College graduates are in general lower, with 33% earning \$15,000 or more as compared to 44% overall. Part of this is due to the higher percentage of people in graduate school. In addition, the College graduates are not as settled financially prior to coming to FIU. Only 22% of them currently hold the same position they had while at FIU whereas 71% of the overall respondents did so. Moreover, a much smaller percentage (44% vs. 69%) of the College graduates hold positions in their major area of studies. These reflect themselves further in that 54% of the College graduates rated their job as good or excellent compared to 70%

for the University. While there is some disparity in these figures, it is not surprising given the different natures and objectives of the College and of the professional schools.

Most of the information gathered from the questionnaire showed little significant difference between the figures for the College and those for the entire University. Many of the conclusions that can be drawn from the answers would apply to either constituency. Perhaps the most significant responses concerning the question of whether the students perceived their experience here to be worthwhile were those having to do with recommendations of FIU. Fully 85% of the Arts and Sciences graduates stated that, if they could do it over, they would definitely or probably attend FIU again. Of course, it is possible that many of these would do so because of economic or geographic circumstances, but there was no question to determine this. On the other hand, of those who were fully employed presently, 77% would recommend FIU for professional training in their field. Of those students currently enrolled as graduate students, 84% would recommend FIU for preparation in training for their major area. The figures for the entire University were only marginally different. Overall, these figures seem to be a rather strong positive endorsement of the College and Florida International University.

There were a number of individual aspects of university life that were commented upon in the questionnaire. As far as course work and program of studies were concerned, 73% of the College graduates who are in graduate school indicated that they considered them to be of great or moderate value. For those in the job market, 41% considered their work here to be quite useful in getting a job and 60% considered it to be of great or moderate help in their job performance. There was a desire indicated to increase the applied

orientation of their programs by 73% of the graduates. At the same time a lesser, but discernible, percentage (37%) stated that they would like to see an increase in theoretical emphasis with 19% wishing a decrease. Surprisingly, these latter three figures were virtually identical for the College and the professional schools.

Overall, the students appear to have responded well to the College faculty with 80% considering interaction with them to be a rewarding or very rewarding experience in their student life. Only 8% considered it unrewarding. More than 60% of those in graduate school considered such informal interaction to be good preparation for their future studies. To a lesser but still reasonable extent, 41% found it to be useful in their job performance. On the other hand, only 21% said faculty recommendations played a significant role in obtaining a job while 69% stated that they were no factor at all. There was some dissatisfaction with the academic advising offered here. Much improvement is needed in this area, according to 40% of the respondents. Only 32% of those in graduate school felt that it was an important contribution to their preparation for graduate studies. An even lower percentage (14%) considered it to be a significant factor in preparation for job performance.

In the social area, the respondents appear to have been quite satisfied with informal social interaction, but to be quite dissatisfied with the formal structures that exist at FIU. The percentages in this area are almost identical for the College and for the University. Over 83% classified their classroom experiences and over 77% classified their interaction with other students as rewarding or very rewarding. However, social and cultural events at FIU were found to be unrewarding by 28%, with another 52% being neutral on this question. Some or much improvement in this area was requested by 68%. There

was a similar kind of apathy toward student organizations and student committees. Only 6% found student committees rewarding while 23% found them unrewarding, with the remainder being neutral. Similarly, 28% found participation in student organizations to be unrewarding with 57% being neutral. A large majority simply found them not applicable to their preparation for either the job market or graduate school.

Finally, there was some concern indicated about the registration and admissions process with 29% indicating much improvement is needed. A much more serious concern, especially relevant to this committee, seems to be in the area of placement services. Almost 93% of the Arts and Sciences graduates indicated that the placement services at FIU were no factor at all in obtaining their present position. Keep in mind that only 22% of them were holding the same job that they had when they were students.

F. School of Business and Organizational Sciences (Grosse)

The School of Business and Organizational Sciences at FIU is a career-oriented professional school at the undergraduate and graduate levels. Its students in 21 different programs account for about one-third of the total FIU enrollment. The main categories of instruction offered in the School are 1) undergraduate business, 2) graduate business, and 3) graduate health care management:

Undergraduate business includes majors in:

1. Accounting
2. Finance
3. Management
4. Marketing
5. Cuban C.P.A.
6. Personnel Management
7. International Business
8. Business Organization
9. Management Information Systems
10. Risk Management
11. Transportation Systems
12. Real Estate
13. Insurance
14. Urban and Regional Affairs

Graduate business includes majors in:

15. MSM Management
16. MSM Accounting
17. MSM Finance
18. MSM Real Estate
19. MBA
20. Masters of International Business (MIB)

Health care includes majors in:

21. MSM Health Care

Accounting students alone comprise slightly less than one-half of total SBOS enrollment.

The School currently is not accredited by the AACSB. Information is being compiled for formal presentation to the AACSB accreditation committee.

Since the School offers training in 21 areas, all of which are career-oriented, one can view the School's performance to some extent by its success in placing graduates. The FIU Alumni Survey gave these results:

	% of undergraduate A & S majors	% of undergraduate business majors
employed full-time	66.0	86.4
or graduate school full-time	21.4	6.8
	% of graduate business majors*	% of graduate business majors*
employed full-time	87.5	85.7
or graduate school full-time	12.5	4.1

*Sample size = 17; all other samples 50

Without comparison to national or local norms, these data cannot be evaluated very well. At least we can see that well over 90% of the School's alumni have found full-time employment/education. A desirable measure to compare would be the percentage of students fully employed on entering, and during, their stay at FIU.

Other points found in the Alumni Survey are:

1. SBOS alumni have a significantly higher distribution of annual salaries than any other FIU School or College (i.e., a higher mean salary)
2. Almost two-thirds of SBOS alumni surveyed are working in same field that they studies at FIU.

3. Significantly more SBOS alumni have taken a new position on leaving FIU than alumni of other schools or colleges at undergraduate and graduate levels.

Looking next to the quality of programs, we have two kinds of data to evaluate. First, since the School provides professional training, we would like to know how well the students fare in the job market. As shown above, the answer is very encouraging - well over 90% are employed or in school full-time. (Another subject for inquiry would be employers' reviews of FIU alumni's performances. Unfortunately, we have no data on this subject.) Second, we want to know how FIU's alumni perceive the quality of their educations.

From the Alumni Survey, these additional points were found:

1. SBOS graduates found faculty/student interaction significantly less rewarding than did graduates in A & S; although 79.6% of the SBOS undergraduate alumni rated this factor as "rewarding" or "very rewarding".
2. All alumni wanted both more theoretical and more applied training from FIU, but SBOS alumni wanted significantly more applied training than other alumni.
3. Significantly more undergraduate SBOS alumni rated course work at FIU as a "moderate" or "greatly important" factor in preparing them for their jobs, than did undergraduate arts and sciences alumni.

Academic advisement was rated poor, and greatly in need of improvement, in each survey question which related to the subject. SBOS alumni did not differ from this consensus.

G. School of Hospitality Management (Dunbar)

The track record of the School of Hospitality Management is quite impressive. Maintaining a policy of operating a high quality program using the expertise of reputable, mature and experienced faculty and staff, the School enjoys such distinguished status as ranking with Cornell as one of the top two Hospitality Management schools in the nation, being one of two schools privileged to run an autonomous department, (Cornell being the other), operating one of three graduate programs in the field (with Cornell and Michigan State). The School offers the following programs: Travel and Tourism Management, General Hospitality Management, Hotel Management, Restaurant Management, and International Hotel Management. It is their intention to expand into other areas as dictated by the needs of the industry.

Results of the 1979 Alumni Questionnaire indicate that the School is indeed what it purports to be. For instance, 95% of the 37 respondents found classroom experiences rewarding, while 71% found interaction with faculty rewarding. Almost all of the respondents (98%) would attend FIU again if they had to, while 100% would recommend FIU for professional training. Eighty-three percent agreed that the program of studies was a factor in getting a job; 97% concurred that satisfactory job performance was due to course work; other factors (for 69%) were interaction with professors and the School's internship program. These statistics speak favorably of program quality.

While the School of Hospitality Management boasts a program of superior quality, they do not ignore the needs of their students. Their modest but active advisement and placement services is more than most other departments within the University can claim. Experiencing the same budgetary setbacks as everyone else, the department could not afford the services of a full-time staff in this capacity but one professor, in addition to his teaching

responsibilities, spends some time giving advisement and helping students locate jobs within the industry. Most of the students were aware of (and probably used) the advisement service; half of them cited academic advisement as a contributing factor to job preparation. No doubt the latter figure would have been higher were this phase of the department's program adequately provided for.

In the area of placement, the School of Hospitality Management maintains good relations with hundreds of potential employers. Annually, over one hundred companies (many of which employ FIU graduates) come to FIU on recruiting missions. Approximately half the annual graduating class takes advantage of placement services, with 85-90% being offered jobs. More than one-third of the questionnaire respondents consider FIU's placement services as a factor contributing to their securing their present positions. There are several students who do not require the assistance of the placement service. There are working students who plan to remain with their employer upon graduating and those foreign students who already have job offers (or who are sponsored by agencies) in their countries.

Part III. Recommendations

As a result of the Committee's study, the following recommendations are offered in order of priority:

- 1) It is strongly suggested that a university-wide review of the academic advisement process be conducted. Different approaches should be explored so the advisement process may be perfected to the highest level possible.
- 2) The placement services offered by FIU should be reviewed. The function and operation of these services should be made known to the faculty so that an attempt may be made toward coordinating faculty placement efforts with the formal placement service.
- 3) It is strongly recommended that a systematic review of graduates be carried out immediately after graduation and again after five years by the Office of Institutional Research. Employment information should be sought in this review. This information should be open to review by any sector of the University community.
- 4) A review of the type of social and cultural activities offered by FIU is called for. The University does not seem to lend itself to the traditional college type experience atmosphere indicating that perhaps alternatives should be sought.
- 5) A review of the balance between theory and practice in academic programs is suggested by the above data. It appears that students feel that a more applied, realistic orientation would be valuable for a number of areas.

Part IV. Summary/Conclusion

In terms of the general information on the "preparedness" of FIU graduates, it appears that the positive outweighs the negative. It is clear that there are problem areas in the FIU experience which call for immediate improvement. Among these are the placement service, the advisement process, socio-cultural events, and course content, especially as it relates to a more practical orientation. However, the overall emphasis in the general information is both praiseworthy and commendable. Employment rates are high, salaries are high, the academic/training aspects of FIU are, in the main, rated positively. A very large percentage of our graduates would repeat their experience at FIU, and would recommend this institution to other students.

Turning now to a summary look at the individual academic units, the emphasis again is on the positive. In terms of the School of Education, classroom experiences are rated highly by graduates, and employment rates seem high given the present teacher surplus in the United States. There does seem to be an indication, though, that both undergraduate and graduate majors would like a more practical orientation in their training program. However, a very large majority of our graduates would return to the School of Education, and would recommend it to others.

As for the School of Technology, it is apparent from survey results that graduates are very satisfied with the academic program of their majors. Programs directly contributed to graduate employability and job performance. A very high rate of employment and high salaries are associated with Technology graduates. Finally, graduates are generally pleased with the theoretical orientation in their programs but would prefer to increase the applied orientation in their programs over any further increase of the theoretical orientation.

In the School of Public Affairs and Services, the overall responses of graduates from the School of Health and Social Services between 1972 and 1978 are positive ones, especially in relation to their preparedness for job experiences, their classroom experiences, and their interactions with faculty and other students. On the negative side, graduates did want some improvement in their course work and academic advisement. Graduates were also either neutral or less satisfied with placement services, social and cultural events and student organizations and committees. Finally, it should be noted that the majority of the respondents would recommend FIU to others in their field and would also attend FIU again if they were to start over.

In terms of the College of Arts and Sciences, based on the 1979 Alumni Survey, some conclusions can be drawn. Improvements could be made and are desirable in the area of academic advisement. Placement services, and perhaps faculty too, should be more involved and play a more effective role in a larger number of students' postgraduate plans. There is a great need to improve the social interaction on campus and to create more of a collegiate atmosphere. Academically, there appears to be overall satisfaction with the programs and faculty. The Arts and Sciences graduates generally are pleased with their experiences at FIU and large percentages of them continue to recommend it for professional and academic training.

The graduates of the School of Business and Organizational Sciences also have supplied positive feedback through the 1979 Alumni Questionnaire. Employment rates among graduates are extremely high, and salaries correspondingly so. A better reflection on quality is the fact that clear majorities of SBOS graduates saw faculty/student interaction as very rewarding. Finally, course work was rated very highly as preparing graduates for the competitive job market.

In terms of the School of Hospitality and Management, information on quality of program is extremely positive. Nearly all graduates indicated their classroom experiences were very rewarding. Virtually all Hospitality Management graduates would repeat their FIU experience and would recommend FIU to others. Finally, course work is rated very high in obtaining employment in the hospitality industry, and in performing satisfactorily on the job. However, more emphasis on applied orientation in courses is favored, and additional advisement assistance is seen as necessary.

In conclusion, the overall information presented in the above report is positive. Part III deals with some problem areas that seem to be underlined by the data. Appendix A also deals with some problem areas. However, in the main, the results of this survey indicate that both students and faculty are satisfied with the level of academic/professional preparation offered at FIU. Course related matters are rated high. Graduates would return/or recommend FIU to others. Faculty believe that the education offered at FIU is competitive with other comparable institutions.

Finally, employment information indicates a high level of employment among graduates as well as high salary scales.

APPENDIX A

FLORIDA INTERNATIONAL UNIVERSITY

M E M O R A N D U M

TO: Dr. Robert Farrell, Chairperson
Preparedness of Students Task Force
FROM: Mary Helen Hayden, ACSW, Task Force Member

DATE: May 8, 1979

SUBJECT: Minutes of Symposium Workshop on Preparedness of Students

On May 3, 1979, a symposium workshop was held at the North Miami Campus of FIU on the preparedness of students. Dr. Farrell, chairperson of this workshop, presented the draft of the report which was prepared by the self-study task force on preparedness of students.

The draft report dealt with a summary of the 1977 survey of graduates as well as the recent 1978-79 survey of randomly selected graduates since 1972 and of FIU faculty. The overall findings were shared and discussed among the workshop participants.

The following is a summary of comments and recommendations made by the workshop participants to be shared with the task force members.

1. A majority of students responding to the recent survey indicated that their course-related internship program was not applicable to their preparation for a satisfactory job performance. The workshop participants felt that this may be due to:
 - a. the graduates not working in the field they majored in,
 - b. graduates working in areas not related to their internship programs, i.e., teaching physical education when the internship was in history and,
 - c. one workshop participant shared a Feb., 1978 survey conducted in the psycho-education department which indicated that many students felt that the requirements of their internship were not related to what was actually going on in the field or classroom.

2. In response to the question of FIU placement services contribution to obtaining positions, 87% of the respondents indicated that they were not a factor at all. Comments from the workshop participants were:
 - a. from the communications department, the suggestion that students don't contact the placement services at all because they can get their job without using the services,
 - b. students may not perceive the questions in the same way as those who prepared the questionnaires, and
 - c. students may define their internship as work experience and feel that is more applicable in obtaining a job.

3. The survey indicated that students (70%) wanted a more applied orientation to their courses and the workshop participants felt that this may indicate:
 - a. the need to develop more non-traditional methods of teaching, such as co-operative education, in order to combine more practical and work experience;
 - b. there is a correlation between how the student learns and how the teacher teaches; and
 - c. that the classroom should be made more practical and not the internship.
4. There was concern among the workshop participants that too much may be read into the survey results.
5. It was suggested that a good measurement of how our graduates are really doing in their jobs would be to interview or survey their employers or supervisors.
6. Participants were interested in knowing whether anything has been done by the task force to relate the survey statistics with those of graduates from other professional schools and universities. For example, the national average for students in the area of journalism and communications indicates 17% are satisfied with their jobs being in their field while our survey indicates 72% are satisfied.
7. There was a strong recommendation that the university's next step should be to break down the survey statistics by major. Although the number of responses from each major is low, the data could begin to be collected at this time. Some programs, such as those in the health areas, may already be keeping those figures in order to meet their program accreditation requirements.
8. It was suggested that perhaps students should not be trained for specific jobs in lieu of the fact that the average graduate changes their job an average of seven times in their life time. Perhaps, as in the College of Arts and Sciences, a more fundamental and theoretical orientation needs to be taught.
9. It was strongly recommended that the task force on preparedness of students support the proposal of getting away from 5-hour credit courses and instead go to 4-hour credit courses as the 5-hour credit course is seen as a block to quality education. More flexibility in the hours would allow for more inter-disciplinary teaching and would allow each department to get what they need.
10. The workshop participants felt that some kind of exam needed to be required of all students in order to get a gauge on students graduating as well as entering FIU.
 - a. An incentive plan to get students to take the GRE prior to graduation was recommended.
 - b. A general education university exam to be administered to entering students in order to properly advise students as to their deficiencies was also suggested.

11. The question of what to do with students who enter FIU at a lower level was also discussed, especially the language problem of international students. It was recommended that there be a writing exam given at admission time in order to advise students and that some English language requirements may be necessary for residents as well as non-residents as some foreign students are residents.
12. The problem of academic advisement rating negative responses from graduates was also discussed. Participants felt that faculty are often not available for academic advisement and that greater effort has to be made by the faculty in this area. It was recommended that a careful survey be made of the academic advisement situation.
13. While a large number of students responded to the question of social/cultural events at FIU as being neither rewarding nor unrewarding, the workshop participants felt that students may not want nor need the events, especially with the average age of FIU students being older than that of students at other universities. It was suggested that FIU not be a copy of other four-year universities.
14. And finally, the workshop participants felt that every program should have its curriculum reviewed every five years in order to re-justify requirements.

APPENDIX B

FIU Alumni Questionnaire

FLORIDA INTERNATIONAL UNIVERSITY
OFFICE OF INSTITUTIONAL RESEARCH



FIU ALUMNI QUESTIONNAIRE

DIRECTIONS:

Please provide the information requested as accurately and honestly as possible by filling in the indicated spaces or placing a check mark (✓) in the appropriate space. All returns will be treated as if they are anonymous and results will be presented **only** as group data. Your social security number is requested for research purposes and/or reference in future studies.

SECTION I.

1. Social Security Number _____

2. Current Address: _____
(Street)

_____ (City) _____ (State) _____ (Zip)

3. Age: _____

4. Sex: _____ Male _____ Female

5. Ethnic Origin: ()₁ White (not of Hispanic origin) ()₄ Asian or Pacific Islander
 ()₂ Black (not of Hispanic origin) ()₅ American Indian or Alaskan Native
 ()₃ Hispanic ()₆ Other _____

6. Degree(s) earned at FIU: _____ Baccalaureate _____ Masters

7. My Baccalaureate major was: _____ My Masters major was: _____
 Graduation Term: _____ Graduation Term: _____

8. What time period were you not in attendance at a college or university prior to attending FIU?
 ()₁ Less than one year ()₃ Five - Nine years
 ()₂ One - Four years ()₄ Ten years or more

9. How many years were you in attendance at FIU?
 ()₁ One or less ()₄ Four years
 ()₂ Two years ()₅ Five or more
 ()₃ Three years

10. How rewarding did you find the following aspects of FIU student life (check the appropriate response)

	Very Unrewarding	Unrewarding	Neither Rewarding Nor Unrewarding	Rewarding	Very Rewarding
Interaction with faculty	() ₁	() ₂	() ₃	() ₄	() ₅
Participation in student social events	() ₁	() ₂	() ₃	() ₄	() ₅
Classroom experiences	() ₁	() ₂	() ₃	() ₄	() ₅
Interaction with other students	() ₁	() ₂	() ₃	() ₄	() ₅
Participation in student organization(s)	() ₁	() ₂	() ₃	() ₄	() ₅
Courses related to community experiences	() ₁	() ₂	() ₃	() ₄	() ₅
Serving on student or university committee(s)	() ₁	() ₂	() ₃	() ₄	() ₅
Other (please specify) _____	() ₁	() ₂	() ₃	() ₄	() ₅

11. To what extent would you change the emphasis of your program at FIU?

	Great Decrease	Slight Decrease	Remain The Same	Slight Increase	Great Increase
Theoretical Orientation	() ₁	() ₂	() ₃	() ₄	() ₅
Applied Orientation	() ₁	() ₂	() ₃	() ₄	() ₅

FIU ALUMNI QUESTIONNAIRE

12. From your experiences at FIU, which areas do you feel are in need of improvement?

	No Improvement Needed	Some Improvement Needed	Much Improvement Needed
Course Content	() 1	() 2	() 3
Academic Advisement	() 1	() 2	() 3
Admissions and/or Registration Process	() 1	() 2	() 3
Grading System	() 1	() 2	() 3
Social and Cultural Events	() 1	() 2	() 3
None	() 1	() 2	() 3
Other (please specify) _____	() 1	() 2	() 3

13. If you could start over again, would you attend FIU?

- () 1 Definitely yes () 2 Probably yes () 3 Probably not () 4 Definitely not

14. Which of the following best describes your present circumstances?

- | | |
|---|---|
| () 1 Employed full-time | () 5 In armed services |
| () 2 Enrolled in graduate school full-time | () 6 Plans unstructured |
| () 3 Employed part-time | () 7 Other (e.g., full-time homemaker, etc.; |
| () 4 Enrolled in graduate school part-time | please specify) _____ |

SECTION II.

If you are presently employed, please answer the following; otherwise skip to Section III.

15. What is your present position? (Title) _____

16. What is the name and address of your employer?

_____ (Name)

_____ (Address)

17. Please check your yearly salary category:

- | | |
|----------------------------|----------------------------|
| () 1 Less than \$4,999 | () 4 \$15,000 to \$19,999 |
| () 2 \$5,000 to \$9,999 | () 5 \$20,000 or more |
| () 3 \$10,000 to \$14,999 | |

18. Is your current job in the same area as your major studies at FIU?

- () 1 Yes () 2 No

19. Is your present position the same position you had while enrolled at FIU?

- () 1 Yes () 2 No

20. If you took a new position after graduation from FIU, to how many employers did you apply before obtaining the position you have now?

- | | |
|-------------------|---------------------|
| () 1 One | () 4 Six - Seven |
| () 2 Two - Three | () 5 Eight or more |
| () 3 Four - Five | |

21. How would you rate your present job?

- | | |
|-----------------------------------|--|
| () 1 It is an excellent position | () 3 It is satisfactory, but I will probably seek other employment |
| () 2 It is a good position | () 4 It is not satisfactory and I will definitely seek other employment |

22. Would you consider relocation for an appropriate position in your career field?

- | | Yes | No |
|-----------------------------------|-------|-------|
| Out of Dade County | () 1 | () 2 |
| Out of the State of Florida | () 1 | () 2 |
| Out of Southeastern Region | () 1 | () 2 |
| Anywhere in U.S.A. | () 1 | () 2 |
| Out of the country | () 1 | () 2 |

FIU ALUMNI QUESTIONNAIRE

23. To what extent do you feel the following factors contributed to your obtaining your present position?

	Not At All	Very Little	Quite A Bit
My program of studies at FIU	() 1	() 2	() 3
My grades at FIU	() 1	() 2	() 3
Placement services at FIU	() 1	() 2	() 3
Recommendations from FIU faculty	() 1	() 2	() 3
Previous work experience	() 1	() 2	() 3
Other (please specify) _____	() 1	() 2	() 3

24. To what extent do you feel the following aspects of your FIU experience prepared you for satisfactory job performance:

	Not Applicable	Small Extent	Moderate Extent	Great Extent
Course Work	() 1	() 2	() 3	() 4
Informal Interaction with Faculty	() 1	() 2	() 3	() 4
Course-related Internship Program	() 1	() 2	() 3	() 4
Co-op Program	() 1	() 2	() 3	() 4
Participation in Student Organizations	() 1	() 2	() 3	() 4
Formal Academic Advisement	() 1	() 2	() 3	() 4

25. Would you recommend FIU to someone desiring professional training in your field?

- () 1 Yes () 2 No

SECTION III.

If you are presently enrolled in graduate school, please answer the following, otherwise please return the questionnaire in the enclosed envelope. Additional comments may be written on the front page. Thank you for your assistance.

26. Name of graduate school _____

27. Location of graduate school (state only) _____

28. What degree are you seeking?

- () 1 M.A. () 2 M.S. () 3 Ph.D. () 4 Other (please specify) _____

29. What major: _____

30. To how many schools did you apply for graduate/professional studies?

- () 1 One () 2 Two () 3 Three or more

31. To how many schools were you accepted?

- () 1 One () 2 Two () 3 Three or more

32. To what extent do you feel the following aspects of your FIU experience prepared you for your graduate studies?

	Not Applicable	Small Extent	Moderate Extent	Great Extent
Course Work	() 1	() 2	() 3	() 4
Informal Interaction with Faculty	() 1	() 2	() 3	() 4
Course-related Internship Program	() 1	() 2	() 3	() 4
Co-op Program	() 1	() 2	() 3	() 4
Participation in Student Organizations	() 1	() 2	() 3	() 4
Formal Academic Advisement	() 1	() 2	() 3	() 4

33. Would you recommend FIU to someone preparing for training in your major field?

- () 1 Yes () 2 No

THANK YOU ONCE AGAIN!!!

This public document was promulgated at a cost of \$_____ or \$_____ per copy to request information of FIU alumni.

APPENDIX C



FLORIDA INTERNATIONAL UNIVERSITY

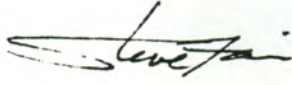
TAMIAMI CAMPUS • MIAMI, FLORIDA 33199 • (305) 552-2111

OFFICE OF THE PRESIDENT

April 2, 1979

M E M O R A N D U M

TO: All Faculty

FROM: Stephen M. Fain 

SUBJECT: Faculty Questionnaire--Self-Study

By design FIU's Nontraditional Self-Study has not required that the faculty become involved in lengthy meetings or projects. However, in order to meet the challenge of a self-study for re-affirmation of accreditation, we must have the input of the faculty. The attached survey instrument seeks your input in terms of issues we have previously identified as representing our central concerns.

Please take the time to respond to each item. Your opinion is valued and your anonymity is guaranteed. We would appreciate your returning the survey to our office no later than Tuesday April 10th.

The results of this survey will be significant in directing the self-study as we move into the final phases of the project and plan for our future.

Thank you for your timely participation.

FLORIDA INTERNATIONAL UNIVERSITY

NONTRADITIONAL SELF-STUDY

PLEASE COMPLETE THIS QUESTIONNAIRE AND MAIL TO:

Dr. Stephen Fain
 Director
 Nontraditional Self-Study, PC 230C
 Florida International University
 Tamiami Trail, Tamiami Campus
 Miami, Florida 33199

College/School: _____ Rank: _____
 Campus: Tamiami _____ North Miami _____

SECTION I

1. Within the University

In your opinion, how much influence have each of the following decision maker(s) had on past allocation of the identified resources. Rate each category of decision maker(s) on each identified resource according to the following scale values.

- one (1) - no influence
- two (2) - little influence
- three (3) - moderate influence
- four (4) - great influence
- five (5) - primary influence
- six (6) - I have no opinion

Please respond by placing the number value you feel is most appropriate in each of the cells:

RESOURCE	FACULTY	DEPARTMENT CHAIRMAN	DEANS	V.P. ACADEMIC AFFAIRS	V.P. ADMINISTRATIVE AFFAIRS	PRESIDENT	UNION	BOR	LEGISLATURE	OUTSIDE POLITICAL SOURCE	ADMIN BUDGET COMM
FACULTY LINES											
CAREER SERVICE LINES											
A & P LINES											
SPACE ALLOCATION											
BUDGET ITEMS											
1. EXPENSE											
2. OPS											
3. OCO											

2. Within the University

In your opinion, how much influence should each of the following decision maker(s) have on past allocation of the identified resources. Rate each category of decision maker(s) on each identified resource according to the following scale values.

- one (1) - no influence
- two (2) - little influence
- three (3) - moderate influence
- four (4) - great influence
- five (5) - primary influence
- six (6) - I have no opinion

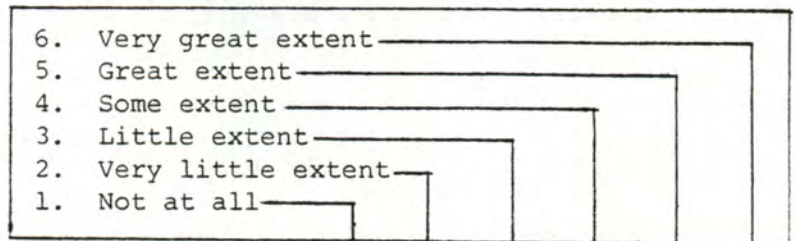
Please respond by placing the number value you feel is most appropriate in each of the cells:

RESOURCE	FACULTY	DEPARTMENT CHAIRMAN	DEANS	V.P. ACADEMIC AFFAIRS	V.P. ADMINISTRATIVE AFFAIRS	PRESIDENT	UNION	BOR	LEGISLATURE	OUTSIDE POLITICAL SOURCE	ADMIN BUDGET COMM
FACULTY LINES											
CAREER SERVICE LINES											
A & P LINES											
SPACE ALLOCATION											
BUDGET ITEMS											
1. EXPENSE											
2. OPS											
3. OCO											

3. Decision-making concerning resource allocation at FIU is a political process.

- ___ 1. Agree ___ 2. Disagree ___ 3. Undecided

Check your response to each of the following items:



4. What is the extent of your participation in the University decision-making process?.....	1	2	3	4	5	6
5. What is the extent of your impact on University decision-making?.....	1	2	3	4	5	6
6. To what extent do you envision your future level of participation in the University decision-making process?	1	2	3	4	5	6
7. To what extent do you envision your future impact on University decision-making?.....	1	2	3	4	5	6

8. The multicampus idea for FIU is:

- 1. A poor idea - one campus is best
- 2. A good idea - but premature
- 3. A good idea that has been poorly implemented
- 4. A good idea developing well
- 5. An excellent idea that needs more emphasis

9. Which of the following clearly reflects your opinion concerning FIU's future as a multicampus university:

- 1. There should be one Tamiami campus with off-campus offerings
- 2. There should be one main campus with one branch in North Miami and off-campus offerings
- 3. There should be two equal campuses with one additional branch downtown plus off-campus offerings
- 4. There should be three equal campuses with off-campus offerings
- 5. There should be as many campuses as needed with off-campus offerings

10. Should the present North Miami campus:

- 1. Have only certain programs which will not be offered at other campuses
- 2. Have duplicate programs and resources
- 3. Other _____

11. Which of the following do you feel would most effectively increase enrollment (FTEs) at FIU. Rank the five most effective alternatives from five (high) to one (low).

- | | |
|--|---|
| <input type="checkbox"/> 1. Public relations & advertising | <input type="checkbox"/> 8. Become less traditional |
| <input type="checkbox"/> 2. Improve registration process | <input type="checkbox"/> 9. Add more programs |
| <input type="checkbox"/> 3. Develop school's reputation | <input type="checkbox"/> 10. Increase articulation |
| <input type="checkbox"/> 4. More off-campus courses | <input type="checkbox"/> 11. Become a four-year institution |
| <input type="checkbox"/> 5. Lower admission standards | <input type="checkbox"/> 12. Increase international efforts |
| <input type="checkbox"/> 6. Raise admission standards | <input type="checkbox"/> 13. Other _____ |
| <input type="checkbox"/> 7. Become more traditional | |

12. Have you seen your department's budget for 1978-79? 1. Yes 2. No

13. Were you involved in developing this budget? 1. Yes 2. No

14. Do you think the best and most qualified (A) Faculty (B) Administrators have resigned from the University?

(A) Faculty

(B) Administrators

- 1. Yes
- 2. No
- 3. Some instances
- 4. Undecided

- 1. Yes
- 2. No
- 3. Some instances
- 4. Undecided

15. Do you think personnel changes have reflected a loss of qualified and exceptional (A) Faculty (B) Administrators?

(A) Faculty

(B) Administrators

- 1. Yes
- 2. No
- 3. Some instances
- 4. Undecided

- 1. Yes
- 2. No
- 3. Some instances
- 4. Undecided

16. What is your opinion as to the major reasons for (A) Faculty and (B) Administrators leaving FIU?

(A) Faculty

- 1. Better opportunities elsewhere
- 2. Frustrated with lack of University direction
- 3. Didn't fit in here
- 4. High cost of living in Miami
- 5. They were good planners, but poor implementors
- 6. They were too traditional to like it here
- 7. They were too flexible or free-thinking to like it here
- 8. There was a lack of rewards at FIU
- 9. Other (specify)

(B) Administrators

- 1. Better opportunities elsewhere
- 2. Frustrated with lack of University direction
- 3. Didn't fit in here
- 4. High cost of living in Miami
- 5. They were good planners, but poor implementors
- 6. They were too traditional to like it here
- 7. They were too flexible or free-thinking to like it here
- 8. There was a lack of rewards at FIU
- 9. Other (specify)

17. I look to the following persons or positions for programmatic leadership:

- A. Chairpersons or immediate supervisor. 1. Yes 2. No 3. Sometimes
- B. Dean 1. Yes 2. No 3. Sometimes
- C. V.P., Academic Affairs 1. Yes 2. No 3. Sometimes
- D. President. 1. Yes 2. No 3. Sometimes
- E. Other _____ 1. Yes 3. No. 3. Sometimes

18. In general, do you feel that undergraduate courses with which you are familiar at FIU are taught at an appropriate level of difficulty considering FIU's student body?

- 1. Almost always taught at too high a level of difficulty
- 2. Frequently taught at too high a level
- 3. Sometimes taught at too high a level
- 4. Usually taught at the appropriate level
- 5. Sometimes taught at too low a level
- 6. Frequently taught at too low a level
- 7. Almost always taught at too low a level

19. In general, do you feel that graduate courses with which you are familiar at FIU are taught at an appropriate level of difficulty considering FIU's student body?

- 1. Almost always taught at too high a level of difficulty
- 2. Frequently taught at too high a level
- 3. Sometimes taught at too high a level
- 4. Usually taught at the appropriate level
- 5. Sometimes taught at too low a level
- 6. Frequently taught at too low a level
- 7. Almost always taught at too low a level

20. In general, do you feel that graduate courses with which you are familiar at FIU are taught at an appropriate level of difficulty in comparison with your knowledge of the average level of similar courses at other universities?

- 1. Almost always taught at too high of difficulty
- 2. Frequently taught at too high a level
- 3. Sometimes taught at too high a level
- 4. Usually taught at the appropriate level
- 5. Sometimes taught at too low a level
- 6. Frequently taught at too low a level
- 7. Almost always taught at too low a level

21. In general, do you feel that undergraduate courses with which you are familiar at FIU are taught at an appropriate level of difficulty in comparison with your knowledge of the average level of similar courses at other universities?

- 1. Almost always taught at too high a level of difficulty
- 2. Frequently taught at too high a level
- 3. Sometimes taught at too high a level
- 4. Usually taught at the appropriate level
- 5. Sometimes taught at too low a level
- 6. Frequently taught at too low a level
- 7. Almost always taught at too low a level

22. Which FIU courses do you feel are not taught at high enough level of difficulty

PREFIX	NUMBER	TITLE
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

Comment: _____

23. Which FIU courses do you feel are taught at too high a level of difficulty when considering FIU's student body?

PREFIX	NUMBER	TITLE
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

Comment: _____

24. Do any specific groups of students present you with special classroom problems?

_____ 1. Yes _____ 2. No

If "yes", please identify the most serious problems.

If there are problems, suggest methods for handling these problems.

25. In your opinion, what is the extent of faculty-student interaction outside the classrooms of FIU?

- _____ 1. There is a large amount of outside interaction
- _____ 2. There is an average amount of outside interaction
- _____ 3. There is very little outside interaction

26. When out-of-class interaction among faculty-students occur, the nature of the interaction is:

- _____ 1. Academically related
- _____ 2. Socially related
- _____ 3. Formally related to University activities
- _____ 4. Other, please specify _____

SECTION II

Please respond to the following three (3) questions while considering this statement:

"Given the realities of South Florida, and the fact that FIU is an urban University."

Check your response to each of the following items:

6. Very great extent	_____
5. Great extent	_____
4. Some extent	_____
3. Little extent	_____
2. Very little extent	_____
1. Not at all	_____

27. Upon graduation from your department or program, to what extent do you believe your students are prepared to enter the job market in their field?
28. Are your graduates able to compete on the same level as graduates in their same field from other colleges and universities?
29. To what extent do you believe your program is preparing your students to live and function in their post university years?

	1	2	3	4	5	6
	1	2	3	4	5	6
	1	2	3	4	5	6

SECTION III

30. Do you believe FIU should have dormitories at:

- A. Tamiami Campus _____ 1. Yes _____ 2. No _____ 3. Undecided
- B. North Miami Campus _____ 1. Yes _____ 2. No _____ 3. Undecided

31. Do you believe FIU should expand its beginning graduate level degree programs (Master Level)?
 _____ 1. Yes _____ 2. No _____ 3. Undecided

32. Do you believe FIU should have it's own advanced graduate level degree programs (Ph.D.)?
 _____ 1. Yes _____ 2. No _____ 3. Undecided

33. Do you believe FIU should have additional advanced graduate level degree programs (Ph.D.)?
 _____ 1. Yes _____ 2. No _____ 3. Undecided

34. Do you beleive FIU should expand to offer lower level courses (Freshman, Sophomore)?
 _____ 1. Yes _____ 2. No _____ 3. Undecided

35. Do you believe that if FIU expanded to offer lower level courses that the expansion would:

- | | | | |
|---|--------------------|-------------------|--------------------------|
| A. Improve the intellectual environment | <u> </u> 1. Yes | <u> </u> 2. No | <u> </u> 3. Undecided |
| B. Improve the social environment | <u> </u> 1. Yes | <u> </u> 2. No | <u> </u> 3. Undecided |
| C. Improve the academic standards | <u> </u> 1. Yes | <u> </u> 2. No | <u> </u> 3. Undecided |
| D. Dilute resources | <u> </u> 1. Yes | <u> </u> 2. No | <u> </u> 3. Undecided |
| E. Needlessly duplicate the community
(junior) college program | <u> </u> 1. Yes | <u> </u> 2. No | <u> </u> 3. Undecided |