



Bachelor's Candidate On-line Survey
Pilot Study
Fall 2001

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(813) 974-5612

University of South Florida

**Budgets, Human Resources, and Information Technology
Budget and Policy Analysis
Office of Institutional Research**

Charlene H. Herreid, Ph.D.

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Executive Summary

In the fall of 2001, the Office of Institutional Research at the University of South Florida, in conjunction with the Provost's Office, administered the USF Bachelor's Candidate Survey to all seniors graduating with a bachelor's degree that term. The primary purposes of the survey were to determine the feasibility and logistics of conducting an on line senior exit survey at the University of South Florida. Topics covered by the survey included:

- Graduating seniors' perceptions of the academic experience at USF, perceptions of academic support services, and level of academic engagement at the University.
- Students' perceptions of their own progress toward educational goals at USF, images of the University held by graduating seniors, and overall satisfaction with the USF experience.
- Plans for work and education after completing the baccalaureate degree.

The attached report presents highlights of the survey results. A complete report detailing item-by-item responses to the survey (approximately 50 pages in length) may be obtained from the Office of Institutional Research. A facsimile of the survey instrument presented to students on line is in Appendix G.

This pilot study demonstrated that an Internet version of a senior exit survey is feasible for USF, and can be conducted at lower cost and with less effort than other forms of survey delivery. Increasing the response rate to future surveys will help improve generalizability of results.

Important caveats for interpreting the results appear on page 7 of the report. Key findings start on page 25. These results must be taken as suggestive only, due to the small number of graduating seniors responding to this pilot study (fewer than 10%). Some specific findings of note are as follows:

- Among respondents, nearly all were satisfied or very satisfied with their USF experience (90.5%) and nearly all would recommend USF to a friend (96.5%), although about one third would do so with reservations.
- Academic experiences at the University were generally perceived positively and respondents were academically engaged. The library and student computing were the most highly rated academic support services.
- Students reported some of the highest levels of academic growth in areas associated with critical thinking skills. The University may need to examine whether its curriculum is placing enough emphasis on global/international and environmental issues.
- Quality of one's own major and the academic program in general were the most highly rated aspects of the University.
- "Diversity" was the strongest positive impression of USF (chosen by almost 75% of respondents), and about half of respondents saw USF as "Gaining in national prominence" and "Research oriented". But only about one fourth

thought the adjectives “Student-centered”, “Excellent instruction”, or “Internationally focused” described USF.

- Respondents reported few strong negative impressions of USF. A little more than one third described it as “Bureaucratic”.
- The three things students liked most about the University were (good) professors, the variety and size of classes, and facilities/resources. The three things they liked least about the University were parking, (poor) professors, and lack of availability of desired classes.
- Just under half of respondents were looking for a job and one third were employed at a job they expected to keep for the immediate future. About one fourth expected to continue their education.
- About 85% of respondents expected to remain within 50 miles of their home campus after graduation.

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In the fall of 2001, the Office of Institutional Research at the University of South Florida, in conjunction with the Provost's Office, administered the USF Bachelor's Candidate Survey to all seniors graduating with a bachelor's degree that term. The primary purposes of the survey were to determine the feasibility and logistics of conducting an on-line senior exit survey at the University of South Florida. Topics covered by the survey included graduating seniors' perceptions of the academic experience at USF, perceptions of academic support services, and level of academic engagement at the University. Additional topics were students' perceptions of their own progress toward educational goals at USF, images of the University held by graduating seniors, and overall satisfaction with the USF experience. Finally, the survey collected information about graduates' plans for work and education after completing the baccalaureate degree.

Method

Data Collected via the Internet

All baccalaureate degree candidates for the fall 2001 term at the University of South Florida received an e-mail message with a link to a web-based bachelor's candidate survey. The survey was conducted confidentially, and respondents were informed that no one outside the Office of Institutional Research would see their individual survey or results. After two reminder notices, 140 of 1644 bachelor's candidates responded (an 8% response rate).

Characteristics of Graduating Seniors and Respondents

Data from the survey were merged with the University's archival databases, permitting examination of important characteristics of survey respondents compared to

all bachelor's degree recipients in the fall term of 2001. Of 140 students who completed the survey, 105 were matched to the graduating senior database for fall 2001. Tables 1-4 show characteristics of bachelor's degree recipients compared to survey respondents based on race/ethnic status, sex, entry status, and major. These data help provide a better understanding of all graduating seniors and also show how survey respondents resembled or differed from the group as a whole in important ways.

Table 1 shows that White and Black students were under-represented in the survey group compared to bachelor's recipients as a whole, and Hispanic and Asian students were over-represented among survey respondents. Table 2 shows that females were under-represented among survey respondents compared to all bachelor's recipients as a whole. Table 3 shows students who had been First-Time in-College (FTIC) at entry were over-represented among survey respondents. Table 4 shows the most frequently appearing majors among bachelor's graduates in the fall of 2001 compared to majors among survey respondents.

Caveats for Interpreting Results

This survey should be viewed as a pilot study testing the feasibility and logistics of an on-line survey for baccalaureate candidates. It cannot be claimed that the results are representative of all graduating seniors from USF for the fall term due to the small number of graduating seniors who responded to the survey, and the fact that this group differed in important ways from bachelor's degree recipients as a whole. Nevertheless, the survey results represent the views of 140 graduating seniors and these are of interest in and of themselves. The results are also valuable as food for thought regarding important characteristics of graduating seniors at USF.

Table 1
Bachelor's Recipients and Survey Respondents
by Race/Ethnic Designation

RACE/ETHNIC	N ALL GRADS	% ALL GRADS	N SURVEY RESPONDENTS	% SURVEY RESPONDENTS
White, Non-Hisp	1168	71.1%	70	66.7%
Black, Non-Hisp	161	9.8%	6	5.7%
Hispanic	157	9.6%	15	14.3%
Asian/Pac Isl.	88	5.4%	12	11.4%
Not Reported	32	2.0%	1	1%
Non-Res alien	36	2.2%	1	1%
Am Ind/Al Native	2	<1%	0	0%

Table 2
Bachelor's Recipients and Survey Respondents by Sex

SEX	N ALL GRADS	% ALL GRADS	N SURVEY RESPONDENTS	% SURVEY RESPONDENTS
Female	1040	63.3%	62	59.1%
Male	603	36.7%	43	40.1%

Table 3
Bachelor's Graduates and Survey Respondents by
Status at Entry

ENTRY STATUS	N ALL GRADS	% ALL GRADS	N SURVEY RESPONDENTS	% SURVEY RESPONDENTS
Fla CC Transfers	846	51.5%	37	35.2%
First Time in College	423	25.7%	46	43.8%
Other Transfer	259	15.8%	16	15.2%
Unclassified	114	6.9%	6	5.7%
Other	2	<1%	0	0%

Table 4
Bachelor's Graduates and Survey Respondents
Top Ten Majors

MAJOR	N ALL GRADS	% ALL GRADS	N SURVEY RESPONDENTS	% SURVEY RESPONDENTS
1. Elementary Ed	151	9.1%	5	4.8%
2. MIS	149	9.0%	15	14.3%
3. Finance	101	6.1%	4	3.8%
4. Psychology	93	5.6%	3	2.9%
5. Criminology	86	5.2%	5	4.8%
6. Communication	70	4.2%	3	2.9%
7. Accounting	68	4.1%	6	5.7%
8. Marketing	62	3.7%	9	8.6%
9. Management	59	3.5%	3	2.9%
10. Biology	55	3.3%	2	1.9%

Results

This report presents highlights of the survey results. A complete report detailing item-by-item responses to the survey (approximately 50 pages in length) may be obtained from the Office of Institutional Research. A facsimile of the survey instrument presented to students on-line is in Appendix G. Every survey item had a different number of missing responses, but between 75 and 140 students replied to most of the questions.

Academic Experiences Perceived Positively

Table 5 shows that survey respondents reported generally positive perceptions of the academic experience at USF. Three fourths or more of respondents were satisfied with intellectual challenge in the major (89.1%), academic experiences in the major (88.9%), academic experiences at USF overall (85.7%), opportunities for interacting with faculty (80.7%), and the quality of interaction with faculty (77.0%). Around two thirds of respondents were satisfied or very satisfied with the value of a USF degree to employers (66.8%), development of technical skills in the major (65.5%), and the intellectual challenge present in USF exit courses (64.2%).

Seniors Most Satisfied with Library and Computers

Table 6 shows the percentage of survey respondents satisfied or very satisfied with selected academic support services. About three fourths of respondents were satisfied or very satisfied with the adequacy of library services, including library technologies (84.7%), the availability of computers for student use (79.7%), and the availability of USF exit courses (72.2%). About half to two thirds of respondents were satisfied or very satisfied with the availability of courses on their home campus (69.2%),

Table 5
Perceptions of the Academic Experience

ITEM	PERCENTAGE SATISFIED OR VERY SATISFIED
Intellectual challenge in my major	89.1%
Overall academic experience in my major	88.9%
Overall academic experience at USF	85.7%
Opportunities to interact with faculty	80.7%
Quality of interaction with faculty	77.0%
Value of USF degree for admission to grad school	73.9%
Value of my USF degree for employment in my chosen field	66.8%
Development of tech skills related to your major	65.5%
Intellectual challenge of exit courses	64.2%

Table 6
Perceptions of Academic Support Services

ITEM	PERCENTAGE SATISFIED OR VERY SATISFIED
Adequacy of library services and technologies	84.7%
Availability of computers for students	79.7%
Availability of exit courses	72.2%
Availability of courses at my home campus	69.2%
Computer support services for students (e.g., help desks)	63.2%
Adequacy of laboratory facilities*	58.8%
Condition of classrooms	49.6%
Availability of tutors*	40.7%
Quality of tutors*	40.6%
*Not applicable/Don't Know excluded	

computer support services for students (63.2%), and adequacy of laboratories (58.8%).

Just less than half of respondents were satisfied or very satisfied with the condition of classrooms (49.6%). Fewer than half of respondents who had used tutoring services were satisfied or very satisfied with the availability (40.7%) or quality (40.6%) of tutors.

Respondents are Academically Engaged

Table 7 shows responses to items intended to measure engagement in the learning process. More than half of respondents reported participating in all but one of the activities listed at least once in the past year, and for many items, half or more of respondents indicated that they had taken part in such activities often or very often. Three quarters or more of respondents had often or very often discussed ideas with friends or family (82.9%), made formal oral presentations (80.8%), and written a paper or conducted a project integrating ideas from a variety of sources (79.2%) in the past year. Respondents were least likely to have worked with faculty on a research project (24.0% often or very often) or participated in a community project (15.4% often or very often) in the past year.

Respondents Most Satisfied with Growth in Critical Thinking Skills

Table 8 shows the percentage of respondents who reported that they grew “quite a lot” or “very much” in various educational goal areas while attending college. The largest number of respondents reported substantial growth in the area of increasing their knowledge in an academic field (84.4%). Several critical thinking skills, including developing the ability to integrate information (76.6%), thinking analytically/logically (75.8%), and developing the ability to assess information (74.2%), were also cited as high growth areas. “Learning about myself” was the most highly rated personal growth goal (74.2%). Nearly three fourths of survey respondents felt they had grown quite a lot or very much in the area of acquiring a broad, general education (71.7%), even though only about one third also reported substantial growth in appreciating the arts (39.1%) or understanding the nature of science and experimentation (37.5%).

Table 7
Frequency of Academic Experiences
in the Past Year

ITEM	OFTEN/ VERY OFTEN	AT LEAST ONCE
Discuss ideas from course with friends/family	82.9%	15.5%
Made a formal oral presentation	80.8%	16.2%
Worked on a paper/project integrating ideas from various sources	79.2%	20.0%
Had serious conversations with persons of different race/ethnic grp	70.8%	23.1%
Had serious conversations with persons of different relig beliefs	62.0%	27.9%
Received writing feedback from faculty	49.2%	38.5%
Discussed ideas with a faculty member outside of class	33.1%	40.8%
Had the chance to revise a paper and re-submit it	30.0%	43.1%
Worked with a faculty member on a research project	24.0%	35.7%
Participated in a community project as part of a course	15.4%	27.7%

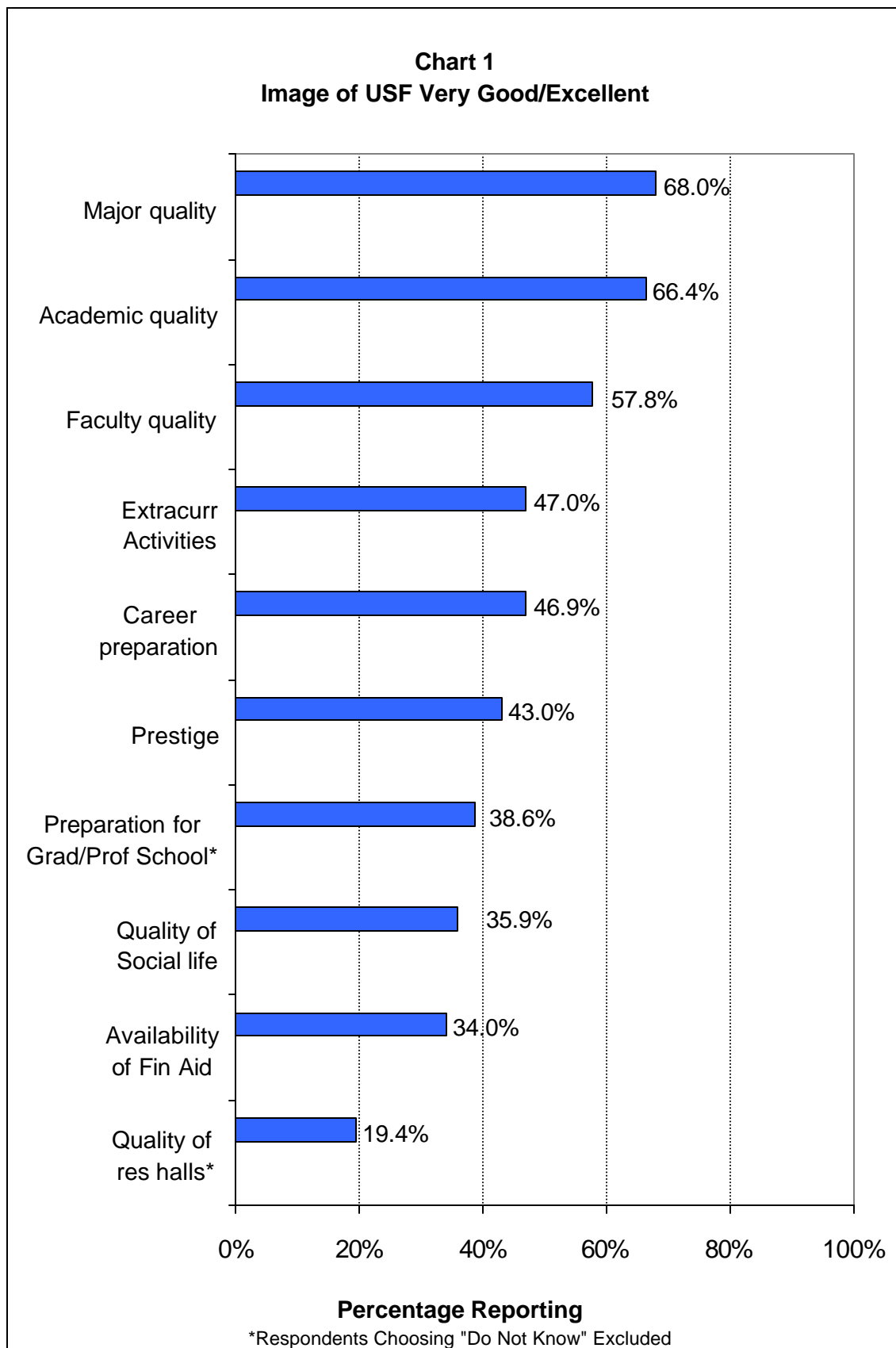
Between half and two thirds of respondents felt they had grown substantially in such areas as developing quantitative reasoning skills (68.8%), speaking effectively and persuasively (60.2%), and learning new computer technologies and applications (53.9%). Fewer than half of respondents felt they had experienced substantial growth in the areas of understanding global and international issues (46.9%), and better understanding environmental issues (32.8%). Respondents were least likely to report growth in the areas of understanding environmental issues (32.8%) and participating in student life (29.4%).

Table 8
Progress Toward Educational Goals

GOAL	GREW “QUITE A LOT” OR “VERY MUCH”
Increase my knowledge in an academic field	84.4%
Develop ability to integrate information	76.6%
Think analytically/logically	75.8%
Learn about myself	74.2%
Develop ability to assess information	74.2%
Acquire a broad, general education	71.7%
Develop my quantitative reasoning skills	68.8%
Write clearly and effectively	67.2%
Prepare for a career	64.9%
Develop my leadership skills and abilities	64.1%
Speak effectively and persuasively	60.2%
Increase awareness of nature and impact of gender differences in everyday and professional life	54.7%
Learn new computer technologies/applications	53.9%
Understand global/international issues	46.9%
Prepare for graduate or professional school	40.2%
Understand and appreciate the arts	39.1%
Understand the nature of science and experimentation	37.5%
Better understand environmental issues	32.8%
Become actively involved in student life	29.4%

Quality of Majors and Academic Program Strongest Positive Images

Respondents were asked to rate characteristics of the university on a five-point scale that ranged from “Poor” to “Excellent”. Chart 1 shows the percentages of respondents who rated various aspects of USF either “Very Good” or “Excellent”. A little more than two thirds rated quality of their major (68.0%) and academic quality at USF in general (66.4%) as very good or excellent. Respondents were a little less likely to rate faculty quality as very good or excellent (57.8%). Fewer than half of respondents



rated extracurricular activities (47.0%), career preparation (46.9%), or prestige (43.0%) of USF as very good or excellent. Respondents were least likely to rate the quality of the residence halls as very good or excellent (19.4%).

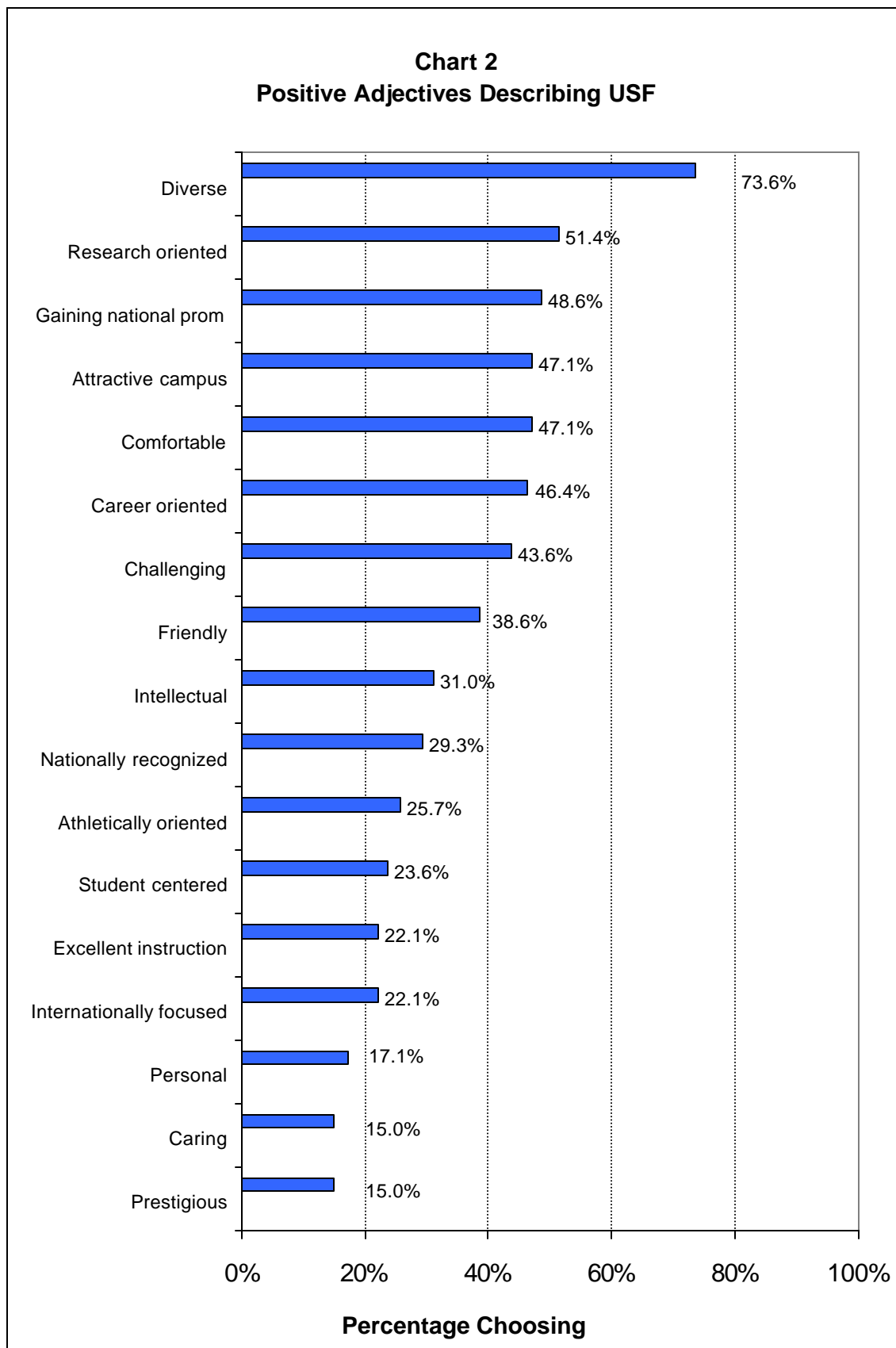
Diversity Strongest Positive Impression of USF

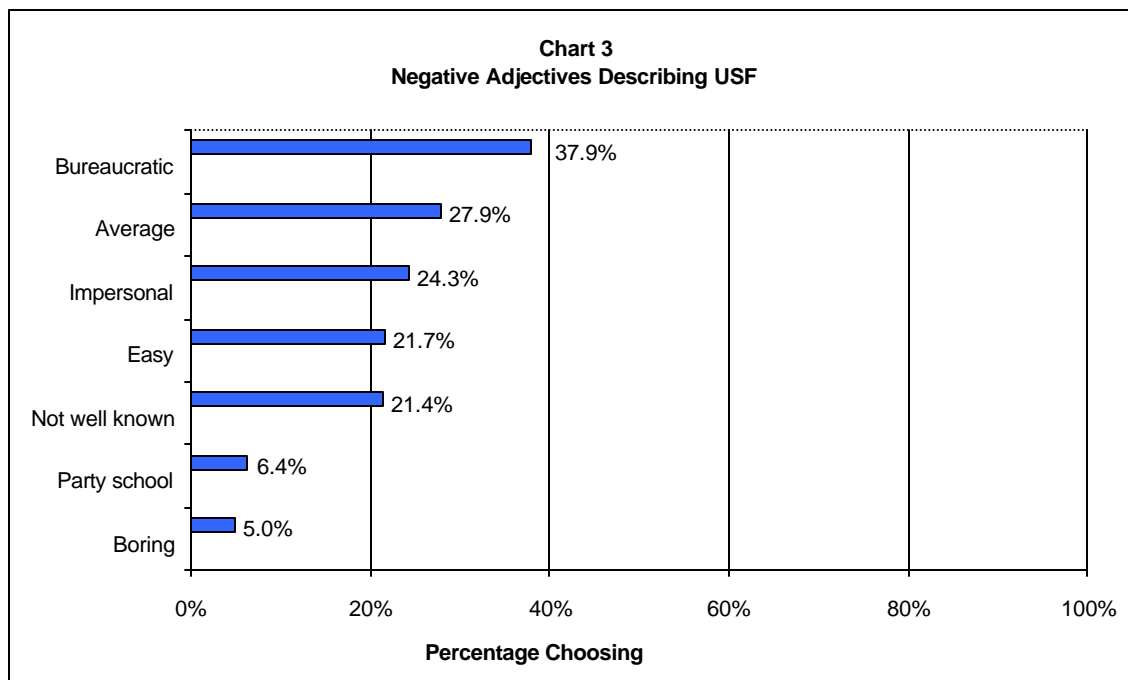
Chart 2 shows the percentage of respondents who chose various positive adjectives to describe USF. By far the most commonly selected adjective was “Diversity”, which was selected by nearly 75% of respondents. The only other positive adjective chosen by more than half of respondents was “Research-oriented” (51.4%). Items selected by slightly fewer than half of respondents were “Gaining in national prominence” (48.6%), “Attractive campus” (47.1%), “Comfortable” (47.1%) and “Career-oriented” (46.4%).

Just a little over one third of respondents considered USF to be “Friendly” (38.6%). About one fourth chose the adjectives “Student centered” (23.6%), “Internationally focused” (22.1%), or “Excellent instruction” (22.1%) to describe USF. Respondents were least likely to say that USF was “Prestigious” (15.0%), or “Caring” (15.0%).

“Bureaucratic” Strongest Negative Impression

Chart 3 shows the percentage of respondents who chose various negative adjectives as descriptive of USF. In general, respondents did not report strong negative impressions of the University. A little over one third of respondents chose the adjective “Bureaucratic” as describing USF (37.9%). About one quarter of respondents thought USF was “Average” (27.9%), “Impersonal” (24.3%), “Easy” (21.7%), or “Not well





known” (21.4%). Few respondents identified USF as a “Party school” (6.4%), or “Boring” (5.0%).

Professor/Faculty and Courses/Curriculum Liked Both Best and Least

Respondents were asked to describe the three things they liked most and the three things they liked least about USF. Content analyses were performed on these responses. Table 9 shows the top ten general categories of things liked most about USF, with the actual comments themselves sorted by category type appearing in Appendix B. Table 10 shows general categories of things liked least about USF, with actual comments appearing in Appendix C.

Aside from the category of miscellaneous comments, respondents were most likely to cite professors/faculty, courses/curriculum, and facilities as the things liked best about USF. They cited parking, professors/faculty, and courses/curriculum as things liked least about USF. The fact that two of things liked best and two of the things liked

Table 9
Top 10 Things Liked Best about USF
(See Appendix B for More Details about Answers)

ITEM	NUMBER CITING
1. Professors/Faculty	46
2. Miscellaneous	36
3. Classes/Curriculum	30
4. Facilities/Resources	25
5. Social life/Activities/Events/Organizations	24
6. Computers/Technology	20
7. Diversity	20
8. Campus	20
9. Students/Friends/People	18
10. Location	15

least were the same was intriguing. The content of positive and negative comments related to these two topics were compared with each other (see Appendixes B and C).

Positive comments about professors/faculty were most commonly about professors being perceived as “good”, but also as “warm” and “caring”. Negative comments about professors included phrases such as “uncaring”, “poor”, and “less dedicated”. The overall impression is of inconsistency in the quality of teaching, with student responding mainly to experiences with very good teachers, but also reflecting experiences with professors that students considered to be poor teachers.

Examination of the positive and negative comments related to courses/curriculum revealed that different aspects of courses/curriculum were being perceived positively and negatively. Positive comments about courses/curriculum focused on the variety of courses available and small class size. Negative comments regarding courses/curriculum were mostly related to class scheduling. Generally speaking, then, students were positive about the quality of courses offered at the University, but frustrated by difficulties in scheduling the courses they wanted.

Table 10
Top 10 Things Liked Least about USF
(See Appendix C for More Details on Answers)

ITEM	NUMBER CITING
1. Parking	59
2. Miscellaneous	28
3. Classes/Curriculum	27
4. Professors/Faculty	20
5. Classrooms/Buildings/Equipment	19
6. Departments/Programs/Academics	16
7. Offices/Staff	14
8. Financial Aid	12
9. Campus life/School spirit/Involvement	12
10. Campus and layout	10

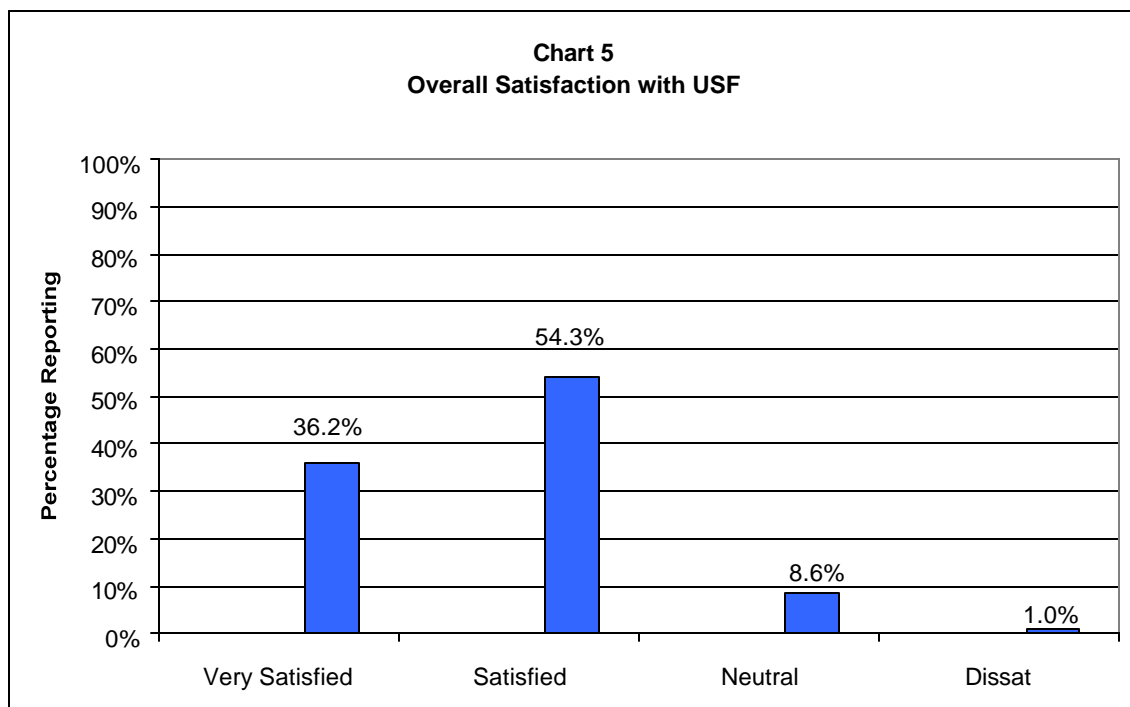
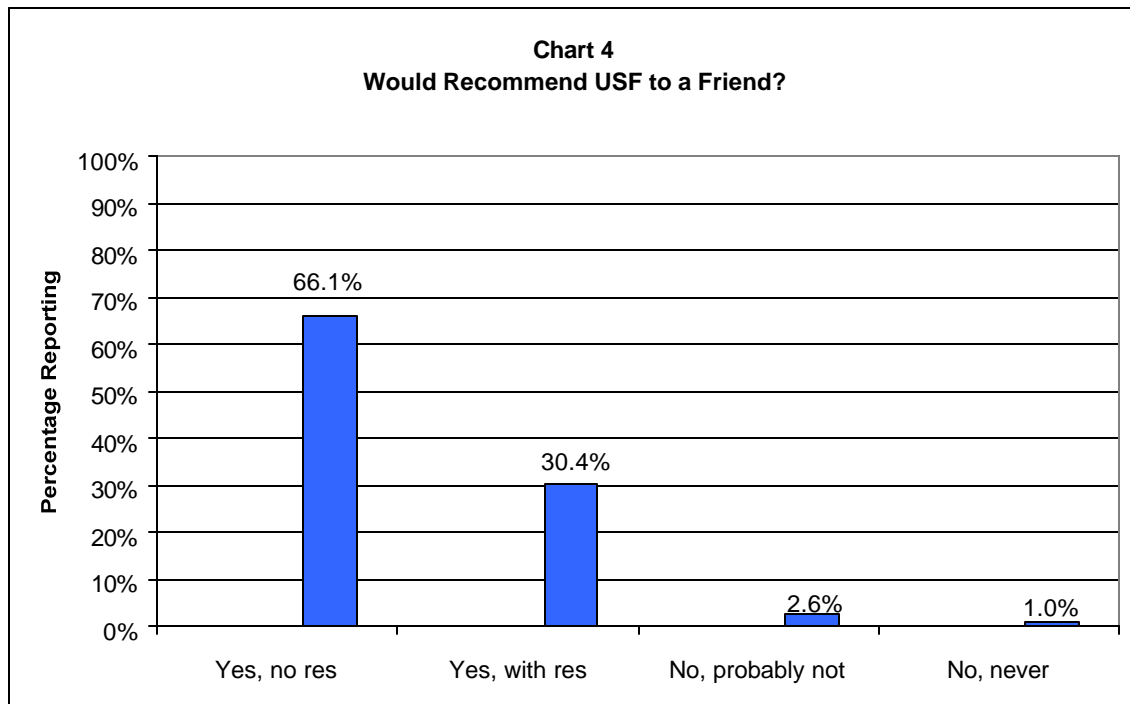
Most were Satisfied and Would Recommend USF to a Friend

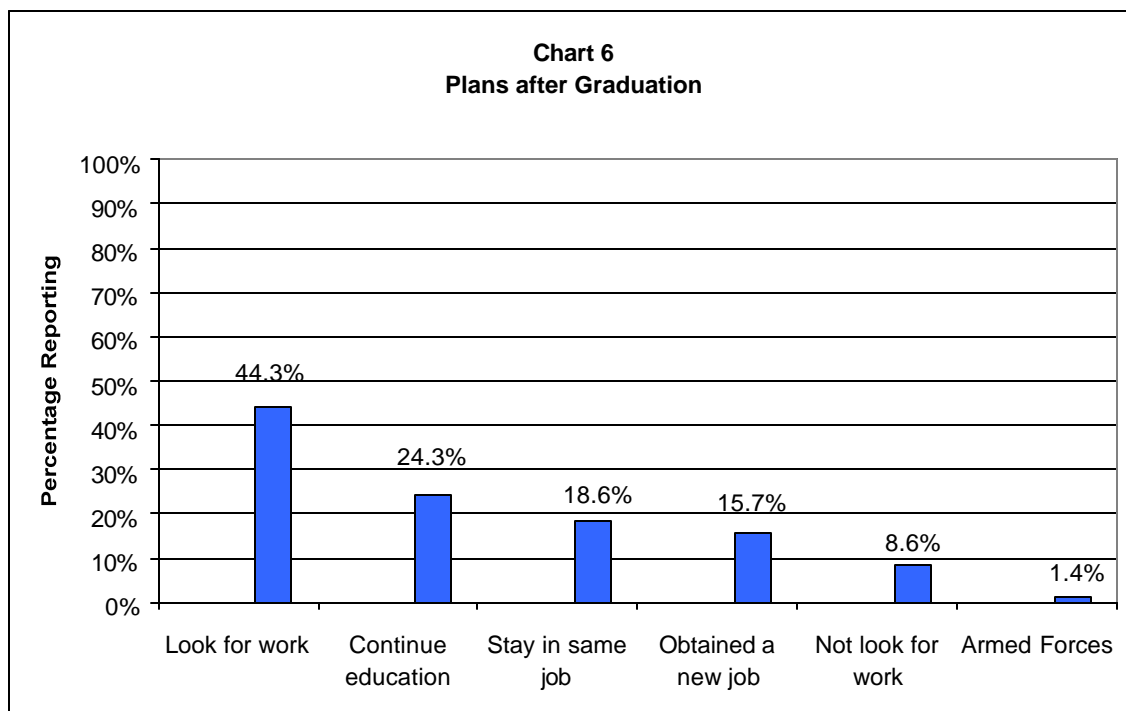
Chart 4 shows that nearly all respondents would recommend USF to a friend (96.5%), although about one third of respondents would have reservations about doing so. These reservations appear in Appendix A. Fewer than 5% of respondents would not recommend USF to a friend and their comments also appear in Appendix A.

Chart 5 shows overall satisfaction with USF. Once again, nearly all respondents were satisfied or very satisfied with their overall experience at USF (90.5%). About 10% did not claim to be satisfied and of those, the largest group reported feeling neutral about their USF experience.

Half Were Looking for Work and One Third Were Already Employed

Finally, respondents were asked to report their plans after graduation. Chart 6 shows that the largest single group of respondents expected to look for work (44.3%). About one third of respondents were currently employed, either at a job they had worked at during college (18.6%) or a new job they had obtained recently (15.7%). About 10% of respondents reported that they didn't have a job, were not planning to continue their





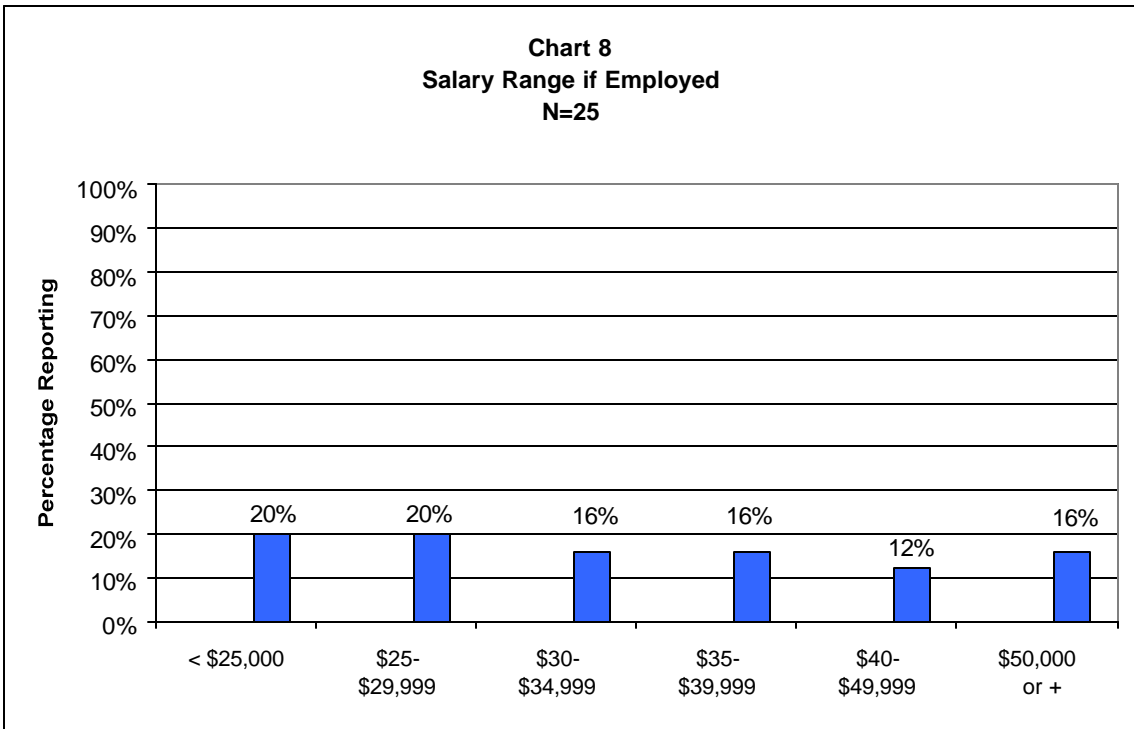
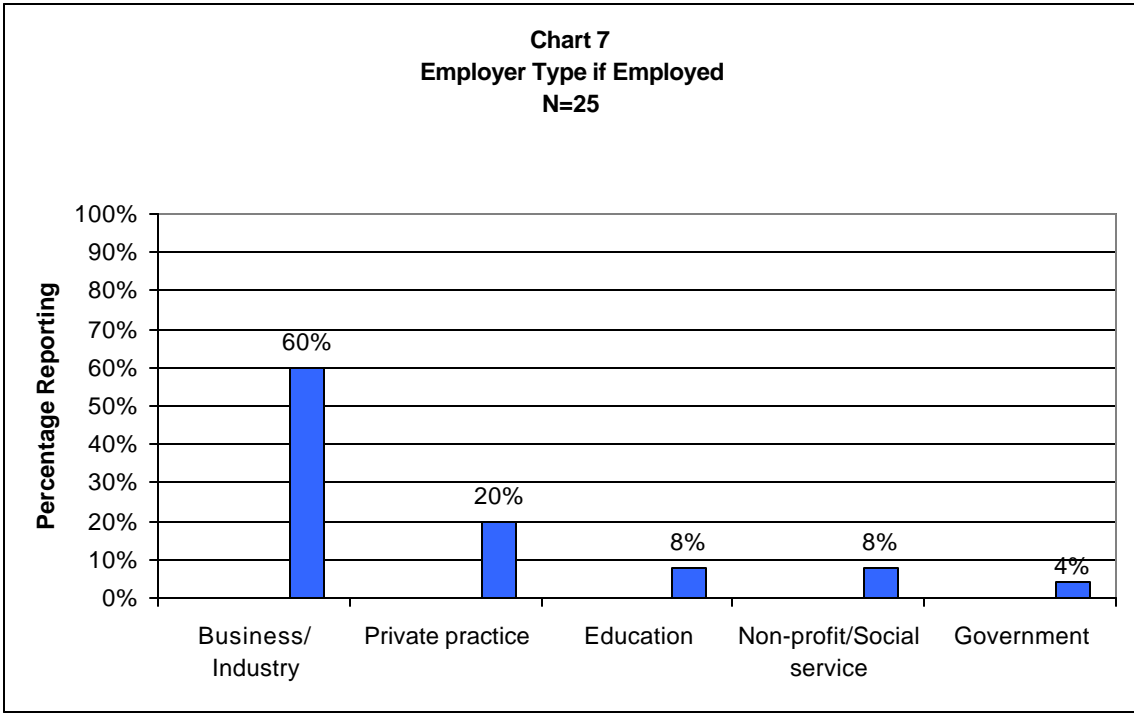
education, and would not be seeking employment.

About one fourth of respondents planned to continue their education. Schools and programs of interest to this group appear in Appendix D. Just nine of the 34 individuals who expected to continue their education had applied to the school they expected to attend and only four of those who responded to the survey claimed they were admitted to the school where they planned to continue their education after graduation.

Of the nearly 50 students who reported that they were currently employed or had a job lined up after graduation, just five indicated that the job was not in their major field. Of those, two students reported taking the job because their major fits a variety of occupations, one student reported that he/she found better pay outside of his/her major, and two students chose “Other”.

Employed students were asked to categorize employers by type, to indicate the name of their employer, and to report the range of their current or starting salary. About 25 students responded to these questions. Chart 7 shows employer types reported by employed students. Most students reported taking jobs in the field of Business/Industry, followed by Private Practice. Employers reported appear in Appendix F. Chart 8 shows salary ranges reported by employed students. About two thirds of respondents were earning between \$25,000 and \$39,999 per year.

About 85% of respondents planned to live within 50 miles of their home campus.



Conclusions

General Findings

This pilot study demonstrates that an Internet version of a bachelor's candidate survey for USF is feasible and can be conducted at lower cost and with less effort than other forms of survey delivery. Increasing the response rate to the survey is necessary to improve generalizability of results. This survey was distributed at the very end of the fall semester. Study of appropriate distribution methods for future surveys is called for. Optimal distribution in the future may rely on combined methods, rather than distributing the survey solely through e-mail messages on the Internet. The feasibility of surveying only a sample of graduating seniors should be investigated.

Successful completion of this study opens the door for future Internet-based student surveys at USF to collect information useful for improving programs and procedures for prospective and current students.

Key Findings about Graduating Seniors

These results must be taken as suggestive only, due to small number of seniors responding to this pilot study.

- Most respondents (96.5%) would recommend USF to a friend, although some would do so with reservations. A majority of respondents (90.5%) were satisfied or very satisfied with their experience at USF.
- The strongest positive impression of USF reported by these seniors was "Diversity". This adjective was selected by far more seniors as representative of USF than any other. Diversity was also one of the ten things most likely about USF noted by respondents in an open-ended

comment section. These findings support the notion that the University's messages about seeking and valuing diversity are being heard and appreciated by students.

- More than half of respondents saw the university as "Research-oriented" and just less than half saw it as "Gaining in National Prominence". But only about one fourth thought the adjectives "Student-centered", "Excellent instruction", or "Internationally focused" described USF. This may be of concern to those desiring to foster positive images of the university in these areas.
- Respondents reported few strong negative impressions of USF. A little more than one third described it as "Bureaucratic".
- Respondents were generally satisfied with their academic experiences at USF and also with academic support services available to them, particularly the library and availability of computers for their use. USF may need to examine the availability and quality of tutors.
- These graduating seniors appeared to be quite engaged in the academic life of the institution and participated in many academic activities in class. Nearly all had participated in each kind of activity at least once in the past year.
- Respondents were quite satisfied with their growth in several critical thinking skills, as well as increasing their knowledge in an academic field. The University may need to examine whether its curriculum is placing

enough emphasis on global and international issues and environmental issues.

- Further research should be done into how students conceptualize a broad, general education, because even though most respondents felt they had experienced substantial growth in acquiring a broad, general education (71.7%), they did not report substantial growth in the related areas of appreciating the arts (39.1%) or understanding the nature of science and experimentation (37.5%).
- The three things students liked most about the University were (good) professors, the variety and size of classes, and facilities/resources. The three things they liked least about the University were parking, (poor) professors, and lack of availability of desired classes.
- The largest group of graduates were looking for work (44.3%), with another one third already employed either at new jobs or jobs they planned to stay in for the immediate future (34.3%). One fourth were expecting to continue their education, although many of those had not yet applied or been admitted to the schools they were considering. This may be a timing factor in that fall graduates were surveyed.
- Most respondents (85%) expected to stay in the Tampa Bay area after graduation.

Appendix A

**Comments Related to Recommending
USF to a Friend**

Would recommend USF to a friend, but with reservations (Please specify):

- 24 Parking is horrible.
- 38 The campus and its office personnel don't ever have the same answer
- 39 Transfer students forgotten/Criminology advisor horrible
- 66 Not for research experience or needing to be in a major city
- 69 Students are not politically active. Not enough professors.
- 78 Receiving financial aid on time is rare
- 82 You should be able to have access to the library 24 hours.
- 84 If they are serious about learning.
- 89 The advisors were not the friendliest to deal with.
- 95 The state of Cooper Hall where most students have their classes.
- 96 little "campus life"...
- 102 As a commuter only, I would not recommend that they live on campus.
- 110 the undergrad science labs are horrendous and outdated
- 111 The quality of education taught by the selection of faculty.
- 113 depends on major. budget cuts are really hurting the arts.
- 118 impersonal
- 123 It depends on your major. MIS should have more computer training
- 126 it's not the best of the best, but its ok
- 127 if they want to be at a commuter school, has a different feeling
- 140 Class schedules not great
- 144 Hard to solve problems because of bureaucracy
- 145 if already local, not a transfer student, not relocating
- 148 I was a commuter and do not know of campus life or social events
- 151 mostly a commuter school.
- 155 If they were considering a Mass Comm major
- 157 they would have to be willing to do alot of group work
- 172 Difficult administrative issues with paperwork processing, etc
- 182 The faculty can be dismissive and distance, particularly in sciences
- 183 Size of classes, and focus on research - less on education

Would probably NOT recommend USF to a friend:

119 The bureaucracy is unbelievable at this institution.

161 tech/science not strong

Would never recommend USF to a friend:

107 Lack of good and caring professors

Appendix B

**Three Things Liked Most about USF
Sorted by Content
(Comments)**

1. Professors/Faculty—Liked Most

- 24 Most professors cared about their students
- 31 Good Professors
- 34 The faculty in the Department of Communications
- 35 The faculty and staff of the college of arts and sciences
- 35 The faculty and staff of the college of fine arts
- 38 I was able to keep the same instructor for a lot of my final classes.
- 49 my academic counselor-Adi
- 50 Availability of faculty to assist students round the clock
- 51 personal relationships with faculty; comfort level
- 59 some teachers
- 71 Faculty
- 77 Instructors
- 80 availability of Instructors
- 82 Great teachers in Mass Comm dept.
- 83 The desire of professors to see students do well in & out of class.
- 88 Faculty in my major were outstanding
- 95 Professors Rita Ciresi and Mark Lieb
- 97 availability of faculty to assist students
- 102 The faculty within the gerontology department
- 103 Good faculty
- 106 Some professors very good
- 110 good professors
- 112 faculty
- 113 honors program professors
- 113 theatre department faculty
- 115 The warm and caring faculty.
- 121 Psychology Depart professors: their interest, capability, enthusiasm
- 123 The dedicated Professors (John Seeman)
- 125 Some of the faculty members
- 136 faculty
- 137 quality of faculty in my major
- 140 Many professors related class material to the real world
- 145 higher level professors have good insights, and world experience
- 146 faculty
- 147 Engineering advisors
- 155 Good faculty
- 157 instructors
- 159 faculty/staff
- 164 Faculty are usually readily available
- 169 quality of some teachers
- 172 selected professors
- 173 professors
- 178 the Psychology Department professors
- 181 Good instructors

183 Mechanical Engineering faculty

184 Faculty understands the population is mostly commuters who have jobs.

2. Miscellaneous—Liked Most

24 Everything needed was offered

28 Constantly Improving

36 On Campus jobs

37 Web-based registration

37 Textbook reservation by Internet

45 Fun

46 Administrators

50 Ability to interact with professionals in the area

52 small campus (St. Pete)

73 grad school encouraged

82 helpful staff

84 Graduating.

85 university is very willing to help students with everything

86 Great on campus employment opportunities

86 Friendly and helpful staff

102 The credit union

110 roof access to the top of the soc building

121 St. Pete campus; small, small classes, on water; pool; ODS Services

124 How the school is trying constantly to improve:)

127 Connections made in area

127 overall experience

128 WAMI

128 RF

131 The Oracle

131 freedom of speech/expression

148 availability of job oppurtunities in my field

159 research/work opportunities

160 International class requirement

161 campus jobs

163 Friendliness and courtesy

169 the growth of school spirit and pride over the past 4 years

176 state institution

177 Staff

178 the St. Petersburg campus & small class size

179 Being an athlete

182 The readily accessibility of key staff members for students

3. Classes/Curriculum—Liked Most

- 31 Small Classes
- 38 A wide variety of classes.
- 49 variety of courses
- 51 large variety of class options
- 52 small classes (St. Pete)
- 57 class sizes were small
- 57 classes were interesting at times
- 59 some classes
- 66 variety of classes
- 73 software courses
- 78 variety of classes to choose from in the fall semester
- 80 Class sizes
- 83 The availability of evening and night classes.
- 89 Class sizes
- 103 acceptable class sizes
- 106 Variety of classes
- 106 Ease of classes
- 113 classes
- 115 The challenge of the History Exit courses.
- 118 variety of classes
- 123 The classes that were offered in MIS
- 140 Many of the classes were very beneficial
- 145 lots of different classes available
- 160 Diversity of the classes
- 163 The well rounded curriculum
- 163 Course distribution (times offered)
- 164 Variety of courses available
- 172 The curriculum preparation
- 179 Diversity and quality of classes and topics
- 181 'Well rounded curriculum

4. Facilities/Resources—Liked Most

- 36 Engineering Facilities
- 37 Library resources
- 46 Lib.
- 48 lab room
- 55 Virtual Library
- 62 The USF Sun Dome
- 68 Facilities
- 71 library
- 116 The improvements made to the residence halls
- 121 Virtual Library: great help in Psych and Bio research, but not Lit
- 137 library
- 141 Marshall Center

- 141 Library
- 144 nice classrooms in education building
- 147 Shuttle service
- 147 Career center
- 157 counseling and career center
- 157 variety of student services
- 161 transportation shuttle
- 161 library
- 165 resources
- 172 gym
- 173 facilities
- 178 the Virtual Library
- 182 Inviting and clean atmosphere of the buildings and rooms.

5. Social life/Activities/Events/Organizations—Liked Most

- 32 Many things to do
- 34 The social life
- 36 Sports Teams
- 62 USF Sports
- 66 honor societies
- 66 Quiz Bowl
- 69 Student Activities Department.
- 78 student events
- 78 movies on the lawn
- 108 Student organizations.
- 108 Parties that organizations make, with free stuff.
- 109 athletic activities
- 109 social activities
- 113 extracurricular programs
- 116 The football team and homecoming events
- 125 The social life one gets from USF
- 128 Golf
- 136 football games
- 143 basketball
- 143 intermurals
- 144 student life esp. for residents
- 146 student living
- 149 diverse organizations to join
- 165 upcoming athletic program

6. Computers Technology—Liked Most

- 23 Availability of computers for on campus student use
- 25 Availability of technology to students.
- 26 computer availability

48 new computer use
 48 internet access
 52 Computer Lab
 55 attempts to bring classes on the internet/class assignments, etc
 55 Online class registration
 64 computer labs
 73 computer lab c4
 77 Computer Labs
 89 Computer Lab
 97 availability of technology
 102 availability of technology
 107 the availability of educational software
 108 Nicely equipped computer labs.
 118 technologically ahead
 123 OASIS Computer system (I was at USF before OASIS)
 126 comp labs and internet availability
 141 technology

7. Diversity—Liked Most

25 That it has diversity in age groups of students.
 28 Diversity of Students
 30 Diversity
 32 diverse cultures
 38 A wide variety of people.
 46 Diversity
 51 diversity of students and faculty
 57 I met very diverse people
 60 It is a school that appears to be serious about diversity
 84 Meeting people from different parts of the world.
 85 diversity
 86 I like the diverse group of students
 126 ethnic variety
 131 diversity
 137 diverse student population
 138 diversity in student population
 146 diversity of the students
 148 diverse classmates
 155 Diversity of Students
 168 International students, diversity

8. Campus—Liked Most

25 Atmosphere of a smaller school.
 28 Campuses are well organized, taken care of
 32 pretty campus!

49 the campus as a whole
 60 The beauty of the outside campus environment
 62 The beautiful Campus
 64 environment
 67 Campus environment
 82 Attractive campus
 95 The landscaping of the campus
 112 how the campus looks
 124 How Large it is
 125 The campus itself has improved a lot
 144 growing and becoming more residential rather than commuter.
 149 campus beauty
 149 not too big
 164 Campus is well maintained
 169 campus
 172 nice campus atmosphere
 182 The well manicured and sustained landscaping

9. Students/Friends/People—Liked Most

26 Interaction with other students
 41 friends
 50 Alot of kind, honest students that attend
 59 the students
 80 Student Body
 88 Students are more focused on academics than parties. (Still fun though
 112 students
 118 the girls
 126 friendliness of people
 127 friends I made
 136 students
 148 friendly classmates
 173 students
 177 Students
 184 Students are friendly and willing to help, rather than competitive.
 31 People
 124 The people
 165 latin community

10. Location—Liked Most

23 Close to home
 30 Location
 41 close to home
 45 Closeness to home
 77 Locations

- 89 Location
- 98 It is near my home.
- 103 Close to where I live
- 113 location close to downtown tampa and other universities
- 143 location
- 168 Close to home
- 174 the location, sunny Florida
- 176 convenient location
- 177 City of tampa
- 184 It is not too far a drive from my home.

11. Colleges/Depts/Programs/Majors—Liked Most

- 23 Honors program
- 34 The Department of Communications
- 35 study abroad, iac
- 68 wide range of schools
- 69 Religious Studies Department.
- 95 The English Department
- 109 honors programs
- 115 The quality of the College of Education.
- 116 The College of Education Program
- 141 College of Education
- 145 geography major is small, but still very real
- 172 The foreign language department is awesome!!
- 174 Good MIS program
- 181 good selection of majors

12. Academics/Challenge/Learning—Liked Most

- 41 education
- 60 the academic challenge it provided for me
- 64 challenge
- 68 quality education
- 84 Learning new perspectives.
- 85 learning experience
- 138 academic opportunities offered
- 160 Challenge of the classes

13. Cost—Liked Most

- 30 Cost
- 45 Price
- 88 Great value for your money
- 110 affordability
- 176 affordability

14. Reputation—Liked Most

- 24 USF is coming into the fame each and every day.
- 83 The reputation and recognition of quality related to my major.
- 159 gaining of prestige through research and athletics
- 174 Gaining recognition

15. Financial Assistance/ Aid—Liked Most

- 26 financial assistance
- 107 good financial aid support
- 138 financial aid to international students
- 179 athletic academic support

Appendix C

**Three Things Liked Least about USF
Sorted by Content
(Comments)**

1. Parking--Liked Least

- 23 Parking situation
- 24 Parking
- 28 Parking (Overcrowded)
- 30 Lack of Parking availability
- 32 PARKING
- 34 The lack of parking spaces for undergraduates
- 36 Parking
- 37 Parking
- 41 parking
- 50 PARKING
- 50 PARKING
- 50 PARKING
- 51 unavailability of parking considering expense of permits
- 55 Parking
- 64 parking
- 68 parking
- 68 parking
- 68 parking
- 80 Parking
- 82 parking
- 83 Parking difficulties
- 86 Parking
- 88 Parking
- 89 Parking
- 95 High parking fees with no where to park
- 97 parking service
- 98 Horrible parking.
- 102 The parking problem in the morning-afternoon
- 106 Parking is horrible!
- 108 PARKING
- 108 PARKING TICKETS
- 110 insufficient parking
- 112 parking
- 115 The lack of parking. (At one time I called "8 On Your Side")
- 116 Parking!
- 118 parking
- 121 parking is becoming a real problem = can cause one 2 be late for class
- 123 Parking
- 124 Parking
- 125 The parking spaces
- 131 parking
- 141 Parking Services
- 141 Lack of parking spaces

143 parking
 144 parking services and issues
 146 parking
 148 Parking
 149 parking
 155 PARKING
 157 parking situation
 160 Parking area congetionated
 165 parking
 169 parking problems
 172 Parking, Parking, Parking, Parking, Parking, Parking, Parking, Parking
 173 parking
 174 Parking
 176 parking!
 178 the parking & traveling
 179 parking

2. Miscellaneous --Liked Least

36 Greek Society
 38 Wasnt taught what I needed to know to pass my certific. test
 45 Smells
 45 like
 45 poop
 48 poor less experience professional
 64 bookstore
 66 Lack of automobile alternatives and carpool programs
 67 Overall Politics
 69 Transportation
 78 school functions over at 2am
 78 impersonal amongst teachers and students
 85 greek organizations separation
 89 Book store
 97 residence service
 98 Impersonal.
 102 Too liberal
 108 shuttle tend to be slow when you need it most.
 112 a little bit impersonal
 118 lack of hands on
 118 not real world
 124 Not enough work on campus for non-work study.
 126 not well known
 139 commuting
 159 Student Government communication with engineering societies
 161 growth in student body, low admission requirements
 172 Online registration confusion

- 173 state changes that effect classes and majors
- 182 The strong racial divide and some what weighty favor for some
- 182 No 24 hour computing facilities like at other Florida Universities

3. Classes/Courses--Liked Least

- 23 Can not get classes you need in the order you need them
- 28 Availability of Courses
- 30 Classroom size
- 37 Availability of night classes
- 48 class offered
- 59 course unavailability
- 73 not enough hardware courses
- 73 availability of specific courses
- 80 Scheduling of Classes
- 88 Dealing with class scheduling (not enough offered)
- 103 communication between availabe classes and students
- 107 scheduling not oriented towards working students
- 123 Few computer and tech classes for MIS
- 137 unavailabilty of classes
- 140 Not many electives in the Finance department
- 140 Would like to see more classes offered on Lakeland campus
- 147 Lack of classroom space
- 148 extra students allowed to register in classes supposed to have a cap
- 148 Interesting classes in catalog not offered
- 159 availability of courses
- 160 Not at all organization to enroll requirement classes
- 164 courses that seem outdated or unnecessary (ie. BUL 3320)
- 176 not enough distance education courses
- 181 limited selection of classes
- 181 conflict of scheduling for required courses
- 183 Size of classes
- 184 Classes were sometimes not available at convenient times for workers.

4. Professors/Faculty—Liked Least

- 24 Some upper level professors taught the course as a joke
- 28 Constantly seeing tenured POOR instructors returning (term after term)
- 41 hard professors
- 46 Faculty Ratio
- 46 Faculty Teaching Methods
- 49 graduate students as teachers
- 60 Not enough minority professors
- 69 Lack of faculty/staff caring for students
- 84 Some instructors were more difficult than others.
- 106 Some professors dont care about students

- 107 lack of good faculty members
- 123 The less dedicated Professors
- 125 Some of the faculty members
- 137 uncaring faculty/advising
- 147 Not enough instructors so TAs are forced to teach classes
- 149 lack of teacher interest if you are a quiet student
- 165 [MIS professor]
- 169 quality of some teachers
- 177 Mathematic teachers do not speak very good English
- 182 The strong research orientation for science faculty members

5. Classrooms/Buildings/Equipment—Liked Least

- 48 old classroom
- 57 cramped seating
- 60 The sometimes cramped, overcrowded and inadequately vented classrooms
- 66 student union needs to be expanded
- 69 Old computers
- 71 classrooms
- 73 logic lab lacks equipment
- 77 Poor care of buildings and class rooms
- 83 Quality of the classrooms
- 86 Some of the buildings are very worn out (ie BEH)
- 95 Cooper Hall
- 103 most of my class in the CS department where in the eng trailers
- 110 poor quality chemistry labs
- 121 building are uncomfortably COLD year-round
- 143 student center is not too attractive to students
- 147 Condition of some engineering buildings
- 168 Aging classrooms
- 181 poor facilities on Sarasota/Manatee campus
- 184 Classrooms sometimes too small to fit 30 plus students comfortably.

6. Departments/Programs/Academics—Liked Least

- 25 The +/- grading system.
- 35 small degree of interaction between different programs on campus
- 49 mass communication department
- 51 lack of funding for the arts department
- 51 lack of integration of art throughout campus as well as other majors
- 69 Too much emphasis on research grants, not on getting better/more professors.
- 109 preparation for graduate school, not much emphasis placed
- 136 preparation for graduate school
- 144 Disorganization of new programs in education. ESOL and PDSWOW.
- 145 language department completely unhelpful and non flexible
- 145 bio degree hard to schedule for completion, switched to get deg sooner

- 161 not enough emphasis/spending on science/technology
- 168 Too much money on athletic programs
- 174 Athletics
- 177 Athletic department
- 183 Focus on research

7. Offices/Staff: Administration, Student Services, Registration—Liked Least

- 30 Impersonal staff
- 34 The lack of organization in Administration and Student Services
- 34 The lack of knowledge in both of those departments (as above)
- 36 Difficulty of getting paperwork
- 38 No one can give a straight answer in administration
- 77 Student Affairs being disorganized
- 98 Unfriendly staff.
- 102 The registrar office has ability to lose transcripts when transferring
- 138 impersonal staff at certain offices
- 138 being treated like a yoyo when asking for help in certain offices
- 159 continual problems with academic record
- 172 Impersonality of administration
- 176 getting transcripts straight
- 183 Some of the people who worked their were apathetic to students

8. Financial Aid--Liked Least

- 25 Difficulty communicating with the financial aid office.
- 35 difficulty in obtaining financial aid
- 49 financial aid
- 59 financial aid
- 78 financial aid services
- 86 Long amount of time taken in processing financial papers
- 109 lines for financial aid
- 113 financial aid - no two people will tell you the same thing
- 113 financial aid - getting verified multiple times is NOT random
- 125 Financial Aid (office needs to be bigger with more employees)
- 137 financial aid assistance
- 163 financial aid availability..excess grants and emergency funds

9. Campus life/School spirit/Involvement—Liked Least

- 38 Hard to get to know people
- 55 Lack of campus life
- 55 lack of feel like you belong to a college environment
- 77 Not enough unity among students
- 106 No bars, social scene on campus
- 110 no sense of community

- 126 no strong school spirit
- 126 Not much student involvement
- 146 campus life
- 146 non traditional campus
- 155 Lack of school spirit as compared to UF, FSU, etc.
- 164 Lack of student involvement due to having mostly commuter students

10. Campus and layout—Liked Least

- 23 Street layout is difficult to navigate and/or direct outsiders
- 24 Ongoing Construction
- 57 unattractive campus in some areas
- 59 all the unnecessary construction
- 103 current construction
- 115 The layout of the campus.
- 138 the campus is too huge which depersonalizes the institution
- 161 commuter nature of school - too many cars
- 165 commuter school
- 173 trash on the grounds

11. Advisors—Liked Least

- 25 Difficulty getting correct info from advisors.
- 64 advisers
- 88 Advisors were inconsistent
- 89 Advisors
- 109 advisor to student ratio
- 137 uncaring faculty/advising
- 149 advice from advisors
- 160 often mistakes of the advisors
- 169 academic advisors

13. Tuition/Costs/Prices—Liked Least

- 32 high Increase in tuition
- 41 tuition
- 67 Tuition Increase every semester
- 95 tuition hikes
- 115 The cost of parking was outrageous.
- 116 Amount it costs to live on campus
- 131 fees
- 141 high prices for decals
- 157 high prices at bookstore, especially logo merchandise

14. Food--Liked Least

46 Food Services
 52 vending machines
 52 Tavern @ Bayboro, Dining Hall @ Coquina Hall
 59 the food
 69 Food choices.
 124 Marshall center library, food court should all be opened later.
 127 Marriot food services
 157 lack of restaurants by SOW bldg, college of public health
 179 subway

15. Bureaucracy/Red tape --Liked Least

35 heavy bureaucracy
 113 bureaucratic nature of everything from getting grades to money
 121 The RED TAPE, call Tampa, send this to Tampa = MIX UPS
 127 the red tape bullshit
 131 red-tape
 144 red tape in getting problems fixed. Always get transfered.
 174 Beurocracy
 178 the red tape

16. Requirements/Policies—Liked Least

82 In telecom program, Writing for Radio and TV should be a prerequisite
 107 Too many useless general requirement
 119 Major work major issue requirements, unrelated to my intended degree
 145 summer requirement for transfer students
 184 The fact you cannot intern in Charlotte County for Elementary Ed.

17. Coursework/Tests—Liked Least

62 Finals
 62 Midterms
 62 Homework
 66 reliance on multiple-choice tests
 178 Final exam schedule

18. Library—Liked Least

82 library hours
 143 library should open earlier on sundays
 179 library

Appendix D
Plans for Further Education

School	ST	Program
28: USF	FL	MBA
50: USF	FL	MBA
59: USF	FL	Finance
67: USF	FL	Electrical Engineering
80: Florida State University	FL	Master of Accounting; Major - Taxation
85: USF College of Medicine	FL	MD program
106:USF	FL	MBA
109: USF	FL	Educational Leadership or Elementary Curriculum
112: USF	FL	AuD program
113: University of Virginia	VA	masters of architectural history
127: UCLA	CA	sociocultural anthropology
139: USF	FL	Master of Social Work
157: USF	FL	MSW program
161: USF	FL	Computer science
177: USF	FL	??
182: USF	FL	Public Health

Appendix E
Employers of Graduating Seniors

Verizon Data Services
University of South Florida
Geographic Solutions
Beckwith Electric Company, Inc.
Bayfair Properties
Workforce
Acterna
Comprehensive Behavioral Care
FMHI
First Union National Bank
United States Air Force
Media Management Group/New River Production Group
Agencias Vassalli, S.A.; Managua, Nicaragua
State of Florida
Cell Station

Appendix F
General Comments

General Comments

4: thank god

23: This form will not allow me to put in my comments.

28: Parking needs to be improved, and evening lighting (for safety).

38: I was not taught most of the things I needed to pass the competencies part of my certif. test. I seeked help after not passing & my teachers admitted no one taught those competencies & had not for 15 years. How Sad. People laugh & say USF stands for U suffer forever. This isnt true but its a struggle to make sure you are going to graduate & have been taking the right classes. Advisors say take this, they leave, someone new comes along, says do something different.

52: Vending machines in the Davis Lobby do not work properly. They eat your money, eat your vend card, and the change machine is always out of change. The juice machine does not work all the time, and when it does, it sometimes vends the wrong product

60: I have enjoyed my undergraduate experience at USF; it was academically stimulating, challenging, and broadened me very much intellectually. Also, I plan to attend graduate school here in the future. I would highly recommend this school to anyone. I am most satisfied with the education I received here.

64: No comments

68: I think parking is a major problem. We pay so much for parking decals, but yet we get tickets all the time. The parking is awful. Another thing is registering for classes. Upper classmen should have first choice. There have been many classes that I had to take my senior year that I could not get into because freshmen were taking the spots.

69: USF needs more professors. Also the students should be familiar with U.S. and world affairs before leaving college. Professors should make sure of this.

83: On question thirteen, the survey would not allow me to correct my response, I only wanted to select the first and last choices.

84: The University offered an excellent learning experience.

89: [Advisor] was difficult to deal with. Not having an option to see experienced advisors other than [Advisor] was unpleasent. The drive to Tampa campus to get the related work done so I could graduate is unnecessary when it could of been done at my home campus.

95: I think during the summer, you should try to convert the parking lot in front of the library to a parking garage. It is a very central location for faculty and students and it would allow for more spaces to be put in.

97: You may want to consider re-examining parking services and residence life to make students feel comfortable living on campus. The purpose should be student wellbeings, not making money. Some instructors need to be evaluated to make sure that they have good teaching method.

108: Make shuttle service a bit better, especially during peak time. Make computer labs bigger, more available. Charge for parking through tuition, so it gets distributed per credit hour, so the students that have more hours pay more money since they are likely to park for longer time.

118: alot of teachers knew the ideas and concepts but lacked to ability to actually "teach" and convey them to students

119: Major works major issue requirement was a complete waste of my time and money, It would have furthered my career more if i was required to have more hours of engineering related classes

123: I was a MIS major and believed that we should have had more tech and computer classes and had less of the liberal arts type classes. Having only one class of Visual Basic or C++ really does not give you enough knowledge to compete in the real world. It would have been better to have another class or two of each course to better prepare the student for the real world.

124: I loved attending and am considering it for graduate school :)

126: add engineering programs to the computers at the library
more food options near engineering
atm machine near engineering
promote school spirit and football fans

127: You did the best you could. We are still a fairly new school.

140: I was satisfied with my education at USF.

145: Foreign language req. is very hard to schedule with other classes. I know lots of people who end up taking it at the very last opportunity, making it harder, and more stressful than if they could have taken it straight away.

146: Overall my time here at USF was well spent. I had a chance to grow from a scared kid from a small town to well diversed college graduate. I lived on campus and enjoyed every minute of it. I was able to meet life long friends and make memories that will last a lifetime. Thank you and Go Bulls!!

155: Excellent Mass Comm program. Great faculty, very helpful.

157: As an older returning student, my education has been a godsend. My husband and I both have attended at USF and have a lot of pride in this institution and are proud to call it our alma mater. The many services offered to the students at no cost or minimal cost has been a tremendous help to both of us. We are both committed to becoming life long learners and thank the university for our journey.

160: In general I am very satisfied with the University; I believe that USF should improve many things in order to be in a high range (more that competitive) comparing with Florida state universities. I learn a lot here, and I will always remember the good education that USF gave me.

173: People in the career center advertised their help but when I went in there they would not help. I went back at another time and it was poorly staffed no one would help me. The Library and Technology sections of the school were great, but the Library made many mistakes on fines and the staff over the last four years has declined in quality.

178: St. Petersburg is my favorite USF location, but in order to round out my course schedule, I have taken classes at Sarasota and Tampa also. Since I wish to continue my education beyond the BA, I must transfer to another home campus. I wish that you would consider adding the MA program in Rehabilitation & Mental Health Counseling, as well as the PhD in Psychology, to the St. Petersburg campus curriculum.

182: I feel that the university can use another media center as the current enrollment numbers may suggest that the university have out grown the current facility. I also strongly wish that the university had a 24 hour computing center. This is an invaluable resource as the number of degree programs that require this sort of technological tools as integral parts of research and completion.

Appendix G
Survey Instrument



Bachelor's Candidate Survey

As a Candidate for the Bachelor's degree at the University of South Florida, you are being asked to complete the USF Bachelor's Candidate Survey. The goal of collecting the information in this survey is to improve the programs and services offered to students like you who attend USF now and in the future. The survey is voluntary and you are under no obligation to participate.

The survey works best with an Internet Explorer browser at 800 X 600 resolution. This browser is supported on all university sponsored computers with Internet access at the University of South Florida. The survey may not work with other browsers.

Most items in this survey have circles corresponding to possible answer choices for that item. Click on the circle that best represents your answer to that item. Other items have blank spaces for you to type your answers or comments. To go back to a previous screen in the survey click your back bar twice.

If you have questions about the survey, please call the USF Office of Institutional Research at 813-974-2450, or online at [Survey Feedback](#).

[[NEXT](#)]

Your responses to the survey will be kept confidential. Your social security number is requested for research purposes only and will never be listed on any report. Only group responses will be reported.

To participate in the drawing for the USF Book Store gift certificate, you must be a USF bachelor's degree candidate and submit a valid social security number. Only one entry per person is allowed.

Please record your social security number in the box below and click "Submit SSN." Dashes are optional.

Social Security:	<input type="text" value="<%"/>	Submit SSN
-------------------------	------------------------------------	----------------------------

Processed SSN

[Continue Survey](#)

1. How satisfied are you with each of the following aspects of your education at USF?

VD=	Very Dissatisfied
D=	Dissatisfied
N=	Neutral
S=	Satisfied
VS=	Very Satisfied
NA=	Not Applicable/Don't know

	VD	D	N	S	VS	NA
a. Intellectual challenge provided by your major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Intellectual challenge provided by your liberal arts exit courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Opportunities for you to interact with faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Quality of your interactions with faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Development of technology skills related to your major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Value of your USF degree for obtaining employment in your chosen field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Value of your USF degree for admission to graduate or professional school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Overall academic experience in your major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Overall academic experience at USF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[NEXT]

2. How satisfied are you with these aspects of your education at USF?

VD=	Very Dissatisfied
D=	Dissatisfied
N=	Neutral
S=	Satisfied
VS=	Very Satisfied
NA=	Not Applicable/Don't Know

	VD	D	N	S	VS	NA
a. Availability of courses in appropriate sequence on your home campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Availability of exit courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Availability of computers for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Computer support services for students (e.g., help desks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Condition of classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Availability of tutoring services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Quality of tutoring services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Adequacy of laboratory facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Adequacy of library services and technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[NEXT]

3. During the past year, how often did you do the following?

N=	Never
A=	At least once
O=	Often
VO=	Very Often

	N	A	O	VO
a. Participate in a community-based project as part of a course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Discuss ideas from readings or classes with faculty members outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Receive substantive feedback on your writing skills from a faculty member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Make a formal oral presentation to meet class requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Work with a faculty member on a research project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Work on a paper or project that required integrating ideas and information from various sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Discuss ideas from readings or classes with other students, friends, or family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Have the opportunity to revise a paper and re-submit it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Have serious conversations with students of a different race or ethnicity than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Have serious conversations with students who differ from you in their religious beliefs, political opinions or personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[NEXT]

4. As a result of your undergraduate education, how much do you feel you have grown in the following areas?

N=	Not at all
VL=	Very Little
S=	Some
Q=	Quite a lot
VM=	Very Much

	N	VL	S	Q	VM
a. Increasing my knowledge and understanding in an academic field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Preparing for a career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Understanding global and international issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Speaking effectively and persuasively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Improving my ability to think analytically and logically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Developing my quantitative reasoning skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Learning new computer technologies and applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Understanding and appreciating the arts (art, music, drama, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Becoming more aware of the nature and impact of gender difference in everyday and professional life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[NEXT]

5. Here are some more areas. As a result of your undergraduate education, how much do you feel you have grown in the following areas?

N=	Not at all
VL=	Very Little
S=	Some
Q=	Quite a lot
VM=	Very Much

	N	VL	S	Q	VM
j. Learning more about my abilities, interests and personality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Writing clearly and effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Gaining a well-rounded broad based general education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Understanding the nature of science and experimentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Preparing for graduate or professional school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Developing my leadership skills and abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Gaining a better understanding of environmental issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Developing my ability to assess information drawn from a variety of sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Developing my ability to integrate information drawn from a variety of sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Becoming actively involved in student life and campus activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[NEXT]

6. Please rate USF on the characteristics described.

P=	Poor
F=	Fair
G=	Good
VG=	Very Good
E=	Excellent
DK=	Don't Know

	P	F	G	VG	E	DK
a. Academic quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Faculty quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Quality of my major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Career preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Prestige of the institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Preparation for graduate or professional school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Quality of residence halls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Quality of social life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[NEXT]

7. Here are more characteristics. Please rate USF on the characteristics described.

P=	Poor
F=	Fair
G=	Good
VG=	Very Good
E=	Excellent
DK=	Don't Know

	P	F	G	VG	E	DK
j. Prestige of the institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Social life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Financial aid availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Extracurricular activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[NEXT]

8. Which of the following words or phrases describe the way you view the University of South Florida? Click the circle next to each word or phrase if it all describes USF to you.

Yes		Yes		Yes	
<input type="radio"/>	a. Career-oriented	<input type="radio"/>	i. Nationally recognized	<input type="radio"/>	q. Prestigious
<input type="radio"/>	b. Easy	<input type="radio"/>	j. Intellectual	<input type="radio"/>	r. Internationally focused
<input type="radio"/>	c. Diverse	<input type="radio"/>	k. Comfortable	<input type="radio"/>	s. Not well known
<input type="radio"/>	d. Student centered	<input type="radio"/>	l. Average	<input type="radio"/>	t. Party school
<input type="radio"/>	e. Impersonal	<input type="radio"/>	m. Excellent instruction	<input type="radio"/>	u. Attractive campus
<input type="radio"/>	f. Challenging	<input type="radio"/>	n. Personal	<input type="radio"/>	v. Athletically oriented
<input type="radio"/>	g. Friendly	<input type="radio"/>	o. Bureaucratic	<input type="radio"/>	w. Caring
<input type="radio"/>	h. Research oriented	<input type="radio"/>	p. Boring	<input type="radio"/>	x. Gaining in national prominence

[NEXT]

9.	Would you recommend the University of South Florida to a friend considering college?
<input type="radio"/>	Yes, without reservation.
<input type="radio"/>	Yes, with some reservation(s). <i>Can you briefly describe your reservation(s)?</i> <input type="text"/>
<input type="radio"/>	No, probably not. <i>Why not?</i> <input type="text"/>
<input type="radio"/>	No, under no circumstances. <i>Why?</i> <input type="text"/>

10.	In general, how satisfied are you with your overall experience at the University of South Florida?
<input type="radio"/>	Very satisfied
<input type="radio"/>	Satisfied
<input type="radio"/>	Neutral
<input type="radio"/>	Dissatisfied
<input type="radio"/>	Very dissatisfied

[NEXT]

11. What are three things you like **MOST** about USF?

12. What are three things you like **LEAST** about USF?

[NEXT]

13. What are your plans after graduation? (Click all that apply.)

- I have already secured employment after graduation (a new job).
- I worked during college and will remain in the same position after graduation.
- I am looking for employment after graduation.
- I do not currently have a full-time job and will not be seeking employment immediately after graduation.
- I plan to join the U.S. Armed Forces.
- I plan to continue my education immediately after graduation.

[NEXT]

13b. What college or university do you plan to attend?

School:

Which State?:



Major or program:

13c. Have you applied to this program?

No

Yes

13d. Have you been admitted to this program?

No

Yes

[NEXT]

13b. Is the job related to your course of study at USF?

No

Yes

[NEXT]

13c.	If you have secured employment that is not related to your course of study at USF, why did you accept the position?
<input type="radio"/>	My major at USF can be applied to a variety of occupations
<input type="radio"/>	I could not find employment in my field
<input type="radio"/>	Better pay was available outside my major
<input type="radio"/>	Better opportunity for advancement was available outside my major
<input type="radio"/>	I wanted to see if I like this occupation
<input type="radio"/>	Other <input type="text"/>

[NEXT]

13d. What is your type of employment? (Check one.)

Business/Industry

Education

Government (including military)

Not for profit/Social service

Private practice

Self-employed

Other (please specify)

13e. Which is your annual salary?

Less than \$25,000

\$25,000 to \$29,999

\$30,000 to \$34,999

\$35,000 to \$39,999

\$40,000 to \$49,999

\$50,000 or more

[NEXT]

13f. Employer (Company name) :

Note: This information is optional, but we really are interested if you are willing to share it. Employer names will not be linked to any individual person.

[NEXT]

14. In which state do you expect to reside after graduating from USF?

15. If Florida, do you expect to reside

Within a 50 mile radius of your home campus

more than 50 miles from your home campus

[NEXT]

16. Did you enter USF as a first-time student or a transfer student?

First-time

Transfer

17. When do you expect to graduate?

[NEXT]

Please feel free to add any comments about your University of South Florida experience in the box below, including any advice you would like to give us. Your comments, as written, will be shared anonymously with University administrators, faculty and staff.

[SUBMIT]

You have completed the survey! Your efforts will help us improve services for you and other USF students now and in the future. If you have questions about the survey please call the USF Office of Institutional Research at 974-2450. If you are interested in the results of the survey, they will be posted to the Office of Institutional Research website about the first of March. (<http://www.usf.edu/bpa/OIR/>).

Click on your exit key to leave the survey, or click on the following to return to the USF website.

<http://www.usf.edu>

Thank You!