

**EXIT SURVEY OPINIONS OF GRADUATING
MASTERS AND DOCTORAL STUDENTS
FALL 2001**



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Exit Survey Opinions of Graduating Masters and Doctoral Students
Fall 2001
Executive Summary

This report presents the results obtained by the analysis of the data collected from an exit survey that was administered to graduating USF masters and doctoral students during the Fall 2001 term. The survey was distributed by attaching it to the Application for Degree form that all graduating students are required to submit. Some 180 completed questionnaires were returned by the 12/7/01 cut-off date. This represents approximately 35% of the graduate students who will receive their degrees this term. While it cannot be said that the results exactly represent the population as a whole due to possible non-response bias, the opinions of more than one-third of the students should be fairly representative of the population. Additionally, while a reading of the open-ended comments that are presented in the appendices is interesting in itself, further analysis of the data may reveal important patterns of response.

Concerning the levels of satisfaction with various aspects of USF's academic programs/support, the positive ratings far outweighed the negative. Only two of the 22 questions in this area received negative evaluations that totaled more than 16% of the responses. The "strongly disagree/disagree" ratings totaled 27% for "academic policies and procedures for graduate students were communicated clearly" and 25% for "university funds were available to support travel to academically-enriching conferences and activities." Generally, there was strong positive feedback regarding the faculty and numerous academic program factors.

Regarding the levels of satisfaction with various USF services and facilities, students answered "fair" or "poor" ranging from 21% to 61% of the time on seven of the 14 evaluated items, as opposed to responding with either "excellent" or "good". The "fair/poor" ratings totaled 61% for "parking", 33% for "campus food service (excluding dorms)", 28% for "tuition and fee billing procedures", 27% for "computer facilities and support", 23% for financial aid services", and 21% for both "textbook services" and "Graduate Studies Office services." Additionally, seven of the 14 evaluated items received "don't know" responses ranging from 34% to 83% of the time, indicating that these services and facilities received lower use. The "don't know" ratings were 83% for "child care services", 61% for "campus cultural enrichment activities", 50% for "regional campus libraries", 45% for "campus food service (excluding dorms)", 43% for "student health services", 41% for "financial aid services", and 34% for "campus recreation facilities and services".

The survey also measured student levels of satisfaction with eight other items. The five rating choices for these items were "excellent", "very good", "good", "fair", and "poor". The scores achieved when combining the two highest choices (excellent and very good) yielded responses

that ranged from a high of 76% for “your academic experience” to a low of 43% for “your social experience”. “Your overall experience at USF” scored second-highest at 69%. Ratings for “help with student academic problems”, “academic advising”, and “student support services and facilities” ranged from 48% to 55%.

Exit Survey Levels of Satisfaction of USF Graduate Students

The purpose of this paper is to present information obtained from an exit survey that was administered to graduating University of South Florida graduate students during the Fall 2001 term. The intent of the survey was to gain knowledge concerning the experiences, attitudes, and opinions of these students in order to improve the University's graduate programs and to better meet student needs and expectations. The questionnaire development was a joint effort of USF's Graduate School and the Office of Institutional Research.

Method

Data was available showing (1) that 524 USF graduate degrees had been awarded in the Fall 2000 term and (2) what the distribution of these degrees was by college. Thus, it was not difficult to estimate how many graduate students would likely complete their degree program in each college during the Fall 2001 term. Every student at USF is required to fill out an Application for Degree form prior to graduating. It seemed reasonable that a good way to get the surveys to the graduating students would be to visit the location where the Application for Degree forms were distributed and to staple a copy of the exit survey to each form. This was accomplished at each college, the Office of the Registrar, and the Graduate School. Some 180 completed questionnaires were returned by 12/7/01, the date analysis of the data began. A few more surveys have since trickled in. This indicates a participation rate of approximately 35%. In fairness to the graduate student population participation rate, nearly 50 additional students participated by completing an outdated exit survey that was erroneously distributed. These data were not included in our analysis.

Sample

Of the 180 respondents:

- Nearly 68% were female, while 37% were over 40 years of age, with another 28% between the ages of 25-30. Some 76 % were Caucasian, with another 9% being Asian and 9% more being Hispanic. Almost 54% are married and 45% have children.

- Over 98% reported that they will graduate at the end of the Fall 2001 term and 96% indicated that Tampa was their principal campus.
- Exactly one-third of the respondents were from the College of Public Health, while one-quarter were from the College of Arts & Sciences. An additional 14% were from the College of Education, with another 11% from the College of Nursing. All other colleges were less than 10%.
- Nearly 54% of the respondents took an average semester credit load of 9 SCH or more, making them full-time graduate students. Only 12% reported taking an average load of 3 SCH or less. Over 77% of the students were in masters-level programs, with the remaining 23% in doctoral programs.
- Almost 32% reported they will have spent two years or less completing their graduate program, while an additional 28% indicate that they will spend three years. Of the remaining respondents (40%), one-third will spend four years at USF, one-third will spend five years, and one-third will spend six years.
- Some 40% of the respondents reported that the principal source of the tuition funds they paid was either their own savings or their employment. The two next-highest sources of tuition were tuition waivers (20%) and loans (17%). Over 47% of the students indicated that they were never a graduate assistant, teaching assistant, or research assistant. An additional 38% said that they were either a graduate assistant or that they held more than one of the assistant positions.
- The vast majority (86%) of these graduate students are employed for pay more than 10 hours per week. Some 36% work between 11-20 hours, some 18% work between 21-39 hours, and 32% report working 40 hours or more per week.
- After receiving their degree, 43% of the respondents plan to become employed in business. The next highest number (17%) plan to continue their graduate studies. The third highest number report they will teach at the university/college level.
- Some 58% of the respondents indicate they will reside in the Tampa Bay area after completing their degree. The second-largest group (21%) said that they will reside in the United States, but outside of Florida.
- Nearly 75% of the students said that they were challenged to do the very best they could always or most of the time. Another 22% said sometimes they were challenged and sometimes they were not. Only 3% said they were seldom or never challenged.
- Over 84% of the respondents said that they would recommend attending USF to a friend or relative, either with or without reservations. Some 8% were neutral concerning giving a recommendation to USF, while 7% would not or probably not give a recommendation.

Satisfaction with Academic Programs/Support
(Scores are arranged from most agreeing to least agreeing)

	Strongly Agree/ Agree	Neutral	Strongly Disagree/ Disagree	N/A
• In my program, my professors were available to help outside of class	85%	11%	3%	1%
• I am confident that the training I have received in my program will make me effective in my career field	84%	11%	4%	1%
• In my program, instruction kept pace with recent developments in the field	83%	10%	6%	1%
• In my program, my professors were of high quality	82%	12%	5%	1%
• In my program, the academic standards of the faculty were high	79%	13%	6%	1%
• In my courses, there was a high degree of intellectual challenge	77%	16%	6%	1%
• In my program, I was provided with sufficient research opportunities	77%	11%	10%	1%
• In my program, the textbooks that were used were of high quality	76%	17%	6%	1%
• In my program, the courses I needed were available when I wanted to take them	73%	10%	13%	2%
• I was provided with the opportunity to develop appropriate computer skills	69%	14%	7%	8%
• Outside my program, courses that I wanted or needed were available	67%	14%	3%	24%
• I feel that the classroom facilities at USF are of good quality	64%	21%	12%	1%
• In my program, there was a good range of courses to select from	61%	19%	16%	3%
• A reasonable amount of financial aid support (loans, grants, tuition waivers) was available to me	57%	10%	14%	17%

	Strongly Agree/ Agree	Neutral	Strongly Disagree/ Disagree	N/A
• The mentoring I received for conducting research was effective	56%	13%	9%	20%
• Academic policies and procedures for graduate students were communicated clearly	52%	19%	27%	2%
• In my program, I was provided with adequate lab facilities	51%	13%	11%	24%
• A reasonable number of TA,GA,RA, and fellowship positions were available to me	46%	10%	12%	31%
• The mentoring I received for teaching preparation was effective	32%	13%	6%	47%
• On-campus student employment opportunities were good	28%	16%	7%	48%
• University funds were available to support travel to academically – enriching conferences and activities	25%	17%	25%	31%
• In my program, many of my classes were too large	12%	10%	73%	4%

Satisfaction with USF Services and Facilities
(Scores are arranged from highest to lowest ratings)

	Excellent/ Good	Fair/ Poor	Don't Know
• Course registration	87%	10%	2%
• Tampa campus main library	77%	12%	9%
• Textbook services	69%	21%	7%
• Tuition and fee billing procedures	67%	28%	2%
• Computer facilities and support	57%	27%	13%
• Graduate Studies Office services	55%	21%	21%
• Campus recreation facilities and services	51%	11%	34%
• Student health services	40%	15%	43%
• Regional campus libraries	36%	11%	50%

	Excellent/ Good	Fair/ Poor	Don't Know
• Parking	33%	61%	3%
• Financial aid services	31%	23%	41%
• Campus cultural enrichment activities	25%	10%	61%
• Campus food service (excluding dorms)	18%	33%	45%
• Child care services	8%	3%	83%

Other Satisfaction Areas

(Scores are arranged from highest to lowest ratings)

	Excellent/ Very Good	Good	Fair/ Poor
• Your academic experience	76%	17%	6%
• Your overall experience at USF	69%	21%	10%
• Personal safety and security on campus	65%	30%	3%
• The academic quality of graduate students	59%	31%	9%
• Help with student academic problems	55%	30%	11%
• Academic advising	52%	26%	19%
• Student support services and facilities	48%	33%	15%
• Your social experience	43%	32%	22%

Subjective Comments

At the end of the exit survey, space was provided for students to answer the following four subjective questions:

- In what way did USF most meet your expectations?
- In what way did USF least meet your expectations?
- What one change would you suggest to improve USF for other graduate students?
- Please add any other comments you would like to make.

Attached at Appendices A – D are the answers provided by the students to the above four subjective questions. The responses are organized by question. For example, all of the answers to the first question are in Appendix A. Wherever possible, the graduate program of each respondent is listed next to his/her answer.

GRADUATE STUDENT EXIT QUESTIONNAIRE

25. In what way did USF most meet your expectations?

- time it took [PH; Epidemiology]
- Teachers were available to assist students outside of classroom time, materials offered helped substantiate note taking. [Nursing; Nurse Practitioner]
- I graduated with my M.S I will know better when I am out there working in the field. [Nursing; Family Nurse Practitioner]
- The faculty in all areas that I was associated went out of their way to help me, encourage me, support me professionally & individually. I always felt personally nurtured by exceptional faculty esp. Dr. Joan Gregory. [Nursing; Advanced Primary Care]
- Educational learning [A&S; Gerontology]
- high quality instructors and up-to-date & complete coverage of information [Nursing, ARNP]
- Only by having a Master's Program [Nursing; Family Advanced Registered Nurse Practitioner]
- Qualified and highly respected professors/instructors [Nursing]
- Academically I was very satisfied, overall. My advisor was very supportive and most of my classes were challenging. [PH; Community & Family Health - Social & Behavioral Sciences]
- A greater understanding of the world and diseases. [PH; Environmental & Occupational Health]
- Good variety of classes offered [A&S; Criminology]
- The faculty are truly experts in their fields - and devoted educators as well. [A&S; Mass Comm]
- Noted previously in survey
- The mentoring and nurturing by the professors in our college were excellent [PH; PhD Community & Family Health]
- Provided degree program [A&S; Applied Anthropology, Public Archaeology]
- Technology. When I went to the field, I felt very comfortable with the newest programs that my area (criminology) has. [A&S & Grad. Studies; Criminology]
- Friendly department - Instructors & students [A&S; Communication]
- The program was challenging [A&S; Communication]
- Provided requirement for graduation and certification of ARNP [Nursing; MS Nursing]
- great opportunity to get master's degree while keeping a day job [PH; Epidemiology]
- Courses in my field [PH; EOH]
- Yes. By giving me an excellent, appropriate for certification concentration in expressive arts with a knowledgeable (leader in the field) professor. [A&S; Art Edu/Expressive Arts conc.]
- interesting courses [PH; Executive MPH]
- Variety of Public Health Information was presented [PH; Executive MPH]

- location was close to home. I was challenged & learned more about my area of interest. Made great connections to other health professionals. Open more opportunities. *[PH; Executive MPH]*
- several professors were outstanding *[Executive MPH]*
- Quality of education *[PH; Executive MPH]*
- Some professors were excellent; the convenience of the Executive Program was great & a major selling point *[PH; Executive MPH]*
- Program organization was superb *[PH; Executive MPH]*
- MPH Program (weekends) *[PH; Executive MPH]*
- There were a few key people who were very responsive & helpful *[Nursing]*
- excellent faculty *[Nursing; Psychiatric Mental Health Nursing]*
- In allowing me to get teaching experience. *[Business; Economics]*
- provided courses to receive degree needed to be a counselor. *[Education; Counselor Edu]*
- Good professors & social academic clubs *[PH; MPH]*
- Good campus service (Library, computer lab, print and copy service, textbooks) *[PH; MPH]*
- Relatively less expensive *[PH; MPH]*
- Academic courses of good quality, opportunities for non-traditional students *[PH; MPH]*
- Provided appropriate educational experience *[PH; Health Policy Management]*
- There were a good range of subjects which were work related to me *[PH; EOH]*.
- Dept. of EOH was outstanding *[PH; EOH]*.
- Graduation *[Edu; Social Sciences Edu]*
- All ways *[Edu; Counselor Edu]*
- no comment
- The professors have high quality. Many assignments improve my writing skill. *[A&S; American Studies]*
- Small class size; interaction with high quality faculty & researchers; many opportunities for personal development. *[Graduate Studies; Aging Studies]*
- Academically within my major *[Edu; Special Edu]*
- The university as a whole seemed to embrace change/improvement *[Medicine; Medical Sciences]*
- USF exceeded my expectations with student support services at multiple levels both University-wide and in my college. Also a small, intimate environment for study at my college which I didn't expect at a large public university like USF. *[Public Health;*
- I was able to get my M. Elem Ed without having to commute to Tampa *[Edu; MA Elem Edu]*
- I am well prepared for my profession. *[Education]*
- Very flexible course schedule *[Public Health]*
- Simply provided me with the means to earn an MSPH. Very basic. *[PH; Epidemiology]*
- Faculty skills & supervision were excellent. Very happy with my education at the College of Public Health. *[PH; Community & Family Health-Aging Studies]*
-
- Supportive faculty (public health) *[PH; Family Community Health-Maternal Child Health]*

- Faculty & staff were extremely helpful and cooperative [*Edu; Physical Edu*]
- clear deliniation of courses [*Public Health*]
- Quality of faculty [*Public Health*]
- It had the program I needed. [*PH; EOH*]
- The courses were worthwhile and the instructors were effective. [*Edu; Curriculum & Instruction*]
- The high level of academics. The resources available for students. [*PH; Tropical PH Masters*]
- Classes were offered when I could take them. All classes were at night. [*PH; Masters*]
- Help from the chairperson was great and he helped me in adapting to the new country and culture. [*PH; MCH*]
- The course work was appropriate for my career in Human Resources. [*Business; MS in Mgmt*]
- Academic challenge [*Edu; Interdisciplinary Edu*]
- Excellent academics [*PH; EOH*]
- The risk assessment courses brought in a number of professional in the field to USF [*PH; Toxicology & Risk Assessment*]
- Weather; my committee was very supportive of my activities & direction. [*Industrial Engineering*]
- Earned my degree. [*Public Health, EOH Tropical/Communicable Diseases*]
- Cost of my education for the education I received was very good. [*Computer Science & Engineering*]
- The university/college had a strong research emphasis [*Marine Science*]
- Degree was completed [*Education; Curric. & Instr.*]
- The faculty met & surpassed my expectations as professors, mentors and concerned nursing colleagues. [*Advanced Practice Nursing*]
- Technical course work was excellent. Campus activities & multi-cultural events were a plus. Center Gallery was exceptional experience, but needs to be larger. [*Architecture*]
- The VLSI research group I worked with, was excellent. [*Computer Engineering*]
- Ease of taking courses, challenging & interesting courses [*Geography*]
- I was able to participate in a variety of activities intellectually, creatively, physically, and socially. [*Curric. & Instru./Instructional Technology*]
- nearby, convenient for full-time work student [*Computer Vision*]
- The quality of the faculty - their knowledge and teaching skills. Opportunity to teach first year composition. [*English, Rhetoric and Composition*]
- Academically challenging. Prepared me for a career. Opened my eyes to new opportunities. [*Social & Behavioral Sciences, Public Health*]
- Intellectual challenge [*Interdisciplinary Education*]
- In the classroom! [*C & I/AE*]
- Good research environment [*Medical Sciences*]
- Good communication with professors [*Chemical Engineering*]
- USF is a relaxed academic environment with moderate academic standards as I expected. [*Chemical Engineering*]

- I was able to graduate in one year with a Masters Degree. The Department of Civil and Environmental Engineering was extremely helpful. *[Civil Engineering]*
- applicable training *[Geography]*
- facilities are improving! *[Applied Anthropology]*
- I/O Psych Faculty are top rate *[Industrial Organizational Psychology]*
- Some faculty and staff are truly student-centered. This is very refreshing. We were very lucky to have administrative assistants who were truly top notch. *[Arts and Sciences]*
- financial *[Anthropology]*
- The quality of instruction in my program was excellent. *[Anthropology]*
- USF most met my expectations in the overall quality of my education mostly through the outstanding faculty in the college of Marine Science. *[Marine Science]*
- Great value. I got a lot for the little I paid. *[Women's Studies]*
- learning and research knowledge *[Civil Eng.]*
- The strong mentoring of my major professor & the challenge of coursework within my department *[C & I Special Ed]*
- The faculty was top notch and devoted to making students successful. *[Mass Communication]*
- Excellent USF faculty support for my research. A great faculty to work with. *[Marine Science]*
- Mentoring for research, high requirements in courses. *[Industrial Engineering]*
- accomplished my objective of earning Ph.D. *[Nursing]*
- FEEDS program provided a good Long Distance learning opportunity *[Computer Science]*
- Provided good opportunity for research. *[Computer Science & Engineering]*
- Accredited program *[Architecture]*
- Close to home, convenient *[MLA]*
- The majority of the faculty went out of their way to ensure their students academic needs were filled. I was highly impressed with faculty at the St. Petersburg and Tampa campuses. *[Marine Science]*
- It provided courses for my program when I could attend. *[Curriculum & Instruction (Secondary Ed)]*
- Excellent academically, faculty very supportive. Good main library services, personnel & websites. *[Community & Family Health, PH]*
- Some excellent Graduate level classes and professor for RF/wireless related studies. *[Electrical Engineering]*
- There were many opportunities available for Grad Art students to learn from those artist actually "working" in the field - i.e. visiting artists. *[Fine Arts/Art Studio]*
- My major professor was helpful, encouraging *[Nursing]*
- Academic challenge *[Clinical Psychology]*
- Challenge and ready contact w/faculty *[Art]*
- the availability of courses at reasonably scheduled times *[Curriculum & Instruction/ Childhood Lang. Arts/Reading]*
- I was challenged academically. *[Educational Program Development]*

- High quality of academic work Excellent Professors [*Religious Studies*]
- Provided a strong nurturing environment that I had envisioned a doctoral program to provide.
[*Public Health*]
- High quality faculty, intellectual graduate students, strong sense of community (w/in dept)
[*Communication/A&S*]
- In all domains [*Civil Engineering*]

GRADUATE STUDENT EXIT QUESTIONNAIRE

26. In what way did USF least meet your expectations?

- too laidback; disorganized administration [*PH; Epidemiology*]
- Some teachers were not very thorough about their topics eg Pharmacology-almost like a passing thing. [*Nursing; Nurse Practitioner*]
- The program changes were very confusing & not communicated clearly. [*Nursing; Family Nurse Practitioner*]
- I encountered difficulty many times - registration and computer access codes. [*Nursing; Advanced Primary Care*]
- Lack of choices of classes in my field [*A&S; Gerontology*]
- Criticism & poor placement of first clinical orientation [*Nursing, ARNP*]
- I was very disappointed with the quality of teaching as well as the academic content of my courses. I thought I would learn something, academically, during this program. [*Nursing; Family Advanced Registered Nurse Practitioner*]
- Classes needed for my program - content specialization - were rarely offered. [*Edu; Sec. Science Education*]
- Students were not as friendly as I expected them to be. This was not very important though, as I was there to learn and not make friends & socialize. [*PH; Community & Family Health - Social & Behavioral Sciences*]
- I was disappointed with the quality of my fellow MPH students. [*PH; Community & Family Health - Social & Behavioral Sciences*]
- Parking needs to be looked at! ! [*A&S; Criminology*]
- The administrative hoops were absolutely overwhelming at the departmental level. [*A&S; Mass Comm*]
- Noted previously in survey
- Processing anything is too slow. Paper work should be more electronic either email or internet. Servers are inadequate. [*PH; PhD Community & Family Health*]
- Turmoil within Dept. [*A&S; Applied Anthropology, Public Archaeology*]
- Classrooms need to be in better condition [*A&S & Grad. Studies; Criminology*]
- Very little social activities, especially for graduate students. [*A&S; Communication*]
- Enough class offerings [*A&S; History*]
- Most classes not challenging enough [*Nursing; MS Nursing*]
- Lack of effective advising [*PH; EOH*]
- By dissolving the expressive arts track III - while in the middle of the program. [*A&S; Art Edu/Expressive Arts conc.*]
- Health care for TA's would be nice. [*A&S; Geography*]
- Not sure I am prepared for a job as a MPH 'almost graduate'. [*PH; Executive MPH*]
- Very broad learning. I seem to know a little about many things instead of a lot about certain things. [*PH; Executive MPH*]
- some professors were marginal [*Executive MPH*]

- a few instructors were boring [PH; Executive MPH]
- Quality of teaching very erratic, often poor & unfocused, not relevant to needs of adult learners in the 'real world' [PH; Executive MPH]
- Instruction level @ some of the core courses [PH; Executive MPH]
- One/two courses need improving! [PH; Executive MPH]
- Many of the nursing professors were unable to do a good job of teaching. I do not feel well prepared to practice as an ARNP in spite of a 3.89 GPA. [Nursing]
- my specific coursework not available as distance learning [Nursing; Psychiatric Mental Health Nursing]
- class availability when needed on the campus I attended [Education; Counselor Edu]
- Practice w/computer programs & special project/thesis [PH; MPH]
- Don't feel prepared to go into the real world. [PH; MPH]
- Lack of quality & challenge from faculty & students [PH; Health Policy Management]
- Preparing me to teach at a University (College) [PH; EOH]
- Organization [Edu; Social Sciences Edu]
- The service for disabled students like me is inadequate. They're not helpful at all. Also, the administration staff should be more helpful to international students who don't have anyone here. [A&S; American Studies]
- Social opportunities, housing near campus is sub-standard. [Graduate Studies; Aging Studies]
- Courses outside my major were not as challenging & were never available during the day [Edu; Special Edu]
- Graduate Advising was very poor [Edu; Jr. College Teaching w/spec. in MIS]
-
- I was a bit surprised at the rather "casual" way my application was handled when I first applied to my degree program 3 years ago. I didn't receive official notification until 2 weeks before classes started. Hopefully this was an isolated incident. [PH; Epidemiology]
- seemed like it was hard to fit all the classes when I needed them. Many only offered once a year. Dual track students don't really fit into a specific category and we get forgotten. [Edu; MA Elem Edu]
- Though the academic "qualities" of most professors were above average, almost none of those same professors were truly stimulating. I remember one professor who used a text from 1987 to teach clinical trials in 2000. Hardly motivating! [Public Health - Epidemiology]
- Services such as the libraries & bookstores are scattered. It was very difficult to find the information I needed on the general USF website. Pre authorization of courses before registration is cumbersome & time consuming. [PH; Community & Family Health]
- lack of communication within dual master's degree; "pigeon-holing" of students in clinical placements (social work) [PH; Family Community Health-Maternal Child Health]
- More experience & exposure to teaching profession [Edu; Physical Edu]

- Tract courses were offered once a year and seldom were cancelled due to lack of enrollment (students) [*Public Health*]
- Condition of buildings especially (Cooper Hall) classroom equipment poor [*Public Health*]
- I went to another FL state school for undergrad that was much better run. This school was very unorganized. [*PH; EOH*]
- The adjunct professors were significantly less prepared and less passionate, and less committed to the US educational experience than the F.T. professors. [*Business; MS in Mgmt*]
- Parking services -- known to circle the parking lot for 11/2 hours. [*Edu; Interdisciplinary Edu*]
- USF is drowning in red tape, more than I would expect for a state school. [*PH; Toxicology & Risk Assessment*]
- \$ support for full-time PhD students was below the poverty level. Insufficient! [*Industrial Engineering*]
- lack of school spirit [*Public Health, EOH Tropical/Communicable diseases*]
- On campus activities were limited and not well advertised. [*Computer Science & Engineering*]
- All expectations were met adequately [*Marine Science*]
- Advisement during dissertation was poor. [*Education; Curric. & Instr.*]
- I hated the parking situation. Parking places were virtually non-existent near the College of Nursing and after paying for parking it was frustrating and ridiculous that parking spaces were not available. [*Advanced Practice Nursing*]
- Adequate facilities for classrooms, studio space & workshps in the Architecture Department. [*Architecture*]
- Cost of food - very high. [*Computer Engineering*]
- Parking is a stressful challenge. I am very disappointed about the elimination of the craft shop. When my daughter was in diapers, finding a suitable place to change her was a challenge. [*Curric. & Instru./Instructional Technology*]
- got a degree while working [*Computer Vision*]
- The course offerings were not as extensive for the rhetoric and composition program as they were for literature. [*English, Rhetoric and Composition*]
- The social experience was very limited. Not many opportunities to meet fellow students. [*Social & Behavioral Sciences, Public Health*]
- Parking and customer service [*Interdisciplinary Education*]
- It is very difficult to work and make \$ one needs to fund educational pursuits and meet w/Profs on campus! [*C & I/A E*]
- Very little oversight of departments and the departmental treatment of students. [*Medical Sciences*]
- Very few classrooms for Chem. Eng. In the actual Engineering buildings [*Chemical Engineering*]
- Social events and gatherings, cultural itegration of american and international students. [*Chemical Engineering*]

- I was surprised that when I decided to do an E-thesis that I received some discouragement from some USF employees when I was trying to accomplish something new and innovative. *[Geology]*
- The service at the Financial Aid office was very disappointing. I had the sense that I really didn't matter, especially to those who worked the front counter. *[Civil Engineering]*
- Financial Aid services were the worst I've ever encountered! Lazy & rude employees in the financial aid department. *[Geography]*
- Quality of programs, research opportunities were lacking. *[Applied Anthropology]*
- Parking was horrible *[Industrial Organizational Psychology]*
- The ranking of the school w/respect to others *[Electrical Engineering]*
- Dated lab equipment in College of Public Health *[Industrial Hygiene and Safety Management]*
- Quality of graduate level teaching staff was very mixed. In some cases, faculty should have left USF or teaching long ago. *[Arts and Sciences]*
- appxxxxx after graduation *[Anthropology]*
- As a commuter campus, USF lacks the comfortable collegiate feel of some other universities. *[Anthropology]*
- USF least met my expectations through the on campus environment, though this is mainly due to my being on a regional campus. *[Marine Science]*
- I hated all the bureaucracy! *[Women's Studies]*
- Some problems with tuition waivers for some students *[Civil Eng.]*
- The bureaucracy was very difficult to negotiate. Many policies were changed, often in conflict with my catalog. *[C & I Special Ed]*
- I found the administrative hoops overwhelming at times. Graduate students, particularly ones who have full time jobs, should have an easier go of it. *[Mass Communication]*
- Bureaucratic problems associated with being on a branch campus. Forms that were filed properly at the St. Pete campus disappeared when they were sent to Tampa. *[Marine Science]*
- Little support as TA or RA *[Industrial Engineering]*
- instability within my department contributing to inconsistency and anxiety about expectations over the last 4 years. *[Nursing]*
- The FEEDS program limits the inteaction with the professors and other students (nature of the beast I think) *[Computer Science]*
- Range & quality of course work *[Computer Science & Engineering]*
- Beyond accreditation I have few expectations, which was fortunate. *[Engineering]*
- Not Tier 1 Research Institution *[Biostatistics]*
- Too impersonal - treats all students as a number. *[Criminology]*
- USF was wonderful. I did not do my research before attending. It is important to know your advisor well before applying to graduate school. *[Marine Science]*
- I would have liked a Ph.D. Program in history or at least an Education program specifically designed for teaching in higher education. *[Curriculum & Instruction (Secondary Ed)]*

- Extremely bureaucratic - especially in procedures associated with graduation & thesis submission. Web site is hard to navigate. Various colleges (i.e. CPH & Gerontology, Aging & Policy Center) communicate poorly with few combined classes for students. On campus transportation is awful. Now takes 3 buses from CPH to main library. [*Community & Family Health*]
- Because of funding cuts & poor planning my thesis exhibition space was tentative up until the last minute. This is b/c of all of the hoops, codes, etc. - rather frustrating when winding up a thesis. [*Fine Arts/Art Studio*]
- Physical plant - condition of art studios [*Art*]
- the lack of diversity of degrees, in that the degrees may be in the catalogue, but the course work is primarily independent study [*Curriculum & Instruction/Childhood Lang. Arts /Reading*]
- No assistance or customer service when accessing important information from web site from administration in College of Education. [*Educational Program Development*]
- Requirements for degree completion were inadequately communicated by department & graduate school [*Religious Studies*]
- Research servers at COPH are antiquated and far behind research computer servers at other Public Health graduate schools. [*Public Health*]
- Low sense of community for Univ. as a whole (commuter school, I guess). Need more attractive campus (although huge improvements have been made). [*Communication/A&S*]

GRADUATE STUDENT EXIT QUESTIONNAIRE

27. What one change would you suggest to improve USF for other graduate students?

- instruct faculty regarding college protocol's and the universities events *[PH; Epidemiology]*
- Communicate more efficiently. There needs to be a much higher quality advisor. *[Nursing; Family Nurse Practitioner]*
- Having all students write papers individually instead of group papers where one of two students end up doing the majority of the work and the remaining students do nothing & benefit from your work. *[Nursing; Advanced Primary Care]*
- availability of classes *[A&S; Gerontology]*
- Clinical orientation site should be a place where student will not feel intimidated, challenging & not too distant from student's home *[Nursing, ARNP]*
- Nursing curriculum has been revised since I started - I would recommend they forge ahead with the changes I've seen. (surrogate pts., better teachers) *[Nursing; Family Advanced Registered Nurse Practitioner]*
- Offer more classes for secondary science education after 4 PM, most of us work! *[Edu; Sec. Science Education]*
- Class hours to accommodate working students, eg. evening and Saturday classes *[Nursing]*
- Decrease the size of the core classes to 20 or fewer. These classes are very important and individualized attention is key. *[PH; Community & Family Health - Social & Behavioral Sciences]*
- For the EOH department I would raise entrance standards. *[PH; Community & Family Health - Social & Behavioral Sciences]*
- Looks like it's on its way with a change in leadership in the Mass Comm grad school. *[A&S; Mass Comm]*
- Move convenient electronic processing of registration, parking permits, tuition fees & other time intensive chores. *[PH; PhD Community & Family Health]*
- Provide Profs. with sensitivity training (ie. How to get along with people training) *[A&S; Applied Anthropology, Public Archaeology]*
- More practical training. Include in the curriculum a Professional Practice Course. *[A&S & Grad. Studies; Criminology]*
- Have a social place to meet on campus to hear music, have a drink, and get to know each other. *[A&S; Communication]*
- Add more professors *[A&S; History]*
- have mentoring program for incoming COPH students, give direction for thesis, etc. *[PH; Epidemiology]*
- Addition of research courses *[PH; EOH]*
- Clear communication from the beginning. Have had excellent advice from Dept. Chair Diane Elmeer. *[A&S; Art Edu/Expressive Arts conc.]*
- Health care for TA's *[A&S; Geography]*
- Improve biostats *[PH; MPH]*

- Academic advisors & Financial aid are not easy to work with for students that live at a distance. [PH; Executive MPH]
- Return all work with comments that has been submitted for grading. [PH; Executive MPH]
- Change Biostats teacher. Better use of professor who can not only teach but make the materials interesting & applicable. [PH; Executive MPH]
- Find a more appropriate biostats & info. mgmt. teacher. [PH; Executive MPH]
- Identify more faculty committed to teaching. [Executive MPH]
- Seek, accept & implement meaningful change based on student feedback! So much potential here seems wasted [PH; Executive MPH]
- Find instructors capable of communicating the essentials of core courses [PH; Executive MPH]
- biostat [PH; Executive MPH]
- Improve the quality of teaching in the nursing program. [Nursing]
- better parking spaces (more parking spaces) [Business; Economics]
- Have a program specifically for mental health counseling w/o school counseling courses [Education; Counselor Edu]
- Better communication w/own's advisor [PH; MPH]
- More mentoring during final project. [PH; CFH]
- Lot of core courses are of no significance for biostat major. [PH; MPH]
- Leadership to improve faculty morale & commitment [PH; Health Policy Management]
- Keep the good work - It was challenging but worth it. [PH; EOH].
- Better parking, more computer skills [PH; EOH].
- Helpful, intelligent office staff [Edu; Social Sciences Edu]
- more information [A&S; Religious Studies]
- More opportunities to network & share common research interests with other grad students outside my program. [Graduate Studies; Aging Studies]
- Full time programs should make all courses (in & out of major) available during the day [Edu; Special Edu]
- Require Graduate Advisors to meet with grad students at least once a term. [Edu; Jr. College Teaching w/spec. in MIS]
- Programs should be more well-defined - I don't understand why it take > 6 yrs to get a PhD, while MDs are out in 4. [Medicine; Medical Sciences]
- Improved communication among various departments handling tuition waivers for graduate students. At one point I was referred from one source to another to handle this. [Public Health; Epidemiology]
- Help new students better understand their options when working towards a Masters in Education. [Edu; MA Elem Edu]
- Mandate tha ALL profs spend at least 12 hours taking course in the Education Department (e.g. Didactics, class preparation, cognitive theory) prior to ever again being allowed to "teach" anyone. [PH; Epidemiology]

- 1) Establish 1 central library for the entire Tampa campus. Streamline graduate school registration, increase parking. Improve/add more computer courses for older students. *[PH; Community & Family Health-Aging Studies]*
- Stop assuming Tolkeinism is cultural diversity & eliminate classism *[PH; Family Community Health-Maternal Child Health]*
- Have several internships for those students in Plan II Programs *[Edu; Physical Edu]*
- Tract courses MUST be offered more than once a year and Never (or almost never) before 5 pm or 6 pm. We work to support our MPH. *[Public Health]*
- Clearer grad. Req. *[Public Health]*
- The public health college is very unorganized. Improve it. *[PH; EOH]*
- better communication of requirements to apply for special project. *[PH; Masters]*
- Improve the caliber of the students and closely monitor the adjunct professors. I suggest eliminating Wynn Steiner, and the adjunct w/a PhD in Psych who teaches Organizational Development. *[Business; MS in Mgmt]*
- Attention to the student as a customer--become a learning organization. *[Edu; Interdisciplinary Edu]*
- More excellent *[PH; EOH]*
- Pay them what they are worth when teaching classes! *[Industrial Engineering]*
- online registration w/o 1st filling out a form ~ fill out the form once every 2 years/ or per program *[Phd COPH/HPM]*
- More grad student social activities on campus *[Computer Science & Engineering]*
- More science journals offered at the Nelson Pointer Library (esp. Marine Sci. journals) *[Marine Science]*
- Reconsider credentialing of faculty. *[Education; Curric. & Instr.]*
- Increase parking availability. *[Advanced Practice Nursing]*
- Relocate Architecture program to on-campus for opportunities of interaction w/Art/Engineering graduate students, as well as psychosocial areas of study. *[Architecture]*
- Provide tuition waiver for graduate students with funding. (both in-state & out of state) *[Computer Engineering]*
- Improve parking conditions. Bring back the Craft Shop. Provide diaper changing facilities somewhere on campus (library, Marshall Center). *[Curric. & Instr./Instructional Technology]*
- No idea yet *[Computer Vision]*
- Provide funding to enable students to attend professional conferences (nationally). *[English, Rhetoric and Composition]*
- Core class size should be smaller *[Social & Behavioral Sciences, Public Health]*
- supply sufficient parking *[Interdisciplinary Education]*
- Lighten load for major prof so he/she can have a more accommodating schedule *[C & I / AE]*
- More caring faculty *[Medical Sciences]*
- Include more current industry technology/ideas in examples *[Chemical Engineering]*

- For graduate students who are looking for a relaxed academic environment, I would suggest USF should have more and effective social events. [*Chemical Engineering*]
- Availability and help in receiving aid for tuition and to supplement the extremely modest salary for graduate researchers. [*Civil Engineering*]
- more funding for research [*Geography*]
- Major professors should be limited on how many committees they are allowed to be on. [*Applied Anthropology*]
- State policies and procedures w/deadlines more clearly [*Industrial Organizational Psychology*]
- Higher standards upon admission probably will make USF more challenging & competitive [*Electrical Engineering*]
- Increase academic standards [*Arts and Sciences*]
- More communication between Grad. School & students. I would have liked more interaction from graduate organizations. [*Anthropology*]
- I would suggest a greater amount of conference travel funds outside of grants from the advisor. [*Marine Science*]
- Encourage staff & faculty to treat students like clients. Reach out to students. [*Women's Studies*]
- to give more support for tuition waivers for more students [*Civil Eng.*]
- Treat the catalog as the contract (binding by both sides) that it is supposed to be. [*C & I Special Ed*]
- I feel like USF could tie in a little more w/the Tampa/St. Pete business community. [*Mass Communication*]
- Instill con-do attitude [*Chemistry*]
- Administrative procedures associated with submitting a dissertation/thesis should be available on the St. Pete campus. Delivery (and later retrieval) of draft for format check must be done on the main campus, binding fees must be paid at the library on the main campus, additional copies for binding must be delivered to the bookstore on the main campus, final copy of dissertation/thesis must be delivered to the main campus. It should be possible to meet all these requirements on the **St. Pete** campus! [*Marine Science*]
- Provide more personnel to Graduate Office [*Industrial Engineering*]
- increase stability of faculty [*Nursing*]
- Communication of the deadlines to remote students needs to be more timely. [*Computer Science*]
- Classroom facilities [*Engineering*]
- Make some courses more challenging. Especially Operating System (change in faculty may help) [*Computer Science & Engineering*]
- Remove undergrads from M. Arch Program [*Architecture*]
- Do not accept as many student - Make process more selective [*Biostatistics*]

- When I first started the branch libraries were inadequate. However, now with the improved interlibrary loans - no charge is necessary. [*Marine Science*]
- Someone in Graduate Advising to specifically help grad students make their way thru administrative parts of the programs. [*Curriculum & Instruction (Secondary Ed)*]
- Improve web-site search engine to ease finding information. Improve bus system so Medical areas not isolated from rest of campus. [*Community & Family Health, PH*]
- Support staff and advisors to be more "customer" oriented and not to treat students as a bother. [*Electrical Engineering*]
- Have a person assigned to take you thru the thesis process - Format checks were returned much too late! [*Fine Arts/Art Studio*]
- more prof./student mentoring [*Clinical Psychology*]
- improve art dept. bldgs. [*Art*]
- parking facilities because many of us can not get to campus before 8 AM, we end up miles away, & having to walk that distance late at night. [*Curriculum & Instruction/Childhood Lang. Arts/Reading*]
- Better coordination between Department & Grad school & clearer communication re requirements for thesis & degree conferring. Make available an advisor specifically to help students meet the requirements. [*Religious Studies*]
- Provide clear instructions for navigating administrative requirements and how to fill out forms. [*Public Health*]
- Bigger stipends & health insurance improvements for graduate students. [*A&S; Communication*]
- Keep up with the recent development, have more research topics available [*Civil Engineering*]

GRADUATE STUDENT EXIT QUESTIONNAIRE

28. Please add any other comments that you would like to make.

- I feel so blessed and privileged to have had the opportunity work with faculty that were so professional, encouraging, supportive, caring and who sincerely were interested in whether I succeeded. I feel I will always be a life long learner due to the positive influence of USF nursing faculty. *[Nursing; Advanced Primary Care]*
- Fix the parking problem - quickly!! *[Nursing; ARNP]*
- Advisers should not brush off students because 1) They have a personal conflict/problem in their lives 2) They have a ton of teaching load 3) They should be student friendly *[Nursing, ARNP]*
- I enjoyed myself. *[PH; Community & Family Health - Social & Behavioral Sciences]*
- USF, both @ the department level and throughout the school, has very little sense of community - and that is where so much learning happens in grad school. An effort to enhance that would be valuable. *[A&S; Mass Comm]*
- The school was supposed to become more user friendly. It has a long way to go. Disabled access is very poor. No access to HSC auditorium & parking is too far from main bookstore! *[PH; PhD Community & Family Health]*
- The parking facilities are atrocious! GTA's should have special parking privileges. We teach for peanuts and have to take the shuttle to get to class. *[A&S; Communication]*
- The COPH doctoral curriculum is too long; it refuses to get rid of Tools of Research, like the rest of the university *[PH; EOH]*
- Overall have had positive learning experience. Lots of politics involved unfortunately. Would return for classes for pleasure in future (photo, ceramics, etc.). *[A&S; Art Edu/Expressive Arts conc.]*
- more unified graduate student social scene. Graduate events were poorly publicized. *[A&S; Geography]*
- very good program *[PH; MPH]*
- Our office administrator, Janna Rolfe, was wonderful to work with any very helpful. *[PH; Executive MPH]*
- Really had a sense that no one cared about student inputs - especially important because adult "Exec" Programs learners have different wants & needs than traditional grad students! *[PH; Executive MPH]*
- It has been a long/tedious program. I'll miss my classmates & peers- *[PH; Executive MPH]*
- MPH program was very good, need a little refinement. *[PH; Executive MPH]*
- My experience @ USF is excellent. However, we need more focus on medical knowledge. *[Nursing; Nurse Practitioner]*
- enjoyed the student newspaper *[Nursing; Psychiatric Mental Health Nursing]*
- Biostat major can easily substitute some of the relatively less imp. Core courses with statistical courses. *[PH; MPH]*

- Miss Beverly Sanchez was very helpful through my two years of my experience as well as while am out - wanting assistance. [*PH; EOH*].
- Professors should be required to meet on a regular basis with graduate thesis students [*Edu; Social Sciences Edu*]
- Since I've lived in the USF Village for almost 2 years, I think the parking service there is very bad. I had a friend helping me move in, and he got ticket. He's just parked there for a few minutes. It discourages people to help friends. [*A&S; America Studies*]
- Doctoral students spend countless years obtaining their degree and they are expected to do post-docs for 1-3 yrs before a reasonable lifestyle can be achieved--The education needs to be shorter so one can start ones career before being too discouraged! [*Medicine; Medical Sciences*]
- USF is a young university with a lot of potential for coninued growth and improvement academically. I have enjoyed my time here. I would like to see a continued emphasis on strengthening academic programs offered here at USF. [*Public Health; Epidemiology*]
- There are few Profs in Epidemiology who have had a serious thought or idea about student teaching or management since I enrolled. Though Biostats I & II were taught with gusto (Dr. Blair), I can think of 4 particular classes which were so bad I should've requested a refund. [*PH; Epidemiology*]
- Parking is inadequate at COPH when conferences are held. [*PH; Community & Family Health-Aging Studies*]
- Encourage classes to start after 5 mainly Tract courses [*Public Health*]
- Teach teams & Team Development as the 1st weekend class to help the students understand the value and difficulties of working in a team. [*Business; MS in Mgmt*]
- Committee members should have a better handle on measurement & be less biased. [*Education; Curric. & Instr.*]
- Not yet [*Computer Vision*]
- The English Department administrative staff were extremely supportive of the students. [*English, Rhetoric and Composition*]
- I am very pleased with the education I received and I feel highly prepared for a career in public health. [*Social & Behavioral Sciences, Public Health*]
- Thank you for a wonderful learning experience! [*C & I/A E*]
- I was very fortunate to have a caring/professional mentor. Many students do not, yet there is no good structure to take care of them. [*Medical Sciences*]
- Undergraduate experience at USF was more enjoyable and productive than my graduate experience. [*Applied Anthropology*]
- USF as an institution seems very slow in adopting effective practices which should characterize a Research I university. [*Arts and Sciences*]
- Thanks, USF & thanks especially to the profs in Mass Comm. [*Mass Communication*]
- Thanks USF. [*Industrial Engineering*]
- Added emphasis should be placed on student/professor interaction for remote students. This may be difficult but we pay for the education as well as local students. [*Computer Science*]

- Improve food services. Improve parking services. *[Engineering]*
- Should recognize the difference between a good teacher and a good researcher. They do not often co-exist in the same body/mind *[Biostatistics]*
- Before the institution can take off, you need the support of students and alumni. That will not happen as long as the feeling of "being a statistic" is present. *[Criminology]*
- Great main library with very helpful staff. I believe it is unconscionable that in central Fla the College of Public Health is letting its Aging Studies program be essentially dismantled. CPH should be leading the state in programs for Seniors. Friends who were considering grad school @CPH are now reconsidering due to this. Shameful! *[Community & Family Health, PH]*
- This is my second Masters degree at USF. I feel the quality and expectations for graduate work have definitely increased since 1982. Very pleased with the support of the entire Art dept - studio and history. Great program! *[Fine Arts/Art Studio]*
- Library services were inadequate. Difficult to find books. *[Educational Program Development]*
- Meeting all the little details for thesis format, Office of Graduate Studies, & deadlines for both department & Graduate School was very time consuming & frustrating. *[Religious Studies]*
- I had a great time, keep on! *[Civil Engineering]*