

**AN INVENTORY OF STUDENT SATISFACTION
SURVEYS CONDUCTED AT UCF'S MAIN CAMPUS**

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**UCF 21-TR-98-002
March 1998**

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ABSTRACT

This Technical Report is part of a systems analysis to examine the importance and satisfaction levels of students with respect to student services at the University of Central Florida. In order to gain an understanding of student satisfaction, data from existing surveys has initially been collected and examined. This technical report provides an inventory of twenty-five student satisfaction surveys that have been conducted throughout the UCF campus and several that are currently being planned. The surveys have been grouped into two categories: general satisfaction surveys and service specific satisfaction surveys. A brief description is provided for each of the surveys in this inventory, followed by a short summary of survey results and access information. The summary to this report briefly indicates the current state of student satisfaction surveys.

A future report will contain an evaluation of the results of these existing surveys summarizing what we know and don't know about the importances and student satisfaction levels with respect to each of the services. This report will also evaluate the designs of the survey instruments, the approaches used to administer the surveys, the methods used to analyze the results, and the manner in which the findings were documented.

Acknowledgments

The authors would like to acknowledge participating UCF student services for their provision of testing instruments and results.

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AN INVENTORY OF STUDENT SATISFACTION SURVEYS CONDUCTED AT UCF'S MAIN CAMPUS

1.0 INTRODUCTION AND SCOPE

The University of Central Florida currently serves a diverse student body population of over 28,000 students. One of the University's primary objectives has been and continues to be to improve the quality of institutional services. Several offices (e.g. Student Affairs and the Quality Initiatives) have administered surveys to obtain an index of student satisfaction. Their findings show a high student approval rating with respect to most academic issues, in contrast to a lower approval rating with respect to those issues generally classified as "student services". The Quality Initiatives office has worked closely with the process owners to improve their processes. Their approach has helped to enhance communication and understanding within various organizational functions and improve processes. There is a need, however, to identify and address systemic issues that cross organizational boundaries that involve multiple process owners.

The University, as part of its Strategic Planning Initiative, has provided funding to support the University's Customer Focus for the 21st Century (UCF 21) project to address this need for a systems level study of student services. The primary goals of the UCF 21 project are to: 1) develop a systems level view of student services and their interrelationships; 2) identify systems level improvement opportunities, including re-engineering; 3) recommend changes and/or in-depth studies; and 4) develop implementation plans for changes and/or in-depth studies.

As part of the UCF 21 Project, there is a need to determine the current importance and satisfaction levels of the students with respect to various student services to serve as a baseline to evaluate potential future improvements options. This investigation consists of examining the results of past surveys conducted at UCF to determine student satisfaction levels, identifying where additional surveys may be required, and evaluating how well surveys are currently being conducted at UCF. As a starting point, this technical report provides an inventory of twenty-five known student satisfaction surveys that have been conducted at UCF. The surveys are grouped into two categories: general (university wide) satisfaction surveys, and service specific satisfaction surveys. Section 2 of this report provides an overview of the process used to develop this inventory and gives a broad overview of the types of surveys that have been conducted at UCF. Sections 3 and 4 provide a brief description, a summary of the results that were found, and access information (name, phone number, and e-mail address) for each student service survey. Section 5 includes an overall evaluation of the current state of surveys conducted at UCF, summarizing which offices are known to have conducted surveys and the degree to which the surveys have been analyzed. This is followed by some general recommendations.

2.0 OVERVIEW OF STUDENT SATISFACTION SURVEYS CONDUCTED AT UCF

2.1 Process Used to Develop the Inventory

The “Inventory of Student Services and Processes at UCF” report (UCF 21-TR-98-003) and the UCF Spring 1997 Faculty and Staff Directory served as the sources from which a student services listing was generated. Each student service office was contacted by phone and a UCF 21 team member read a standardized “cover letter” to the respondent. The “cover letter” identified the UCF 21 Team’s overall mission and described the current project (See Appendix A). This was followed by requesting the participant’s oral responses to a standard set of questions used to develop the inventory (See Appendix B) which requested information on past (or anticipated) surveys, the results that were obtained, and any follow-up activities that took place based on the survey results.

In cases where several failed attempts had been made to contact a particular service area under investigation, an e-mail approach was alternatively taken where the cover letter and set of questions were sent via e-mail and an e-mail response was requested. Moreover, in instances where neither contact by phone or e-mail were successful, faxes were also attempted. In addition, meetings with student service offices were arranged in an attempt to obtain an actual copy of the survey information.

2.2 Broad Description of Surveys Conducted at UCF

The current inventory of satisfaction surveys summarizes twenty-five past surveys that have recently been conducted on campus. The Cycles Survey was conducted over a ten year time frame, but most of the surveys inventoried have been conducted since 1996. Survey types extended from all-inclusive surveys (e.g., The Cycles survey and the Student Satisfaction Inventory) that examined many aspects of the student’s academic and overall college experience, to surveys with a more narrow focus (e.g., Legal Services and Recreational Services) that examined the student’s overall level of satisfaction with specific services received. Some of the surveys were administered to a carefully selected representative sample of students, many surveys were conducted using a convenience sample of students, and others were administered to students on a continual basis at “point of service.” Most of the surveys were administered to the entire population of interest.

The surveys that have been conducted by various offices are summarized in Table 1. The university-wide surveys are described and discussed in section 3. The remaining surveys are described and discussed in section 4. The survey listed in Table 1 cover most of the student services offered at UCF. Three offices/services have not and are not planning on conducting student satisfaction surveys. The past efforts and future plans for five additional offices/services remain unknown to UCF 21 at this time.

Table 1. Summary of Student Satisfaction Surveys Conducted at UCF

	STATUS		SAMPLE					RESULTS			DATE	FOLLOW-UP				
	Conducted	Planned	Representative	Convenience	Point of Service	Total Population	Unknown	Formal Report	Reported Informally	In Process	Not Available	Administration	Performed	In Process	Planned	None Planned
<i>TYPE OF SURVEY/ADMINISTERING OFFICE</i>																
Cycles Survey	X		X					X			Spring: 1987-1996	X				
Personal Assessment of the College Environment	X					X		X*			Spring 1996		X			
Student Satisfaction Inventory (SSI)	X		X					X			Spring 1996	X				
SSI: Asian Pacific Islander	X					X		X			Summer 1996			X		
Academic Services for Student Athletes																
Academic Services for Student Athletes	X					X			X		Fall 1997				X	
Counseling and Testing Center																
Counseling and Testing Center	X					X		X	X		Fall 1997		X			
First-Year Advising and Information Services																
First-Year Advising and Information Services	X					X		X			Spring 1997				X	
Housing and Residence Life																
Housing and Residence Life	X					X		X			Fall 1997		X			
International Student Services																
International Student Services		X									Spring 1998					
LEAD Scholars Program																
LEAD Scholars Program	X										Fall 1997					
Library, Computer Services & Telecommunications																
Library, Computer Services & Telecommunications	X					X		X			Spring 1997		X			
Office of Student Activities (OSA)																
Office of Student Activities (OSA)	X					X		X	X		Fall 1996, Spring 1997					X
Orientation Office																
Orientation Office	X				X			X			Summer 1997		X			
Recreational Services																
Recreational Services	X			X				X			Spring 1997		X			
Registrar's Office																
Registrar's Office	X					X		X			Fall 1997		X			
Student Academic Resource Center (S.A.R.C)																
Student Academic Resource Center (S.A.R.C)	X					X		X			Every Semester				X	
Student Accounts																
Student Accounts	X					X		X			Fall/Spring 1996		X			
Student Disability Services																
Student Disability Services	X				X				X		Fall 1997					
Student Financial Assistance																
Student Financial Assistance	X					X		X			Fall 1997					X
Student Health Services																
Student Health Services	X			X				X*			Spring 1997		X			
Student Information and Evening/ Weekend Student Services																
Student Information and Evening/ Weekend Student Services	X					X			X		Fall 1997					
Student Legal services																
Student Legal services	X					X		X			Case-by-Case		X			
Student Union																
Student Union		X									Spring 1998					
Undergraduate Admissions																
Undergraduate Admissions	X					X				X	Spring/Summer 1997		X			
University Honors Program																
University Honors Program	X					X		X	X		Fall 1997				X	
University Police																
University Police	X					X		X			Fall 1997	X		X		
Veterans Affairs																
Veterans Affairs	X					X		X			Spring 1997					X

* indicates statistical analyses performed

3.0 GENERAL (UNIVERSITY-WIDE) SATISFACTION SURVEYS

3.1 Cycles Survey (Spring 1987-1996)

Description:

The Cycles Survey was used to assess undergraduate student opinions and attitudes regarding their academic and overall college experiences. This survey was conducted over a ten-year period (1987-1996) and administered to a random sample of undergraduate students living both on and off the Orlando campus each Spring Semester. The number of respondents ranged from a low of 599 in 1989 to a high of 846 in 1992. The Cycles Survey used a scale similar to a Likert scale for measuring levels of satisfaction or the degree of agreement. The survey focused on the following areas: overall experience at UCF (e.g., students' general perceptions and comments regarding the University); academic experience (e.g., perceived academic progress and

student opinions on the general nature of college education and GEP requirements); non-academic experience (e.g., time spent on non-academic activities); satisfaction with selected services and resources (e.g., campus housing and dining, financial aid, career counseling and placement); satisfaction with selected services and resources; computer use and ownership; perceived problems at the University; and sexual and racial harassment. The results were summarized graphically for each question showing the percent responses at each level of the scale associated with the question and were summarized in a series of formal reports.

General Results:

Most of the students surveyed reported being “satisfied” or “very satisfied” with their overall UCF experience (10 year range: 80% - 90%). A large majority of students indicated that they were satisfied with their academic experience (Range: 80% - 86%) and academic progress (Range: 80% - 85%). About half of the respondents agreed that GEP requirements tend to reflect faculty and departmental interests rather than broad student interests (Range: 45% - 56%). The number of students working over 20 hours per week showed an increase over the last two years of the survey. The largest block of respondents said that they spent over 20 hours per week in working for pay (Range: 38% - 52%). Only about one-fourth of the respondents said that they did not work for pay (Range: 25% - 29%). Students living off campus were somewhat more satisfied with their housing experience than students residing in the residence halls on campus. Students who lived in the residence halls appear to be significantly less satisfied with the campus food program (Range: 26% - 54%). The number of students receiving some financial aid has increased to fifty percent or greater in the last three years of the survey.

Access:

Associate Vice President Administrative Services: Kenneth D. Lawson, AD 282, Phone: (407) 823-5018

3.2 PACE (Personal Assessment of the College Environment) (Spring 1995)

Description:

The Personal Assessment of the College Environment survey was administered in April 1995 to the administrators, faculty, and staff in order to obtain their perceptions regarding the characteristics of the overall quality of communication and decision making. The surveys were kept in sealed envelopes and optical scan sheets were used. Although not a student satisfaction survey, one portion of the survey was designed to assess the environment of the colleges in terms of student focus. Individuals were asked to provide responses to questions asked within each section (e.g., Formal Influence, Communication, Collaboration, Organization Structure, Work Design, and Student Focus) that most closely described their university environment. A five-point scale relating to each statement (i.e., Very Satisfied, Satisfied, Neither Satisfied nor Dissatisfied, Dissatisfied, and Very Dissatisfied) was used to reflect the individual's level of satisfaction with the university environment. The student focus scale included questions (e.g., the extent to which student needs are central to what we

do; the extent to which students receive a quality education at UCF; the extent to which faculty meet the needs of students; the extent to which support services personnel meet the needs of students) which measured the extent to which employees believed students were central to their work, and to which employees perceived other organizational personnel were supportive of student needs. Demographic information (e.g., gender, ethnicity, higher education employment, UCF employment, UCF division) was requested from the surveyed employees. The Teaching/Research faculty were asked additional questions concerning the college of employment, current faculty rank, and faculty tenure status. The survey results were analyzed and summarized in a formal report that included statistical analyses.

General Results:

The addendum dated May 1996 stated that there were 839 responses. Four types of management systems have been identified by Likert (1967) and revised by researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE): Coercive (System 1); Competitive (System 2); Consultative (System 3); and Collaborative (System 4). Coercive and Collaborative Systems are at opposite ends of the spectrum with System 1 being the most undesirable type of management system based on a structured, task-oriented, highly authoritative leadership management style and System 4 being the most desirable type of management system based on a person oriented, mutually trusting leadership style in which the administrator has complete confidence in the followers. The overall results of the survey indicate UCF employee perceptions to be a middle-range System 3 (consultative) environment. Significant differences in perceptions of the institutional environment ($p < .05$) were identified between employee demographic subgroups (i.e., gender, ethnicity, higher education employment, UCF employment, UCF division, college, rank and tenure) within the four UCF employment categories. All four employee groups reported means for the Student Focus scale which reflected a Systems (consultative) environment with Administrative and Professional employees reporting the highest satisfaction (3.65 out of 5) with student focus issues in the UCF environment and Teaching and Research Faculty reporting the lowest satisfaction (3.10 out of 5).

Access:

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3.3 Student Satisfaction Inventory--SSI (Fall 1996)

Description:

The Student Satisfaction Inventory (developed by Noelle Levitz) is designed to measure students' degree of satisfaction and degree of importance with a wide range of college experiences. To do this, students are asked to rate each item in the SSI by the importance of the specific item as well as their satisfaction with how well their expectation is being met. A performance gap (PG) is then determined by the difference in the importance rating and the satisfaction rating. Items with large PGs identified areas on campus where students perceived their expectations as not being adequately

met. The items from this survey were grouped into conceptually similar categories to provide a more global view of student opinion. The categories are as follows: Academic Advising; Campus Climate; Campus Life; Campus Support Services; Concern for the Individual; Instructional Effectiveness; Recruitment and Financial Aid; Registration Effectiveness; Safety and Security; Service Excellence; and Student Centeredness. The survey results have been analyzed and are summarized in a formal report.

The SSI was first administered at UCF and UCF Branch Campuses during Spring of 1996. A representative sample of undergraduate and graduate students (or other) was selected by identifying a set of classes that contained the correct distribution of students to constitute the sample. A total of 2,667 surveys were administered in the identified classes and students were requested to return the completed survey during the next class period. Of the surveys administered, 988 were returned with 49 surveys incomplete. This resulted in 939 usable surveys and a reduced response rate of approximately 35%. The SSI allows for additional questions to be added. No additional questions were added during Spring 1996.

Through the 1996 SSI, certain target populations were identified (i.e., Asian/Pacific Islander students) as having high levels of dissatisfaction, warranting further investigation and resulting in the Asian/Pacific Islander Student Satisfaction Survey administered the following summer term.

The SSI will be administered again during Spring of 1998 to a representative sample of 4000 students at UCF and the branch campuses. Twenty institution specific questions have been added to the survey and the students will be requested to complete the survey in class in order to increase the response rate.

General Results:

The results of the Student Satisfaction Inventory survey reflect the students' most critical concerns and are presented in descending order of PGs for each category. Note that a high PG score indicates a large gap between importance and satisfaction, and can be interpreted as a high level of dissatisfaction.

All groups of students perceived that parking was inadequate (had the largest PG), with day students reporting a higher PG than evening students. Concern for safety and security was indicated by high PGs reported by evening and female students. The overall group reported high PGs for financial aid items relating to awards being announced to students in time to be helpful in college planning, the helpfulness of counselors, and the availability of adequate financial aid for students. High PGs indicated that admission counselors need to be more knowledgeable and better able to respond to some groups of prospective students' needs. The PGs indicated that all demographic groups perceived that it was difficult to schedule classes at their preferred times. African-American and Asian or Pacific Islander students perceived billing policies to be unreasonable. Students who work full-time off campus, evening students, and graduate/professional students expressed high PGs concerning the convenience of business office hours. Students feel that they get the run-around when seeking information on the UCF campus and certain groups of students perceived the university staff as not being caring and helpful in giving correct information. Students

expressed unmet expectations related to academic advisors being concerned about their success as individuals. Asian or Pacific Islanders, sophomores, seniors, and Health and Public Affairs students indicated that they were interested in developing a more personally supportive relationship with their academic advisors. Students also expressed a need to have more personal attention from faculty members. Certain students feel that the university is not concerned about them as individuals. Asian or Pacific Islander students and students who selected UCF as their 3rd choice of institution do not feel that tuition paid to UCF is a worthwhile investment. African-American students were the only ethnic group who perceived a lack of commitment to racial harmony on the campus. The Asian or Pacific Islander students have high PGs in all but one of the items in the instructional effectiveness scale. Asian or Pacific Islander and Engineering students have concern that computer labs are not adequate and accessible. In addition, Asian or Pacific Islander students indicated a high PG for adequate career decision making services. Several student groups indicated high PGs for the student activities fees put to good use.

Access:

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3.4 Student Satisfaction Survey: Asian/Pacific Islander--A/PI Survey (Summer 1996)

Description:

The specific objectives for the Asian/Pacific Islander Student Satisfaction Survey were to determine the impact of language on student satisfaction or dissatisfaction; to assess student satisfaction in terms of academic instruction; to identify strengths and weaknesses in the area of advisement; to target support services that students feel are important; and to bring to light any other issues through open-ended questions which may cause dissatisfaction among Asian American and Pacific Islander students. Based on the original Student Satisfaction Inventory conducted during the Spring semester, the A/PI survey was mailed to all Asian American and Pacific Islander students at all three UCF campuses. The mailing included self-addressed, stamped envelopes. A total of 1,149 surveys were mailed out and 127 responses were received. Of the surveys received, 121 were usable. The survey used a five-point Likert scale with open ended questions at the end. The results were analyzed and are summarized in a formal report.

Results:

The issue of language appeared to have the highest levels of concern for Asian American students and was attributed to statements reinforcing the need for Asian American students to master the English language. The students surveyed appeared to be fairly well-satisfied with faculty being fair and unbiased towards them, although a

large percentage of neutral responses indicate a mixed perception by students in this area. Students also seemed satisfied with expectation instructors have of them in regard to other ethnic groups as well as the way instructors include them in class discussions. There were mixed responses concerning the instructors placing too much emphasis on the student's ability to use the English language. The largest area of dissatisfaction among the students was that the instructors did not take into consideration student differences as they teach a course. Most students were well-satisfied with the concern displayed by academic advisors, however, they felt that their advisors should be fluent in the native languages of this group. The greatest concern in Support Services was the university administration's lack of sensitivity to the needs of Asian American students. The majority of students felt that the admissions staff are knowledgeable and they were aware of the availability of financial aid counselors. A large percentage of respondents acknowledged that they felt welcome at this university. Some concern was expressed with the insufficient amount of Asian American cultural content in the variety of humanities courses at UCF. In response to the open-ended items it was found that while the largest percentage of responses indicated that UCF does not hinder their success, a small number of students did cite faculty displaying biases toward Asian American students as the most prevalent hindrance. Other concerns for this student population were the lack of cultural events, the lack of clubs focused on their nationality, the lack of Asian American culture courses, the fact that their nationality is not considered a minority for a number of minority scholarships and assistance, and the lack of assistance in learning the English language. Many students felt that the university does "nothing" to advance the success of Asian American students. Many students did not feel that their culture affects their perception of UCF's programs and services.

Many responses were neutral resulting in additional research to determine the cause. Research indicates that these responses were most likely culturally-based because most Asian Americans tend to be more obedient, conservative, conforming, and inhibited than Caucasian Americans. As a result, the neutral responses for the A/PI Survey probably should weigh more heavily toward the less favorable responses for each item.

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4.0 SERVICE SPECIFIC SATISFACTION SURVEYS

4.1 Academic Services for Student Athletics (Fall 1997)

Description:

The NCAA Champs/Lifeskills Program Needs Assessment Survey is administered during the second week of classes to student athletes in various sports. The survey presents 20 topic areas (e.g., stress management, study skills, and career

development) which respondents rank according to their perceived level of importance. The top five areas are then reviewed for possible follow up activities.

The College Survey Inventory (by Michael L. Stratil, Ph.D.) is administered annually to new first time in college and transfer student athletes. This survey provides additional information to help identify services that they may require during the course of their education.

Lastly, an informal survey is administered at the end of each semester to student athletes enrolled in mandatory study programs. This survey helps to gain feedback on the study program's effectiveness, as well as student insight for what aspects of the program they would like to see changed.

General Results:

Results were unavailable at the time of publishing this report.

Access:

Director: Sandra Reeves, Bldg. 521, Phone: (407) 823-5895, e-mail: sreeves@ucf1vm.cc.ucf.edu

4.2 Counseling and Testing Center (Fall 1997)

Description:

The Counseling and Testing Center Services Evaluation Survey is administered to all students who come for counseling at the end of every semester. The types of counseling services offered at the Counseling and Testing Center include personal, career/vocational, couples/marital, and group. The survey is used to examine the student's overall satisfaction with services received. In addition, more specific questions are asked which include if the student was satisfied with the number of sessions received; if the student would come back for additional counseling; did counseling services received enable the student to stay at UCF; what negative outcome(s), if any, resulted from the student's counseling experience; and what positive outcome(s) did the student realize from the counseling experience. Information is also gathered on the reason that the student ended counseling and the degree of satisfaction with a specific counselor (e.g., reliable: very, mostly, slightly, not at all). The results have been analyzed by the Counseling and Testing Center; however, due to confidentiality of responses, no report is available.

General Results:

Due to the confidential nature of the services provided by the Counseling and Testing Center, the complete results to this student satisfaction survey are not available. The statement released by this office indicated that the overall results were very positive with about a 90% satisfaction rate. Information on the number of responses was not available.

Access:

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4.3 First-Year Advising and Information Services (Spring 1997)

Description:

The First-Year Advising and Information Services Survey was mailed (July 1997) to freshmen upon completion of their first year of study at UCF. This survey is used to provide feedback to the office concerning the students' satisfaction with their advisor (e.g., whether correspondence was mailed to freshmen students letting them know their advisor's name; if they previously met with their advisor; if their advisor satisfactorily answered their questions; if the advisor helped with immediate and long range academic planning); inquiries about the newsletter / correspondence (e.g., was the information in the newsletter, *First Year Times*, relevant to freshman students; was written correspondence received from their First Year Advising office advisor); inquiries about e-mail (e.g., was the student aware of an e-mail account assignment in the university Pegasus network; if the e-mail system was used to communicate with their advisor; was the e-mailed question to their advisor answered in a timely manner); and the overall quality of service received by the First Year Advising office with additional comments allowed. The office received 319 responses to the survey. The results have been analyzed by the First-Year Advising Office and are summarized in a formal report.

General Results:

The overall rating reported by the First Year Advising Office of the satisfaction of service received was good (47%) followed by great (34%) and then fair (11%).

Access:

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4.4 Housing and Residence Life (Fall 1997)

Description:

The Student Perception Survey was distributed by the Resident Assistant staff to 1638 residents living in the three on campus residential communities during November 17-28, 1997. They received 939 responses to the survey. The survey looks at all aspects of housing, such as staffing, facilities and custodial issues. Questions are specific regarding the student's Resident Assistant (e.g., My RA seems to be concerned with the welfare of the residents); Area Coordinator (e.g., I know who my Area Coordinator is); activities in the student's residential community and residence hall government; services provided by maintenance and housekeeping; off campus housing; the administrative services of the department of housing and residence life; student's safety; and special questions (e.g., overall, I like living in the residential

facilities at UCF; I would be interested in a residential community designated as substance free - no tobacco, alcohol or other drugs; I would be interested in purchasing a "Residents Only" parking decal even if it meant that I could not park elsewhere on campus). The questions were designed so that students were to answer them with "yes", "no", or "does not apply." The results have been analyzed and are available in a formal report.

General Results:

The results show the areas where there are strengths and challenges. The strengths include the cleanliness of the facilities and the customer service traits of the Housekeeping staff (Maintenance and Housekeeping: 73%-82%); the fairness of sign up procedures and the availability of information (Administrative and Business Services: 67%-77%); conference attendance prior to college (Off Campus Housing and Conference Service: 30%-46%); the availability of information, staffing to assist residents, encouragement of responsible living and caring about the well-being of residents (Residence Life: 80%-89%); and perception of residence life as a whole including happiness with roommates/suitemates, being able to study in his/her room, overall satisfaction with the residential facilities, and feeling safe in his/her room (Community, Safety and Special Questions: 76%-92%). The challenges include maintenance response time, promotion of maintenance work station, and the attractiveness of the facilities (Maintenance and Housekeeping: 36%-69%); improvement needed in the mail service within the residential facilities (Administrative and Business Services: 58%); promotion of the Area Coordinators and their services and improvement regarding student understanding of hall government (Residence Life: 32%-33%); and improve the feeling of community among residents (Community, Safety and Special Questions: 42%). It was found that those respondents who planned to remain on campus the following fall semester (48.4%) had a positive first impression of their residential facility to a greater degree than those choosing to move off campus.

Access:

Director: Christopher McCray, Housing and Residence Life, Phone: (407) 823-4663, Fax #: (407) 823-3831, e-mail: cmccray@pegasus.cc.ucf.edu

4.5 International Student Services (Spring 1998)

Description:

The International Student Survey will be administered via mail to international students on March 1998. It will examine the quality of service that the office provides to international students (e.g., social and cultural programming and social service counseling). No additional information was available at the time of publishing this report.

General Results:

Results are not available at this time. The results will be available upon completion of data analysis.

Access:

Director: Douglas Mowry, Ph.D., Barbara Ying Center, Bldg 71, Phone: (407) 823-5491, Fax #: (407) 823-2526, e-mail: dmowry@pegasus.cc.ucf.edu.

4.6 LEAD Scholars (Fall 1997)

Description:

Survey was conducted in Fall 1998, but no information is available at this time.

General Results:

Pending.

Access:

Director: Dr. Pam Anthrop, Administration Building, Room 388E, Phone: (407) 823-2223, e-mail: pam@ucf1vm.cc.ucf.edu

4.7 Library, Computer Services, and Telecommunications (Spring 1997)

Description

The Division of Information Technologies and Resources Annual Survey has been administered via an annual mailing to faculty, students, and staff. It is divided into three sections with an additional comment area at the end. The first section asks questions concerning the UCF library (e.g., how often do you use the library; satisfaction rating of the library's staff, collection, and facilities; satisfaction with a UCF regional campus library); the second section pertains to computer services and telecommunications (e.g., how often do you utilize the services of this unit; satisfaction rating of computer services and telecommunications access with the telephone services, phonemail services, and e-mail services; satisfaction rating of computer services and telecommunications support with public access computer labs, administrative information systems, the computer store, and LAN network reliability); and the third section covers the demographics of the student (e.g., undergraduate or graduate; college; number of years at UCF; gender; and regional campus affiliation). The results were analyzed for the UCF Administrative Unit Performance Report on Information Technologies and Resources and were reported informally to UCF 21. The number of responses was not reported.

General Results:

The UCF Administrative Unit Performance Report, Division of Information Technologies and Resources, Unit Computer Services and Telecommunications indicates that more than half of the students (55%) were very satisfied or satisfied with access to the following services: Telephone, Phonemail, e-mail, Internet facilities and Academic computing. An additional 30% were neutral in their response. There were fewer students very satisfied or satisfied (35%) with the services from the following:

Public Access Computer Laboratories, Administrative Information Systems, Computer Store, Help Desk, PC Maintenance and Local Area Network reliability. More than one-third of the students were neutral (44%). Information concerning the results of the other areas of the survey were not available.

Access:

Director: Barry B. Baker, LR 512, Phone: (407) 823-2564, Website: <http://pegasus.cc.ucf.edu/~library/>

4.8 Office of Student Activities--OSA (Fall 1996, Spring 1997)

Description:

Two surveys were previously administered during late Fall 1996 and early Spring 1997 to staff and students who attended meetings of the Knights of the Round-table (KOR). The surveys were administered by the Office of Student Activities (OSA) and were of two types--the OSA Survey and the Knights of the Round-table (KOR) Survey. The former examines student satisfaction with OSA staff, programming, level of support received, etc., while the KOR Survey focuses more specifically on the information presented at meetings, in addition to the overall time, location, food and presenters of these meetings. The results have been analyzed and reported informally.

General Results:

As reported by OSA, there were between 20 to 30 respondents for the two surveys, and the overall findings were that students were satisfied with services provided by the office.

Access:

Director: Reuben Rodriguez, Student Union 205, Phone: (407) 823-6471, Website: <http://pegasus.cc.ucf.edu/~osa/>

4.9 Orientation Office (Freshman Evaluation and Transfer Evaluation) (Summer 1997)

Description:

The Orientation Survey evaluates both freshmen and transfer students' opinions concerning the orientation process. The survey is administered to all students attending orientation at the end of the orientation sessions. Students are required to return the survey to receive their fee invoice. The number of surveys collected include surveys from 1676 freshmen and 1491 transfer students during June 26, 1997 and August 19, 1997. The information from the surveys is utilized during restructure of future Orientation programs. The surveys ask the same general questions of both groups. These questions include the following: the materials I received prior to Orientation provided adequate information about the Orientation program; the date and time of Orientation were convenient; my O-Team member was knowledgeable about

UCF; the registration process went smoothly; and my overall Orientation experience was positive. Students indicated whether they strongly agreed, agreed, disagreed, strongly disagreed, or if that question applied. More specific questions were directed toward the type of incoming student and were adjusted prior to each orientation session, depending on special populations who were to attend (e.g., LEAD Scholars, Pegasus, and SOAR). The results have been analyzed by the Orientation Office and are available in a formal report.

General Results:

Orientation: The overall assessment of the orientation program indicated that transfer students were less satisfied with almost every aspect of the orientation program than were freshmen. While almost all freshmen (95%) agreed that "My overall Orientation experience was positive," only 87% of the transfer students agreed. This difference was also noted with "Orientation has prepared me for attending UCF" with almost all freshmen (96%) agreeing with this statement and only 86% of the transfer students agreeing. Both groups agreed that "The materials issued at Orientation provided adequate information about UCF" (Freshmen-97%; Transfer-96%). On the other hand, fewer agreed that "The materials sent to us prior to Orientation provided adequate information about the Orientation program" (Freshmen-78%; Transfers-85%). Approximately three fourths of each group indicated that "The date and time of Orientation were convenient."

Advising and Registration: Freshmen were more satisfied with the academic advising session in choosing courses than were transfers. In addition, freshmen were more satisfied with their advisors' knowledge about their program of study than transfer students. However, with transfer students the numbers agreeing with this statement varied from a low of 86% in Arts & Sciences to a high of 95% in the College of Engineering. A lower percentage of both groups were satisfied with the registration process with the exception of the College of Education freshmen. Specifically, about eight of ten freshmen from each of the colleges (other than Education-95%) agreed that "the registration process went smoothly." Only two thirds of the transfer students from the Colleges of Business Administration and Arts & Sciences agreed with this statement. On the other hand, 84% of the transfers from the College of Engineering agreed with the statement.

Access:

Director: Kristin Corbett, Orientation Office (SC 200), Phone: (407) 823-5105,
Fax #: (407) 823-3847, e-mail: kcorbett@pegasus.cc.ucf.edu

4.10 Recreational Services (Spring 1997)

Description:

The Recreational Services' Survey was administered on campus during Spring 1997 "randomly" to students. The survey examines students' impressions of the program (e.g., how did they hear about the program; how were they treated by the recreational staff; what program did they participate in). Additional questions targeted

the overall organization of the program; condition of the facility; and events and time of the program. Specific questions and a Likert scale were used in the survey. The overall condition of the facility was rated on a Likert scale of 1 to 5 with 1 being the best and 5 being the worst. The results have been analyzed and reported informally.

General Results:

The demographic results show that out of the 339 respondents, 80.5% (273) of the respondents were male while only 19.5% (66) were female. The largest number of respondents heard about the Recreational Services programs through word of mouth. Most students participated as an independent (45%), followed by Greek organizations (34%), and residence hall or club team (21%). Sixty-eight percent of the participants felt that they were treated courteously by the Recreational Services staff. Most students rated safety, lights, field preparation, and floor as either a 1 or 2 on the Likert scale. The overall impression of the program was rated as good (54%) closely followed by excellent (31%).

Access:

Director: Loren K. Knutson, Office of Recreational Services, Phone: (407) 823-2408

4.11 Registrar's Office (Fall 1997)

Description:

Surveys conducted by the Office of the Registrar within the past year have examined both faculty and student services. Information on the faculty survey is not included in this report. The Registrar's student survey was administered to students during Fall 1997 through different colleges, in the offices of student support, in a few University classes, and by personal request. The survey attempts to determine the attitudes and perceptions of students about a variety of Registrar Office services. Areas examined by the survey included the following: awareness and use of services provided by the Registrar; quality of Registrar services; attitudes and opinions about regular registration; opinions about the printed schedule of classes; perceptions about the Registrar office staff; attitudes and beliefs about using touch-tone registration; perceptions about using class overrides; opinions concerning the Internet; reasons for using UCF computer information kiosk; and length of waiting time in registration lines for different areas (e.g., early registration and regular registration). The office received 143 responses to the survey. The results have been analyzed and are available in a formal report.

General Results:

Student attitudes are generally favorable toward most of the existing services offered by the Registrar's Office. It appears, however, that many students are not aware of all the services available to them (e.g., course grades over the telephone, transcripts on demand, class availability over the Internet). Seventy-nine percent of the students surveyed do not know which classes are closed before they register for

classes. Most students surveyed believe that the Registrar's Office staff is friendly and have no difficulty helping them; however, most still believe that they get the run-around. Assuring students that their personal information will be secure on the World Wide Web was met by a positive attitude toward using the Internet to register for classes. Providing information (e.g., class availability and student audits) to students via the Internet could improve students' awareness and could alleviate some pressure from the support staff during the registration process.

Access:

Director: John F. Bush, AD 161, Phone: (407) 823-3100, e-mail: registrar@mail.ucf.edu

4.12 Student Academic Resource Center (S.A.R.C) (Every Semester)

Description:

The following surveys have been administered each semester to clients/students using S.A.R.C. services in order to derive their level of satisfaction with the unit's programs and services:

1. Supplemental Instruction Program Evaluation (since Fall 1996),
2. Tutor Evaluation (since Fall 1997),
3. Pegasus Program Evaluation (since Summer 1997),
4. Standardized Test Preparation Class Evaluation (since Fall 1996)
5. Hours of Service Survey (since Spring 1997), and
6. General: Tell us who brightened your day? How can we improve? Survey (since Spring 1995).

The results have been analyzed and reported informally.

General Results:

The number of responses was not reported. The results show that there is over a 95% satisfaction rate with S.A.R.C.'s services and programs. Dissatisfaction is usually related to an inability to provide more of the same services due to budget restriction (e.g., students may like S.A.R.C. physics tutors but they often want them to be available more hours). Changes and improvements in services and programs have been made based on evaluation results. S.A.R.C. also indicated the need/desire to automate surveys and evaluations for easier data collection and reporting.

Access:

Director: Patricia E. Pates, SARC, Phone: (407) 823-5130, Fax #: (407) 823-2051, e-mail: ppates@pegasus.cc.ucf.edu

4.13 Student Accounts (October 1995 - April 1996)

Description:

The survey entitled, "How Well Are We Helping You", was administered to both visitors to the Student Accounts Office and mailed to individuals receiving statements or refunds between October 1995 and April 1996. The surveys were conducted in order to obtain student views on the following: courtesy and friendliness of staff, interest in serving customers, speed of services, knowledge of services, attention to detail, ability to handle problems and telephone courtesy. A four point scale from very good to poor was used for each question. The results from the last 91 of 311 surveys received from February to April 1996 (out of 15,000 surveys sent out) have been analyzed informally.

General Results:

Of the 91 responses, 6 were not complete resulting in 85 that were analyzed. Of the 85 responses, 64% rated "courtesy and friendliness" as good to very good (30% rated this as fair to poor) and 55% rated "knowledge of services" as good to very good (38% rated this as fair to poor). Participants rated "interest in serving you" as equally good (30%) and fair (27%) with 20% stating this was very good. Fewer participants rated "ability to handle problems" as good (29%) with almost equal participants rating this section fair (25%) and poor (24%) with only 15% stating this was very good. The "speed of service" section had equal ratings of good and poor (both 26%) and a close rating of fair (24%). Many participants rated "attention to detail" as fair to poor (55%) with only 38% rating this as good to very good. When asked if requests and inquiries were handled courteously and quickly, the 65 responses to this questions were: Yes (38); No (21); and no response (6).

Access:

Assistant Controller: Dan Mayo, AD 112, Phone: (407) 823-2801, Fax #: (407) 823-6476, Website: <http://pegasus.cc.ucf.edu/~admfin>

4.14 Student Disability Services (Fall 1997)

Description:

The Student Disability survey was conducted during Fall 1997 to randomly selected students who had used the service. No additional information about the survey was available at the time of publishing this report.

General Results:

None yet available.

Access:

Director: Louise Friderici, Administration Bldg. Rm. 149, Phone: (407) 823-2371.

4.15 Student Financial Assistance (Fall 1996, Fall 1997)

Description:

The SFA Office surveyed financial aid applicants during Fall 1996 and Fall 1997 to ascertain their level of satisfaction with services provided by their office. The quality of service was measured using a 5 to 6 point scale on specific questions in the following areas: the usefulness of printed information received; the difficulty level getting through to a counselor; the helpfulness and knowledge of the counselor; the helpfulness of the voice response system (*direct talk*); the difficulties using *direct talk*; the number of times and reasons for visiting the Financial Assistance Office; and the grade the user would assign to the financial aid services. There were 176 respondents to the Fall 1996 survey, and these results have been analyzed and reported informally.

General Results:

Students were asked to assign a grade (e.g., *A, B, C, D, or F*) as a form of response to certain questions pertaining to the quality of service. The greatest percentage of students (44%) indicated that the printed information received were of *B* quality. Most students had difficulty getting through to a counselor (62%) predominantly due to remaining on hold too long (82%) and/or receiving a recorded message and not being able to get through to a staff member (68%). Students assigned a *B* grade (40%) for the helpfulness and knowledge of the person on the telephone and an *A* grade (41%; with a close second *B* grade, 39%) for the helpfulness and knowledge of the person with whom the student spoke in the office. The telephone voice response system (*direct talk*) was used by more than half of the students (60%); however, the helpfulness of the system was questionable with 28% of the students grading it with an *F* and 26% grading it with an *A*. Many students indicated that the difficulties in using *direct talk* arose from many problems (e.g., too long, slow, pin #, and information problems) rather than one specific one. The overall grade assigned to the financial aid services was a *B* (43%) and compared to other campus administrative offices with which the students had worked was rated "about the same as most" (38%) with "somewhat better than most" (22%) and "somewhat worse than most" (21%) considered comparable. Trends were noted among the following three groups: 1) UCF Achievement Awardees (who received \$1000 scholarship without applying for it) rated the Financial Assistance Office (FAO) higher than any other group - *A*'s and *B*'s, the greatest percentage ranked this office 'about the same' as the other offices; 2) Minority Academic Scholarship grantees rated the office with an average to good rating - *C*'s and *B*'s, the greatest percentage ranked FAO 'somewhat worse' than other offices; and 3) Verification Complete Date Between 5/01 & 6/24 Group was the largest group and consequently essentially determined the overall outcome of the satisfaction survey; they rated FAO with mostly *B*'s, the greatest percentage ranked FAO 'about the same' as other offices.

Access:

Director: Mary McKinney, AD 120, Phone: (407)823-2827, Fax#: (407) 823-5241

4.16 Student Health Services (Spring 1997)

Description:

The Survey on Student Views of Health Services at UCF was disseminated to users of University Health Services between April 17 and April 25, 1997 to undergraduate and graduate students at various points around campus. It was also distributed and collected at TriDelta Sorority house and classes offered by the Student Health Center. Their satisfaction with health-care providers, lab services, appointment operation, and waiting time/promptness was assessed. There were 589 responses to the survey. The responses have been analyzed and are available in a formal report.

General Results:

The Student Health Services Survey indicated a high level of overall student satisfaction with the services provided by the Student Health Center. The respondents rated the nursing staff (91%); the physicians and physician assistants (87%) and the "quality of care" (86%) as "excellent" or "good." The majority of respondents (95%) indicated that they would return to the campus health facility for future care. Additionally, a large percentage of respondents (92%) agreed that they would highly recommend the facility to friends. The factor "age" appears to be the most significant demographic variable in determining differences in satisfaction among respondents. It appears that older students (age 26 and over) are much more satisfied (58% to 90%) with the health center operation (e.g., appointment process, laboratory services, the "wait time/promptness") than are respondents in 17-20 year old (37% to 76%) and 21-25 year old categories (35% to 73%).

Access:

Director: W. Robert Faust, Student Health Center, Phone: (407) 823-2094,
Fax: (407) 823-0187

4.17 Student Information and Evening/Weekend Student Services (Fall 1997)

Description:

The Evening Student Survey was administered by mail to all undergraduate, graduate, post baccalaureate and non degree seeking students taking courses after 5:00 pm during Fall 1997. The survey attempts to determine the need for services for evening students at the University. Some of the service areas examined were as follows: financial aid, parking space, career services, student health services, professors' hours, food services, library and campus bookstore extended hours, and more evening course offerings (and the particular college).

General Results:

Survey results were unavailable at the time of publishing this report.

Access:

Assistant Vice President for Student Affairs & Director of Student Information:
Jimmy L. Watson, Ph.D., Weekend Student Services, Phone: (407) 823-3111, FAX:
(407) 823-2969. e-mail: jlwatson@ucf1vm.cc.ucf.edu

4.18 Student Legal Services (Case-by-Case)

Description:

The Student Legal Services' "How's Our Service?" Survey is administered on a continual basis. A survey is sent to each student who uses Legal Services at the time when the student's file is closed. The survey examines such issues as the courtesy and friendliness of staff, the concern they had with the student's problem, the clarity of advice, the quality of service rendered, and student satisfaction with the legal services provided by the office in general, as well as possible suggestions for improvement. The number of responses was not available. The results of the surveys have been analyzed informally.

General Results:

The administrative unit performance report for Student Legal Services indicates that of the surveys returned, their services met 100% of the clients' needs. Of the students surveyed, 90% expressed above average or excellent service. Of clients surveyed 94% expressed satisfaction with the service.

Access:

Director: Patty Mackown, SC 227, Phone: (407) 823-2538, Fax #: (407) 823-5305

4.19 Student Union (Spring 1998)

Description:

Survey will be conducted in the Spring 1998 semester.

General Results:

Not yet available.

Access:

Director: Mark Hall, Student Union, Phone: (407) 823-2117, Fax: (407) 823-6483

4.20 Undergraduate Admissions (Spring/Summer 1997)

Description:

The Admitted Student Questionnaire (ASQ) and Admitted Student Questionnaire Plus (ASQPLUS) were administered by mail to students who were accepted and enrolled or accepted and did not enroll during Spring and Summer 1997. These surveys examined the students' impression and experience with UCF. An evaluation and assessment were conducted in order to determine the universities and colleges that were UCF's closest competitors for recruiting students. The results have been analyzed formally, but are not available.

General Results:

Results not available.

Access:

Director: Susan McKinnon, Ad 161, Phone: (407) 823-3000, Website: <http://pegasus.cc.ucf.edu/~admissio/>

4.21 University Honors Program (Fall 1997)

Description:

The Honors Technology Use Survey, Student Evaluation of Symposium, and Student Evaluation of Symposium Team Leaders were administered in the Fall of 1997 to both Honors freshmen and Honors team leaders. Surveys specific to incoming-honors freshmen examined academic technology needs, history and use; while satisfaction with the Honors Symposium and team leaders were the areas under investigation for Honors freshmen. Of the 156 students that were enrolled in the Fall 1997 Symposium, over 70% responded. The results for the Student Evaluation of Symposium have been analyzed and are summarized in a formal report. The analysis of the other surveys is in progress.

Results:

Student Evaluation of Symposium - Results of student evaluations indicate that they were pleased with both the quality and variety of information presented by Symposium speakers and that they gave a good rating to the speakers' ability to keep their interest. The usefulness of discussions received only a fair to good rating, but the overall score for speakers was excellent. A sampling of free responses to the question "What was the best thing about the Symposium?" revealed that students appreciated the following aspects of Symposium: the variety of topics/speakers/subjects; food; chance to get to know people in similar majors; to get to know other people in the Honors Program; and to learn about programs offered at UCF.

Access:

Assistant Director: Kathleen M. Bartlett, Phone: (407) 823-1067; e-mail: bartlett@pegasus.cc.ucf.edu

4.22 University Police (Spring, Summer, Fall 1997)

Description:

The Community Oriented Policing – Total Quality Management survey was administered in Spring, Summer and Fall 1997 sessions to faculty, staff and students, including those living in the Lake Claire apartments and Greek park. The survey examined strategic planning, service news, performance/goals met, and attitudes of others toward the department and its services. The results have been analyzed and reported informally. The number of responses was not reported.

General Results:

The results of the survey were generally satisfactory or above satisfactory with such issues as where parking is needed; need for police officer placement; and “other” services needed. Parking services and the police department, victim services, crime prevention, chief and upper administration have all used the survey’s results in their daily operations, although no specifics were communicated to UCF 21. A follow-up test to the study is planned for 1998.

Access:

Nancy Mosedale, Administrative Assistant to the Chief, Phone: (407) 823-2429

4.23 Veterans Services (Spring 1997)

Description:

The Veteran’s Education Benefit Survey was administered to graduate, undergraduate, and professional (en route to earning a certificate) students to determine their level of satisfaction with services being offered by the Veterans Office. The surveys were mailed to students between April 8 and May 15, 1997. The items that were examined included the timeliness and accuracy of the information, access to counseling, assistance in applying for VA benefits and resolving problems with the student’s claim, and speed of processing enrollment certification and benefit application. Open-ended questions pertaining to what was good about the Veterans Affairs Office, as well as what needed to be changed were requested at the survey’s conclusion. There were 260 responses to the survey. The results have been analyzed and reported informally.

General Results:

The results from this survey indicated that most students are satisfied (30.8%-52%) to very satisfied (22.3%-50.4%) across all services being offered by the Veterans

Office [exception: employment information and referral from this office had highest rating for no basis for judgment (58.5%)]. The greatest areas of dissatisfaction were “timeliness of information provided by US Dept. of Veterans’ Affairs staff (15.4%), speed of processing the student’s benefit application by US Dept. of Veterans’ Affairs staff (15.4%), the assistance provided to the student in applying for VA benefits by US Dept. of Veterans’ Affairs staff (14.6%), and the overall quality of service provided by the US Dept. of Veterans’ Affairs staff (13.1%).

Access:

Director: Ronald Atwell, SC 132, Phone: (407) 823-2707, Fax #: (407) 823-2363, e-mail: vets@ucflvm.cc.ucf.edu

5.0 SUMMARY

Twenty-five student satisfaction surveys are known to have been conducted at UCF and two are currently planned for Spring 1998. Several offices/services have not conducted surveys. For example, Special Programs, the UCF Bookstore, and the Credit Union have not conducted and are not planning to conduct surveys in the near future. More than twenty different offices across UCF have conducted surveys using a variety of types of survey instruments, satisfaction scales, and choices for the sample and administration of the survey. The degree to which survey results have been analyzed varies across different offices. Some offices have analyzed and summarized their results in a formal report, while others provided results informally or are still in the process of analyzing the results (see Table 1). It is clear that there is no consistent approach used across offices for conducting, analyzing, reporting, or utilizing the surveys. A future report will provide a comprehensive evaluation of the content and form of the surveys, and approaches used to conduct the surveys and analyze and report the results.

Appendix A:

Cover Letter

(COVER LETTER)

(Name of departmental contact person):

Hello, my name is *(name of UCF 21 team member)* and I am a member of the University's Customer Focus for the Twenty-First Century (UCF 21) Team. This project, which addresses the need for a systems-level study of student services, is part of President Hitt's Strategic Planning Initiative.

As part of this study, we are examining student satisfaction with various student services. All student service offices are currently being called to determine if a student satisfaction survey was (is, or will be) conducted.

According to our records, your office was previously contacted by phone. However, to date, we have not received a reply and would appreciate your taking a few moments of your time to answer the following questions: (see *Survey Inventory Questionnaire*).

Appendix B:
Survey Inventory Questionnaire

SURVEY INVENTORY QUESTIONNAIRE

I. Service area/department:

Affiliations with other department(s): No Yes (please list)

Contact person:

Title:

Phone #/fax #/e-mail address:

II. Have surveys been conducted/or are presently being conducted by your department which measure student satisfaction:

Yes No

Was the study mandated or voluntary: Mandated Voluntary

Survey name:

Date/term administered:

What did it examine:

Who were the participants in the study:

What were the results of the study:

Who has used the results:

How do you access the results (e.g., on-line, in office):

Follow-up activities to the survey: