

**AN EVALUATION OF STUDENT SATISFACTION SURVEYS AND  
RECOMMENDATIONS**

**Doreen Susan Lanham, Systems Analyst  
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**UCF 21-TR-98-011  
September 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 includes a detailed evaluation of 22 out of 25 of the surveys and assessments that were described in Technical Report UCF 21-TR-98-002. The surveys and assessments were evaluated with respect to the following factors: content and coverage, instrument design, survey administration, approach to analysis, validity and reliability, written report, and accessibility and dissemination of findings.

The evaluation found that most of the questions included in the surveys were too general to map back to specific processes. Generally, there were problems with the rating scales that were used, the length and number of the questions, and the use of space on the survey form. Frequently, small convenience samples were used that were non-representative, limiting the generalizability of the results. In most cases, demographics were not used in the analysis when collected as part of the data. The reports, when attempted, were often informal and incomplete. There is little indication that the survey results have been used as the basis for seeking process improvements. The evaluation also revealed that the various offices experienced problems with the processes of conducting, analyzing, and using the results.

Due to the reasons noted above, the results of most of the surveys should be interpreted with caution and improved assessment instruments are needed.

## **Acknowledgments**

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### **THE UCF 21 PROJECT TEAM**

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# **AN EVALUATION OF STUDENT SATISFACTION SURVEYS AND RECOMMENDATIONS**

## **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. Students Affairs and 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 improvement options. This technical report is a continuation of the initial investigation that entailed generating an inventory from the compilation of past student satisfaction surveys conducted at the University of Central Florida. Past surveys' results were examined to: (1) ascertain student satisfaction levels; (2) identify where additional surveys may be required; and (3) evaluate how well surveys are currently being conducted at the University. Section 2 of this report provides an explanation of the approach taken to obtain the surveys, as well as that used to conduct the analysis. Section 3 identifies what surveys were analyzed in table-format, and also displays how surveys were rated in terms of their (a) content, (b) design, (c) conduct/sample, (d) analysis, (e) reliability of results and (f) reporting. Subsequently, subsections for each of the six areas that are listed above discuss the main results. Section 4 follows with overall conclusions and recommendations that are applicable to all surveyed offices.

## **2.0 APPROACH**

### **2.1 Procedure Used to Obtain Surveys**

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 survey results. In addition to the above information, each office was requested to submit a copy of their survey form to the UCF 21 Office for evaluation (see Appendix C for copies of the 21 surveys) and a copy of any reports on the results of the surveys (copies of the reports can be found on file in the UCF 21 Office).

In cases where several failed attempts had been made to contact a particular service area under investigation, an e-mail approach was alternatively taken. The cover letter, set of questions and request for survey instrument 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/form.

## **2.2 Procedure Used to Conduct the Analysis**

A standardized evaluation form was constructed in order to assess each student service area's survey instrument. The evaluation form was comprised of ten sections (See Appendix D). The first section contained general information questions (e.g. Student Service Area/Administering Office; Survey Name(s); Administering Dates; Purpose of Study). The remaining sections contained questions designed to evaluate each student service's (1) survey content, (2) instrument design, (3) administration process, (4) analysis method, (5) validity/ reliability of study, (6) written report, (7) research findings accessibility, (8) dissemination of survey result findings and (9) general survey findings. The form concluded with a section on specific recommendations for future studies based upon the findings from this evaluation.

Evaluations were conducted for each survey across six specific areas (i.e., content, design, conduct/sample, analysis, reliability of results, and reporting). Ratings were subjectively assigned on a five-point scale to each area which were then followed by specific comments. Recommendations and suggestions were offered for areas that need to be evaluated in future studies. Additional recommendations were presented for possible changes in survey design, administration, analysis and development of reporting. Appendix E contains summaries of the evaluations for each of the surveys. Detailed evaluations for each survey can be obtained from the UCF 21 office. The remainder of this report describes the main findings for all of the surveys.

## **3.0 RESULTS**

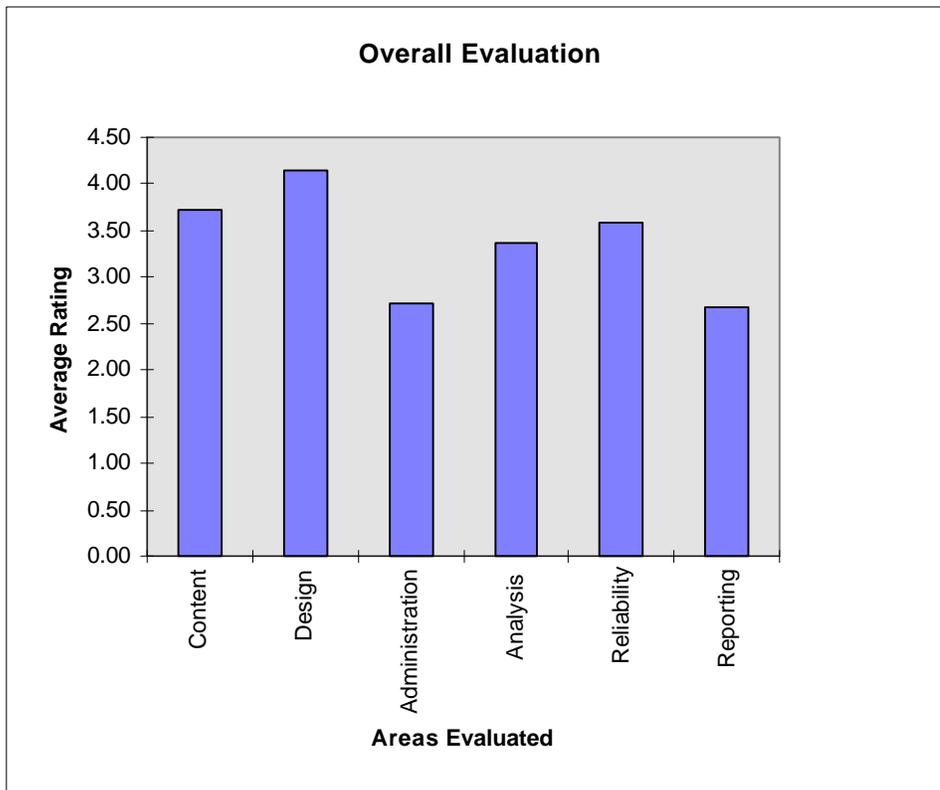
Twenty-two student satisfaction surveys have each been evaluated for content, survey design, survey administration, analysis, reliability of results, and development of reporting. A five point rating scale (5=excellent to 1=poor) was used and the average rating for each survey ranged from 1.7 to 4.7 (see Table 1) with an overall average rating of 3.4 (between average and good).

**Table 1. Evaluation Summary of Student Satisfaction Surveys Conducted at UCF.**

Type of Survey/Administering Office	Rating					
	Content	Design	Conduct/Sample	Analysis	Reliability of Results	Reporting
Cycle Surveys	3	4	3	4	4	3
Personal Assessment of the College Environment	3	4	2	4	4	4
Student Satisfaction Inventory	4	4	5	5	5	5
SSI: Asian Pacific Islander	3	4	2	4	3	4
Career Resource Center	4	5	1	4	3	3
Counseling and Testing Center	4	4	1	1	4	0
First Year Advising and Information Services	5	5	2	3	3	2
Housing and Residence Life	5	4	4	4	4	4
Library, Computer services and Telecommunications	4	4	1	2	4	2
Office of Student Activities	2	3	1	1	2	1
Orientation Office	5	5	4	4	4	4
Recreational Services	5	4	3	2	3	2
Registrar Office	4	5	3	4	4	3
Student Academic Resource Center	3	4	2	3	3	2
Student Accounts/Cashiers	2	2	3	3	2	2
Student Financial Assistance	3	4	3	3	4	2
Student Health Services	5	5	4	5	5	4
Student Information and Evening/Weekend Student Services	4	4	4	4	4	3
Student Legal Services	2	4	4	3	4	2
Undergraduate Admissions	4	5	3	5	4	0
University Honors Program	5	4	3	3	3	3
Veterans Affairs	3	4	3	3	3	2

Legend:      5 = Excellent                      3 = Average                      1 = Poor  
                   4 = Good                                    2 = Below Average              0 = N/A

When all 22 surveys are taken as a group, Figure 1 indicates average to above average ratings for survey content, design, analysis, and reliability; while survey administration and reporting are considered below average. While many of the surveys are consistent within their design, there is little consistency in the approach used across the different offices (see Appendix C).

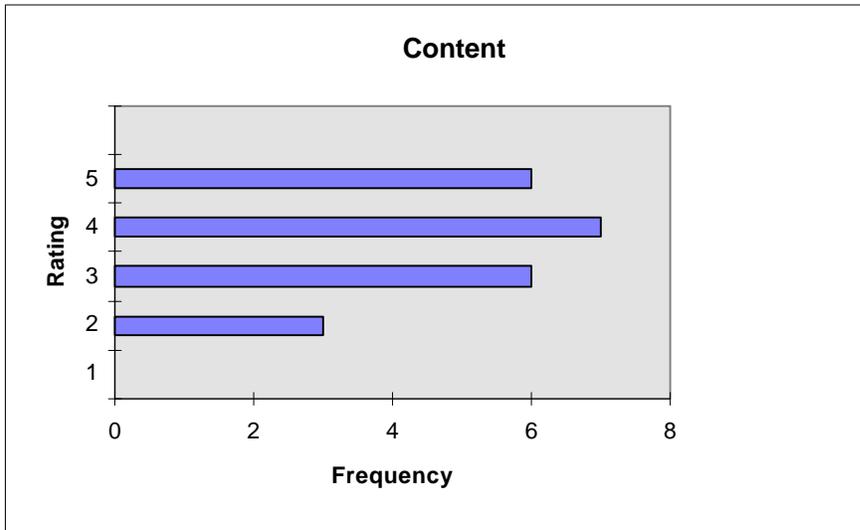


**Figure 1. Average Ratings Taken Over All Surveys**

### **3.1 Evaluation of Survey Content**

The evaluation form (see appendix D) examined the following topics for content on each survey: 1) percentage of services examined; 2) accessibility to services; 3) facilities; 4) satisfaction with services; 5) usage of services; 6) student knowledge about services; 7) importance of services; 8) service personnel; 9) timeliness of service; and 10) demographics of respondents. Copies of the detailed evaluations are on record in the UCF 21 office and summary evaluations can be found in Appendix E. An average rating of 3.7 (between average and good) was obtained for survey content, with the distribution given in Figure 2.

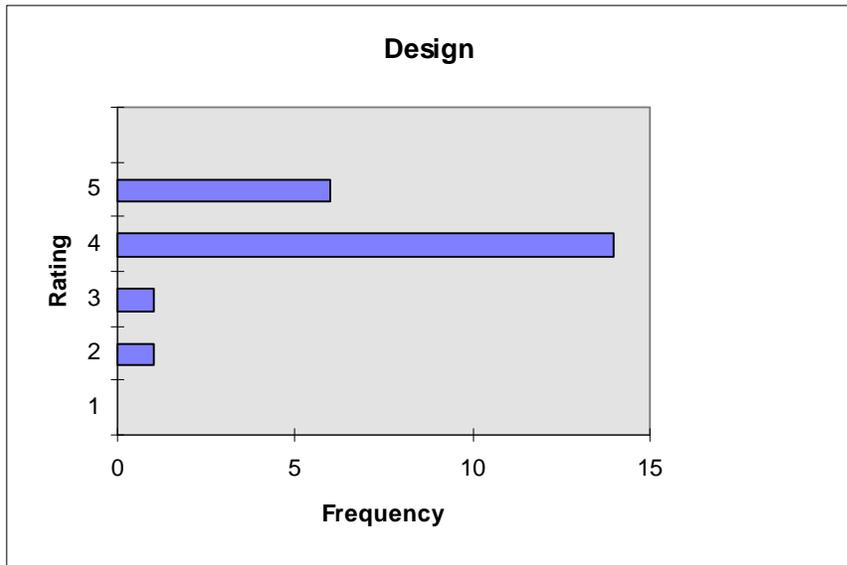
While some offices examined all of the topics across all of the services offered, others only partially examined the topics or did not examine them at all. Likewise, not all services within an office were examined by the survey instrument. Frequently, the student's satisfaction was measured generically rather than for a specific service within an office. This makes it difficult to ascertain the sources of the student's dissatisfaction.



**Figure 2: Ratings Given to the Surveys With Respect to Content**

### 3.2 Evaluation of Survey Design

The survey instrument design was evaluated in the following areas: 1) reliability of questions; 2) word clarity; 3) flow/organization of questions; 4) rating system/scales; 5) length; 6) appearance; and 7) space provided for comments. Copies of the detailed evaluations are on record in the UCF 21 office and summary evaluations can be found in Appendix E. The overall design of each survey was considered to be good with an average rating of 4.1 and the distribution shown in Figure 3.



**Figure 3: Ratings Given to the Surveys With Respect to Design**

There were several areas within survey design (e.g. rating system/scales, length, space provided for comments) that had a wide variation among offices ranging from excellent to below average. Even though most surveys provided space for comments, there were some that did not.

### 3.3 Evaluation of the Administration of the Survey Instrument

The administration of the survey instrument was evaluated in terms of 1) type of sample, 2) response rate and number of responses, and 3) method and timing of administration. Copies of the detailed evaluations are on record in the UCF 21 office and summary evaluations can be found in Appendix E. Over all surveys, the administration of surveys was considered to be below average with an average rating of 2.7. The distribution is given in Figure 4.

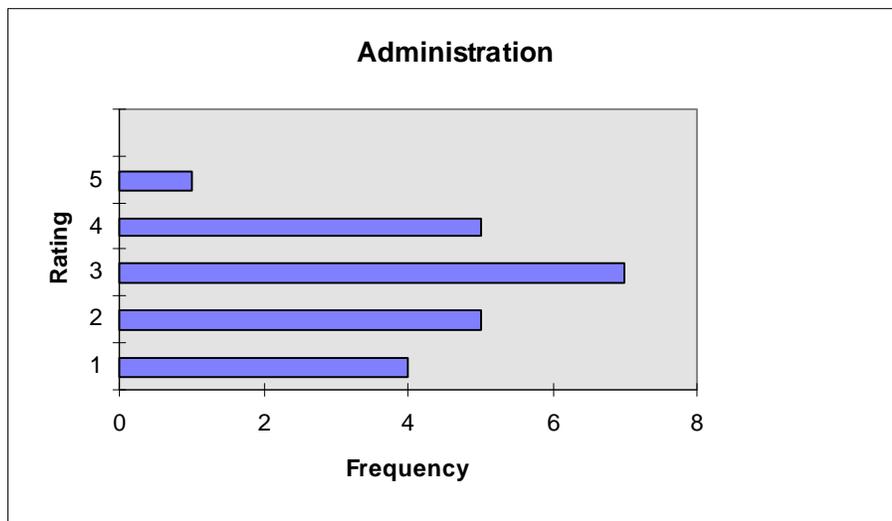


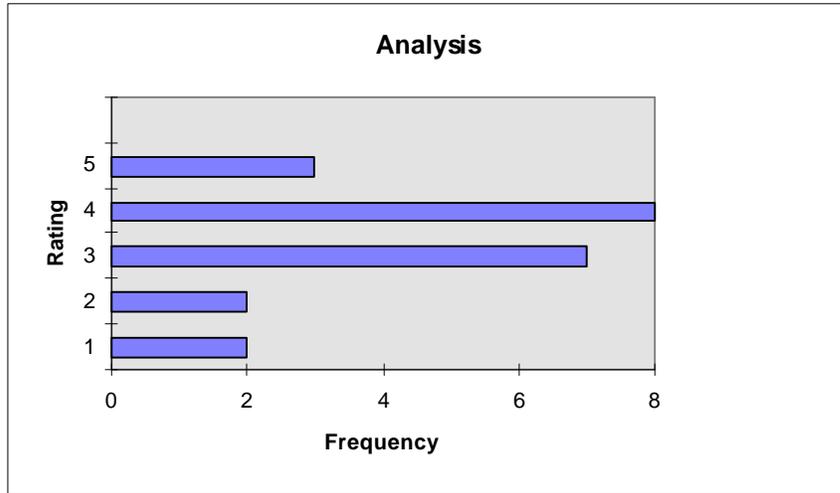
Figure 4: Ratings Given to the Surveys With Respect to Administration

A major area of concern is in the administration of surveys. In many cases, sample sizes were too small to reliably interpret the results. This reduced the value of the information gathered. The sample size, type of sample, and the method of administration were often not reported nor taken into account during analysis of the data. True random samples were rarely collected that were indicative of the population in question. Many surveys were conducted as a convenience sample, thus only representing students who happened to be present at the time of the survey. No checks were made of how representative the convenience sample was.

### 3.4 Evaluation of the Analyses Performed on the Surveys

Evaluation of the analysis performed considered the following: 1) makes use of demographics; 2) descriptive statistics; 3) cross-tabulations; 4) graphs/charts; 5) hypothesis testing/ confidence intervals; 6) post-hoc testing; and 7) factor analysis or

other multivariate analysis. The overall analyses conducted by the offices were considered average with an average rating of 3.3. Figure 5 shows the distribution of the ratings given to the surveys.



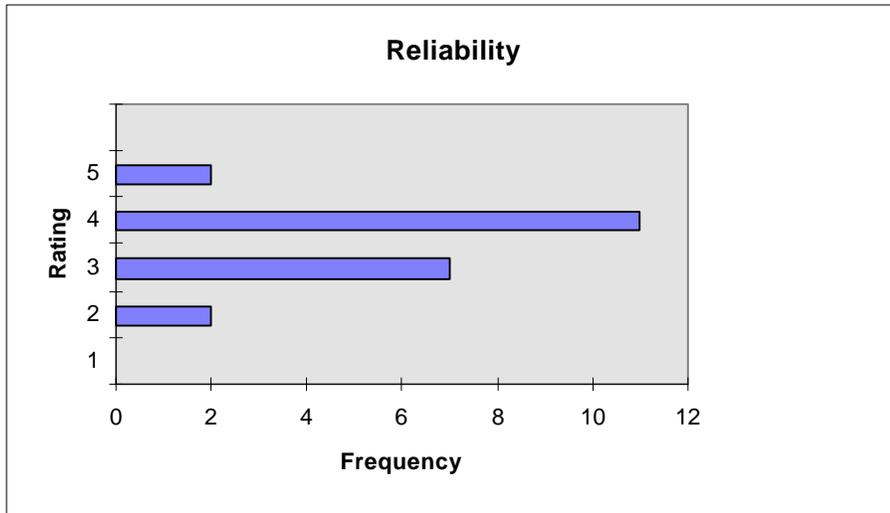
**Figure 5: Ratings Given to the Surveys With Respect to Analyses**

The only descriptive statistics used were percentages. There was infrequent use of demographics, cross-tabulations, and graphs or charts. Further analysis was not conducted beyond percentages of results and in most cases the reliability of results was not indicated.

### **3.5 Evaluation of the Reliability of the Survey Results**

The reliability of the survey results is a combined evaluation consisting of survey content, design, administration, and analysis. The average rating for reliability over all surveys was considered to be 3.6. Figure 6 displays the distribution of the ratings given for reliability.

There was a very wide variation in terms of the reliability of the results. In general, most surveys tended to do better with respect to content and design than they did with respect to administration and analysis. Some surveys, however, (e.g., SSI) did very well in all areas, while a few others were below average to poor in all areas.



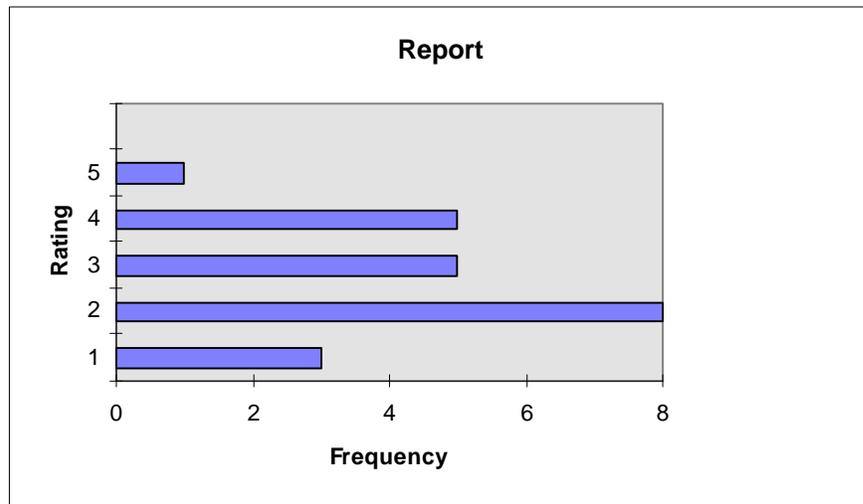
**Figure 6: Ratings Given to the Surveys With Respect to Reliability**

### **3.6 Evaluation of the Reporting of the Survey Results**

The reports (if available) were evaluated in terms of 1) professional appearance, 2) description of purpose, administration, and sample, 3) summary of demographics, 4) clarity of results, 5) justified conclusions, and 6) follow-up specified. Detailed evaluations can be obtained from the UCF 21 office and summaries can be found in Appendix E. The average rating of the reports was considered to be 2.7 (below average) with the distribution shown in Figure 7.

The majority of offices do not have a formally written report describing the purpose of the survey and the process of administration. Most create a one page memorandum reporting the percentages (i.e., overall or for each answer).

The few reports that were written formally tended to be professional in appearance and most had a complete description of the purpose, process of administration, sample description, and summary of demographics. The results were generally clearly presented. Of these, there were few reports that provided specific conclusions or specified follow-ups. The surveys which had average to below average content, design, administration, and analysis also tended to have inadequate reporting.



**Figure 7: Ratings Given to the Surveys With Respect to Reporting**

#### **4.0 RECOMMENDATIONS**

Based on the evaluations of the 22 surveys, it is recommended that each of the offices re-examine the content, design, and administration of the surveys, and the analysis and reporting of the results. This should include an examination of each topic (as in Appendix D) across all areas of service within each office. This will provide comprehensive information concerning the accessibility, usage, importance, timeliness, personnel, facilities, satisfaction and knowledge about the existence of a particular service. The survey should open with general questions that grab the student's attention and then lead into more specific questioning. Only pertinent demographic information that will be used in the analysis should be requested in the survey. The demographic information should be placed close to the end of the survey followed by open-ended questions with suitable space for comments.

The wording and flow of the questions should be consistent and unambiguous. Valid Likert scales should be used. Yes/no questions should be avoided because they can lead to ambiguous results. Appearance and proper spacing of questions on a one page format are important when designing a survey. Questions relating to both importance and satisfaction levels should be used where possible since they will lead to better interpretation of the results. All survey instruments should be tested and evaluated prior to distribution.

If possible, it is desirable to reduce the sampling error to 3% at a 0.95 confidence level. This can be accomplished through random selection of a sufficient number of students or the careful selection of a representative sample. A greater number of students randomly sampled across the university will provide information about the overall percentage of the student population who are satisfied with the service and who use the service. The evaluation of specific services is best accomplished through a point of use survey.

The methods used for survey analysis should be determined while the survey instrument and the method of administration are being developed. The utilization of means and standard deviations of important survey areas will provide significant information about the results. Cross tabulations of demographics and other pertinent questions should be conducted (e.g., crossing demographics with satisfaction of services or knowledge about services) and presented in graphs and tables. A well constructed table or figure will permit the reader to easily find and compare figures of interest, thus presenting the data in a more useful form.

The components of a survey research report should begin with a meaningful title and authors of significance (e.g., a task force or a vice president's office). An executive summary should be given that provides a quick overview of why and how the study was conducted while highlighting major findings and implications. A purpose of the study needs to be stated. It is important to indicate how the participants were contacted, the process used to identify the sample group, and how the questionnaire was administered. The development of reporting includes sample size, response rate, and size of sampling error. An evaluation, using appropriate demographics, of whether or not a representative sample was obtained should be presented. The report should clearly state the reliability of the results. If the results are based on small or non-representative samples, then the reader should be warned not to rely solely on the results presented.

The report should contain an overall descriptive summary of results followed by more detailed results. Tables and graphs should be used appropriately for easier access of the results. Conclusions should clearly relate the data to questions addressed by the study. The report should recommend actions based on the findings and suggest ideas for further research that were raised by the present study. Most importantly, the report should lead to meaningful steps to improve the quality of service and the satisfaction of students.

## **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 of 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:

**Appendix C:**  
**Survey Instruments**

## Cycles Survey

**P.A.C.E. (Personal Assessment of the College Environment) Survey**

## **Student Satisfaction Inventory**

**SSI: Asian/Pacific-Islander Survey**

## **Career Resource Center Survey**

## **Counseling and Testing Center Survey**

## **First-Year Advising and Information Services Survey**

**Housing and Residence Life Survey**

## **Library, Computer Services and Telecommunications**

**Office of Student Activities Survey**

## Orientation Survey

## Recreational Services Survey

## Registrar Office Survey

## **Student Academic Resource Center Survey**

## **Student Accounts/Cashiers Office Survey**

## **Student Financial Assistance Survey**

## **Student Health Services Survey**

## **Student Information and Evening/Weekend Student Services Survey**

## **Student Legal Services Survey**

## **Undergraduate Admissions Survey**

## University Honors Program Survey

## Veterans Affairs Survey

**Appendix D:**  
**Survey Evaluation Form**

## **Appendix E**

### **Summary Evaluations of Surveys**

**Appendix E**  
**Summary Evaluations of Surveys**

**Cycles Survey**  
**DIVISION OF STUDENT AFFAIRS**

I. Description: The Division of Student Affairs' "Cycles Survey" assesses undergraduate student opinions and attitudes regarding their academic and overall college experiences.

II. Rating:

Area Examined	Excellent	Good	Average	Below Average	Poor
Content			X		
Design		X			
Conduct/sample			X		
Analysis		X			
Reliability of Results		X			
Reporting			X		

III. Comments:

- Content - The survey questions are more than sufficient for assessing objectives.
- Design - The survey was used for 20 years prior at UMASS and deemed to be a reliable and valid test instrument. Excellent flow through usage of a funnel design (e.g. from general/non-threatening to specific questions, that concluded with the student's perceived problems at the University, as well as sexual and racial harassment. The survey length was too long—94 questions in total, which is likely to deter students from completing the questionnaire. Deter from using a variety of rating scale lengths (e.g., 4 point, 5 point Likert Scales) in order to avoid confusing the respondent while he/she is completing of the survey. Space should be available for students to comment in sections that pertain to sensitive issues (e.g., sexual and racial harassment).
- Conduct/sample - The response rate over the study's past ten years has been relatively low—from 44.19% in 1987 to 26.9% in 1995.
- Analysis - Good.
- Reliability of Results - Good.
- Reporting - The written report provides a 4 page summary of results highlights from the past 10 years of University study. The report contains no sections on conclusions and/or follow-up activities that are proposed from the study. 110 out of the 119 pages of the report are filled with figures that display the results from the past 10 years.

#### IV. Recommendations and Suggestions:

- Design - Shorten current survey length of 94 questions so that students are more likely to complete the questionnaire in the future.
- Conduct/sample - Offer incentives to possibly increase response rate. Consider administering survey in-person rather than performing a mass mailing.
- Analysis - Reduce the number of graphs in report's results section (110 out of 119 pages have graphs).
- Reporting - Conclusions and follow-up activities should be specified in the technical report.
- Distribution of Results - Results should be easily attained.

**Personal Assessment of the College Environment (P.A.C.E) Survey  
QUALITY INITIATIVES**

I. Description: The Quality Initiative's "P.A.C.E. Survey" was designed to obtain administrators, faculty and staff perceptions regarding the characteristics of the overall quality of communication and decision making.

II. Rating:

Area Examined	Excellent	Good	Average	Below Average	Poor
Content			X		
Design		X			
Conduct/sample				X	
Analysis		X			
Reliability of Results		X			
Reporting		X			

III. Comments:

- Content - Survey objectives are sufficient for meeting objectives.
- Design - High Cronbach's Alpha Coefficient indicates testing instrument is a reliable instrument. Survey length should be shortened (currently 6 pages).
- Conduct/sample - Vague description provided on how the survey was administered (e.g., mailed vs. administered in person).
- Analysis - Excellent usage of demographics.
- Reliability of Results - Good.
- Reporting - Contains main research paper sections (e.g., Introduction, Method, Results, Discussion, Results), in addition to Summary of Written Comments and Tables/Figures. The report's methodology section needs to be further clarified as it pertains to the subject of administration site and selection process.

IV. Recommendations and Suggestions:

- Future investigation(s) should examine part-time and/or OPS classified workers for their perceptions of the college environment.
- Design - The length of the questionnaire should be shortened from its' current 6 pages.
- Conduct/sample -
- Analysis -
- Reporting - Provide greater clarity in writing segments of the methodology section (e.g., administration site; selection process...).
- Distribution of Results - Results should be easily attained.

**Student Satisfaction Inventory  
OFFICE OF QUALITY MANAGEMENT**

I. Survey Description: The Student Satisfaction Inventory establishes a baseline measurement of student satisfaction and expectation against which future measurements may be made and is a joint effort by the Office of Quality Management and the unit of Academic Development and Retention, Division of Enrollment and Academic Services. The objectives of this survey are the following: 1) identify gaps between levels of expectation and satisfaction for current students; 2) identify opportunities for improvement in service and program areas; 3) create a descriptive profile of successful and satisfied students for use in recruitment and retention activities; and 4) develop follow-up strategies to assess institutional improvement in service and program areas and to better understand student concerns.

II. Survey Rating:

Area Examined	Excellent	Good	Average	Below Average	Poor
Content		X			
Design		X			
Conduct/sample	X				
Analysis	X				
Reliability of Results	X				
Reporting	X				

III. Comments:

- Content - Satisfaction and importance of services were examined across all services through two separate Likert scales (i.e., “Importance to me...” and “My level of satisfaction...”). Accessibility to services and usage of services were established under “My level of satisfaction” - “not available/ not used”. Student knowledge about services could be evaluated under “Importance to me” - “does not apply”. Approximately 18 service areas were identified within the questionnaire. The survey examined other topics (i.e., timeliness and facilities) in these specified service areas. A large section of the survey was dedicated to demographics of the respondents.
- Design - The reliability, word clarity, and organization of questions are excellent. The rating system is excellent and covers both importance and satisfaction for each question simultaneously. The survey is four pages which is longer than the desired one page length. Poor spacing of the questions produces an overcrowded look thus lowering the rating of the appearance. There are no open-ended questions for comment.
- Conduct/sample - The survey was administered to a sample size of N = 939. Specific course sections were chosen based on college and class level in which to administer the survey. This administration technique provided a sample group that closely matched the general student population.

- Analysis - The data were analyzed for overall sample and specific demographic subgroups. Cross tabulations were conducted and descriptive statistics used percentages. The data were presented in easily read tables.
- Reliability of Results - Excellent.
- Reporting - The written report is professional in appearance. The purpose of the study is to measure student satisfaction and expectation against which future measurements may be made. The process of administration and sample description are described above under Conduct/sample. A complete summary of demographics is represented in a table format for easy referral. Cross tabulations were conducted using specific demographic subgroups and items grouped into conceptually similar scales. Subtracting the satisfaction score from the importance score produced a performance gap score. A large performance gap indicated the university was not meeting that expectation. This analysis was also conducted for the overall sample. The Executive Summary provides a conclusion-type paragraph illustrating the areas of moderate to high levels of dissatisfaction among students in several scale measurement areas. Recommendations for improvement were suggested for those items within the scales that had high performance gaps scores. These were the issues and problems that demanded immediate attention.

#### IV Recommendations and Suggestions:

- The area that needs to be evaluated more thoroughly is student knowledge about services.
- Design - This survey has a lot of visual noise that could be alleviated with better spacing and less shading. Ideally the survey should be one page in length and could be reduced by spacing the questions in a different pattern.
- Conduct/sample - Planning is the key to better response of survey administration. The courses should be chosen according to colleges and classifications of the students. In-class time should be used to get a higher percentage of respondents. Professors should provide the class time. Research assistants should be trained to administer the survey.
- Analysis - The survey analysis should state what type of analysis was used. Use of means and standard deviations of important survey areas will provide meaningful information about the results. Charts and graphs should be within the text in order to easily access the results.
- Reporting - Development of reporting includes sample size, response rate, and size of sampling error. A purpose of the study needs to be stated, how the participants were contacted, identification of the sample group, how the questionnaire was administered, and an overall descriptive summary of results followed by more detailed results. Use tables and graphs appropriately for easier access of results. Relate the data to questions addressed by study. Diplomatically recommend actions based on the findings. Suggest ideas for further research that were raised by the present study.
- Distribution of Results - Results should be made available to anyone who has an interest in utilizing the information as a tool in formulating specific plans for improvement.

**Asian/Pacific-Islander Student Satisfaction Survey (A/PI Survey)**  
**STUDENT SERVICES OFFICE**

I. Description: The A/PI Survey was an assessment instrument designed to: (1) determine the impact of language on student satisfaction or dissatisfaction; (2) assess Asian American and Pacific Islander student satisfaction in terms of academic instruction; (3) identify strengths and weaknesses in the area of advisement; (4) target support services that Asian American and Pacific Islander students feel are important; and (5) bring to light any other issue which may cause dissatisfaction among Asian American and Pacific Islander Students.

II. Rating:

Area Examined	Excellent	Good	Average	Below Average	Poor
Content			X		
Design		X			
Conduct/sample				X	
Analysis		X			
Reliability of Results			X		
Reporting		X			

III. Comments:

- Content - Survey questions were sufficient for meeting assessment objectives.
- Design - Questionnaire length was kept to a reasonable length (19 questions), while providing students the opportunity to voice their comment(s) in several areas.
- Conduct/sample - The survey response rate was extremely low (11.10 %) and raises questions with respect to the study's validity. Poor survey administration "timing" choice—administered in April near exam period, which may influence response rate/quality of survey completion.
- Analysis - Good.
- Reliability of Results - Average.
- Reporting - The following subsections in the technical report were particularly well-written: (1) process of survey administration; (2) sample description; and (3) summary of demographics. Also noteworthy, was the clarity in which the results were presented (e.g., question-by-question analysis). Investigator's speculation that neutral response pattern is one that may be culturally based. Further investigation is necessary to determine whether all ethnic/racial groups respond in a similar pattern when presented with an odd-number of Likert Scale questions, which allow students to be noncommittal in their response.

IV. Recommendations and Suggestions:

- Design - Design an even-number Likert Scale to eliminate the possibility of response neutrality.
- Conduct/sample - To possibly obtain a higher response rate, offer incentives. Administer survey near the beginning of the semester to avoid conflict(s) with exams &/or holiday/semester break. Perform follow-up investigation to determine whether neutral-response pattern was culturally based.

- Analysis - Provide a more in-depth analysis: Namely, in addition to overall satisfaction results, perform a breakdown of survey responses per class standing.
- Reporting -
- Distribution of Results - Results should be easily attained.

**Quality of Service Survey  
CAREER RESOURCE CENTER**

I. Description: The “Quality of Service Survey” examines student satisfaction with Career Resource Center Services.

II. Rating:

Area Examined	Excellent	Good	Average	Below Average	Poor
Content		X			
Design	X				
Conduct/sample					X
Analysis		X			
Reliability of Results			X		
Reporting			X		

III. Comments:

- Content - Good coverage of survey topics (e.g., service accessibility, facilities, usage, personnel, timeliness, etc). Survey questions were sufficient to ascertain student satisfaction with Career Resource Center services. Demographics of respondents mainly limited to educational level.
- Design - Survey length was kept at a reasonable length (1 page), with well-organized section headings and easily readable questions (adequate space between questions).
- Conduct/sample - The type of sample and procedural method for administering the survey were not specified. Moreover, an assessment of the study’s validity cannot be determined without response rate information.
- Analysis - Good.
- Reporting - Good question-by-question analysis of results. Follow-up activities to survey specified (e.g., upgrading Knight Link/24-hour job line; expanding and improving internet services, with enhancements of home page; etc...)—Note: information specified on survey inventory questionnaire/not written report. Section on “Suggestions & Complaints” is useful for identifying areas that warrant future modification(s). Professional appearance of report can be improved upon (e.g., hand-written summations on report). The contents were mainly restricted to results, with the remainder of report devoted to one section on suggestions and complaints. There was no discussion of purpose of study, rationale/need, methodology, conclusion and follow-up activities.
- Distribution of Results - Results should be easily attained.

IV. Recommendations and Suggestions:

- Design -
- Conduct/sample -
- Analysis -
- Reporting - To achieve a more professional appearance, no hand-written notations should appear on report. Subsequent reports should include a discussion of the

purpose of the study, rationale/need, methodology, conclusion and follow-up. The methodology section should disclose the type of sample and procedural method used for administering the survey. The report should additionally contain a more comprehensive demographic summary, than that currently offered (e.g., only examine educational level).

- Distribution of Results - Results should be easily attained.

**Services Evaluation Survey  
COUNSELING AND TESTING CENTER**

I. Description: The Counseling & Testing Center’s “Services Evaluation Survey” examines student satisfaction with services rendered.

II. Rating:

Area Examined	Excellent	Good	Average	Below Average	Poor
Content		X			
Design		X			
Conduct/sample					X
Analysis					X
Reliability of Results		X			
Reporting					

III. Comments:

- Content - The amount of survey topics examined was good, as well as the questions constructed to ascertain student satisfaction with services rendered. The survey should in addition to current topics include question(s) to determine whether this was the first occasion where the student sought counseling/testing services. If not, how would he/she then rate UCF’s counseling/testing services to those previously received.
- Design - Adequate opportunities for students to provide their comment in a number of areas examined (e.g., quality of service, service personnel, aspects of the facility, accessibility, etc). Sufficient space between questions, allowing ease in readability. Usage of a four-point Likert Scale to attain respondents’ opinions of their counselor eliminates the possibility of response neutrality.
- Conduct/sample - Both sample size and response rate were not disclosed. Description of sample was limited to “all who came for counseling F’97”.
- Analysis - N/A
- Reliability of Results - Good.
- Reporting - No technical report was provided due to the confidential nature of the information. However, it is necessary to disclose the study’s results in a report which denotes the current service users’ assessment of the Counseling/Testing Center, while protecting the respondents’ identities in the process.

IV. Recommendations and Suggestions:

- Future studies should include survey questions to (1) determine whether this was the first occasion where the student has sought and received counseling/testing services. If not, how would he/she then rate UCF’s counseling/testing services to those previously received.
- Design -
- Conduct/sample -
- Analysis -

- Reporting - The methodology section should include sample size and response rate information. Additionally, it should provided greater clarity when describing the study's participants. A technical report should be made available that denotes the current service users' assessment of the Counseling/Testing Center, while protecting the respondents' identities in the process.

**First-Year Advising & Information Services Survey**  
**FIRST YEAR ADVISING AND INFORMATION SERVICES**

I. Description: The “First-Year Advising & Information Services Survey” was constructed to learn about freshmen’s experiences with the First-Year Advising and Information Services Office during their first year at UCF.

II. Rating:

Area Examined	Excellent	Good	Average	Below Average	Poor
Content	X				
Design	X				
Conduct/sample				X	
Analysis			X		
Reliability of Results			X		
Reporting				X	

III. Comments:

- Content - Excellent coverage of survey topics (e.g. 9 out of 10 examined by survey evaluation form). Questions asked were sufficient for realizing study’s objective.
- Design - Well-organized sections, with headings appearing in bold print to facilitate readability of test instrument. Space provided for students’ comments in areas where they were dissatisfied or desired more than that which was being offered at the time.
- Conduct/sample - A lottery system was employed as an incentive for students to complete the survey. Sample size was not disclosed. Consequently, response percentage cannot be calculated despite being informed of the 319 students who had responded to the survey.
- Analysis - Average.
- Reliability of Results - Average.
- Reporting - Presented with students’ overall rating of the service received from the First-Year Advising Office (e.g., great, good, fair, poor, no rating) instead of being given the finding to each of the survey topics examined. The report should include a more detailed introduction section, in addition to those addressing the particular methodology, conclusions drawn and follow-up activities to the survey. Provide a demographic summary of all respondents, rather than providing a break down per response rating (e.g. 66 females rated First-Year Advising Office as great, instead of stating that there were 213 females in total responding to the survey). To present results in a more professional, effective manner, convey a segment of the results pictorially (e.g., utilizing either tables &/or graphs), rather than merely listing.

IV. Recommendations and Suggestions:

- Design - Reproduce two-page questionnaire onto front and back side of one piece of paper. Stack answer choices to facilitate readability.
- Conduct/sample -
- Analysis -

- Reporting - The report should include a more detailed introduction, in addition to sections which discuss the particular methodology used, conclusions drawn and follow-up activities proposed. The methodology section should include information regarding sample size. Provide a demographic summary of all respondents, rather than giving a breakdown per response rating. A question-by-question analysis should have initially been performed, followed by providing an overall evaluation of the office's services. To present results in a more professional, effective manner, convey a segment of the results pictorially (e.g., tables and or graphs) rather than merely listing them.
- Distribution of Results - Results should be easily attained.

**Perception Study  
HOUSING AND RESIDENCE**

I. Description: The “Perception Study (1997)” examines how students perceive their living environment.

II. Rating:

Area Examined	Excellent	Good	Average	Below Average	Poor
Content	X				
Design		X			
Conduct/sample		X			
Analysis		X			
Reliability of Results		X			
Reporting		X			

III. Comments:

- Content - Excellent coverage of survey topics (e.g. facilities: “The facilities are well-maintained”; student knowledge about services: “I am aware of planned activities taking place in my residential area”. Questions appearing on survey are more than adequate for obtaining students’ perceptions on their living environment.
- Design - Space provided for students comments/good strategic positioning of comment section at survey’s conclusion (follows funnel design). Survey instrument was legible—different topic headings appeared in bold print, with sufficient space between questions. The survey instrument should be decreased in length—currently composed of 6 pages/ 78questions. The rating system employed (e.g. Yes, No, N/A) is a contributing factor to the large percentage of reported responses to be classified as “not applicable”.
- Conduct/sample - The study has a large sample size (N=1638) and an above average response rate (57.3%). Poor choice of timing in survey distribution—surveys were distributed near Thanksgiving recess, when students typically leaving campus and/or start to prepare for finals.
- Analysis - Good.
- Reliability of Results - Good.
- Reporting - Question-by-question analysis provided, along with a one page summary on demographics.

IV. Recommendations/Suggestions for Improvement:

- Design - Decrease the survey instrument’s length (currently 6 pages/ 78questions). Employ a rating system which decreases/eliminates the possibility of obtaining a neutral response.
- Conduct/sample - Administer surveys near the beginning of the semester to avoid conflict(s) with exams and or holidays/semester breaks.
- Analysis -
- Reporting - Visually display results (e.g. tables, graphs).
- Distribution of Results -

**The Division of Information Technologies and Resources Annual Survey  
COMPUTER SERVICES AND TELECOMMUNICATIONS**

I. Description: “The Division of Information Technologies & Resources Annual Survey”: (1) assesses faculty, students and staff’s satisfaction with telephone, phone-mail, e-mail, internet facilities and academic computing services; (2) assesses faculty, students and staff’s satisfaction with public access computer laboratories, administrative information systems, computer store, help desk, pc maintenance, and local area network reliability; (3) makes an annual satisfaction assessment with policy and advisory committees.

II. Survey Rating:

Area Examined	Excellent	Good	Average	Below Average	Poor
Content		X			
Design		X			
Conduct/sample					X
Analysis				X	
Reliability of Results		X			
Reporting				X	

III. Comments:

- Content - Good coverage of survey topics.
- Design - A larger print-type, along with additional space between questions would make the survey instrument more legible to its respondents. The rating system employed (five-point Likert Scale) allowed for response neutrality to occur.
- Conduct/sample - Sample size and response rate were not disclosed. No discussion on the method in which participants were selected for the study.
- Analysis - Below Average.
- Reliability of Results - Good.
- Reporting - Specific follow-up activities to the survey presented in report (e.g., “additional T1 internet link added in May and another planned in July”). No demographic summary provided in report (e.g. breakdown on gender, age, educational level, years in attendance, etc...) even though this information was requested by the survey. No formal technical report was submitted for review (only a unit performance report—2 page summary—with sections on the (1) unit’s mission; (2) performance measurement; (3) measurement results; and (4) results utilization plan). Conversely, future reports should contain a description of the study’s purpose, methodology, results (in greater depth), and conclusion, aside from presenting overall percentages and specific follow-up activities as was done.

IV. Recommendations AND Suggestions:

- Design - Use a larger print-type, along with additional space between questions to make the survey instrument more easily readable. Employ a rating system which decreases/eliminates the possibility of response neutrality.
- Conduct/sample -

- Analysis -
- Reporting - Methodology section should contain information with respect to sample size and response rate. Additionally, the method in which participants were selected should be discussed. A demographic summary should be provided in the report. Future reports should contain a description of the study's purpose, methodology, results (in greater depth) and conclusion, aside from presenting overall percentages and specific follow-up activities.
- Distribution of Results - Results should be easily attained.

**Office of Student Activities (OSA) Survey  
Knights of the Round table (KOR) Survey  
OFFICE OF STUDENT ACTIVITIES**

I. Description: The OSA and KOR Surveys measure student’s satisfaction with staff, programming, level of support received, and information presented at the meetings.

II. Survey Description:

Area Examined	Excellent	Good	Average	Below Average	Poor
Content				X	
Design			X		
Conduct/sample					X
Analysis					X
Reliability of Results				X	
Reporting					X

III. Comments:

- Content - Usage of the services was the only topic examined for specific services. Satisfaction, students’ knowledge, and importance of services were examined in a general way. Accessibility to services, facilities, importance of services, timeliness of services and demographics of respondents were not addressed.
- Design - The one page length was appropriate as was the appearance, word clarity, and consistency of the questions. The design flow was average and the rating system was poor. Space was not provided for comments.
- Conduct/sample - The survey was administered by convenience (N = 20-30). The response rate and method of administration were not indicated.
- Analysis - Not indicated
- Reliability of Results - Below average.
- Reporting - Poor.

IV. Recommendations and Suggestions:

- Areas that need to be evaluated are accessibility to services, facilities, importance of services, timeliness of service, and demographics of respondents. Which organizations know about and use the services provided by OSA.
- Design - Survey should be reformatted to include rating systems across all questions beginning with general and concluding with more specific. Yes/no questions should be avoided. Demographics of student organization should be placed at the end of the survey followed by open-ended questions.
- Conduct/sample - Surveys could be administered to individual students and representatives from university organizations randomly. This would provide information about who knows about OSA and its services.
- Analysis - The survey analysis should state what type of analysis was used. The means and standard deviations should be provided and cross tabulations could be conducted (e.g., crossing demographics with satisfaction of services or knowledge

- about services). Graphs and charts would present the data in a more meaningful way.
- Reporting - Development of reporting includes sample size, response rate, and size of sampling error. A purpose of the study needs to be stated, how the participants were contacted, identification of the sample group, how the questionnaire was administered, and an overall descriptive summary of results followed by more detailed results. Use tables and graphs appropriately for easier access of results. Relate the data to questions addressed by study. Diplomatically recommend actions based on the findings. Suggest ideas for further research that were raised by the present study.
  - Distribution of Results - Results should be shared with the Quality Initiatives Office and be easily attained by others who have interest in student activities.

**Orientation 1997/Freshman Evaluation  
Orientation 1997/Transfer Evaluation  
ORIENTATION OFFICE**

I. Description: The “Orientation 1997/Freshman Evaluation & the Orientation 1997/Transfer Evaluation” both were constructed to evaluate freshmen and transfer students’ opinions concerning the orientation process.

II. Rating:

Area Examined	Excellent	Good	Average	Below Average	Poor
Content	X				
Design	X				
Conduct/sample		X			
Analysis		X			
Reliability of Results		X			
Reporting		X			

III. Comments:

- Content - Excellent coverage of examined survey topics (e.g. service personnel: “My O-Team member was knowledgeable about UCF; student knowledge about services: “The student life small groups with an O-Team member made me aware of campus services and resources; etc...).
- Design - Excellent flow/organization through the usage of a funnel-design format used in construction of the survey. Good placement of comment section (survey’s end). Good page length (1 page/front & back sides). Good section identification (title headings written in all-capitalization, bold print).
- Conduct/sample - The study has a large sample size (N=5567) and an above average response rate (65.5% for freshmen/ 48.9% for transfers).
- Analysis - Good.
- Reliability of Results - Good.
- Reporting - Contents include all major section headings—Introduction, Methodology, Results, Conclusions and Follow-Up Activities, in addition to providing a preface, assessment highlights and pictorial representation of results. Clarity of results—well written and as mentioned above, visually displayed. Specific follow-up activities discussed—e.g., “review what advance information to sent participants is in order as well as the registration procedures”. General information data was not incorporated into written report (e.g., survey questions: “where will you be living during the semester; Do you have children; What age group to you belong to” etc). Clarification required in methodology section: It was stated that receipt of fee invoices was contingent upon receipt of students’ completed surveys. 5567 surveys were reported to have been administered and 3167 completed. This leads to the question regarding the remaining 2400 students. Did they still receive their fee invoice despite their failure to complete the survey?

IV. Recommendations and Suggestions:

- Design -

- Conduct/sample -
- Analysis -
- Reporting - Incorporate general information findings into written report. The report should address the question of what came of the 2400 students who did not complete the survey—did they not receive their fee invoice as was originally specified.
- Distribution of Results -

**Recreational Services Questionnaire**  
**OFFICE OF RECREATIONAL SERVICES**

I. Description: The Recreational Services Questionnaire examines the students' impression of the program offered by the Office of Recreational Services.

II. Survey Rating:

Area Examined	Excellent	Good	Average	Below Average	Poor
Content	X				
Design		X			
Conduct/sample			X		
Analysis				X	
Reliability of Results			X		
Reporting				X	

III Comments:

- Content - The satisfaction of the students was determined by asking general questions concerning the programs offered, staff courtesy, and condition of the facility. The importance of the service and specific demographics other than gender were not examined.
- Design - The overall design of the survey is good. The word clarity, consistency and organization of questions, length of the survey, and space provided for comments are satisfactory. The rating system is adequate and the improper spacing of questions deems the appearance of the survey inappropriate.
- Conduct/sample - It was not indicated how the sample (N = 339) was administered (i.e., random, convenience). The method of administration was not specified.
- Analysis - The descriptive statistics used were percentages. Not all parts of the survey were evaluated.
- Reliability of Results - Average.
- Reporting - Below average.

IV. Recommendations and Suggestions:

- Areas that need to be evaluated are the importance of the services and more comprehensive demographics.
- Design - The survey should open with general questions that grab the student's attention. More complete demographics should be placed at the end prior to the open ended questions. Yes/no questions should be avoided.
- Conduct/sample - A greater number of students should be randomly sampled across the university. Only surveying those who use the service within a given time period does not provide information about the overall percentage of the student population who use it.
- Analysis - The survey analysis should state what type of analysis was used. A professionally written report would contain graphs and charts within the text for easier access of important information. The means and standard deviations should be provided and cross tabulations conducted.

- Reporting - Development of reporting includes sample size, response rate, and size of sampling error. A purpose of the study needs to be stated, how the participants were contacted, identification of the sample group, how the questionnaire was administered, and an overall descriptive summary of results followed by more detailed results. Use tables and graphs appropriately for easier access of results. Relate the data to questions addressed by study. Diplomatically recommend actions based on the findings. Suggest ideas for further research that were raised by the present study.
- Distribution of Results - Results should be easily attained.

**Student Survey  
REGISTRAR's OFFICE**

I. Description: The Student Survey measures the students attitudes and perceptions about a variety of Registrar Office services.

II. Survey Rating:

Area Examined	Excellent	Good	Average	Below Average	Poor
Content		X			
Design	X				
Conduct/sample			X		
Analysis		X			
Reliability of Results		X			
Reporting			X		

III. Comments:

- Content - Each topic was examined across various services but not every service was covered comprehensively. Touch-tone registration was the only service covered under every topic.
- Design - The overall design was excellent. The length could be shortened and open ended questions or a comment section could be added.
- Conduct/sample - The sample size (N = 143) is small thus error will be greater. This survey appears to be administered with a convenient sample through colleges, offices of student support and in-class.
- Analysis - Percentages were reported for each answer on the Likert scales.
- Reliability of Results - Good.
- Reporting - The appearance of the report was neat and orderly. A specific purpose of the survey is not stated, only why the survey is designed. There was no information provided about which colleges, offices of student support, or classes were used for distribution of the survey. The sample of students was not described by age or gender nor was other demographic information reported. The graphs depicting the results were not placed next to the verbal description but were placed at the end of the report. Placement of the graphs within the text would have led to easier reading and understanding of the data. A separate section for conclusions was not written for this report.

IV. Recommendations and Suggestions:

- Areas that need to be evaluated more thoroughly across all offered services are usage of services, quality/satisfaction, and student knowledge about the existence of services. Accessibility, importance, efficiency/timeliness, and facilities are specific areas that need to be addressed across most of the available services.
- Design - The survey should have a title and be ideally one page long. A short comment section should be added at the end of the survey.
- Conduct/sample - A truly random sample with a greater number of students responding (at least N = 1000) would reduce sampling error by 3%.

- Analysis - The survey analysis should state what type of analysis was used. The graphs should be placed within the text. The means and standard deviations should be provided and cross tabulations conducted. The demographics need to be analyzed.
- Reporting - Development of reporting should state sample size, response rate, and size of sampling error. A purpose of the study needs to be stated, how the participants were contacted, identification of the sampling group, how the questionnaire was administered, and an overall descriptive summary of the results followed by more detailed results. Appropriate use of tables and graphs. Relate data to questions addressed by the study.
- Distribution of Results - Should be easily attained. Any findings pertaining to registration problems within a specific college should be sent to the proper authority.

**Supplemental Instruction Program Evaluation; Tutor Evaluation; Pegasus Program Evaluation; Standardized Test Preparation Class Evaluation; Hours of Service Survey;  
General: Tell us who brightened your day; How can we improve?  
STUDENT ACADEMIC RESOURCE CENTER**

I. Description: The Supplemental Instruction Program Evaluation; Tutor Evaluation; Pegasus Program Evaluation; Standardized Test Preparation Class Evaluation (Clast, GRE); Hours of Service Survey; and general questionnaires: Tell us who brightened your day; How can we improve? measure the students level of satisfaction with the programs and services offered by the Student Academic Resource Center.

II. Survey Rating:

Area Examined	Excellent	Good	Average	Below Average	Poor
Content			X		
Design		X			
Conduct/sample				X	
Analysis			X		
Reliability of Results			X		
Reporting				X	

III. Comments:

- Content - Not all services provided by SARC were represented. Not all topics were covered on the three specific surveys. Only usage, personnel, and quality/satisfaction were examined for Clast preparation classes, supplemental instruction, and tutors. Demographics of respondents are rated from poor to average depending on the evaluation form or questionnaire. Accessibility was determined through open-ended questions. Importance, efficiency/timeliness, facilities, and knowledge about the existence of services were not examined.
- Design - The design ranged from good to excellent for each specific evaluation form and questionnaire.
- The surveys were administered upon completion of the program. The number of participants was not indicated.
- Analysis - Only one overall percentage rate was given for student satisfaction with SARC's services and programs.
- Reliability of Results - Average.
- Reporting - Below average.

IV. Recommendations and Suggestions:

- Areas that need to be evaluated are accessibility to services, facilities, student knowledge about services, importance of services, and timeliness of services.
- Design - Designing one survey to meet all services may be more proficient. The responses from past open-ended questionnaires could be used for designing a new survey with specific questions derived from these answers. Opening the

survey with general questions that lead to more specific areas should capture the student's attention. Demographics and short succinct open-ended questions should be at the end of the survey.

- Conduct/sample - Administering a survey across campus would give better insight into students' knowledge about the service, accessibility, the facilities, and the importance of the service. None of these topics were answered in the present surveys.
- Analysis - The survey analysis should state what type of analysis was used. The graphs should be placed within the text. The means and standard deviations should be provided and cross tabulations conducted. The demographics need to be analyzed.
- Reporting - Development of reporting includes sample size, response rate, and size of sampling error. A purpose of the study needs to be stated, how the participants were contacted, identification of the sample group, how the questionnaire was administered, and an overall descriptive summary of results followed by more detailed results. Use tables and graphs appropriately for easier access of results. Relate the data to questions addressed by study. Diplomatically recommend actions based on the findings. Suggest ideas for further research that were raised by the present study.
- Distribution of Results - Results should be sent to all colleges and department heads.

**“How Well Are We Helping You”  
STUDENT ACCOUNTS OFFICE/CASHIERS**

I. Description: The “How Well Are We Helping You” Survey obtains the students views on how well they were helped when using the Student Accounts Office/Cashiers services.

II. Survey Rating:

Area Examined	Excellent	Good	Average	Below Average	Poor
Content				X	
Design				X	
Conduct/sample			X		
Analysis			X		
Reliability of Results				X	
Reporting				X	

III. Comments:

- Content - All of the services provided by this office were listed on the back of the survey. The survey questions pertained to the employees knowledge of service and how the personnel served the student. Only satisfaction, service personnel, and timeliness of service were addressed. It is assumed it is across the thirteen services mentioned on the survey. The accessibility to services, facilities, usage of services, student knowledge about services, importance of services and demographics of respondents were not examined.
- Design - For the most part the survey instrument was poorly designed. The length was appropriate as was the space provided for comments. The questions were not consistent and the wording was not clear. Students responded with comments and suggestions that were not specific to the Student Accounts Office.
- Conduct/sample - Approximately 15,000 survey forms were distributed. The response rate of 2.7% (N = 311) was very poor.
- Analysis - Percentages were reported for each answer on the rating scale.
- Reliability of Results - Below average.
- Reporting - The results were listed on a one page memorandum. A specific purpose for the student was not stated. It was not reported how the participants were chosen and the sample of students was not described. The demographics sought were whether the participant was a student, faculty, staff, or other. A table showing the percentages for each question was easily read. There were no graphs or charts presented. Conclusions were not written for this memorandum.

IV. Recommendations and Suggestions:

- Areas that need to be evaluated are the accessibility to services, facilities, usage of services, student’s knowledge about services, the importance of services, and demographics of respondents. Questions should be department specific.
- Design - The survey should open with general questions that grab the student’s attention. More complete demographics should be placed at the end prior to the

open ended questions. Yes/no questions should be avoided. The areas of service should be incorporated into the questions.

- Conduct/sample - Mass mailings are appropriate but should not be sent with statements for fees. Responses may increase if they are mailed separately.
- Analysis - The survey analysis should state the type of analysis used. The means and standard deviations should be provided and cross tabulations conducted (e.g., cross tabulations of types of services with satisfaction questions could produce more conclusive results). Placement of graphs and charts within the text will provide easier access to important information.
- Reporting - Development of reporting includes sample size, response rate, and size of sampling error. A purpose of the study needs to be stated, how the participants were contacted, identification of the sample group, how the questionnaire was administered, and an overall descriptive summary of results followed by more detailed results. Use tables and graphs appropriately for easier access of results. Relate the data to questions addressed by study. Diplomatically recommend actions based on the findings. Suggest ideas for further research that were raised by the present study.
- Distribution of Results - Results should be easily attained. Findings could be sent to department heads.

**Student Satisfaction Survey**  
**OFFICE OF STUDENT FINANCIAL ASSISTANCE**

I. Description: The Student Satisfaction Survey measures student's level of satisfaction with services offered by the Office of Student Financial Assistance.

II. Survey Rating:

Area Examined	Excellent	Good	Average	Below Average	Poor
Content			X		
Design		X			
Conduct/sample			X		
Analysis			X		
Reliability of Results		X			
Reporting				X	

III. Comments:

- Content - Not every service was covered comprehensively. Each topic was examined on at least one service except for demographics of respondents. Specific groups receiving assistance were targeted for the last four survey questions. Students knowledge about services was only asked about the voice response system, *Direct Talk*.
- Design - The overall design of the survey is good. The length of the survey is appropriate. The appearance is good as is the consistency and the flow of questions. Grading systems using A, B, C, D, or F are inconsistent across respondents which result in a poor to fair rating system. Space is not provided for comments.
- Conduct/sample - It appears the sample (N = 176) was random with a response rate of 12%. The method of administration was not indicated.
- Analysis - Trends were noted for three different groups receiving financial assistance and the last four survey questions. Percentages were reported for each answer.
- Reliability of Results - Good.
- Reporting - Below average.

IV. Recommendations and Suggestions:

- Areas that need to be evaluated are the demographics of students who use the services of this office. Each topic should be examined for each service.
- Design - Likert scales would provide greater face validity than grading scales. Yes/no questions should also be changed to a similar rating system. Demographic and open-ended questions should be placed at the end of the survey.
- Conduct/sample - Information should be provided stating the method of administration. A larger sample size would reduce error.
- Analysis - The survey analysis should state what type of analysis was used. The means and standard deviations should be provided. Additional cross tabulations

- using demographics and other pertinent questions should be conducted. Graphs and charts should be used within the text for easier access of important information.
- Reporting - Development of reporting includes sample size, response rate, and size of sampling error. A purpose of the study needs to be stated, how the participants were contacted, identification of the sample group, how the questionnaire was administered, and an overall descriptive summary of results followed by more detailed results. Use tables and graphs appropriately for easier access of results. Relate the data to questions addressed by study. Diplomatically recommend actions based on the findings. Suggest ideas for further research that were raised by the present study.
  - Distribution of Results - Results should be easily attained.

**Student Health Services Survey**  
**STUDENT HEALTH SERVICES**

I. Description: The Student Health Services Survey measures the student’s level of satisfaction with services offered by the Student Health Center at the University of Central Florida.

II. Survey Rating:

Area Examined	Excellent	Good	Average	Below Average	Poor
Content	X				
Design	X				
Conduct/sample		X			
Analysis	X				
Reliability of Results	X				
Reporting		X			

III. Comments:

- Content - All of the topics were examined across the survey. Efficiency/timeliness, quality/satisfaction, and knowledge about existence of service covered all services offered. Knowledge about the service was determined within the Likert scale (i.e., “no basis for judgment”). Accessibility to services, facilities, usage of services, and importance of services were examined within general questions. Staff was examined as a service because of the nature of the Student Health Center (nurses, physicians, Physicians Assistants, Nurse Practitioners). Importance of services was addressed by an open-ended question asking the individual to list the services that are necessary and are not available. Students were asked to rate the efficiency/timeliness of the Student Health Center’s operation and choose the level of overall satisfaction of services provided by the Student health Center.
- Design - The reliability, word clarity, and organization of the questions are excellent. The rating system scales, appearance of the survey, and space provided for comments are also found to be excellent. The preferred length of a survey is one page.
- Conduct/sample - The survey was placed in various locations around campus with confidential drop boxes, thus providing a sample by convenience (N = 589).
- Analysis - The descriptive statistics consisted of percentages and were presented in graphs and charts. Cross tabulations were conducted with respect to age and areas of interest. Only one question was crossed with gender, Student Health Insurance.
- Reliability of Results - Excellent.
- Reporting - The appearance of the report was professional. The purpose of the study was to assess student health services. Surveys and confidential drop boxes were placed in the library, the office of Housing and Residential Life, the Multicultural Student Services office, and the Student Health Center. Surveys were also distributed and collected at the Tri Delta sorority house, and in the sexual responsibility and medical self assessment classes offered by the Student Health Center. Samples were therefore by convenience. Cross tabulations of age with

respect to other areas are in text form. The Numbers and percentages of demographics are placed in a chart in the Appendices. The results are clearly defined in text form and in charts and graphs. A summary is provided which restates the results without percentages. A follow-up specifies that the survey will be administered annually in order to enhance the quality of service provided by the Student Health Center.

#### IV. Recommendations and Suggestions:

- An additional area that needs to be evaluated is the demographic age group.
- Design - The survey should not exceed one page, thus spacing the questions differently could reduce the existing survey to the appropriate length. The demographic age group of 26 or over should be divided into three age categories (i.e., 26 - 35; 36 - 45; 46 or over).
- Conduct/sample - A random mail out of surveys could provide greater information on who uses the Student Health Center services.
- Analysis - The survey analysis should state what type of analysis was used. Use of means and standard deviations of important survey areas will provide meaningful information about the results. Charts and graphs should be within the text for easier transference of information.
- Reporting - Development of reporting includes sample size, response rate, and size of sampling error. A purpose of the study needs to be stated, how the participants were contacted, identification of the sample group, how the questionnaire was administered, and an overall descriptive summary of results followed by more detailed results. Use tables and graphs appropriately for easier access of results. Relate the data to questions addressed by study. Diplomatically recommend actions based on the findings. Suggest ideas for further research that were raised by the present study.
- Distribution of Results - Results should be made available to anyone who has an interest in this service.

**Evening Student Services Survey**  
**STUDENT INFORMATION AND EVENING/WEEKEND STUDENT SERVICES**

I. Description: The Evening Student Services Survey measures the students level need for information or assistance of specified areas of service.

II. Survey Rating:

Area Examined	Excellent	Good	Average	Below Average	Poor
Content		X			
Design		X			
Conduct/sample		X			
Analysis		X			
Reliability of Results		X			
Reporting			X		

III. Comments:

- Content - The first section of the survey covered the demographics of the student (i.e., classification, age, gender, employment, status, major, reasons student comes to campus besides attending class, etc.). The second section of the survey addressed the personal need for information or assistance with 28 areas of services. The extension of the bookstore and library hours, offering more courses to students, and professors' office hours were examined for accessibility and timeliness. Registration assistance and professor's office hours examined service personnel. Most of the topics appear to be covered in one way or another except for the student's satisfaction of services.
- Design - The overall design of the survey is good. The second section of the survey asking the level of need for information or assistance was somewhat ambiguous. Perhaps the student did not want information or assistance with an area of service but felt there was a need to have that service available for evening students.
- Conduct/sample - The survey was administered randomly by mail to 2,000 evening students. The response rate was 31% (N = 617).
- Analysis - The analysis used descriptive statistics. Percentages were reported on the demographic and level of need results. The type of analysis was not indicated.
- Reliability of Results - Good.
- Reporting - The written report is informal and provides a short introductory paragraph. The report is predominantly percentages of results. The purpose was to ascertain what programs and services are most needed by evening students. The survey was mailed to 2,000 randomly selected evening students. A sample of 617 responses was received. A summary of demographics are not given in the report. The results are written clearly and are easily understood. Conclusions are not given in this report. Follow-up is not indicated.

IV. Recommendations and Suggestions:

- The area that needs to be evaluated is satisfaction with services.

- Design - The survey should begin with general questions that lead to more specific questions. Only relevant demographic questions should be addressed and placed at the end of the survey. This type of questioning should be followed by open-ended questions. Students comments can generate new questions for future surveys.
- Conduct/sample - Almost half of the respondents were graduate students. The evening student population that was randomly selected may have come from a restricted group of evening students.
- Analysis - The survey analysis should state what type of analysis was used. Charts and graphs should be placed within the text and illustrate important means and standard deviations. Cross tabulations should be conducted to provide a clearer view of the type of student and the needs that student has.
- Reporting - Development of reporting includes sample size, response rate, and size of sampling error. A purpose of the study needs to be stated, how the participants were contacted, identification of the sample group, how the questionnaire was administered, and an overall descriptive summary of results followed by more detailed results. Use tables and graphs appropriately for easier access of results. Relate the data to questions addressed by study. Diplomatically recommend actions based on the findings. Suggest ideas for further research that were raised by the present study.
- Distribution of Results - Results should be easily attained by all who are interested in the results. A copy of the results should be sent to every area of service represented on the survey.

**Student Legal Services - How's Our Service?  
STUDENT AFFAIRS/STUDENT LEGAL SERVICES**

I. Description: The Student Legal Service - How's Our Service? survey measures the satisfaction of legal services provided to students by the Student Affairs/Student Legal Services office.

II. Survey Rating:

Area Examined	Excellent	Good	Average	Below Average	Poor
Content				X	
Design		X			
Conduct/sample		X			
Analysis			X		
Reliability of Results		X			
Reporting				X	

III. Comments:

- Content - The nature of the students' problems were listed on the survey (e.g., Landlord/tenant, auto accident, criminal, etc.). Classifying these problems as particular types of services offered by this office, it was found that only importance, personnel, and quality/satisfaction of services were examined on the survey.
- Design - The survey design was fairly consistent and the wording and organization were clear. The length of the survey and the appearance were appropriate. There was adequate space provided for comments. The rating scales were good overall.
- Conduct/sample - The sample chosen appeared to be representative. The method of administration was not indicated but appears to have been mailed to each student who had used the Student Legal Services as their file was closed.
- Analysis - The descriptive statistics used were percentages. The overall satisfaction of service was evaluated.
- Reliability of Results - Good.
- Reporting - Below average.

IV. Recommendations and Suggestions:

- Areas that need to be evaluated are accessibility to services, facilities, usage of services, student knowledge about services, timeliness of service, and demographics of respondents.
- Design - The beginning of the survey should open with general questions, then proceed to specific questions (e.g., Nature of your problem). These types of questions should be followed by demographics and open ended questions.
- Conduct/sample - Mail out a greater number of surveys to past and present clients to ensure a greater sample size.
- Analysis - The survey analysis should state what type of analysis was used. A professionally written report would contain graphs and charts within the text for easier access of important information. The means and standard deviations should be provided and cross tabulations conducted.

- Reporting - Development of reporting includes sample size, response rate, and size of sampling error. A purpose of the study needs to be stated, how the participants were contacted, identification of the sample group, how the questionnaire was administered, and an overall descriptive summary of results followed by more detailed results. Use tables and graphs appropriately for easier access of results. Relate the data to questions addressed by study. Diplomatically recommend actions based on the findings. Suggest ideas for further research that were raised by the present study.
- Distribution of Results - Results should be easily attained.

**Admitted Student Questionnaire Plus  
UNDERGRADUATE ADMISSIONS**

I. Description: The Admitted Student Questionnaire Plus measures the newly accepted students' impression and experience with the University of Central Florida.

II. Survey Rating:

Area Examined	Excellent	Good	Average	Below Average	Poor
Content		X			
Design	X				
Conduct/sample			X		
Analysis	X				
Reliability of Results		X			
Reporting					X

III. Comments:

- Content - The characteristics of the college were of greater concern than specific services. Most of the topics were covered over the few services found embedded within the questionnaire. The topics examined on this survey included accessibility to services, facilities, satisfaction with services, usage of services, importance of services, service personnel, timeliness of service, and demographics of respondents. Usage of services was examined for financial aid only. Student knowledge about services and the timeliness of service were not addressed. This survey was used more for providing perceptions about the Academics and Financial Aid at this university and was employed for marketing tactics.
- Design - The survey design was excellent across all areas examined except for the length. A survey of this magnitude may not be modifiable to a one page length, but it could be shortened somewhat. Only one question out of a total of 69 was somewhat ambiguous.
- Conduct/sample - A random sample of freshmen students replied after receiving the questionnaire in the mail. The sample size and response rate were not indicated.
- Analysis - The analysis was conducted by an independent investigator. Descriptive statistics used were percentages. Cross tabulations were conducted and displayed in graphs or charts.
- Reliability of Results - Good.
- Reporting - N/A

IV. Recommendations and Suggestions:

- It was indicated this survey will not be given to students again. It appears the cost is very high, and there is no significant reason for further questioning.

**Honors Technology Use Survey, Student Evaluation of Symposium,  
and Student Evaluation of Symposium Team Leaders  
UNIVERSITY HONORS PROGRAM**

I. Description: The “Honors Technology Use Survey, Student Evaluation of Symposium, and Student Evaluation of Symposium Team Leaders” examine academic technology (needs/history/use) for incoming honors freshmen, in addition to honors freshmen satisfaction with honors symposium and team leaders.

II. Survey Rating:

Area Examined	Excellent	Good	Average	Below Average	Poor
Content	X				
Design		X			
Conduct/sample			X		
Analysis			X		
Reliability of Results			X		
Reporting			X		

III. Comments:

- Content - Excellent coverage of survey topics (e.g. service personnel: “Rate your team leader in the following areas”, etc). Survey questions are adequate for meeting objectives. Limited number of questions pertaining to demographics.
- Design - Surveys were kept to a reasonable length (1 page each). Adequate space between questions/stacking of answer choices facilitates readability. Include purpose of study on questionnaire.
- Conduct/sample - Although response rate was specified, sample size was not.
- Analysis - Average.
- Reliability of Results - Average.
- Reporting - Specific follow-up activities were mentioned—e.g., “Grouping teams by majors; weekly student contacts by team leaders; incentives for perfect attendance”; etc). Need to incorporate both Methodology and Discussion sections into report. Flow of material might be enhanced by combining current sections (“Rationale; Background; Organization; and Goals”) into an Introduction.

IV. Recommendations and Suggestions:

- Design - Construct additional survey questions pertaining to subject demographics.
- Conduct/sample -
- Analysis -
- Reporting - Include purpose of study on questionnaire form. Specify sample size in written report. Additionally, need to incorporate both methodology and discussion sections into report. Flow of material might be enhanced by combining current sections: Rationale, Background, Organization and Goals into an Introduction.
- Distribution of Results - Results should be easily attained.

**Veterans Education Benefits Survey**  
**OFFICE OF VETERANS AFFAIRS**

I. Description: The Veterans Education Benefits Survey measures the student’s level of satisfaction with services offered by the UCF office of Veterans Affairs and the U.S. Department of Veterans Affairs.

II. Survey Rating:

Area Examined	Excellent	Good	Average	Below Average	Poor
Content			X		
Design		X			
Conduct/sample			X		
Analysis			X		
Reliability of Results			X		
Reporting				X	

III. Comments:

- Content - Satisfaction of respondents was determined by asking general questions concerning the services offered, the information provided by the UCF Office of veterans Affairs staff and the U.S. department of Veterans Affairs staff, and the overall quality of service provided by these offices. The topics examined on the survey included the accessibility to services, satisfaction with services, student knowledge about services, service personnel, and timeliness of service (satisfaction and student knowledge were asked across all services). The facilities, usage and importance of services, and demographics of respondents were not examined.
- Design - The overall design of the survey is good. Word clarity is excellent and the consistency and organization of questions are more than satisfactory. The rating system, length and appearance are adequate. There is more than ample space provided for comments at the end.
- Conduct/sample - It was not indicated how the sample (N = 260) was administered (i.e., random, convenience). The survey was mailed to students with an enclosed envelope for easy return.
- Analysis - The descriptive statistics used were percentages.
- Reliability of Results - Average.
- Reporting - Below average.

IV. Recommendations and Suggestions:

- Areas that need to be evaluated are facilities, usage of services, importance of services, and demographics of respondents
- Design - Demographics should be added to the end of the survey followed by the open-ended questions. This survey could be shortened to one page by spacing the questions in a different pattern.
- Conduct/sample - State how the survey was administered and how the participants were selected.

- Analysis - The survey analysis should state what type of analysis was used. A professionally written report would contain graphs and charts within the text for easier access of important information. The means and standard deviations should be provided and cross tabulations conducted.
- Reporting - Development of reporting includes sample size, response rate, and size of sampling error. A purpose of the study needs to be stated, how the participants were contacted, identification of the sample group, how the questionnaire was administered, and an overall descriptive summary of results followed by more detailed results. Use tables and graphs appropriately for easier access of results. Relate the data to questions addressed by study. Diplomatically recommend actions based on the findings. Suggest ideas for further research that were raised by the present study.
- Distribution of Results - Results should be easily attained.