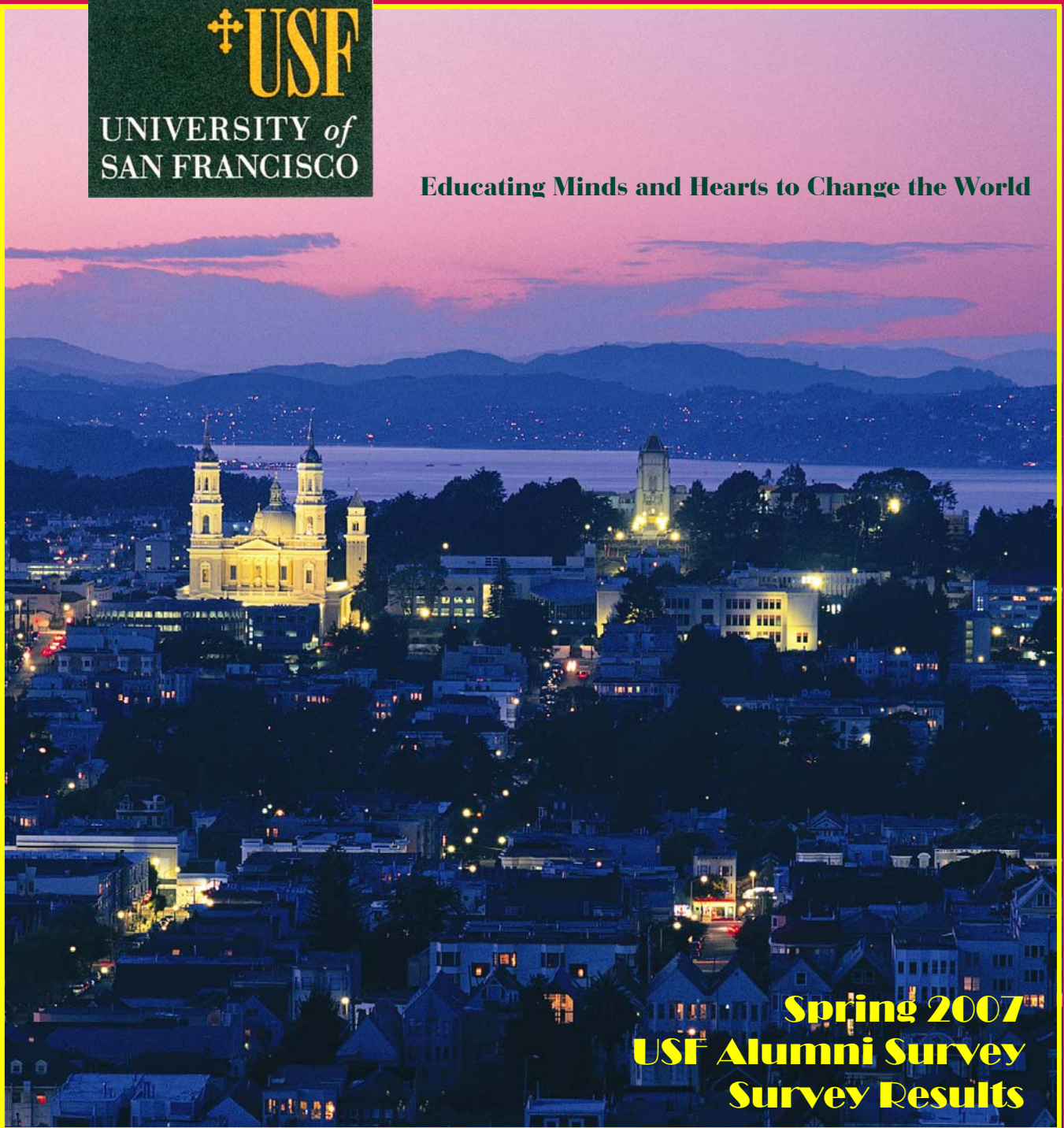




Educating Minds and Hearts to Change the World



**Spring 2007
USF Alumni Survey
Survey Results**

**Office of Institutional Assessment
June 30, 2007**

Table of Contents

Introduction	2
Table A: Gender	2
Table B: Ethnicity	2
Table C: College in which degree was earned	3
Results	4
Overall Satisfaction	4
Achievement of Mission-Related Outcomes	4
Achievement of Core Curriculum Goals	4
Global and International Preparedness	5
Diversity	5
Job Preparedness and Civic Duty	5
College Learning for the New Global Century	5
Tables: Overall Perceptions of USF	6
Table 1: Overall Satisfaction	6
Overall	6
Table 2: Mission and Values	6
Overall	6
Table 3: Core Curriculum Goals	7
Table 4: Global and International Preparedness	7
Table 5: Diversity	7
Table 6: Job Preparedness and Civic Duty	8
Overall	8
Table 7: Learning Outcomes Proposed in “College Learning for the New Global Century”	8
Overall	8
Perceptions of USF by Demographic Groups	10
Satisfaction with USF	10
Achievement of Mission-Related Outcomes	10
Achievement of Core Curriculum Goals	10
Global and International Preparedness	11
Diversity	11
Job Preparedness and Civic Duty	11
College Learning for the New Global Century	11
Perceptions of USF by Demographic Groups	12
Table 8: Satisfaction with USF	12
Table 9: Mission and Values	13
Table 10: Core Curriculum Goals	15
Table 11: Global and International Preparedness	16
Table 12: Diversity	17
Table 13: Job Preparedness and Civic Duty	18
Table 14: Learning Outcomes Proposed in “College Learning for the New Global Century”	19
Appendix:	21
1. Alumni Survey	21
2. Job demographics	33
Arts and Sciences	33
School of Business Administration and Management	63
College of Professional Studies	72
School of Nursing	86
3. Open-ended Comments	92
Arts and Sciences	92
School of Business Administration and Management	127
College of Professional Studies	137
School of Nursing	165

2007 Survey of Recently Graduated Alumni

Introduction

An online survey of recently graduated alumni (those who received a baccalaureate degree from USF in the last decade) was conducted by the Office of Institutional Assessment during the spring 2007 semester. Approximately 10,000 alumni residing in the United States received a postcard and/or an email message inviting them to participate in the survey. A total of 848 unique and useable surveys were received. Tables A thru C below show the demographic breakdown for all respondents. By way of summary, females responded to the invitation and returned a completed survey at almost twice the number of males. Almost half the respondents were ethnic minorities and over half graduated from the College of Arts and Sciences.

The following report summarizes the results of the survey. Tables 1 through 7 present the results for the whole sample while Tables 8 through 14 present the results of the survey broken down by gender, ethnicity, entering status (freshman or transfer) and college/school where baccalaureate degree was obtained. The original wording of the questions has been preserved throughout the tables presenting the results.

A copy of the Alumni Survey can be found in Appendix 1. Further details of individuals job characteristics sorted by College or School are reported in Appendix 2. Responses to the open-ended questions have been sorted by College or School and are reported in Appendix 3.

Table A: Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Female	535	63.1%	63.7%	63.7%
Male	304	35.8%	36.2%	99.9%
Total	839	98.9%	100%	100%
Missing System	9	1.1%		
Total	848	100%		

Table B: Ethnicity

	Frequency	Percent	Valid Percent	Cumulative Percent
Asian/Asian American/Native Hawaiian/Pacific Islander	155	18.3%	18.6%	18.6%
African American	44	5.2%	5.3%	23.8%
Hispanic/Latino	86	10.1%	10.3%	34.1%
White	426	50.2%	51.0%	85.1%
Multi-ethnic/Multi-racial	58	6.8%	6.9%	92.1%
Other	66	7.8%	7.9%	100.0%
Total	835	98.5%	100%	
Missing System	13	1.5%		
Total	848	100%		

Table C: College in which degree was earned

	Frequency	Percent	Valid Percent	Cumulative Percent
Arts and Sciences	432	50.9%	51.9%	51.9%
Business and Management	138	16.3%	16.6%	68.5%
Professional Studies	191	22.5%	23.0%	91.5%
Nursing	71	8.4%	8.5%	100%
Total	832	98.1%	100%	
Missing System	16	1.9%		
Total	848	100%		

Results

Overall, large proportions of USF's alumni reported high levels of satisfaction with their experiences at USF including academic coursework, acquisition of basic skills and of a comprehensive liberal arts education, and preparedness for their first and current job. High proportions of alumni also reported that USF prepared them to act ethically and for working in a diverse, global environment. Alumni also reported in very large proportions that their experiences while at USF helped them develop as individuals and that USF gave them the skills and sensitivities to contribute to society as change agents and to be "persons for others." There were few differences across gender, ethnicity or college/school that awarded the baccalaureate degree. Alumni who entered USF as freshman students tended to report satisfaction and impact of USF on their lives in greater proportions than those who entered as transfer students. The following pages and tables summarize the results in greater detail.

Overall Satisfaction

Very large proportions of respondents showed a high level of overall satisfaction with their USF experience [Table 1]:

- 95.4% of respondents said that they would recommend USF to others.
- 93.4% of respondents showed high levels of satisfaction with their academic coursework
- 66.7% of respondents expressed satisfaction with academic activities outside the classroom and 55.7% with non-academic extracurricular activities

Achievement of Mission-Related Outcomes

Very large proportions of respondents indicated that their experiences at USF helped them achieve the goals and outcomes included in our current *Vision, Mission and Values* statement. [Table 2]:

- Large proportions of alumni indicated that their experiences at USF helped them develop their values by exploring and defining their value system (91.9%), developing their personal integrity (95.6%), developing their personal identity (90.3%) and fostering a sense of purpose in their lives (90.0%)
- Alumni indicated that USF had helped them appreciate differences in others (93.7%), relate positively to others that were racially/ethnically different from themselves (93.8%), religiously different (90.5%), and to those that came from backgrounds that were socio-economically different (89.6%).
- Alumni were somewhat less certain of the positive aspects of their USF experience for developing spiritual dimensions in their lives (78.5%) or in international issues (79.8%) and technology (75.1%).

Achievement of Core Curriculum Goals

Large proportions of respondents indicated that USF helped them to develop their skills associated with the current Core Curriculum. [Table 3]:

- Large proportions of alumni indicated that they developed their oral and written skills (94.9%), enhanced their ability to express ideas (92.0%), and their ability to analyze quantitative issues (86.7%).

- Alumni developed the capacity to relate positively to racially and ethnically different people (93.87%), religiously different people (90.5%), and to act ethically in their profession (95.9%).
- Alumni were less certain of the positive aspects for developing their understanding of the scientific method (77.9%) or the implications of technology (77.2%).

Global and International Preparedness

- Overall, smaller proportions of alumni expressed being prepared on matters related to awareness of international issues (79.8%). [Table 4]

Diversity

- Large proportions of Alumni reported being prepared to relate positively to individuals who differ in terms of : race/ethnicity (93.8%), religion (90.5%), socio-economic background (89.6%), political beliefs (88.5%), sexual orientation (86.9%).
- Alumni reported that their experiences while at USF helped them become advocates for diversity (87.5%). [Table 5]

Job Preparedness and Civic Duty

Alumni generally reported their being overall prepared for their jobs and prepared in their civic duty [Table 6].

- Large proportions of Alumni reported being prepared for both their first job (92.0%) and their current job (92.1%).
- Large proportions of Alumni related that they had gained the skills to appreciate the needs of others (92.7%), contribute positively to society (95.2%), and be a “person for others” (90.6%).
- Fewer alumni reported that their college major was related to their first job (74.6%) or their current job (74.4%).

College Learning for the New Global Century

- Large proportions of Alumni reported seeking opportunities for continued learning (96.9%) and having a strong desire for ongoing life-long education (92.7%).
- As reported above, Alumni report lower preparation in dealing with technology (75.1%) and with international issues (79.8%). [Table 7]

Tables: Overall Perceptions of USF

Table 1: Overall Satisfaction	Overall
I would recommend USF to others. [1]	95.4%
Looking back at your experiences as a USF student, how satisfied are you NOW with	
your academic coursework experience while at USF? [2]	93.4%
academic activities outside of the classroom offered at USF (e.g. internships, invited speakers, academic clubs, service learning opportunities, etc.)? [2] [3]	66.7%
non-academic extra-curricular activities that were offered at USF. (e.g. student clubs and organizations, intramural sports, sorority or fraternity, etc.)? [2] [4]	55.7%
SOURCE: USF Alumni Survey 2007	
Notes:	
[1] Percentage of respondents indicating "Strongly Agree" or "Agree"	
[2] Percentage of respondents indicating "Very Satisfied" or "Satisfied."	
[3] 17.3% of the respondents indicated they "did not participate in any activities."	
[4] 27.3% of the respondents indicated they "did not participate in any activities."	

Table 2: Mission and Values	Overall
My experiences while at USF have helped me to	
explore and define my value system. [2]	91.9%
develop spiritual dimensions of life. [2]	78.5%
How well did USF prepare you in	
developing your personal integrity? [1]	95.6%
developing leadership skills? [1]	88.1%
meeting the demands of technology in today's global environment? [1]	75.1%
becoming more aware of international issues? [1]	79.8%
My experiences while at USF gave me the skills to	
participate in activities that assist the underserved and marginalized. [2]	82.7%
take action on moral and ethical issues. [2]	88.4%
contribute positively to society. [2]	95.2%
act ethically in my profession. [2]	95.9%
appreciate the needs of others. [2]	92.7%
be a "person for others." [2]	90.6%
My experiences while at USF have helped me to	
develop my personal identity. [2]	90.3%
How well did USF	
help you in integrating a faith perspective with other aspects of your life? [1]	81.6%
foster in you a culture of service to the community that respects and promotes the dignity of every person? [1]	90.1%
help you in fostering a sense of purpose in your life? [1]	90.0%
How well did USF prepare you	
for working in a multicultural environment? [1]	91.6%
In appreciating differences between people? [1]	93.7%
My experiences while at USF have helped me to relate positively to people	
that have different sexual orientation than mine. [2]	86.9%
who have different political beliefs/values than mine. [2]	88.5%
personally and/or professionally to advocate for diversity. [2]	87.5%
How well did USF prepare you in developing the ability to relate positively to people who	
are racially/ethnically different from me? [1]	93.8%
are religiously different from me? [1]	90.5%
have a different socio-economic background than mine? [1]	89.6%
SOURCE: USF General Catalog 2005-2007	
Notes:	
[1] Percentage of respondents indicating "Very Well" or "Well"	
[2] Percentage of respondents indicating "Strongly Agree" or "Agree"	

Table 3: Core Curriculum Goals	
	Overall
How well did USF foster in you	
a culture of service to the community that respects and promotes the dignity of every person? [1]	90.1%
How well did USF prepare you in developing	
oral and written communication skills? [1]	94.9%
the ability to analyze quantitative issues? [1]	86.7%
the ability to relate positively to people who are racially/ethnically different from me? [1]	93.8%
the ability to relate positively to people who are religiously different from me? [1]	90.5%
the ability to express ideas in an articulate and persuasive way? [1]	92.0%
an appreciation for the arts? [1]	82.8%
How well did USF prepare you in understanding the	
scientific method? [1]	77.9%
implications of technology? [1]	77.2%
My experiences while at USF gave me the skills to	
take action on moral and ethical issues. [2]	88.4%
act ethically in my profession. [2]	95.9%
My experiences while at USF have helped me to	
explore and define my value system. [2]	91.9%
SOURCE: USF General Catalog 2005-2007	
Notes:	
[1] Percentage of respondents indicating "Very Well" or "Well"	
[2] Percentage of respondents indicating "Strongly Agree" or "Agree"	

Table 4: Global and International Preparedness	
	Overall
How well did USF prepare you	
in meeting the demands of technology in today's global environment? [1]	75.1%
in becoming more aware of international issues? [1]	79.8%
for working in a multicultural environment? [1]	91.6%
SOURCE: USF Alumni Survey 2007	
Notes:	
[1] Percentage of respondents indicating "Very Well" or "Well"	

Table 5: Diversity	
	Overall
How well did USF prepare you in developing the ability to relate positively to people who	
are racially/ethnically different from me? [1]	93.8%
are religiously different from me? [1]	90.5%
have a different socioeconomic background than mine? [1]	89.6%
How well did USF prepare you	
for working in a multicultural environment? [1]	91.6%
in appreciating differences between people? [1]	93.7%
My experiences while at USF have helped me to	
relate positively to people who have different political beliefs/values than mine. [2]	88.5%
relate positively to people that have a different sexual orientation than mine. [2]	86.9%
personally and/or professionally advocate for diversity. [2]	87.5%
SOURCE: USF Alumni Survey 2007	
Notes:	
[1] Percentage of respondents indicating "Very Well" or "Well"	
[2] Percentage of respondents indicating "Strongly Agree" or "Agree"	

Table 6: Job Preparedness and Civic Duty	Overall
How well did your overall academic education at USF prepare you for your	
first job after graduation? [1]	92.0%
current job? [1]	92.1%
How well did your total experience at USF prepare you for your	
first job after graduation? [1]	92.7%
current job? [1]	93.7%
How closely related	
was your first job after college to the major/field you pursued at USF? [2]	74.6%
is your current job to the major/field you pursued at USF? [2]	74.4%
My experiences while at USF gave me the skills to	
participate in activities that assist the underserved and marginalized. [3]	82.7%
appreciate the needs of others [3]	92.7%
contribute positively to society. [3]	95.2%
act ethically in my profession. [3]	95.9%
take action on moral and ethical issues. [3]	88.4%
be a "person for others." [3]	90.6%
SOURCE: USF Alumni Survey 2007	
Notes:	
[1] Percentage of respondents indicating "Very Well" or "Well"	
[2] Percentage of respondents indicating "Very Much Related" or "Somewhat Related"	
[3] Percentage of respondents indicating "Strongly Agree" or "Agree"	

Table 7: Learning Outcomes Proposed in "College Learning for the New Global Century"	Overall
How well did USF prepare you in developing	
critical thinking and problem solving capabilities? [1]	95.0%
leadership capabilities? [1]	88.1%
interpersonal skills? [1]	93.2%
oral and written communication skills? [1]	94.9%
the ability to work with others? [1]	96.5%
the ability to locate, organize and evaluate information from multiple sources? [1]	93.4%
the ability to think creatively? [1]	89.8%
the ability to analyze quantitative issues? [1]	86.7%
your personal integrity? [1]	95.6%
the ability to express ideas in an articulate and persuasive way? [1]	92.0%
How well did USF prepare you in	
meeting the demands of technology in today's global environment? [1]	75.1%
becoming more aware of international issues? [1]	79.8%
understanding the scientific method? [1]	77.9%
understanding the implications of technology? [1]	77.2%
My experiences while at USF gave me the skills to	
act ethically in my profession. [2]	95.9%
take action on moral and ethical issues. [2]	88.4%
I now	
seek opportunities for continued learning in order to increase my knowledge and skills. [2]	96.9%
have a strong desire for ongoing education. [2]	92.7%
My experiences while at USF gave me the skills to	
participate in activities that assist the underserved and marginalized. [2]	82.7%
contribute positively to society. [2]	95.2%

Table 7: Learning Outcomes Proposed in “College Learning for the New Global Century”	Overall
<i>How well did USF foster in you</i>	
A culture of service to the community that respects and promotes the dignity of every person? [1]	90.1%
<i>How well did USF prepare you</i>	
for working in a multicultural environment? [1]	91.6%
<i>This table represents responses to the learning outcomes identified in AAC&U's College Learning for the New Global Century: LEAP Report (2007)</i>	
Notes:	
[1] Percentage of respondents indicating "Very Well" or "Well"	
[2] Percentage of respondents indicating "Strongly Agree" or "Agree"	

Perceptions of USF by Demographic Groups

Satisfaction with USF

There were few differences across gender, ethnicity, entering status and graduating school/college. Noteworthy differences include [Table 8]:

- Larger proportions of men than women expressed satisfaction with academic outside the classroom activities (69.8% for men and 62.4% for women) and for non-academic extra-curricular activities (59.1% for men and 50.8% for women).
- Alumni entering USF as transfers expressed satisfaction with academic outside the classroom activities in lower proportions (56.9%) than those who entered as freshman (77.3%) as well as with non-academic extra-curricular activities (41.6% for transfers and 70.5% for freshmen).
- Lower proportions of CPS alumni tended to express satisfaction with academic outside the classroom activities (38.4%) and for the non-academic extra-curricular activities (27.0%).

Achievement of Mission-Related Outcomes

Differences across gender, ethnicity, entering status and graduating school/college were relatively small. Noteworthy differences include [Table 9]:

- Larger proportions of females expressed clearer development of their spiritual dimensions of life when compared with males (79.6% for females and 76.7% for males) and for developing their personal identity (92.5% for females and 86.5% for males).
- Nursing graduates reported greater skills attainment that helps them to contribute to society, act more ethically, and be a person for others (100.0% for each).
- Lower proportions of SOBAM alumni tended to participate in activities that assisted the underserved and marginalized (75.9%) while Arts and Sciences alumni report lower proportions of being prepared for technology (70.1%).

Achievement of Core Curriculum Goals

Differences across gender, ethnicity, entering status and graduating school/college were again relatively small. Noteworthy differences include [Table 10]:

- Alumni who entered USF as freshmen report a greater appreciation for the arts (85.9%) over those that entered as transfer students (79.9%).
- Nursing graduates reported a greater sense of service to the community (95.8%) and better understanding of the scientific method (94.4%) and implications of technology (90.1%).
- Lower proportions of SOBAM alumni (79.6%) and CPS graduates (74.2%) tended to indicate an appreciation for the arts.

Global and International Preparedness

Results reported across the different demographic groups represented few differences, some notable exceptions were [Table 11]:

- Alumni that entered as freshmen (94.9%) expressed being better prepared for working in a multicultural environment over those that entered as transfer students (89.0%).
- CPS graduates reported lower preparation for working in a multicultural environment (82.8%), being aware of international issues (71.7%), and prepared to meet the demands of technology (77.8%).

Diversity

Little differences were reported across the different demographic groups [Table 12]:

- Alumni that entered as freshmen (93.1%) expressed the ability to relate positively to individuals with different sexual orientation than their own and were more likely to both personally and professionally advocate diversity (90.6%).
- Smaller numbers of alumni that graduated from the College of Professional Studies were likely to relate to different sexual orientations (74.6%) or advocate diversity (80.4%).

Job Preparedness and Civic Duty

Little differences were reported across the different demographic groups [Table 13]:

- Alumni that graduated from Nursing reported in large proportions satisfaction with their job preparedness and acquisition of skills to fulfill their civic duty, most notably in their ability to act ethically (100.0%) and to be a person for other (100.0%).
- Arts and Sciences graduates reported the least relatedness between their college major and their current job (68.2%).

College Learning for the New Global Century

Across demographic groups, alumni differed little in their evaluation of how well they developed the learning outcomes proposed by the AAC&U for a contemporary college graduate. Notable differences include [Table 14]:

- Nursing graduates reported greater preparedness on understanding the scientific method (94.4%), implications of technology (90.1%), and having the skills to take action on moral and ethical issues (94.4%).
- Graduates from SOBAM were least likely to feel they had the skills to take action on moral and ethical issues (81.6%) and in understanding the scientific method (75.2%).

Perceptions of USF by Demographic Groups

Table 8: Satisfaction with USF										
	Gender		Ethnicity		Entering USF Status		College Graduated From			
	Female	Male	White	Ethnic Minority	Transfer	Freshmen	Arts and Sciences	Business and Management	College of Professional Studies	Nursing
<i>I would recommend</i>										
USF to others. [1]	96.0%	95.1%	96.2%	94.8%	96.0%	95.3%	95.3%	97.1%	95.3%	95.8%
<i>Looking back at your experiences as a USF student, how satisfied are you NOW with</i>										
your academic coursework experience while at USF? [2]	94.2%	92.7%	95.0%	91.9%	93.9%	93.4%	94.0%	93.5%	91.5%	97.2%
the academic activities outside of the classroom offered at USF (e.g. internships, invited speakers, academic clubs, service learning opportunities, etc.)? [2]	69.8% [3]	62.4% [4]	65.1% [7]	68.6% [8]	56.9% [11]	77.3% [12]	78.4% [15]	65.2% [16]	38.4% [17]	80.3% [18]
the non-academic extra-curricular activities that were offered at USF. (e.g. student clubs and organizations, intramural sports, sorority or fraternity, etc.)? [2]	59.1% [5]	50.8% [6]	48.9% [9]	62.8% [10]	41.6% [13]	70.5% [14]	66.8% [19]	56.5% [20]	27.0% [21]	70.4% [22]
SOURCE: USF Alumni Survey 2007										
Notes:										
[1] Percentage of respondents indicating "Strongly Agree" or "Agree."										
[2] Percentage of respondents indicating "Very Satisfied" or "Satisfied."										
[3] 16.1% of the respondents indicated they "did not participate in any activities."										
[4] 18.8% of the respondents indicated they "did not participate in any activities."										
[5] 25.7% of the respondents indicated they "did not participate in any activities."										
[6] 29.7% of the respondents indicated they "did not participate in any activities."										
[7] 19.8% of the respondents indicated they "did not participate in any activities."										
[8] 14.2% of the respondents indicated they "did not participate in any activities."										
[9] 31.9% of the respondents indicated they "did not participate in any activities."										
[10] 22.2% of the respondents indicated they "did not participate in any activities."										
[11] 27.8% of the respondents indicated they "did not participate in any activities."										
[12] 6.3% of the respondents indicated they "did not participate in any activities."										
[13] 43.3% of the respondents indicated they "did not participate in any activities."										
[14] 11.0% of the respondents indicated they "did not participate in any activities."										
[15] 5.8% of the respondents indicated they "did not participate in any activities."										
[16] 9.4% of the respondents indicated they "did not participate in any activities."										
[17] 48.4% of the respondents indicated they "did not participate in any activities."										
[18] 12.7% of the respondents indicated they "did not participate in any activities."										
[19] 13.7% of the respondents indicated they "did not participate in any activities."										
[20] 20.3% of the respondents indicated they "did not participate in any activities."										
[21] 64.0% of the respondents indicated they "did not participate in any activities."										
[22] 18.3% of the respondents indicated they "did not participate in any activities."										

Table 9: Mission and Values										
	Gender		Ethnicity		Entering USF Status		College Graduated From			
	Female	Male	White	Ethnic Minority	Transfer	Freshmen	Arts and Sciences	Business and Management	College of Professional Studies	Nursing
<i>My experiences while at USF have helped me to</i>										
explore and define my value system. [2]	94.4%	88.1%	90.8%	93.1%	89.9%	94.4%	93.7%	92.0%	88.2%	93.0%
develop spiritual dimensions of life. [2]	79.6%	76.7%	77.3%	79.7%	76.1%	81.1%	78.5%	80.3%	75.3%	85.9%
<i>How well did USF prepare you in</i>										
developing your personal integrity? [1]	96.0%	95.3%	95.7%	95.5%	96.2%	95.3%	95.3%	96.4%	95.7%	97.2%
developing leadership skills? [1]	89.6%	85.8%	89.2%	87.2%	87.7%	88.7%	87.4%	86.0%	89.4%	92.9%
meeting the demands of technology in today's global environment? [1]	75.2%	75.3%	74.1%	76.4%	76.9%	73.2%	70.1%	83.2%	77.8%	85.9%
becoming more aware of international issues? [1]	80.8%	78.2%	78.1%	82.1%	77.5%	82.6%	82.3%	83.8%	71.7%	81.4%
<i>My experiences while at USF gave me the skills to</i>										
participate in activities that assist the underserved and marginalized. [2]	84.4%	80.1%	79.9%	85.7%	81.0%	84.6%	83.8%	75.9%	81.6%	97.2%
take action on moral and ethical issues. [2]	89.1%	88.5%	89.6%	87.0%	88.5%	88.5%	89.8%	81.6%	88.8%	94.4%
contribute positively to society. [2]	95.6%	94.7%	93.8%	96.6%	94.6%	96.3%	96.0%	93.4%	94.0%	100.0%
act ethically in my profession. [2]	96.8%	95.0%	96.5%	95.5%	96.0%	96.3%	95.8%	95.5%	96.3%	100.0%
appreciate the needs of others. [2]	92.8%	92.8%	92.0%	91.1%	92.0%	93.9%	92.8%	92.6%	93.0%	97.2%
be a "person for others." [2]	90.5%	90.7%	90.0%	91.1%	90.5%	90.9%	90.2%	88.1%	92.0%	100.0%
<i>My experiences while at USF have helped me to</i>										
develop my personal identity. [2]	92.5%	86.5%	88.0%	92.6%	88.0%	92.9%	93.0%	88.4%	85.0%	94.4%
<i>How well did USF</i>										
help you in integrating a faith perspective with other aspects of your life? [1]	82.2%	80.7%	81.0%	82.2%	81.6%	81.7%	79.6%	82.2%	84.1%	88.7%
foster in you a culture of service to the community that respects and promotes the dignity of every person? [1]	91.5%	88.1%	90.3%	89.9%	88.9%	91.6%	90.2%	91.9%	87.6%	95.8%
help you in fostering a sense of purpose in your life? [1]	90.5%	89.6%	90.5%	89.4%	90.5%	89.8%	90.6%	88.9%	89.1%	94.4%
<i>How well did USF prepare you</i>										
for working in a multicultural environment? [1]	92.4%	91.0%	91.4%	92.1%	89.0%	94.9%	94.1%	94.9%	82.8%	95.8%
in appreciating differences between people? [1]	94.9%	92.3%	93.1%	94.6%	93.3%	94.6%	93.7%	95.6%	92.4%	95.8%

Table 9: Mission and Values										
	Gender		Ethnicity		Entering USF Status		College Graduated From			
	Female	Male	White	Ethnic Minority	Transfer	Freshmen	Arts and Sciences	Business and Management	College of Professional Studies	Nursing
<i>My experiences while at USF have helped me to relate positively to people</i>										
that have different sexual orientation than mine. [2]	89.1%	83.5%	82.9%	91.3%	81.2%	93.1%	91.3%	92.0%	74.6%	90.1%
who have different political beliefs/values than mine. [2]	90.0%	86.3%	86.3%	90.8%	86.6%	90.9%	89.7%	90.5%	84.5%	90.1%
personally and/or professionally to advocate for diversity. [2]	90.9%	81.8%	83.1%	92.0%	85.0%	90.6%	89.2%	90.4%	80.4%	91.5%
<i>How well did USF prepare you in developing the ability to relate positively to people who</i>										
are racially/ethnically different from me? [1]	95.1%	92.1%	93.8%	93.8%	92.9%	95.1%	93.7%	97.8%	91.4%	95.8%
are religiously different from me? [1]	91.7%	88.9%	90.0%	91.0%	90.9%	90.4%	91.6%	92.0%	86.8%	94.2%
have a different socio-economic background than mine? [1]	91.7%	86.3%	89.6%	89.6%	90.7%	88.7%	88.1%	94.9%	89.1%	91.5%
<i>SOURCE: USF General Catalog 2005-2007</i>										
Notes:										
[1] Percentage of respondents indicating 'Very Well' or 'Well'										
[2] Percentage of respondents indicating "Strongly Agree" or 'Agree'										

Table 10: Core Curriculum Goals										
	Gender		Ethnicity		Entering USF Status		College Graduated From			
	Female	Male	White	Ethnic Minority	Transfer	Freshmen	Arts and Sciences	Business and Management	College of Professional Studies	Nursing
<i>How well did USF foster in you</i>										
a culture of service to the community that respects and promotes the dignity of every person? [1]	91.5%	88.1%	90.3%	89.9%	88.9%	91.6%	90.2%	91.9%	87.6%	95.8%
<i>How well did USF prepare you in developing</i>										
oral and written communication skills? [1]	94.9%	95.7%	96.0%	93.6%	95.8%	94.4%	95.4%	90.5%	97.4%	95.8%
the ability to analyze quantitative issues? [1]	87.4%	86.5%	86.4%	87.2%	88.7%	85.4%	85.2%	88.3%	88.8%	91.4%
the ability to relate positively to people who are racially/ethnically different from me? [1]	95.1%	92.1%	93.8%	93.8%	95.1%	92.9%	93.7%	97.8%	91.4%	95.8%
the ability to relate positively to people who are religiously different from me? [1]	91.7%	88.9%	90.0%	91.0%	90.4%	90.9%	91.6%	92.0%	86.8%	94.2%
the ability to express ideas in an articulate and persuasive way? [1]	91.0%	94.3%	92.9%	91.1%	93.1%	91.2%	92.6%	89.1%	94.6%	90.0%
an appreciation for the arts? [1]	84.7%	79.9%	81.6%	83.8%	79.9%	85.9%	87.7%	79.6%	74.2%	84.5%
<i>How well did USF prepare you in understanding the</i>										
scientific method? [1]	78.0%	78.1%	76.1%	80.0%	77.4%	78.4%	75.9%	75.2%	79.0%	94.4%
implications of technology? [1]	75.4%	80.7%	76.0%	78.3%	77.8%	76.6%	71.1%	84.7%	80.4%	90.1%
<i>My experiences while at USF gave me the skills to</i>										
take action on moral and ethical issues. [2]	89.1%	88.5%	89.6%	87.0%	88.5%	88.5%	89.8%	81.6%	88.8%	94.4%
act ethically in my profession. [2]	96.8%	95.0%	96.5%	95.5%	96.0%	96.3%	95.8%	95.5%	96.3%	100.0%
<i>My experiences while at USF have helped me to</i>										
explore and define my value system. [2]	94.4%	88.1%	90.8%	93.1%	89.9%	94.4%	93.7%	92.0%	88.2%	93.0%
SOURCE: USF General Catalog 2005-2007										
Notes:										
[1] Percentage of respondents indicating "Very Well" or "Well"										
[2] Percentage of respondents indicating "Strongly Agree" or "Agree"										

Table 11: Global and International Preparedness										
	Gender		Ethnicity		Entering USF Status		College Graduated From			
	Female	Male	White	Ethnic Minority	Transfer	Freshmen	Arts and Sciences	Business and Management	College of Professional Studies	Nursing
<i>How well did USF prepare you</i>										
in meeting the demands of technology in today's global environment? [1]	75.2%	75.3%	74.1%	76.4%	76.9%	73.2%	70.1%	83.2%	77.8%	85.9%
in becoming more aware of international issues? [1]	80.8%	78.2%	78.1%	82.1%	77.5%	82.6%	82.3%	83.8%	71.7%	81.4%
for working in a multicultural environment? [1]	92.4%	91.0%	91.4%	92.1%	89.0%	94.9%	94.1%	94.9%	82.8%	95.8%
<i>SOURCE: USF Alumni Survey 2007</i>										
Notes:										
[1] Percentage of respondents indicating 'Very Well' or 'Well'										

Table 12: Diversity										
	Gender		Ethnicity		Entering USF Status		College Graduated From			
	Female	Male	White	Ethnic Minority	Transfer	Freshmen	Arts and Sciences	Business and Management	College of Professional Studies	Nursing
<i>How well did USF prepare you in developing the ability to relate positively to people who</i>										
are racially/ethnically different from me? [1]	95.1%	92.1%	93.8%	93.8%	92.9%	95.1%	93.7%	97.8%	91.4%	95.8%
are religiously different from me? [1]	91.7%	88.9%	90.0%	91.0%	90.4%	90.9%	91.6%	92.0%	86.8%	94.2%
have a different socioeconomic background than mine? [1]	91.7%	86.3%	89.6%	89.6%	90.7%	88.7%	88.1%	94.9%	89.1%	91.5%
<i>My experiences while at USF have helped me to</i>										
relate positively to people who have different political beliefs/values than mine. [2]	90.0%	88.7%	86.3%	90.8%	86.6%	90.9%	89.7%	90.5%	84.5%	90.1%
relate positively to people that have a different sexual orientation than mine. [2]	89.1%	83.5%	82.9%	91.3%	81.5%	93.1%	91.3%	92.0%	74.6%	90.1%
personally and/or professionally advocate for diversity. [2]	90.9%	81.8%	83.1%	92.0%	85.0%	90.6%	89.2%	90.4%	80.4%	91.5%
<i>How well did USF prepare you</i>										
for working in a multicultural environment? [1]	92.4%	91.0%	91.4%	92.1%	89.0%	94.9%	94.1%	94.9%	82.8%	95.8%
in appreciating differences between people? [1]	94.9%	92.3%	93.1%	94.6%	93.3%	94.6%	93.7%	95.6%	92.4%	95.8%
<i>SOURCE: USF Alumni Survey 2007</i>										
Notes:										
[1] Percentage of respondents indicating "Very Well" or "Well"										
[2] Percentage of respondents indicating "Strongly Agree" or "Agree"										

Table 13: Job Preparedness and Civic Duty										
	Gender		Ethnicity		Entering USF Status		College Graduated From			
	Female	Male	White	Ethnic Minority	Transfer	Freshmen	Arts and Sciences	Business and Management	College of Professional Studies	Nursing
<i>How well did your overall academic education at USF prepare you for your</i>										
first job after graduation? [1]	93.0%	91.1%	93.1%	91.2%	92.2%	92.4%	91.4%	93.4%	92.1%	97.2%
current job? [1]	93.2%	91.1%	93.3%	91.1%	91.0%	93.6%	92.5%	94.1%	90.0%	97.2%
<i>How well did your total experience at USF prepare you for your</i>										
first job after graduation? [1]	93.2%	92.7%	95.0%	90.7%	91.0%	95.1%	94.4%	92.0%	90.9%	94.4%
current job? [1]	93.9%	93.8%	95.0%	92.6%	91.9%	95.6%	94.6%	94.8%	92.1%	95.8%
<i>How closely related</i>										
was your first job after college to the major/field you pursued at USF? [2]	75.6%	73.3%	74.0%	75.3%	73.8%	75.7%	71.5%	75.9%	74.6%	95.8%
is your current job to the major/field you pursued at USF? [2]	75.8%	73.0%	76.2%	73.3%	77.8%	71.6%	68.2%	79.6%	77.8%	97.2%
<i>My experiences while at USF gave me the skills to</i>										
participate in activities that assist the underserved and marginalized. [3]	84.4%	80.1%	79.9%	85.7%	81.0%	84.6%	83.8%	75.9%	81.6%	97.2%
appreciate the needs of others [3]	92.8%	92.8%	92.0%	93.3%	92.0%	93.9%	92.8%	92.6%	93.0%	97.2%
contribute positively to society. [3]	95.6%	94.7%	93.8%	96.6%	94.6%	96.3%	96.0%	93.4%	94.7%	100.0%
act ethically in my profession. [3]	96.8%	95.0%	96.5%	95.5%	96.0%	96.3%	95.8%	95.5%	96.3%	100.0%
take action on moral and ethical issues. [3]	88.1%	89.1%	89.6%	87.0%	88.5%	88.5%	89.8%	81.6%	88.8%	94.4%
be a "person for others." [3]	90.5%	90.7%	90.0%	91.1%	90.5%	90.9%	90.2%	88.1%	92.0%	100.0%
SOURCE: USF Alumni Survey 2007										
Notes:										
[1] Percentage of respondents indicating "Very Well" or "Well"										
[2] Percentage of respondents indicating "Very Much Related" or "Somewhat Related"										
[3] Percentage of respondents indicating "Strongly Agree" or "Agree"										

Table 14: Learning Outcomes Proposed in “College Learning for the New Global Century”

	Gender		Ethnicity		Entering USF Status		College Graduated From			
	Female	Male	White	Ethnic Minority	Transfer	Freshmen	Arts and Sciences	Business and Management	College of Professional Studies	Nursing
<i>How well did USF prepare you in developing</i>										
critical thinking and problem solving capabilities? [1]	94.7%	96.0%	95.1%	95.1%	95.0%	95.4%	95.6%	93.5%	95.7%	95.7%
leadership capabilities? [1]	89.6%	85.8%	89.2%	87.2%	87.7%	88.7%	87.4%	86.0%	89.4%	92.9%
interpersonal skills? [1]	93.8%	92.8%	92.5%	94.1%	93.9%	92.9%	93.2%	93.4%	92.6%	95.7%
oral and written communication skills? [1]	94.9%	95.7%	96.0%	93.6%	95.8%	94.4%	95.4%	90.5%	97.4%	95.8%
the ability to work with others? [1]	97.5%	95.4%	97.2%	96.0%	96.2%	97.3%	96.5%	99.3%	95.2%	97.2%
the ability to locate, organize and evaluate information from multiple sources? [1]	95.1%	90.8%	94.1%	92.4%	95.1%	92.2%	93.0%	93.5%	93.6%	97.2%
the ability to think creatively? [1]	88.9%	91.7%	90.6%	89.2%	92.7%	87.3%	89.8%	85.3%	93.6%	90.1%
the ability to analyze quantitative issues? [1]	87.4%	86.5%	86.4%	87.2%	88.7%	85.4%	85.2%	88.3%	88.8%	91.4%
your personal integrity? [1]	96.0%	95.3%	95.7%	95.5%	96.2%	95.3%	95.3%	96.4%	95.7%	97.2%
the ability to express ideas in an articulate and persuasive way? [1]	94.3%	91.0%	92.9%	91.1%	93.1%	91.2%	92.6%	89.1%	94.6%	90.0%
<i>How well did USF prepare you in</i>										
meeting the demands of technology in today’s global environment? [1]	75.2%	75.3%	74.1%	76.4%	76.9%	73.2%	70.1%	83.2%	77.8%	85.9%
becoming more aware of international issues? [1]	80.8%	78.2%	78.1%	82.1%	77.5%	82.6%	82.3%	83.8%	71.7%	81.4%
understanding the scientific method? [1]	78.0%	78.1%	76.1%	80.0%	77.4%	78.4%	75.9%	75.2%	79.0%	94.4%
understanding the implications of technology? [1]	75.4%	80.7%	76.0%	78.3%	77.8%	76.6%	71.1%	84.7%	80.4%	90.1%
<i>My experiences while at USF gave me the skills to</i>										
act ethically in my profession. [2]	96.8%	95.0%	96.5%	95.5%	96.0%	96.3%	95.8%	95.5%	96.3%	100.0%
take action on moral and ethical issues. [2]	89.1%	88.5%	89.6%	87.0%	88.5%	88.5%	89.8%	81.6%	88.8%	94.4%

Table 14: Learning Outcomes Proposed in “College Learning for the New Global Century”

	Gender		Ethnicity		Entering USF Status		College Graduated From			
	Female	Male	White	Ethnic Minority	Transfer	Freshmen	Arts and Sciences	Business and Management	College of Professional Studies	Nursing
<i>I now</i>										
seek opportunities for continued learning in order to increase my knowledge and skills. [2]	97.6%	95.7%	97.4%	96.3%	96.7%	97.1%	96.0%	100.0%	97.4%	97.1%
have a strong desire for ongoing education. [2]	93.8%	90.7%	92.0%	93.1%	91.5%	93.7%	93.0%	93.4%	92.1%	94.4%
<i>My experiences while at USF gave me the skills to</i>										
participate in activities that assist the underserved and marginalized. [2]	84.4%	80.1%	79.9%	85.7%	81.0%	84.6%	83.8%	75.9%	81.6%	97.2%
contribute positively to society. [2]	95.6%	94.7%	93.8%	96.6%	94.6%	96.3%	96.0%	93.4%	94.0%	100.0%
<i>How well did USF foster in you</i>										
a culture of service to the community that respects and promotes the dignity of every person? [1]	91.5%	88.1%	90.3%	89.9%	88.9%	91.6%	90.2%	91.9%	87.6%	95.8%
<i>How well did USF prepare you</i>										
for working in a multicultural environment? [1]	92.4%	91.0%	91.4%	92.1%	89.0%	94.9%	94.1%	94.9%	82.8%	95.8%
<i>This table represents responses to the learning outcomes identified in AAC&U's College Learning for the New Global Century: LEAP Report (2007)</i>										
Notes:										
[1] Percentage of respondents indicating "Very Well" or "Well"										
[2] Percentage of respondents indicating "Strongly Agree" or "Agree"										

Appendix:

1. Alumni Survey

2007AlumniSurveyDeployed

Page 1 of 2



Welcome

2007 USF Alumni Survey

USF is committed to continuously improving the educational experience of our students. As a graduate of USF, your evaluation of the education you received will help us shape the USF of the future. To help us in our efforts, please complete the following questions.

At the end of the survey you may provide us with your contact information to be included in a separate pool for the chance to win one of three iPods or one of three \$100 cash certificates redeemable at the USF bookstore.

If for any reason you are having difficulties completing the survey please contact William D. Murry, Ph.D., Director of Institutional Assessment at the following email address: wmurry@usfca.edu or at (415) 422-5486. You may save your survey at any point in the process and return later to complete it from the same computer.

How closely related was your first job after college to the major/field you pursued at USF?

How closely related is your current job to the major/field you pursued at USF?

- Very Much Related
- Somewhat Related
- Somewhat Unrelated
- Not at all Related

- Very Much Related
- Somewhat Related
- Somewhat Unrelated
- Not at all Related

How well did:

	Very Well	Well	Poorly	Very Poorly
your overall academic education at USF prepare you for your first job after graduation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
your total experience at USF prepare you for your first job after graduation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
your overall academic education at USF prepare you for your current job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
your total experience at USF prepare you for your current job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[\[Help\]](#)

file://C:\Documents and Settings\wmurry\Local Settings\Temp\2007alumnisurveydeployed1.html

3/13/2007



Among the activities listed below please select all those that you have been involved in at least once within the past 90 days. [Help](#)

- Religious Activities (e.g., religious services, church group, lay ministry, etc.)
- Organized Social Activities (e.g., literary club, art/music group, etc.)
- Athletic Activities (e.g., running, golf, health club, etc.)
- Community-Oriented Volunteer Work (e.g., service org., health care, social welfare, etc.)
- Political Organizations (e.g., election campaign, party service, etc.)
- USF Alumni Activities
- Other, describe

I would recommend USF to others.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I feel a very strong connection with USF as an Alumnus.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Overall, how well did USF prepare you for pursuing an additional degree?

- Very Well Poorly
- Well Very Poorly

Next >

Progress

Powered by
eListen
DIGITAL SURVEY SOFTWARE



Looking back at your experiences as a USF student, how satisfied are you NOW with:

	Very Satisfied	Satisfied	Dissatisfied
your academic course work experience while at USF.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Looking back at your experiences as a USF student, how satisfied are you NOW with:

	Very Satisfied	Satisfied	Dissatisfied
the academic activities outside of the classroom offered at USF (ex. internships, invited speakers, academic clubs, service learning opportunities, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the non-academic extra-curricular activities that were offered at USF. (ex. student clubs and organizations, intramural sports, sorority or fraternity, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[\[Help\]](#)

Next >

Progress 25%



My experiences while at USF gave me the skills to:

	Strongly Agree	Agree	Disagree	Strongly Disagree
appreciate the needs of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participate in activities that assist the underserved and marginalized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
take action on moral and ethical issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
contribute positively to society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
act ethically in my profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be a "person for others".	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[\[Help\]](#)

I now seek opportunities for continued learning in order to increase my knowledge and skills.

I now have a strong desire for ongoing education.

Strongly Agree
 Agree
 Disagree
 Strongly Disagree

Strongly Agree
 Agree
 Disagree
 Strongly Disagree

[Next >](#)

Progress





Looking back at your experiences as a USF student, how satisfied are you NOW with:

	Very Satisfied	Satisfied	Dissatisfied
your academic course work experience while at USF.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Looking back at your experiences as a USF student, how satisfied are you NOW with:

	Very Satisfied	Satisfied	Dissatisfied
the academic activities outside of the classroom offered at USF (ex. internships, invited speakers, academic clubs, service learning opportunities, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the non-academic extra-curricular activities that were offered at USF. (ex. student clubs and organizations, intramural sports, sorority or fraternity, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[\[Help\]](#)

Next >

Progress 25%



Year of graduation (undergraduate) from USF? [help](#)

In what college did you earn your undergraduate degree?

<input type="radio"/> Arts and Sciences	<input type="radio"/> Nursing
<input type="radio"/> Business	<input type="radio"/> Other
<input type="radio"/> CPS	

In what field/major did you earn your undergraduate degree?

What is the highest degree you have earned after leaving USF?

<input type="radio"/> Additional Bachelor's Degree	<input type="radio"/> EdD
<input type="radio"/> Master	<input type="radio"/> DDS
<input type="radio"/> Ph.D	<input type="radio"/> PsyD
<input type="radio"/> MD	<input type="radio"/> Other
<input type="radio"/> JD	

How well did USF prepare you for this degree?

<input type="radio"/> Very Well	<input type="radio"/> Very Poorly
<input type="radio"/> Well	<input type="radio"/> Does Not Apply
<input type="radio"/> Poorly	

In what field/major did you earn your highest post USF degree?

<input type="button" value="Next >"/>	Progress <input type="text" value="30%"/>	
--	---	--



How well did USF prepare you in developing:

	Very Well	Well	Poorly	Very Poorly
critical thinking and problem solving capabilities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
leadership capabilities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interpersonal skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
oral and written communication skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the ability to work with others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the ability to locate, organize and evaluate information from multiple sources?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the ability to think creatively?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the ability to analyze quantitative issues?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the ability to relate positively to people who are racially/ethnically different from me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the ability to relate positively to people who are religiously different from me?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the ability to relate positively to people who have a different socioeconomic background than mine?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
your personal integrity?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the ability to express ideas in an articulate and persuasive way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
an appreciation of the arts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[\[Help\]](#)

Next >

Progress





How well did USF prepare you:

	Very Well	Well	Poorly	Very Poorly
in meeting the demands of technology in today's global environment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
in becoming more aware of international issues?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
for working in a multicultural environment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
in appreciating differences between people?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
in understanding the scientific method?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
in understanding the implications of technology?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[\[Help\]](#)

Next >

Progress

Powered by
eListen
THE ONLY WAY TO LISTEN



My experiences while at USF have helped me to:

	Strongly Agree	Agree	Disagree	Strongly Disagree
develop my personal identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop spiritual dimensions of life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop a healthy lifestyle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
relate positively to people who have different political beliefs/values than mine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
relate positively to people that have a different sexual orientation than mine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
personally and/or professionally advocate for diversity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
explore and define my value system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[\[Help\]](#)

Next >

Progress





My experiences while at USF have helped me to:

	Strongly Agree	Agree	Disagree	Strongly Disagree
develop my personal identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop spiritual dimensions of life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop a healthy lifestyle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
relate positively to people who have different political beliefs/values than mine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
relate positively to people that have a different sexual orientation than mine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
personally and/or professionally advocate for diversity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
explore and define my value system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[\[Help\]](#)

Next >

Progress





In what year did you earn your highest post USF degree? [\[help\]](#)

What was your status when you entered USF?

How old were you when you first entered USF as an undergraduate?

Where is your current permanent residence?

Are you currently:

If you are working, what is your occupational field?

What is your current salary level?

Gender

Race/Ethnicity

- | | |
|--|---|
| <input type="radio"/> Asian American | <input type="radio"/> Multi-ethnic/Multi-racial |
| <input type="radio"/> African American | <input type="radio"/> Foreign National |
| <input type="radio"/> Hispanic/Latino | <input type="radio"/> White |
| <input type="radio"/> Native American | <input type="radio"/> Other |
| <input type="radio"/> Native Hawaiian/Pacific Islander | |

[Next >](#)

Progress



Thank you for your participation.

You must click finish to complete the survey process.

Progress

