

# SNAPS

**Student Needs and  
Priorities Survey  
1994**

# Preface

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In spring 1994, the California State University (CSU) conducted the Student Needs and Priorities Survey (SNAPS) for the fourth time. The survey has been a forum for students to express opinions on their educational experience at the CSU. When students received the latest version of the SNAPS questionnaire, higher education in California already had entered a period of historic change. In the previous 40 years, there had been growth in the demand for higher education in California and commensurate growth in the public resources to finance it. Now the state was faced with the dilemma of growing demand and shrinking resources.

With the onset of the 1990s, the California economy was weakened by a deep recession in the business cycle. As a result, the state curtailed the CSU budgetary allocation four consecutive fiscal years, beginning in 1990-91. These reductions necessitated severe cutbacks in instruction, facilities maintenance, and student services, all of which affected academic planning. With less financial support from the state, the CSU (as well as the University of California and the California Community Colleges) was forced to increase the cost of higher education for students and their families by raising student fees.

Since the inception of the 1960 Master Plan for Higher Education, California had been envied across the nation for providing Californians access to a high quality college education at a low cost. That was the historical context for student responses captured in previous SNAPS questionnaires. Given the aftermath of the business downturn that affected California for the first half of the 1990s, the responses from the 1994 SNAPS questionnaire can be viewed as important indicators of how well the CSU managed itself during its fiscal crisis.

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# Acknowledgments

# Acknowledgments

Conducting a systemwide survey required the cooperation and assistance of many people. To begin with, there were the hundreds of faculty members and thousands of students who graciously donated one class period to the study. Next were the campus coordinators. First they gathered the necessary data to draw a random sample of respondents. After selecting classes they negotiated participation and trained proctors to administer the questionnaire. Then they collected the completed questionnaires and sent them to a central office for scoring. Besides administering the questionnaire, proctors also coded all open-ended responses.

The questionnaire responses were converted to machine-readable files by the Computer Services unit at CSU Long Beach. The sampling design for the study was constructed by Larry Jordan at Cal State Los Angeles, who also generated the sampling weights. Pilot testing was conducted at CSU Long Beach under the supervision of Don Coan and Sandy Hague.

Responsibility for processing and analyzing the data was delegated to the Office of the Chancellor, with the Analytic Studies Division creating a systemwide file and campus-specific files for each of the nineteen participating universities. Marv Lindsey, from Information Resources and Technology, supervised the dissemination of campus-specific files.

Throughout the study, a systemwide ad hoc advisory committee lent its expertise to resolve the substantive and technical problems that arose. The advisory committee members were:

Dr. Edward (Buzz) M. Webb, Advisory Committee Chair  
Vice President for Student Affairs, Humboldt

Dr. Dennis L. Hefner  
Vice President, Academic Affairs, San Bernardino

Dr. Herman Loether  
Chair, Department of Sociology, Dominguez Hills

Dr. Dolores Vura  
Director, Institutional Research, Fullerton

Mr. Jack Williams  
Director, Institutional Research, San Jose

Ms. Judith Stanley  
Statewide Academic Senate

Ms. Catherine M. Perez  
CSSA Representative

Each campus assigned staff to administer the questionnaire to students. At each site, a campus coordinator managed the process. The coordinators were:

Campus	Coordinator
Bakersfield	Terrence Dunn
Chico	William Allen
Dominguez Hills	Pete Van Hamersveld
Fresno	William Stock
Fullerton	Dolores Vura
Hayward	Leone Nidiffer
Humboldt	Paul Crosbie
Long Beach	Sandy Hague
Los Angeles	Vivian Ko
Northridge	Sujen Su
Pomona	Robert L. Charles
Sacramento	Gerald Sharp
San Bernardino	Robert Schwabe
San Diego	Sally Farris
San Francisco	Erwin Seibel
San Jose	Mara Southern
San Luis Obispo	George Stanton
San Marcos	Diane Johnson Martin
Sonoma	L. Rose Bruce
Stanislaus	Edward Lamie

Chancellor's Office staff performed many tasks, including questionnaire construction, data management, analysis, and reporting. They were:

Mr. Stephen Frieze  
Chancellor's Office

Dr. Philip Garcia  
Chancellor's Office

Dr. Philip Johnston  
Chancellor's Office

Ms. Lesley Robinson  
Chancellor's Office



# What Is SNAPS?

## Section 1

The California State University (CSU) has a long history of providing feedback to constituents, state policy makers, and the general public about how well the university carries out its mission. For nearly twenty years, the CSU has published outcome measures in the areas of new enrollments, retention rates, graduation rates, degrees conferred, ethnic diversity, and gender status. These measures now serve as the foundation for a variety of reports on accountability indicators. The CSU has supplemented its established set of outcome measures with information from students on their perceptions of the university's educational services. The main source for this information has been the Student Needs and Priorities Survey (SNAPS).

To date, SNAPS is the only student opinion survey that is regularly administered to an entire segment of California public colleges or universities, and it is one of very few systematic assessments of student satisfaction in the country. It was first conducted in 1981, and replicate surveys were administered in 1984 and 1989.

In spring 1994, the CSU Office of the Chancellor sponsored the fourth administration of SNAPS. Within each survey, students were asked to identify which aspects of their university experience were important for reaching their academic goals, and then they were asked to rate the quality of their experiences. Each survey also asked students to rate their overall satisfaction with the CSU. This report summarizes the findings from the 1994 survey. It also provides some comparisons with results from the prior surveys.

Over the years, the portion of CSU campuses participating in SNAPS has ranged from roughly 65 to 95 percent. The 1994 campus participation was 86 percent. Responses were gathered via an in-class questionnaire from randomly selected class sessions. This process yields a sample of respondents that is representative of the CSU's mixed student population. Between the first and third editions of SNAPS, the number of respondents grew from 8,500 to over 15,000. The 1994 sample size was 15,452.

Systemwide totals from SNAPS data have been used to inform the CSU Board of Trustees<sup>1</sup>, state policy makers, and taxpayers about how well the university achieves its mission. Moreover, campus-specific data have served as a tremendous resource to help the individual campuses better tailor their programs and services to meet the educational needs of students. This was especially true after the release of 1994 SNAPS data, when many CSU campuses used findings from SNAPS to guide policy decisions for immediate problems.

One of the first campus responses to feedback from the 1994 SNAPS occurred at CSU Sacramento. There students expressed concerns about availability of classes; and the administration reacted immediately with plans to reduce the friction between supply and demand. Other campuses also used 1994 SNAPS results to improve the education services offered.

At CSU Bakersfield, the SNAPS data formed the starting point for the assessment of campus climate regarding tolerance for minority groups. A student committee used SNAPS data to identify issues requiring further study; it then convened focus groups to gather more descriptive data. The focus groups were composed of different campus constituencies, such as gays and lesbians, Hispanics, African Americans, and Anglo males. The findings from the focus groups will be the basis

for recommendations on how to make the campus more hospitable for all students.

To date, SNAPS is the only student opinion survey that is regularly administered to an entire segment of California public colleges or universities.

A more wide-ranging use of the SNAPS data was put in place at Sonoma State. Results of SNAPS spurred the campus to action on three points. First, students saw class scheduling and the availability of necessary classes near the top in importance, but rated Sonoma State as only “fair” in this area. The university devoted intensive effort to developing more “student-driven” scheduling of courses, using modules that spread classes more broadly throughout the day and week. As a consequence, Sonoma increased the availability of classes and eradicated the backlogs of students waiting for required courses, both in General Education and in the major.

Second, students perceived advising as important, but rated advising at Sonoma State as “fair” to “good.” A new advising policy was approved, and new departmental advising plans are being developed in accordance with that policy. Each first-time freshman is assigned to a mentor team composed of a permanent faculty member and a student affairs professional. In addition to their departmental advisors, students will continue to have access to these team members throughout their education at Sonoma State.

Finally, student interest in more internships was met through a “service learning” function provided by a student affairs professional who was reassigned in spring 1996 to devote full time to internships. The response from Associated Students was to create a service program in conjunction with Americorps; the program provides opportunities for students to perform volunteer activities in the community.

The CSU and other public colleges and universities are now under increased scrutiny regarding the level of institutional responsiveness to student needs. Clearly SNAPS is an integral part of CSU’s effort to be more accountable for the billions of California tax dollars it receives each year. And now students and parents, more than ever, relate to institutions of higher education as “consumers.” Here again, SNAPS is an integral part of CSU’s effort to ensure the quality of students’ educational experience is maintained, even during times of fiscal constraint.

## Scope of Survey

The 1994 survey employed an eight-page questionnaire to ask students to respond to a variety of queries and issues. As mentioned previously, students were asked to rate the importance and the quality of campus components related to instruction. Students were also asked to respond to items pertaining to the quality and importance of numerous academic services and student services. Another question was devoted to importance and quality ratings of academic advising in high school or community college, university general advising centers, faculty, administrative support programs (i.e., Educational Opportunity Program, Disabled Student Services Program or Adult Re-entry Program), campus orientation and academic advice from fellow students.

The survey also included student responses regarding their “overall experience” at their campus. Respondents were asked to identify the greatest obstacle to reaching their educational goals and to indicate three items that would help them reach their educational goals. The SNAPS questionnaire also polled the respondents on their views on why CSU students take five to six years to complete a bachelor’s degree.

Other questionnaire items included information on such student descriptors as: current and future occupational goal, major, degree objective, their first term of enrollment in CSU, the number of terms they stopped-out, and whether they were attending the campus of their first choice. The instrument also gathered data regarding students' country of origin, the number of years they had lived in the United States, and the languages they speak. More detailed items on the survey asked students to rate the importance of factors that influenced their decision to attend their current campus. The factors that influence campus choice include: eligibility policies, academic reputation, financial considerations, and environmental considerations.

Given the recent trend toward increases in student fees, rising levels of student indebtedness, and the increasing competition for fewer financial aid dollars, much of the higher education community is concerned about the effect of these trends on students from low and middle income families. SNAPS questioned students about their sources of financial support for educational costs. This is a particularly important question for CSU students because most of them are financially independent and many are from low income or middle income family backgrounds.

The CSU and the state legislature are also concerned with student perceptions of societal problems, such as discrimination, that occasionally manifest themselves on American college campuses. These concerns have evolved into comprehensive strategies developed by colleges to identify problems arising from acts of discrimination. The CSU is committed to the creation of campus climates that reduce the occurrence of discriminatory acts and to addressing the problems of discrimination when they arise. SNAPS respondents were asked questions regarding whether they personally had experienced discrimination and whether they had seen acts of discrimination occur to others on campus.

SNAPS included questions in which students were asked to report the amount of time they devoted to volunteer community service and the type of service rendered. The federal government and many state legislatures around the country are creating incentives for college students to perform volunteer community service. Collegiate community service is valuable for two reasons. First, it develops a greater sense of awareness among college students of societal problems. Second, it helps them gain experience addressing social issues in realistic settings.

The rapid technological changes in the "age of information" place demands on both students and the workforce to achieve computer literacy and to utilize educational technology. SNAPS asked questions about student use of computer software and distance learning. Students were also asked about problems related to the use of computers or instructional technology. Given the pace of change in technology as we approach the twenty-first century, it was prudent to assess student experiences.

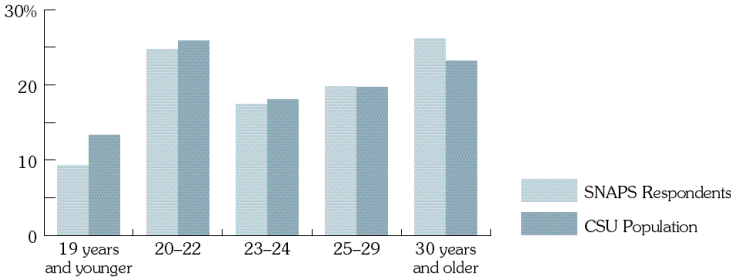
## **The Sample Group**

Since the original SNAPS systemwide survey in 1981, the number of CSU campuses has increased from nineteen to twenty-two with the addition of new campuses in San Marcos and Monterey, plus the acquisition of the California Maritime Academy in Vallejo. Of the three new campuses, San Marcos was the only one to fully participate in the 1994 SNAPS. In spring 1994, Maritime Academy was not yet fully incorporated into the CSU system and CSU Monterey Bay had yet to enroll its first class of new students. Because of the disruption caused by the January 1994 Northridge earthquake, the CSU Northridge campus also could not participate in the systemwide survey. The following year, CSU

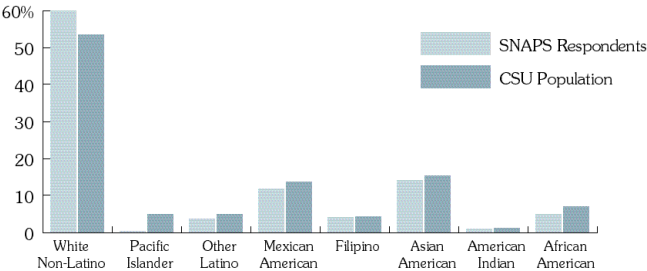
Northridge did administer its own version of SNAPS, but those data are not incorporated into this report. Thus, a total of nineteen campuses fully participated in the 1994 SNAPS survey.

The 1994 questionnaire was administered to every student found in randomly selected class sessions. The resulting sample of respondents reflected the sex, age, and ethnic diversity of CSU’s student population. For example, less than 4 percent of the sample would have had to change age categories to match the age distribution found in the CSU population. Similarly, less than 9 percent of the sample would have had to change to match the ethnic distribution found in the population. (The sample and population distributions for age and ethnicity are graphed in Displays 1 and 2). Beyond demographics, the sample also was quite representative with regard to undergraduate/graduate status and full-time/part-time status (see Display 3).

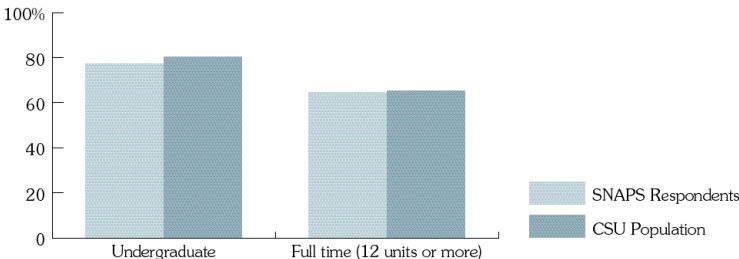
**Display 1** **Age Distribution**



**Display 2** **Ethnic Distribution**



**Display 3** **Student Level and Course Load**



The sample totaled 15,452 students. The number of responses from each campus ranged from 750 to 1,000. So the standard error associated with the systemwide sample is  $\pm 1$  percent and the standard errors for the individual campuses range from  $\pm 3.1$  percent to  $\pm 3.6$  percent. In the systemwide sample, responses were weighted so that subsample size for each campus was equal to its proportion in the CSU population.<sup>2</sup>

## CSU Student Profile

The 1960 Master Plan outlined the freshman and transfer applicant pool requirements for admission to campuses of the CSU system. To qualify as a freshman admit, students must be among the top 33 1/3 percent of California high school graduates. Eligibility for admission is determined by specific subject, grade point average, and college admissions test requirements. Students who are not eligible for admission as freshmen can qualify as community college transfer admits when they complete 56 transferable semester units with a minimum 2.0 grade point average. On balance, 38 percent of new CSU undergraduates enter as freshmen. The other 62 percent of the undergraduate student body enter the CSU as transfers primarily from California Community Colleges. In fact, the vast majority of California Community College students who transfer to a baccalaureate-conferring institution transfer to campuses of the CSU.

During the 1994 spring term, enrollment in the CSU totaled 320,837 students. The CSU is a key resource in the development of the state's workforce in numerous professions including teacher education, applied scientific and technological fields, business administration, and the arts. Nearly 80 percent of the students are pursuing baccalaureates; the remainder are pursuing master's degrees or postbaccalaureate credentials.

The responses produced by each SNAPS administration serve as a reminder of who CSU students are. Broadly speaking, CSU students are drawn to an institution with moderately selective eligibility criteria that despite recent fee increases still has among the lowest fees in the nation. Consequently, many CSU students are: first-generation college goers, commuters, middle class or lower, in the labor force, and attending their campus of first choice.

In addition, the CSU student population is increasingly ethnically diverse with 34 percent of all undergraduates and nearly 26 percent of all graduate students coming from ethnic minority backgrounds. In contrast to the traditional college-going student, the CSU student body as a whole is older, more likely to be financially independent of their parents, more likely to be from a working class background, and more apt to attempt part-time course loads per term. Thus, while pursuing their degrees, many CSU students juggle family responsibilities, jobs, and related commitments.

Because SNAPS documents CSU's demography, the relative influence of variables such as gender, ethnic group membership, work status, and income on survey results can be investigated. In this report, there is an assessment of intergroup differences regarding perceived student needs and level of satisfaction with the collegiate experience.

## Outline of the Report

Section 2 of this report focuses on students' assessment of campus functions, activities, and services. Responses concern instruction, class schedules, library resources, academic support, student services, and academic advising. Students' overall approval with their academic experience is examined, and observed levels

of satisfaction are compared to previous CSU samples and a national sample of contemporary respondents.

Section 3 addresses the same issues as Section 2 but from the perspective of intergroup differences. The impact on opinions by such social statuses as ethnicity, gender, age, declared major, student level, and part-time or full-time study are examined. Detailed tables that document variations across these statuses are presented in the appendix.

Section 4 turns its attention to issues of access (i.e., admission to the CSU) and retention (i.e., completion of degree or credential programs). Here responses about why students selected the CSU are explored, along with educational goals, perceived obstacles, and factors that elongate time-to-degree.

Section 5 investigates campus climate regarding ethnic mix, language diversity, and sexual orientation. The core of the analysis is the tabulation of incidents of insensitive behavior.

Section 6 profiles the sample group across a number of dimensions. The profile covers such topics as technology usage and proficiency levels, community service, campus life, and personal finances.

The last pages are an appendix of look-up tables. Here, selected responses are disaggregated by various background statuses.

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<sup>1</sup> Preliminary findings were presented at two meetings of the CSU Board of Trustees: May 9–10, 1995, and November 7–8, 1995.

<sup>2</sup> A listing of each CSU campus, with its enrollment headcount from spring 1994, is provided in Appendix Table 1.

# Student Assessment of the CSU

## Section 2

In the five years that followed the spring 1989 SNAPS, the annual CSU Support Budget was reduced by approximately 10 percent, the State University Fee increased by 85 percent, and other student expenses rose by 25 percent. These changes were accompanied by a general downsizing of the university. The ranks of full-time faculty dropped by 14 percent and fall enrollments dropped by 12 percent. This is the backdrop for interpreting student responses from the 1994 SNAPS survey.

The good news is that three-quarters of the students surveyed in spring 1994 rated the quality of instruction at the CSU as “good” or “excellent.” Moreover, this proportion is on par or better than the comparable proportion generated by the 1981, 1984, or 1989 editions of SNAPS. So despite the recent harsh times, students report that the CSU has been able to maintain its quality standards.

Some more good news is that two-thirds of the students enrolled in spring 1994 responded they were pleased with their overall campus experience, and an equal portion would recommend their campus to others. So it also appears that the overall satisfaction level of CSU students is still on par with the national average for public college and university students.

Results from the 1994 SNAPS also communicate some warning signals. For instance, when students were asked what campus changes should be made to improve their educational opportunities, one-third indicated improved academic advising, and 40 percent called for more sections of high demand courses in the schedule of classes.

### Educational Goals and University Services

What students perceive as important for achieving their educational goals is a direct indicator of what campus elements they will seek out during their academic careers. For example, the primary educational goal of 99 percent of the CSU student population is to earn a baccalaureate, master’s degree, or credential; correspondingly, 97 percent responded that “quality of instruction” was important to achieving their educational goals. On the other hand, only one-fourth of the CSU students have dependent children; accordingly, just 14 percent stated that campus-run child care facilities were meaningful to achieving their educational goals. In general, items that are common to most students tend to receive higher importance rankings considering their more frequent usage; and, likewise, items that are not universally utilized tend to be ranked lower in importance by the entire sample population. Moreover, although a particular item is ranked low in importance by a large portion of the survey population, it may be very important for a particular subgroup of the survey population. For disabled students or single parents with young children, disabled student services or child care services designed to meet their particular needs are crucial.

To derive students’ priorities, respondents were asked to evaluate an inventory of fifty-one campus functions, activities, and services offered by the university with regard to their importance for achieving educational goals (see Display 4 for a detailed listing). The long list of items represented six broad factors: (1) instruction, (2) availability of necessary courses and convenience of class schedules, (3) library services, (4) academic support services, (5) academic advising, and (6) student services.

	Importance		Quality	
	Percent Important or Very Important	Rank	Quality Rating	Rank
<b>Instruction</b>				
Quality of instruction	97	1	2.9	1
Accessibility of faculty	87	14	2.8	10
Variety of courses offered	92	10	2.3	40
Faculty ability to communicate the subject matter	94	4	2.8	6
Faculty preparation for class	94	5	2.9	2
Faculty enthusiasm for teaching	95	3	2.8	5
Courses that stimulate intellectual/interpersonal growth or challenge me	91	11	2.7	14
Fairness of testing and grading	93	8	2.8	8
Classes that are focused on career concerns	88	13	2.6	19
Relevance of coursework to major	94	6	2.8	7
Coursework that is consistent with the instructor's stated objectives or syllabus	89	12	2.9	3
Courses in my major that are required for graduation	93	9	2.8	9
Opportunities to meet with faculty outside of the classroom	74	21	2.7	17
Class size	81	18	2.4	32
<b>Availability and Convenience of Classes</b>				
Availability of necessary classes	97	2	1.7	51
Convenience of class scheduling	94	7	2	50
<b>Library Materials and Services</b>				
Library materials (books, periodicals, professional journals, and informational resources)	87	15	2.7	15
Library services (e.g., reference desk)	80	19	2.8	11
<b>Academic Support</b>				
Lab facilities for physical sciences	43	32	2.5	25
Lab facilities for foreign language	28	43	2.4	35
Lab facilities for computer science	51	29	2.6	21
Computer workstations	61	25	2.6	20
Computer network information services	53	28	2.5	24
Publications: catalog and schedule of classes	83	16	2.9	4
Tutoring/basic skills services	43	33	2.5	26
<b>Academic Advising Services</b>				
Pre-transfer advising from a senior college or university	27	45	2.2	49
The university advising center or general studies office	42	34	2.3	43
Advising centers in my major department or school/college	69	23	2.5	23
Faculty in my major department	78	20	2.8	12
Administrative or program staff	41	37	2.5	28
Campus catalog or other department or school publication	69	24	2.8	13
Orientation and program preparation seminars	42	35	2.5	27
<b>Student Services</b>				
Campus housing	33	39	2.3	44
Recreation programs and/or activities	27	44	2.4	36
Student union activities	23	46	2.4	37
Child care	14	51	2.4	39
Bookstore	82	17	2.7	16
Student health service	57	26	2.7	18
Psychological counseling	23	47	2.4	38
Financial aid services	54	27	2.3	42
Campus food services	49	31	2.2	48
Intercollegiate athletic programs	19	50	2.3	46
Career planning provided by faculty	51	30	2.2	47
Career planning provided by the Career Planning Office	41	36	2.4	33
Social and cultural activities	31	41	2.4	34
Campus orientation programs	38	38	2.6	22
Educational Opportunity Programs	29	42	2.5	30
Disabled Student Services	21	49	2.5	31
Student leadership training	23	48	2.3	45
Student clubs and organizations	32	40	2.5	29
Admission services	73	22	2.3	41

Note: Quality was scored 0-4 (very poor, poor, fair, good, or excellent).

In the five years that followed the spring 1989 SNAPS, the annual CSU Support Budget was reduced by approximately 10 percent, the State University Fee increased by 85 percent, and other student expenses rose by 25 percent.

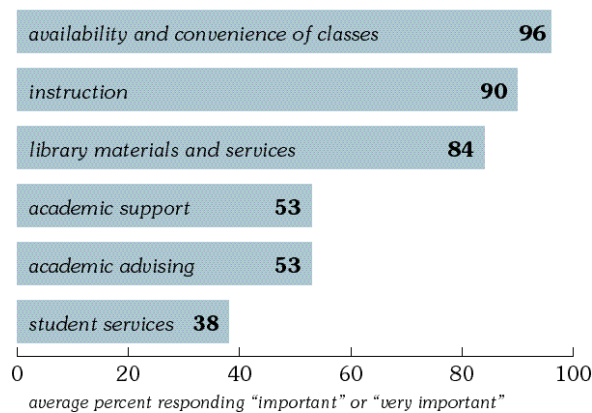
An overview of student priorities can be gleaned by generating arithmetic means for the six factors (i.e., summing the “important” and “very important” responses within each of the factors, and then dividing the totals by the number of items in each factor). The means are graphed in Display 5.

On average, 96 percent of the respondents cited the frequency at which necessary courses were offered and on what days or at what hours they were scheduled as the most important factors for achieving their educational goals. Here, the near uniformity of opinion is a loud reminder that students expect administrators to offer classes students want when they want them.

Not surprisingly, issues about instruction were viewed as vital components of the university by most of the respondents. On average, 90 percent of the sample rated “important” or “very important” each of the fourteen instruction-related items, which covered course variety, course content, intellectual stimulation, fairness in grading, class size, faculty accessibility, and instructional quality. The items with the highest proportion of “important” or “very important” responses concerned the quality of instruction they receive (97 percent) and access to faculty who are enthusiastic about teaching (95 percent).

Library materials and services emerged from the responses as the third most important campus commodity. For instance, fully 87 percent of the sample indicated the library collection was key to their educational goals. The fourth and fifth rankings were held by academic support services and academic advising. On average, just over 50 percent of the sample responded that both factors were important to their educational goals. Finally, on average, 38 percent of the sample responded student services were important to their educational goals.

Display 5 Major Factors of Importance to Educational Goals



## Quality Ratings

The good news is that three quarters of the students surveyed in spring 1994 rated the quality of instruction at the CSU as “good” or “excellent.”

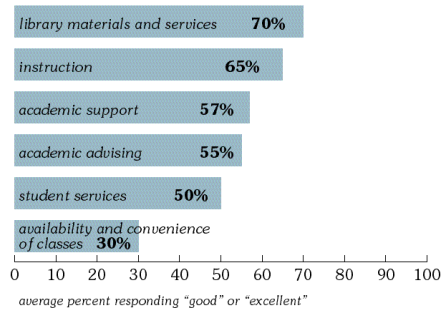
Having established which university factors students view as prerequisites for academic success, we next turn to how satisfied they are with the campus commodities they have received. Respondents were asked to go back over the items on the original inventory list and rate their quality as either very poor, poor, fair, good, or excellent. To summarize the responses, a four-point scale was assigned to each item, with the lowest score (0) representing a “very poor” rating and the highest score (4) representing an “excellent” rating.

Except for the factor representing class availability and class schedules, all the major factors received “good” or “excellent” ratings from one-half to two-thirds of the sample. So in five of the six domains, the average quality rating exceeded the scale score of 2.0, or “fair.” Individual items with the highest ratings were quality of instruction (2.9), faculty preparation (2.9), and library materials (2.8).

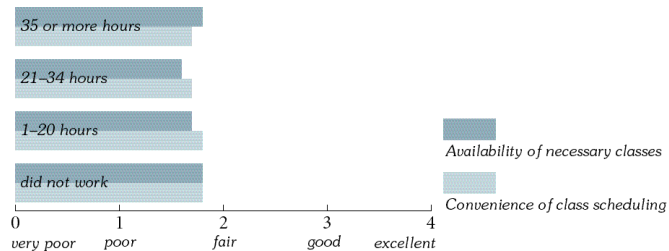
A summary of how students rated the quality of university services is graphed in Display 6. Here the values represent the average proportion responding “good” or “excellent” within each of the six factors. The anomalous factor is “class availability or convenience of class schedules.” Here less than one-third of the sample rated the services as “good” or “excellent.” Thus the factor’s average quality rating was just 1.9, or “fair.”

Historically, this factor has never received a “good” or “excellent” rating from the majority of the student body; plus its approval percentage has been dropping since monitoring began. In the 1981, 1984, and 1989 SNAPS administrations, the percentage of “good” or “excellent” responses for convenience of class

Display 6 Quality of Institutional Factors



Display 7 Availability and Convenience of Classes by Hours Worked per Week



The anomalous factor is “class availability or convenience of class schedules.” Here less than one-third of the sample rated the services as “good” or “excellent.”

scheduling were 48, 43, and 39 percent, respectively. Now, it appears that the level of student satisfaction in this area is at a new low. The comparable percentage from the 1994 SNAPS administration was merely 30 percent.

In the past, the lukewarm ratings for the convenience of class schedules were essentially the same across most student groups. That is, there were no significant differences of opinion between full-timers and part-timers, day and night attendees.

The 1994 observations confirm that dissatisfaction in this domain is still a global issue. For example, only nominal differences exist between four categories of employment status: those students who (1) did not work, (2) worked 1-20 hours per week, (3) worked 21-34 hours a week, and (4) worked 35 hours or more a week. So dissatisfaction with how often classes are scheduled was equally distributed across well-defined student subgroups.

### Importance, Quality, and Effectiveness

Traditionally, assessments about institutional effectiveness have been derived by examining the intersection between the importance and quality ratings. Consider, for example, the simple four-cell bivariate table depicted below in Display 8.

The cell that denotes institutional effectiveness is number 1. Here students, in relative terms, rate a factor as high in importance and high in the quality. The consonance suggests “more bang for your buck.” A very positive finding, then, is that eleven of the fourteen instructional values items listed in the questionnaire fell into cell number 1. Other items that were rated “high and high” were “advising from faculty in my major,” “bookstores,” and “campus publications.”

None of the items landed in cell number 2. So, there were no interesting anomalies indicating a generally unimportant campus commodity was viewed as being of very high quality. And, as for cell number 4, the only item rated near the bottom on both importance and quality was campus food services.

Items that fell into cell number 3 (high importance contrasted with low quality) are, of course, cause for concern. Here, there were three items:

- Availability of necessary classes (ranked second in importance, fifty-first in quality)
- Convenience of class scheduling (ranked seventh in importance, fiftieth in quality)
- Variety of courses offered (ranked tenth in importance, fortieth in quality)

Display 8 Quality and Importance Ratings

	High Importance	Low Importance
High Quality	1	2
Low Quality	3	4

...at any  
given time  
about 70  
percent of  
the student  
body express  
positive  
evaluations  
of their  
campus  
experience,  
10 percent  
give  
unfavorable  
evaluations,  
and 20  
percent have  
yet to form  
an opinion.

The level of dissonance between importance and quality exhibited by these three items may be a consequence of the cutbacks that have occurred since fall 1990, even though we know that convenient scheduling has been a perennial problem area.

### Overall Satisfaction

To measure overall student satisfaction, respondents were asked how much they agree or disagree with the following statement: "I am pleased with my overall experience on campus." Their responses, since 1981, have been transformed into a four-point scale and they have been plotted in Display 9. In each case, zero means students "strongly disagreed" with the statement, one means students "disagreed," two means the students were undecided, three means students "agreed," and four means students "strongly agreed."

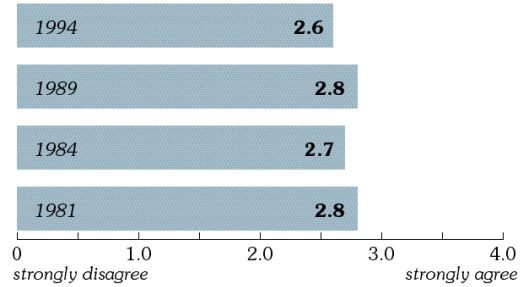
All the average rating scores are in the favorable range (i.e., above 2.0); and despite some variances, they are more alike than different. The broad picture, therefore, is that at any given time about 70 percent of the student body express positive evaluations of their campus experience, 10 percent give unfavorable evaluations, and 20 percent have yet to form an opinion. The only deviation from the norm for the 1994 observations is that the proportion of undecided respondents reached 23 percent, five percentage points more than were identified in the 1989 observations.

### CSU Student Satisfaction Compared to Students Across the Nation

How do the opinions of CSU students on overall satisfaction compare with other college or university students? Ordinarily, the question is difficult to answer because of the paucity of comparable data from other institutions. To insure we could make some comparative statement, we included in SNAPS a series of satisfaction-related questions that were part of a concurrent ACT survey. Between late 1993 and early 1995, ACT conducted its own outcomes survey. ACT, Inc. is the competitor of College Board. The sample consisted of more than 20,000 students representing 106 public or private colleges and universities across the nation. Among the ACT queries were the following three items, with which respondents were asked to agree or disagree:

- "This university has helped me meet the goals I expected to achieve."
- "I am proud of my accomplishments at this university."
- "I would recommend this university to others."

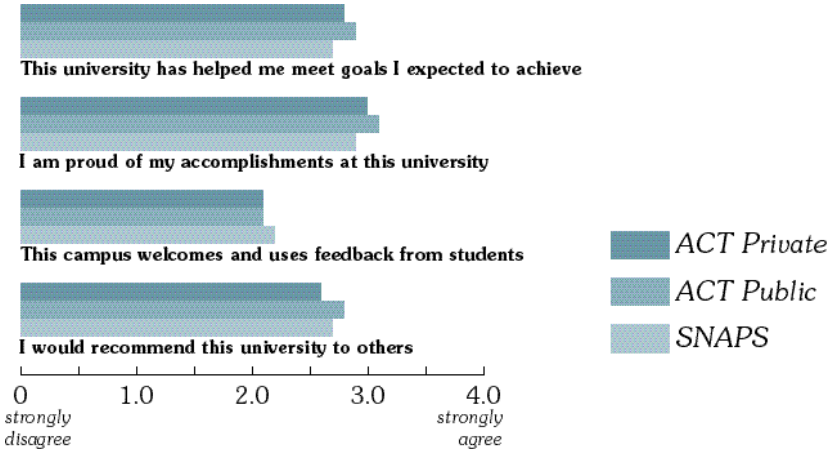
Display 9 "I Am Pleased with My Overall Experience on Campus."



The approval ratings (again, expressed as a four-point scale, with the lowest value representing strong disagreement with the statement and the highest value representing strong agreement) are charted below for three groups: SNAPS respondents, ACT respondents from public institutions, and ACT respondents from private institutions.

All the averages reflect favorable opinions, and CSU responses are very much like the responses from the ACT sample of students, from public or private institutions. Thus with about two-thirds of its students rendering positive judgments, the CSU is on par with the average assessment by students across the nation.

Display 10 ACT Satisfaction Indicators





# Variations in Perceptions Among Subgroups

## Section 3

To what extent do CSU's numerous student subgroups hold different opinions about which university components are most important for their goal attainments? Or, contrary views about the quality of each component? Are there, for instance, differences between undergraduate and graduate students? Between working and non-working students? Between commuter students and students who reside on campus?

To answer these questions, the respondents were first disaggregated into sets of subgroups by ten academic, social, and economic variables. The background variables were: student level, course load, major, campus size, commuter status, age, ethnicity, work status, and family income (computed separately for dependent and independent students). These ten variables generated forty-seven subgroups (see Display 13). The analysis examined specific intergroup differences within each background variable for twenty-six representative items from the original list of fifty-one, listed in Display 4 of Section 2.

Common sense might suggest that responses would be notably different between some student subgroups. The data, however, suggest an alternative pattern of responses. The students, for instance, expressed, more or less, a universal view of what is important at the university. Moreover, most student subgroups had very similar opinions about the quality of services delivered by the university.

The initial way we investigated subgroup differences was to evaluate the extent to which the complete ranking of functions, services, and activities by one subgroup corresponds to the ranking of another. The statistical method we used was correlational analysis.

Consider, for example, student level (i.e., undergraduate vs. graduate). First we calculate the percentage of agreements among undergraduate students for the question of importance, and then rank the percentages in ascending order (i.e., low to high). Next we calculate the corresponding percentage of agreements among graduates. Now we have two columns of paired percentages. If graduate students rated the twenty-six items in the exact same order as undergraduate students, then the paired percentages would generate a correlation coefficient ( $r$ ) equal to 1.0. If graduates rated the twenty-six items in the exact opposite order as undergraduates, then the paired percentages would generate a correlation coefficient equal to -1.0. And if the corresponding percentages for graduates differed randomly in order from the percentages for undergraduates, then the paired percentages would generate a correlation coefficient equal to 0.0. The resorted percentages associated with importance and quality are listed in Display 11 for undergraduate and graduate students.

Display 11

Comparison of Graduate and Undergraduate Ratings for Quality and Importance

Importance Rating	Student Level		Quality Rating	Student Level	
	Undergraduate	Graduate		Undergraduate	Graduate
Quality of instruction	97	98	Quality of instruction	75	78
Availability of necessary classes	97	98	Faculty preparation	74	78
Faculty ability to communicate	96	97	Publications: catalogs	73	74
Faculty enthusiasm	95	95	Library services	71	70
Fairness of testing	94	91	Library materials	69	63
Faculty preparation	94	96	Fellow students	69	75
Relevance to major	94	95	Campus catalog	68	70
Convenient schedule	94	93	Faculty in my major	67	73
Library materials	90	90	Faculty enthusiasm	66	76
Publications: catalogs	88	83	Fairness of testing	66	75
Library services	83	83	Faculty ability to communicate	66	74
Bookstore	83	79	Student health	66	67
Class size	81	82	Relevance to major	65	74
Admission services	75	65	Bookstore	63	67
Computer workstations	74	64	Labs for computers	58	54
Faculty in my major	71	68	Computer workstations	57	52
Labs for computers	65	53	Advising centers in major	54	57
Advising centers in major	62	46	Financial aid	49	42
Student health	59	43	Career Planning Center	49	43
Financial aid	58	38	Admission services	49	43
Campus catalog	54	43	Class size	48	61
Career planning from faculty	53	43	General advising	46	42
Pre-college advising	47	20	Career planning from faculty	43	46
Career Planning Center	44	31	Pre-college advising	42	34
Fellow students	44	31	Convenient schedule	32	47
General advising	32	17	Availability of necessary classes	22	37

...most student subgroups had very similar opinions about the quality of services delivered by the university.

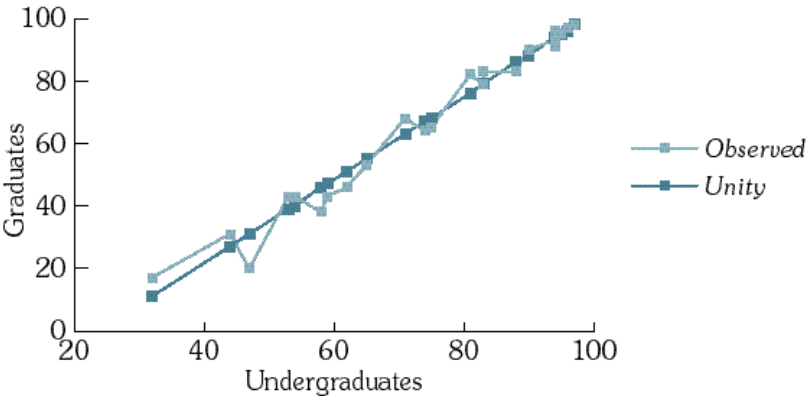
Display 12 illustrates the correlational analysis for the responses of undergraduates and graduates. The graph on the top plots “importance” issues and the one on the bottom plots “quality” issues. Both graphs represent scattergrams. Each (X,Y) coordinate denotes the paired percentages listed in Display 11, with undergraduates plotted on the X-axis and graduates plotted on the Y-axis. The straight line in each graph represents the regression line that would have emerged if undergraduates and graduates had ranked each component the same (labeled “unity”). The irregular line in each graph indicated the rankings that actually emerged (labeled “observed”).

The observed plots, as we know, are not identical to their respective plots for unity; but the observed plots do follow linear patterns. In the case of importance, the observed plots are very linear. They generate a correlation coefficient of 0.988. The observed plots for quality are a little less linear. They generate a correlation coefficient of 0.881. Thus the correlational analysis suggests that undergraduate and graduate students had very similar views regarding importance and quality issues, even though the two subgroups did not rank the components of university offerings exactly the same.

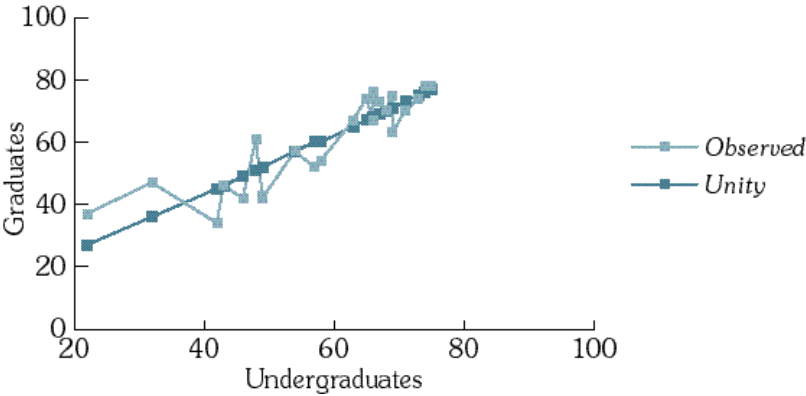
We applied the same analysis procedures to the other nine background variables. The nine sets of correlation coefficients were on par with the coefficients associated with student level. So the results suggest more similarity than difference between subgroups.

The summary results for all ten background variables are listed in Display 13. For variables with only two subgroups, the intergroup correlation coefficient is posted. For variables with more than two subgroups, the average intergroup correlation coefficient is posted<sup>1</sup>. Also posted is the lowest and highest coefficient observed between all subgroups.

Display 12 Response Correlational Analysis



**Importance**



**Quality**

Subgroups	INTERGROUP CORRELATION FOR RANKINGS	
	Importance	Quality
<b>Student Level</b> Undergraduate Graduate	r = 0.988	r = 0.881
<b>Course Load</b> Full-time Part-time	r = 0.982	r = 0.965
<b>Major</b> Behavioral Sciences, Business/Management, Education, Engineering, Fine/Applied Arts, Interdisciplinary Studies, Letters/Humanities, Mathematics/Computer Science, Professional Studies, Undeclared	Average r = 0.938 Average r = 0.938 Range = 0.822-0.992	Average r = 0.903 Range = 0.707-0.982
<b>Campus Size</b> Small (<10,000) Medium (10,000-19,000) Large (>20,000)	Average r = 0.990 Range = 0.986-0.993	Average r = 0.919 Range = 0.861-0.962
<b>Residential Status</b> Commuter Resident	r = 0.984	r = 0.976
<b>Age</b> <20, 20-22, 23-24, 25-29, 30-39, 40-49, 50 or more	Average r = 0.950 Range = 0.851-0.994	Average r = 0.896 Range = 0.765-0.989
<b>Ethnicity</b> African American, American Indian, Filipino, Mexican American, Other Latino, Pacific Islander, White	Average r = 0.959 Range = 0.911-0.993	Average r = 0.909 Range = 0.726-0.980
<b>Hours Worked per Week</b> Did not work, 1-20, 21-34, 35 or more	Average r = 0.988 Range = 0.975-0.996	Average r = 0.979 Range = 0.959-0.993
<b>Family Income</b> Dependent students <\$23,999, \$24,000- 47,999, \$48,000-\$71,999, \$72,000 or more	Average r = 0.907 Range = 0.779-0.982	Average r = 0.969 Range = 0.939-0.992
<b>Family Income</b> Independent students <\$6,000, \$6,000-\$17,999, \$18,000-\$35,999, \$36,000- \$59,999, \$60,000 or more	Average r = 0.955 Range = 0.916-0.992	Average r = 0.969 Range = 0.943-0.987

Clearly the general pattern of how students rank items on importance or quality varies little among the subgroups. There are, however, instances where the intensity of agreement between subgroups warrants comment. When we compare percentages among the forty-seven subgroups regarding importance (see Appendix for values), a sparse number of subgroups appear to rate some areas substantively higher than most other subgroups. For example,

- Traditional college-age students (i.e., 24 years old or less) rate academic advising higher than older students; and advising is most important to 18-19 year-old students.
- Residential students rate student health services as more important than commuters.
- Dependent and independent students with the lowest family incomes view academic advising and student services as more important than higher income subgroups.
- Engineering, math, and computer science students rate computer labs and workstations more important than other majors.

A small number of groups also tend to rate some areas substantively lower than most other subgroups. For instance:

- Whites and Asians rate advising less important than other ethnic groups.
- Whites rate student services as less important than other ethnic groups.
- Full-time workers rate advising and support services as less important than part-timers or non-workers.
- Undeclared students rate advising as less important than declared majors.
- Graduate students rate advising and support services as less important than undergraduates.

What these short lists of citations suggest is that differences are relegated to just a few subgroups in regard to a narrow range of services and activities. There does not appear to be much evidence that suggests widespread difference of opinion among subgroups about what is important to them on campus.

When it comes to quality, the following departures were observed (see Appendix):

- Asian and Pacific Islanders were less likely to rate instruction positively.
- Students majoring in business, engineering, mathematics, and computer science were less likely to rate instruction positively.
- Graduate students were more likely than undergraduates to rate instruction positively.
- Students from large campuses were less positive about instructional quality.
- Asians and Pacific Islanders were less likely to be positive about the quality of computer labs.
- Students from higher income brackets gave lower quality ratings for financial aid services.

## **Difference in Overall Satisfaction**

How do the various student subgroups attending the CSU evaluate their cumulative educational experience? Here we begin our analysis by re-examining the SNAPS query on overall student satisfaction in the context of the ten background variables.

Display 14

Subgroup Analysis of Display 9, Section 2

Percent of Respondents, by Subgroups, Who Strongly Agree or Agree with the Following Statement:  
 "I Am Pleased with My Overall Experience on This Campus."

Group	Percent Agree	±1.96 Standard Error*	Sample Size
<b>Total Sample</b>	65	0.8	15,452
<b>Student Level</b>			
Undergraduate	69	0.9	10,544
Graduate	64	1.7	3,132
<b>Course Load</b>			
Part-time (<12 units per term)	64	1.3	5,131
Full-time (12 units or more per term)	67	1.0	9,355
<b>Major</b>			
Behavioral Sciences	67	2.4	1,493
Business/Management	60	1.9	2,676
Education	69	2.5	1,320
Engineering	68	3.0	946
Fine/Applied Arts	64	4.8	380
Interdisciplinary Studies	70	3.9	537
Letters/Humanities	67	2.7	1,164
Mathematics/Computer Science	64	3.6	701
Professional Studies	67	1.9	2,260
Sciences	64	3.4	760
Undeclared	60	5.6	298
<b>Campus Size</b>			
Large (20,000 or more students)	62	1.1	7,895
Medium (10,000-19,999 students)	68	1.2	5,600
Small (<10,000 students)	74	1.9	1,956
<b>Commuter Status</b>			
Commuter (15-minute commute or more)	63	2.2	1,895
Residential (lives on campus)	73	4.4	12,934
<b>Age</b>			
19 Years and Younger	60	2.6	1,378
20-22	65	1.5	4,058
23-24	64	1.9	2,576
25-29	64	1.7	2,922
30-39	69	1.9	2,300
40-49	75	2.5	1,167
50 Years and Older	72	4.4	393
<b>Ethnicity</b>			
African American	57	3.9	630
American Indian	62	8.3	130
Asian American	50	2.3	1,827
Filipino	55	4.2	532
Mexican American	66	2.4	1,524
Other Latino	72	4.0	483
Pacific Islander	54	14.0	49
White Non-Latino	72	1.0	7,756
<b>Hours Worked per Week</b>			
Did not work	65	1.4	4,281
1-20 hours	68	1.4	4,027
21-34 hours	63	1.8	2,703
35 hours or more	66	1.5	3,639
<b>Parental Income for Dependent Students</b>			
\$23,999 or Less	57	2.3	1,725
\$24,000-\$47,999	63	2.2	1,814
\$48,000-\$71,999	66	2.4	1,530
\$72,000 or More	67	2.5	1,404
<b>Self Income for Independent Students</b>			
\$5,999 or Less	64	1.5	3,788
\$6,000-\$17,999	64	1.9	2,424
\$18,000-\$35,999	67	2.6	1,222
\$36,000-\$59,999	72	3.0	854
\$60,000 or More	71	3.4	690

\*Note: The level of significance for each standard error is 0.95.

...we found no instance where a majority of students in a particular subgroup indicated dissatisfaction with their overall experience in the CSU.

Recall from the previous chapter that 65 percent of the SNAPS sample strongly agreed or agreed with the following statement: "I am pleased with my overall experience on campus." Display 14 lists the comparable percentage for 47 subgroups of students, representing ten background variables. Because of generally large subsample sizes, the set of percentages is very stable; that is, they have small standard errors.<sup>2</sup> The average 95 percent confidence interval is  $\pm 2.8$  percentage points, with just six subgroups having confidence intervals larger than  $\pm 4.0$  percentage points.<sup>3</sup>

There is, of course, variation across the forty-seven subgroups; for example, the highest observed percentage was 75 percent (students aged 40-49) and the lowest was 50 percent (Asian American students). On balance, though, the distribution of percentages shows a strong central tendency, i.e., most of the percentages resemble the average. In statistical terms, twenty-five of the subgroups are not significantly different than the systemwide percentage of 65 percent (i.e., the subgroups' 95 percent confidence intervals includes the value 65 percent); and, in substantive terms, thirty-four of the percentages fall within  $\pm 5.0\%$  of the systemwide percentage. So, in general, most of the observed differences in expressed overall satisfaction were nominal.

Subgroups who had percentages substantively higher than the systemwide percentage of 65 percent were:

- Whites and Latinos other than Mexican Americans
- students at smaller campuses
- students majoring in interdisciplinary studies and education
- students aged 40 years or older
- commuter students
- independent students who annually earn \$36,000 or more

Subgroups who had percentages substantively lower than the systemwide percentage of 65 percent were:

- Asians, Pacific Islanders, Filipinos, and African Americans
- dependent students with family incomes below \$24,000

It is important to note we found no instance where a majority of students in a particular subgroup indicated dissatisfaction with their overall experience in the CSU.

Perhaps the most significant finding of the analysis of SNAPS data by student subgroup is that there are so few substantive differences among them. Given the heterogeneity of the CSU student population, it is somewhat surprising to find so much agreement among so many different types of students. Moreover, where there are significant differences, many of them are expected (e.g., that undeclared majors are not concerned about advising in the major, or lower income students are more concerned with financial aid).

Intergroup consensus, of course, does not always signal good news. In the case of availability of necessary classes, convenient class scheduling, and pre-college advising, the plurality of every student subgroup rated their quality below par.

## Conclusion

As before, most CSU students, regardless of background, have found the university to be in good health, even after a bout of economic constrictions. But their diagnosis includes some warning signs. In particular, they ask that the university correct any imbalance between how many required classes are made available and how many students want to attend them. And they believe the university should continue to promote better advising, and keep a vigil over the quality of instruction.

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<sup>1</sup> The unique number of intergroup correlation coefficients generated by a variable is  $(k^2-k)\div 2$ , where k is equal to the number of subcategories within a variable.

<sup>2</sup> The standard error is equal to the square root of  $(P \times Q) \div N$ , where P is the percentage for a given sample, Q is equal to 100% - P, and N is the sample size.

<sup>3</sup> The upper bound of the 95 percent confidence interval is equal to standard error multiplied by 1.96; the lower is equal to standard error multiplied by -1.96.

# Barriers to Achieving Educational Goals

## Section 4

Most CSU students enter the university with the intent to earn a degree. The majority are seeking bachelor's degrees, with significant proportions pursuing master's degrees or educational credentials. Less than two percent indicate they enroll for the experience, not the "sheepskin."

Naturally, the university works to promote persistence to a diploma or certificate; moreover, students appear to recognize the university's effort. As noted earlier, most CSU students generally agreed with the following statement: "This university has helped me meet the goals I expected to achieve."

Remember that the SNAPS respondents, on average, rated the above statement 2.8, on a scale of 0 to 4, where 0 is equated with strong disagreement and 4 with strong agreement. There are, however, some differences among respondents when you separate students by curriculum level (i.e., lower division, upper division and postbaccalaureate/graduate students). Students seeking master's degrees or credentials agreed most that the university facilitates goal attainment. All in all, the disaggregated responses suggest a slight positive relationship between students' accumulated years in higher education and their perception about how much the institution aided them in meeting their goals. It could be that some students are not far enough along in their academic careers to make judgments about how the university assists in the attainment of a university degree.

Display 15

Current Educational Goals

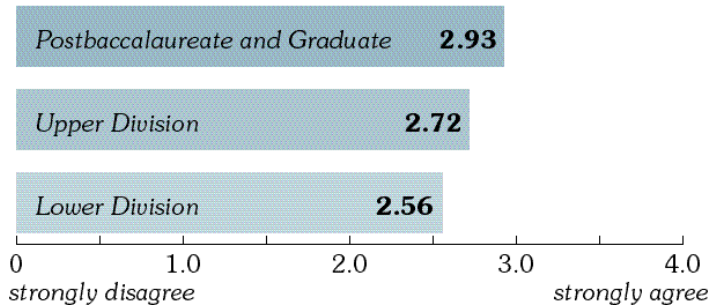
<b>Educational Goal of Respondent</b>	<b>Percentage of Respondents</b>
Bachelor's Degree	70.0
Master's Degree	18.1
An Educational Credential	7.0
Other Credential	2.0
Strengthen Qualifications to Improve Career Opportunities	1.8
Other Degree	1.1

Unfortunately, mitigating against degree completion are a plethora of potential impediments stemming from campus policies and external or personal forces. The extent to which students perceive themselves as being “pulled out” by external forces or “pushed out” by campus elements is where we now focus our attention.

In the past, roughly 26 percent of all SNAPS respondents have identified some campus-related factors as hazards to degree completion. The main culprits have been course variety, class scheduling, and support services. About 40 percent have stated personal factors (such as family obligations or work) as the primary hurdle to a degree. The remaining 34 percent of all respondents have reported no major obstacles to the attainment of their educational goals. So, in general, three-quarters of CSU students have not viewed campus policies or practices as significant barriers to fulfilling their educational objective.

The comparable responses from spring 1994 SNAPS depart from the established pattern of previous surveys. First, the proportion of students who reported “no obstacles” fell from an average of 34 percent to just 17 percent. Second, the proportion that saw campus problems as sizable obstacles now extends to more than one in three students. Third, the proportion that cited personal problems as obstacles reached a new high of 46 percent.

**Display 16** Helped Me Meet My Goals



**Display 17** Greatest Obstacle to Reaching Educational Goals

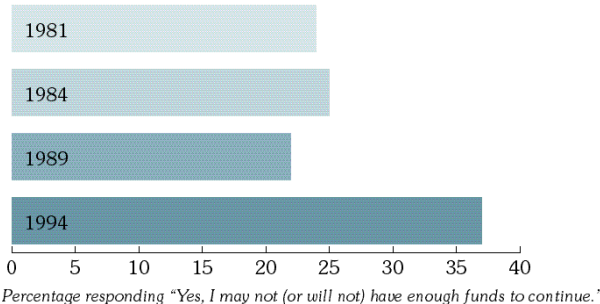


As one might expect, the rise in the percentage of students mentioning personal factors as barriers to success was related to changes in financial conditions. Here again, current responses deviated from historical norms. Fully 37 percent of the sample indicated that they thought they might not have enough funds to continue their education. That increase represented a 12 percentage point gain over the highest previously recorded percentage. In other words, well over a third of the 1994 SNAPS respondents foresaw money problems, whereas the comparable proportion for prior respondents was only a fourth.

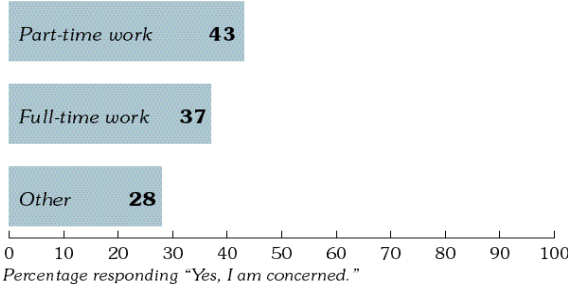
How were students paying for their education in spring 1994? Well, to start, nearly 28 percent were being subsidized by their family. Another 17 percent were using loans, savings, or scholarships to pay the bulk of their educational costs. Thus the remaining 55 percent were working to pay for the major portion of their schooling. Roughly 40 percent were part-time participants in the labor force and approximately 15 percent were full-time employees.

Not surprisingly, how students were financing their education was related to the level of concern they had about their future ability to pay. Those who were working part-time had the highest level of concern, with 43 percent stating they might have difficulties continuing their enrollment. The comparable percentage for full-time workers was 37 percent. Those who were paying by other means had the smallest percentage responding they might have difficulties (28 percent). So, the largest sector of the student body, part-time workers, had the highest level of financial concerns.

**Display 18** Are You Concerned about Financing Your College Education?  
 “Yes, I may not have enough funds to continue”



**Display 19** Are You Concerned about Financing Your College Education?  
 Primary Method of Financing College Education



If students were to draft an action agenda for initiating campus reforms, what items would top the list? The answer to this question yields another indication of student priorities.

The SNAPS questionnaire provided students with twenty-two specific actions campuses could initiate. The students were instructed to select (up to) three actions that would personally help them reach their educational goals. Given their previous responses, it is not surprising that a call for more course sections received the most responses. Over 40 percent of the sample selected that item as one of their actions.

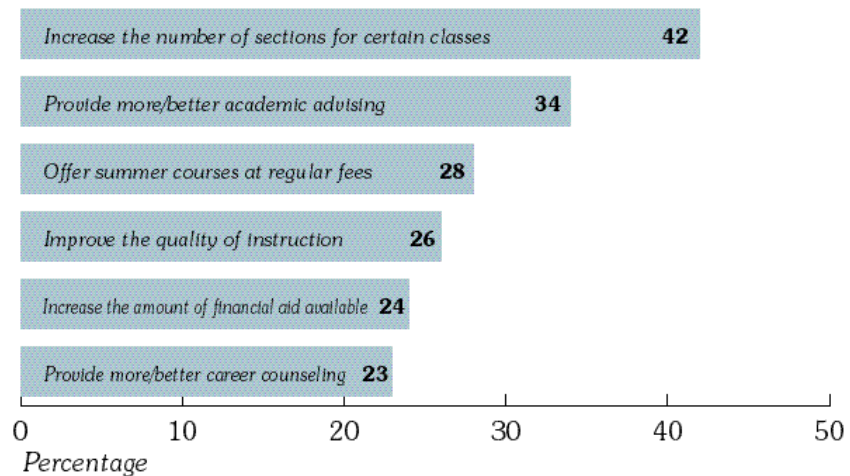
The other items with the most frequent responses were: improved advising, offering summer courses at regular fee rates, improved instruction, increased financial aid, and better career counseling. Thus two of the top six recommendations concerned money.

One distinction of the top six recommendations was that they were selected by at least one-fifth of the student body. There were three recommendations that had response rates just under 20 percent. Interestingly, each concerned the supply of class sections. Notable proportions of students asked for more evening classes (19 percent), more degree-credit extension courses (18 percent), and more summer courses (18 percent).

Instructional quality may have survived the aftermath of the budget cutbacks associated with the economic recession, but there appears to have been other damages. Students felt the crunch from decreased course offerings, and they felt the pinch from increased fees. All told, only one-fifth of them saw an unobstructed path to their educational goals. Most of the perceived obstacles still were personal in nature; however, more students than ever perceived the university as a source of friction in their pursuit of degrees and credentials.

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## Display 20 Changes That Would Personally Help You Reach Your Educational Goals



# Three Issues for Investigation

## Section 5

The advisory committee to the spring 1994 SNAPS identified three topical issues for investigation. The first issue was the extent to which students were involved in community service; that is, how many students were complementing their in-class education by working outside the classroom as interns or volunteers. The second issue was an assessment of campus climate. Here the interest was in quantifying the social and cultural diversity of the student population and then gauging students' tolerance for different subpopulations. The final issue was an assessment of technology usage (e.g., computers) among students. The assessment included expectations of future usage of technology at the university.

### Community Service

The state legislature in California has created incentives for college students to perform community service. The rationale for the incentives was twofold. First, community service helps develop a greater awareness of societal problems among college students; and, second, it allows them to observe social phenomena in natural settings.

Considering that the typical CSU student is in the labor force while attending class, one might expect that university study and work commitments would restrict community service to a very small proportion of the CSU student body. The SNAPS data, once again, counter that notion. Responses from the 1994 survey indicate that essentially half of CSU students (49%) performed some type of community service during the 1993 calendar year. On average, those students worked in the community roughly 8 hours per week for about six months. These figures suggest that the spring 1994 population of students performed 28.4 million hours of community service work.

Display 21

Average Time Devoted to Community Service by Year

	<b>1988 Calendar Year</b>	<b>1993 Calendar Year</b>
Hours per week	9.4	8.1
Months per year	6.6	5.8

The proportion of students participating in community service during the 1993 calendar year was on par with findings for the 1988 calendar year. The proportion of students providing services was the same for both dates, 49 percent. The average time spent in service, however, was lower in 1993; here, the students spent one hour less per week and nearly one month less per year in community service than their earlier counterparts.

Of those students who were involved in community service during the 1993 calendar year, most donated their time. Fully 71 percent of the community service workers are volunteers. Of the remainder, 22 percent received some kind of remuneration, and 19 percent earned some type of academic credit.

CSU students who participated in community service were involved in a wide range of activities that served a broad spectrum of clients. These students mentioned instructional activities most often. Almost three out of ten CSU students were involved in activities associated with teaching and tutoring. Relatedly, most of the CSU students provided services to youth. About 40 percent of the students stated that they worked with elementary and secondary school-age youths.

Display 22 shows the percentage of students who reported they performed community service in 1993 by our list of subgroups. The numbers suggest that participation in community service was more or less randomly distributed across our categories of subgroups. The few groups with higher than average participation rates were part-time students (58%), education majors (59%), American Indians (61%), and students who were over 40 years of age (60%+). There were only two groups with noticeably lower than average rates: students majoring in math/computer (33%) and engineering (40%).

Display 22 Percentage of Respondents Who Performed Some Community Service by Selected Statuses

	<b>Percentage</b>
<b>Total</b>	<b>49</b>
<b>Student Level</b>	
Undergraduate	49
Graduate	50
<b>Attendance Status</b>	
Part-time	58
Full-time	47
<b>Ethnicity</b>	
African American	53
American Indian	61
Asian American	45
Filipino	47
Mexican American	50
Other Latino	50
Pacific Islander	50
White Non-Latino	52
<b>Hours Worked per Week</b>	
Did Not Work	49
Less than 20 hours	54
20-34 hours	48
35 hours or more	50
<b>Campus Size</b>	
Large	49
Medium	48
Small	51
<b>Respondent's Major</b>	
Behavioral Sciences	50
Business/Management	42
Education	59
Engineering	40
Fine/Applied Arts	44
Interdisciplinary Studies	56
Letters/Humanities	46
Mathematics/Computer Sciences	33
Professional Studies	57
Sciences	52
Undeclared	44
<b>Respondent's Age</b>	
19 Years and Younger	54
20-22	48
23-24	48
25-29	46
30-39	51
40-49	62
50 Years and Older	60
<b>Type of Campus</b>	
Commuter	48
Residential	52
<b>Parental Income for Dependent Students</b>	
\$23,999 or Less	48
\$24,000-\$47,999	49
\$48,000-\$71,999	47
\$72,000 or More	50
<b>Self Income for Independent Students</b>	
\$5,999 or Less	51
\$6,000-\$17,999	47
\$18,000-\$35,999	49
\$36,000-\$59,999	53
\$60,000 or More	56

## Campus Climate

As the “people’s university” of California, the CSU encompasses all the variety and vigor of California residents. For instance, ethnic/racial representation is so widespread that the concept of majority/minority students denotes essentially a 50/50 split, just as it does in California high schools.

Ethnic diversity among minority students extends well beyond the broad categories of, for example, Asian and Latino. In the SNAPS sample, the Asian category consists of significant proportions of Chinese (43%), Vietnamese (19%), Japanese (15%), and Korean (9%) students. There is less intra-ethnic variety among the Latino students; fully 80 percent self-identify as Mexican Americans, but the Latino category contains large numbers of Central Americans, South Americans, Puerto Ricans, and Cubans.

The broad categories of Asian and Latino origins also mask the presence of non-English language backgrounds, and, in some cases, immigrant status. More than 50 percent of the Asian students reported they were fluent speakers of a non-English language; nearly 40 percent of the Latinos reported they were fluent Spanish speakers. Almost one-third of the Asians reported they immigrated to the United States and one-tenth of the Latinos reported the same.

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Display 23

Asian and Latino Subgroups

<b>Asian</b>	<b>Percentage</b>	<b>Latino</b>	<b>Percentage</b>
Chinese	43.2	Mexican American	79.7
Vietnamese	18.9	Central American	6.7
Japanese	14.9	Other Latino	5.6
Korean	9.2	South American	4.4
Asian Indian	5.9	Cuban	1.2
Other Asian	3.9	Puerto Rican	2.5
Other Southeast Asian	1.2		
Laotian	1.0		
Cambodian	0.9		
Thai	0.9		
Total	100.0	Total	100.0

Given the multi-ethnic and multicultural composition of the institution, the CSU has embraced its diversity and devoted special attention to making all students feel welcome. To judge how well it has succeeded, the SNAPS survey instrument included two items about campus climate. First, students were asked to respond to the statement: "...how often... have (you) experienced or directly observed ... insensitive behavior ... directed at yourself or another based on one or more of the following attributes: race or ethnicity, gender, sexual orientation, age, physical disability, learning disabilities, religion, non-English language background." Then they were asked: "...how often... have (you) ... observed efforts to reduce incidents of insensitive behavior."

**Display 24** **Incidents of Insensitive Behavior**

<b>Attribute</b>	<b>Percentage of Students Who Experienced or Observed Insensitive Behavior</b>	<b>Percentage Who Observed Efforts to Reduce Incidents of Insensitive Behavior</b>
Non-English language background	5%	6%
Sexual orientation	4	4
Gender	4	4
Race or ethnicity	3	4
Religion	2	3
Learning disabilities	2	2
Age	2	2
Physical disabilities	1	1

A small percentage of students indicated that they had seen or experienced incidents of insensitive behavior for each attribute. The largest percentage of reported incidents concerned non-English language background (5 percent). The percentages for sexual orientation and gender-based incidents were identical: 4 percent. The smallest percentage of reported incidents concerned a physical disability (1 percent). Interestingly, the reports of events for reducing insensitive behavior were proportionate to the reports for occurrences of insensitive behavior.

The pattern of observations for both the positive and negative incidents was basically the same within most student subgroups. For example, there were no substantive differences for males vs. females, undergraduates vs. graduates, or part-timers vs. full-timers. There were, however, inter-group differences across ethnic/racial groups. African Americans and American Indians were the most likely students to report negative behavior based on ethnicity or race. Asians and Pacific Islanders were most likely to report negative behavior based on non-English background. On the other side of things, White students were the least likely to observe incidents of racial/ethnic or non-English background insensitivity. White students were also the most likely to observe efforts to reduce incidents of racial/ethnic or non-English background insensitivity.

**Display 25** Incidents Based on Ethnic/Race Status

<b>Ethnic/Racial Status</b>	<b>Percentage of Students Who Experienced or Observed Insensitive Behavior</b>	<b>Percentage Who Observed Efforts to Reduce Incidents of Insensitive Behavior</b>
African American	10%	10%
American Indian	8	10
Mexican American	7	11
Pacific Islander	6	8
Asian	5	8
Filipino	5	17
Other Latino	4	13
White	2	15

Regarding ethnic/race based incidents, reports of efforts to reduce insensitive behavior on campus outnumbered (or equaled) reports of negative events for every ethnic/racial subgroup. This was not the case for all non-English background based incidents. Here negative events outnumbered positive events for Pacific Islanders, Asians, and Mexican Americans.

Ethnic/Racial Status	Percentage of Students Who Experienced or Observed Insensitive Behavior	Percentage Who Observed Efforts to Reduce Incidents of Insensitive Behavior
Pacific Islander	12%	1%
Asian	9	7
Mexican American	7	5
African American	5	5
Other Latino	5	7
American Indian	4	4
Filipino	4	11
White	3	7

## Technology Usage

One of the major transformations in the CSU between the 1989 and 1994 administrations of SNAPS occurred in the area of technology. Computers became more ubiquitous; campuses installed equipment that allowed for two-way audio and visual communications among remote sites; and electronic media played an increasing role in academic and administrative affairs. The SNAPS questionnaire instrument tried to gauge the pervasiveness of this change by asking students to respond to questions about their experience with technology on campus. The questionnaire then asked students to project their future usage.

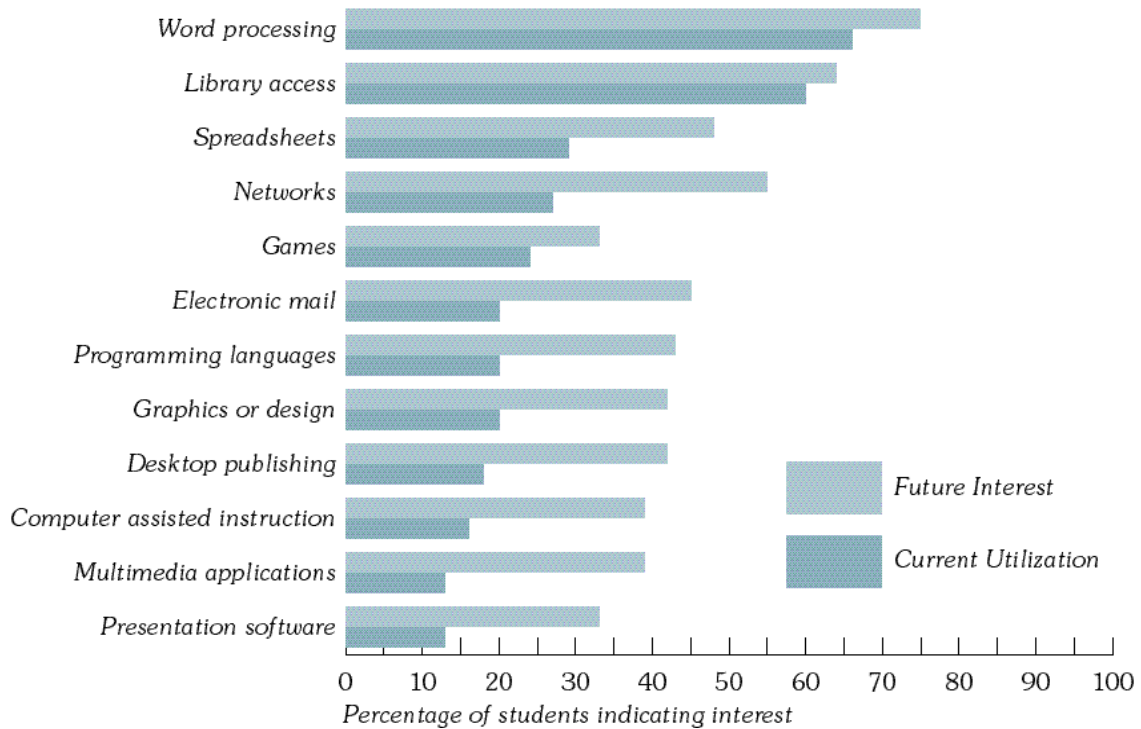
One questionnaire item asked students to indicate how often, during 1993, they used various types of computer applications. Display 27 graphs how many CSU students occasionally or frequently use computer software. On the high side were word processing software and software for library access or literature searches. Nearly two-thirds of all students had used those applications in the past year. A little over a fourth of all students had used spreadsheet programs designed to manipulate numerical data. Usage for most other applications fell between 13 and 20 percent.

Also shown in Display 27 is the interest expressed by students about their future use of the various software applications. The level of expected use exceeds the level of current use for every computer category. Moreover, the data suggest a two-fold increase in future usage for many software packages that now exhibit only marginal usage.

When the data on current use of computer software were analyzed by subgroup, very few significant differences were found. One area was age. In general, students under 20 and students aged 50 or older were least likely to have used computer software at least once during the calendar year. The greatest variation concerned usage by academic discipline.

Display 28 shows the percentages who indicated that they had used word processing software at least once, and the percentage of majors who indicated that they had used computer applications for library access and literature searches at least once for selected disciplines. Clearly, students from engineering, math and computer sciences, and business/management are the high-end users.

Display 27 Current and Future Interest in Using Computer Applications



<b>Selected Disciplines</b>	<b>Percentage Using Word Processing Software</b>	<b>Percentage Using Library Access &amp; Literature Searches</b>
Engineering	78	49
Math/Computer Sciences	77	52
Business/Management	76	57
Letters/Humanities	66	14
Sciences	63	26
Education	62	21
Behavioral Sciences	62	19
Interdisciplinary Studies	59	16
Professional Studies	58	17
Fine/Applied Arts	55	8
Undeclared	51	18

When the SNAPS data pertaining to future interest in using computer software were analyzed by subgroup, there were a few significant differences, but nothing like the wide variation shown in current computer use. In the future, more students from every subgroup intend to use computer applications.

Besides computers, other technologies have had a major impact on campuses. These include media that allow students to take courses at off-campus sites, including the home. The SNAPS questionnaire asked students whether they had taken courses that deviated from the traditional lecturer/classroom setup. The following percentages indicate how much mediated instruction the students had received.

Videotape courses	24%
Computer conferences or interactive computing	11%
Televised classes at home	10%
Televised classes at an off-campus site	8%

Again, when asked about future usage, larger percentages indicated they would be interested in taking such courses in the future.

Televised classes at home	35%
Videotape courses	34%
Televised classes at an off-campus site	33%
Computer conferences or interactive computing	25%

When the data on interest in future use of these technologies were analyzed by subgroup, there were significant differences based on income and ethnicity. For dependent students, the greater their parents' income, the less interest the students had in mediated-learning technologies. For independent students, the greater their income, the more interest they had. In terms of ethnicity, White showed the least interest in distance-learning technologies.

It might be assumed that students who are employed or students who are enrolled part time are more interested in distance education in order to attain more flexibility in their schedules. According to SNAPS data, this assumption is false. Both in terms of current use and future interest, there was no significant difference between working and non-working students and full-time and part-time students.

# Background and Status of CSU Students

## Section 6

The responses produced by each SNAPS administration help remind everybody who CSU students are. In many ways, they do not fit the profile of traditional college students. Broadly speaking, CSU students are enrolled in a statewide system of regional campuses with moderately selective eligibility criteria and one of the lowest fee schedules in the nation. Consequently, CSU campuses attract many students who are:

- attending their campus of first choice,
- commuting to campus,
- first-generation college goers,
- working,
- middle income or lower, and
- part-time enrollees

### Choice of Campus

Of particular interest to CSU administrators and other CSU stakeholders is the degree to which students are attending the campus of their first choice for admission. Responses to this issue speak to how integral CSU institutions are for providing California residents access to higher education.

Display 29 Percentage of Students Attending Campus of First Choice

<b>Attending Campus of First Choice</b>	<b>Percentage</b>
Yes, this campus was my first or only choice	73
No, I was admitted to and wanted to attend another CSU campus	5
No, I was admitted to and wanted to attend a University of California campus	5
No, I was admitted to and wanted to attend a California private college or university	3
No, I was admitted to and wanted to attend an out-of-state college or university	2
None of the above	11

In spring 1994, approximately three-quarters of all students enrolled at the CSU were attending the campus that was their first choice. An additional 5 percent had selected another CSU campus as their first choice. Just 10 percent were attending the CSU despite having been admitted to campuses outside the CSU system. So the CSU was the primary destination for nearly 4 out of 5 students surveyed.

The primacy of the CSU in college plans also applies to several major subgroups of the CSU student body. For example, there are few differences in responses for undergraduate vs. graduate students, part-timers vs. full-timers, and commuters vs. residential students.

Display 30

Percentage of Students Whose Campus of First Choice Was the CSU (for Selected Subgroups)

<b>Subgroup</b>	<b>At CSU Campus of First Choice</b>	<b>Another CSU Campus Was First Choice</b>
Undergraduate	72	6
Graduate	79	3
Part-Time Enrollment	76	4
Full-Time Enrollment	72	6
Commuter	71	6
Residential	79	3

Display 31

Reasons Students Selected CSU as Campus of First Choice

<b>Importance of each of the following factors in influencing your decision to attend this particular university</b>	<b>Percent Very Important or Important</b>	
	<b>1994</b>	<b>1989</b>
Low to moderate cost	85	76
Availability of a particular major	81	80
I was admitted	79	-
Academic reputation of the campus in my major	73	74
Close to home	65	78
General academic reputation of the campus	62	67
Opportunity to work or maintain a job while attending school	57	-
Opportunity for contact with faculty	55	-
Reputation of faculty	53	-
Safety factors	50	-

There were some differences in responses across ethnic/racial subgroups. For instance, fewer African American (62%), Asian American (66%), Filipino (56%) and Pacific Islander (65%) students viewed the CSU campus as their first or only choice than did White students (79%). A greater percentage of African American (11%) and Filipino (11%) students cited a desire to attend another CSU campus than White students (4%). And in the case of Filipino students, a greater percentage (16%) were accepted to a University of California but were unable to attend than White students (3%). There also were some small differences related to age. In general, older students tended to select the CSU as their first or only choice. No doubt, this outcome is related to external commitments to home and community.

### Reasons for Choice

Besides ascertaining whether students are attending their campus of first choice, SNAPS data also provide some insights into what reasons underlie students' choices to attend CSU campuses. Display 31 lists the most important reasons that shaped preferences for the majority of respondents in both SNAPS 1994 and 1989. The two sets of figures clearly indicate that affordability, availability of major, and the proximity of campus to home continue to be the major influences for selecting the CSU for admission.

Also of interest is the fact that about 80 percent of the students stated that they decided to attend a CSU campus because they were admitted. While it is difficult to know the full context of these responses, it would appear that the more "populist" admission criteria and lower fees at the CSU, relative to the University of California or some private schools, provide most CSU students with entree to a four-year institution.

### Commuters

The traditional residential model for attending college applies to only a few campuses within the CSU system. Most CSU campuses are located within large urban areas, and most students opt to live at home rather than on campus. More than 85 percent of the respondents from both the 1989 and 1994 SNAPS identified themselves as commuters to campus.

In spring 1994, well over a third of the students lived less than 15 minutes from the university. An additional third lived within 15-30 minutes. In all, fully 95 percent lived within an hour of travel time from the university.

Display 32

Time It Takes to Commute One Way to the Campus from Usual Point of Departure

(Does not include the time it takes to park and get to class.)

Commuting Time	1989	1994
I do not commute; I live on or within walking distance of the campus.	14%	13%
Fewer than 15 minutes	25	25
15-29 minutes	32	35
30-44 minutes	16	15
45 minutes but less than one hour	9	7
An hour or longer	3	5

## First-Generation College Goers

Researchers have often found a positive relationship between parental educational background and acceptance into higher education, performance in college coursework, or the attainment of a baccalaureate. So, to some extent, students who originate from families where educational experiences have not gone beyond high school have been viewed as a high-risk group regarding satisfactory completion of the university curriculum. This is certainly a concern at the CSU because most students come from families where parents did not earn a bachelor's degree. In all, less than one-fourth of all CSU students come from families where both parents have some college experience.

## Work Status

Most CSU students juggle college attendance with work schedules. In spring 1994, roughly 70 percent were in the labor force while attending classes. In spring 1989, more than 85 percent were employed during the academic year. The lower level of labor force participation in 1994 might be related to the recessionary conditions that were present in the California economy.

Display 33 Parental Education of CSU Students  
by percentage

Education Level	1989		1994	
	Father	Mother	Father	Mother
Grade school or some high school	16	16	17	16
High school graduate	19	29	19	26
Some college	23	27	21	26
College graduate	42	29	43	32
Total	100	100	100	100
Some college	65	56	64	58
Don't know or no response	5	5	7	7
Both parents some college	23		20	

Display 34 Hours Worked per Week

Hours Worked	1989	1994
Did not work	16%	29%
1-20 hours	35%	27%
21-34 hours	20%	19%
35 hours or more	29%	25%
Total	100%	100%

The number of hours worked per week was substantial in the most recent survey. Workers identified in SNAPS 1994 said they worked an average of 21 hours a week. Almost 45 percent reported they worked more than part-time schedules (i.e., more than 20 hours per week). One-fourth reported they worked full time (i.e., at least 35 hours per week).

Full-time students were almost as likely as part-time students to be employed. Part-time students, however, worked more hours than full-time students; but a significant proportion of full-time students (i.e., 29%) worked more than 20 hours each week.

## Income

Family income was rather low for many CSU students because most of them support themselves financially. Only 42 percent of the CSU student body were dependent on their parents. Moreover, among the dependent students, slightly more were associated with annual incomes below \$48,000 than above \$48,000.

Display 35

### Family Income by Dependency Status

<b>Income Levels</b>	<b>Percentage</b>	<b>Cumulative Percentage</b>
Parental Income for Dependent Students		
\$23,999 or less	11.2%	11.2%
\$24,000 - \$47,999	11.7%	22.9%
\$48,000 - \$71,999	9.9%	32.8%
\$72,000 or more	9.1%	41.9%
Self Income for Independent Students		
\$5,999 or less	24.5%	66.4%
\$6,000 - \$17,999	15.7%	82.1%
\$18,000 - \$35,999	7.9%	90.0%
\$36,000 - \$59,999	5.5%	95.5%
\$60,000 or more	4.5%	100.0%

By any measure, CSU students do not fit the profile of the traditional university population. To further illustrate this point, let us compare the background and status of CSU undergraduates and undergraduates from the University of California (UC), who more closely fit the profile of traditional college students. Periodically, the California Student Aid Commission publishes reports on California students in higher education based on their Student Expenditures and Resources Survey (SEARS). The last survey was administered in 1992. The SEARS findings indicate a series of telling differences.

Eighty-three percent of CSU students were commuters in comparison to 11 percent of UC students. CSU students were older; for instance, CSU undergraduates were 25 years of age or older whereas only 8 percent of UC undergraduates fit that description. Just slightly more than half of all CSU undergraduates were financially dependent on their parents in contrast to 82 percent of all UC undergraduate students. On average, parents of CSU students earned approximately \$1,000 a month less than parents of UC students. Almost three-fourths of all CSU students worked in comparison with just over half of all UC students. One-third of CSU students worked over 30 hours a week, whereas only one-eighth of UC students put in as many hours.

Given those facts it is not surprising that, on average, CSU students took fewer units (12.1) per term than UC students (14.6). It also is not surprising that most new freshmen were not on track to graduate in four years, or that most new upper division transfers were not on track to graduate in two years. Many CSU students assume the task of juggling work, family obligations, and college attendance.

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**Display 36 CSU and UC Undergraduate Student Profile**

	<b>California State University</b>	<b>University of California</b>
Percent commuters	83	11
Percent 25 years or older	20	8
Percent dependent on parents	53	82
Mean parental income	\$51,670	\$64,534
Percent independent	47	18
Percent working	73	58
Percent working 30 hours or more	33	12
Percent taking 12-14.5 units	40	2
Percent taking 15 units or more	30	90
Average unit load	12.1	14.6

Source: 1991-92 Student Expenditures and Resources Survey (CSAC);  
CSU and UC Spring 1992 Enrollments.

# Quality and Importance Tables

# Appendix

## Importance of Factors by Respondent's Age

Quality ratings for most important factors related to instruction, academic services or facilities, and student services  
Percentage of Respondents Offering Excellent or Good Ratings

	19 Years and Younger	20-22	23-24	25-29	30-39	40-49	50 Years and Older
<b>Instruction</b>							
Quality of instruction	96	97	98	97	99	98	92
Faculty enthusiasm	93	95	95	95	99	98	92
Fairness of testing	94	95	94	93	92	94	91
Faculty ability to communicate	93	96	97	96	97	98	95
Faculty preparation	91	93	94	95	97	97	96
Relevance to major	89	93	94	95	96	97	87
Class size	79	81	83	81	82	81	80
Convenient schedule	94	95	95	94	93	97	89
Availability of necessary classes	95	97	97	98	98	98	93
<b>Academic Support</b>							
Publications: catalogs	88	90	87	86	85	86	91
Library services	79	81	84	85	86	85	84
Library materials	91	90	89	90	89	90	86
Labs for computers	59	64	64	64	60	55	61
Computer workstations	70	73	74	73	68	66	66
<b>Student Services</b>							
Book store	85	84	81	82	81	83	81
Student health	62	62	62	58	43	33	40
Financial aid	65	55	56	58	46	38	35
Career planning from faculty	51	54	54	50	48	44	42
Career Planning Center	44	45	46	42	34	29	36
Admission services	77	74	74	72	70	69	70
<b>Academic Advising Services</b>							
Fellow students	55	52	44	35	29	27	28
Campus catalog	54	55	50	49	48	53	49
Faculty in my major	53	73	77	71	73	68	65
Advising centers in major	47	64	66	58	56	48	52
General advising	28	31	31	27	26	20	23
Pre-college advising	71	59	48	33	21	13	16

## Quality of Factors by Respondent's Age

Quality ratings for most important factors related to instruction, academic services or facilities, and student services  
Percentage of Respondents Offering Excellent or Good Ratings

	19 Years and Younger	20-22	23-24	25-29	30-39	40-49	50 Years and Older
<b>Instruction</b>							
Quality of instruction	74	74	75	76	77	83	72
Faculty enthusiasm	61	63	67	71	74	77	71
Fairness of testing	63	64	65	70	74	76	68
Faculty ability to communicate	60	65	65	69	70	77	73
Faculty preparation	71	74	75	76	77	82	74
Relevance to major	58	65	68	69	72	70	60
Class size	50	45	48	54	55	64	59
Convenient schedule	36	31	33	34	38	45	46
Availability of necessary classes	24	18	21	26	31	39	42
<b>Academic Support</b>							
Publications: catalogs	74	75	71	71	73	78	77
Library services	74	71	67	71	72	75	73
Library materials	77	69	63	66	65	70	74
Labs for computers	61	61	54	55	54	58	51
Computer workstations	63	61	54	54	52	55	48
<b>Student Services</b>							
Book store	70	66	60	60	64	69	72
Student health	66	66	66	66	66	76	75
Financial aid	52	47	44	45	51	52	57
Career planning from faculty	45	45	43	41	44	50	46
Career Planning Center	51	51	49	45	42	44	50
Admission services	56	49	42	45	46	54	56
<b>Academic Advising Services</b>							
Fellow students	67	71	70	68	70	75	80
Campus catalog	67	70	66	66	68	74	76
Faculty in my major	63	69	67	69	69	70	77
Advising centers in major	53	57	55	53	55	55	58
General advising	49	48	45	41	42	48	57
Pre-college advising	56	45	39	31	30	31	46

## Importance of Factors by Respondent's Ethnicity

Quality ratings for most important factors related to instruction, academic services or facilities, and student services  
Percentage of Respondents Offering Excellent or Good Ratings

	African American	American Indian	Asian American	Filipino	Mexican American	Other Latino	Pacific Islander	White Non-Latino	Total
<b>Instruction</b>									
Quality of instruction	97	97	96	99	97	97	89	98	97
Faculty enthusiasm	93	93	93	97	95	96	94	96	95
Fairness of testing	97	97	93	97	96	95	89	93	93
Faculty ability to communicate	97	96	93	98	96	97	95	97	94
Faculty preparation	95	93	93	95	95	95	96	95	94
Relevance to major	97	94	93	94	94	94	87	94	94
Class size	82	69	81	77	83	80	69	81	81
Convenient schedule	96	91	94	97	96	94	98	94	94
Availability of necessary classes	97	94	97	98	98	97	96	98	97
<b>Academic Support</b>									
Publications: catalogs	90	87	88	88	90	89	81	87	83
Library services	88	86	85	90	87	89	85	80	80
Library materials	92	90	91	94	92	93	96	87	87
Labs for computers	65	67	73	72	69	68	66	56	51
Computer workstations	75	68	81	81	78	73	85	66	61
<b>Student Services</b>									
Book store	90	84	81	89	84	82	84	82	82
Student health	55	69	59	66	63	61	52	51	57
Financial aid	69	65	63	66	71	65	58	44	54
Career planning from faculty	56	50	57	62	57	52	56	46	51
Career Planning Center	50	44	52	58	49	44	41	35	47
Admission services	81	78	72	77	80	80	83	69	73
<b>Academic Advising Services</b>									
Fellow students	41	59	39	61	44	43	56	40	48
Campus catalog	58	64	42	67	56	53	56	51	56
Faculty in my major	70	75	68	78	72	73	82	70	74
Advising centers in major	63	66	61	74	66	68	67	55	65
General advising	36	29	33	46	34	30	41	23	34
Pre-college advising	51	44	52	64	59	50	51	32	50

## Quality of Factors by Respondent's Ethnicity

Quality ratings for most important factors related to instruction, academic services or facilities, and student services  
Percentage of Respondents Offering Excellent or Good Ratings

	African American	American Indian	Asian American	Filipino	Mexican American	Other Latino	Pacific Islander	White Non-Latino	Total
<b>Instruction</b>									
Quality of instruction	74	73	66	67	77	80	71	79	75
Faculty enthusiasm	62	69	61	57	67	67	70	72	68
Fairness of testing	60	63	55	57	67	68	64	73	68
Faculty ability to communicate	66	67	56	56	67	69	72	72	67
Faculty preparation	77	77	65	65	75	79	80	79	75
Relevance to major	69	67	56	60	69	69	65	71	67
Class size	51	45	40	34	45	51	44	57	51
Convenient schedule	35	35	28	27	32	30	21	38	35
Availability of necessary classes	30	24	19	16	23	22	19	28	25
<b>Academic Support</b>									
Publications: catalogs	77	69	62	67	76	77	57	78	73
Library services	76	73	63	60	75	71	69	75	71
Library materials	73	71	65	63	70	72	62	69	68
Labs for computers	68	62	47	56	62	60	42	60	56
Computer workstations	67	58	45	54	59	58	52	60	56
<b>Student Services</b>									
Book store	70	63	52	61	64	64	47	69	64
Student health	75	73	54	58	70	66	42	71	64
Financial aid	57	53	47	47	54	56	32	46	45
Career planning from faculty	50	42	36	38	46	47	31	47	42
Career Planning Center	61	50	42	44	49	51	44	51	45
Admission services	59	48	39	43	51	49	38	50	47
<b>Academic Advising Services</b>									
Fellow students	61	79	53	66	71	69	59	77	69
Campus catalog	72	72	54	60	68	70	52	74	68
Faculty in my major	61	69	59	62	67	68	52	74	67
Advising centers in major	59	64	46	49	55	57	53	58	53
General advising	57	42	39	42	47	50	24	48	43
Pre-college advising	48	46	40	51	44	52	42	39	39

## Importance of Factors by Hours Worked, Type of Student, and Type of Campus

Quality ratings for most important factors related to instruction, academic services or facilities, and student services  
Percentage of Respondents Offering Excellent or Good Ratings

	Hours Worked by Respondent				Type of Student		Type of Campus		Total
	Did not work	Part-time work	More than part-time	Full-time work	Continuing	New Student	Commuter	Residential	
<b>Instruction</b>									
Quality of instruction	97	97	98	97	97	98	97	97	97
Faculty enthusiasm	95	95	96	94	95	94	95	95	95
Fairness of testing	93	94	95	92	94	94	94	92	93
Faculty ability to communicate	95	96	97	96	96	95	96	96	94
Faculty preparation	94	94	95	95	95	94	95	93	94
Relevance to major	93	94	95	95	94	93	94	92	94
Class size	81	82	83	79	81	80	80	83	81
Convenient schedule	93	94	96	94	94	95	95	93	94
Availability of necessary classes	97	98	98	97	97	97	97	97	97
<b>Academic Support</b>									
Publications: catalogs	88	88	89	85	88	86	88	86	83
Library services	84	83	83	82	84	82	83	83	80
Library materials	91	91	90	86	90	87	89	90	87
Labs for computers	65	62	64	57	65	55	62	65	51
Computer workstations	73	72	73	67	74	66	71	74	61
<b>Student Services</b>									
Book store	83	82	85	80	82	83	83	81	82
Student health	61	63	59	38	57	52	53	67	57
Financial aid	56	60	60	37	53	57	53	58	54
Career planning from faculty	55	53	52	42	51	50	51	51	51
Career Planning Center	45	44	43	33	43	38	41	43	47
Admission services	75	73	75	68	72	76	74	70	73
<b>Academic Advising Services</b>									
Fellow students	44	49	43	29	41	40	40	46	48
Campus catalog	54	53	51	47	51	53	52	49	56
Faculty in my major	69	74	76	65	73	64	71	68	74
Advising centers in major	59	60	65	52	61	54	60	55	65
General advising	29	29	30	25	29	27	29	26	34
Pre-college advising	43	47	46	29	42	39	41	41	50

## Quality of Factors by Hours Worked, Type of Student, and Type of Campus

Quality ratings for most important factors related to instruction, academic services or facilities, and student services  
Percentage of Respondents Offering Excellent or Good Ratings

	Hours Worked by Respondent				Type of Student		Type of Campus	
	Did not work	Part-time work	More than part-time	Full-time work	Continuing	New Student	Commuter	Residential
<b>Instruction</b>								
Quality of instruction	74	76	77	75	74	78	75	78
Faculty enthusiasm	67	67	68	71	66	73	68	69
Fairness of testing	65	66	68	73	66	71	68	66
Faculty ability to communicate	66	67	69	69	66	70	66	70
Faculty preparation	75	75	78	75	74	79	75	77
Relevance to major	65	67	67	69	67	67	66	69
Class size	52	48	48	56	49	59	50	55
Convenient schedule	35	36	32	36	33	41	34	38
Availability of necessary classes	26	24	20	28	23	32	24	28
<b>Academic Support</b>								
Publications: catalogs	72	75	75	73	73	74	73	76
Library services	70	72	72	71	70	74	70	75
Library materials	66	68	70	68	66	73	67	72
Labs for computers	58	59	57	55	56	61	55	65
Computer workstations	57	58	58	53	55	62	54	64
<b>Student Services</b>								
Book store	62	65	67	64	62	70	63	69
Student health	66	67	70	65	66	72	67	65
Financial aid	49	51	45	43	47	69	46	52
Career planning from faculty	44	43	45	45	42	46	43	45
Career Planning Center	48	50	48	44	47	57	46	52
Admission services	49	48	47	46	46	49	47	52
<b>Academic Advising Services</b>								
Fellow students	67	72	72	71	70	75	69	74
Campus catalog	67	69	69	70	67	74	67	72
Faculty in my major	66	69	71	69	68	70	67	72
Advising centers in major	55	55	56	54	39	55	54	57
General advising	48	48	46	41	54	48	45	48
Pre-college advising	41	43	42	37	44	31	41	39

## Importance of Factors by Respondent's Income

Quality ratings for most important factors related to instruction, academic services or facilities, and student services  
Percentage of Respondents Offering Excellent or Good Ratings

	Parental Income for Dependent Respondents				Respondents Income for Independent Respondents					Total
	\$23,999 Or less	\$24,000 \$47,999	\$48,000 \$71,999	\$72,000 Or More	\$5,999 Or Less	\$6,000 17,999	\$18,000 35,999	\$36,000 59,999	\$60,000 Or More	
<b>Instruction</b>										
Quality of instruction	97	98	97	96	97	98	98	97	97	97
Faculty enthusiasm	95	95	95	94	94	95	96	95	94	95
Fairness of testing	94	95	94	95	94	95	94	92	91	93
Faculty ability to communicate	94	96	96	94	95	97	96	97	96	94
Faculty preparation	92	94	93	92	93	95	96	95	96	94
Relevance to major	93	93	93	92	93	95	95	94	95	94
Class size	81	80	78	81	81	82	81	77	80	81
Convenient schedule	94	95	94	94	93	95	96	95	92	94
Availability of necessary classes	96	98	97	96	97	98	98	97	97	97
<b>Academic Support</b>										
Publications: catalogs	90	90	86	85	88	89	87	85	83	83
Library services	87	81	77	78	84	83	85	82	79	80
Library materials	92	90	88	89	91	89	90	86	86	87
Labs for computers	73	66	61	57	65	62	62	58	52	51
Computer workstations	80	74	71	68	74	74	69	67	61	61
<b>Student Services</b>										
Book store	83	84	83	83	83	84	83	81	79	82
Student health	96	64	55	59	67	61	46	33	23	57
Financial aid	84	63	43	27	62	63	47	29	13	54
Career planning from faculty	59	55	49	52	56	52	45	41	37	51
Career Planning Center	53	47	40	43	48	43	36	31	24	47
Admission services	81	76	71	69	76	74	72	69	63	73
<b>Academic Advising Services</b>										
Fellow students	47	48	52	55	51	44	29	27	24	48
Campus catalog	54	56	50	54	55	54	50	43	46	56
Faculty in my major	69	68	69	71	70	44	67	68	61	74
Advising centers in major	63	60	58	61	60	64	56	52	45	65
General advising	37	30	25	29	30	31	27	21	18	34
Pre-college advising	65	58	53	52	54	43	28	22	17	50

## Quality of Factors by Respondent's Income

Quality ratings for most important factors related to instruction, academic services or facilities, and student services  
Percentage of Respondents Offering Excellent or Good Ratings

	Parental Income for Dependent Respondents				Respondents Income for Independent Respondents				
	\$23,999 Or less	\$24,000 \$47,999	\$48,000 \$71,999	\$72,000 Or More	\$5,999 Or Less	\$6,000 17,999	\$18,000 35,999	\$36,000 59,999	\$60,000 Or More
<b>Instruction</b>									
Quality of instruction	71	73	75	76	74	77	76	78	79
Faculty enthusiasm	64	61	65	65	65	68	71	77	75
Fairness of testing	61	65	65	65	63	69	71	77	77
Faculty ability to communicate	61	64	66	67	65	69	69	74	73
Faculty preparation	71	73	74	76	73	77	78	78	77
Relevance to major	58	65	68	65	64	69	71	73	70
Class size	43	48	49	50	48	49	53	58	61
Convenient schedule	31	32	33	34	34	34	33	39	42
Availability of necessary classes	19	21	20	20	22	23	30	33	32
<b>Academic Support</b>									
Publications: catalogs	69	74	74	76	72	76	76	75	75
Library services	68	70	71	72	70	72	73	74	75
Library materials	67	69	69	70	68	67	69	70	67
Labs for computers	58	58	61	60	59	58	56	55	56
Computer workstations	55	59	59	61	58	58	55	52	52
<b>Student Services</b>									
Book store	59	65	68	68	63	63	66	69	66
Student health	64	65	67	65	65	68	69	71	67
Financial aid	53	44	39	38	49	48	47	42	45
Career planning from faculty	42	42	42	47	43	44	47	48	44
Career Planning Center	46	51	49	52	49	48	49	49	38
Admission services	49	48	45	47	48	47	48	47	46
<b>Academic Advising Services</b>									
Fellow students	62	69	75	73	68	71	73	72	75
Campus catalog	64	67	70	71	67	70	71	72	72
Faculty in my major	61	66	72	70	67	69	71	72	70
Advising centers in major	51	54	58	56	54	56	56	55	59
General advising	47	48	47	46	46	45	45	46	42
Pre-college advising	47	45	44	46	44	39	35	37	31

## Importance of Factors by Respondent's Major

Quality ratings for most important factors related to instruction, academic services or facilities, and student services  
Percentage of Respondents Offering Excellent or Good Ratings

	Behavioral Sciences	Business Management	Education	Engineering	Fine and Applied Arts	Inter-disciplinary	Letters and Humanities	Math/Computer Science	Professional Studies	Sciences	Undeclared	Total
<b>Instruction</b>												
Quality of instruction	98	97	98	98	99	97	97	96	98	98	96	97
Faculty enthusiasm	95	93	96	92	96	97	96	91	97	96	91	95
Fairness of testing	95	92	94	92	93	96	94	92	96	94	91	93
Faculty ability to communicate	97	95	97	96	97	96	96	94	98	96	91	94
Faculty preparation	94	93	96	94	95	95	95	92	97	94	91	94
Relevance to major	93	94	97	96	93	93	92	94	97	92	76	94
Class size	81	80	83	77	80	83	81	79	83	80	79	81
Convenient schedule	95	94	96	91	93	97	96	94	95	90	93	94
Availability of necessary classes	98	98	98	97	97	98	97	97	98	97	96	97
<b>Academic Support</b>												
Publications: catalogs	90	86	89	83	88	89	91	84	89	87	85	83
Library services	86	82	85	75	82	87	82	79	88	80	79	80
Library materials	94	88	91	84	91	90	89	84	94	89	89	87
Labs for computers	59	70	58	81	54	56	49	89	54	65	50	51
Computer workstations	70	79	71	89	68	66	65	89	63	73	53	61
<b>Student Services</b>												
Book store	83	81	83	78	84	83	86	80	85	81	83	82
Student health	58	51	55	56	61	54	59	48	60	61	52	57
Financial aid	58	49	51	56	57	54	54	51	55	59	50	54
Career planning from faculty	52	48	53	51	50	50	51	52	54	56	41	51
Career Planning Center	40	47	38	50	34	39	40	47	38	41	40	41
Admission services	73	72	76	72	72	76	75	66	75	72	67	73
<b>Academic Advising Services</b>												
Fellow students	41	36	39	40	48	42	43	33	46	51	39	43
Campus catalog	60	49	55	38	47	63	55	46	56	55	45	51
Faculty in my major	75	59	79	68	78	74	77	70	80	75	26	69
Advising centers in major	60	56	65	50	61	75	63	54	63	61	24	56
General advising	31	30	30	19	26	36	30	25	28	27	21	27
Pre-college advising	38	44	40	44	41	42	39	37	41	50	45	42

## Quality of Factors by Respondent's Major

Quality ratings for most important factors related to instruction, academic services or facilities, and student services  
Percentage of Respondents Offering Excellent or Good Ratings

	Behavioral Sciences	Business Management	Education	Engineering	Fine and Applied Arts	Inter-disciplinary	Letters and Humanities	Math/Computer Science	Professional Studies	Sciences	Undeclared	Total
<b>Instruction</b>												
Quality of instruction	79	69	81	70	76	82	79	68	79	73	75	75
Faculty enthusiasm	69	60	77	58	71	72	72	67	73	62	66	68
Fairness of testing	70	60	77	62	68	73	68	66	70	67	68	68
Faculty ability to communicate	73	59	74	56	67	74	72	57	72	63	67	67
Faculty preparation	78	69	80	71	72	82	80	71	79	73	74	75
Relevance to major	68	61	74	65	63	61	70	64	75	62	55	67
Class size	50	46	55	59	50	51	46	55	51	54	54	51
Convenient schedule	33	34	39	35	31	31	30	33	37	35	36	35
Availability of necessary classes	22	24	30	20	20	24	22	24	28	23	30	25
<b>Academic Support</b>												
Publications: catalogs	75	71	78	70	73	72	75	70	77	72	71	73
Library services	71	69	74	76	68	80	70	69	71	66	72	71
Library materials	62	68	70	71	67	75	65	66	66	64	75	68
Labs for computers	59	53	63	60	49	64	52	57	58	58	59	56
Computer workstations	61	54	59	59	52	64	53	53	57	56	56	56
<b>Student Services</b>												
Book store	62	61	73	56	62	70	63	54	71	60	71	64
Student health	68	62	70	60	63	77	66	62	70	66	68	64
Financial aid	46	45	52	53	38	52	43	46	5	45	49	45
Career planning from faculty	41	39	51	39	45	46	42	35	50	44	35	42
Career Planning Center	47	48	48	47	40	57	46	43	52	43	37	45
Admission services	48	44	49	45	41	56	42	48	51	50	55	47
<b>Academic Advising Services</b>												
Fellow students	71	63	74	69	72	77	71	62	76	70	65	69
Campus catalog	70	64	73	64	63	74	71	66	73	65	69	68
Faculty in my major	71	60	75	64	71	71	74	61	71	68	52	67
Advising centers in major	59	48	60	46	59	61	56	50	59	53	42	53
General advising	47	42	45	45	42	54	47	41	50	43	52	43
Pre-college advising	40	40	37	39	35	38	43	36	44	44	57	39

## Importance of Factors by Student's Level, Attendance Status, and Campus Size

Quality ratings for most important factors related to instruction, academic services or facilities, and student services  
Percentage of Respondents Offering Excellent or Good Ratings

	Student Level		Attendance Status		Campus Size		
	Under-graduate	Postbac-calareate	Part-Time	Full-Time	Large	Medium	Small
<b>Instruction</b>							
Quality of instruction	97	98	98	97	97	97	97
Faculty enthusiasm	95	95	95	95	95	95	95
Fairness of testing	94	91	93	94	94	94	93
Faculty ability to communicate	96	97	96	96	96	95	97
Faculty preparation	94	96	95	94	95	94	94
Relevance to major	94	95	95	93	94	94	94
Class size	81	82	79	82	80	81	85
Convenient schedule	94	93	94	94	94	94	94
Availability of necessary classes	97	98	97	97	97	97	97
<b>Academic Support</b>							
Publications: catalogs	88	83	86	88	87	88	86
Library services	83	83	82	83	83	84	84
Library materials	90	90	87	91	89	90	90
Labs for computers	65	53	58	64	58	68	64
Computer workstations	74	64	69	73	69	75	73
<b>Student Services</b>							
Book store	83	79	82	83	83	83	81
Student health	59	43	43	62	53	61	53
Financial aid	58	38	39	60	52	57	55
Career planning from faculty	53	43	44	54	50	53	49
Career Planning Center	44	31	36	44	41	44	40
Admission services	75	65	69	74	73	73	71
<b>Academic Advising Services</b>							
Fellow students	44	31	32	47	41	43	38
Campus catalog	54	43	47	54	52	51	51
Faculty in my major	71	68	68	73	70	70	74
Advising centers in major	62	46	54	61	61	56	59
General advising	32	17	25	29	31	24	27
Pre-college advising	47	20	29	47	40	45	36

## Quality of Factors by Student's Level, Attendance Status, and Campus Size

Quality ratings for most important factors related to instruction, academic services or facilities, and student services  
Percentage of Respondents Offering Excellent or Good Ratings

	Student Level		Attendance Status		Campus Size		
	Under-graduate	Postbac-calauareate	Part-Time	Full-Time	Large	Medium	Small
<b>Instruction</b>							
Quality of instruction	75	78	77	75	73	76	81
Faculty enthusiasm	66	76	71	67	66	67	78
Fairness of testing	66	75	71	66	66	67	75
Faculty ability to communicate	66	74	69	66	65	67	74
Faculty preparation	74	78	75	75	75	74	80
Relevance to major	65	74	69	66	66	66	72
Class size	48	61	57	48	43	55	73
Convenient schedule	32	47	38	33	34	35	42
Availability of necessary classes	22	37	29	23	24	22	39
<b>Academic Support</b>							
Publications: catalogs	73	74	73	74	74	72	74
Library services	71	70	72	71	71	71	72
Library materials	69	63	68	68	69	67	67
Labs for computers	58	54	54	59	54	60	61
Computer workstations	57	52	54	58	54	58	60
<b>Student Services</b>							
Book store	63	67	66	63	67	61	58
Student health	66	67	65	68	64	68	71
Financial aid	49	42	46	48	46	48	54
Career planning from faculty	43	46	43	44	44	42	47
Career Planning Center	49	43	44	50	47	47	52
Admission services	49	43	46	48	42	51	60
<b>Academic Advising Services</b>							
Fellow students	69	75	70	71	70	69	74
Campus catalog	68	70	69	68	70	66	69
Faculty in my major	67	73	69	68	68	67	73
Advising centers in major	54	57	54	53	54	53	61
General advising	46	42	45	44	45	44	53
Pre-college advising	42	34	37	42	40	42	42