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ABSTRACT

The 1989 Student Needs and Priorities Survey (SNAPS) was administered on 18 of the 19 California State University (CSU) campuses to obtain a representative sample of student opinions and perceptions regarding important educational factors. This report supplements the systemwide report with a focus on the Fresno campus student population. Individual chapters cover: (1) the purpose of the survey, a brief overview of the CSU population, and background characteristics on students' personal lives and family backgrounds; (2) personal values, career objectives, and education priorities of students in the sample, with special emphasis on instruction, academic support, and student services; (3) student evaluations of campus instruction and support services; (4) relative influence of institutional barriers and personal problems on student retention; (5) needs and priorities of evening students; (6) needs and priorities of students enrolled at the CSUF/COS (California State University, Fresno/College of the Sequoias) Center; (7) analysis of student perceptions of their academic advising; (8) relationship between student perceptions captured by SNAPS and other available information; and (9) student participation in community service. A final chapter highlights the major findings of the study and makes recommendations. Appendices include a list of six references, a table of departmental affiliations of class sections sampled, and a copy of the survey form. (JDD)

CSU FRESNO

STUDENT NEEDS and PRIORITIES SURVEY

Spring 1989

Prepared for:

William H. Corcoran
Vice President and Dean of Student Affairs

Prepared by:

Stephen L. Daigle
Office of the Chancellor

William P. Stock
University Test Officer

June, 1990

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ACKNOWLEDGMENTS

Many students, staff, and faculty contributed their time and talent in making the 1989 SNAPS Survey possible. The reader is encouraged to examine the system report to see the members of the systemwide ad hoc advisory committee that guided the design of the instrument. Overall administrative responsibility for the project was in the hands of Dr. Stephen L. Daigle; the Fresno campus report in Chapters 1 to 4 reproduces significant portions of Dr. Daigle's text from the system report. In addition Dr. Daigle was instrumental in solving a number of technical problems that I encountered with the data files on the Central Cyber.

The encouragement that I received from my immediate supervisor, Dr. Richard Arndt, and Vice President and Dean of Student Affairs William Corcoran is also gratefully acknowledged. By providing the resources and time to generate the necessary local computer files, learn Aldus Pagemaker, and write this report the technical ability of the Office of Testing Services was considerably enhanced. Lists of random numbers for selection of classes to sample were provided by Dr. Don Stengel of the ISDS Department.

Layout of the report is largely the work of Mr. Craig Hames, our student assistant for technical services, who took my text files, tables, and graphics and turned them into a meaningful whole. Craig often worked extra hours at home to get the job done, and his dedication to the task certainly went well beyond the call of duty.

Finally, I would like to express my gratitude to those Fresno students and faculty who gave up one period of instruction for completion of the instrument. I sincerely hope that the results will be used to enhance the quality of life for future members of the campus community.

William P. Stock

CHAPTER 1

INTRODUCTION AND STUDENT DEMOGRAPHY

The 1989 Student Needs and Priorities Survey (SNAPS) was administered on 18 of the 19 campuses of the California State University. It represents the third time in this decade that a systematic attempt was made to obtain a representative sample of student opinions and perceptions regarding factors important to their education. Since demographic information and outcome variables are already on file for all students, it was also possible to make some tentative connections between attitudes and other variables for that subset of respondents who optionally provided their student identification number.

Organization of the Report

This report is designed to supplement the systemwide report prepared by Dr. Stephen Daigle of the Chancellor's Office and to serve as a vehicle for dissemination of the system findings to the CSU, Fresno campus community. The focus of approximately half of the narrative is to facilitate campus and system comparisons; most all of the tables duplicate data presented in the system report and expand upon that information to include corresponding data for California State University, Fresno. Text from the system report, where appropriate, is duplicated without quotes.

Chapter 1 (Introduction and Student Demography) explains the purpose of the survey, presents a brief overview of the CSU and CSU, Fresno population, and provides background characteristics on students' personal lives and family backgrounds. Chapter 2 (Student Goals) examines the personal values, career objectives, and educational priorities of students in the sample; special emphasis is devoted to three major categories of priorities - instruction, academic support, and student services. Chapter 3 (Satisfaction Levels) is concerned with student evaluations of campus instruction and support services. Chapter 4 (Educational Obstacles) deals with the relative influence of institutional barriers and personal problems on student retention.

The balance of this publication is spent looking at several topics of current, local interest. Chapter 5 (Evening Students) deals with the needs and priorities of evening students. Chapter 6 (COS Center) contains a brief look at the needs and priorities of student enrolled at our CUSF/COS Center. Chapter 7 (Student Advising) is devoted to a detailed analysis of student perceptions of their academic advising. Chapter 8 (Extensions of the SNAPS Survey) examines the relationship between student perceptions captured by SNAPS and other information available for respondents voluntarily furnishing their student identification numbers. Chapter 9 (Student Community Service) deals with the community service items on the SNAPS survey. Chapter 10 (Summary and Conclusions) highlights the major findings of the study and

makes recommendations. Appendices include a reference list, a departmental distribution of classes sampled, and a copy of the instrument.

The Sample: Unweighted and weighted formats

Most of the tables that follow report results in three formats: CSU, Fresno Unweighted, CSU, Fresno Weighted, and CSU (Weighted). The CSU, Fresno Unweighted results are simply percentages based upon the 993 student respondents for our campus. The CSU (Weighted) results represent differential weighing according to three factors: campus size, class level, and unit load. This weighing was done to correct for the tendency in prior SNAPS surveys for overrepresentation of respondents from small campuses and underrepresentation of part-time students (including most graduate students). The CSU, Fresno weighted results are included to facilitate comparisons with the system data. In most cases the weighted and unweighted Fresno results yield similar results. However, part time students are underrepresented among the 993 respondents, and substantial differences do exist when reporting results for part time, graduate, and evening students.

Strictly speaking the selection of respondents represents a random distribution of class sections, not individual students. The basic sampling design was a stratified cluster sample. At the system level the clusters (class sections) were stratified according to instruction level (lower division, upper division, and graduate division). At Fresno a second stratifying variable was introduced: class meeting time. Table 1 shows the number of student respondents by level of instruction and time of class meeting at CSU, Fresno. Please note while Table 1 indicates that 994 students were sampled, all unweighted results are based upon 993 respondents. The loss of one respondent could have occurred as a result of a variety of factors including miscounting, completion of the survey by an improper marking instrument, mismarked campus code, or another factor. Comparison of target sampling size and actual sampling size for each of the six strata in Table 1 shows that some variation did occur. Since classes for a given strata did not conveniently add up to the target size for that strata, this variation was inevitable.

Additional detail for classes sampled at CSU, Fresno may be found in Appendix B. Please note that a total of 47 class sections were sampled. Only two instructors declined to participate, and only three students within sections actually sampled refused to cooperate. While the random selection

TABLE 1
NUMBER OF STUDENT RESPONDENTS BY
LEVEL OF INSTRUCTION AND TIME OF CLASS MEETING

Level of Instruction & Time Class Meeting	Total Enrollments	Proportion of Total	Target Sampling Size	Actual Sampling Size
Lower Division:				
Day Classes	22,979	.3667	367	344
Evening Classes	3,044	.0486	49	70
Upper Division:				
Day Classes	29,483	.4705	471	456
Evening Classes	4,616	.0737	74	66
Graduate Division:				
Day Classes	466	.0075	8	9
Evening Classes	2,070	.0330	33	49
TOTALS	62,658		1,002	994

of class sections in general yielded satisfactory results, the reader will note that English sections were definitely overrepresented. Since most of the English sections were general education classes, a greater diversity of students was probably achieved than if the oversampling had occurred in most other departments.

Purpose of the Study

The data from the three SNAPS surveys (1981, 1984, and 1989) are the only systematic, representative, and comparative findings on student needs, priorities, and opinions available to CSU policy-makers. The data provide benchmarks for comparisons to other institutions, to earlier surveys, and between campuses and systemwide populations. Some crucial information about students can be obtained only through survey methods: personal finances, family backgrounds, employment, education and life goals, values, and transfer plans. At the campus level SNAPS results can be important sources of information when preparing institutional accreditation reports or program performance reviews. It should also be noted that SNAPS data also serve as a check on more readily available, but not necessarily representative, sources of student opinion. Thus, campus planners may have ready access to the input of student government, but the low interest and participation in student government on most campuses may give a very biased view of the needs and priorities of the student body as a whole.

Overview of the Findings

Both CSU and Fresno campus students ranked academic issues pertaining to instruction and faculty as their highest priorities: support services and campus social life were of

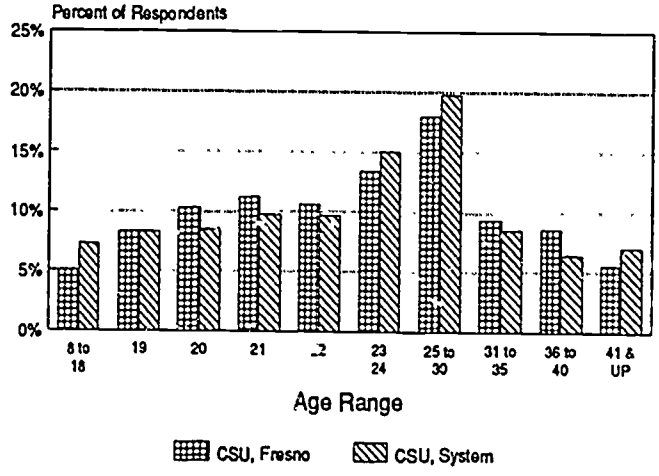
TABLE 2
COMPARISON OF CSUF UNWEIGHTED, CSU WEIGHTED, AND CSU SAMPLE DISTRIBUTION (TOTAL PERCENTS)*

	CSU, FRESNO UNWTD	CSU, FRESNO WTD	CSU WTD
TOTAL RESPONDENTS	993	936	15,540
CLASS LEVEL:			
Freshmen	9.9%	8.2%	12.2%
Sophomore	16.9%	14.9%	12.1%
Junior	30.8%	28.1%	24.4%
Senior	32.7%	29.5%	30.8%
Graduate/Post Baccal.	9.7%	19.3%	20.4%
SEX:			
Male	42.5%	43.0%	45.7%
Female	57.2%	56.5%	54.3%
MEAN AGE	24.8	25.9	26.1
MAJOR(CSUF SCHOOL):			
Agriculture	5.3%	-	-
Arts & Humanities	13.5%	-	-
Business	22.8%	-	-
Education	19.5%	-	-
Engineering	2.7%	-	-
Health	9.5%	-	-
Natural Sciences	9.6%	-	-
Social Sciences	8.8%	-	-
Undeclared	6.3%	-	-
No Response	2.0%	-	-
ETHNICITY:**			
American Indian	.9%	.8%	.9%
Black	3.1%	3.0%	5.7%
Mexican-American	7.7%	15.9%	7.5%
Central American	.1%	.1%	.5%
South American	.3%	.3%	.5%
Other Hispanic	1.7%	1.6%	1.9%
Chinese	1.8%	2.0%	3.8%
Japanese	1.2%	1.3%	2.0%
Korean	.2%	.2%	.9%
Southeast Asian	3.7%	3.6%	1.6%
Other Asian	1.7%	1.3%	1.1%
Pacific Islander	.3%	.2%	.4%
Filipino	1.1%	1.0%	2.5%
White	66.1%	68.7%	70.8%
UNIT LOAD:			
Full-time (12 or more units)	84.0%	68.0%	59.9%
Part-time	16.0%	32.0%	40.1%

*Percents based on total number of respondents in each column.
**Percents net of "decline to state", "other", and missing responses.

secondary importance. Most students decided to attend a campus in the system for reasons of convenience (time and geography), low cost, and program reputation. Fully two-thirds to three-fourths of the students were satisfied with the quality of instruction and with most academic and student support services, although Asian students were much more critical about each of these areas. CSU students tended to cite personal rather than institutional obstacles as their main concerns about achieving their educational objectives. They were overwhelmingly career oriented, yet have very ambitious degree goals. Roughly one-fourth were concerned about financing their college education. About one-half were employed for 20 hours per week or more, and the vast majority were from middle to upper-middle class family backgrounds.

Figure 1
RESPONDENT AGE



CSU Students: A Brief Profile

Since survey results are reflective of the population being sampled, it is pertinent to take a brief look at the characteristics of students within the California State University and more particularly those enrolled on the Fresno campus. The California State University is the largest four year system of public higher education in the nation. At present it includes 20 campuses, more than 355,000 students, and roughly 20,000 full- and part-time faculty. In Fall 1988 CSU, Fresno, had an enrollment of 19,124 students, which is a medium sized campus for the CSU system.

The annual operating budget for the CSU is slightly over two billion dollars, 81 percent of which consists of state appropriations. The CSU system offers more than 1,500 bachelor's and master's degree programs in about 250 subject areas and currently grants over 50,000 degrees annually.

Students within the CSU reflect the population of California in all of its diversity. Currently, 86 percent of the students are from California, and almost 40 percent of the total student population attends part time (i.e., enrolls for fewer than 12 units per term). The median age of full-time students is 22, and the median age of part-time students is 28. The Fresno campus currently has the largest number of visa-bearing international students in the system, and the vast majority of these students come from Southeast Asia or Asia.

Thirty-two percent of CSU students are non-white; the percentage ranges from 70 percent at the Los Angeles campus to 11 percent at the Chico and Humboldt cam-

Figure 2
CLASS LEVEL

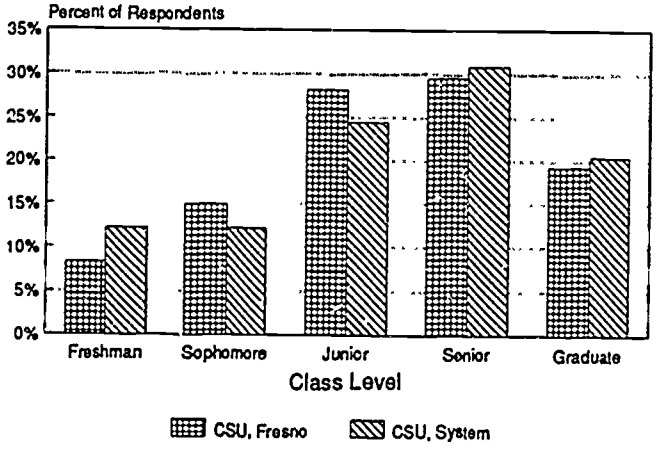
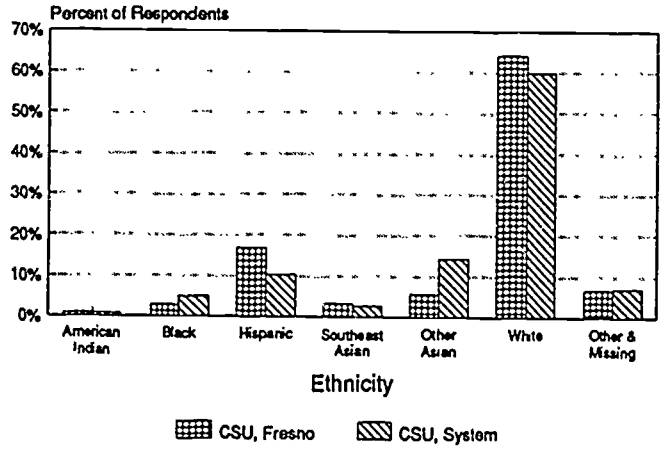


Figure 3

ETHNICITY

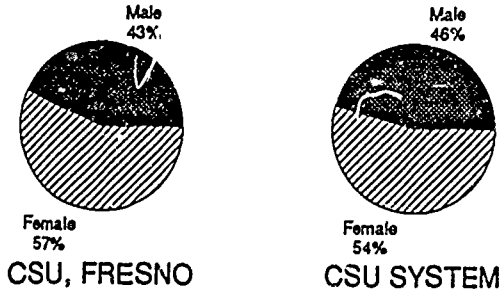


puses. Fifty four percent of the students are women, and fully one-fourth of the system's undergraduates are enrolled in business and management degree programs.

Despite the diversity of campus environments and the wide range in ages, ethnic identities, and academic backgrounds of their students, a recurring theme in the survey data will be the relatively homogeneous character of CSU students in their declared needs and priorities. The following sections will suggest that CSU students are much more alike than they are different.

Figure 4

GENDER OF RESPONDENTS



Sample Representativeness

The sampling design for the 1989 survey was intended to yield a sample which is representative of the campus and system student population. Class sections were the basic units of analysis from which a cluster, stratified sample was drawn. Table 2 shows the sample distribution of campus unweighted data, campus weighted data, and CSU System weighted results. An attempt to classify student designation of major by CSUF School in Table 2 should be regarded as only approximate; comparable figures for the CSU System would be meaningless as each campus is organized differently.

Six major categories of student demography are included in the Table 2: class level, sex, age, academic major, ethnicity, and unit load. Figures 1 to 5 compare the distribution of weighted campus and system results for all of these variables except academic major. With respect to the system sample, the 1989 data appear to be broadly representative of the CSU student population as a whole. Based upon information provided by the CSU, Fresno Office of Institutional Research, the Fresno campus respondents to the Spring 1989 SNAPS Survey underrepresented CSUF freshmen, graduate students, and students majoring in agriculture and engineering while overrepresenting students majoring in the arts and humanities and in education. Campus respondents appear to adequately represent the different ethnic groups, the ratio between male and female students, and the number of students enrolled on a full/part time basis.

Figure 1 indicates that respondents in the traditional college going years (18 to 22) from the CSU, Fresno sample proportionally outnumber respondents in this age range for the system as a whole. On the

TABLE 3
CLASS LEVEL AT INITIAL ENROLLMENT

	PERCENT		
	CSUF UNWEIGHTED	CSUF WEIGHTED	CSU (WEIGHTED)
New Freshmen	43.4	38.8	34.8
Community College Transfer	41.7	41.7	38.2
Four-Year College Transfer	10.5	11.1	13.0
Graduate Student	3.8	8.0	13.5
Missing	0.6	0.4	0.5

TABLE 4
Q: Including the present one, how many years have you been enrolled at this campus?

	PERCENT		
	CSUF UNWEIGHTED	CSUF WEIGHTED	CSU (WEIGHTED)
One Year	28.5	27.8	34.0
Two Years	25.3	23.5	21.6
Three Years	16.6	16.7	16.2
Four Years	13.1	13.9	10.8
Five or More Years	10.2	12.1	12.8
Missing	6.3	6.0	4.6

other hand the Fresno sample contains proportionally fewer respondents from age 23 up (with the exception of ages 31 to 40).

A comparison of the number of campus and system respondents with respect to present class level (Spring 1989) in Figure 2 indicates that the Fresno sample contains proportionally fewer freshmen and proportionally more sophomores and juniors.

Figure 5

RESPONDENT UNIT LOAD
Spring 1989

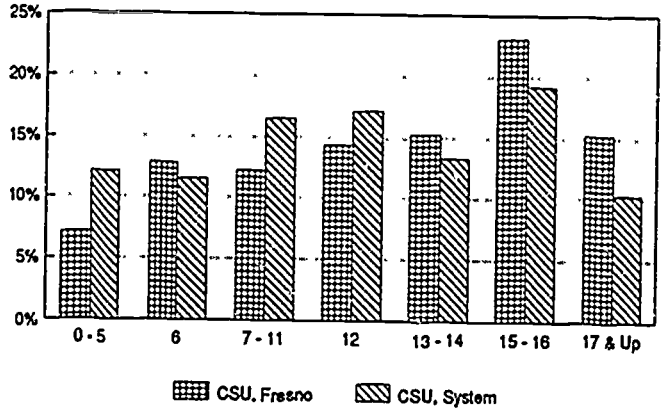


Figure 3 indicates some differences in the composition of the SNAPS samples for Fresno and the system with respect to ethnicity. The sample differences, however, reflect the distribution of the various ethnic groups within the Fresno student body compared to the CSU as a whole.

Figure 4 shows the composition of the CSU, Fresno and CSU samples with respect to gender. The three percent higher representation of females in the campus sample is reflective of enrollment patterns on the campus.

Respondent unit load is shown graphically in Figure 5. It is apparent that Fresno students have higher unit loads than do students in the system sample, and this is consistent with other demographic differences in the two samples.

The data in Tables 3 and 4 show the institutional origins and the campus enrollment histories, respectively of the CSU student population. Table 3 shows that the Fresno student body consists of slightly more students who initially enrolled as new freshmen or community college transfers and slightly fewer students initially enrolling as four-year college transfers or graduate students. Table 4 indicates that students enrolled both at CSUF and within the system have been on campus for comparable periods of time.

Time Schedules

How students spend their time is of importance to perceived needs and priorities. The issue of time is especially important to older, part-time

students and to all students who have significant family or work obligations beyond the classroom. In a sense the institution is pulled in contradictory directions by part time student for whom attending school may be of subsidiary importance to family and/or work obligations. On one hand the campus needs to provide a class schedule and facilities that enable the part-time student to continue his or her education, but the campus also recognizes that out-of-class experiences are an important part of the instructional process and student development. Time spent in the library, computer center, or in a student organization is at a premium for the part-time student.

The 1989 survey contained three new questions about student distribution of their time and continued a previous question from the two earlier surveys. The latter inquired about the number of hours devoted to employment, and the new questions asked about the amount of time spent on campus outside of class, the commuting time spent getting to class, and the distribution of time in class itself (day, evening, or both). At CSUF the Dean of Student Affairs recently appointed a committee to look at the special needs of evening students, so Chapter 6 of this report is devoted to a detailed analysis of the differences between students taking day classes only, evening classes only, or both day and evening classes.

Table 5 shows the current employment of respondents. Roughly one-fifth of all students work from one to 19 hours per week; one-third are employed from 20 to 39 hours per week; and one-fifth have full-time jobs, or work at least 40 hours per week. These percentages are nearly identical to those obtained in the 1981 and 1984 SNAPS surveys. As expected, the number of hours worked per week increases with increasing age. At the system level, the average work week increases steadily from fewer that 15 hours for students under age 20 to almost 30 hours for students age 30 and above; students taking evening classes only work an average of 37 hours per week. Important variations in the average number of hours worked per week also exist between students in different academic majors. While only 11 percent of arts majors work full time, 44 percent of education majors work full time.

At CSU, Fresno there is currently a great deal of interest in students who take classes only offered after 4:00 PM (evening students). While certain departments have been offering evening classes for a number of years, increasing competition with private universities establishing off campus centers in our service area and offering evening and weekend classes has awakened interest in this area. Table 6 indicates that the proportion of respondents at CSU, Fresno taking classes only after 4:00 PM closely parallels the system average of 20.7 percent. However, variations among CSU campuses are dramatic in the proportion reporting evening-only students. Nowhere is campus heterogeneity more apparent than in the shifting populations of students who enter and leave a CSU campus

TABLE 5

Q: If you are currently employed, how many hours on average do you work in a week?

	PERCENT		
	C SUF UNWEIGHTED	CSUF WEIGHTED	CSU (WEIGHTED)
40 or More Hours	10.0	17.6	20.8
20-39 Hours	36.0	35.3	32.6
1-19 Hours	21.0	17.6	19.0
Not Working	18.8	16.5	14.4
No Response	14.2	13.0	13.2

TABLE 6

Q: At what hours do you have classes scheduled this semester/quarter?

	PERCENT		
	CSUF UNWEIGHTED	CSUF WEIGHTED	CSU (WEIGHTED)
Day Only (before 4 PM)	50.1	44.5	41.8
Night Only (after 4 PM)	9.9	18.9	20.7
Both Day and Night	39.5	36.0	36.1
Missing	.6	.5	1.3

TABLE 7

Q. In an average week, about how many hours do you spend on campus outside of class, excluding the time spent in dorms? Be sure to include all forms of social, academic, or employment activities (e.g., time in the library; computer and science labs; student union; food service areas; P.E. and recreational facilities; campus administrative offices such as admissions and financial aid; art, theaters, music and media facilities; the campus lawn and grounds).

	PERCENT		
	CSUF UNWEIGHTED	CSUF WEIGHTED	CSU (WEIGHTED)
16 or more hours	24.5	22.4	18.9
11 - 15 hours	10.1	9.3	8.9
6 - 10 hours	23.5	22.4	21.6
3 - 5 hours	21.1	21.6	19.5
1 - 2 hours	12.7	14.7	16.9
Zero hours	4.6	6.1	8.1
Missing	3.5	3.4	6.1

TABLE 8

Q. On an average day, how long does it take you to commute to the campus (from your usual point of origin)? Do not count the time it takes you to park and get to class.

	PERCENT		
	CSUF UNWEIGHTED	CSUF WEIGHTED	CSU (WEIGHTED)
I do not commute; I live on or within walking distance of campus	22.1	19.1	13.6
Fewer than 15 minutes	31.2	31.6	24.3
15 - 29 minutes	25.6	26.8	31.4
30 - 44 minutes	10.4	10.5	15.9
45 minutes to one hour	6.5	9.3	11.6
Longer than one hour	1.7	0	0
Missing	2.5	2.7	3.1

during various times of the day and night.

Recent research on college and university students suggests that student retention is positively related to campus involvement outside of classroom contact. Hours spent in student clubs or activities, in the library or computer center, attending campus cultural activities such as a lecture series, or meeting with faculty during their office hours not only enriches that student's total college experience but is likely to result in more positive attitudes toward the campus and completion of studies. Table 7 indicates the proportion of students that spend differing periods of time on campus outside of class. The reader will note that the proportion of CSU, Fresno students spending 11 or more hours on campus outside of class per week is substantially higher than the system average. Among respondents indicating that their presence on campus is limited exclusively to the classroom, the campus result was 6.1 percent compared with a system average of 8.1 percent.

Predictably, time on campus, even outside of class, is positively related to unit load. So younger, full-time students spend much more time than older, part-time students, and undergraduates spend more

time than graduate students. Variations are also noted between students in different majors and ethnic groups. The use of campus facilities and support services increase due to class attendance; the evidence suggests that use of facilities and programs is positively related to unit loads, class schedules, and disciplinary requirements.

SNAPS respondents were also asked to indicate how long it takes them to commute to the campus on an average day from their usual point of origin. Table 8 indicates that CSU, Fresno students spend significantly less time commuting than do their peers on many other campuses. In part this is due the the higher proportion of Fresno students living within walking distance of campus and in part to the relatively uncrowded streets and freeways near the Fresno campus.

Financial and Family Backgrounds

Despite their importance, data on the financial status and backgrounds of CSU students are largely lacking. While such information is difficult to collect, process, and analyze, few background variables can rival the influence of family, social status, and finances on human behavior generally. Such variables are also strongly related to patterns of college participation and campus choice, academic performance, retention, and graduation.

TABLE 9

Q: How are you paying for your college education? Mark all that apply.

	PERCENT		
	CSUF UNWEIGHTED	CSUF WEIGHTED	CSU (WEIGHTED)
Family assistance, including spouse	51.9	47.3	47.3
Part-time job	44.6	42.2	37.7
Personal savings	34.4	35.6	33.9
Full-time job	11.7	16.6	19.6
Grant	22.7	19.0	15.0
Loan	18.8	17.3	13.5
Scholarship	12.4	11.6	6.2
Support from Employer	3.1	4.3	5.3
N	993	936	15,540

At the system level twenty-two percent of the students are married. Seventy-five percent indicated that they have no financial dependents; 12 percent have one dependent, 6 percent have two percent, and 7 percent have three or more. There were no significant differences between men and women concerning their number of financial dependents. Asian and Filipino students were the least likely to have any dependents, and Blacks and American Indians were the most likely.

Respondents were asked to indicate all sources of income used for paying for their college education. Table 9 shows that both CSU, Fresno and CSU respondents indicated their financial support is derived from a number of sources with family assistance, a part-time job, and personal savings being the three most frequently checked choices. Although only five percent of respondents at the system level indicated that

TABLE 10

Q. How much formal education did your parents obtain?

	PERCENT					
	CSUF UNWEIGHTED		CSUF WEIGHTED		CSU (WEIGHTED)	
EDUCATIONAL LEVEL	FATHER	MOTHER	FATHER	MOTHER	FATHER	MOTHER
Grade School or some High School	20.4	21.0	19.8	20.5	15.3	14.9
High School Graduate	18.6	25.0	19.2	26.1	18.1	27.3
Some College	24.8	25.5	24.8	25.3	21.9	25.5
College Graduate	31.4	24.2	31.5	24.2	39.6	27.7
Don't Know or No Response	4.7	4.3	4.7	4.0	5.1	4.5

TABLE 11

Q. What were the main occupations of your parents while you were growing up?

OCCUPATIONAL CATEGORY	PERCENT					
	CSUF UNWEIGHTED		CSUF WEIGHTED		CSU (WEIGHTED)	
	FATHER	MOTHER	FATHER	MOTHER	FATHER	MOTHER
Professional/Technical	26.8	32.0	27.3	32.6	37.2	37.4
Manager/Proprietor	16.6	7.3	16.6	7.7	19.9	10.8
Sales Worker	6.9	4.5	7.3	3.9	7.4	5.6
Clerical Worker	3.1	27.9	2.8	29.1	2.8	26.9
Crafts Worker	15.3	2.2	15.7	2.2	14.8	2.6
Operatives	5.6	4.3	5.7	3.7	4.7	3.8
Services Worker	5.1	10.1	5.3	9.4	6.4	10.3
Laborers, excluding farm	7.4	3.6	7.3	4.1	4.0	1.6
Farm	13.2	8.2	12.1	7.3	2.8	1.1
Uknown or N/A	(15.5)	(46.1)	(15.2)	(45.5)	(19.3)	(48.9)
N	839	535	794	509	12,538	7,944

they receive any financial support from their employer, among respondents holding full-time jobs this source was checked by seventeen percent. Funds from grants and scholarships are concentrated among younger students, while use of loans is most prevalent among the 25 to 35 age group and among those who work less than full time.

Family Background

Socioeconomic status (SES) is an important determinant of behavior. However, it is also difficult to measure because it is most often defined as an index which includes at least three separate variables: income, education, and occupation. The 1989 SNAPS survey asked questions related to the occupational status and education completed by respondents' fathers and mothers. The previous SNAPS surveys in 1981 and 1984 showed that students in the system as a whole tend to be from middle to upper-middle status family backgrounds, but that there were considerable variations according to campus and ethnic group.

Table 10 indicates the amount of formal education that respondents' parents received. Comparison of the campus and system results indicates that the parents of CSU, Fresno respondents were much less likely to have completed a college degree than respondents for the system as a whole, but this difference is greater for fathers than for mothers. At the other end of the educational spectrum, the parents of CSU, Fresno respondents are much more likely not to have finished high school. Campus variations in parental educational levels reflect the combined influences of ethnic composition and geography.

Parental occupational status was measured through use of an open-ended question which asked students to indicate the main occupation of their mother and of their father while they were growing up. These responses were coded by campus officials into more than 450 standard occupational codes, and these codes in turn were collapsed into the nine major status categories shown in Table 11. The occupational codes and categories were based upon those used by the Bureau of the Census, and

TABLE 12

FAMILY STATUS BACKGROUND OF RESPONDENTS

EDUCATION /OCCUPATION INDEX	CSUF (UNWEIGHTED)			CSUF (WEIGHTED)			CSU (WEIGHTED)		
	FATHER%	MOTHER%	COMBINED%	FATHER%	MOTHER%	COMBINED%	FATHER%	MOTHER%	COMBINED%
HIGH STATUS	40.1	36.5	33.6	40.6	36.6	34.9	52.8	47.2	46.7
MEDIUM STATUS	34.3	43.4	45.0	34.7	44.0	44.8	29.9	38.8	39.7
LOW STATUS	25.6	20.1	21.4	24.7	19.4	20.2	17.3	14.0	13.6
UNKNOWN	(17.6)	(47.9)	(53.9)	(17.1)	(47.1)	(52.9)	(21.2)	(50.0)	(56.9)
N	818	517	458	776	495	441	12,248	7,772	6,704

their status rankings reflect the skill levels and average levels of education and income associated with each category. Note that at the system level twenty percent of the respondents did not list an occupation for their father, and half of the sample failed to provide a usable occupational description for their mother. While 57 percent of the fathers and 48 percent of the mothers held high status occupations (professional, technical, or managerial) at the system level, the corresponding percentages for Fresno respondents were 44 percent for fathers and and 40 percent for mothers. It should be noted that part of the discrepancy between system and campus results lies in the interpretation that "farm" receives for status ranking of occupation. While the system classifies these responses as low status occupations, it is fairly safe to say that many Fresno respondents from agribusiness backgrounds selecting this option have parents in positions reflecting a great deal of responsibility and education.

Finally, a weighted index combining parental education and occupation was constructed. These results are shown in Table 12. The mean family SES score for the system was 5.3, which is considerably above the theoretical mean of 4.5. The mean for CSU, Fresno respondents was 4.9. Student ethnicity produced the most dramatic differences. At the system level, fifty percent of the White students grew up in families where the status index was between 6.0 and 7.0, indicating the highest levels of parental education and occupational status. The percentage in this range declines to 43 percent among Asians, 30 percent among Blacks, and 11 percent among Mexican-Americans. In Table 12 the number of respondents for the combined category is small due to the fact that data were required on all four indicators (the education and occupation of both parents) in order to compute a weighted average. To the extent that the reduced sample size is representative, almost one-half of the students in the system are products of family environments which are highly conducive to educational achievement in college.

In summary the reader should note that CSU students neither look like nor behave much like the traditional images of young, full-time college students. For many college is a part-time experience sandwiched in between job and family obligations. Also, in general is the finding that CSU students continue (as in previous SNAPS surveys) to reflect a rather narrow socioeconomic spectrum. Despite the impressive diversity of campus environments, student ages, and ethnic groups in the CSU system, the dominant socioeconomic pattern is considerably more homogeneous. Comparisons of Fresno results to the system as a whole reflect the agrarian origins of the student body.

CHAPTER 2

STUDENT GOALS

This chapter will comment briefly on some of the major reasons underlying college attendance generally in the United States. It will then address such motivations among CSU students in the context of their overall life goals, their degree objectives, and the priorities governing their activities and experiences on the campus itself in three areas: instruction, academic support, and student services.

College Rewards

Increasingly students, their parents, legislators, and the general public are asking questions about the relationship between the costs and benefits of college attendance. Parents view with alarm the fact that college costs are escalating faster than the general rate of inflation, and state legislators are concerned about the cost benefit ratio of postsecondary education. General wisdom still seems to be that college is indeed worth the investment that one makes, particularly in terms of long-term outcomes, many of which have little to do with economics per se. In this regard it is pertinent to recall that the colonial colleges were founded as much to promote the "education of gentlemen" as for anything else. Today the education of an informed and critical citizenry often is overlooked in debates which focus purely on the economic aspects of postsecondary education.

Howard Bowen's *Investment in Learning* (1976) still is one of the most exhaustive treatments of the costs and benefits associated with higher education. The work established firmly that college-educated individuals tended not only to make more money but to be more physically and psychologically healthy; to be more informed and involved citizens; to be more aesthetically aware and culturally enriched than their non-college cohorts. In short, education, and especially college education, tends to be positively associated with all of the "good" values of the human experience.

There may be little need, therefore, to probe too deeply into the motivations for college attendance. The most important reasons appear to be both obvious and rational, for the individual and for society. But institutions often develop a clearer sense than individuals of the role of higher education in its broadest implications, and therefore engage in elaborate campaigns to make it equally obvious to potential students and their parents. The college recruitment function has become an industry complete with sophisticated technology, big budgets, and a marketing vocabulary of imaging, access, and outreach all designed, paradoxically, to sell that which should sell itself.

Life Goals

One place to begin an investigation of educational

needs and priorities among students is their life goals in general and the perceived role of higher education in that context. Another important contribution of questions about life goals is that it permits linkages between student orientations in college (e.g. choice of major) to changing cultural values.

The 1981 and 1984 SNAPS surveys each included items concerning the importance of several types of life and educational goals. The 1989 survey examined the one area of social growth or community involvement in some detail. Following is a brief summary of those findings.

The eight-year period spanning the three SNAPS studies offers a limited test of changes in the underlying value systems among CSU students. In 1981 and 1984 students were asked to rank the importance of eight life goals. In both administrations, they rated personal independence, creativity, and expression as the most important goals in life. Social values of helping others and working with people were ranked slightly lower. The goals of adventure, power, leadership, money, and social status were ranked much lower than those of a personal or social nature. In a sense, such responses probably represent the combined influences of American culture filtered through the socialized expectations and norms of the (relatively narrow) family backgrounds represented by CSU students. Still, the order and the magnitude of the overall rankings were so similar that a broad consensus could be said to exist among CSU students on such matters.

There were a few sub-group variations worth repeating. Women consistently displayed a greater social orientation than men. Asians and Blacks were much more likely than Whites or Hispanics to express a concern for money and social status. And younger students, too, emphasized goals of financial earnings, status, and adventure significantly more often than older students. Variations by academic major were, almost without exception, in the expected direction: students in professional disciplines emphasized material values; arts and humanities majors rated personal expression and creativity highest; and students in education and the behavioral sciences expressed the greatest social orientation. But the dominant pattern was one of consensus, across time, among student groups, and among life goals.

A total of 15 questions in the 1989 SNAPS survey were devoted to the topic of community service among CSU students. A later chapter will look at these results in detail. Suffice it to say now that almost 32 percent of CSU students and 37 percent of CSU, Fresno respondents indicated that they performed some type of community service during the past year. Respondents were provided with a list of reasons or motivations for performing such service and were asked to rate the importance of each as a motivation for becoming involved. The following sets of reasons among system respondents each received ratings of "important" or "very important" by at least three-fourths of the sample: career preparation or advancement; personal principles of a moral or political nature; and social involvement, recreation, or personal enjoyment. Academic incentives related to course requirements and financial rewards were each of secondary importance.

Educational Priorities

Each of the three SNAPS surveys contained several questions related to immediate priorities related to college attendance. In general the findings revealed that CSU students are overwhelmingly career oriented and are fully committed to the idea of earning a college degree. Findings from the two earlier survey indicated that career goals were the highest priority among CSU students, regardless of age, sex, class level, ethnicity, employment status, or even academic major. Education for the sake of intellectual, social, personal, or cultural growth and development were major priorities to only one-third of the respondents.

Although CSU students overwhelmingly anticipate completion of their degree studies and antici-

TABLE 13

Q. Many factors play a part in helping us achieve our educational goals.
Please rate the importance of the factors below in terms of their importance for your education.

	PERCENT IMPT. OR VERY IMPT., MEAN, AND RANK OF SAMPLE					
	CSUF UNWEIGHTED			CSUF WEIGHTED			CSU (WEIGHTED)		
	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK
INSTRUCTION:									
Instruction Quality	96.6	4.7	1	96.9	4.7	1	96.2	4.8	1
Content of Courses	93.6	4.5	2	93.3	4.5	2	93.0	4.5	2
Fairness of Testing and Grading	92.8	4.5	3	91.4	4.5	4	91.3	4.5	3
Variety of Courses Offered	91.5	4.4	5	91.5	4.4	5	90.2	4.4	5
Intellectual Stimulation	86.5	4.4	6	87.6	4.4	7	87.9	4.4	6
Accessibility of Faculty	87.9	4.3	7	88.4	4.4	6	86.4	4.3	7
Class Size	64.0	3.8	17	62.9	3.8	16	68.1	3.9	14
ACADEMIC SUPPORT:									
Convenience Class Scheduling	92.3	4.5	4	92.3	4.5	3	90.2	4.5	4
Publications: Catalog, etc.	81.3	4.2	11	78.7	4.1	11	78.2	4.1	9
Library Collections	83.1	4.3	8	83.2	4.2	8	77.3	4.1	10
Library Service	81.6	4.2	10	81.8	4.2	9	75.8	4.1	12
Academic Advising	82.1	4.2	9	80.2	4.2	10	75.6	4.1	11
Computer Facilities	68.3	3.8	15	68.7	3.8	15	65.7	3.8	15
Laboratory Facilities	66.2	3.8	18	65.3	3.7	17	61.9	3.6	18
Tutoring/Basic Skills Services	62.1	3.6	19	58.3	3.5	20	53.5	3.4	19
Pre-College Advising in High School	58.4	3.5	21	54.6	3.4	21	50.0	3.2	22
Pre-Transfer Advising	50.4	3.1	27	50.1	3.1	25	45.6	3.0	27
STUDENT SERVICES:									
Parking	77.2	4.1	13	76.7	4.1	12	79.3	4.2	8
Career Guidance-Faculty	78.1	4.1	12	76.8	4.0	13	71.8	3.9	13
Student Health Services	75.6	4.0	14	72.0	3.9	14	63.6	3.7	16
Career Guidance-Placement	66.5	3.8	16	64.7	3.7	18	62.3	3.7	17
Campus Food Services	52.1	3.4	22	49.8	3.3	22	50.2	3.4	20
Financial Aid Office	61.7	3.6	20	60.1	3.5	19	53.7	3.3	21
Campus Orientation Prog.	47.8	3.3	23	45.0	3.2	23	45.7	3.2	23
Special Student Services	51.2	3.2	25	49.2	3.1	26	46.5	3.1	24
Social and Cultural Activities	46.0	3.3	24	44.1	3.2	24	41.4	3.1	25
Student Union	43.5	3.2	26	41.3	3.1	27	40.3	3.1	26
Psychological Counseling	40.7	2.9	29	39.5	2.9	28	36.6	2.8	28
Recreation Programs/ Activities	39.8	3.0	28	37.2	2.9	29	34.0	2.8	29
Campus Housing	29.5	2.4	31	27.0	2.3	31	30.1	2.4	30
Intercollegiate Athletics	28.4	2.6	30	26.9	2.5	30	24.7	2.4	31
Child Care	23.7	2.2	32	23.4	2.1	32	21.0	2.1	32

pate earning one or more advanced degrees, longitudinal studies of student outcome measures independent of SNAPS results disclose that only about 25 percent have actually earned degrees after 5 years, and 45 percent have earned degrees 10 years after entering as new freshmen. It is interesting to note that degree plans are stronger if one entered the CSU from a community college or other four-year institution than if one entered as a new freshman. Perhaps the proximity to completion of the bachelor's degree is positively correlated with expectation to complete one's studies.

All three SNAPS surveys asked respondents to rate a long list of campus functions, activities, and services in terms of their importance for their education. The 1989 survey contained seven items dealing with faculty and classroom instruction, ten items dealing with academic support services, and fifteen items dealing with a wide range of student services and social programs on campus. Table 13 shows the percentage of respondents at CSU, Fresno and for the system who ranked each of the 32 items as "important" or "very important", the mean score for each item where "1" indicates "very unimpor-

tant" and 5 indicates "very important", and the rank order of perceived importance of the 32 items in the list.

Of the 32 programs or services respondents were asked to rate in importance in Table 13, both CSU and Fresno campus students clearly indicated that factors related to instruction were of paramount importance to their educational goals. Instructional quality was perceived as the single most important factor, and six of the seven items related to instruction were ranked among the seven most important items overall. Surprisingly, however, the instructional factor of class size was ranked of secondary importance (16 by CSUF respondents and 14 by CSU system respondents). Neither the rankings nor the magnitudes of these findings have changed much over the years.

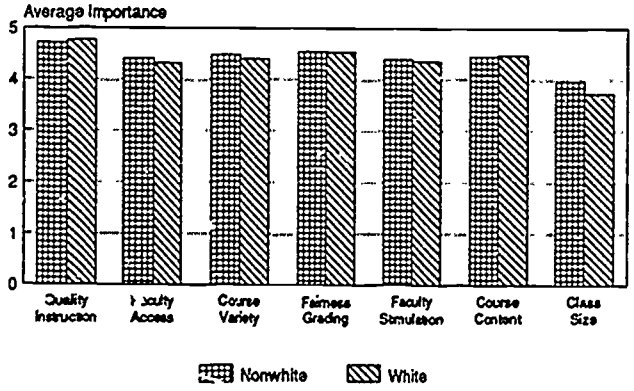
Sub-group variations on these issues were not very strong, but some findings are worthy of note. Women and older students consistently rated academic matters such as course variety and content, intellectual stimulation, and instructional quality higher in importance than others. Black students expressed the greatest interest in faculty accessibility and in the fairness of testing and grading. The issue of intellectual stimulation from faculty was much more important to humanities majors than to students in business, engineering, and computer science.

Among CSU, Fresno respondents subgroup analysis was performed for gender, age (ten groups), and ethnicity. For factors related to instruction, the only significant differences among subgroups were for fairness of testing and grading and class size. Women were more concerned than men about fairness, and nonwhite students were more concerned than white students about class size. Differences in the perception of the importance of instructional factors between whites and nonwhites are shown graphically in Figure 6.

Figure 6

INSTRUCTIONAL FACTORS

Perceived Importance By Ethnicity



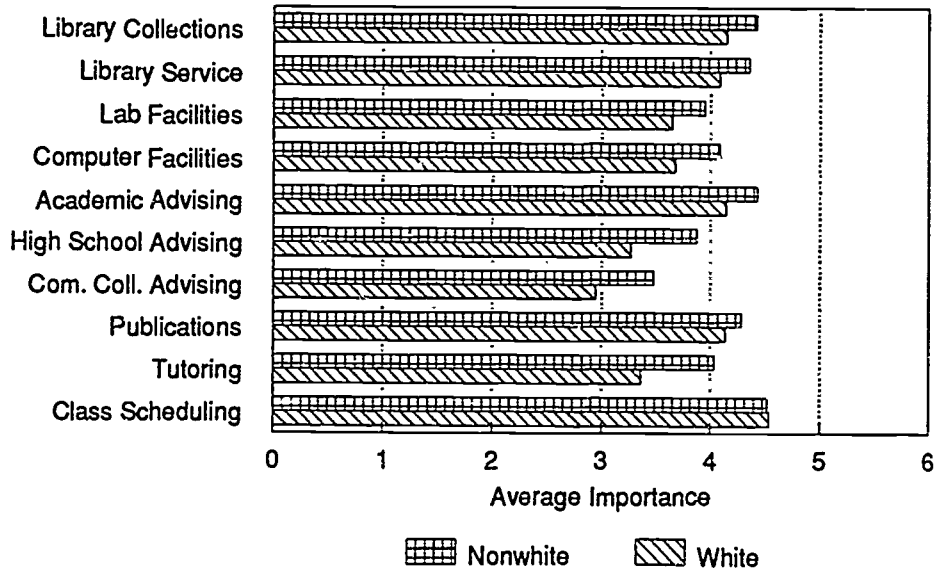
Collectively, respondents ranked the ten academic support factors as less important than factors related to instruction but more important than student services and programs. Convenience of class scheduling was ranked third in importance by CSU, Fresno and fourth by system respondents among the total list of 32 factors. A few shifts from earlier SNAPS surveys were evident. About ten percent fewer students rated the library as being important or very important in 1989. Four percent more students rated class scheduling as a major priority, while advising services on campus declined in importance by four percent. The most dramatic gains over 1984 occurred in two areas: the importance of computer facilities increased from 45 to 67 percent, and tutoring and basic skills services increased from 43 to 55 percent.

Variations in the rating of importance of academic support factors by subgroups for the CSU system respondents were for the most part in expected directions. Thus, laboratory facilities are considered more important by students in science and technical majors than by students in the humanities and the arts while the opposite is true for the ranking of the importance of library collections and services. It is worthy of note that CSU, Fresno students rated library services and collections considerably higher in importance than did respondents for the system as a whole.

Two other subgroup variations are of interest. Academic advising services, what-

Figure 7

SUPPORT SERVICES
Perceived Importance By Ethnicity



ever the source, were rated higher in importance by lower division students, community college transfers, and majors in interdisciplinary studies. Sixty-two percent of those who received most of their advising from special program offices on campus considered it to be very important, a much higher percentage than those who received it from other sources. Female students attached much greater importance to advising than did male students, and Blacks accorded it the highest rating among ethnic groups. Tutoring and basic skills services appear to be most important to three audiences: freshmen, ethnic minorities, and non-citizens.

Subgroup analysis of factors related to academic support for CSU, Fresno respondents revealed that academic advising is significantly more important to females than males. High school and community college advising, as might be expected, are rated significantly more important by students in traditional age groups just completing those levels of education than by other students. Statistically significant differences in the perceived importance of eight of the ten academic support factors were found between ethnic minority and Caucasian students. In all cases the support factor was awarded a higher importance by the ethnic minority respondents. Only convenience of class scheduling and campus publications were deemed of equal importance by minority and nonminority respondents. Figure 7 displays graphically the perceptions of minority and nonminority students of the importance of the ten academic support factors.

Among the fifteen items dealing with student services and programs, parking was ranked the highest by both CSUF and CSU respondents. Of the remaining items career guidance from faculty and student health services were placed higher in importance than the other items. Collectively, campus housing, intercollegiate athletics, and child care were ranked at the bottom of the list; it should be noted, however, that many student services are very important to different categories of students

and in many cases make the difference between being able to attend or not attend classes. Given that many student services are targeted to specific categories of students, the real issue is whether an individual service is perceived as being important to the specific audience for which it was intended.

Compared with earlier SNAPS surveys, the 1989 results for the system as a whole showed certain shifts in the proportion of students ranking a given service as important or very important. Since these matters are of relatively low salience to many students, it is not surprising that the data reflect a fair amount of volatility over time. The overall rank order of respondent perceptions, however, has remained fairly stable. Given these qualifications, it is interesting to note that ten percent fewer CSU respondents rated campus social activities as important or very important in 1989 than in 1984. Similarly, the importance of psychological counseling dropped 14 percent, and parking increased 15 percent.

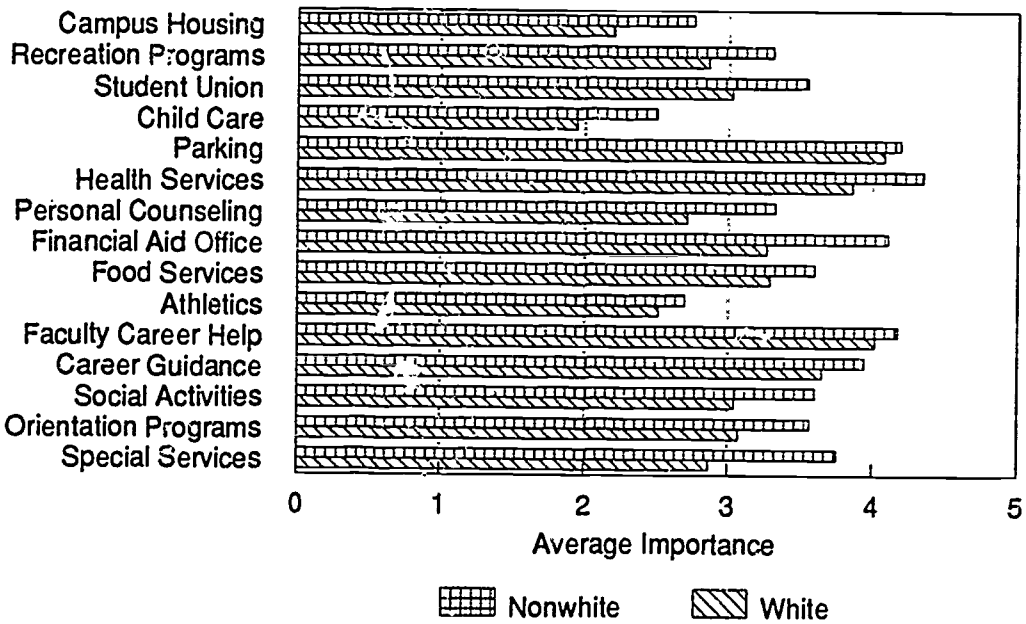
Comparing the responses of CSU, Fresno respondents with those of the system as a whole reveals that Fresno respondents perceive parking as less important than do system respondents; perhaps it is easier to find parking here than on many CSU urban campuses. On the other hand, Fresno respondents ranked the following services at least five percentage points higher than did respondents for the system as a whole: career guidance from the faculty, student health services, and the financial aid office.

Among system respondents financial aid is significantly more important to at least four groups of students: those who are lower division, permanent residents, ethnic minorities, and economically disadvantaged. The percentage differences between

Figure 8

STUDENT SERVICES

Perceived Importance By Ethnicity



these categories of students and the full sample were typically 20 points or more.

For CSU, Fresno respondents, considerable variability in the perceived importance of the fifteen student services was evident when the mean responses were examined by gender, age, and ethnicity. Female respondents perceived psychological counseling and parking as more important than did male respondents. In general younger respondents rated the following student services as more important than did their older classmates: campus housing, recreation programs/activities, student union, student health services, intercollegiate athletics, social and cultural activities, and campus orientation programs. Figure 8 shows the mean perceived importanace of fifteen student programs and services for nonwhite and white respondants at CSU, Fresno.

Campus Choice

In California the prospective college or university student has a wide array of choices: 107 community colleges, 20 campuses of the California State University, 9 campuses of the University of California, 176 private colleges and universities, and more than 1,000 vocational schools. The choice of programs, costs, and campus environment is limited only by the admissions standards of each institution and the ability to pay if admitted.

Table 14 addresses the question of why respondents chose to attend the particular CSU campus on which he or she was enrolled during the Spring 1989 semester. The reasons are grouped into four broad categories: access, programs and reputation, finances, and environment.

TABLE 14

Q. Please rate the importance of each of the following factors in influencing your decision to attend this particular university.

	PERCENT IMPORTANT OR VERY IMPT., MEAN, AND RANK OF SAMPLE								
	CSUF UNWEIGHTED			CSUF WEIGHTED			CSU WEIGHTED		
	%	MEAN	RANK	%	MEAN	RANK	%	MEAN	RANK
ACCESS:									
Convenience	72.3	3.9	3	72.3	3.9	3	67.2	3.8	4
Public Transportation	13.4	1.7	17	13.0	1.7	17	17.1	1.9	14
Work on Campus	15.0	1.9	15	15.4	1.9	14	13.2	1.8	16
On-Campus Child Care	7.3	1.4	18	7.6	1.5	18	6.6	1.4	18
PROGRAMS/REPUTATION:									
Particular Major	75.6	4.0	2	76.3	4.1	1	78.6	4.2	1
Academic Reputation of my major	69.7	3.9	4	68.3	3.9	4	72.4	4.0	3
General Campus Academic Reputation	62.5	3.6	5	61.2	3.6	5	65.3	3.7	5
Recommendations from family, friends,alumni	41.6	3.1	7	39.3	3.0	8	41.5	3.1	7
Recommendations counselors	38.3	2.9	9	37.3	2.9	9	38.2	2.9	9
Reputation Athletics	13.1	1.9	16	12.8	1.9	15	9.1	1.7	17
FINANCES:									
Low Cost	75.3	4.1	1	74.2	4.0	2	75.1	4.1	2
Available Financial Aid	44.5	3.1	6	42.2	3.0	6	37.6	2.8	10
ENVIRONMENT:									
Geographic Setting	40.2	3.0	8	40.6	3.0	7	45.5	3.2	6
Overall Appearance	37.0	2.9	10	36.2	2.8	10	39.0	3.0	8
Size of Campus	26.7	2.5	11	25.5	2.4	11	26.9	2.5	11
Ethnic Composition	20.0	2.2	13	18.6	2.1	13	19.5	2.3	12
Chance to Leave Home	25.3	2.3	12	22.5	2.1	12	22.4	2.2	13
Availability of On-Campus Housing	16.4	1.9	14	14.8	1.8	16	16.7	1.9	15

Four of the eighteen items that students were asked to rate in terms of their importance to attend a particular CSU campus related to the question of time and convenience. All 18 items were rated on a five point Likert scale anchored by a coded value of 1 for "not important at all" to 5 for "very important". Convenience (ie close to home or work) was ranked third in importance to CSU, Fresno respondents and fourth in importance to system respondents. Issues of time and convenience were especially prominent to the decisions of graduate students, married students, commuters, and working students for choosing a college. The other factors related to access (public transportation, opportunity to work on campus, and on-campus child care) were among the lowest ranked of the eighteen items for both Fresno and system respondents, but - again - these factors can be of critical importance to various subgroups of students such as recent immigrants, younger students, and students with dependents.

Table 14 reinforces the findings discussed above relative to Table 13 that suggest academic considerations are among the most important items on the list. The availability of a particular major was ranked first in importance by both Fresno and system respondents. The academic reputation of of the respondent's major and the general academic reputation of the campus were also ranked among the first five factors in importance. With respect to the system results, there were some significant differences according to student ethnicity, academic major, age, and campus size. Students on large campuses, Filipinos, and majors in arts, business, and technical fields were more likely to emphasize the importance of academic reputation in their choice of a CSU campus. Recommendations of significant others played a slightly larger role in the decisions among young students for choosing a school to attend.

Low cost was rated by approximately three quarters of both CSU, Fresno and system respondents as an important factor in their choice of a college campus. Wide variation in cost between the different segments of postsecondary education in California is evidenced by the fact that in 1989 the cost of attending a CSU campus is approximately half of that of attending a University of California campus and one tenth that of attending a private institution. There were no significant variations by age, unit load, marriage or employment status, or even family socioeconomic status.

Significant differences were evident among subgroups, however, in the importance of availability of financial aid in choosing a college. CSU, Fresno respondents ranked the availability of financial aid as sixth in importance while system respondents ranked it as tenth in importance. Ethnic minorities, permanent residents, recent immigrants, young students, and (by a two to one margin) students from lower-SES backgrounds emphasized the importance of financial assistance.

The six factors relating to campus environment were rated of lesser importance in choosing a college campus. The significance of geography, campus appearance, a chance to leave home, and campus housing is related primarily to young students and to a handful of campuses within the CSU located in rural areas of the state. Concern about campus size is concentrated primarily among young students and on small campuses. Concern about the ethnic composition of the student body, on the other hand, is more evident among ethnic minority students on the large urban campuses.

In summary respondents in both the campus and system samples expressed consensus concerning life goals, degree objectives, and the fundamental reasons for attending a CSU institution. Social or demographic influences produced a large number of differences among student groups in educational priorities and campus choice decisions.

CHAPTER 3

SATISFACTION LEVELS

This chapter will comment upon the perceived satisfaction among respondents with the 32 instructional, academic support, and student services programs identified in Chapter 2. Satisfaction among various subgroups of CSU, Fresno students will focus upon academic support and student services. Finally, student global satisfaction with their campus experience will be discussed and compared with the 1984 SNAPS survey results.

In an era of institutional outcomes assessment, a student survey can serve as a kind of "report card" on how well faculty and campus administrators are performing their jobs. Although subjective in nature, student evaluations can be important indicators of institutional health when considered along with objective data such as graduation rates, test scores, enrollment demand, and financial stability.

Ideally, student satisfaction levels should be examined and understood in the context of at least three factors. First, it is critical that attitudinal evidence be evaluated in terms of two additional considerations: student knowledge about the issue and student ratings of its importance. Second, it is important to recognize that respondents may think or feel one way and behave another way, which simply means that attitudes and behavior may not be congruent. Third, attitudes are largely functions of prior expectations. In general, the higher the level of expectations about campus life, faculty, student services, and instruction, the lower the level of satisfaction with them. The SNAPS data are able only to address the first of these three qualifications; the reported levels of respondent satisfaction discussed in this chapter should be interpreted in light of the data on perceived importance of the function reported in the previous chapter. Since there are few behavioral indicators in the data and there is no direct evidence of pre-college or pre-CSU expectations, these limitations are worth keeping in mind while examining the data and findings in this chapter.

The previous chapter focused on individual goals, and the next one is concerned largely with institutional policies and reforms. Data in this chapter link the individual to the institution in the sense that they join student perceptions to institutional performance. Four broad institutional factors are examined: the faculty and instructional quality; academic support services, with an emphasis on advising and computing; student services, and the campus experience as a whole.

Instruction

Each of the 32 items that respondents were asked to rate as to importance in achieving their educational goals (7 dealing with faculty and instruction, 10 with academic support services, and 15 with student services) were also listed so that respondents could rate the quality of those factors. A five

TABLE 15

Q. Many factors play a part in helping us achieve our educational goals. Please rate the factors below in terms of their quality on your education.

	PERCENT EXCELLENT OR GOOD (%E), MEAN, & PERCENT DON'T KNOW (%DK)								
	CSUF UNWEIGHTED			CSUF WEIGHTED			CSU WEIGHTED		
	%E	MEAN	%DK	%E	MEAN	%DK	%E	MEAN	%DK
INSTRUCTION:									
Instructional Quality	76.5	3.9	.3	76.4	3.9	.2	74.1	3.9	.8
Content of Courses	68.3	3.8	.1	68.3	3.7	.1	67.9	3.8	.7
Fairness of Testing and Grading	69.1	3.8	1.0	68.8	3.8	1.3	66.2	3.8	2.3
Accessibility of Faculty	66.9	3.8	.5	66.9	3.8	.5	64.7	3.8	2.1
Variety of Courses Offered	66.6	3.8	.2	63.2	3.7	.4	59.9	3.6	.9
Class Size	58.4	3.6	.4	59.2	3.6	.3	59.4	3.6	.7
Intellectual Stimulation	56.8	3.6	5	58.0	3.6	.4	58.0	3.6	1.5
ACADEMIC SUPPORT:									
Publications:Catalog, etc.	71.7	3.9	.6	69.8	3.9	1.2	68.9	3.9	2.9
Library Collections	73.3	4.0	4.4	72.0	4.0	4.5	64.2	3.8	7.9
Library Services	73.8	4.0	3.1	73.0	4.0	3.4	64.8	3.8	6.5
Laboratory Facilities	45.9	3.6	19.3	44.5	3.6	20.2	41.0	3.6	28.1
Computer Facilities	45.5	3.6	22.2	44.5	3.6	21.9	42.5	3.6	25.2
Tutoring/Basic Skills Services	41.1	3.7	32.7	38.3	3.7	35.7	28.6	3.5	43.2
Academic Advising	43.2	3.4	11.6	43.1	3.4	12.0	40.5	3.3	14.2
Convenience of Class Scheduling	42.0	3.3	.3	41.6	3.3	.6	37.5	3.1	1.3
Pre-Transfer Advising	20.0	3.1	44.2	19.2	3.1	44.8	17.6	3.1	47.4
Pre-College Advising in High School	21.6	2.9	25.4	20.3	2.9	29.0	19.1	2.9	35.2
STUDENT SERVICES:									
Student Health Services	62.7	4.0	17.2	59.9	4.0	20.8	44.2	3.8	32.0
Special Student Services	28.5	3.8	55.2	27.4	3.8	57.0	22.8	3.7	60.6
Student Union	54.5	3.7	15.9	53.5	3.7	18.3	43.4	3.6	23.6
Psychological Counseling	20.1	3.7	65.4	21.0	3.7	65.8	12.9	3.5	71.6
Campus Orientation Prog.	37.5	3.6	31.6	35.8	3.6	35.9	31.6	3.5	37.8
Recreation Programs	40.6	3.6	31.7	39.1	3.7	35.2	28.1	3.5	42.2
Campus Housing	19.4	3.4	56.6	18.7	3.4	58.7	17.7	3.3	59.2
Intercollegiate Athletics	39.0	3.9	44.4	37.8	3.9	45.6	18.4	3.3	57.0
Career Guidance-Placement	22.0	3.3	48.9	21.1	3.3	50.8	21.3	3.3	50.3
Social and Cultural	33.9	3.5	32.6	33.2	3.4	34.5	26.1	3.4	40.4
Child Care Activities	12.6	3.4	72.4	12.7	3.3	73.2	8.8	3.3	75.5
Career Guidance-Faculty	34.6	3.3	22.3	33.6	3.3	24.2	29.9	3.3	28.2
Financial Aid Office	27.8	3.3	37.4	26.8	3.3	39.5	19.5	3.2	49.2
Campus Food Service	36.8	3.2	12.6	35.9	3.2	15.2	30.1	3.1	15.1
Parking	11.6	2.1	4.4	12.4	2.1	4.4	11.0	2.1	5.3

point Likert scale anchored by "very poor" and "excellent" was provided for rating the 32 factors; a sixth "don't know" response was also possible. The quality ratings for all 32 items are summarized in Table 15. The "% E" columns indicate the percentage of respondents that rated the program or service as either excellent or good, and the "%DK" columns indicate the percentage of respondents indicating they "don't know" enough to rate the program or service.

A methodological digression is necessary at this point. The system report and possibly campus reports from sister CSU institutions report the data in slightly different form than utilized here. The percentage of respondents awarding an "excellent" or "good" rating to each of the 32 items is based upon the total number of respondents in both the system and campus columns of Table 15. An equally valid approach, which was used in the system report, computes this percent by dividing the number of respondents awarding "excellent" or "good" to the item by the total number of respondents minus the number indicating "don't know". This later ap-

proach has the advantage of inflating favorable ratings for items to which many respondents indicated "don't know".

Please note that at both the system and the campus level all seven items relating to instruction received a mean quality score of above 3.5. More important, instructional quality was rated as excellent or good by three fourths of the respondents; this item received the highest approval rating. Since instructional quality also was rated as very important or important in achieving respondents' educational goals, it is gratifying to see that the system and campus appear to be doing a good job in this area.

The changes in student attitudes on these measures from the two previous SNAPS studies are universally positive. For example, instructional quality received excellent or good ratings of 70 percent in both 1981 and 1984, six points fewer than in 1989. Course variety and grading fairness gained eight percentage points over 1984, course content gained six points, and faculty accessibility gained five points. The intellectual stimulation provided by faculty remained unchanged from the two previous administrations of the survey.

At the system level, the most satisfied students on most of the items pertaining to instruction were older students, students on smaller campuses, and arts and humanities majors. While business majors expressed rather strong dissatisfaction with faculty accessibility, students in lab-based disciplines expressed the highest levels of approval with class sizes. Business, engineering, and computer science majors were significantly less satisfied than most others with course content, grading, testing, and faculty performance generally. Ten to fifteen percent fewer Asian respondents awarded positive ratings to the seven factors relating to instruction and faculty. On the other hand, commuting and part-time respondents tended to rate instructional factors just as positively as did traditional, resident students.

Also at the system level there is a slight tendency for upper-division students to be more critical of faculty than lower-division and graduate students, but variations among other student subgroups such

TABLE 16
STUDENT PERCEPTIONS OF REASONS FOR POOR INSTRUCTION

	PERCENT OF TOTAL SAMPLE*			PERCENT DISSATISFIED**		
	CSUF UNWTD	CSUF WTD	CSU WTD	CSUF[a] UNTD	CSUF[b] WTD	CSU[c] WTD
Instructors are unable to communicate subject matter	12.3	11.9	13.1	50.5	39.0	42.6
Instructors lack interest or enthusiasm for teaching	14.1	14.5	12.1	56.4	47.6	39.4
Instructors are inconsistent in testing and grading	9.2	9.3	9.3	34.0	30.6	30.4
Courses do not cover material expected	9.4	9.5	8.1	33.5	31.2	26.5
Instructors show poor command of subjects	4.5	4.5	5.6	7.6	14.6	18.2
None of the above	3.4	4.0	4.7	7.4	13.3	15.2
Racial bias shown by instructors	4.7	4.9	3.8	14.4	16.0	12.4
Courses are geared to lowest level students	3.7	4.2	3.2	14.4	13.8	10.5
Sexual bias shown by instructors	2.2	2.1	2.1	9.0	6.9	6.7
N	993	93	15,540	188	285	4,777

* Percents based upon all respondents.
** Percents based upon multiple responses from subjects rating quality of instruction as fair, poor, or very poor.
a 188 subjects selected 447 reasons for poor instruction.
b 285 subjects selected 608 reasons for poor instruction.
c 4,777 subjects selected 9,642 reasons for poor instruction.

as age, sex, unit load, major, campus, or class schedule (day or night students) are few in number and weak in significance.

Table 16 is a detailed analysis of perceived reasons for poor instruction. Respondents were asked to skip the items relating to Table 16 if they felt that the quality of instruction was excellent or good (i.e. satisfied respondents). If respondents thought that the quality of teaching was fair, poor, or presumably very poor, they were asked to mark all the reasons that apply. Table 16 thus reflects two distinct sets of data; the first three columns report the percentage of the total sample (i.e. dissatisfied and satisfied respondents) checking the indicated reason, and the last three columns indicate the percentage of dissatisfied respondents checking each reason listed.

Comparing the weighted campus and system responses shows some interesting variations in the rank order in which reasons for poor instruction were chosen. For the system as a whole the largest percentage of respondents chose inability to communicate subject matter as a reason for poor instruction, and this was closely followed by lack of interest or enthusiasm for teaching. For CSU, Fresno, however, a significantly higher proportion of respondents listed lack of interest or enthusiasm for teaching as a reason for poor instruction. Similarly, the items ranked third and fourth by system respondents (inconsistent testing and grading; courses do not cover material expected) are reversed by Fresno respondents. Proportionally more Fresno campus respondents think that courses are geared to the lowest level of students (13.8 percent as compared with 10.5 for the system).

Academic Support

A second set of ten items provided information on the quality of academic support services on CSU campuses (Table 15). Campus publications and libraries were among the most highly rated support services. At Fresno, library services and library collections achieved approval percentages of 72.0 and 73.0, which resulted in overall rankings of second and third among all 32 items in Table 15. Academic advising at CSU campuses, pre-college advising at the state's high schools and community colleges, tutoring services, and class scheduling received favorable ratings by significantly fewer students. The quality ratings for campus libraries and advising were comparable to those in the 1981 and 1984 surveys. However, tutoring services received 6 percent fewer approval points than in 1984, and the approval percentage for class sched-

TABLE 17
STUDENT PERCEPTIONS OF REASONS FOR POOR ADVISING

	PERCENT OF TOTAL SAMPLE*			PERCENT DISSATISFIED**		
	CSUF UNWTD	CSUF WTD	CSU (WTD)	CSUF[a] UNWTD	CSUF[b] WTD	CSU[c] WTD
Advisors show lack of concern or interest for students' needs	20.6	20.1	18.7	52.9	46.1	46.6
Advisors are unavailable when needed	20.0	19.8	18.2	51.2	45.3	45.4
Advisors are poorly informed about degrees programs and requirements	17.1	17.9	15.2	44.2	40.9	37.9
Catalog is confusing	12.0	11.6	9.3	28.5	26.5	23.1
None of the above	5.2	5.7	6.0	7.3	13.1	15.0
Racial or Sexual Bias	1.2	1.1	1.1	2.9	2.4	2.8
N	995	936	15,540	344	409	6,235

* Percents based upon all respondents selecting item.
** Percents based upon multiple responses from subjects rating academic advising as fair, poor, or very poor.
a 344 subjects selected 643 reasons for poor advising.
b 409 subjects selected 712 reasons for poor advising.
c 6,235 subjects selected 10,647 reasons for poor advising.

TABLE 18
Q. Where do you currently receive most of your academic advising? Mark only one.

	PERCENT OF SAMPLE		
	CSUF UNWEIGHTED	CSUF WEIGHTED	CSU WEIGHTED
Faculty in my major department	20.7	22.6	25.9
Campus catalog	18.1	17.3	18.0
Advising centers in my major department or school	14.5	14.0	13.8
Fellow students	14.0	14.1	13.5
None of the above	5.7	6.5	6.9
University advising centers or general studies	6.4	6.4	5.9
Administrative or program staff (e.g. EOP, adult reentry)	5.8	5.1	3.6
Missing	14.6	14.1	12.4

uling continued its decline evident in the 1981 and 1984 surveys.

Graduate students for both the system and at Fresno rated the quality of library collections and library services lower than did undergraduates. However, graduate students at CSU, Fresno appear to differentiate between these two aspects of interaction with the library. While all 936 respondents in the weighted campus results gave the quality of library collections a mean quality rating of 4.02 and library services 3.98, the 95 graduate respondents reported a mean quality rating of 3.64 for collections and 3.87 for services.

Campus advising services were the subject of two additional questions in the 1989 survey. One asked students to identify some of the reasons for poor advising services, and another asked them to identify their major sources of academic advising. These findings are shown in Tables 17 and 18, respectively.

Table 17, which was constructed in a manner similar to that for Table 16 discussed above, shows that student perceptions of reasons for poor advising are quite similar for campus weighted and system results. Chapter 6 examines student advising in more detail; only the highlights are reported here:

1. A total of 344 of 993 respondents (34.6%) rate academic advising as fair, poor, or very poor. Since weighted campus results correct for the underrepresentation of part time students, 409 of the 936 weighted respondents (43.7%) rate advising as fair, poor, or very poor. This compares with 40.1 percent of respondents for the entire CSU.

2. Reasons for poor advising most often mentioned by dissatisfied respondents include (1) advisors show lack of concern or interest for students needs (46.1%); (2) advisors are unavailable when needed (45.3%); and advisors are poorly informed about degree programs and requirements (40.9%).

3. Table 18 shows that students at CSU, Fresno most often seek faculty in their major for academic advising (22.6%). The second most frequent source of academic advise cited by students in the weighted group is the catalog (17.3%).

4. Both satisfied respondents (i.e. those rating quality of advising services as excellent or good) and dissatisfied respondents at Fresno perceive the catalog as confusing.

5. Campus unweighted mean quality scores for academic advising when examined by present class level of the respondent reveal that advising services are most favorably perceived by freshman and sophomore respondents. A significant reduction in perceived quality occurs among junior respon-

dents, and senior and graduate respondents report only slightly higher mean quality scores.

6. Students in the School of Health and Social Work and in the School of Social Sciences as well as undeclared majors report the highest levels of satisfaction with advising services among CSU, Fresno respondents.

At the system level, the following dominant relationships among advisors, advisees, and student attitudes were reported:

1. University advising centers, special program offices, and fellow classmates are much more likely to advise lower-division students than upper-division and graduate students. The extent of faculty advising increases dramatically with student level, and use of the catalog as the primary advising source is spread evenly across all class levels (about 20 percent).

2. Academic major is an important determinant of advising services: university advising centers serve mainly undeclared students; business majors are the least likely to receive their advising from faculty (only 14 percent, compared, for example, to 40 percent and above in many other disciplines); students in interdisciplinary studies tend to receive a large share of their advising from school or departmentally based centers.

3. The major sources of advisement for Black and Hispanic students are more likely to be institutional in nature than interpersonal; the reverse is true for Asian and Filipino students. Whites are the least likely to use special program offices as a major source of advising (only 1 percent).

4. The smaller the campus, and the longer one stays at a campus, the more likely a student will use faculty as a source of advising.

5. The primary source of academic advising is unrelated to the amount of time one spends on campus outside of class, unit load, employment status, or class schedule.

6. Dissatisfaction with advising is highest among those who get most of their advising from the catalog or from fellow students, and lowest among students who depend on special program offices (EOP, Student Affirmative Action, Adult ReEntry), and advisement centers. Paradoxically, students gave extremely high marks to campus publications (including the catalog). But there was also evidence that faculty advising was not just operational (course scheduling, degree requirements), but substantive and intellectual as well, particularly among upper-division and graduate students.

The 1989 SNAPS survey also gathered evidence on two other important academic support services: laboratory and computer facilities. Both CSU and Fresno respondents gave positive ratings to these academic support services, but please note in Table 15 that proportionally fewer Fresno respondents reported that laboratory facilities were an unknown quantity than did their peers for the system as a whole (20.2 versus 28.1 percent). The same difference was evident for computer facilities, but the gap was narrower (21.9 versus 25.2 percent).

Fresno respondents in the different disciplines were relatively homogeneous in their evaluation of both laboratory and computer facilities. Average quality scores for lab facilities (unweighted) ranged from a low of 3.27 for the 26 respondents majoring in engineering to a high of 3.72 reported by the 50 undeclared majors. For computer facilities the average quality scores ranged from 3.12 for engineering respondents to 3.86 for the undeclared majors. Also, while the system report declared that positive ratings of lab facilities tended to decline with increases in class level, this trend was not strongly evident at Fresno except among graduate students. A similar finding, but more pronounced, was evident for graduate student ratings of computer facilities on our campus (74 graduate students gave computer facilities a mean quality score of 3.42 while all 754 respondents averaged 3.63).

In addition to the item asking respondents to rate the quality of computer facilities, two additional questions on the survey dealt specifically with stu-

dent use of computers. The first asked respondents whether or not the use of computers was required in their course work, and the second question asked whether they had adequate access to computers on campus. Campus and system results on these questions were quite similar with 63.6 percent of Fresno (weighted) and 65.6 percent of CSU respondents reporting that the use of computers was required. A total of 59.4 percent of Fresno and 62.0 percent of CSU respondents indicated that they had adequate access to computers on campus.

Student Services

Perceived quality ratings of fifteen student services are shown in Table 15. Both Fresno and CSU results indicate that with the exception of parking (which, strictly speaking, usually is not considered a traditional student service) and campus food services fully one-third to three-fourths of the respondents indicated that they had no awareness, knowledge, or experience with the services listed. For those respondents who did have an opinion on the various services listed, the majority evaluated the services as excellent or good.

Table 19, which is extracted from Table 15, compares the 636 CSU, Fresno, respondents' perceptions of the quality of the fifteen student services with the CSU system results. The first three columns in the table indicate the percentage of both groups of respondents reporting that they did not know of the service. Since a minus sign in the "Diff" column indicates that more Fresno campus respondents than system respondents are aware of the service, note that 13 of the 15 services listed are better known to students on our campus. The last three columns in Table 19 compare the percentage of campus and system respondents rating the services "excellent" or "good"; the specific services are reordered from Table 15 to Table 19 so that the better known services at Fresno (indicated by higher plus values in the second "Diff" column of Table 19) are at the top of the table.

Table 19 generates several questions that go beyond mere reporting of the data. Why do fewer Fresno than system students indicate that they don't know of campus food services and yet the quality ratings for this service rank it eighth amoung the fifteen services? Perhaps the fact that one section of respondents was at the CSUF/COS Center in Visalia explains this apparent inconsistency. Why do three of the first four services in Table 19 deal with the recreational life of student respondents? Part of the answer probably lies in the fact that compared with other campuses Fresno is doing a good job in these areas. Some of the remaining difference can be attributed to the fact that even

TABLE 19
A COMPARISON OF 636 CSU, FRESNO, SNAPS RESPONDENTS' PERCEPTIONS OF THE QUALITY OF 15 STUDENT SERVICES WITH CSU SYSTEM RESULTS

	% Don't Know of Service			% Excellent or Good		
	Fresno	CSU	Diff.	Fresno	CSU	Diff.
Intercollegiate Athletics	45.6	57.0	-11.4	37.8	18.4	+19.4
Student Health Services	20.8	32.0	-11.2	59.9	44.2	+15.7
Recreation Programs	35.2	42.2	- 7.0	39.1	28.1	+11.0
Student Union	18.3	23.6	- 5.3	53.5	43.4	+10.1
Psychological Counseling	65.8	71.6	- 5.8	21.0	12.9	+ 8.1
Financial Aid Office	39.5	49.2	- 9.7	26.8	19.5	+ 7.3
Social-Cultural Activities	34.5	40.4	- 5.9	33.2	26.1	+ 7.1
Campus Food Services	15.2	15.1	+ 0.1	35.9	30.1	+ 5.8
Special Student Services	57.0	60.6	- 3.6	27.4	22.8	+ 4.6
Campus Orientation Programs	35.9	37.8	- 1.9	35.8	31.6	+ 4.2
Child Care	73.2	75.7	- 2.5	73.2	75.5	+ 3.9
Faculty Career Guidance	24.2	28.2	- 4.0	33.6	29.9	+ 3.7
Parking	4.4	5.3	- 0.9	12.4	11.0	+ 1.4
Campus Housing	58.7	59.2	- 0.5	18.7	17.7	+ 1.0
Placement Career Guidance	50.8	50.3	+ 0.5	21.1	21.3	- 0.2

when using weighted campus results, a higher proportion of campus than system respondents (68.0 percent compared with 59.9 percent; see Table 2 in Chapter 1) are full time students. Other factors being equal, intercollegiate athletics, recreation programs, and the student union are utilized more by full time students than part time students.

Following are some of the more important patterns in the data concerning the quality of specific student services at Fresno:

➤ **Parking.** While the system report indicates that there were no significant differences of opinion on this issue between day and night students and among students with different commute schedules, evidence will be presented in Chapter 5 which indicates that at Fresno evening class students (those taking classes only after 4:00 PM) regard parking as slightly less important and of significantly higher quality than do students taking day or a combination of day and night classes. Compared with some sister campuses for which a parking permit is more of a hunting license for a space, students at Fresno enjoy relatively available parking.

➤ **Student Health Services.** Compared with overall CSU results, 11.4 percent fewer Fresno respondents report not knowing about this service, and the percent of respondents rating the service as "excellent" or "good" is 15.7 percent higher than for the system as a whole. The overall mean rating for respondents knowing of the service was 4.0 (Table 15), and the only significant deviation by class level of respondent was among graduate students (3.8). Evening students rated the quality of this service on a par with day and mixed students. Visa students rated the service considerably lower than both citizens and permanent residents. Slight differences in the responses of students based upon ethnicity were apparent with Blacks, Hispanics, and Whites reporting the highest level of satisfaction and American Indians, Asians, and other students a lower level of satisfaction.

➤ **Orientation Programs.** "Orientation programs" is an amorphous term in that many different orientation programs exist on campus for different groups of students. In addition to the general campus orientation program, special programs exist for international students, summer bridge students, and possibly others. The system report indicates that student evaluations of this factor tend to reflect the organization and resources committed to this activity by campus faculty, staff, and administrators. The system mean quality rating for the 18 participating campuses was 3.5, with a range from 3.2 to 4.1; Fresno had a mean quality rating of 3.6.

A recent study of the general campus orientation program for a master's thesis (Nelson, 1988) concluded that students at Fresno are looking for an academic program versus a program that aims toward the social, support system. This supports the mission of the CSU, Fresno general orientation program, which places an emphasis upon providing an overview of the academic requirements. The study also indicates that orientation participants would like to have more opportunity to meet with faculty during orientation. Finally, since the orientation needs of first time freshmen and transfer students are quite different, it would appear that abbreviated sessions would be sufficient for most transfer students.

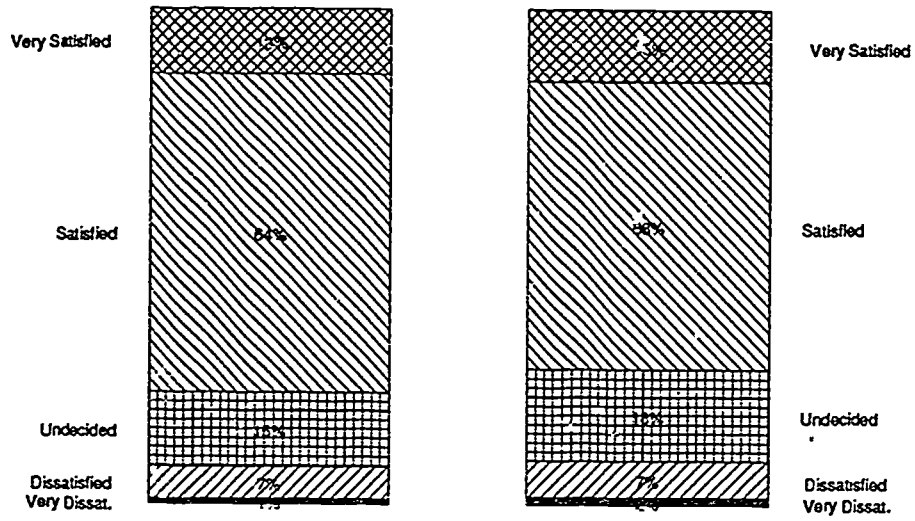
➤ **Financial Aid.** Compared with CSU respondents, 9.7 percent fewer Fresno respondents indicated that they didn't know of the service, and the percentage of campus respondents rating the service as "excellent" or "good" was 7.3 percent higher than for the system as a whole. Respondents reporting the greatest satisfaction with financial aid were likely to be Black, Hispanic, Southeast Asian, female, and aged 19, 20, or 31 up.

Overall Satisfaction.

By now the reader may feel that he or she has lost sight of the forest (overall student needs and priorities) because of the focus of the narrative so far upon the trees (all of the detailed subanalyses). All

Figure 9

OVERALL SATISFACTION
With Campus Experience



CSU, FRESNO CSU SYSTEM

three SNAPS surveys in 1981, 1984, and 1989 contained a question that asked the student to "mark the one response that comes closest to your feeling about the following statement: I am pleased with my overall experience on this campus." The findings for the 1989 survey for both the CSU and Fresno campus weighted responses are shown in Figure 9.

The global satisfaction of CSU, Fresno respondents as measured by the 1989 SNAPS Survey is compared below with the corresponding question on the 1984 SNAPS Survey. Although the question was on all three surveys, the 1981 data for individual campuses was not readily available at the time of this writing. Also, unlike Figure 9, which reports weighted campus weighted results, the data below is unweighted since 1989 was the first survey in the series for which weighing was done.

Overall Satisfaction Reported by CSU, Fresno Respondents

	1989	1984
Very Dissatisfied	1.4	1.7
Dissatisfied	5.5	8.9
Undecided	14.7	19.2
Satisfied	65.2	57.1
Very Satisfied	13.1	13.1

Overall, eight percent more respondents in 1989 indicated that they were satisfied with their overall campus experience than in 1984. While the percentage of "very satisfied" respondents did not change, an overall reduction in the percentage of undecided and dissatisfied in favor of satisfied

respondents is encouraging.

Conclusions.

Global satisfaction with their overall campus experience among CSU, Fresno respondents increased from administration of the 1984 to the 1989 SNAPS surveys. Subgroup analysis indicated that at Fresno and for the system as a whole students who need extraordinary assistance in managing their lives generally may be more likely to express unhappiness with their campus experience. Recent immigrants and visa students probably fall into this category. For reasons that are not entirely clear, there apparently is a slight tendency for both the youngest and the oldest age groups to be most satisfied across a wide range of campus programs and services.

Student ratings of importance varied far more than their ratings of quality. Both among various subgroups of students at CSU, Fresno and across campuses at the system level, there is a high degree of consensus about what works and what does not. Instruction, faculty, advising, class scheduling, and parking are issues that regardless of the level of perceived importance and quality are more likely to unite students than to divide them.

Particular concern about factors rated by students as high in importance and low in quality centers upon class scheduling and parking. To a lesser extent this same concern is evident for pre-college advising from one's high school, community college transfer advising, and campus food services.

CHAPTER 4

EDUCATIONAL OBSTACLES

This chapter considers two types of educational obstacles: campus or institutional barriers and external or personal problems. The role of each is examined in the context of student decisions to leave or stay. Differences in perceived educational barriers between respondents at Fresno and for the CSU as a system are discussed. Finally, some specific implications for institutional reform are considered.

Student retention is a subject of importance to legislators, university administrators, faculty, and - of course - to students. While a great deal of research on student retention in general and within the California State University has been done in the past, the series of SNAPS surveys is somewhat unique in that these efforts systematize the massive collection of a common set of data at a point in time reflective of respondents' perceived barriers to realizing their educational objectives.

Student Attrition

The distinction between institutional obstacles versus personal problems in student attrition is a matter of great significance. Campus resources directed at reducing student attrition are going to be relatively ineffective if one of two conditions or a combination thereof exists. First, perceived institutional barriers may change rapidly; resources expended today to solve internal problems of the past are going to be of limited utility in improving student retention. Second, factors largely beyond the control of the campus may ultimately dictate whether or not a student stays or leaves. In the present era of rapid technological change and its concomitant need for vocational retraining and lifelong learning, the decision to leave college may not signal the end of a student's formal education.

Several questions in the 1989 SNAPS survey address the issue of student retention. The most general and direct question merely asked students to identify the greatest obstacle to reaching their educational goals. Three responses were provided: campus-related factors (such as course variety, scheduling, instructors, support services, etc.), external factors (such as family obligations, job, finances, personal problems, etc.), and the statement, "I do not see any obstacles to completing my education". Weighted campus and CSU system results follow:

	Fresno Percent	CSU Percent
Campus-Related Factors	21.6	26.6
External Factors	44.9	39.7
No Perceived Obstacles	29.9	29.5
Missing	3.7	4.2

At the system level, the 1989 findings are virtually identical to those obtained in 1981 and 1984. Approximately five percent fewer Fresno than system respondents indicate campus-related factors as being

an obstacle to completion of their program of studies. In 1984, 20.2 percent of Fresno respondents cited campus-related factors, 40.6 percent cited external factors, and 39.1 indicated no perceived obstacles to completion of their studies. Thus, while Fresno currently compares very favorably to the system in the proportion of respondents perceiving campus-related factors as educational barriers, it is somewhat alarming to note that an additional ten percent of respondents in the intervening five years since the 1984 survey cite either campus-related or external factors as potential educational barriers.

There were few sub-group variations on this question by class level, sex, or academic major. Among CSU respondents, however, student age, unit load, and ethnicity did produce some variation. Older, part-time students were much more likely than younger, full-time students to cite external factors as potential reasons for leaving school, while the latter were more likely to choose the "no problem" option. As was true in the earlier surveys, the proportion of respondents citing the institution as the major problem was consistent across all demographic categories, with the exception of Asians and Filipinos, where the percentages were higher. Hispanic students, on the other hand, were more likely to cite external factors as the major obstacle. In addition to the global question relating to respondents' perception of the greatest obstacle to reaching their educational goals discussed above, another item on the SNAPS survey gave students a list of five campus-related problems which could play a role in attrition and five personal problems which might have the same effect. While the global question asked respondents to identify "the greatest obstacle to reaching your educational goals", the detailed question asked respondents to identify "(no more than two)...main reasons students on this campus drop out of school". This difference in wording de-personalized the issue of motivation in that the respondent was asked to render a judgment about students in general, based upon his or her campus experiences and interactions with other students. Table 20 summarizes the responses for both Fresno and the CSU system.

Note from Table 20 that personal factors are cited by much higher proportions of students than campus-specific factors. Financial problems are cited by a higher proportion of responde than any of

TABLE 20

Q. Listed below are some common reasons that students often give for leaving college before earning a degree. In your opinion, what are the main reasons students on this campus drop out of school? Mark no more than two reasons from the total list of ten choices.

	PERCENT OF SAMPLE		
	CSUF UNWEIGHTED	CSUF WEIGHTED	CSU (WEIGHTED)
CAMPUS FACTORS:			
Frustration with parking, class scheduling, bureaucracy	22.9	23.5	29.9
Unavailability of degrees programs or courses	16.6	17.1	20.3
Dissatisfaction with the quality of teaching	11.4	11.3	12.8
Lack of campus social life	5.6	4.8	6.9
Inadequate student services	5.5	5.1	3.6
PERSONAL FACTORS:			
Financial Problems	59.6	58.5	44.0
Lack of interest, motivation or academic goals	44.3	43.6	39.7
Time conflicts, demands of job or family	24.8	26.2	27.5
Poor academic performances, bad grades	18.2	17.6	19.7
Earning a degree not a major goal	4.0	4.2	4.8

TABLE 21

A COMPARISON OF FRESNO AND CSU RESPONDENTS' PERCEPTIONS OF REASONS STUDENTS DROP OUT SCHOOL

	% CSUF Respondents Choosing Item	% CSU Respondents Choosing Item	Diff.
Financial Problems	58.5	44.0	+14.5
Lack of interest, motivation, or academic goals	43.6	39.7	+3.9
Inadequate student services	5.1	3.6	+1.5
Earning a degree not a major goal	4.2	4.8	-0.6
Time conflicts, demands of job or family	26.2	27.5	-1.3
Dissatisfaction with the quality of teaching	11.3	12.8	-1.5
Poor academic performance, bad grades	17.6	19.7	-2.1
Lack of campus social life	4.8	6.9	-2.1
Unavailability of degrees programs or courses	17.1	20.3	-3.2
Frustration with parking, class scheduling, bureaucracy	23.5	29.9	-6.4

the remaining nine factors. Lack of interest or motivation is given as a reason for attrition by forty percent of respondents.

Table 21, which is extracted from Table 20, shows how the perceived reasons for students leaving school provided by Fresno respondents differ from those given by the total CSU sample. A plus sign in the "Diff" column indicates a factor chosen by Fresno students more frequently than the CSU sample; a minus sign signifies the opposite. Responses differing by more than five percentage points between the two sets of respondents include "financial problems" mentioned 14 percent more frequently by the Fresno group and "frustration with parking, class scheduling, and bureaucracy" mentioned 6.4 percent more often by the CSU group.

Subgroup analysis at the system level revealed that:

1. Campus size was unrelated to any of the following (perceived) reasons for leaving a CSU institution: instructional quality, campus social life, or student services.

2. Upper-division and graduate students were more likely than lower division students to cite frustrations with parking, scheduling, and bureaucracy as major reasons for leaving.

3. Instruction and degree programs were more likely to be chosen by Asian students than by other ethnic groups.

4. There were no significant differences between the perceptions of new arrivals and those of campus"veterans" on why students seem to leave a particular campus. Students do not appear to change their judgments about a campus based on their length of enrollment.

Some sub-group variations were evident among Fresno campus respondents. As was true at the system level, a significantly higher proportion of resident aliens or international students than U.S. students indicated that students left because of dissatisfaction with the quality of teaching. Proportionally more respondents of Southeast Asian and Other Asian ethnic background felt that students leave because of the unavailability of degree programs or courses; international students and resident aliens shared this same perception. The perceived lack of social life was cited by younger (under 19) students, freshmen, and those walking

to campus as a reason for leaving. Scheduling/ parking concerns were cited by a greater proportion of respondents taking longer than one hour to commute to campus and students initially enrolling as community college transfers as a potential reason for leaving. The important issue of motivation was chosen proportionally less often by respondents of Black, Hispanic, or Southeast Asian background than students of other ethnic origins. On the other hand, these same three ethnic groups cited financial concerns proportionally more often as potential reasons for leaving. Older students (age 25 up) felt that time conflicts might result in students leaving campus prior to completion of a degree. An interesting pattern of responses was evident among respondents reporting differing periods of time to commute to campus; those walking, with a commute of 15 minutes or less, or with a commute in excess of one hour were less likely to cite time conflicts as a potential reason for leaving than were respondents taking between 16 to 60 minutes to commute. Finally, married respondents and respondents with two or more dependents were more likely to indicate that time conflicts were an important reason that students leave prior to completing their degree.

In summary, the items on the survey relating to student retention reinforce the primacy of personal factors external to the campus as the major reason for leaving school. Of particular concern to Fresno is the disproportional number of students citing financial problems as the main reason students on our campus drop out of school. In part this difference with other campuses may reflect our local economy, but it may also represent less press of other factors on the list more characteristic of large, urban campuses (e.g. frustration with parking or lack of campus social life).

Financial Concerns

Both Tables 20 and 21 show that the cost of attending college is perceived to be the single most important reason that students drop out of college. Data from the previous SNAPS surveys in 1981 and 1984 considered in conjunction with enrollment patterns within the CSU show that the link between fees and attrition cannot be considered apart from other variables. The cost of competing institutions, the general state of the economy, student unit loads, and a number of other factors interact in a complex manner to determine enrollment patterns.

In general, data from all three SNAPS studies suggest that young undergraduates, resident immigrants, and ethnic minorities have the highest levels of financial concern. Older students, including those who have jobs and who are married, appear to be the least concerned about college fees. The nature of one's college funds also has a bearing on the level of financial concern. Students who receive family assistance and those who are receiving employer reimbursement were much less concerned about fees than those using personal savings, grants, and especially loans to pay for their education.

Transfer Plans

One of the contaminating variables in any study of attrition is the so-called stop-out phenomenon characteristic of many students. Students can and do temporarily leave school for a variety of valid and in many cases educationally sound reasons - employment to facilitate a later return to campus, a trip abroad, employment to assess a potential career direction, and other reasons. Unless the student who stops out later returns to a CSU campus, there is no way to know whether one is a temporary stop-out or a permanent drop-out from higher education. Three SNAPS survey items address the issue of transfer plans. First, students were asked if they planned to get a degree at their current CSU campus. Among system respondents 14.4 percent were undecided or had no degree objective at their current campus. Some 12.5 percent of the Fresno sample were undecided or had no degree objective at CSUF.

Those who responded "no" or "undecided" were

TABLE 22

Q. If you answered YES to the question on transfer plans, where do you plan to transfer?

	PERCENT		
	CSUF UNWEIGHTED	CSUF WEIGHTED	CSU (WEIGHTED)
University of California	44.8	44.5	40.6
CampusOther CSU Campus	27.1	27.9	23.7
Out-of-state College	12.5	12.3	13.6
Private College (in State)	5.2	5.8	10.7
Other	8.3	7.8	9.0
Community College	2.1	1.8	2.5

then asked if they planned to transfer to another college or university to continue their education. Thirty seven percent of the potential transfer students for both the system and at Fresno replied "yes". For the system as a whole, graduate students and undergraduates from community colleges were only half as likely as new freshmen and students from four-year institutions to express plans to transfer. Transfer intentions, as opposed to leaving school completely, were concentrated among the following groups as well: young, full-time students; older students who commute and who are employed part time; students who spend above average amounts of time on campus outside of class; and students from higher socioeconomic status backgrounds. Transfer intentions appeared

TABLE 23

Q. Listed below are some things that the campus might do to help you reach your educational goals. If you think that the school is already doing all it can to help, go to the next question. Otherwise, mark no more than three things from the total list of 18 choices.

	PERCENT AND RANK OF SAMPLE					
	CSUF UNWEIGHTED		CSUF WEIGHTED		CSU (WEIGHTED)	
	%	RANK	%	RANK	%	RANK
SERVICES:						
Academic Advising	29.1	3	28.2	3	22.8	3
Career Counseling	18.0	6	17.5	7	15.5	7
Tutoring Services	9.5	11	8.7	12	10.4	11
On-Campus Housing	2.8	16	2.3	16	5.1	15
Campus Child Care	5.8	12	6.1	13	3.3	17
Personal Counseling	3.1	15	3.3	15	3.2	18
PROGRAMS:						
More Degree Programs	17.9	7	18.0	6	20.0	4
Improve Instruction Qlty.	20.4	5	20.6	5	19.0	6
Hire Better Faculty	12.1	9	12.9	10	12.7	9
ACCESS:						
Summer Course at Regular Fees	40.3*	1	38.9*	1	40.0*	1
Improve Parking	30.7	2	29.2	2	38.7	2
More Evening Classes	10.6	10	14.8	8	19.2	5
Increase Availability of Financial Aid	24.1	4	22.0	4	16.0	8
Make Financial Aid Processing Easier	13.7	8	13.3	9	11.2	10
Improve Access to Computer	9.5	11	9.0	11	8.9	12
More Weekend Classes	4.9	13	6.1	13	7.8	13
Improve Information about Financial Aid	9.5	11	9.0	11	6.6	14
Provide More Off-Campus Classes	3.4	14	3.7	14	4.6	16

*This figure is based only on responses from the 14 campuses in the sample which do not currently offer state-supported summer sessions. All of the remaining data in the table are based on the full sample of 18 campuses.

to be primarily functions of external problems and commitments rather than of institutional factors.

Table 22 indicates the intended destination of respondents indicating definite plans to transfer elsewhere. A higher proportion of Fresno respondents indicate plans to transfer both to another CSU campus or a University of California campus. The general patterns in the data suggest that most of the reasons for transfer were related to practical needs for degree programs, convenience, or relocation. At Fresno a significant number of international students relocate after completing their lower division work at CSUF.

Campus Reforms

One of the most significant and important items on the SNAPS survey was designed to provide system and campus administrators with a potential action agenda based upon respondent perceptions of how the campus might help them reach their educational goals. The question provided students with a total of 18 specific actions which the campus might take to help them to reach their educational goals. Respondents were instructed to skip the item if they thought that the institution was already doing all it could to help; otherwise no more than three of the 18 items were to be marked. Fourteen percent of the CSU sample skipped the question entirely, six percent checked one option, fifteen percent chose two options, 55 percent marked three, and ten percent marked four or more (despite instructions to limit the number to three). The percentage and rank-ordered responses are presented in Table 23 for Fresno and the system.

Both campus and system respondents gave the same two choices as areas most in need of improvement: "offer summer courses at regular fees" and "improve the parking situation". Placing a distant third was the choice "provide more/better academic advising".

Class scheduling, parking, summer sessions, and academic advising enjoy consensus across student groups. In general these items were favored by almost all groups in roughly equal proportions; the only significant variation seems to be that as stu-

TABLE 24
A COMPARISON OF FRESNO AND CSU RESPONDENTS' PERCEPTIONS OF WHAT MIGHT BE DONE TO HELP STUDENTS REACH THEIR EDUCATIONAL GOALS

	% CSUF Respondents Choosing Item	% CSU Respondents Choosing Item	Diff.
SERVICES:			
Academic Advising	28.2	22.8	+5.4
Campus Child Care	6.1	3.3	+2.8
Career Counseling	17.5	15.5	+2.0
Personal Counseling	3.3	3.2	+0.1
Tutoring Services	8.7	10.4	-1.7
On-Campus Housing	2.3	5.1	-2.8
PROGRAMS:			
Improve Instructional Quality	20.6	19.0	+1.6
Hire Better Faculty	12.9	12.7	+0.2
More Degree Programs	18.0	20.0	-2.0
ACCESS:			
Increase Available Financial Aid	22.0	16.0	+6.0
Improve Financial Aid Information	9.0	6.6	+2.4
Easier Financial Aid Processing	13.3	11.2	+2.1
Improve Access to Computer	9.0	8.9	+0.1
Hold More Off-Campus Classes	3.7	4.6	-0.9
Summer Courses at Regular Fees	38.9	40.0	-1.1
More Weekend Classes	6.1	7.8	-1.7
More Evening Classes	14.8	19.2	-4.4
Improve Parking	29.2	38.7	-9.5

TABLE 25

A COMPARISON OF 1984 AND 1989 SNAPS RESPONDENTS' CHOICES OF THINGS CSU, FRESNO COULD DO TO HELP STUDENTS REACH THEIR EDUCTIONAL GOALS

	1989 Percent Choosing Item	1984 Percent Choosing Item
Offer summer courses at regular fees	40.3	
Improve the parking situation	30.7	
Provide more/better academic advising	29.1	37.1
Increase availability of financial aid	24.1	37.7
Improve the quality of instruction	20.4	
Provide better/more career counseling	18.0	30.8
Offer greater variety/number of degree programs	17.9	21.0
Make financial aid processing easier	13.7	32.2
Hire better faculty	12.1	58.1
Schedule more evening classes	10.6	
Increase/improve tutoring services	9.5	18.8
Improve access to computer terminals	9.5	
Increase/improve information about financial aid	9.5	30.6
Provide more/better on-campus child care	5.8	
Schedule more weekend classes	4.9	
Provide more off-campus classes	3.4	
Increase/improve personal counseling (psychological)	3.1	13.0
Provide more/better on-campus housing	2.8	4.9

dents move closer to graduation the issue of state-supported summer sessions becomes more important while financial aid issues diminish in importance. Other options not characterized by respondent consensus appeal rather predictably to specific student constituencies. For example, students with dependents were most likely to check child care as a priority. Student service items were checked most frequently by young, lower-division students.

Table 24 compares Fresno and CSU respondents' perceptions of what might be done to help students reach their educational goals. A plus sign in column 3 indicates that a higher proportion of campus than system respondents selected the item. The 18 possible responses are divided into three categories and are ranked separately in Table 24: services, programs, and access. A comparison of system and campus responses indicates two areas of concern to Fresno students: academic advising and financial aid. On the other hand, Fresno students are much less concerned than their peers on other campuses about having more evening classes or improved parking. In fact, the whole issue of class scheduling - as measured by the items of off-campus classes, weekend classes, summer courses at regular fees, and evening classes - seems to be less important to Fresno students than to students on other CSU campuses.

The issue of academic advising will be analyzed in detail in Chapter 7 for the Fresno campus. Suffice it to say here that the observation made in the system report that there was not much evidence in any of the SNAPS studies that students felt very satisfied with the availability or the quality of advising services is pertinent to any agenda of campus reform. In the 1989 survey, it was found that the dissatisfaction extended to high school and community college advising. Faculty and special program advising were the most highly regarded, while other sources tended to be secondary in both importance and quality. While class scheduling and parking among the total CSU sample were matters of relatively broad consensus, advising was an important concern to a much smaller portion of the student population, primarily younger students, undeclared and interdisciplinary majors, and ethnic minorities.

Respondent concern about financial aid is a perplexing issue that deserves further study and analysis at Fresno. While average wages are lower than

in other parts of California, the cost of living is even lower. It may be instructive to observe that many international students are attracted to the Fresno campus due to the significantly lower cost of living here as compared with the urban regions of California. The answer as to why Fresno respondents cite the three items dealing with financial aid as the three most important access items for which the campus could help them reach their educational goals must await data gathered apart from the SNAPS surveys.

Table 25 compares 1989 SNAPS Fresno campus perceptions of things that the campus might do to help students reach their educational goals with 1984 survey results. Please note that unweighted campus results are used for the 1989 data as weighing factors were not used with the 1984 data. This table shows that a great deal of progress has been made since 1984 for areas of concern to respondents five years ago. In particular, student perceptions of the quality of faculty and information concerning and ease of processing financial aid have shown improvement. Similar improvements are evident for the system. While it would be encouraging to conclude the both CSU, Fresno and the California State University as a whole are more effectively responding to student needs now in comparison with 1984, alternate explanations such as variation in item format and context should be considered.

Conclusions

The 1989 SNAPS results reaffirm the primacy of personal factors over campus factors as the main barriers for students in reaching their educational goals. Consensus seems to exist among all groups that class scheduling, parking, and academic advising are the three areas that the campus might focus its energies upon to improve student retention. At Fresno the whole issue of the availability of financial aid seems to be disproportionally more important than for the system as a whole in student retention. All in all, however, both campus and system respondents indicate that significant improvement has occurred since 1984 in dealing with issues that are at least partially under the control of the institution. In the words of the system report, CSU institutions can afford the luxury of turning their reform agendas toward logistics because students appear not to have any deep-seated reservations about more fundamental issues of programs, faculty, or support services.

CHAPTER 5

EVENING STUDENTS AT CSU, FRESNO

Early in 1989, the Dean of Student Affairs at CSU, Fresno appointed an ad hoc committee to investigate the needs and priorities of evening students and to make recommendations based upon those findings. While the scope of this charge is broader than the issues addressed in the SNAPS study, it is possible to compare the perceptions of campus students taking day classes only, evening classes only, or both day and evening classes using SNAPS data. This chapter will review previous studies of evening students at CSU, Fresno, provide a demographic profile of present day evening students, list the perceived importance and quality of 32 campus factors as viewed by evening students, and discuss perceived educational barriers that may hinder evening students from reaching their educational goals.

Evening Students - A Continuing Challenge

The history of postsecondary education in America is replete with idealistic portraits of ivy-covered buildings filled with full time faculty engaged in the transmission of learning to late adolescents who are devoting their waking hours to becoming the next generation of this nation's leaders. Previous chapters in this monograph have shown that today's student in the California State University is just as likely to hold down a full-time job, have family obligations, and be well past the traditional age of college undergraduates.

While evening students and part-time students constitute two distinct populations, in actuality there is a great deal of overlap. The Chronicle of Higher Education reported in its September 6, 1989, edition that the part-time student headcount made up 43 per cent of all college and university enrollments for Fall 1987. Over the years there has been a great deal of concern both among students and college administrators as to whether or not the availability, quality, and composition of support services for evening students is adequate. While libraries, food service facilities, and certain other academic and student support services are generally available during the late afternoon and evening hours, many other services typically are available only during the regular working day.

At California State University, Fresno, concern for the plight of the evening student motivated at least two special studies of this group - one in 1959 and another in 1973. In 1959 the primary purpose of the study of late afternoon and evening students was to ascertain whether there was any particular validity to the claim that a high percentage of the people enrolled in these classes were people in the community who were interested in developing avocational or hobby interests. A total of 1937 students responded to the questionnaire for an 82 percent response rate. The tabulated results showed that the majority of students enrolled in the late afternoon and evening classes were regular stu-

TABLE 26

PERCENTAGE OF EVENING-ONLY AND MIXED CLASS STUDENTS INDICATING A DESIRE FOR SPECIFIC CAMPUS SERVICES ON A 1973 QUESTIONNAIRE

	Evening-Only Students	Mixed Class Students
Campus parking	66	68
Library	64	75
Campus bookstore	62	75
Academic advisement	58	62
Educational & vocational guidance	52	48
Check-cashing services	52	74
Legal advice	51	57
Job placement	50	71
Cultural Programs	49	63
Duplicating services	41	51
Career planning	41	56
Study problems	37	38
Recreational Programs	36	47
Personal counseling	36	46
Veteran's programs	33	25
Child care centers	34	35
Campus security & police sevices	32	47
Housing	29	40
Bus service	28	40
Ride sharing	27	34
Services for handicapped students	24	38
Overseas study	24	39
Marriage Counseling	22	28

dents pursuing professional rather than avocational goals. In 1959 Fresno State College was still primarily a teacher-training institution where it was possible to major in education at the bachelor's degree level; enrollment patterns among the late afternoon and evening students were reflective of these two factors.

By 1973 Fresno State College had been redesignated California State University, Fresno, and both the curriculum and array of student services had expanded to reflect a much larger and more diverse student body. The statewide Dean of Student Affairs was concerned that the services offered evening students were not meeting the needs of that group of students. As a result, several campuses in October of 1973 administered a comprehensive survey to learn more about the needs of the evening student.

At CSU, Fresno, by 1973 only 13 percent of the respondents indicated that they were education majors; business, social sciences, and the applied arts each had more students attending classes in the evening than did education. Table 26 compares the percentage of evening only respondents (defined in the 1973 survey as students taking classes meeting after 5:00 PM) with mixed class respondents indicating that they would use or like to have offered a wide variety of programs and services. In general the needs of the 1973 students were similar to those expressed by the 1989 evening students (see below).

Who Are Our Evening Students?

For purposes of the 1989 SNAPS survey, an evening only student is defined as one who takes classes only after 4:00 P.M. Most of the tables in

TABLE 27

DIFFERENCES IN SELECTED DEMOGRAPHIC VARIABLES AMONG SPRING 1989 SNAPS RESPONDENTS TAKING DAY CLASSES ONLY, EVENING CLASSES ONLY OR BOTH DAY & EVENING CLASSES

DEMOGRAPHIC VARIABLE	DAY CLASSES ONLY NUMBER	MEAN	S.D.	EVENING CLASSES ONLY NUMBER	MEAN	S.D.	BOTH DAY & EVENING NUMBER	MEAN	S.D.
Years Enrolled at CSU, Fresno	473	2.32	1.44	96	2.81	2.35	378	2.76	1.95
Units Enrolled - Spring 1989	496	13.92	2.96	97	8.43	4.18	392	14.68	3.24
Age	497	23.87	6.67	98	30.70	8.10	390	24.60	6.40
Hours per Week Working	424	17.56	12.77	88	32.05	15.20	336	17.57	13.15
Hours on Campus per Week Outside of Class	478	11.87	12.78	94	6.99	11.10	382	13.69	13.02
Reported Satisfaction With Overall Experience on Campus *	496	3.84	.79	98	3.85	.79	392	3.82	.76

*Reported on a five point scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree.

this chapter compare various characteristics of day only students, mixed class students (those taking both day and evening classes), and evening only students. Table 27 shows differences in selected demographic variables among these three groups. This table indicates that the "typical" evening only student is about six years older than other respondents, takes significantly fewer units (8.43) than do respondents taking some day classes, works twice the number of hours per week (32.05) than other respondents, and spends only half the number of hours on campus outside of class per week (6.99) than other students.

By crosstabulating various demographic characteristics of respondents with the time of day that they take their classes, it is apparent that the evening only respondent is more likely to be a graduate student (43.9 percent) than are other respondents (9.7 percent of all respondents). With respect to ethnicity, 66.2 percent of all respondents indicating an ethnic group besides "other" or "decline to state" are Caucasian; among evening only students, however, the corresponding percentage is 78.9 percent.

Perhaps the most significant finding of the survey with respect to evening students is that they report identical satisfaction with their overall campus experience as do the other two groups (item 19 on the survey). Table 27 indicates that there is very little variability in satisfaction with overall experience on campus among respondents as a function of time of day of classes. Probing a little deeper indicates that there are no significant differences in perceived global satisfaction when time of class is considered jointly (two way analysis of variance) with age, class level, gender, ethnicity, and commute distance.

What Factors are Important to Evening Students in Selecting CSUF?

Table 28 shows the relative importance of factors relating to access, programs, finances, and environment in selecting this university for students

TABLE 28

MEAN IMPORTANCE OF EIGHTEEN FACTORS IN SELECTING CSU, FRESNO, REPORTED BY RESPONDANTS TAKING DAY CLASSES ONLY, EVENING CLASSES ONLY, OR BOTH DAY AND EVENING CLASSES.

FACTORS	SCHEDULED CLASSES DAY	EVENING	BOTH	F
ACCESS				
Close to Home or Work	3.92	4.27	3.86	3.70 *
Availability of Child Care	1.41	1.42	1.47	.34
Convenient Public Transportation	1.75	1.48	1.74	.15
Campus Employment	1.93	1.69	2.00	1.93
PROGRAMS & REPUTATION:				
Recommended by Family	3.09	2.80	3.14	2.70
Major Available	3.91	4.45	4.11	10.19 **
Reputation of Athletic Program	1.86	1.67	2.01	3.60 *
General Academic Reputation	3.59	3.76	3.68	1.34
Reputation of Major	3.81	3.90	4.00	2.65
Recommended by Counselor	2.97	2.81	2.96	.52
FINANCES:				
Low to Moderate Cost	4.10	4.01	4.10	.28
Availability of Financial Aid	3.10	2.85	3.11	.96
ENVIRONMENT:				
Chance to Leave Home	2.30	1.62	2.41	11.74 **
On-Campus Housing Available	1.91	1.47	1.95	5.30 **
Size of Campus	2.60	2.06	2.53	6.62 **
Appearance of Campus	2.98	2.50	2.93	5.59 **
Geographic Setting of Campus	3.02	3.00	3.06	.19
Ethnic Composition Student Body	2.28	1.83	2.23	4.96 **

Note: All values reported on a 5 point scale ranging from 1 = Not Important at All to 5 = Very Important.
*p<.05 **p<.01.

TABLE 29

REASONS PERCEIVED BY SNAPS RESPONDENTS THAT STUDENTS DROP OUT OF SCHOOL PRIOR TO COMPLETING A DEGREE BY TIME OF CLASSES

Item Selected	Proportion Selecting Item			Chi
	Day Classes[a]	Evening Classes[b]	Both[c]	Square
CAMPUS FACTORS:				
Teaching Quality	.131	.082	.102	2.94
Courses not Available	.171	.143	.166	.47
Inadequate Student Services	.056	.031	.059	1.24
Lack of Social Life	.054	.000	.074	8.12*
Frustration with Parking, Scheduling, Bureaucracy	.209	.276	.240	2.56
PERSONAL FACTORS:				
Lack of Motivation	.467	.418	.423	1.97
Financial Problems	.606	.582	.597	.22
Time Conflicts	.225	.337	.255	.21
Poor Academic Performance	.183	.112	.202	4.17
No Desire for Degree	.032	.051	.046	1.47

[a]n=497 [b]n=98 [c]n=392

*p<.05

taking day classes only, evening classes only, or both day and evening classes. Note that evening only students rate proximity to home or work and the availability of their major as more important than do the other two groups of students. On the other hand, evening students are not as concerned about the reputation of our athletic program, the opportunity to leave home, the availability of on-campus housing, the size of the campus, the appearance of the campus, nor the ethnic composition of the student body as are the other respondents.

The Spring 1989 findings for CSU, Fresno evening respondents are consistent with the systemwide findings for the 1984 and 1989 SNAPS surveys. Both reports indicated that older, upper division, and graduate students are attracted primarily by practical concerns (program availability, low cost, convenience, close to home and work), while younger and lower-division students cite a much wider range of motivational factors (campus appearance, student population size and ethnic composition, housing, athletics, recommendations by others, and simply a desire to leave home). Since evening students typically are older and further along in their studies, it is not surprising that factors cited by evening students as important in selection of a campus are similar to those of older and more advanced students.

Reasons Students Drop Out of School

Respondents were asked to list common reasons that students give for leaving college before earning a degree. Students were to mark no more than two reasons among a total choice of ten. Evening students - like the other two groups - indicated that personal factors such as lack of motivation or financial problems were much more likely than campus-related factors such as teaching quality or inadequate student services to cause a student to leave campus prior to completing a degree.

Table 29 shows the proportion of each group choosing each of the ten reasons. A Kruskal-Wallis One Way Anova was run for each of the factors in Table 29, and the associated chi square value indicated in the table shows that only one factor - Lack of Social Life - is statistically significant; apparently a disproportionate number of evening students do not believe that students leave college due to lack of social life.

Importance and Quality of 32 CSU, Fresno Programs and Services

Table 30 shows the perceived importance of 32

programs and services as judged by SNAPS respondents attending classes during the day, evening, or at both times. Evening only students relative to the other two groups perceived that high school pre-college advising and tutoring/basic skills services (academic support factors) and campus housing, recreation programs, student union, student health services, campus food services, intercollegiate athletics, social/cultural programs, and campus orientation programs (student services factors) were less important. This finding is consistent with the CSU System results, which indicates that older students and more advanced students are relatively less concerned with support services and attend more to practical concerns such as convenience factors.

Items in Table 30 which were statistically significant at the .01 level of confidence were examined in more detail. Each item was subjected to a two

TABLE 30

PERCEIVED IMPORTANCE OF 32 PROGRAMS AND SERVICES AT CSU, FRESNO, BY SNAPS RESPONDENTS TAKING CLASSES DURING THE DAY, EVENING, OR BOTH TIMES

FACTORS	DAY STUDENTS	EVENING STUDENTS	DAY-EVENING STUDENTS	F
INSTRUCTION:				
Instructional Quality	4.75	4.75	4.74	.11
Accessibility of Faculty	4.37	4.37	4.31	.94
Variety of Courses	4.48	4.43	4.37	2.53
Fairness in Grading	4.58	4.46	4.49	3.01 *
Intellectual Stimulation from Faculty	4.41	4.39	4.31	2.17
Content of Courses	4.49	4.52	4.43	1.24
Class Size	3.82	3.82	3.83	.01
ACADEMIC SUPPORT:				
Library Collections	4.25	4.13	4.28	1.11
Library Services	4.23	4.15	4.14	1.52
Laboratory Facilities	3.80	3.53	3.76	2.51
Computer Facilities	3.75	3.72	3.93	3.14 *
Campus Academic Advising	4.24	4.22	4.25	.05
High School Pre-College Advising	3.61	2.98	3.47	7.77 **
Community College Pre-Transfer Advising	3.06	3.35	3.20	1.62
Publications (Catalog, etc)	4.23	4.04	4.18	1.92
Tutoring/Basic Skills Services	3.73	2.99	3.61	15.07 **
Convenient Class Scheduling	4.53	4.57	4.52	.21
STUDENT SERVICES:				
Campus Housing	2.44	1.82	2.49	8.21 **
Recreation Programs	3.11	2.29	3.08	17.52 **
Student Union	3.26	2.60	3.33	16.31 **
Child Care	2.16	1.93	2.19	1.22
Parking	4.18	4.01	4.09	1.15
Student Health Services	4.16	3.22	4.09	27.05 **
Psychological Counseling	2.94	2.56	3.04	4.22 *
Financial Aid Office	3.61	3.43	3.59	.54
Campus Food Services	3.49	2.79	3.45	14.58 **
Intercollegiate Athletics	2.63	2.14	2.62	5.50 **
Career Guidance from Faculty	4.08	3.93	4.10	1.17
Career Guidance from Career Planning Office	3.73	3.48	3.89	4.45 *
Social & Cultural Activities	3.30	2.60	3.34	14.65 **
Campus Orientation Programs	3.34	2.79	3.27	7.29 **
Special Student Services	3.24	2.85	3.27	2.96

Note: All values reported on a 5 point scale as follows:
(1) Not important at all (2) Not very important (3)Somewhat important
(4) Important (5) Very Important

*p<.05 **p<.01

TABLE 31

PERCEIVED QUALITY OF 32 PROGRAMS AND SERVICES AT CSU, FRESNO, BY SNAPS RESPONDENTS TAKING CLASSES DURING THE DAY, EVENING, OR BOTH TIMES

FACTORS	DAY STUDENTS	EVENING STUDENTS	DAY-EVENING STUDENTS	F
INSTRUCTION:				
Instructional Quality	3.84	4.01	3.89	2.71
Accessibility of Faculty	3.79	3.82	3.82	.12
Variety of Courses	3.82	3.38	3.78	11.86 **
Fairness in Grading	3.76	3.87	3.72	1.38
Intellectual Stimulation from Faculty	3.63	3.74	3.57	1.83
Content of Courses	3.77	3.80	3.71	.86
Class Size	3.59	3.68	3.58	.57
ACADEMIC SUPPORT:				
Library Collections	4.12	3.74	3.95	9.70 **
Library Services	4.04	3.82	3.94	3.41 *
Laboratory Facilities	3.57	3.66	3.56	.43
Computer Facilities	3.61	3.49	3.67	1.27
Campus Academic Advising	3.44	3.35	3.27	2.47
High School Pre-College Advising	2.88	3.00	2.79	.97
Community College Pre-Transfer Advising	3.13	3.21	2.97	1.65
Publications (Catalog, etc)	3.91	3.80	3.87	.99
Tutoring/Basic Skills Services	3.72	3.63	3.63	.91
Convenient Class Scheduling	3.35	3.22	3.18	3.14 *
STUDENT SERVICES:				
Campus Housing	3.36	3.33	3.35	.02
Recreation Programs	3.65	3.69	3.61	.71
Student Union	3.74	3.72	3.75	.04
Child Care	3.24	3.33	3.47	1.30
Parking	2.08	2.54	1.98	10.45 **
Student Health Services	4.03	3.90	4.03	.53
Psychological Counseling	3.71	3.86	3.64	.64
Financial Aid Office	3.36	3.11	3.35	1.38
Campus Food Services	3.28	3.28	3.15	1.94
Intercollegiate Athletics	3.97	3.91	3.83	1.87
Career Guidance from Faculty	3.35	3.42	3.23	1.70
Career Guidance from Career Planning Office	3.45	3.16	3.19	4.47 *
Social & Cultural Activities	3.53	3.47	3.38	2.66
Campus Orientation Programs	3.64	3.65	3.50	2.17
Special Student Services	3.89	3.89	3.65	3.45 *

Note: All values reported on a 5 point scale as follows:
(1) Very Poor (2) Poor (3) Fair (4) Good (5) Excellent

*p<.05 **p<.01

way analysis of variance in which the second factor was gender, ethnicity, length of commute, age, and present class level. Significant interactions were discovered in four cases. Perceived importance of tutoring is higher for female respondents attending day classes only, but male respondents attending evening classes only attach more importance to tutoring than do females. Secondly, female day only students attach more importance to campus social activities than do male respondents, but male students attending evening only classes feel that social activities are more important than do their female counterparts. The interaction between time of classes and distance of commute is complex with respect to perceived importance of tutoring; among both day only and evening only respondents the students who commute over an hour attach the highest level of importance to this service, while students taking both day and evening classes attached the lowest level of importance of any commute group. Finally, a similar interaction between time of classes and commute

distance with respect to perceived importance of health services was noted. Based upon this analysis it seems that students who commute for one hour or longer in some respects are qualitatively different from other students.

Table 31 indicates the perceived quality of the same 32 programs and services that were rated with respect to importance in Table 31. Evening students rate the variety of courses offered much less favorably than do students who take at least some of their courses during the day. Since significantly fewer courses are offered in the evening, this finding makes intuitive sense. Also, evening students are not as satisfied with the quality of library collections as the other two groups; it was pointed out in Chapter 3, however, that this finding is characteristic of graduate students in general. Since 43 percent of evening students in the SNAPS sample are graduate students, this level of dissatisfaction probably is more of a comment on the adequacy of library collections for advanced, graduate work. Finally, evening only students are significantly more pleased with the parking situation than are students taking at least some day classes. Again, given than parking is more available at night, this finding is intuitively plausible. There were no significant interactions between time of day of class and gender, age, ethnicity, present class level, and distance of commute.

Educational Barriers

Table 32 compares the proportion of respondents attending day only, evening only, and mixed day and evening classes who chose eighteen specific factors as being ways that CSU, Fresno, could assist students in reaching their educational goals. Relative to other groups in the table, the evening only students attached less importance to improving the parking situation and more importance to provision of additional evening, weekend, and off-

TABLE 32

REPORTED WAYS IN WHICH CSU, FRESNO COULD ASSIST SPRING 1989 SNAPS SURVEY RESPONDENTS ATTENDING DAY, EVENING, OR BOTH DAY & EVENING CLASSES REACH THEIR EDUCATIONAL GOALS

ITEM SELECTED	DAY[a]	NIGHT[b]	BOTH[c]	CHI SQUARE
SERVICES:				
Increase/Improve Tutoring Services	.113	.041	.082	6.03
Provide More/Better Career Counseling	.161	.163	.209	3.66
Provide More/Better Campus Child Care	.060	.051	.056	.16
Increase/Improve Personal Counseling	.026	.041	.036	.97
Provide More/Better On-Campus Housing	.032	.031	.023	.70
Provide More/Better Academic Advising	.262	.327	.319	4.16
PROGRAMS:				
Offer Greater Variety Degree Programs	.187	.173	.168	.54
Improve Quality of Instruction	.221	.143	.199	3.22
Hire Better Faculty	.115	.112	.133	.75
ACCESS:				
Schedule More Evening Classes	.044	.347	.125	81.17 **
Schedule More Weekend Classes	.024	.143	.059	25.54 **
Offer Summer Courses at Regular Fees	.390	.347	.431	2.90
Provide More Off-Campus Classes	.020	.112	.033	20.90 **
Improve Access to Computer Terminals	.095	.102	.094	.06
Improve Information On Financial Aid	.101	.102	.084	.77
Increase Availability Fianancial Aid	.262	.184	.227	3.32
Make Fianancial Aid Processing Easier	.131	.204	.125	4.39
Improve the Parking Situation	.334	.143	.319	14.29 **

[a]n=497 [b]n=98 [c]n=392

**p<.01

campus classes.

Conclusions

The student at CSUF who takes classes offered only after 4:00 PM differs from other campus students in a significant number of ways. He or she is most likely older, farther along in school, works significantly longer than students taking at least some day classes, and spends about half the number of out of class hours per week that other respondents report. While some differences in perceptions for evening students were reported in this chapter, it is important to realize that in general these differences are characteristic of older and more advanced students. Thus, time of day of classes may be an intervening variable that masks more fundamental demographic differences between groups of students. In terms of making life easier for the evening student, provision of additional evening, weekend, and off-campus classes are areas that the campus could give greater attention.

CHAPTER 6

THE CSUF/COS CENTER IN VISALIA

The process of random selection of classes for inclusion in the Spring 1989 Student Needs and Priorities Survey resulted in one class section at the CSUF/COS Center in Visalia being chosen. This brief chapter will give a quick overview of the COS/CSUF Center, compare selected demographic characteristics of this class with a group of main campus respondents, present perceived levels of importance and quality of 32 programs and services, and indicate those areas that COS/CSUF Center respondents feel could be improved to help them meet their educational goals.

Although this chapter discusses the perceptions and characteristics of the 34 students sampled at one class section at the COS/CSUF Center, the reader should bear in mind that the conclusions are tentative. First, there is no way of knowing whether or not the respondents were simultaneously or previously in attendance at the main campus in Fresno. To the extent that respondents in fact did attend classes in Fresno, the reported perceptions depart from a "pure" impression of the COS/CSUF Center. Second, COS/CSUF Center respondent perceptions - like those of evening students in Chapter 5 - may well reflect more fundamental demographic differences such as age.

Brief History of the COS/CSUF Center

The CSUF/COS Center was established through a cooperative effort between California State University, Fresno, and the College of the Sequoias to enhance educational opportunities for students desiring to continue their education beyond grade 14. Since classes are offered on the College of Sequoias campus, almost all CSUF courses are offered in the late afternoon or evening at a time when space is more readily available. Courses are offered at the upper division and graduate level and are taught for the most part by instructors from CSUF.

The purpose of the center is to provide an opportunity for COS graduates and other upper division and graduate students to continue their education at a location near their homes. Initial courses were offered in the teacher preparation area (Liberal Studies major). In addition, courses are currently being offered to nursing and business majors. The center began in Fall 1986 with an initial offering of twelve liberal studies classes to be offered over four semesters. By Fall 1989 the number of classes offered had grown from three to 48, and the FTE grew from 28 to 270. Two needs assessments conducted in 1987 and 1988 indicated that the greatest demand was for courses in education, business, health professions, and the social sciences. At the present time the staffing includes a Director, A Coordinator of Student Services, a secretary, student assistants, and library assistants. Support from the main campus in Fresno includes two way instructional television, computer linkages, and library

TABLE 33

A COMPARISON OF COS/CSUF RESPONDENTS AND A GROUP OF LIBERAL STUDIES MAJORS ATTENDING THE MAIN CSUF CAMPUS ON SELECTED CHARACTERISTICS

	COS/CSUF STUDENTS	LIBERAL STUDIES MAJORS
Total Respondents	34	94
CLASS LEVEL:		
Sophomore	2	0
Junior	17	52
Senior	15	42
SEX:		
Male	5	19
Female	29	75
ETHNIC DISTRIBUTION:		
American Indian	0	1
Black	1	1
Chicano	4	27
Other Hispanic	0	1
White	27	61
Decilne to State, Other, Missing	2	3
MEAN AGE	31.6	26.2
AVERAGE UNIT LOAD - SPRING 1989	12.5	14.6
CLASS LEVEL WHEN FIRST ENROLLED:		
Freshman	2	28
Community College Transfer	28	55
Four Year College Transfer	4	10
Missing	0	1
AVERAGE HOURS WORKING PER WEEK	17.3	16.0
AVERAGE HOURS SPENT ON CAMPUS OUTSIDE OF CLASS PER WEEK	3.1	10.3
REPORTED SATISFACTION WITH OVERALL EXPERIENCE ON CAMPUS *	4.1	3.8

*Reported on a five point scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree.

shuttles. When and if the California State University Chancellor's Office and the California Legislature recognize the center as an official off-campus center, substantial funding will become available for expansion of the programs and services of the center.

A Profile of CSUF/COS Respondents

Table 33 lists demographic characteristics of SNAPS respondents sampled in the class section at the CSUF/COS Center. The class was offered in support of the liberal studies major, and in fact all but two of the respondents indicated that their major was liberal studies. A comparable group of Fresno campus respondents was chosen by having the computer select all junior and senior liberal studies majors not enrolled in the CSUF/COS section selected for the survey.

Table 33 shows that the two groups are fairly well matched. With respect to gender, the Fresno group has a slightly higher proportion of male students. The ethnic distribution indicates that the COS/CSUF Center has about fifteen percent more White students than does the main campus sample. Students in the Fresno group on the average are about

TABLE 34

A COMPARISON OF PERCEIVED IMPORTANCE OF 32 PROGRAMS AND SERVICES BY SNAPS RESPONDENTS AT THE CSUF/COS CENTER AND A COMPARISON GROUP ON THE MAIN CAMPUS

FACTORS	PERCENT IMPT. OR VERY IMPT., MEAN, & RANK						
	COS/CSUF STUDENTS			MAIN CAMPUS STUDENTS			
	%	MEAN	RANK	%	MEAN	RANK	t
INSTRUCTION:							
Instructional Quality	97.1	4.9	2	97.9	4.8	1	1.09
Accessibility of Faculty	88.3	4.5	8	87.3	4.3	10	1.46
Variety of Courses	93.8	4.7	5	96.8	4.5	5	1.57
Fairness in Grading	97.0	4.8	4	96.8	4.6	3	1.13
Intellectual Stimulation from Faculty	88.3	4.5	9	92.5	4.4	7	.41
Content of Courses	97.0	4.6	6	94.7	4.5	6	1.16
Class Size	73.5	3.8	16	61.7	3.8	16	.02
ACADEMIC SUPPORT:							
Library Collections	76.5	4.2	12	85.1	4.3	11	.70
Library Services	73.6	4.2	13	90.5	4.3	9	.96
Laboratory Facilities	38.3	3.2	21	63.8	3.6	19	1.65
Computer Facilities	44.1	3.2	20	63.5	3.6	20	1.50
Campus Academic Advising	100.0	4.8	3	93.6	4.6	4	1.76
High School Pre-College Advising	67.6	3.7	17	67.0	3.7	17	.06
Community College Pre-Transfer Advising	85.2	4.4	10	63.4	3.6	21	2.96**
Publications (Catalog, etc)	91.2	4.5	7	90.4	4.4	8	.76
Tutoring/Basic Skills Svs.	44.1	3.1	23	66.3	3.7	18	2.35*
Convenient Class Scheduling	100.0	4.9	1	96.8	4.6	2	2.52*
STUDENT SERVICES:							
Campus Housing	5.9	1.5	32	23.4	2.2	32	2.73**
Recreation Programs	5.8	1.8	30	34.1	2.9	29	3.87**
Student Union	20.6	2.4	27	42.6	3.2	27	3.50**
Child Care	8.8	1.8	29	34.4	2.4	31	2.05*
Parking	84.9	4.3	11	77.6	4.2	13	.56
Student Health Services	50.0	3.1	22	81.9	4.2	12	4.58**
Psychological Counseling	27.3	2.6	26	39.8	3.1	28	1.83
Financial Aid Office	76.5	4.1	15	62.7	3.6	22	1.55
Campus Food Services	32.3	2.8	25	49.0	3.3	26	1.97
Intercollegiate Athletics	8.8	1.7	31	27.6	2.5	30	3.22**
Career Guidance from Faculty	78.8	4.1	14	77.2	4.1	14	.10
Career Guidance from Career Planning Office	58.9	3.6	18	66.7	3.8	15	.78
Social & Cultural Activities	5.8	2.2	28	51.7	3.3	25	4.23**
Campus Orientation Programs	42.4	3.3	19	59.6	3.6	23	1.57
Special Student Services	47.0	3.0	24	57.4	3.5	24	1.38

Note: All values reported on a 5 point scale as follows:
(1) Not important at all (2) Not very important (3)Somewhat important
(4) Important (5) Very Important

* $p < .05$ ** $p < .01$

five years younger. Although students in both groups work about the same number of hours per week, the CSUF/COS Center students spend less than one third the number of hours on campus out of class per week that students on the Fresno campus spend. Also, Table 33 shows that a much higher proportion of CSUF/COS Center students enrolled initially as community college transfer students than on the main campus. Given the goals of the center, this finding is not surprising. Finally, it is worthy of note that reported overall satisfaction with experience on campus is somewhat higher for the Visalia group than for the main campus comparison group.

Importance and Quality of 32 Programs and Services

Table 34 is a comparison between the CSUF/COS center and main campus comparison group respondents' perceptions of the importance of 32 programs and services. There are no statistically significant differences between the two groups in instructionally related factors. The CSUF/COS Center group attaches a great deal more importance to community college pre-transfer advising than does the comparison group, which given that a much higher proportion of the Center group consists of community college transfer students is not a surprising finding. The main campus group, on the other hand, perceives tutoring and basic skills services as more important than does the Visalia group. While the Visalia group attaches somewhat more importance to the factor of convenient class scheduling, please note that this is a high priority with both groups.

The Student Service factors are where significant differences in perceived importance by the two groups are readily apparent. The main campus group rates campus housing, recreation programs, the student union, child care, student health services, intercollegiate athletics, and social-cultural activities significantly higher than the CSUF/COS Center respondents.

The Visalia group rates convenience of class scheduling as the most important factor among all 32 factors on the list; respondents in general and the main campus comparison group both chose instructional quality as the single most important factor. Both groups chose campus housing as the least important factor on this list.

Table 35 indicates the perceived quality of the same 32 programs and services rated for perceived importance and summarized in Table 34. Statistically significant differences between perceptions of the CSUF/COS Center and main campus respondents were evident for three of the seven instructionally related factors. CSUF/COS Center students felt that instructional quality, intellectual stimulation from the faculty, and course content were of higher quality than the Fresno campus respondents. Statistically significant differences in perceived quality for the academic support factors were present only for library collections; while 85.1 percent of Fresno campus respondents felt that library collections were excellent or good, only 55.9 percent of the Visalia respondents rated the collections as excellent or good. To the extent that students enrolled at the CSUF/COS center use the library of College of the Sequoias, this perception would be understandable as the library was not established to serve the needs of upper division and graduate students. Courier service with the Fresno campus library is available, but it is not known the extent to which this service is being utilized and the range of library resources available through the courier. In the area of student services, respondents at the CSUF/COS Center perceive the quality of parking services significantly more favorably than do the respondents in the comparison group on the main Fresno campus.

Perhaps one of the most useful outcomes of SNAPS lies in the ability to determine those programs and services rated high in importance but low in quality by the respondents. These programs and services can then be targeted for additional study and review. Joint consideration of Tables 34 and 35 allows this determination. For respondents enrolled at the CSUF/COS Center in Visalia the instructionally-related factors of accessibility of faculty and variety of courses are areas of concern. While 88.3 percent of respondents in Visalia feel that accessibility of faculty is important or very important, only 64.7 percent of respondents perceive this factor to be excellent or good. It should be mentioned, however, that a similar gap is evident for students in the comparison group on the main Fresno campus as well as all Fresno campus respondents (see Chapters 2 and 3). A similar discrepancy exists for variety of courses with 93.8 percent of Visalia respondents indicating that this factor is important or very important but only 64.7 percent awarding it an excellent or good quality rating. This discrepancy is not evident for the main campus group, but is certainly understandable given

TABLE 35
A COMPARISON OF PERCEIVED QUALITY OF 32 PROGRAMS AND SERVICES BY SNAPS RESPONDENTS AT THE CSUF/COS CENTER AND A COMPARISON GROUP ON THE MAIN CAMPUS

FACTORS	% EXCELLENT OR GOOD (%E), MEAN, & % DON'T KNOW (%DK)						
	COS/CSUF STUDENTS			MAIN CAMPUS STUDENTS			
	%E	MEAN	%DK	%E	MEAN	%DK	t
INSTRUCTION:							
Instructional Quality	91.2	4.2	0.0	78.7	3.9	1.1	2.06*
Accessibility of Faculty	64.7	3.7	0.0	68.1	3.7	1.1	.17
Variety of Courses	59.4	3.7	0.0	72.4	3.9	0.0	.94
Fairness in Grading	82.4	4.0	0.0	71.3	3.8	2.1	1.02
Intellectual Stimulation from Faculty	79.4	4.0	0.0	60.7	3.7	1.1	2.01*
Content of Courses	88.2	4.0	0.0	67.0	3.7	1.1	2.08*
Class Size	76.5	3.9	0.0	56.3	3.6	0.0	1.73
ACADEMIC SUPPORT:							
Library Collections	55.9	3.7	14.7	85.1	4.2	3.2	3.51**
Library Services	64.7	3.9	8.8	79.7	4.1	1.1	1.54
Laboratory Facilities	35.3	3.6	44.1	47.9	3.7	29.8	.41
Computer Facilities	29.4	3.4	47.1	38.3	3.7	34.0	1.07
Campus Academic Advising	50.0	3.5	2.9	32.9	3.1	5.3	1.90
High School Pre-College Advising	23.6	3.0	38.2	22.3	2.9	2.9	.47
Community College Pre-Transfer Advising	32.3	3.1	5.9	27.6	3.1	31.9	.24
Publications (Catalog, etc)	85.3	4.2	0.0	86.1	4.1	0.0	.28
Tutoring/Basic Skills Svs.	29.4	3.7	55.9	40.4	3.7	35.1	.17
Convenient Class Scheduling	61.8	3.6	0.0	45.8	3.3	1.1	1.13
STUDENT SERVICES:							
Campus Housing	5.9	3.3	91.2	22.4	3.7	67.0	.88
Recreation Programs	8.8	3.4	85.3	39.3	3.8	43.6	1.11
Student Union	35.3	3.7	47.1	62.8	3.9	17.0	.98
Child Care	11.8	3.3	82.4	19.1	3.7	72.3	.83
Parking	50.0	3.3	2.9	10.6	2.2	5.3	5.15**
Student Health Services	23.5	4.0	70.6	72.4	4.3	12.8	1.05
Psychological Counseling	11.8	3.8	85.3	14.9	3.6	72.3	.35
Financial Aid Office	29.4	3.5	38.2	39.4	3.6	33.0	.42
Campus Food Services	35.3	3.6	35.3	52.1	3.6	18.1	.14
Intercollegiate Athletics	8.8	4.0	88.2	41.5	4.2	54.3	.52
Career Guidance from Faculty	41.1	3.5	29.2	31.9	3.2	17.0	1.03
Career Guidance from Career Planning Office	14.7	3.1	67.6	22.3	3.4	50.0	.76
Social & Cultural Activities	11.7	4.0	85.3	38.3	3.6	31.9	1.13
Campus Orientation Programs	44.1	3.8	32.4	45.7	3.6	25.5	.93
Special Student Services	20.6	4.1	76.5	32.0	4.0	56.4	.33

Note: Mean value computed on a 5 point scale as follows:
(1) Very Poor (2) Poor (3) Fair (4) Good (5) Excellent

*p<.05 **p<.01

the limited number of courses presently offered through the CSUF/COS Center. As additional courses and majors are offered through the center, respondents probably will have a more favorable impression of the variety of courses offered.

Among the academic support factors, the areas of campus academic advising and convenient class scheduling stand out being rated high in importance and low in quality. While all 100 percent of the Visalia respondents felt that campus academic advising was important or very important, only 50 percent of this group felt that the quality of campus advising was excellent or good. However, an even larger gap (93.6 versus 32.9 percent) was evident for the Fresno campus comparison group. A similar discrepancy was evident for the factor of convenience of class scheduling, and again an even

larger gap was present for the comparison group. While the discrepancy between perceived high importance and low quality of several student services was evident, it is important to note that respondents at the CSUF/COS Center also felt that several factors - recreation programs, student union, child care, campus food services, social and cultural activities, and campus orientation programs - were actually higher in quality than importance. Parking was a factor that both the Visalia and Fresno groups perceived as relatively high in importance but low in quality. A higher proportion of CSUF/COS Center respondents than Fresno campus respondents felt that student health services were high in importance but low in quality. The same was evident for the financial aid office. Both groups of respondents also felt that more attention needs to be paid to career guidance both from faculty and the Career Planning and Placement Office.

Educational Barriers

Table 36 indicates perceived ways in which CSUF could assist the CSUF/COS Center and Fresno campus comparison group respondents reach their educational goals. There were not any statistically significant differences between the two groups in the proportion choosing six specified services. A significantly lower proportion of Visalia respondents felt that the university needed to concentrate on the improvement of instruction. With respect to access, a significantly higher number of Visalia center respondents chose "schedule more evening classes" and "provide more off-campus classes" as ways in which the university could help them reach their educational goals. Although Visalia center students indicated that parking was of high importance and low quality, Table 36 shows that none of the respondents in this group chose parking as a way in which the university could help students

TABLE 36
REPORTED WAYS IN WHICH CSU, FRESNO COULD ASSIST SPRING 1989 SNAPS SURVEY RESPONDENTS ATTENDING THE CSUF/COS CENTER & A COMPARISON GROUP ON THE MAIN CAMPUS REACH THEIR EDUCATIONALGOALS.

ITEM SELECTED	COS/CSUF CENTER[a]	COMPARISON GROUP[b]	CHI SQUARE
SERVICES:			
Increase/Improve Tutoring Services	.029	.053	.31
Provide More/Better Career Counseling	.118	.213	1.47
Provide More/Better Campus Child Care	.000	.074	2.66
Increase/Improve Personal Counseling	.000	.000	.00
Provide More/Better On-Campus Housing	.000	.000	.00
Provide More/Better Academic Advising	.471	.415	.31
PROGRAMS:			
Offer Greater Variety Degree Programs	.176	.074	2.82
Improve Quality of Instruction	.000	.245	10.06 **
Hire Better Faculty	.029	.053	.31
ACCESS:			
Schedule More Evening Classes	.265	.053	11.38 **
Schedule More Weekend Classes	.147	.074	1.54
Offer Summer Courses at Regular Fees	.559	.479	.64
Provide More Off-Campus Classes	.324	.021	24.80 **
Improve Access to Computer Terminals	.000	.032	1.10
Improve Information On Financial Aid	.059	.085	.24
Increase Availability Fianancial Aid	.235	.234	.00
Make Fianancial Aid Processing Easier	.147	.106	.40
Improve the Parking Situation	.000	.245	10.06 **

[a] n = 34 [b] n = 94

reach their educational goals. Finally, the reader should note that that twice as many respondents in each group chose "offer summer courses at regular fees" as any other item on the list.

Conclusions

Creation of the CSUF/COS Center in Visalia in 1985 gave many Tulare County residents the opportunity to complete all or part of their college education much closer to home than would have been possible otherwise. Responses for the class sampled at the Visalia center were contrasted with those of a group of liberal studies respondents on the main Fresno campus. While there were many more areas of agreement than disagreement between the two groups, the differences that emerged were instructive. The Visalia group rates convenience of class scheduling as the single most important item on a list of 32 programs and services offered by the university. Visalia students rate the quality of library collections significantly lower than main campus respondents, and they also express more concern about the variety of courses offered. Visalia respondents' concern about scheduling more off campus and evening courses in part reflects the demographic differences between this group and the Fresno campus comparison group. The SNAPS results reflect a program that is still in its infancy, and most areas of concern expressed by the respondents should be addressed as the program expands in the future.

CHAPTER 7

STUDENT ACADEMIC ADVISING

This chapter examines academic advising by first considering the goals and manifestations of academic advising in American colleges and universities. Differences in perceptions of the importance and quality of advising at California State University, Fresno, are next considered as a function of key demographic groupings of students. An extended discussion of differential perceptions of advising based upon respondents' academic affiliation by school is followed by an examination of reasons cited by respondents for poor academic advising jointly considered by their primary source of academic advising.

It was demonstrated in earlier chapters that academic advising at both the system and campus levels is a program that SNAPS respondents feel is in need of improvement. One only needs to glance through a CSU catalogue to be impressed by the number and complexity of regulations that govern a student's progress towards a bachelor's or master's degree. While some students can and do chart their own course through the system, many more students require assistance from faculty, advisors, peers, or other sources of information. Although faculty are given three units of instructional relief to attend to committee assignments, community service, and academic advising of students, good advising simply is not an important part of the academic reward structure.

Academic Advising in the American University

Methods of delivery of advising services among American universities are extremely diverse. On some campuses faculty take an active role in the advising process while on other campuses a staff of advising professionals handle the bulk of the work. Informal advising, for better or worse, can also be a potent force in the selection of courses and academic goals. A student's peers, for example, may have a very different perspective as to what constitutes a good course from a faculty member in that student's department. Departmental secretaries and other support staff often engage in academic advising partly by default when nobody else is available.

What is the role of the academic advisor? Delworth, Hanson, and Associates (1980) indicate that the effective academic advisor must steer a neutral course between the extremes of "collaborative" advising on the one hand and "prescriptive" advising on the other. Collaborative advising is based upon the assumption that the student is a consenting adult who voluntarily enters into the advising relationship and is thus an equal partner. While some students will make wise choices and thrive under a system characterized by free choice, many students require more structure. Prescriptive advising is more authoritarian than develop-

TABLE 37

PERCEPTIONS OF STUDENT ACADEMIC ADVISING

	IMPORTANCE*		QUALITY*		
	% IMPT.	MEAN	%E	MEAN	%DK
All Respondents	81.6	4.2	43.2	3.4	11.6
CSUF School Affiliation:					
Agriculture	81.2	4.2	30.1	3.2	11.3
Arts & Humanities	79.9	4.2	38.8	3.3	11.9
Business	77.0	4.1	36.6	3.2	13.4
Education	91.8	4.5	44.1	3.3	6.7
Engineering	65.4	3.8	38.4	3.2	11.5
Health	86.8	4.4	54.5	3.5	6.7
Natural Science	84.0	4.3	43.6	3.4	12.8
Social Science	80.4	4.1	60.9	3.8	10.3
Undeclared	85.7	4.3	50.8	3.7	23.8
Present Class Level:					
Freshman	89.4	4.4	52.1	3.7	20.2
Sophomore	85.6	4.3	54.8	3.7	14.5
Junior	85.9	4.4	38.3	3.2	9.9
Senior	81.7	4.2	40.7	3.3	8.4
Graduate	64.6	3.8	42.8	3.3	15.6
Status at Initial Enrollment:					
New Freshman	81.8	4.2	44.9	3.4	11.5
Community College Transfer	87.4	4.4	42.3	3.3	9.5
Transfer-Four Year College	75.7	4.1	48.5	3.5	19.8
Graduate Student	63.2	3.7	31.6	3.1	18.4
Gender:					
Male	76.5	4.1	41.6	3.3	13.8
Female	87.1	4.4	45.2	3.4	10.2
Ethnicity:					
American Indian	87.5	4.4	12.5	2.3	12.5
Black	85.7	4.5	66.6	3.9	7.4
Hispanic	92.9	4.5	57.1	3.5	5.5
Southeast Asian	88.2	4.5	42.4	3.4	3.0
Other Asian	88.2	4.3	42.4	3.4	5.1
White	78.5	4.1	39.4	3.3	14.4
Other & Missing	84.8	4.2	39.6	3.4	15.5

* % Impt. indicates percentage of respondents indicating that academic advising is either important or very important. Mean value is for Likert scale anchored by 1 = Very Unimportant and 5 = Very Important.

* % E indicates percentage of respondents indicating that academic advising is either good or excellent. Mean value is for Likert scale anchored by 1 = Very Poor to 5 = Excellent. % DK indicates percent indicating "Don't Know.

mental and in its extreme form does not take into consideration student input. Effective advisors provide both structure and an opportunity for mutual setting of short and long range goals for the individual student.

Boyer (1987) found advising to be one of the weakest links in the undergraduate experience. He found that faculty involvement with advising tended to be inversely proportional to the size of the institution. Boyer's study also indicates a strong link between active advising and an institution's retention rate: "Miami University in Ohio has a successful program called 'The Freshman Year'. Entering freshmen at Miami attend a summer orientation program at which faculty members from each of the academic divisions advise and register incoming students. A freshman advisor lives in each residence hall. Since it is not necessary for students to make an appointment or wait

for 'office hours', their questions can be addressed as they occur. Miami, by staying in close touch with students and by taking advising into the residence halls - which are small communities - has an impressive retention rate, one well above the national average." Boyer indicates that some colleges have found that graduate students and senior faculty, who may be at or very close to retirement, can make very effective academic advisors.

Winston, Miller, Ender, Grites, and Associates (1984) argue that academic advising serves the quality control function for higher education: "As Japanese auto manufactures have demonstrated, quality control is most effective when practiced on the plant floor by those who are involved directly in production and assembly. In effect, academic advisors are on the 'plant floor' and potentially can be in positions to ensure educational quality. In their multiple roles they can help maintain rigorous intellectual and academic standards, while also assisting students in translating experiences from the classroom, laboratory, library, student organization, residence hall, and their families into a personally meaningful whole."

SNAPS Respondents' Perceptions of Academic Advising

Chapter 4 indicated than among a list of 17 programs and services that could be improved to help respondents reach their educational goals, academic advising was chosen more often than every other factor except parking and a state-funded summer term. Table 37 summarizes CSUF respondents' perceptions of the importance and quality of student academic advising. Overall, 81.6 percent of respondents felt that academic advising was either "important" or "very important". On a scale of 1 to 5 the respondents awarded academic advising a mean value of 4.2. With respect to quality, however, only 43.2 percent of respondents felt that academic advising was "good" or "very good". On a scale from 1 to 5 the quality of advising reached 3.4.

Table 37 also shows variations in respondents' perception of the importance and quality of academic advising among demographic partitions based upon CSUF school affiliation, present class level, status at initial enrollment, gender, and ethnicity. With respect to school affiliation, it is interesting to note that engineering students perceive academic advising as significantly less important than do other respondents. Respondents in the School of Agriculture perceive the quality of advising as significantly lower other respondents, and respondents in the schools of health and social science indicate that advising is of significantly higher quality than the campus average. Undeclared majors present an interesting contrast. While they perceive the quality of academic advising as relatively high (50.8 percent indicated that it was good or excellent), a full 23.8 percent did not have sufficient experience to rate quality. Does this indicate that undeclared majors cannot or choose not to find a source of academic advising?

Table 37 clearly shows that academic advising is of more importance to undergraduate than graduate students. Also, quality is perceived as significantly higher by freshman and sophomore respondents than by upper division or graduate students. With respect to gender, female respondents attached more importance to academic advising than males. Males and females, however, perceived the quality of academic advising as similar. Respondents of different ethnic groups differed somewhat in their perception of the importance of academic advising with white students attaching the lowest importance to this factor and Hispanic students the highest. Wide variation in perceived quality of academic advising by ethnicity is apparent from Table 37. In general Black and Hispanic respondents are very satisfied with the quality of academic advising on campus, but American Indians are not. Only 12.5 percent of American Indians indicated that the quality was good or excellent.

Academic Advising by CSUF School

Table 38 shows the percent of respondents in each

TABLE 38

PERCENT OF RESPONDENTS IN EACH CSU, FRESNO, SCHOOL INDICATING THEIR PRIMARY SOURCE OF ACADEMIC ADVISING

	ADVISEMENT CENTER	MAJORS ADVISEMENT	FACULTY IN MAJOR	SPECIAL PROGRAMS	CATALOG	STUDENTS	OTHER
Agriculture	4.5	9.1	54.5	2.3	15.9	13.6	0.0
Arts & Humanities	7.1	13.4	42.9	1.8	22.3	5.4	7.1
Business	8.0	16.0	12.2	4.8	27.7	22.9	8.5
Education	5.4	29.8	14.3	8.9	19.0	14.3	8.3
Engineering	4.3	13.0	13.0	8.7	17.4	30.4	13.0
Health	3.6	18.1	36.1	10.8	12.0	13.3	6.0
Natural Sciences	11.8	16.5	14.1	12.9	25.9	16.5	2.4
Social Sciences	7.0	9.9	47.9	2.8	15.5	12.7	4.2
Undeclared	19.3	1.8	7.0	12.3	22.8	28.1	8.8

TABLE 39

PERCEPTION OF THE IMPORTANCE OF ACADEMIC ADVISING BY SPRING 1989 SNAPS RESPONDENTS BROKEN DOWN BY CSUF SCHOOL AND UNDERGRADUATE/GRADUATE STATUS*

CSUF SCHOOL	UNDERGRADUATES % IMPT.	UNDERGRADUATES MEAN	GRADUATE STUDENTS % IMPT.	GRADUATE STUDENTS MEAN
Agriculture	82.7	4.2	-	-
Arts & Humanities	83.0	4.3	63.7	3.8
Business	79.6	4.1	50.0	3.4
Education	93.5	4.6	81.4	4.2
Engineering	68.0	3.8	-	-
Health	89.9	4.5	66.7	3.5
Natural Science	83.7	4.3	-	-
Social Science	81.3	4.1	71.4	3.7
Undeclared	88.4	4.3	33.3	3.7

*Reported by percentage of respondents indicating that academic advising is either important or very important. Mean value is for Likert scale anchored by 1 = Very Unimportant and 5 = Very Important.

CSUF school that indicated they used one of the seven sources of academic advising listed on the SNAPS survey instrument. Rather significant differences are apparent between the eight schools (undeclared majors are considered a separate school for purposes of this table). While the faculty within their school would logically seem to be the most frequently chosen source of academic advising, respondents indicated that this was the case for only four of the eight schools listed in Table 38. Students in business and the natural sciences chose the catalog as their primary source of advising, and both engineering students and undeclared majors relied upon their peers most frequently. Education students, which for the most part consisted of liberal studies majors, turned to a departmental advising center most often.

Not surprisingly, a higher proportion of undeclared majors than any other group utilized the services of the University Advising Center. However, please recall that it was shown earlier in this chapter that nearly one quarter of undeclared majors did not have sufficient information to rate the quality of academic advising at CSUF. The implication here is that many undeclared majors are not seeking academic advising anywhere on campus. Attrition studies have shown that attrition is higher for undeclared majors, so the campus may very well want to find ways to provide advising

TABLE 40

PERCEPTION OF THE QUALITY OF ACADEMIC ADVISING BY SPRING 1989 SNAPS RESPONDENTS BROKEN DOWN BY CSUF SCHOOL AND UNDERGRADUATE/GRADUATE STATUS*

CSUF SCHOOL	UNDERGRADUATES %E	MEAN	%DK	GRADUATE STUDENTS %E	MEAN	%DK
Agriculture	30.8	3.2	11.5	-	-	-
Arts & Humanities	39.3	3.3	8.9	40.3	3.4	27.3
Business	36.3	3.2	13.7	40.0	3.2	10.0
Education	42.1	3.3	6.6	55.5	3.5	7.4
Engineering	36.0	3.1	12.0	-	-	-
Health	56.4	3.6	5.1	41.7	3.2	16.7
Natural Science	43.5	3.4	13.0	-	-	.
Social Science	62.5	3.8	10.0	42.9	3.7	14.3
Undeclared	51.6	3.8	25.0	33.3	3.0	0.0

* %E indicates percent of respondents reporting that academic advising is either good or excellent. Mean value is for Likert scale values anchored by by 1 = Very Poor to 5 = Excellent. %DK indicates percent of respondents indicating "Don't Know".

services to this group of students.

Table 39 displays the importance of academic advising as perceived by SNAPS respondents for undergraduates and graduates in each CSUF school. Once again the relatively low importance attached to academic advising by engineering students and most graduate students is apparent. Perhaps the most surprising finding in Table 39 is the relatively high importance assigned to academic advising by graduate students in the School of Education. Is the complexity of credentialing in part responsible for this? Even at the undergraduate level, respondents in the School of Education, as a group, assigned the most importance to academic advising.

Table 40 shows respondent perceptions of the quality of academic advising for undergraduates and graduates in each CSUF school. Half or more of undergraduate respondents who were in the School of Health and Social Welfare, the School of Social Sciences, and undeclared majors felt that the quality of academic advising was good or excellent. The lowest proportion of undergraduate respondents indicating that the quality of advising services was good or excellent were enrolled in the School of Agriculture. At the graduate level there were too few respondents to rate the quality of advising in three of the schools; among the remaining schools highest marks were awarded by respondents in the school of Education and lowest marks by respondents who were undeclared majors.

Reasons Cited for Dissatisfaction with Academic Advising

The Spring 1989 SNAPS survey allowed respondents who felt that academic advising was fair, poor, or very poor to indicate one or more specified reasons for poor academic advising. On a separate question respondents were asked to indicate their primary source of academic advising. Table 41 is a crosstabulation of reasons cited for dissatisfaction with academic advising by primary source of

TABLE 41

PERCENTAGE OF PERCEIVED REASONS FOR POOR ACADEMIC ADVISING BROKEN DOWN BY THE RESPONDENT'S PRIMARY SOURCE OF ACADEMIC ADVISING *

PRIMARY SOURCE OF ADVISING	ADVISORS UNAVAILABLE WHEN NEEDED	ADVISORS POORLY INFORMED	ADVISORS SHOW LACK OF INTEREST	CATALOG IS CONFUSING	RACIAL OR SEX BIAS	NONE OF THE ABOVE
University Advising Center	23.8	23.8	31.0	16.7	0.0	4.8
Departmental or School Advising Center	30.4	20.7	32.6	10.9	0.0	5.4
Faculty in Major Department	21.6	29.7	27.0	16.2	0.0	5.4
Administrative or Program Staff (e.g. EOP)	15.4	30.8	38.5	15.4	0.0	0.0
Campus Catalog	27.6	25.9	28.4	13.8	0.0	4.3
Fellow Students	28.2	21.4	27.2	16.5	2.9	3.9
None of the Above	29.0	19.4	29.0	12.9	0.0	9.7

* A total of 264 respondents indicating that advising was fair, poor or very poor and who also indicated a primary source of academic advising provided 471 reasons for poor advising. Percents in this table are based upon the ratio of reasons provided in each cell to the row totals (i.e. the rows sum to 100 percent).

TABLE 42

REASONS CITED BY UNDERGRADUATE AND GRADUATE RESPONDENTS DISSATISFIED WITH ACADEMIC ADVISING AT CSU, FRESNO *

REASON CITED FOR POOR ADVISING	UNDERGRADUATES N	UNDERGRADUATES %	GRADUATES N	GRADUATES %
Advisors Unavailable When Needed	164	27.7	11	22.0
Advisors Poorly Informed	136	23.0	16	32.0
Advisors Show Lack of Interest	168	28.4	14	28.0
Catalog is Confusing	93	15.7	5	10.0
Racial or Sex Bias	9	1.5	0	0.0
None of the Above	21	3.6	4	8.0

* A total of 343 respondents indicating that advising was fair, poor, or very poor and who also indicated their class level provided 641 reasons for poor advising. Percents in this table are based upon the ratio of reasons provided in each cell to the column totals (i.e. the columns sum to 100 percent).

academic advising. Since each respondent could cite multiple reasons, it is important to realize that the percentages in Table 41 are based upon the total number of reasons cited for each primary source of academic advising.

It would appear that the most common complaint by far with respect to poor academic advising is "advisors show lack of interest". This factor was cited most frequently for five of the seven sources of advising. It is interesting to note that the most common complaint for fellow students as sources of academic advising is "advisors are not available when needed". The need for comprehensive and ongoing training of faculty members in their academic advising role is underscored by respondents choosing "advisors poorly informed" most often for this source of advising. "Catalog is confusing" is cited between ten and sixteen percent of the time depending upon primary source of academic advising. The reader should review Table 17 in Chapter 3 for a look at reasons for poor academic

advising cited by all respondents as well as respondents dissatisfied with academic advising.

Table 42 indicates that undergraduate and graduate respondents dissatisfied with academic advising tend to cite somewhat different reasons for their dissatisfaction. While "advisors show lack of interest" is cited most often by undergraduate respondents, graduate respondents chose "advisors poorly informed" most frequently. On the other hand, graduate respondents found the catalog less confusing and advisors more readily available than did undergraduates.

Table 43 shows the percentage of perceived reasons cited for poor academic advising for each CSUF school. Again, "advisors show lack of interest" was cited most frequently (five of the nine schools). "Advisors unavailable when needed" is of primary concern to respondents in the schools of agriculture and education. Respondents enrolled in the School of Arts and Humanities complained most frequently about "advisors are poorly informed". The factor "catalog is confusing" seems to be significantly more of a problem with respondents in some schools than others; only 7.7 percent of the reasons cited by respondents in the School of Health and Social Work fell into this category, but a full 25.0 percent of the reasons cited by respon-

TABLE

PERCENTAGE OF PERCEIVED REASONS FOR POOR ACADEMIC ADVISING BROKEN DOWN BY THE RESPONDENT'S CSUF ACADEMIC AFFILIATION *

PRIMARY SOURCE OF ADVISING	ADVISORS UNAVAILABLE WHEN NEEDED	ADVISORS POORLY INFORMED	ADVISORS SHOW LACK OF INTEREST	CATALOG IS CONFUSING	RACIAL OR SEX BIAS	NONE OF THE ABOVE
Agriculture	28.9	21.1	23.7	13.2	5.3	7.9
Arts & Humanities	19.2	32.3	25.3	20.2	0.0	3.0
Business	24.4	23.3	29.5	16.5	2.8	3.4
Education	37.3	21.6	25.5	13.1	0.7	2.0
Engineering	25.0	12.5	25.0	25.0	0.0	12.5
Health	26.9	26.9	34.6	7.7	3.8	0.0
Natural Sciences	27.4	24.2	32.3	9.7	0.0	6.5
Social Sciences	25.0	15.0	35.0	20.0	0.0	5.0
Undeclared	22.2	11.1	33.3	22.2	0.0	11.1

* A total of 339 respondents indicating that advising was fair, poor or very poor and who also indicated an academic major provided 634 reasons for poor advising. Percents in this table are based upon the ratio of reasons provided in each cell to the row totals (i.e. the rows sum to 100 percent).

TABLE 44

PERCEPTION OF THE IMPORTANCE AND QUALITY OF ACADEMIC ADVISING BY SNAPS UNDERGRADUATE RESPONDENTS GROUPED BY TOTAL CAMPUS GRADE POINT AVERAGE

GRADE POINT AVERAGE	IMPORTANCE[a] % IMPT.	IMPORTANCE[a] MEAN	QUALITY[b] %E	QUALITY[b] MEAN	QUALITY[b] %DK
0.00 to 1.99	76.0	4.2	36.0	3.3	28.0
2.00 to 2.49	91.7	4.4	39.6	3.1	14.6
2.50 to 2.99	82.7	4.3	54.3	3.6	11.1
3.00 to 3.49	83.9	4.4	45.4	3.3	11.6
3.50 to 4.00	95.1	4.2	39.6	3.4	16.7

[a] % Impt. indicates percentage of respondents indicating that academic advising is either important or very important. Mean value is for Likert scale anchored by 1 = Very Unimportant and 5 = Very Important.

[b] % E indicates percentage of respondents indicating that academic advising is either good or excellent. Mean value is for Likert scale anchored by 1 = Very Poor to 5 = Excellent. % DK indicates percent indicating "Don't Know.

dents in the School of Engineering centered on the catalog.

Academic Advising and Student Scholarship

Is there a difference in perceived importance and quality of academic advising as a function of the respondents' scholarship? An optional data element provided by 310 of the 993 SNAPS respondents was student identification number. This permitted linking SNAPS responses to selected data elements in the Student Information Management System (SIMS). Table 44 shows differences in perceived importance and quality of academic advising by total campus grade point average at the end of the spring 1989 semester.

Respondents with a grade point average in either the 2.00 to 2.49 or the 3.50 to 4.00 range consider academic advising somewhat more important than other students. It is somewhat disturbing to note that respondents not in good academic standing (those with a cumulative grade point average of less than 2.00) perceive academic advising as significantly less important than all other students. Is it possible that these students would do better if they were subject to mandatory academic advising? That academically deficient respondents may not seek academic advising is suggested by the observation that 28.0 percent of this group did not have sufficient information to rate the quality of this factor. Respondents in the midrange of current campus grade point average (2.50 to 3.49) rated the quality of academic advising somewhat higher than other respondents in good academic standing.

Conclusions

Student and faculty concern with academic advising is not confined to CSUF or the California State University. As colleges and universities have become larger and educational resources have become comparatively more scarce, the "Mr. Chips" image of a supportive and helpful professor has given away to assembly line advising or no advising in far too many cases. Effective academic advising is strongly linked to retention. While different institutions assign the responsibility for advising to different members of the university community, there is general agreement that more active and enthusiastic faculty involvement with this function will require a higher priority being placed on effective advising in the academic reward structure.

Both at the campus and system level improved academic advising is a top priority among SNAPS respondents. Academic advising is a function with a high priority among respondents and a low perception of quality. Respondents are in general agreement about both the importance and relatively low quality of advising, but important differences are evident among subgroups of students. The high proportion of freshmen and respondents not in good academic standing who report insufficient information to rate the quality of advising services on campus suggests that mandatory advising for selected subgroups of students may be an idea whose time has come. Finally, there is some evidence that enough students rely upon the campus catalog as their primary source of academic advising that the reported confusion with this document needs to be addressed by the faculty and administration.

CHAPTER 8

EXTENSIONS OF THE STUDENT NEEDS AND PRIORITIES SURVEY

Students responding to the SNAPS survey were given an opportunity to voluntarily disclose their social security number in order to link SNAPS responses to other data. This chapter will examine the subset of 310 respondents at CSU, Fresno for whom it is possible to combine the data elements in SNAPS with demographic and outcome variables available through campus sources. Two questions will be addressed: (1) Is there any systematic variation on SNAPS variables for students willing to disclose their personal identity? (2) Do high achieving students differ from low achieving respondents on the unique attitudinal measures tapped by the SNAPS survey?

Background

CSU, Fresno is one of 7 of the 20 California State University campuses that uses an administrative information management system for tracking students called SIMS (Student Information Management System). SIMS consists of many modules that contain both invariant and variable data elements. Examples of the invariant elements include personal demographic data such as birth date and gender, admissions information such as admission basis and residency code, and semester scholarship information; examples of variable data elements include major, student level (class), cumulative scholarship information, address, flags for designating eligibility for or participation in special programs (student athlete, EOP eligible, etc.), and test scores.

One of the features of SIMS that is useful for both administrative and research purposes is that subgroups of students and subsets of data elements can be generated through what is called a "select file". This SIMS information can then be printed in roster format or analyzed using standard statistical packages.

Item 50 on the Spring 1989 SNAPS survey asked respondents to voluntarily disclose their social security number. The written instructions explained that this disclosure would be treated as confidential information and that its use would be confined to research purposes. After campus data files were established, the social security number was used to link SNAPS and SIMS data elements for the 310 of 993 Fresno respondents furnishing valid numbers.

The twenty nine SIMS data elements matched with SNAPS responses were:

Admission Basis Code
Current Major
Year of High Scool Graduation
Academic Status (i.e. academic probation)
Undergraduate Matriculation Period
Spring 1989 Scholarship Info. (3 data elements)
Transfer Scholarship Info. (3 data elements)

Campus Scholarship Info. (3 data elements)
Total Scholarship Infro. (3 data elements)
ACT Scores (5 data elements)
SAT Scores (3 data elements)
English Placement Test Scores (3 data elements)
Entry Level Math Test Composite Score

The Volunteer Syndrome

Psychologists and social psychologists maintain that respondents who volunteer personal information differ systematically from those who do not. Guilford, Zimmerman, and Guilford (1976), for example, review a number of studies that employed the Guilford Zimmerman Temperament Survey with volunteers. Based upon these studies and other data, these authors concluded that volunteers are more dependent and less emotionally stable than non volunteers. Other researchers have reached different conclusions depending upon their focus of interest and methodological approach, but there is general agreement that volunteers and non volunteers constitute two distinct populations.

Universities interested in the investigation of stu-

TABLE 45

SNAPS RESPONDENTS FURNISHING & NOT FURNISHING STUDENT ID NUMBER
CROSSTABULATED BY DEMOGRAPHIC CHARACTERISTICS

CHARACTERISTIC STUDENT SUBGROUP	NUMBER OF STUDENTS TABLE	SUBGROUP	% OF SUBGROUP ID-YES	ID-NO	CONTIG. COEFFIC. VALUE	SIGNIF.
PRESENT CLASS LEVEL	991				.094	.066
Freshman		96	41.7	58.3		
Sophomore		168	31.5	68.5		
Junior		306	30.7	69.3		
Senior		325	31.4	68.6		
Graduate		96	21.9	78.1		
GENDER	990				.127	.000
Male		422	24.4	75.6		
Female		568	36.4	63.6		
CSUF SCHOOL	973				.170	.000
Agriculture		53	39.6	60.4		
Arts & Humanities		134	32.1	67.9		
Business		226	24.8	75.2		
Education		194	39.7	60.3		
Engineering		27	3.7	96.3		
Health		94	37.2	62.8		
Natural Sciences		95	24.2	75.8		
Social Sciences		87	73.6	26.4		
Undeclared		63	39.7	60.3		
ETHNICITY	954				.156	.050
American Indian		8	25.0	75.0		
Black		29	17.2	82.8		
Mexican American		164	35.4	64.6		
Central American		1	0	100.0		
South American		3	33.3	66.7		
Other Hispanic		16	6.3	93.8		
Chineese		17	29.4	70.6		
Japanese		11	27.3	72.7		
Korean		2	0	100.0		
Southeast Asian		34	11.8	88.2		
Other Asian		16	25.0	75.0		
Pacific Islander		3	33.3	66.7		
Filipino		10	20.0	80.0		
White		612	34.5	65.5		
Decine to State		28	14.3	85.7		
CITIZENSHIP STATUS	910		.099	.007		
U.S. Citizen		809	32.8	67.2		
Permanent Resident		45	20.0	80.0		
Visa		56	16.1	83.9		

dent characteristics in both the cognitive and affective domains of student growth and development need to be aware of the systematic differences between students who are willing to disclose personal information and those students not so inclined. The Spring 1989 SNAPS survey provided an opportunity to begin this investigation within the limited context of disclosure of the respondent's student identification number.

Tables 45 and 46 focus upon differences between SNAPS respondents disclosing and not disclosing their student identification number. Table 45 looks at demographic characteristics of the two groups by summarizing a number of crosstabulations between the demographic factor of interest and disclosure status.

Statistical measures of association and their corresponding significance levels that accompany crosstabulated data are difficult to interpret. These statistics depend upon sample size and the dimensions of the table as well as the underlying association between the two variables of interest. For SNAPS data, the relatively large sample size almost guarantees statistically significant results even when the underlying degree of association may be weak. For these reasons, the following discussion of Table 45 relies upon examination of the percentages reported in the table and the standardized residuals (differences between actual and expected frequencies in each crosstabulation cell), which are not reported in the table. The term "significant" in the following discussion refers to a situation where the standardized residual for the crosstabulation cell under consideration exceeds an absolute value of one.

It is clear from Table 45 that as CSUF students progress in school their proclivity to volunteer personal information declines. Among all class levels, freshmen SNAPS subjects were most likely to furnish their social security number and graduate students the least. Please note that the break points in declining willingness to disclose student ID number occur at the end of the freshman and senior years.

Table 45 indicates that females significantly reported their student ID number more often and males less often than expected. With respect to CSUF school, respondents affiliated with the engi-

TABLE 46

SELECTED DIFFERENCES ON SNAPS VARIABLES BETWEEN RESPONDENTS FURNISHING & NOT FURNISHING THEIR STUDENT ID NUMBER

SNAPS VARIABLE	DISCLOSED ID NUMBER N	MEAN	SD	DIDN'T DISCLOSE ID NUMBER N	MEAN	SD	t
Years Enrolled on Campus	300	2.5	1.8	651	2.5	1.8	.04
Units Enrolled Spring 1989	309	14.2	3.4	682	13.5	3.8	3.05 **
Age - Spring 1989	310	24.5	7.2	681	25.0	6.9	1.00
Hours Employed Per Week	267	18.4	12.9	585	19.3	14.4	.89
Hours on Campus Outside Class	306	10.2	9.6	652	13.1	14.1	3.22 **
Hours In Community Service a Week	136	7.6	9.4	220	8.9	9.1	1.30
Expressed Pleasure With Campus	310	3.93	.72	681	3.79	.79	2.62 **
Expressed Concern With Finances	310	1.98	.78	682	2.08	.81	1.79

Note: The last two entries in the above table report the results of Likert scales. Pleasure with campus responses ranged from a value of 1 for strongly disagree to 5 for strongly agree. The finances item was coded as follows: (1) Will have sufficient funds; (2) Probably will have sufficient funds; (3) May not have sufficient funds; (4) Will not have funds to continue in school.

**p<.01

neering and business schools were significantly less likely to disclose their ID numbers than expected while respondents in the education school as well as undeclared majors reported their ID numbers significantly more often than expected. Among the heavily-represented ethnic groups in Table 45, Mexican-Americans and white respondents volunteered their ID numbers at a rate significantly higher than expected; blacks, Other Hispanics, Southeast Asians, and respondents declining to indicate ethnicity volunteered their ID numbers significantly less often. Finally, permanent residents and foreign, visa students reported their ID numbers significantly less often than U.S. citizens.

Two other crosstabulations, which are not shown in Table 45, indicate that students attending day classes only (see Chapter 6) and students reporting the performance of any type of community service (see Chapter 9) were significantly more likely to furnish their student ID numbers than expected.

The results discussed above suggest that distinct clusters of students are more likely to respond favorably to requests for personal information in the future than are other clusters. Configural frequency analysis is an emerging multivariate technique that could readily extend the bivariate frequency analyses reported above. Such an analysis could indicate the degree to which the demographic factors examined are independent of one another and to what extent various interactions among the factors are important in explaining proclivity to disclose personal information.

At the present time, it is not known to what extent the results reported here are the result of differential cultural perceptions, differential psychological make-up of the respondent, the nature of the information requested, or differential student experiences with the campus. Most likely the results reflect some combination of these factors.

Table 46 extends Table 45 in the sense that it deals with SNAPS variables that are scaled at the ordinal or interval level of measurement. Although three of the eight measures attain statistical significance, it is questionable if the magnitude of difference is of importance in differentiating between students willing and not willing to volunteer their ID numbers. It is interesting to note, however, that students willing to disclose their ID number spend significantly less time on campus than the nondisclosing students.

The final analysis performed in an attempt to discover differences between students willing and not willing to disclose their social security numbers for the SNAPS survey consisted in generation of t-tests for the 32 items of question 15 on the survey (student goals and satisfaction levels - see chapters 2 and 3). Because of the large number of t-tests involved and the questionable educational significance of small differences in mean scores, these results are not reported in a table. However, in the aggregate some interesting patterns emerged.

With respect to perceived importance, nondisclosers felt that lab and computer facilities were more important than did disclosers. On the other hand, students willing to disclose their ID numbers more favorably rated the quality of campus publications, tutoring, recreation programs, the Student Union, social and cultural activities, and the orientation program than did the nondisclosers.

In summary, willingness to voluntarily disclose the student identification number seems to represent a complex interaction of personal and cultural predispositions toward privacy that may be somewhat modified by direct campus experiences. The time that a student spends on campus, the activities that he or she engages in while on campus, and reported satisfaction with the cocurriculum are all factors that appear capable of having at least some impact upon a student's willingness to disclose personal information.

High & Low Achieving SNAPS Respondents

Tables 45 and 46 revealed that SNAPS respondents willing to indicate their social security number

differ from those who do not with respect to key SNAPS variables. For this reason it would be a mistake to generalize any findings for the disclosure subgroup to the parent SNAPS sample or to the CSUF student body. Nevertheless, the addition of key student outcome variables (grades and test scores) to the unique attitudinal information on SNAPS invites comparisons between low and high achieving respondents for at least two reasons.

Even for a nonrepresentative sample of students, discrepant perceptions between high and low achieving students are suggestive of differential impacts of specific programs and services. In recognition that many other factors could account for these differences in the nonrepresentative sample, the second use of these findings would be in the formulation of an agenda for future research and assessment efforts.

The subsample of 310 SNAPS respondents voluntarily furnishing their student identification consisted of 28 part-time undergraduates, 260 full-time undergraduates, and 22 graduate students. Since measures of scholarship differ substantially for graduate and undergraduate students and somewhat less so for full-time and part-time students, the analyses that follow are restricted to the 260 undergraduate respondents completing at least twelve units for spring 1989. While graduate and part-time students constitute important and growing segments of the CSUF student body, their low numbers in this survey precluded any meaningful analysis.

Table 47 shows respondent background, activity, and scholarship for the subsample and contrasts these measures between those 62 respondents earning a Spring 1989 grade point average below

TABLE 47

SELECTED DIFFERENCES ON SNAPS VARIABLES BETWEEN FULL TIME UNDERGRADUATES IN THE TOP AND BOTTOM QUARTERS OF SCHOLARSHIP FOR SPRING 1989

SNAPS VARIABLE	TOTAL GROUP N	MEAN	SD	BOTTOM 25% - G.P.A. N	MEAN	SD	TOP 25% - G.P.A. N	MEAN	SD	t
Years Enrolled on Campus	260	2.4	1.5	60	2.0	1.1	55	2.5	1.6	1.83
Units Enrolled Spring 1989	260	15.1	2.3	62	14.3	1.8	56	14.9	2.5	1.49
Age Spring 1989	260	23.4	6.1	62	23.1	5.2	56	25.0	7.9	1.49
Hours Employed Per Week	220	16.8	11.6	53	18.8	11.1	46	15.6	12.1	1.34
Hours on Campus Outside Class Per Week	257	10.7	9.6	61	11.4	9.7	56	8.2	8.3	1.93
Hours in Service Per Week	117	7.7	9.8	28	11.7	16.3	30	7.4	7.8	1.26
Transfer Units Accepted	81	49.6	29.9	38	51.1	24.3	43	48.3	34.3	.42
Transfer G.P.A.	76	2.9	.5	37	2.6	.5	39	3.2	.4	5.56**
Campus Units Earned	118	53.0	33.2	62	42.7	27.0	56	64.3	35.7	3.67*
Campus G.P.A.	118	2.8	.4	62	2.1	.5	56	3.6	.3	18.8**
Spring 1989 Units Earned	118	12.7	3.4	62	11.0	3.9	56	14.7	2.8	6.00**
Total Units Earned	118	87.1	39.9	62	74.0	39.4	56	101.5	40.4	3.73**
Total G.P.A.	118	2.8	.4	62	2.3	.5	56	3.4	.3	14.3**
SAT Verbal Score	63	437	97	33	394	101	30	485	91	3.75**
SAT Math Score	63	471	101	33	424	103	30	523	100	3.85**
EPT Essay Score	33	8.1	1.5	21	7.9	1.6	12	8.5	1.3	1.17
EPT Reading Score	33	148	10	21	146	11	12	154	5	2.87**
EPT Total Score	33	150	8	21	148	9	12	155	3	3.58**
ELM Total Score	48	43	11	33	40	10	15	51	10	3.34**

*p < .05 **p < .01

TABLE 48

A CONTRAST IN PERCEIVED IMPORTANCE OF 32 PROGRAMS AND SERVICES AT CSUF BETWEEN SNAPS RESPONDENTS WHOSE SPRING 1989 GRADES PLACED THEM IN THE TOP AND BOTTOM TWENTY FIVE PERCENT OF THE GRADE POINT AVERAGE DISTRIBUTION

	PERCENT IMPT. OR VERY IMPT., MEAN, & RANK FOR SAMPLE						
	BOTTOM 25% ON G.P.A.			TOP 25% ON G.P.A.			
	%	MEAN	RANK	%	MEAN	RANK	t
INSTRUCTION:							
Instruction Quality	95.2	4.69	1	100.0	4.84	1	1.68
Content of Courses	98.4	4.42	5	96.4	4.55	4	1.33
Faimess of Testing and Grading	95.2	4.58	2	98.2	4.68	2	.96
Variety of Courses	91.9	4.48	4	94.5	4.51	5	.20
Intellectual Stimulation	90.3	4.37	7	89.3	4.41	6	.76
Accessibility of Faculty	88.7	4.37	8	80.4	4.23	8	.94
Class Size	67.2	3.90	18	57.1	3.55	15	1.83
ACADEMIC SUPPORT:							
Convenience of Class Scheduling	96.7	4.52	3	92.9	4.64	3	.93
Publications:Catalog,etc.	86.9	4.23	10	83.9	4.29	7	.39
Library Collections	85.5	4.23	11	67.9	3.84	12	2.26*
Library Service	82.3	4.23	12	69.6	3.80	14	2.59*
Academic Advising	87.1	4.40	6	83.9	4.21	9	1.08
Computer Facilities	67.2	3.75	21	40.0	3.16	21	2.69**
Laboratory Facilities	71.0	3.77	20	44.6	3.14	22	3.04**
Tutoring/Basic Skills Services	70.0	3.83	19	42.9	3.02	24	3.52**
Pre-College Advising in High School	75.8	4.00	15	51.9	3.26	19	2.67**
Pre-Transfer Advising	60.0	3.32	27	35.2	2.54	28	2.53**
STUDENT SERVICES:							
Parking	83.9	4.26	9	75.0	4.11	10	.69
Career Guidance-Faculty	83.6	4.11	14	75.0	4.02	11	.52
Student Health Services	85.5	4.21	13	69.6	3.82	13	1.81
Career Guidance-Placement	75.0	3.90	17	51.9	3.31	17	2.34*
Campus Food Services	53.2	3.45	24	42.9	3.21	20	1.10
Financial Aid Office	71.0	3.98	16	60.7	3.43	16	1.93
Campus Orientation Prog.	64.5	3.53	22	41.1	3.27	18	1.22
Special Student Services	54.8	3.40	25	32.1	2.64	27	2.62*
Social & Cultural Activ.	46.8	3.32	28	40.0	3.05	23	1.17
Student Union	56.5	3.48	23	25.5	2.82	25	3.19**
Psychological Counseling	47.5	3.21	29	37.5	2.78	26	1.62
Recreation Programs	46.8	3.39	26	23.2	2.5	29	3.97**
Campus Housing	29.0	2.55	31	25.0	2.09	30	1.65
Intercollegiate Athletics	29.0	2.85	30	16.1	2.02	31	3.66**
Child Care	14.5	1.89	32	16.1	1.34	32	.19

NOTE: Mean responses reported on a five point scale ranging from a value of 1 (not important at all) to 5 (very important). Percentage columns indicate those respondents rating the program or service important or very important.

the first quartile and the 56 respondents above the third quartile. The first six variables in the table were extracted from SNAPS survey data, and the remaining thirteen variables were derived from SIMS. How respondents in these two groups spend their time provides an interesting contrast; on the average the low achieving students are employed 3.2 more hours per week, spend 3.2 more hours of nonclass time on campus per week, and devote 4.3 more hours per week to community service activities (see Chapter 9). If these reports accurately reflect respondent behavior, the low achieving students on the average are spending a total of 10.7 more hours per week in the activities surveyed by SNAPS than do the high achieving students.

TABLE 49

PRIMARY SOURCE OF ACADEMIC ADVISING FOR 100 FULLTIME CSU: UNDERGRADUATE SNAPS RESPONDENTS IN THE TOP AND BOTTOM QUARTERS OF SCHOLARSHIP AS MEASURED BY SPRING 1989 GRADE POINT AVERAGE

PRIMARY SOURCE OF ACADEMIC ADVISING	BOTTOM 25% - G.P.A. N	PERCENT	TOP 25% - G.P.A. N	PERCENT
University Advisement Center	4	8.5	5	9.4
Department or School Advisement Center	5	10.6	12	22.6
Faculty in Major Department	11	23.4	12	22.6
Special Program Staff (e.g. EOP, Re-entry)	7	14.9	1	1.9
Catalog	7	14.9	15	28.3
Fellow Students	12	25.5	4	7.5
None of the Above	1	2.1	4	7.5

The thirteen variables in Table 47 that relate to student scholarship rather predictably show large gaps between the low and high achieving respondents. In comparing Spring 1989 campus units earned (a SIMS variable) with Spring 1989 units enrolled (a SNAPS variable), it will be noted that the gap between the two of 2.4 for the low achieving students is significantly higher than the 0.2 gap for the high achieving students. This suggests that the average low achieving student dropped one course after the regular drop date in Spring 1989. In examining test score information for the two groups, the high achieving respondents (as would be expected) scored significantly higher on all measures except one. The exception is the mean English Placement Test essay score, which was almost identical for the two groups.

Table 48 contrasts the perceived importance of 32 programs and services between low and high achieving respondents. Readers interested in comparing these results with the total SNAPS sample for CSUF should examine Table 47 in conjunction with Table 13 of Chapter 2. The primacy of instructional factors in the respondents' priorities is evident for both low and high achieving students in the subsample, but approximately ten percent more low achieving students than high achieving students feel that accessibility of faculty and class size are important or very important in achieving their educational goals.

With respect to academic support factors, rather substantial differences are apparent between the low and high achieving respondents. The low achieving respondents indicated that eight of the ten academic support factors are more important to them in achieving their educational goals than did the high achieving respondents. These eight factors rather neatly cluster into three areas: advising, facilities, and services.

Although high school and transfer advising are regarded as significantly more important by the low achieving respondents, both groups report that CSUF advising carries a high priority. Table 49 shows where the low and high achieving respondents received most of their academic advising. High achieving students tend to receive the majority of their advising from advising centers in their major department or school, faculty within their major, or directly from the catalog. Low achieving respondents receive the majority of their advising from faculty within their major, fellow students, and special programs staff. If it is reflective of the broader student body that in fact 25 percent of low achieving students rely upon other students as their primary source of academic advising, immediate steps should be taken to determine the quality of this peer advising.

Please note in Table 48 the degree to which low achieving respondents attach a high importance to

library collections, computer facilities, and laboratory facilities. Approximately twenty percent more of the low achieving group than the high achieving group feels that these facilities are important or very important. Possible explanations for this discrepancy include differential access to alternate facilities by the two groups or differential representation of specific majors requiring more intensive use of these facilities by students within the two groups.

Low achieving undergraduates perceived all fifteen student services as more important than did their high achieving peers. This difference was especially pronounced for intercollegiate athletics, recreational programs, and the student union. With respect to career guidance, both groups perceive career guidance from faculty as equally important, but the low achieving group perceives career guidance from the Career Development and Employment office significantly more important than the high achieving students.

With respect to perceived importance of the 32 programs and services, Table 48 in general reveals that the high priority assigned to instructional factors by all respondents is even more pronounced among the high achieving undergraduates in our nonrepresentative subsample; this group also perceives the convenience of class scheduling and campus publications as very important. All remaining academic support and student services factors are regarded as more important by the low achieving respondents.

A comparison of the quality of the same 32 programs and services shown in Table 48 reveals remarkable agreement between the low and high achieving respondents. About the only interesting finding is that high achieving respondents rated the quality of the campus orientation program significantly higher than did the low achievers. Also, as might be expected, the low achieving students rated the fairness of testing and grading much lower than did the high achievers.

Table 50 indicates the percentage of 118 low and high achieving full-time undergraduates who report that their educational goals would be facilitated by campus attention to fifteen distinct student

TABLE 50

REPORTED WAYS IN WHICH CSU,FRESNO COULD ASSIST LOW AND HIGH ACHIEVING FULLTIME UNDERGRADUATES REACH THEIR EDUCATIONAL GOALS

CAMPUS PRACTICE	BOTTOM 25% - G.P.A. N	PERCENT	TOP 25% - G.P.A. N	PERCENT
SERVICE AREA:				
Increase/Improve Tutoring Services	6	9.7	3	5.4
Provide More/Better Career Counseling	11	17.7	7	12.5
Provide More/Better Campus Child Care	1	1.6	5	8.9
Increase/Improve Personal Counseling	3	4.8	1	1.8
Provide More/Better On-Campus Housing	2	3.2	2	3.6
Provide More/Better Academic Advising	21	33.9	17	30.4
PROGRAM AREA:				
Offer Greater Variety Degree Programs	13	21.0	7	12.5
Improve Quality of Instruction	10	16.1	8	14.3
Hire Better Faculty	9	14.5	6	10.7
ACCESS FACTORS:				
Schedule More Evening Classes	6	9.7	4	7.1
Schedule More Weekend Classes	2	3.2	2	3.6
Offer Summer Courses at Regular Fees	19	30.6	28	50.0
Provide More Off-Campus Classes	1	1.6	3	5.4
Improve Access to Computer Terminals	3	4.8	6	10.7
Improve Information On Financial Aid	9	14.5	5	8.9
Increase Availability of Financial Aid	18	29.0	17	30.4
Make Financial Aid Processing Easier	11	17.7	6	10.7
Improve the Parking Situation	28	45.2	15	26.8

service areas, instructional program areas, or access factors. Respondents were instructed to select up to three of these fifteen factors if they felt that the campus was not already doing everything it could to facilitate their educational progress.

Both low and high achieving respondents indicated that career counseling and advising services were the two areas within student affairs services that were most in need of improvement; unfortunately this question did not make the distinction between career and advising services handled by faculty and the corresponding office within the Division of Student Affairs (see Tables 48 and 49). The perceived need for improvement in advising reflects the earlier findings for the entire SNAPS sample of 993 respondents (see Chapters 4 and 7).

With respect to instructional program areas, approximately one quarter of the low achieving respondents perceive the need for CSUF to provide a greater variety of degree programs. When this perception is considered in conjunction with the expressed need for better academic advising and to a lesser extent better career counseling, the perceptive educator will begin to ask a number of questions not directly addressed by SNAPS. Is it possible that CSUF undergraduates are really expressing a need for assistance in the selection of a major? Is it possible that low achieving students in particular have not identified sources of assistance in selecting an academic major that already exist on campus? Do faculty, career counseling professionals, and academic advisors emphasize this aspect of the undergraduate experience to the degree that SNAPS respondents indicate is potentially of importance to them? These are questions that could be part of a future research agenda that address undergraduate attitudes and needs.

Summary:

SNAPS respondents were given the opportunity to voluntarily provide their student identification number on the survey instrument. At CSU, Fresno, valid identification numbers were obtained for 310 (31.22 percent) of the respondents. The proclivity to volunteer student identification number was highest among freshmen and lowest among graduate students. While it could be argued that this is simply a consequence of maturing, the fact that the disclosers were only six months younger on the average than the nondisclosers suggests other factors at work. Disclosers were also overrepresented among females, Mexican-American and white students, students attending classes before 4:00 PM, and students engaged in any kind of community service work.

Respondents willing to disclose their identification number expressed greater overall satisfaction with their campus experience than did the nondisclosers, but the magnitude of this difference was not large. Participation in co-curricular activities is significantly related to willingness to disclose student identification number. These findings are important in the construction of future student attitude measures at CSU, Fresno.

Comparisons were made between a nonrepresentative subsample of low and high achieving SNAPS respondents as measured by the Spring 1989 grade point average. On the average, low achieving students spend 10.7 more hours per week than the high achieving students on campus outside of class, at work, and in the performance of community service activities. More often than not the low achieving student dropped a class at some point after the regular drop date for Spring 1989. High achieving students more likely rely upon the university catalog or departmental advising centers while low achieving students rely upon their fellow students for academic advising; both groups consult with faculty. Finally, high achieving respondents were much more likely than low achieving respondents to indicate that provision of a summer term at regular fees would facilitate their educational progress.

CHAPTER 9

STUDENT COMMUNITY SERVICE

One of the purposes of the 1989 Student Needs and Priorities Survey was to establish a baseline of student participation in public service. This chapter will review the background establishing the California State University Human Corps, review the system findings with respect to CSU student participation in community service activities, examine the agencies or organizations where CSU, Fresno are presently performing community service activities, take a look at the relationship between different incentives and student participation in community service, and finally report student perceptions of the impact of their experiences upon attitudes toward the broader community.

Background Leading to Creation of the Human Corps

In 1987 the California Legislature passed AB 1820 to encourage the California State University and the University of California to expand student participation in community service activities. The bill, which was written by Assemblyman Vasconcellos, was intended to accomplish all of the following: (1) Complete the college experience by providing students an opportunity to develop themselves and their skills in real-world learning experiences; (2) To help nurture a sense of human community and social responsibility in college students; (3) Invite the fullest possible cooperation between postsecondary education institutions, schools, public, private, and nonprofit agencies, and philanthropies to plan, fund, and implement expanded opportunities for student participation in community life through public service to organized programs; (4) To substantially increase college student participation in community services by June 30, 1993, with the ultimate goal of 100 percent participation.

In order to implement the goals of the legislation, the bill went on to state "full-time students...shall be strongly encouraged and expected, although not required, to participate in the Human Corps by providing an average of 30 hours of community service each academic year. The segments shall determine how to encourage and monitor student participation. The segments are strongly encouraged to develop flexible programs that permit the widest participation by part-time students and others for whom participation may be difficult due to financial, academic, personal, or other considerations." Various reports to the legislature were specified, and by 1994 the bill implies that additional legislation may be enacted to make the program mandatory if the current efforts do not significantly increase student participation in public service.

In response to the legislation, Chancellor Reynolds created the CSU Human Corps Task Force and charged it with recommending ways in which the CSU might expand student participation in public

service. One of the early recommendations of the Task Force was that accurate baseline data of student participation in community service activities should be established in order to monitor progress toward increased participation in subsequent years.

The Task Force decided that it would be cost effective and practical to merge a survey of student participation in community service with the Student Needs and Priorities Survey of 1989. Besides eliminating the need for a separate survey, this approach had the advantage that student responses to community service items could be linked to other data elements that are not available in any other way. A report entitled Survey of Student Participation in Community Service 1988 was issued in December, 1989, and presented to the CSU Trustees at their January 1990 meeting. The section that follows summarizes the major findings outlined in that report.

A Summary of CSU System Findings

Principal findings, which are covered in more detail in the system report Survey of Student Participation in Community Service 1988, related to the community service questions portion of the SNAPS survey include:

(1) The overall proportion of SNAPS respondents reporting some form of community service during calendar year 1988 was 31.8 percent.

(2) Respondent subgroups reporting a higher participation rate than the overall rate of 31.8 percent included part time students (six units or less); graduate students; students enrolled in education, interdisciplinary studies, social/behavioral science, and professional/technical majors; women; older students; and students with many dependents.

(3) Respondent participation in community service appears unrelated to financial need.

(4) Respondents participating in community service were more likely than nonparticipants to rate personal convictions as an important motivation.

(5) Course requirements related to their majors and career preparation were viewed by both current volunteers and nonparticipants in community service as powerful incentives for promoting community service activities among college students.

(6) Students participating in community service during 1988 most often reported working for private nonprofit organizations, religious organizations, or the public schools. Many student volunteers reported working for more than one agency.

(7) Tasks most often performed in doing community service work included instruction, fund raising, counseling, recreation, administration or office work, and public relations. Participants more often than not reported performing more than one type of work.

(8) Almost two thirds of respondents indicating participation in community service activities did so without any kind of academic or financial incentives.

(9) Opportunities to earn course credit for their efforts were more readily available to upper division and graduate students than to lower division students.

(10) Collectively, it is estimated that 114,000 CSU students contributed 30 million hours of community service in 1988. The average participant contributed 270 hours.

(11) There appears to be a direct relationship between the number of hours worked per week and a student's positive perception that the work contributed to an understanding of his or her course work.

(12) In general student volunteers agree that their

TABLE 51

COMMUNITY SERVICE PARTICIPATION IN 1988 BY SUBGROUPS OF CSU,FRESNO SNAPS RESPONDENTS

	Respondents Participating	
	Number	Percentage
TOTAL PARTICIPATING	354	36.5 *
PARTICIPATION BY CLASS LEVEL:		
Freshmen	27	28.4
Sophomore	51	31.3
Junior	97	32.8
Senior	134	41.9
Graduate	45	47.9
PARTICIPATION BY SEX:		
Male	136	33.3
Female	218	39.0
PARTICIPATION BY AGE GROUP:		
Up to 19	48	31.2
20 to 29	221	35.6
30 and Up	85	43.8
PARTICIPATION BY CSUF SCHOOL:		
Agriculture	23	43.4
Arts & Humanities	57	43.2
Business	75	33.9
Education	83	33.9
Engineering	2	8.0
Health	33	35.9
Natural Sciences	29	31.2
Social Sciences	29	34.5
Undeclared	18	29.0
PARTICIPATION BY ETHNICITY:		
American Indian	6	75.0
Black	11	42.3
Mexican American	58	36.3
Central American	0	0.0
South American	1	33.3
Other Hispanic	5	[illegible]
Chineese	2	[illegible]
Japanese	7	63.6
Korean	2	100.0
Southeast Asian	8	25.8
Other Asian	3	18.8
Pacific Islander	1	33.3
Filipino	4	40.0
White	219	36.3
Decline to State	9	33.3
PARTICIPATION BY UNIT LOAD:		
Up to 6 Units	25	32.5
7 to 11 Units	33	41.8
12 or More Units	295	36.3

* Based upon 970 respondents answering this item.

community service work made them more sensitive to the problems of others and contributed to a belief that they could have an effect on social problems. Again, the most positive attitudes were expressed by those participants contributing the most hours per week to community service activates.

PARTICIPATION IN COMMUNITY SERVICE BY CSU, FRESNO STUDENTS

A total of 354 of 993 CSU, Fresno SNAPS respondents reported participation in some form of community service activity during 1988. The resultant participation rate of 36.5 percent compares quite

favorably with the overall CSU participation rate of 31.8 percent. CSU, Fresno, students also, on the average, contributed more total time on an annual basis to their community service activities than did participants for the system as a whole - 276 hours compared with 270 hours. Variation in the participation rate among student subgroups is summarized in Table 51 and Figures 10 to 13. In addition to being interesting in their own right, differences in participation by student subgroups are important to policy considerations by campus Human Corps task forces and to those responsible for planning curriculum.

Table 51 summarizes the participation rate for various subgroups of CSU, Fresno SNAPS respondents. Variations in student participation in community service activities closely parallel the CSU findings discussed above. With respect to class level, it is interesting to note that respondents report increasing involvement with community service with each passing year in college; the greatest increase occurs between the junior and senior years. Participation rate by gender and age group shows the same variation characteristic of the systemwide results with females and older students participating at a higher rate than males and younger students. The participation rate by CSUF school shows that respondents in the School of Engineering participated least (8.0 percent) and respondents in the School of Agriculture participated at the highest rate (43.4 percent). The breakdown by ethnicity should be regarded as tentative at best due to the small number of respondents represented in most of the categories; however, among the major ethnic groups Blacks participated at the highest rate and the participation rate for Mexican Americans and whites was identical.

Community Service by CSUF School
Participants & Nonparticipants

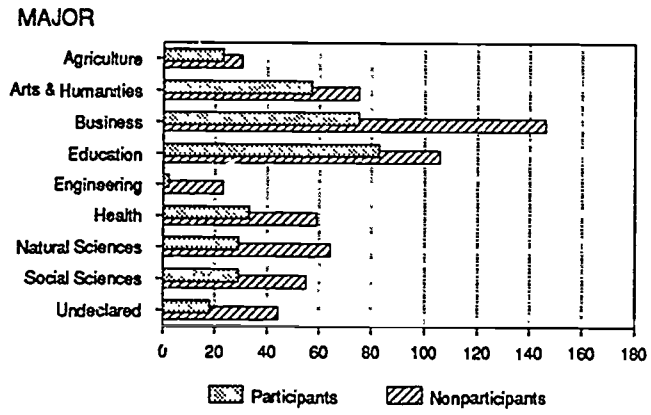


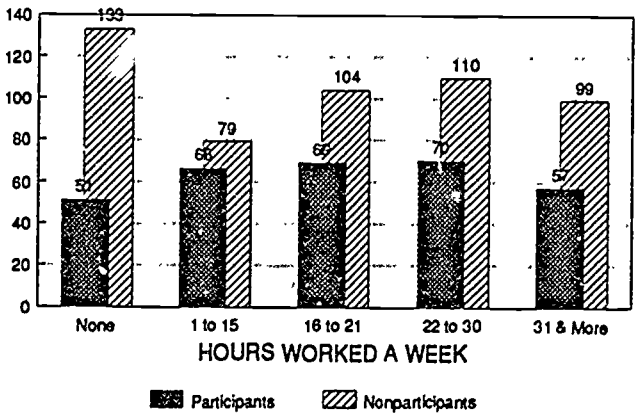
Figure 10

Figure 10 presents in graphical format the participation rate by CSUF school affiliation of SNAPS respondents. The observation made in the system report that incentives must be found to increase the participation rate for undeclared majors and students in technical fields such as engineering appears applicable to SNAPS respondents in Fresno.

Is there a relation between the number of hours a student works per week and his or her participation or nonparticipation in community service? The data do not lend themselves to a definitive answer to this question since many students are financially compensated for their community service work. Figure 11, however, suggests that students working between one and fifteen hours per week are most likely to participate. Students working sixteen or more hours per

Figure 11

Community Service by Work Schedule
Participants & Nonparticipants



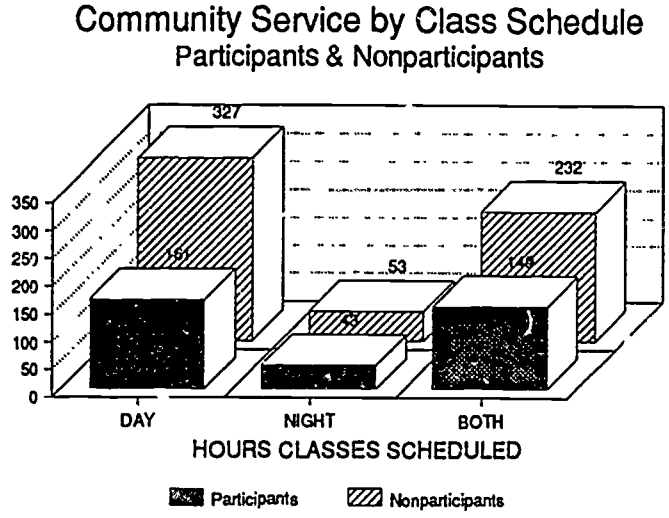


Figure 12

week participate at a lower rate. The most significant finding here is that students not working at all participate in community service a at rate significantly lower than any other group. Thus the group that logically would have the most free time participates the least.

Figure 12 shows the number of participants and nonparticipants in community service by class schedule. While evening students (those taking only classes that meet after 4:00 PM) comprise the smallest group of respondents, their participation rate is the highest (44.79 percent). Respondents taking classes during both the day and evening participate at a rate of 39.11 percent, and respondents taking classes only during the day participate at a rate of 32.99 percent.

Figure 13

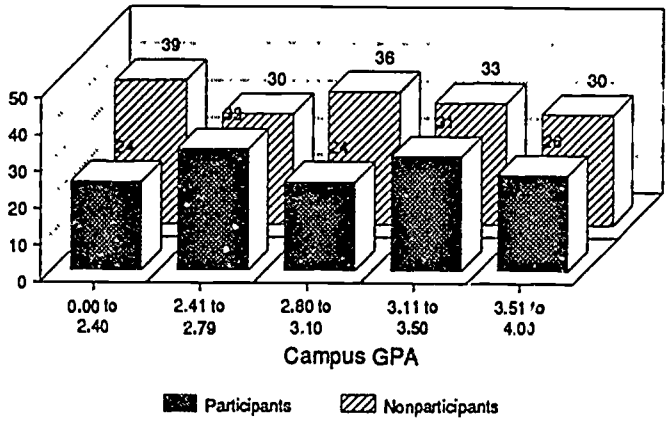


Figure 13 examines participation and nonparticipation in community service activities as a function of a respondent's campus grade point average. Please recall that GPA is available only for a subset of respondents who voluntarily furnished their student identification number while completing the SNAPS questionnaire. Within the limitations of the data, it appears that students in the 2.41 to 2.79 GPA range participate at the highest rate, and students with a GPA below 2.41 participate the least.

Student Motivations

Both participants and nonparticipants in community service activities were asked to rate the importance of six reasons or motivations for performing community service. Table 52 summarizes these perceptions, and it is immediately apparent that statistically significant differences exist between community service participants and nonparticipants at CSU, Fresno.

Nonparticipants indicated that financial reward and community service as part of a course requirement within a student's major are important incentives in motivating community service. On the other hand, participants felt that personal convictions and personal enjoyment were more important incentives than did nonparticipants. Both groups indicated that career preparation was an important incentive and that performing community service as a part of a course requirement outside a student's major was a relatively unimportant motivator.

Some tentative conclusions about motivation may be drawn from this data. First, it appears that including community service

TABLE 52

PERCEIVED IMPORTANCE OF REASONS FOR PERFORMING COMMUNITY SERVICE AMONG CSU, FRESNO SNAPS RESPONDENTS

Reason	Percent Important or Very Impt. and Mean Response				
	Participants		Nonparticipants		
	%	Mean	%	Mean	F
Financial Reward	32.1	2.7	46.5	3.2	32.7 **
Personal Convictions	84.2	4.3	73.1	4.0	17.3 **
Course Requirement in Major	57.8	3.5	73.6	3.9	24.6 **
Course Requirement Outside Major	21.2	2.6	23.0	2.7	3.9 *
Career Preparation	80.1	4.1	82.5	4.1	1.9
Personal Enjoyment	83.7	4.2	72.6	3.9	18.5 **

* $p < .05$ ** $p < .01$

as a component of course work is likely to be effective only if it is related to the potential volunteer's major or career preparation. It was shown above that lower division students and undeclared majors participate in community service activities at a lower rate than other students, so motivating these students to participate may be difficult if the incentive is tied to course work. On the other hand, personal convictions and enjoyment seem to be the most powerful incentives overall, so experiences that allow younger students to experience a sense of community and to express their idealism may be potent incentives.

Agencies and Types of Work Performed by CSU, Fresno Respondents

Table 53 shows the type of agencies and organizations for which CSU, Fresno student volunteers performed their community service activities. Respondents were asked to indicate all types of organizations for which they performed any community service during 1988 and to mark the one type or organization for which they performed the most service. The data in Table 53 indicate that among CSUF respondents performing community service during 1988, the average student either

TABLE 53

AGENCIES OR ORGANIZATIONS FOR WHICH CSUF SNAPS RESPONDENTS PERFORMED COMMUNITY SERVICE

Type Agency or Organization	Performed Any Service		Performed Most Service	
	N	% of Responses	N	% of Respondents
A CSU Campus	101	13.8	41	11.2
Another College	19	2.6	8	2.2
Government Agency	46	6.3	31	8.5
Medical Care Facility	57	7.8	29	8.0
Advocacy Orgnization	41	5.6	15	4.1
Nonprofit Agency	117	16.0	56	15.3
Private for Profit	20	2.7	8	2.2
K-12 School	87	11.9	52	14.3
Preschool	19	2.6	5	1.4
Individual Effort	53	7.3	17	4.7
Religious Group	116	15.9	79	21.6
Other Organization	54	7.4	24	6.6
Total	730	99.9	365	100.1

Note: Collectively 365 of 993 SNAPS respondents at CSU, Fresno performed some kind of community service in 1988. 730 agencies or organizations received help from these 365 students.

TABLE 54

TYPES OF COMMUNITY SERVICE PERFORMED BY CSUF SNAPS RESPONDENTS

Type of Service Peformed	Performed Any Service N	Performed Any Service % of Responses	Performed Most Service N	Performed Most Service % of Respondents
Administrative or Clerical	70	8.1	19	5.3
Public Relations	95	11.0	30	8.4
Computer Related	22	2.6	5	1.4
Consulting	14	1.6	5	1.4
Counseling	78	9.0	36	10.0
Fine Arts Activities	36	4.2	14	3.9
Fund Raising	132	15.3	58	16.2
Grant Writing	4	.5	2	.6
Instruction	83	9.6	49	13.7
Manual Labor	54	6.3	18	5.0
Medical-Health Education	28	3.2	15	4.2
Political Advocacy	23	2.7	9	2.5
Recreation	100	11.6	41	11.4
Social Work	56	6.5	15	4.2
Other	68	7.9	43	12.0
Total	863	100.1	359	100.2

Note: 369 of 993 SNAPS respondents reported performing one or more types community service during 1988. The average respondent did 2.4 distinct types of work for one or more agencies or organizations.

worked for exactly two organizations or else was engaged in work sponsored by two organizations.

Half of the respondents performed most of their community service with only three types of agencies: nonprofit organizations, K-12 schools, and religious groups. The ten percent of respondents indicating that their service was an "individual effort" or via an "other organization" constitute an ambiguity that deserves further investigation. If the intent of the legislation to involve all students in volunteer community service by 1993 is to be realized, a great deal of coordination between campuses and community service agencies will be required to manage the influx of new student volunteers. This planning and coordination is essential if the experience is to be meaningful to the student and helpful to the agency or organization.

Table 54 indicates the types of community service work performed by CSU, Fresno SNAPS respondents. Once again respondents were asked to check all types of work performed in 1988 as well as the single type of work in which most of his or her effort was concentrated. Fund raising, recreation, and public relations were the three types of work that received the highest percentage of volunteers from CSUF. However, students performed most of their service in fund raising, instruction, other, and counseling activities. The type of work performed reflects both the skills of the volunteer and the opportunities available in the community. Thus, as students progress through their college careers they are likely to gravitate from fund raising and recreation activities to instruction and counseling. Given that certain majors lend themselves more readily to community service activities that require a higher level of skill, a key task for future planning by both campus and agency personnel interested in student volunteerism lies in the provision of challenging tasks for students in academic majors not so directly related to community service.

Incentives and Staying Power

Perceived reasons for performing volunteer community service were discussed above. It was shown that volunteers and nonparticipants in community service activities have quite different perceptions as to the efficacy of different incentives for engaging in this work. A separate but

TABLE 55

NUMBER OF COMMUNITY SERVICE VOLUNTEERS AND TOTAL HOURS CONTRIBUTED IN 1988 BROKEN DOWN BY TYPE INCENTIVE OFFERED

Type Incentive	Volunteers N	Volunteers %	Total Hours Contributed N	Total Hours Contributed % of Total
Course Credit	24	7.3	9,312	10.3
Credit and Money	8	2.4	3,840	4.3
Credit and Recognition	12	3.7	4,764	5.3
Credit, Money, and Recognition	6	1.8	4,248	4.7
Pure volunteer	152	46.3	24,928	27.6
Money Only	35	10.7	15,750	17.4
Recognition Only	65	19.8	12,935	14.3
Money and Recognition	26	7.9	14,586	16.1
Total	328	99.9	90,363	100.0

related question is what incentives or combination of incentives are most effective in encouraging continued work by the student volunteer.

The SNAPS questionnaire permitted a rough computation of the number of hours that the respondent devoted to community service during 1988. Although seven percent of the 354 respondents indicating that they had performed some service in 1988 failed to answer one or more of the questions needed to compute hours contributed, Table 55 shows that there is significant variation in the percent of volunteers and the total number of hours contributed for each type of incentive avail able.

In the aggregate CSU, Fresno respondents contributed a total of 90,353 hours to community service activities in 1988. Given that the SNAPS Survey was a random sample of approximately five percent of the students enrolled in Spring 1989, this means that collectively it can be estimated that the CSU, Fresno, student body contributed approximately 1.8 million hours of community service during calendar year 1988.

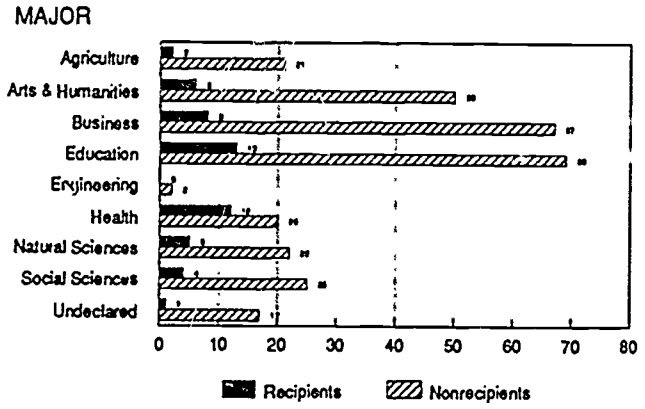
Table 55 shows that course credit, money, and recognition are powerful reinforcers for stimulating community service among students. While the "pure volunteers" (those not receiving any money, course credit, or public recognition) accounted for 46.3 percent of all volunteers, their number of hours contributed was only 27.6 percent of the total. At the other extreme the 1.8 percent of respondents indicating receipt of all three incentives accounted for 4.7 percent of all hours worked. Another way of viewing this difference is to compare the average number of hours worked during 1988 by each group - 164 for the pure volunteers and 708 hours for the students receiving all three incentives.

In order to stimulate student volunteerism in the future campuses may very well offer more course credit for community service. Figure 14 shows the number of SNAPS respondents receiving credit for their volunteer work by CSUF school. For 1988 at least it appears that students in the School of Health and Social Work were more likely to receive course credit for their efforts than were students in other divisions of the university.

Figure 14

Course Credit by CSUF School

Recipients & Nonrecipients



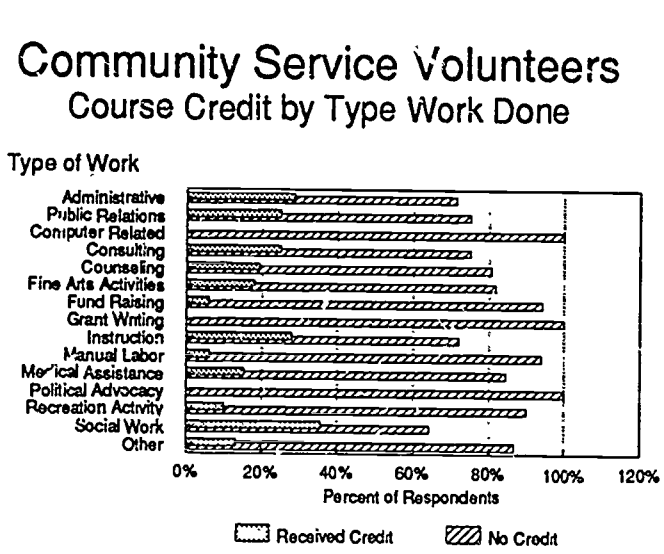


Figure 15

Figure 15 indicates that students doing social work were most likely to receive course credit. Public relations, consulting, counseling, and instruction are other types of community service activities for which respondents were most likely to receive course credit. The data in Table 55 and Figures 14 and 15 indicate that only about fifteen percent of respondents reported receiving credit for their community service activities. If the campus is interested in expanding student volunteerism in the future, appropriate course credit incentives need to be devised.

Student Assessment of Their Community Service Experience

Implicit in the legislation establishing the Human Corps were goals related to desired outcomes. Stimulation of increased numbers of students in the performance of community service activities is the primary objective. Since the purpose of the current survey was to establish a baseline of student participation, it will be several years before it can be determined whether or not this goal has been achieved.

A second goal of the legislation is to increase the sensitivity of the student volunteers to the problems of others. Table 56 indicates that for the most part this goal is being achieved. The vast majority of student participants in community service activities reported that they had in fact increased their sensitivity to the problems of others as a result of their 1988 experiences. As might be expected, students performing counseling, instruction, and social work were most likely to express this sentiment. Somewhat surprising is the

TABLE 56

EFFECT TYPE OF COMMUNITY SERVICE HAD UPON VOLUNTEERS' INCREASED SENSITIVITY TO THE PROBLEMS OF OTHERS

Type of Community Service	Respondents N	Respondents %	Mean Response*
Administrative or Clerical	13	4.2	3.3
Public Relations	20	6.5	3.4
Computer Related	4	1.3	2.8
Consulting	4	1.3	2.8
Counseling	31	10.0	3.8
Fine Arts Activities	11	3.6	3.5
Fund Raising	50	16.2	3.4
Grant Writing	2	0.7	4.0
Instruction	45	14.6	3.5
Manual Labor	16	5.2	3.4
Medical Assistance	13	4.2	3.2
Political Advocacy	8	2.6	3.4
Recreation Activities	40	12.9	3.5
Social Work	14	4.5	3.6
Other	38	12.3	3.6
Totals	309	100.1	3.5

* Responses distributed on a four point Likert Scale defined as follows:
1 = Not at All; 2 = Not Much; 3 = Some; 4 = A Great Deal.

TABLE 57

EFFECT TYPE OF COMMUNITY SERVICE HAD UPON VOLUNTEER'S PERCEPTION OF THEIR ABILITY TO EFFECT SOCIAL PROBLEMS

Type of Community Service	Respondents N	Respondents %	Mean Response*
Administrative or Clerical	13	4.2	3.2
Public Relations	20	6.5	3.0
Computer Related	4	1.3	3.0
Consulting	4	1.3	3.3
Counseling	31	10.1	3.5
Fine Arts Activities	11	3.6	3.1
Fund Raising	50	16.2	3.1
Grant Writing	2	0.7	3.0
Instruction	45	14.6	3.1
Manual Labor	15	4.9	2.7
Medical Assistance	13	4.2	2.8
Political Advocacy	8	2.6	3.4
Recreation Activities	40	13.0	3.1
Social Work	14	4.6	3.5
Other	38	12.3	3.2
Totals	308	100.1	3.1

* Responses distributed on a four point Likert Scale defined as follows:
1 = Practically Never; 2 = Very Seldom; 3 = Yes, Some of the Time;
4 = Yes, Most of the Time.

finding that the two students engaged in grant writing also felt that their sensitivity had increased a great deal as a result of their work. Respondents performing computer related tasks or doing consultation were less likely to report an increase in sensitivity.

A third goal of the Human Corps is to empower participants with a sense that their efforts can and do have a positive effect upon social problems. Table 57 indicates that this goal too is being realized. Student participants collectively reported that some of the time or most of the time they can have an effect. Once again their perception is somewhat filtered by the type of community service performed. Thus, students doing counseling,

TABLE 58

EFFECT TYPE OF COMMUNITY SERVICE HAD UPON VOLUNTEER'S UNDERSTANDING OF THEIR COURSE WORK

Type of Community Service	Respondents N	Respondents %	Mean Response*
Administrative or Clerical	14	4.6	2.9
Public Relations	19	6.2	2.7
Computer Related	4	1.3	3.0
Consulting	4	1.3	3.5
Counseling	31	10.1	3.2
Fine Arts Activities	11	3.6	2.5
Fund Raising	49	16.0	2.4
Grant Writing	2	0.7	1.5
Instruction	45	14.7	3.1
Manual Labor	16	5.2	2.4
Medical Assistance	13	4.3	3.2
Political Advocacy	8	2.6	2.8
Recreation Activities	39	12.8	2.8
Social Work	14	4.6	2.9
Other	37	12.1	2.9
Totals	306	100.1	2.8

* Responses distributed on a four point Likert Scale defined as follows:
1 = Not at All; 2 = Not Much; 3 = Some; 4 = A Great Deal.

political advocacy, and social work were most likely to express this sentiment while students doing manual labor were much less likely to do so.

Finally, the legislation was aimed at helping students have a "real world learning experience". Respondents were asked how much their community service experience contributed to an understanding of their course work. These results are summarized in Table 58. In general the most positive sentiments were expressed by those respondents who contributed the most hours per week and who had progressed the farthest academically. Students doing counseling in the community were most likely to report that their community service helped them to understand their course work.

Community Service and Student Organizations

So far this chapter has developed the topic of student participation in community activities as an individual effort. Historically, however, students have contributed a great deal to their communities through various campus organizations. Perhaps the best know example of this effort is the work of the social fraternities and sororities. At CSU, Fresno one fraternity currently has "adopted" a two mile stretch of freeway and has agreed to keep it liter free for the next two years. Another fraternity conducts a track meet complete with trophies and food treats for the inmates of Fresno County Juvenile Hall.

The potential of student organizations should not be overlooked by the architects of the Human Corps. Students who tend to be somewhat shy, modest, or reluctant to participate in certain types of community service activities on an individual basis may be more than willing to become enthusiastic participants as part of a student group.

Conclusions

The Human Corps is a long term project of interest both to the academic community and the state legislature. Collectively, students are currently contributing well in excess of the minimum number of hours specified in the enabling legislation, but most of the work is being done by relatively few students. It appears that most students will initially volunteer for community service activities out of personal conviction or because of personal enjoyment; but the incentives of course credit, money, or public recognition are powerful tools that sustain their initial enthusiasm.

Demographic differences between current participants and nonparticipants in community service suggest that ways must be found to encourage younger students and students in certain majors to volunteer their time. Enthusiasm for community service work seems to increase with the number of hours contributed per week and with perceived relevance of the work to the student's curriculum. Finally, reluctance to participate might be mitigated by providing organized student groups with opportunities for community service.

CHAPTER 10

SUMMARY AND CONCLUSIONS

CSU, Fresno is one of eighteen California State University campuses that participated in the 1989 Student Needs and Priorities Survey. This campus report was written to disseminate the principal system findings, compare system and campus results, and study topics of local interest. This final chapter will summarize the findings and will suggest some directions that future research in the area of student attitudes and opinions on our campus might take.

Major Themes

➤ SNAPS respondents overwhelmingly indicated that academic concerns related to classroom instruction, faculty contact, and program availability and reputation rated ahead of anything else in a list of 32 educational priorities.

➤ Among a list of eighteen possible reasons for choosing this university, CSUF students most often cited availability of a particular major, low cost, and convenience.

➤ Respondents in both the campus and system samples expressed consensus concerning life goals, degree objectives, and the fundamental reasons for attending college. social or demographic influences produced a large number of differences among student groups in educational priorities and campus choice decisions.

➤ Global satisfaction with their overall campus experience increased from 70.2 percent in 1984 to 78.3 percent in 1989 among Fresno respondents.

➤ Although the highest percentage of CSU respondents reported inability to communicate subject matter as the major reason for poor instruction, Fresno respondents most frequently chose lack of enthusiasm for teaching.

➤ Among thirty-two instructional, academic support, and student services factors ranked among the top ten in importance but not among the top ten in quality by Fresno students were intellectual stimulation by faculty, academic advising services on campus, and convenience of class scheduling.

➤ Among system respondents Asian students displayed the most consistent and pervasive sense of dissatisfaction among all student sub-groups. Their above-average negative assessments cut across all issue areas - faculty, instruction, advising, student services, and campus social life.

➤ In general Fresno students expressed higher satisfaction with the thirty-two factors listed on the survey than did CSU respondents as a whole. This was particularly noticeable among library collections, library services, tutoring and basic skill

services, and many of the student service factors.

➤ Both system and Fresno students cited personal as opposed to institutional factors as potential reasons for students leaving college. A much higher percentage of Fresno students (58.5) than system respondents (44.0) cited financial problems as probable reasons for leaving.

➤ Consensus seems to exist among all groups that class scheduling, parking, and academic advising are the three areas that our campuses might focus its energies upon to improve student retention.

➤ Ethnic minorities, particularly recent immigrants to the United States, indicated the greatest need for advising, tutoring, financial aid, housing, social activities, and most other forms of student services.

➤ Substantially more Fresno than system respondents report spending ten or more hours per week on campus outside of class.

➤ Students taking classes after 4:00 PM report that provision of additional evening, weekend, and off-campus classes are areas that the campus could give greater attention to in the future.

➤ Respondents attending the class sampled at the CSU/COS center report convenience of class scheduling as the single most important item of a list of 32 programs and services offered by the university. These students also rate the quality of library collections significantly lower than main campus respondents and report more concern about the variety of courses offered.

➤ Respondents are in general agreement about both the importance and relatively low quality of academic advising. The high proportion of freshmen and respondents not in good academic standing who report insufficient information to rate the quality of advising services suggests that the groups most in need of advising are not receiving it. There is also evidence that students rely too much upon word of mouth advising from their peers.

➤ A comparison of a low achieving and a high achieving subsample of the respondents disclosed that on the average low achieving students spend more time on campus outside of class, work more hours per week, are more likely to rely upon fellow students for academic advising, and are more likely to be involved in some form of community service.

➤ Students initially volunteer for community service activities out of personal conviction or because of personal enjoyment, but course credit, money, and public recognition are powerful tools that sustain this initial enthusiasm. While the current level of student volunteerism is quite high, most of the work is being done by relatively few students.

CONCLUSIONS

Given the wide range of responses available to SNAPS respondents and the diversity of student groups served, it is remarkable the consensus that is apparent in the results. While there is enough variation among campuses and among student groups to have definite policy implications, it is clear that CSU students are much more alike than they are different. A second major conclusion that can be derived from the system findings is the relatively narrow socioeconomic spectrum from which the CSU student population is drawn; despite the impressive diversity of campus environments, student ages, and ethnic groups in the CSU system, the dominant socioeconomic pattern is considerably more homogeneous than might be expected.

With respect to CSU, Fresno, it is clear that this campus has more of the characteristics of the residential, undergraduate college than of the urban commuter campus. Students at Fresno assign more importance to most all aspects of the co-curriculum than is true on most other CSU campuses. Perhaps the nature of the Fresno area lends itself to more campus-centered life than would be true in many other communities. The absence of

professional sports has definite implications for town-gown ties, and students indicate that they are not as dissatisfied about parking as their peers on the urban campuses. On the other hand, CSU, Fresno respondents to SNAPS share concern about state-funded summer instruction and the nature and quality of academic advising that is the system findings. Somewhat disturbing is the finding that a much higher percentage of CSU, Fresno than system respondents indicated that financial problems may result in their leaving school.

The 1989 SNAPS survey established a base line in ascertaining student involvement in community service activities. Although students collectively are already contributing far in excess of the number of hours targeted by the Human Corps legislation, this work is primarily being done by relatively few students in a somewhat restricted range of majors. Given that some majors lend themselves to this type of work more readily than others, the challenge for the next few years seems to lie in two directions. First, definition and curriculum issues remain to be resolved as to what constitutes legitimate community service. Second, given the declining participation of government and other organizations in dealing with social problems, it may well be that instilling a "sense of community" may become a major goal of college and university education.

FUTURE RESEARCH

The three Student Needs and Priorities Surveys (1981, 1984, and 1989) are unique in that they constitute a random sample of student attitudes and perceptions across a variety of issues critical to the effective functioning of the California State University. Chapter 8 is an initial attempt to link this attitudinal information to traditional measures of student demography and outcomes (grades and test scores) available elsewhere. The relationship between attitudes and outcomes is complex and often subtle, but future research directed at reducing attrition might profitably be in this direction.

Some specific questions to address at Fresno might include:

1. Is there any relationship between perceived financial difficulty and ultimate persistence to degree completion?

2. Do the minority of students not reporting overall satisfaction with their global campus experience have an attitudinal set which sets them apart from other students?

3. What are the perceptions of recent alumni with respect to the importance and quality of various aspects of their campus program?

4. What is the campus not doing (e.g. an honors program or residential-based advising) that would make it more attractive to current or potential students?

5. What are the characteristics of students who withdraw during the semester or who fail to return to campus after a reasonable length of time?

6. Is there a link between academic difficulty and source of academic advising?

Finally, to repeat a point made in the system report, students in general choose to attend a CSU campus for reasons of cost, convenience, and academic reputation; it they choose to leave, they often do so for the same reasons. Perhaps it would not be in the best interests of either the individual student or the campus to attach undue significance to leaving college in view of the many, lifelong opportunities available for further education today. In the long run attempting to be all things to all people is probably less constructive than learning to do better what we already do well.

APPENDIX A

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APPENDIX B

DEPARTMENTAL AFFILIATIONS OF CLASS SECTIONS SAMPLED BY LEVEL OF INSTRUCTION AND TIME OF CLASS MEETING

DEPARTMENTAL AFFILIATION	LOWER DIVISION DAY	LOWER DIVISION EVENING	UPPER DIVISION DAY	UPPER DIVISION EVENING	GRADUATE DIVISION DAY	GRADUATE DIVISION EVENING
Agriculture, Enology, Food Science & Nutrition	1					
Biology			1			
Business:						
Accountancy		1				
Finance & Law			2			
Information Systems		1	1			
Management & Marketing			1	1		
Graduate Program						1
Chicano Latino Studies			1			
Criminology			2	1		
Economics	1					
English	3		6			
Ethnic Studies		1				
Geology	1					1
Health Science	1					
Humanities	1					
Journalism			1			
Linguistics			1			
Mass Communications						1
Mathematics	1				1	
Natural Science	1					
Philosophy	1		1			
Plant Science			1			
Psychology	1		3			
Social Work				1		
Sociology	1					
Speech Communication						1
Teacher Education			1			1
Totals	13	3	22	3	1	5

THE CALIFORNIA STATE UNIVERSITY STUDENT NEEDS AND PRIORITIES SURVEY - 1989

This survey is being administered on CSU campuses for the purpose of identifying the changing needs of our students. Your cooperation in completing the questionnaire will help to improve the educational environment of this campus for you and your fellow students. Your responses to this questionnaire are strictly confidential and the data will be used for research purposes only. Thank you for helping to make this campus a better educational institution.

MARKING INSTRUCTIONS:

1) Fill the circle completely for the item which best reflects your experience, opinion or feelings.
2) Your response to each question in sequence is essential to the success of this study.
3) USE NO. 2 PENCIL ONLY. Thank you for your cooperation.

SAMPLE — Age: 20

Please do not mark in this box

17313

Campus Code

1 Including the present one, how many years have you been enrolled at this campus?

2 When you first enrolled at this campus, were you:

- ○ A new freshman
- ○ A transfer student from a community college
- ○ A transfer student from another four-year college
- ○ A graduate or post-baccalaureate student

3 How many units are you taking this term?

4 Based on the number of academic units already completed at this time, what is your present class level in college?

- ○ Freshman (0-44 quarter units) (0-29 semester units)
- ○ Sophomore (45-89 quarter units) (30-59 semester units)
- ○ Junior (90-134 quarter units) (60-89 semester units)
- ○ Senior (135+ quarter units) (90+ semester units)
- ○ Graduate. Postbaccalaureate

5 What is your major?

6 How old were you on your last bithday?

7 How many years have you lived in the United States?

8 What is your gender?

- ○ Male
- ○ Female

9 What is your racial or ethnic group (Mark only one)

- ○ American Indian
- ○ Black, Non-Hispanic
- ○ Chicano, Mexican-American
- ○ Central American
- ○ South American
- ○ Other Hispanic
- ○ Chinese
- ○ Japanese
- ○ Korean
- ○ Southeast Asian
- ○ Other Asian
- ○ Pacific Islander
- ○ Filipino
- ○ White, Non-Hispanic
- ○ Other
- ○ Decline to state

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APPENDIX C

PLEASE DO NOT MARK IN THIS BOX . .

10 Are you a United States citizen?

- ( ) Yes
- ( ) No. I am a permanent resident.
- ( ) No. I am a foreign, visa student.

11 If you are currently employed, how many hours, on average, do you work in a week?

(0)	(0)
(1)	(1)
(2)	(2)
(3)	(3)
(4)	(4)
(5)	(5)
(6)	(6)
	(7)
	(8)
	(9)

12 On an average day, how long does it take you to commute to the campus (from your usual point of origin)? Do not count the time it takes to park and get to class.

- ( ) I do not commute, I live on or within walking distance of the campus
- ( ) Fewer than 15 minutes
- ( ) 15-29 minutes
- ( ) 30-44 minutes
- ( ) 45 minutes to one hour
- ( ) Longer than one hour

13 In an average WEEK, about how many hours do you spend on campus OUTSIDE OF CLASS, excluding the time spent in dorms? Be sure to include all forms of social, academic or employment activity (e.g., time in the Library; computer and science labs; student union; food service areas; P.E. and recreational facilities; campus administrative offices such as admissions and financial aid; art, theaters, music, and media facilities; the campus lawn and grounds).

Average Hours Per Week

(0)	(0)
(1)	(1)
(2)	(2)
(3)	(3)
(4)	(4)
(5)	(5)
(6)	(6)
(7)	(7)
(8)	(8)
(9)	(9)

14 Please rate the importance of each of the following factors in influencing your decision to attend THIS particular university.

	Very Important	Important	Somewhat Important	Not Very Important	Not Important At All
ACCESS					
Convenience; close to home or work	(V)	(I)	(S)	(N)	(A)
Availability of on-campus child care	(V)	(I)	(S)	(N)	(A)
Convenient public transportation to school	(V)	(I)	(S)	(N)	(A)
Opportunity to work on campus	(V)	(I)	(S)	(N)	(A)
	(V)	(I)	(S)	(N)	(A)
PROGRAMS/REPUTATION					
Recommendations from family, friends, alumni	(V)	(I)	(S)	(N)	(A)
Availability of a particular major	(V)	(I)	(S)	(N)	(A)
Reputation of athletic programs	(V)	(I)	(S)	(N)	(A)
General academic reputation of the school	(V)	(I)	(S)	(N)	(A)
Academic reputation of the campus in my major	(V)	(I)	(S)	(N)	(A)
Recommendations from school or college counselors	(V)	(I)	(S)	(N)	(A)
	(V)	(I)	(S)	(N)	(A)
FINANCES					
Low to moderate cost	(V)	(I)	(S)	(N)	(A)
Availability of financial aid	(V)	(I)	(S)	(N)	(A)
	(V)	(I)	(S)	(N)	(A)
ENVIRONMENT					
Chance to leave home	(V)	(I)	(S)	(N)	(A)
Availability of on-campus housing	(V)	(I)	(S)	(N)	(A)
Size of the campus	(V)	(I)	(S)	(N)	(A)
Overall appearance of the campus	(V)	(I)	(S)	(N)	(A)
Geographic setting of the campus	(V)	(I)	(S)	(N)	(A)
Ethnic composition of the student body	(V)	(I)	(S)	(N)	(A)

15 Many factors play a part in helping us achieve our educational goals. **ON THE LEFT**, please rate the **IMPORTANCE** of the factors below in terms of their importance for your education. **ON THE RIGHT**, rate the **QUALITY** of those factors on your campus.

Very Important	Important	Somewhat Important	Not Very Important	Not Important At All		Excellent	Good	Fair	Poor	Very Poor	Don't Know
					INSTRUCTION						
V	I	S	N	NA	Instructional quality	E	G	F	P	VP	DK
V	I	S	N	NA	Accessibility of faculty	E	G	F	P	VP	DK
V	I	S	N	NA	Variety of courses offered	E	G	F	P	VP	DK
V	I	S	N	NA	Fairness of testing and grading	E	G	F	P	VP	DK
V	I	S	N	NA	Intellectual stimulation from faculty	E	G	F	P	VP	DK
V	I	S	N	NA	Content of courses	E	G	F	P	VP	DK
V	I	S	N	NA	Class size	E	G	F	P	VP	DK
					ACADEMIC SUPPORT						
V	I	S	N	NA	Library collections	E	G	F	P	VP	DK
V	I	S	N	NA	Library service	E	G	F	P	VP	DK
V	I	S	N	NA	Lab facilities	E	G	F	P	VP	DK
V	I	S	N	NA	Computer facilities	E	G	F	P	VP	DK
V	I	S	N	NA	Academic advising services on campus	E	G	F	P	VP	DK
V	I	S	N	NA	Pre-college advising from my high school	E	G	F	P	VP	DK
V	I	S	N	NA	Pre-transfer advising from my community college	E	G	F	P	VP	DK
V	I	S	N	NA	Publications. Catalog and schedule of classes	E	G	F	P	VP	DK
V	I	S	N	NA	Tutoring/basic skills services	E	G	F	P	VP	DK
V	I	S	N	NA	Convenience of class scheduling	E	G	F	P	VP	DK
					STUDENT SERVICES						
V	I	S	N	NA	Campus housing	E	G	F	P	VP	DK
V	I	S	N	NA	Recreation programs/activities	E	G	F	P	VP	DK
V	I	S	N	NA	Student Union	E	G	F	P	VP	DK
V	I	S	N	NA	Child Care	E	G	F	P	VP	DK
V	I	S	N	NA	Parking	E	G	F	P	VP	DK
V	I	S	N	NA	Student health service	E	G	F	P	VP	DK
V	I	S	N	NA	Psychological counseling	E	G	F	P	VP	DK
V	I	S	N	NA	Financial aid office	E	G	F	P	VP	DK
V	I	S	N	NA	Campus food services	E	G	F	P	VP	DK
V	I	S	N	NA	Intercollegiate athletic programs	E	G	F	P	VP	DK
V	I	S	N	NA	Career guidance from faculty	E	G	F	P	VP	DK
V	I	S	N	NA	Career guidance from Career Planning Office	E	G	F	P	VP	DK
V	I	S	N	NA	Social and cultural activities	E	G	F	P	VP	DK
V	I	S	N	NA	Campus orientation programs	E	G	F	P	VP	DK
V	I	S	N	NA	Special student services (e.g., disabled, EOP, affirmative action, older adult)	E	G	F	P	VP	DK

16 If you think that the **QUALITY OF INSTRUCTION** on your campus is **EXCELLENT** or **GOOD**, skip this question. If you think that the quality of teaching is **FAIR** or **POOR**, what are some of the reasons? Mark all that apply.

- ( ) Instructors are unable to communicate subject matter
- ( ) Instructors show poor command of subjects
- ( ) Instructors are inconsistent in testing and grading
- ( ) Racial bias shown by instructors
- ( ) Instructors lack interest or enthusiasm for teaching
- ( ) Courses do not cover material expected
- ( ) Courses are geared to the lowest level students
- ( ) Sexual bias shown by instructors
- ( ) None of the above

17 If you rate **ACADEMIC ADVISING** on your campus as **EXCELLENT** or **GOOD**, skip this question. If you rate academic advising as **FAIR** or **POOR**, what are some of the reasons? Mark all that apply.

- ( ) Advisors are unavailable when needed
- ( ) Advisors are poorly informed about degree programs and requirements
- ( ) Advisors show lack of concern or interest for students' needs
- ( ) Catalog is confusing
- ( ) Racial or sexual bias
- ( ) None of the above

18 Where do you currently receive MOST of your academic advising? **MARK ONLY ONE.**

- ( ) The university advising center or general studies
- ( ) Advising centers in my major department or school
- ( ) Faculty in my major department
- ( ) Administrative or program staff (e.g., EOP, Adult Re-Entry)
- ( ) Campus Catalog
- ( ) Fellow Students
- ( ) None of the above

PLEASE DO NOT MARK IN THIS BOX

19 Please mark the **ONE** response that comes closest to your feeling about the following statement: "I am pleased with my overall experience on this campus." MARK ONLY ONE RESPONSE.

- ( )Strongly Agree
- ( )Agree
- ( )Undecided
- ( )Disagree
- ( )Strongly Disagree

20 Do you need to use a computer in any of your course work?

- ( )Yes
- ( )No

21 Do you have adequate access to computers on your campus?

- ( )Yes
- ( )No

22 Do you plan to get a degree at this institution?

- ( )Yes
- ( )No
- ( )Undecided

23 If you answered NO or UNDECIDED to Question 22, do you plan to transfer to another college or university to continue your education? (MARK ONLY ONE)

- ( )Yes
- ( )No
- ( )Undecided

24 If you answered YES to Question 23, where do you plan to transfer?

- ( )University of California Campus
- ( )Other CSU Campus
- ( )Community College
- ( )Private College (In-State)
- ( )Out-of-State College
- ( )Other

25 Listed below are some common reasons that students often give for leaving college before earning a degree. In your opinion, what are the **MAIN** reasons students on this campus drop out of school? **(MARK NO MORE THAN TWO REASONS FROM THE TOTAL LIST OF TEN CHOICES.)**

CAMPUS FACTORS
- ( )Dissatisfaction with the quality of teaching
- ( )Unavailability of degree programs or courses
- ( )Inadequate student services
- ( )Lack of campus social life
- ( )Frustration with parking, class scheduling, bureaucracy

PERSONAL FACTORS
- ( )Lack of interest, motivation, or academic goals
- ( )Financial problems (need to support self/family)
- ( )Time conflicts, demands of job or family
- ( )Poor academic performance, bad grades
- ( )Earning a degree not a major goal

26 Listed below are some things that the campus might do to help you reach your educational goals. If you think that the school is already doing all it can to help, **GO TO THE NEXT QUESTION.** Otherwise, mark no more than **THREE** things from the total list of 18 choices.

SERVICES
- ( )Increase/improve tutoring services
- ( )Provide more/better career counseling
- ( )Provide more/better on-campus child care
- ( )Increase/improve personal counseling (psychological)
- ( )Provide more/better on-campus housing
- ( )Provide more/better academic advising

PROGRAMS
- ( )Offer greater variety/number of degree programs
- ( )Improve the quality of instruction
- ( )Hire better faculty

ACCESS
- ( )Schedule more evening classes
- ( )Schedule more weekend classes
- ( )Offer summer courses at regular fees
- ( )Provide more off-campus classes
- ( )Improve access to computer terminals
- ( )Increase/improve information about financial aid
- ( )Increase availability of financial aid
- ( )Make financial aid processing easier
- ( )Improve the parking situation

27 Which ONE of the following presents the greatest obstacle to reaching your educational goals? (MARK ONLY ONE)

- ( )Campus-related factors (such as course variety, scheduling, instructors, support services, etc.)
- ( )External factors (such as family obligations, job, finances, personal problems, etc.)
- ( )I do not see any obstacles to completing my education.

17313 Please do not mark in this box

28 Are you concerned about financing your college education? (MARK ONLY ONE)

- ( ) NO, I will have sufficient funds
- ( ) YES, somewhat concerned. But, I will probably have enough funds to continue
- ( ) YES, very concerned. I may not have enough funds to continue
- ( ) YES, extremely concerned. I will not have funds to continue

29 How many financial dependents (e.g., spouse, children) do you have? (Do not count yourself.)

( ) None	( ) Three
( ) One	( ) Four
( ) Two	( ) Five or more

30 How are you paying for your college education (MARK ALL THAT APPLY)

- ( ) Personal savings
- ( ) Family assistance, including spouse
- ( ) Support from employer
- ( ) Loan
- ( ) Scholarship
- ( ) Grant
- ( ) Part-time job
- ( ) Full-time job

31 Does your head of household currently receive public assistance (e.g., AFDC)?

( ) Yes ( ) No

32 What were the main occupations of your parents while you were growing up?

FATHER

MOTHER

33 At what hours do you have classes scheduled this semester/quarter?

- ( ) Day Only (Before 4 p.m.)
- ( ) Night Only (After 4 p.m.)
- ( ) Both Day and Night

34 Are you Married?

( ) Yes
( ) No

35 How much formal education did your parents obtain?

Father
- ( ) 8th grade or less
- ( ) Some high school
- ( ) High school graduate
- ( ) Some college
- ( ) College graduate
- ( ) Don't know

Mother
- ( ) 8th grade or less
- ( ) Some high school
- ( ) High school graduate
- ( ) Some college
- ( ) College graduate
- ( ) Don't know

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(0)	(0)	(0)	(0)	(0)	(0)
(1)	(1)	(1)	(1)	(1)	(1)
(2)	(2)	(2)	(2)	(2)	(2)
(3)	(3)	(3)	(3)	(3)	(3)
(4)	(4)	(4)	(4)	(4)	(4)
(5)	(5)	(5)	(5)	(5)	(5)
(6)	(6)	(6)	(6)	(6)	(6)
(7)	(7)	(7)	(7)	(7)	(7)
(8)	(8)	(8)	(8)	(8)	(8)
(9)	(9)	(9)	(9)	(8)	(9)

COMMUNITY SERVICE ACTIVITIES

The remainder of the survey is designed to gather information on the community service activities of CSU students. A report on the findings, as mandated by law, will be sent to the California Legislature.

Community service is defined as all work or service provided by individuals, campus organizations, public or private community agencies, or businesses that contribute to the quality of life in the community. Such work may be voluntary, for pay, or for course credit. If you are unsure whether a particular activity or project in which you participated qualifies as community service, please use the EXAMPLES OF COMMUNITY SERVICE, LISTED ON PAGE 8, as a guideline.

36 Following is a list of reasons or motivations for performing community service. Whether or not you have performed community service, please rate the importance of each as a motivation for becoming involved.

	Very Important	Important	Somewhat Important	Not Very Important	Not Important At All
Financial reward	(V)	(I)	(S)	(N)	(N)
Beliefs, convictions, or principles (moral, philosophical, religious, political)	(V)	(I)	(S)	(N)	(N)
Course requirement related to your major	(V)	(I)	(S)	(N)	(N)
Course requirement unrelated to your major	(V)	(I)	(S)	(N)	(N)
Career preparation or advancement	(V)	(I)	(S)	(N)	(N)
Social involvement, recreation, or personal enjoyment	(V)	(I)	(S)	(N)	(N)

37 Did you participate in any community service activities from January 1988 through December 1988? If you answer NO to this question, go next to Question 50.

( ) Yes ( ) No

17313 Please do not mark in this box

38 Through what TYPE of agency, organization, or business did you perform the community service? In the column of ovals on the LEFT, mark all that apply. In the column of ovals on the RIGHT, mark the ONE where you performed MOST of your community service.

○	A California State University campus	○
○	Some other college or university campus	○
○	Government agency (local, state or federal; non-medical)	○
○	Medical care facilities (e.g., hospitals, nursing homes, hospices, etc.; profit or non-profit)	○
○	Advocacy groups (e.g., Sierra Club, Mexican-American Legal Defense Fund, League of Women Voters)	○
○	Private non-profit organization (e.g., charities, Parents Unites, United Way)	○
○	Private profit organization (e.g., businesses)	○
○	Public or private school (kindergarten through 12th grade)	○
○	Public or private preschool (e.g., Operation Headstart)	○
○	Individual effort, not sponsored by any agency (e.g., private tutoring)	○
○	Religious institution (e.g., church, synagogue, church-sponsored soup-kitchen)	○
○	Other	○

39 Did your receive course credit for any of your community service (e.g., internship, fieldwork, practicum, co-op ed)?

○Yes ○No

SUBJECT AREA FOR CREDIT

40 Did you receive any money or special recognition for your community service work?

○Money ○Both
○Recognition ○Neither

41 What type of financial compensation did you receive, if any?

○Salary ○Both
○Grant ○Neither

42 If you received financial compensation, how much money did you receive each month, on average, for your community service work? Skip this question if not applicable.

$,

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

43 How many MONTHS were you involved in community service work during 1988?

0	0
1	1
	2
	3
	4
	5
	6
	7
	8
	9

44 How many HOURS PER WEEK, on average, did you devote to community service during these months?

0	0
1	1
2	2
3	3
4	4
5	5
6	6
	7
	8
	9

45 What type of community service work did YOU perform? Mark as many as apply in the column of ovals on the left, and then choose the ONE type of work you performed MOST of the time and mark that choice in the column of ovals on the right.

○	Administrative or clerical	○
○	Community or public relations	○
○	Computer operations or programming	○
○	Consulting or technical assistance	○
○	Counseling or advising	○
○	Fine arts activities	○
○	Fund raising, including charity events	○
○	Grant writing	○
○	Instruction or tutoring, excluding health education	○
○	Manual labor	○
○	Medical assistance or health education	○
○	Political advocacy	○
○	Recreation activities	○
○	Social work	○
○	Other	○

46 How much has your community service experience contributed to an understanding of your course work.

○A Great Deal ○Not Much
○Some ○Not At All

47 What effect has your community service experience had on your career objective?

○It has reinforced my career objective
○I am reconsidering my career objective as a result
○I have changed my career objective as a result
○It has had no effect on my career objective

PLEASE DO NOT MARK IN THIS BOX

PLEASE DO NOT MARK IN THIS BOX

48 How much has your community service experience helped you to become more sensitive to the problems of others?

- A Great Deal
- Some
- Not Much
- Not At All

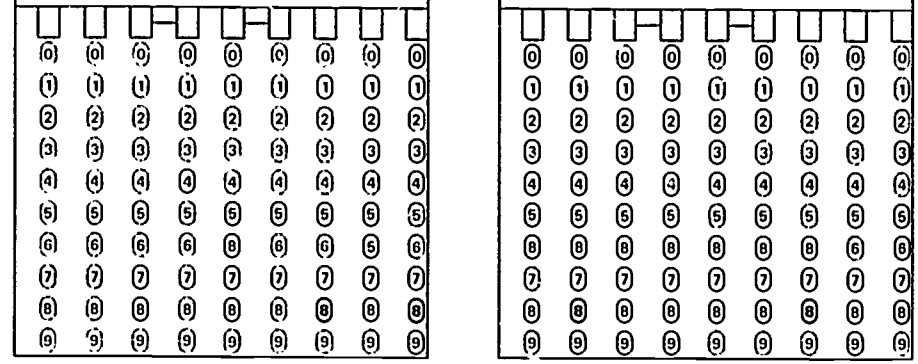
49 As a consequence of your community service experience, do you feel that YOU can have an effect on social problems?

- Yes, most of the time
- Yes, some of the time
- Very seldom
- Practically never

50 What is your Social Security Number? Remember, your responses to this questionnaire are confidential and for research purposes only. This question is optional.

SOCIAL SECURITY NUMBER

EXAMPLE



THANK YOU FOR YOUR COOPERATION

ADDITIONAL QUESTIONS

If your campus has included an additional set of questions, please use this section to record your responses. Five ovals are provided for each question, but some questions may not require that many choices. Simply ignore the extra ovals. If no additional questions are enclosed, leave this section blank.

51.	52.	53.	54.	55.
A	A	A	A	A
B	B	B	B	B
C	C	C	C	C
D	D	D	D	D
E	E	E	E	E

56.	57.	58.	59.	60.
A	A	A	A	A
B	B	B	B	B
C	C	C	C	C
D	D	D	D	D
E	E	E	E	E

EXAMPLES OF COMMUNITY SERVICE

1. **CONSULTING** or technical assistance for farming projects, engineering projects (Peace Corps), information systems, automation, small business operations involving the disadvantaged or disabled.

2. **CONSUMER AFFAIRS** - product safety projects, media campaigns regarding consumer issues.

3. **EDUCATION** - tutoring, literacy programs, health education, enrichment programs for disadvantaged or disabled populations, museum work, libraries, civic or citizenship education.

4. **ENVIRONMENTAL AFFAIRS** projects, education or information dissemination, energy conservation, wildlife and wilderness preservation.

5. **FINANCIAL COUNSELING** for disadvantaged or disabled populations.

6. **FUNDRAISING** activities for charitable groups or non-profit organizations (social service agencies).

7. **HEALTH CARE** - includes health education and research, delivery of medical services, family planning counseling, mental health services.

8. **POLITICAL ACTION** - participation in activities leading to the drafting or enactment of legislation that impact on social problems (affirmative action issues, environmental concerns, consumer rights, civil rights).

9. **PUBLIC INTEREST** - citizen advocacy and information dissemination on public policies and governmental practices.

10. **RECREATION** or leisure time activities, conducting recreational activities for mentally disabled, developmentally disabled, physically disabled, elderly, organizing or participating in performing arts presentations for needy populations.

11. **RESEARCH** - projects involved with the social sciences, physical sciences, biological sciences, humanities, business, arts, education, engineering or other academic area.

12 **SOCIAL OR HUMAN SERVICES** - housing, immigration assistance, child care assistance, role modeling (Big Brother/Sisters), interpersonal support (visit nursing homes), seniors programs, outreach programs, community organization efforts.

13. **VOLUNTARY CONTRIBUTIONS** of time to charitable gr ups, fraternal groups or service clubs in support of charitable endeavors.

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