What Our Students Tell Us:
Selected Results from the
Student Needs & Priorities Survey

Presented to the AAMG, 6/26/06
Overview

- Student feedback: An important data source for institutional strategic planning, academic affairs planning, WASC self-study, enrollment management, and facilitating graduation.
- Selected 2006 SNAPS results that focus on students’ educational experiences.
- Comparison to 1999 SNAPS results.
- What are our students telling us?
Methodology

• 1999 scannable questionnaire with new supplemental questions.

• 1999 survey administration procedures: In-class administration in selected Winter term classes.

• Same sample weighting scheme--unit load and class level.

• Preliminary assumption that the 2006 weighted sample is representative of all students enrolled in Winter.
Results & Historical Comparisons

• What is the greatest obstacle to reaching your educational goals?
• What would help you reach your educational goals?
• Various student administrative items (e.g., e-mail, GET).
• Quality of instruction and course offerings.
• Importance and quality of academic advising.
• Importance and quality of students services.
• Satisfaction with the educational experience, perceived campus climate.
Results & Historical Comparisons

• What is the greatest obstacle to reaching your educational goals?
• What would help you reach your educational goals?
• Various student administrative items (e.g., e-mail, GET).
• Quality of instruction and course offerings.
• Importance and quality of academic advising.
• Importance and quality of students services.
• Satisfaction with the educational experience, perceived campus climate.
Greatest Obstacle

- Campus-related factors: 38% (2006), 36% (1999)
- None: 19% (2006), 18% (1999)
- Other personal factors: 13% (2006), 20% (1999)
- Academic & educational factors: 10% (2006), 8% (1999)
Results & Historical Comparisons

• What is the greatest obstacle to reaching your educational goals?
• What would help you reach your educational goals?
• Various student administrative items (e.g., e-mail, GET).
• Quality of instruction and course offerings.
• Importance and quality of academic advising.
• Importance and quality of students services.
• Satisfaction with the educational experience, perceived campus climate.
What would be helpful?

- Provide online “degree audit”
- Improve the parking situation
- One-stop for registration, financial aid, fees
- Offer a state-supported summer term
- Have a standard lower division core
- Allow demonstration of course content mastery
- Raise more money for financial aid
- Obtain degree with only night attendance
- More on-campus jobs
- Obtain degree with only weekend attendance
- Internet access to courses in other countries
- Obtain degree with only month-long courses

Office of Institutional Research
Results & Historical Comparisons

• What is the greatest obstacle to reaching your educational goals?
• What would help you reach your educational goals?
• Various student administrative items (e.g., e-mail, GET).
• Quality of instruction and course offerings.
• Importance and quality of academic advising.
• Importance and quality of students services.
• Satisfaction with the educational experience, perceived campus climate.
Convenient access to the Internet and e-mail: 89%

Registering on GET is easy and efficient: 76%

Would register 2-3 terms in advance: 73%

Utilize CSULA e-mail for official communications: 66%

Would take needed classes online: 61%
Results & Historical Comparisons

• What is the greatest obstacle to reaching your educational goals?
• What would help you reach your educational goals?
• Various student administrative items (e.g., e-mail, GET).
• Quality of instruction and course offerings.
• Importance and quality of academic advising.
• Importance and quality of students services.
• Satisfaction with the educational experience, perceived campus climate.
Results & Historical Comparisons

• What is the greatest obstacle to reaching your educational goals?
• What would help you reach your educational goals?
• Various student administrative items (e.g., e-mail, GET).
• Quality of instruction and the learning environment.
• Importance and quality of academic advising.
• Importance and quality of students services.
• Satisfaction with the educational experience, perceived campus climate.
## Academic Advising: Importance

<table>
<thead>
<tr>
<th>Source of Advising</th>
<th>2006</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty in major department</td>
<td>77%</td>
<td>81%</td>
</tr>
<tr>
<td>Advising centers in major department or school</td>
<td>74%</td>
<td>78%</td>
</tr>
<tr>
<td>Campus catalog, class schedule, etc.</td>
<td>73%</td>
<td>78%</td>
</tr>
<tr>
<td>Pre-college advising from high school</td>
<td>62%</td>
<td>61%</td>
</tr>
<tr>
<td>University advising center or general studies office</td>
<td>53%</td>
<td>53%</td>
</tr>
<tr>
<td>Administrative or program staff</td>
<td>51%</td>
<td>53%</td>
</tr>
<tr>
<td>Pre-transfer advising from community college</td>
<td>51%</td>
<td>51%</td>
</tr>
<tr>
<td>Fellow students</td>
<td>50%</td>
<td>45%</td>
</tr>
<tr>
<td>University orientation course</td>
<td>37%</td>
<td>38%</td>
</tr>
</tbody>
</table>

Office of Institutional Research
Academic Advising: Quality

- Faculty in major department: 69% (2006), 68% (1999)
- Campus catalog/class schedule, etc.: 66% (2006), 68% (1999)
- Fellow students: 66% (2006), 64% (1999)
- Advising centers in major department or school: 57% (2006), 55% (1999)
- University orientation course: 54% (2006), 56% (1999)
- Administrative or program staff: 54% (2006), 56% (1999)
- Pre-transfer advising from my community college: 45% (2006), 51% (1999)
- University advising center or general studies office: 45% (2006), 50% (1999)
- Pre-college advising from high school: 50% (2006), 47% (1999)
Strengths and Weaknesses

• Quadrant analysis: High/Low Impor. x High/Low Quality grid.

• Strength = an important item that students think we do well.

• Weakness = an important item that students think we do poorly.

• High = greater than the mean of all items; Low = less than the mean of all items.
## Strengths andWeaknesses

<table>
<thead>
<tr>
<th>Advising Source</th>
<th>1999</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty in my major department</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Campus catalog, class schedule, and other publications</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Pre-college advising from my high school</td>
<td>--</td>
<td>W</td>
</tr>
<tr>
<td>Advising centers in my major department or school</td>
<td>W</td>
<td>W</td>
</tr>
</tbody>
</table>
Results & Historical Comparisons

• What is the greatest obstacle to reaching your educational goals?
• What would help you reach your educational goals?
• Various student administrative items (e.g., e-mail, GET).
• Quality of instruction and course offerings.
• Importance and quality of academic advising.
• Importance and quality of students services.
• Satisfaction with the educational experience, perceived campus climate.
Strengths and Weaknesses

• Quadrant analysis: High/Low Impor. x High/Low Quality grid.
• Strength = an important item that students think we do well.
• Weakness = an important item that students think we do poorly.
• High = greater than the mean of all items; Low = less than the mean of all items.
## Strengths and Weaknesses

<table>
<thead>
<tr>
<th>Student Service</th>
<th>1999</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library services</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Computing resources</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Laboratory facilities</td>
<td>W</td>
<td>S</td>
</tr>
<tr>
<td>Bookstore</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Library collection</td>
<td>W</td>
<td>S</td>
</tr>
<tr>
<td>Student health services</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Career advising provided by faculty</td>
<td>W</td>
<td>S</td>
</tr>
<tr>
<td>Career center services</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Learning assistance/tutoring</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Testing services</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>New student orientation</td>
<td>S</td>
<td>--</td>
</tr>
<tr>
<td>Food services</td>
<td>W</td>
<td>W</td>
</tr>
<tr>
<td>Records or registration services</td>
<td>W</td>
<td>W</td>
</tr>
<tr>
<td>Admissions services</td>
<td>W</td>
<td>W</td>
</tr>
<tr>
<td>Parking</td>
<td>W</td>
<td>W</td>
</tr>
<tr>
<td>Financial aid services</td>
<td>S</td>
<td>W</td>
</tr>
</tbody>
</table>
Results & Historical Comparisons

• What is the greatest obstacle to reaching your educational goals?
• What would help you reach your educational goals?
• Various student administrative items (e.g., e-mail, GET).
• Quality of instruction and the learning environment.
• Importance and quality of academic advising.
• Importance and quality of students services.
• Satisfaction with the educational experience, perceived campus climate.
<table>
<thead>
<tr>
<th>Statement</th>
<th>2006</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive of all racial/ethnic groups</td>
<td>79%</td>
<td>73%</td>
</tr>
<tr>
<td>Supportive of women and men</td>
<td>78%</td>
<td>75%</td>
</tr>
<tr>
<td>Proud of my accomplishments here</td>
<td>73%</td>
<td>73%</td>
</tr>
<tr>
<td>Feel safe on my campus</td>
<td>72%</td>
<td>67%</td>
</tr>
<tr>
<td>Motivate me to make something of my life</td>
<td>68%</td>
<td>67%</td>
</tr>
<tr>
<td>Would recommend this university to others</td>
<td>63%</td>
<td>61%</td>
</tr>
<tr>
<td>Helped me meet the goals I expected to achieve</td>
<td>62%</td>
<td>63%</td>
</tr>
<tr>
<td>Overall campus atmosphere is friendly and helpful</td>
<td>62%</td>
<td>N/A</td>
</tr>
<tr>
<td>Equipped me to deal with possible career changes</td>
<td>60%</td>
<td>57%</td>
</tr>
<tr>
<td>Pleased with my overall experience on this campus</td>
<td>58%</td>
<td>60%</td>
</tr>
<tr>
<td>Policies and regulations are generally clear to me</td>
<td>58%</td>
<td>N/A</td>
</tr>
<tr>
<td>I would choose this university again</td>
<td>58%</td>
<td>57%</td>
</tr>
<tr>
<td>Policies and regulations are generally fair</td>
<td>57%</td>
<td>54%</td>
</tr>
<tr>
<td>Student feedback is welcomed and used</td>
<td>50%</td>
<td>53%</td>
</tr>
</tbody>
</table>

Student feedback is welcomed and used was the only item that showed a decrease in percentage from 1999 to 2006.
Overview

• Student feedback: An important data source for institutional strategic planning, academic affairs planning, WASC self-study, enrollment management, and facilitating graduation.

• Selected results that focus on students’ educational experiences.

• Comparison to 1999 results.

• What are our students telling us?
Suggested Action Items

• Review and improve course offerings (e.g., availability, scheduling of courses)

• Review and improve advising centers in departments and colleges.

• Review and improve admissions, records and registration, and financial aid services.

• Provide more student information and services online (e.g., “degree audit,” registration, courses).

• Utilize CSULA e-mail for official communications (e.g., policies, deadlines, changes).

• Regularly ask students for feedback, listen to what they have to say, and take action.