

A STUDY OF ENROLLED UNDERGRADUATE STUDENTS'
USE OF AND SATISFACTION WITH
TEN SELECTED STUDENT SERVICES
AT THE UNIVERSITY OF WISCONSIN - LA CROSSE

A SEMINAR PAPER

Presented to
the Graduate Faculty
University of Wisconsin - La Crosse

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education
College Student Personnel

BRENDA J. HOFFMAN

June 1984

3 1348 00401902

WS
84
.H6
c.2

UNIVERSITY OF WISCONSIN - LA CROSSE
COLLEGE OF EDUCATION

Candidate: Brenda J. Hoffman

I recommend acceptance of this seminar paper in partial fulfillment of this candidate's requirements for the degree Master of Science in Education, College Student Personnel.

Julie A. Schler
Seminar Paper Advisor

6/19/84
Date

This seminar paper is approved for the College of Education.

Howard L. Foss
Dean, Graduate Studies

7/16/84
Date

ACKNOWLEDGEMENTS

The writer would like to acknowledge the following special people:

Mrs. Marion Williams, my grandmother, for her talent creating "professional suits" for me to wear during my work experiences and internships throughout this graduate program.

Dr. Julie Sichler, my paper advisor, for her terrific sense of humor and straightforward supervision that guided me to finish this paper on time.

TABLE OF CONTENTS

| Chapter | Page |
|---------------------------------------|------|
| I. INTRODUCTION | 1 |
| Statement of the Problem | 2 |
| Importance of the Study | 3 |
| Related Literature | 3 |
| Assumptions and Hypotheses | 15 |
| Definition of Terms | 16 |
| II. METHOD | 18 |
| Sample and Setting | 18 |
| Research Design | 18 |
| Instrumentation | 20 |
| Procedure | 21 |
| Data Analysis | 24 |
| Delimitations | 25 |
| III. RESULTS AND DISCUSSION | 26 |
| Results | 26 |
| Tests of the Hypothesis | 49 |
| Discussion | 51 |
| Recommendations | 53 |
| Limitations | 54 |

| Chapter | Page |
|-------------------------------|------|
| IV. SUMMARY | 55 |
| SELECTED REFERENCES | 59 |
| APPENDIX A | 62 |
| APPENDIX B | 64 |
| APPENDIX C | 66 |
| APPENDIX D | 68 |
| APPENDIX E | 70 |
| APPENDIX F | 72 |
| APPENDIX G | 74 |

TABLE OF TABLES

| Table | Page |
|---|------|
| 1. Undergraduates Enrolled Full-time During Spring Semester | 22 |
| 2. Selected Services Investigated | 22 |
| 3. Marital Status | 37 |
| 4. Race | 37 |
| 5. Current Enrollment Status | 37 |
| 6. Purpose for Entering this College | 38 |
| 7. Residency | 38 |
| 8. Satisfaction by Classification | 39 |
| 9. Satisfaction with Services by Freshmen and Sophomores On Campus and Freshmen and Sophomores Off Campus | 40 |
| 10. Satisfaction with Services by Sex | 41 |
| 11. Satisfaction with Services by Total Group | 42 |
| 12. Satisfaction Average of Total Group with Student Services | 43 |
| 13. Usage of Services by Classification | 44 |
| 14. Usage of Services by Freshmen and Sophomores On Campus and Freshmen and Sophomores Off Campus. | 45 |
| 15. Usage of Services by Sex | 46 |
| 16. Usage of Services by Total Group | 47 |

ABSTRACT

This study focused on enrolled undergraduate students' level of usage and perceived satisfaction in regard to ten selected services. The selected services investigated were: Academic Advising, Counseling Services, Career Services, Library Services, Health Services, Financial Aid Services, Residence Hall Services, Food Services, Student Activities, and Registration Services. The major research question was, what are undergraduate students' usage and perceived level of satisfaction with selected student services at the University of Wisconsin-La Crosse? Data were gathered by an American College Testing (ACT) instrument, the Student Opinion Survey. A random stratified sample of 400 students (100 Freshman, 100 Sophomore, 100 Junior, and 100 Senior) was obtained. Of the 400 students surveyed, 273 students returned their questionnaire for analysis. Six hypotheses were tested using usage and satisfaction as dependent variables and classification, residency, and sex as independent variables. A chi square analysis was performed to test the differences. Results indicated a difference in five of the six hypotheses. There was no significant difference in satisfaction with services by sex. However, there was a significant difference in satisfaction with services by the other independent variables. The results of this study indicated

a significant difference in students' perceived satisfaction with Registration Services by classification. All class levels cited Registration Services significantly low with Seniors reporting a higher frequency of dissatisfaction than the underclassmen. The results of this study indicated a difference in students' perceived satisfaction with Residence Hall Services and Student Activities by residency. Students who resided on campus stated that they were more satisfied with these services than off campus students. There was also a difference in usage of services with all the independent variables. The results of this study indicated a difference in usage with Academic Advising Services, Career Services, and Health Services by classification. Academic Advising was used by over 50% of the Sophomores, Juniors, and Seniors as compared to only 30% of the Freshmen. Health Services was used by over 50% of the Sophomores, Juniors, and Seniors as compared to only 46.6% of Freshmen. Less than 20% of Freshmen, Sophomores, and Juniors reported to have used Career Services as compared to over 50% of the Seniors. The results of this study also indicated a difference in usage with Career Services, Financial Aids, Residence Hall Services, Food Services, and Student Activities by residency. A higher number of off campus students compared to on campus students used Financial Aids. On campus students used Student Activities and Food Services more than off campus students. All Freshmen and Sophomores cited a low use of Career Services, but on campus students reported a significantly lower level of usage. Lastly, the results of

this study indicated a difference between usage and sex with Health Services. More females used the Health Services than males. Students' perceptions are important in testing whether or not the institution is meeting the students' needs. The ultimate goal of the research was to assist university personnel in identifying and developing services that more effectively address the needs of students at the University of Wisconsin-La Crosse.

CHAPTER I
INTRODUCTION

Who are the college students of today? In an attempt to understand college students, one could view them both as evolving individuals undergoing basic developmental change and as participants in social processes in a particular time and place (White, 1980). Issues pertaining to the needs of services and the quality of services offered to students need to be examined. Potentials, values, and learning which students bring to college along with the ways in which students develop need to be explored.

Development during the college years is a critical time for students. Not only do students develop intellectually but also in other dimensions. Piaget (1979) stressed the development of formal operations in his theory of cognitive development. Kohlberg (cited in White, 1980), described the process of young adults gradually becoming able to structure, evaluate, interpret, define and reason with an autonomous and principled moral code. Perry (1970) outlined the kinds of intellectual and ethical evolution that can take place during the college years. Chickering (1969) identified seven growth areas during adolescence to early adulthood he called vectors because of

development in direction and magnitude. These vectors were: achieving competence, managing emotions, becoming autonomous, establishing identity, clarifying purpose, establishing identity, and developing integrity.

Viewing students as consumers, the institution is required to deliver a quality product that includes quality services to meet students' needs to grow intellectually, socially, emotionally, physically, and spiritually.

What do today's students want from college? Studies indicate that today's students are extremely materialistic, cynical about society and its institutions and very competitive about grades. These personality traits along with inward aspirations expressing personal and individualistic interests create what is known as "meism" (Levine, 1981). In sum, today's college students are optimistic about their personal futures but pessimistic about the future of the country (Levine, 1981). ✓

This study investigated the usage and satisfaction regarding students' perceptions of ten selected student services. Such information will be valuable in addressing specific educational issues: student retention and attrition, educational accountability, student services planning, and accreditation.

Statement Of The Problem

This study attempted to explore the perceptions of students (Freshmen during their second semester, Sophomores, Juniors, and Seniors) enrolled Spring Semester 1984 regarding their views of the level of usage and the quality of student

services at the University of Wisconsin - La Crosse. The major research question was, what are undergraduate students' usage and perceived level of satisfaction with selected student services at the University of Wisconsin - La Crosse? Related questions were: Is there a difference in the level of satisfaction between males and females, or between on-campus and off-campus residents regarding student services? Are Seniors more satisfied with services than Freshmen? Is there apathy on this campus? What services are UW-La Crosse students using?

Importance Of The Study

The purpose of this study was to gather information on enrolled undergraduate students' perceptions regarding student services at the University of Wisconsin - La Crosse. Students' perceptions are important in testing whether or not the institution is meeting the students' needs. The ultimate goal was to assist University personnel in identifying and developing services that more effectively address the needs of students enrolled at the University of Wisconsin - La Crosse.

Related Literature

The purpose of this section was to identify literature relevant to this study. The review of student satisfaction and studies pertaining to student services were divided into two major categories: first, relevant studies that assessed students' satisfaction and utilization toward student services and second, characteristics of today's students in exploring what services they value.

Recently, student services have taken on a proactive approach. The proactive approach implies improving students' experiences, not merely maintaining the present level of functioning (Kuh, 1982).

One way to acquire information to evaluate students' attitudes toward their perceived needs is the satisfaction index (Kuh, 1982). In the present study the satisfaction index documents the perceptions of selected undergraduate enrolled students at UW-La Crosse regarding their views of selected student services.

Fitzgerald (1959) saw a need to recognize the role student services present in the higher education system. Fitzgerald conducted a study titled, "A Study of Faculty Perceptions of Students Personnel Services," to determine the perceptions of staff members with instructional responsibilities. The study was conducted at Michigan State University and was done by sending selected faculty members a questionnaire that provided the opportunity to rate the importance of 40 statements of student personnel student functions. The questionnaire used was the Student Personnel Service Questionnaire (SPSQ). The student services assessed in the SPSQ were: admissions, registration and records functions, student activities functions, financial aid and placement functions, disciplinary functions, and special functions.

Findings from Fitzgerald's study (1959) indicated that the faculty perceived student personnel services as having importance based on the philosophy and purposes of higher

education. Highest perceptions of importance were placed on services directly related to the academic purposes of the institution. Rated less important were those services which facilitated student life activities while the individual was engaged in academic pursuits, and of least importance were student personnel services that dealt only indirectly with the student in an academic setting (Fitzgerald, 1959). More recently in an article titled, "Essential Resources Give Help Outside the Classroom," Schumacher (1983) quoted Paul Ginzberg, Dean of Students at the University of Wisconsin-Madison. According to Schumacher, Paul Ginzberg stated, "support services on college campuses are not only important, but essential."

Whereas Fitzgerald's study (1959) was concerned with faculty's perceptions of student personnel services, Zimmerman's study (1963) was to determine students' perceptions regarding student personnel services at Michigan State University. Zimmerman (1963) collected data through a personal interview with seniors using a questionnaire adapted from the Student Personnel Service Questionnaire (SPSQ) developed by Fitzgerald in 1959. The services that Zimmerman's study (1963) titled, "Student Perceptions of Student Personnel Services at Michigan State University," assessed were: student activities, admissions, registrar, and record functions, counseling, financial aid and placement, health services, housing and food services, student conduct functions, and special services.

The major findings in Zimmerman's study (1963) were: first, personnel services were important to enrolled students,

second, the sample of Seniors' perceptions toward student personnel services at Michigan State University were, in general, very favorable, third, students were most satisfied with the placement services, and fourth, students cited methods for improvement in the areas of communication between the various personnel services and the students and giving students more responsibility in housing (Zimmerman, 1963).

In 1970, a need became apparent for an instrument to measure satisfaction with college life. The College Student Satisfaction Questionnaire (CSSQ) was designed from dimensions which measured job satisfaction (Betz, Starr, Menne, 1972). The dimensions that CSSQ measured were based on numerous studies that investigated factors present in job satisfaction. The CSSQ used a five point Likert type scale ranging from very satisfied to very dissatisfied.

The College Student Satisfaction Questionnaire (CSSQ) assessed the five dimensions.

1. Working conditions - defined as the physical aspect of the students' college life. An example of this dimension would measure students' level of satisfaction toward the cleanliness of their residence hall.
2. Compensation - defined as the amount of input required in relation to outcomes. An example of this dimension would measure students' level of satisfaction toward their financial investment in relation to outcome (career position in terms of starting salary).

3. Social life - defined as opportunities for students to meet socially relevant goals. An example of this dimension would measure students' level of satisfaction toward student activities.
4. Quality of education - defined as the perceived competence and helpfulness of counselors and advisors related to the individuals' intellectual and vocational development. An example of this dimension would measure students' level of satisfaction toward career planning advisors.
5. Recognition - defined as the acceptance of the student as a worthwhile individual. An example of this dimension would measure students' level of satisfaction toward student personnel workers (Betz et al., 1972).

The CSSQ was used in the study, "College Student Satisfaction in Ten Public and Private Colleges and Universities," (Betz, Starr & Menne, 1972). The researches asked the question, how satisfied are students with their colleges and universities? One of their hypotheses was that the satisfaction of men would not differ from that of women. The study was conducted by using a total of 3,123 undergraduates in ten selected colleges and universities. There were 2,287 students from large, public universities and 834 from smaller, private universities. The private colleges were: Webster (St. Louis), Macalaster (St. Paul), Drury (Springfield, MO), Wartburg (Waverly, Iowa); the public universities were: Arizona State, California (Riverside), Iowa State, Oklahoma State, Washington State, West Chester State (Pennsylvania).

The researchers (Betz et al, 1972) found that the satisfaction of men and women students did not differ. Other findings indicated that public university students seem to be more satisfied with the social life and working conditions than their counterparts at private universities.

Further this study (Betz et al, 1972) has implications that a measure of college student satisfaction can be a useful way of assessing student attitudes and also provide input to administrators in terms of how students feel and what kinds of changes might be further investigated to improve campus conditions and student experiences (Betz et al, 1972). Kuh (1982) supported this philosophy by stating that an accurate assessment of needs is thought to increase the likelihood that students' needs will be satisfied and that subsequent improvement in students' behaviors and degree of satisfaction will be evidenced.

In 1978, Pinsky and Marks conducted a study titled, "Perceptions of Student Personnel Services at a Major Land Grant University". The major purpose of this study was to examine perceptions of students, faculty, and administrators regarding student personnel services at Iowa State University (Pinsky & Marks, 1980). The Perceptions of Student Personnel Services Questionnaire (PSPS) was a 64 item questionnaire that examined ten areas of student personnel services as defined by Iowa State University. These personnel services included: admissions, registration and records, counseling and health services, student activities, financial aid, placement, disciplinary functions, and housing and food functions.

Items related to services were followed by three individual Likert scales measuring "importance," "quality," and "provision." "Importance" and "quality" were measured by a five point scale (very unimportant, unimportant, not sure, important, and very important). "Provision" was measured by a three point scale: "yes, service is provided," "don't know," and "no, service is not provided," (Pinsky & Marks, 1980).

The PSPS instrument was sent to faculty, administrators and students (Sophomores, Juniors, and Seniors in undergraduate college and Freshmen, Sophomores, Juniors, and Seniors in the professional college). The characteristics examined for students were age, sex, classification, and residency. Two major findings of this study were: student classification made no significant difference in response to the items on the questionnaire, significant differences were shown in perceptions of provisions for counseling, housing, special services, and minority and international student services. Students responded as being unaware of provisions for such services (Pinsky & Marks, 1980).

A study that assessed needs, usage and level of satisfaction among Seniors was conducted at Ohio State. Information gathered from this study was to serve as a base for planning and evaluation (Carney & Barak, 1976).

In this study, "A Survey of Students Needs and Student Personnel Services," Carney and Barak (1976), used a random sample of 212 students from the 1974-1975 Senior class. The survey was administered to the Seniors by a telephone call

that typically took from 10-15 minutes. The sample of students were asked three sets of items: the first set of questions used in the investigation identified the respondents according to demographic characteristics (sex, age, marital status, residency); the next set of items listed problem areas which often bothers college students and the respondents were asked to give a "yes," "no," or "somewhat" answer to each problem. The last set of items assessed nine student services and students were asked to indicate how frequently they had used the services (from a scale of 0 to 5+) and if the service had been "extremely valuable," "of some value," or of "little value," to them. The nine services were: faculty advising, counseling, financial aids, extracurricular activities, housing selection, housing advisory, health, remedial education, and orientation.

One major finding from this study (Carney & Barak, 1976) was that the most frequently used services were academic advising and health services. The greatest concern of the surveyed Seniors was finding a career direction.

In contrast to assessing Seniors' perceptions of level of satisfaction and utilization of services, Lewicki and Thompson (1982) examined the perceptions of Freshmen and Sophomores. Lewicki and Thompson's study (1982) was titled, "Awareness, Utilization, and Satisfaction with Student Services Among Freshmen and Sophomores: A Consumer Evaluation." The degree of awareness, usage, and satisfaction with student services among lower division undergraduates at a four year public

university, four-year state college, and a two-year community college was investigated. The survey, The Former Student Questionnaire, was administered to students enrolled in introductory classes during class time at the three higher education institutions. The final sample number was 196 students from all three higher education institutions (four-year public university, four-year state college, and a two-year community college).

Lewicki and Thompson (1982) elicited responses that pertained to the awareness, usage, and satisfaction with 22 services. They studied the following services: admissions, registration, business office, academic advising, counseling and testing, reading-writing skills, tutoring, minority affairs, college cultural program, recreation and athletic programs, financial aid, student employment, career planning, job placement, housing services, library, child care, bookstore, parking and campus security.

Findings from this study (Lewicki and Thompson, 1982) indicated that Freshmen and Sophomores were very aware of services, however they also indicated a low degree of usage of the 22 listed services (14 of the 22 services were used by less than 50% of the students). Significantly less used services were career planning and minority affairs. The authors explained the low use of the career planning and minority affairs by job placement being a service that has not concerned lower level of undergraduates yet and minority affairs by catering to the low number of minority students on campus. Also students from

this study rated overall satisfaction of student services with a moderate degree of satisfaction. This finding supported Betz, Starr, and Menne's finding (1972) that students at selected public and private colleges and universities rated an overall "satisfied, no more, no less" response toward student services.

"The American Freshmen: National Norms For Fall 1983" was the eighteenth study conducted in the fall for the American Council on Education and the University of California at Los Angeles who study characteristics of entering Freshmen. In the 1983 American Freshmen study, 58.4% of the Freshmen attending a public university thought they would be satisfied with college (Astin, Green, Korn & Maier, 1983).

In a 1982 follow-up of fall 1980 Freshmen, students were asked how satisfied they were with college experiences. Students from public universities rated the following college experiences: library facilities - 89% were satisfied or very satisfied; campus social life - 72.6% were satisfied or very satisfied; academic advising - 38.5% were satisfied or very satisfied; student housing - 57.6% were satisfied or very satisfied; financial aids - 44.2% were satisfied or very satisfied; job placement - 46.6% were satisfied or very satisfied; and campus health - 66.0% were satisfied or very satisfied (Green, Astin, Korn & McNamara, 1983). The researchers (Green et al, 1983) also reported that institutional characteristics such as institutional wealth and resources, selectivity and mission have been shown to be major factors in influencing satisfaction.

In addition to relevant studies, student characteristics are also important in examining level of satisfaction perceived by students in regard to student services.

Words and phrases such as "career," "professional," and "high salary job," were common in the literature. Levine (1982) stated that the major word is "professional" for today's undergraduate students. Levine (1982) quoted the Institute for Social Research stating that two out of three Freshmen in 1979 were planning a career in the professions. Further, high among the reasons Freshmen give for attending college is to get a better job -- three-fourths list this as rationale.

In the study, "The American Freshmen" National Norms For Fall, 1983," (Astin et al, 1983) entering Freshmen showed an increased interest in careers in business (from 24.2% in 1982 to 24.4% in 1983). There was also a slight increase in interest of careers in medicine (from 3.5% in 1982 to 3.9% in 1983). Also student interest in "being very well off financially," reached an all-time high at 69.3%.

The impact of residency on and off campus was worth examining because of many implications. The differences in residency in regard to long range objectives are accompanied by differences in degree plans. Proportionally, three times as many commuters as residents plan to stop with an associate degree in comparison to substantially more residents plan to obtain at least a Master's degree. Residents in comparison with commuters more frequently predict they will join a fraternity or sorority, change their major field or their career choice, and marry within a year after college (Chickering, 1974).

From Chickering's data (1974) students who lived in private off-campus housing were least satisfied with their college and least frequently planned to return for full-time study. Residents more frequently planned to return to the same college and be full-time students. The level of involvement in the college experience seems to be the key in satisfaction with college between residents and commuters. Residents report more extra-curricular achievements than do commuters. Residents, more frequently, than commuters: get involved in "Greek" life, participate in intramural athletics, participate in college sponsored social activities, and report more involvement in social activities such as playing cards and going to parties (Chickering, 1974).

Another characteristic in assessing students' level of satisfaction in regard to student services is apathy. Apathy refers to the boredom and student passivity on campuses (Coffield, 1981). Levine (1982) in his research found that apathy is a consistent complaint among students just as it was in the 1960's. According to research conducted by Astin (1982) the concept of "developing a meaningful philosophy of life" continued to decline as a goal, this was cited by 82.9% of students in 1967, 49% in 1981, 46.7% in 1982, and 44.1% in 1983 as being important.

Learning and personal development in college is influenced by the experiences and activities students pursue during their college years (Chickering, 1974). Maslow (1969) stated the importance of a sense of belonging in development. In the same

Six hypotheses were tested.

1. There is no statistically significant difference between undergraduate students' perceived satisfaction with selected student services and classification.
2. There is no statistically significant difference between undergraduate students' perceived satisfaction with selected student services and residency.
3. There is no statistically significant difference between undergraduate students' perceived satisfaction with selected student services and sex.
4. There is no statistically significant difference between undergraduate students' usage of selected student services and classification.
5. There is no statistically significant difference between undergraduate students' usage of selected student services and residency.
6. There is no statistically significant difference between undergraduate students' usage of selected student services and sex.

Definition of Terms

Stratified sample - Dividing the total population into similar subgroups from which to draw the sample.

This method was used in this study to draw equal numbers of Freshmen, Sophomores, Juniors, and Seniors in the sample.

Me generation - Levine's term to define the attitude of "looking out for number one" and a singlemindedness among today's students.

Apathy - An expression of passivity, boredom, and indifference by college students in relation to their college experience.

Satisfaction - One of the dependent variables in this study. A measurement of students' needs being met (intellectually, physically, socially, spiritually, and psychologically) by the selected student services as perceived by the students.

Usage - One of the dependent variables in this study. A measurement of students using the selected services.

Residency - The variables assigned as on-campus or off-campus. On-campus residency means any student who lives in a residence hall. Off-campus residency means any student who resides in any other living accommodations except residence hall.

Sex - male or female.

Classification - Freshmen, Sophomores, Juniors, and Seniors.

Selected Services - Academic Advising Services, Counseling Services, Career Services, Library Services, Financial Aid Services, Food Services, Residence Hall Services, Health Services, Student Activities (social-related), and Registration.

CHAPTER II

METHOD

Sample and Setting

The enrollment during the Spring Semester at UW-La Crosse of full-time undergraduate students was 7,330. Table 1 illustrates the breakdown of students by class level and sex. There were 2,097 Freshmen, 1,736 Sophomores, 1,561 Juniors and 1,936 Seniors enrolled Spring Semester of 1984 (Registrar's Office, UW-La Crosse).

The random stratified sample of 100 Freshman, 100 Sophomore, 100 Junior, and 100 Senior was obtained from computer center personnel at the University of Wisconsin-La Crosse.

Research Design

The independent variables were sex, class level, and residency status. The dependent variables were satisfaction and usage.

The design was a descriptive-correlational research design. Characteristics of undergraduate students at UW-La Crosse enrolled Spring Semester were described and relationships among sex, class level, and residency status were investigated.

The validity of items in the Student Opinion Survey depended primarily on literature review, consultation with content

experts, pilot testing of the instrument and the American College Testing Center's (ACT) experience in instrument design and construction. The best evidence of face and content validity were the items themselves. The items in the instrument were easy-to-read, and straightforward questions that dealt directly with particular aspects of the college (ACT Manual).

To test the reliability of the items, ACT officials administered the Student Opinion Survey to a group of subjects on two separate occasions and compared the responses ("test-retest" reliability). This was done at a major midwestern university in three classes. The instrument was distributed during regular class sessions, and students were directed to complete the instrument and return it during the following class period. The second administration of the instrument was conducted approximately two weeks after the first administration was completed. A Pearson Product-Moment correlation was performed between the average satisfaction ratings (for satisfaction related items) obtained from the test-retest administration of the instrument. The magnitude from the correlation was (.92 and .95) thus demonstrating that the average satisfaction ratings for various aspects of the institution exhibited a relatively high degree of stability (ACT Manual).

Thus the factors that enhanced the reliability and validity of the present study were drawing a stratified random sample, using the standardized questionnaire with a reliability between .92 and .95 and acquiring a 68.25% return rate.

Instrumentation

The American College Testing (ACT) instrument, Student Opinion Survey (see Appendix A), was an untimed questionnaire that according to ACT estimates would take respondents approximately 20 minutes to complete (ACT Manual). The questionnaire was predominantly a multiple-choice response format and included five sections:

Section I - "Background Information," including name, age, class level, sex, marital status, and college residence.

Section II - "College Services," including Academic Advising, Career Planning services, Student Health services, Financial Aid services, and Library services.

Section III - "College Environment," including such areas as Admissions, Rules and Regulations, Facilities and Registration. Under each section were specific issues pertaining to the heading.

Section IV - "Additional Questions," a selection of 14 questions were developed from input by UW-La Crosse department heads in the Student Affairs Division and other chosen administrators whose services were listed on the questionnaire (see Appendix B).

Section V - "Comments and Suggestions," blank lines provided for input the respondent may want to explain, describe, or elaborate on.

The major purpose of this study was to examine perceptions of enrolled students regarding how satisfied they were with student services at UW-La Crosse. Therefore this study

predominantly addressed Section II of the survey. To examine students' perceptions, ten services were chosen for investigation: Academic Advising, Counseling Services, Career Services, Library Services, Health Services, Financial Aid Services, Residence Hall Services, Food Services, Student Activities, and Registration Services (Table 2). Students were asked to rate their satisfaction with the service areas on a five-point Likert scale: very satisfied, satisfied, neutral, dissatisfied, very dissatisfied. Students were also asked to indicate if they had used the service.

Procedure

Because of financial and time limitations a random stratified sample was drawn. In mid-January, 1984, the sample and sample size were determined. The following preliminary steps then followed: ordering the Student Opinion Surveys from ACT, ordering a stratified random sample and address labels from computer center personnel and obtaining postage-paid, stamped-addressed envelopes.

In mid-February a letter (Appendix C) was sent to department heads of the Student Affairs division and other staff whose services were to be assessed asking their assistance in developing locally-designed questions for the "additional questions" section. Fourteen questions were developed from the staff responses (see Appendix B).

The questionnaires were coded to enable the researcher follow-up procedure for non-respondents. Students were assigned a number by classification from 100-499. Surveys

TABLE 1

UNDERGRADUATES ENROLLED FULL-TIME DURING SPRING SEMESTER, 1984

| Class Level | Male | Female | Total |
|-------------|------|--------|-------|
| Freshmen | 939 | 1,158 | 2,097 |
| Sophomores | 767 | 969 | 1,736 |
| Juniors | 698 | 863 | 1,561 |
| Seniors | 898 | 1,038 | 1,936 |

TABLE 2

SELECTED SERVICES INVESTIGATED

| | |
|------------------------|----------------------------|
| 1. Academic Advising | 6. Financial Aid Services |
| 2. Counseling Services | 7. Residence Hall Services |
| 3. Career Services | 8. Food Services |
| 4. Library Services | 9. Student Activities |
| 5. Health Services | 10. Registration |

sent to Freshmen were coded from 100-199. Surveys sent to Sophomores were coded 200-299. Surveys sent to Juniors were coded 300-399, and surveys sent to Seniors were coded 400-499.

Since the questionnaire was intended to be completed by respondents at their residence hall or off-campus residence and at their leisure, essential information was compiled to provide the respondent with instructions for completing the instrument. Along with the Student Opinion Survey, an explanatory cover letter (see Appendix D), a list of codes for college majors and occupational choices (see Appendix E), additional questions developed by UW-La Crosse administrators for Section IV of the survey (see Appendix B), and a postage-paid, pre-stamped envelope was sent in each "packet" to the 400 selected students.

All survey "packets" were sent from the University of Wisconsin-La Crosse through U.S. mail and on-campus mail on February 27, 1984. To reach a target of a 70% return rate, two additional mailings were administered. Students who had not responded after the first mailing were sent a "reminder" postcard (see Appendix F). The remaining students who had not responded were sent the complete packet-Student Opinion Survey, cover letter, listing of majors and occupational codes, additional locally-designed questions, and postage-paid, pre-stamped envelope on March 14, 1984 (see cover letter only, Appendix G).

To prepare the surveys for scoring at the American College Testing (ACT) Center, the surveys were checked for completeness, and lead-marked responses. The ACT mailing

forms included the College Data Form, Subgroup Form and Ordering Form. The College Data Form was to provide ACT with demographic, enrollment, and type of institutional data for comparisons with other schools. The Subgroup Form was to allow the researcher to combine characteristics, or identify specific characteristics in interpreting the data. For example, subgroups were identified as male and female, Freshmen and Sophomores who resided on and off campus, and Freshmen, Sophomores, Juniors and Seniors. A magnetic tape was ordered that would provide raw data for further testing.

Data Analysis.

The major research question, what are students' perceptions of student services at the University of Wisconsin-La Crosse and other related questions required that the significance of the relationship between the dependent variables of usage and satisfaction with the ten selected services and the independent variables of classification, residency, and sex be scrutinized in a statistical manner. Since data were collected on a Likert scale and were treated as nominal data, a chi square statistical analysis was conducted on questions that related to the services listed in Table 2 (see page 22).

Since the researcher was more interested in whether students were satisfied rather than the degree of their satisfaction, scales titled, "very satisfied" and "satisfied" were grouped together and "very dissatisfied" and "dissatisfied" were grouped together. There was also a neutral category. These three groupings were cross tabulated with the independent variables of sex, classification, and residency status. The

chi square statistical technique was performed to test whether or not there was a statistically significant difference between students' usage and perceived satisfaction with the ten selected services based on sex, class level and residency status.

Mean satisfaction scores were also calculated. Numerical points were assigned in the following manner: very satisfied = 5, satisfied = 4, neutral = 3, dissatisfied = 2, and very dissatisfied = 1.

Delimitations

1. This study was conducted using only undergraduate students enrolled Spring Semester, 1984, at the University of Wisconsin-La Crosse.
2. A random stratified sample of 100 Freshman, 100 Sophomore, 100 Junior, and 100 Senior was chosen.
3. First semester Freshmen were omitted from the population because it was assumed that they were not familiar with the services investigated.
4. The sample was composed of traditional students (ages 18-25).

CHAPTER III
RESULTS AND DISCUSSION

The purpose of this study was to gather information on enrolled undergraduate students' use of and satisfaction with selected student services at the University of Wisconsin-La Crosse. The basic research question this study attempted to answer was, what are students' perceptions of student services and is there a significant difference between students' perceived satisfaction and usage of services when such variables as sex, residency, and class level are considered. All research was conducted at the University of Wisconsin-La Crosse.

Results

A random stratified sample of 100 Freshman, 100 Sophomore, 100 Junior, and 100 Senior were surveyed. The random stratified sample of 400 students was obtained from computer center personnel. A total of 273 (68.25%) students completed and returned the Student Opinion Survey (Appendix A).

Section I was titled "Background Information" and contained sixteen categories (see Appendix A). The categories directly applicable to this study have been discussed in Chapter II.

Two hundred and seventy-three students of the 400 students in the sample returned their survey for analysis. Of the 273

students, 100 students were male and 171 students were female. Two students did not respond to this item. All the students who responded were traditional students (age 25 or under). The students predominantly identified their marital status as single or unmarried (95.6%) (Table 3). The majority of the 273 students were caucasian (97.1%) (Table 4). The students predominantly classified themselves as full-time students (98.2%) (Table 5). Most of the students (81.3%) reported entering the University of Wisconsin-La Crosse to obtain a Bachelor's degree (Table 6).

In terms of class level: 73 individuals (26.7%) identified themselves as Freshmen, 65 individuals (23.8%) identified themselves as Sophomores, 67 individuals (24.5%) identified themselves as Juniors and 66 (24.2%) identified themselves as Seniors. Fifty-eight Freshmen (79.5%) resided on campus and 15 (20.6%) resided off campus. Forty-three Sophomores (66.2%) resided on campus as compared to 22 (33.9%) who resided off campus. Ten Juniors (14.9%) resided on campus as compared to 57 individuals (85.1%) who resided off campus. Three Seniors (4.5%) resided on campus as compared to 62 individuals (93.9%) who resided off campus (Table 7).

Nine items from Section II and one item from Section III were chosen to represent the ten selected student services. The dependent variables of usage and satisfaction with the ten selected services were cross tabulated and tested with the independent variables of sex, classification, and residency. The mean score for the total group with each service was also calculated.

Academic Advising - over 50% of the total group reported to have used Academic Advising Services (Table 16). A higher number of the upperclassmen (Juniors and Seniors) have used this service compared to the underclassmen (Freshmen and Sophomores). A statistically significant difference at the .01 level was found in utilization between upperclassmen and underclassmen (Table 13). Freshmen and Sophomores who resided on campus used Academic Advising Services (42.6%) more than Freshmen and Sophomores who resided off campus (35.1%). This difference in utilization was not found to be significant (Table 14). There was not a significant difference in utilization between males (54%) and females (53.8%) (Table 15).

Over 50% of the respondents reported they were satisfied with Academic Advising Services (Table 11). Freshmen, Sophomores, and Juniors rated this service in the 70% range. Seniors reported a lower degree of satisfaction (55.6%) (Table 8). Freshmen and Sophomores who resided off campus reported being more satisfied (92.3%) than Freshmen and Sophomores who resided on campus (65.1%) (Table 9). Females indicated they were more satisfied (73.9%) than males 63.0% (Table 10). However, these differences in satisfaction were not found to be significant. The mean score for satisfaction with Academic Advising Services was 3.63 (Table 12).

Counseling Services - of the total group of respondents, 204 individuals responded "have not used" this service. Fifty-seven respondents indicated they "have used" Counseling Services (Table 16). Counseling Services was the least used service

(29.9% of the 273 respondents have used this service) and also the service students were most satisfied with (3.98 satisfaction average) (Tables 16 and 12). There was not a substantial difference in usage of this service between males (19.0%) and females (22.2%) (Table 15). There was also not a statistically significant difference in utilization based on residency. Freshmen and Sophomores who resided on campus reported 22.8% compared to 18.9% reported by Freshmen and Sophomores who resided off campus (Table 14). All class levels reported about the same degree of utilization of this service: Freshmen (21.9%), Sophomores (21.5%), Juniors (20.9%) and Seniors (19.7%) (Table 13). Over 70% of all class levels reported they were satisfied with Counseling Services: Freshmen (87.6%), Sophomores (85.7%), Juniors (71.4%), and Seniors (77.0%) (Table 8). All the Freshmen and Sophomores who resided off campus that have used Counseling Services (n=7) reported that they were satisfied (Table 9). Males reported 94.7% were satisfied with this service compared to females who reported 73.7% (Table 10), but the difference was not significant at either the .05 or .01 level.

Career Services - the majority of students reported they have not used this service (21.6% of the 273 students have used this service) (Table 16). Sixty-four Freshmen (n=73) have not used this service, 56 Sophomores (n=65) have not used this service, 53 Juniors (n=67) have not used this service, and 31 Seniors (n=66) have not used this service (Table 13). A difference at the .01 level of significance was found in

utilization between Freshmen and Sophomores who resided on campus and off campus. Freshmen and Sophomores who resided on campus reported a 8.9% level of usage as compared to Freshmen and Sophomores who resided off campus (5.4%) (Table 14). There was no significant difference in utilization when sex was tested. Males reported a 16.0% usage of this service and females reported a 25.1% usage (Table 15).

Fifty-nine percent of the total group cited they were satisfied with Career Services (Table 11). Freshmen reported 50.0% as being satisfied with this service. Sophomores reported 71.4% as being satisfied with this service. Juniors reported 53.9% as being satisfied with this service. Seniors reported 61.5% as being satisfied with this service. None of these differences were statistically significant (Table 8). Fifty percent of the Freshmen and Sophomores who resided off campus cited they were satisfied as compared to the Freshmen and Sophomores who resided on campus (66.6%) (Table 9). Females reported being more satisfied (62.8%) with this service, compared to 50.1% satisfied cited by males. Differences in satisfaction were not significant when sex or residence were considered, however. The mean score for satisfaction was 3.74 (Table 12).

Library Services - most of the students reported they have used Library Services (95.2%) (Table 16). Library Services was the second most used service (Table 16). All classifications of students reported at least 90% of the students having used this service: Freshmen (91.8%), Sophomores (98.5%), Juniors (95.5%), Seniors (98.5%) (Table 13).

There was not a significant difference with usage of Library Services between Freshmen and Sophomores who lived on campus and Freshmen and Sophomores who lived off campus. Slightly over 94% was cited by Freshmen and Sophomores who resided on campus as compared to 97.3% cited by Freshmen and Sophomores who resided off campus (Table 14). There was also no significant difference found between males and females: respectively 92.0% and 98.2% (Table 15). Freshmen were most satisfied with Library Services (74.6%), while Juniors were least satisfied (60.9%). Sophomores cited 73.4% and Seniors cited 61.5% as satisfied (Table 8). There was no significant difference in satisfaction between Freshmen and Sophomores who resided on campus (71.6% were satisfied) and Freshmen and Sophomores who resided on campus (80.6% were satisfied) (Table 9). Males cited 68.5% as satisfied and females cited 67.2% as satisfied. As a total group (n=260) the mean score for satisfaction with Library Services was 3.68 (Table 12).

Health Services - a statistically significant difference at the .05 level was found in usage of Health Services by sex. Females reported a significantly higher level of usage (70.8%) than males (54.0%) (Table 15). Seniors indicated the highest number of students that have used Health Services (78.8%) while Freshmen used this service the least (46.6%). Sophomores indicated 72.3% and Juniors indicated 62.7% have used this service (Table 13). This difference was significant at the .01 level. Freshmen and Sophomores on campus indicated more students using Health Services (64.4%) as compared to 43.2%

of Freshmen and Sophomores who resided off campus (Table 14). However, there was not a statistically significant difference with this service by residency.

Although a higher number of females compared to males used Health Services, there was not a significant difference in satisfaction. Respectively, 63.7% females were satisfied and 62.9% of males were satisfied (Table 10). There was not a significant difference in satisfaction with Health Services by residency. Freshmen and Sophomores who resided on campus cited 64.6% were satisfied as compared to Freshmen and Sophomores who resided off campus cited 50.1% (Table 9). Freshmen were most satisfied with this service (67.7%) while Sophomores were the least satisfied (57.4%), Juniors reported 64.3% as being satisfied and Seniors reported 65.3% as being satisfied (Table 8). However, this difference was not significant. As a group (n=175) the mean score for satisfaction with Health Services was 3.64 (Table 12).

Financial Aid Services - the number of respondents who reported they had used Financial Aid Services was 140 students (51.3%) as compared to 121 students (44.3%) who reported they had not used Financial Aid Services (Table 16). There was a statistically significant difference found in usage of Financial Aid Services by residency. Freshmen and Sophomores off campus cited a higher number that have used this service (59.5%) than Freshmen and Sophomores who resided on campus (38.6%) (Table 14). Seniors used this service the most (62.1%), followed by Juniors (56.7%), followed by Sophomores (49.2%), followed by Freshmen (39.7%) (Table 13.) There was a difference

in this service by sex, males cited 47% that had used this service compared to females (54.4%) that had used this service. However, this difference was not found to be statistically significant (Table 15). Freshmen and Sophomores who resided on campus were more satisfied with Financial Aid Services (69.3%) as compared to 59.1% of Freshmen and Sophomores who resided off campus (Table 9). This difference was not statistically significant. There was a difference in satisfaction by sex but the difference was not statistically significant; males cited 46.8% as compared to females who cited 67.7% as satisfied (Table 10). Sophomores reported being the most satisfied with Financial Aid Services (68.8%) while Seniors reported being the least satisfied (56.1%). Freshmen cited 62.1% and Juniors cited 57.9% as satisfied (Table 8). However, there was not a significant difference in satisfaction by class. As a total group (n=140) the mean scores for satisfaction was 3.59 (Table 12).

Residence Hall Services - the majority of the students responded they had used residence hall services (67.0%) (Table 16). There was a significant difference found in residency which was expected by the researcher. Freshmen and Sophomores who resided on campus indicated a higher use of Residence Hall Services (Table 14). The usage of this service was close by underclassmen; 71.2% Freshmen and 72.3% Sophomores had used this service. Seniors cited 68.2% had used this service compared to Juniors who cited 58.2% (Table 13). There was no significant difference found in the usage of this

service and sex. Males cited 63% had used this service and females cited 70.2% (Table 15).

There was a significant difference found in satisfaction with Residence Halls and residency. A significant difference at the .01 level was found between Freshmen and Sophomores who resided on campus and Freshmen and Sophomores who resided off campus (Table 9). Freshmen reported being the most satisfied with this service (75%), Sophomores reported 63.9% were satisfied, Juniors reported 59% and Seniors were least satisfied (57.7%) (Table 8). There was not a significant difference found in satisfaction with this service and sex; males cited 60.3% as being satisfied compared to females who cited 66.6% as being satisfied (Table 10). As a total group (n=183) the mean score for satisfaction was 3.64 (Table 12).

Food Services - of the 273 students who responded to the survey, 205 students (75.1%) reported having used the Food Services (Table 16). Of the Freshmen and Sophomores who resided on campus, 93.1% have used the Food Services compared to 40.5% of the Freshmen and Sophomores who resided off campus (statistically significant at the .01 level) (Table 14). Males cited 76% had used this service, while females cited 75.4% (Table 15). Sophomores reported the highest usage of this service (81.5%), followed by Freshmen (76.7%), followed by Seniors (74.2%) and then Juniors (70.1%) (Table 13). Freshmen and Sophomores who resided on campus were more dissatisfied (30.8%) with Food Service than Freshmen and Sophomores who resided off campus (26.7%) (Table 9). There was not a

significant difference in satisfaction by sex, 32.8% of the males cited being satisfied and 32.6% of the females cited being satisfied (Table 10). Seniors were most dissatisfied with Food Services (38.8%), followed by Sophomores (35.8%), followed by Juniors (34.1%). Freshmen cited 25% as being dissatisfied (Table 14). As a total group (n=205), the mean score for satisfaction was 2.92 (Table 12).

Student Activities - the majority of the students (65.2%) have used Student Activities that were social-related (Table 16). Freshmen and Sophomores who resided on campus reported they had used this service more (70.3%) than Freshmen and Sophomores who resided off campus (51.4%). This difference was statistically significant at the .05 level (Table 14). Class levels reported similar levels of usage: 64.4% of Freshmen, 66.2% of Sophomores, 65.7% of Juniors, and 66.7% of Seniors (Table 13). Sex again made no difference in usage. Sixty-three percent of males and 67.3% of females reported having used this service (Table 15). There was a significant difference found at the .05 level in satisfaction of Student Activities by residency. Freshmen and Sophomores who resided on campus were more satisfied (80.3%) than Freshmen and Sophomores who resided off campus (68.4%) (Table 9). Underclassmen (Freshmen and Sophomores) were slightly more satisfied than upperclassmen (Juniors and Seniors): 83.0% Freshmen cited being satisfied, 72.1% of Sophomores cited being satisfied, 70.5% of Juniors cited being satisfied, 65.9% of Seniors cited being satisfied and 65.9% of Seniors cited being satisfied

(Table 8). There was not a difference found in satisfaction with this service and sex: 76.2% of males cited satisfied compared to 71.3% of females (Table 10). As a total group (n=78), the mean score for satisfaction was 3.81 (Table 12).

Registration Services - the majority of students were dissatisfied (63.4%) with the Registration Services (Table 16). Seniors were the most dissatisfied (77.3%). Sixty-nine percent of the Sophomores were dissatisfied, 68.6% of the Juniors were dissatisfied, while 42.5% of the Freshmen reported being dissatisfied (Table 8). There was no significant difference found with this service and sex; 65% of males cited they were dissatisfied with this service and 63.2% of females cited they were dissatisfied with this service (Table 10). There was not a significant difference found in satisfaction with this service and residency: 52.5% of the Freshmen and Sophomores who resided on campus were dissatisfied and 62.1% of Freshmen and Sophomores who resided off campus were dissatisfied (Table 9). As a total group (n=273), the mean score for satisfaction was 2.29 (Table 12). Utilization was not tested with this service because all respondents used this service.

Section V of the Student Opinion Survey invited respondents to add their own comments and suggestions. The responses covered the realm of the college experience and the environment. For the scope of this study only comments related to the ten selected services were discussed. Students provided comments on all of the ten selected services except Health Services.

TABLE 3
MARITAL STATUS

| | Single/ Unmarried | Married | Separated | Prefer Not To Repond |
|-------------|----------------------|---------|-----------|-------------------------|
| Total Group | 261 | 9 | 0 | 1 |
| Percentage | 95.6 | 3.3 | 0 | 0.4 |

TABLE 4
RACE

| | Black | Indian/ Alaskan | White | Mexican/ Chicano | Oriental/ Asian | Prefer Not To Repond |
|-------------|-------|--------------------|-------|---------------------|--------------------|-------------------------|
| Total Group | 1 | 1 | 265 | 0 | 1 | 2 |
| Percentage | 0.4 | 0.4 | 97.1 | 0 | 0.4 | 0.7 |

TABLE 5
CURRENT ENROLLMENT STATUS

| | Full Time | Part Time |
|-------------|-----------|-----------|
| Total Group | 268 | 3 |
| Percentage | 98.2 | 1.1 |

TABLE 6
PURPOSE FOR ENTERING THIS COLLEGE

| Reasons | Total Group | Percentage |
|--|-------------|------------|
| No goal in mind | 10 | 3.7 |
| To take job-related courses | 1 | 0.4 |
| Self-improvement | 3 | 1.1 |
| Plan to transfer to another college | 6 | 2.2 |
| For certification | 9 | 3.3 |
| To complete a vocational/technical program | 3 | 1.1 |
| To obtain an Associate degree | 9 | 3.3 |
| To obtain a Bachelor's degree | 222 | 81.3 |
| To obtain a Master's degree | 3 | 1.1 |
| To obtain a professional degree | 4 | 1.5 |

TABLE 7
RESIDENCY

| Class Level | On Campus | | Off Campus | |
|-------------|-----------|------|------------|------|
| | n | % | n | % |
| Freshmen | 58 | 79.5 | 15 | 20.6 |
| Sophomores | 43 | 66.2 | 22 | 33.9 |
| Juniors | 10 | 14.9 | 57 | 85.1 |
| Seniors | 3 | 4.5 | 62 | 93.9 |

TABLE 8
SATISFACTION BY CLASSIFICATION

| Total Group | Freshmen = 73 | | | | Sophomores = 65 | | | | Juniors = 67 | | | | Seniors = 66 | | | | χ^2 df =6 |
|--------------------------|---------------|--------------|--------------|--------------|-----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|----------------|
| <u>Selected Services</u> | # | S | N | D | # | S | N | D | # | S | N | D | # | S | N | D | |
| Academic Advising | 22 | 16 (72.7) | 5 (22.7) | 1 (4.5) | 34 | 24 (70.6) | 6 (17.6) | 4 (11.7) | 45 | 32 (71.1) | 9 (20.0) | 4 (8.9) | 45 | 25 (55.6) | 8 (17.8) | 12 (26.7) | 10.91 |
| Counseling Svcs. | 16 | 14 (87.6) | 0 (0.0) | 2 (12.5) | 14 | 12 (85.7) | 1 (7.1) | 1 (7.1) | 14 | 10 (71.4) | 3 (21.4) | 1 (7.1) | 13 | 10 (77.0) | 0 (0.0) | 3 (23.1) | 3.43 |
| Career Services | 4 | 2 (50.0) | 1 (25.0) | 0 (0.0) | 7 | 5 (71.4) | 0 (0.0) | 2 (28.6) | 13 | 7 (53.9) | 4 (30.8) | 2 (15.4) | 35 | 21 (60.0) | 11 (31.4) | 2 (5.7) | 7.40 |
| Library Services | 67 | 50 (74.6) | 12 (17.9) | 4 (6.0) | 64 | 47 (73.4) | 7 (10.9) | 10 (15.6) | 64 | 39 (60.9) | 10 (15.6) | 14 (21.9) | 65 | 40 (61.5) | 8 (12.3) | 16 (24.6) | 11.98 |
| Health Services | 34 | 23 (67.7) | 4 (11.8) | 5 (14.7) | 47 | 27 (57.4) | 9 (19.1) | 1 (23.4) | 42 | 27 (64.3) | 5 (11.9) | 9 (21.5) | 52 | 34 (65.3) | 9 (17.3) | 8 (15.4) | 2.38 |
| Financial Aids | 29 | 18 (62.1) | 5 (17.2) | 3 (10.3) | 32 | 22 (68.8) | 3 (9.4) | 7 (21.9) | 38 | 22 (57.9) | 8 (21.1) | 8 (21.1) | 41 | 23 (56.1) | 9 (22.0) | 7 (17.1) | 5.87 |
| Residence Halls | 52 | 39 (75.0) | 9 (17.3) | 3 (5.7) | 47 | 30 (63.9) | 14 (29.8) | 3 (6.4) | 39 | 23 (59.0) | 10 (25.6) | 6 (15.4) | 45 | 26 (57.7) | 11 (24.4) | 8 (17.8) | 9.44 |
| Food Services | 56 | 24 (42.9) | 17 (30.4) | 14 (25.0) | 53 | 15 (28.3) | 18 (34.0) | 19 (35.8) | 47 | 14 (29.8) | 16 (34.0) | 16 (34.1) | 49 | 14 (28.5) | 13 (26.5) | 19 (38.8) | 3.78 |
| Student Activities | 47 | 39 (83.0) | 3 (6.4) | 2 (4.3) | 43 | 31 (72.1) | 8 (18.6) | 4 (9.3) | 44 | 31 (70.5) | 8 (18.2) | 3 (6.8) | 44 | 29 (65.9) | 13 (29.5) | 1 (2.3) | 8.13 |
| Registration | 73 | 18 (24.7) | 21 (28.8) | 31 (42.5) | 65 | 13 (20.0) | 7 (10.8) | 45 (69.2) | 67 | 14 (20.9) | 7 (10.4) | 46 (68.6) | 66 | 8 (12.1) | 7 (10.6) | 51 (77.3) | 22.16** |

= Total number who answered that they used a service
 S = Number of respondents who answered "Very Satisfied" or "Satisfied"
 N = Number of respondents who answered "Neutral"
 D = Number of respondents who answered "Very Dissatisfied" or "Dissatisfied"

** - Chi Square Significant at the .01 level

TABLE 9

SATISFACTION WITH SERVICES BY FRESHMEN AND SOPHOMORES
ON CAMPUS AND FRESHMEN AND SOPHOMORES OFF CAMPUS

| Total Group Selected Service | Freshmen/Sophomores On Campus | | | Freshmen/Sophomores Off Campus | | | χ^2 df = 2 | | |
|---------------------------------|----------------------------------|--------------|--------------|-----------------------------------|----|--------------|--------------------|--------------|-------|
| | # | S | N | D | # | S | | N | D |
| Academic Advising | 43 | 28 (65.1) | 10 (23.3) | 5 (11.7) | 13 | 12 (92.3) | 1 (7.7) | 0 (0.0) | 0.58 |
| Counseling | 23 | 19 (82.6) | 1 (4.3) | 3 (13.0) | 7 | 7 (100.0) | 0 (0.0) | 0 (0.0) | 0.13 |
| Career Services | 9 | 6 (66.6) | 0 (0.0) | 2 (22.0) | 2 | 1 (50.0) | 1 (50.0) | 0 (0.0) | 0.45 |
| Library Services | 95 | 68 (71.6) | 17 (17.9) | 9 (9.5) | 36 | 29 (80.6) | 2 (5.6) | 5 (13.9) | 3.21 |
| Student Health | 65 | 42 (64.6) | 10 (15.4) | 11 (16.9) | 16 | 8 (50.1) | 3 (18.8) | 5 (31.3) | 0.18 |
| Financial Aids | 39 | 27 (69.3) | 3 (7.7) | 7 (17.9) | 22 | 13 (59.1) | 5 (22.7) | 3 (13.6) | 4.98 |
| Residence Halls | 92 | 64 (69.6) | 22 (23.9) | 5 (5.4) | 7 | 5 (71.4) | 1 (14.3) | 1 (14.3) | 8.95* |
| Food Services | 94 | 32 (34.0) | 32 (34.0) | 29 (30.8) | 15 | 7 (46.6) | 3 (20.0) | 4 (26.7) | 0.87 |
| Student Activities | 71 | 57 (80.3) | 8 (11.3) | 4 (5.6) | 19 | 13 (68.4) | 3 (15.8) | 2 (10.5) | 7.08* |
| Registration | 101 | 24 (23.8) | 21 (20.8) | 53 (52.5) | 37 | 7 (18.9) | 7 (18.9) | 23 (62.1) | 5.04 |

= Total number who answered they used service

S = Number of respondents who answered "Very Satisfied" or "Satisfied"

N = Number of respondents who answered "Neutral"

D = Number of respondents who answered "Very Dissatisfied" or "Dissatisfied"

* - Chi Square Significant at the .05 level

TABLE 10
SATISFACTION WITH SERVICES BY SEX

| Total Group | Males = 100 | | | | Females = 171 | | | | |
|-------------------------|-------------|--------------|--------------|--------------|---------------|---------------|--------------|---------------|------|
| | # | S | N | D | # | S | N | D | |
| <u>Selected Service</u> | | | | | | | | | |
| Academic Advising | 54 | 34 (63.0) | 13 (24.1) | 7 (13.0) | 92 | 63 (73.9) | 15 (16.3) | 14 (15.2) | 3.93 |
| Counseling | 19 | 18 (94.7) | 0 (0.0) | 1 (5.3) | 38 | 28 (73.7) | 4 (10.5) | 6 (15.8) | 1.79 |
| Career Services | 16 | 8 (50.1) | 4 (25.0) | 3 (18.8) | 43 | 27 (62.8) | 12 (27.9) | 3 (7.0) | 3.71 |
| Library Services | 92 | 63 (68.5) | 12 (13.0) | 17 (18.5) | 168 | 113 (67.2) | 25 (14.9) | 27 (16.1) | 0.18 |
| Health Services | 54 | 34 (62.9) | 7 (13.0) | 12 (22.3) | 121 | 77 (63.7) | 20 (16.5) | 21 (17.4) | 0.58 |
| Financial Aids | 47 | 22 (46.8) | 11 (23.4) | 13 (27.6) | 93 | 63 (67.7) | 14 (15.1) | 12 (12.9) | 5.68 |
| Residence Hall | 63 | 38 (60.3) | 15 (23.8) | 9 (14.3) | 120 | 80 (66.6) | 29 (24.2) | 11 (9.2) | 0.98 |
| Food Services | 76 | 25 (32.8) | 24 (31.6) | 26 (34.2) | 129 | 42 (32.6) | 40 (31.0) | 42 (32.6) | 0.03 |
| Student Activities | 63 | 48 (76.2) | 10 (15.9) | 4 (6.4) | 115 | 82 (71.3) | 22 (19.1) | 6 (5.2) | 0.17 |
| Registration | 100 | 23 (23.0) | 10 (10.0) | 65 (65.0) | 171 | 30 (17.5) | 32 (18.7) | 108 (63.2) | 4.08 |

= Total number who answered item

S = Number of respondents who answered "Very Satisfied" or "Satisfied"

N = Number of respondents who answered "Neutral"

D = Number of respondents who answered "Very Dissatisfied" or "Dissatisfied"

Nothing is significant at the .05 or .01 level

TABLE 11
SATISFACTION WITH SERVICES BY TOTAL GROUP

| Total Group | Used Services | N = 273 | | Percentage 100.0 | | | |
|-------------------------|------------------|---------|--------|------------------|--------|-----|--------|
| | | S | % | N | % | D | % |
| Academic Advising | 146 | 97 | (66.5) | 28 | (19.2) | 21 | (14.4) |
| Counseling Services | 57 | 46 | (80.7) | 4 | (7.0) | 7 | (12.3) |
| Career Services | 59 | 35 | (59.3) | 16 | (27.1) | 6 | (10.2) |
| Library Services | 260 | 176 | (67.7) | 37 | (14.2) | 44 | (17.0) |
| Health Services | 175 | 111 | (63.4) | 27 | (15.4) | 33 | (18.8) |
| Financial Aid Services | 140 | 85 | (60.7) | 25 | (17.9) | 25 | (17.8) |
| Residence Hall Services | 183 | 118 | (64.4) | 44 | (24.0) | 20 | (10.9) |
| Food Services | 205 | 67 | (32.7) | 64 | (31.2) | 68 | (33.1) |
| Student Activities | 178 | 130 | (73.0) | 32 | (18.0) | 10 | (5.6) |
| Registration | 273 | 53 | (19.4) | 42 | (15.4) | 173 | (63.4) |

= Total number who answered they used service

S = Number of respondents who answered "Very satisfied" or "Satisfied"

N = Number of respondents who answered "Neutral"

D = Number of respondents who answered "Very Dissatisfied" or "Dissatisfied"

TABLE 12
 SATISFACTION AVERAGE OF TOTAL GROUP
 WITH STUDENT SERVICES

| Selected Service | Total Group | Satisfaction Average | Standard Deviation | Rank |
|-------------------------|-------------|----------------------|--------------------|------|
| Academic Advising | 146 | 3.63 | 1.01 | 7 |
| Counseling Services | 57 | 3.98 | 0.93 | 1 |
| Career Services | 59 | 3.74 | 0.93 | 3 |
| Library Services | 260 | 3.68 | 1.05 | 5 |
| Health Services | 175 | 3.64 | 1.15 | 6 |
| Financial Aid Services | 140 | 3.59 | 1.14 | 8 |
| Residence Hall Services | 183 | 3.68 | 0.91 | 4 |
| Food Services | 205 | 2.92 | 1.05 | 9 |
| Student Activities | 178 | 3.81 | 0.75 | 2 |
| Registration | 273 | 2.29 | 1.14 | 10 |

TABLE 13
 USAGE OF SERVICES BY CLASSIFICATION

| Local Group Selected Services | Freshmen = 73 | | Sophomores = 65 | | Juniors = 67 | | Seniors = 66 | | X ² df=3 |
|----------------------------------|---------------|-------|-----------------|-------|--------------|-------|--------------|-------|------------------------|
| | Used Service | % | Used Services | % | Used Service | % | Used Service | % | |
| Academic Advising | 22 | 30.1 | 34 | 52.3 | 45 | 67.2 | 45 | 68.2 | 25.65** |
| Counseling Services | 16 | 21.9 | 14 | 21.5 | 14 | 20.9 | 13 | 19.7 | 0.21 |
| Career Services | 4 | 5.5 | 7 | 10.8 | 13 | 19.4 | 35 | 53.0 | 51.55** |
| Library Services | 67 | 91.8 | 64 | 98.5 | 64 | 95.5 | 65 | 98.5 | 1.96 |
| Health Services | 34 | 46.6 | 47 | 72.3 | 42 | 62.7 | 52 | 78.8 | 15.26** |
| Financial Aid Services | 29 | 39.7 | 32 | 49.2 | 38 | 56.7 | 41 | 62.1 | 6.57 |
| Residence Hall Services | 52 | 71.2 | 47 | 72.3 | 39 | 58.2 | 45 | 68.2 | 4.81 |
| Food Services | 56 | 76.7 | 53 | 81.5 | 47 | 70.1 | 49 | 74.2 | 3.12 |
| Student Activities | 47 | 64.4 | 43 | 66.2 | 44 | 65.7 | 44 | 66.7 | 0.16 |
| Registration | 73 | 100.0 | 65 | 100.0 | 67 | 100.0 | 66 | 100.0 | # |

** Chi Square Significant at the .01 level

This service was not tested because usage was 100%

TABLE 14

USAGE OF SERVICES BY FRESHMEN AND SOPHOMORES
ON CAMPUS AND FRESHMEN AND SOPHOMORES OFF CAMPUS

| Total Group | Freshmen/Sophomores On Campus | | Freshmen/Sophomores Off Campus | | χ^2 df=1 |
|--------------------------|----------------------------------|-------|-----------------------------------|--------|------------------|
| | n | % | n | % | |
| | 101 | | 37 | | |
| <u>Selected Services</u> | Used Service | | Used Service | | |
| Academic Advising | 43 | 42.6 | 13 | 35.1 | 3.34 |
| Counseling Services | 23 | 22.8 | 7 | 18.9 | 0.06 |
| Career Services | 9 | 8.9 | 2 | 5.4 | 12.67** |
| Library Services | 95 | 94.1 | 36 | 97.3 | 0.0 |
| Health Services | 65 | 64.4 | 16 | 43.2 | 0.28 |
| Financial Aid Services | 39 | 38.6 | 22 | 59.5 | 4.83* |
| Residence Hall Services | 92 | 91.1 | 7 | 18.9 | 60.03** |
| Food Services | 94 | 93.1 | 15 | 40.5 | 37.71** |
| Student Activities | 71 | 70.3 | 19 | 51.4 | 4.19* |
| Registration | 101 | 100.0 | 37 | 100.00 | # |

* Chi Square Significant at the .05 level

** Chi Square Significant at the .01 level

This service was not tested because usage was 100%

TABLE 15
USAGE OF SERVICES BY SEX

| Total Group Selected Services | <u>Males</u> 100 | | <u>Females</u> 171 | | χ^2 df=1 |
|---|---------------------|-------|-----------------------|-------|------------------|
| | n Used Services | % | n Used Services | % | |
| Academic Advising | 54 | 54.0 | 92 | 53.8 | 0.02 |
| Counseling Services | 19 | 19.0 | 38 | 22.2 | 0.13 |
| Career Services | 16 | 16.0 | 43 | 25.1 | 2.12 |
| Library Services | 92 | 92.0 | 168 | 98.2 | 0.00 |
| Health Services | 54 | 54.0 | 121 | 70.8 | 4.82* |
| Financial Aid Services | 47 | 47.0 | 93 | 54.4 | 0.32 |
| Residence Hall Services | 63 | 63.0 | 120 | 70.2 | 0.16 |
| Food Services | 76 | 76.0 | 129 | 75.4 | 0.73 |
| Student Activities | 63 | 63.0 | 115 | 67.3 | 0.00 |
| Registration | 100 | 100.0 | 171 | 100.0 | # |

* Chi Square Significant at the .05 level

This service was not tested because usage was 100%

TABLE 16
 USAGE OF SERVICES BY TOTAL GROUP

| <u>Selected Services</u> | <u>Respondents</u> | | <u>Percentage</u> | |
|--------------------------|------------------------------|--------------------------|----------------------------------|-------------|
| 10 | 273 | | 100.0 | |
| <u>Selected Services</u> | <u>Have not used Service</u> | <u>Have used Service</u> | <u>% of group that have used</u> | <u>Rank</u> |
| Academic Advising | 116 | 146 | 53.5 | 7 |
| Counseling Services | 204 | 57 | 20.9 | 10 |
| Career Services | 204 | 59 | 21.6 | 9 |
| Library Services | 2 | 260 | 95.2 | 2 |
| Health Services | 88 | 175 | 64.1 | 6 |
| Financial Aids Services | 121 | 140 | 51.3 | 8 |
| Residence Hall Services | 79 | 183 | 67.0 | 4 |
| Food Services | 57 | 205 | 75.1 | 3 |
| Student Activities | 82 | 178 | 65.2 | 5 |
| Registration | 0 | 273 | 100.0 | 1 |

Academic Advising - in general, students made comments regarding the need to be more publicized and to increase number of advisors. Five individuals responded that academic services needed improvement in providing the correct information.

Counseling Services - two individuals indicated they were not aware of this service until they completed the survey. They felt this service should be more publicized.

Career Services - a sociology major responded that a greater attempt should be made to address "other means of study besides Business, Computer Science, or Physical Education" in terms of on campus recruiters and career days. Other comments cited were the need for the office to be more publicized and that the opportunity to meet with career counselors are almost "nil."

Library Services - students made comments on the following issues regarding library services: there needs to be a "no smoking" area in the library lounge, there needs to be improvement in providing a place to study rather than socialize, there needs to be improvement in appearance such as carpeted floors and cushioned seating.

Financial Aid Services - a suggestion cited was to find financial help for those who do not qualify for financial aid assistance. A comment was also cited to improve Financial Aids at registration.

Residence Hall Services - one student reported the importance for first year students to live on campus. Two students indicated space was needed to provide more room for more residence halls. Two individuals responded they enjoyed dorm life.

Food Services - one student suggested the balance should be refunded of the unused meals at the end of the semester. Eight students responded that Whitney Center (UW-La Crosse food service) needs to be improved.

Student Activities - three students felt there was student apathy on this campus, that activities were offered but only a few students participated or that commuter students were "out of touch" with Student Activities. Two students indicated a desire for more university social activities such as mixers, carnivals and beach parties that "do not require special talents or skills".

Registration Procedures - ten students cited that the registration process drastically needs improvement. Four individuals indicated they would like to see UW-La Crosse use a computer system in the registration process. Two individuals suggested registering at the end of the semester for the upcoming semester.

Tests of the Hypothesis

1. The null hypothesis, there is no statistically significant difference between undergraduate students' perceived satisfaction with selected student services and classification was rejected. When a difference of perceived satisfaction based on classification was tested using chi square statistical analysis, a significant difference at the .01 level was found in registration services (Table 8).

2. The null hypothesis, there is no statistically significant difference between undergraduate students' perceived satisfaction with selected student services and

residency was rejected. When a difference of perceived satisfaction based on residency was tested using chi square statistical analysis, a significant difference at the .05 level was found in Residence Hall Services and Student Activities (Table 9).

3. The null hypothesis, there is no statistically significant difference between undergraduate students' perceived satisfaction with selected student services and sex was accepted (Table 10).

4. The null hypothesis, there is no statistically significant difference between undergraduate students' usage of selected student services and classification was rejected. When a difference of usage based on classification was tested using chi square statistical analysis, a significant difference at the .01 level was found in Academic Advising Services, Career Services, and Health Services (Table 13).

5. The null hypothesis, there is no statistically significant difference between undergraduate students' usage of selected student services and residency was rejected. When a difference of usage based on residency was tested using chi square statistical analysis a significant difference at the .05 level was found in Financial Aid Services and Student Activities; a significant difference at the .01 level was found in Career Services, Residence Hall Services, and Food Services (Table 14).

6. The null hypothesis, there is no statistically significant difference between undergraduate students' usage of selected services and sex was rejected. When a difference of usage based on sex was tested using chi square statistical

analysis a significant difference at the .05 level was found in Health Services (Table 15).

Discussion

What are undergraduate students' usage and perceived level of satisfaction with selected student services at the University of Wisconsin-La Crosse? Is there a difference in the level of satisfaction between males and females, or between on campus and off campus residents regarding student services? Are Seniors more satisfied with services than Freshmen? Is there apathy on this campus? What services are UW-La Crosse students using?

When the dependent variables of usage and satisfaction with selected student services were tested with independent variables of classification, residency, and sex to determine if there was a statistically significant difference, all the null hypotheses were rejected except one. There was no statistically significant difference found between students' perceived satisfaction with selected student services and sex.

In general, more on campus resident students used the student services and were more satisfied. More upperclassmen (Juniors and Seniors) used Academic Advising, Career Services, Health Services, and Financial Aid Services than underclassmen (Freshmen and Sophomores). However, more underclassmen used Residence Hall Services and Food Services than upperclassmen. More females than males used the Health Services.

As a total group, students used Registration Services the most, followed by Library Services. Students, although they

used Counseling Services the least, they reported being the most satisfied with this service. Students were most dissatisfied with Registration Services with Seniors being the most dissatisfied.

The majority of the satisfaction averages fell between neutral and satisfied scales that supports previous research. Both Lewicki and Thompson's study (1982) and Betz, Starr, and Menne's study (1972) found students rated an overall "satisfied, no more, no less" response to student services. However, in the present study, students indicated they were dissatisfied with Food Services and Registration Services.

After conducting the present study, the researcher was able to draw the following six conclusions.

First, the results of this study indicated a difference in students' perceived satisfaction with Registration Services by classification. All class levels cited Registration significantly low with Seniors reporting a higher frequency of dissatisfaction than Freshmen, Sophomores, and Juniors.

Second, the results of this study indicated a difference in students' perceived satisfaction with Residence Hall Services and Student Activities by residency. Students who resided on campus rated that they were more satisfied with these services than off campus students.

Third, the results of this study indicated that sex made no difference in satisfaction with student services.

Fourth, the results of this study indicated a difference in usage of Academic Advising Services, Career Services, and

and Health Services by classification. Academic Advising services were reported as being used by over 50% of the Sophomores, Juniors, and Seniors as compared to only 30% of the Freshmen. Health Services were reported as being used by over 50% of the Sophomores, Juniors, and Seniors, as compared to only 46.6% of the Freshmen. Less than 20% of the Freshmen, Sophomores, and Juniors reported using Career Services.

Fifth, the results of this study indicated a difference in usage of Career Services, Financial Aid Services, Residence Hall Services, Food Services, and Student Activities by residency. The researcher expected on campus students to report a higher use of Residence Hall Services and Food Services. A higher number of off campus students used Financial Aid Services. On campus students used Student Activities more than off campus students. Both Freshmen and Sophomores who resided off and on campus reported a low use of Career Services, but on campus students reported a significant lower use.

Sixth, the results of this study indicated a difference in usage of Health Services by sex. Females reported a significantly higher number using the Health Services than males.

Recommendations

The researcher believes that data gathered from the Student Opinion Survey can be used in a number of other studies to provide valuable feedback to university personnel. First, since the present study only focused on ten selected student services, a study investigating the other services from the questionnaire should be conducted. Second, a study focusing on the college

environment should be explored using results from section III of the Student Opinion Survey. Third, since questions from section IV were locally designed for the purpose of obtaining feedback from the respondents about specific educational issues and concerns of this university, this section should be investigated more thoroughly. Last, the study should be repeated to include full-time graduate students to acquire a broader and more accurate picture of students' usage and perceived satisfaction at this university.

Limitations

1. Some of the data could have been lost by collapsing the five-point Likert scale into three categories: very satisfied and satisfied, neutral, and very dissatisfied and dissatisfied.
2. The sample may not have been representative of the entire population.
3. A type 1 error could have been made by rejecting the null hypothesis and stating there was a difference between the dependent and independent variables when there really was not a difference.
4. A type 2 error could have been made by accepting the null hypothesis and stating there was no difference between the dependent and independent variables when there really was a difference.
5. The results could have been affected by treating the data as nominal data instead of ordinal data.

CHAPTER IV

SUMMARY

Students' perceptions are extremely important as the trend moves to their powerful voice in their role as consumers. Students' perceptions of services may well be influenced by their potentials, values, and learning as much by the ways in which they develop. This can be illustrated by Seniors usually viewing things differently from Freshmen. Students' own personal needs affect how they will interpret their encounters and thus, the kind of impact the services will have on them (Brown, 1972).

This study focused on enrolled undergraduate students' level of usage and perceived satisfaction in regard to ten selected services. The selected services investigated were: Academic Advising, Counseling Services, Career Services, Library Services, Health Services, Financial Aid Services, Residence Hall Services, Food Services, Student Activities, and Registration Services. The major research question was, what are undergraduate students' usage and perceived level of satisfaction with selected student services at the University of Wisconsin-La Crosse? Data were gathered by an American College Testing (ACT) instrument, the Student Opinion Survey. A random

stratified sample of 400 students (100 Freshman, 100 Sophomore, 100 Junior, and 100 Senior) was obtained. Of the 400 students surveyed, 273 students returned their questionnaire for analysis. Six hypotheses were tested using usage and satisfaction as dependent variables and classification, residency, and sex as independent variables. A chi square analysis was performed to test the differences.

An undeniably important dimension of the students' experience is where they choose to live. Chickering's research (1974) documents such differences in residency: more on campus residents report extracurricular achievements and more on campus residents report more involvement in Student Activities. In the present study such differences in residency were found. A higher number of on campus residents used Food Services and participated in Student Activities. Students who resided on campus were also more satisfied with Student Activities than were off campus students. A few students offered comments about their belief in the importance of living on campus for the first one or two years.

The present study supported results of previous studies. In the study, "College Student Satisfaction in Ten Public and Private Colleges and Universities," (Betz, Starr & Menne, 1972) one of the findings was that the satisfaction between men and women did not differ. In the present study there was no significant difference found between the satisfaction of the ten selected services and sex. A more significant finding that the researchers (Betz et al, 1972) reported was that public

university students seemed to be more satisfied with the social life than students from private universities. Seventy-three percent of the total group at UW-La Crosse responded that they were very satisfied or satisfied with Student Activities that were social related. In Lewicki and Thomson's study (1982), the researchers found that Career Services was used significantly less than the other services investigated by Freshmen and Sophomores. The present study supported their finding of a low degree of usage in Career Planning Services; Freshman and Sophomore class levels combined cited a 16.3% of usage.

Who are the students of today? What do today's students want from college? Levine (1981) described today's students as extremely materialistic, cynical about society and its institutions and very competitive about grades. In the present study 95.2% of the surveyed students reported that they have used the Library Services. Further, Library Services were reported the second most used service of the ten selected services investigated.

The purpose of this study was to gather information on enrolled (Spring Semester, 1984) undergraduate students' usage and perceived satisfaction of ten selected student services. Students' perceptions are important in testing whether or not the institution is meeting the students' needs. The ultimate goal was to assist university personnel in identifying and developing services that more effectively address the needs of students at the University of Wisconsin-La Crosse. As stated by Kuh (1982), student services have taken on a proactive approach, this implies, "improving students'

experience, not merely maintaining the present level of functioning" (p. 207).

REFERENCES

- American College Testing (ACT). The ACT evaluation survey service. Iowa City: American College Testing Program.
- Astin, A. W., Green, K. C., Korn, W. S. & Maier, M. The American freshman: national norms for fall 1983. Los Angeles: American Council On Education, 1983.
- Betz, E. L., Starr, A. M. & Menne, J. W. College student satisfaction in ten public and private colleges and universities. Journal of College Student Personnel, 1972, 13, 456-461.
- Brown, R. D. Where higher education might be going tomorrow. Student development in tomorrow's higher education - a return to the academy. Washington, D. C.: American Personnel and Guidance Association, 1972.
- Carney, C. G. & Barak, A. A survey of student needs and student personnel services. Journal of College Student Personnel, 1976, 17, 280-284.
- Chickering, A. W. Education and identity. San Francisco: Jossey-Bass Publishers, 1969.
- Chickering, A. W. Commuting versus resident students. San Francisco: Jossey-Bass Publishers, 1974, 45-64.
- Fitzgerald, L. E. A student of faculty perceptions of student personnel services (Doctoral dissertation, Michigan State University, 1959). Dissertation Abstracts, 1960, 20, 3152. (University Microfilms, No. 59-5611)
- Green, K. C., Astin, A. W., Korn, W. S. & McNamara, P. P. The American college student, 1982 - national norms for 1978 and 1980 college freshmen. Los Angeles: American Council On Education, 1983.
- Kuh, G. D. Beyond student development: contemporary priorities for student affairs. Naspa Journal, 1981, 18, 29-35.
- Kuh, G. D. Purposes and principles for needs assessment in student affairs. Journal of College Student Personnel, 1982, 23, 202-209.

- Levine, A. When dreams and heroes died. San Francisco: Jossey-Bass, 1981.
- Lewicki, G. J. & Thompson, D. L. Awareness, utilization, and satisfaction with student services among freshmen and sophomores: a consumer evaluation. Journal of College Student Personnel, 1982, 23, 477-481.
- Maslow, A. H. Motivation and personality (2nd ed.). New York: Harper & Row, 1969.
- Perry, W. Intellectual and ethical development in the college years. New York: Holt, Rinehart & Winston, 1970.
- Piaget, J. Main trends in psychology. New York: Harper & Row, 1973.
- Pinsky, S. & Marks, D. Perceptions of student personnel services at a major grant university. Journal of College Student Personnel, 1980, 21, 99-104.
- Registrar's Office, University of Wisconsin - La Crosse, Spring, 1984.
- Schumacher, S. 'Essential' resources give help outside classroom. On Wisconsin, Spring, 1983, 5.
- White, K. M. Problems and characteristics of college students. Adolescence, 1980, 15, 23-39.
- Zimmerman, E. E. Student perceptions of student personnel services at Michigan State University (Doctoral dissertation, Michigan State University, 1963). Dissertation Abstracts, 1964, 25, 261. (University of Microfilms No. 64-7559)

APPENDIX A

STUDENT OPINION SURVEY

DIRECTIONS: The information you supply on this questionnaire will be kept completely confidential. However, if any item requests information that you do not wish to provide, please feel free to omit it. Your Social Security number is requested for research purposes only and will not be listed on any report.

items may not be applicable to you or to this college. If this is the case, skip the item or mark the "Does Not Apply" option. If you wish to change your response to an item, erase your first mark completely and then blacken the correct oval. Select only ONE response to each item.

Please use a soft (No. 1 or 2) lead pencil to fill in the oval indicating your response. DO NOT use a ball-point pen, nylon-tip or felt-tip pen, fountain pen, marker, or colored pencil. Some

PAGE 1
USE A SOFT LEAD PENCIL ONLY

SECTION I—BACKGROUND INFORMATION

Begin by writing your Social Security number in the large boxes at the top of Block A. Then, in the column below each box, blacken the appropriate oval. Complete the remain-

ing blocks by blackening the single most appropriate oval in each case.

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|---|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| <p>A SOCIAL SECURITY NUMBER (Identification Number)</p> <table border="1" style="width: 100%; height: 100%; text-align: center;"> <tr> <td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td> </tr> <tr> <td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td> </tr> <tr> <td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td> </tr> <tr> <td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td> </tr> <tr> <td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td> </tr> <tr> <td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td> </tr> <tr> <td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td> </tr> <tr> <td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td> </tr> <tr> <td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td> </tr> <tr> <td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td> </tr> <tr> <td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td> </tr> </table> | | | | | | | | | | | | | | | | | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | <p>B AGE</p> <p> <input type="radio"/> 18 or Under <input type="radio"/> 19 <input type="radio"/> 20 <input type="radio"/> 21 <input type="radio"/> 22 <input type="radio"/> 23 to 25 <input type="radio"/> 26 to 29 <input type="radio"/> 30 to 39 <input type="radio"/> 40 to 61 <input type="radio"/> 62 or Over </p> | <p>C RACIAL/ETHNIC GROUP</p> <p> <input type="radio"/> Afro-American/Black <input type="radio"/> American Indian or Alaskan Native <input type="radio"/> Caucasian-American/White <input type="radio"/> Mexican-American/Chicano <input type="radio"/> Asian-American, Oriental, or Pacific Islander <input type="radio"/> Puerto Rican, Cuban, or Other Hispanic Origin <input type="radio"/> Other <input type="radio"/> Prefer Not to Respond </p> | <p>D INDICATE YOUR CLASS LEVEL AT THIS COLLEGE</p> <p> <input type="radio"/> Freshman <input type="radio"/> Sophomore <input type="radio"/> Junior <input type="radio"/> Senior <input type="radio"/> Graduate or Professional Student <input type="radio"/> Special Student <input type="radio"/> Other/Unclassified <input type="radio"/> Does Not Apply to This College </p> | <p>E FOR WHAT PURPOSE DID YOU ENTER THIS COLLEGE? (Select Only One)</p> <p> <input type="radio"/> No Definite Purpose in Mind <input type="radio"/> To Take a Few Job-Related Courses <input type="radio"/> To Take a Few Courses for Self-Improvement <input type="radio"/> To Take Courses Necessary for Transferring to Another College <input type="radio"/> To Obtain or Maintain a Certification <input type="radio"/> To Complete a Vocational/Technical Program <input type="radio"/> To Obtain an Associate Degree <input type="radio"/> To Obtain a Bachelor's Degree <input type="radio"/> To Obtain a Master's Degree <input type="radio"/> To Obtain a Doctorate or a Professional Degree </p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>F SEX</p> <p> <input type="radio"/> Male <input type="radio"/> Female </p> | <p>G MARITAL STATUS</p> <p> <input type="radio"/> Unmarried (Including Single, Divorced, and Widowed) <input type="radio"/> Married <input type="radio"/> Separated <input type="radio"/> Prefer Not to Respond </p> | <p>H INDICATE THE NUMBER OF HOURS PER WEEK YOU ARE CURRENTLY EMPLOYED</p> <p> <input type="radio"/> 0 or Only Occasional Jobs <input type="radio"/> 1 to 10 <input type="radio"/> 11 to 20 <input type="radio"/> 21 to 30 <input type="radio"/> 31 to 40 <input type="radio"/> Over 40 </p> | <p>I WHAT IS YOUR CURRENT ENROLLMENT STATUS AT THIS COLLEGE?</p> <p> <input type="radio"/> Full-Time Student <input type="radio"/> Part-Time Student </p> | <p>J WHAT TYPE OF TUITION DO YOU PAY AT THIS COLLEGE?</p> <p> <input type="radio"/> In-State Tuition <input type="radio"/> Out-of-State Tuition <input type="radio"/> Does Not Apply to This College </p> | <p>K WHAT IS YOUR RESIDENCE CLASSIFICATION AT THIS COLLEGE?</p> <p> <input type="radio"/> In-State Student <input type="radio"/> Out-of-State Student <input type="radio"/> International Student (Not U.S. Citizen) </p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>L WHAT TYPE OF SCHOOL DID YOU ATTEND JUST PRIOR TO ENTERING THIS COLLEGE?</p> <p> <input type="radio"/> High School <input type="radio"/> Vocational/Technical School <input type="radio"/> 2-Year College <input type="radio"/> 4-Year College or University <input type="radio"/> Graduate/Professional College <input type="radio"/> Other </p> | <p>M INDICATE YOUR CURRENT COLLEGE RESIDENCE</p> <p> <input type="radio"/> College Residence Hall <input type="radio"/> Fraternity or Sorority House <input type="radio"/> College Married Student Housing <input type="radio"/> Off-Campus Room or Apartment <input type="radio"/> Home of Parents or Relatives <input type="radio"/> Own Home <input type="radio"/> Other </p> | <p>N DO YOU RECEIVE ANY TYPE OF FEDERAL, STATE, OR COLLEGE-SPONSORED STUDENT FINANCIAL AID? (Scholarships, Grants, Work-Study, etc.)</p> <p> <input type="radio"/> Yes <input type="radio"/> No </p> | <p>USING THE LIST OF COLLEGE MAJORS AND OCCUPATIONAL CHOICES INCLUDED WITH THIS QUESTIONNAIRE, PLEASE SELECT THE THREE-DIGIT CODES FOR YOUR COLLEGE MAJOR AND YOUR OCCUPATIONAL CHOICE. WRITE THESE CODES IN THE BOXES AT THE TOP OF BLOCKS O AND P, AND BLACKEN THE APPROPRIATE OVAL IN THE COLUMN BELOW EACH BOX. (IF YOU HAVE MORE THAN ONE MAJOR, SELECT THE ONE CODE THAT BEST DESCRIBES YOUR EDUCATIONAL PROGRAM.)</p> | <p>O INDICATE YOUR COLLEGE MAJOR</p> <table border="1" style="width: 100%; height: 100%; text-align: center;"> <tr> <td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td> </tr> <tr> <td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td> </tr> <tr> <td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td> </tr> <tr> <td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td> </tr> <tr> <td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td> </tr> <tr> <td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td> </tr> <tr> <td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td> </tr> <tr> <td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td> </tr> <tr> <td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td> </tr> <tr> <td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td> </tr> <tr> <td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td> </tr> </table> | | | | | | | | | | | | | | | | | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | <p>P INDICATE YOUR OCCUPATIONAL CHOICE</p> <table border="1" style="width: 100%; height: 100%; text-align: center;"> <tr> <td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td><td style="width: 30px;"> </td> </tr> <tr> <td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td> </tr> <tr> <td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td> </tr> <tr> <td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td> </tr> <tr> <td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td> </tr> <tr> <td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td> </tr> <tr> <td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td> </tr> <tr> <td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td> </tr> <tr> <td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td> </tr> <tr> <td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td> </tr> <tr> <td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td> </tr> </table> | | | | | | | | | | | | | | | | | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

SECTION II—COLLEGE SERVICES

For each service (or program) listed below, indicate whether or not you have used the service, and if you have used the service, your level of satisfaction with the service. If a service is not offered at this college, mark "Not Available at This College" and leave part

B blank. If a service is offered but you have not used it, mark "I Have Not Used This Service" and also leave part B blank. Indicate your level of satisfaction (part B) only if you HAVE used the service.

| PART A: USAGE | | COMPLETE PART B ONLY IF YOU HAVE USED THE SERVICE | PART B: LEVEL OF SATISFACTION | | | | |
|-------------------------------|------------------------------|--|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| NOT AVAILABLE AT THIS COLLEGE | I HAVE NOT USED THIS SERVICE | COLLEGE SERVICE OR PROGRAM | VERY SATISFIED | SATISFIED | NEUTRAL | DISSATISFIED | VERY DISSATISFIED |
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Academic advising services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Personal counseling services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Career planning services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Job placement services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Recreational and intramural programs and services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Library facilities and services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Student health services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Student health insurance program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. College-sponsored tutorial services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Financial aid services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. Student employment services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. Residence hall services and programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 13. Food services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 14. College-sponsored social activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 15. Cultural programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 16. College orientation program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 17. Credit-by-examination program (PEP, CLEP, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 18. Honors programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 19. Computer services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 20. College mass transit services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 21. Parking facilities and services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 22. Veterans services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | 23. Day care services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



SECTION III—COLLEGE ENVIRONMENT

Please blacken the oval indicating your level of satisfaction with each of the following aspects of this college. If any item is not applicable to you or to this

college, fill in the oval in the "Does Not Apply" column and proceed to the next item. Please respond to each item by choosing only one of the six alternatives.

| | LEVEL OF SATISFACTION | | | | | |
|---|-----------------------|----------------|-----------|---------|--------------|-------------------|
| | DOES NOT APPLY | VERY SATISFIED | SATISFIED | NEUTRAL | DISSATISFIED | VERY DISSATISFIED |
| ACADEMIC | | | | | | |
| 1. Testing/grading system | 0 | 0 | 0 | 0 | 0 | 0 |
| 2. Course content in your major field | 0 | 0 | 0 | 0 | 0 | 0 |
| 3. Instruction in your major field | 0 | 0 | 0 | 0 | 0 | 0 |
| 4. Out-of-class availability of your instructors | 0 | 0 | 0 | 0 | 0 | 0 |
| 5. Attitude of the faculty toward students | 0 | 0 | 0 | 0 | 0 | 0 |
| 6. Variety of courses offered by this college | 0 | 0 | 0 | 0 | 0 | 0 |
| 7. Class size relative to the type of course | 0 | 0 | 0 | 0 | 0 | 0 |
| 8. Flexibility to design your own program of study | 0 | 0 | 0 | 0 | 0 | 0 |
| 9. Availability of your advisor | 0 | 0 | 0 | 0 | 0 | 0 |
| 10. Value of the information provided by your advisor | 0 | 0 | 0 | 0 | 0 | 0 |
| 11. Preparation you are receiving for your future occupation | 0 | 0 | 0 | 0 | 0 | 0 |
| ADMISSIONS | | | | | | |
| 12. General admissions procedures | 0 | 0 | 0 | 0 | 0 | 0 |
| 13. Availability of financial aid information prior to enrolling | 0 | 0 | 0 | 0 | 0 | 0 |
| 14. Accuracy of college information you received before enrolling | 0 | 0 | 0 | 0 | 0 | 0 |
| 15. College Catalog/admissions publications | 0 | 0 | 0 | 0 | 0 | 0 |
| RULES & REGULATIONS | | | | | | |
| 16. Student voice in college policies | 0 | 0 | 0 | 0 | 0 | 0 |
| 17. Rules governing student conduct at this college | 0 | 0 | 0 | 0 | 0 | 0 |
| 18. Residence hall rules and regulations | 0 | 0 | 0 | 0 | 0 | 0 |
| 19. Academic probation and suspension policies | 0 | 0 | 0 | 0 | 0 | 0 |
| 20. Purposes for which student activity fees are used | 0 | 0 | 0 | 0 | 0 | 0 |
| 21. Personal security/safety at this campus | 0 | 0 | 0 | 0 | 0 | 0 |

| | LEVEL OF SATISFACTION | | | | | |
|---|-----------------------|----------------|-----------|---------|--------------|-------------------|
| | DOES NOT APPLY | VERY SATISFIED | SATISFIED | NEUTRAL | DISSATISFIED | VERY DISSATISFIED |
| FACILITIES | | | | | | |
| 22. Classroom facilities | 0 | 0 | 0 | 0 | 0 | 0 |
| 23. Laboratory facilities | 0 | 0 | 0 | 0 | 0 | 0 |
| 24. Athletic facilities | 0 | 0 | 0 | 0 | 0 | 0 |
| 25. Study areas | 0 | 0 | 0 | 0 | 0 | 0 |
| 26. Student union | 0 | 0 | 0 | 0 | 0 | 0 |
| 27. Campus bookstore | 0 | 0 | 0 | 0 | 0 | 0 |
| 28. Availability of student housing | 0 | 0 | 0 | 0 | 0 | 0 |
| 29. General condition of buildings and grounds | 0 | 0 | 0 | 0 | 0 | 0 |
| REGISTRATION | | | | | | |
| 30. General registration procedures | 0 | 0 | 0 | 0 | 0 | 0 |
| 31. Availability of the courses you want at times you can take them | 0 | 0 | 0 | 0 | 0 | 0 |
| 32. Academic calendar for this college | 0 | 0 | 0 | 0 | 0 | 0 |
| 33. Billing and fee payment procedures | 0 | 0 | 0 | 0 | 0 | 0 |
| GENERAL | | | | | | |
| 34. Concern for you as an individual | 0 | 0 | 0 | 0 | 0 | 0 |
| 35. Attitude of college nonteaching staff toward students | 0 | 0 | 0 | 0 | 0 | 0 |
| 36. Racial harmony at this college | 0 | 0 | 0 | 0 | 0 | 0 |
| 37. Opportunities for student employment | 0 | 0 | 0 | 0 | 0 | 0 |
| 38. Opportunities for personal involvement in campus activities | 0 | 0 | 0 | 0 | 0 | 0 |
| 39. Student government | 0 | 0 | 0 | 0 | 0 | 0 |
| 40. Religious activities and programs | 0 | 0 | 0 | 0 | 0 | 0 |
| 41. Campus media (student newspaper, campus radio, etc.) | 0 | 0 | 0 | 0 | 0 | 0 |
| 42. This college in general | 0 | 0 | 0 | 0 | 0 | 0 |



DO NOT WRITE BELOW THIS LINE.

Large empty rectangular area with horizontal lines for writing.

If you wish to make any comments or suggestions concerning this college, please use the lines provided below.

SECTION V—COMMENTS AND SUGGESTIONS

| | |
|----|---|
| 1 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 2 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 3 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 4 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 5 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 6 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 7 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 8 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 9 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 10 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 11 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 12 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 13 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 14 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 15 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 16 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 17 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 18 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 19 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 20 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 21 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 22 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 23 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 24 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 25 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 26 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 27 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 28 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 29 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 30 | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |

If an additional set of multiple-choice questions is included with this form, please use this section to record your responses. Twelve ovals are provided for each question, but few questions require that many choices. Simply ignore the extra ovals. If no additional questions are enclosed, leave this section blank.

SECTION IV—ADDITIONAL QUESTIONS

APPENDIX B

To tailor this study to the UW- La Crosse campus, additional questions have been added. Please record your responses in section IV using the following choices.

A- Very satisfied B- Satisfied C- Neutral D- Dissatisfied E- Very dissatisfied

1. Availability of your Hall Director and RA staff within your hall
2. Overall cleanliness of your residence hall
3. Sense of purpose in your life
4. Opportunities provided by UW- La Crosse for you to learn about career options of interest to you
5. Career advisor services at UW- La Crosse
6. Opportunity to study in a different country
7. Audiovisual services
8. Willingness of University Personnel to help you as a student
9. Overall communication between students, faculty, and administration
10. Positive effect college has on your life
11. Happiness with your life at college
12. Cohesiveness among students at this institution
13. Accessibility of counselors on this campus
14. Relevance of college life on this campus to what is happening in the "real world"

APPENDIX C

February 14, 1984

During late February I will be administering a questionnaire entitled, "Student Opinion Survey," to a random sample of Freshmen (2nd semester), Sophomores, Juniors, and Seniors attending the UW-La Crosse campus. The purpose of this survey is to explore perceptions of enrolled students regarding the programs, services, and environment of the institution. Please see the attached survey.

The data gathered from this survey will provide valuable information for the North Central Association accreditation visit and UW-La Crosse Personnel Administrators. This information may be used by administrators to assist in planning student activities; designing student development programs; and determining what factors in the environment influence student happiness.

Because your input is vital in tailoring this survey to students on this campus, I would appreciate any additional questions (up to three) that you feel are important in assessing student opinion issues. To comply with the "Student Opinion Survey," the questions should be written in a multiple choice fashion.

Please return the survey with your suggested questions to me by February 21st in the enclosed envelope through campus mail.

Thank you for your assistance.

Sincerely,

Julie A. Sichler, Ph.D.
Seminar Paper Advisor

Brenda J. Hoffman- Graduate Student
College Experiences Study

Enc: 3

APPENDIX D



University of Wisconsin - La Crosse

La Crosse, Wisconsin 54601

(608) 785-8000

February 1984

Dear UW-La Crosse Student:

You are one of a carefully selected group of students asked to participate in an important project to gather student opinions concerning student life at UW-La Crosse. I realize as a student you are pressed for time; however, the essential information has been constructed in a brief questionnaire that should only take a few minutes to complete.

The data gathered from this survey will provide UW-La Crosse administrators valuable information which may help you and other students. Possible uses for this information may be to assist in planning student activities; determining a profile of students at UW-La Crosse; and discovering what factors in the student environment influence student happiness.


Your individual responses will be utilized in a confidential manner; however, the surveys have been coded to enable me a follow-up to non-respondents.

To ensure proper scoring, you need to follow the directions carefully. Use a #2 lead pencil and do not make any stray marks on the survey.

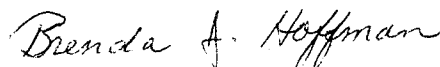
Please complete the survey by March 1st and return the survey in the enclosed stamped, self-addressed envelope.

Thank you for your assistance.

Sincerely,



Julie A. Sichler, Ph.D.
Seminar Paper Advisor



Brenda J. Hoffman, Graduate Student
College Experiences Study

JS:BH:ls

APPENDIX E

LIST OF COLLEGE MAJORS AND OCCUPATIONAL CHOICES

70

Since we could not list all possible occupations and programs of study, you may not be able to find an exact description of the one that applies to you. If that is the case, you should select a general area—for example, 100 (Agricultural Fields), 200 (Engineering Fields), 220 (Fine and Applied Arts).

If you are completely undecided about your answer, mark 000.

- | | | |
|--|---|---|
| <p>000 Undecided</p> <p>100 AGRICULTURE, general</p> <p>101 Agricultural Business</p> <p>102 Agricultural Economics</p> <p>103 Agricultural and Farm Management (farming and ranching)</p> <p>104 Agriculture, Forestry, and Wildlife Technologies</p> <p>105 Agronomy (field crops and crop management)</p> <p>106 Animal Science (husbandry)</p> <p>107 Fish, Game, and Wildlife Management</p> <p>108 Food Science and Technology</p> <p>109 Forestry</p> <p>110 Horticulture/Ornamental Horticulture</p> <p>111 Natural Resources Management (soil conservation)</p> <p>120 ARCHITECTURE, general</p> <p>121 Architecture Technology</p> <p>122 City, Community, and Regional Planning</p> <p>123 Environmental Design, general</p> <p>124 Interior Design</p> <p>125 Landscape Architecture</p> <p>130 BIOLOGICAL SCIENCES, general</p> <p>131 Biology</p> <p>132 Biochemistry</p> <p>133 Botany</p> <p>134 Ecology</p> <p>135 Microbiology</p> <p>136 Zoology</p> <p>140 BUSINESS AND COMMERCE, general</p> <p>141 Accounting</p> <p>142 Banking and Finance</p> <p>143 Business Economics</p> <p>144 Business Management and Administration</p> <p>145 Food Marketing</p> <p>146 Hotel and Restaurant Management</p> <p>147 Labor and Industrial Relations</p> <p>148 Office Management</p> <p>149 Marketing and Purchasing (sales and retailing)</p> <p>150 Real Estate and Insurance</p> <p>151 Recreation and Tourism</p> <p>152 Secretarial Studies</p> <p>153 Transportation and Public Utilities</p> <p>160 COMMUNICATIONS, general</p> <p>161 Journalism</p> <p>162 Radio/Television (related to broadcasting)</p> <p>163 Advertising</p> <p>164 Library Science</p> <p>170 COMPUTER AND INFORMATION SCIENCES, general</p> <p>171 Computer Programming</p> <p>172 Information Systems and Sciences</p> <p>173 Systems Analysis</p> <p>174 Data Processing Technology</p> <p>175 Computer Operating</p> <p>176 Data Systems Repair</p> <p>180 EDUCATION, general</p> <p>181 Agricultural Education</p> <p>182 Art Education</p> <p>183 Business, Commerce, and Distributive Education</p> <p>184 Educational Administration</p> <p>185 Elementary Education</p> <p>186 English Education</p> <p>187 Home Economics Education</p> <p>188 Industrial Arts, Vocational/Technical Education</p> <p>189 Mathematics Education</p> <p>190 Music Education</p> <p>191 Physical Education</p> <p>192 Postsecondary Education, general</p> <p>193 Science Education</p> | <p>194 Secondary Education, general</p> <p>195 Social Science Education</p> <p>196 Special Education</p> <p>197 Speech Education</p> <p>198 Student Guidance and Counseling</p> <p>200 ENGINEERING, general</p> <p>201 Aerospace, Aeronautical, and Astronautical Engineering</p> <p>202 Agricultural Engineering</p> <p>203 Architectural Engineering</p> <p>204 Chemical Engineering</p> <p>205 Civil Engineering</p> <p>206 Electrical, Electronics, and Communications Engineering</p> <p>207 Environmental and Ecological Engineering</p> <p>208 Geological Engineering</p> <p>209 Industrial and/or Management Engineering</p> <p>210 Mechanical Engineering</p> <p>211 Metallurgical and Materials Engineering</p> <p>212 Mining and Mineral Engineering</p> <p>213 Nuclear Engineering</p> <p>214 Ocean Engineering</p> <p>215 Petroleum Engineering</p> <p>220 FINE AND APPLIED ARTS, general</p> <p>221 Applied Design (ceramics, weaving, commercial art)</p> <p>222 Art (painting, drawing, sculpture)</p> <p>223 Art History and Appreciation</p> <p>224 Dance</p> <p>225 Dramatic Arts (theater arts)</p> <p>226 Music (liberal arts)</p> <p>227 Music (performing, composition, theory)</p> <p>228 Music History and Appreciation</p> <p>229 Photography/Cinematography</p> <p>230 FOREIGN LANGUAGES, general</p> <p>231 French</p> <p>232 German</p> <p>233 Italian</p> <p>234 Latin</p> <p>235 Spanish</p> <p>236 Russian</p> <p>240 HEALTH PROFESSIONS, general</p> <p>241 Dentistry</p> <p>242 Dental Assistant</p> <p>243 Dental Hygiene</p> <p>244 Dental Lab Technology</p> <p>245 Environmental Health Technologies</p> <p>246 Medicine, general</p> <p>247 Medical Assistant or Medical Office Assistant</p> <p>248 Medical or Laboratory Technology</p> <p>249 Nursing (registered)</p> <p>250 Nursing (licensed practical nurse)</p> <p>251 Occupational Therapy</p> <p>252 Optometry</p> <p>253 Pharmacy</p> <p>254 Physical Therapy</p> <p>255 Public Health</p> <p>256 Radiology</p> <p>257 X-ray Technology</p> <p>258 Surgical Technology (surgeon's assistant, etc.)</p> <p>259 Veterinary Medicine</p> <p>260 HOME ECONOMICS, general</p> <p>261 Clothing and Textiles</p> <p>262 Consumer Economics and Home Management</p> <p>263 Family Relations and Child Development</p> <p>264 Foods and Nutrition (including Dietetics)</p> <p>265 Institutional Management</p> <p>270 LETTERS (humanities), general</p> <p>271 Classics</p> <p>272 Comparative Literature</p> <p>273 Creative Writing</p> <p>274 English, general</p> | <p>275 Linguistics</p> <p>276 Literature, English</p> <p>277 Philosophy</p> <p>278 Religion and Theology</p> <p>279 Speech, Debate, Forensic Science</p> <p>280 MATHEMATICS, general</p> <p>281 Applied Mathematics</p> <p>282 Statistics (mathematical and theoretical)</p> <p>285 PHYSICAL SCIENCE, general</p> <p>286 Astronomy</p> <p>287 Chemistry</p> <p>288 Earth Sciences</p> <p>289 Geology</p> <p>290 Oceanography</p> <p>291 Physics</p> <p>300 COMMUNITY SERVICE, general</p> <p>301 Criminal Justice and Law Enforcement (police science, corrections, etc.)</p> <p>302 Parks and Recreation Management</p> <p>303 Public Administration</p> <p>304 Social Work</p> <p>305 Military</p> <p>310 SOCIAL SCIENCES, general</p> <p>311 Anthropology</p> <p>312 Area Studies (American civilization, American studies, etc.)</p> <p style="padding-left: 20px;">Criminal Justice (see code 301)</p> <p>313 Economics</p> <p>314 Ethnic Studies (Asian studies, Black studies, Chicano studies, etc.)</p> <p>315 Geography</p> <p>316 History</p> <p>317 International Relations</p> <p>318 Law (prelaw)</p> <p>319 Political Science</p> <p>320 Psychology</p> <p>321 Sociology</p> <p>330 TRADE, INDUSTRIAL, AND TECHNICAL, general</p> <p>331 Agricultural Mechanics and Technology</p> <p>332 Air Conditioning, Refrigeration, and Heating Technology</p> <p>333 Aeronautical and Aviation Technology</p> <p>334 Appliance Repair</p> <p>335 Automobile Body Repair</p> <p>336 Automobile Mechanics</p> <p>337 Business Machine Maintenance</p> <p>338 Carpentry and Construction</p> <p>339 Drafting/Engineering Graphics</p> <p>340 Electricity and Electronics</p> <p>341 Engineering Technology—Aeronautical</p> <p>342 Engineering Technology—Automotive</p> <p>343 Engineering Technology—Civil</p> <p>344 Engineering Technology—Industrial/Manufacturing</p> <p>345 Engineering Technology—Mechanical</p> <p>346 Graphic Arts (printing, typesetting)</p> <p>347 Heavy Equipment Operating</p> <p>348 Dry Cleaning, Laundry, and Clothing Technology</p> <p>349 Industrial Arts</p> <p>350 Leatherworking (shoe repair, etc.)</p> <p>351 Machinework (tool and die, etc.)</p> <p>352 Masonry (brick, cement, stone, etc.)</p> <p>353 Metalworking</p> <p>354 Plumbing and Pipefitting</p> <p>355 Radio/TV Repair</p> <p>356 Small Engine Repair</p> <p>357 Upholstering</p> <p>358 Watch Repair and Other Instrument Maintenance and Repair</p> <p>359 Welding</p> <p>360 Woodworking (cabinetmaking, millwork)</p> <p>370 GENERAL STUDIES</p> |
|--|---|---|

APPENDIX F

March 5, 1984

Dear Student:

Approximately one week ago you were mailed a questionnaire titled, "Student Opinion Survey." I have not received your survey.

Your completion of this survey is instrumental in assessing student opinions on this campus. Your response is critical so that changes to help you and other students can be planned.

I hope this belief will compel you to complete this survey today.

Thank you.

Branda Hoffman
Graduate Student
College Experiences Study

Please disregard this notice if already returned.

APPENDIX G



University of Wisconsin - La Crosse

La Crosse, Wisconsin 54601

(608) 785-8000

March 12, 1984

You were carefully selected to participate in an important project to gather student opinions concerning student life at UW-La Crosse, and your response has not yet been received. The essential information has been constructed in a brief questionnaire that should only take a few minutes to complete.

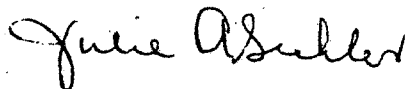
As a reminder your individual responses will be utilized in a confidential manner; however, the surveys have been coded to enable me a follow-up to non-respondents.

To ensure proper scoring, you need to follow the directions carefully. Use a #2 lead pencil and do not make any stray marks on the survey.

Because your input is vital in studying perceptions of students enrolled Spring semester at this institution, I would appreciate completion of this survey at your earliest convenience.

Thank you for your assistance.

Sincerely,



Julie A. Sichler, Ph.D.
Seminar Paper Advisor



Brenda J. Hoffman, Graduate Student
College Experiences Study

P.S. I really need your response.