

PENN STATE STUDENT AFFAIRS

2002

Student

Satisfaction Survey

The attached summary describes the objectives and results of a Spring 2002 system-wide survey of undergraduate students. The report focuses on their satisfaction with their Penn State experience.

80% would choose Penn State if starting again.

Overall, students who were more likely to choose Penn State again :

- had higher grades
- were involved in extra curricular activities
and
if enrolled at University Park
 - were 17-19
 - lived on campus
 - used recreational sports facilities
 - had attended a campus religious activity
- if enrolled at other PSU locations
 - were 24 or older
 - had used adult learner services

46% were satisfied with their extra curricular experiences at Penn State (compared to 60% in 1999).

Overall, students who were more likely to be satisfied with their extra curricular experiences:

- had higher grades
- were members of a student organization
- were involved in extra curricular activities,
- had attended a campus religious activity
- had used recreational sports facilities
and
if enrolled at University Park
 - lived on campus
 - were 17-21
 - had used student health care services
 - had used job placement services
 - had attended a residence hall event
- if enrolled at other PSU locations
 - were female
 - were 24 or older
 - had classes scheduled before 5pm
 - had used career planning services
 - had used adult learner services
 - had used services for women students

53% were satisfied with their 'sense of belonging' at PSU (compared to 46% in 1999).

Overall, students who were more satisfied with their 'sense of belonging':

- had higher grades
- were members of a student organization
- were involved in extra curricular activities
- had used student health care services
- had attended a campus religious activity
and
if enrolled at University Park
 - lived on campus
 - were male
 - were 17-21
 - had attended a residence hall event
 - had used recreational sports facilities
- if enrolled at other PSU locations
 - were female
 - had classes scheduled before 5pm
 - had used adult learner services

64% were satisfied with their academic experiences at Penn State (compared to 61% in 1999).

Overall, students who were more likely to be satisfied with their academic experiences:

- were female
- had higher grades
- were members of a student organization
- were involved in extra curricular activities
and
if enrolled at University Park
 - were 17-19
 - had used career planning services
 - had attended a campus religious activity
 - had used recreational sports facilities
- if enrolled at other PSU locations
 - were 24 or older

PENN STATE STUDENT AFFAIRS

2002 Student Satisfaction Survey

Feedback from our students is viewed as crucial by Student Affairs when making decisions about its services and programs. This 2002 Student Satisfaction survey provided an opportunity for undergraduates at twenty of our Penn State campuses to share their reactions to their college experience.

This feedback will be shared with colleagues throughout the Penn State system with the expectation that results be discussed and student concerns be noted with the goal of continuing to provide a quality experience for all students.



William Asbury,
Vice President for
Student Affairs

Background and Objectives

Student Affairs is committed to providing a mechanism for students to share their experiences on the premise that student satisfaction should be considered when trying to provide a quality educational venue. A portion of the survey replicates items on a 1999 instrument providing us with a means of monitoring student reaction to the Penn State experience.

Report

This report is organized into the following sections. Copies of the survey questions and frequencies by campus location are available upon request. This report may be found online at:

<http://www.sa.psu.edu/StudentSatisfaction2002/>

- | | |
|---|--|
| Section 1: Overall Satisfaction | Section 6: Advising |
| Section 2: Student Use of Time | Section 7: Quality Instruction |
| Section 3: Involvement | Section 8: Educational Progress |
| Section 4: Use of Resource Services | Section 9: Climate |
| Section 5: Special Learning Opportunities | Section 10: Conclusion
Personal and Career Progress |

2002 Student Satisfaction Committee	
Betty Moore , Co-Chair, Director, Student Affairs Research and Assessment	Kathryn Watson , Co-Chair, Shenango, Director, Student Programs/Services
Ingrid Blood , Undergraduate Education, Associate Vice Provost and Dean	Theresa Bonk , New Kensington, Assistant Director of Student Affairs
Barton Browning , Professor, College of Liberal Arts	Ron Filippelli , Associate Dean for Liberal Arts
Dana Fragnoli , Student, Senior	Dennis Heitzmann , Director, Center for Counseling and Psychological Services
Linda Higginson , Commonwealth Campus, Associate Dean	Jim Levin , College of Science, Senior DUS Programs Coordinator
Tim Maher , Student, Sophomore	Janelle Matesic , Graduate Assistant, Research and Assessment
Jean Landa Pytel , College of Engineering, Assistant Dean of Student Services	Jessica Rhoads , Student, Senior, Attended Altoona before University Park
Michele Sheaffer , Staff Assistant, Research and Assessment	Blaine Steensland , Berks, Director of Student Affairs



Division of Student Affairs

Methodology and Process

A committee encompassing staff, faculty and students revised the earlier 1999 Student Satisfaction instrument; each campus was offered the opportunity to add extra questions for their student respondents. The final version was approved by the Office of Regulatory Compliance.

Background demographics asked included: campus location, age, GPA category, racial background, gender, residence on or off campus, whether they had attended another PSU location, and semester standing.

Students were asked to indicate their level of satisfaction with their academic progress, extra curricular activities, and campus climate as well as their experiences using specific campus resources and services. Questions used a 1-5 Likert or yes/no scale. Respondents were also offered an opportunity to submit additional comments.

The survey was administered online from March 14th to March 30th.

Email invitations to participate in the survey were sent out to 400 students chosen randomly for each of the 12 Colleges at University Park as well as each of the other 19 Penn State locations. One reminder notice was sent out. A total of 5,250 surveys were completed representing a 42.3% response rate.

Responses were anonymous and summarized so that no individual student was identified. Results were summarized overall and by campus location.

Copies of survey questions and frequencies are available upon request from:

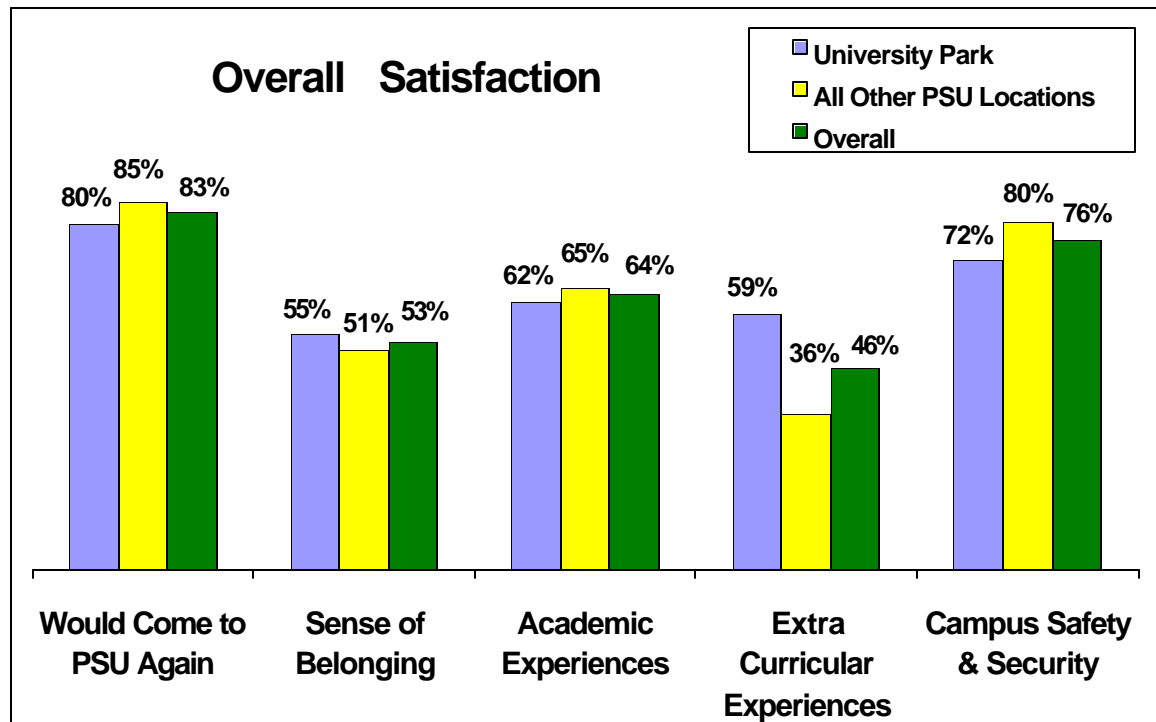
Student Affairs
 Research and Assessment
 blm1@psu.edu
 kew1@psu.edu

Section 1 Overall Satisfaction

More than three-fourths (83%) of students said they would choose to attend Penn State if they were starting college all over again. Over a half (53%) felt a 'sense of belonging' at Penn State. Almost two-thirds (64%) were satisfied with their formal academic experiences.

Comments from individual students included: concern over tuition costs; need for better transition from other PSU locations to University Park class settings; problems related to computers (limited access to network and bandwidth, lack of software needed to download assignments from faculty Web pages, and need to expand printing restrictions); faculty whose center of attention is not teaching; University focus on business priorities rather than educational values; over zealous police personnel; and desire to complete degrees at the locations where they began their studies.

Many respondents commented on being happy at Penn State: enjoyed my classes; good job involving everyone in activities and social/academic events; teachers have been excellent; easy to get help from faculty and staff who have made me feel comfortable returning to classes and who have been outgoing and professional; great learning and growing experience.



Section 1 Overall Satisfaction (continued)

When comparing overall satisfaction with the 1999 results, students in the 2002 survey were more satisfied with their academic experiences, safety at their campus, and their sense of belonging.

Satisfaction with:	2002			1999		
	Overall	UP	Other	Overall	UP	Other
academic experiences	64%	62%	65%	61%	62%	61%
extra-curricular experiences*	46%	59%	36%	60%	75%	57%
campus safety and security	76%	72%	80%	70%	68%	70%
sense of belonging	53%	55%	51%	46%	45%	46%
"come to PSU again" ^	83%	80%	85%	na	na	na

*slightly different wording on 1999 survey (out-of-class experiences)

^ not asked on 1999 survey

Section 2 Student Use of Time

Students from University Park (43%) are less likely than students from the other PSU locations (74%) to report they worked for pay during Spring semester 2002. Sixteen percent of students from the other PSU locations worked more than 30 hours/week while attending classes.

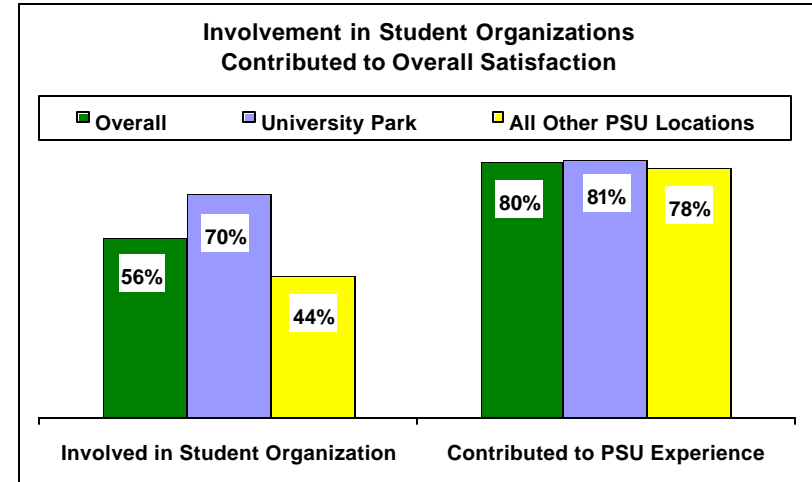
hours a week	Studying Outside of Class		Community Service Volunteering		Extra-Curricular Activities	
	University Park	All other PSU Locations	University Park	All other PSU Locations	University Park	All other PSU Locations
none	0.1%	0.6%	75%	74%	27%	47%
1-5	17%	28%	22%	21%	40%	32%
6-10	30%	34%	2%	3%	18%	12%
11-15	25%	20%	0.6%	1%	8%	5%
16+	28%	17%	0.4%	0.9%	8%	4%

Eight percent of students both at University Park and all other PSU locations participated in unpaid co-op/internships. Of those who were involved in unpaid co-op/internships, over half (59%) spent 1-10 hours a week Spring 2002 semester involved in these experiences.

Section 3 Involvement

Twelve percent of University Park students and 3% of all other PSU students said they belonged to a social fraternity or sorority.

A majority of students (56%) reported having been a member of a student club or organization and, of these, 80% stated that this participation contributed to the overall satisfaction with their Penn State experience.



Students who said they had participated in student clubs and organizations were asked the extent to which that involvement improved personal learning skills.

Students in the 2002 survey were more likely than those in the 1999 study to see a relationship between their involvement in student clubs and organizations and the improvement of specific personal learning skills.

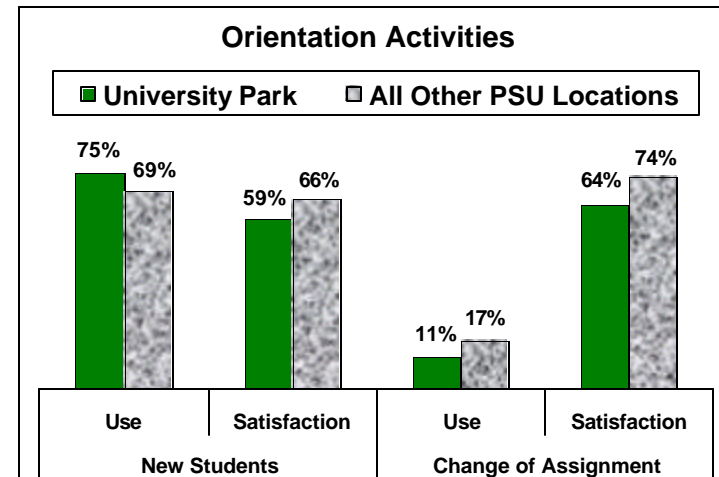
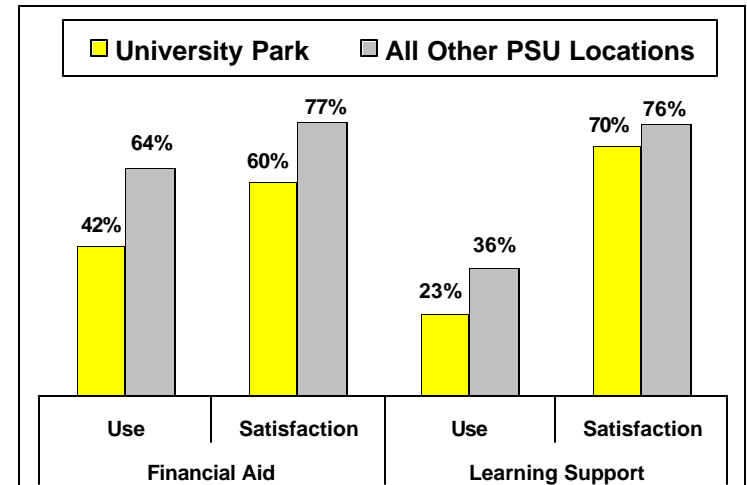
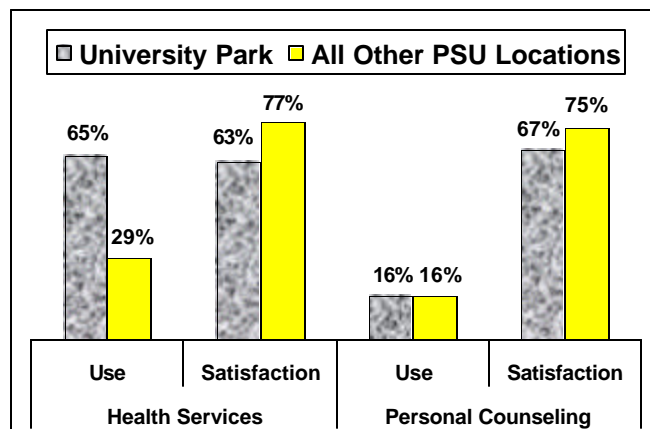
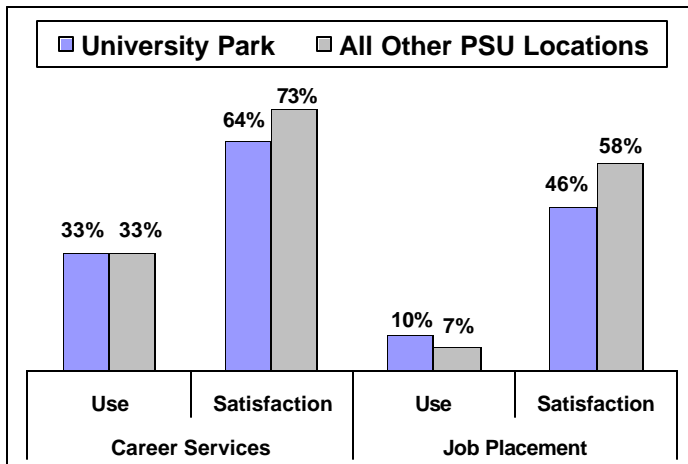
Involvement Contributed to Personal Learning Skills

	2002	1999
communication skills	50%	44%
leadership skills	56%	51%
self-reliance skills	47%	45%
interpersonal skills	53%	45%
ability to execute plans	49%	45%
ability to work on group projects	51%	51%
ability to make decisions	47%	47%

Section 4: Use of Resource Services

A significant portion of this survey focused on student use and satisfaction with specific resources and services on their campus. Students who responded that they had used a resource service or had participated in activities once or more were then asked how satisfied they were with the service or activities.

For example, an equal proportion of students at University Park and other PSU locations reported having used career services; of those who used career services, fewer of the students from University Park (64%) than from the other PSU locations (73%) were satisfied with this resource.



Resource/Service	University Park		All Other PSU Locations	
	use	satisfaction	use	satisfaction
computer lab support	77%	85%	81%	84%
online course or Web pages	96%	86%	92%	87%
campus bookstore	100%	78%	100%	77%
library services	96%	84%	95%	88%
campus food services	94%	72%	85%	57%

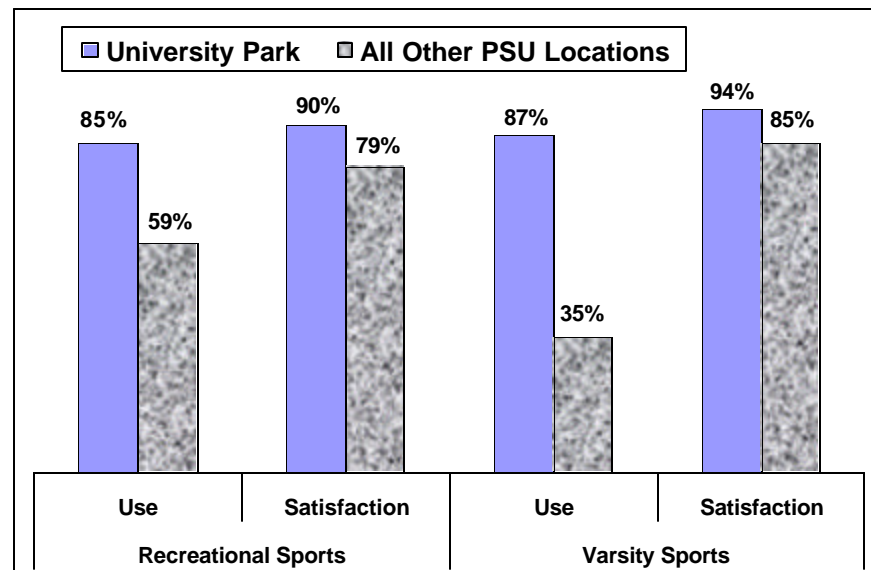
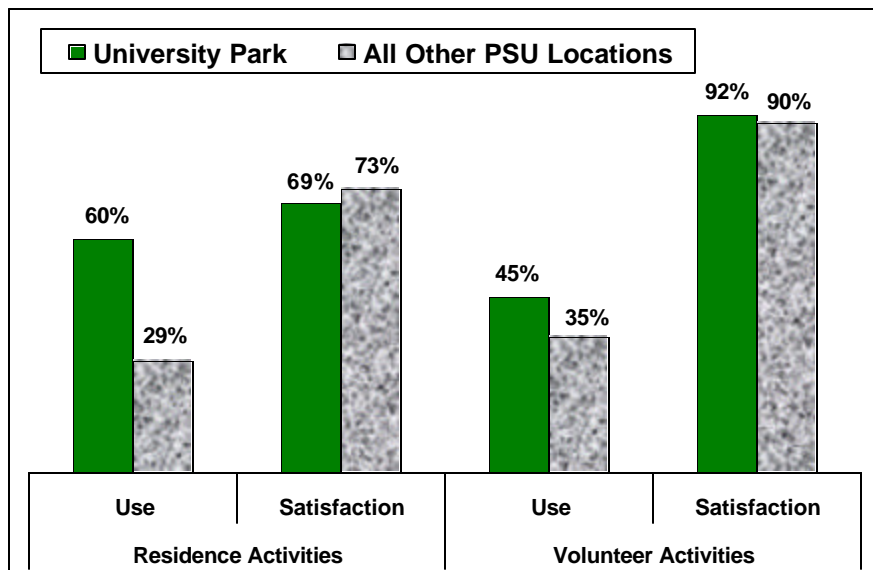
Section 4: Use of Resource Services (continued)

Students at University Park (41%) were more likely than students at other PSU locations (14%) to report having attended a campus religious activity. Almost all of the students who had attended a campus religious activity indicated being satisfied (82% University Park and 84% all other PSU locations).

Students were generally satisfied with participation in specific activities.

However, there were individuals from all locations who wanted more:

- activities related to music and performing arts
- Late Night/non-partying events
- opportunities for adult learners
- parking and childcare problems limit involvement
- activities on weekends



A majority of students who used these specialized services and resources were very satisfied.

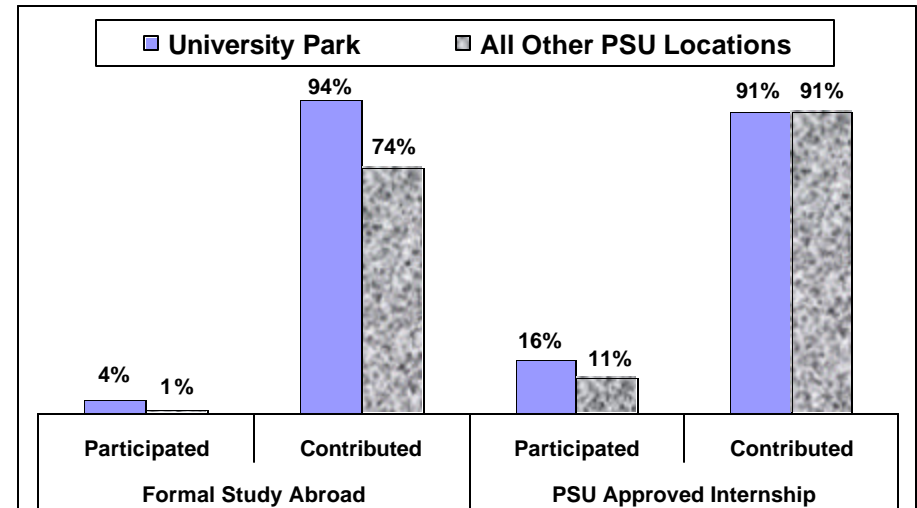
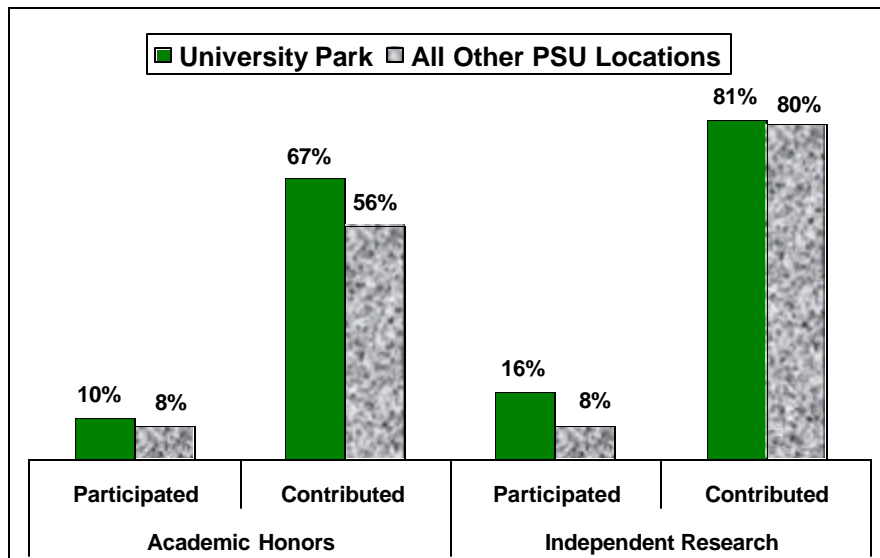
Resource/Service	University Park		All Other PSU Locations	
	use	satisfaction	use	satisfaction
women student services	8%	86%	4%	81%
adult learner services	4%	82%	6%	76%
minority services	6%	64%	4%	77%
disability services	2%	54%	3%	64%
childcare services	< 1%	33%	< 1%	57%

Section 5: Special Learning Opportunities

Those students who participated in any of four special learning opportunities indicated the extent to which these experiences added to their overall learning since they began college.

These special opportunities included:

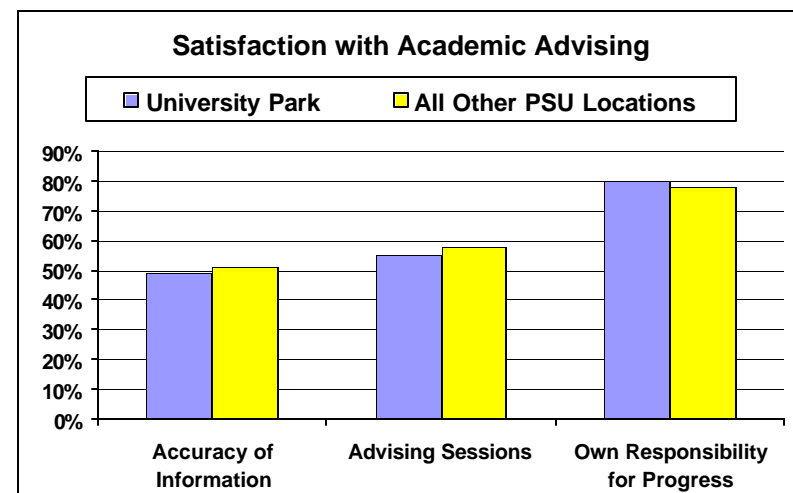
- being a member of a Penn State academic honors program including the Schreyer Honors College
- being involved in an unpaid independent research project with a faculty member
- studying abroad through a formal international program including the PSU International program
- being enrolled in a PSU approved co-op, internship or student teaching experience



Section 6: Advising

Students were asked how satisfied they were with:

- the accuracy of their advising (information and appropriate referrals)
- efforts to help them feel comfortable discussing their questions and concerns in academic advising sessions
- their own efforts to assume final responsibility for course scheduling, program planning, and successful progress toward completing graduation requirements

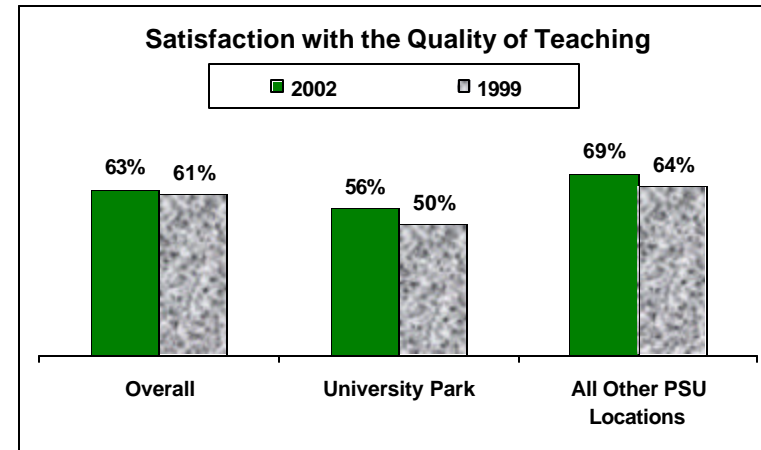


Section 7: Quality Instruction

More of the students in the 2002 study than in the 1999 study were satisfied with their academic experiences.

	University Park		All Other PSU Locations	
	2002	1999	2002	1999
quality of courses taken	62%	58%	68%	64%
quality of classrooms or labs	56%	51%	57%	49%
process of course registration	66%	53%	72%	61%
availability of courses	50%	37%	43%	37%
opportunities to meet faculty	66%	43%	72%	61%
efforts encouraging academic integrity	65%	56%	68%	67%

Students were generally satisfied with the quality of teaching.



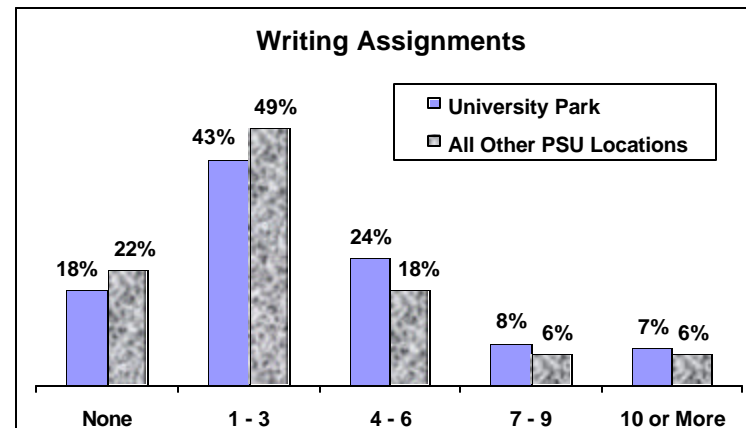
A majority of students felt they knew some faculty well enough to ask for a recommendation.

Could Ask for Faculty Recommendation

	None	One	Two	Three	Four or More
University Park	26%	21%	24%	14%	15%
All Other PSU Locations	16%	17%	25%	16%	25%

Section 8: Educational Progress

Most students had at least one writing assignment of five pages or more for the courses they were taking this semester.



Section 8: Educational Progress (continued)

This section of the survey focused on formal educational experiences and asked students to indicate the extent to which they have made progress developing specific competencies since coming to college.

Self-Reported Progress Developing Educational Competencies	University Park		All Other PSU Locations	
	2002	1999	2002	1999
acquiring new skills and knowledge	76%	78%	73%	73%
integrating types of information	64%	57%	64%	54%
writing skills	52%	52%	57%	58%
analyzing quantitative information	46%	49%	50%	45%
public speaking skills (1999: "speaking ability") ^	48%	52%	52%	54%
understanding a foreign language	21%	26%	14%	24%
using computers and information technology	62%	69%	60%	61%
producing independent work	50%	58%	52%	57%
working as part of a team	50%	59%	54%	56%
understanding scientific approaches	39%	42%	40%	37%
making logical and rational judgments	60%	55%	61%	57%
understanding moral/ethical dilemmas (1999: "making moral decisions") ^	43%	50%	44%	51%
understanding issues to enhance personal health	38%	33%	34%	36%
functioning in a culturally diverse environment (1999: "society") ^	39%	44%	43%	44%
feeling comfortable with others from backgrounds different from own	55%	na	55%	na

^ Slightly different wording

Notes: This list of educational competencies is modeled on General Education Outcomes from several Alumni studies.

There is a significant difference by class standing for students enrolled at University Park with seniors reporting more progress with these educational competencies.

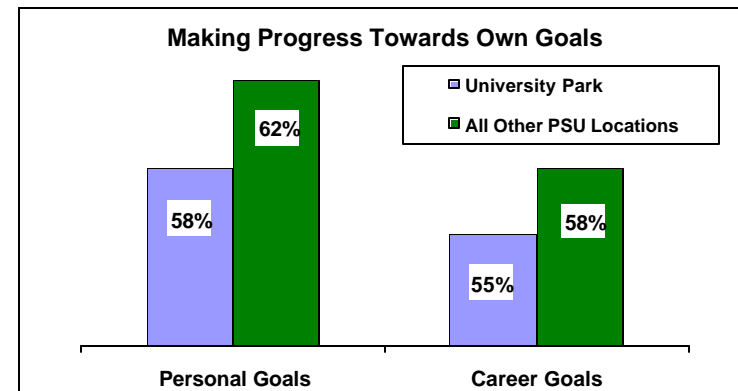
Section 9: Climate

In general, fewer University Park students than students at all the other PSU locations were satisfied with the manner in which their campus handled harassment. A number of students reported they felt they had been harassed because of their gender, racial or ethnic background, age, and religious affiliation.

	Satisfaction with Manner Campus Addresses Harassment		Harassed or Discriminated Against Because of Own:	
	University Park	All Other PSU Locations	University Park	All Other PSU Locations
age	43%	63%	9%	5%
disability	47%	64%	1%	2%
gender	45%	64%	18%	8%
racial/ethnic background	39%	63%	10%	6%
religious affiliation	42%	61%	8%	4%
sexual orientation	39%	59%	2%	2%
status as a veteran	40%	60%	< 1%	1%

Section 10: Conclusion: Personal and Career Progress

A majority of students indicated they were making progress towards achieving their personal as well as their career goals. Seniors at University Park were significantly more satisfied with their progress towards achieving their personal and career goals than students at the end of their first year.



The 5,250 respondents to this **2002 Student Satisfaction Survey** shared their reactions to their Penn State experiences. Generally they indicated being satisfied with their academic and extra-curricular interactions as well as the service provided by the resources on their campus. Their responses and their additional comments will be reviewed by administrators, staff and faculty when making decisions about resources in an effort to provide a college environment that maximizes the opportunities for all students to achieve their personal, career, and academic goals.