

TEXAS SOUTHERN UNIVERSITY
Student Opinion Survey
2000 – 2002

Introduction:

Over the past several years, the Office of Institutional Effectiveness has continued to conduct Student Opinion Surveys in an effort to assess more effectively students' perspectives concerning various university issues. The survey is distributed during the spring semester and provides information related to students' usage of university services and levels of satisfaction associated with those services. Additionally, satisfaction levels are also obtained for general university activities, such as the overall academic components, admissions activities, registration, facilities, and university rules and policies.

This report details an analysis of a three-year study (2000 through 2002). A comparative analysis is made between the university student population and the demographics of the surveyed respondents. The purpose of this analysis is to disclose the accuracy of the survey results in the representation of University population. A between group comparative analysis has also been performed on each survey population which details other characteristics measured by the survey.

After the characteristics are displayed, the report then details the respondent's usage of various University services and programs. In conjunction with the overall analysis is a representation of the student's satisfaction level associated with services and programs provided by Texas Southern University (TSU). The final section of the survey addresses other variables of the University, such as rules and regulations, facilities, and general academic areas.

Background Information:

Figure 1 shows the total student population and the sample population for each year of the study. It is worthy of note that in 2000 only fifteen percent of the student population was sampled. This percentage increased during the 2001 semester to nearly thirty percent, but it slightly declined to (23.5%) in 2002.

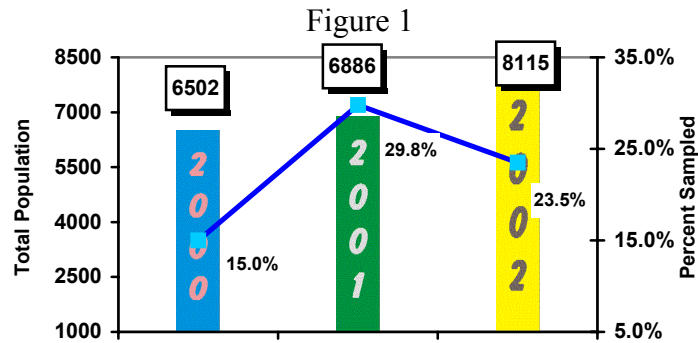


Table 1 then compares several background characteristics collected from the 2000-2002 sampled students with the total Texas Southern University student population for each corresponding year. Overall, the TSU population is well represented each year.

Table 1

Percentages of General Background Characteristics						
	2000		2001		2002	
	Total Population	Sample	Total Population	Sample	Total Population	Sample
Gender:						
Male	44	47	43	42	44	41
Female	56	53	57	58	56	59
Enrollment Status:						
Part – Time	27	7	25	14	23	11
Full – Time	73	91	75	83	77	86
Classification:						
Freshman	26	25	32	18	39	16
Sophomore	14	21	13	12	15	18
Junior	11	19	12	19	11	20
Senior	23	13	18	16	15	18
Graduate/Professional	26	19	25	33	20	24
Other	-	3	-	1	-	4

(Table 1 Cont.)						
	2000		2001		2002	
	Total Population	Sample	Total Population	Sample	Total Population	Sample
School / College						
Liberal Arts & Behavioral Sciences	29	27	32	18	35	22
Business	14	16	14	14	14	18
Education	16	15	15	20	12	17
Pharmacy & Health Sciences	17	19	17	27	17	25
Science and Technology	14	15	14	15	14	19
Law	9	8	8	6	7	>1
Undecided	-	-	1	>1	-	-

During each year, the sample population had some slight overrepresentation in some areas, while other characteristics were underrepresented. However, these subtleties do not seem to alter the purpose of the study, which is to gather the view of the general student population. Results indicate that there is an average 12% overrepresentation of full-time students, leaving the same percentage of part-time students underrepresented. In reference to classification, undergraduates represented an average of 76% of the entire student population, while the sample population was composed of 72% undergraduates.

One salient finding is the fluctuation in the ages represented throughout the years (Table 2). In general, the majority of the sampled students were 25 years old or younger. Further analysis indicates that 48% of the 2000 sample was 22 years old or younger, but this percentage decreased to 35% in 2001. In 2002, forty-one percent of the sample population indicated that respondents were 22 years old or younger. This distinction can also be noted in the under sampling of graduate and professional students in 2000 and the over sampling in 2001. These findings infer that survey results in 2000 represent a younger student population, while the 2001 results are indicative of more mature

students. The 2002 sample seems to most closely reflect the classification and age level of the total population. These findings should be considered when making conclusions based on survey responses.

Table 2

Other Background Characteristics			
	2000	2001	2002
Total N	975	2064	1902
	Percentages		
Age:			
Less than 20	20	13	14
20-22	28	22	27
23-25	17	18	18
26-29	12	16	13
30-39	12	16	17
40 and Above	8	14	11
Entering Status:			
First Time College Student	52	44	45
Other College Experience	48	56	55
Purpose for Enrolling:			
No Definite Purpose	2	2	2
Non – Degree Seeking	7	8	6
Degree Seeking	90	90	92
Financial Aid Status:			
Receive Aid	68	65	68
No Aid	32	35	32
Hours Worked Per Week:			
10 or Less	42	34	35
11 – 20	22	22	21
21 – 30	15	16	15
31 – 40	17	19	20
Over 40	4	9	9

(Table2 Cont.)			
Living Arrangements:			
Live On – Campus	13	6	7
Live Off – Campus	87	94	93

Analysis of the entering status item further suggests the notion of the discrepancy between the types of students sampled each year. In 2000 just more than half of the students (52%) were first-time freshmen. In 2001, this percentage decreased to 44%, but then increased slightly to 45% in 2002. The data suggests that the majority of the students in the 2001 and 2002 sample population already had some college experience prior to attending TSU.

In reference to the student’s purpose for entering college, financial aid status, and their living arrangements, there is a great degree of similarity among these variables throughout the years. Most students entered the University seeking a degree; they received some form of financial aid and tended to live off-campus.

College Service Usage and Satisfaction:

This portion of the survey is composed of two distinct measurements that address the same battery of survey items. The items listed refer to various services offered at TSU. Initially, students are to indicate whether or not they utilize the particular service, then their satisfaction level of the corresponding service is measured.

Usage

The ranking of these services are illustrated in Table 3. Services are ranked “most” to “least” utilized based on the 2002 sample. Library facilities and services were most utilized by students during each year.

Table 3
Percentage Ranking of
College Service Usage^o

Service	Percentages		
	2000	2001	2002
Library Facilities and Services	68	66	65
Computer Services	62	56	60
Parking Facilities and Services	56	59	58
Financial Aid Services	55	53	53
Academic Advising Services	52	50	50
College Orientation Program	41	39	38
College Sponsored Social Activities	33	30	31
College Sponsored Tutorial Activities	31	26	31
Food Services	37	28	27
Recreational and Intramural Programs	21	20	21
Career Planning Services	21	22	21
Student Health Services	22	19	19
Job Placement Services	20	19	19
Residence Hall Services and Programs	18	14	15
Student Employment Services	20	15	14
Honors Program	10	14	13
Veterans Services	6	5	5
Day Care Services	5	4	3
N	975	2064	1902

^o Services are ranked according to their 2002 sample ranking.


In general, there are some strong consistencies throughout the years. Although the percentages fluctuated from year to year, which altered the ranking of specific items, the top ten remained somewhat consistent. The exception is that in 2000 the tenth ranked item (Recreational & Intramural Programs) was replaced by student health services, and the 2001 population closed out their top ten ranking with career planning services.

The largest change in services utilized was noted in the variable measuring utilization of university food services. In 2001, thirty-seven percent of the students indicated they used university food services; this percentage decreased a total of 10 percentage points throughout the three-year study.

Levels of Satisfaction

Other than food services, levels of usage seem to remain somewhat constant throughout the years. The same cannot be stated in reference to levels of satisfaction with these services. In reviewing the top ten service (ranked by 2002), there is a very interesting finding. When comparing 2000 to 2001, it can be noted that eight of the ten areas showed an increase in satisfaction (Table 4). However, the remaining two areas, computer services and academic advising, only showed a minimal decrease in satisfaction rating. The analysis of 2001 to 2002 only showed an increase in two areas, financial aid and academic advising services.

Table 4

Level of Satisfaction ^o			
			
1-Very Dissatisfied 2-Dissatisfied 3-Neutral 4-Satisfied 5-Very Satisfied			
Mean Satisfaction Rating			
Top Ten Services Used in 2002	2000	2001	2002
College Sponsored Tutorial Activities	3.82	3.84	3.84
Parking Facilities and Services	2.89	3.08	2.80
College Sponsored Social Activities	3.66	3.81	3.79
Academic Advising Services	3.75	3.73	3.77
College Orientation Program	3.72	3.75	3.73
Recreational and Intramural Programs	3.79	3.71	3.69
Library Facilities and Services	3.53	3.64	3.55
Financial Aid Services	3.12	3.26	3.52
Computer Services	3.53	3.52	3.24
Food Services	2.79	3.14	3.12

^o Services are ranked according to their 2002 sample ranking.

Financial aid services were the only survey variable having a continuous increase throughout all three years. In 2000, financial aid was rated 3.12. This mean score increased to 3.26 in 2001 and increased again to 3.52 in 2002. The highest rated service for all three years was college sponsored tutorial services. The service rated least

satisfactory in 2000 was food services, which yielded 2.79 a mean score. The lowest rated service in 2001 and 2002 was parking facilities and services, which resulted in mean scores of 3.08 and 2.80, respectively.

College Activities:

The section that follows consists of rankings that are measures in two distinct manners. The survey is composed of a battery of independent statements that are grouped based on the general university to which they most closely relate. For example, statements referring to testing/grading systems and course content in a particular major field of study are grouped as academic variables. Similarly, study areas and campus bookstore are considered university facilities. There are a total of six different university areas: academic, admissions, rules and policies, facilities, registration, and general university concerns. These categories and their mean satisfaction score are presented in (Table 5). What follows is further analysis of the specific items that compose each category.

Table 5

Mean Ranking of Satisfaction By Major College Activity			
Activity	Mean Satisfaction Levels ^o		
	2000	2001	2002
Academic	3.53	3.71	3.64
Admissions	3.26	3.47	3.47
General Concerns	3.22	3.40	3.33
Registration	3.12	3.21	3.20
Rules and Policies	3.14	3.29	3.18
Facilities	3.01	3.21	3.12
N	975	2064	1902

^o Responses to individual items included in each general area were summed and then divided by the total number of items in the area.

The most interesting finding is that the ranking of these categories remained the same throughout the years. Students were most satisfied with academic services and least satisfied with university facilities. Although the ranking of the services remained consistent, the mean score associated with each category showed some variation.

All categories showed an increase in mean satisfaction rating from 2000 to 2002. The admissions category showed the largest increase of all areas. It was rated 3.26 in 2000 and increased to 3.47 in 2002. This mean rating still falls within the neutral range, but the increase does reflect a trend of improvement.

The academic category addressed concerns pertaining to the students' major fields of study, the course content within their majors, as well as advisor availability and faculty's attitude toward students. In 2000, the academic category yielded a 3.53 mean rating that increased in 2000 to 3.71, which falls close to the satisfied rating on the scale.

In order to gain a better assessment of each category, the statements affiliated with each are listed in Tables 6 through 11. The mean rating reflects the students response to that particular item.

Table 6

Mean Ranking of Academics			
Academic Factors	Mean Satisfaction Levels^o		
	2000	2001	2002
Instruction in major	3.67	3.85	3.86
Course content in major	3.69	3.91	3.84
Class size relative to the type of course	3.61	3.89	3.82
Testing /grading system	3.46	3.69	3.73
Preparation you are receiving for your future occupation	3.53	3.68	3.64
Value of the information provided by advisor	3.58	3.67	3.63


Out-of-class availability instructor	3.48	3.65	3.63
Attitude of faculty toward students	3.35	3.57	3.50
Availability of your advisor	3.47	3.57	3.55
Variety of courses offered	3.33	3.49	3.43
N	975	2064	1902

^a Mean Scores are calculated by summing the responses to each item and dividing them by the number of respondents.

In reference to academics (Table 6), in 2002, students were most satisfied with instruction in their major fields of study yielding a 3.86 mean rating. The 2000 and 2001 samples were most satisfied with course content related to their majors, 3.69 and 3.91, respectively. During each year of this study, concerning academics, students were least satisfied with the variety of courses offered.

As stated previously, the admissions category showed the largest margin of improvement in satisfaction rating. This category is composed of only 4 items, which are illustrated in Table 7. As with the academic category, each item showed an increase in satisfaction from 2000 to 2002. Students were most satisfied with the college catalog/admissions publications and least satisfied with availability of financial aid information prior to enrollment. Although students were consistently least satisfied with the availability of financial aid information, it is important to note that the mean scores consistently increased from year to year.

Table 7

Mean Ranking of Admissions			
			
1-Very Dissatisfied 2-Dissatisfied 3-Neutral 4-Satisfied 5-Very Satisfied			
Admissions Factors	Mean Satisfaction Levels^o		
	2000	2001	2002
Catalog / Admissions Publications	3.31	3.60	3.59
General Admission Procedures	3.43	3.49	3.46
Accuracy of College Information Prior to Enrolling	3.25	3.45	3.45
Availability of Financial Aid Information Prior to Enrolling	3.13	3.35	3.44
N	975	2064	1902

^o Mean Scores are calculated by summing the responses to each item and dividing them by the number of respondents.

When the area associated with University rules and policies was considered (Table 8), it was noted that rules governing student conduct had the highest level of student satisfaction during each year. The rules and regulations that students were least satisfied with was the purpose for which student activity fees are used. This item received a 2.78 mean rating in 2000, then increased to 2.94 in 2001, but it decreased to 2.87 in the 2002 sample.

Table 8



Mean Ranking of College Rules and Regulations			
			
1-Very Dissatisfied 2-Dissatisfied 3-Neutral 4-Satisfied 5-Very Satisfied			
Rules and Regulations	Mean Satisfaction Rating^o		
	2000	2001	2002
Rules Governing Student Conduct	3.30	3.50	3.41
Academic Probation and Suspension Policies	3.25	3.36	3.36
Personal Security / Safety	3.24	3.24	3.18

Table 8 (Cont.)			
Student Voice in College Policies	3.08	3.21	3.16
Residence Hall Rules and Regulations	3.03	3.23	3.13
Uses of Student Activity Fees	2.78	2.94	2.87
N	975	2064	1902

^o Mean Scores are calculated by summing the responses to each item and dividing them by the number of respondents.

The area examining university facilities shows similar trends throughout the years (Table 9). Study areas were rated most satisfactory in 2001 and 2002, with mean scores of 3.37 and 3.35, respectively. The 2000 sample population rated the campus bookstore as most satisfactory with a mean rating of 3.35. The least satisfactory item was the general conditions of building and grounds in the 2000 and 2001 sample. In 2002, students were least satisfied with the availability of student housing.

Table 9

Mean Ranking of University Facilities			
			
1-Very Dissatisfied 2-Dissatisfied 3-Neutral 4-Satisfied 5-Very Satisfied			
University Facilities	Mean Satisfaction Rating^o		
	2000	2001	2002
Study Areas	3.26	3.37	3.35
Classrooms	3.07	3.29	3.34
Athletic Facilities	3.11	3.27	3.18
Student Union	3.14	3.26	3.18
Campus Bookstore	3.35	3.34	3.17
Laboratories	2.93	3.08	3.08
General Condition of Buildings and Grounds	2.69	2.99	2.99
Availability of Student Housing	2.86	3.01	2.85
N	975	2064	1902

^o Mean Scores are calculated by summing the responses to each item and dividing them by the number of respondents.

Satisfaction levels for the registration process were consistent in 2000 and 2001 in that the ranking of the items remained the same (Table 10). However, all mean

satisfaction scores had increases in their rating. During these two years, students were most satisfied with the academic calendar for this college, followed by the billing and fee payment procedures, then general registration procedures. The item rated least satisfactory was the availability of courses at the time you can take them. The 2002 sample was very similar except that this sample rated general registration procedures slightly higher than billing and fee payment procedures.


Table 10

Mean Ranking of Registration Activities			
Registration Activities	Mean Satisfaction Rating^a		
	2000	2001	2002
Academic Calendar	3.45	3.57	3.53
General Registration Procedures	3.01	3.08	3.17
Billing and Fee Payment Procedures	3.01	3.17	3.15
Availability of Courses at Times You Can Take Them	2.98	3.02	2.96
N	975	2064	1902

^a Mean Scores are calculated by summing the responses to each item and dividing them by the number of respondents.

The final section of the survey is composed of a cluster of general university survey variables that do not clearly relate to the previously discussed areas (Table 11). It includes such variables as the university's concern for the student as an individual, attitudes of non-teaching staff, opportunities for student employment, opportunities for personal involvement in campus activities, student government, religious activities, and the campus media.

Table 11

Mean Ranking of General College Activities			
			
1-Very Dissatisfied 2-Dissatisfied 3-Neutral 4-Satisfied 5-Very Satisfied			
General College Activities	Mean Satisfaction Rating^δ		
	2000	2001	2002
TSU in General	3.40	3.55	3.53
Opportunities for Personal Involvement in Campus Activities	3.43	3.52	3.45
Campus Media	3.33	3.43	3.33
Student Government	3.30	3.36	3.31
Religious Activities and Programs	3.31	3.34	3.27
Concern for You as Individual	3.05	3.24	3.16
Opportunities for Student Employment	3.21	3.32	3.16
Attitudes of Non-Teaching Staff	3.01	3.23	3.15
N	975	2064	1902

^δ Mean Scores are calculated by summing the responses to each item and dividing them by the number of respondents.

In 2000, students were most satisfied (3.43) with their opportunities for personal involvement in campus activities. In 2001 and 2002 students, were most satisfied with TSU as an entity, yielding mean scores of 3.55 and 3.53, respectively. During each year students were least satisfied with the attitudes of non-teaching staff.

Summary:

Results of the Student Opinion Survey indicate that most students continue to use similar types of services at TSU. These services include areas, such as the library, computer labs, parking services, financial aid, and academic services (Table 3). Results also indicate that not many students utilize career planning, job placement, and food services. This information should serve as indicator to these areas to enhance their visibility and availability to students in order to gain more student involvement.

Of those services that were most used, students were most satisfied with academic advising services (Table 4). Library services were also rated somewhat favorably when compared to other areas. Students' satisfaction levels with computer services have slightly decline through the years, while they have consistently rated financial aid services higher each year. Most of the mean ratings remained in the neutral portion of the satisfaction scale, except for parking facilities, which fell below neutral, and toward a dissatisfied rating in the 2000 and 2002 samples.

When considering items being grouped together under major university categories, students were most satisfied with academic components. This is a trend that is apparent in each survey administered by the Office of Institutional Effectiveness. There is a higher level of satisfaction with departmental type functions such as classroom instruction, content of course work, and academic advising. Students' attitudinal rating of college non-teaching staff and of faculty/student relationships have escalated each year.

Although the facilities area was rated as neutral, it was consistently the lowest rated area during each year (Table 5). This section consists of items measuring satisfaction of classroom and laboratory facilities, as well as availability of student housing and the general conditions of building of grounds.

The University has made attempts to enhance students' satisfaction levels of services provided. The analytical information collected from future surveys will determine whether or not students deemed changes to be sufficient.