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Ethnic-Minority Student Opinion Survey

(Report 1995-02)

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Reports produced by the Office of Institutional Assessment and Testing (OIAT) are distributed routinely to a broad readership, including: Western Washington University administrators, deans, department chairs, offices, units, faculty and staff; assessment liaisons at other Washington State universities and colleges; and selected state government agencies and committees. Moreover, most reports are available by request for additional distribution to individuals, offices, committees, or other units both on and off campus. When presenting statistical information, the OIAT keeps in mind the wide-ranging interests, needs and backgrounds of its readership. Even when analyses become complex, results are presented so as to be readable by a wide audience. For interested parties, data utilized in OIAT reports are available for separate analyses.

## Executive Summary

The subject population for this study was Western's undergraduate ethnic-minority students. All self-identified ethnic-minority students enrolled on Western's main campus were contacted by mail apprising them of the nature of the survey and informing them of the various locations on campus that they could find and complete the survey form. Ultimately, 116 completed survey forms were received. The instrument used was the Student Opinion Survey offered through American College Testing (ACT). The survey had four sections: Background Information, College Services, College Environment, and a supplemental set of questions attached to the regular form that queried respondents as to their use and level of satisfaction with the Ethnic Student Center and Multicultural Services Center.

Respondents were primarily female (62.1% vs. 37.9% male), and mostly between 18 and 25 years of age (83.7%). Most were upper-division undergraduates (juniors/seniors 69.0% vs. 26.7% frosh/sophomores). Natives (students entering Western directly from high school) made up 45.7%, while transfers from 2-year schools made up 37.9% and transfers from 4-year schools made up 14.7%. Nearly half of the respondents (49.1%) lived in off-campus housing, while about a third (31.0%) lived in campus residence halls.

The survey asked students if they had used any of a list of college services--academic advising, personal counseling services, career planning services, etc. If respondents *had* used the service, they were asked to describe their level of satisfaction with it, using a five-point scale ranging from very satisfied to very dissatisfied.

The college service used most by respondents was the library (90.6%), followed by computer services (76.1%), student health services (75.2%), and food services (74.4%). The college service used least by respondents was personal counseling (20.5%), followed by student health insurance services (21.4%), job placement services (23.1%), and career planning services (29.1%).

The college service receiving the highest percentage of "satisfied" responses (by users only) was recreation and intramural programs and services (76.8%), followed by computer services (73.0%), cultural programs (71.4%), and student employment services (71.2%). The college service receiving the lowest percentage of "satisfied" responses was parking services (12.3%), followed by food services (35.6%), student health insurance services (40.0%), and residence hall services (45.2%).

Two methods were used to add perspective to these findings. The first was to use the Western Experience Survey, which also queried students' level of satisfaction with various services and programs, and which had about the same gender and class level ratios as the Ethnic-minority Students Opinion Survey, but which had an ethnicity make-up that was nearly entirely white, non-Hispanics. When comparing the surveys, some results were about the same--for example: satisfaction with cultural services was at 75.2% in the Western Experience Survey and at 71.4% for the Ethnic-minority Students Opinion Survey. On the other hand, some results were quite dissimilar. Services that received considerably higher ratings of satisfaction on

the Western Experience Survey than on the Ethnic-minority Students Opinion Survey included residence hall services, college-sponsored social programs, intramurals, and personal counseling. Only two services received higher ratings on the Ethnic-minority Students Opinion Survey than on the Western Experience Survey: academic advising and career advising.

A second set of comparisons came from a break-out of national normative data that included responses of ethnic-minority students only. From an average score derived from the 5-point rating scale utilized in the "College Environment" section of the survey, responses to each variable by ethnic-minority students at Western were compared to responses by ethnic-minority students attending other public colleges around the country. Although the national findings contained biases that cost constraints would not allow to be taken into account--regional influences, urban versus suburban campus settings, and other mitigating factors--the results were nevertheless felt to be instructive.

An analysis of averages (ANOVA) was used to make comparisons and to identify which differences were statistically significant. Sixteen out of forty-two survey items were found to have such differences, only one of which where Western ethnic-minority students had a higher degree of satisfaction than the cohort of ethnic-minority students nationally. This item was for satisfaction with the general condition of Western's buildings and grounds (+.25). For all other items, Western ethnic-minority students felt less satisfied than their national counterparts, including less satisfied with student voice in college politics (-.31), student government (-.30), the college's concern for the student as an individual (-.27), and racial harmony at this college (-.75).

A special section of the survey queried students as to their use of and satisfaction with Western's Multicultural Services Center and Ethnic Student Center. These findings indicated a high degree of satisfaction with the general services provided by these offices, although also indicated less use of the programs than service providers would like to see.

## Introduction

The subject population for this study was Western's undergraduate ethnic-minority students, as identified by their answers to ethnic origin on their admissions application. All 766 self-identified ethnic-minority students enrolled on Western's main campus were contacted by mail apprising them of the nature of the survey and informing them of the various locations on campus that they could find and complete the survey form.

The instrument used was American College Testing's (ACT's) Student Opinion Survey. (See Appendix A.) The survey had four sections: Background Information, College Services, College Environment, and a supplemental set of questions attached to the regular form that queried respondents as to their use and level of satisfaction with the Ethnic Student Center and Multicultural Services Center.

### Background Information

Ultimately, 116 completed and usable survey forms were received. Although the sample was relatively small, it comprised a significant representation of the minority student population on campus. (See Table 1.)

Table 1: Ethnic-minority make-up of total survey population

	N	%
African-Americans	49	42.2
Asian/Pacific Islanders	34	29.3
Hispanics	16	13.8
Native Americans	17	14.7

Respondents were primarily female (62.1% vs. 37.9% male), and mostly between 18 and 25 years of age (83.7%). Most were upper-division undergraduates (juniors/seniors 69.0% vs. 26.7% frosh/sophomores). Most respondents indicated that their reason for coming to Western was to earn a Bachelor's degree (83.6%); quite a few less (6.9%) indicated that their reason for coming to Western was to earn a Master's degree.<sup>1</sup>

Respondents whose admit status was that of native (entered Western directly from high school) made up 45.7% of the cohort, while transfers from 2-year schools made up 37.9% and transfers from 4-year schools made up 14.7% of the cohort. Nearly half of the respondents (49.1%) lived in off-campus housing, while about a third (31.0%) lived in campus residence

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<sup>1</sup> This finding may be one that merits further study. Other OIAT reports indicate a higher interest in advanced degrees by white, non-Hispanics than found for ethnic-minorities in this report. The questions were phrased differently, which may partially account for the difference, but the issues may nonetheless be important enough to draw attention to.

halls--a figure nearly equal that for the campus population overall. Another 14.6% of the cohort lived at home or indicated they owned their own home. Females were slightly more likely to live off campus (52.8% vs. 43.2% of males), while males were slightly more likely to live in campus residence halls (36.4% vs. 27.8% of females). This may be partially due to the fact that slightly more males than females were underclass students (31.8% of all males were frosh or sophomore compared to 23.6% of females) and that, generally, more underclass students than upper-class students live in campus housing.

Most of the cohort (71.2%) were receiving some form of financial aid. Hispanics were the most likely ethnic group to have received financial aid (93.8%), followed by African-Americans (76.6), Native Americans (64.7%), and Asian-Americans (54.8%). This finding was statistically significant ( $X^2 = 9.03$ ,  $df = 3$ ,  $p = .029$ ). In a related finding, approximately one-third of Native Americans, Hispanics and Asian-Pacific Islanders worked 11 hours or more a week, while nearly half of African-Americans worked 11 hours or more a week. (See Table 2.)

Table 2: Hours worked per week by ethnic-minority cohort

	hours worked per week		
	0-10	11-20	20+
African-Americans	53.1	34.7	12.2
Asian/Pacific Islanders	64.7	23.5	11.8
Hispanics	68.8	25.0	6.3
Native Americans	64.7	23.5	11.8

### Use of and Satisfaction with College Services

Survey Respondents were then ask if they had used any of a list of college services--academic advising, personal counseling services, career planning services, etc. If respondents *had* used the service, they were asked to describe their level of satisfaction with it, using a five-point scale ranging from very satisfied to very dissatisfied.

The college service used most by respondents was the library (90.6%), followed by computer services (76.1%), student health services (75.2%), and food services (74.4%). The college service used least by respondents was personal counseling (20.5%), followed by student health insurance services (21.4%), job placement services (23.1%), and career planning services (29.1%).<sup>2</sup>

The college service receiving the highest percentage of "satisfied" responses (by users only) was recreation and intramural programs and services (76.8%), followed by computer services (73.0%), cultural programs (71.4%), and student employment services (71.2%). The college service receiving the lowest percentage of "satisfied" responses was parking services

<sup>2</sup> Some services polled were used by so few respondents that they were left off the list for reasons of readability: credit by examination services (2.6%), day care services (3.4%), honors program services (4.3%), and veterans services (6.8%).

(12.3%), followed by food services (35.6%), student health insurance services (40.0%), and residence hall services (45.2%).

Additional findings of interest were rendered by reversing the analysis--i.e., by looking at the percentage of "dissatisfied" responses. For instance, while the programs and services receiving the highest levels of satisfaction also had the lowest levels of dissatisfaction--and vice versa--personal counseling services received fairly strong responses both ways: 54.2% of users were satisfied, yet 25.% were also dissatisfied. This may be partially explained by the nature of personal counseling, that it would invoke strong responses by users one way or another. Indeed, of all services receiving "satisfied" responses in the 50-60% range, none had a lower percentage of "neutral" responses than personal counseling services.

Another item of interest was found regarding career planning and job placement services. Career planning, with 58.8% of users indicating satisfaction, received a fairly strong positive result. On the other hand, job placement services, with 25.9% indicating dissatisfaction, received a rather negative result (although it should be pointed out that 48.1% of users were also satisfied with job placement services). The odd part, of course, is that at Western these services are provided out of the same office, Career Services Center, by essentially the same group of personnel. It might be the case that the dissatisfaction indicated might have less to do with the quality of services provided than with the difficulty, generally, of finding a job. (See Table 3.)

Table 3: Percentage of survey respondents who used services, and the percentage of service users satisfied or dissatisfied

Service or Program	% used service	For those using the service:	
		% satisfied	% dissatisfied
Library	90.6	68.9	15.1
Computer services	76.1	73.0	5.6
Student health	75.2	64.8	17.0
Food services	74.4	35.6	28.7
Parking	69.2	12.3	64.2
Financial aid	67.5	64.6	17.7
College social activities	67.5	55.7	7.6
Cultural programs	65.8	71.4	10.4
Academic advising	59.0	58.0	18.8
Residence hall services	53.0	45.2	27.4
College mass transit	51.3	63.3	13.3
Orientation programs	49.6	58.6	17.2
Recreation/Intramural	47.9	76.8	3.6
Student employment	44.4	71.2	5.8
College tutorial services	38.5	57.8	17.7
Career planning	29.1	58.8	17.6
Job placement	23.1	48.1	25.9
Student health insurance	21.4	40.0	24.0
Personal counseling	20.5	54.2	25.0

NOTE: the response of "neutral" was also available.



To add some perspective to these findings, a prior OIAT report was referenced. The Western Experience Survey also queried students' level of satisfaction with various services and programs.<sup>3</sup> The two surveys had fairly equal gender and class level ratios, but the Western Experience Survey cohort was made up almost entirely of white, non-Hispanics. When comparing the surveys, some results were about the same; for example: satisfaction with cultural services was at 75.2% in the Western Experience Survey and at 71.4% for the Ethnic-minority Students Opinion Survey. On the other hand, some results were quite dissimilar. Services that received considerably higher ratings of satisfaction on the Western Experience Survey than on the Ethnic-minority Students Opinion Survey were residence hall services, college-sponsored social programs, intramurals, and personal counseling. Two services that received higher ratings on the Ethnic-minority Students Opinion Survey than on the Western Experience Survey were academic advising and career advising. (See Table 4.)

Table 4: From two surveys (Western Experience Survey and Ethnic-Minority Students Opinion Survey), the percentage of respondents indicating "satisfaction" with various college services

Wording of prompt		Percent satisfied	
<i>Western Experience Survey</i>	<i>Ethnic-Minority Survey</i>	<i>Western Experience Survey</i>	<i>Ethnic-Minority Survey</i>
<i>Intramurals</i>	Recreation/Intramurals	96.1	76.8
<i>Social programs</i>	Social activities	80.1	55.7
<i>Residential experiences</i>	Residence hall services	79.6	45.2
<i>Cultural programs</i>	Cultural programs	75.2	71.4
<i>Personal counseling</i>	Personal counseling	69.6	54.2
<i>Academic advising</i>	Academic advising	52.2	58.0
<i>Career advising</i>	Career planning	49.0	58.8

Data analysis of the Ethnic-minority Students Opinions Survey was also done by gender and ethnicity. Regarding use of services, the only finding that had statistical significance was library use. Although the majority of students of either gender used the library (98.5% of females and 90.5% of males), statistically, females were even more likely than males to have reported library use ( $X^2 = 3.88$ ,  $df = 1$ ,  $p = .048$ ).

Regarding satisfaction with services, four results were statistically significant: 1) for *career planning services*, females were more likely than males to be satisfied ( $X^2 = 9.36$ ,  $df = 2$ ,  $p = .009$ ); 2) for *cultural programs*, females were more likely than males to be satisfied ( $X^2 = 6.40$ ,  $df = 2$ ,  $p = .041$ ); 3) for *computer services*, females were more likely than males to be satisfied ( $X^2 = 6.73$ ,  $df = 2$ ,  $p = .035$ ); and 4) for *parking services*, males were more likely than females to be *dissatisfied* ( $X^2 = 7.90$ ,  $df = 2$ ,  $p = .019$ ).

<sup>3</sup> Gould, G.S., McKinney, G.R., Andrieu-Parker, J.M., Trimble, J.E. (July, 1992). *Western Experience Survey (Report 1992-05)*. Office of Institutional Assessment and Testing, Western Washington University, Bellingham, WA 98225.

## Satisfaction with College Environment

### *Satisfaction with Academic Issues*

Regarding the academic environment, availability of instructors received the highest percentage of "satisfied" responses (65.0%) on the Ethnic-minority Students Opinion Survey. By comparison, 82.8% of respondents in the Western Experience Survey (nearly all white, non-Hispanics) were satisfied with the "accessibility of faculty." Course content in major and class size received the second highest percentages of "satisfied" responses on the Ethnic-minority Students Opinion Survey (each 58.1%).

The flexibility to design one's own program received the lowest percentage of "satisfied" responses on the Ethnic-minority Students Opinion Survey, followed by preparation received for future occupation and faculty attitude towards students. Faculty attitude towards students also received the second highest percentage of "dissatisfied" responses. Survey respondents were, in other words, not prone to be "neutral" when it came to this prompt. (See Table 5.)

Table 5: Percentage of survey respondents satisfied with various aspects of Western's academic environment

	Satisfied	Dissatisfied
Availability of instructors	65.0	12.0
Course content in major	58.1	11.1
Class size	58.1	10.1
Instruction in major	54.7	14.6
Testing/grading system	52.2	17.1
Variety of courses	50.5	22.2
Availability of your advisor	49.6	15.4
Value of information provided by advisor	47.8	15.3
Faculty attitude towards students	44.7	21.3
Preparation received for future occupation	41.1	15.4
Flexibility to design own program	37.6	16.3

NOTE: "neutral" responses not reported. Rows may not add up to 100%.

Included in the data set received from ACT were findings that helped put a perspective on findings at Western. From an average score derived from the 5-point rating scale utilized in the "College Environment" section of the survey (very satisfied = 5, satisfied = 4, neutral = 3, dissatisfied = 2, very dissatisfied = 1), responses to each variable at Western were compared to responses for the same variables at other public colleges. To ensure as much fairness of comparison as possible, Western asked for and received from ACT a break-out of national data by ethnic-minority students only.<sup>4</sup> Thus, the responses of Western ethnic-minority students were

<sup>4</sup> The comparative averages were based on 14,828 records of ethnic-minority students from public colleges nationwide that administered the Student Opinion Survey between January 1, 1992, and November 18, 1994. A two-tailed t-test was the test of significance utilized.

compared to those of a sample of ethnic-minority students attending other public colleges around the country. (See Appendix B.) Nonetheless, the findings still have biases that were impossible to take into account. Break-outs by region, by urban versus suburban campus settings, and other mitigating influences were not utilized--mostly due to cost. When reflecting on the figures, these limitations should be kept in mind.

In the academic environment, two items were found to have differences that were statistically significant. In each case, scores at Western were lower than those found in the national cohort; satisfaction at Western, in other words, was lower than it was nationally. Significant at the .001 level--i.e., that the result may have been due to chance being less than one in a hundred--was satisfaction with the testing/grading system. Significant at the .05 level was class size relative to the type of course. (See Table 6.)

Table 6: Satisfaction averages for college environment (academic) based on local (Western) and national samples\*

	Western average score	National average score	Difference
<i>sig. @ .001</i> Testing/grading system	3.34	3.69	-.35
<i>sig. @ .05</i> Class size relative to type of course	3.67	3.98	-.31

\*Rating scale: very satisfied = 5, satisfied = 4, neutral = 3, dissatisfied = 2, very dissatisfied = 1

Analyses of satisfaction with the academic environment at Western was also done by ethnicity and gender. Although no items measuring satisfaction were found to have been influenced by ethnicity, one item was found to have been influenced by gender. Males (69.8%) were more likely than females (51.4%) to be satisfied with class size; or, inversely, females were less satisfied than males with class size.

#### *Satisfaction with Admissions Issues*

Regarding admissions processes, college catalog/admissions publications received the highest percentage of "satisfied" responses, while the availability of financial aid information prior to enrolling received the lowest percentage of "satisfied" responses. (See Table 7.)

Table 7: Percentage of survey respondents satisfied with various aspects of Western's admissions environment

	Satisfied	Dissatisfied
College catalog/admissions publications	53.9	8.5
General admissions procedures	48.6	12.8
Accuracy of college information received before enrolling	45.3	17.1
Availability of financial aid information prior to enrolling	44.4	27.4

NOTE: "neutral" responses not reported. Rows may not add up to 100%.

Using the analysis of averages outlined above, one item was found to have statistical significance: satisfaction with college catalog/admissions publications. Again, the average response at Western was lower than that for the national public college sample. (See Table 8.)

Table 8: Satisfaction averages for college environment (admissions) based on local (Western) and national samples\*

	Western average score	National average score	Difference
sig @ .05 College catalog/admissions publications	3.58	3.74	-.16

\*Rating scale: very satisfied = 5, satisfied = 4, neutral = 3, dissatisfied = 2, very dissatisfied = 1

### *Satisfaction with Rules and Regulations*

Regarding Western's rules and regulations, personal security/safety on campus received the highest percentage of "satisfied" responses, while residence halls rules and regulations received the lowest percentage of "satisfied" responses. Student attitudes toward residence hall rules and regulations, however, tended to be ambivalent. The most common response was that of "neutral". Indeed, when the findings were computed into a mean, both at Western and around the country the scores (3.06 at Western and 3.15 nationally) were nearly dead center between satisfied and dissatisfied. (See Table 9.)

Table 9: Percentage of Survey Respondents Satisfied with Various Aspects of the Western's Rules and Regulations

	Satisfied	Dissatisfied
Personal security/safety at this campus	40.2	24.8
Rules governing student conduct	31.6	10.2
Academic probation and suspension policies	24.8	10.3
Purposes for which student fees are used	22.3	35.9
Student voice in college policies	22.2	33.3
Residence halls rules and regulations	21.3	14.5

NOTE: "neutral" responses not reported. Rows may not add up to 100%.

Using the analysis of averages, four of the six items measuring satisfaction with Western's rules and regulations were found to differ from national findings at a level of statistical significance (at the .05 level) and included the following: student voice in college politics; academic probation and suspension policies; rules governing student conduct; and personal security/safety on campus. The last finding was of particular note. While satisfaction with personal security/safety on campus received the highest percentage of the six variables polled, it also received a relatively high percent of "dissatisfied" responses. Moreover, it was also an area where satisfaction at the national level was much higher. Moreover, when compared to responses from the Western Experience Survey of mostly white, non-Hispanic students, of whom 75.6% indicated they were satisfied with campus security, the figure of 40.2% satisfied from the Ethnic-minority Students Opinion Survey does not seem to be as positive a reflection of how safe

ethnic-minority students feel on campus as it might have taken as a singular finding. (See Table 10.)

Table 10: Satisfaction averages for college environment (rules and regulations) based on local (Western) and national samples\*

	Western average score	National average score	Difference
<i>sig. @ .05</i>			
Student voice in college politics	2.73	3.04	-.31
Personal security/safety on campus	3.12	3.36	-.24
Academic probation and suspension policies	3.17	3.40	-.23
Rules governing student conduct	3.21	3.42	-.21

\*Rating scale: very satisfied = 5, satisfied = 4, neutral = 3, dissatisfied = 2, very dissatisfied = 1

### *Satisfaction with Campus Facilities*

Regarding Western's facilities, the general condition of buildings and grounds received the highest percentage of "satisfied" responses, while availability of student housing received the lowest percentage of "satisfied" responses. Neither rating was surprising. Numerous findings from various OIAT reports have touted Western's physical beauty, and housing as a problem has been a well-documented one for a number of years, not only as a problem at Western, but in the Bellingham/Whatcom County area generally. In this section of the survey, the second lowest satisfaction rating came for laboratory facilities, a situation that might very well have been addressed by the addition of the new science buildings on campus, which were not in use at the time of the survey administration. (See Table 11.)

Table 11: Percentage of survey respondents satisfied with Western's facilities

	Satisfied	Dissatisfied
General condition of buildings and grounds	65.8	7.7
College bookstore	61.5	22.2
Study areas	60.7	13.7
Classroom facilities	55.6	15.4
Athletic facilities	50.4	10.2
Student union	47.9	11.9
Laboratory facilities	38.4	9.4
Availability of student housing	21.3	31.6

NOTE: "neutral" responses not reported. Rows may not add up to 100%.

Using the analysis of averages, three of the eight items measuring satisfaction with Western's facilities were found to differ from national findings at a level of statistical significance. Of these items, one was statistically significant at the .001 level--availability of housing--and two were statistically significant at the .05 level: classroom facilities and the general condition of the buildings and grounds. This last finding was the only finding of statistical significance that was *higher* than national averages. (See Table 12.)

Table 12: Satisfaction averages for college environment (facilities) based on local (Western) and national samples\*

	Western average score	National average score	Difference
<i>sig. @ .001</i> Availability of student housing	2.81	3.32	-.41
<i>sig. @ .05</i> Classroom facilities	3.45	3.64	-.19
Condition of buildings/grounds	3.85	3.60	+.25

\*Rating scale: very satisfied = 5, satisfied = 4, neutral = 3, dissatisfied = 2, very dissatisfied = 1

### *Satisfaction with Registration Issues*

Regarding Western's registration processes and issues, the University's academic calendar and billing and fee payment procedures received the highest percentage of "satisfied" responses. Availability of courses students want at the times they want to take them received the lowest percentage of "satisfied" responses. (See Table 13.)

Table 13: Percentage of Survey Respondents Satisfied with Various Aspects of Western's Registration Environment

	Satisfied	Dissatisfied
Academic calendar	48.7	12.9
Billing and fee payment procedures	48.7	17.1
General registration procedures	27.3	53.0
Availability of courses you want at times you can take them	26.5	58.1

NOTE: "neutral" responses not reported. Rows may not add up to 100%.

Using the analysis of averages, three of the four items measuring satisfaction with Western's registration procedures and issues were found to differ from national findings at a level of statistical significance. Of these items, two were statistically significant at the .001 level: general registration procedures and the availability of the courses students wanted at times they wanted to take them.<sup>5</sup> One item was statistically significant at the .05 level: Western's academic calendar. (See Table 14.)

Table 14: Satisfaction averages for college environment (registration) based on local (Western) and national samples\*

	Western average score	National average score	Difference
<i>sig. @ .001</i> General registration procedures	2.54	3.28	-.74
Availability of courses	2.44	2.85	-.41
<i>sig. @ .05</i> Academic calendar	3.43	3.60	-.17

\*Rating scale: very satisfied = 5, satisfied = 4, neutral = 3, dissatisfied = 2, very dissatisfied = 1

<sup>5</sup> This survey was done before the advent of the RSVP telephone registration system.

### *Satisfaction with General Issues*

Regarding general aspects of Western's environment, the Western environment in general received the highest percentage of "satisfied" responses, followed by opportunities for involvement in campus activities and the campus media (Front, KUGS, etc.). On the other hand, while 61.5% of respondents to this survey (all students of color) were satisfied with Western generally, 93.9% of respondents on the Western Experience Survey (nearly all white, non-Hispanics) were satisfied with Western generally.

Satisfaction with student government received the lowest percentage of "satisfied" responses, followed by racial harmony and religious activities. However, unlike satisfaction with student government and religious activities, which received high percentages of "neutral" responses (student government = 59.0% neutral; religious activities = 71.0% neutral), survey respondents were also quite "dissatisfied" with racial harmony at Western (41.9%). In fact, only general registration procedures and availability of courses received higher percentages of "dissatisfied" responses than racial harmony. By comparison, in the Western Experience Survey (nearly all white, non-Hispanics), 68.0% of respondents indicated they were satisfied with "ethnic, racial, religious harmony." (See Table 15.)

Table 15: Percentage of Survey Respondents Satisfied with Various Aspects of Western's General Environment

	Satisfied	Dissatisfied
This college in general	61.5	12.8
Opportunities for involvement in campus activities	49.5	8.5
Campus media (student newspaper, campus radio, etc.)	45.3	21.4
Attitude of staff	43.6	12.8
Concern for you as an individual	34.2	33.3
Opportunities for student employment	29.9	24.0
Religious activities and programs	23.0	6.0
Racial harmony at this college	19.7	41.9
Student government	17.9	23.1

NOTE: "neutral" responses not reported. Rows may not add up to 100%.

Using the analysis of averages, three of the nine items measuring satisfaction with general aspects of Western's environment were found to differ from national findings at a level of statistical significance. Two items were statistically significant at the .05 level: concern for (respondent) as an individual; and student government. One item was statistically significant at the .001 level: racial harmony at this campus. While mitigating factors--region, etc.--should and must be kept in mind, it is apparent that ethnic-minority students at Western are less likely than ethnic-minority students at public colleges nationally to feel a sense of racial harmony on their campus. (See Table 16.)

Table 16: Satisfaction Averages for College Environment (General) Based on Local (Western) and National Samples\*

	Western average score	National average score	Difference
<i>sig. @ .001</i> Racial harmony at this college	2.62	3.37	-.75
<i>sig. @ .05</i> Concern for you as an individual	2.92	3.19	-.27
Student government	2.89	3.19	-.30

\*Rating scale: very satisfied = 5, satisfied = 4, neutral = 3, dissatisfied = 2, very dissatisfied = 1

Use of and Satisfaction with the Ethnic Student Center and the Multicultural Services Center

The Student Opinion Survey also contained a supplemental section that queried respondents' use of and satisfaction with the Ethnic Student Center and the Multicultural Services Center. Regarding use of the Ethnic Student Center, 55.7% of respondents indicated they had participated "in the educational and cultural programs" offered. Moreover, users approved of the Center's programs generally, with 69.6% indicating satisfaction. Users were also approving of the Ethnic Student Center's sense of community, with 57.7% indicating satisfaction, although they were less enthusiastic with its student activity advisement program, with only 47.8% indicating satisfaction.

Use of *specific* programs offered through the Ethnic Student Center, however, was not particularly strong. When asked directly on the survey if they had used the service, only 17 respondents (15.0% of sample) indicated they had used the peer support program, and only 13 respondents (11.5%) had used the administrative support program. Use of programs, however, was as far as the analysis could go. Analysis of satisfaction with specific programs was rendered impossible by survey design problems. For instance, when asked how satisfied they were with each program, more than twice as many respondents than had indicated they had used the service gave answers. Thus the legitimacy of the data was undermined. For future surveys, the physical layout as a function of clarity will be kept more fully in mind. (See Table 17.)

Table 17: Use of and Satisfaction with Various Programs and Issues of the Ethnic Student Center

Program/Issue	N	Satisfied	Dissatisfied	Neutral
General programs	63	69.6	10.1	27.5
Sense of community	78	57.7	10.3	32.1
Student activity advisement program	69	47.8	18.8	33.3

Use of specific programs offered through the Multicultural Services Center was also scant, with 27 respondents (23.7%) having used the Faculty Mentor Program, 17 respondents (15.0%) having used the Academic Advising Program, and a mere 10 respondents (8.8%) having used the



Peer Mentor Program. Unfortunately, levels of satisfaction for this section of the survey were also hampered by faulty survey design.

Regarding satisfaction levels with more general issues, findings for Multicultural Services Center echoed those for the Ethnic Student Center in that they were mostly positive. For instance, 58.1% of respondents were satisfied with the cultural environment and 52.1% with the sense of community created by the Multicultural Services Centers. Very small percentages of respondents indicating dissatisfaction (5.4% and 7.0% respectively). On the other hand, only 41.7% of respondents were satisfied with the administrative support program, and 38.1% satisfied with the peer support program. Again, very few respondents were dissatisfied with either (8.3% and 4.8% respectively), but rather more students were ambivalent. (See Table 18.)

Table 18: Use of and Satisfaction with Various Programs and Issues of the Multicultural Services Center

Program/Issue	N	Satisfied	Dissatisfied	Neutral
Cultural environment	74	58.1	5.4	36.5
Sense of community	71	52.1	7.0	40.8
Administrative support program	48	41.7	8.3	50.0
Student (peer) support program	42	38.1	4.8	57.1

### Discussion<sup>6</sup>

In the main body of this report, respondents to the Ethnic-minority Students Opinion Survey conducted at Western indicated they were less satisfied with “racial harmony” than survey respondents in a comparative national sample. This finding is undoubtedly the most controversial in the report; thus, we wish to center our discussion around it.

Firstly, it is important to place the finding carefully within its context. Here is how the question appeared on the survey form: “Please blacken the oval indicating your level of satisfaction with each of the following aspects of this college.” Following this prompt, there were forty-two subitems, including “racial harmony at this college.” For each subitem, respondents had six choices: does not apply, very satisfied, satisfied, neutral, dissatisfied, and very dissatisfied. From these responses, a mean was then computed. This was done by assigning a number to five of the six response choices: very satisfied = 5, satisfied = 4, neutral = 3, dissatisfied = 2, and very dissatisfied = 1. A mean of 3.00, in other words, would indicate complete neutrality, while a mean of 5.00 would indicate considerable satisfaction.

Once the mean was computed for responses by Western students, it was compared to the mean computed for responses by a national sample of ethnic-minority students. Then a statistical test (an ANOVA) was run on the difference between the scores to establish at what level that

<sup>6</sup> The authors of this report would like to thank the following people for their remarks, observations, and editing of this discussion section: Dr. Joseph Garcia, Joanne Lagassé, Namura Nkeze, and Liz Partolan-Fray.

difference could have occurred by chance. For the "racial harmony" finding, chance could only account for such a difference at less than one in a thousand cases ( $p = .001$ ). Thus, there can be little doubt that Western students of color were less satisfied with "racial harmony" than the sample of ethnic-minority students drawn from the ACT break-out of national data.

Yet what exactly is meant by "racial harmony"? Whose definition is being used? It's obvious, for instance, that the racial harmony envisioned by Dr. Martin Luther King would differ significantly from the apartheid advocated by a right-wing Afrikaner. Indeed, the concept of "racial harmony" is perceptual and variegated--maybe to the point that an argument could be made that a finding based on such a vague notion would have no meaning whatsoever, particularly as the question stood apart on the survey, almost as an afterthought. Although the survey was a poll of student opinions, it was not a survey investigating issues of "racial harmony". Quite the contrary, for all but the one question, the survey focused on such (relatively) mundane issues as Western's grading system, classroom facilities, class size, registration procedures, etc. Moreover, there is nothing at all in the survey that tells us *why* students feel the way they do with any degree of specificity. The only other survey question that might even be remotely connected with issues of racial harmony might be that of satisfaction with personal security and safety on campus.

And the problems with the finding don't stop there. For instance, since no comparison was made between a combined sample of Western ethnic-minorities and white, non-Hispanics to a similar national sample, there was no way to know if dissatisfaction with "racial harmony" was a factor of region or some other issue unrelated to race. For all we know, many of the findings from this survey might have been impacted by non-race factors. Were *both* white, non-Hispanics students and students of color dissatisfied with registration practices, for example, or was the finding unique to students of color? Without this last comparison data it would be difficult for us to comfortably say our analysis is complete.

The argument might even be made that since so many survey respondents indicated they were neutral on the racial harmony issue (36.3%), while many others indicated satisfaction (20.4%), that according to these survey findings, most students were either satisfied or had no strong opinion about "racial harmony on this campus." Indeed, as far as having a duty to the data in a strictly scientific sense, this report could end right at this paragraph. We have presented the finding, make of it what you will.

Yet in spite of its weaknesses the survey question regarding "racial harmony" has, we have decided to do more with the finding, for no other reason than to open up a discussion on the subject of what hardships and obstacles students of color may be facing as they enter and try to mount a successful academic career at Western. So few data sets have been generated that have tapped into the opinions of students of color that we feel duty bound to do as much as we can with what we have. The authors wish to make it perfectly clear, however, that from this point out all opinions are subjective and unsubstantiated for the most part by hard scientific data.

On the other hand, we do have one hard fact: 43.2% of the respondents to the Ethnic-minority Students Opinion Survey were *dissatisfied* (specifically: 25.7% dissatisfied and

17.5% *very* dissatisfied) with "racial harmony on this campus." Regardless of its shortcomings, this finding should be taken very seriously. Why might these survey respondents feel this way after all it seems that Western has done to try to draw students of color to this campus? Have we failed them? Are we simply blind to our latent racist attitudes? Is the push toward diversity not working? Is the atmosphere at Western uncomfortable for students of color? Are they having a hard time adjusting to a "white" campus? Are academic programs failing to meet their needs?

There are many points at which to begin our discussion, but we'll start with this one: when survey respondents were filling out those ovals, were they referring *only* to Western when they thought about "racial harmony"? The survey directed students to give their opinion about the *college* environment, but were they really able to draw a line between what they experienced on campus and off? Western students--like people everywhere--are affected by *all* their experiences: at a store downtown, at the mall, in the neighborhood they live, etc. The fact of the matter is, regardless of how the question was phrased, we can't really know *what* experiences they might have been considering when students responded to the question.

Nevertheless, we need to assume something in order to have a discussion, so we will assume that survey respondents were considering their experiences in total. In this regard, like communities everywhere, there are segments of the population at Western and within the greater Bellingham and Whatcom County communities that are both accepting and rejecting of people of color and who have, consequently, both positive and negative attitudes towards the multitude of issues surrounding diversity. Moreover, those elements opposed to diversity are likely to persist in making people of color feel unwelcome, be it on or off Western's campus. Although the more overt incidents of racial bigotry, such as the recent cross-burnings and migrant camp shootings, occurred after this survey was administered, the attitudes underlying those incidents clearly existed and must have been felt strongly by those survey respondents and probably helped to account for their dissatisfaction with "racial harmony" at Western.

Yet it is not just overt racial bigotry that may be at the root of a student of color's negative experiences. For instance, if a female African-American student goes shopping in Bellingham and cannot find the special make-up, hosiery, or hair-care products she needs, that reality has to have an effect on how she feels about her acceptance into the community--how she feels about "racial harmony at this college" whether the experience took place on campus or off. Moreover, if this woman were from some other part of our state where the products she sought were readily available, she might feel especially disenfranchised--from Western, Bellingham, Whatcom County, whatever. That kind of alienation probably doesn't draw fine distinctions between events that have occurred in a classroom with those that may have occurred in the local mall.<sup>7</sup>

Yet given these observations, it is important not to divert responsibility for the dissatisfaction with racial harmony to the surrounding community. While it would be naive to ignore issues not directly connected to the college environment, the University must accept its

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<sup>7</sup> Many specific issues students of color face when coming to Western will be highlighted in the report that will be released in the spring culled from transcribed discussions held in the Student of Color Focus Group Project done in the fall quarter, 1994.

share of the responsibility for the dissatisfaction that exists for some students and ask itself: how has it failed them? Again, this is a sensitive and difficult area of scrutiny, where no ready or easy answers exist. What may add a visual dimension to what the authors consider to be the most important aspect of the problem is the following metaphor: just as a seed must be prepared for planting, so must the ground be prepared for the seed.

Our implication here is that if either the student or the University (or surrounding community) is not prepared--and especially if *neither* is prepared--the chance for either to successfully cope with the other diminishes. Making sure that students of color coming to Western for the first time receive frank and factual information about Western and its environs is imperative. At orientations, discussions of culture shock and adjustment are equally imperative. Approaching the problem like overseas programs prepare students for foreign travel and study may be an appropriate analogy. "It will be different than what you may be used to," students should be told. "In fact, you should *expect* it to be different. And here are a few things you might want to know that might make that transition less difficult."

How, then, is Western different? How are Bellingham and Whatcom County different from the rest of the state? For one thing, a student of color might be startled at how "white" Western and Whatcom County are. For those of us who have lived in more racially diverse parts of our country, moving to Bellingham, and working at Western was a stark visual and personal readjustment. Even without making distinctions between hostile and friendly situations, there just aren't as many non-white faces in the crowd. It may be that this particular issue is inexorably changing, but if so, it is changing very slowly.

Another unique aspect of our community is that given its relatively small population base, strong voices exist; voices representing quite disparate lifestyles. From laid-back Fairhaven attitudes to no-dancing-allowed Lynden attitudes, county mores cut a wide swath. Unlike other communities of relatively similar sizes, where a certain homogeneity of attitude prevails--or at least a less broad swath of differences--every hue in the political and lifestyle spectrum appears to have found deep roots in Whatcom County.

And these observations are just the obvious ones. Many more in-depth analyses of Western specifically and the region in general could be done. Whole histories could be considered, including those dealing with race relations. Sufficient for this discussion is to point out that if students of color coming to Western for the first time don't have at least a rudimentary knowledge of all that history, their negative feelings should be considered *likely* as opposed to surprising to occur.

Conversely, if the seed is to be prepared, what might need to be done to prepare the ground? In other words, what might Western do to make both the on- and off-campus communities more prepared to meet the challenges of responding to the increasing numbers of students of color who are and will be coming to Western? The fact of the matter is that many things are already being done. On-campus, offices and programs exist to facilitate a student of color's academic success in the Western environment. Counselors are available through the

Multicultural Services Center and the Ethnic Student Center and peer support groups created through auspices of those offices exist.

Off-campus, too, some community outreach is already being done in the form of public lectures and presentations that deal with issues of diversity. As well, many Western faculty, staff and administrators make themselves visible to the public as members of various organizations that deal with diversity issues. Especially productive, we feel, would be the connection of diversity as a component of economic prosperity in the form of multi-national economies. The "Pacific Rim" as a vast interconnected global marketplace is an especially powerful image to northwesterners. While it may be more lofty to promote humanitarian motivations as the impetus for change, economic incentives, too, can play a major role in people's perception of diversity as a positive thing, as something to embrace rather than fear.

Also, because of its visibility within the community, Western is in a position to act as facilitator and vanguard. As facilitator, Western can provide information, promote discussion groups and host forums--as it did, for instance, with the Student of Color Focus Group Project. As a vanguard, Western can continue its aggressive search for qualified faculty and staff of color. It is, after all, people who ultimately demonstrate the richness of diversity, not theory and debate.

This high visibility, however, could also be part of the problem with our survey respondents' dissatisfaction with racial harmony. As an institution of higher learning, Western is held to a higher moral standard than, say, a private company just trying to turn a buck. The possibility exists that students of color expressing dissatisfaction with racial harmony at Western were responding as much to an ideal as to the reality they experienced. Because Western has been so highly-touted in recent years, survey respondents may have expected racial issues to have been more resolved--which is possibly naive on the students' part. As hard as many people may be working at Western to make things right for *all* its students, the institution is part and parcel of society as a whole and subject to the same unwritten rules that state change may come, but its going to come slow--if it's to come at all.

Furthermore, Western's visibility to the *community* also has the potential for mixed results. Some might think Western is not doing enough for diversity, while others, quite frankly, probably resent any little thing it does at all. Just as frankly, there is probably little that can be done to sway people with fixed opinions either way. On the other hand, it is possible that community out-reach programs that focus on the positive aspect of diversity might make a difference to the fence-sitters. It is especially important, we think, that people in the community understand that students of color coming to Western are not academically inferior, nor are spots in the admissions roster being denied white, non-Hispanic students to make way for ill-prepared students of color. This is a myth that needs to be eradicated.

One circumstance not likely to change in the near future is the continued desire of students of color to attend Western. Since the data for this report was gathered, two additional frosh classes have arrived, each more racially diverse than the one preceding it. Why? Because Western simply is becoming more and more attractive. It has excellent academics and a highly regarded physical environment. When you add to that a growing national reputation as both a

college of high academic standards and best value for each dollar spent, it is inevitable that qualified students would want to attend--and that includes highly qualified students of color. If it also seems odd that those same students of color then might turn around and feel less than satisfied with "racial harmony" at Western, it might be remembered that the "prize" these students have their eyes on is the promise of a better life that comes with earning a degree at a good college. Encountering a little hostility pales by comparison to that dream.

The fact of the matter is that students of color *are* coming to Western, and will *continue* to come to Western, regardless of what obstacles precede them. This inevitableness is also what should frame program development that might alleviate whatever alienation and/or discomfort ethnic-minorities feel when they get here, as well as alleviate whatever discomfort may be felt by the community upon their arrival. It is a given that difficulties will continue to exist: some wholly unanticipated, some minor, others more profound, some indicative of racial bias, others from ignorance or unawareness. Support groups--both academic and social--discussion panels and other programs promoting understanding and tolerance will continue to be needed. These are the small seeds from which mighty trees grow.

Indeed, many things can be done to promote and foster racial tolerance and understanding. The difficulty is knowing what programs and strategies work best at Western. What works in Atlanta or Chicago may not be right for Tacoma, just as what may work in Tacoma may not be right for Bellingham. While we need to think globally, we also need to establish programs that work locally. We believe racial tolerance is, indeed, in everybody's best self-interest. The challenge is to make that notion real for the broadest based population by focusing on Western's uniqueness.

Appendix A:  
ACT 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.

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

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

**A SOCIAL SECURITY NUMBER (Identification Number)**

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

**B AGE**

18 or Under  
 19  
 20  
 21  
 22  
 23 to 25  
 26 to 29  
 30 to 39  
 40 to 61  
 62 or Over

**C RACIAL/ETHNIC GROUP**

Afro-American or Black  
 Native American (Indian, Alaskan, Hawaiian)  
 Caucasian or White  
 Mexican-American, Mexican Origin  
 Asian American, Oriental, Pacific Islander  
 Puerto Rican, Cuban, Other Latino or Hispanic  
 Other  
 I prefer not to respond.

**D INDICATE YOUR CLASS LEVEL AT THIS COLLEGE**

Freshman  
 Sophomore  
 Junior  
 Senior  
 Graduate or Professional Student  
 Special Student  
 Other/Unclassified  
 Does Not Apply to This College

**E FOR WHAT PURPOSE DID YOU ENTER THIS COLLEGE? (Select Only One)**

No Definite Purpose in Mind  
 To Take a Few Job-Related Courses  
 To Take a Few Courses for Self-Improvement  
 To Take Courses Necessary for Transferring to Another College  
 To Obtain or Maintain a Certification  
 To Complete a Vocational/Technical Program  
 To Obtain an Associate Degree  
 To Obtain a Bachelor's Degree  
 To Obtain a Master's Degree  
 To Obtain a Doctorate or a Professional Degree

**F SEX**

Male  
 Female

**G MARITAL STATUS**

Unmarried (Including Single, Divorced, and Widowed)  
 Married  
 Separated  
 Prefer Not to Respond

**H INDICATE THE NUMBER OF HOURS PER WEEK YOU ARE CURRENTLY EMPLOYED**

0 or Only Occasional Jobs  
 1 to 10  
 11 to 20  
 21 to 30  
 31 to 40  
 Over 40

**I WHAT IS YOUR CURRENT ENROLLMENT STATUS AT THIS COLLEGE?**

Full-Time Student  
 Part-Time Student

**J WHAT TYPE OF TUITION DO YOU PAY AT THIS COLLEGE?**

In-State Tuition  
 Out-of-State Tuition  
 Does Not Apply to This College

**K WHAT IS YOUR RESIDENCE CLASSIFICATION AT THIS COLLEGE?**

In-State Student  
 Out-of-State Student  
 International Student (Not U.S. Citizen)

**L WHAT TYPE OF SCHOOL DID YOU ATTEND JUST PRIOR TO ENTERING THIS COLLEGE?**

High School  
 Vocational/Technical School  
 2-Year College  
 4-Year College or University  
 Graduate/Professional College  
 Other

**M INDICATE YOUR CURRENT COLLEGE RESIDENCE**

College Residence Hall  
 Fraternity or Sorority House  
 College Married Student Housing  
 Off-Campus Room or Apartment  
 Home of Parents or Relatives  
 Own Home  
 Other

**N DO YOU RECEIVE ANY TYPE OF FEDERAL, STATE, OR COLLEGE-SPONSORED STUDENT FINANCIAL AID? (Scholarships, Grants, Work-Study, etc.)**

Yes  
 No

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.)

**O INDICATE YOUR COLLEGE MAJOR**

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

**P INDICATE YOUR OCCUPATIONAL CHOICE**

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



## SECTION II—COLLEGE SERVICES

For each service (or program) listed below, indicate whether or not 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
0	0	1. Academic advising services	0	0	0	0	0
0	0	2. Personal counseling services	0	0	0	0	0
0	0	3. Career planning services	0	0	0	0	0
0	0	4. Job placement services	0	0	0	0	0
0	0	5. Recreational and intramural programs and services	0	0	0	0	0
0	0	6. Library facilities and services	0	0	0	0	0
0	0	7. Student health services	0	0	0	0	0
0	0	8. Student health insurance program	0	0	0	0	0
0	0	9. College-sponsored tutorial services	0	0	0	0	0
0	0	10. Financial aid services	0	0	0	0	0
0	0	11. Student employment services	0	0	0	0	0
0	0	12. Residence hall services and programs	0	0	0	0	0
0	0	13. Food services	0	0	0	0	0
0	0	14. College-sponsored social activities	0	0	0	0	0
0	0	15. Cultural programs	0	0	0	0	0
0	0	16. College orientation program	0	0	0	0	0
0	0	17. Credit-by-examination program (PEP, CLEP, etc.)	0	0	0	0	0
0	0	18. Honors programs	0	0	0	0	0
0	0	19. Computer services	0	0	0	0	0
0	0	20. College mass transit services	0	0	0	0	0
0	0	21. Parking facilities and services	0	0	0	0	0
0	0	22. Veterans services	0	0	0	0	0
0	0	23. Day care services	0	0	0	0	0





# 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

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

<b>A</b> SOCIAL SECURITY NUMBER (Identification Number) <table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>0</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>0</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>0</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>0</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>0</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>0</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>0</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>0</td> </tr> </table>	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	<b>B</b> AGE <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	<b>C</b> RACIAL/ETHNIC GROUP <input type="radio"/> Afro-American or Black <input type="radio"/> Native American (Indian, Alaskan, Hawaiian) <input type="radio"/> Caucasian or White <input type="radio"/> Mexican-American, Mexican Origin <input type="radio"/> Asian American, Oriental, Pacific Islander <input type="radio"/> Puerto Rican, Cuban, Other Latino or Hispanic <input type="radio"/> Other <input type="radio"/> I prefer not to respond.	<b>D</b> INDICATE YOUR CLASS LEVEL AT THIS COLLEGE <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	<b>E</b> FOR WHAT PURPOSE DID YOU ENTER THIS COLLEGE? (Select Only One) <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
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<b>F</b> SEX <input type="radio"/> Male <input type="radio"/> Female	<b>G</b> MARITAL STATUS <input type="radio"/> Unmarried (Including Single, Divorced, and Widowed) <input type="radio"/> Married <input type="radio"/> Separated <input type="radio"/> Prefer Not to Respond	<b>H</b> INDICATE THE NUMBER OF HOURS PER WEEK YOU ARE CURRENTLY EMPLOYED <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	<b>I</b> WHAT IS YOUR CURRENT ENROLLMENT STATUS AT THIS COLLEGE? <input type="radio"/> Full-Time Student <input type="radio"/> Part-Time Student	<b>J</b> WHAT TYPE OF TUITION DO YOU PAY AT THIS COLLEGE? <input type="radio"/> In-State Tuition <input type="radio"/> Out-of-State Tuition <input type="radio"/> Does Not Apply to This College	<b>K</b> WHAT IS YOUR RESIDENCE CLASSIFICATION AT THIS COLLEGE? <input type="radio"/> In-State Student <input type="radio"/> Out-of-State Student <input type="radio"/> International Student (Not U.S. Citizen)																																																																															

<b>L</b> WHAT TYPE OF SCHOOL DID YOU ATTEND JUST PRIOR TO ENTERING THIS COLLEGE? <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	<b>M</b> INDICATE YOUR CURRENT COLLEGE RESIDENCE <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	<b>N</b> DO YOU RECEIVE ANY TYPE OF FEDERAL, STATE, OR COLLEGE-SPONSORED STUDENT FINANCIAL AID? (Scholarships, Grants, Work-Study, etc.) <input type="radio"/> Yes <input type="radio"/> No	<b>O</b> INDICATE YOUR COLLEGE MAJOR <table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>0</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>0</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>0</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>0</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>0</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>0</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>0</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>0</td> </tr> </table>	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	<b>P</b> INDICATE YOUR OCCUPATIONAL CHOICE <table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>0</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>0</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>0</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>0</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>0</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>0</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>0</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>0</td> </tr> </table>	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0
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Appendix B:

Satisfaction Averages for College Environment Items  
Based on Local (Western) and National Samples

SECTION III SUMMARY

SATISFACTION AVERAGES FOR COLLEGE ENVIRONMENT ITEMS BASED ON LOCAL AND NATIONAL SAMPLES.

ITEM NUMBER	ITEM TEXT	LOCAL FREQUENCY	SATISFACTION AVERAGES				LOCAL - PUBLIC COLLEGE DIFFERENCE
			LOCAL ETHNIC	PUBLIC ETHNIC	NATIONAL ETHNIC		
1	TESTING/GRADING SYSTEM	127	3.34	3.69	3.73	-.35 **	
2	COURSE CONTENT IN YOUR MAJOR FIELD	120	3.67	3.80	3.83	-.13	
3	INSTRUCTION IN YOUR MAJOR FIELD	119	3.66	3.78	3.82	-.12	
4	OUT-OF-CLASS AVAILABILITY OF YOUR INSTRUCTORS	126	3.80	3.71	3.79	.09	
5	ATTITUDE OF THE FACULTY TOWARD STUDENTS	129	3.53	3.68	3.80	-.15	
6	VARIETY OF COURSES OFFERED BY THIS COLLEGE	128	3.38	3.46	3.47	-.08	
7	CLASS SIZE RELATIVE TO THE TYPE OF COURSE	129	3.67	3.84	3.99	-.17 *	
8	FLEXIBILITY TO DESIGN YOUR OWN PROGRAM OF STUDY	103	3.44	3.54	3.59	-.10	
9	AVAILABILITY OF YOUR ADVISOR	117	3.62	3.64	3.73	-.02	
10	VALUE OF INFORMATION PROVIDED BY YOUR ADVISOR	116	3.58	3.61	3.68	-.03	
11	PREPARATION YOU ARE RECEIVING FOR YOUR FUTURE OCCUP.	119	3.43	3.54	3.60	-.11	
12	GENERAL ADMISSIONS PROCEDURES	127	3.40	3.50	3.59	-.10	
13	AVAILABILITY OF FIN. AID INFO. PRIOR TO ENROLLING	121	3.18	3.30	3.39	-.12	
14	ACCURACY OF COLLEGE INFO. RECEIVED BEFORE ENROLLING	127	3.38	3.50	3.56	-.12	
15	COLLEGE CATALOG/ADMISSIONS PUBLICATIONS	126	3.58	3.74	3.78	-.16 *	
16	STUDENT VOICE IN COLLEGE POLICIES	115	2.73	3.04	3.07	-.31 *	
17	RULES GOVERNING STUDENT CONDUCT AT THIS COLLEGE	117	3.21	3.42	3.41	-.21 *	
18	RESIDENCE HALL RULES AND REGULATIONS	90	3.06	3.15	3.12	-.09	
19	ACADEMIC PROBATION AND SUSPENSION POLICIES	96	3.17	3.40	3.40	-.23 *	
20	PURPOSES FOR WHICH STUDENT ACTIVITY FEES ARE USED	119	2.79	2.83	2.90	-.04	
21	PERSONAL SECURITY/SAFETY ON THIS CAMPUS	127	3.12	3.36	3.40	-.24 *	
22	CLASSROOM FACILITIES	128	3.45	3.64	3.68	-.19 *	
23	LABORATORY FACILITIES	99	3.44	3.53	3.56	-.09	
24	ATHLETIC FACILITIES	105	3.54	3.55	3.43	-.01	
25	STUDY AREAS	127	3.57	3.63	3.61	-.06	

(CONTINUED ON THE FOLLOWING PAGE)

\* DIFFERENCE STATISTICALLY SIGNIFICANT AT THE .05 LEVEL. SEE NOTE 8 BELOW.  
 \*\* DIFFERENCE STATISTICALLY SIGNIFICANT AT THE .001 LEVEL. SEE NOTE 8 BELOW.

NOTE: THE TEST OF SIGNIFICANCE FOR EACH ITEM (A TWO-TAILED T-TEST) IS BASED ON THE LOCAL FREQUENCY AND ITEM STANDARD DEVIATION, AND ASSUMES THAT THE SAMPLE WAS RANDOMLY SELECTED. NOTE THAT THIS TEST DOES NOT ADDRESS THE ISSUE OF PRACTICAL SIGNIFICANCE OR THE APPROPRIATENESS OF THE COMPARISON BEING MADE.

SATISFACTION AVERAGES ARE COMPUTED USING THE FOLLOWING RESPONSE CODINGS: VERY SATISFIED = 5, SATISFIED = 4, NEUTRAL = 3, DISSATISFIED = 2, VERY DISSATISFIED = 1. DOES NOT APPLY AND BLANK RESPONSES ARE OMITTED. THE COMPARATIVE AVERAGES ARE BASED ON 26,960 STUDENT RECORDS (14,828 FROM PUBLIC COLLEGES AND 12,132 FROM PRIVATE COLLEGES) FROM 252 COLLEGES THAT ADMINISTERED THE STUDENT OPINION SURVEY BETWEEN JANUARY 1, 1992 AND NOVEMBER 18, 1994.

SECTION III SUMMARY (CONTINUED)

SATISFACTION AVERAGES FOR COLLEGE ENVIRONMENT ITEMS BASED ON LDCAL AND NATIDNAL SAMPLES.

ITEM NUMBER	ITEM TEXT	LOCAL FREQUENCY	SATISFACTIDN AVERAGES				LOCAL - PUBLIC COLLEGE DIFFERENCE
			LOCAL ETHNIC	PUBLIC ETHNIC	NATIONAL ETHNIC		
26	STUDENT UNIDN	121	3.45	3.46	3.35	-.01	
27	CAMPUS BOOKSTORE	130	3.48	3.42	3.35	.06	
28	AVAILABILITY DF STUDENT HDUSING	106	2.81	3.22	3.23	-.41 **	
29	GENERAL CONDITION OF BUILDINGS AND GROUNDS	130	3.85	3.60	3.61	.25 *	
30	GENERAL REGISTRATION PRDCEDURES	128	2.54	3.28	3.37	-.74 **	
31	AVAILBTY. OF COURSES YOU WANT WHEN YOU CAN TAKE THEM	127	2.44	2.85	2.98	-.41 **	
32	ACADEMIC CALENDAR FOR THIS CDLEGE	127	3.43	3.60	3.64	-.17 *	
33	BILLING AND FEE PAYMENT PROCEDURES	127	3.37	3.39	3.36	-.02	
34	CDNCERN FDR YDU AS AN INDIVIDUAL	129	2.92	3.19	3.33	-.27 *	
35	ATTITUDE OF COLLEGE NONTTEACHING STAFF TDWARD STUDENT	127	3.35	3.32	3.42	.03	
36	RACIAL HARMONY AT THIS CDLEGE	125	2.62	3.37	3.40	-.75 **	
37	OPPORTUNITIES FOR STUDENT EMPLOYMENT	111	3.14	3.17	3.21	-.03	
38	DPPORTUNITY FDR INVOLVEMENT IN CAMPUS ACTIVITIES	119	3.62	3.48	3.52	.14	
39	STUDENT GDVERNMENT	108	2.89	3.19	3.23	-.30 *	
40	RELIGIDUS ACTIVITIES AND PROGRAMS	94	3.31	3.32	3.38	-.01	
41	CAMPUS MEDIA (STUDENT NEWSPAPER, CAMPUS RADIO, ETC.)	121	3.31	3.46	3.46	-.15	
42	THIS CDLEGE IN GENERAL.	130	3.70	3.73	3.76	-.03	

\* DIFFERENCE STATISTICALLY SIGNIFICANT AT THE .05 LEVEL. SEE NOTE BELDW.  
 \*\* DIFFERENCE STATISTICALLY SIGNIFICANT AT THE .001 LEVEL. SEE NDIE BELDW.

NDTE: THE TEST OF SIGNIFICANCE FOR EACH ITEM (A TWD-TAILED T-TEST) IS BASED ON THE LDCAL FREQUENCY AND ITEM STANDARD DEVIATION, AND ASSUMES THAT THE SAMPLE WAS RANDOMLY SELECTED. NOTE THAT THIS TEST DOES NOT ADDRESS THE ISSUE OF PRACTICAL SIGNIFICANCE DR THE APPROPRIATENESS OF THE COMPARISON BEING MADE.

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