

# **STUDENT NEEDS AND PRIORITIES SURVEY (SNAPS) SPRING 1999**

## **EXECUTIVE SUMMARY**



**CALIFORNIA STATE UNIVERSITY, STANISLAUS**

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# **CALIFORNIA STATE UNIVERSITY, STANISLAUS**

## **STUDENT NEEDS AND PRIORITIES SURVEY**

### **SPRING 1999**

*The Student Needs and Priorities Survey (SNAPS) was conducted during the spring 1999 semester in cooperation with the CSU System Chancellor's Office. A sample instrument is provided as Appendix A.*

*Administration. Data was collected during regular class meetings from courses offered in the morning and afternoon which included courses in Colleges of Arts, Letters and Sciences; Business Administration and, Education on the main campus and on the Stockton campus:*

*Originally, a total of 64 courses were selected for participation at CSU Stanislaus. Of these, 47% of faculty (n=30 sections) declined to participate. In Stockton, 75% of faculty refused to participate (9 of 12 sections). Thus, 41% (668 of 1,633 students enrolled) were eliminated from the sample due to faculty refusal to participate.*

*Of the 965 students who were in sections whose faculty agreed to participate, 71.7% completed a survey (n=692). The overall participation rate in the survey from sample selection to completion was 42.4%.*

## STUDENT SURVEY RESULTS

### Reasons for Enrolling at Stanislaus (Tables 1 and 2)

- The most common reasons students gave for their decision to attend Stanislaus was low cost followed by being close to home. The top ten reasons given are listed below in order of importance along with the percentage of students indicating it was a very important or important factor:
  - Low cost 88%
  - Close to home 82
  - Availability of my major 75
  - I was admitted 72
  - Academic reputation of my major 69
  - Opportunity for contact with faculty 63
  - Opportunity for non-need based aid 52
  - General reputation of campus 62
  - Opportunity to work while attending 61
  - Reputation of faculty 56
  
- The factors influencing African-American students to enroll at CSU Stanislaus showed a somewhat different pattern. The most important factor to these students was the fact that they were admitted (86%) followed by perceived safety of the campus (85%), impressions from a campus visit (69%) and the availability of financial aid (62%).
  
- Among Latino students, the most important factor was the low cost (92%), being close to home (88%), being admitted (84%) and the ability to obtain need based financial aid (69%).
  
- Asian-American students were attracted by the low cost (92%), being close to home (88%), that they were admitted (81%) and the availability of a particular major (85%).
  
- The five least important factors to Stanislaus students were: availability of childcare (5%), public transportation (10%), on campus housing (10%), and the chance to leave home (16%).

### **Ratings of Instruction and the Learning Environment** *(Tables 3 and 4)*

- CSU Stanislaus students gave consistently higher ratings to nearly every aspect of the learning environment than the CSU system received as a whole. There were only two exceptions: variety of courses offered and enthusiasm of faculty. In both cases, the differences were insignificant.
- Analysis of ratings by ethnic identification yielded some interesting insights: Asian-American students wanted more access to faculty members. African-American students were less favorable about course work possibly reflecting academic issues. White students consistently rated the learning environment slightly lower than did ethnic students.

### **Ratings of Quality of Campus Services** *(Table 5)*

- Again, CSU Stanislaus students rated favorably the quality of campus services resulting in consistently higher ratings than the CSU system average. There were only four exceptions to this trend: the bookstore, career advising by faculty, career center services and services to students with disabilities. Again, the differences were slight and insignificant.
- The most highly rated CSU Stanislaus services were: student health services, financial aid, library services and on-campus housing.

### **Ratings of Quality of Academic Advising** *(Table 6)*

- Academic advising ratings were positive but not uniformly higher than the CSU means. Ratings of advising from the community college and from the university advising center had slightly lower ratings than the CSU averages. Again the differences were slight and not significant.

### **Obstacles to Attaining Educational Goals** *(Table 7)*

- A third (33.5%) of students indicated that the biggest obstacle in reaching their educational goals was campus-related factors such as course variety and availability, and other services. Nearly a quarter (22.3%) cited financial factors. Personal factors accounted for another 17.1%. Academic and educational factors were cited by 6.9% overall, but there were sharp differences between the male and female students, with twice as many men as women indicating the lack of academic preparation and poor choice of major was an obstacle. The remaining 20.2% did not anticipate obstacles to achieving their academic goals.

- Both gender and ethnic identification were related to perceived obstacles. Men were twice as likely to indicate they had academic and educational factors impeding their achievements but less likely to have financial factors.
- African-American students were more likely to cite financial factors as an obstacle to their success and white students were more likely to indicate personal reasons would interfere with achieving their goals.

**Attitudes toward the University** *(Tables 8 and 8a)*

- CSU Stanislaus students were pleased with the university giving it high marks overall:
  - 75% would recommend the university to others
  - 63% would choose CSU Stanislaus again
  - 79% feel proud of their accomplishments at the university

**Learning Opportunities Desired** *(Table 9)*

- CSU Stanislaus students were slightly more likely to indicate the need for non-traditional services than were students at other CSU campuses. For example, more students indicated they wanted:
  - a state-supported summer term (55.8 vs. 60.4%)
  - information about the university online
  - programs built around one month long courses
  - testing to demonstrate mastery of college courses
  - more on-campus jobs
  - more financial aid in the form of scholarships

**Transition to the University** *(Table 10)*

- Students were asked to indicate services the university could offer that would be personally helpful to them in making the transition to the collegiate academic work. CSU Stanislaus students differed slightly from other CSU students. The figures below show the percent of students who indicated these services would improve their transition to CSU Stanislaus:
  - 27.5% better remedial coursework in mathematics

- 22.1% better remedial coursework in English
- 65.0% timely evaluation of previous college coursework
- 47.4% allow assessment of Math and English prior to applying

**Perceptions of Diversity, Friendly Environment** *(Table 11)*

- Observed incidents and experiences of insensitive behavior were lower at CSU Stanislaus than the system as a whole in every category included in the survey: race/ethnicity, gender, sexual orientation, age, disability, learning difficulty, religion, and non-English speaking. The percentages below show how often students reported observing or personally experiencing incidents of insensitivity, occasionally and frequently:
  - 12.4% Race or Ethnicity
  - 12.9% Gender
  - 12.3% Sexual Orientation
  - 9.8% Age
  - 6.8% Disabilities
  - 9.5% Learning Difficulties
  - 12.4% Religion
  - 15.3% Non English Language Background
- Efforts to reduce insensitive behavior were also less frequently reported by CSU Stanislaus students than other CSU students.

**Demographic Characteristics of Survey Participants** *(Tables 12 and 13)*

- Stanislaus students are more likely to be dependent upon financial aid and their own part time jobs than the system as a whole. *(Table 12)*
- The makeup of students participating in the survey was similar but not identical to the overall student body at CSU Stanislaus. African-Americans and whites were under-represented and Asian-Americans were over represented in the sample. *(Table 13)*

**TABLE 1**  
**CALIFORNIA STATE UNIVERSITY, STANISLAUS**  
**1999 Student Needs and Priorities Survey (SNAPS)**  
**FACTORS INFLUENCING DECISIONS TO ATTEND THIS CAMPUS**

Importance of factors in decision to attend this CSU Campus:	*Mean Values							
	CSU SYSTEM	CSU STANISLAUS	FEMALE	MALE	AFRICAN AMERICAN	ASIAN AMERICAN	LATINO	WHITE
Number of Students in Sample:	17701	692	466	214	14	48	134	357
Q9a. I was Admitted	4.08	3.98	4.07	3.77	4.50	4.29	4.29	3.87
Q9b. Close to Home	3.70	4.27	4.30	4.20	3.43	4.56	4.34	4.25
Q9c. Close to Work	2.71	3.16	3.18	3.12	3.14	3.79	3.09	3.09
Q9d. Availability of on-campus child care	1.39	1.33	1.37	1.22	1.79	1.54	1.33	1.27
Q9e. Convenient public transportation to school	2.01	1.57	1.58	1.52	2.23	1.98	1.64	1.43
Q9f. Opportunity to work, or maintain job, while attending school	3.39	3.57	3.60	3.51	3.43	3.92	3.67	3.50
Q9g. Availability of special academic support services, e.g., tutoring, learning centers	2.67	2.59	2.68	2.38	3.79	3.15	3.24	2.29
Q9h. On-campus housing	1.95	1.61	1.63	1.56	2.14	1.81	1.66	1.51
Q9i. Recommendation from family	2.69	2.64	2.69	2.53	2.50	2.77	2.82	2.58
Q9j. Recommendation from School or college counselors	2.90	2.76	2.88	2.49	2.71	2.96	3.13	2.65
Q9k. Recommendation from friends or peers	2.96	2.81	2.86	2.69	2.00	3.10	3.12	2.73
Q9l. Availability of a particular major	4.13	4.03	4.17	3.71	4.23	4.28	4.22	3.98
Q9m. General academic reputation of the campus	3.70	3.63	3.79	3.28	3.71	3.79	3.94	3.54
Q9n. Academic reputation of the campus in my major	3.89	3.81	3.97	3.44	3.79	3.88	4.09	3.72
Q9o. Opportunity for contact with faculty	3.58	3.70	3.83	3.39	3.79	3.87	3.98	3.62
Q9p. Reputation of faculty	3.46	3.47	3.59	3.18	3.23	3.60	3.71	3.39
Q9q. Printed materials or video information provided by campus	2.63	2.54	2.62	2.33	3.25	2.94	2.97	2.33
Q9r. Contact with campus officials prior to admission or enrolling	2.90	2.82	2.89	2.64	3.43	3.08	3.14	2.68
Q9s. Low to moderate cost (affordable for me and/or my family)	4.35	4.45	4.53	4.25	4.38	4.50	4.66	4.39
Q9t. Opportunity to obtain an academic, non-need based, scholarship	3.18	3.31	3.43	3.04	3.46	3.79	3.82	3.07
Q9u. Opportunity to obtain need-based financial aid	3.49	3.66	3.79	3.35	4.23	4.00	4.38	3.37

TABLE 1 continued

Importance of factors in decision to attend this CSU Campus:	*Mean Values							
	CSU SYSTEM	CSU STANISLAUS	FEMALE	MALE	AFRICAN AMERICAN	ASIAN AMERICAN	LATINO	WHITE
Q9v. Chance to leave home	2.39	1.99	1.96	2.04	3.00	2.35	2.18	1.85
Q9w. Size of the campus	2.89	2.86	2.98	2.60	3.08	2.96	3.32	2.68
Q9x. Overall appearance of the campus	3.24	3.13	3.26	2.82	3.46	3.39	3.51	2.99
Q9y. Geographic setting of campus or surrounding city	3.36	3.07	3.14	2.89	3.08	3.44	3.38	2.94
Q9z. Ethnic composition of the campus	2.66	2.36	2.39	2.25	3.00	3.10	2.95	2.07
Q9aa. Impressions from my campus visit	3.16	2.94	3.03	2.73	4.00	3.13	3.36	2.80
Q9bb. Safety factors (e.g., presence of security escort services, incidence of crime in the general area)	3.41	3.55	3.85	2.89	4.08	4.17	3.89	3.38

Data Source: California State University SNAPS99 FINAL

\*Coding of Responses: Not Important (1), Not Very Important (2), Somewhat Important (3), Important (4), Very Important (5)

Project 088-1, Program: snaps99weighted.v4sas

**TABLE 2**  
**CALIFORNIA STATE UNIVERSITY, STANISLAUS**  
**1999 Student Needs and Priorities Survey (SNAPS)**  
**FACTORS INFLUENCING DECISIONS TO ATTEND THIS CAMPUS**

Importance of factors in decision to attend this CSU Campus:	% Very Important & Important	
	CSU SYSTEM	CSU STANISLAUS
Q9a. I was Admitted	76.3	72.0
Q9b. Close to Home	65.0	82.0
Q9c. Close to Work	36.1	48.5
Q9f. Opportunity to work, or maintain job, while attending school	55.0	61.0
Q9i. Recommendation from family	31.7	29.4
Q9j. Recommendation from school or college counselors	37.9	32.6
Q9k. Recommendation from friends or peers	37.7	32.3
Q9l. Availability of a particular major	79.4	74.9
Q9m. General academic reputation of the campus	65.5	62.3
Q9n. Academic reputation of the campus in my major	71.5	68.5
Q9o. Opportunity for contact with faculty	59.6	63.4
Q9p. Reputation of faculty	55.7	55.5
Q9q. Printed materials or video information provided by campus	27.8	24.7
Q9s. Low to moderate cost (affordable for me and/or my family)	85.5	88.0
Q9t. Opportunity to obtain an academic, non-need based, scholarship	48.8	51.8
Q9w. Size of the campus	37.6	38.3
Q9x. Overall appearance of the campus	47.4	44.2

Data Source: California State University SNAPS99 FINAL

\*Coding of Responses: Not Important (1), Not Very Important (2), Somewhat Important (3), Important (4), Very Important (5)

Project 088-1, Program: snaps99weighted.v4sas

**TABLE 3**  
**CALIFORNIA STATE UNIVERSITY, STANISLAUS**  
**1999 Student Needs and Priorities Survey (SNAPS)**  
**RATINGS OF FACTORS RELATED TO INSTRUCTION AND LEARNING ENVIRONMENT**

	*Mean Values							
	CSU SYSTEM	CSU STANISLAUS	FEMALE	MALE	AFRICAN AMERICAN	ASIAN AMERICAN	LATINO	WHITE
<i>Ratings of Factors related to instruction and the learning environment (1):</i>								
<b>Q11a. Quality of instruction</b>	3.98	4.02	4.05	3.96	4.14	4.08	4.10	3.99
<b>Q11b. Accessibility of faculty</b>	3.91	3.99	3.98	3.99	4.21	3.92	3.99	4.00
<b>Q11c. Variety of courses offered</b>	3.58	3.46	3.54	3.28	4.00	3.65	3.46	3.43
<b>Q11d. Faculty ability to communicate the subject matter</b>	3.88	3.93	3.97	3.84	4.07	3.96	3.99	3.92
<b>Q11e. Faculty preparation for class</b>	3.99	4.00	4.05	3.90	4.07	4.06	4.08	3.97
<b>Q11f. Faculty enthusiasm for teaching</b>	3.96	3.93	3.97	3.86	4.29	4.08	3.99	3.90
<b>Q11g. Courses that stimulate intellectual/interpersonal growth or challenge me</b>	3.94	3.94	3.99	3.83	4.29	4.04	4.00	3.89
<b>Q11h. Fairness of testing and grading</b>	3.84	3.92	3.95	3.86	3.93	4.02	3.93	3.90
<b>Q11i. Classes that are focused on career concerns</b>	3.75	3.80	3.86	3.67	4.14	4.02	3.82	3.76
<b>Q11j. Relevance of coursework to major</b>	3.95	3.99	4.03	3.89	4.07	4.17	4.01	3.96
<b>Q11k. Coursework that is consistent with the instructors stated objectives or syllabus</b>	4.06	4.14	4.17	4.06	3.93	4.27	4.14	4.13
<b>Q11l. Courses in my major that are required for graduation</b>	3.96	4.03	4.09	3.88	4.00	4.21	4.08	3.99
<b>Q11m. Opportunities to meet with faculty outside of the classroom</b>	3.81	3.90	3.92	3.85	4.14	3.73	3.91	3.90
<b>Q11n. Class size</b>	3.83	4.07	4.07	4.08	4.29	4.00	4.15	4.04
<b>Q11o. Availability of necessary classes</b>	3.11	3.18	3.19	3.14	3.64	3.27	3.26	3.16
<b>Q11p. Convenience of class scheduling</b>	3.15	3.23	3.27	3.14	4.00	3.44	3.28	3.18

TABLE 3 continued

	*Mean Values							
	CSU SYSTEM	CSU STANISLAUS	FEMALE	MALE	AFRICAN AMERICAN	ASIAN AMERICAN	LATINO	WHITE
<i>Pleased with Campus Experience (2)</i>								
<b>Q14. I am pleased with overall experience on this campus.</b>	3.78	3.86	3.89	3.81	4.00	3.85	3.97	3.85

Data Source: California State University SNAPS99 FINAL

(1) Coding of Responses: Very Poor (1), Poor (2), Fair (3), Good (4), Excellent (5)

(2) Coding of Responses: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5)

Project 088-1, Program: snaps99weighted.v4sas

**TABLE 4**  
**CALIFORNIA STATE UNIVERSITY, STANISLAUS**  
**1999 Student Needs and Priorities Survey (SNAPS)**  
**RATINGS OF FACTORS RELATED TO INSTRUCTION AND**  
**LEARNING ENVIRONMENT**

Ratings of:	% Excellent and Good	
	CSU SYSTEM	CSU STANISLAUS
<b>Q11a. Quality of instruction</b>	79.8	82.1
<b>Q11b. Accessibility of faculty</b>	73.1	75.5
<b>Q11c. Variety of courses offered</b>	58.1	52.2
<b>Q11e. Faculty preparation for class</b>	79.8	80.1
<b>Q11f. Faculty enthusiasm for teaching</b>	74.6	73.6
<b>Q11n. Class size</b>	68.6	79.3
<b>Q11o. Availability of necessary classes</b>	38.7	41.0
<b>Q11p. Convenience of class scheduling</b>	39.0	43.1

Data Source: California State University SNAPS99 FINAL

\*Coding of Responses: Very Poor (1), Poor (2), Fair (3), Good (4), Excellent (5)

Project 088-1, Program: snaps99weighted.v4sas

**TABLE 5**  
**CALIFORNIA STATE UNIVERSITY, STANISLAUS**  
**1999 Student Needs and Priorities Survey (SNAPS)**  
**QUALITY OF CAMPUS SERVICES**

QUALITY OF CAMPUS SERVICES	*Mean Values							
	CSU SYSTEM	CSU STANISLAUS	FEMALE	MALE	AFRICAN AMERICAN	ASIAN AMERICAN	LATINO	WHITE
Q12qa. Campus housing	3.31	3.77	3.81	3.66	4.00	3.55	3.79	3.83
Q12qb. Recreation programs and/or activities	3.52	3.55	3.65	3.34	3.55	3.56	3.57	3.55
Q12qc. Student union activities	3.48	3.62	3.70	3.44	3.58	3.69	3.56	3.65
Q12qd. Campus child care	3.44	3.59	3.69	3.33	3.50	3.47	3.74	3.59
Q12qe. Bookstore	3.59	3.43	3.49	3.26	3.38	3.52	3.35	3.44
Q12qf. Student health services	3.86	4.11	4.24	3.78	4.18	3.88	4.19	4.09
Q12qg. Psychological counseling	3.55	3.72	3.82	3.50	3.80	3.44	3.79	3.76
Q12qh. Financial aid services	3.72	3.82	3.82	3.81	3.83	3.84	4.09	3.69
Q12qi. Food services	3.29	3.33	3.39	3.20	3.50	3.45	3.39	3.33
Q12qj. Intercollegiate athletic programs	3.33	3.35	3.55	3.01	3.44	3.43	3.42	3.31
Q12qk. Career advising provided by faculty	3.47	3.44	3.52	3.23	3.55	3.61	3.45	3.41
Q12ql. Career Center services	3.59	3.36	3.40	3.25	3.50	3.24	3.49	3.28
Q12qm. Cultural activities	3.45	3.49	3.54	3.30	3.09	3.58	3.49	3.48
Q12qn. Associated Students programs and activities	3.46	3.53	3.63	3.26	3.64	3.44	3.56	3.52
Q12qo. Fraternities and Sororities	3.25	3.33	3.48	3.02	2.86	2.93	3.62	3.30
Q12qp. New Student Orientation	3.66	3.68	3.78	3.45	3.38	3.70	3.90	3.64
Q12qq. Educational equity programs e.g., EOP, Summer Bridge)	3.67	3.67	3.74	3.47	3.88	3.48	4.00	3.39
Q12qr. Services to students with disabilities	3.68	3.65	3.71	3.52	3.00	3.47	3.81	3.72
Q12qs. Student clubs and organizations	3.59	3.59	3.72	3.28	3.25	3.59	3.68	3.56
Q12qt. Admissions services	3.51	3.64	3.73	3.46	3.50	3.70	3.88	3.58
Q12qu. Records or registration services	3.48	3.55	3.65	3.30	3.38	3.53	3.72	3.49
Q12qv. Adult re-entry services	3.44	3.47	3.55	3.30	3.00	3.19	3.67	3.40
Q12qw. Testing services (e.g., EPT, ELM, upper division writing requirement)	3.43	3.50	3.58	3.28	3.55	3.52	3.53	3.50
Q12qx. Library collection	3.56	3.51	3.53	3.42	4.00	3.43	3.60	3.46
Q12qy. Library services	3.74	3.81	3.85	3.70	4.08	3.81	3.83	3.79

TABLE 5 continued

QUALITY OF CAMPUS SERVICES	*Mean Values							
	CSU SYSTEM	CSU STANISLAUS	FEMALE	MALE	AFRICAN AMERICAN	ASIAN AMERICAN	LATINO	WHITE
<b>Q12qz. Laboratory facilities</b>	3.48	3.56	3.62	3.42	3.55	3.45	3.67	3.53
<b>Q12qaa. Computing resources</b>	3.62	3.67	3.72	3.55	3.91	3.77	3.70	3.63
<b>Q12qbb. Learning assistance/tutoring</b>	3.51	3.63	3.70	3.47	3.70	3.65	3.70	3.55
<b>Q12qcc. Parking</b>	2.40	2.96	3.00	2.87	3.08	3.11	3.02	2.97

Data Source: California State University SNAPS99 FINAL

\*Coding of Responses: Very Poor (1), Poor (2), Fair (3), Good (4), Excellent (5)

Project 088-1, Program: snaps99weighted.v4sas

**TABLE 6**  
**CALIFORNIA STATE UNIVERSITY, STANISLAUS**  
**1999 Student Needs and Priorities Survey (SNAPS)**  
**QUALITY OF ACADEMIC ADVISING**

QUALITY OF ACADEMIC ADVISING	*Mean Values							
	CSU SYSTEM	CSU STANISLAUS	FEMALE	MALE	AFRICAN AMERICAN	ASIAN AMERICAN	LATINO	WHITE
Q13qa. Pre-college advising from my high school	3.14	3.24	3.28	3.16	3.33	3.49	3.31	3.15
Q13qb. Pre-transfer advising from my community college	3.30	3.22	3.29	3.11	4.00	3.39	3.44	3.08
Q13qc. The university advising center or general studies office	3.38	3.28	3.33	3.15	3.82	3.28	3.43	3.21
Q13qd. Advising centers in my major department or school/college	3.57	3.56	3.63	3.40	3.85	3.59	3.58	3.54
Q13qe. Faculty in my major department	3.85	3.92	3.97	3.82	3.92	3.77	3.83	3.97
Q13qf. Administrative or program staff (e.g., EOP, Adult Re-Entry, Services to Students with Disabilities, Financial Aid Office)	3.63	3.62	3.69	3.48	3.92	3.71	3.80	3.52
Q13qg. Campus catalog/class schedule and other department or school publications	3.87	3.93	4.02	3.74	4.00	3.81	4.02	3.92
Q13qh. University orientation course	3.54	3.61	3.67	3.46	3.50	3.40	3.70	3.59
Q13qi. Fellow students	3.85	3.92	3.95	3.87	3.75	3.71	3.94	3.95

Data Source: California State University SNAPS99 FINAL

\*Coding of Responses: Very Poor (1), Poor (2), Fair (3), Good (4), Excellent (5)

Project 088-1, Program: snaps99weighted.v4sas

**TABLE 7**  
**CALIFORNIA STATE UNIVERSITY, STANISLAUS**  
**1999 Student Needs and Priorities Survey (SNAPS)**  
**PERCEIVED OBSTACLES TO ATTAINING EDUCATIONAL GOALS**

Q15. Which was the greatest obstacle to reaching your educational goals?	Percent Responding							
	CSU SYSTEM	CSU STANISLAUS	FEMALE	MALE	AFRICAN AMERICAN	ASIAN AMERICAN	LATINO	WHITE
	%	%	%	%	%	%	%	%
Campus-Related Factors (Course variety & availability, instructors, advising, services, etc.)	35.0	33.5	32.8	34.8	35.7	35.4	35.1	32.3
Academic & Educational Factors (lack of college preparation, proper motivation, poor choice of major, etc.)	10.6	6.9	5.5	10.0	7.1	12.5	8.4	5.6
Financial Factors	16.1	22.3	24.0	18.6	35.7	27.1	27.5	19.9
Other Personal Factors (Family obligations, job, personal problems, etc.)	16.0	17.1	15.9	19.5	7.1	12.5	17.6	18.4
Does not see any obstacles to completing education	22.2	20.2	21.8	17.1	14.3	12.5	11.5	23.8

Data Source: California State University SNAPS99 FINAL  
Project 088-1, Program: snaps99weighted.v4sas

**TABLE 8**  
**CALIFORNIA STATE UNIVERSITY, STANISLAUS**  
**1999 Student Needs and Priorities Survey (SNAPS)**  
**ATTITUDES TOWARD UNIVERSITY**

Attitudes Toward University:	*Mean Values							
	CSU SYSTEM	CSU STANISLAUS	FEMALE	MALE	AFRICAN AMERICAN	ASIAN AMERICAN	LATINO	WHITE
Q40a. If choosing a university again, I would choose this one.	3.72	3.73	3.8	3.58	3.77	3.77	3.87	3.72
Q40b. I would recommend this university to others.	3.85	3.9	3.98	3.73	3.71	3.83	4.06	3.89
Q40c. This university has helped me to meet the goals I expected to achieve.	3.74	3.79	3.85	3.66	3.57	3.75	3.91	3.79
Q40d. My experiences here have equipped me to deal with possible career changes.	3.58	3.49	3.49	3.49	3.29	3.79	3.59	3.45
Q40e. This university is equally supportive of women and men.	3.92	3.96	3.96	3.94	3.92	3.96	4.05	3.96
Q40f. My experiences here have helped motivate me to make something of life.	3.74	3.71	3.76	3.61	4.08	3.9	3.91	3.64
Q40g. This university is equally supportive of all racial/ethnic groups.	3.84	3.92	3.95	3.84	3.92	3.94	4.07	3.91
Q40h. I am proud of my accomplishments at this university.	3.96	4.04	4.09	3.93	3.86	3.96	4.14	4.04
Q40i. This university welcomes and uses feedback from students to improve the university.	3.4	3.45	3.54	3.25	3.57	3.63	3.63	3.39
Q40j. I feel safe on my campus.	3.85	3.97	3.91	4.11	3.93	3.83	4.06	3.99

Data Source: California State University SNAPS99 FINAL

\*Coding of Responses: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5)

**TABLE 8a**  
**CALIFORNIA STATE UNIVERSITY, STANISLAUS**  
**1999 Student Needs and Priorities Survey (SNAPS)**  
**ATTITUDES TOWARD UNIVERSITY**

Attitudes Toward University:	% Strongly Agree and Agree	
	CSU SYSTEM	CSU STANISLAUS
Q40a. If choosing a university again, I would choose this one.	63.4	63.4
Q40b. I would recommend this university to others.	71.3	74.7
Q40e. This university is equally supportive of women and men.	73.4	76.7
Q40g. This university is equally supportive of all racial/ethnic groups.	68.0	73.8
Q40h. I am proud of my accomplishments at this university.	74.5	79.4

Data Source: California State University SNAPS99 FINAL

**TABLE 9**  
**CALIFORNIA STATE UNIVERSITY, STANISLAUS**  
**1999 Student Needs and Priorities Survey (SNAPS)**  
**LEARNING OPPORTUNITIES CAMPUS SHOULD PROVIDE**

It is important for the Campus to...	Percent Response Yes	
	CSU SYSTEM	CSU STANISLAUS
Q22a. provide on-Line access to information about requirements and required course schedule options.	60.4	65.8
Q22b. have a standard lower division core for each major/degree program regardless of which community college or CSU campus you attend.	36.4	35.5
Q22c. provide internet access to courses offered by universities in other countries.	19.2	19.9
Q22d. offer your degree program on a schedule that permits only weekend attendance.	18.6	19.7
Q22e. schedule an entire program built around courses which are each of one month duration.	26.7	33.2
Q22f. offer a state-supported summer term (i.e., offer summer courses at the state university fee, not continuing education charges).	55.8	60.4
Q22g. offer your degree program on a schedule that permits only night attendance.	21.3	25.9
Q22h. allow you to demonstrate mastery of course content as an alternative to taking a course.	37.6	40.6
Q22i. offer one place on campus where you can handle registration, financial aid, fee payments, etc.	38.2	35.8
Q22j. have more on-campus jobs available.	27.9	31.5
Q22k. raise more money from alumni and others so more financial aid could be offered.	31.6	35.7
Q22l. improve the parking situation.	60.3	44.8

Data Source: California State University SNAPS99 FINAL

**TABLE 10**  
**CALIFORNIA STATE UNIVERSITY, STANISLAUS**  
**1999 Student Needs and Priorities Survey (SNAPS)**  
**OPPORTUNITIES TO IMPROVE TRANSITION TO THE UNIVERSITY**

Opportunities to improve transition to the University:	Percent Response Yes	
	CSU SYSTEM	CSU STANISLAUS
Q16a. Provide information and the application for admission to the university on the internet (e.g., CSU Mentor)	42.1	38.0
Q16b. Provide application for financial aid on the internet	29.7	28.0
Q16c. Provide better remedial/developmental coursework in English	22.2	22.1
Q16d. Provide better remedial/developmental coursework in mathematics	23.1	27.5
Q16e. Provide timely evaluation of college coursework credited to general education and major requirements	59.4	65.0
Q16f. Provide timely feedback on admission decisions	46.5	46.2
Q16g. Permit students to demonstrate entry-level math and English proficiency through assessments taken before applying to college	40.2	47.4

Data Source: California State University SNAPS99 FINAL

**TABLE 11**  
**CALIFORNIA STATE UNIVERSITY, STANISLAUS**  
**1999 Student Needs and Priorities Survey (SNAPS)**  
**PERCEPTION OF INSENSITIVE BEHAVIOR AND EFFORTS TO REDUCE INSENSITIVE BEHAVIOR**

Insensitive Behavior Based on...	OBSERVED OR EXPERIENCED				OBSERVED EFFORTS TO REDUCE			
	% Occasionally		% Frequently		% Occasionally		% Frequently	
	CSU SYSTEM	CSU STANISLAUS	CSU SYSTEM	CSU STANISLAUS	CSU SYSTEM	CSU STANISLAUS	CSU SYSTEM	CSU STANISLAUS
<b>Race or ethnicity</b>	15.5	11.4	2.8	1.0	24.6	19.2	11.8	9.6
<b>Gender</b>	14.1	10.7	3.2	2.2	22.0	18.6	10.1	8.5
<b>Sexual orientation</b>	12.4	10.1	3.2	2.2	19.3	15.6	9.0	5.9
<b>Age</b>	9.2	8.3	2.0	1.5	12.9	10.3	5.4	4.8
<b>Disabilities</b>	6.9	5.6	1.6	1.2	18.5	17.2	9.5	8.3
<b>Learning difficulties</b>	9.1	8.0	2.2	1.5	17.8	15.0	7.9	7.5
<b>Religion</b>	10.2	10.6	3.2	1.8	15.5	13.9	6.0	4.7
<b>Non-English language background</b>	13.9	12.5	5.1	2.8	17.9	13.5	7.8	7.9

Data Source: California State University SNAPS99 FINAL

**TABLE 12**  
**CALIFORNIA STATE UNIVERSITY, STANISLAUS**  
**1999 Student Needs and Priorities Survey (SNAPS)**  
**SOURCES FOR FINANCING EDUCATION**

How are you paying for your college education:	Percent Response Yes	
	CSU SYSTEM	CSU STANISLAUS
Q18a. Part-time Job	42.6	49.9
Q18b. Full-time Job (35 hours or more per week)	19.6	20.7
Q18c. Employer-sponsored benefit	2.7	3.2
Q18d. Family assistance, including spouse	46.4	44.1
Q18e. My college education is being paid for with loans	19.5	22.3
Q18f. My college education is being paid for with savings	18.8	18.1
Q18g. My college education is being paid for with a grant	30.9	38.0
Q18h. My college education is being paid for with a scholarship	11.2	16.2
Q18i. My college education is being paid for with a student loan	31.4	34.0
Q18j. My college education is being paid for through work-study programs	4.6	4.2

Data Source: California State University SNAPS99 FINAL

**TABLE 13**  
**CALIFORNIA STATE UNIVERSITY, STANISLAUS**  
**1999 Student Needs and Priorities Survey (SNAPS)**  
**STUDENT DEMOGRAPHICS**

CSU System n = 17701

CSU Stanislaus n = 692

	CSU SYSTEM %	CSU STANISLAUS %
<i>Are you concerned about financing your college education?</i>		
<b>No, Have Funds</b>	22.8	24.7
<b>Yes, Somewhat Concerned</b>	47.1	47.7
<b>Yes, Very Concerned</b>	24.9	21.5
<b>Yes, Extremely Concerned</b>	5.3	6.1
<i>When you were growing up, did you usually speak in a language other than English at home?</i>		
<b>Yes</b>	34.6	40.1
<b>No</b>	65.4	59.9
<i>When you first enrolled at this campus, were you:</i>		
<b>First-Time Freshman-Precollegiate</b>	34.8	37.0
<b>Undergrad Transfer from Community College</b>	46.6	40.8
<b>Undergrad Transfer from College or University</b>	10.1	10.1
<b>New Graduate or Postbaccalaureate</b>	8.5	12.1
<i>Gender</i>		
<b>Male</b>	31.5	40.4
<b>Female</b>	68.5	59.6

TABLE 13 continued

	CSU SYSTEM %	CSU STANISLAUS %
<i>Ethnicity</i>		
American Indian or Alaskan Native	1.3	0.8
Other	16.0	18.0
Black, Including African-American	2.1	5.4
Mexican American, Mexican, Chicano, Hispanic	20.0	17.8
Asian, Pacific Islander	7.2	17.6
White	53.4	40.3