



Cleveland State University

Senior Satisfaction Survey 2003-2004

Executive Summary

The annual graduating Senior Satisfaction Survey was conducted asking seniors to evaluate CSU in terms of their frequency of usage and satisfaction with various university services, the knowledge they acquired during their schooling, and their future plans.

Students reported using the campus parking facilities, computer labs and libraries most frequently. They were most satisfied with the library, their development of appreciation for humanities and liberal arts, and their development of both their personal writing ability and a multicultural perspective. The same students were least satisfied with the freshman orientation course, parking, and the financial aid services. The financial aid office, however, realized the largest gain in satisfaction from the previous year. Satisfaction for both the parking and the career services decreased compared to the previous year. Items directly related to the education process scored higher than items related to academic support services or non-academic student services.

Of the students completing the survey, almost half attended CSU for 3-4 years and more than half were 21-24 years old. In terms of careers, 14% have current jobs or have recently obtained a job, 43% will be looking for a position, and nearly a fifth of the graduates will be continuing on in their studies before seeking employment. Two-thirds of graduating seniors plan on staying in the Greater Cleveland region.

Overview

The current Graduating Senior Survey has been conducted for the last four years to measure graduating seniors' frequency of use of various CSU services, their satisfaction with those services, perceived personal development in a number of knowledge and skill areas, and their plans after graduation.

A total of 505 students completed this year's survey. Their responses are summarized in this report with additional analysis and references to past results.

Data Collection

The senior satisfaction survey was distributed to all graduating seniors at the time of their application for graduation. Students who applied for graduation in the 2003-2004 year were given the printed survey with their other graduation materials. The returned surveys were scanned, responses were compiled in a data file, and the data were analyzed.

Usage of Services

Students were first asked to report their frequency of usage with various CSU services (See Figure 1.). The four areas with the heaviest use were Parking Facilities (used by 75.1% of students at least once a week), Computer Labs (48.7%), Food Services (39.3%), and the CSU Library (38.3%). No other university services were used more than once a week by more than 12% of seniors.

A large majority of graduating students reported that they had never used Health Services (72.5%), Student Life (72.3%), and Recreational and Athletic Facilities (65%). Seniors may be using other means to fulfill their needs or may not be aware of the services available to them from CSU.

Figure 1. Frequency of Usage

	Total Resp.	Never	Once	Once or twice a semester	Once or twice a month	Once a week	Almost every day
Bookstore	493	1.2%	1.4%	84.0%	9.9%	2.4%	1.0%
Campus computer labs	485	10.9%	8.0%	19.4%	13.0%	22.1%	26.6%
Career Services	494	50.8%	26.1%	18.2%	3.6%	1.0%	0.2%
College advising	493	9.1%	16.6%	68.0%	4.9%	1.2%	0.2%
Counseling Center	487	52.0%	15.2%	26.9%	4.1%	1.4%	0.4%
CSU Library	494	5.5%	5.1%	30.0%	21.3%	23.3%	15.0%
Departmental advertising[†]	492	43.9%	12.0%	38.6%	3.3%	1.6%	0.6%
Financial Aid office	490	30.8%	13.3%	51.2%	3.3%	1.0%	0.4%
Food services	486	14.2%	3.5%	24.7%	18.3%	22.2%	17.1%
Health Services	491	72.5%	13.8%	11.4%	1.6%	0.4%	0.2%
International Student services	490	91.2%	3.1%	3.7%	1.4%	0.4%	0.2%
Parking Facilities	489	11.5%	2.2%	9.0%	2.2%	3.9%	71.2%
Public Transportation	480	74.8%	5.6%	6.3%	3.1%	1.5%	8.8%
Recreational and Athletic Facilities	491	65.0%	9.4%	9.6%	4.7%	6.9%	4.5%
Registrar's Office	492	3.0%	14.2%	75.4%	5.9%	1.2%	0.2%
Student Life	494	72.3%	9.5%	9.7%	2.8%	2.2%	3.4%
Study abroad program	492	95.1%	2.2%	1.8%	0.6%	0.0%	0.2%
Testing Services	487	65.3%	24.8%	7.2%	2.3%	0.4%	0.0%

[†]Note: a printing error in this survey item may have caused misleading information. "Departmental advising" was incorrectly listed as "departmental *advertising*" on the questionnaire under "usage" (but not in "satisfaction").

Satisfaction

Students were then asked to rate their satisfaction with various CSU services including all of the items listed in the previous section (“Frequency of Usage”) as well as several additional CSU services. Using a five-point scale (“Not at all satisfied”, “Little satisfied”, “Somewhat satisfied”, “Mostly Satisfied”, or “Very Satisfied”), with an option for “Not Applicable”, each choice was assigned a value from 1 (“Not at all satisfied”) to 5 (“Very satisfied”). Means were then calculated for each item (“Not Applicable” selections were omitted from the calculation of the statistics). The results are presented in Figure 2 (sorted by 2003-04 mean).

Figure 2. Satisfaction

Area	2002-03, N	2002-03, Mean	2003-04, N	2003-04, Mean	Mean Change
CSU Library	444	3.98	464	4.12	0.14
Quality of instruction at CSU	445	3.82	477	4.02	0.20
Campus Computer Labs	390	3.84	432	4.00	0.16
Quality of preparation in your major field	448	3.86	471	3.99	0.13
Development of your appreciation of humanities and liberal arts	407	3.98	442	3.98	0.00
Development of a multicultural perspective	410	3.93	451	3.96	0.03
Development of your writing ability	426	3.94	452	3.94	0.00
Faculty availability	419	3.85	444	3.93	0.08
Overall academic quality at CSU	447	3.80	478	3.92	0.12
Departmental Advising	377	3.74	400	3.85	0.11
Health Services	154	3.75	158	3.80	0.05
Development of your ability in math	391	3.68	412	3.73	0.05
College Advising	396	3.49	451	3.68	0.19
Food Services	379	3.45	424	3.62	0.17
Physical facilities at CSU	352	3.54	378	3.60	0.06
Admissions procedures	418	3.48	457	3.59	0.11
Testing Services	169	3.52	171	3.58	0.06
Recreational and Athletic Services	211	3.38	202	3.57	0.19
Counseling Center	200	3.42	223	3.56	0.14
Campus Police/Security	291	3.42	305	3.53	0.11
Public Transportation	133	3.43	147	3.48	0.05
International Student Services	87	3.43	82	3.48	0.05
Registrar's Office	432	3.43	461	3.47	0.04
Bookstore	445	3.31	486	3.47	0.16

Area	2002-03, N	2002-03, Mean	2003-04, N	2003-04, Mean	Mean Change
Student Life (activities, clubs leadership)	171	3.25	151	3.42	0.17
Financial Aid Office	321	3.20	337	3.42	0.22
Career Services (job fairs, co-op, etc.)	240	3.45	234	3.40	-0.05
Freshman Orientation Course	158	2.84	163	3.05	0.21
Parking Facilities	422	3.04	452	2.94	-0.10

As in previous years students generally gave the highest ratings to academic-oriented items, including “Library”, “Quality of instruction”, “Quality of preparation in major field”, “Development of appreciation of humanities and liberal arts”, “Development of writing ability”, and “Development of a multicultural perspective”, higher than support services such as “Parking Facilities”, “Career services”, “Financial Aid Office”, “Student Life”, and the “Bookstore”.

Compared to last year’s survey, several areas experienced significant changes in their mean scores. The ratings for “Financial Aid Office”, “freshmen orientation course”, and “Quality of instruction” increased while “Parking Facilities” decreased.

Satisfaction by Usage Levels

Ratings for items were generally higher by students with higher usage of the service. Figure 2a lists the satisfaction levels for items in the questionnaire where both usage and satisfaction ratings were solicited. “High Usage” is defined as at least once or twice a month (i.e. “once or twice a month”, “once a week”, or “almost every day”) and “low usage” is defined as once or twice a semester or less (i.e. “once or twice a semester”, “once”, or “never”). Of the 17 items, only Departmental Advising and the Financial Aid Office had lower scores with high usage students than with low usage students.

Services with higher number of student usage but with relatively low satisfaction ratings are Parking Facilities and Food Services.

Figure 2a. Satisfaction by Usage Levels

Area	Low Usage		High Usage		Diff.	Total Mean
	N	Mean	N	Mean		
CSU Library	171	3.93	291	4.23	0.30	4.12
Career Services	209	3.33	23	4.04	0.71	3.40
Counseling Center	195	3.50	22	4.18	0.68	3.57
Testing Services	155	3.56	13	3.77	0.21	3.58
Health Services	143	3.79	11	4.18	0.39	3.82
Student Life	111	3.22	40	3.98	0.76	3.42

Area	Low Usage		High Usage		Diff.	Total Mean
	N	Mean	N	Mean		
Recreational and Athletic Facilities	122	3.33	76	3.93	0.61	3.56
Food Services	139	3.46	277	3.70	0.24	3.62
Bookstore	417	3.42	66	3.76	0.33	3.47
Parking Facilities	75	2.71	371	3.00	0.29	2.95
Public Transportation	79	3.16	59	3.93	0.77	3.49
Registrar's Office	422	3.45	35	3.69	0.23	3.47
Financial Aid office	309	3.40	23	3.39	-0.01	3.40
College Advising	420	3.66	29	4.07	0.41	3.68
Departmental Advising[†]	372	3.86	24	3.75	-0.11	3.85
International Student Services	73	3.41	8	4.00	0.59	3.47
Campus Computer Labs	137	3.82	287	4.09	0.27	4.00

[†]Note: a printing error in this survey item may have caused misleading information. "Departmental advising" was incorrectly listed as "departmental *advertising*" on the questionnaire under "usage" (but not in "satisfaction").

Satisfaction by Category

In general the items directly representing the education process scored higher than items related to academic support services or general non-academic student services (See Figure 3). The overall satisfaction ratings had increased among those who responded in 2003-04 compared to that of the previous year.

Figure 3. Ratings by Item Category

Category	Weighted Mean 2002-03	Weighted Mean 2003-04
Education includes: development of appreciation of humanities, liberal arts, writing ability, multicultural perspective, and mathematics, quality of preparation in major field, faculty availability, quality of instruction at CSU, overall academic quality at CSU.	3.86	3.94
Academic Support Services Includes: CSU library, campus computer labs, testing services, college/departmental advising, admissions procedures, career services, registrar's office, international student services, financial aid office, and freshman orientation course.	3.55	3.67
Non-Academic Student Services Includes: health services, physical facilities, food services, public transportation services, campus police and security, counseling center, recreational and athletic services, bookstore, student life, parking facilities.	3.37	3.46

Five Year Trend – Satisfaction

For comparative purposes Figure 4 presents the mean scores for the satisfaction items for the last four surveys.

Figure 4. Satisfaction Mean Scores – Four Year Trend

Area	1999-00	2000-01	2001-02	2002-03	2003-04
Admissions procedures	3.2	3.41	3.39	3.48	3.59
Bookstore	3.2	3.47	3.32	3.31	3.47
Campus Computer Labs	3.6	3.87	3.84	3.84	4.00
Campus Police/Security	n/a	3.57	3.51	3.42	3.53
Career Services (job fairs, co-op, job boards, etc.)	3.2	3.30	3.37	3.45	3.40
College Advising	3.2	3.46	3.37	3.49	3.68
Counseling Center	3.3	3.41	3.26	3.42	3.56
CSU Library	3.8	3.93	4.05	3.98	4.12
Departmental Advising	3.5	3.78	3.82	3.74	3.85
Development of a multicultural perspective	3.6	3.85	3.59	3.93	3.96
Development of your ability in mathematics	3.6	3.76	3.58	3.68	3.73
Development of your appreciation of humanities/arts	3.6	3.93	4.00	3.98	3.98
Development of your writing ability	3.8	3.91	3.90	3.94	3.94
Faculty availability	3.6	3.93	3.70	3.85	3.93
Financial Aid Office	2.1	3.08	2.96	3.20	3.42
Food Services	3.3	3.38	3.47	3.45	3.62
Freshman Orientation Course	2.5	3.14	2.65	2.84	3.05
Health Services	3.6	3.91	3.24	3.75	3.80
International Student Services	2.6	3.72	3.27	3.43	3.48
Overall academic quality at CSU	3.7	3.84	3.84	3.80	3.92
Parking Facilities	3.1	3.40	3.08	3.04	2.94
Physical facilities at CSU	3.4	3.57	3.61	3.54	3.60
Public Transportation	3.4	3.61	3.12	3.43	3.48
Quality of instruction at CSU	3.7	3.86	3.77	3.82	4.02
Quality of preparation in your major field	3.8	3.86	3.94	3.86	3.99
Recreational and Athletic Services	3.4	3.50	3.60	3.38	3.57
Registrar's Office	3.1	3.42	3.28	3.43	3.47
Student Life (activities, clubs leadership)	3.0	3.52	3.30	3.25	3.42
Testing Services	3.2	3.65	3.18	3.52	3.58
Total Surveys Returned by Students:	419	425	73	505	500

While at CSU, I developed my knowledge of....

Respondents were also asked to rate their own development in various areas of knowledge. Using a five-point scale students were asked to rate their development in these areas (e.g. "I developed my writing skills") as either "Not at all", "Not much", "Somewhat", "To a high degree", or "To a very high degree". Means were again calculated with values of each choice ranging from 1 ("Not at all") to 5 ("To a very high degree"). Figure 5 presents the results for these items.

Figure 5. Knowledge, Skills and Attitudes

Area of Development	2002-03		2003-04		Mean Change
	N	Mean	N	Mean (sorted)	
Knowledge and skills in my field	436	4.07	483	4.04	-0.03
Analytical skills	440	3.52	480	3.53	0.01
Oral communication skills	442	3.48	479	3.47	-0.01
Online library and Internet research skills	442	3.46	479	3.44	-0.02
Writing skills	446	3.44	482	3.33	-0.11
Knowledge of Arts and Humanities	443	3.41	479	3.40	-0.01
Knowledge of Human Diversity	435	3.39	480	3.44	0.05
Sense of ethical values	442	3.36	480	3.37	0.01
Knowledge of Social Sciences	441	3.36	480	3.30	-0.06
Computer skills	444	3.34	477	3.28	-0.06
Skills in logic	440	3.26	478	3.21	-0.05
Knowledge of Nonwestern Culture and Civilization	440	3.25	477	3.19	-0.06
Knowledge of African American Experience	439	3.21	478	3.27	0.06
Knowledge of Western Culture and Civilization	435	3.16	480	3.13	-0.03
International perspective	440	3.10	481	3.09	-0.01
Knowledge of Natural Sciences	442	3.07	480	3.01	-0.06
Skills in mathematics	445	3.00	481	2.95	-0.05

As expected the results show that students developed their skills mostly in their field of interest and in the skills needed to support that learning (analytic, communication skills, library and research and writing skills). Knowledge and specialized skills in areas outside of the student's interest ranked lower.

Compared to last year's survey the mean scores for 12 of the 17 items increased with Knowledge of the Social Sciences, Knowledge of Nonwestern Culture and Civilization, Online library and Internet research skills, and Knowledge of the Natural Sciences experiencing the largest gains.

For comparative purposes Figure 6 presents the mean scores for the knowledge, skills, and attitudes items for the last five surveys.

Figure 6. Knowledge, Skills and Attitudes Mean Scores

Area of Development	1999-00	2000-01	2001-02	2002-03	2003-04
Analytical skills	3.4	3.54	3.44	3.52	3.53
Computer skills	3.1	3.43	3.34	3.34	3.28
International perspective	2.8	3.07	3.02	3.10	3.09
Knowledge and skills in my field	n/a	4.07	3.98	4.07	4.04
Knowledge of African American Experience	3.1	3.17	3.19	3.21	3.27
Knowledge of Arts and Humanities	3.2	3.25	3.22	3.41	3.40
Knowledge of Human Diversity	3.2	3.35	3.28	3.39	3.44
Knowledge of Natural Sciences	3.0	3.01	2.82	3.07	3.01
Knowledge of Nonwestern Culture & Civilization	3.0	3.17	3.14	3.25	3.19
Knowledge of Social Sciences	3.2	3.29	3.18	3.36	3.30
Knowledge of Western Culture & Civilization	2.9	3.11	3.08	3.16	3.13
Online library and Internet research skills	3.2	3.39	3.40	3.46	3.44
Oral communication skills	3.3	3.48	3.28	3.48	3.47
Sense of ethical values	3.1	3.39	3.18	3.36	3.37
Skills in logic	3.1	3.21	3.20	3.26	3.21
Skills in mathematics	3.0	2.99	2.93	3.00	2.95
Writing skills	3.3	3.39	3.31	3.44	3.33

Biographical Data

The following demographics characterize the respondents completing this year's questionnaire:

- **Gender**: N = 485, 62.7% female, 37.3% male
- **Race**: N = 474, 77.2% white, 15.8% African-American, 3.6% Asian-American, and 2.7% Hispanic
- **Citizenship**: N = 486, 96.3% U.S. citizens
- **Residency**: N = 483, 96.3% were Ohio residents at the time of admission

- **Transfers:** N = 482, 72.8% entered CSU as transfers while 27.2% entered as freshmen
- **Enrollment status:** N = 480, 83.5% attended CSU as full-time students while 16.5% attended part-time
- **Class meetings:** N = 476, 77.1% attended classes mostly during the day while 22.9% attended classes mostly at night
- **Age:** More than half of all graduating seniors (52.6%) are between the ages of 21 and 24 while 21.3% are 31 years old or older

N₂₀₀₃₋₀₄ = 314

Age group	2002-03	2003-04
19-20 years old	3.1%	2.8%
21-24	57.6%	52.6%
25-30	21.2%	23.3%
31-40	11.8%	14.0%
41+	6.2%	7.3%

- **Numbers of Years at CSU:** 47% of seniors attended CSU for 3 - 4 years, 28% were attended CSU for 1-2 years, and the remaining 25% attended CSU for 5 years or more.

N₂₀₀₃₋₀₄ = 484

Years at CSU	2002-03	2003-04
1 year	5.4%	4.8%
2	23.0%	25.0%
3	25.7%	27.9%
4	21.7%	18.6%
5	15.7%	11.4%
6	4.5%	5.4%
7	1.1%	2.7%
8	0.7%	1.2%
9	0.7%	0.8%
10	1.6%	2.3%

- GPA: Nearly two-thirds of graduating seniors (64.9%) reported their GPA as being over 3.0. This has not changed compared to 2002-03 respondents.

N₂₀₀₃₋₀₄ = 485

CSU GPA	2002-03	2003-04
Below 2.0	0.2%	0.2%
2.0 to 2.49	9.4%	10.3%
2.5 to 2.9	23.8%	24.5%
3.0 to 3.49	38.2%	33.4%
3.5 to 4.0	28.3%	31.5%

Hours Worked Per Week

N₂₀₀₂₋₀₃ = 432, N₂₀₀₃₋₀₄ = 470

Hours worked per week	2002-03	2003-04
1-10 hours	15.0%	16.4%
11-20 hours	25.0%	19.1%
21-30 hours	28.0%	28.5%
31-40 hours	22.9%	25.5%
41 hours or more	9.0%	10.4%

College

N₂₀₀₂₋₀₃ = 444, N₂₀₀₃₋₀₄ = 484

College	2002-03	2003-04
Arts & Sciences	56.5%	57.4%
Business	22.1%	20.0%
Education	11.9%	14.9%
Engineering	7.0%	1.9%
Urban	2.5%	5.8%

Plans after Graduation

- **Plans to work after graduation**

N₂₀₀₂₋₀₃ = 394, N₂₀₀₃₋₀₄ = 481

Plans after graduation	2002-03	2003-04
Work in my present job	13.2%	13.5%
Work in a job recently acquired	5.3%	6.2%
Look for a new job	55.3%	57.0%
Not work outside the home	0.0%	0.2%
Continue education	23.1%	21.0%
I have no plans as of now	3.0%	2.1%

The largest group of respondents (57.2%) planned to be looking for a job while 21% planned to immediately continue their education and 19.7% of seniors planned to work in a present or a recently acquired job. This item is the single most changed last year's respondents' and the changes reflex the economic situation in the region.

- **Looking for job –related to training at CSU**

N₂₀₀₂₋₀₃ = 369, N₂₀₀₃₋₀₄ = 416

Job related to training at CSU	2002-03	2003-04
Directly related	63.4%	62.3%
Somewhat related	30.1%	30.8%
Not related	6.5%	7.0%

Most graduating seniors that were looking for a new job were searching for a position related to their training at CSU. Only 7% were searching for a position in an area outside of their undergraduate studies.

- **New Job Location**

N ₂₀₀₂₋₀₃ = 351, **N** ₂₀₀₃₋₀₄ = 401

Job location	2002-03	2003-04
Greater Cleveland	66.4%	65.3%
Ohio but not Cleveland	16.2%	14.7%
USA but not Ohio	16.0%	19.0%
Out of USA	1.4%	1.0%

About 80% of respondents were looking for a position within the local area or Ohio with only 20% searching for work outside of Ohio.

- **Plans for more education?**

N ₂₀₀₂₋₀₃ = 439, **N** ₂₀₀₃₋₀₄ = 485

Additional education	2002-03	2003-04
No	1.4%	1.6%
Not now	16.9%	15.5%
Yes, at CSU	32.3%	34.6%
Yes, elsewhere	26.2%	25.2%
Currently undecided	23.2%	23.1%

A majority of students (59.8%) were planning at some time to further their education beyond their CSU undergraduate education. Only a small fraction of students (1.6%) were definitely not seeking additional education in the future.

- **If you are planning on additional education, what degree?**

N ₂₀₀₂₋₀₃ = 396, **N** ₂₀₀₃₋₀₄ = 434.

Additional degree in:	2002-03	2003-04
Specialist (Ed. S. for example)	2.8%	3.7%
Professional (e.g. law, medicine, etc.)	10.6%	12.0%
Master's (MA, MSW, MBA)	84.8%	81.3%
Doctoral	1.8%	3.0%

Most students (81.3%) who intend on furthering their education were planning to pursue a master's degree.