

**The University at Albany  
2009 SUNY Student Opinion Survey:  
Report on Trends and Key Findings**



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**Assessment Report No. 27**

**The University at Albany 2009 SUNY Student Opinion Survey:  
Report on Trends and Key Findings**

**Table of Contents**

Executive Summary .....	i
I. Survey Administration and Methodology.....	p. 1
II. UAlbany’s Improvement between 2006 and 2009 .....	p. 2
III. Overall College Impressions.....	p. 4
IV. Student Satisfaction with Academic Services, Facilities, and Environment .....	p. 4
V. Frequency of Academic Experiences.....	p. 5
VI. Satisfaction with Non-Academic College Services and Facilities.....	p. 5
VII. Low Satisfaction Items – Steady Improvement Over Time.....	p. 7
VIII. Satisfaction with Campus Environment.....	p. 8
IX. Agreement/Disagreement with Various College Aspects.....	p. 6
X. Albany Contribution to Various Educational Outcomes .....	p. 8
XI. UAlbany’s Progress as Compared with Other Three SUNY University Centers.....	p. 9
XII. Summary and Conclusions .....	p. 10
Appendix A: Changes in UAlbany SOS Ratings, 1994-2009 .....	p. 11
Appendix B: Comparative Demographic Report.....	p. 12

# The University at Albany 2009 SUNY Student Opinion Survey:

## Report on Trends and Key Findings

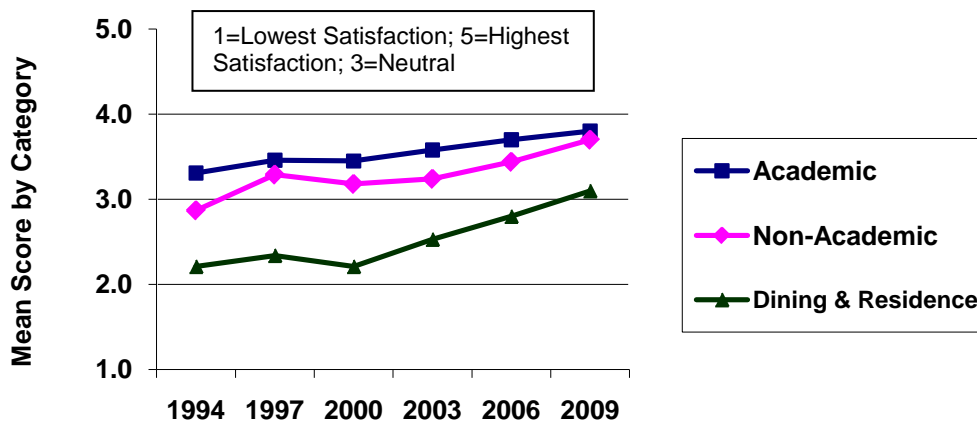
### Executive Summary

Between March 17<sup>th</sup> and April 30<sup>th</sup>, 2009 The University at Albany surveyed its undergraduate student population on a variety of areas related to student satisfaction and their educational experiences as part of the SUNY-wide administration of the Student Opinion Survey (SOS), a survey effort going back to the 1980s.

#### Summary of 2009 SOS Results:

- UAlbany's mean rating improved on 90 of 95 items asked in both 2006 and 2009.
- UAlbany evaluations on all 95 survey questions asked in both years improved by an average of 0.24 on the scale of 1-5, on top of a similar increase between 2003 and 2006.
- The 2009 average scores were higher than 2000 on all the 36 items included in both surveys. Scores on these items improved an average of .46, the equivalent of a 12% increase.
- Figure 1, below, shows a clear overall trend of steadily improving SOS evaluations on academic programs, non-academic programs, and residential and dining services.

Figure 1: UAlbany Improvement in SOS Scores, 1994-2009



#### UAlbany's Progress as Compared with the Other Three SUNY University Centers.

Some figures that stand out from the SOS analysis include:

- UAlbany's median comparative rank among the three participating SUNY University Centers stands at 2 across all ranked survey items.
  - UAlbany ranked 1<sup>st</sup> on 14 of the 101 ranked items, or 14%.
  - UAlbany ranked 2<sup>nd</sup> on 56 of the ranked items, or 56%.
  - UAlbany ranked 3<sup>rd</sup> on 30 of the ranked items, or 30%.
- The fact that UAlbany ranked last (3<sup>rd</sup>) on only 30% of ranked items is a very substantial improvement over both 2006, in which UAlbany ranked last (4<sup>th</sup>) on 44% of items, and 2003 in which UAlbany ranked last (4<sup>th</sup>) on 71% of items.
- In summary, UAlbany has maintained consistent and considerable improvement in the past three SOS administrations, both as measured against our own past performance and against that of the other SUNY University Centers.

*Summary and Conclusion:*

Taken as a whole, a number of important conclusions from the 2009 SUNY Student Opinion Survey results stand out:

- General student satisfaction with UAlbany remains at the high levels observed in the 2006 survey results;
- Satisfaction with particular facilities, programs, services, and aspects of campus life at UAlbany has increased across-the-board since 2006, and represents a continuing trend of improved satisfaction with UAlbany academics and campus life since the 2000 survey administration:
  - Areas that already had high satisfaction now have higher satisfaction;
  - Areas that in the past had modest or inconsistent satisfaction are now firmly in the high-satisfaction category;
  - Some previously low-satisfaction items can now be categorized as moderate-satisfaction items, and even those few items that remain low-satisfaction areas have seen substantial and steady improvement since 2000.
- UAlbany has made particularly striking progress in comparison to the other three SUNY University Centers over the last few survey administrations; while UAlbany had been mired in last place in the early 2000s, it is now firmly established in the middle of the pack and moving up.

## The University at Albany 2009 SUNY Student Opinion Survey:

### Report on Trends and Key Findings

This Report on the SUNY Student Opinion Survey Results focuses primarily on the most recent survey administration which occurred in Spring 2009. Selected results from previous survey administrations are included below to provide a longitudinal context, as appropriate. Those wishing additional information about this survey program or the results should contact Joel Bloom, Associate Director for Survey Research, at [jbloom@uamail.albany.edu](mailto:jbloom@uamail.albany.edu)

Survey Administration and Methodology: Between March 17<sup>th</sup> and April 30<sup>th</sup>, 2009 The University at Albany surveyed its undergraduate student population on a variety of areas related to student satisfaction and their educational experiences as part of the SUNY-wide administration of the Student Opinion Survey, a survey effort going back to the 1980s. The surveys were conducted on UAlbany's behalf by American College Testing (ACT). All matriculated undergraduates were sent up to three e-mail invitations requesting their participation. Overall, 2,226 students participated in the survey, representing 19% of UAlbany's undergraduate population. After ACT removed partial and spoiled surveys 1,952 students remained, representing 16 percent of the population; both the 16 percent and 19 percent response rate figures are consistent with previous UAlbany on-line surveys. As shown in Appendix B, survey respondents are broadly representative of UAlbany undergraduates on a variety of demographic and academic variables, with the exception of gender, where males are under-represented, as is typically the case with student surveys. Given the number of respondents and the population size, the margin of error suggests that we can be 95% confident that our survey responses are within +/- 2% of the true population values.

2009 was the first year that UAlbany administered the survey on the internet, bringing us in line with Stony Brook University, which also conducted the survey online for the first time, and with The University at Buffalo, which began online administration in 2006. Binghamton University conducted their 2006 survey online, but did not participate in 2009. UAlbany conducted the 2003 and 2006 surveys in a randomly selected sample of classrooms; prior to that surveys were administered by mail.<sup>1</sup>

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<sup>1</sup> Because of the change in mode of administration, we cannot rule out entirely the possibility that changes from previous years to 2009 are based on this mode change. However, we can feel fairly confident that our results are accurate for a number of reasons. First, we moved from one type of self-administered survey to another; while large differences are sometimes found between telephone or face-to-face surveys which have live interviewers and self-administered surveys in which respondents fill out the forms on their own, we shifted from one type of self-administered survey (paper) to another (web). Second, for several items regarding general satisfaction, the 2009 results are essentially in line with 2006. Third, for the large majority of more specific items, the numbers for 2009 are up from 2006, but represent continuations of upward trends from previous years rather than entirely new phenomena. Finally, based on analysis of previous surveys at UAlbany, we should not generally expect important differences between surveys utilizing in-class samples and those conducted online in which the entire population is invited to participate. If anything, the larger numbers made possible by web administration make the newer findings more reliable and they certainly make comparisons among the SUNY Centers more accurate, with all centers using the same mode.

## UAlbany's Improvement between 2006 and 2009:

### *Summary of 2009 SOS Results:*

- Of 95 items asked in both 2006 and 2009, UAlbany's mean rating improved on 90, or 95% of items.
- UAlbany evaluations on all 95 survey questions asked in both years improved by an average of 0.24 on the scale of 1-5, equivalent to a 6% increase;<sup>2</sup> this is on top of a similar increase between 2003 and 2006.
  - The 2009 average scores were higher than 2000 averages on all the 36 items that were included in the same form in both surveys. Scores on these items improved an average of .46, the equivalent of a 12% increase.
- Student satisfaction between 2006 and 2009 improved in a number of areas, of which the most broadly important is the students' sense of belonging on campus. Also of note is the large increase in satisfaction in billing and payment procedures which follows the recent reorganization of student financial services and the shifting of these functions to online forms. The top five areas of improvement between 2006 and 2009 are:
  - "Purposes for which student activity fees are used" – 3.22, up from 2.78 in 2006, an increase of .44 or 11%.
  - "Student government" – 3.39, up from 2.96 in 2006, an increase of .43 or 11%.
  - "Billing and payment procedures" – 3.67, up from 3.26 in 2006, an increase of .41 or 10%.
  - "Your sense of belonging on this campus" – 3.64, up from 3.26 in 2006, an increase of .38 or 10%.
  - "Student voice in college policies/plans" – 3.29, up from 2.94 in 2006, an increase of .35 or 9%.
- Looking at the five items that showed the largest increases between 2003 and 2006, we find continued improvement in 2009. These items were all areas of particular administration focus during that time period, although the increase in satisfaction does not by itself provide proof of cause and effect.
  - "Recreation/Intramural Programs" – 3.90, up from 3.68 in 2006 and 3.16 in 2003, a total increase of 0.74 or 19%.
  - "Parking Services" – 2.56, up from 2.35 in 2006 and 1.91 in 2003, a total increase of 0.65 or 16%.
  - "Classroom Facilities" – 3.77, up from 3.73 in 2006 and 3.31 in 2003, a total increase of 0.46 or 12%.
  - "Residence Hall Services and Programs" – 3.47, up from 3.14 in 2006 and 2.76 in 2003, a total increase of 0.71 or 18%.
  - "College Bookstore" – 3.55, up from 3.48 in 2006 and 3.14 in 2003, a total increase of 0.41 or 10%.

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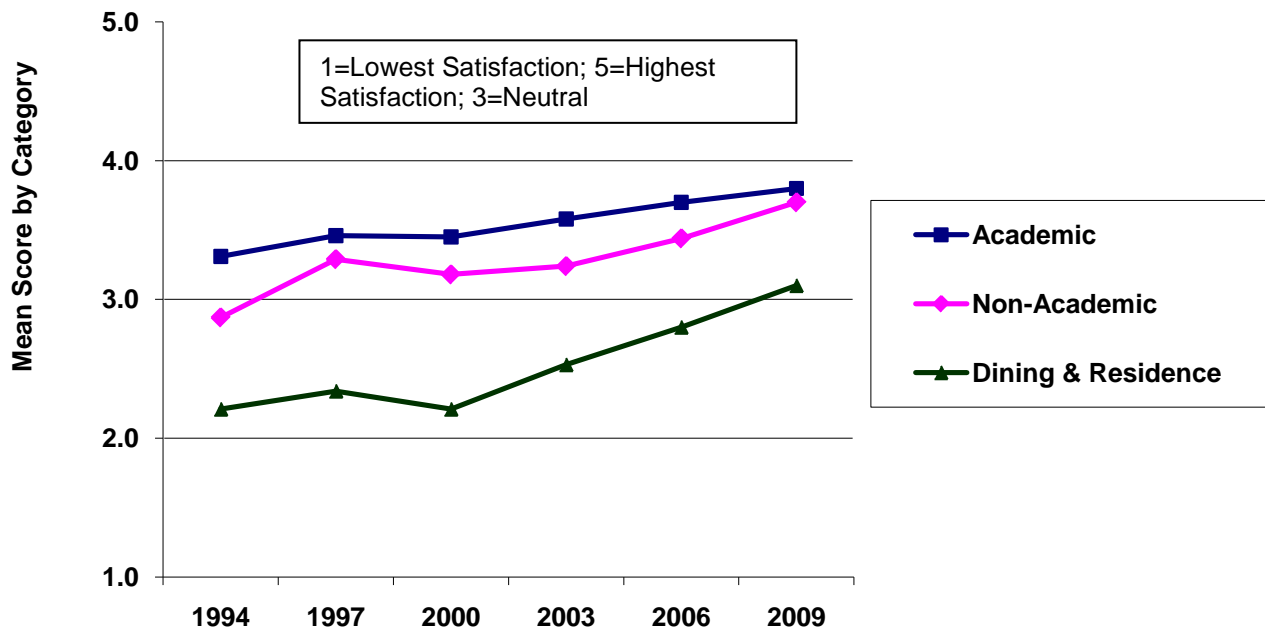
<sup>2</sup> Percent changes are calculated based on the possible responses to the survey questions between 1 and 5, or an actual range of four points. Thus in this case the calculation is  $(0.23/4) = 0.0575$ , or 6%.

- In survey items that measure general student satisfaction the 2009 scores either maintain levels produced by earlier improvements or continue to show show additional improvement:
  - “How satisfied are you with this college in general?” – 3.80, essentially unchanged from 3.82 in 2006 but up from 3.59 in 2003.
  - “If you could start over, would you choose to attend this college again?” – 3.80, just slightly above 3.75 from 2006, but up substantially from 3.46 in 2003.

Figure 1, below, shows a clear overall trend of steadily improving SOS evaluations as measured by scales that show average item ratings on academic programs, non-academic programs, and residential and dining services.

In summary, UAlbany has maintained consistent and considerable improvement in the past three SOS administrations, both as measured against our own past performance and against that of the other SUNY University Centers.

**Figure 1: UAlbany Improvement in SOS Scores, 1994-2009**



### Overall College Impressions:

- When comparing academic expectations to their experience, a large majority (67%) of respondents indicated that Albany met their academic expectations, and another 16% indicated that their expectations were exceeded. Only 17% responded that UAlbany had not met their academic expectations.
- More than two thirds of respondents (68%) indicated that they would definitely or probably choose Albany again if starting over, the same as 2006, and up from 57% in the 2003 survey and 56% in the 2000 survey. Another 17% were uncertain, while only 15% definitely or probably would not choose Albany again, down from 16% in 2006, 23% in 2003 and 25% in 2000.
- Only 5% of respondents gauged Albany's overall quality of education as low or very low, while a majority (54%, the same percentage as 2006 and up from 46% in 2003) rated the overall quality of education very high or high, and the remaining 41% rated it as average (down from 43% in 2006 and 48% in 2003).
- As in the past, Albany was the first college choice of nearly half of respondents, or 47%. Another 30% indicated that UAlbany was their second choice, for a total of 77% of UAlbany students who arrived here as either their first or second choice school. Only 23% of students surveyed initially ranked UAlbany as their third choice or lower.

### Student Satisfaction with Academic Services, Facilities, and Environment:

- Academic facilities: Majorities of respondents continue to be satisfied or very satisfied with all academic facilities at the University at Albany. (In 2006, all but course-related laboratories garnered majority satisfaction.) The top-ranked facilities include library facilities (90%), library resources (86%), study areas (83%), and classroom facilities (75%). Fine arts studios and the university computer network also garnered over two thirds satisfaction and 62% of students were satisfied with course-related laboratories.
- Instruction: Students similarly indicate high levels of satisfaction with various components of instruction at the University, with majorities of respondents reporting satisfaction with regard to all items, including availability of general education courses, an item which did not achieve majority satisfaction in 2006. The latter is of particular interest because improving access to general education courses was a top priority at UAlbany over the 2006-2009 period. 78% of respondents reported being satisfied or very satisfied with the out-of-class availability of instructors and 76% are satisfied with faculty respect for students. Over two thirds of respondents were satisfied with quality of instruction and class size. Finally, 60% were satisfied with course availability within their major and 57% were satisfied with general education course availability.
- Academic Services: As with library facilities and resources, 85% of students who participated in the survey reported being satisfied or very satisfied with library services. More than 60% of respondents were very satisfied or satisfied with three other areas: computer support services (62%), centralized academic advisement services (63%), and academic advisement within their major (61%), both areas that had enjoyed lower than 50%

satisfaction levels in previous surveys. Finally, 50% of students were satisfied with tutoring services and only 43% were satisfied with availability of internships.

#### Frequency of Academic Experiences:

- In this section of the survey, students were asked how frequently they have had a variety of academic experiences, using the following range: *never, rarely, sometimes, frequently or very frequently*. Perhaps not surprisingly, the highest frequency rating was in response to a question on frequency of going to class with course readings and assignments completed (81% frequently or very frequently). 74% report that they are frequently required to think critically in completing assignments (up from 65% in 2006). 63% report having been frequently or very frequently having been intellectually stimulated by the material covered in class, up from 55% in 2006. Majorities of UAlbany students also reported having frequently or very frequently been given out-of-class assignments that required a written response (58%) or received feedback from instructors on assignments (54%).
- Three of the five items receiving the lowest percentages reporting frequent or very frequent experiences are those that describe negative experiences – having experience disruptive behavior in the classroom (31%), having had a faculty member communicate ineffectively in class (27%), and having observed student dishonesty (18%).
- Several new pedagogically-related questions were added beginning with the 2003 and 2006 surveys, and in some cases these items show areas of academic challenge for UAlbany (and other SUNY schools). Low frequency items along these lines include: having discussions with instructors outside of class (27%), having a faculty member use innovative instructional technology (37%), collaborating with other students on assignments (41%) and having a faculty member require you to make “judgments in class about the value of information, arguments, or methods” (44%). Only 24% reported having frequently or very frequently having “been involved in community service through a program at this college,” but this contrasts with the 72% who expressed satisfaction with “opportunities for community service” (see below).

#### Satisfaction with Non-Academic College Services and Facilities:

- Non-Academic Facilities: Students who participated in the survey reported strong levels of satisfaction with regard to three types of non-academic facilities: campus center/student union (76%, up from 64% in 2006 satisfied or very satisfied), athletic and recreational facilities (67%, up from 61%) and the college bookstore (64%, up from 61%), and the condition of buildings and grounds (63%, up from 49%). Satisfaction was lower with the condition of residence halls (48%, up from 33%). The wording of the parking question changed from “parking facilities” in surveys through 2006 to “parking services” in the 2009 survey; satisfaction was only 26% for parking services, up from 18% for parking facilities, and given the similar upward shift for other survey items it is probably not unreasonable to treat the survey items as comparable despite the change in wording.

- Non-Academic Services. As with most other areas covered in the survey, non-academic services at UAlbany saw very substantial improvements in student satisfaction between the 2006 and 2009 surveys. In the 2006 survey only five of eighteen items reached the 50% level in satisfaction, while in 2009 it was fourteen out of seventeen items.

Health & Wellness Services and Programs: Satisfaction in all six areas included here was at least 60% in 2009, topped by 75% of respondents who were satisfied or very satisfied with recreation and intramural programs, up from 62% in 2006. Other areas of strong satisfaction included sexual assault prevention programs (70%, up from 42%), personal counseling services (67%, up from 51%), health and wellness programs (67%, up from 42%), educational programs regarding alcohol and substance abuse (64%, up from 41%), and student health services (61%, up from 49%).

Residential and Food Services: This has been an area of challenge over the years at UAlbany, and the 2009 report showed both improvement from past years and continued room for additional improvement. The highest item in this area was “clarity of residence hall rules and procedures (67%, up from 58% in 2006). Satisfaction with residence hall services and programs stood at 56%, up from 38% in 2006. Satisfaction with college food services remains low at 31%, but is also up substantially from 2006 (19%).

Job and Career Placement Services: Satisfaction was strongest regarding career planning services (63%, up from 45% in 2006). Just over a majority – 51% – was satisfied with “job search assistance,” up from 29% satisfaction with “job placement services” in 2006. Finally, satisfaction with “college help finding part-time jobs” was only 31%, up from 21% in 2006.

Other Non-Academic Services: Looking at several other non-academic services, satisfaction was highest with billing and payment processes (66%, up from 43% in 2006). That was followed by new student orientation (64%, up from 55%), the course registration process (61%, up from 45%), financial aid services (58%, up from 40%), and “purposes for which student activity fees are used” (44%, up from 25%).

- Low-Satisfaction Items – Steady Improvement Over Time:** Historically, five of the lowest-satisfaction areas at UAlbany have been parking, food services, the purposes for which student activity fees are used, the general condition of residence hall facilities, and residence hall services and programs. As shown in Figure 2a, below, the items related to residence halls and student activity fees have moved steadily from dissatisfaction to satisfaction since 2000, reflecting very systematic and substantial improvement during that time period. As shown by their mean scores for 2009, all three areas are now net-positive.

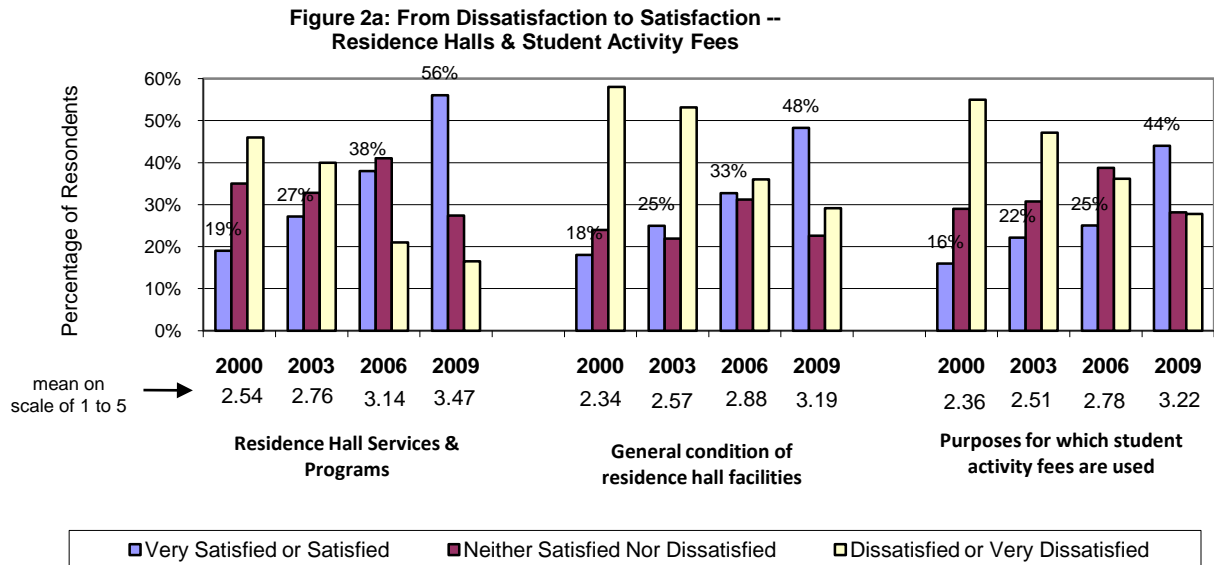
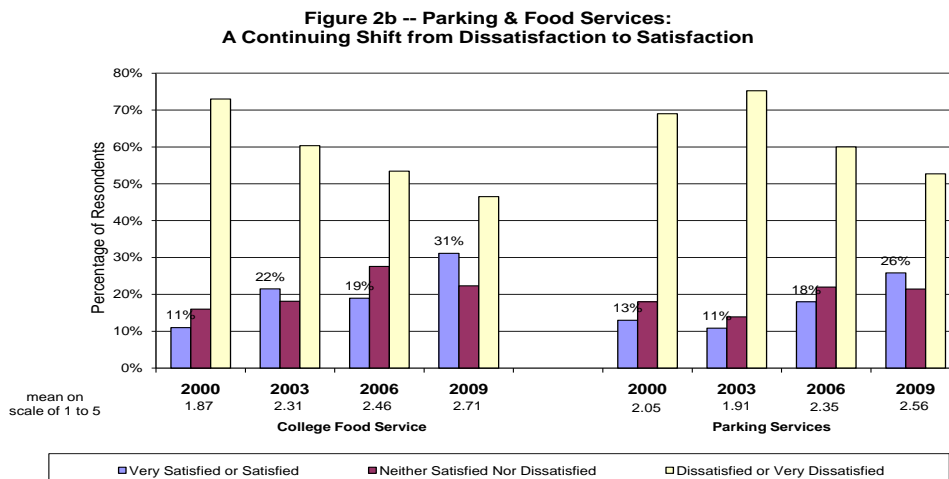


Figure 2b shows similar movement with regard to the two lowest-satisfaction items – food services and parking. In both of these areas satisfaction has increased steadily, while the level of dissatisfaction has decreased. Both areas remain in the net-negative category even as the clear shift serves as an indication that current policies are moving things in the right direction.



### Satisfaction with Campus Environment:

- Majorities of students reported being satisfied with sixteen of the eighteen areas related to the campus environment; satisfaction levels surpassed 60% on thirteen of those items and came very close in three others. The highest levels of satisfaction were reported with regard to campus acceptance of individual differences (82%, up from 69% in 2006), freedom from harassment (80%, up from 75%), campus openness to opinions of others (79%, up from 62%), opportunities for involvement in campus clubs/activities (79%, up from 65%), opportunities for community service (72%, up from 61%), racial harmony (72%, up from 60%), respect for students by non-teaching staff (72%, up from 65%), and students' social networks (69%, up from 60%).
- Student government and student input in college policies/plans were the only two areas with below-majority levels of satisfaction – and both came close to that status, and both were among the top five most improved areas from 2006 to 2009 (see Appendix A). Satisfaction with student input in college policies/plans improved from 28% to 47% and satisfaction with student government improved from 27% to 49%.

### Agreement/Disagreement with Various College Aspects:

- This portion of the survey contains questions in which students were asked whether they agreed or disagreed with statements on a wide variety of topics. Large majorities of students agreed that the rules governing student conduct were clear to them (77%, up from 68% in 2006), that academic advising is available when they need it (71%, up from 56%), that UAlbany is a good value given the cost (68%, essentially unchanged from 69% in 2006)<sup>3</sup>, that acts of racial prejudice seldom appear on campus (64%, up from 52%), and that UAlbany has helped them meet the goals they came here to achieve (56%, up from 50%). Only 38% agreed that it has been difficult to finance their education, up from 33% in 2006, not a positive finding, but not surprising given the tuition increase and the recession. The fact that only 37% (up from 21%) agreed that they had developed a mentoring relationship with a faculty/staff member is interesting considering that our faculty receive high satisfaction ratings for their out-of-class availability. The importance of student faculty interaction outside of class is widely recognized in the higher education research community. As expected, juniors and seniors reported more agreement with the statement that they have formed mentoring relationships with faculty or staff than did freshmen or sophomores.

Albany Contribution to Educational Outcomes: In this series of questions, students were asked to characterize UAlbany's contribution to their growth and development in a variety of areas. Because the format of the response options utilizes a uni-polar scale (none; small; moderate; large; very large) as opposed to all other survey items using bi-polar scales (in which the middle option is neutral with two negative options below it and two positive options above it), it is difficult to compare percentages and means from these items to other survey items. In particular, large percentages of respondents choose the middle option – “moderate” – rather than “large” or “very large,” but it can be argued with some justification that a moderate impact

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<sup>3</sup> The fact that agreement with this item remained so strong may be viewed as a positive finding considering the substantial tuition increase that occurred between the two survey administrations and the widely publicized fact that the State Legislature directed only a minimal percentage of that increase back into the SUNY system.

is actually a positive rather than neutral response. Thus, numbers reported in this section are combined percentages for the “moderate,” “large” and “very large” contribution responses.

- **Intellectual Outcomes:** Large majorities of respondents reported that Albany contributed at least to a moderate degree to educational outcomes related to intellectual growth and development. These include: acquiring information, ideas and concepts (90%, down from 92% in 2006); acquiring skills needed for further academic study (86% in both years); acquiring analytical skills (86%, compared to 85%); acquiring knowledge and skills for intellectual growth throughout life (85%, compared to 84%); and acquiring knowledge and skills needed for a career (81%, compared to 80%). All of these figures are virtually identical in the 2006 and 2009 surveys, but represent increases from the 2003 survey. As expected, juniors and seniors reported larger gains in the growth areas than did lower division students. Students also assessed highly Albany’s contribution to more concrete outcomes such as writing clearly and effectively (72% both years), speaking clearly and effectively (69%, up from 65%) – both of which figures also increased substantially since 2003 – and using computers and information technology (67%, up from 64%).
- **Personal Outcomes:** Students were also asked to rate UAlbany’s contribution to their abilities in areas related to personal growth. These included: developing self-understanding (78%, up from 74% in 2006); developing an openness to the opinions of others (78% – not asked in this format previously); understanding and appreciating ethnic/cultural diversity and other individual differences (77%, up from 70%); working with others (76%, up from 69%); understanding political and social issues (70%, compared to 69%); developing leadership skills (64%, up from 59%); or understanding one’s rights, responsibilities, and privileges as a citizen (62%, compared to 63%).

#### UAlbany’s Progress as Compared with the Other Three SUNY University Centers.

In addition to showing considerable improvement as measured against our own student evaluations in previous surveys, the 2009 Student Opinion Survey at the University at Albany shows important progress as compared to the other SUNY University Centers (only three of the four Centers participated this year).

Some figures that stand out from the SOS analysis include:

- UAlbany’s median comparative rank among the participating SUNY University Centers stands at 2 across all ranked survey items.
  - UAlbany ranked 1<sup>st</sup> on 14 of the 101 ranked items, or 14%.
  - UAlbany ranked 2<sup>nd</sup> on 56 of the ranked items, or 56%.
  - UAlbany ranked 3<sup>rd</sup> on 30 of the ranked items, or 30%.
- The fact that UAlbany ranked last (3<sup>rd</sup>) on only 30% of ranked items is a very substantial improvement over both 2006, in which UAlbany ranked last (4<sup>th</sup>) on 44% of items, and 2003 in which UAlbany ranked last (4<sup>th</sup>) on 71% of items.

### Summary and Conclusion:

Taken as a whole, a number of important conclusions from the 2009 SUNY Student Opinion Survey results stand out:

- General student satisfaction with UAlbany remains at the high levels observed in the 2006 survey results;
- Satisfaction with particular facilities, programs, services, and aspects of campus life at UAlbany has increased across-the-board since 2006, and represents a continuing trend of improved satisfaction with UAlbany academics and campus life since the 2000 survey administration:
  - Areas that already had high satisfaction now have higher satisfaction;
  - Areas that in the past had modest or inconsistent satisfaction are now firmly in the high-satisfaction category;
  - Some previously low-satisfaction items can now be categorized as moderate-satisfaction items, and even those few items that remain low-satisfaction areas have seen substantial and steady improvement since 2000.
- UAlbany has made particularly striking progress in comparison to the other three SUNY University Centers over the last few survey administrations; while UAlbany had been mired in last place in the early 2000s, it is now firmly established in the middle of the pack and moving up.

Appendix A: Changes in UAlbany SOS Ratings, 1994-2009

<b>The SUNY Student Opinion Survey, The University at Albany: A 15-Year Retrospective</b>										
Scales: 1 = very dissatisfied, high disagreement, very infrequently to 5 = very satisfied, high agreement,										
very frequently										
<b>UAlbany Mean Rating</b>										
<b>(From largest changes to smallest)</b>	<b>UAlbany Mean Rating</b>						<b>2009 - 2006</b>		<b>2009 - 2000</b>	
	<b>1994</b>	<b>1997</b>	<b>2000</b>	<b>2003</b>	<b>2006</b>	<b>2009</b>	<b>mean</b>	<b>%</b>	<b>mean</b>	<b>%</b>
Purposes for which student activity fees are used	2.26	2.50	2.36	2.51	2.78	3.22	<b>0.44</b>	<b>11%</b>	<b>0.86</b>	<b>22%</b>
Student government	2.69	3.12	2.84	2.81	2.96	3.39	<b>0.43</b>	<b>11%</b>	<b>0.55</b>	<b>14%</b>
Billing and payment procedures	3.27	3.39	3.41	3.28	3.26	3.67	<b>0.41</b>	<b>10%</b>	<b>0.26</b>	<b>6%</b>
Your sense of belonging on this campus	2.97	3.25	3.12	3.20	3.26	3.64	<b>0.38</b>	<b>10%</b>	<b>0.52</b>	<b>13%</b>
Student voice in college policies/plans	2.64	3.02	2.76	2.78	2.94	3.29	<b>0.35</b>	<b>9%</b>	<b>0.53</b>	<b>13%</b>
Opportunities for [personal] involvement in campus (clubs)/activities	3.33	3.49	3.37	3.44	3.66	4.00	<b>0.34</b>	<b>9%</b>	<b>0.63</b>	<b>16%</b>
Residence hall services and programs	2.63	2.62	2.54	2.76	3.14	3.47	<b>0.33</b>	<b>8%</b>	<b>0.93</b>	<b>23%</b>
Cultural arts programs (art/music/theater)	3.25	3.28	3.29	3.32	3.46	3.79	<b>0.33</b>	<b>8%</b>	<b>0.50</b>	<b>13%</b>
Personal counseling services (excluding academic advisement)	2.80	3.09	3.16	3.29	3.43	3.74	<b>0.31</b>	<b>8%</b>	<b>0.58</b>	<b>15%</b>
Campus help finding part-time jobs	2.40	2.64	2.59	2.34	2.59	2.89	<b>0.30</b>	<b>8%</b>	<b>0.30</b>	<b>8%</b>
Racial harmony at this college	2.27	3.05	3.26	3.38	3.57	3.86	<b>0.29</b>	<b>7%</b>	<b>0.60</b>	<b>15%</b>
College social activities	2.87	3.19	3.05	3.13	3.37	3.64	<b>0.27</b>	<b>7%</b>	<b>0.59</b>	<b>15%</b>
General condition of buildings/grounds	2.87	3.12	2.99	3.10	3.32	3.59	<b>0.27</b>	<b>7%</b>	<b>0.60</b>	<b>15%</b>
Opportunities for community service	3.47	3.63	3.36	3.44	3.63	3.90	<b>0.27</b>	<b>7%</b>	<b>0.54</b>	<b>14%</b>
Study areas	3.24	3.46	3.59	3.93	3.80	4.06	<b>0.26</b>	<b>6%</b>	<b>0.47</b>	<b>12%</b>
Student union/campus center	3.22	3.59	3.43	3.48	3.64	3.89	<b>0.25</b>	<b>6%</b>	<b>0.46</b>	<b>12%</b>
Campus food services	1.78	2.05	1.87	2.31	2.46	2.71	<b>0.25</b>	<b>6%</b>	<b>0.84</b>	<b>21%</b>
Religious/spiritual activities & programs	3.18	3.26	3.08	3.27	3.46	3.70	<b>0.24</b>	<b>6%</b>	<b>0.62</b>	<b>16%</b>
Library services	3.73	3.69	3.83	--	3.94	4.17	<b>0.23</b>	<b>6%</b>	<b>0.34</b>	<b>9%</b>
Library facilities	3.77	3.77	3.97	4.30	4.01	4.23	<b>0.22</b>	<b>6%</b>	<b>0.26</b>	<b>7%</b>
Clarity of residence hall rules & policies	3.23	3.29	3.32	3.25	3.48	3.70	<b>0.22</b>	<b>6%</b>	<b>0.38</b>	<b>10%</b>
Recreational & intramural programs	3.41	3.40	3.30	3.16	3.68	3.90	<b>0.22</b>	<b>5%</b>	<b>0.60</b>	<b>15%</b>
Parking facilities/services	2.02	2.36	2.05	1.91	2.35	2.56	<b>0.21</b>	<b>5%</b>	<b>0.51</b>	<b>13%</b>
Availability of instructors outside of class	3.51	3.56	3.53	3.73	3.73	3.94	<b>0.21</b>	<b>5%</b>	<b>0.41</b>	<b>10%</b>
Class size relative to type of course	3.06	3.19	3.22	3.30	3.51	3.70	<b>0.19</b>	<b>5%</b>	<b>0.48</b>	<b>12%</b>
Faculty respect for students	3.33	3.48	3.57	3.48	3.70	3.89	<b>0.19</b>	<b>5%</b>	<b>0.32</b>	<b>8%</b>
New student orientation services	3.12	3.47	3.28	3.41	3.48	3.64	<b>0.16</b>	<b>4%</b>	<b>0.36</b>	<b>9%</b>
Intellectually stimulated by material covered in class	3.51	3.49	3.56	3.46	3.59	3.75	<b>0.16</b>	<b>4%</b>	<b>0.19</b>	<b>5%</b>
Freedom from harassment on campus	3.20	3.62	3.75	3.62	3.91	4.06	<b>0.15</b>	<b>4%</b>	<b>0.31</b>	<b>8%</b>
Campus tutoring services	3.16	3.32	3.25	3.21	3.37	3.51	<b>0.14</b>	<b>3%</b>	<b>0.26</b>	<b>6%</b>
Campus bookstore	3.01	3.54	3.25	3.14	3.48	3.55	<b>0.07</b>	<b>2%</b>	<b>0.30</b>	<b>8%</b>
Quality of instruction	3.62	3.51	3.48	3.65	3.60	3.67	<b>0.07</b>	<b>2%</b>	<b>0.19</b>	<b>5%</b>
Would you choose this college again	3.24	3.51	3.40	3.46	3.75	3.80	<b>0.05</b>	<b>1%</b>	<b>0.40</b>	<b>10%</b>
Classroom facilities	3.02	3.27	3.05	3.31	3.73	3.77	<b>0.04</b>	<b>1%</b>	<b>0.72</b>	<b>18%</b>
Personal security/safety on this campus	2.83	3.33	3.25	3.46	3.44	3.47	<b>0.03</b>	<b>1%</b>	<b>0.22</b>	<b>6%</b>
It's been difficult to finance my college education	2.90	3.13	2.91	3.11	2.95	2.94	<b>(0.01)</b>	<b>0%</b>	<b>0.03</b>	<b>1%</b>
Satisfaction with this college in general	3.37	3.61	3.51	3.59	3.82	3.80	<b>(0.02)</b>	<b>-1%</b>	<b>0.29</b>	<b>7%</b>
<b>Average score or change:</b>	<b>3.03</b>	<b>3.25</b>	<b>3.18</b>	<b>3.23</b>	<b>3.41</b>	<b>3.64</b>	<b>0.22</b>	<b>6%</b>	<b>0.46</b>	<b>11%</b>
<b>Median score or change:</b>	<b>3.16</b>	<b>3.32</b>	<b>3.26</b>	<b>3.30</b>	<b>3.48</b>	<b>3.70</b>	<b>0.23</b>	<b>6%</b>	<b>0.44</b>	<b>11%</b>

Items displayed in order of largest to smallest changes between 2006 and 2009.

## Appendix B: Comparative Demographic Reports

### Student Opinion Survey Sample and Undergraduate Population

Sample Demographics			Population Demographics	
Race/Ethnicity	Frequency	Percent	Frequency	Percent
White	1154	59.1	6913	56.8
Black	154	7.9	1162	9.6
Hispanic	150	7.7	980	8.1
Asian or Pacific Islander	117	6.0	706	5.8
American Indian or Native Alaskan	1	.1	22	.2
Non-Resident	38	2.0	315	2.6
Unknown	332	17.1	2040	16.8
Blank	6	.3	28	0.2
Total	1952	100.0	12167	100.0
Gender	Frequency	Percent	Frequency	Percent
Female	1200	61.5	5891	48.4
Male	751	38.5	6268	51.5
Blank	1	0.1	8	0.1
Total	1952	100.0	12167	100.0
Student Level	Frequency	Percent	Frequency	Percent
Freshman	292	15.0	1856	15.3
Sophomore	464	23.8	2885	23.7
Junior	596	30.5	3620	29.8
Senior	600	30.7	33806	31.3
Total	1952	100.0	12167	100.0
Additional Demographics	Average or Percent		Average or Percent	
Age	22		22	
UAlbany GPA	2.93		2.81	
Transfer Student	31.5%		34.9%	
Full-time	96.8%		94.2%	
On-Campus Residence	62.2%		56.3%	
College	Frequency	Percent	Frequency	Percent
Arts & Sciences	904	46.3	5528	45.4
Public Health	0	.0	5	.0
Business	138	7.1	1030	8.5
Interdisciplinary	7	.4	30	.2
Criminal Justice	24	1.2	130	1.1
Rock Pub Affairs	108	5.5	589	4.8
Social Welfare	13	.7	61	.5
Computing & Info	52	2.7	309	2.5
Undeclared	706	36.2	4485	36.9
Total	1952	100.0	12167	100.0