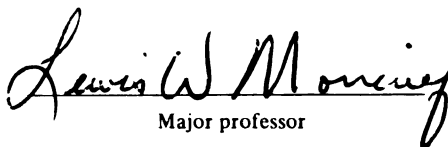This is to certify that the

thesis entitled

A MONITOR OF STUDENT SATISFACTION
WITHIN THE MICHIGAN STATE UNIVERSITY
PARK AND RECREATION RESOURCES DEPARTMENT

presented by

KATHLEEN MARY WEIR

has been accepted towards fulfillment
of the requirements for

Master of Science degree in Park and Recreation Resources

Major professor

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A MONITOR OF STUDENT SATISFACTION

WITHIN THE MICHIGAN STATE UNIVERSITY

PARK AND RECREATION RESOURCES DEPARTMENT

By

Kathleen Mary Weir

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

MASTER OF SCIENCE

Department of Park and Recreation Resources

1984

ABSTRACT

A MONITOR OF STUDENT SATISFACTION
WITHIN THE MICHIGAN STATE UNIVERSITY
PARK AND RECREATION RESOURCES DEPARTMENT

By

Kathleen Mary Weir

The Monitor of Student Satisfaction Survey was administered to students registered with the Michigan State University Department of Park and Recreation Resources. It identified sources of satisfaction/ dissatisfaction in terms of academic and administrative variables, and provides departmental decisionmakers with relevant and up-to-date information.

Quantitative multiple choice data, supplemented by qualitative handwritten information, was collected on computer scored optical scan sheets.

Of the 171 PRR students registered Spring term 1984, 135 were surveyed: 102 undergraduates and 33 graduate students. This is a response rate of 78.9 percent. A combined total of 87 students expressed satisfaction with the department in general. Respondents that expressed dissatisfaction were specifically concerned with the departmental orientation program, and with the accessibility, availability and procedural knowledge of their advisors.

The survey proved useful in identifying causes of student dissatisfaction. Now identified, these problem areas can be remedied and therefore help to minimize departmental attrition.

ACKNOWLEDGMENTS

guidance and those who helped with technical assistance to those who

lived and breathed attrition and retention with me--Thank you.

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CHAPTER ONE

INTRODUCTION

Student satisfaction and retention have always been important con-
cerns of administrators. In 1982, Dr Colleen Cooper of the Michigan
State University (MSU) Agriculture and Extension Education Office ad-
ministered a survey within the MSU College of Agriculture and Natural
Resources. The survey assessed student's attitudes concerning their
experiences while majoring in various curricula within this College.

Academic integration, along with social climate and it's integra-
tion, are important factors in student satisfaction, and are therefore
important to the Recreation Resources program. Academic integration
includes: grade performance, perception of faculty concern for teaching
and student development, as well as formal and informal contacts with
faculty concerning academic, intellectual and career matters. Social
integration refers to extracurricular activities, peer group relation-
ships and informal interactions with faculty.

Once it is discovered why people come into and leave a department,
administrators can work to develop quality academic programs which aid
the retention process. Before this can be done however, information is
required in connection with the student's decision to stay, leave, trans-
fer or drop in and out of college. This information will be extremely
helpful in designing ways to improve the quality of assistance given to
students.

As part of this thesis research, a survey similar to the one done by Dr. Cooper in 1982, was administered to 135 students within the Parks and Recreation Resources (PRR) Department. It dealt specifically with the notions of student satisfaction, retention and attrition within the Recreation Resources program. Both undergraduate and graduate students were surveyed regarding their perceptions of academic programs, social climate and administrative procedures within the department.

General background information was not solicited as a part of this 1984 satisfaction survey. However, a study to characterize the "typical" MSU PRR student was done by Robert Dunlavey in 1974. Although dated, this information will be presented in order to give the reader an idea of the general characteristics of PRR students.

According to the 1974 survey results, PRR students come from an essentially middle to upper-middle class background, having lived mostly in a suburban environment. Results indicate that students enter PRR from a variety of academic backgrounds, usually transferring into the department at the junior or sophomore level. Outstanding among the survey results is the characterization of PRR students as completely outdoors-oriented in terms of their interests, recreation, lifestyle and employment preferences (Dunlavey, 1974).

Each day, administrators must make decisions that will, in the long run, affect many people. Analysis of the data collected from this PRR Survey (1984) will provide decisionmakers with important up-to-date information concerning student's perceived needs within the academic climate so that areas of concern can be identified. This solid and relevant information, gathered directly from students, can serve as a

guideline for future decisionmaking. With access to this type of infor-
mation, administrators can better handle the problems of student satis-
faction and retention.

OBJECTIVES OF THE STUDY

The primary objective of this research was to identify areas within
the PRR Department which contribute to student dissatisfaction, and
often attrition. Removing or at least reducing the areas of dissatis-
faction should work to improve the overall academic climate within the
department and lead, in turn, to student retention.

More specific objectives were:

1. To survey all Michigan State University Parks and Recreation
Resources students in regards to their perceptions of the academic
programs and administrative procedures of the department.

2. To survey these students in order to determine points of
student dissatisfaction.

3. To utilize the acquired information as a tool for bettering
the department's programs in terms of both academic and social inte-
gration.

CHAPTER TWO

REVIEW OF THE LITERATURE

The problem of dropouts has been a national as well as an international concern at all levels of education. It is not a new phenomenon. As early as 1872 the problem of dropouts was discussed at the annual convention of the National Education Association (Kowalski,1977). Nearly a century later Lenning, Beal and Sauer (1980) defined the dropout as "one who leaves the institution and does not return for additional study at any time, or at the time of the study".

Researchers (Bean, 1982; Pascarella, 1982) have called to our attention that "despite many years of research, hundreds of publications, and many carefully controlled studies on factors contributing to attrition and retention, very few solutions to the complex problem have been identified". Findings are far from consistent or clear, therefore the main conclusion to draw from the research is that it "is impossible to isolate a single cause for attrition - no simple solution exists" (Beal and Noel, 1980; Bean, 1982). Still, general conclusions can be drawn from the research, which show that improved retention is possible, and that action programs can be formulated to respond to circumstances on particular college campuses (Beal and Noel, 1980).

Beal and Noel have worked to shift the focus of their research from "the negative to the positive - from why students leave college to how they can be encouraged to stay, from attrition to retention".

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They suggest a new focus on "tractable" variables--those the college can do something about such as orientation programs, counseling, financial aid and adequate information (Beal and Noel, 1980).

RESEARCH CLASSIFICATIONS

In his article entitled "College Dropouts - A Review", Lee Marsh (1966) noted that studies concerned with student dropout could be conveniently classified into three categories. These classifications include: (1) Philosophical and Theoretical, (2) Descriptive, and (3) Predictive studies. Philosophical and Theoretical studies are those which usually include recommendations for action based on the assumption that dropouts could be prevented. Descriptive studies describe the general characteristics of dropouts, how they live as students and the reasons these students gave for leaving school. Predictive studies are those that utilize a range of admission variables in order to generate prediction equations for a variety of college "success" measures. It appears that survival in college is dependent largely on a clear and realistic set of goals and having interests that are compatible with the influences and expectations of departmental faculty and curricula (Spady, 1970; Cope and Hannah, 1975; Kowalski, 1977; Dressel, 1983). "The degree to which the attitudes and values of the student correspond with those of the institution is also the degree to which the student is likely to persist at that institution" (Pantages and Creedon, 1978). Cope and Hannah (1975) explain that there is "no dropout personality, only individual personalities interacting with different campus environments, at various times in their mutual and changing lives".

RETENTION
General Theoretical Model

Tinto (1975) formulated a theoretical model that "explains the process of interaction between the individual and the institution that leads differing individuals to drop out from institutions of higher education, and that also distinguishes between those processes that result in definably different forms of dropout behavior". It is an institutional rather than a systems model of dropout. His conceptual scheme is based on a theoretical synthesis of recent research and takes into consideration a wide variety of "student background" variables related to family history, individual attributes and pre-college schooling in addition to interaction with the college itself (Cooper and Bradshaw, 1982). Tinto postulated that attrition occurs "when the student no longer is socially integrated with other members of the college community and when the student no longer holds the dominant values reflected in the institution's functioning (Lenning, Beal and Sauer, 1980). Tinto's general postulate states that "attrition results from a social and cultural interaction between the dropout and other persons both inside and outside the college community over a period of time" (Lenning, Beal and Sauer, 1980).

Predicting Retention

Robert Iffert's 1958 report of a study done on "Retention and Withdrawal of College Students" is one that is often referred to today. Iffert's study, done for the US Department of Health, Education and Welfare, Office of Education, was designed to answer the following three questions. (1) What is the rate of student dropout in relation to type of institution, economic status of the family, motivation of the student, academic performance, amount of self help, participation in extra-curricular activities and residence of the student? (2) What reasons do students

give for transferring to other institutions and for discontinuing college attendance? and (3) What implications do the characteristics of students and their mobility have for higher educational institutions with reference to recruitment, selection, admission, counseling, instruction, scholarship aid, and other functions? These same questions are still being asked. According to Iffert, withdrawal from college is not so much associated with dissatisfaction as with the inability, or unwillingness, to endure dissatisfaction.

An assumption has prevailed that students who are satisfied with a college will stay and those who are dissatisfied will leave. However, this is not necessarily true. Persistence may be related more to willingness or ability to endure dissatisfaction than to the dissatisfaction itself. On the other hand, if a student is satisfied, that satisfaction probably contributes to retention (Lenning, Beal and Sauer, 1980). "The extent to which the student can meet the demands of the college and derive satisfaction from doing so is the degree to which the student may be expected to persist at the college" (Pantages and Creedon, 1978).

ATTRITION
Demographic and Academic Factors

The academic and socioeconomic backgrounds of college students are known to influence overall persistence (Spady, 1970; Astin, 1972, 1975 a, b; Feldman and Newcomb, 1973; Kowalski, 1977; Bianchi and Bean, 1980). Background variables such as potential and past performance are important determinants of attrition rates. Housing situation, proximity and accessability of home, membership in fraternity or sorority and participation in extra-curricular activities also govern dropout frequency

Iffert, 1958; Spady, 1970; Astin, 1972, 1975a; Feldman and Newcomb, 1973; Cope and Hannah, 1975; Ramist, 1981; Pascarella, 1982). Astin (1975b) emphasizes that the greater the involvement with others at the college, the more likely the student will persist.

Aspirations and motivations are listed as key retention predictors. These predictors include (1) level of degree aspiration--those who aspire to advanced degrees are more likely to persist (Feldman and Newcomb, 1973; Cope and Hannah, 1975; Lenning, Beal and Sauer, 1980; Ramist, 1981); (2) transfer plans--intention to transfer or dropout at time of initial entrance is positively related to attrition (Lenning, Beal and Sauer, 1980); (3) commitment--commitment to college is positively related to persistence (Tinto, 1975); when student-institution fit is poor, commitment becomes necessary for persistence (Lenning, Beal and Sauer, 1980); and (4) peer group influence--influence of peer group is positively related to persistence (Lenning, Beal and Sauer, 1980).

Iffert (1958) and Cope and Hannah (1975) point out that reasons for going to college and reasons for leaving college had a common characteristic, namely complexity. Few students identified an overriding reason for either action. Characteristics that may encourage withdrawal at one type of college may be irrelevant at another type (Feldman and Newcomb, 1973; Cope and Hannah, 1975; Ramist, 1981). Previous research points to the importance of considering the "fit" between the climate of the college and the kinds of students who find their way there (Meyer and Bowers, 1965; Astin, 1975a, b; Cope and Hannah, 1975, Ramist, 1981). This relates to what Lenning, Beal and Sauer (1980) see as the dominant theme of retention research: that attrition and retention result from the interactions that take place between students and the institution.

Fit can involve many things, but it does include moral and social integration, meaningful contact between the student and the faculty, development of relationships between students and those who care about them, and the responsiveness of the institution to the need students feel (Feldman and Newcomb, 1973; Cope and Hannah, 1975; Kowalski, 1977; Lenning, Beal and Sauer, 1980; Ramist, 1981; Pascarella, 1982; Allen and Jones, 1983). "Until we know something about the opportunities and rewards that a college offers in relation to the goals and desires of the students it recruits, we will remain ignorant of the causes of drop-out" (Meyer and Bowers, 1965).

Feldman and Newcomb suggest that the causes for withdrawal given by students be viewed with some skepticism and caution, as the causes of departure are often distorted.

One example is student concern about finances. Cope and Hannah (1975) came to the conclusion that financing college is not a major problem in persistence. Yet Lenning, Beal and Sauer (1980) point out that even the student with apparently adequate financial support might perceive a problem and withdraw to solve it. Conversely, some students can work near-miracles with limited finances and thus persist in college. Lenning, Beal and Sauer (1980) and Ramist (1981) also discuss how the amount and type of financial aid is related to persistence. Apparently, a student had a better chance of staying in college if s/he received a major part of support from parents, scholarship or from personal savings (Astin, 1972). Scholarships and grants, particularly those of major proportions, seem to increase persistence while loans, especially those for large amounts, seem to contribute to attrition. Part time on-campus employment also seems to improve persistence. Astin (1975a, b) writes that

the type of financial aid can influence persistence: loans work negatively when combined with grants, work study is best with no grants, and any type of aid is best if not combined with other forms. This is particularly true in the case of work-study programs, which tend to lose their beneficial impact when combined with grants or loans.

Institutional characteristics can also work to positively influence persistence. Student services in the form of counseling, academic advising, and orientation programs are all important factors of retention (Astin, 1975a; Kowalski, 1977; Lenning, Beal and Sauer, 1980; Ramist,1981).

COLLEGE PROGRAMS AND THEIR EFFECTS

Ramist (1981) writes, "one way of promoting student satisfaction with the college is to ensure that from the beginning - that is, before enrollment - the student receives information about the college that is as accurate, up-to-date, complete, and understandable as possible". What may be a small, insignificant disappointment if known before enrollment can become a major source of dissatisfaction if discovered after enrollment.

The orientation program plays an extremely important role in helping students make the most of their college experience(Ramist, 1981). Pantages and Creedon (1975) suggest the use of a comprehensive and ongoing orientation program to better integrate students into the college environment.

Advising is much more than just assisting students in choosing classes so that they may progress efficiently and effectively through their required and elective academic programs. Student advising

includes some personal adjustment assistance, some career development assistance, and the development of a positive faculty-student relationship (in Allen and Jones, 1983). Kenneth Eble (1979) tells us that advising and counseling are part of the necessary interchange between teacher and student. Advising should be performed by individuals with some training and sincere interest in counseling students, particularly relative to career-related issues (Pantages and Creedon, 1975; Dressel, 1983). The good counselor must have a thorough knowledge of the resources and services of the college, must be able to assess (and even anticipate) student needs accurately, and must be able to match student needs and college services. The counselor must be easily accessible to the student, and the advisory relationship is best when there is reasonable continuity (Ramist, 1981).

According to Tinto's theoretical model, the greater the degree of integration into the college, the greater the student's commitment will be. Studies (Bean, 1980; Pascarella and Terenzini, 1980; Beal and Pascarella, 1982) support the role of social and academic integration as being significantly related to leaving and staying.

Cooper and Bradshaw (1982) interpreted Tinto's (1975) model and provided examples of ways to improve integration in college's social and academic systems. Some of their suggested methods for improving social integration are:

-publish a college-wide and departmental newsletter
-expand opportunities for student involvement in clubs, organizations and college activities
-construction of a multi-purpose student 'center' for the college to facilitate interaction between faculty and students, and between students
-assessment of student perceptions of faculty-student interactions

followed by investigation and improvement of those interactions
found to result in student dissatisfaction

Improvement of <u>academic</u> integration can be accomplished through:

-thorough investigation, and subsequent improvement of departments
and courses with which many students express dissatisfaction
-completion of job market surveys for occupational fields in which
students expressed dissatisfactions concerning lack of program
relevance to career aspirations and/or lack of preparation for
future occupation
-modification of programs based upon results of such surveys (i.e.
making programs more relevant to the needs of employers in the
field) thereby enhancing both the employment opportunities and
professional competence of graduates of programs
-provision of high quality career counseling in conjunction with
competent academic advising, to assist students in identifying
and meeting appropriate individualized occupational goals and
comprehending the relevance of specific courses and program clus-
ters to these goals.

COMMUNICATION

Communication (the process by which messages are transferred from

a source to a receiver through certain channels), is a component of

change, and therefore integrally related to the concepts of attrition

and retention. Specifically, it is interpersonal communication which

will help uncover the causes of dissatisfaction which contribute to

attrition. Interpersonal communication, that which occurs in the con-

text of face-to-face interaction, is relatively unstructured and marked

by informality and flexibility (Barnlund in Littlejohn, 1978). In

the absence of formal communication, an honest discussion of ideas and

concerns may emerge from interaction among students, faculty, or stu-

dents and faculty. Students can be dissatisfied with any number of

things within the school system, but these dissatisfactions cannot be

dealt with if they are not made known to those who can do something

about them. It is imperative that information concerning the real

sources of student dissatisfaction be gathered through these interpersonal channels.

The guiding generalization, according to Littlejohn (1978), is that communication results in change. By using interpersonal channels we can reveal some sources of dissatisfaction and work to alleviate them. This communication can help us to better the programs offered by the department.

Once causes of dissatisfaction are identified through interpersonal communication, facilitative strategies can be used to implement the necessary changes.

Facilitative Strategies

Facilitative strategies are those which make easier the implementation of changes by and/or among a target group (Zaltman and Duncan, 1977). The use of facilitative strategies assumes that the target group (in this instance a college or subunit therof) (1) already recognizes a problem, (2) is in general agreement that remedial action is necessary, and (3) is open to external assistance and willing to engage in self-help. Facilitating strategies do not work simply be virtue of assistance being made available to the client system (students). Awareness within the client group as to the availability of help must exist in sufficient detail and clarity so that those involved know exactly what is available and where and how assistance can be obtained.

Students should be made aware of the fact that the department is trying to identify and eliminate sources of dissatisfaction. Only after the department knows about dissatisfactions, can it work to improve the situation. Once dissatisfaction has been identified, and it has been agreed upon that action is necessary, students should be encouraged to

give input. If they are experiencing a problem, chances are they have some ideas on how it can be alleviated.

By encouraging effective communication between students and faculty, change, leading to satisfaction and therefore attrition, can be facilitated.

OVERVIEW

Cooper and Bradshaw (1982) explain that Dressel stresses a need for a shift in orientation from institutional needs to student needs. Among his suggestions for ways to reduce attrition within college systems:
(a) grant credit for life experience, summer internships and volunteer practica. Credit earned for "hands-on" breaks from traditional learning will reduce attrition; and
(b) minimize the number of general education and prerequisite courses. Students should be given opportunities to take courses during their first year which have some direct relevance to their occupation or life goals. Excessive general education and program prerequisite requirements will increase student attrition, particularly during the freshman year. Research results indicate that programs with a lack of clear focus and a lack of career implications may cause low student persistence rates. Dressel emphasizes that in addition to program improvements (aimed at retention and the development of means to prevent students from withdrawing), colleges should be striving for more attractive and relevant programs. Both the student and university can benefit from such program enhancements.

> "However constructed or designed, no program to reduce
> attrition is better than its implementation and management
> within the institution. It is one thing to conceive of, even

design, an institutional retention effort; it is another
to implement and manage one within the often rigid maze of
institutional structures" (Tinto, 1982).

Tinto reviews the facts that successful retention programs are most fre-

quently longitudinal, almost always integrally tied into the admission

process, and generally involve a wide range of institutional actors in

their implementation. The best retention program may not really be a

specific retention program: "it may be an effort to upgrade the level

of educational service, in its broadest sense, that is provided for

the benefit of the students" (Ramist, 1981).

CHAPTER THREE

RESEARCH METHODS AND PROCEDURES

This chapter provides an overview of the methods used in obtaining

data necessary to meet the general study objective: identifying causes

of student dissatisfaction within the MSU Parks and Recreation Resources

Department.

Data Collection Methods

This study involved the total student population of the MSU PRR De-

partment. Both undergraduate and graduate students were surveyed re-

garding their perceptions of the academic programs, social climate and

administrative procedures of this department.

A one-page, back-to-back survey instrument (designed by Cooper and

Bradshaw, 1982), was used to collect the data. The survey was printed

on optical scan sheets, so that it could be computer scored. The Scoring

Office at MSU scanned the survey sheets and automatically transferred the

results onto keypunched Fortran computer cards for use in later computer

analysis.

In order to systematically reach the needed student population, the

survey was administered in PRR classes offered during the 1984 Spring

term. By going over class enrollment lists, it was possible to tell

which classes would be the best to administer the survey in, in order to

reach the greatest amount of students at a given time. Once it was de-

cided which classes were to be surveyed, a memo was given to each faculty

member involved, detailing the specifics of the survey. (See Appendix A.)
At the same time, a memorandum was distributed to all faculty members
within the department. (See Appendix B.) This gave a brief explanation
of the proposed study and the plans for its implementation. Faculty
concerns and suggestions were requested.

After memos concerning the scheduled in-class surveying were dis-
tributed to faculty, adjustments were made based on comments received.
These adjustments included requests to:

1) distribute the surveys at the end of the class period instead of at
the beginning, as was originally planned; and

2) switch the day/date of distribution due to previously planned class
activities.

Instrumentation

Class distribution of the surveys followed a general pattern. In
all four classes, the instructor introduced the researcher, and explained
that the project was a Masters Thesis research and a topic of importance
to the department. Some instructors knew a bit more about the project
and provided the students with as much information as possible. The re-
searcher then added any other pertinent information necessary to complete
the survey form. The surveys, op scan sheets plus a sheet with supple-
mentary questions, were distributed.

After administering the first two sets of surveys, it became evident
to the researcher that the presence and amount of written comments (Sec-
tion VI of the survey form), was indeed related to the way the project
was introduced by the instructor. Those surveys distributed at the be-
ginning of class, with time provided for completion and an evidence of
faculty concern, were filled out much more completely than those distrib-
uted at the end of the class session. Most students were reluctant to

stay after class to complete the survey. Of those surveys that were taken home by the students for completion at a later time, few were recovered for analysis. Not all surveys distributed at the end of class proved to be problems.

Of the four classes surveyed, two were surveyed at the beginning of the class period, one 15 minutes before the end of the period, and one just as the class was ending. As one would probably suspect, those surveys completed during class time were filled out more completely than those done after class.

Most of the students reached during class time were undergraduates. Most of the graduate students were not enrolled in PRR classes for Spring term. In order to reach these graduate students, surveys accompanied by directions for completion, were placed in each of their mailboxes. In this way they could conveniently obtain the survey, fill it out, and return it to the box provided. Ten days into the data collection, 46.2 percent of the department had been surveyed. (This 46.2 percent included 39.5 percent of the graduate students and 35.4 percent of undergraduates.)

In order to reach more students, the decision was made to distribute those surveys still outstanding during pre-registration in March, and also during registration at the end of March. The secretarial staff of the department played a big part in the second and third distributions of the survey. Before pre-registration began, the secretaries were given a packet that included a list of all students who still needed to fill out the survey, and a sufficient number of surveys to cover all those students. The survey sheet was paper clipped to the supplementary question sheet for easy distribution. Scoring pencils were also provided. The surveys were given to the students when they arrived at the PRR office

to pick up their registration cards. Prior to registration, the researcher had obtained permission from the department chairperson to distribute the remaining surveys in this manner. Students had to complete and return the survey form before they were given their "Permit to Register" cards for that term. This method of distribution worked very well and increased the number of undergraduates surveyed from 35.4 percent to 69.2 percent. Surveys were again distributed in this manner during the regular registration period and another 9 undergraduates were reached. For the duration of the survey period, a box was provided so that anyone who had a survey outstanding could easily return it for analysis. For easy access, the box was kept near the graduate student mailboxes. Students were asked to cross their names off the list on the box top when they returned their surveys.

A follow-up study was done in order to reach 1 out of every 5 students who had an outstanding survey (Deming, 1960). All students involved in the follow-up were telephoned in order to find out the best way to get a survey to them. One survey was actually done over the phone. Three surveys were mailed to students with a self-addressed stamped envelope so that the surveys could be returned to the researcher. The follow-up was successful. Within the confines of the entire survey period, 78.9 percent of the PRR students enrolled Spring term, 1984, had been contacted and surveyed.

CHAPTER FOUR

SURVEY RESULTS

This chapter will include the descriptive results of the MOSS Survey as administered to the Park and Recreation Resources students at Michigan State University. Of the 171 students registered with the department, 135 (78.9%) were surveyed. (See Table 1.)

Table 1

Number of PRR Students Surveyed with MOSS Survey

Class Level	Number of Students Registered	Number Surveyed	Percentages
Undergraduates	130	102	78.4
Graduates	41	33	80.4

Total Respondents (135)

DEMOGRAPHIC VARIABLES

The first section of the survey gathered general demographic information about the respondents. (See Appendix C for complete MOSS Survey form.) This information included departmental concentration, age, sex, racial/ethnic origin, class level and cumulative grade point average (GPA).

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SATISFACTION VARIABLES

Section II (items 1 - 22) of the survey, dealt with variables of satisfaction. These 22 questions elicit information concerning the student's general satisfaction levels in connection with such factors as: quality of the academic program and its relevance to career aspirations; concerns with faculty, advisors and support staff; equal treatment of all students; and overall contentment with the department in general. Satisfaction was measured in terms of (1) very satisfied, (2) satisfied, (3) neutral, (4) dissatisfied, (5) very dissatisfied, and (6) insufficient information.

Items 23 - 27, which comprise Section III, were used to gather information about the student's integration into extracurricular activities. Involvement and leadership in departmental clubs and activities was one of the questions asked.

By completing Section IV (items 28a-d) of the MOSS Survey, survey respondents indicated their academic plans for the future. Respondents were asked if they planned to remain in the department and why or, if they planned on leaving. Reasons for leaving include graduation, transfer and dropout with supporting reasons for the latter two.

Section V was used to gather supplemental information about advisors and orientation. Section VI provided the respondents with an opportunity to express in writing any comments, concerns, or ideas they had in connection with the department.

In order to process the data collected with this Monitor of Student Satisfaction Survey, the Statistical Package for the Social Sciences (SPSS) was used. Data analysis consisted of three basic

components: (1) crosstabulations; (2) factor analysis; and (3) creating
graphic displays from the data output.

A factor analysis was used to check the internal validity of the
questions in Section II (items 1-22). After trying various rotations,
it became evident that a 3 factor solution was best for this sample
(N=135). This 3 factor solution accounted for most of the variance and
illustrates how respondents perceived each of the 22 questions. After
the analysis was done, the questions could be easily grouped into the
following categories: (1) Career relevance/Quality of program; (2) Ad-
vising; and (3) Equality of treatment/Fairness of opportunities. Items
17 and 20 did not fall into any of the 3 factors and were therefore
eliminated from further analysis. (See Appendix D for the complete
factor analysis results.)

The separate discussions below deal with each survey section and
set of corresponding variables, which produced statistically signifi-
cant data. They take the independent variables of concentration, age,
sex, racial/ethnic origin, class level and cumulative grade point
average, and show how the dependent variables in Sections II, III, IV,
and V are affected. Comparisons with significant amounts of relevant
information are shown in tabular form for purposes of clarity.

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Concentration

A breakdown of the 135 respondents by departmental concentration is illustrated by Table 2.

Table 2

Breakdown of Respondents by Departmental Concentration

Concentration	Frequency	Percentage
Administration	20	14.8
Commercial	11	8.1
Interpretation	12	8.9
Planning & Design	7	5.2
Recreation Program Management	13	9.6
Therapeutic	27	20.0
Other*	10	7.4
No Demographic Info Provided	35	25.9

* this includes: Recreation and Youth Leadership; Tourism, Communication and Interpretation; Recreation Resources Analysis; Resource Economics.
Total Respondents (135)

Table 3 shows how satisfied respondents were with the department in general (item 22). Respondents are classified by concentration.

Table 3

Satisfaction (by Concentration) With the Department in General

Concentration	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		Insufficient Information	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Administration			7	5.1	8	5.9	4	3.0	1	0.7		
Commercial			6	4.4	4	3.0	1	0.7				
Interpretation			8	5.9	3	2.2					1	0.7
Planning & Design			5	3.7	1	0.7					1	0.7
Recreation Program Management	3	2.2	6	4.4	2	1.5	1	0.7	1	0.7		
Therapeutic	6	4.4	12	8.9	6	4.4	3	2.2				
Other	2	1.5	5	3.7	3	2.2						
No Demographic Info Provided	5	3.7	13	9.6	10	7.4	4	3.0	2	1.5		

F Frequency
% Percentage
Total Respondents (135)

Age

The distribution of respondents by age is shown in Table 4. Age will not be shown in comparison with any of the dependent variables, as it bears no significant influence over them in the survey.

Sex

Of the 135 student respondents, 86 (63.7%) were female and 47 (34.8%) were male. Once again, two students did not complete the demographic section of the survey, thus leaving 1.5 percent undefined.

Sixty-four and five-tenths percent of the students expressed satisfaction with the Michigan State University Park and Recreation Department in general. A neutral position was expressed by 27.4 percent of the respondents, while 5.9 percent expressed general dissatisfaction. Table 5 illustrates satisfaction (by sex) with the department in general.

Thirty-four students (13 males, 21 females) make up the 25.2 percent of respondents involved in at least 1 extracurricular club or activity. Nine females (6.7%) are active in more than 1 activity, while 38 students (17 males, 20 females and 1 who gave no demographic information), 28.1 percent, report occasional involvement. Excluding the three students who did not answer the question, there are 51 students (37.8%) who are not involved in any extracurricular departmental clubs or activities.

Item 28a-d asked respondents if they were planning on staying in the Park and Recreation Department, and why; or if they were planning to leave, and why. Table 6 depicts the demographic characteristics of those students planning to remain in the department, while Table 7 characterizes those who plan to leave.

Items 31 through 33 were used to gather insight as to how the students view the competency of advisors in terms of dispensing accurate, comprehensive and timely information. (See Table 8.)

Respondents were also asked to give their satisfaction levels concerning the availability of up-to-date career information. Satisfaction with availability was expressed by 34 (25.2%) of the respondents and dissatisfaction was expressed by 13 (9.6%).

Table 4

Distribution of Respondents by Age

Range	Frequency	Percentage
18 or under	2	1.5
19 - 20	22	16.3
21 - 22	58	43.0
23 - 25	19	14.0
26 - 28	11	8.1
29 or over	21	15.6
No demographic info provided	2	1.5

Total Respondents (135)

Table 5

Satisfaction (by Sex) With the Department in General

Sex	Very Satisfied F (%)		Satisfied F (%)		Neutral F (%)		Dissatisfied F (%)		Very Dissatisfied F (%)		Insufficient Information F (%)	
Male	5	3.7	25	18.5	14	10.4	2	1.5	1	0.7		
Female	14	10.4	42	31.1	22	16.3	6	4.4			2	1.5
No Demographic Info Provided			1	0.7	1	0.7						

F Frequency
% Percentage
Total Respondents (135)

Table 6

Students Staying in Department and Why

Demographic Variables

Satisfaction Levels	Concentration	Age	Sex	Race	Class	Cumulative GPA
Very Satisfied	4 Administration 3 Commercial 3 Interpretation 2 Planning & Design 3 Rec. Program Management 4 Therapeutic 2 Other 8 No demographic info provided	4 19-20 14 21-22 4 23-25 5 29 or over 1 no demo info provided	7 Males 20 Females 1 no demo info provided	25 Caucasians 1 MexicanAmerican/ Chicano/Hispanic 2 no demo info provided	2 Sophomores 9 Juniors 13 Seniors 2 Masters 1 PhD 1 no demo info provided	6 2.0-2.4 9 2.5-2.99 8 3.0-3.49 3 3.5-4.0 2 no demo info provided
Basically Satisfied	12 Administration 7 Commercial 7 Interpretation 4 Planning & Design 8 Rec. Program Management 14 Therapeutic 6 Other 12 No demographic info provided	1 18 or under 9 19-20 32 21-22 11 23-25 7 26-28 11 29 or over	28 Males 43 Females	2 Afro-American/ Black 1 American Indian/ Alaskan Native 63 Caucasians 3 Asian 2 Other	3 Freshmen 4 Sophomores 21 Juniors 23 Seniors 9 Masters 11 PhD	3 less than 2.0 13 2.0-2.4 20 2.5-2.99 18 3.0-3.49 16 3.5-4.0 1 No demo info provided
Not Satisfied	3 Administration 1 Commercial 1 Rec. Program Management 1 Therapeutic 2 No demographic info provided	1 19-20 2 23-25 4 26-28 1 29 or over	3 Males 5 Females	7 Caucasians 1 Other	1 Junior 1 Senior 5 Masters 1 PhD	4 3.0-3.49 3 3.5-4.0 1 No demo info provided

Total Respondents (135)

Table 7

Students Leaving Department and Why

Reasons For Leaving	Concentration	Demographic Variables				
		Age	Sex	Race	Class	Cumulative GPA
Graduate	1 Administration 1 Interpretation 1 Therapeutic	2 21-22 1 23-25	1 Male 2 Females	3 Caucasians	2 Seniors 1 Masters	2 2.5-2.99 1 3.0-3.49
Transfer Within College of ANR	2 Administration	1 19-20 1 21-22	2 Females	1 Afro-American/Black 1 Caucasian	2 Juniors	1 2.0-2.4 1 3.0-3.49
Transfer Different College at MSU	5 Administration 2 Therapeutic 1 Other	1 18 or under 4 19-20 2 21-22 1 29 or over	3 Males 5 Females	8 Caucasians	2 Freshmen 2 Sophomores 4 Juniors	1 2.0-2.4 3 2.5-2.99 4 3.0-3.49
Drop-out and Return to MSU	1 Administration 1 Rec. Program Management 1 Therapeutic	1 21-22 1 23-25 1 29 or over	3 Males 1 Female	3 Caucasians	1 Senior 1 Masters 1 PhD	1 less than 2.0 1 3.0-3.99 1 3.5-4.0
Drop-out and Not Return to MSU	1 Therapeutic	1 19-20	1 Female	1 Caucasian	1 Junior	1 2.0-2.4

Total Respondents (135)

Table 8

Competency of Advisors

Information	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		Insufficient Information		Didn't Answer	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Accurate	8 Males 10 Females	13.3	13 Males 27 Females	29.6	11 Males 26 Females 1 No demo	28.1	4 Males 8 Females	8.9	1 Male 4 Females	3.7	1 Male 1 Female	1.5	9 Males 10 Females 1 No demo	14.8
Comprehensive	2 Males 15 Females	12.6	14 Males 22 Females 1 No demo	27.4	12 Males 20 Females	23.7	6 Males 10 Females	11.9	3 Males 4 Females	5.2	5 Females	3.7	10 Males 10 Females 1 No demo	15.6
Timely	3 Males 3 Females	4.4	9 Males 20 Females	21.5	13 Males 21 Females	25.2	6 Males 10 Females	11.9	4 Females	3.0	7 Males 17 Females 1 No demo	18.5	9 Males 11 Females 1 No demo	15.6

F   Frequency
%   Percentage
Total Respondents (135)

Race

One hundred nineteen (88.1%) of the student respondents were cau-
casian, with the remaining 13 (9.6%) being members of minority groups.
Three respondents did not provide demographic information. See Table
9 for breakdown by race. In this situation, minority group is used
in reference to Afro-Americans/Blacks; American Indian/Alaskan Native;
Mexican-American/Chicano/Hispanic; Asian; or other.

Table 9

Breakdown of Respondents by Race

Race	Frequency	Percentage
Afro-American/Black	4	3.0
American Indian or Alaskan Native	1	0.7
Caucasian	119	88.1
Mexican-American/ Chicano/Hispanic	1	0.7
Asian	4	3.0
Other	3	2.2
No demographic information provided	3	2.2

Total Respondents (135)

Satisfaction of respondents by race, with the department in general (item 22), is shown in Table 10.

Table 10

Satisfaction (by Racial/Ethnic Origin) With the Department in General

Race	Very Satisfied F (%)	Satisfied F (%)	Neutral F (%)	Dissatisfied F (%)	Very Dissatisfied F (%)	Insufficient Information F (%)
Afro-American/Black	1 0.7	1 0.7	2 1.5			
American Indian or Alaskan Native		1 0.7				
Caucasian	18 13.3	61 45.2	30 22.2	7 5.2	1 0.7	2 1.5
Mexican-American/ Chicano/Hispanic		1 0.7				
Asian		1 0.7	3 2.2			
Other		1 0.7	1 0.7	1 0.7		
No demographic info provided		2 1.5	1 0.7			

F Frequency
% Percentage
Total Respondents (135)

Students were surveyed about the attitude of faculty toward students (item 9). Table 11 illustrates student satisfaction levels by race.

Table 11

Satisfaction (by Racial/Ethnic Origin)
With Attitude of Faculty Toward Students

Race	Very Satisfied F (%)	Satisfied F (%)	Neutral F (%)	Dissatisfied F (%)	Very Dissatisfied F (%)	Insufficient Information F (%)
Afro-American/Black	1 0.7	1 0.7	2 1.5			
American Indian or Alaskan Native		1 0.7				
Caucasian	27 20.0	54 40.0	26 19.3	8 5.9		3 2.2
Mexican-American/ Chicano/Hispanic			1 0.7			
Asian		2 1.5	2 1.5			
Other			3 2.2			
No demographic info provided		1 0.7	2 1.5			

One (1) Caucasian did not answer the question

F Frequency
% Percentage
Total Respondents (135)

Item 25 surveyed involvement in extracurricular departmental activities by race. Results show that of 13 minority students within the department, 5 (38.5%) are not involved in any extracurricular events, 6 (46.1%) have occasional involvement and 2 (15.4%) are involved in 1 club or activity. Of the 119 caucasian students 45 (37.8%) are not involved in any extracurricular departmental activities, 30 (25.2%) are occasionally involved, 32 (26.9%) are involved in 1 club or activity and 9 (7.6%) are involved in more than 1 activity. Three students did not provide demographic information.

Item 26 indicates that only three minority students have leadership roles in extracurricular departmental activities. Thirty-one Caucasians report holding one or more leadership roles in extracurricular activities.

Class

Over half of the respondents (63.0%) were undergraduates in the upper class levels (Juniors and Seniors). Graduate students made up another 24.4 percent. Freshmen and Sophomores comprised the remaining 11.1 percent. As with the other demographic questions, two students did not respond accounting for the missing 1.5 percent. A breakdown of students by class level is shown in Table 12.

Table 13 shows satisfaction with the department in general by class level (item 22). The table shows that only 8 of the students (5.9%) express dissatisfaction with the department in general. This 5.9 percent is comprised of 2 Juniors, 5 Masters and 1 Doctoral student. One Senior expressed a satisfaction level of very dissatisfied.

Table 12

Breakdown of Respondents by Class Level

Class	Frequency	Percentage
Freshmen	5	3.7
Sophomore	10	7.4
Junior	43	31.9
Senior	42	31.1
Masters	18	13.3
PhD.	15	11.1
No demographic information provided	2	1.5

Total Respondents (135)

Table 13

Satisfaction (by Class Level) With the Department in General

Class Level	Very Satisfied F (%)		Satisfied F (%)		Neutral F (%)		Dissatisfied F (%)		Very Dissatisfied F (%)		Insufficient Information F (%)	
Freshmen	1	0.7	3	2.2	1	0.7						
Sophomore	1	0.7	5	3.7	4	3.0						
Junior	8	5.9	22	16.3	9	6.7	2	1.5			2	1.5
Senior	7	5.2	22	16.3	12	8.9			1	0.7		
Masters	1	0.7	6	4.4	6	4.4	5	3.7				
PhD.	1	0.7	9	6.7	4	3.0	1	0.7				
No demographic info provided			1	0.7	1	0.7						

F Frequency
% Percentage
Total Respondents (135)

The department's contribution to academic and intellectual development by class (item 1) is shown in Table 14.

Table 14

Satisfaction (by Class Level)
With the Department's Contribution
to Academic and Intellectual Development

Class Level	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		Insufficient Information	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Freshmen			2	1.5	2	1.5					1	0.7
Sophomore			5	3.7	5	3.7						
Junior	4	3.0	25	18.5	10	7.4	2	1.5			2	1.5
Senior	4	3.0	30	22.2	4	3.0	4	3.0				
Masters	1	0.7	10	7.4	2	1.5	5	3.7				
PhD.	1	0.7	10	7.4	3	2.2	1	0.7				
No demographic info provided			2	1.5								

F Frequency
% Percentage
Total Respondents (135)

Table 15 illustrates the satisfaction of respondents by class, with the relevance of the PRR Department's program content to career aspirations (item 2).

Table 15

Satisfaction (by Class Level)
With the Relevance of the Department's Program Content
To Career Aspirations

Class Level	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		Insufficient Information	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Freshmen			3	2.2	2	1.5						
Sophomore	2	1.5	4	3.0	4	3.0						
Junior	10	7.4	16	11.9	11	8.1	4	3.0	1	0.7	1	0.7
Senior	7	5.2	20	14.8	7	5.2	8	5.9				
Masters	2	1.5	9	6.7	1	0.7	5	3.7	1	0.7		
PhD.	1	0.7	8	5.9	2	1.5	4	3.0				
No demographic info provided			1	0.7	1	0.7						

F Frequency
% Percentage
Total Respondents (135)

Table 16 gives a general idea of how each class rates the flexibility of the recreation program to meet their educational needs (item 4).

Table 16

Satisfaction (by Class Level) With the Flexibility of the Program

Class Level	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		Insufficient Information	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Freshmen			3	2.2	2	1.5						
Sophomore	2	1.5	3	2.2	4	3.0	1	0.7				
Junior	8	5.9	19	14.1	9	6.7	5	3.7			2	1.5
Senior	9	6.7	17	12.6	11	8.1	5	3.7				
Masters	5	3.7	4	3.0	6	4.4	3	2.2				
PhD.	5	3.7	3	2.2	4	3.0	2	1.5	1	0.7		
No demographic info provided	1	0.7	1	0.7								

F   Frequency
%   Percentage
Total Respondents (135)

When asked about the overall quality of the academic program (item 5), 82 of the 135 respondents (60.7%) expressed satisfaction. See Table 17 for specifics.

Table 17

Satisfaction (by Class Level) With the Quality of the Program

Class Level	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		Insufficient Information	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Freshmen			3	2.2	1	0.7					1	0.7
Sophomore	1	0.7	5	3.7	3	2.2	1	0.7				
Junior	6	4.4	23	17.0	8	5.9	4	3.0			2	1.5
Senior	3	2.2	22	16.3	15	11.1	2	1.5				
Masters	1	0.7	8	5.9	6	4.4	2	1.5	1	0.7		
PhD.	2	1.5	7	5.2	2	1.5	3	2.2			1	0.7
No demographic info provided			1	0.7	1	0.7						

F   Frequency
%   Percentage
Total Respondents (135)

Results of survey item 6 show how respondents, by class, are satisfied with the opportunity to apply what they learn in the classroom. See Table 18.

Table 18

Satisfaction (by Class Level) With Application Opportunities

Class Level	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		Insufficient Information	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Freshmen	2	1.5	1	0.7	1	0.7					1	0.7
Sophomore	3	2.2	3	2.2	3	2.2	1	0.7				
Junior	8	5.9	16	11.9	13	9.6	4	3.0			2	1.5
Senior	8	5.9	23	17.0	10	7.4	1	0.7				
Masters	7	5.2	5	3.7	2	1.5	3	2.2			1	0.7
PhD.			8	5.9	4	3.0	2	1.5			1	0.7
No demographic info provided			1	0.7			1	0.7				

F   Frequency
%   Percentage
Total Respondents (135)

Satisfaction items 7 through 15 deal with variables such as instructors, faculty and advisors. The following tables show the results of these items by class.

Table 19

Satisfaction (by Class Level)
With the Availability of Instructors Out of Class

Class Level	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		Insufficient Information	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Freshmen			1	0.7	2	1.5					2	1.5
Sophomore	1	0.7	2	1.5	7	5.2						
Junior	5	3.7	14	10.4	15	11.1	5	3.7	2	1.5	2	1.5
Senior	6	4.4	20	14.8	10	7.4	5	3.7	1	0.7		
Masters	7	5.2	5	3.7	2	1.5	3	2.2	1	0.7		
PhD.	6	4.4	3	2.2	5	3.7	1	0.7				
No demographic info provided			1	0.7			1	0.7				

F   Frequency
%   Percentage
Total Respondents (135)

As Table 19 illustrates, 52.4 percent of the student respondents express

satisfaction with the availability of instructors (item 7) while only

13.5 percent indicate dissatisfaction. The neutral position is claimed

by 30.4 percent of the respondents.

As shown in Table 20, 67.4 percent are satisfied with the overall

quality of instruction within the department (item 8). Dissatisfaction

was expressed by 5.1 percent.

Table 20

Satisfaction (by Class Level) With Overall Quality of Instruction

Class Level	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		Insufficient Information	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Freshmen	1	0.7	2	1.5	1	0.7					1	0.7
Sophomore	1	0.7	5	3.7	3	2.2	1	0.7				
Junior	4	3.0	24	17.8	12	8.9	2	1.5			1	0.7
Senior	5	3.7	28	20.7	9	6.7						
Masters	2	1.5	10	7.4	3	2.2	3	2.2				
PhD.	1	0.7	7	5.2	6	4.4	1	0.7				
No demographic info provided			1	0.7			1	0.7				

F   Frequency
%   Percentage
Total Respondents (135)

Survey item 9 questioned the respondents about their perception of the

attitude of faculty toward students. Table 21 illustrates that 64.5

percent expressed satisfaction. Note that of the 8 dissatisfied re-

spondents, 4 were Masters students, 2 were Sophomores, 2 were Juniors,

and 1 was a Doctoral Candidate.

Table 21

Satisfaction (by Class Level)
With the Attitude of Faculty Toward Students

Class Level	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		Insufficient Information	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Freshmen	1	0.7	3	2.2	1	0.7						
Sophomore	1	0.7	4	3.0	4	3.0	1	0.7				
Junior	13	9.6	15	11.1	11	8.1	2	1.5			2	1.5
Senior	8	5.9	23	17.0	10	7.4						
Masters	3	2.2	5	3.7	6	4.4	4	3.0				
PhD.	2	1.5	8	5.9	3	2.2	1	0.7			1	0.7
No demographic info provided			1	0.7	1	0.7						

One (1) Senior did not answer the question

F Frequency
% Percentage
Total Respondents (135)

As is illustrated by Table 22, a combined total of 81 students (60.0%) were satisfied with the attitude of the chairperson toward students (item 10). Once again, it is the Masters students who express the most dissatisfaction.

Table 22

Satisfaction (by Class Level)
With the Attitude of the Chairperson Toward Students

Class Level	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		Insufficient Information	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Freshmen	1	0.7	2	1.5	2	1.5						
Sophomore			2	1.5	4	3.0	1	0.7			3	2.2
Junior	1	0.7	9	6.7	14	10.4	2	1.5	1	0.7	16	11.9
Senior	2	1.5	16	11.9	14	10.4	1	0.7			9	6.7
Masters	4	3.0	2	1.5	6	4.4	4	3.0	1	0.7	1	0.7
PhD.	3	2.2	6	4.4	3	2.2	1	0.7	1	0.7	1	0.7
No demographic info provided			1	0.7			1	0.7				

F Frequency
% Percentage
Total Respondents (135)

Item 11 asked respondents how satisfied they were with the faculty's concern for student's academic/intellectual development. In this instance, Juniors and Seniors express the most dissatisfaction. Results are shown in Table 23.

Table 23

Satisfaction (by Class Level)
With Faculty Concern for Academic and Intellectual Development

Class Level	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		Insufficient Information	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Freshmen	1	0.7	2	1.5	2	1.5						
Sophomore			4	3.0	5	3.7					1	0.7
Junior	3	2.2	18	13.3	15	11.1	4	3.0			3	2.2
Senior	5	3.7	14	10.4	19	14.1	4	3.0				
Masters	3	2.2	8	5.9	4	3.0	3	2.2				
PhD.	4	3.0	6	4.4	3	2.2	2	1.5				
No demographic info provided			1	0.7	1	0.7						

F   Frequency
%   Percentage
Total Respondents (135)

A total of 76 respondents (56.3%) express satisfaction, on the whole, with the accessibility of advisors (item 12). There are 24 respondents (17.7%) who express dissatisfaction. A further breakdown by class is shown in Table 24.

Satisfaction with advisor's knowledge of procedures, course content and curriculum options (item 13) was expressed by a combined total of 79 respondents (58.5%). Specifics are shown in Table 25.

Table 24

Satisfaction (by Class Level) With the Accessibility of Advisors

Class Level	Very Satisfied F (%)		Satisfied F (%)		Neutral F (%)		Dissatisfied F (%)		Very Dissatisfied F (%)		Insufficient Information F (%)	
Freshmen			3	2.2	2	1.5						
Sophomore			5	3.7	2	1.5	2	1.5			1	0.7
Junior	5	3.7	13	9.6	16	11.9	5	3.7	2	1.5	1	0.7
Senior	7	5.2	16	11.9	7	5.2	7	5.2	4	3.0	1	0.7
Masters	6	4.4	8	5.9			4	3.0				
PhD.	9	6.7	3	2.2	3	2.2						
No demographic info provided			1	0.7	1	0.7						

One (1) Junior did not answer the question

F   Frequency
%   Percentage
Total Respondents (135)

Table 25

Satisfaction (by Class Level) With Advisor's Knowledge of Procedures, Course Content and Curriculum Options

Class Level	Very Satisfied F (%)		Satisfied F (%)		Neutral F (%)		Dissatisfied F (%)		Very Dissatisfied F (%)		Insufficient Information F (%)	
Freshmen			3	2.2	2	1.5						
Sophomore	1	0.7	5	3.7	2	1.5	1	0.7			1	0.7
Junior	5	3.7	15	11.1	13	9.6	7	5.2	2	1.5	1	0.7
Senior	8	5.9	14	10.4	10	7.4	7	5.2	3	2.2		
Masters	4	3.0	10	7.4	3	2.2			1	0.7		
PhD.	5	3.7	8	5.9	2	1.5						
No demographic info provided			1	0.7			1	0.7				

F   Frequency
%   Percentage
Total Respondents (135)

Item 14 asked the respondents about their satisfaction with the quality of career advising and counseling within the PRR Department. As is indicated in Table 26, 58 students (42.9%) expressed general satisfaction; 29 (21.5%) were dissatisfied.

Table 26

Satisfaction (by Class Level) With Career Advising/Counseling

Class Level	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		Insufficient Information	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Freshmen			2	1.5	2	1.5					1	0.7
Sophomore	1	0.7	3	2.2	3	2.2	1	0.7			1	0.7
Junior	3	2.2	13	9.6	16	11.9	9	6.7	1	0.7	1	0.7
Senior	4	3.0	11	8.1	13	9.6	9	6.7	4	3.0	1	0.7
Masters	2	1.5	8	5.9	5	3.7	2	1.5	1	0.7		
PhD.	3	2.2	7	5.2	3	2.2			2	1.5		
No demographic info provided			1	0.7	1	0.7						

One (1) Sophomore did not answer the question

F   Frequency
%   Percentage
Total Respondents (135)

Item 15 was the last of the satisfaction questions concerning advising/counseling. Table 27 shows that of the 135 respondents, 90 (66.7%) were satisfied with the advisor's attitude toward students. Only 9 (6.6%) expressed dissatisfaction.

Respondents were asked about their satisfaction with the attitude of departmental secretarial staff towards students (item 16). As Table 28 illustrates, an overwhelming majority of 109 students (80.8%) expressed levels of very satisfied or satisfied. Twenty-two respondents (16.3%) claimed the neutral position. Note that the only record of dissatisfaction is by 3 Masters students (2.2%). One student stated that s/he had insufficient information with which to answer the question.

Table 27

Satisfaction (by Class Level) With Advisor's Attitude Toward Students

Class Level	Very Satisfied F (%)		Satisfied F (%)		Neutral F (%)		Dissatisfied F (%)		Very Dissatisfied F (%)		Insufficient Information F (%)	
Freshmen			3	2.2	2	1.5						
Sophomore			6	4.4	3	2.2					1	0.7
Junior	8	5.9	14	10.4	17	12.6	1	0.7	1	0.7	2	1.5
Senior	10	7.4	17	12.6	8	5.9	5	3.7	2	1.5		
Masters	6	4.4	10	7.4	2	1.5						
PhD.	7	5.2	7	5.2	1	0.7						
No demographic info provided			2	1.5								

F   Frequency
%   Percentage
Total Respondents (135)

Table 28

Satisfaction (by Class Level) With Attitude of Departmental Secretarial Staff Toward Students

Class Level	Very Satisfied F (%)		Satisfied F (%)		Neutral F (%)		Dissatisfied F (%)		Very Dissatisfied F (%)		Insufficient Information F (%)	
Freshmen	1	0.7	3	2.2	1	0.7						
Sophomore	2	1.5	3	2.2	5	3.7						
Junior	14	10.4	17	12.6	11	8.1					1	0.7
Senior	25	18.5	16	11.9	1	0.7						
Masters	7	5.2	6	4.4	2	1.5	3	2.2				
PhD.	9	6.7	6	4.4								
No demographic info provided					2	1.5						

F   Frequency
%   Percentage
Total Respondents (135)

As Table 29 illustrates, it is the Juniors and Seniors within the PRR Department that are most involved with extracurricular departmental activities (item 25).

Table 29

Involvement in Extracurricular Departmental Activities

	Involvement									
Class	None		Occasional		1 Activity		1 or more Activity		Didn't Answer	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Freshmen	2	1.5	3	2.2						
Sophomore	7	5.2	2	1.5	1	0.7				
Junior	22	16.3	13	9.6	4	3.0	3	2.2	1	0.7
Senior	11	8.1	11	8.1	13	9.6	5	3.7	2	1.5
Masters	5	3.7	1	0.7	12	8.9				
PhD.	3	2.2	7	5.2	4	3.0	1	0.7		
No demo info provided	1	0.7	1	0.7						

F   Frequency
%   Percentage
Total Respondents (135)

Most of the leadership roles within these extracurricular activities appear to be held by Seniors. Those reporting leadership roles in one extracurricular activity include: 11 Seniors, 5 Masters, 1 Juniors and 1 Doctoral Student. Three Seniors and 1 Freshman have 2 leadership roles; 3 Seniors, 2 Juniors and 2 Doctoral students have 3 roles; and 2 Juniors, 2 Masters and 1 Doctoral student have 4 or more extracurricular leadership roles.

Item 35 dealt with the respondent's satisfaction with the department's orientation program. The department holds two separate

orientations: one for undergraduate students and one for graduates. A total of 20 students (14.8%) did not even answer the question. The remaining 115 (85.2%) were spread out over the satisfaction scale. As can be seen in Table 30, 34 (25.2%) of the respondents were very satisfied or satisfied; 40 (29.6%) held the neutral position; 17 (12.5%) were dissatisfied or very dissatisfied; and 24(17.8%) claimed they had insufficient information to answer the question.

Table 30 shows the specific breakdown of replies from item 35.

Table 30

Satisfaction (by Class Level)
With the Department's Orientation Program

Class Level	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		Insufficient Information	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Freshmen			1	0.7	3	2.2						
Sophomore			3	2.2	4	3.0					2	1.5
Junior	1	0.7	11	8.1	10	7.4	4	3.0	2	1.5	11	8.1
Senior			10	7.4	16	11.9	2	1.5	1	0.7	7	5.2
Masters	1	0.7	4	3.0	2	1.5	2	1.5	2	1.5	3	2.2
PhD.	1	0.7	2	1.5	5	3.7	2	1.5	1	0.7	1	0.7
No demographic info provided							1	0.7				

Non-respondents included: 1 Freshman, 1 Sophomore, 4 Juniors, 6 Seniors, 4 M.S., 3 PhD., 1 no demographic info

F   Frequency
%   Percentage
Total Respondents (135)

Survey item 36 also dealt with the orientation program, as it asked respondents how satisfied they were with the opportunities they had to ask questions at orientation. While 28 (20.8%) were satisfied on the whole, 17 (12.6%) were generally dissatisfied. Table 31 shows the breakdown of these figures.

Table 31

Satisfaction (by Class Level)
With Opportunities At Orientation For Questions

Class Level	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		Insufficient Information	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Freshmen	1	0.7	1	0.7	1	0.7	1	0.7				
Sophomore			3	2.2	4	3.0					2	1.5
Junior	2	1.5	8	5.9	10	7.4	3	2.2	3	2.2	12	8.9
Senior			9	6.7	17	12.6	2	1.5	1	0.7	7	5.2
Masters			1	0.7	5	3.7	2	1.5	2	1.5	4	3.0
PhD.	1	0.7	2	1.5	5	3.7	2	1.5	1	0.7	1	0.7
No demographic info provided											1	0.7

Non-respondents included: 1 Freshman, 1 Sophomore, 5 Juniors, 6 Seniors, 4 M.S., 3 PhD., 1 no demographic info

F   Frequency
%   Percentage
Total Respondents (135)

In items 37 and 38, respondents were asked for their satisfaction with the availability of materials before their respective orientation programs (item 37) and at the orientation program (item 38). Results are shown in Tables 32 and 33 so that satisfaction levels for both the graduate and undergraduate orientation can be noted.

Table 32

Satisfaction (by Class Level)
With Materials Available Before Orientation

Class Level	Very Satisfied F	(%)	Satisfied F	(%)	Neutral F	(%)	Dissatisfied F	(%)	Very Dissatisfied F	(%)	Insufficient Information F	(%)
Freshmen					3	2.2						
Sophomore			3	2.2	4	3.0					2	1.5
Junior	1	0.7	11	8.1	10	7.4	4	3.0	2	1.5	11	8.1
Senior			11	8.1	16	11.9	2	1.5	1	0.7	7	5.2
Masters	1	0.7	4	3.0	2	1.5	2	1.5	2	1.5	3	2.2
PhD.	1	0.7	2	1.5	5	3.7	2	1.5	1	0.7	1	0.7
No demographic info provided							1	0.7				

Non-Respondents included: 1 Freshmen, 1 Sophomore, 4 Juniors, 6 Seniors, 4 M.S., 3 PhD., 1 no demographic info

F   Frequency
%   Percentage
Total Respondents (135)

Table 33

Satisfaction (by Class Level)
With Materials Available At Orientation

Class Level	Very Satisfied F	(%)	Satisfied F	(%)	Neutral F	(%)	Dissatisfied F	(%)	Very Dissatisfied F	(%)	Insufficient Information F	(%)
Freshmen	1	0.7	1	0.7	1	0.7	1	0.7				
Sophomore			3	2.2	4	3.0					2	1.5
Junior	2	1.5	8	5.9	10	7.4	3	2.2	3	2.2	12	8.9
Senior			9	6.7	17	12.6	2	1.5	1	0.7	7	5.2
Masters			1	0.7	5	3.7	2	1.5	2	1.5	4	3.0
PhD.	1	0.7	2	1.5	5	3.7	2	1.5	1	0.7	1	0.7
No demographic info provided											1	0.7

Non-Respondents included: 1 Freshman, 1 Sophomore, 5 Juniors, 6 Seniors, 4 M.S., 3 PhD., 1 no demographic info

F   Frequency
%   Percentage
Total Respondents (135)

Grade Point Average

The last piece of information to be collected in the demographic section of the survey (Part I), was the respondent's cumulative grade point average. The statistical results of crosstabulations involving this variable are, for the most part, irrelevant. They have been used to clarify points where necessary. Table 34 shows satisfaction levels by GPA with the department in general.

Table 34

Satisfaction (by GPA) With the Department in General

Grade Point Average	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		Insufficient Information	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
less than 2.0	1	0.7	2	1.5	2	1.5			1	0.7		
2.0 - 2.4	2	1.5	14	10.4	8	5.9						
2.5 - 2.99	9	6.7	20	14.8	8	5.9						
3.0 - 3.49	5	3.7	18	13.3	7	5.2	6	4.4			1	0.7
3.5 - 4.0	1	0.7	12	8.9	11	8.1	1	0.7			1	0.7
No demographic info provided	1	0.7	2	1.5	1	0.7	1	0.7				

F   Frequency
%   Percentage
Total Respondents (135)

INTERPRETATION

After reviewing the results of the survey, it seems that the Park and Recreation Department should be most concerned with the information involving advising, transfers, dropouts, and orientation procedures. These seem to be the items which have generated large amounts of student response, and which will, in the end, influence general satisfaction. As is seen in Table 23, just a little over one-half of the survey respondents (56.3%) were satisfied with the accessibility of advisors. Table 24 illustrates that over half of the respondents (58.5%) were satisfied with their advisor's knowledge of procedures, course content and curriculum options. These are very important parts of an advisor's

role and should not be overlooked or trivialized. Survey item 14 asked respondents about their general satisfaction with career advising/counseling within the Park and Recreation Department. Only 42.9 percent expressed satisfaction. Advising plays a big part in a student's general satisfaction with the department. Section VI of the survey sheet gave respondents the opportunity to express in writing, any comments they had that were not covered in the survey. Advising was often referred to in these comments. See Appendix F for specific comments.

Table 7 shows exactly who will be leaving the department and why. Of the 17 students planning to leave, only three will be doing so because of graduation. Five respondents plan to transfer due to a lack of career opportunities, one is leaving MSU because of a change in career plans and two are leaving as a result of financial difficulties. The other six students did not give their reasons for leaving. With the exception of graduation and change in career plans, the other reasons for leaving appear to be problems that the department may be able to alleviate. The five students leaving due to lack of career opportunities may actually be leaving because of a lack of knowledge about the career opportunities available. This circles back to a lack of information and, in a way, to advising/counseling. Change is a general result of communication. Only when students know about the opportunities available to them, can they take advantage of them. Advisors must work to provide students with this information. Financial difficulties are often cited as reasons for leaving school. If the department has the monetary resources, these concerns could also be alleviated, if not eliminated. However, the department must know about these problems before it can work to ease them. Facilitative communication strategies can be employed once the department becomes aware of a

need for change. The nature of these strategies make the implementation of change easier by making known the facts that information is available and where and how assistance can be obtained.

Part of the supplementary questions section was used to field responses about experiences with the department's orientation program. Table 29 illustrates the specific numbers of satisfied, neutral and dissatisfied students, plus those who claim to have insufficient information to answer the question. One is lead to assume that the 24 respondents who weren't able to answer the question, did not attend an orientation program. Could it be they didn't know about it? Was it a conflict with a job commitment in the case of the graduate orientation? The reasons for students not attending these very important orientation sessions should be looked into. A good orientation can help a student feel that s/he is a vital part of the department, which will help in her/his general satisfaction in the long run.

Of the students surveyed, 64.2 percent expressed satisfaction with the department in general. While administrators must strive to retain these satisfied students, it is the other 35.8 percent which must be reached -- whether through improved orientation, financial assistance, improved quality of advising, or other variables not necessarily pinpointed through this survey.

STUDY COMPARISON

Data

In order to compare the results of the PRR Department Monitor of Student Satisfaction Survey with those of the survey administered to the students of the entire College of Agriculture and Natural Resources in 1982, three different variables have been presented for analysis. (See Appendix E for a copy of the 1982 Questionnaire.)

As is illustrated by Table 35, 64.5 percent of the PRR students surveyed were satisfied with the department in general. Of the 589 students responding to the 1982 study, 75.9 percent indicated satisfaction with the College (item 51). Table 35 shows satisfaction with the department by age of respondent, while Table 36 shows satisfaction by age with the College.

Table 35

Satisfaction with the Department by Age of Respondent

Age	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		Insufficient Information	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
18 or under			1	0.7	1	0.7						
19 - 20	3	2.2	13	9.6	5	3.7	1	0.7				
21 - 22	9	6.7	32	23.7	14	10.4	1	0.7	1	0.7	1	0.7
23 - 25	3	2.2	8	5.9	6	4.4	2	1.5				
26 - 28			4	3.0	4	3.0	3	2.2				
29 or over	4	3.0	9	6.7	6	4.4	1	0.7			1	0.7
No demographic info provided			1	0.7	1	0.7						

F Frequency
% Percentage
Total Respondents (135)

Table 36

Satisfaction with the College by Age of Respondent

Age	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		Insufficient Information	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
18 or under	3	0.5	11	1.9	1	0.2						
19 - 20	23	3.9	66	11.2	26	4.4	1	0.2	1	0.2	4	0.7
21 - 22	20	3.4	151	25.6	36	6.1	6	1.0	1	0.2	4	0.7
23 - 25	8	1.4	60	10.1	16	2.7	5	0.8	2	0.3	2	0.3
26 or over	21	3.6	70	11.9	33	5.6	8	1.4	1	0.2	7	1.2
No demographic info provided			1	0.2	1	0.2						

F Frequency
% Percentage
Total Respondents (589)

Satisfaction with the quality of career advising/counseling

(item 14, 1984) has been expressed by 42.9 percent of the respondents.

Specific results are illustrated in Table 26 (page 41). Item 34 of the

1982 survey questioned respondents about academic advising. Fifty-six

and three tenths percent expressed satisfaction with advising at the

college level (See Table 37).

Table 37

Satisfaction (by Class Level) With College Academic Advising

Class Level	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		Insufficient Information	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Freshmen	8	1.4	13	2.2	5	0.8	2	0.3	1	0.2	1	0.2
Sophomore	12	2.0	21	3.6	16	2.7	12	2.0	2	0.3	1	0.2
Junior	33	5.6	55	9.0	37	6.3	17	2.9	10	1.7	2	0.3
Senior	28	4.8	61	10.4	60	10.2	29	4.9	20	3.4	3	0.5
Graduate/ Professional	42	7.1	52	8.8	29	4.9	8	1.4	4	0.7	4	0.7
No demographic info provided			1	0.2								

F   Frequency
%   Percentage
Total Respondents (589)

Satisfaction with the equal treatment of women and men and ethnic

minority/majority students was addressed in questions 18 and 19 of the

PRR study (1984). The department survey showed satisfaction levels of

65.9 percent and 48.9 percent respectively. These 2 topics were ad-

dressed together in question 48 of the 1982 study, where 52.1 percent

satisfaction was indicated. Results are illustrated in Tables 38, 39

and 40.

Table 38

Satisfaction (by Sex) With Equal Treatment of Men and Women

Sex	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		Insufficient Information	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Male	10	7.4	15	11.1	14	10.4	1	0.7			7	5.2
Female	19	14.1	43	31.9	18	13.3					6	4.4
No demographic info provided			2	1.5								

F   Frequency
%   Percentage
Total Respondents (135)

Table 39

Satisfaction (by Sex) With Equal Treatment of Minority and Majority Students

Sex	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		Insufficient Information	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Male	9	6.7	14	10.4	17	12.6	1	0.7			6	4.4
Female	11	8.1	31	23.0	23	17.0					20	14.8
No demographic info provided			1	0.7	1	0.7						

Non-respondents included 1 Female

F   Frequency
%   Percentage
Total Respondents (135)

Table 40

Satisfaction (by Sex) With College Treatment of Women and Minorities

Sex	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		Insufficient Information	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Male	34	5.8	127	21.6	152	25.9	15	2.5	10	1.7	13	2.2
Female	36	6.1	97	16.5	64	10.9	26	4.4	3	0.5	6	1.0
No demographic info provided			1	0.2	4	0.7	1	0.2				

Non-respondents include: 13 Males and 6 Females

F   Frequency
%   Percentage
Total Respondents (589)

Analysis

Each of these examples represent one of the three factor categories gleaned from the factor analysis—quality, advising, and fairness. General trends are difficult to extract even when comparing similar questions. This is due in part to vastly different experiences of the subject populations. What the results do show is that the majority of both sample populations were satisfied with the college or department in general.

The college study stated that "students...were somewhat less than satisfied with academic advising." This point appears to be emphasized in the results of the PRR study where an even lower percent (less than half of those surveyed) expressed satisfaction.

In the college study, it is hard to differentiate between those expressing satisfaction with treatment by race or gender since only one question was used to cover both issues. A relatively equal proportion of satisfaction and neutrality/dissatisfaction was reported by respondents to the college survey.

In the PRR survey, treatment by race or gender were separated into two questions. Survey results indicate satisfaction with the equal treatment of males and females, but dissatisfaction where the equal treatment of minority/majority students are concerned.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

Summary and Recommendations

The Park and Recreation Resources Monitor of Student Satisfaction
Survey was designed and administered with 3 main purposes in mind: (1)
to survey students as to their perceptions of departmental programs and
procedures; (2) determine points of student dissatisfaction; and (3)
utilize the acquired information as a tool for bettering the Depart-
ment's programs in terms of both academic and social integration.

Chapter One provides background information on the MOSS Survey
and why it should be used as an instrument to gather data about student
satisfaction levels that lead to attrition or retention.

The review of literature presented in Chapter Two explains why at-
trition studies should be an ongoing project in schools. By strength-
ening communication links, studies can be centered on retention rather
than attrition. Researchers can then concern themselves with bettering
the school environment--to encourage students to remain, rather than
trying to figure out why they are leaving.

Communication, or rather the lack thereof, is a big part of the
attrition problem. Students are leaving school and, oftentimes, admin-
istrators do not know the real reasons for why this is happening. Al-
though brief, the review of communication literature provides background
information on which attrition and retention studies can be based.

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Communication appears to be the key to attrition and retention. By means of interpersonal communication, students find out why other students are leaving, yet this information may never actually reach those in administrative positions--those who need to hear the information most, if they are going to be able to change the system in even a small way. Several authors of retention studies suggest having those who leave the school system (or department in this case), go through an "exit interview". This could help determine why a student is leaving, and perhaps help to retain other students who could plan on leaving for similar reasons. If a student is enrolled one term, but not the next (excluding summer), and was not in a position to graduate, they should be located and questioned as to their reason for departure. A simple mail questionnaire including return envelope would serve this prupose well. The survey would only have to ask enough questions to find out the students reasons for leaving and plans for the future (i.e. transfer, return, etc). By acquiring information such as this from students who are dropping - or stopping (planning to return) - out, administrators will be able to come up with a preventive plan against attrition, rather than something that happens "after the fact".

Once the reasons for attrition are realized, facilitative communication strategies can be used to implement a change in the system.

Recommendation: Use an "exit interview" (perhaps in the form of a mail survey) to determine student's reasons for leaving the department, as well as their plans for the future. For example, are they planning to return, transfer or just drop out?

Recommendation: Make the student population aware of the fact that facilitative strategies are being utilized to alleviate the attrition problem. Encourage students to voice their concerns and suggestions, and provide a specific channel through which they can do this.

Chapter Three explained the methods and procedures used to gather the data necessary for this study. The survey form, developed by Cooper and Bradshaw (1982) was, on the whole, well thought out and designed. Having the survey printed on optical scan sheets for computer scoring was a benefit in the long run. Should the survey form itself ever be re-done, some space problems need to be taken care of, for instance, the overlap of supplementary question numbers 29 and 30 with answers on side one. Also, not all of the questions on the form were entirely relevant to a department-scale retention program. Some of the information gathered from these questions did help however, when elaboration on other items was necessary.

Recommendation: Before another printing run of this survey form is done, relocate the supplementary question block (items 29 - 38) so that overlap is eliminated.

After generating a factor analysis to check the internal validity of survey questions 1-22, it became evident that 2 of the questions (17 and 20) did not fall into the 3 factor validity solution. These questions were removed from further analysis.

Recommendation: A validity check (factor analysis) should be completed before a survey instrument is analyzed. This eliminates invalid questions and allows the researcher to gather only that information which is important and useful to the study.

It is difficult to directly measure attitudes. What ends up being measured is the respondent's conception of an attitude, based on her/his experiences.

Recommendation: Avoid survey items that question a respondent's ideas/ thoughts about another person's attitudes. Different people read different things into a question - therefore inferences drawn from the resulting statistics are some-times invalid.

Surveys were distributed in classes where they would reach the largest amount of students. As more and more surveys were administered,

it became evident that the more the respondent knew about the project the more likely they were to fill out the survey completely and provide additional written comments.

The manner in which the researcher, and the research itself, was presented to the student respondents also had bearing on the quality of response. As was discussed in Chapter Three: when the surveys were distributed, and how long the respondents had to fill them out, had a good deal to do with their full and accurate completion. Those surveys completed during class time were "taken more seriously" than those distributed after class. Students were very reluctant to remain after class in order to complete the survey. Of those surveys that were taken home for completion, relatively few were recovered for analysis. Graduate students were more understanding of the content and use of the survey and therefore seemed, on the whole, more willing to complete and return their surveys.

Recommendation: Make arrangements to survey during class time – and stay with these agreements. Be sure that the involved faculty members have an understanding of the research – its purpose and importance – so that they can pass this information on to the students.

Recommendation: Have the appropriate number of #2 pencils available for use on the optical scan scoring sheets. The sheets must be re-copied if the wrong type of writing implement is used.

Recommendation: As was recommended by Cooper and Bradshaw (1982): do not plan to administer the study when it will interfere in any way with the midterm or final examination periods.

Several students were reluctant to provide demographic information on the survey form, as they felt they could be identified from that type of information. Written comments were also a big concern – as students felt that faculty would recognize their handwriting. After making it clear that the department faculty would not see the original

form, some students included written comments; many didn't. This lack

of written qualitative comments is unfortunate as these are extremely

helpful in elaborating on the direct quantitative results.

Recommendation: Assure students of anonymity before they begin to fill
                 out the survey. Many written comments were omitted
                 because the researcher found out about this concern
                 too late.

An analysis of the data gathered by the Park and Recreation Re-

sources Monitor of Student Satisfaction Survey is found in Chapter Four.

Within the confines of the survey period, a total of 135 of the 171 stu-

dents registered with the PRR Department were surveyed. This is a re-

sponse rate of 78.9 percent. Included are: 102 of the 130 registered

undergraduates (78.4%) and 33 of the 41 registered graduate students

(80.4%)

Survey results are presented throughout the chapter in terms of

demographic information. Much of the data is shown in tabular form

with a majority of the tables being in the class level category. This

seemed to be the most logical place to present the data for easy analy-

sis.

Due to the location of the item requesting the students depart-

mental concentration, in the upper left hand corner, 35 of the 135 re-

spondents did not provide this useful information. Concentration in-

formation is helpful, for example, when determining areas of satisfac-

tion/dissatisfaction with advisors and classes.

Recommendation: Use one of the supplementary questions on side 2 of
                 the survey to request information on the respondents
                 departmental concentration. Also, specify where to
                 elaborate if option 6 (other) is chosen. (For clar-
                 ity, see Appendix C)

A good number of respondents report having at least occasional

involvement in extracurricular departmental clubs and/or activities.

Fifty-one students report no involvement at all. Once again, communication is a key. In the written comments section of the survey, several people reported problems with attending meetings due to the time at which they were held. Some expressed difficulty in finding out about meetings. (See Appendix F) Signs and announcements are usually put up before a meeting, but perhaps not far enough in advance. Several PRR students only attend night classes once a week. Signs must be posted at least one week in advance so that these people can know about meetings or special activities. Oftentimes, the bulletin boards on which announcements are posted are so cluttered, that new information is difficult to locate. Sectioning off a part of the bulletin board for meeting notices (as was done on the board outside the PRR office) makes timely information more noticeable and keeps the students up-to-date on meetings and events.

Distributing a small but informative newsletter can also help in the dissemination of information. Mailing a list of events and happenings to all students registered with the PRR Department could help to improve involvement. If students are notified of meetings ahead of time, they will have more of an opportunity to plan on attending.

Interpersonal communication among peers can also help to bring more students to meetings and events. Have students express times/ days that are better than others for meetings at an orientation/general information type gathering in the beginning of the term. A true concensus will never be reached but perhaps alternating the days and times of the meetings on a regular basis will help attendance and involvement. If students know a club meeting will be held the second Tuesday of each month, they can plan for it ahead of time, instead of having to alter their plans two days before the meeting. Consistency in the form of

regular meetings can help improve extracurricular involvement.

Recommendation: Improve extracurricular departmental involvement by:
A) Posting notice of meetings/events/activities at least one week in advance;
B) Keep part of the bulletin board outside of Room 131 of the Natural Resources Building sectioned off for club information, and remove old notices as soon as possible;
C) Mail a list of meetings and events to all registered PRR students to ensure that ALL students know about an event;
D) Encourage consistency in planning meeting days and times so that students can plan on attending a specific meeting and mark that time slot off in advance.

Based on responses received, there appears to be no evidence of discrimination in terms of sex or race within the department. In terms of the demographic characteristic of class level, it should be noted that it is the Masters students who express the highest percent of dissatisfaction with the Park and Recreation Resources Department in general (See Table 14). Once again, written comments helped to clarify dissatisfaction. Several Masters students expressed the opinion that the Graduate orientation program should more accurately reflect what the department offers; and what it is involved in (e.g. tourism). Present dissatisfaction with the department stems from being mislead in the beginning of ones program.

Recommendation: Organize a more structured orientation program that paints an accurate picture of the PRR Department. Involve students in the planning as they know what would be most helpful to incoming students.

In both the quantitative and qualitative sections of the survey, some dissatisfaction with advisors was expressed. A total of 24 students were dissatisfied with the accessibility of their advisor. Looking at the written comments, (Appendix F), will show that students feel "second to extension work" and ask advisors/faculty to think about why they are there. Concern is expressed that advisors are more

concerned with their research and extension work than with the students.

There appears to be an undercurrent of dissatisfaction with advisors. Knowledge of procedures, course content and curriculum options, quality of career advising/counseling and advisors attitude toward students is felt to be lacking. Students may not know the best way to contact their advisor, or may be expecting too much of them--this could be covered in the orientation materials or program.

Recommendation: Explain the advising/counseling system to students as a part of the orientation procedure. A flow chart of "who to see about what and when" would be helpful and would eliminate having the student assume what s/he is supposed to do about a particular concern.

Under the demographic heading of class level, orientation seems to be a cause of student dissatisfaction. Presenting an accurate picture of the department has already been discussed. A major problem with the orientation program seems to be lack of involvement in the program itself. Some students report that they didn't even know there was an orientation. Graduate students question the lack of faculty involvement (See Appendix F). The unavailability of written/administrative materials at orientation was also a concern. Be sure everyone in attendance has an outline of information being discussed, or have a copy available for them.

Recommendation: To improve the orientation session:
A) Involve students in planning;
B) Plan the program for a date when a good majority of the faculty can be present;
C) Have materials that were mailed out ahead of time readily available in case some students did not receive their copy;
D) Provide opportunities for questions both during the formal orientation and in an interpersonal setting after the program;
E) Include a tour of the department. For graduate students, have their study cubes and mailboxes assigned-this will help them feel more a part of the department right from the beginning;

F) Follow orientation with an informal get-together
complete with refreshments. Having it at a student's
or faculty member's home is nice, but may tend to
exclude some of the new students (lack of transpor-
tation, didn't want to go alone...). Providing
refreshments after orientation invites people to stay
a bit longer, get to know each other, ask questions,
etc.

Information gathered about the student's cumulative grade point average was used for purposes of elaboration only.

Conclusion

A student's level of satisfaction is a major component of a decision to stay in, or to leave, school. After analyzing the results of the data collected with the Monitor of Student Satisfaction Survey, it appears that those students registered with the MSU Department of Park and Recreation Resources are generally satisfied with the program they are involved in. There are some displays of dissatisfaction - as there will always be - but none so overwhelming that they can't be dealt with. The main problems encountered in this department seem to be directly attributed to the orientation program and with the PRR advisors. Rec-ommendations to alleviate, if not eliminate, some of these concerns have been presented in the previous section. One suggestion which seems to come up again and again is that of bettering the communication links between the students and faculty. Part of the existing dissatisfaction is present because of lack of procedural orientation. Students don't know when to consult advisors or how much they should expect from these advisors. Providing information to this effect, be it written or oral, can only help clear up some of the dissatisfaction. As a result of in-terpersonal communication students are aware of other student's concerns and problems. This information must find its way to those in adminis-trative positions if change, on any level, is to occur.

The recommendations provided herein seem simplistic, yet they are key components in the process of eliminating sources of student dissatisfaction. Taking several small steps toward the general goal of reducing attrition is better than taking no steps at all. Student attrition is not caused by any one variable, it is, instead, a compilation of many small dissatisfactions, one of which ultimately happens to "tip the bucket" and cause a student to leave.

Students should be informed about the implementation of a retention/attrition program. Let them know what is available to them, and what is being changed in accordance with their requests. This type of communicative process can serve to minimize attrition while maximizing retention.

APPENDICES

APPENDIX A

INSTRUCTOR NOTIFICATION OF

SCHEDULED SURVEY TIME

MONITOR OF STUDENT SATISFACTION (MOSS) SURVEY

On _____ _____ at _____

I will be in your _____class (Room ____)

to distribute the MOSS Survey. It should take

no longer than 10 minutes of class time.

Thanks for your cooperation.

-Kathi Weir

APPENDIX B

MEMORANDUM EXPLAINING STUDY

TO PRR FACULTY MEMBERS

February 17, 1984

MEMORANDUM
TO: All PRR Faculty
FROM: Kathi Weir
RE: Monitor of Student Satisfaction Survey

Student satisfaction and retention have always been important con-
cerns of college administrators. In 1982, Dr. Colleen Cooper of
the Agriculture and Extension Education Office administered a survey
within the College of Agriculture and Natural Resources. The survey
assessed student's attitudes concerning their experiences within the
College as a whole.

It is my intention, as part of my thesis research, to administer a
similar survey to the students within the Parks and Recreation Re-
sources Department. It will deal specifically with the notions of
student satisfaction, retention and attrition within the program.
Both undergraduate and graduate students will be surveyed regarding
their perceptions of academic programs, social climate and adminis-
trative procedures within the department.

In order to systematically reach the needed student population, I
will be administering the survey in all PRR classes offered this
term. PRR students not currently enrolled in PRR classes will also
have an opportunity to complete the questionnaire.

All information obtained will be analyzed, and a full report will
be submitted to the department. Underlying theories plus a review
of retention and attrition literature will also be included.

Some proposed points of analysis include:
1) Determine points of student dissatisfaction with rules
    and procedures.
2) Check the availability of advisors and assess their compe-
    tency in relating accurate, comprehensive and timely infor-
    mation to students about courses and career opportunities.
3) Assess the availability of updated career information.

4) Evaluate the orientation program to determine whether it
   is a display of administrative materials and detail, or
   a program that addresses the questions and concerns of
   entering students.

Analysis of the questionnaire should provide the department with
solid, up-to-date, relevant information on which to base future
decisions. The survey will provide decisionmakers with information
directly from the student--an important component of decisionmaking
as it is the student who will be affected by new rules and regu-
lations.

SURVEY DISTRIBUTION
DATES: Monday, February 27; Tuesday, February 28; Thursday, March 1
TIME: during the first 10 minutes of class
**Each instructor will be notified of the exact date and time the
  survey will be administered in class.

SUPPLEMENTAL QUESTIONS (#29-38 on back of survey sheet)
29. omit due to space overlap with side 1.
30. omit due to space overlap with side 1.
31. Competency of advisor in relating accurate information.
32. Competency of advisor in relating comprehensive information.
33. Competency of advisor in relating timely information.
34. Availability of up-to-date career information.
35. Satisfaction with orientation program given by the department.
36. Opportunities at orientation for asking questions dealing with
    the concerns of a new student.
37. Availability of administrative materials (handbooks) before
    the actual orientation program.
38. Availability of administrative materials at orientation program.

Should anyone have any concerns or suggestions in relation to this
survey, or my thesis research in general, I can be reached at
484-4886 (mornings) or through my mailbox in Room 150.

Thank you for your cooperation,

Kathi Weir

APPENDIX C

MONITOR OF STUDENT SATISFACTION SURVEY OP-SCAN SHEET

AND

SUPPLEMENTARY QUESTION SHEET

College of Agriculture and Natural Resources
Michigan State University
Monitor of Student Satisfaction

O 14629

Our department is interested in learning more about student opinions of its programs, courses, and advising. The information you and other students provide on this questionnaire will be used to further improve the quality of programs and to better prepare you for your career.

Please respond to all questions by marking darkly in the appropriate space, using a #2 pencil.

Age	Sex	Racial/Ethnic Origin	Class Level	Cumulative GPA
○ 18 or under	○ Male	○ Afro-American/Black	○ Freshmen	○ Less than 2 0
○ 19-20	○ Female	○ American Indian or Alaskian Native	○ Sophomore	○ 2 0-2 49
○ 21-22		○ Caucasian	○ Junior	○ 2.5-2.99
○ 23-25		○ Mexican-American/Chicano/Hispanic	○ Senior	○ 3.0-3.49
○ 26-28		○ Asian	○ Masters	○ 3.5-4.0
○ 29 or over		○ Other	○ Ph.D.	

Using the following key:

1 Very Satisfied	3 Neutral	5 Very Dissatisfied
2 Satisfied	4 Dissatisfied	6 Insufficient Information

Indicate your level of satisfaction with **THIS DEPARTMENT** due to:

1. Contribution to your academic/intellectual development
2. Relevance of the Department program content to your career aspirations
3. Preparation for future occupation career
4. Flexibility of the program to meet your educational needs
5. Overall quality of the academic program
6. Opportunity to apply what is learned in the classroom
7. Availability of instructors out of class
8. Overall quality of instruction
9. Attitude of faculty toward students
10. Attitude of department chairperson toward students
11. Faculty concern for your academic intellectual development
12. Accessability of your advisor
13. Your advisor's knowledge of procedures, course content, curriculum options, etc
14. Quality of career advising counseling
15. Attitude of your advisor toward students
16. Attitude of departmental secretarial staff towards students
17. Attitude of departmental administrative staff toward students
18. Equal treatment of women and men
19. Equal treatment of ethnic minority and majority students
20. Satisfaction with initial contacts with your department
21. Opportunities for involvement in departmental professional activities
22. This department in general

Which word or number best describes:

23. The average number of out of class faculty contacts in this department you have had per term, for academic and or career advising
   ○ None   ○ 1-2   ○ 3-4   ○ 5-6   ○ 7-8   ○ 9-
24. The number of extracurricular professional activities clubs available to you in THE DEPARTMENT
   ○ None   ○ 1   ○ 2   ○ 3   ○ 4
25. Your involvement in extracurricular DEPARTMENTAL activities
   ○ None   ○ occasional   ○ active in 1 club organization   ○ active in more than 1 club organization
26. Your leadership role in extracurriculum DEPARTMENTAL activities
   ○ None   ○ 1   ○ 2   ○ 3   ○ 4 or More
27. Number of students you know on a first name basis in THIS DEPARTMENT
   ○ 0-5   ○ 6-10   ○ 11-15   ○ 16-20   ○ 21+

67

Following the appropriate responses to question 28, indicate your future plans:

Next term I plan to remain in this department:

○ yes

○ no, I will

28 a

○ because I'm very satisfied
○ because I'm basically satisfied
○ although I am not satisfied (please explain)

28 b

○ graduate (please go on to 29)
○ transfer to a different major in the College of ANR
○ transfer to a different college at MSU
○ drop-out and return to MSU at a later date
○ drop-out and not return to MSU

28 c

I plan to transfer out of this department because of: (may answer more than one)

○ a lack of career opportunities
○ a change in career interests
○ uncertainty about career plans
○ dissatisfaction with the academic program
○ dissatisfaction with the quality of instruction
○ other (please explain)

28 d

I plan to leave MSU because of

○ a change in career plans
○ financial difficulties
○ inferior quality of academic programs
○ dissatisfaction with my academic performance
○ other (please explain)

Supplementary Questions

29. ① ② ③ ④ ⑤ ⑥   31. ① ② ③ ④ ⑤ ⑥   33. ① ② ③ ④ ⑤ ⑥   35. ① ② ③ ④ ⑤ ⑥   37. ① ② ③ ④ ⑤ ⑥
30. ① ② ③ ④ ⑤ ⑥   32. ① ② ③ ④ ⑤ ⑥   34. ① ② ③ ④ ⑤ ⑥   36. ① ② ③ ④ ⑤ ⑥   38. ① ② ③ ④ ⑤ ⑥

Thank you for your cooperation. Your responses and comments will be put to use to improve the quality of programs and the overall climate both in your department and the college. Please continue with written comments on the back.

Written Comments:

What are you MOST SATISFIED with in THIS DEPARTMENT?

List question numbers where your response was DISSATISFIED OR VERY DISSATISFIED and explain why you feel as you do.

What would help us further IMPROVE OUR ACADEMIC PROGRAMS and academic climate to better prepare you for your career?

DEPARTMENT CODE - Top left-hand corner of survey sheet

```
|  1 |  5  |     |
```
↑ ↑

*ALL PRR   CONCENTRATION
MAJORS   0-Administration
ENTER   1-Commercial
 15   2-Interpretation
           3-Planning & Design
           4-Recreation Program Management
           5-Therapeutic
           6-Other (please explain in written comments section)

SUPPLEMENTAL QUESTIONS - #29-#38 on back of survey sheet

Use the following key: 1 Very Satisfied   3 Neutral   5 Very Dissatisfied
                       2 Satisfied   4 Dissatisfied 6 Insufficient Information

29. Skip
30. Skip
31. Competency of advisor in relating accurate information.
32. Competency of advisor in relating comprehensive information.
33. Competency of advisor in relating timely information.
34. Availability of up-to-date career information.
35. Satisfaction with orientation program given by the department.
36. Opportunities at orientation for asking questions dealing with the concerns of a new student.
37. Availability of administrative materials (handbooks) before the actual orientation program.
38. Availability of administrative materials at orientation program.

Please continue with the written comments section of the survey. Thank you.

APPENDIX D

FACTOR ANALYSIS OF SATISFACTION VARIABLES 1-22

FACTOR ANALYSIS OF SATISFACTION VARIABLES 1-22

Item Number	Factor 1	Factor 2	Factor 3
1.	.69400	.22829	.12017
2.	.74290	.10881	.00471
3.	.64879	.22893	.23128
4.	.54038	.37019	.19626
5.	.82255	.19553	.03414
6.	.62230	.05632	.16304
7.	.26492	.47424	.09759
8.	.58493	.17601	.09345
9.	.58043	.29320	.23353
10.	.03385	.35390	.27825
11.	.32940	.59625	.17554
12.	.03463	.78294	.04277
13.	.19005	.76902	.09005
14.	.37756	.58722	.00078
15.	.24272	.79239	.06221
16.	.45925	.22821	.24959
17.	.23142	.31158	.23868
18.	.27636	.00443	.63995
19.	.00073	.08604	.73002
20.	.32289	.38248	.29638
21.	.28556	.24281	.40334
22.	.63245	.42619	.15367

APPENDIX E

1982 CANR MOSS SURVEY

STUDENT OPINION SURVEY
College of Agriculture and Natural Resources

Spring, 1982

Background Information

1. Age

   1. 18 or under
   2. 19-20
   3. 21-22
   4. 23 to 25
   5. 26 or over

2. Racial/Ethnic group

   1. Afro-American/Black
   2. American Indian or Alaskan Native
   3. Causasian-American/White
   4. Mexican-American/Chicano/Hispanic
   5. Other

3. Class Level

   1. freshman
   2. sophomore
   3. junior
   4. senior
   5. graduate or professional student

4. For what purpose did you enter this college?
   (select only one)

   1. to complete a vocational technical program
   2. to obtain a Bachelor's Degree
   3. to obtain a Master's Degree
   4. to take courses necessary for transferring to
      another college
   5. no definite purpose in mind

5. Sex

   1. male
   2. female

6. Martial Status

   1. unmarried (including single, divorced, and widowed)
   2. married
   3. separated
   4. prefer not to respond

Student Opinion   -2-

7. Indicate the number of hours per week you are currently employed

    1. 0 or only occassional jobs
    2. 1 to 10
    3. 11 to 20
    4. 21 to 30
    5. 31 or over

8. What is your current enrollment status at this college?

    1. full-time student
    2. part-time student

9. What type of tuition do you pay at this college?

    1. in-state tuition
    2. out-of-state tuition

10. What is your residence classification at this college?

    1. in-state student
    2. out-of-state student
    3. international student (not U.S. citizen)

11. What type of school did you attend just prior to entering this college?

    1. high school
    2. vocational-technical school
    3. 2-year college
    4. 4-year college of university
    5. graduate professional college

12. Indicate your current college residence

    1. college residence hall
    2. fraternity or sorority
    3. married student housing
    4. off campus room/apartment
    5. own home or with parents

13. Do you receive any type of federal, state, or college-sponsored
    student financial aid?   (scholarships, grants, work-study, etc.)

    1. yes
    2. no

Indicate your major using the appropriate item 14-22

14. Agricultural Technology

    1. dairy
    2. livestock
    3. cash crops
    4. fruit production
    5. vegetable production

Student Opinion   -3-

15. Agricultural Technology cont.

    1. electrical technology for agriculture
    2. commercial floriculture
    3. elevator & farm supply
    4. power equipment technology
    5. landscape & nursery

16. Agricultural Technology cont.

    1. soil & chemical technology
    2. turfgrass management
    3. animal technology

17. Agriculture: undergrad & graduate

    1. agriculture & natural resources - no preference
    2. agriculture economics
    3. food systems economics & management
    4. public affairs management
    5. agribusiness & natural resources education

18. Agriculture: undergrad & graduate cont.

    1. agriculture and natural resources communications
    2. agriculture engineering
    3. agricultural engineering technology
    4. animal husbandry
    5. dairy science

19. Agriculture: undergrade & graduate cont.

    1. crop & soil sciences
    2. fisheries & wildlife
    3. food science
    4. packaging
    5. building construction

20. Agriculture: undergrade & graduate cont.

    1. forestry
    2. agricultural biochemistry
    3. horticulture
    4. poultry science
    5. resource development

21. Agriculture: undergrade & graduate cont.

    1. park & recreation resources

22. Natural resources & environmental education: undergrad & graduate

    1. fisheries & wildlife
    2. forestry
    3. resource development
    4. park & recreation resources

Student Opinion   -4-

23. The program I am currently in is:

    1. my initial enrollment choice
    2. a change of major, but within the same department
    3. a change of major, but within the College of ANR
    4. a change of major from another college at MSU
    5. a transfer from another institution.

24. Next term I plan to:

    1. remain in my current program
    2. transfer to a different major in the same department
    3. transfer to a different major within the College of ANR
    4. transfer to a different college at MSU
    5. leave MSU

25. In terms of my educational future I plan to:

    1. finish my degree in the College of ANR
    2. finish a degree at MSU but in a different college
    3. drop-out of MSU - with no intent of returning
    4. stop-out of MSU - but return and complete my education at
       a later date
    5. other (please explain on a separate sheet)

26. If you plan to transfer out of the College of ANR was it primarily due to:

    1. change in career plans
    2. uncertain about career goals
    3. dissatisfaction with the program
    4. dissatisfied with the quality of instruction
    5. other (please state reason on a separate sheet)

27. If you plan to leave MSU it is primarily due to:

    1. change career goals or plans
    2. financial difficulties
    3. quality of programs
    4. dissatisfaction with my grades
    5. other (please state reason on a separate sheet)

In reference to the College of Agriculture & Natural Resources please indicate
your level of satisfaction for the following items using the following scale:

(1) very   (2) satisfied   (3) neutral (4) dissatisfied (5) very
    satisfied   dissatisfied

Academics:

28. Relevance of the program content to your career aspirations

29. Flexibility of the program to meet your education needs

30. Opportunity to apply what is learned in the classroom

31. Quality of instruction

Student Opinion   -5-

32. Attitude of faculty toward students

33. Out of class availability of instructors

34. Academic advising

35. Preparation for future occupation

Admission: Orientation, Welcome Week, Academic Procedures

          * please continue to use the 1 to 5 scale*

36. General admissions procedures

37. Completeness and accuracy of information received before enrolling

38. Timeliness of information

39. Summer orientation session

40. Welcome week

41. Initial contacts with the college.

42. Initial contacts with your department

43. On going contacts with the college

44. On going contacts with your department

45. General academic procedures in the college (re-admission into upper college)

General:

46. Concerns for you as an individual

47. Attitude of non teaching staff towards students

48. Equality of women and ethnic minorities

49. Opportunities for involvement in college activities

50. Clubs and organizations (i.e. Dairy Club, Hort Club, Block & Bridle)

51. The college in general

52. Your department in general

Thank you for your cooperation. Your responses and comments will be put to
use to improve the academic climate in the College of Agriculture and Natural
Resources.

Please return the answer sheet and any comments in the enclosed envelope by MAY 28..

          THANKS AGAIN

APPENDIX F

QUALITATIVE WRITTEN COMMENTS

FROM SURVEY SHEETS

ADVISING

A) Advisors unavailable; problems meeting with students who work
    during the day
    Impersonal meetings

B) Advisors need to know more about classes, procedures, etc
    Students request advisors to "give more information" concerning
    program basics

C) Students feel "second to extension work"; advisors seem more
    concerned with their research and extension work than with
    the students

CURRICULUM

A) Very oriented toward career development
    Most satisfied: class size
                    availability for interaction with staff
                    curriculum offered; diversity
                    availability of experiential learning

B) More practical experience and quality internships - experiential
    education

C) Organize program - too much flexibility
    Offer more classes more often - keep class schedules well known
    Irrelevant required classes
    Get students into business and HRI classes
    Reinstate the travel class - might help participation in PRR club
    Make required courses (especially undergraduate) more rigorous
    More info/requirements/guidelines on paper

FACULTY

A) Helpful and concerned with student's career development
    Genuine interest in helping students
    Faculty diversity, expertise, friendliness

B) Unavailable, uninvolved attitude
    Expressed concern for faculty showing more interest in extension
    work than in students
    Suggest the faculty think about why they are there
    Major concern should be students

ORIENTATION

A) Inform "older" students of orientation
    Not aware that there was an orientation program

B) Program itself:
    -Undergraduate slide show had no minority people in it
      Content did not include opportunities for inner city recreation
    -Give better picture to incoming students of what department is
        involved in
      Accurately relate what department offers to prospective students
        Incorrect info at this stage leads to mistakes
    -Orientation was a let down due to lack of faculty involvement
      Why bother having it when there aren't any faculty members in town?
      Make it so all (or most) faculty can attend
      Have material available

STUDENT CLIMATE/SERVICES

A) Undergraduates request better communication concerning clubs and
        activities
    Want to know what clubs are available to students within the major
    Working students express problems with meeting times

B) Expressed satisfaction with program flexibility and efficiency
    Undergraduates liked the friendliness of those within the department
    Graduate concern about honest portrayal of programs to students

SUPPORTIVE SERVICES

A) More two-way interaction
    More understanding of student's life
    Better communication

B) More info on jobs; career counseling
    Improve job search program
    Update and organize bulletin boards
    Get more space
    Budget money for equipment

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LITERATURE CITED

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