Quick Survey-Fall 2007
Background and Finances

- **Purpose**

- **Administration**

- **Compare sampling methods**

Purpose of the Survey

Ascertain information about students' background and finances.

- – Accreditation Agencies

- – Publishers

- – Update campus knowledge on key areas on items not gathered since Spring 1999 (SNAPS)

Topic Areas:

- Sources of financial support while pursuing their education

- Level of concern about financing their education.

- Greatest obstacle to reaching their educational goals.

- Hours spent at work per week.

- How many financial dependents do they have?

- Are they the single head of household?

- What are their parents' educational levels?

- Demographics (i.e., age, sex, ethnic, class level, unit load, language)

Topic Areas:

- **Sources of financial support while pursuing their education**

- Level of concern about financing their education.

- Greatest obstacle to reaching their educational goals.

- Hours spent at work per week.

- How many financial dependents do they have?

- Are they the single head of household?

- What are their parents' educational levels?

- Demographics (i.e., age, sex, ethnic, class level, unit load, language)

Topic Areas:

- Sources of **financial support** while pursuing their education.

- **Level of concern about financing their college education.**

- Greatest obstacle to reaching their educational goals.

- Hours spent at work per week.

- How many financial dependents do they have?

- Are they the single head of household?

- What are their parents' educational levels?

- Demographics (i.e., age, sex, ethnic, class level, unit load, language)

Topic Areas:

- Sources of **financial support** while pursuing their education.

- Level of **concern about financing** their college education.

- **Greatest obstacle** to reaching their educational goals.

- Hours spent at work per week.

- How many financial dependents do they have?

- Are they the single head of household?

- What are their parents' educational levels?

- Demographics (i.e., age, sex, ethnic, class level, unit load, language)

Topic Areas:

- Sources of **financial support** while pursuing their education.

- Level of **concern about financing** their college education.

- **Greatest obstacle** to reaching their educational goals.

- Hours spent at **work** per week.

- How many financial dependents do they have?

- Are they the single head of household?

- What are their parents' educational levels?

- Demographics (i.e., age, sex, ethnic, class level, unit load, language)

Topic Areas:

- Sources of **financial support** while pursuing their education.

- Level of **concern about financing** their college education.

- **Greatest obstacle** to reaching their educational goals?

- Hours spent at **work** per week.

- How many **financial dependents** do they have?

- Are they the single head of household?

- What are their parents' educational levels?

- Demographics (i.e., age, sex, ethnic, class level, unit load, language)

Topic Areas:

- Sources of **financial support** while pursuing their education.

- Level of **concern about financing** their college education.

- **Greatest obstacle** to reaching their educational goals?

- Hours spent at **work** per week.

- How many **financial dependents** do they have?

- Are they the **single head of household**?

- What are their parents' educational levels?

- Demographics (i.e., age, sex, ethnic, class level, unit load, language)

Topic Areas:

- Sources of **financial support** while pursuing their education.

- Level of **concern about financing** their college education.

- **Greatest obstacle** to reaching their educational goals?

- Hours spent at **work** per week.

- How many **financial dependents** do they have?

- Are they the **single head of household**?

- **What are their parents' educational levels?**

- Demographics (i.e., age, sex, ethnic, class level, unit load, language)

Topic Areas:

- Sources of **financial support** while pursuing their education.

- Level of **concern about financing** their college education.

- **Greatest obstacle** to reaching their educational goals?

- Hours spent at **work** per week.

- How many **financial dependents** do they have?

- Are they the **single head of household**?

- What are their **parents' educational** levels?

- **Demographics** (i.e., age, sex, ethnic, class level, unit load, language)

Topic Areas:

- Sources of **financial support** while pursuing their education.

- Level of **concern about financing** their college education.

- **Greatest obstacle** to reaching their educational goals?

- Hours spent at **work** per week.

- How many **financial dependents** do they have?

- Are they the **single head of household**?

- What are their **parents' educational** levels?

- **Demographics** (i.e., age, sex, ethnic, class level, unit load, language)

Topic Areas:

Financial Support

Concern about financing

Greatest Obstacle

Work

Financial dependents

Single head of household

Parents' education

Demographics

CSUDH Quick Survey - Background and Finances

Please mark all sources of financial support while pursuing your college education.

Estimate approx % from each source

Employment:
- ☐ Part-Time Job — ☐☐☐ %
- ☐ Full-Time Job (35 hours or more per week) — ☐☐☐ %
- ☐ Employer-sponsored benefit — ☐☐☐ %

Personal sources of income:
- ☐ Family assistance, including spouse — ☐☐☐ %
- ☐ Loans — ☐☐☐ %
- ☐ Savings — ☐☐☐ %

Campus or other sources of income:
- ☐ Grant — ☐☐☐ %
- ☐ Scholarship — ☐☐☐ %
- ☐ Student loan — ☐☐☐ %
- ☐ Work-study program — ☐☐☐ %

Total should equal   1 0 0 %

Are you concerned about financing your college education?
- ☐ No , I will have sufficient funds.
- ☐ Yes, somewhat concerned. But I will probably have enough funds to continue.
- ☐ Yes, very concerned. I may not have enough funds to continue.
- ☐ Yes, extremely concerned. I will not have funds to continue.

Major (write in): ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Class:
- ☐ Fresh   ☐ Soph   ☐ Junior   ☐ Senior   ☐ Graduate/Post-Baccalaureate

How Much education did your parents obtain?

	Father/ Guardian	Mother/ Guardian
8th grade or less	☐	☐
Some high school	☐	☐
High School graduate	☐	☐
Some college	☐	☐
College graduate	☐	☐
Post-baccalaureate or graduate	☐	☐
Don't know	☐	☐

Are you the first among your brothers or sisters to attend college?
- ☐ Yes
- ☐ No
- ☐ N/A, don't have siblings
- ☐ Don't know

Sex:
- ☐ Male
- ☐ Female

Units enrolled this term? ☐☐
If employed, average weekly work hours? ☐☐

How many financial dependents (e.g. spouse, children) do you have? Do not count yourself.
- ☐ 0   ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5 or more

Are you a single head of household?   ☐ Yes   ☐ No

When you were growing up, did you usually speak in a language other than English at home?   Yes ☐   No ☐

Language : (write in): ☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Age: ☐ <20   ☐ 20-24   ☐ 25-29   ☐ 30+

Which category best describes your ethnicity:
- ☐ Black/African-American   ☐ Hispanic/Latino   ☐ American-Indian
- ☐ White/Caucasian   ☐ Asian/Pacific Islander   ☐ Other

If applicable, which ONE of the following presents the greatest obstacle to reaching our educational goals?
- ☐ Campus-related factors (such as course variety, availability of courses, instructors, advising, support services, etc.)
- ☐ Academic and educational factors (such as lack of adequate preparation for college, lack of proper motivation, poor choice of major, etc.)
- ☐ Financial factors
- ☐ Other personal factors (such as family obligations, job, personal problems, etc.)
- ☐ I do not see any obstacles to completing my education

Administration

Goal was to overcome faculty resistance to take up class time

- Quick administration with minimal intrusion:
  - 3 minutes to respond
  - No proctors to schedule

- Gained council of deans and senate endorsement

- Outstanding faculty cooperation

Used Three Sampling Approaches

- **In Class** (paper survey)
  - Distributed by instructor
  - Given a window of several weeks

- **On-Line** (classes using Blackboard)
  - Encouraged by instructor to log on and participate

- **Email** (with link to web based survey)
  - Sent from Provost encouraging participation

In Class & On-Line Samples

Stratified cluster samples of courses

Sampling frame:
- Lecture and seminar courses
- >= 10 enrolled
- On-Line (required Blackboard access)

Randomly drawn

Enrollments matched known population parameters for:
- College
- Day/evening courses
- Course Level (LD, UD, Grad)

Email Sample

Sampling frame:

List of all students (other than those enrolled in any course used in other two samples)

Simple Random Sample

No other parameters or restrictions implemented

Sampling Methods Compared

Response Rates

In Class 45.6%
(44 classes, 1281 Enrolled, 584 respondents)

On-Line 19.4%
(38 classes, 1341 Enrolled, 260 respondents)

Email 11.8%
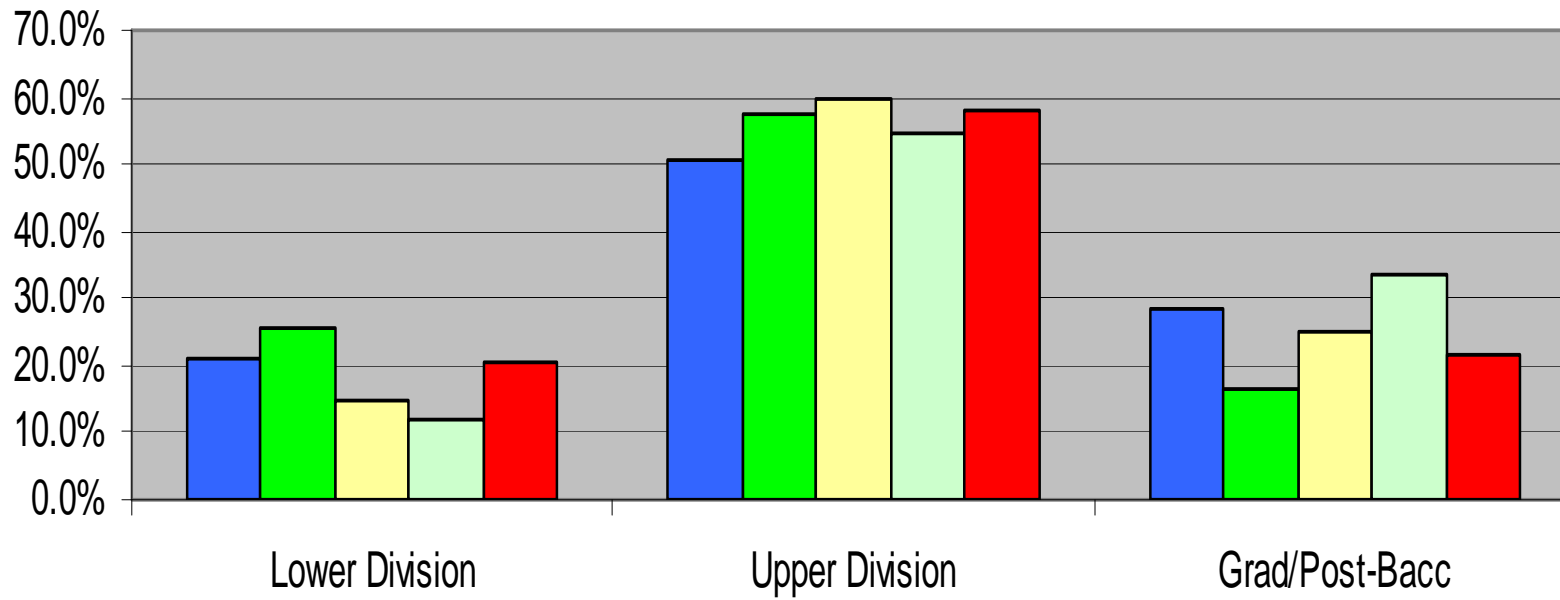(1300 emailed, 153 respondents)
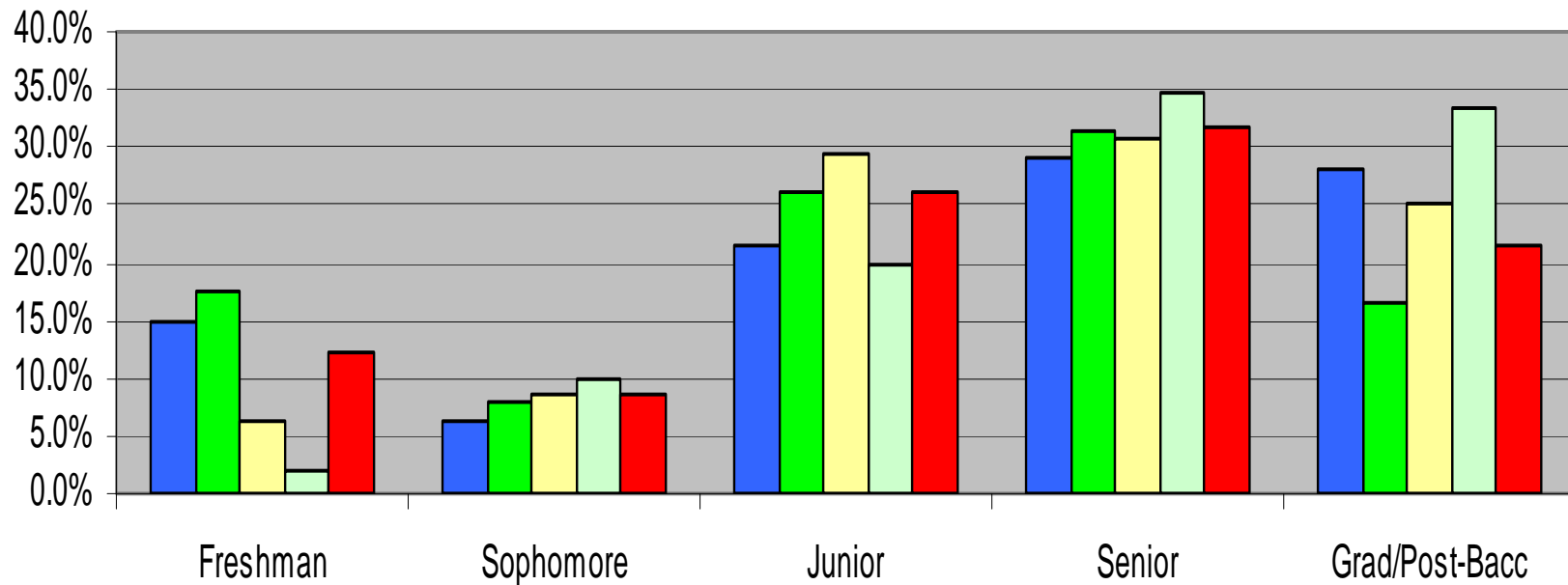
Response Rates by Sampling Method
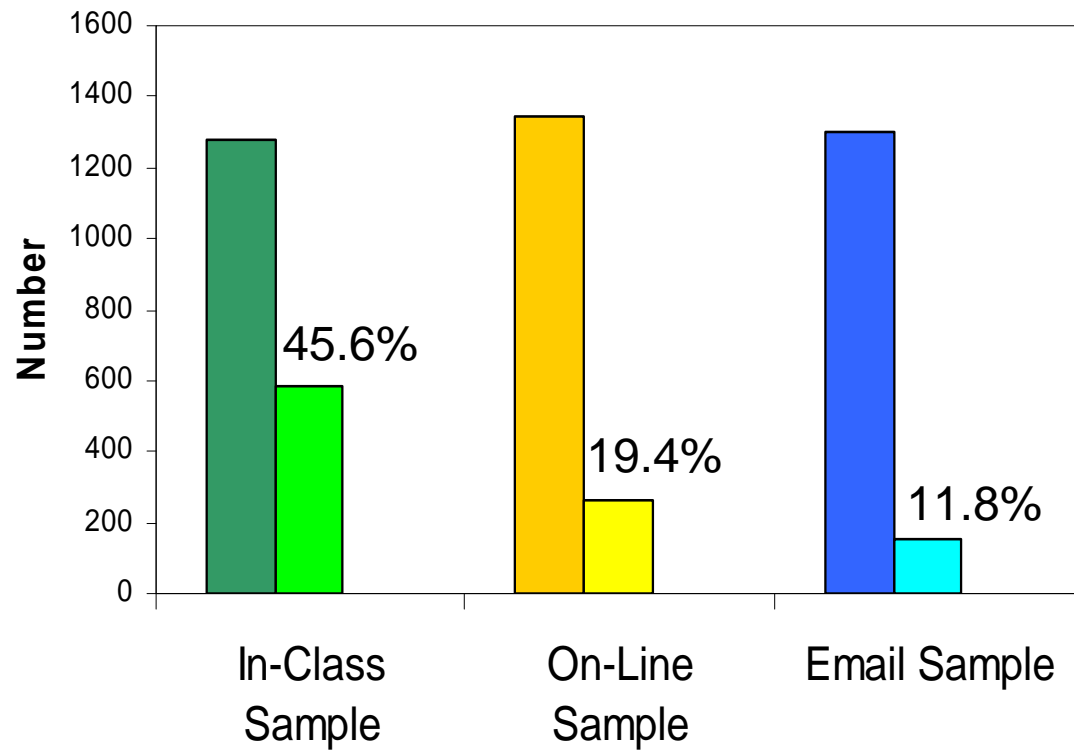
Combined Distribution by Sample Method

In-Class, 584, 59%

Email, 153, 15%

On-Line, 260, 26%
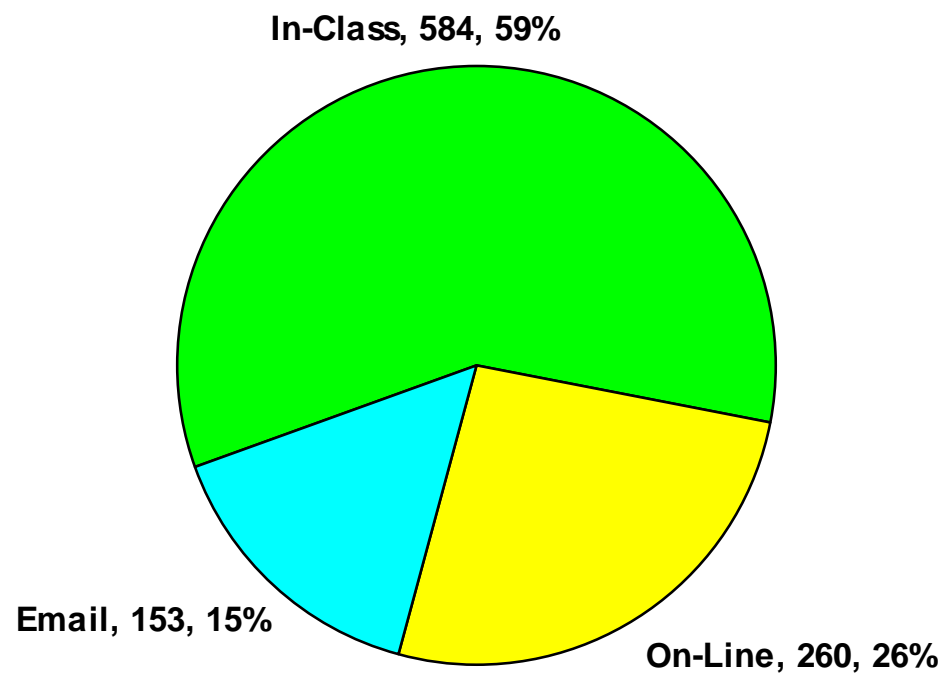
Sample comparisons to known population parameters

Class Divisions Compared

Class Levels Compared

Legend: Population, In-Class, On-Line, Email, Combined

College of Major Compared
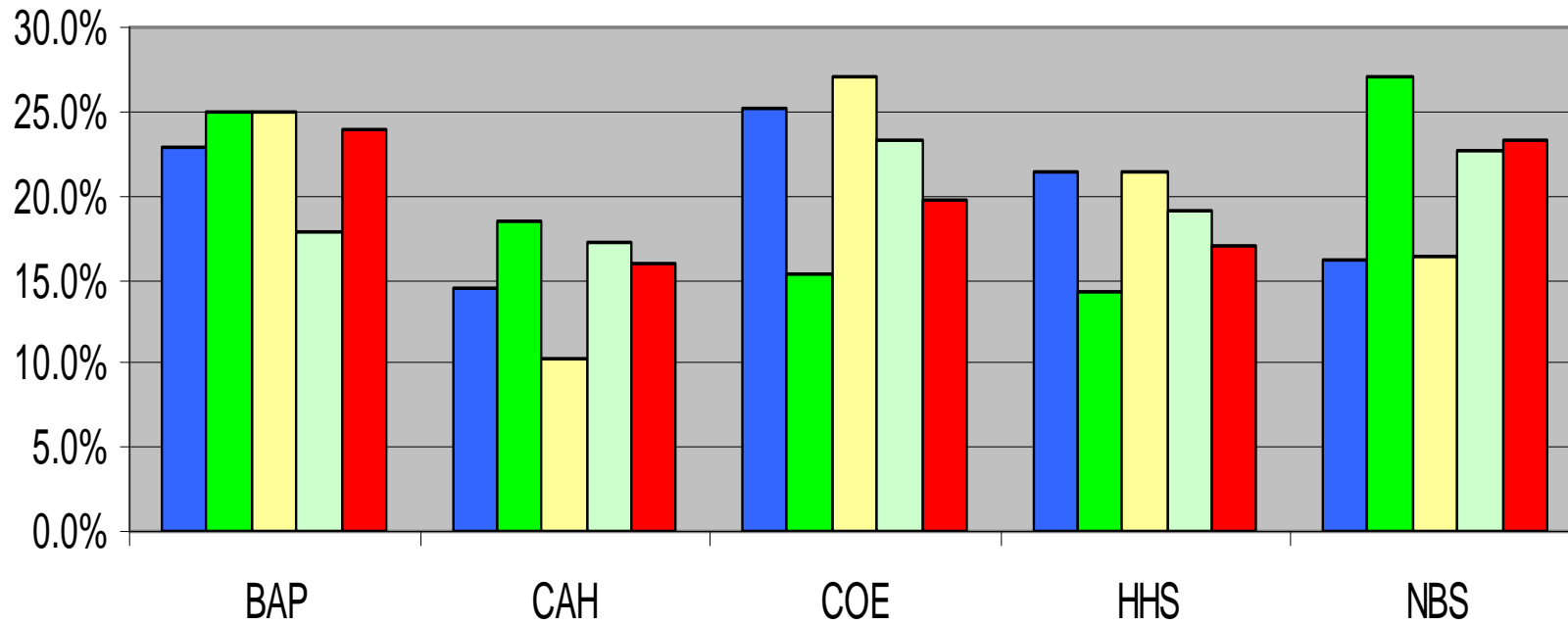
Unit Load Status by Division Compared

Legend: Population, In-Class, On-Line, Email, Combined

Categories: Part-Time UG, Full-Time UG, Part-Time Grad/PB, Full-Time Grad/PB
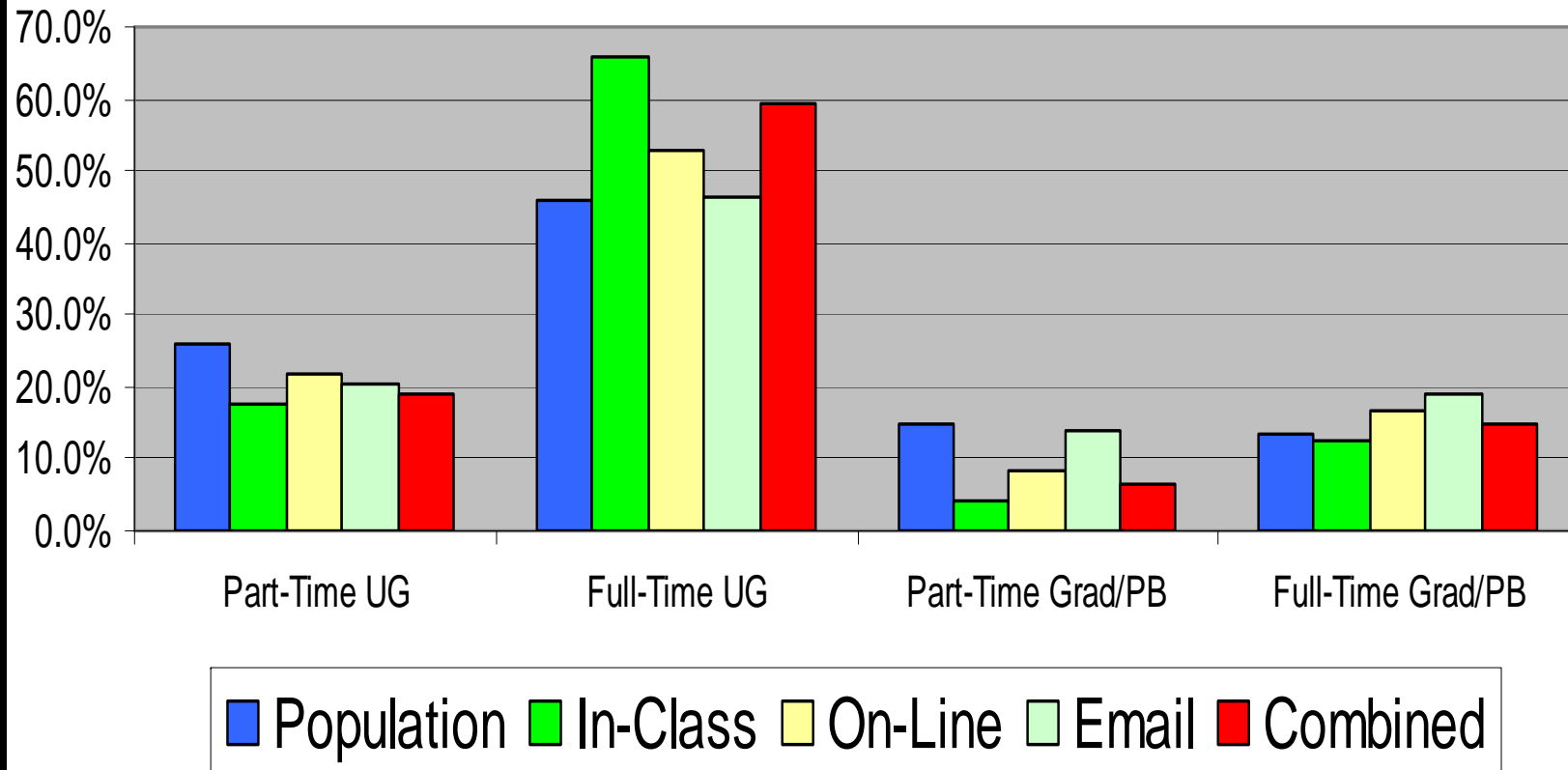
Ethnic Distribution Compared
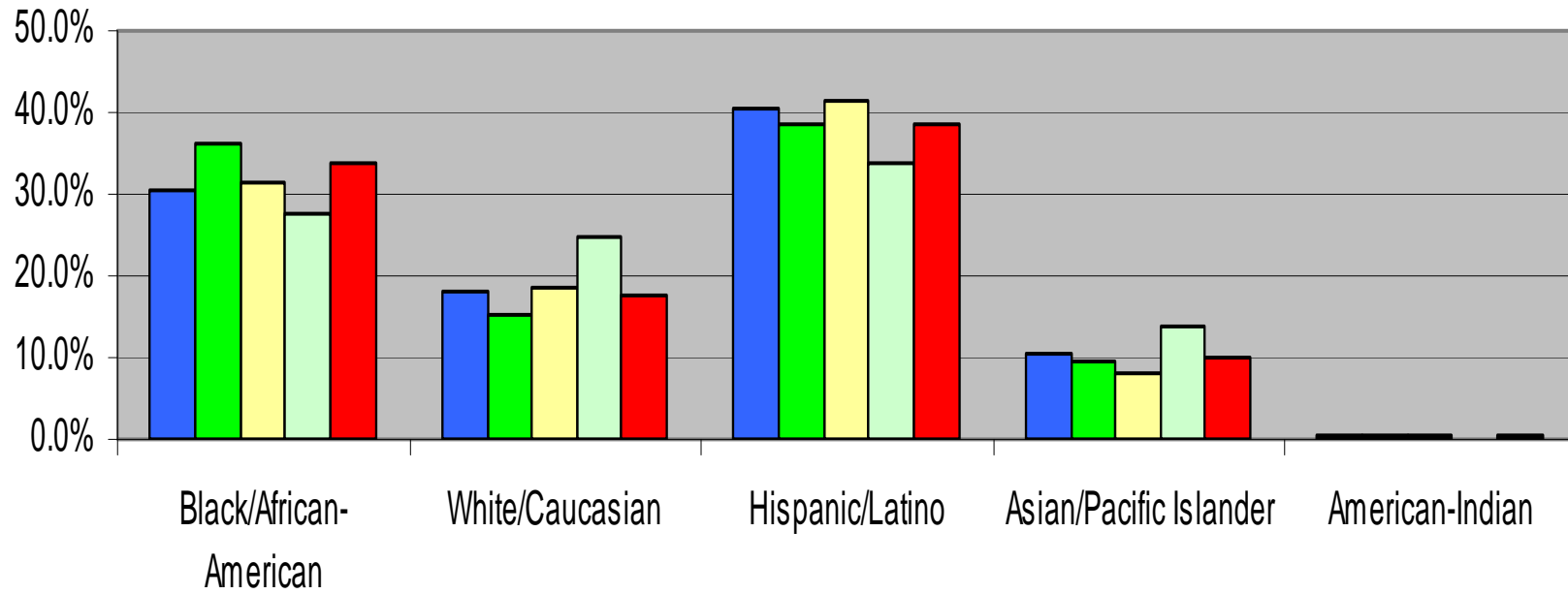
Sex Distribution Compared

Age Groups Compared
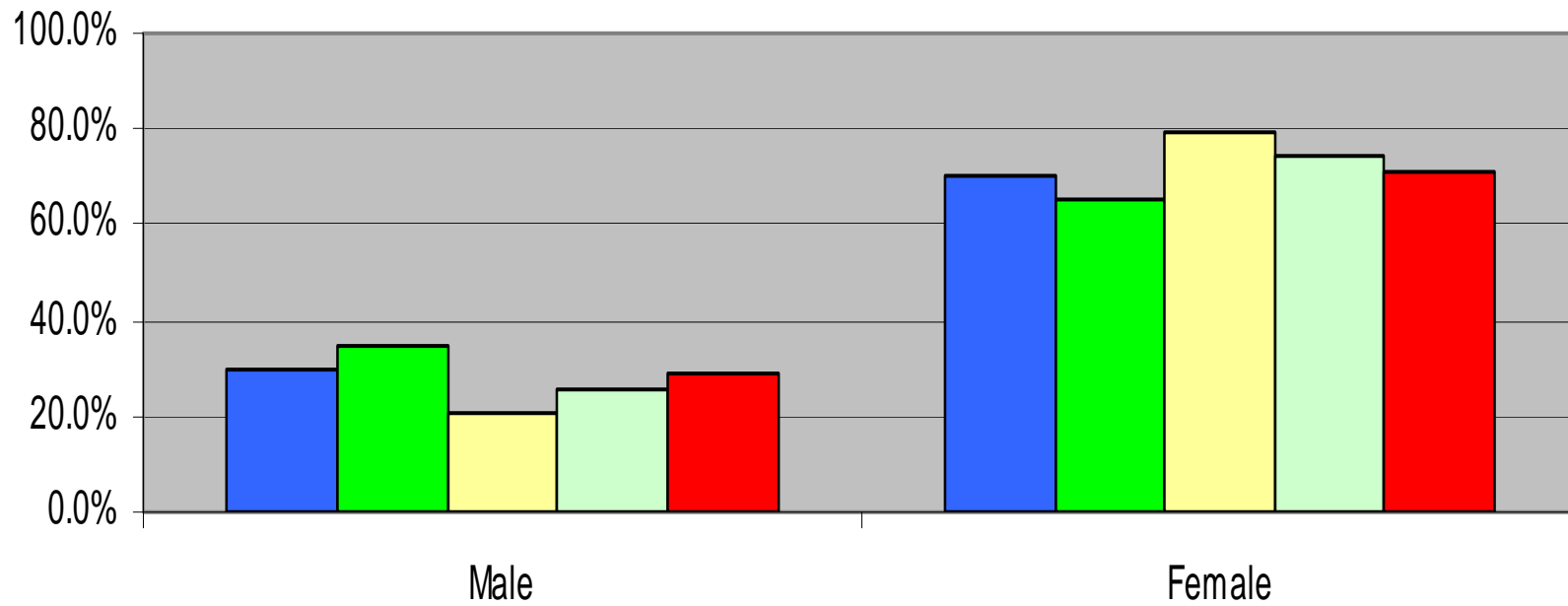
Legend: Population, In-Class, On-Line, Email, Combined

Age groups (x-axis): < 20, 20-24, 25-29, 30 +

Y-axis: 0.0% to 60.0%
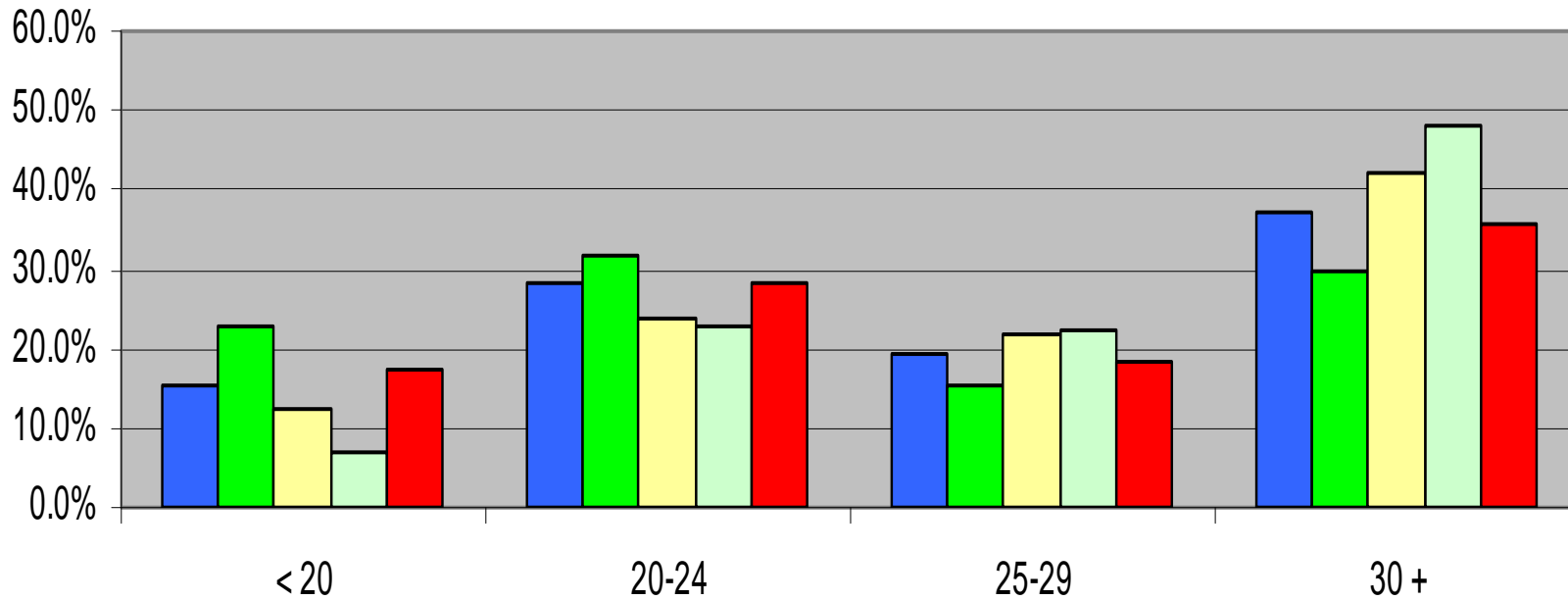
Suggestions

- Consider the use of short thematic surveys to increase faculty cooperation for in-class surveys.

- Be aware of the strengths and weaknesses of various survey methods

- Oversample categories depending on your plans for analysis.

- Consider using multiple sampling approaches and combining the data (triangulation).

Thank You

Pete Van Hamersveld

CSU, Dominguez Hills

Presentation at CAIR - 2008