

## Student Perceptions Survey Spring 2002

### Executive Summary

**Purpose of Survey:** The Student Perceptions Survey is designed to tap undergraduate student perspective on the quality of their educational experience. Initially, the survey was conducted by each of the six Regents institutions to provide the Kansas Board of Regents and external publics with information about the student experience.

The Student Perceptions Survey was one of the Vision 2020 performance indicators. KU chose to replicate the survey this spring even though the Regents Universities are no longer required to submit Vision 2020 performance indicators.

**Description:** The survey is intended to measure student perception on six aspects of educational experience:

- C instruction,
- C faculty help outside the classroom,
- C opportunities for intellectual challenge,
- C English language ability of instructors,
- C development of course schedules, and
- C overall educational experience.

In 2000, a 7<sup>th</sup> question was added by KU and KSU about the quality of academic advising.

The survey was developed by a committee of measurement specialists from each of the Regents institutions.

**Methodology:** The Student Perceptions Survey is administered by telephone on each campus to a random sample of current undergraduate students. The survey has been conducted four times: 1996, 1998, 2000, and 2002. In 1996, 53 students were interviewed at each student level for a total of 212. In each subsequent year, at least 159 students were interviewed at each level, for a minimum annual total of 636 students.

Each question is rated on a 5-point scale, with 1 being the most positive rating and 5 being the most negative rating. The data are summarized by means, standard deviations, and response distributions, for each student level, and overall. Data tables are on pages 4 through 10.

**Bottom Line Results:** Overall, students report steady improvement in:

- C developing course schedules
- C helpfulness of academic advising, and
- C English language ability of instructors

Perceptions of the four other areas decreased slightly since 2000, but often were more positive than in 1998.

## 2002 Results

*Note: Each item is rated on a 5-point scale, with 1 being the most positive rating. The scale anchors vary by item.*

- C Students across all class levels give very positive ratings with regard to the frequency with which their instructors provide effective instruction. Mean ratings were 1.93 or less at all class levels.  
(1-very frequently 2-frequently 3-occasionally 4-rarely 5-never)
- C Students across all class levels give positive ratings with regard to the effort instructors make to help them outside the classroom. Mean ratings were 2.32 or less, at all class levels. Seniors gave the most positive ratings (mean=2.17).  
(1-very helpful 2-helpful 3-somewhat helpful 4-not very helpful 5-not at all helpful)
- C Students across all class levels give positive ratings with regard to the frequency with which their educational experience has provided opportunities for intellectual challenge. Mean ratings ranged from 2.03 to 2.24. Seniors gave the most positive rating.  
(1-very frequently 2-frequently 3-occasionally 4-rarely 5-never)
- C Problems with the English language ability of the instructor increase for upper-level students. Freshmen had problems in an average of less than one course (mean rating 1.84). Sophomores (2.00), juniors (2.22) and seniors (2.19) had problems in an average of one course.  
(1-in none of your courses 2-in 1 course 3-in 2-4 courses 4-in 5-7 courses 5-in 8 or more courses)
- C Problems developing a course schedule are relatively the same for freshmen, sophomores and juniors, with mean ratings ranging from 2.81 to 2.93. Seniors report the least problems (mean rating 2.58). However, relatively large standard deviations indicate that responses vary widely within class level.  
(1-never been a problem 2-rarely been a problem 3-occasionally been a problem 4-frequently been a problem 5-very frequently been a problem)
- C Students across all class levels are satisfied with their overall educational experience, with mean ratings of 2.01 or less.  
(1-very satisfied 2-satisfied 3-neutral 4-unsatisfied 5-very unsatisfied)
- C Students find academic advising progressively less helpful as they advance. Freshmen rated the helpfulness of advising highest (mean rating 2.32), while seniors rated it lowest (2.72).  
(1-very helpful 2-helpful 3-somewhat helpful 4-not very helpful 5-not at all helpful)

## Trends Over Time (1996, 1998, 2000, and 2002)

The survey changed the scaling on three items between 1996 and 1998. Therefore, these questions only have three years of data which can be compared.

*Note: Each item is rated on a 5-point scale, with 1 being the most positive rating. The scale anchors vary by item.*

- C Students have consistently given very positive ratings over time with regard to the frequency with which their instructors provide effective instruction. Mean ratings across all class levels were less than 2.00 across all three years of administration.  
(1-very frequently 2-frequently 3-occasionally 4-rarely 5-never)
- C Students have consistently given positive ratings over time with regard to the effort instructors make to help them outside the classroom. Mean ratings across all class levels have remained under 2.50 for all three years of administration.  
(1-very helpful 2-helpful 3-somewhat helpful 4-not very helpful 5-not at all helpful)
- C Students have consistently given positive ratings over time with regard to the frequency with which their educational experience has provided opportunities for intellectual challenge. Mean ratings for all class levels have consistently remained at or below 2.25 across all four years of administration.  
(1-very frequently 2-frequently 3-occasionally 4-rarely 5-never)
- C Problems with the English language ability of the instructor have consistently increased for upper level students. Freshmen consistently have problems in less than one course (mean ratings less than 2.00 across all three years of administration), and seniors have problems in an average of one course (mean ratings ranging between 2.19 and 2.42).  
(1-in none of your courses 2-in 1 course 3-in 2-4 courses 4-in 5-7 courses 5-in 8 or more courses)
- C Problems developing a course schedule have consistently increased most between freshman and sophomore years. Sophomores report the most problems (mean ratings ranging between 2.93 and 3.15). Seniors report the fewest problems (mean ratings ranging from 2.58 to 2.85 across all three years of administration).  
(1-never been a problem 2-rarely been a problem 3-occasionally been a problem 4-frequently been a problem 5-very frequently been a problem)
- C Students have consistently been satisfied with their overall educational experience over time. Mean ratings have remained 2.01 or less across all class levels, for all three years of administration.  
(1-very helpful 2-helpful 3-somewhat helpful 4-not very helpful 5-not at all helpful)
- C Students have consistently found advising progressively less helpful as they advance, across both years of administration. Freshmen rate the helpfulness of advising highest (mean ratings ranging from 2.10 to 2.32), while seniors rate it lowest (mean ratings ranging from 2.72 to 2.75).  
(1-very helpful 2-helpful 3-somewhat helpful 4-not very helpful 5-not at all helpful)

**Student Perceptions Survey  
Comparative Means and Standard Deviations 1996, 1998, 2000, 2002  
Overall**

*(How to interpret: lower numbers indicate a more positive response)*

	Response Means				Standard Deviations			
	Spring 1996	Spring 1998	Spring 2000	Spring 2002	Spring 1996	Spring 1998	Spring 2000	Spring 2002
1. How often have the people teaching your classes at KU provided effective instruction? (1. very frequently 2. frequently 3. occasionally 4. rarely 5. never)	1.94 (N=636)	1.82 (N=657)	1.88 (N=672)	.58	.61	.56	.58	.58
2. Excluding advising, how would you describe the effort of KU faculty to help you outside of the classroom? (1. very helpful 2. helpful 3. somewhat helpful 4. not very helpful 5. not at all helpful)	2.43 (N=636)	2.14 (N=656)	2.26 (N=668)	.88	.93	.86	.88	.88
3. How often has your educational experience at KU provided you with opportunities for intellectual challenge? (1. very frequently 2. frequently 3. occasionally 4. rarely 5. never)	2.13 (N=212)	2.11 (N=636)	2.16 (N=673)	.79	.79	.75	.79	.79
4. In the courses you have taken at KU, how often has the English language ability of the person teaching the class been a problem in your understanding of the course material? (1. never 2. in one course 3. in 2-4 courses 4. in 5-7 courses 5. in 8 or more courses)	2.19 (N=212)	2.13 (N=636)	2.06 (N=672)	.87	.92	.89	.87	.87
5. How often has it been a problem for you to develop a course schedule for a given semester specifically because courses you needed were not offered or were already closed when you enrolled? (1. never 2. rarely 3. occasionally 4. frequently 5. very frequently)	2.97 (N=212)	2.92 (N=636)	2.79 (N=667)	1.18	1.32	1.18	1.18	1.18
6. To what extent are you satisfied with your overall educational experience at KU? (1. very satisfied 2. satisfied 3. neutral 4. unsatisfied 5. very unsatisfied)	2.00 (N=636)	1.88 (N=656)	1.91 (N=671)	.70	.74	.67	.70	.70
7. Overall, how would you describe the academic advising you have received at KU? (1. very helpful 2. helpful 3. somewhat helpful 4. not very helpful 5. not at all helpful)	2.52 (N=650)	2.46 (N=665)	1.09	1.13	1.13	1.09	1.09	1.09

**Student Perceptions Survey  
Comparative Means and Standard Deviations 1996, 1998, 2000, 2002  
Freshman**

*(How to interpret: lower numbers indicate a more positive response)*

	Response Means				Standard Deviations			
	Spring 1996	Spring 1998	Spring 2000	Spring 2002	Spring 1996	Spring 1998	Spring 2000	Spring 2002
1. How often have the people teaching your classes at KU provided effective instruction? (1. very frequently 2. frequently 3. occasionally 4. rarely 5. never)	1.94 (N=159)	1.86 (N=169)	1.87 (N=167)	1.87 (N=167)	.70	.57	.55	.55
2. Excluding advising, how would you describe the effort of KU faculty to help you outside of the classroom? (1. very helpful 2. helpful 3. somewhat helpful 4. not very helpful 5. not at all helpful)	2.38 (N=159)	2.17 (N=169)	2.32 (N=165)	2.32 (N=165)	.90	.86	.92	.92
3. How often has your educational experience at KU provided you with opportunities for intellectual challenge? (1. very frequently 2. frequently 3. occasionally 4. rarely 5. never)	2.25 (N=53)	2.11 (N=159)	2.01 (N=169)	2.24 (N=167)	.76	.79	.83	.83
4. In the courses you have taken at KU, how often has the English language ability of the person teaching the class been a problem in your understanding of the course material? (1. never 2. in one course 3. in 2-4 courses 4. in 5-7 courses 5. in 8 or more courses)	1.77 (N=53)	1.89 (N=159)	1.81 (N=168)	1.84 (N=167)	.80	.80	.85	.85
5. How often has it been a problem for you to develop a course schedule for a given semester specifically because courses you needed were not offered or were already closed when you enrolled? (1. never 2. rarely 3. occasionally 4. frequently 5. very frequently)	2.77 (N=53)	2.80 (N=159)	2.70 (N=169)	2.81 (N=166)	1.35	1.21	1.09	1.09
6. To what extent are you satisfied with your overall educational experience at KU? (1. very satisfied 2. satisfied 3. neutral 4. unsatisfied 5. very unsatisfied)	2.01 (N=159)	1.87 (N=169)	1.90 (N=167)	1.90 (N=167)	.81	.69	.70	.70
7. Overall, how would you describe the academic advising you have received at KU? (1. very helpful 2. helpful 3. somewhat helpful 4. not very helpful 5. not at all helpful)	2.10 (N=167)	2.32 (N=166)	2.32 (N=166)	2.32 (N=166)	.91	1.08	1.08	1.08

**Student Perceptions Survey**  
**Comparative Means and Standard Deviations 1996, 1998, 2000, 2002**  
**Sophomore**

*(How to interpret: lower numbers indicate a more positive response)*

	Response Means				Standard Deviations			
	Spring 1996	Spring 1998	Spring 2000	Spring 2002	Spring 1996	Spring 1998	Spring 2000	Spring 2002
1. How often have the people teaching your classes at KU provided effective instruction? (1. very frequently 2. frequently 3. occasionally 4. rarely 5. never)	1.90 (N=159)	1.81 (N=161)	1.93 (N=171)	1.93 (N=171)	.61	.52	.54	.54
2. Excluding advising, how would you describe the effort of KU faculty to help you outside of the classroom? (1. very helpful 2. helpful 3. somewhat helpful 4. not very helpful 5. not at all helpful)	2.47 (N=159)	2.19 (N=160)	2.26 (N=170)	2.26 (N=170)	.91	.80	.89	.89
3. How often has your educational experience at KU provided you with opportunities for intellectual challenge? (1. very frequently 2. frequently 3. occasionally 4. rarely 5. never)	2.00 (N=53)	2.11 (N=159)	2.10 (N=162)	2.18 (N=171)	.73	.77	.77	.77
4. In the courses you have taken at KU, how often has the English language ability of the person teaching the class been a problem in your understanding of the course material? (1. never 2. in one course 3. in 2-4 courses 4. in 5-7 courses 5. in 8 or more courses)	2.26 (N=53)	2.15 (N=159)	2.21 (N=161)	2.00 (N=171)	.94	.94	.85	.85
5. How often has it been a problem for you to develop a course schedule for a given semester specifically because courses you needed were not offered or were already closed when you enrolled? (1. never 2. rarely 3. occasionally 4. frequently 5. very frequently)	3.15 (N=53)	2.94 (N=159)	3.13 (N=162)	2.93 (N=170)	1.22	1.27	1.15	1.25
6. To what extent are you satisfied with your overall educational experience at KU? (1. very satisfied 2. satisfied 3. neutral 4. unsatisfied 5. very unsatisfied)	1.93 (N=159)	1.91 (N=162)	2.01 (N=170)	2.01 (N=170)	.66	.68	.70	.70
7. Overall, how would you describe the academic advising you have received at KU? (1. very helpful 2. helpful 3. somewhat helpful 4. not very helpful 5. not at all helpful)	2.57 (N=159)	2.57 (N=159)	2.38 (N=169)	2.38 (N=169)	1.17	1.17	1.03	1.03

**Student Perceptions Survey  
Comparative Means and Standard Deviations 1996, 1998, 2000, 2002  
Junior**

*(How to interpret: lower numbers indicate a more positive response)*

	Response Means				Standard Deviations			
	Spring 1996	Spring 1998	Spring 2000	Spring 2002	Spring 1996	Spring 1998	Spring 2000	Spring 2002
1. How often have the people teaching your classes at KU provided effective instruction? (1. very frequently 2. frequently 3. occasionally 4. rarely 5. never)		1.98 (N=159)	1.82 (N=164)	1.90. (N=162)		.52	.47	.61
2. Excluding advising, how would you describe the effort of KU faculty to help you outside of the classroom? (1. very helpful 2. helpful 3. somewhat helpful 4. not very helpful 5. not at all helpful)		2.45 (N=159)	2.15 (N=164)	2.27 (N=162)		.95	.90	.83
3. How often has your educational experience at KU provided you with opportunities for intellectual challenge? (1. very frequently 2. frequently 3. occasionally 4. rarely 5. never)	2.06 (N=53)	2.08 (N=159)	2.09 (N=164)	2.18 (N=163)	.77	.73	.74	.76
4. In the courses you have taken at KU, how often has the English language ability of the person teaching the class been a problem in your understanding of the course material? (1. never 2. in one course 3. in 2-4 courses 4. in 5-7 courses 5. in 8 or more courses)	2.30 (N=53)	2.23 (N=159)	2.16 (N=164)	2.22 (N=162)	.99	.99	.90	.88
5. How often has it been a problem for you to develop a course schedule for a given semester specifically because courses you needed were not offered or were already closed when you enrolled? (1. never 2. rarely 3. occasionally 4. frequently 5. very frequently)	3.11 (N=53)	3.08 (N=159)	2.85 (N=164)	2.83 (N=160)	1.20	1.24	1.15	1.17
6. To what extent are you satisfied with your overall educational experience at KU? (1. very satisfied 2. satisfied 3. neutral 4. unsatisfied 5. very unsatisfied)		2.06 (N=159)	1.84 (N=163)	1.91 (N=162)		.73	.62	.67
7. Overall, how would you describe the academic advising you have received at KU? (1. very helpful 2. helpful 3. somewhat helpful 4. not very helpful 5. not at all helpful)			2.66 (N=163)	2.42 (N=160)			1.12	1.05

**Student Perceptions Survey  
Comparative Means and Standard Deviations 1996, 1998, 2000, 2002  
Senior**

*(How to interpret: lower numbers indicate a more positive response)*

	Response Means				Standard Deviations			
	Spring 1996	Spring 1998	Spring 2000	Spring 2002	Spring 1996	Spring 1998	Spring 2000	Spring 2002
1. How often have the people teaching your classes at KU provided effective instruction? (1. very frequently 2. frequently 3. occasionally 4. rarely 5. never)	1.96 (N=159)	1.80 (N=163)	1.83 (N=172)	1.83 (N=172)	.58	.67	.61	.61
2. Excluding advising, how would you describe the effort of KU faculty to help you outside of the classroom? (1. very helpful 2. helpful 3. somewhat helpful 4. not very helpful 5. not at all helpful)	2.43 (N=159)	2.06 (N=163)	2.17 (N=171)	2.17 (N=171)	.95	.86	.86	.86
3. How often has your educational experience at KU provided you with opportunities for intellectual challenge? (1. very frequently 2. frequently 3. occasionally 4. rarely 5. never)	2.23 (N=53)	2.16 (N=159)	2.10 (N=163)	2.03 (N=172)	.75	.72	.75	.77
4. In the courses you have taken at KU, how often has the English language ability of the person teaching the class been a problem in your understanding of the course material? (1. never 2. in one course 3. in 2-4 courses 4. in 5-7 courses 5. in 8 or more courses)	2.42 (N=53)	2.26 (N=159)	2.35 (N=162)	2.19 (N=172)	.84	.99	.91	.87
5. How often has it been a problem for you to develop a course schedule for a given semester specifically because courses you needed were not offered or were already closed when you enrolled? (1. never 2. rarely 3. occasionally 4. frequently 5. very frequently)	2.85 (N=53)	2.87 (N=159)	2.64 (N=163)	2.58 (N=171)	1.50	1.28	1.14	1.18
6. To what extent are you satisfied with your overall educational experience at KU? (1. very satisfied 2. satisfied 3. neutral 4. unsatisfied 5. very unsatisfied)	2.01 (N=159)	1.88 (N=162)	1.81 (N=172)	1.81 (N=172)	.75	.71	.71	.72
7. Overall, how would you describe the academic advising you have received at KU? (1. very helpful 2. helpful 3. somewhat helpful 4. not very helpful 5. not at all helpful)	2.75 (N=161)	2.75 (N=161)	2.72 (N=170)	2.72 (N=170)	1.21	1.16	1.16	1.16

**Students Perceptions Survey**  
**Question 4 Distribution of Response Percentages - Response Category by Year of Administration by Level**

4. In the courses you have taken at KU, how often has the English language ability of the person teaching the class been a problem in your understanding of the course material?

Year	Level	Percent					Total
		1. never	2. in one course	3. in 2-4 courses	4. in 5-7 courses	5. in 8 or more courses	
1996	Freshman	45.3%	32.1%	22.6%	0.0%	0.0%	100%
	Sophomore	22.6%	35.9%	37.7%	0.0%	3.8%	100%
	Junior	30.2%	17.0%	45.2%	7.6%	0.0%	100%
	Senior	17.0%	30.2%	47.1%	5.7%	0.0%	100%
	<b>Overall</b>	<b>28.8%</b>	<b>28.8%</b>	<b>38.1%</b>	<b>3.3%</b>	<b>1.0%</b>	<b>100%</b>
1998	Freshman	37.1%	38.4%	23.9%	0.0%	0.6%	100%
	Sophomore	31.4%	27.7%	35.8%	4.4%	0.6%	100%
	Junior	30.8%	22.6%	40.3%	5.0%	1.3%	100%
	Senior	28.3%	26.4%	37.1%	6.9%	1.3%	100%
	<b>Overall</b>	<b>31.9%</b>	<b>28.8%</b>	<b>34.3%</b>	<b>4.1%</b>	<b>1.0%</b>	<b>100%</b>
2000	Freshman	41.7%	37.5%	19.0%	1.8%	0.0%	100%
	Sophomore	25.5%	30.4%	41.6%	2.5%	0.0%	100%
	Junior	28.6%	31.1%	36.6%	3.1%	0.6%	100%
	Senior	22.2%	26.6%	46.3%	3.7%	1.2%	100%
	<b>Overall</b>	<b>29.6%</b>	<b>31.5%</b>	<b>37.7%</b>	<b>2.8%</b>	<b>0.5%</b>	<b>100%</b>
2002	Freshman	41.9%	34.7%	21.6%	1.2%	0.6%	100%
	Sophomore	33.3%	36.3%	27.5%	2.9%	0.0%	100%
	Junior	25.3%	32.1%	38.9%	3.1%	0.6%	100%
	Senior	26.7%	31.4%	38.4%	3.5%	0.0%	100%
	<b>Overall</b>	<b>31.9%</b>	<b>33.6%</b>	<b>31.6%</b>	<b>2.7%</b>	<b>0.3%</b>	<b>100%</b>

**Students Perceptions Survey**  
**Question 4 Distribution of Response Percentages - Response Category by Level by Year of Administration**

4. In the courses you have taken at KU, how often has the English language ability of the person teaching the class been a problem in your understanding of the course material?

Level	Year	Percent					Total
		1. never	2. in one course	3. in 2-4 courses	4. in 5-7 courses	5. in 8 or more courses	
Freshman	1996	45.3%	32.1%	22.6%	0.0%	0.0%	100%
	1998	37.1%	38.4%	23.9%	0.0%	0.6%	100%
	2000	41.7%	37.5%	19.0%	1.8%	0.0%	100%
	2002	41.9%	34.7%	21.6%	1.2%	0.6%	100%
Sophomore	1996	22.6%	35.9%	37.7%	0.0%	3.8%	100%
	1998	31.4%	27.7%	35.8%	4.4%	0.6%	100%
	2000	25.5%	30.4%	41.6%	2.5%	0.0%	100%
	2002	33.3%	36.3%	27.5%	2.9%	0.0%	100%
Junior	1996	30.2%	17.0%	45.2%	7.6%	0.0%	100%
	1998	30.8%	22.6%	40.3%	5.0%	1.3%	100%
	2000	28.6%	31.1%	36.6%	3.1%	0.6%	100%
	2002	25.3%	32.1%	38.9%	3.1%	0.6%	100%
Senior	1996	17.0%	30.2%	47.1%	5.7%	0.0%	100%
	1998	28.3%	26.4%	37.1%	6.9%	1.3%	100%
	2000	22.2%	26.6%	46.3%	3.7%	1.2%	100%
	2002	26.7%	31.4%	38.4%	3.5%	0.0%	100%

**Student Perceptions Survey**  
**Question 4 Distribution of Response Counts - Response Category by Year of Administration by Level**

4. In the courses you have taken at KU, how often has the English language ability of the person teaching the class been a problem in your understanding of the course material?

Year	Level	Count					Total
		1. never	2. in one course	3. in 2-4 courses	4. in 5-7 courses	5. in 8 or more courses	
1996	Freshman	24	17	12	0	0	53
	Sophomore	12	19	20	0	2	53
	Junior	16	9	24	4	0	53
	Senior	9	16	25	3	0	53
	<b>Overall</b>	<b>61</b>	<b>61</b>	<b>81</b>	<b>7</b>	<b>2</b>	<b>212</b>
1998	Freshman	59	61	38	0	1	159
	Sophomore	50	44	57	7	1	159
	Junior	49	36	64	8	2	159
	Senior	45	42	59	11	2	159
	<b>Overall</b>	<b>203</b>	<b>183</b>	<b>218</b>	<b>26</b>	<b>6</b>	<b>636</b>
2000	Freshman	70	63	32	3	0	168
	Sophomore	41	49	67	4	0	161
	Junior	47	51	60	5	1	164
	Senior	36	43	75	6	2	162
	<b>Overall</b>	<b>194</b>	<b>206</b>	<b>234</b>	<b>18</b>	<b>3</b>	<b>655</b>
2002	Freshman	70	58	36	2	1	167
	Sophomore	57	62	47	5	0	171
	Junior	41	52	63	5	1	162
	Senior	46	54	66	6	0	172
	<b>Overall</b>	<b>214</b>	<b>226</b>	<b>212</b>	<b>18</b>	<b>2</b>	<b>672</b>

**Student Perceptions Survey  
Telephone Contact and Survey Script**

Hello, this is *(insert name)*. I'm calling on behalf of *(insert institution name)* and the Kansas Board of Regents. May I speak with *(insert student's name)*?

*IF STUDENT IS NOT AVAILABLE*

Can you tell me when/how I might be able to reach him/her?

*(Record information on contact sheet.)*

*WHEN YOU ARE SPEAKING TO THE STUDENT*

*(See Anticipated Questions for questions that may be asked during the surveying process. Please use the answers provided.)*

My name is *(insert name)*. I am calling on behalf of *(insert institution name)* and the Kansas Board of Regents. They have developed a short telephone survey--only six questions--to find out how college students around the State of Kansas feel about their academic experiences. I'd like to ask you those questions about you experience at *(insert institution name)*. Of course, your individual responses will be kept confidential. Do you have a few minutes right now?

*IF NO*

Would there be a more convenient time to call?

*IF yes*

*Schedule the call and/or make a note, and try again.*

*IF no*

Thanks for your time!

*IF YES*

Great. I'm going to ask you six questions, and the give you five answers to choose from. It's important that as you answer these questions you consider **your total educational experience at *(insert institution name)*--that is, all of your classes and all of your instructors for all the semesters you've been enrolled.** Okay? All right, we'll get started.

Respondent \_\_\_\_\_

**TELEPHONE SURVEY**

(For each participant, the interviewer should use this scripted questionnaire to record the respondent's answers. The interviewer should read each question slowly, and clearly separate each choice that is offered to the participant.)

**The first question is**

In general, how often have the people teaching your classes at (*insert institution name*) provided effective instruction?

- A. Very frequently?
- B. Frequently?
- C. Occasionally?
- D. Rarely?
- E. Never?

**The second question is**

Excluding advising, how would you describe the effort of (*insert institution name*) faculty to help you outside the classroom? Were they

- A. Very helpful?
- B. Helpful?
- C. Somewhat helpful?
- D. Not very helpful?
- E. Not at all helpful?

**The next question is**

How often has your educational experience at (*insert institution name*) provided you with opportunities for intellectual challenge?

- A. Very frequently?
- B. Frequently?
- C. Occasionally?
- D. Rarely?
- E. Never?

In the courses that you have taken at (*insert institution name*), how often has the English language ability of the person teaching the class been a problem in your understanding of the course material?

- A. In none of your courses?
- B. In 1 course?
- C. In 2-4 courses?
- D. In 5-7 courses?
- E. In 8 or more courses?

Respondent \_\_\_\_\_

**TELEPHONE SURVEY****Okay, just three more. The next question is**

How often has it been a problem for you to develop a course schedule for a given semester specifically because courses you needed were not offered or were already closed when you enrolled? Has it

- A. Never been a problem?
- B. Rarely been a problem?
- C. Occasionally been a problem?
- D. Frequently been a problem?
- E. Very frequently been a problem?

**Next**

To what extent are you satisfied with your overall educational experience at *(insert institution name)*? Are you

- A. Very satisfied?
- B. Satisfied?
- C. Neutral?
- D. Unsatisfied?
- E. Very unsatisfied?

**The last question is**

Overall, how would you describe the academic advising you have received at KU?

- 3. Very helpful?
- 4. Helpful?
- 5. Somewhat helpful?
- 6. Not very helpful?
- 7. Not at all helpful?

*(For those institutions who wish to do so, insert open-ended comment section here. Record any responses in the space provided. Otherwise proceed to final paragraph below.)*

Those are all the questions I have. Would you like to make any other comments?

Okay, we're done with the questions. On behalf of *(insert institution name)* and the Kansas Board of Regents, thank you for your help. Have a good day! Goodbye!