PROJECT PLAN

2009 Student Opinion Survey (SOS)
State University of New York

Principle Investigator: Campus SOS Project Director

Co-Principal Investigator: Dr. John Porter
Associate Provost for Institutional Research
The State University of New York
State University Plaza
Albany, New York 12246
(518) 443-5646
Facsimile (518) 443-5632
John.Porter@suni.edu

Co-Principal Investigator: Gary Blose
Assistant Provost
The State University of New York
State University Plaza
Albany, New York 12246
(518) 443-5648
Facsimile (518) 443-5632
Gary.Blose@suni.edu
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1. 2009 Student Opinion Survey
2. SOS Ordering Instructions and Estimated Costs
3. Number of SOS Responses Required
4. Campus Administration Plan & Sample Characteristics
5. Recommended Disclosure Letter
2009 SUNY STUDENT OPINION SURVEY (SOS)

The State Operated campuses of the State University of New York (SUNY) plan to survey undergraduate students during Spring Semester 2009. The project will utilize sound sampling techniques and include appropriate controls to protect the privacy of the individuals participating in the survey. This project should be approved by the campus' institutional research board (IRB); or if the campus does not have an IRB, an appropriate official, such as the provost/academic vice president, vice president for student affairs, or senior assessment official. Approval is necessary so that campus and System officials have the flexibility to use the findings broadly, e.g., conference presentation or publication. Campuses are to provide SUNY Institutional Research with a copy of the IRB approval or letter from the local official approving the research plan.

PURPOSE OF THE RESEARCH

The primary purpose of the SOS is to inform administrators about the status of the college's academic, student, and administrative programs, services and facilities as perceived by undergraduate students. Campus administrators use this information to identify areas that need attention and/or further analysis. The SOS also identifies areas that are meeting and/or exceeding expectations.

The findings are used by the Chancellor and System officials to assess the campus' overall performance and in evaluating the performance of the college's president.

The SOS is a broad-based survey covering most of the programs, services, and facilities that colleges provide undergraduate students. The findings and data will not be used to evaluate individual students. Indeed, participation in the survey is voluntary and respondents remain anonymous in any use of the data, e.g., report or publication, etc.
Majority students are asked to provide a student ID or SSN so that their responses can be better interpreted by relating the information to other academic records, e.g., transcripts, semesters attended, etc. However, this disclosure is made with informed consent and is not a requirement to participate in the survey.

**BENEFITS OF THE SURVEY**

Undergraduate students are the primary customers of the State University, and the programs, services, and facilities provided to these students are the core mission of SUNY. While SUNY's colleges and universities are complex institutions with many varied missions, understanding how undergraduate students assess the programs, services, and facilities provided is essential for a college to effectively perform its mission. Further, SUNY's campuses receive support in the form of state tax dollars and student financial aid. The SOS provides sponsors valuable information on how well SUNY is performing its mission.

Viewed in this context, the findings from the SOS are of high value to decision makers at all levels, and the 2009 SOS comes at a fortuitous time given the State's financial circumstances. Further, SUNY's campuses are engaged in a variety of assessment activities (i.e., NSSE/CCSSE) in response to the University's strengthened campus-based assessment initiative and Middle States' accreditation standards. Not only do the findings of the SOS contribute to the body of information informing these imperatives, they also establish important benchmarks for charting current and future progress.

The 2009 SOS is the ninth system-wide survey coordinated by the State University over the past thirty years. The survey is administered to a sample of the undergraduate population every third year. Since many of the questions have been
asked repeatedly over the years, the SOS is a rich source of information on change and improvement.

SURVEY INSTRUMENT

The SOS instrument was developed thirty-years ago in collaboration with the American College Testing, Inc. (ACT). The survey was extensively revised in 2003 to improve the focus of the questions and reduce the length of the survey. For the 2009 version, a committee of campus and System representatives met in May 2009 to review the questions and recommend changes. The number of changes was kept to a minimum to maximize continuity with the 2006 survey. The committee's recommendations were sent to campuses for review in August 2008. The final version of the SOS can be viewed at Attachment 1.

Campuses have the option of adding up to 18 locally developed questions to address any issues of special interest to a college. Each question can accommodate up to 12 multiple choice responses. To administer the survey this spring, campuses need to order SOS surveys from ACT no later than February 28, 2009 by following the instructions in Attachments 2 & 3.

SAMPLE CONSTRUCTION

The population of interest in the SOS is the population of undergraduate students enrolled during Spring Semester 2009. The goal of the project is for campuses to construct a sample that will yield valid population estimates within a +/- 4% interval of accuracy at the 95% level of confidence.

Representativeness in sample construction is achieved in two ways. First, through proper attention to random selection procedures so student characteristics, such as academic ability, full and part-time status, day and evening students, student
demographics, etc., are naturally distributed throughout the sample and reflect the institution's student body. Second, surveying sufficient students to reduce any respondent bias to within the +/- 4% interval. The number of survey responses needed to achieve this is estimated at Attachment 3. Depending on the method of survey administration (see discussion next section), 30,000 to 40,000 undergraduate students need to be surveyed throughout the System wide to achieve this goal.

SURVEY ADMINISTRATION

The recommended method for administering the SOS is in-class with a proctor (usually the faculty member). The SOS is designed to be completed by students in 20-25 minutes with an additional 10 minutes for distributing the survey and resolving any questions. Administering the SOS on-line or as a mail survey is also acceptable, and campuses have latitude in determining when to administer the survey during the semester; although, SUNY would like to have the project completed before spring break.

Following administration, campuses are to return completed surveys to ACT for scoring.

ACT ESS (85)
2727 Scott Boulevard
Iowa City, IA 52243-4059

Campuses should send the surveys to ACT via UPS (or similar vendor), so the shipment may be tracked. Additionally, campuses are to provide SUNY Institutional Research a report by February 28, 2009 concerning the campus' plan to administer the SOS (see Attachment 4).

**Administering In-class.** The advantages of administering the SOS in-class are high and immediate response rates. Also, the presence of a proctor is very helpful in resolving questions or concerns. When administering the SOS in-class, campuses
should assume a 70% or lower response rate to compensate for students not in attendance on the day the survey is administered.

Some faculty may not be willing to commit class time for completing the SOS, but will allow the survey to be distributed in class and collected during the next class meeting. This is an acceptable alternative to the in-class administration. However, when constructing the sample, campuses should assume a lower response rate to account for students who forget to return the survey the next class meeting. In this case, SUNY recommends assuming a 50% or lower response rate.

When constructing the sample for an in-class administration, the basic unit is the class section. To ensure overall representativeness of the students in the sample, campuses should begin with a listing of all undergraduate class sections with enrollments of more than 10 students. After randomizing the list, campuses start at the beginning and proceed through the list drawing classes into the sample based on the number of students enrolled adjusted by the assumed response rate. The sample should be constrained so that once a class section is selected no other class in the same discipline is drawn into the sample until the list is exhausted. This process is continued until the number of required students for the sample is achieved.

Once the class sections have been identified, the campus' institutional research office should analyze the students in the sample to identify duplicates (students enrolled in multiple sections drawn into the sample). Proctors must to inform these students to only respond to the survey once. Also, campuses should analyze the characteristics of the students in the sample to ensure that the group is representative of the college's undergraduate population.

**Administering On-line.** Campuses choosing to administer the SOS on-line may do so through a link to an ACT website. The on-line administration may be arranged by contacting Michael Valiga at valiga@act.org. The cost of administering the SOS on-line
differs from purchasing printed surveys. The cost depends on how many students respond on-line and what features ACT to provide to the respondent on the website. ACT estimates these costs to be in the $2200-$2800 range, but campuses should contact Mike Valiga to obtain a specific estimate.

For the on-line administration to be successful, campuses must have an effective method of publicizing the link to the study population; also, a way of preventing students outside the study population of responding, i.e., graduate students. Further, when administering the SOS on-line, campuses should assume a response rate of 15% or less. This means campuses probably need to survey the entire population of undergraduate students to receive a sufficient number of usable responses.

Administering via Mail. Campuses choosing to administer the SOS as a mail survey must plan for at least two follow-up reminders. In order for this to occur during spring semester, the initial mailing needed to be mailed within the first six weeks of the semester. Also, when administering the SOS by mail, campuses need to structure the mailings so that follow-up reminders only go to students who have not responded to the initial mailing. When constructing the mail sample, campuses should assume a 20% response rate plus an additional 20% address error rate for students who live off campus.

INFORMED CONSENT

Students have the option of providing a student ID or SSN on the SOS, so that the researches may be better understood their responses by relating them to other academic records, e.g., transcripts, records of attendance, etc. By so doing, respondents greatly enhance the usefulness of the information they provide on the SOS.

Administering In-class. The directions on the SOS make clear the reason for requesting the ID or SSN and promise to keep the information anonymous in any report
or release of the data (see Attachment 1). This is also made clear in a letter that accompanies the survey. If students choose to make a disclosure (it is not required to participate in the survey), the act of disclosing the information is considered informed consent by the researchers. However, the student is asked to confirm their consent by signature on the survey itself.

Administering On-line. If the SOS is administered on-line, ACT tracks the respondent's email address so that only one response per student is accepted. The screen at the beginning of the survey asks students to provide informed consent by electronic signature.

Administration via Mail. For mail administrations, the campus must track respondents so that follow-up mailings are only sent to non-respondents. Campuses must structure mailings to track which students respond to the survey; however, once a student responds the campus must destroy all identification to the student unless informed consent is given.

Underage Respondents. In planning the administering of the SOS, campuses need to be careful not to survey underage students (less than 18 years of age) or include their responses in the study should they respond. Underage students can only be included if the campus obtains permission from the students' parent or guardian. The SOS clearly states this in the directions to the survey. Also, campuses must review the responses from students who disclose their ID or SSN, and destroy any that are from underage students.

Accompanying Letter. Along with the SOS instrument, a letter accompanying the survey communicates the above information (see Attachment 5). For in-class administration, the letter should be read to students by the proctor prior to administering the survey. For on-line administration, the letter is the first screen the student encounters; for mail surveys, the letter is included in the mailing. Campuses may use a
locally developed letter or one suggested by the IRB in lieu of the letter at Attachment 5. If so, the letter must make clear (1) the voluntary nature of the SOS, (2) how the information will be used by the researchers, and (3) the limitation on underage participation.

REPORnS/RAW DATA

Completed surveys are returned to ACT for scoring and analysis by local institutional research staff. ACT will provide SUNY and each campus with a report summarizing the responses along with anonymous comparisons to other SUNY colleges and universities. All of the ACT reports are based on aggregations of data, and external institutional identifiers are removed in any report.

ACT provides System Administration a raw data file containing all the responses, including campus identifier, for further analysis. Also, ACT provides each campus with a data file of the responses of their students. Campuses may also request special reports from ACT for an additional fee.

SUNY intends to prepare summaries from the SOS data for internal use. These reports will focus on differences between campuses and sectors, as well as other relevant factors, such as institutional size, location, mission, and student selectivity, etc. Disclosures by SUNY will always be in aggregate and include appropriate protections to ensure respondent and institutional anonymity.

ACT is not authorized to release any of the SOS data except as authorized by the campus; however, ACT will include the data in national norms without identifying respondents or campuses.
RISK/BENEFIT ASSESSMENT

The SOS project plan as proposed by the investigators achieves the goals of the project while protecting the privacy of the students who participate in the study. The researches anticipate that students will welcome the opportunity to make their views known given the positive benefits of the SOS.

Since some of the records in the raw data file contain student IDs or SSNs, the file needs to be stored in a locked file cabinet under the control of the local institutional research officer. If the campus releases the data to any other office or group, the student ID or SSN must be removed before making the release. The risk of securing the information in this manner is not considered a significant risk because the student's name does not appear anywhere on the electronic record.

EXPERIENCE OF THE PRINCIPAL INVESTIGATORS

The SOS survey is under the direction of the State University of New York Institutional Research Office. The principal investigator and point of contact on the project is the local IR director (or other individual designated by the campus). The co-principal investigators have completed human subjects training at SUNY New Paltz, and both have considerable experience in conducting survey research on human subjects. For additional information, please contact the co-principal investigators listed on the front page of this document.
Section I—College Impressions and Plans

1. Compared to your expectations, your academic experiences at this college have:
   - Exceeded your expectations.
   - Met your expectations.
   - Not met your expectations.

2. At the time you applied for admission, this college was your:
   - First choice
   - Second choice
   - Third choice
   - Fourth or lower choice

3. If you could start over, would you choose to attend this college again?
   - Definitely yes
   - Probably yes
   - Uncertain
   - Probably no
   - Definitely no

4. Is your current plan to graduate from this college?
   - Definitely yes
   - Probably yes
   - Uncertain
   - Probably no
   - Definitely no

5. In which of the following areas is your current or planned major? Mark only one.
   - Agriculture and Forestry
   - Applied Arts
   - Architecture and Design
   - Business
   - Communications
   - Computer & Info. Sciences
   - Education
   - Engineering
   - Fine Arts
   - Health & Nursing
   - Hospitality
   - Liberal Arts and Humanities
   - Life Sciences
   - Mathematics
   - Physical Sciences
   - Public Services and Criminal Justice
   - Social Sciences
   - Other
   - Undecided

6. What is your overall impression of the quality of education at this college?
   - Very high
   - High
   - Average
   - Low
   - Very low

7. How satisfied are you with this college in general?
   - Very satisfied
   - Satisfied
   - Neither satisfied nor dissatisfied
   - Dissatisfied
   - Very dissatisfied

Section II—Academic Environment, Experiences, and Facilities

A. Fill in the oval indicating your level of satisfaction with each of the following aspects of this college’s academic services, facilities, or environment. If you have not used a particular aspect, mark the oval in the “Not Available or Did Not Use” column. Mark only one of the six alternatives for each item.

   Did Not Use or Not Available
   - Very Satisfied
   - Satisfied
   - Neither Satisfied Nor Dissatisfied
   - Dissatisfied
   - Very Dissatisfied

   1. Classroom facilities
   2. General academic advising (including the advisement center if your college has one)
   3. Academic advising in your major
   4. Library resources
   5. Library services
   6. College tutoring services
   7. Computer support services
   8. College computer network
   9. Course-related laboratories (not including studios)
   10. Availability of instructors outside of class
   11. Class size considering the type of class
   12. Availability of courses in your major
   13. Availability of general education courses
   14. Availability of internships
   15. Quality of instruction
Section II—Academic Environment, Experiences, and Facilities (Continued)

B. Respond to the following questions about your academic experiences at this college.

1. How frequently have you . . . .
   1. been intellectually stimulated by the material covered in class?
   2. been involved in community service through a program at this college?
   3. had out-of-class assignments that required a written response?
   4. had discussions, meetings, or conversations with instructors outside of class?
   5. had faculty who used innovative technology to facilitate learning?
   6. gone to class with course readings and assignments completed?
   7. been required to think critically in completing assignments?
   8. engaged in research or other creative projects under the guidance of a faculty member?
   9. collaborated with other students on class assignments?
  10. received feedback (written or oral) from instructors on the quality of your work?
  11. had faculty who required you to make judgements about the value of information, arguments, or methods?
  12. had faculty members who communicated ineffectively in class?
  13. observed student dishonesty when completing assignments or exams?
  14. experienced classroom behavior by other students that was disruptive to learning?

Section III—College Services, Facilities, and Environment

A. Fill in the oval indicating your level of satisfaction with each of the following aspects of this college's services, facilities, and environment.

**College Services**
- Financial aid services (not the amount of financial aid received)
- College food services
- Course registration process
- Billing and payment process
- College bookstore services
- Library facilities
- Study areas (not including studios)
- Fine and performing arts studios (art, dance, film, music, theater)
- Athletic and recreational facilities
- Campus center/student union
- General condition of residence halls
- General condition of buildings and grounds (other than residence halls)
- Please mark the "NA" oval for this question.
- Personal safety/security on this campus
- Parking services

**College Facilities and Grounds**
- 6. Library facilities
- 7. Study areas (not including studios)
- 8. Fine and performing arts studios (art, dance, film, music, theater)
- 9. Athletic and recreational facilities
- 10. Campus center/student union
- 11. General condition of residence halls
- 12. General condition of buildings and grounds (other than residence halls)
- 13. Please mark the "NA" oval for this question.

**Sense of Community**
- 14. Your sense of belonging on this campus
- 15. Freedom from harassment on campus
- 16. Racial harmony on campus
- 17. Faculty respect for students
- 18. Non-teaching staff respect for students
- 19. Campus acceptance of individual differences
- 20. Campus openness to opinions of others
- 21. Campus openness to opinions of others
- 22. Campus openness to opinions of others

**Student Life**
- 23. Educational programs regarding alcohol and substance abuse
- 24. Sexual assault prevention programs
- 25. Recreation and intramural programs
- 26. Student health services
- 27. Health and wellness programs
- 28. New student orientation
- 29. Career planning services
- 30. Job search assistance (regardless of whether you found employment)
- 31. Purposes for which student activity fees are used
- 32. College help in finding part-time jobs
- 33. College social activities
- 34. Cultural programs (art, dance, film, music, theater)
- 35. Guest speakers outside of class
- 36. Opportunities for involvement in campus clubs/activities
- 37. Your social support network on campus
- 38. Opportunities for community service
- 39. Personal counseling services (excluding academic advising)
- 40. Residence hall services/programs
- 41. Clarity of residence hall rules/policies
- 42. Student newspaper
- 43. Student radio station
- 44. Religious/spiritual activities and programs
- 45. Student input in college policies/plans
- 46. Student government

Please use the following scale for your responses:

- Did Not Use or Not Available
- Very Satisfied
- Satisfied
- Neither Satisfied Nor Dissatisfied
- Dissatisfied
- Very Dissatisfied

Please mark the oval that best represents your level of satisfaction with each aspect.
Section III—College Services, Facilities, and Environment (Continued)

B. Indicate your level of agreement with the following statements.

Strongly Agree
Agree
Neither Agree Nor Disagree
Disagree
Strongly Disagree

1. Acts of racial prejudice are rare on this campus.
2. The rules governing student conduct are clear to me.
3. I have developed a mentoring relationship with a faculty/staff member.
4. Academic advising is available to me when I need it.
5. This college has helped me meet the goals I came here to achieve.
6. Comparing the cost to the quality of education, this college is a good value.
7. It has been difficult to finance my college education.

Section IV—College Outcomes

How much has this college contributed to your growth and learning in each of the following areas?

Very Large Contribution
Large Contribution
Moderate Contribution
Small Contribution
No Contribution

1. Acquiring information, ideas, and concepts
2. Acquiring analytical thinking skills
3. Developing understanding of self
4. Working with others
5. Acquiring knowledge and skills needed for a career
6. Understanding and appreciating ethnic/cultural diversity and other individual differences
7. Writing clearly and effectively
8. Speaking clearly and effectively
9. Using computer and information technology effectively
10. Developing leadership skills
11. Understanding political and social issues
12. Understanding your rights and responsibilities as a citizen
13. Acquiring knowledge and skills for further academic study
14. Acquiring knowledge and skills for intellectual growth throughout your life
15. Developing an openness to the opinion of others

Section V—Background Information

1. What is your age group?
   - 19 or under
   - 20 to 24
   - 25 to 34
   - 35 to 44
   - 45 to 54
   - 55 to 64
   - 65 and over

2. What is your gender?
   - Male
   - Female

3. What is your racial/ethnic group? Mark only one.
   - International (not a U.S. citizen or permanent resident)
   - Latino/Hispanic
   - Black (non-Hispanic)
   - White (non-Hispanic)
   - Asian American or Pacific Islander
   - Native American (American Indian or Alaskan)
   - Multiracial/multiethnic
   - Other

4. Are you currently married?
   - Yes
   - No

5. Are you the parent or guardian of one or more dependent children?
   - Yes
   - No

6. Did you complete high school in New York State?
   - Yes
   - No

7. During high school, did you enroll in college courses or advanced placement (AP) courses for which you received college credit?
   - Yes
   - No

8. What is your overall cumulative grade point average (GPA) at this college?
   - 3.5–4.0
   - 3.0–3.49
   - 2.5–2.99
   - 2.0–2.49
   - Below 2.0
   - Not applicable or do not know

9. Are you enrolled this semester as a full-time or part-time student?
   - Full time (12 credits or more)
   - Part time (less than 12 credits)

10. How many college credits have you earned toward your current degree?
    - 0–30 (freshman)
    - 31–60 (sophomore)
    - 61–80 (junior)
    - 91 or more (senior)
    - Other or do not know
Section V—Background Information (Continued)

11. Indicate the number of hours in a typical week that you spend on each type of activity listed below.

<table>
<thead>
<tr>
<th></th>
<th>0 Hours</th>
<th>1–5 Hours</th>
<th>6–10 Hours</th>
<th>11–15 Hours</th>
<th>16–20 Hours</th>
<th>21–30 Hours</th>
<th>31–40 Hours</th>
<th>Over 40 Hours</th>
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</thead>
<tbody>
<tr>
<td>a. Attending classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Homework and studying outside of class</td>
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<td></td>
<td></td>
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<tr>
<td>c. Other college-sponsored activities (athletics, intramurals, social activities, student government)</td>
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<td></td>
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<tr>
<td>d. On-campus employment</td>
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<td>e. Off-campus employment</td>
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<td></td>
</tr>
<tr>
<td>f. Household duties/care of family</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. Which of the following was true for you when you first entered this college?

- This is the first college I attended after high school.
- Transferred from a 2-year college
- Transferred from a 4-year college
- Other

13. Where do you currently live?

- On campus (college residence hall or apartment)
- Off campus with parents or relatives
- Off campus housing with other students or friends
- Off campus with spouse
- Off campus alone
- Other

14. If living off campus, how long does it take you to get to campus?

- Less than 15 minutes
- 15–30 minutes
- 31 minutes to 1 hour
- More than 1 hour

15. Did you receive a TAP Grant this year?

- Yes
- No

16. Did you receive a Pell Grant this year?

- Yes
- No

17. Is English the primary language you spoke as a child?

- Yes
- No

18. Were either of your parents born in another country?

- Yes
- No

19. What is the highest degree or level of schooling completed by either of your parents?

- No formal schooling
- Grades 1–12, no diploma
- High school graduate—diploma or GED
- Some college, but no degree
- Associate's degree
- Bachelor's degree
- Master's degree
- Professional degree (e.g., JD, MD, DDS)
- Doctoral degree (e.g., PhD, EdD)

Section VI—Additional Questions

If an additional set of questions is included with this form, please record your responses in this section.

Section VII—Comments and Suggestions

If you wish to make any comments or suggestions, please write them on the lines below.

DO NOT WRITE BELOW THIS LINE.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Undergraduate Enrollment Fall 2008</th>
<th>Number of Surveys Required Based on Response Rates of:</th>
<th>Sample Size Based on Preliminary Enrollment Estimates</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUNY IT</td>
<td>2.726</td>
<td>1.047</td>
<td>3.169</td>
</tr>
<tr>
<td>POTSDAM</td>
<td>2.061</td>
<td>1.171</td>
<td>3.497</td>
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<td>BUFFALO</td>
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<td>4.032</td>
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<tr>
<td>BROCKPORT</td>
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<td>1.041</td>
<td>3.721</td>
</tr>
</tbody>
</table>

Estimated Sample Sizes by Campus for 2009 Student Opinion Survey

- Indicates Sample Size is Based on Preliminary Enrollment Estimate
Dear Student,

You have been selected by your campus to participate in the Student Opinion Survey (SOS). The SOS has been given to a random sample of SUNY undergraduate students every third year since 1985. This survey helps us assess all areas of your academic experience, highlighting the areas where we are doing well but more importantly, identifying the areas where we need to improve. We take the results of the survey very seriously, so your participation is important but voluntary. You do not have to participate if you do not want to.

Below are answers to questions frequently asked about the SOS. Please take a few minutes to read them.

Will my responses be kept confidential?
Yes! Your responses will be kept in strict confidence and never released in a way that identifies you. We always aggregate all of the responses when calculating statistics.

How is the data used?
We use the information to improve our college and the quality of our programs and services to undergraduate students. We need to know if we are succeeding and where we need to change. The SOS is the most comprehensive assessment instrument we have.

Are other SUNY campuses doing this survey?
Yes. The SOS is being given to a sample of undergraduate students at 25 other SUNY four-year colleges.

What if I don’t have an opinion about something?
You may not have an opinion about a particular program or service or facility. If so, there is a “Did Not Use” or “Not Applicable” or Not Available” option, or just leave the question blank.

Why do you want to know my Student ID or SSN?
One of the best uses of the SOS is to relate your responses to other academic information, such as how well you do in college and your record of attendance. By giving us your ID, you give us permission to do that. However, we will never release your ID to anyone. If you are under 18 years of age, you should not even respond to the SOS.

If I don’t want to give my Student ID or SSN, can I still participate?
Yes! Please don’t let that keep you from answering the rest of the questions. Your opinions are still very important to us.

Do I have to use a pencil?
It’s best, but you can use a pen as long as it isn’t felt tipped.

How long does the survey take?
Most students finish the survey in 20 to 25 minutes.

Thank you for participating in the 2009 Student Opinion Survey! I assure you that the information you provide will be kept confidential and used to improve the programs and services we offer to all undergraduate students.