

**CALIFORNIA STATE UNIVERSITY, MONTEREY BAY
EXPERIENCE STUDY (FALL 2011)**

SUMMARY OF RESULTS

Office of Institutional Assessment and Research, Fall 2011

Overview of the California State University, Monterey Bay Experience Study (CSUMBES)

The CSUMB Experience Study (CSUMBES) was conducted by the Office of Institutional Assessment and Research (IAR) to provide the administration, faculty, and staff with quantitative and qualitative data on undergraduate degree-seeking students at all levels of CSUMB. The study was designed to garner feedback that would enable the institution to make data-informed decisions to improve student experience. It was premised on the assumption that understanding students' perception of and satisfaction with the education and services they receive from CSUMB would enable the university to improve academic and non-academic services for students and thereby enhance student satisfaction.

The study was conducted with the CSUMB Experience Survey (CSUMBExS), an instrument that IAR designed in 2008. Fall 2011 was the second time the survey was administered to CSUMB students. The pilot administration in spring 2009 provides a comparative analytical basis for this current administration.

The CSUMBExS asked one hundred and seventy-two (172) questions encompassing a wide variety of areas, with the majority of responses on a Likert Scale¹. The questions addressed topics in the categories of:

- [Overall CSUMB Experience](#)
- [Satisfaction with Academic Factors](#)
- [Satisfaction with and Support from Faculty](#)
- [Satisfaction with Student Life](#)
- [Satisfaction with Enrollment Management Services](#)
- [Satisfaction with Campus Facilities](#)
- [Contribution of CSUMB Experience to Students' Skills](#)
- [Academic Support](#)
- [Retention-Focused Factors](#)
- [Academic Advising](#)
- [Graduating Seniors](#)

Student demographic and general characteristics (such as gender, ethnicity, student level, admit type, and college) were collected from CSUMB student information management system to supplement survey data.

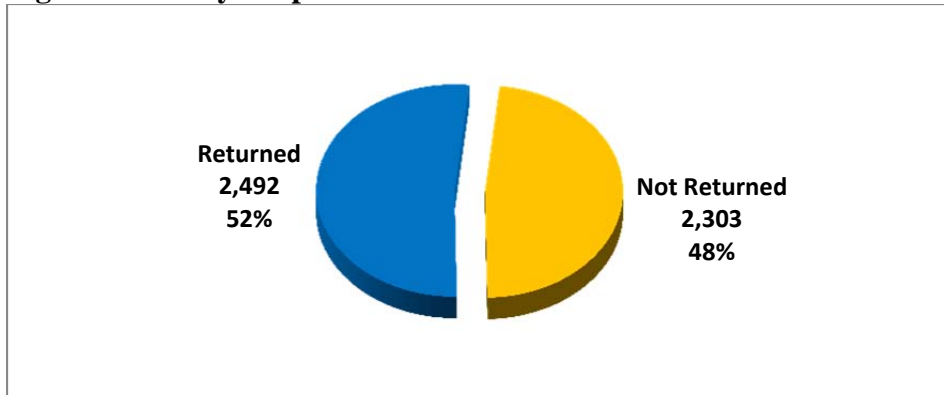
Several distinctive features of this study are worth noting: First, it included all undergraduate degree-seeking students at CSUMB, whereas other studies, such as the NSSE and CIRP are based on specific populations. Second, the instrument used to conduct this study was specifically designed by IAR in collaboration with faculty and staff with CSUMB students as the focus, thus ensuring that the findings relate specifically to how students experience CSUMB's academic and non-academic offerings.

¹ Likert Scale is a type of response format used in surveys developed by Rensis Likert. The scale has response categories on a continuum, such as "very satisfied," "satisfied," "dissatisfied," and "very dissatisfied." http://en.wikipedia.org/wiki/Likert_scale.

A. Population and Sampling

The population for this study includes all undergraduate degree-seeking students enrolled in CSUMB in fall 2011. IAR was interested in feedback from all undergraduate students, so the purposeful sampling² method was used to select the 4,795 actively enrolled undergraduates in fall 2011, with active email addresses. Two thousand four hundred and ninety two ($n=2,492$) students returned usable surveys, for a response rate of 52%. See Figure 1 below and Appendix 1 for detailed response rates by selected student groups.

Figure 1. Survey Response Rate



B. Survey Design, Reliability, Validation, and Analysis

IAR, in collaboration with key members of the campus, developed the CSUMBExS, which was used to conduct this study. As noted earlier, fall 2011 marked the second time the survey was administered to students. The reliability³ coefficient of the CSUMBExS was determined as Cronbach's α (alpha) = .98. This number is an excellent reliability ratio, considering that the highest reliability coefficient is 1.00. For the purpose of validation, IAR worked closely with key campus members, including deans, directors, and student affairs professionals to develop and validate the survey. IAR modified the survey on several occasions based on feedback received from these higher education professionals. The survey was designed and administered online with the StudentVoice survey protocol. Descriptive statistics (frequencies, percentages, and means) were calculated and used to report the findings of the study. This report provides a summary of the results in the eleven major categories outlined on page 2 above.

² Purposeful sampling is a process whereby a researcher selects the sample for a study based on clear criteria and rationales. (Creswell, J. 1998. *Qualitative inquiry and research design; choosing among five traditions*. London, New Delhi, Thousand Oaks, Sage Publications.) Purposeful sampling is useful for studying an issue because it enables researchers to select a sample based on the sample's ability to provide in-depth information on the subject (Patton, M. 1990. *Qualitative evaluation and research methods*. Newbury Parks, CA: Sage Publications.)

³ Reliability is the tendency of a survey to yield consistently the same results when administered to a similar population on different occasions. As noted by Shannon and Davenport, "the more consistent the results from a measurement instrument are, the more reliable they are" (p. 119). (Shannon, D. M. & Davenport, M. A. 2001. *Using SPSS to solve statistical problems: A self-instruction guide*. Upper Saddle River, NJ, Prentice Hall.)

Summary of Results

IA. Overall CSUMB Experience

Students were asked to indicate their overall level of satisfaction in twelve distinct areas of the campus. Eighty-two percent of the students who returned the survey responded to these questions. Their responses were analyzed by admit type (native, transfer) and by college affiliation.

With the exception of available channels for expressing student complaints, both native and transfer students indicated about the same level of satisfaction with these items. Seventy percent or more of the native and transfer students reported that they were very satisfied or satisfied with their overall CSUMB experience, support from fellow students, ability to find a faculty member when necessary, Library hours, Library resources, and Library services. Between 65% and 68% of the students also reported that they were very satisfied or satisfied with support from faculty, ability to find a staff member when necessary, and tolerance of differing viewpoints on campus. Students indicated the most satisfaction with Library services (native, 75%; transfer, 76%) and the least satisfaction with available channels for expressing student complaints (native, 40%; transfer, 28%) and support from administration (native, 48%; transfer, 44%.) In 2009, students also reported the most satisfaction with Library services and the least satisfaction with channels for expressing student complaints and support from administration. For 2011 findings, see Table 1A below for overall satisfaction by admit type and Appendix 2 for overall satisfaction by college.

Table 1A. Overall Satisfaction with CSUMB Experience by Admit Type (cont.)

Overall Satisfaction with CSUMB Experience by Admit Type			
Satisfaction by Admit Type		Admit Type	
		Native %	Transfer %
Overall CSUMB experience	Very satisfied	28.0%	26.6%
	Satisfied	44.2%	44.2%
	Total	72.2%	70.8%
Support from administration	Very satisfied	14.5%	14.6%
	Satisfied	33.2%	29.5%
	Total	47.8%	44.2%
Support from faculty	Very satisfied	22.6%	28.7%
	Satisfied	45.5%	43.2%
	Total	68.1%	71.8%
Support from fellow students	Very satisfied	23.8%	25.3%
	Satisfied	48.6%	45.7%
	Total	72.4%	71.0%
Ability to find a faculty member when necessary	Very satisfied	21.8%	27.7%
	Satisfied	50.6%	46.1%
	Total	72.5%	73.7%
Ability to find a staff member when necessary	Very satisfied	18.6%	22.3%
	Satisfied	48.5%	45.5%
	Total	67.1%	67.8%

Table 1A. Overall Satisfaction with CSUMB Experience by Admit Type (cont.)

Overall Satisfaction with CSUMB Experience by Admit Type			
Satisfaction by Admit Type		Admit Type	
		Native	Transfer
		%	%
Available channels for expressing student complaints	Very satisfied	11.4%	8.3%
	Satisfied	25.5%	19.2%
	Total	36.9%	27.5%
Library hours	Very satisfied	29.7%	30.7%
	Satisfied	42.4%	40.9%
	Total	72.1%	71.6%
Library resources (e.g., availability of books, journals, reference materials)	Very satisfied	29.8%	32.8%
	Satisfied	43.8%	43.3%
	Total	73.6%	76.1%
Library services (e.g., borrowing/returning materials, support/assistance from staff)	Very satisfied	31.0%	32.4%
	Satisfied	44.4%	43.6%
	Total	75.4%	76.0%
Technology support (e.g., assistance, services)	Very satisfied	19.3%	17.4%
	Satisfied	39.0%	40.5%
	Total	58.3%	58.0%
Tolerance of differing viewpoints (e.g., political, cultural, religious)	Very satisfied	21.4%	24.6%
	Satisfied	43.9%	41.8%
	Total	65.3%	66.4%

IB. Overall CSUMB Experience: Gap Analyses

Students were asked to indicate the level of importance they placed on eleven key CSUMB factors in their initial decision to enroll at the institution and how satisfied they were with them since enrolling. Their responses were analyzed by admit type (native, transfer.) One thousand, five hundred and thirty-six native and 933 transfer students responded to these items. The Institutional Assessment and Research office calculated a mean difference (importance – satisfaction) for each item. A highly negative gap⁴ score indicated that CSUMB is performing well on a particular item and a high positive gap score indicated that CSUMB is underperforming on an item. These scores indicated particular strengths of the institution upon which to continue building and possible challenges upon which to pay closer attention. Transfers assigned a lower importance score to class size than natives, but ascribed a higher satisfaction score to it than native students. On average, transfers assigned lower importance scores and higher satisfaction scores to items than native students; this was the case for seven of the items. Both transfers and natives assigned a relatively higher importance score than satisfaction

⁴ Gap is mean of importance minus mean of satisfaction. Items were rated on a scale of 1 to 5, 5 being very important/very satisfied.

score to three items (academic programs/majors, CSUMB overall commitment to students, financial aid received, and residence hall.) Both groups of students assigned the highest satisfaction score in proportion to importance score to diversity of student body than to any other item in the group.

An area with the most divergence in response for both groups of students was friendliness of people on campus. Both groups of students assigned a lower importance score and a concurrently higher satisfaction score to this item, but transfers were three times more likely to do so than natives.

Native students assigned a higher score of importance and a concurrent lower score of satisfaction to dining services than transfers, indicating that they considered this item important but were less satisfied with it than transfer students. In fact, among all of the items, dining services constituted the item that transfers assigned the third highest score of satisfaction in proportion to importance score.

Students' responses to these items in 2011 did not deviate significantly from the responses in 2009. In 2009, both native and transfer students also reported a higher satisfaction than importance level to academic reputation, athletic opportunities, class size, diversity of student body, and friendliness of people on campus. In addition, both groups of students assigned a fairly high score of importance and concurrently high score of satisfaction to class size. See Table 1B below for 2011 findings.

Table 1B. Gap Analyses by Admit Type

	Admit Type					
	Native			Transfer		
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
Students Responding (<i>n</i>)	1,536			933		
Academic programs/majors	4.20	3.89	0.30	4.28	3.96	0.32
Academic reputation	3.50	3.54	-0.04	3.52	3.62	-0.10
Athletic opportunities	2.18	2.50	-0.32	1.59	1.72	-0.14
Class size	4.06	4.29	-0.23	3.80	4.21	-0.41
CSUMB overall commitment to students	4.00	3.73	0.27	3.93	3.73	0.20
Dining services	2.96	2.74	0.21	1.88	2.27	-0.39
Diversity of student body	3.12	3.60	-0.48	2.79	3.38	-0.59
Financial aid received	3.67	3.23	0.44	3.66	3.38	0.28
Friendliness of people on campus	3.89	3.96	-0.07	3.57	3.87	-0.30
Residence hall	3.58	3.48	0.10	1.67	1.58	0.09
Sense of community or belonging on campus	3.80	3.66	0.15	3.25	3.41	-0.16

II. Satisfaction with Academic Factors by College

Students were asked to rate their level of satisfaction with five academic factors and these responses were analyzed by college. One of the response options to questions in this section was “not applicable/no basis to judge.” Over 80% of the students responded to these items. Overall, students across all the colleges reported the most satisfaction with overall CSUMB academic experience (72%), followed by the number of credits required for their major (61%.) Availability of courses in their major was the item that students reported the lowest satisfaction level (53%.) Over half of the students reported that they were very satisfied or satisfied with the clarity of requirements in their major and with the relevance of coursework to everyday life. These findings were similar to those in 2009, with the exception of course availability in the major, where less than half of the students in 2009 reported that they were very satisfied or satisfied. See Table 2 below for 2011 findings.

Table 2. Satisfaction with Academic Factors by College

Satisfaction with Academic Factors by College						
		College				
		ALL	CAHSS	CPS	CUSP	SMART
Satisfaction by College		%	%	%	%	%
Students Responding (n)		2,059	736	694	121	508
Availability of courses in your major	Very satisfied	18.4%	17.1%	17.7%		21.3%
	Satisfied	34.1%	32.2%	34.0%		37.2%
	Total	52.5%	49.3%	51.7%		58.5%
Clarity of requirements in the major	Very satisfied	19.5%	18.5%	20.6%		20.3%
	Satisfied	38.6%	38.0%	37.3%	N/A	41.1%
	Total	58.1%	56.5%	57.9%		61.4%
Number of credits required for your major	Very satisfied	16.0%	16.4%	14.8%		17.9%
	Satisfied	45.4%	49.7%	42.8%		43.5%
	Total	61.4%	66.2%	57.6%		61.4%
Relevance of coursework to everyday life	Very satisfied	16.2%	17.4%	16.1%	14.0%	15.2%
	Satisfied	40.6%	38.0%	41.8%	46.3%	41.3%
	Total	56.8%	55.4%	57.9%	60.3%	56.5%
Overall CSUMB academic experience	Very satisfied	24.5%	23.8%	24.8%	24.0%	25.2%
	Satisfied	47.0%	45.5%	47.7%	45.5%	48.6%
	Total	71.5%	69.3%	72.5%	69.4%	73.8%

III. Satisfaction With and Support From Faculty, by College

Students were asked to rate their level of satisfaction with and support from faculty, using four satisfaction items and fourteen support factors. Over 80% of the students responded to the four satisfaction items and 65% responded to the fourteen faculty support questions. All the responses were grouped by college affiliation.

Satisfaction With Faculty: Over 70% of the students reported that they were very satisfied or satisfied with the amount of contact with faculty, overall quality of instruction, and quality of teaching in courses in their majors. These findings were very similar to those in 2009. However, in 2011, there was a dramatic increase in the number of students across the colleges who reported being very satisfied or satisfied with the quality of instruction in University Learning Requirement (ULR) courses, 56% compared to 46% in 2009. This is a ten-percentage point increase and represents the greatest improvement in satisfaction among these four faculty-related factors. See Table 3A below for 2011 findings.

Table 3A. Satisfaction with Faculty-Related Factors by College

Satisfaction with Faculty-related Factors by College						
Satisfaction by College		College				
		ALL	CAHSS	CPS	CUSP	SMART
		%	%	%	%	%
Students Responding (n)		2,059	736	694	121	508
Amount of contact with faculty	Very satisfied	23.5%	25.1%	22.9%	15.7%	23.6%
	Satisfied	47.3%	43.3%	47.1%	51.2%	52.4%
	Total	70.8%	68.5%	70.0%	66.9%	76.0%
Overall quality of instruction	Very satisfied	22.2%	21.5%	22.9%	19.8%	22.8%
	Satisfied	48.1%	46.9%	46.5%	43.8%	53.1%
	Total	70.3%	68.3%	69.5%	63.6%	76.0%
Quality of instruction in University Learning Requirement courses (ULR)	Very satisfied	16.9%	16.6%	18.3%	15.7%	15.9%
	Satisfied	38.8%	39.8%	39.0%	38.0%	37.2%
	Total	55.8%	56.4%	57.3%	53.7%	53.1%
Quality of teaching in courses in your major	Very satisfied	29.6%	30.2%	26.2%		35.0%
	Satisfied	41.7%	40.2%	42.8%	N/A	42.7%
	Total	71.3%	70.4%	69.0%		77.8%

Support From Faculty: Students were asked to indicate how often professors at CSUMB provided them with support in fourteen faculty-related factors. Overall, students across the four colleges reported moderate levels of support from the faculty. Seventy percent or more reported that faculty very often or often provided them with support in assignment, research, or project requiring teamwork; challenging coursework, assignments, tests, or exams; constructive feedback about academic work; opportunity to engage in critical thinking, and respect as an individual. The largest number of students reported that faculty very often or often provided them with respect as an individual (82%) and the lowest number of students reported that faculty very often or often provide them with opportunity to do research with a faculty member (28%), followed by opportunity to give an oral presentation or present a poster at a research meeting outside CSUMB (40%), and opportunity to interact with faculty outside class (42%.) About half of all the students reported that faculty very often or often provided them with advice about their academic programs, opportunity to apply classroom work to real life situations, assistance to improve their study skills and writing, and encouragement to pursue graduate or professional studies.

Once again, these findings on faculty support do not deviate much from those in 2009; however, slightly more students in 2011 than in 2009 reported that faculty very often or often provided them with support in some of the faculty support factors. In 2009, the largest number of students (80%) also reported that faculty very often or often respected them as an individual and the lowest number of students (25%) reported that faculty very often or often provided them with opportunity to do research with faculty. See Table 3B below for 2011 findings.

Table 3B. Support From Faculty by College

		Support from Faculty by College				
		College				
How often have professors at CSUMB provided you with		ALL	CAHSS	CPS	CUSP	SMART
		%	%	%	%	%
Students Responding (<i>n</i>)		1,628	577	551	97	403
Advice about your academic program	Very often/Often	52.5%	51.8%	50.8%	49.5%	56.3%
	Occasionally	37.7%	38.8%	37.6%	33.0%	37.2%
An opportunity to apply classroom work to real life situations	Very often/Often	54.9%	51.8%	57.7%	53.6%	55.8%
	Occasionally	34.8%	36.9%	33.2%	35.1%	34.0%
An opportunity to do research with a faculty member	Very often/Often	28.3%	26.7%	28.5%	30.9%	29.5%
	Occasionally	24.5%	23.4%	23.4%	25.8%	27.3%
An opportunity to interact with faculty outside of class	Very often/Often	42.1%	38.6%	41.0%	44.3%	47.9%
	Occasionally	35.6%	37.4%	32.3%	37.1%	37.2%
Assignment, research, or project requiring team work	Very often/Often	73.2%	73.1%	79.1%	70.1%	66.0%
	Occasionally	21.2%	21.1%	17.4%	17.5%	27.3%
Assistance to achieve your goals	Very often/Often	61.7%	58.2%	60.8%	57.7%	68.7%
	Occasionally	29.4%	32.1%	30.1%	27.8%	25.1%
Assistance to improve your study skills	Very often/Often	52.8%	47.0%	52.8%	51.5%	61.5%
	Occasionally	30.9%	33.1%	31.2%	28.9%	27.8%
Assistance to improve your writing	Very often/Often	58.2%	56.5%	62.6%	49.5%	56.6%
	Occasionally	27.6%	28.1%	25.6%	29.9%	29.0%
Challenging coursework, assignments, tests, or exams	Very often/Often	76.5%	71.2%	78.8%	63.9%	83.9%
	Occasionally	19.0%	23.6%	17.2%	25.8%	13.4%
Constructive feedback about your academic work	Very often/Often	71.5%	68.6%	75.0%	57.7%	74.2%
	Occasionally	23.7%	25.8%	21.1%	35.1%	21.6%
Encouragement to pursue graduate or professional studies	Very often/Often	57.3%	55.8%	59.5%	50.5%	58.1%
	Occasionally	26.2%	26.9%	23.4%	26.8%	29.0%
Opportunity to give an oral presentation or present a poster at a research meeting outside of CSUMB	Very often/Often	39.7%	35.5%	46.5%	36.1%	37.2%
	Occasionally	20.0%	22.7%	16.3%	23.7%	20.1%
Opportunity to engage in critical thinking	Very often/Often	73.1%	73.0%	73.5%	66.0%	74.4%
	Occasionally	21.5%	22.0%	21.8%	23.7%	19.9%
Respect as an individual	Very often/Often	81.8%	79.2%	83.3%	74.2%	85.1%
	Occasionally	14.9%	17.3%	14.0%	19.6%	11.7%

IV. Satisfaction with Student Life

Students were asked to indicate their level of satisfaction with thirteen student life factors at CSUMB; Over 80% of the students who returned the survey responded to these questions. Their responses were analyzed by admit type (native, transfer) and by student level (freshman, sophomore, junior, senior.)

In general, students reported an average level of satisfaction with most of the thirteen student life factors. The factor with the highest student satisfaction was “my safety and security on campus,” with about 70% of the students reporting that they were very satisfied or satisfied; and the factor with the lowest student satisfaction was “ internship opportunities,” with about 30% reporting that they were very satisfied or satisfied. There was a remarkable difference in how native and transfer students reported their experience with student life. For each of the items, native students were more likely than transfer students to report that they were very satisfied or satisfied. The greatest variance was in variety of intramural activities, where 25% more native students than transfer students reported that they were very satisfied or satisfied.

In 2009, students reported a lower level of satisfaction in these student life factors than in 2011. Native students also reported a higher level of satisfaction in all thirteen factors compared to transfer students. In 2009, students reported the most satisfaction with overall campus life (native, 61%; transfers, 49%) and the least satisfaction with internship opportunities (native, 33%; transfer, 31%.)

For the 2011 findings, when analyzed by student level, students also indicated an average level of satisfaction with all of the student life factors. In all cases, freshmen reported the highest level of satisfaction compared to sophomores, juniors, and seniors. Similarly, sophomores reported a higher level of satisfaction in most of the factors than juniors and seniors, and juniors reported a higher level of satisfaction than seniors in most of the factors. Overall, freshmen, sophomores, juniors, and seniors reported the highest satisfaction with safety and security on campus and with overall CSUMB student or campus life; and the lowest satisfaction with internship opportunities. In 2009, freshmen were also more likely than sophomores, juniors, and seniors to be satisfied with student life components; followed by sophomores and juniors, and seniors were the least likely to indicate satisfaction with the components. For 2011 findings, see Table 4 below for analyses by admit type and Appendix 3 for analyses by student level.

Table 4: Satisfaction with Student Life by Admit Type

Satisfaction with Student Life by Admit Type			
Satisfaction by Admit Type		Admit Type	
		Native %	Transfer %
Students Responding (n)		1,246	792
Availability of public transportation	Very satisfied	23.0%	19.1%
	Satisfied	33.4%	22.7%
	Total	56.3%	41.8%
Variety of student clubs/organizations	Very satisfied	20.7%	12.5%
	Satisfied	38.4%	27.1%
	Total	59.1%	39.6%
Campus health services	Very satisfied	15.7%	14.9%
	Satisfied	32.3%	27.5%
	Total	47.9%	42.4%
My safety and security on campus	Very satisfied	25.0%	25.4%
	Satisfied	47.4%	45.2%
	Total	72.3%	70.6%
Campus social life in general	Very satisfied	22.6%	12.4%
	Satisfied	38.7%	31.4%
	Total	61.3%	43.8%
Internship opportunities	Very satisfied	12.3%	10.6%
	Satisfied	23.4%	20.6%
	Total	35.7%	31.2%
Leadership opportunities	Very satisfied	18.1%	11.9%
	Satisfied	35.6%	24.2%
	Total	53.6%	36.1%
Overall CSUMB student or campus life	Very satisfied	24.4%	18.9%
	Satisfied	43.0%	34.5%
	Total	67.4%	53.4%
Personal counseling services	Very satisfied	19.8%	16.8%
	Satisfied	30.4%	24.6%
	Total	50.2%	41.4%
Variety of intramural activities offered (e.g., Flag football, bowling, volleyball, basketball)	Very satisfied	23.4%	11.1%
	Satisfied	32.2%	19.7%
	Total	55.5%	30.8%
Variety of multicultural activities	Very satisfied	18.9%	10.7%
	Satisfied	35.0%	25.1%
	Total	53.9%	35.9%
Variety of recreational activities offered (e.g., biking, camping, hiking)	Very satisfied	23.6%	14.0%
	Satisfied	38.4%	27.5%
	Total	62.0%	41.5%
Variety of campus events (e.g., concerts, dances, speakers)	Very satisfied	21.3%	11.7%
	Satisfied	38.9%	31.2%
	Total	60.3%	42.9%

V. Satisfaction with Enrollment Management Services

Students' responses regarding satisfaction with five enrollment management factors were analyzed by admit type. Over 80% of the students who returned the survey responded to these items. Students noted an average level of satisfaction with all of the enrollment management items. Among the enrollment management factors, career services received the lowest rating, with 42% of the native and 34% of the transfer students reporting that they were very satisfied or satisfied. Despite the average level of satisfaction with enrollment services in 2011, there was an overall improvement, compared to satisfaction in 2009. See Table 5 below for 2011 findings.

Table 5: Satisfaction with Enrollment Management Services by Admit Type

Satisfaction with Enrollment Management Services by Admit Type			
Satisfaction by Admit Type		Admit Type	
		Native %	Transfer %
Students Responding (n)		1,246	792
Course Registration process	Very satisfied	16.0%	18.8%
	Satisfied	41.5%	43.1%
	Total	57.5%	61.9%
Responsiveness of the staff in the Campus Service Center at Building 47	Very satisfied	18.9%	19.3%
	Satisfied	37.8%	40.3%
	Total	56.7%	59.6%
Career services	Very satisfied	12.5%	8.7%
	Satisfied	29.5%	24.9%
	Total	42.1%	33.6%
Responsiveness of the staff in the Registrar Office	Very satisfied	13.9%	16.2%
	Satisfied	32.1%	36.5%
	Total	46.0%	52.7%
Responsiveness of the staff in the Financial aid office	Very satisfied	16.9%	21.6%
	Satisfied	32.3%	34.2%
	Total	49.2%	55.8%

VI. Satisfaction with Campus Facilities

Students' responses on satisfaction with campus facilities were also analyzed by admit type. Eighty-two percent of the students who returned the survey responded to these items. Overall, students noted a slightly stronger level of satisfaction with these items compared to student life and enrollment management services. With the exception of availability of Internet access, native students reported a higher level of satisfaction with campus facilities than transfer students. In fact, there was a significant difference in the satisfaction reported by transfers (80%) and native students (65%.) On the average, students indicated the most satisfaction with availability of Internet access, followed by classroom facilities, and quiet places to study. They reported the lowest level of satisfaction with intramural facilities, although there was a slight improvement in this area in 2011 compared to 2009. For 2011 findings, see Table 6 below for analyses by admit type.

Table 6: Satisfaction with Campus Facilities by Admit Type

Satisfaction with Campus Facilities by Admit Type			
		Admit Type	
		Native	Transfer
Satisfaction by Admit Type		%	%
Students Responding (<i>n</i>)		1,246	792
Classroom facilities	Very satisfied	22.4%	18.9%
	Satisfied	47.8%	50.3%
	Total	70.1%	69.2%
Laboratory facilities	Very satisfied	22.5%	15.7%
	Satisfied	35.7%	28.9%
	Total	58.2%	44.6%
Intramural or recreational facilities	Very satisfied	17.3%	11.0%
	Satisfied	33.7%	24.1%
	Total	51.0%	35.1%
Quiet places for studying	Very satisfied	27.5%	25.5%
	Satisfied	44.2%	41.3%
	Total	71.7%	66.8%
Availability of Internet access	Very satisfied	27.4%	40.0%
	Satisfied	37.5%	40.3%
	Total	64.8%	80.3%

VII. Contribution of CSUMB’s Experience to Students’ Skills

The factors that comprised contribution of CSUMB experience to students’ skills were derived from the seven academic goals that are based on CSUMB’s vision⁵. For each of these elements, students were asked to rate the extent their CSUMB experience contributed to their skill sets in several key areas. Responses were based on a 5-point Likert Scale (very much, quite a bit, some, none/very little, and not applicable/no basis to judge), and analyzed by college affiliation. Seventy percent of the students who returned the survey responded to the twenty-eight questions that comprised this section.

In general, an average to above average number of students reported that their CSUMB experience contributed very much or quite a bit to their skill sets. The highest number of students (71%) reported that their CSUMB experience contributed very much or quite a bit to their interest in new areas of learning. Between 62% and 67% of the students rated as very much or quite a bit CSUMB’s contribution to their skills in critical thinking; desire for lifelong learning; understanding of self, abilities, or interest; decision making; respect or value for the environment; and the ability to work effectively in a group. The lowest number of students (32%) rated as very much or quite a bit CSUMB’S contribution to their ability to communicate in two or more languages, followed by mathematical skills (38%), ability to cope with real-life situations (50%), and ability to use creativity to transform culture (50%.) Between 50.1% and 59.3% of the students rated CSUMB’S contribution in the remaining seventeen academic goal factors as very much or quite a bit.

⁵ <http://ideals.csumb.edu/academic-goals>

Students' rating of CSUMB'S contribution to their skill sets in 2011 was more positive than the ratings in 2009, where less than half of the students rated CSUMB'S contribution to their skill sets as very much or quite a bit on most factors. In 2009, the lowest number of students also rated as very much or quite a bit CSUMB'S contribution to their ability to communicate in two or more languages, followed by mathematical skills; and the highest number of students rated as very much or quite a bit CSUMB'S contribution to their interest in new areas of learning. For 2011 findings, see Table 7 for selected responses and Appendix 4 for all responses.

Table 7. Contribution of CSUMB'S Experience to Students' Skills

Contribution of CSUMB Skills by College						
Contribution by College		College				
		ALL	SMART	CUSP	CPS	CAHSS
		%	%	%	%	%
Students Responding (<i>n</i>)		1,757	429	104	593	631
Ability to communicate in two or more languages	Very much/Quite a bit	32.0%	26.6%	38.5%	32.2%	34.4%
	Some	25.4%	24.0%	15.4%	28.0%	25.7%
Ability to cope with real-life situations	Very much/Quite a bit	49.8%	47.3%	52.9%	54.1%	46.9%
	Some	49.9%	43.6%	45.2%	52.4%	52.5%
Ability to use your creativity to transform culture	Very much/Quite a bit	49.9%	43.6%	45.2%	52.4%	52.5%
	Some	24.8%	25.6%	23.1%	25.5%	23.9%
Ability to work effectively in a group	Very much/Quite a bit	62.0%	57.3%	58.7%	67.6%	60.5%
	Some	23.3%	26.1%	25.0%	20.2%	23.9%
Critical thinking skills	Very much/Quite a bit	66.7%	65.5%	60.6%	69.3%	66.1%
	Some	23.5%	24.2%	30.8%	22.4%	22.8%
Decision making skills	Very much/Quite a bit	64.1%	64.1%	58.7%	66.4%	62.8%
	Some	24.5%	25.4%	26.0%	23.8%	24.4%
Desire for lifelong learning	Very much/Quite a bit	65.3%	65.7%	56.7%	65.6%	66.2%
	Some	20.5%	20.5%	26.0%	21.1%	19.2%
Interest in new areas of knowledge or learning	Very much/Quite a bit	70.6%	70.2%	64.4%	70.8%	71.6%
	Some	19.9%	20.0%	24.0%	19.7%	19.3%
Mathematical skills	Very much/Quite a bit	38.0%	61.3%	42.3%	37.3%	22.0%
	Some	25.6%	23.5%	21.2%	29.2%	24.2%
Respect or value for the environment	Very much/Quite a bit	63.2%	67.8%	62.5%	63.7%	59.7%
	Some	22.7%	21.9%	23.1%	22.4%	23.5%
Understanding of yourself, abilities, or interests	Very much/Quite a bit	64.9%	63.4%	58.7%	67.5%	64.5%
	Some	22.9%	23.8%	26.0%	21.1%	23.6%

VIII. Academic Support

Students were asked to reflect on the academic support they had received at CSUMB and to indicate areas in which they anticipate they would need help; responses were analyzed by admit type. Native students were more likely than transfer students to indicate they were very satisfied or satisfied with tutoring services. When asked if they would need assistance in various academic support areas, native students were also more likely than transfers to respond in the affirmative. The most number of native and transfer students reported that they would need help with study skills, time management, and test taking than with any other area; and the least number of native and transfer students indicated they would need assistance with relating to peers and with class participation. With the exception of technology, more native students reported that they have previously received tutoring in various academic subjects. The most number of native students indicated they would need tutoring in Math, Science, and Writing; and the most number of transfers reported they would need tutoring in Writing, Language, and Math. These findings were similar to the results of 2009. See Table 8 below for 2011 findings.

Table 8. Academic Support by Admit Type

Academic Support by Admit Type			
		Admit Type	
		Native	Transfer
		%	%
Students Responding (<i>n</i>)		1,246	792
Tutoring services	Very satisfied	28.1%	18.4%
	Satisfied	37.6%	28.4%
	Total	65.7%	46.8%
Students Responding (<i>n</i>)		938	596
Need help	Test-taking	42.2%	32.0%
	Study skills	43.2%	35.2%
	Time management	42.3%	44.3%
	Writing	30.1%	27.5%
	Math	33.2%	18.8%
	Getting involved on campus	32.8%	29.9%
	Relating to peers	13.2%	14.9%
	Class participation	20.3%	14.9%
	Other (please specify)	4.3%	10.2%
	Not applicable - I do not feel I need help as a student	7.8%	12.6%
Language	Had tutoring	16.1%	14.1%
	Need tutoring	24.8%	27.3%
Math	Had tutoring	46.8%	21.1%
	Need tutoring	45.6%	25.5%
Science	Had tutoring	22.6%	16.1%
	Need tutoring	33.2%	18.5%
Writing	Had tutoring	23.5%	19.8%
	Need tutoring	29.1%	31.9%
Technology	Had tutoring	8.2%	11.2%
	Need tutoring	11.0%	16.9%
Other	Had tutoring	8.1%	7.2%
	Need tutoring	2.9%	5.0%
NA	Need tutoring	22.7%	28.9%

IX. Retention-Focused Factors

This section of the study attempted to explore the experience of students who may be at risk of dropping out of CSUMB and to determine the level of support they were receiving from their families. Students were asked to respond to four retention-focused questions. The responses were analyzed by admit type, college affiliation, and by student level. Responses by admit type will be summarized below and those by college affiliation and student level will be displayed in Appendix 5A and B respectively. Sixty-one percent of the students who returned the survey responded to these questions. The first question in this series asked students to indicate how supportive their families have been to their full-time commitment to undergraduate studies. The vast majority of the students (native, 87%; transfers, 80%) reported that their families were very supportive and more than 1 in 10 reported that their families were somewhat supportive. These findings reflect the results in 2009 as well. See Table 9A below for 2011 findings.

Table 9A. Family Support by Admit Type

Family Support by Admit Type			
	Admit Type		
	Native	Transfer	
	%	%	
Students Responding (<i>n</i>)	938	596	
Family support for full-time commitment to undergrad education	Very supportive	87.0%	79.7%
	Somewhat supportive	11.7%	15.6%
	Not supportive at all	1.3%	4.7%

The second of the retention-focused questions asked students if they were confident they would complete their undergraduate studies at CSUMB. Over 80% of the native and transfer students reported that they were very confident; however, transfers were more likely than native students to be very confident. Over 10% of both groups of students said they were somewhat confident, and just 3% said they were not confident at all.

The third retention-focused question asked students if they would attend CSUMB again if they had to make the decision all over. Sixty-eight percent of the native and 71% of the transfer students reported that they would definitely or probably choose CSUMB again and 21% of students in both groups said they would probably or definitely not choose CSUMB again.

The fourth and last retention-focused question asked students whether they would recommend CSUMB to prospective students. Similar to their response about whether they would choose to attend CSUMB again, about 70% of the native and transfer students said they would recommend CSUMB to prospective students. About 10% said they would not.

These findings were similar to those in 2009; however, there was an overall improvement in how students responded to these questions in 2011, particularly in regards to whether they

would recommend CSUMB to future students. In 2009, 65% of the native and 62% of the transfer students answered “yes” to this question. See Table 9B below for 2011 findings.

Table 9B. Other Retention-Focused Questions by Admit Type

Retention Focused Factors by Admit Type			
		Admit Type	
		Native	Transfer
		%	%
Students Responding (<i>n</i>)		938	596
Confident will complete undergraduate studies at CSUMB	Very confident	81.0%	85.1%
	Somewhat confident	16.0%	11.6%
	Not confident at all	3.0%	3.4%
Would choose CSUMB again	Definitely yes	27.4%	33.9%
	Probably yes	40.2%	36.8%
	Total	67.6%	70.7%
	Probably no	13.6%	13.9%
	Definitely no	7.8%	7.5%
	Total	21.4%	21.4%
Recommend CSUMB to prospects	I don't know	10.9%	8.0%
	Not sure	19.5%	18.1%
	No	9.1%	12.2%
	Yes	71.4%	69.7%

Students who reported that they would not complete their studies at CSUMB were asked to provide written reasons for their decision. The top five reasons provided related to transferring, classes, money, family/personal, and academic program requirements. In 2009, the top five reasons were finances, graduation requirements, school location, course availability, and inability to find a major. For 2011 findings, see Table 9C for the top reasons and Appendix 6 for a complete list.

Table 9C. Reasons for Decision not to Complete Studies at CSUMB

Category	# Responses
Transfer	48
Classes	34
Money	30
Family / Personal Reasons	23
Requirements	22

X. Academic Advising

The academic advising section of the study provides an in-depth examination of academic advising at CSUMB. The first set of questions asked students to indicate if they had an academic advisor and if so, to report the type of advisor. Students were asked to indicate which year of study they would like to begin working with an academic advisor concerning graduation requirements and, to indicate their level of satisfaction with academic advising services. The second set of advising questions provided students with twenty advising-related statements for them to report their level of agreement on a six point Likert scale. About 65% of the students who returned the survey responded to these academic advising questions.

Eighty-two percent of these respondents reported that they currently had an academic advisor. The majority (68%) reported that they had a major advisor with their department, followed by faculty advisor (14%), University Advising Center advisor (6%), EOP (5%), and peer advisor (2%.) Students were more likely to want to begin working with an academic advisor on graduation requirements in their freshman year compared to other years, followed by the junior year and sophomore year. Again, these findings mirrored the results in 2009. See Table 10A below for 2011 findings.

Table 10A. Type of Advisor

		Type of Academic Advisor				
		EOP (Educational Opportunity Program) Advisor	Faculty Advisor	Major Advisor within my department	Peer Advisor (please indicate department or unit affiliation)	University Advising Center Advisor
Which best describes your advisor (<i>n</i>)		70	186	881	28	79
		%	%	%	%	%
In which year of your study would you like to begin working with an Academic Advisor concerning graduation requirements?	Freshman Year	44.3%	37.1%	46.8%	57.1%	41.8%
	Sophomore Year	24.3%	21.0%	17.4%	14.3%	11.4%
	Junior Year	30.0%	33.3%	30.4%	28.6%	41.8%
	Senior Year	1.4%	8.6%	5.4%	.0%	5.1%

When asked to indicate their level of satisfaction with academic advising services, close to 90% of the students who indicated that they have EOP advisors said they were very satisfied or satisfied, followed by students with peer advisors (79%), University Advising Center advisors (68%), major advisors within department (66%), and faculty advisors (60%.) There was a noticeable increase in 2011 in the number of students who reported that they were very satisfied or satisfied with academic advising services compared to 2009. See Table 10B below for 2011 findings.

Table 10B. Satisfaction with Academic Advising Services

		Advisor Satisfaction				
		Type of Academic Advisor				
		EOP (Educational Opportunity Program) Advisor	Faculty Advisor	Major Advisor within my department	Peer Advisor (please indicate department or unit affiliation)	University Advising Center Advisor
Students Responding (n)		70	186	881	28	79
Academic Advising services	Very satisfied	47%	25%	29%	36%	29%
	Satisfied	40%	35%	38%	43%	39%
	Total	87%	60%	66%	79%	68%

Students were asked to report their level of agreement with the twenty advising-related statements (noted above) on a scale of 1 to 6 (strongly agree, agree, neither agree nor disagree, disagree, strongly disagree, and not applicable/no basis to judge.) Their responses were analyzed and grouped by the type of advisor they experienced. The advising statements centered on issues such as advisors’ assistance with choosing or changing majors, registration, withdrawal/transfers, choosing courses that match ability, coping with academic problems or referring students to appropriate departments, providing timely information on academic requirements, and utilization of the advising website for basic advising needs.

In almost all of the instances, students who experienced EOP advisors were much more likely than those who experienced other advisor types to strongly agree or agree with these statements, followed by students with peer advisors. Eighty percent or more of the students who reported that they had EOP advisors strongly agreed or agreed with sixteen out of the twenty advising statements. Over three-quarters of the EOP students also strongly agreed or agreed with the remaining four statements. On average, over 70% of the students (regardless of advisor type) strongly agreed or agreed that their academic advisor was available when they needed help, was very effective, advised them on completing graduation requirements, was knowledgeable about courses in their major, and advised them on registration matters. The statements with the lowest number of students agreeing, on average (for all advisor types, except EOP) were advising on choosing a major, pursuing graduate education after graduation, and encouragement to engage in community service/service learning.

Over 70% of the students (except students with faculty advisors) strongly agreed or agreed that their advisor prepared a two or four-year academic plan for them. More students with department advisors (84%) than those with other advisor types tended to strongly agree or agree that their advisor was knowledgeable about courses in their major, followed by student with faculty advisors, and students with EOP and peer advisors (79% respectively.) However, more students with EOP advisors (84%), followed by students with peer advisors (75%) than students with the other advisor types tended to strongly agree or agree that their advisor was knowledgeable about courses outside their major. For 2011 findings, see Table 10C below and Appendix 7 for all advising-related results.

Table 10C. Advising Statements

		Advising Statements					
		Type of Academic Advisor					
		EOP (Educational Opportunity Program) Advisor	Faculty Advisor	Major Advisor within my department	Peer Advisor (please indicate department or unit affiliation)	University Advising Center Advisor	
		%	%	%	%	%	
Students Responding (n)		70	186	881	28	79	
My Academic Advisor ...	Is available when I need help	Strongly agree	58.6%	37.6%	31.8%	57.1%	27.8%
		Agree	30.0%	40.9%	41.3%	28.6%	38.0%
		Total	88.6%	78.5%	73.1%	85.7%	65.8%
	Is very effective	Strongly agree	65.7%	40.3%	38.1%	50.0%	30.4%
		Agree	22.9%	29.0%	38.5%	35.7%	40.5%
		Total	88.6%	69.4%	76.6%	85.7%	70.9%
	Advises me on completing graduation requirements	Strongly agree	65.7%	43.0%	45.2%	46.4%	40.5%
		Agree	25.7%	37.1%	37.6%	32.1%	43.0%
		Total	91.4%	80.1%	82.7%	78.6%	83.5%
	Is knowledgeable about courses in my major	Strongly agree	51.4%	47.3%	46.7%	42.9%	29.1%
		Agree	27.1%	31.7%	37.1%	35.7%	40.5%
		Total	78.6%	79.0%	83.8%	78.6%	69.6%
	Is knowledgeable about courses outside my major	Strongly agree	48.6%	32.8%	27.2%	42.9%	24.1%
		Agree	35.7%	26.3%	33.7%	32.1%	39.2%
		Total	84.3%	59.1%	61.0%	75.0%	63.3%
	Prepared a two or four-year academic plan for me	Strongly agree	60.0%	34.9%	41.2%	50.0%	39.2%
		Agree	18.6%	29.0%	31.9%	35.7%	36.7%
		Total	78.6%	64.0%	73.1%	85.7%	75.9%
	Advises me on registration matters (such as course selection, adding or dropping classes)	Strongly agree	60.0%	40.3%	40.4%	42.9%	40.5%
		Agree	34.3%	37.6%	36.2%	42.9%	31.6%
	Total	94.3%	78.0%	76.6%	85.7%	72.2%	
Advises me on choosing or changing major(s)	Strongly agree	50.0%	28.5%	22.9%	35.7%	21.5%	
	Agree	25.7%	25.3%	27.8%	25.0%	25.3%	
	Total	75.7%	53.8%	50.7%	60.7%	46.8%	
Advises me to pursue graduate education after graduation	Strongly agree	51.4%	32.3%	30.6%	35.7%	22.8%	
	Agree	34.3%	26.9%	26.2%	32.1%	21.5%	
	Total	85.7%	59.1%	56.9%	67.9%	44.3%	
Encourages me to engage in community service/service learning	Strongly agree	51.4%	29.0%	27.1%	46.4%	17.7%	
	Agree	35.7%	25.3%	28.0%	35.7%	22.8%	
	Total	87.1%	54.3%	55.2%	82.1%	40.5%	

XI. Graduating Seniors

This section of the CSUMB Experience Study explored graduating seniors' plans after they leave the institution. Graduating seniors were asked to respond to questions about their principal activity upon graduating, academic field in which they intended to pursue a degree in graduate or professional school, and if they were already working or had a new job offer, to state the relationship between the job and their program of study. Fifteen percent ($n=381$) of the survey takers responded to these questions.

Principal Activity Upon Graduation: When asked about their principal activity upon graduation from CSUMB, 47% of the seniors reported that they planned to work either full-time (41%) or part-time (6%). Thirty-seven percent planned to attend graduate or professional school full-time (28%) or part-time (9%). Other seniors (4%) reported that they would be engaged in volunteer activity (such as Peace Corps), taking additional undergraduate courses, participating in military service, or raising a family. Six percent of the seniors indicated that they had no plans yet. There was a marked difference in how graduating seniors reported their principal activity upon graduation in 2011 compared to 2009. In 2009, more graduating seniors (55%) reported that they planned to work full-time or part-time and fewer (31%) planned to attend graduate or professional school full-time or part-time. Furthermore, the number of seniors indicating they had no plans yet in 2011 doubled compared to 2009. See Table 11A below for 2011 findings.

Table 11A. Principal Activity upon Graduation

What is most <u>likely</u> to be your <u>principal</u> activity upon graduation?	
Employment, full-time paid	40.9%
Graduate or professional school, full-time	28.3%
Graduate or professional school, part-time	8.7%
No plans yet	6.3%
Other (please specify)	6.0%
Employment, part-time paid	5.5%
Volunteer activity (e.g., Peace Corps)	1.6%
Additional undergraduate coursework	1.0%
Military service	.8%
Starting or raising a family	.8%

Graduate or Professional School Field of Study: Among the seniors who planned to pursue advanced studies, 20% reported that they would pursue education. Nineteen percent respectively would pursue advanced studies in the social sciences and other fields of studies. About 10% respectively indicated that they would pursue business, arts and humanities, and the biological sciences. Another 8% intended to pursue something in the professional studies. In 2009, 17% of the graduating seniors reported that they would pursue graduate or professional studies in an

unspecified field and about 10% respectively reported they would pursue further studies in the arts and humanities, social sciences, and education. See Table 11B below for 2011 findings.

Table 11B. Graduate/Professional School Field of Study

In which area do you intend to pursue a degree in graduate/professional school?	
Education	19.8%
Social Science	19.4%
Other Fields	19.4%
Business	9.7%
Arts and Humanities	8.6%
Biological Science	8.2%
Professional	7.8%
Technical	4.1%
Physical Science	2.6%
Engineering	.4%

Relationship Between Job and Program of Study: Seventeen percent of the graduating seniors who were already working or had a new job offer reported that they were employed in a job directly related to the training they received in their program of study. An additional 19% indicated their job was slightly related to their program of study, and 20% noted that their job was not related to their program of study. In 2009, 20% of the seniors reported that they were employed in a job directly related to the training they received in their program of study and 22% reported that their job were slightly related to their program of study. See Table 11C below for 2011 findings.

Table 11C. Relationship Between Job and Program of Study

If you are already working or have a new job offer, which statement below best describes your job status?	
Not applicable - I plan to attend graduate/professional school upon graduation	20.5%
Employed in job not related to my program of study	20.2%
Employed in job slightly related to my program of study	19.4%
Employed in job directly related to the training I received in my program of study	17.3%
Unemployed and seeking employment	16.3%
Unemployed, but not seeking employment	6.3%

Appendices

Appendix 1. Survey Response Rates

<u>Respondent Group</u>	<u>Invited</u>	<u>Responded</u>	
All	4,795	2,492	52%
College			
CUSP	325	148	46%
CAHSS	1,623	891	55%
SMART	1,172	613	52%
CPS	1,675	840	50%
Admit Type			
Native	2,973	1,536	52%
Transfer	1,747	933	53%
Fall 2011 Admit Type			
FTF	873	524	60%
Transfer	567	329	58%
Student Level			
Freshman	1,374	757	55%
Sophomore	619	282	46%
Junior	1,256	681	54%
Senior	1,546	772	50%
Graduating Senior	863	431	50%

Appendix 2. Overall Satisfaction by College

Overall Satisfaction with CSUMB Experience by College						
		College				
		ALL	CAHSS	CPS	CUSP	SMART
Satisfaction by College		%	%	%	%	%
Students Responding (n)		2,059	736	694	121	508
Ability to find a faculty member when necessary	Very satisfied	24.1%	24.5%	25.1%	20.7%	23.0%
	Satisfied	48.9%	47.4%	46.4%	45.5%	55.3%
Ability to find a staff member when necessary	Very satisfied	20.1%	20.5%	21.5%	17.4%	18.1%
	Satisfied	47.4%	45.2%	47.3%	45.5%	51.2%
Available channels for expressing student complaints	Very satisfied	10.2%	9.6%	12.0%	9.1%	8.7%
	Satisfied	22.9%	20.4%	22.5%	29.8%	25.4%
Library hours	Very satisfied	30.0%	28.8%	31.4%	31.4%	29.5%
	Satisfied	41.5%	42.4%	42.8%	34.7%	40.2%
Library resources (e.g., availability of books, journals, reference materials)	Very satisfied	30.8%	31.3%	32.1%	24.8%	29.7%
	Satisfied	43.6%	44.4%	43.4%	47.1%	41.7%
Library services (e.g., borrowing/returning materials, support/assistance from staff)	Very satisfied	31.4%	31.5%	32.6%	24.8%	31.1%
	Satisfied	44.0%	46.6%	43.5%	43.8%	40.7%
Overall CSUMB experience	Very satisfied	27.5%	25.7%	29.0%	28.9%	28.0%
	Satisfied	44.1%	43.8%	42.8%	41.3%	47.0%
Support from administration	Very satisfied	14.6%	13.7%	16.9%	12.4%	13.2%
	Satisfied	31.8%	28.8%	33.0%	36.4%	33.5%
Support from faculty	Very satisfied	24.9%	25.3%	24.6%	17.4%	26.4%
	Satisfied	44.6%	45.1%	41.6%	43.8%	48.2%
Support from fellow students	Very satisfied	24.3%	24.6%	25.2%	19.8%	23.6%
	Satisfied	47.5%	45.9%	47.4%	48.8%	49.8%
Technology support (e.g., assistance, services)	Very satisfied	18.6%	17.3%	20.0%	16.5%	18.9%
	Satisfied	39.5%	39.5%	39.3%	38.0%	40.0%
Tolerance of differing viewpoints (e.g., political, cultural, religious)	Very satisfied	22.6%	24.3%	22.8%	16.5%	21.5%
	Satisfied	43.1%	41.7%	42.4%	45.5%	45.7%

Appendix 3. Satisfaction with Student Life: Analyses by Student Level

Satisfaction with Student Life by Student Level					
		Class Level			
		Freshman	Sophomore	Junior	Senior
Satisfaction by Student Level		%	%	%	%
Students Responding (n)		637	221	555	646
Availability of public transportation	Very satisfied	27.8%	23.1%	19.3%	16.1%
	Satisfied	36.9%	30.3%	26.5%	23.5%
	Total	64.7%	53.4%	45.8%	39.6%
Variety of student clubs/organizations	Very satisfied	25.7%	13.6%	15.7%	12.4%
	Satisfied	38.8%	41.2%	30.1%	30.0%
	Total	64.5%	54.8%	45.8%	42.4%
Campus health services	Very satisfied	17.7%	11.3%	13.7%	15.8%
	Satisfied	30.0%	33.0%	29.0%	30.7%
	Total	47.7%	44.3%	42.7%	46.4%
My safety and security on campus	Very satisfied	30.3%	22.6%	24.9%	21.1%
	Satisfied	47.4%	46.6%	47.2%	44.9%
	Total	77.7%	69.2%	72.1%	65.9%
Campus social life in general	Very satisfied	28.4%	15.4%	16.4%	11.9%
	Satisfied	40.3%	38.5%	34.2%	31.7%
	Total	68.8%	53.8%	50.6%	43.7%
Internship opportunities	Very satisfied	16.8%	4.1%	9.2%	11.1%
	Satisfied	24.2%	23.1%	20.5%	21.2%
	Total	41.0%	27.1%	29.7%	32.4%
Leadership opportunities	Very satisfied	19.5%	15.8%	13.7%	13.6%
	Satisfied	35.0%	35.7%	26.5%	29.3%
	Total	54.5%	51.6%	40.2%	42.9%
Overall CSUMB student or campus life	Very satisfied	32.0%	18.6%	19.3%	16.6%
	Satisfied	40.0%	42.1%	39.6%	38.5%
	Total	72.1%	60.6%	58.9%	55.1%
Personal counseling services	Very satisfied	22.3%	15.4%	17.8%	16.7%
	Satisfied	33.0%	29.9%	24.7%	25.5%
	Total	55.3%	45.2%	42.5%	42.3%
Variety of intramural activities offered (e.g., Flag football, bowling, volleyball, basketball)	Very satisfied	28.7%	19.5%	14.8%	11.5%
	Satisfied	31.7%	33.0%	25.9%	21.8%
	Total	60.4%	52.5%	40.7%	33.3%
Variety of multicultural activities	Very satisfied	22.4%	16.7%	12.8%	11.0%
	Satisfied	35.9%	33.0%	28.1%	28.3%
	Total	58.4%	49.8%	40.9%	39.3%
Variety of recreational activities offered (e.g., biking, camping, hiking)	Very satisfied	30.1%	19.9%	16.4%	12.7%
	Satisfied	36.6%	40.7%	33.7%	30.0%
	Total	66.7%	60.6%	50.1%	42.7%
Variety of campus events (e.g., concerts, dances, speakers)	Very satisfied	27.3%	17.6%	13.9%	10.8%
	Satisfied	38.3%	37.1%	35.1%	34.4%
	Total	65.6%	54.8%	49.0%	45.2%

Appendix 4. Contribution of CSUMB's Experience to Students' Skills

Contribution by College		Contribution of CSUMB Skills by College				
		College				
		ALL	SMART	CUSP	CPS	CAHSS
		%	%	%	%	%
Students Responding (n)		1,757	429	104	593	631
Ability to communicate in two or more languages	Very much/Quite a bit	32.0%	26.6%	38.5%	32.2%	34.4%
	Some	25.4%	24.0%	15.4%	28.0%	25.7%
Ability to cope with real-life situations	Very much/Quite a bit	49.8%	47.3%	52.9%	54.1%	46.9%
	Some	31.8%	33.1%	28.8%	28.8%	34.1%
Ability to get along with people from other cultures/races	Very much/Quite a bit	57.3%	51.3%	64.4%	60.4%	57.4%
	Some	24.2%	29.1%	14.4%	23.8%	23.0%
Ability to manage stressful situations	Very much/Quite a bit	51.1%	50.6%	53.8%	52.6%	49.6%
	Some	28.6%	28.9%	23.1%	29.3%	28.5%
Ability to uphold high ethical standards	Very much/Quite a bit	58.3%	52.9%	56.7%	62.7%	58.0%
	Some	25.0%	27.0%	25.0%	23.4%	25.2%
Ability to use your creativity to transform culture	Very much/Quite a bit	49.9%	43.6%	45.2%	52.4%	52.5%
	Some	24.8%	25.6%	23.1%	25.5%	23.9%
Ability to work effectively in a group	Very much/Quite a bit	62.0%	57.3%	58.7%	67.6%	60.5%
	Some	23.3%	26.1%	25.0%	20.2%	23.9%
Critical thinking skills	Very much/Quite a bit	66.7%	65.5%	60.6%	69.3%	66.1%
	Some	23.5%	24.2%	30.8%	22.4%	22.8%
Decision making skills	Very much/Quite a bit	64.1%	64.1%	58.7%	66.4%	62.8%
	Some	24.5%	25.4%	26.0%	23.8%	24.4%
Desire for lifelong learning	Very much/Quite a bit	65.3%	65.7%	56.7%	65.6%	66.2%
	Some	20.5%	20.5%	26.0%	21.1%	19.2%
Interest in new areas of knowledge or learning	Very much/Quite a bit	70.6%	70.2%	64.4%	70.8%	71.6%
	Some	19.9%	20.0%	24.0%	19.7%	19.3%
Interest in service learning or community service	Very much/Quite a bit	53.5%	45.0%	51.0%	62.6%	51.2%
	Some	23.5%	28.9%	16.3%	19.1%	25.2%
Knowledge or interest in the sciences	Very much/Quite a bit	50.1%	70.4%	45.2%	44.4%	42.5%
	Some	23.6%	16.3%	26.9%	25.1%	26.6%
Leadership skills	Very much/Quite a bit	52.0%	48.5%	44.2%	58.0%	50.1%
	Some	25.3%	28.0%	21.2%	22.9%	26.5%
Mathematical skills	Very much/Quite a bit	38.0%	61.3%	42.3%	37.3%	22.0%
	Some	25.6%	23.5%	21.2%	29.2%	24.2%
Problem-solving skills	Very much/Quite a bit	53.7%	65.7%	53.8%	52.4%	46.8%
	Some	30.4%	25.6%	26.0%	31.2%	33.8%
Public speaking skills	Very much/Quite a bit	51.9%	44.5%	52.9%	61.9%	47.4%
	Some	27.1%	29.8%	22.1%	24.3%	28.8%
Respect or value for the environment	Very much/Quite a bit	63.2%	67.8%	62.5%	63.7%	59.7%
	Some	22.7%	21.9%	23.1%	22.4%	23.5%
Sense of social justice or desire to achieve social justice	Very much/Quite a bit	56.1%	50.3%	51.0%	58.3%	58.6%
	Some	24.6%	26.6%	24.0%	24.8%	23.1%
Study skills	Very much/Quite a bit	56.6%	60.1%	54.8%	58.7%	52.5%
	Some	26.2%	25.6%	22.1%	25.1%	28.4%
Technological skills	Very much/Quite a bit	52.9%	52.0%	51.9%	57.8%	49.1%
	Some	27.0%	28.4%	29.8%	25.5%	27.1%
Time management skills	Very much/Quite a bit	54.2%	56.2%	51.9%	57.7%	50.1%
	Some	27.2%	27.0%	29.8%	26.3%	27.7%
Understanding of different cultures and ways of life	Very much/Quite a bit	55.8%	49.4%	52.9%	57.5%	59.0%
	Some	26.1%	28.4%	26.0%	26.3%	24.4%
Understanding of global issues (issues facing the world)	Very much/Quite a bit	51.6%	42.4%	49.0%	53.8%	56.3%
	Some	27.4%	31.9%	24.0%	27.8%	24.4%
Understanding of social issues facing the U.S.	Very much/Quite a bit	51.4%	41.7%	49.0%	55.3%	54.7%
	Some	26.8%	31.5%	25.0%	26.5%	24.2%
Understanding of yourself, abilities, or interests	Very much/Quite a bit	64.9%	63.4%	58.7%	67.5%	64.5%
	Some	22.9%	23.8%	26.0%	21.1%	23.6%
Verbal communication skills	Very much/Quite a bit	59.3%	52.4%	58.7%	65.3%	58.5%
	Some	26.4%	28.2%	23.1%	24.1%	27.7%
Writing skills	Very much/Quite a bit	57.9%	51.5%	54.8%	64.9%	56.1%
	Some	26.9%	30.1%	26.9%	22.6%	28.7%

Appendix 5A. Other Retention-Focused Questions by College

Retention Focused Factors by College						
		College				
		ALL	CAHSS	CPS	CUSP	SMART
		%	%	%	%	%
Students Responding (<i>n</i>)		1,551	550	521	92	388
Confident will complete undergraduate studies at CSUMB	Very confident	82.7%	84.4%	84.8%	67.4%	80.9%
	Somewhat confident	14.2%	13.1%	11.7%	28.3%	16.0%
	Not confident at all	3.1%	2.5%	3.5%	4.3%	3.1%
Would choose CSUMB again	Definitely yes	30.1%	28.2%	30.3%	33.7%	31.6%
	Probably yes	38.8%	38.9%	35.6%	38.0%	43.3%
	Total	68.9%	67.0%	65.9%	71.7%	74.9%
	Probably no	13.7%	13.1%	14.5%	12.0%	14.0%
	Definitely no	7.7%	9.6%	9.4%	5.4%	3.4%
	Total	21.4%	22.7%	23.9%	17.4%	17.4%
Recommend CSUMB to prospects	I don't know	9.7%	10.3%	10.2%	10.9%	7.8%
	Not sure	18.9%	18.6%	19.1%	19.6%	18.9%
	No	10.3%	11.8%	12.3%	8.7%	6.0%
	Yes	70.8%	69.6%	68.6%	71.7%	75.1%

Appendix 5B. Other Retention-Focused Questions by Student Level

Retention Focused Factors by Student Level					
		Class Level			
		Freshman	Sophomore	Junior	Senior
		%	%	%	%
Students Responding (<i>n</i>)		473	170	412	496
Confident will complete undergraduate studies at CSUMB	Very confident	75.5%	77.6%	84.7%	89.5%
	Somewhat confident	20.9%	17.6%	12.4%	8.3%
	Not confident at all	3.6%	4.7%	2.9%	2.2%
Would choose CSUMB again	Definitely yes	33.5%	20.1%	29.7%	30.5%
	Probably yes	41.4%	36.1%	37.2%	38.7%
	Total	74.9%	56.2%	66.9%	69.1%
	Probably no	10.6%	20.7%	13.4%	14.5%
	Definitely no	4.9%	11.8%	8.3%	8.6%
	Total	15.5%	32.5%	21.7%	23.1%
Recommend CSUMB to prospects	I don't know	9.6%	11.2%	11.4%	7.8%
	Not sure	15.5%	26.6%	19.5%	19.0%
	No	5.7%	11.8%	10.9%	13.7%
	Yes	78.8%	61.5%	69.6%	67.3%

Appendix 6. Reasons for Decision not to Complete Studies at CSUMB

Category	# Responses
Transfer	48
Classes	34
Money	30
Family / Personal Reasons	23
Requirements	22
Location	17
Non-Response	14
Fit	13
Majors	13
Faculty	12
Work	10
Advising	8
Housing	6
Will take longer	6
Financial Aid	5
Disability	4
Capstone	2
Academic Rigor	1
Disorganization	1

Appendix 7. Advising Statements

My Academic Advisor...		Advising Statements				
		Type of Academic Advisor				
		EOP (Educational Opportunity Program) Advisor	Faculty Advisor	Major Advisor within my department	Peer Advisor (please indicate department or unit affiliation)	University Advising Center Advisor
My Academic Advisor...		%	%	%	%	%
Students Responding (n)		70	186	881	28	79
Advises me on choosing or changing major(s)	Strongly agree	50.0%	28.5%	22.9%	35.7%	21.5%
	Agree	25.7%	25.3%	27.8%	25.0%	25.3%
	Total	75.7%	53.8%	50.7%	60.7%	46.8%
Advises me on completing graduation requirements	Strongly agree	65.7%	43.0%	45.2%	46.4%	40.5%
	Agree	25.7%	37.1%	37.6%	32.1%	43.0%
	Total	91.4%	80.1%	82.7%	78.6%	83.5%
Advises me on registration matters (such as course selection, adding or dropping classes)	Strongly agree	60.0%	40.3%	40.4%	42.9%	40.5%
	Agree	34.3%	37.6%	36.2%	42.9%	31.6%
	Total	94.3%	78.0%	76.6%	85.7%	72.2%
Advises me on withdrawal/or transfer matters	Strongly agree	44.3%	28.5%	28.6%	35.7%	26.6%
	Agree	31.4%	27.4%	28.6%	28.6%	24.1%
	Total	75.7%	55.9%	57.2%	64.3%	50.6%
Advises me to pursue graduate education after graduation	Strongly agree	51.4%	32.3%	30.6%	35.7%	22.8%
	Agree	34.3%	26.9%	26.2%	32.1%	21.5%
	Total	85.7%	59.1%	56.9%	67.9%	44.3%
Allows enough time to discuss overall degree plans or progress	Strongly agree	51.4%	35.5%	37.7%	42.9%	26.6%
	Agree	34.3%	34.4%	35.2%	32.1%	39.2%
	Total	85.7%	69.9%	72.9%	75.0%	65.8%
Assists me in choosing courses that match my ability	Strongly agree	60.0%	36.6%	36.9%	46.4%	22.8%
	Agree	25.7%	29.0%	33.5%	28.6%	36.7%
	Total	85.7%	65.6%	70.4%	75.0%	59.5%
Assists me in coping with academic problems or refers me to the appropriate department(s)	Strongly agree	55.7%	33.9%	31.6%	46.4%	20.3%
	Agree	32.9%	30.1%	31.6%	32.1%	39.2%
	Total	88.6%	64.0%	63.1%	78.6%	59.5%
Encourages me to engage in community service/service learning	Strongly agree	51.4%	29.0%	27.1%	46.4%	17.7%
	Agree	35.7%	25.3%	28.0%	35.7%	22.8%
	Total	87.1%	54.3%	55.2%	82.1%	40.5%
Explains his/her responsibilities as an advisor	Strongly agree	51.4%	31.7%	31.7%	53.6%	31.6%
	Agree	34.3%	29.6%	31.0%	28.6%	34.2%
	Total	85.7%	61.3%	62.7%	82.1%	65.8%
Explains my responsibilities as an advisee	Strongly agree	55.7%	34.4%	30.9%	57.1%	26.6%
	Agree	30.0%	25.8%	32.8%	21.4%	35.4%
	Total	85.7%	60.2%	63.7%	78.6%	62.0%
Is available when I need help	Strongly agree	58.6%	37.6%	31.8%	57.1%	27.8%
	Agree	30.0%	40.9%	41.3%	28.6%	38.0%
	Total	88.6%	78.5%	73.1%	85.7%	65.8%
Is knowledgeable about courses in my major	Strongly agree	51.4%	47.3%	46.7%	42.9%	29.1%
	Agree	27.1%	31.7%	37.1%	35.7%	40.5%
	Total	78.6%	79.0%	83.8%	78.6%	69.6%
Is knowledgeable about courses outside my major	Strongly agree	48.6%	32.8%	27.2%	42.9%	24.1%
	Agree	35.7%	26.3%	33.7%	32.1%	39.2%
	Total	84.3%	59.1%	61.0%	75.0%	63.3%
Is very effective	Strongly agree	65.7%	40.3%	38.1%	50.0%	30.4%
	Agree	22.9%	29.0%	38.5%	35.7%	40.5%
	Total	88.6%	69.4%	76.6%	85.7%	70.9%
Provides me with accurate information regarding academic requirements	Strongly agree	62.9%	39.8%	39.6%	53.6%	38.0%
	Agree	25.7%	33.3%	38.9%	35.7%	35.4%
	Total	88.6%	73.1%	78.5%	89.3%	73.4%
Provides me with timely information regarding academic requirements	Strongly agree	60.0%	37.6%	39.3%	46.4%	34.2%
	Agree	32.9%	32.8%	37.7%	39.3%	41.8%
	Total	92.9%	70.4%	77.0%	85.7%	75.9%
Prepared a two or four-year academic plan for me	Strongly agree	60.0%	34.9%	41.2%	50.0%	39.2%
	Agree	18.6%	29.0%	31.9%	35.7%	36.7%
	Total	78.6%	64.0%	73.1%	85.7%	75.9%
Updates me on changes in academic requirements	Strongly agree	52.9%	33.9%	32.2%	39.3%	27.8%
	Agree	30.0%	24.2%	28.8%	32.1%	29.1%
	Total	82.9%	58.1%	61.1%	71.4%	57.0%
Demonstrated how to utilize the Advising Website for my basic advising needs	Strongly agree	51.4%	29.6%	28.8%	42.9%	26.6%
	Agree	28.6%	24.2%	27.2%	32.1%	32.9%
	Total	80.0%	53.8%	56.1%	75.0%	59.5%