

# CSU Monterey Bay Experience Study 2016 – Special Gap Analysis Report

## Introduction

From March to May 2016, all undergraduate students at California State University, Monterey Bay (CSUMB) were invited to participate in a survey of their college experience. The survey contained 107 questions, which provided information about students' background, demographics, campus service use, and feedback about the CSUMB college experience. Participating students were eligible to be randomly selected in a raffle to receive gift-cards. In total, 3,548 students responded to at least part of the survey, 2,860 students responded to at least half of the questions, and 2,101 students responded to a majority of the questions. These numbers show response rates of 53.4%, 43.2%, and 31.7%, respectively.

This special report focuses on 11 factors in which students were asked to indicate the level of importance they placed on these factors in their initial decision to enroll at CSUMB and how satisfied they are with these elements since enrolling. Average Likert score values were calculated for each of the factors, and mean differences between the importance and satisfaction measure for each factor were calculated. Higher Likert score values for each of the measures indicate greater importance/satisfaction and lower Likert score values indicate lower importance/satisfaction. Negative values for the gap analysis (mean differences) indicate that CSUMB is under-performing on a particular item and positive values indicate that CSUMB is performing well on that item.

## Key Takeaways

- Satisfaction with academic programs and majors was less than the importance placed on these factors in respondents' initial decision to attend with average Likert scores of 3.98 and 4.28, respectively, and a -0.31\* difference between them
- Overall satisfaction with CSUMB's academic reputation was slightly higher than the importance placed on that reputation in decisions to attend with average Likert scores of 3.73 and 3.67, respectively, and a +0.06 difference between them
- CSUMB is exceeding students' expectations on athletic opportunities with average Likert scores for importance of 2.14 and satisfaction of 3.17, indicating a +1.03 gap
- Regarding class size, CSUMB is performing better than expected overall with an average Likert score for importance of 3.94 and satisfaction of 4.27, indicating a +0.33 gap
- Responses on satisfaction of CSUMB's overall commitment to students indicate the school is under performing with respect to the importance students' placed on overall commitment in their initial decision to attend with an average Likert score of 4.11 on importance and 3.72 on satisfaction, indicating a -0.38\* gap
- Satisfaction with diversity of the student body received a higher average Likert score (3.85) versus importance (3.47) indicating that CSUMB is performing well on this factor with a gap of +0.38
- Financial aid offered by CSUMB received a lower satisfaction average Likert score (3.72) than importance (4.12) and an overall gap of -0.40 indicating under performance on this measure

- Satisfaction with friendliness of people on campus and the importance placed on this factor received similar average Likert scores of 3.96 and 3.92, respectively, and a gap of +0.04
- Satisfaction with residence halls was also higher than the importance placed on this factor in initial decisions to attend with average Likert scores of 3.47 and 3.25, respectively, and a gap of +0.23\*
- The sense of community or belonging on campus received average Likert score values of 3.66 for importance and 3.62 for satisfaction, indicating a gap of -0.04
- CSUMB's campus commitment to sustainability is exceeding expectations with average Likert score values of 3.89 for satisfaction and 3.69 for importance and a gap of +0.20
- In some cases, the gap between factors differs from the overall averages based on respondents' college, major, admission basis, URM status, and cumulative GPA

\*Note that some gap analysis values listed above differ slightly due to rounding.

Importance Likert Scale:

- 1- Not important at all
- 2- Somewhat important
- 3- Neutral
- 4- Important
- 5- Very important

Satisfaction Likert Scale:

- 1- Very dissatisfied
- 2- Dissatisfied
- 3- Neither satisfied nor dissatisfied
- 4- Satisfied
- 5- Very satisfied

## Participant Profile

### Characteristics and Representativeness of Participating Students

Characteristics of the survey participants broadly matched those of the CSUMB student body at large. Racial/ethnic groups and students by class level responded to the survey at rates proportionate with the racial/ethnic and class level characteristics of the overall CSUMB undergraduate student population. Females were somewhat over-represented in the survey population with nearly 70% of respondents identifying as female compared to the overall undergraduate population of CSUMB being 62% female.

### Number of Participants by Admittance Type:

Admission Basis:	Number of Records
Lower Division Transfer	23
Transitory	84
Upper Division Transfer	1,578
First-Time Freshmen	1,833

### Full-time, Part-time Status:

FT / PT Status:	% of Total Number of Records	Number of Records
Part-time	7.6%	270
Full-time	92.39%	3,278

### Participants by Gender:

Gender:	Number of Records	Percent of Total
Female	2,480	69.89%
Male	1,068	30.1%

### Participants by Race/Ethnicity:

Race/Ethnicity:	Number of Records	Percent of Total
Native American	31	0.87%
Pacific Islander	32	0.90%
Other/Decline to State	192	5.41%
Asian American	220	6.20%
African American	232	6.54%
Two or More	248	6.99%
White	1,183	33.34%
Latino	1,410	39.74%

### Participants by College

College:	College Spelled Out	% of Total Number of Records	Number of Records
UGS	Undergraduate Studies	3.61%	128
EDUC	Education	6.09%	216
COB	Business	12.91%	458
HSHS	Health Sciences and Human Services	16.94%	601
COS	Science	27.73%	984
CAHSS	Arts, Humanities, and Social Sciences	32.72%	1,161

### Participants by Major

College:	Major:	Major Spelled Out	% of Total Number of Records	Number of Records
CAHSS	PSY	Psychology	13.50%	479
COB	BUS	Business	12.37%	439
COS	BIO	Biology	9.39%	333
HSHS	KIN	Kinesiology	8.65%	307

HSHS	CHHS	Collaborative Health and Human Services	7.67%	272
CAHSS	HCOM	Human Communication	6.85%	243
EDUC	LS	Liberal Studies	6.09%	216
COS	MS (BS)	Marine Science (BS)	5.21%	185
CAHSS	SBS	Social and Behavioral Sciences	4.62%	164
UGS	UNDC	Undeclared	3.61%	128
COS	CSCI	Computer Science	2.85%	101
CAHSS	CINE	Cinematic Arts and Technology	2.34%	83
COS	ENSTU	Environmental Studies	2.34%	83
COS	CSIT	Computer Science and Information Technology	2.17%	77
COS	CD	Communication Design	2.09%	74
COS	ESTP	Environmental Science, Technology and Policy	2.03%	72
CAHSS	GS	Global Studies	1.66%	59
COS	MATH	Mathematics	1.66%	59
CAHSS	VPA	Visual and Public Art	1.58%	56
CAHSS	SPAN	Spanish	0.82%	29
CAHSS	JLC	Japanese Language and Culture	0.62%	22
HSHS	NURS	Nursing	0.62%	22
CAHSS	MUS	Music	0.59%	21
COB	SHM	Sustainable Hospitality Management	0.54%	19
CAHSS	WLC	World Languages and Cultures	0.14%	5

### Participants by Class Level

Class Level:	Number of Records	Percent of Total
Senior	1,412	39.80%
Junior	992	27.96%

Sophomore	502	14.15%
Freshman	642	18.09%

#### Highest Academic Degree or Credential Participants Plan to Attain:

What is the highest academic degree or credential that you plan to attain?	% of Total Number of Records	Number of Records
I do not plan to obtain a degree	0.23%	8
Doctoral degree	17.28%	613
First professional degree	5.10%	181
Master's degree	42.59%	1,511
Teaching Credential	3.97%	141
Bachelor's degree	30.83%	1,094

#### Participants' Anticipated Profession/Occupations:

Q1. Which best reflects your anticipated profession/occupation?	% of Total Number of Records	Number of Records
Clergy (e.g., minister, priest, rabbi, etc)	0.06%	2
Optometrist	0.11%	4
Homemaker (full-time)	0.11%	4
School principal/superintendent	0.17%	6
Interior decorator/designer	0.20%	7
Farmer/rancher	0.23%	8
Architect/urban planner	0.23%	8
Skilled trades	0.28%	10
Pharmacist	0.31%	11
Military service (career)	0.34%	12
Lab technician/hygienist	0.39%	14
Dietician/home economist	0.42%	15
Musician/performer/composer	0.48%	17
Actor/entertainer	0.51%	18
Foreign service worker/diplomat	0.62%	22
Dentist/orthodontist	0.62%	22
College administrator/staff	0.65%	23
Engineer	0.90%	32
Policymaker/government	1.18%	42
Veterinarian	1.30%	46
College professor	1.38%	49
Lawyer/attorney/judge	1.63%	58
Conservationist/forester	1.63%	58
Law enforcement officer	1.66%	59

Nurse	2.06%	73
Writer/journalist	2.09%	74
Artist	2.54%	90
Accountant	2.54%	90
School counselor	2.87%	102
Clinical psychologist	3.44%	122
Teacher/administrator (secondary)	3.80%	135
Physician/medical doctor	4.65%	165
Computer programmer/systems analyst	4.85%	172
Teacher/administrator (elementary)	5.86%	208
Therapist (physical, occupational, speech)	6.12%	217
Undecided	6.57%	233
Scientific researcher	6.62%	235
Social/welfare/recreation worker	6.93%	246
Business	10.43%	370
Other/Not listed	13.22%	469