



CAMPUS COMMUNITY IMPRESSIONS OF CSUSB

July 6, 2013

Introduction

Sometime in February 2013, our new president, Tomás D. Morales, launched a brief, open-ended, online questionnaire asking the campus community about their impressions of CSUSB. The questionnaire had five questions: 1. What is the one thing you like most about Cal State San Bernardino? 2. What are the university’s two or three most distinguishing characteristics? 3. What are the two unique opportunities you see for CSUSB? 4. What are the top two most critical issues and challenges facing the university that you hope will be addressed by the new administration? 5. What advice or suggestions do you have for me as the new president?

The above questions were asked of current students, faculty and staff, alumni, and philanthropic friends of CSUSB who had one month to respond. Email reminders were sent one week prior to the due date. Questions were translated to Spanish and printed on paper with anonymous return envelopes for those who needed materials in these formats although none were returned. In processing the data, only responses answering the questions were tabulated into tables and graphs. Two iPads were offered to students as raffles.

Students: Of the 17,106 students during the Winter quarter, 451 or 2.6% participated in the survey. More than half were upper division students (Seniors 36%, Juniors 26%), 17% were postbac/graduate students, and the remainder of students were lower division (Freshmen 17%, Sophomores 9%). The majority (90%) of students were attending on a full-time basis. Most respondents were from Social and Behavioral Sciences (31%) and Natural Science (27%). A smaller portion came from Business and Public Administration (16%), Arts and Letters (13%), Education (9%), and

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Undeclared (3%).

Faculty and Staff: Fifteen percent (266) of the 1739 faculty and staff responded to the questionnaire. About 48% were staff members, 35% were faculty, 14% were administrators. Most (93%) were on a full-time basis. Close to half (49%) of the faculty and staff respondents came from Academic Affairs, 17% from Administration and Finance, 10% from Student Affairs, 7% from IRT, 5% from Advancement, and 12% did not indicate.

Alumni: Of the 27,849 alumni emails, 267 or 1% responded. About 43% of the respondents graduated sometime between 2006-2013, 26% graduated between 1996-2005, 13% graduated between 1986-1995, 12% graduated between 1976-1985, and 6% graduated in 1975 and earlier. Sixty-two percent of the respondents received their bachelor's degree from CSUSB, 28% received their master's degree, 1% received their doctoral degree, and 9% received "Other" accomplishments such as a credential or certificate. About 28% received their degree from Social and Behavioral Sciences, 22% from Education, 22% from Business and Public Administration, 16% from Arts and Letters, 8% from Natural Sciences, and 4% did not indicate.

Friends: Of the 90 philanthropic friends, four or 4% participated. No demographic information were gathered from this group.

Executive Summary

"1. What is the one thing you like most about Cal State San Bernardino?"

A popular response common to all four groups of respondents (students, faculty and staff, alumni, friends) was about *Campus Atmosphere* comprised of comments like "The whole community. How everyone treats each other with respect and helps each other out", "The sense of family", and "I also enjoy the helpfulness that is exhibited by staff and faculty on campus."

A statement common to three groups (students, faculty and staff, and alumni) was *Campus Scenery*. Respondents made comments such as "I

appreciate working at a college that sits against the mountains. The scenery here is very beautiful", "The location. I like that it is almost like it is hidden next to the mountains creating an environment that feel like the campus is the city it self", and "When I first attended CSUSB, real coyotes roamed the campus. There were only four buildings where classes were taught. The area was surrounded by open fields and neighbors were at a distance. The Santa Annas would come howling down Cajon Pass and once in a while a dusting of hail/snow would be found on the ground. It gave those of us attending at that time a sense of being on the fringe of the frontier."

Popular statements common to two groups of respondents were *Faculty*, *Diversity*, *Location of Campus*, *Collegiality*, and *Commitment to Student Success*. A unique response for alumni was *Class/Program Structure* while friends' unique response was *Academic Opportunities*.

Top	Students	Faculty & Staff
1	Faculty	Campus Atmosphere
2	Campus/Scenery	Collegiality
3	Campus Atmosphere	Commitment to Student Success
4	Diversity	Diversity
5	Location of campus	Campus/Scenery

Top	Alumni	Friends
1	Faculty	Academic Opportunities
2	Location of campus	Campus Atmosphere
3	Campus/Scenery	Collegiality
4	Class/Program Structure	Commitment to Student Success
5	Class Atmosphere	

"2. What are the university's two or three most distinguishing characteristics?"

For this question, two statements among the popular responses were common to all four groups of respondents. All groups found *Faculty* to be a distinguishing characteristic with comments like "Internationally Known, a Diverse Campus, and Instructors with real world experience", "Excellent professor who are very knowledgeable about the topics", and "...and is a

perfect place to grow academically because the teachers really care about the students.” *Campus Scenery* was the other statement common to all four groups. Instances of this statement were “The beautiful campus, great teachers, and numerous clubs & organizations available for students”, “The first would be the landscape of the gardens, they are so beautiful and they make me happy to come to school”, and “The beautiful hills and scenery.”

A statement common to three groups (students, faculty and staff, alumni) is *Diversity*. They responded with comments such as “Diversity of student body, willingness to admit students who might not otherwise attend a four year...”, “Their diversity, flexibility and programs to help those with disabilities”, and “The unique student populations we serve.”

Popular statements common to two groups were *Quality of Programs and Departments*, *Location of Campus*, and *Campus Atmosphere*. An additional statement unique to students was *Student Resources/Opportunities* while faculty and staff mentioned *Campus Atmosphere* and *Commitment to Student Success* as unique characteristics. Friends also mentioned *Quality of Students* as an additional top response.

Top	Students	Faculty & Staff
1	Campus/Scenery	Campus/Scenery
2	Diversity	Diversity
3	Quality faculty	Campus atmosphere
4	Location of campus	Commitment to student success
5	Student resources/opportunities	Quality faculty

Top	Alumni	Friends
1	Campus/Scenery	Campus atmosphere
2	Quality programs/departments	Campus/Scenery
3	Quality faculty	Quality faculty
4	Location of campus	Quality programs/departments
5	Diversity	Quality students

“3. What are the two unique opportunities you see for CSUSB?”

Within the popular responses, three statements emerged as common to all groups of respondents. One is *Increase and Promote Growth/Prestige* with comments such as “We can be a national leader in changing perceptions of first year writing courses”, “To develop into an actually prestigious CSU where more students make it their first choice”, and “CSUSB has the potential to be one of the greenest universities in California...”. A second popular response is *Increase Outreach/Community Collaboration*. Some examples of comments were “The location of our school gives us opportunities for outreach programs in the community which could allow students to gain experience and to network through volunteering”, “The opportunity to continue being beneficial to the growth and development of San Bernardino County, the Inland Empire, and Southern California”, and “They have so much to offer but have yet to really expand their services into the struggling community of San Bernardino. This city needs some help and CSUSB is full of students with capabilities to help small businesses homeless and those suffering but they do not do much for the community. DRC is an awesome example of how CSUSB can help, they have an awesome facility with lower paroles going back to prison, but how can students get involved in such positivity? Shouldn't CSUSB be leading some sort of positive movement to help this city get back on it's feet?” A third response common to all four groups was *Promote Value to the Region*. Examples of this response were “I think we have the potential to grow our particular terminal degree program by attracting top out of state students (and, concurrently, offering funding to those students) partly by developing our program around the unique environmental and cultural characteristics of the region; and I think that developing the PDC satellite campus as it jumps to a four year institution is a very exciting possibility”, “Located in a growing area of California, I think CSUSB has the opportunity to make great strides in the educational opportunities in the region. One thing that I would love to see is more doctoral programs offered at the school”, and “Regional growth and with a new President and many retiring, a fresh vision! :)”.

A popular statement common to three groups of respondents (students,

faculty and staff, alumni) was *Continuing to Grow Programs/Departments*. Examples of this response were “Arabic department is wonderful here - continue to develop and support”, “CSUSB has the opportunity to grow in its sciences. New linkage programs are being constructed with Western University of Health Sciences”, and “Growth of the psychology/soc science dept, and growth of the observatory”.

Other responses appeared as unique to each group. Students reported *Provide Better Campus Life* as another opportunity for CSUSB. Faculty and staff stated *Develop Online/Distance Education*. Alumni reported *Make Students Competitive in Job Market* while friends reported *Increase International Students/Programs* and *Increase Diversity*.

Top	Students	Faculty & Staff
1	Increase and promote growth/prestige	Increase outreach/community collaboration
2	Continuing to grow programs/departments	Promote value to the region
3	Increase outreach/community collaboration	Increase and promote growth/prestige
4	Provide better campus life	Continuing to grow programs/departments
5	Promote value to the region	Develop online/distance education

Top	Alumni	Friends
1	Increase outreach/community collaboration	Increase outreach/community collaboration
2	Continuing to grow programs/departments	Increase and promote growth/prestige
3	Increase and promote growth/prestige	Increase international students/programs
4	Promote value to the region	Increase diversity
5	Make students competitive in job market	Promote value to the region

“4. What are the top two most critical issues and challenges facing the university that you hope will be addressed by the new administration?”

Among the popular responses, *Fiscal Responsibility* was a common statement to all groups of respondents. Some examples of comments were “Proper allocation of funds”, “The way that university spending rarely allocates toward actually improving the educational experience of its students”, and “We need a larger budget for our education and educators, rather increasing the bank account of some of our newer administrators”.

A popular response common to three groups (students, alumni, friends)

was *Increasing Student Involvement/Improving Campus Life*. Some responses were “Need better and more events for students”, “There is really very little in the way of cultural or even community life near the university. Having a cinema and a few bars built near the university parkway area would contribute to solving this problem”, and “Creating a community for the students. Engaging them with events on campus. Most often I hear a student say they drive here, go to class, and leave. There is nothing that keeps students on campus or brings them back”.

Popular responses common to two groups was *Lowering Student Fees/Tuition/Books/Food*, *Improving Class Availability/Selection/High Class Size*, and *Improving Student Quality/Recruitment/Retention*.

A response unique to students was *Improve Campus Safety*. Responses unique to faculty and staff were *Administration/Staff/Faculty Pay and Benefits Too Low*, *Improve Campus Communication/Efficiency/Transparency*, *Increase Faculty Hiring/Quality/Retention/Accountability*, and *Improving Leadership and Employee Development*. Friends additionally mentioned *Improve Alumni Relations*.

Top	Students	Faculty & Staff
1	Lowering student fees/tuition/books/food	Fiscal responsibility
2	Improve class avail/selection/high class size	Admin/staff/faculty pay and benefits too low
3	Improve campus safety	Campus communic/efficiency/transparency
4	Increase student involvement/campus life	Faculty hiring/quality/retention/accountab
5	Fiscal responsibility	Improve leadership and employee dev

Top	Alumni	Friends
1	Lowering student fees/tuition/books/food	Increase student involvement/campus life
2	Fiscal responsibility	Improve student quality/recruit/retention
3	Increase student involve/Improve campus life	Fiscal responsibility
4	Improve student quality/recruit/retention	Improve alumni relations
5	Improve class avail/selection/high class size	

“5. What advice or suggestions do you have for me as the new president?”

A popular response common to all groups were *Be A Good Leader/Set Example/Open Door Policy/Listen* with statements such as “Keep yourself open to suggestion from your staff and student body”, “Open doors style from the President office. Community Openness”, and “My most sincere suggestion is that you become involved and noticeable as the head of the campus. I believe students will really appreciate seeing their President as someone humble and willing to go above and beyond within the given title. For example, make it a habit at least a few times a year to take a walk during peak hours at the Santos Manuel building. Get to know some of CSUSB's students and listen to what they have to say about the campus and other pertaining areas. It's not a bad thing to ask them about their goals. It's good to shake hands with the President of Cal State San Bernardino at least once before our final encounter at our commencement ceremony.”

A popular response common to three groups (faculty and staff, alumni, friends) were *Involvement/Outreach to the Community*. Examples of statements were “Community outreach is essential to accomplish what will be required in the future. Be keen to the demographics of the surrounding area and Southern California....hire more Latino instructors and administrators. Keep your focus on serving the community and the employer, the student population will come. Jack Brown is not the only game in town....cultivate more business/university relationships. Money is waiting to be influenced and donated to the University...create the organization to secure it”, “get better involved with the community for local support”, and “Continue to make appearance at alumni, student, and community events. It means a lot to the CSUSB community.”

Other statements common to two groups were *Focus on Student Needs* and *Care About Students/Staff/Faculty*. Two other top statements unique to students were *Focus on Budget/Stop Increases and Cuts/Lower Fees* and *Focus on Class Availability/Class Size/Online Options*. One top statement unique to faculty and staff was *Evaluate Office/Departments/Faculty/Staff*. Popular statements unique to friends were *Communicate with*

Students/Staff/Faculty and Live in the San Bernardino Area.

Top	Students	Faculty & Staff
1	Good leader/set example/open door/listen	Good leader/set example/open door/listen
2	Focus on student needs	Evaluate offices/departments/faculty/staff
3	Focus on budget/stop increases, cuts/lower fees	Growth/reputation/exposure of CSUSB
4	Growth/reputation/exposure of CSUSB	Care about students/staff/faculty
5	Focus on class avail/class size/online options	Involvement/outreach to the community

Top	Alumni	Friends
1	Good leader/set example/open door policy/listen	Good leader/set example/open door/listen
2	Growth/reputation/exposure of CSUSB	Communicate with students/staff/faculty
3	Involvement/outreach to the community	Growth/reputation/exposure of CSUSB
4	Focus on student needs	Involvement/outreach to the community
5	Care about students/staff/faculty	Live in the San Bernardino area

Summary

Overall themes point to the essence of CSUSB, the scenery, location, atmosphere, collegiality, and diversity when students, faculty and staff, alumni, and friends were asked about the one thing they liked about CSUSB and the two or three distinguishing characteristics of CSUSB. Other dominant themes that emerged involved the academe such as faculty, quality of programs and departments, class program and structure, commitment to student success, and student resources and opportunities. Collectively, these are strengths that are unique to CSUSB.

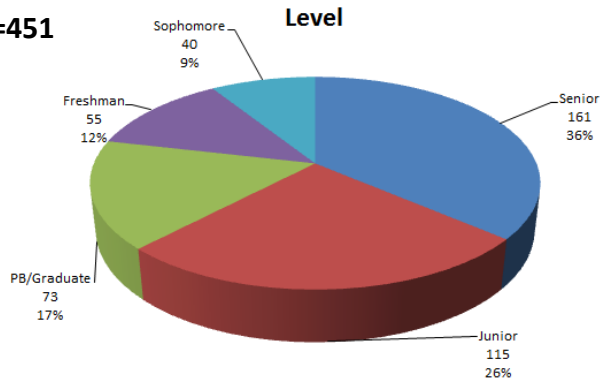
When the campus community was asked about unique opportunities for CSUSB, themes involving CSUSB's growth and prestige, growth within programs and departments, and being valuable to the Inland Empire region were mentioned. Outreach and collaboration with the community, improving campus life, career competitiveness, and distance education were also central themes. However, fiscal responsibility and student involvement were some critical issues and challenges reported. Other issues mentioned by students and alumni pertained to costs (fees, tuition, books, and food), class size, campus safety, and student quality. Faculty and

staff mentioned issues salary, transparency, faculty hiring and retention, and leadership.

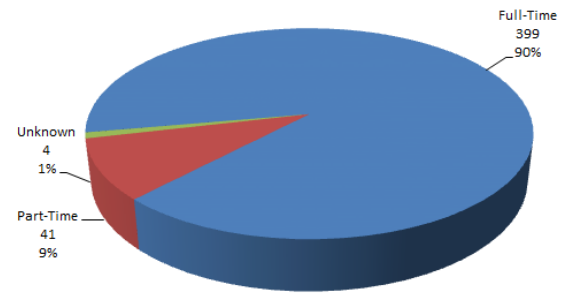
The campus community suggested for the new president to listen and maintain an open door policy, to grow CSUSB's reputation and exposure, and to reach out to the community. Students reported that the new president could focus on their needs, to keep fees at bay, and to increase class availability, keep class size under control, and to consider online options. Faculty and staff suggested that various offices and departments and the people that run them get evaluated. Another suggestion mentioned was to show that that the new president cares about students, faculty and staff.

I. PARTICIPANTS DEMOGRAPHIC INFORMATION

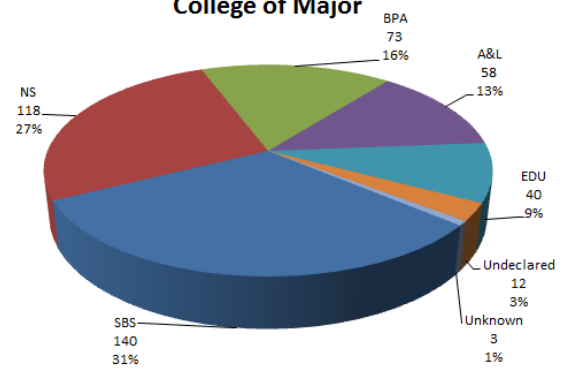
Students=451



Enrollment Status

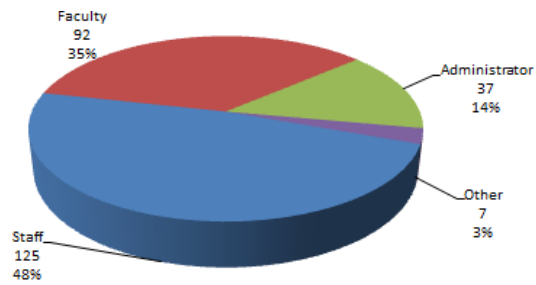


College of Major

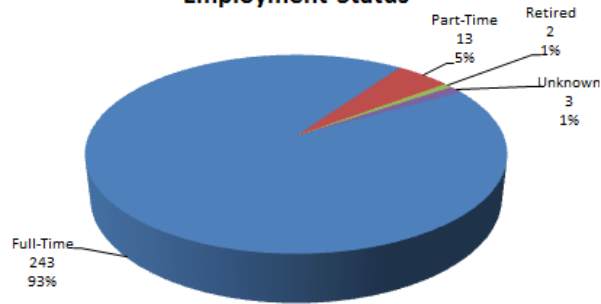


Faculty & Staff=266

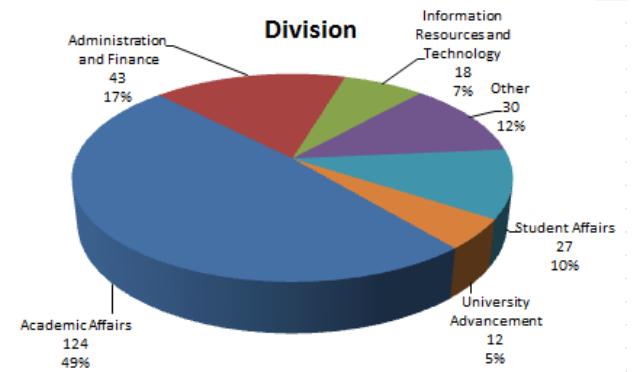
Classification



Employment Status

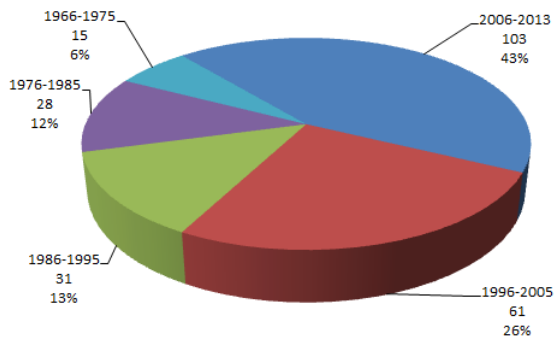


Division

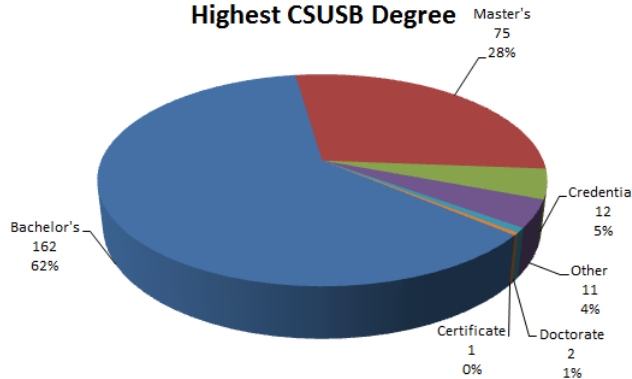


Alumni=267

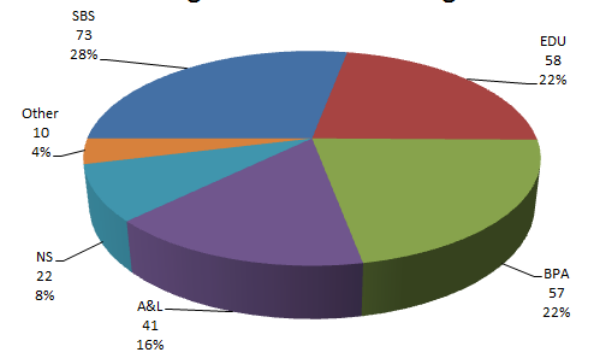
Graduation Year



Highest CSUSB Degree



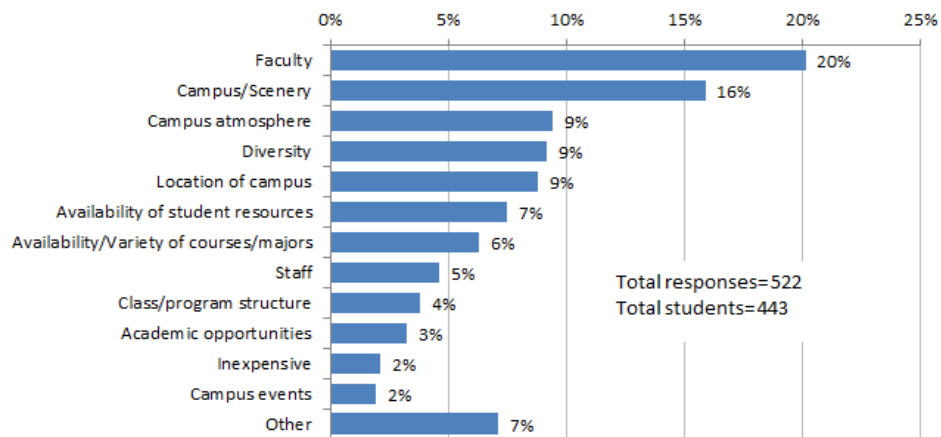
College of Most Recent Degree



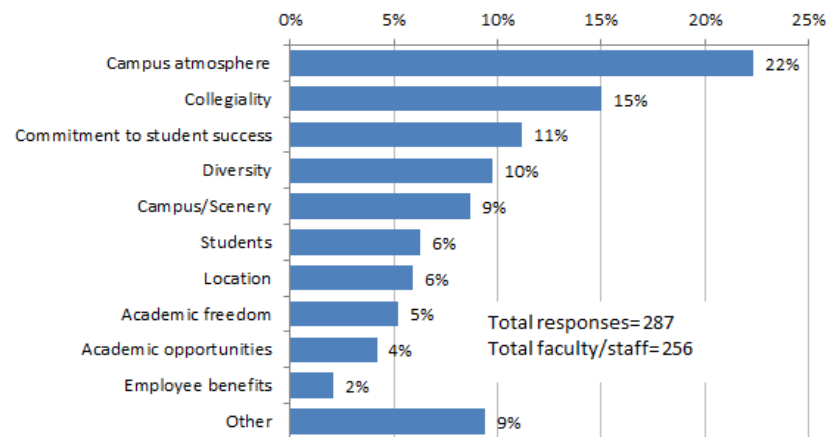
II. SUMMARY OF RESPONSES

1. What is the one thing you like most about Cal State San Bernardino?

Students



Faculty & Staff



Summary

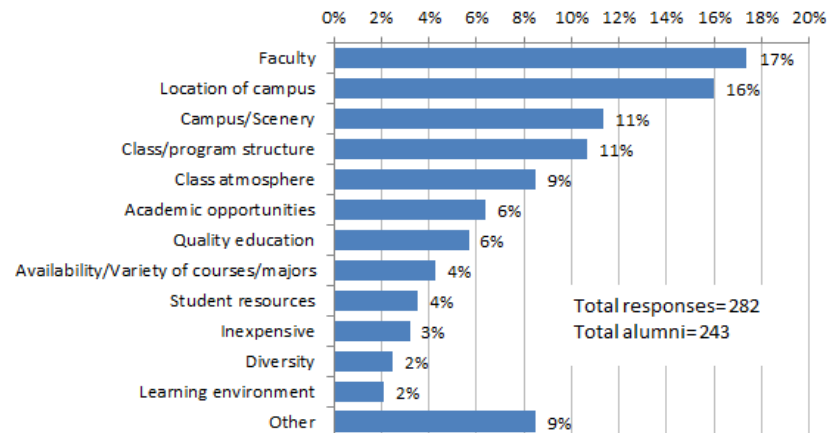
Of the 522 student responses, 20% indicated that the faculty was what was liked most about CSUSB. The campus/ scenery (16%), campus atmosphere (9%), campus diversity (9%), and campus location were also frequently occurring responses.

Of the 287 faculty and staff responses, 22% indicated that the campus atmosphere was what was liked most about CSUSB. The collegiality (15%), commitment to student success (11%), and campus diversity (10%) were also common responses.

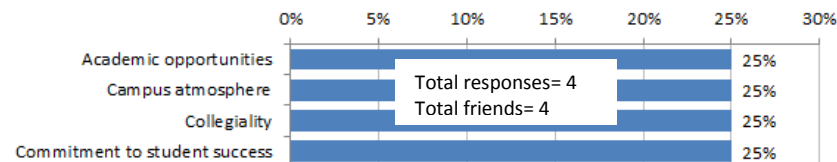
Of the 282 alumni responses, 17% indicated that the faculty was what was liked most about CSUSB. The location of the campus (16%), campus/scenery (11%), and class/program structure (10%) were also high occurring responses.

Of the four friends of the university respondents, 25% indicated that the academic opportunities were what they liked most about CSUSB. The campus atmosphere (25%), collegiality (25%), and commitment to student success (25%) were also indicated.

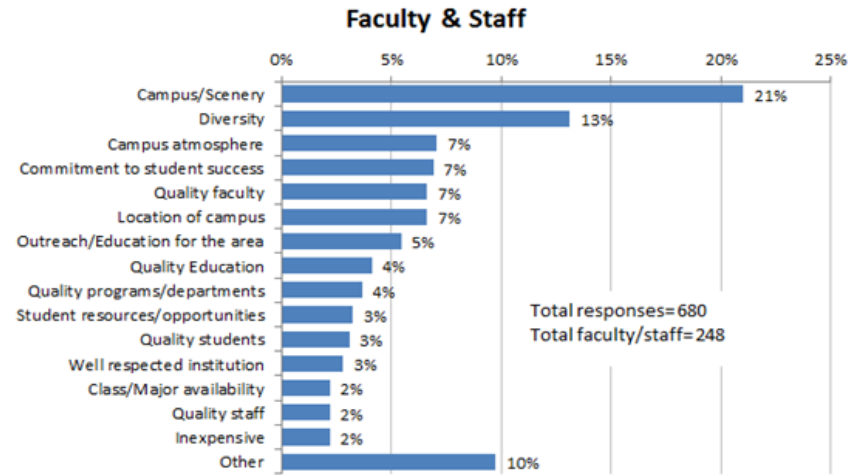
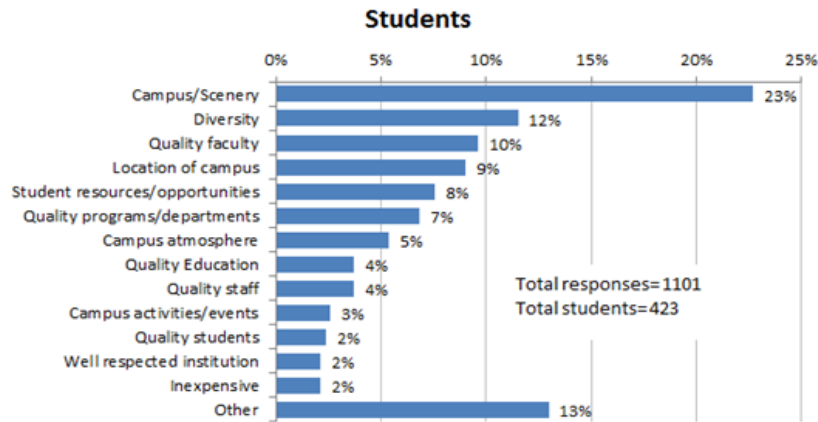
Alumni



Friends



2. What are the university's two or three most distinguishing characteristics?



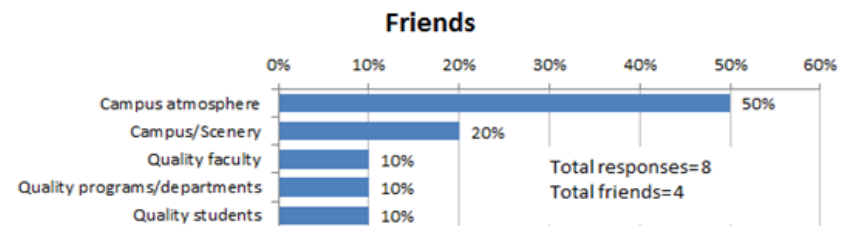
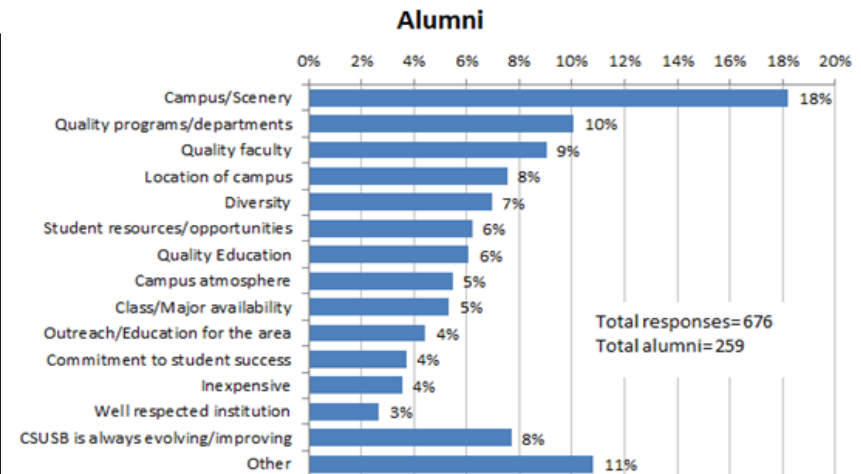
Summary

Of the 1101 student responses, 23% indicated that the campus/scenery was the university's most distinguishing characteristic. The campus diversity (12%), quality faculty (10%), campus location (9%), and student resources/opportunities (8%) were also frequently occurring responses.

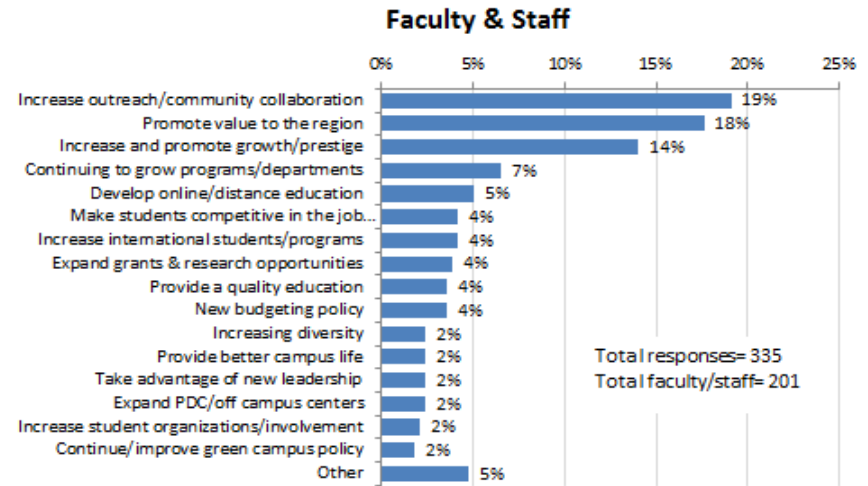
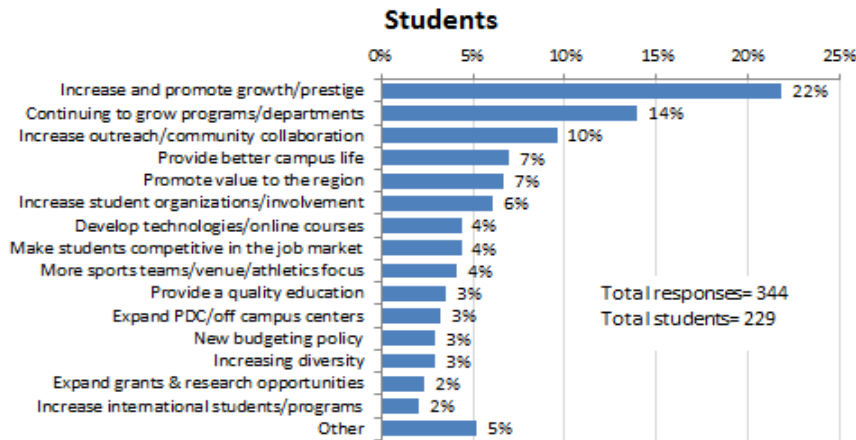
Of the 680 faculty and staff, 21% indicated that the campus/scenery was the university's most distinguishing characteristic. The campus diversity (13%), campus atmosphere (7%), commitment to student success (7%), quality faculty (7%) and location of the campus (7%) were also common responses.

Of the 676 alumni responses, 18% indicated that the campus/scenery was the university's most distinguishing characteristic. The quality programs/departments (10%), quality faculty (9%), campus location (9%), and diversity (8%) were also high occurring responses.

Of the 8 friends of the university responses, 50% indicated that the campus atmosphere was the university's most distinguishing characteristic. The campus/scenery (20%), quality faculty (10%), quality programs/departments (10%), and quality students (10%) were also indicated.



3. What are the two unique opportunities you see for CSUSB?



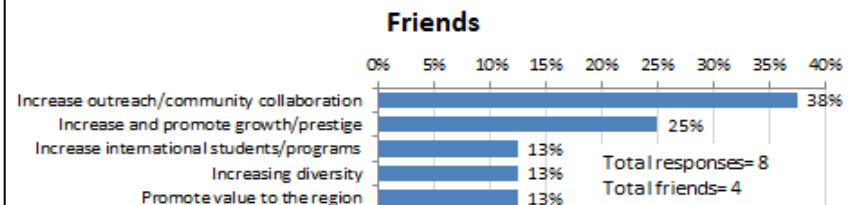
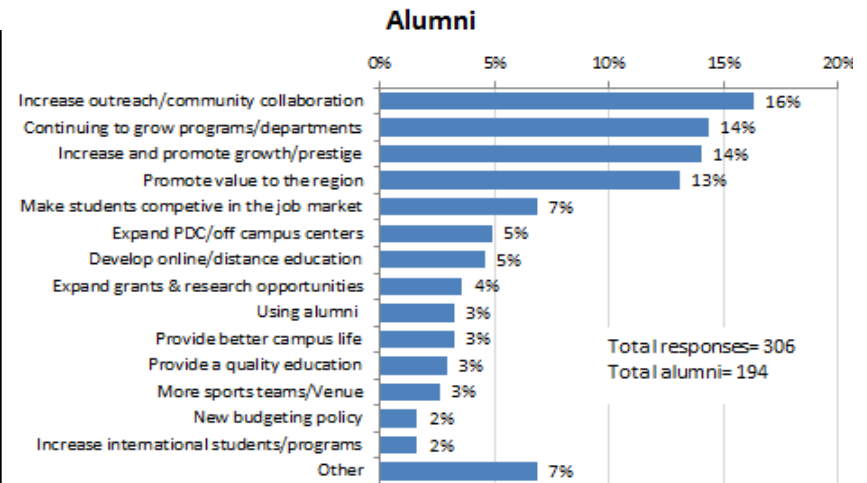
Summary

Of the 344 student responses, 22% indicated that CSUSB has the opportunity to promote the growth and prestige of the university. Continuing to grow programs/departments (14%), increasing outreach/community relations (10%) and providing a better campus life (7%) were also frequently occurring responses.

Of the 335 faculty and staff responses, 19% indicated that CSUSB has the opportunity to increase outreach/community relations. Promoting its value to the region (18%), promoting the growth and prestige of the university (14%), and continuing to grow programs/departments (7%) were also common responses.

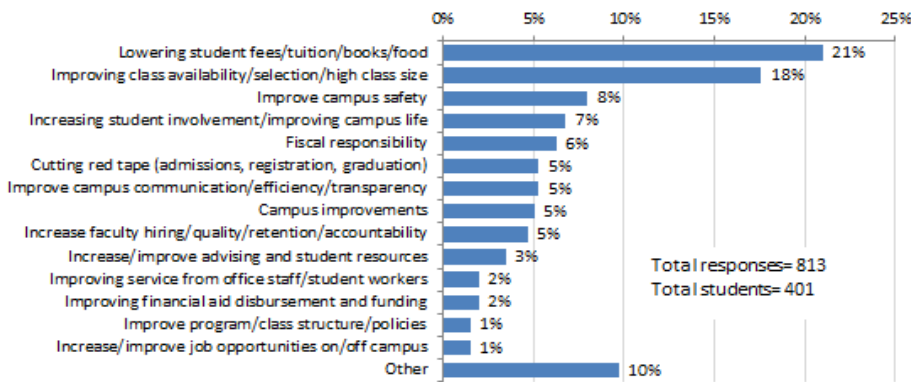
Of the 306 alumni responses, 16% indicated that CSUSB has the opportunity to increase outreach/community relations. Continuing to grow programs/departments (14%), promoting the growth and prestige of the university (14%), and promoting its value to the region (13%) were also high occurring responses.

Of the 8 friends of the university responses, 38% indicated that CSUSB has the opportunity to increase outreach/community relations. Promoting the growth and prestige of the university (25%), increasing international students/programs (13%), increasing diversity (13%), and promoting value to the region (13%) were also indicated.

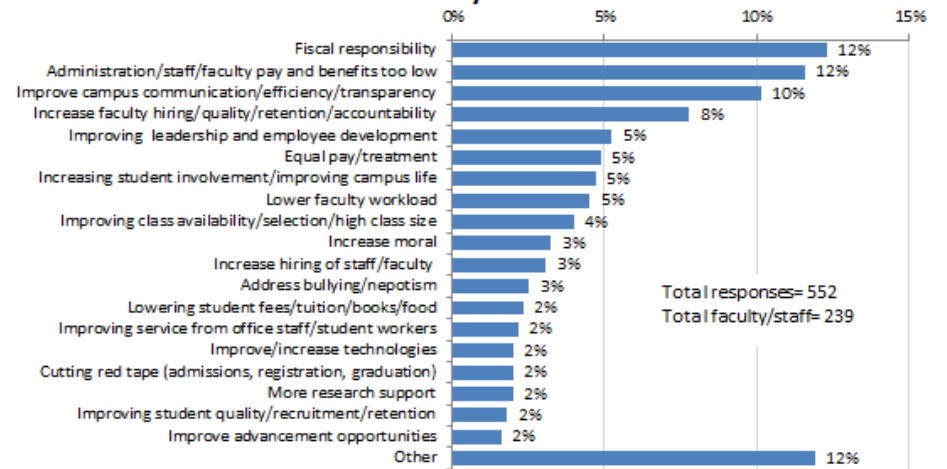


4. What are the top two most critical issues and challenges facing the university that you hope will be addressed by the new administration?

Students



Faculty & Staff



Summary

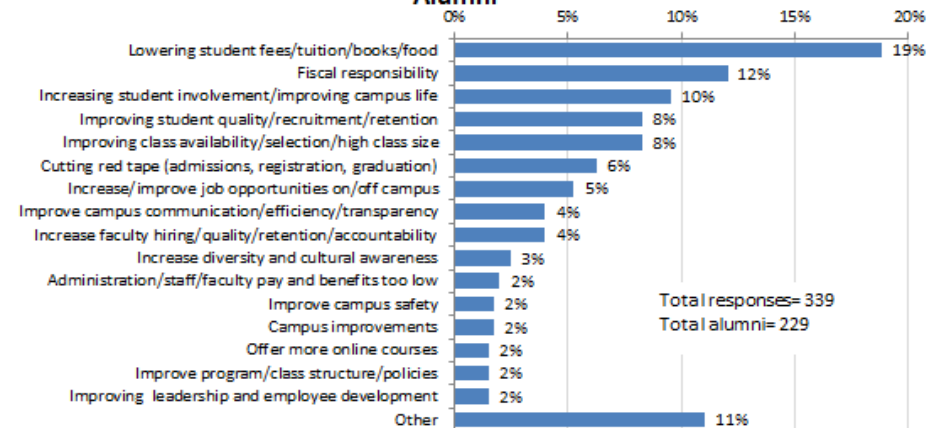
Of the 813 student responses, 21% indicated that the new administration should work to lower student fees, tuition, books, and food costs. Improving class availability, selection, and the high class size (18%), improving campus safety (8%) and increasing student involvement and improving campus life (7%) were also frequently occurring responses.

Of the 552 faculty and staff responses, 12% indicated that the new administration should work towards fiscal responsibility. Increasing pay and benefits (12%), improving campus communication, efficiency, and transparency (10%), and increasing faculty hiring, quality, retention and accountability (8%) were also common responses.

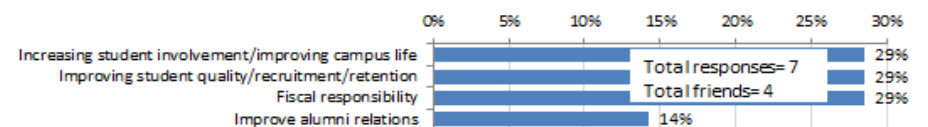
Of the 339 alumni responses, 19% indicated that the new administration should work to lower student fees, tuition, books, and food costs. Fiscal responsibility (12%), increasing student involvement and improving campus life (10%), and improving student quality, recruitment and retention (8%) were also high occurring responses.

Of the 7 friends of the university responses, increasing student involvement and improving campus life (29%), improving student quality, recruitment and retention (29%), fiscal responsibility (29%), and improving alumni relations (14%) were listed as issues to be addressed by the new administration.

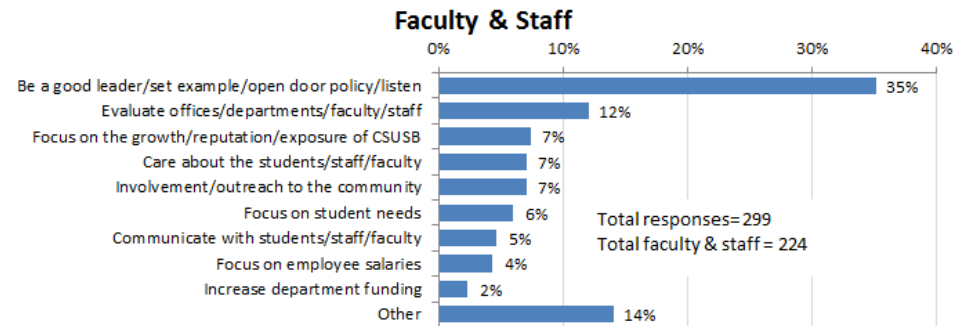
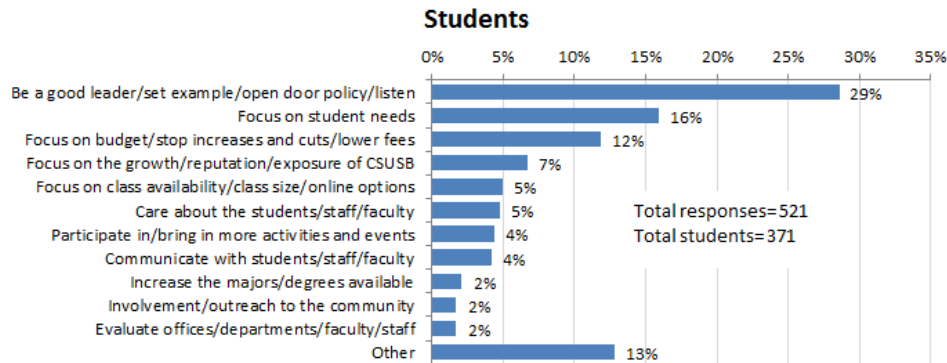
Alumni



Friends



5. What advice or suggestions do you have for me as the new president?



Summary

Of the 512 student responses, 29% suggested to be a good leader/set example/open door policy/listen. Focus on student needs (16%), focus on the budget/stop increases and cuts/lower fees (12%), and focus on the growth/reputation/exposure of CSUSB (7%) were also frequently occurring responses.

Of the 552 faculty and staff responses, 35% suggested to be a good leader/set example/open door policy/listen. Evaluate offices/departments/faculty/staff (12%), focus on the growth/reputation/exposure of CSUSB (7%), and care about the students/staff/faculty (7%) were also common responses.

Of the 300 alumni responses, 30% suggested to be a good leader/set example/open door policy/listen. Focus on the growth/reputation/exposure of CSUSB (13%), involvement/outreach to the community (11%), and focus on student needs (9%) were also high occurring responses.

Of the 7 friends of the university responses, 43% suggested to be a good leader/set example/open door policy/listen. Communicate with students/staff/faculty (14%), focus on the growth/reputation/exposure of CSUSB (14%), involvement/outreach to the community (11%), and focus on student needs (14%), and live in the San Bernardino area were also given as responses.

