



CAMPUS QUALITY SURVEY SUMMARY 2015

CSUSB completed the CSU Campus Quality Survey in 2015, previously known as Students Needs and Priorities Survey (SNAPS). The 30-minute online survey was administered during spring 2015 term to 8,372 enrolled students, of which 626 (7.5%) participated. Chi-Square tests indicated that survey respondents were significantly different from the student population. More specifically, there were more female, more under-represented minority, less lower division undergraduates, and more graduate and post-baccalaureate students who responded to the survey compared to the student population during Spring 2015 term. However, the proportion of upper division undergraduates and students from colleges who participated in the survey appear to reflect the proportion of the entire population. Thus, respondents were not representative of the student population in some factors.

The full report shows results on all items from all respondents by Underrepresented Minority (URM), Non-Underrepresented Minority (non-URM), Lower Division undergraduate, Upper Division undergraduate, and Graduate/PostBac students.

This document highlights findings and discusses potential implications relevant to the campus community.

Decision to Attend CSUSB

Students were asked about factors that influenced their decision to attend CSUSB. Close to three-fourths (72%) of all respondents reported CSUSB to be their first or only choice, showing an increase from 68% in 2012. Specifically, 69% of URM students, 75% of non-URM students, 63% of lower division undergraduates, 71% of upper division undergraduates, and 85% of graduate/post-baccalaureate students reported CSUSB to be their first choice or only choice.

The five most important factors that influenced their decision to attend CSUSB were:

1. Availability of major 97%

2. I was admitted 94%
3. Costs were affordable for me and/or my family 94%
4. Opportunity to obtain need-based financial aid 86%
5. Academic reputation of the campus in my major 86%

Two of the above items pertain to majors. Two other items pertain to cost and finances while the other item address the fact that they were admitted to CSUSB. These factors suggest ideas for recruiting and marketing to new students highlighting specific majors for recruitment and perhaps a consideration for early admission. These were the same factors that emerged in 2012.

Learning Environment Factors

Students were asked to rate learning environment factors at CSUSB. Availability of required courses emerged as a factor needing the most attention with 23% of all respondents, 33% of lower division undergraduates, and 22% of upper division undergraduates, rating it “poor” or “very poor”. This was actually an improvement from 2012 when 29% of the students at that time rated it with the lowest rating.

A second factor needing attention was convenience of class scheduling reported by 22% of the students as “poor” or “very poor”. Specifically, 26% of lower division undergraduate, 21% of upper division undergraduate, and 18% of graduate/post-baccalaureate students rated this factor low. Similar results were found in 2012.

Since 2012, CSUSB has deployed two student success systems which may serve to positively impact students’ learning environment: dashboards and EAB Student Success Collaborative (EAB SSC). The dashboards provide information on retention, graduation, time to degree, course success (pass/fail), bottleneck courses, general education deficiencies, and similar dashboards viewable by college, department, and major, and other demographic variables such as gender, ethnicity, full-time/part-time, Pell Recipient, and others. The EAB SSC uses predictive analytics to assist our faculty, professional, and peer advisors to efficiently counsel students, especially those at-risk, to take the right courses, select majors, and inform them of potential outcomes for changing majors. With some funding from the Chancellor’s Office for additional courses and tenure/tenure-track faculty and the explicit goals in our strategic plan about these areas, it is possible that CSUSB will observe some positive shifts in students’ perception of their learning environment.

Research Competency

Two areas in research competency emerged as needing attention. About 30% of students reported that they “rarely” or “never” formulated a topic or a research question. Specifically, 41% of lower division undergraduate, 29% of upper division undergraduate, and 21% of graduate/post-baccalaureate students indicated they “rarely” or “never” formulated a topic or a research question. In terms of preparing and delivering an oral presentation, 23% of students reported “rarely” or “never” having done it, 26% of whom were lower division undergraduate, 24% of upper division undergraduates, and 14% of graduate/ post-baccalaureate students.

For students who performed the two activities mentioned above, close to a third found it “difficult” or “very difficult” to formulate a topic or a research question (29%) and prepare and deliver an oral presentation (28%). In particular, 22% of lower division undergraduates, 32% of upper division undergraduates, and 29% of graduate/post-baccalaureate students found it difficult to formulate a topic of a research question. Thirty-six percent of lower division undergraduates, 25% of upper division undergraduates, and 24% of graduate/post-baccalaureate students found it difficult to prepare and deliver an oral presentation.

Moreover, 87% of student respondents, 88% of URM students, 86% of non-URM students, 92% of lower division undergraduates, 88% of upper division undergraduates, and 77% of graduate/post-baccalaureate students, did not participate in a research project with a faculty member of campus. If students participated in faculty research, 68% of them gathered data, 55% analyzed data, 34% made a final presentation, 29% did literature searches at the library, and 17% assisted in manuscript preparation. Eighty-three percent of all students, 75% of lower division undergraduates, 83% of upper division undergraduates, and 87% of graduate/post-baccalaureate students strongly agreed or agreed that faculty research enhanced their educational experience at CSUSB.

It is important to consider research as a high-impact practice for CSUSB and make it part of students’ undergraduate and graduate experience. This means research programs such as internships, conferences, and competitions under the Office of Student Research could be expanded to serve more students. It is also important to reexamine key courses intended to impart these skills and reexamine when these courses are taken in their educational program.

Study Hours and Additional Assistance

On the average, students studied about 13 hours per week, 12 hours per week for URM students, 15 hours per week for non-URM students, 11 hours for lower division undergraduates, 14 hours for upper division undergraduates, and 15 hours for graduate/post-baccalaureate students. About 37% of all students who responded, 35% of URM students, 41% of non-URM students, 46% of lower division undergraduates, 32% of upper division undergraduates, and 44% of graduate/post-baccalaureate students, did not participate in any study group.

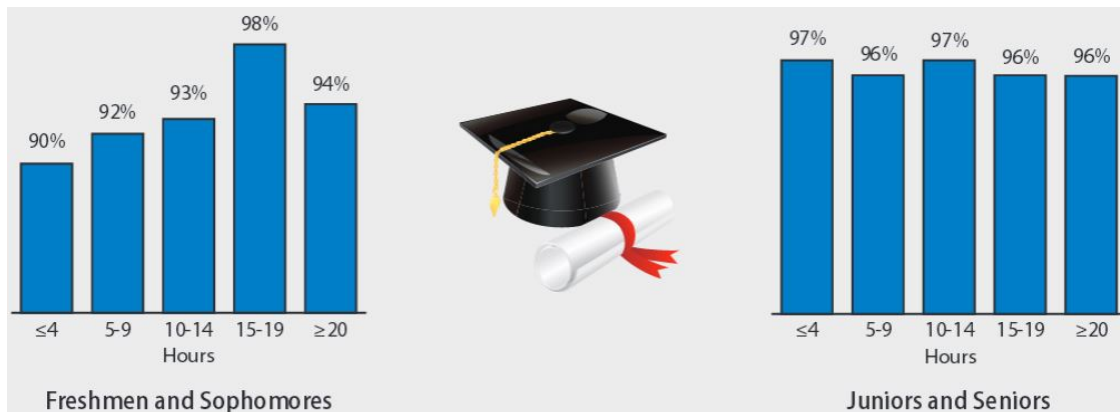
About 31% of students, 28% of URM students, 36% of non-URM students, 36% of lower division undergraduates, 27% of upper division undergraduates, and 38% of graduate/post-baccalaureate students, indicated that they did not go to their professor’s office at all during office hours.

Additional analyses (below) illustrate the positive relationship between the number of study hours and grade point average, as well as the number of study hours and percentage of term units passed most salient in lower division undergraduates. Although this is purely correlational, not causation, this gives credence to programs that teach students how to study, manage their time, and utilize resources, if necessary (e.g., Coyote First Step co-curricular programs, USTD 100, USTD 200).

Number of Study Hours and Grade Point Average



Number of Study Hours and Percent of Term Units Passed



Advising

When students were asked to rate the quality of academic advising services, areas that were rated “excellent” or “good” (excluding “N/A” – Did not use”) in 2015 were:

1. PAWS or DARS (Degree Audit Report) 85%
2. Faculty in my major department 81%
3. Campus catalog/class schedule 76%
4. Fellow students 74%
5. Advising from my major department 74%
6. Advising Center 72%
7. Other campus representatives 68%

The most significant positive change was PAWS/DARS. It ranked the lowest in 2012 with only 51% of students rating it “excellent” or “good”. Today, students rated it with a quality of 85% perhaps

due to a more shortened processing time to generate a PAWS/DARS report and also being more broadly utilized by people including as part of the grad check process.

Two areas that might need some special attention were “advising from my major department” and “the advising center” pertaining to graduate and post-baccalaureate students. These two areas received the lowest ratings of “very poor” or “poor” from graduate and post-baccalaureate students which suggest room for improvement in advising services for these students.

It is interesting to note that 9% of lower division undergraduates reported not knowing the requirements they need to graduate from CSUSB which points to a specialized form of advising for them. Perhaps this is an area of focus for the Advising Center.

Finances and Employment

In 2015, most students funded their education through grants (66%), part-time employment (68%), and student loans (46%). URM students relied on grants at 74%, part-time jobs at 74%, and student loans at 46% while non-URM students relied on part-time jobs at 62%, grants at 55%, and student loans at 47%. In 2012, the proportion of financial aid packages was slightly different. Students relied much less on grants (48%), and part-time employment (35%) perhaps reflecting a different economic landscape at that time.

When students were asked about employment, 60% reported being employed compared to 57% in 2012. Specifically, 59% of URM and non-URM students, 34% of lower division undergraduates, 65% of upper division undergraduates, and 74% of graduate/post-baccalaureate students reported being employed. Thirty-seven percent of the students said they worked off-campus, 12% said they worked on-campus, 9% said they were employed and were looking for additional work and 2% said they worked both on- and off-campus. On the other hand, 16% were unemployed and were not looking for work and 25% said they were unemployed and looking for work.

Campus Climate and Treatment

Students were queried about insensitive behavior or remarks directed at themselves or another in a classroom during the past year. Eighteen percent of students reported that they “frequently” or “occasionally” experienced insensitive behavior or remarks about gender and language (English as a second language, accent) compared to 24% for gender and 23% for language in 2012. Seventy-three percent (60% in 2012) of students said they “rarely” or “never” observed faculty reducing or eliminating behaviors pertaining to gender and 78% (61% in 2012) pertaining to language (English as a second language, accent) in the classroom.

Outside of the classroom, 12-13% of students reported to have “frequently” or “occasionally” experienced or observed insensitive behavior in terms of gender, language, and race/ethnicity. About three-quarters of students (73%-78%) reported that they “rarely” or “never” observed campus efforts in reducing or eliminating such behavior. These results suggest increased campus efforts to address insensitive behavior throughout our campus.

Student Services

Students were asked to rate the quality of student services as they pursued their educational goals here at CSUSB. Services that were rated the highest quality (“excellent” or “good”; excluding “N/A – Did not use) were as follows:

1. Student recreation center 85%
2. Psychological Counseling 85%
3. Computing Services 84%
4. Library Services 83%
5. Services to Students with Disabilities 81%

Those rated “very poor” or “poor” were Fraternities and Sororities (28%) and Parking (25%).

Community Service and Service Learning Course

Forty-eight percent of students reported to have performed community service during the last year, slightly higher for URM students (52%) and upper division undergraduates (51%) and slightly lower for non-URM (43%), lower division undergraduates (44%), and graduate/post-baccalaureate students (44%). On the average, students reported 38 hours devoted to community service, slightly more hours for non-URM (41), upper division undergraduate (41), and graduate/post bac students (40), and less hours for URM (36) and lower division undergraduate students (26).

Also, 10% of students reported taking a service learning course. Of those, students reported that they learned more in a service learning class in developing civic awareness and responsibility (66%), providing opportunities to explore career options (62%), and mastery of the subject matter (55%) compared to traditional classes.

Facilities

Students were asked about their level of satisfaction with facilities on campus. Students rated the dining facilities with the lowest rating of 17% “very dissatisfied” or “dissatisfied”, followed by study space on campus with a rating of 14%.

Library

Students were asked about how they used the library. For 75% of students, 81% of URM, 67% of non-URM, 82% of lower division undergraduates, 80% of upper division undergraduates, and 48% of graduate/post-baccalaureate students, they went to the library to study on their own. This is a substantial increase from 57% in 2012. Sixty-two percent indicated the library was for finding resources for class research and assignments, and 45% said they used the library for web-based resources. Sixty-four percent (49% in 2012) of students, 81% of lower division undergraduates, 63% of upper division undergraduates, and 44% of graduate/post-baccalaureate students, reported that 1-3 classes required them to use the library to complete research or assignments. Another 22% (21% in 2012), 22% of lower division undergraduates, 25% of upper division undergraduates, and 12% of graduate/post-

baccalaureate students, indicated 4-6 classes. Sixteen percent (16% in 2012), 3% of lower division undergraduates, 18% of upper division undergraduates, and 27% of graduate/post-baccalaureate students, indicated 6 or more classes required them to use the library.

Skills and Abilities

According to students, CSUSB was “very effective” or “effective” (excluding “Do not know/Not applicable”) in improving the following skills and abilities:

1. Critical thinking and analytical reasoning 79%
2. Ability to evaluate information 77%
3. Verbal communication 75%
4. Written communication 75%
5. Motivation to be an independent learner 74%
6. Academic writing ability 73%
7. Problem-solving skills 73%
8. Ability to work in a team 71%
9. Reading comprehension 69%
10. Computer and information technology skills 62%

The two skills and abilities ranked lowest by students in terms of CSUSB’s effectiveness in helping them to improve were reading comprehension (69%) and computer and information technology skills (62%).

Athletic Games

Most (83%) students, 78% of URM, 88% of non-URM, 80% of lower division undergraduates, 83% of upper division undergraduates, and 87% of graduate/post-baccalaureate students, reported not having attended any athletic games. About 13% of all students, 16% of URM, 9% of non-URM, 18% of lower division undergraduates, 12% of upper division undergraduates, and 10% of graduate/post-baccalaureate students, attended 1 to 3 games. Two percent attended 4-6 games or attended 10 or more games.

Study Abroad

Only about 4% of students, 5% of URM, 3% of non-URM, 3% of lower division undergraduates, 4% of upper division undergraduates and graduate-post-baccalaureate students, reported to have studied abroad during their time here at CSUSB. Of those, 79% found the experience “extremely important” or “somewhat important” in their education, 9% were neutral, and 13% found the experience unimportant. Of those who studied abroad, 22% of students, 27% of URM, 13% of non-URM, 40% of lower division undergraduates, 7% of upper division undergraduates, and 50% of graduate/post-baccalaureate students did not know that they could have received financial aid.

Textbooks

About 70% of students indicated that they purchased “some”, “most”, or “all” of their textbooks through the campus bookstore while 30% did not. Specifically, 77% of lower division undergraduates, 70% of upper division undergraduates, and 57% of graduate/post-baccalaureate students purchased their textbooks through the campus bookstore. For the most of them, they purchased their books used (70%), new (61%), and rental (52%). Only 8% purchased their books digitally.

Student Leadership

Students were asked whether they ever held or currently hold a student leadership position at CSUSB. Ten percent indicated they currently hold some form of leadership position, 6% reported they held a previous leadership position, and 87% said they never held any leadership position. Fifty-one percent of those who held or currently hold leadership positions reported to have had a significant impact in their educational experience, another 32% reported moderate, 13% reported low impact, and 4% reported no impact.

Satisfaction with CSUSB

Students were asked to rate eleven satisfaction statements relating to CSUSB. The highest rating of 86% “strongly agree” or “agree” was in the statement “CSUSB is equally supportive of all genders”. This is a similar finding as 2012 at 87%. The second highest rating of 85% was in the statement “CSUSB is equally supportive of all racial/ethnic groups” which ranked the third highest rating in 2012. The third highest rating of 84% was in “I would recommend CSUSB to others” which was the fifth highest rating in 2012.

The largest shift in satisfaction ratings was in the statement “I feel safe on campus”. Fifty-six percent of students agreed with the statement, which reflects a decrease from 2012’s responses of 81%. On the other hand, 73% of students agreed with the statement “CSUSB welcomes and uses feedback from students to improve the university”, which reflects an increase from 62% in 2012.

Summary

- Most students attend CSUSB because they are interested in a particular major, the reputation of the campus in a major, affordability and financial aid assistance, and admission to the university.
- Availability of required courses and convenience of class scheduling emerged as needing improvement.
- Most students reported to not have participated in research with a faculty member but, those that do, indicated that faculty research enhanced their educational experience at CSUSB. Research competencies such as formulating a topic or research question and preparing and delivering an oral presentation pose as challenges to students.
- Students study an average of 13 hours per week. Slightly over a third of the students did not participate in any study group and almost a third did not go to their professor’s office during office hours.

- Students rated PAWS/DARS and faculty in major with the highest quality rating of academic advising services although graduate and post-baccalaureate students felt that advising their major and the advising center needed improvement. Lower division undergraduates were the least knowledgeable about requirements for graduation.
- Students continue to rely on financial aid and employment to support their academic endeavor.
- Students reported to have experienced insensitive behavior or remarks inside the classroom about gender and language (18%) and about gender, language, and race/ethnicity outside the classroom (12-13%). For the most part (73%-78%), students did not see faculty or campus reduce or eliminate such behavior.
- Students gave the highest quality rating of student services to the student recreation center and the psychological counseling center. The lowest quality ratings went to fraternities/sororities and parking services.
- Close to half of the students performed community service with an average of 38 hours. Ten percent of students also took a service learning course and reported that they learned more in a service learning class especially in civic awareness and responsibility, exploration of career options, and mastery of the subject matter compared to traditional classes.
- Dining facilities received the lowest satisfaction rating from students.
- Three-fourths of students use the library to study on their own and, to a lesser degree, to do research and assignments for class.
- About three-fourths of the students seem to think that CSUSB is effective in improving their skills and abilities in areas of critical thinking, analytical reasoning, evaluating information, verbal communication, and the like. The two skills and abilities ranked the lowest were reading comprehension and computer/information technology skills.
- More than three-fourths of the students have not attended any athletic games while others have attended more than one.
- About 4% of students studied abroad and most of them found the experience important to their education. Close to a quarter of the students did not know they could have received financial aid for studying abroad.
- Close to three-fourths of the students purchased their textbooks through the bookstore.
- More than half of the students who currently or previously held leadership positions reported that their leadership position significantly impacted their educational experience.
- More than three-fourths of the students felt CSUSB was equally supportive of all genders and racial/ethnic groups and would recommend CSUSB to others.

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March 30, 2016

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