



What Students Are Saying About Their CSUSM Experience

Academic Challenge

To what degree is studying and spending time on academic work emphasized?

82% of FY respondents and 90% of SR respondents feel that CSUSM places substantial emphasis on academics.¹

Do faculty hold students to high standards?

62% of FY respondents frequently work harder than they thought they could to meet faculty expectations.²

How much time do students spend on homework each week?

32% of FY respondents spend more than 15 hours per week preparing for class; 16% spend 5 hours or less.

What types of thinking do assignments require?

First-year respondents report substantial emphasis on the following activities:¹

Analyzing basic elements of an idea or theory: 82%

Applying theories or concepts: 73%

Making judgments about value of information: 74%

Synthesizing and organizing ideas: 71%

Memorizing facts, ideas, or methods: 67%

89% of FY respondents and 93% of SR respondents often worked on a paper or project that required integrating ideas or information from various sources.

How much writing is expected?

47% of FY respondents have written at least 5 papers between 5 and 19 pages and 21% have written papers more than 20 pages in length. 68% of freshmen indicated they have rewritten a paper several times.

85% of SR respondents say writing clearly and effectively was substantially emphasized at CSUSM.

How much reading is expected during the school year?

35% of FY students read more than 10 assigned books and packs of course readings; 20% read fewer than 5.

Do exams require students to do their best work?

45% of FY respondents report that their exams strongly challenge them to do their best work.³

Active Learning

How often are topics from class discussed outside of the classroom?

58% of FY respondents frequently discuss readings or ideas from coursework outside of class.²

Do students work together on projects – inside and outside of class?

47% of FY respondents frequently work with other students on projects *in* class, 40% work with peers on assignments *outside* of class.²

65% of SR respondents worked on projects with other students outside of class and the vast majority indicate their ability to work effectively with others has been substantially enhanced by their education.

How often do students make class presentations?

58% of FY respondents and 75% of SR respondents report that they make frequent presentations in class.²

How many students participate in community-based projects in regular courses?

12% of FY respondents frequently participate in service-learning or community-based projects during a given year.² 65% have yet to take part in such activities.

How many students apply their classroom learning to real life through internships or off-campus field experiences?

By their senior year, 49% of students have participated in some form of practicum, internship, field experience, co-op, or clinical assignment and 43% participated in a culminating senior experience.

Do students have opportunities to tutor or teach other students?

21% of SR respondents frequently assist their fellow students by tutoring or teaching them.²

Student-Faculty Interaction

Are faculty members accessible and supportive?

42% of FY respondents say their faculty are available, helpful and sympathetic. 74% of FY respondents and 91% of SR respondents used email to communicate with their instructors.

How many students work on research projects with faculty?

By their senior year, 20% of respondents have done research with a faculty member.

Do students receive prompt feedback on academic performance?

61% of FY respondents and 65% of SR respondents indicate that they frequently get prompt verbal or written feedback from faculty members.²

How often do students talk with advisors or faculty members about their career plans?

82% of seniors at least occasionally discuss career plans with faculty.⁴ 18% have never talked with faculty members about career plans.

Do students and faculty members work together on committees and projects outside of course work?

37% of FY respondents at least occasionally spend time with faculty members on activities other than coursework.⁴

Enriching Educational Experiences

How often do students interact with peers with different social, political, or religious views?

55% of FY respondents say they frequently have serious conversations with students who are different from themselves in terms of their religious, political, or personal beliefs.²

70% of SR respondents say their education has substantially increased their understanding of people of other racial ethnic backgrounds and that they frequently tried to better understand an issue from another's perspective; 70% of senior respondents indicate they frequently include diverse perspectives in class discussions or writing assignments.

How often do students interact with peers from different racial or ethnic backgrounds?

54% of FY respondents and 65% of SR respondents frequently have serious conversations with those of a different race.²

Do students study a foreign language?

86% of FY respondents expect to study a foreign language.

Do students participate in activities that enhance their communication skills?

76% of FY respondents and 80% of SR respondents indicate their education has substantially enhanced their speaking skills.²

Similarly, 78% of FY respondents and 85% of SR respondents report substantial improvement in their writing skills.

Are students involved in community service?

By the time they are seniors, 62% of respondents have participated in community service or volunteer work.

To what extent do students use electronic media?

96% of SR respondents say using computers in academic work has been substantially emphasized¹ and 76% used electronic technology (e.g. email, list-serves) to discuss class assignments.

79% of FY respondents and 88% of SR respondents indicate their education has substantially enhanced their knowledge of computing and information technology.¹

How well do students get along with other students?

48% of FY respondents report that their peers are friendly, supportive, and help them feel as if they belong.

How involved are students in co-curricular activities?

42% of FY respondents and 44% of SR respondents participated in at least one co-curricular activity.

21% of FY respondents reported frequently attending visual or performing art activities.

Supportive Campus Environment

How well do students get along with administrators and staff?

31% of FY respondents find the administrative personnel and offices helpful, considerate, and flexible.

To what extent does the school help students deal with their academic and social needs?

77% of FY respondents feel that this institution has a substantial commitment to their academic success.¹

53% feel well supported by the institution regarding their social needs.

Are students satisfied with their overall educational experience?

84% of FY respondents report a favorable image of CSUSM; 80% of SR respondents would choose this school again if they could start their college career.

NSSE Respondent Profile

- 66% of FY respondents are female
- 43% of freshmen and 44% of SR respondents identify themselves as white
- 71% of senior respondents are transfer students
- 97% of FY respondents and 86% of SR respondents are full-time students
- 14% of FY respondents and 42% of SR respondents work more than 20 hours/week at a job off campus

Note: FY= First-Year Student; SR= Senior Student

Notes:

1. "Substantial" emphasis is defined by combining the responses to values of "Very much" and "Quite a bit."
2. "Frequently" is defined by combining the responses to values of "Very often" and "Often."
3. "Strongly challenge" is defined by combining response values of "6" and "7" on a one-to-seven point scale where 1 is "Very little" and 7 is "Very much."
4. "Occasionally" is defined by combining the responses to values of "Very often," "Often," and "Sometimes."

Source: Institutional Planning & Analysis, CSUSM

Data source: 2010 National Survey of Student Engagement administered Spring 2010

National Survey of Student Engagement

Indiana University Center for Postsecondary Research
1900 East Tenth Street, Suite 419
Bloomington, IN 47406-7512

