

# 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.<sup>1</sup>

### Do faculty hold students to high standards?

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

### 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:<sup>1</sup>

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.<sup>3</sup>

## 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.<sup>2</sup>

### 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.<sup>2</sup>

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.<sup>2</sup>

### 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.<sup>2</sup> 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.<sup>2</sup>

## 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.<sup>2</sup>

### 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.<sup>4</sup> 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.<sup>4</sup>

## 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.<sup>2</sup>

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.<sup>2</sup>

### 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.<sup>2</sup>

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 emphasized<sup>1</sup> 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.<sup>1</sup>

### 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.<sup>1</sup>

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

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