



# What Students Are Saying About Their CSUSM Experience

## Respondent Profile

- 73% of FY respondents are female
- 46% of freshmen and 58% of SR respondents identify themselves as white
- 89% of senior respondents are transfer students
- 94% of FY respondents and 71% of SR respondents are full-time students
- 21% of FY respondents and 56% of SR respondents work more than 20 hours/week at a job off campus

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

## Academic Challenge

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

81% of FY respondents and 86% of SR respondents feel that CSUSM places substantial emphasis on academics.<sup>1</sup>

### Do faculty hold students to high standards?

61% 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?

52% of FY respondents spend more than 10 hours per week preparing for class.

### 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: 85%
- Applying theories or concepts: 78%
- Making judgments about value of information: 76%
- Synthesizing and organizing ideas: 73%
- Memorizing facts, ideas, or methods: 73%

83% of FY respondents and 92% of SR respondents worked on a paper or project that required integrating ideas or information from various sources.

### How much writing is expected?

54% of FY respondents have written at least 5 papers between 5 and 19 pages and 22% have written papers more than 20 pages in length. 62% of freshmen indicated they have rewritten a paper several times. 89% of SR respondents say writing clearly and effectively was substantially emphasized at CSUSM.

### How much reading is expected during the school year?

38% of FY respondents and 44% of SR respondents read more than 10 assigned books and packets of course readings during the current term.

### Do exams require students to do their best work?

42% 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?

56% 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?

60% of FY respondents frequently work with other students on projects *in* class, 39% 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 on a team has been substantially enhanced by their education.

### How often do students make class presentations?

69% of FY respondents and 79% 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?

17% of FY respondents frequently participate in service-learning or community-based projects during a given year.<sup>2</sup> 56% never took part in such activities.

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

64% of SR respondents have participated in some form of practicum, internship, field experience, co-op, or clinical assignment and 55% participated in a culminating senior experience.

### Do students have opportunities to tutor or teach other students?

20% 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?

41% of FY respondents say their faculty are available, helpful and sympathetic. 80% of FY respondents and 92% of SR respondents used email to communicate with their instructors.

### How many students work on research projects with faculty?

By their senior year, 15% of respondents have done research with a faculty member.

**Do students receive prompt feedback on academic performance?**

59% of FY respondents and 68% 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?**

81% of SR respondents at least occasionally discuss career plans with faculty.<sup>4</sup> 19% have never talked with faculty members about career plans.

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

40% 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?**

49% 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 and 73% 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?**

53% of FY respondents and 62% of SR respondents frequently have serious conversations with those of a different race.<sup>2</sup>

**Do students study a foreign language?**

By their senior year, 83% of FY respondents expect to study a foreign language.

**Do students participate in activities that enhance their communication skills?**

80% of FY respondents and 83% of SR respondents indicate their education has substantially enhanced their speaking skills.<sup>2</sup>

Similarly, 83% of FY respondents and 89% of SR respondents report substantial improvement in their writing skills.

**Are students involved in community service?**

By the time they are seniors, 45% 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>

## Supportive Campus Environment

**How well do students get along with other students?**

52% 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?**

45% of FY respondents and 33% of SR respondents participated in at least one co-curricular activity. 24% of FY respondents reported frequently attending visual or performing art activities.

**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?**

79% of FY respondents feel that this institution has a substantial commitment to their academic success.<sup>1</sup> 47% feel well supported by the institution regarding their social needs.

**Do students feel safe on campus?**

64% of FY respondents and 76% of SR respondents say they feel very safe at CSUSM

**Are students satisfied with their overall educational experience?**

86% of FY respondents report a favorable image of this institution; 83% of SR respondents would choose this school again if they could start their college career.

**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: National Survey of Student Engagement 2008

**National Survey of Student Engagement**

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