

## Appendix 3 - Meaning, Quality, and Integrity of Degrees

### 3.1 - NSSE 14 High-Impact Practices (CSUSM)



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# NSSE 2014

## High-Impact Practices

California State University San Marcos

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### About Your High-Impact Practices Report

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. As a result, participation in these practices can be life-changing (Kuh, 2008). NSSE founding director George Kuh recommends that institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major (NSSE, 2007).

NSSE asks students about their participation in the six HIPs shown in the box at right. This report provides information on the first three for first-year students and all six for seniors. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, seniors' responses include participation from prior years.

#### High-Impact Practices in NSSE

- Learning community or some other formal program where groups of students take two or more classes together
- Courses that included a community-based project (service-learning)
- Work with a faculty member on a research project
- Internship, co-op, field experience, student teaching, or clinical placement
- Study abroad
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

### Report Sections

#### Participation Comparisons (p. 3)

Displays HIP participation for your first-year and senior students compared with that of students at your comparison group institutions. Two views present insights into your students' HIP participation:

##### Overall HIP Participation

Displays the percentage of first-year and senior students who participated in one HIP and in two or more HIPs, relative to those at your comparison group institutions.

##### Statistical Comparisons

Comparisons of participation in each HIP and overall for your first-year and senior students relative to those at comparison group institutions, with tests of significance and effect sizes (see below).

#### Response Detail (pp. 5-7)

Provides complete response frequencies for the relevant HIP questions for your first-year and senior students and those at your comparison group institutions.

#### Participation by Student Characteristics (p. 8)

Displays your students' participation in each HIP by selected student characteristics.

### Interpreting Comparisons

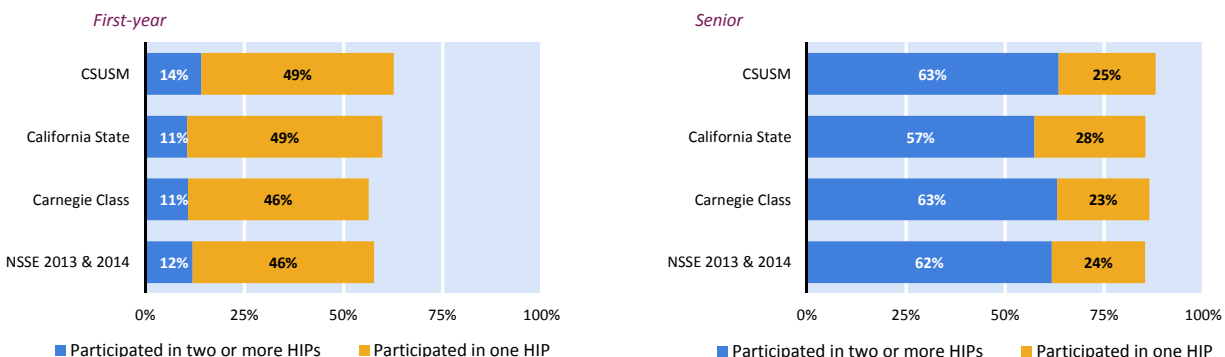
The "Statistical Comparisons" section on page 3 reports both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large.

*HIP participation varies more among students within an institution than it does between institutions*, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It's equally important to understand how student engagement (including HIP participation) varies *within* your institution. The table on page 8 provides an initial look at how HIP participation varies by selected student characteristics. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer further perspectives on internal variation and can help you investigate your students' HIP participation in depth.

Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities.  
National Survey of Student Engagement (2007). *Experiences that matter: Enhancing student learning and success—Annual Report 2007*. Bloomington, IN: Indiana University Center for Postsecondary Research.

#### Overall HIP Participation

The figures below display the percentage of students who participated in High-Impact Practices. Both figures include participation in a learning community, service-learning, and research with faculty. The Senior figure also includes participation in an internship or field experience, study abroad, and culminating senior experience. The first segment in each bar shows the percentage of students who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.



#### Statistical Comparisons

The table below compares the percentage of your students who participated in a High-Impact Practice, including the percentage who participated overall (at least one, two or more), with those at institutions in your comparison groups.

	CSUSM		California State		Carnegie Class		NSSE 2013 & 2014	
	%		%	Effect size <sup>a</sup>	%	Effect size <sup>a</sup>	%	Effect size <sup>a</sup>
<i>First-year</i>								
11c. Learning Community	13		13	.00	13	-.02	15	-.07
12. Service-Learning	61		56	.10	51 ***	.19	51 ***	.19
11e. Research with Faculty	6		4 *	.10	5	.07	5	.04
<b>Participated in at least one</b>	63		60	.06	56 *	.13	58 *	.10
<b>Participated in two or more</b>	14		11 *	.11	11 *	.10	12	.07
<i>Senior</i>								
11c. Learning Community	25		22	.08	24	.02	24	.02
12. Service-Learning	76		65 ***	.25	65 ***	.25	61 ***	.34
11e. Research with Faculty	28		19 ***	.21	25	.07	24	.08
11a. Internship or Field Exp.	44		45	-.02	49 *	-.10	50 *	-.12
11d. Study Abroad	7		8	-.02	11 **	-.16	14 ***	-.23
11f. Culminating Senior Exp.	39		42	-.05	47 **	-.16	46 **	-.14
<b>Participated in at least one</b>	88		85	.08	86	.05	85	.08
<b>Participated in two or more</b>	63		57 *	.12	63	.01	62	.04

Note. Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project.

a. Cohen's *h*: The standardized difference between two proportions. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large.

\**p*<.05, \*\**p*<.01, \*\*\**p*<.001 (z-test comparing participation rates).

Note. All results weighted by institution-reported sex and enrollment status (and by institution size for comparison groups).

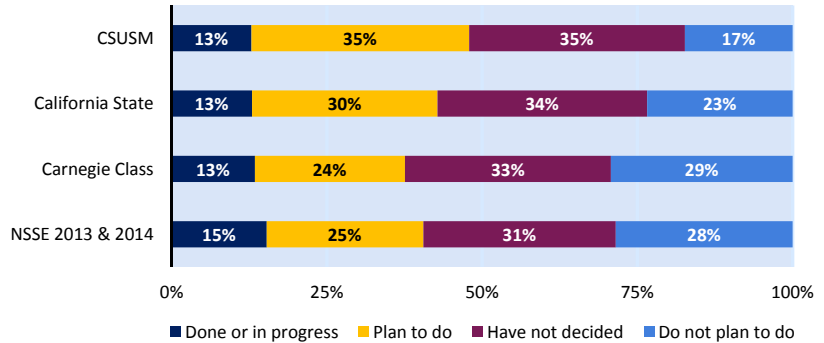
## First-year Students

The figures below display further details about each High-Impact Practice for your first-year students and those of your comparison groups.

### Learning Community

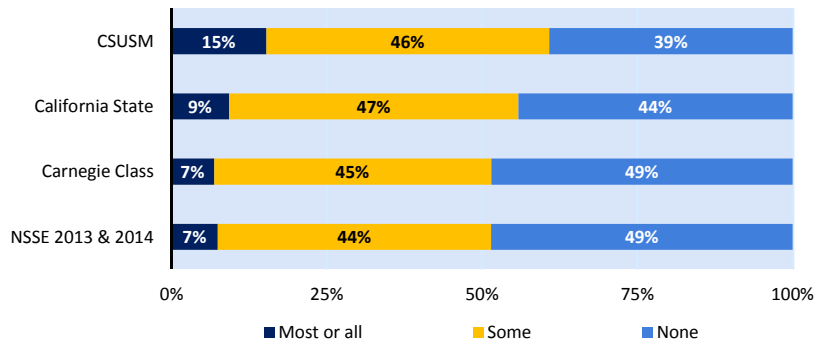
*Which of the following have you done or do you plan to do before you graduate?*

Participate in a learning community or some other formal program where groups of students take two or more classes together.



### Service-Learning

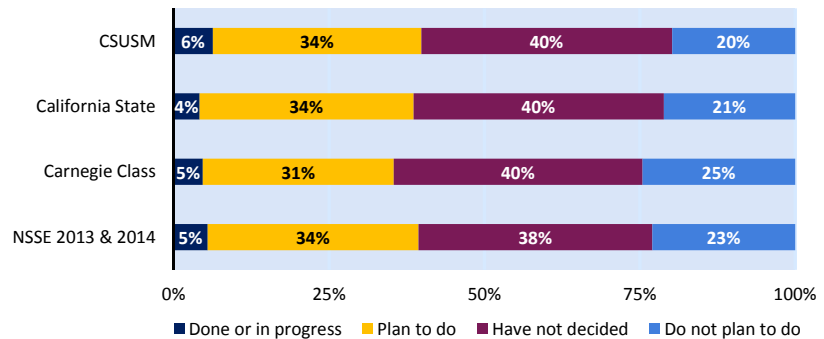
About how many of your courses at this institution have included a community-based project (service-learning)?



### Research with a Faculty Member

*Which of the following have you done or do you plan to do before you graduate?*

Work with a faculty member on a research project.



Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

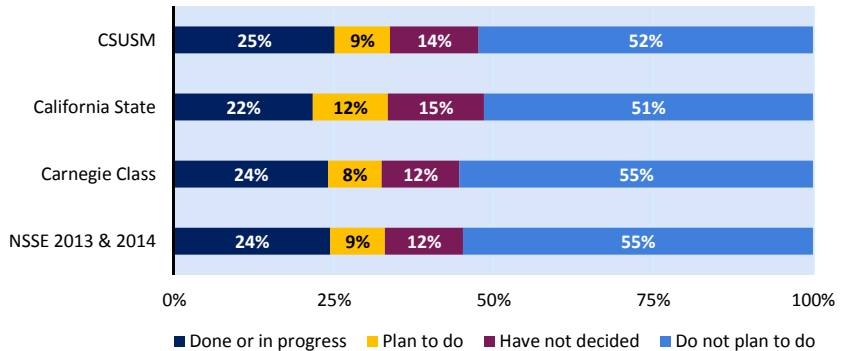
## Seniors

The figures below display further details about each High-Impact Practice for your seniors and those of your comparison groups.

### Learning Community

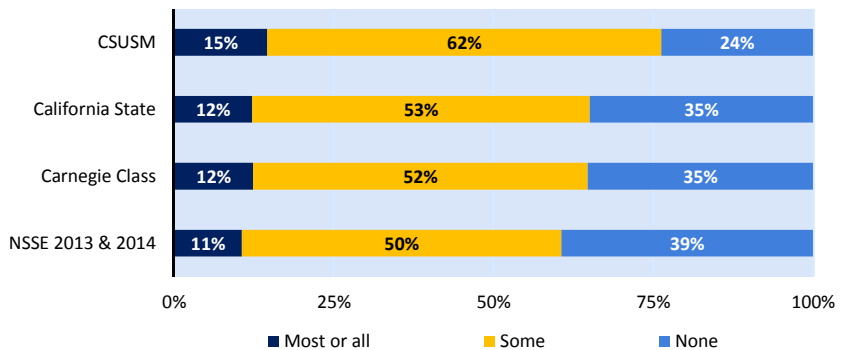
*Which of the following have you done or do you plan to do before you graduate?*

Participate in a learning community or some other formal program where groups of students take two or more classes together.



### Service-Learning

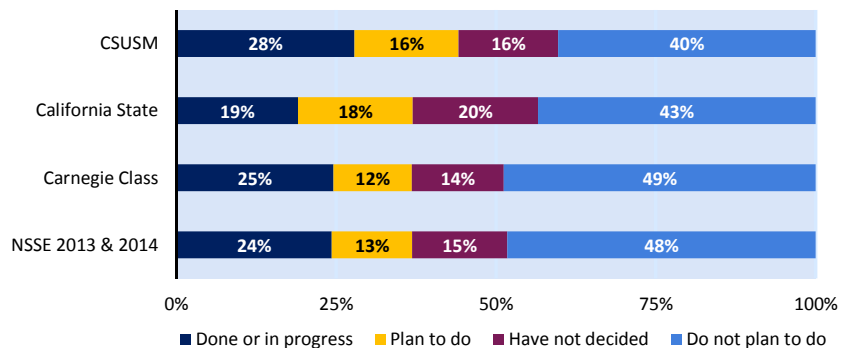
About how many of your courses at this institution have included a community-based project (service-learning)?



### Research with a Faculty Member

*Which of the following have you done or do you plan to do before you graduate?*

Work with a faculty member on a research project.



Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

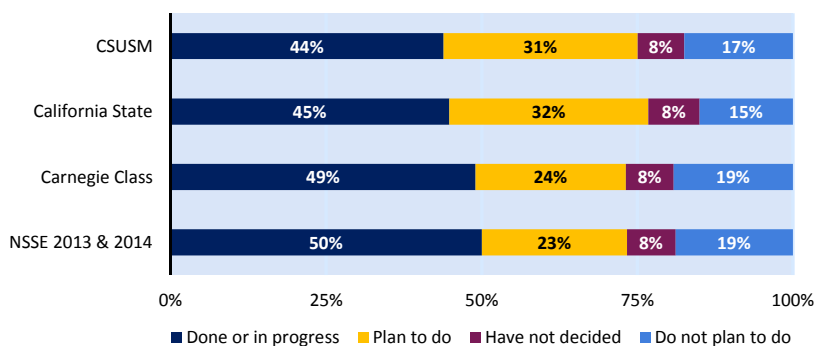
## Seniors (continued)

The figures below display further details about each High-Impact Practice for your seniors and those of your comparison groups.

### Internship or Field Experience

*Which of the following have you done or do you plan to do before you graduate?*

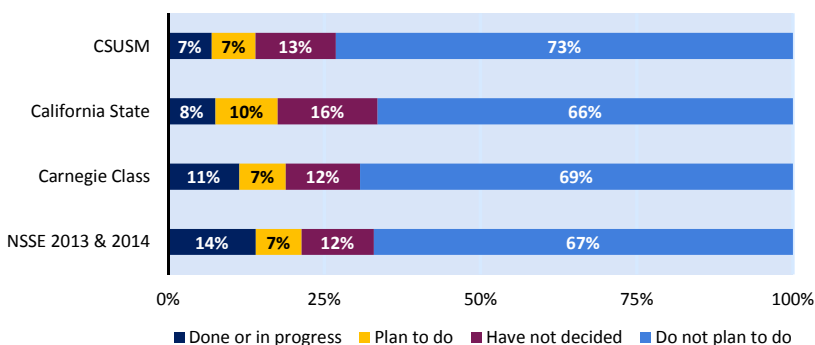
Participate in an internship, co-op, field experience, student teaching, or clinical placement.



### Study Abroad

*Which of the following have you done or do you plan to do before you graduate?*

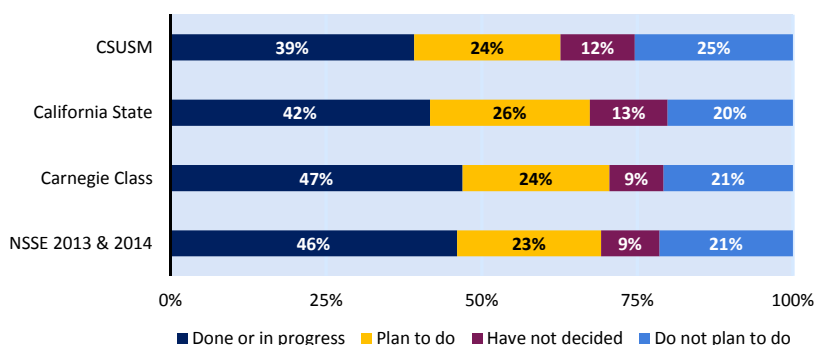
Participate in a study abroad program.



### Culminating Senior Experience

*Which of the following have you done or do you plan to do before you graduate?*

Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).



Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

# NSSE 2014 High-Impact Practices

## Participation by Student Characteristics

### California State University San Marcos

### Participation in High-Impact Practices by Student Characteristics

The table below displays the percentage of your students who participated in each HIP by selected student characteristics. Examining participation rates for different groups offers insight into how engagement varies within your student population.

	First-year			Senior					
	Learning Community	Service-Learning	Research with Faculty	Learning Community	Service-Learning	Research with Faculty	Internship or Field Experience	Study Abroad	Culminating Senior Experience
<b>Sex<sup>a</sup></b>	%	%	%	%	%	%	%	%	%
Female	15	62	8	29	79	28	49	7	36
Male	10	58	3	20	73	28	37	7	43
<b>Race/ethnicity or international<sup>a</sup></b>									
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—
Asian	10	65	8	20	70	30	54	7	29
Black or African American	8	58	17	14	79	29	36	0	29
Hispanic or Latino	11	64	8	29	82	21	44	5	34
Native Hawaiian/Other Pac. Islander	—	—	—	—	—	—	—	—	—
White	20	53	4	24	78	29	45	7	40
Other	—	—	—	—	—	—	—	—	—
Foreign or nonresident alien	—	—	—	—	—	—	—	—	—
Two or more races/ethnicities	14	79	7	42	75	42	58	8	67
<b>Age</b>									
Traditional (FY < 21, Seniors < 25):	14	61	7	26	82	29	55	9	39
Nontraditional (FY 21+, Seniors 25+)	—	—	—	25	73	28	37	6	40
<b>First-generation<sup>b</sup></b>									
Not first-generation	20	59	6	23	75	29	47	9	35
First-generation	12	63	7	27	80	29	44	6	44
<b>Enrollment status<sup>a</sup></b>									
Not full-time	—	—	—	17	71	22	38	2	39
Full-time	14	61	6	28	78	29	46	8	39
<b>Residence</b>									
Living off campus	11	63	7	26	78	29	46	7	40
Living on campus	20	59	6	—	—	—	—	—	—
<b>Major category<sup>c</sup></b>									
Arts & humanities	—	—	—	8	67	8	25	0	42
Biological sciences, agriculture, natural res.	18	53	6	27	81	44	61	4	18
Physical sciences, math, computer science	0	59	6	33	73	27	27	0	33
Social sciences	10	68	2	14	79	28	52	9	36
Business	21	65	9	21	72	33	26	9	66
Communications, media, public relations	24	53	0	17	75	17	50	17	8
Education	—	—	—	—	—	—	—	—	—
Engineering	—	—	—	—	—	—	—	—	—
Health professions	12	61	8	40	88	33	63	4	33
Social service professions	10	68	14	—	—	—	—	—	—
Undecided/undeclared	21	71	7	—	—	—	—	—	—
<b>Overall</b>	13	61	6	25	76	28	44	7	39

Notes: Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project. Percentages are not reported (—) for row categories containing fewer than 10 students. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

a. Institution-reported variable.

b. Neither parent holds a bachelor's degree.

c. These are NSSE's default related-major categories, based on first major if more than one was reported. Institution-customized major categories will be included on the *Major Field Report*, to be released in the fall. Excludes majors categorized as "all other."



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**NSSE 2014**  
**Engagement Indicators**  
California State University San Marcos

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### About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning
	Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction
	Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions
	Supportive Environment

### Report sections

Overview (p. 3)	Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.
Theme Reports (pp. 4-13)	Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores: <ul style="list-style-type: none"> <li><b>Mean Comparisons</b> Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).</li> <li><b>Score Distributions</b> Box-and-whisker charts show the variation in scores <i>within</i> your institution and comparison groups.</li> <li><b>Summary of Indicator Items</b> Responses to each item in a given EI are displayed for your institution and comparison groups.</li> </ul>
Comparisons with High-Performing Institutions (p. 15)	Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2013 and 2014 participating institutions.
Detailed Statistics (pp. 16-19)	Detailed information about EI score means, distributions, and tests of statistical significance.

### Interpreting comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large. Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

*EIs vary more among students within an institution than between institutions*, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

### How Engagement Indicators are computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE Web site: [nsse.iub.edu](http://nsse.iub.edu)

## Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

- ▲ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.
- ▽ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

### First-Year Students

Theme	Engagement Indicator	Your first-year students compared with California State	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2013 & 2014
Academic Challenge	Higher-Order Learning	△	△	△
	Reflective & Integrative Learning	--	△	△
	Learning Strategies	△	--	--
	Quantitative Reasoning	--	△	--
Learning with Peers	Collaborative Learning	△	▲	△
	Discussions with Diverse Others	△	△	△
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	△	△	△
Campus Environment	Quality of Interactions	--	--	▽
	Supportive Environment	△	△	△

### Seniors

Theme	Engagement Indicator	Your seniors compared with California State	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2013 & 2014
Academic Challenge	Higher-Order Learning	△	△	△
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	△	△
Learning with Peers	Collaborative Learning	--	△	△
	Discussions with Diverse Others	--	△	△
Experiences with Faculty	Student-Faculty Interaction	--	▽	▽
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	▽	▽	▽

### Academic Challenge: First-year students

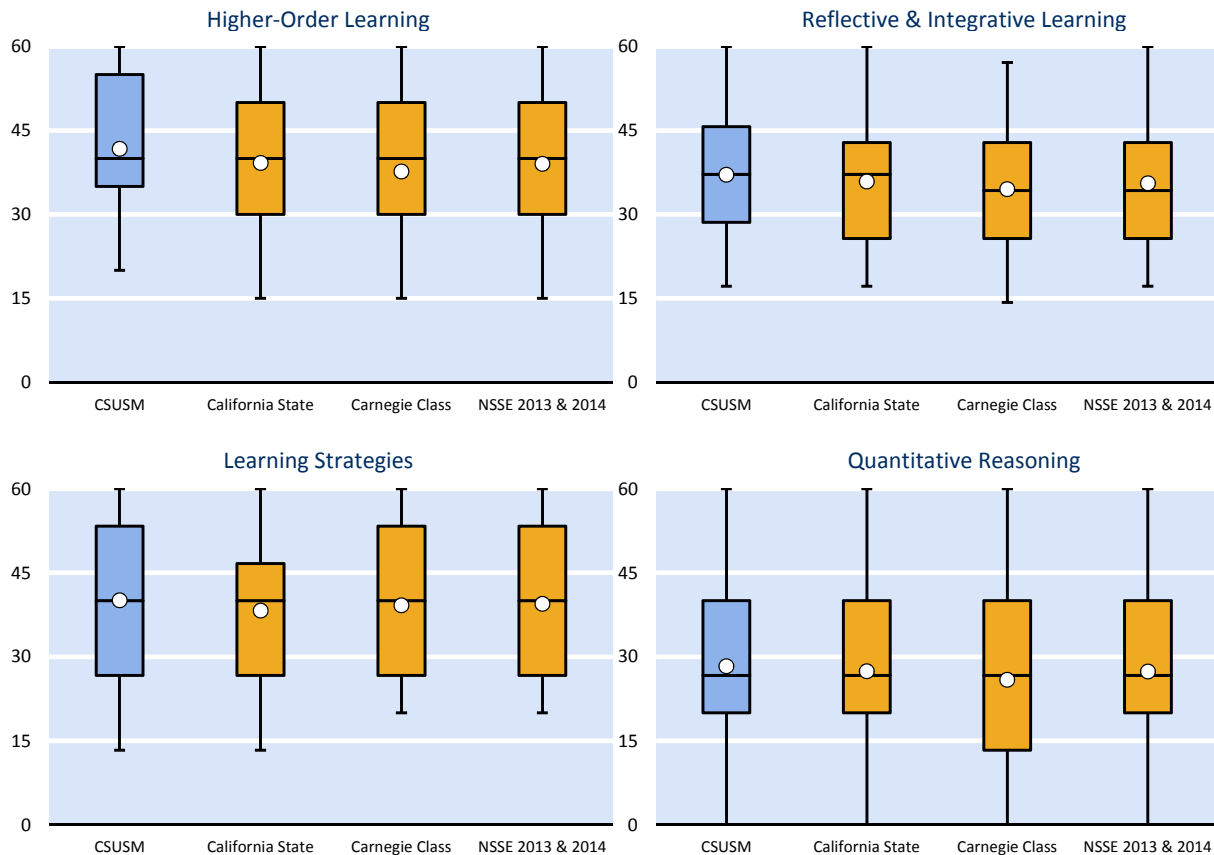
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

#### Mean Comparisons

Engagement Indicator	CSUSM Mean	Your first-year students compared with					
		California State Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Higher-Order Learning	41.7	39.2 ***	.18	37.7 ***	.29	39.0 ***	.20
Reflective & Integrative Learning	37.1	35.9	.09	34.5 ***	.20	35.6 *	.12
Learning Strategies	40.1	38.3 *	.13	39.2	.06	39.5	.05
Quantitative Reasoning	28.3	27.4	.05	25.9 **	.15	27.4	.06

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); \*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.




































































#### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

## Academic Challenge: First-year students (continued)

### Summary of Indicator Items

	CSUSM	California State	Carnegie Class	NSSE 2013 & 2014
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	73 	72 	70 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77 	73 	69 	72 
4d. Evaluating a point of view, decision, or information source	79 	72 	68 	70 
4e. Forming a new idea or understanding from various pieces of information	78 	69 	66 	69 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	58 	56 	53 	56 
2b. Connected your learning to societal problems or issues	57 	53 	50 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55 	51 	47 	50 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66 	63 	60 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74 	69 	64 	66 
2f. Learned something that changed the way you understand an issue or concept	72 	67 	63 	65 
2g. Connected ideas from your courses to your prior experiences and knowledge	77 	77 	75 	77 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	83 	79 	79 	80 
9b. Reviewed your notes after class	72 	64 	67 	65 
9c. Summarized what you learned in class or from course materials	61 	58 	62 	63 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	51 	51 	49 	52 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42 	38 	35 	38 
6c. Evaluated what others have concluded from numerical information	42 	37 	33 	37 

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

### Academic Challenge: Seniors

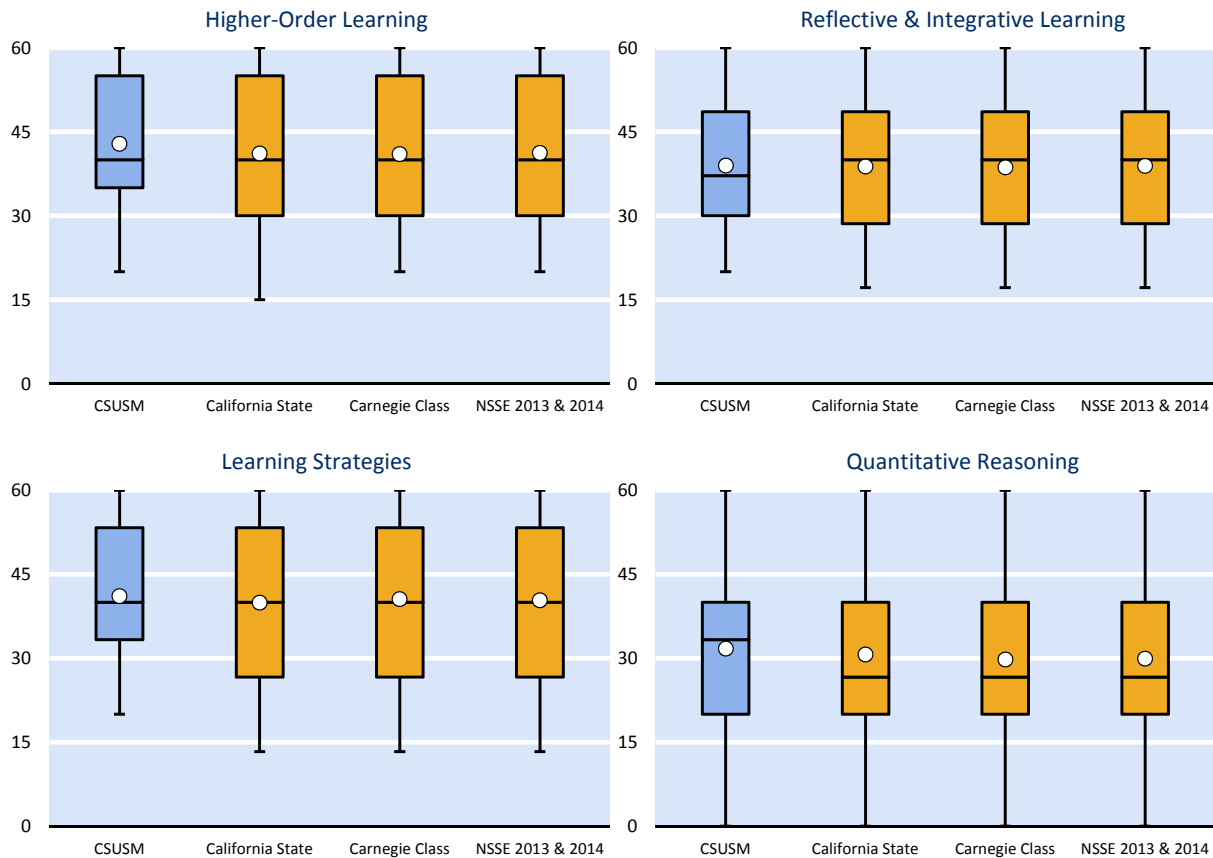
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

#### Mean Comparisons

Engagement Indicator	CSUSM Mean	Your seniors compared with					
		California State Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Higher-Order Learning	42.9	41.2 *	.12	41.1 **	.13	41.2 *	.12
Reflective & Integrative Learning	39.0	38.8	.01	38.6	.02	38.9	.00
Learning Strategies	41.1	39.9	.08	40.5	.04	40.3	.05
Quantitative Reasoning	31.7	30.7	.06	29.8 *	.11	29.9 *	.10

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); \*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.





































































#### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

## Academic Challenge: Seniors (continued)

### Summary of Indicator Items

	CSUSM	California State	Carnegie Class	NSSE 2013 & 2014
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	83 	79 	80 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	81 	78 	77 	78 
4d. Evaluating a point of view, decision, or information source	74 	71 	72 	72 
4e. Forming a new idea or understanding from various pieces of information	74 	72 	73 	72 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	74 	73 	72 	72 
2b. Connected your learning to societal problems or issues	65 	65 	63 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50 	53 	55 	55 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63 	65 	66 	66 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71 	71 	70 	70 
2f. Learned something that changed the way you understand an issue or concept	68 	71 	70 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	86 	83 	84 	84 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	87 	83 	83 	83 
9b. Reviewed your notes after class	64 	63 	65 	63 
9c. Summarized what you learned in class or from course materials	62 	62 	67 	66 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	60 	56 	54 	55 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48 	46 	45 	44 
6c. Evaluated what others have concluded from numerical information	49 	46 	43 	44 

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

## Learning with Peers: First-year students

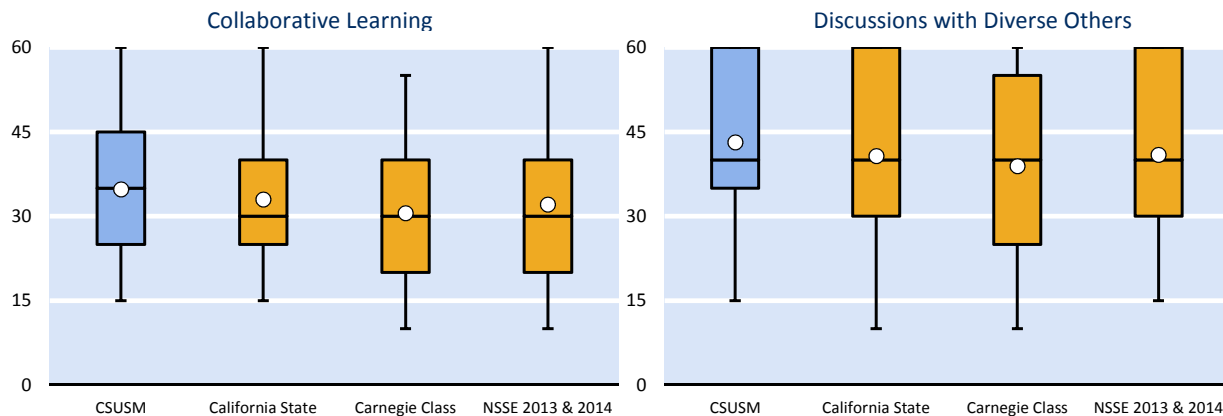
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

### Mean Comparisons

Engagement Indicator	CSUSM Mean	Your first-year students compared with					
		California State Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Collaborative Learning	34.8	33.0 **	.13	30.5 ***	.31	32.0 ***	.19
Discussions with Diverse Others	43.1	40.7 **	.15	38.9 ***	.26	40.9 **	.14

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); \*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

### Summary of Indicator Items

	CSUSM	California State	Carnegie Class	NSSE 2013 & 2014
<b>Collaborative Learning</b>				
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	57	53	46	49
1f. Explained course material to one or more students	62	58	53	57
1g. Prepared for exams by discussing or working through course material with other students	54	49	45	49
1h. Worked with other students on course projects or assignments	61	57	48	52
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	84	76	64	71
8b. People from an economic background other than your own	77	73	69	73
8c. People with religious beliefs other than your own	73	68	66	69
8d. People with political views other than your own	73	64	67	69

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

## Learning with Peers: Seniors

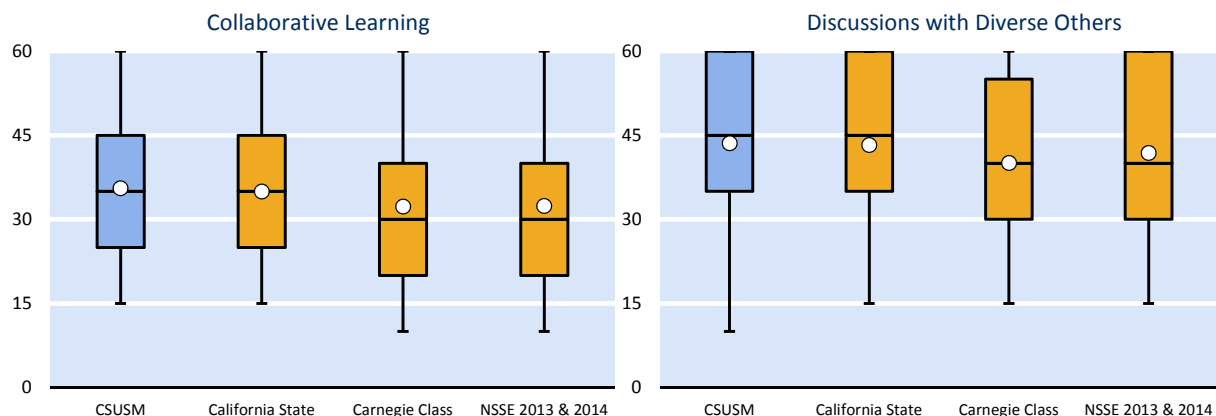
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

### Mean Comparisons

Engagement Indicator	CSUSM Mean	Your seniors compared with				Mean	Effect size
		California State Mean	California State Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2013 & 2014 Mean	NSSE 2013 & 2014 Effect size
Collaborative Learning	35.6	35.0	.04	32.3 ***	.23	32.4 ***	.22
Discussions with Diverse Others	43.6	43.3	.02	40.1 ***	.22	41.8 *	.11

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); \*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

### Summary of Indicator Items

#### Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

- 1e. Asked another student to help you understand course material
- 1f. Explained course material to one or more students
- 1g. Prepared for exams by discussing or working through course material with other students
- 1h. Worked with other students on course projects or assignments

CSUSM	California State	Carnegie Class	NSSE 2013 & 2014
%	%	%	%
46	46	41	40
65	63	59	58
47	50	45	46
75	71	63	64

#### Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

- 8a. People from a race or ethnicity other than your own
- 8b. People from an economic background other than your own
- 8c. People with religious beliefs other than your own
- 8d. People with political views other than your own

CSUSM	California State	Carnegie Class	NSSE 2013 & 2014
%	%	%	%
80	81	66	73
75	77	71	75
73	73	68	70
73	69	70	71

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

## Experiences with Faculty: First-year students

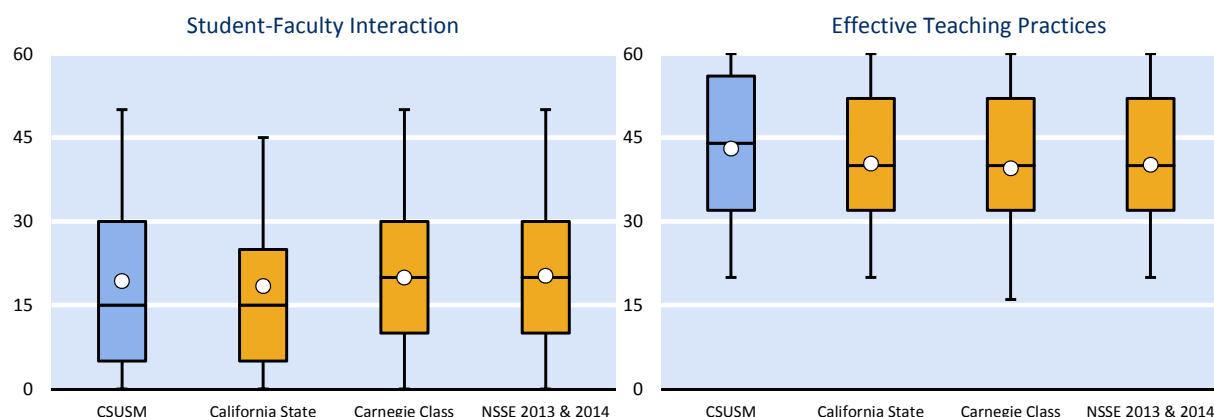
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

### Mean Comparisons

Engagement Indicator	CSUSM Mean	Your first-year students compared with					
		California State		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.3	18.4	.06	20.0	-.05	20.3	-.07
Effective Teaching Practices	43.0	40.3 ***	.20	39.5 ***	.26	40.1 ***	.22

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); \*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

### Score Distributions



### Summary of Indicator Items

	CSUSM	California State	Carnegie Class	NSSE 2013 & 2014
<b>Student-Faculty Interaction</b>				
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
3a. Talked about career plans with a faculty member	32	27	33	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	16	18	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	23	24	25
3d. Discussed your academic performance with a faculty member	27	26	28	29
<b>Effective Teaching Practices</b>				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	85	81	80	81
5b. Taught course sessions in an organized way	81	78	77	79
5c. Used examples or illustrations to explain difficult points	78	78	76	77
5d. Provided feedback on a draft or work in progress	74	67	64	65
5e. Provided prompt and detailed feedback on tests or completed assignments	71	63	62	63

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

## Experiences with Faculty: Seniors

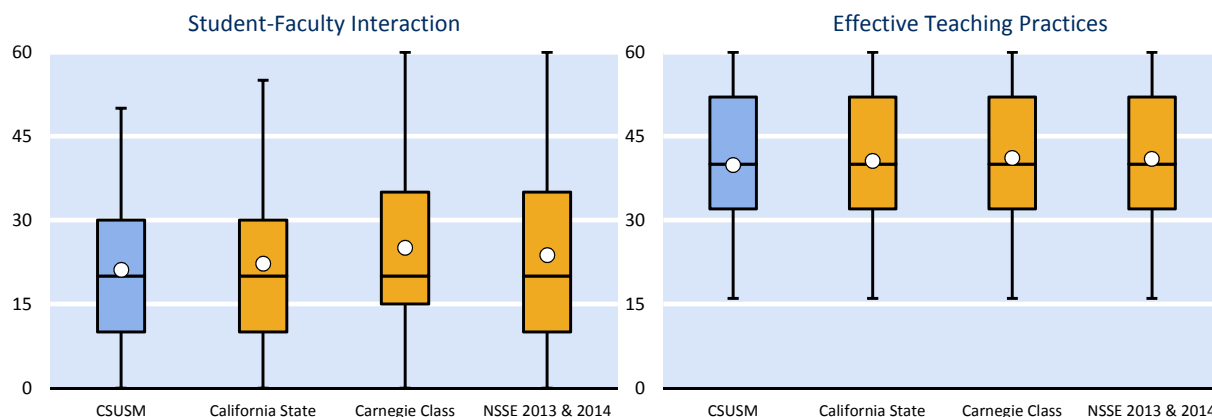
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

### Mean Comparisons

Engagement Indicator	CSUSM Mean	Your seniors compared with					
		California State Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Student-Faculty Interaction	21.1	22.2	-.07	25.0 ***	-.24	23.7 ***	-.16
Effective Teaching Practices	39.9	40.5	-.05	41.1	-.09	40.9	-.08

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); \*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

### Summary of Indicator Items

#### Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	CSUSM	California State	Carnegie Class	NSSE 2013 & 2014
3a. Talked about career plans with a faculty member	34	36	45	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	24	23	28	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	31	36	33
3d. Discussed your academic performance with a faculty member	28	30	36	33

#### Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	CSUSM	California State	Carnegie Class	NSSE 2013 & 2014
5a. Clearly explained course goals and requirements	82	83	82	83
5b. Taught course sessions in an organized way	79	79	81	81
5c. Used examples or illustrations to explain difficult points	82	80	80	79
5d. Provided feedback on a draft or work in progress	55	61	64	62
5e. Provided prompt and detailed feedback on tests or completed assignments	58	64	68	67

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

## Campus Environment: First-year students

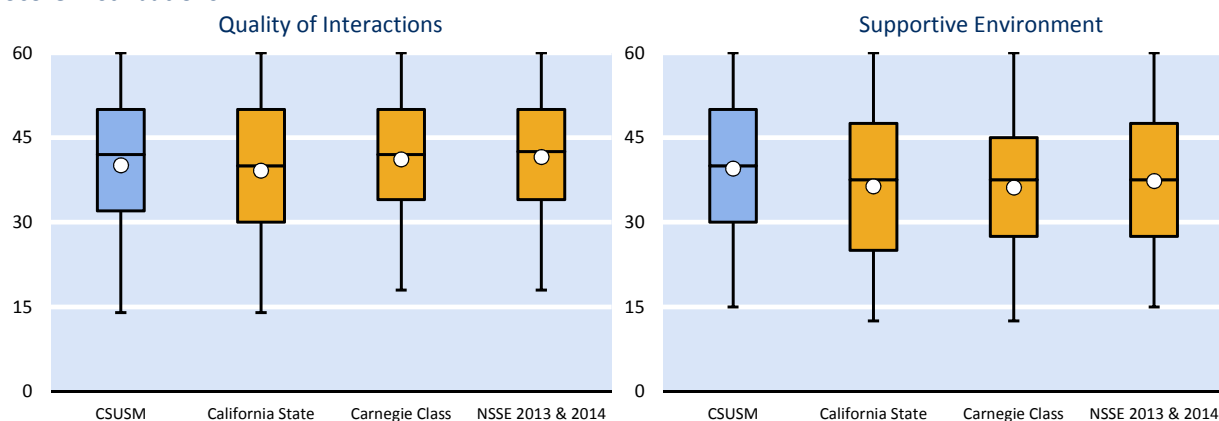
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

### Mean Comparisons

Engagement Indicator	CSUSM Mean	Your first-year students compared with					
		California State		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.1	39.1	.07	41.1	-.08	41.5 *	-.12
Supportive Environment	39.5	36.3 ***	.22	36.2 ***	.24	37.3 **	.16

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); \*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

### Summary of Indicator Items

#### Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	CSUSM	California State	Carnegie Class	NSSE 2013 & 2014
13a. Students	54	56	56	59
13b. Academic advisors	48	42	48	48
13c. Faculty	44	42	49	50
13d. Student services staff (career services, student activities, housing, etc.)	43	39	43	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	36	41	41

#### Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	CSUSM	California State	Carnegie Class	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	79	76	76	78
14c. Using learning support services (tutoring services, writing center, etc.)	78	76	77	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	72	62	55	59
14e. Providing opportunities to be involved socially	75	69	70	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	75	72	70	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	59	46	43	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	63	59	66	68
14i. Attending events that address important social, economic, or political issues	52	48	51	53

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

## Campus Environment: Seniors

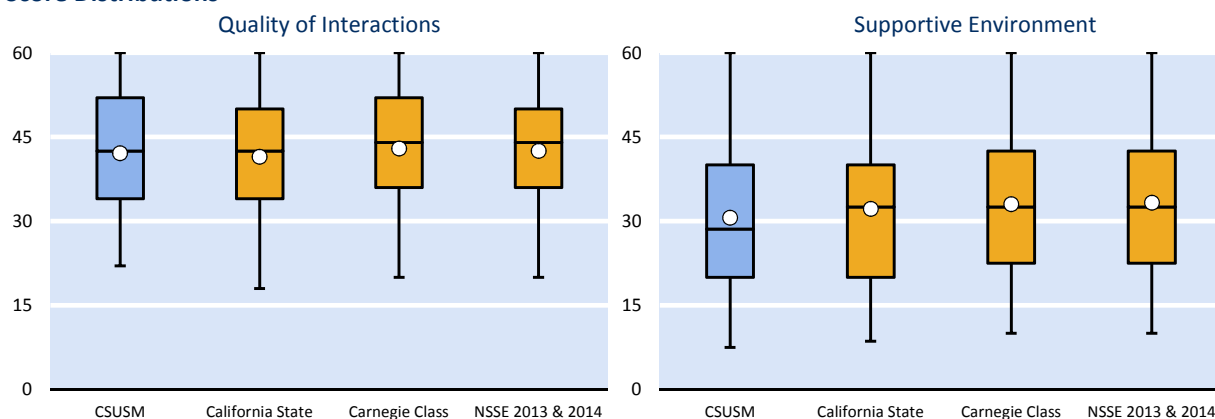
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

### Mean Comparisons

Engagement Indicator	CSUSM Mean	Your seniors compared with					
		California State		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.1	41.5	.05	42.9	-.07	42.5	-.04
Supportive Environment	30.6	32.2 *	-.11	33.0 **	-.17	33.3 ***	-.18

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); \*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

### Summary of Indicator Items

#### Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	CSUSM	California State	Carnegie Class	NSSE 2013 & 2014
13a. Students	66	63	64	64
13b. Academic advisors	41	47	55	52
13c. Faculty	57	56	61	60
13d. Student services staff (career services, student activities, housing, etc.)	46	39	43	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	38	43	42

#### Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	CSUSM	California State	Carnegie Class	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	65	69	73	72
14c. Using learning support services (tutoring services, writing center, etc.)	65	63	67	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	55	50	53
14e. Providing opportunities to be involved socially	60	62	66	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	53	63	63	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	25	31	31	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	44	50	57	57
14i. Attending events that address important social, economic, or political issues	37	43	47	46

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

# NSSE 2014 Engagement Indicators

## Comparisons with High-Performing Institutions

### California State University San Marcos

### Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2013 and 2014 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2013 and 2014 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable<sup>b</sup> to that of the high-performing group. However, the absence of a significant difference between your score and that of the high-performing group does not mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students		CSUSM	Your first-year students compared with						
Theme	Engagement Indicator		Mean	NSSE Top 50%			NSSE Top 10%		
				Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.7	40.6	.09	✓	42.7	-.07	✓	
	Reflective and Integrative Learning	37.1	37.3	-.02	✓	39.3 ***	-.17		
	Learning Strategies	40.1	41.2	-.08	✓	43.4 ***	-.24		
	Quantitative Reasoning	28.3	28.8	-.03	✓	30.6 **	-.14		
Learning with Peers	Collaborative Learning	34.8	34.7	.00	✓	37.0 ***	-.17		
	Discussions with Diverse Others	43.1	43.2	-.01	✓	45.6 **	-.17		
Experiences with Faculty	Student-Faculty Interaction	19.3	23.3 ***	-.27		26.9 ***	-.47		
	Effective Teaching Practices	43.0	42.3	.05	✓	44.6 *	-.12		
Campus Environment	Quality of Interactions	40.1	44.0 ***	-.34		46.0 ***	-.51		
	Supportive Environment	39.5	39.4	.01	✓	41.4 *	-.14		
Seniors		CSUSM	Your seniors compared with						
Theme	Engagement Indicator		Mean	NSSE Top 50%			NSSE Top 10%		
				Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	42.9	43.3	-.03	✓	45.3 ***	-.17		
	Reflective and Integrative Learning	39.0	41.1 ***	-.17		43.1 ***	-.33		
	Learning Strategies	41.1	42.5	-.09	✓	44.9 ***	-.27		
	Quantitative Reasoning	31.7	31.3	.02	✓	33.0	-.08	✓	
Learning with Peers	Collaborative Learning	35.6	35.4	.01	✓	37.7 ***	-.16		
	Discussions with Diverse Others	43.6	43.9	-.02	✓	45.8 **	-.15		
Experiences with Faculty	Student-Faculty Interaction	21.1	29.5 ***	-.52		34.4 ***	-.81		
	Effective Teaching Practices	39.9	43.0 ***	-.23		45.1 ***	-.39		
Campus Environment	Quality of Interactions	42.1	45.3 ***	-.28		47.4 ***	-.46		
	Supportive Environment	30.6	36.1 ***	-.40		39.0 ***	-.63		

Note: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); \*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Effect size: Mean difference divided by the pooled standard deviation.

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2013 and 2014 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > .10.

# NSSE 2014 Engagement Indicators

## Detailed Statistics<sup>a</sup>

### California State University San Marcos

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
CSUSM (N = 425)	41.7	14.0	.68	20	35	40	55	60				
California State	39.2	14.0	.13	15	30	40	50	60	11,465	2.6	.000	.183
Carnegie Class	37.7	14.3	.13	15	30	40	50	60	12,030	4.1	.000	.286
NSSE 2013 & 2014	39.0	13.8	.03	15	30	40	50	60	240,948	2.7	.000	.196
Top 50%	40.6	13.6	.04	20	30	40	50	60	118,958	1.2	.077	.086
Top 10%	42.7	13.6	.09	20	35	40	55	60	21,998	-1.0	.150	-.071
<b>Reflective &amp; Integrative Learning</b>												
CSUSM (N = 446)	37.1	12.5	.59	17	29	37	46	60				
California State	35.9	12.7	.12	17	26	37	43	60	12,018	1.2	.051	.094
Carnegie Class	34.5	12.7	.11	14	26	34	43	57	12,604	2.6	.000	.204
NSSE 2013 & 2014	35.6	12.6	.03	17	26	34	43	60	251,475	1.5	.012	.119
Top 50%	37.3	12.5	.04	17	29	37	46	60	119,797	-.2	.703	-.018
Top 10%	39.3	12.6	.08	20	31	40	49	60	26,090	-2.2	.000	-.173
<b>Learning Strategies</b>												
CSUSM (N = 394)	40.1	14.7	.74	13	27	40	53	60				
California State	38.3	14.3	.14	13	27	40	47	60	10,590	1.8	.013	.127
Carnegie Class	39.2	14.2	.14	20	27	40	53	60	11,203	.9	.214	.064
NSSE 2013 & 2014	39.5	14.2	.03	20	27	40	53	60	223,288	.6	.370	.045
Top 50%	41.2	14.0	.04	20	33	40	53	60	105,107	-1.1	.112	-.080
Top 10%	43.4	14.0	.09	20	33	40	60	60	22,658	-3.3	.000	-.236
<b>Quantitative Reasoning</b>												
CSUSM (N = 437)	28.3	17.7	.85	0	20	27	40	60				
California State	27.4	16.3	.15	0	20	27	40	60	465	.9	.299	.055
Carnegie Class	25.9	16.3	.15	0	13	27	40	60	464	2.4	.005	.148
NSSE 2013 & 2014	27.4	16.4	.03	0	20	27	40	60	437	1.0	.251	.059
Top 50%	28.8	16.3	.04	0	20	27	40	60	438	-.5	.587	-.028
Top 10%	30.6	16.2	.09	0	20	27	40	60	445	-2.3	.007	-.142
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
CSUSM (N = 450)	34.8	13.8	.65	15	25	35	45	60				
California State	33.0	13.4	.12	15	25	30	40	60	12,305	1.8	.005	.134
Carnegie Class	30.5	14.0	.12	10	20	30	40	55	12,987	4.3	.000	.306
NSSE 2013 & 2014	32.0	14.1	.03	10	20	30	40	60	257,627	2.7	.000	.192
Top 50%	34.7	13.7	.04	15	25	35	45	60	144,811	.1	.916	.005
Top 10%	37.0	13.6	.07	15	25	35	45	60	33,447	-2.3	.000	-.167
<b>Discussions with Diverse Others</b>												
CSUSM (N = 395)	43.1	16.2	.81	15	35	40	60	60				
California State	40.7	16.7	.16	10	30	40	60	60	10,682	2.4	.004	.147
Carnegie Class	38.9	16.6	.16	10	25	40	55	60	11,348	4.3	.000	.258
NSSE 2013 & 2014	40.9	16.0	.03	15	30	40	60	60	226,057	2.2	.005	.140
Top 50%	43.2	15.4	.04	20	35	45	60	60	132,433	-.1	.900	-.006
Top 10%	45.6	14.8	.09	20	40	50	60	60	404	-2.5	.003	-.168

# NSSE 2014 Engagement Indicators

Detailed Statistics<sup>a</sup>

## California State University San Marcos

### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
CSUSM (N = 433)	19.3	15.7	.75	0	5	15	30	50				
California State	18.4	14.6	.14	0	5	15	25	45	461	.9	.245	.061
Carnegie Class	20.0	14.7	.13	0	10	20	30	50	460	-.7	.386	-.045
NSSE 2013 & 2014	20.3	14.6	.03	0	10	20	30	50	434	-1.0	.192	-.068
Top 50%	23.3	15.0	.05	0	10	20	30	55	87,256	-4.0	.000	-.269
Top 10%	26.9	16.2	.14	5	15	25	40	60	14,595	-7.6	.000	-.472
<b>Effective Teaching Practices</b>												
CSUSM (N = 446)	43.0	12.7	.60	20	32	44	56	60				
California State	40.3	13.3	.12	20	32	40	52	60	11,879	2.7	.000	.200
Carnegie Class	39.5	13.6	.12	16	32	40	52	60	12,411	3.5	.000	.259
NSSE 2013 & 2014	40.1	13.3	.03	20	32	40	52	60	247,747	2.9	.000	.216
Top 50%	42.3	13.2	.04	20	32	44	52	60	96,324	.7	.291	.050
Top 10%	44.6	13.3	.10	20	36	44	56	60	19,607	-1.6	.011	-.122
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
CSUSM (N = 376)	40.1	13.4	.69	14	32	42	50	60				
California State	39.1	13.6	.14	14	30	40	50	60	9,959	1.0	.181	.070
Carnegie Class	41.1	12.6	.12	18	34	42	50	60	10,855	-1.0	.118	-.082
NSSE 2013 & 2014	41.5	12.4	.03	18	34	43	50	60	376	-1.5	.034	-.119
Top 50%	44.0	11.4	.04	22	38	46	52	60	378	-3.9	.000	-.344
Top 10%	46.0	11.6	.09	24	40	48	55	60	388	-6.0	.000	-.512
<b>Supportive Environment</b>												
CSUSM (N = 369)	39.5	14.1	.73	15	30	40	50	60				
California State	36.3	14.5	.15	13	25	38	48	60	9,695	3.2	.000	.218
Carnegie Class	36.2	13.9	.14	13	28	38	45	60	10,503	3.4	.000	.242
NSSE 2013 & 2014	37.3	13.8	.03	15	28	38	48	60	208,167	2.2	.002	.160
Top 50%	39.4	13.2	.04	18	30	40	50	60	370	.1	.880	.008
Top 10%	41.4	12.8	.08	20	33	40	53	60	378	-1.9	.013	-.144

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI is the range of values that is 95% likely to contain the true population mean, equal to the sample mean  $\pm 1.96 \times \text{SEM}$ .

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

# NSSE 2014 Engagement Indicators

## Detailed Statistics<sup>a</sup>

### California State University San Marcos

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
CSUSM (N = 442)	42.9	13.9	.66	20	35	40	55	60				
California State	41.2	14.3	.09	15	30	40	55	60	27,422	1.7	.011	.121
Carnegie Class	41.1	14.0	.10	20	30	40	55	60	21,726	1.8	.006	.131
NSSE 2013 & 2014	41.2	14.1	.02	20	30	40	55	60	436,198	1.7	.013	.118
Top 50%	43.3	13.7	.03	20	35	40	55	60	173,393	-.4	.556	-.028
Top 10%	45.3	13.6	.07	20	40	45	60	60	43,062	-2.4	.000	-.174
<b>Reflective &amp; Integrative Learning</b>												
CSUSM (N = 457)	39.0	12.7	.59	20	30	37	49	60				
California State	38.8	13.1	.08	17	29	40	49	60	28,534	.1	.846	.009
Carnegie Class	38.6	13.0	.09	17	29	40	49	60	22,569	.3	.601	.025
NSSE 2013 & 2014	38.9	13.0	.02	17	29	40	49	60	453,715	.0	.959	.002
Top 50%	41.1	12.6	.03	20	31	40	51	60	170,302	-2.1	.000	-.166
Top 10%	43.1	12.5	.06	20	34	43	54	60	37,695	-4.1	.000	-.328
<b>Learning Strategies</b>												
CSUSM (N = 412)	41.1	14.8	.73	20	33	40	53	60				
California State	39.9	14.6	.09	13	27	40	53	60	25,493	1.2	.107	.080
Carnegie Class	40.5	14.7	.10	13	27	40	53	60	20,543	.6	.451	.038
NSSE 2013 & 2014	40.3	14.8	.02	13	27	40	53	60	412,682	.8	.293	.052
Top 50%	42.5	14.5	.03	20	33	40	60	60	212,814	-1.4	.054	-.095
Top 10%	44.9	14.1	.06	20	33	47	60	60	54,734	-3.8	.000	-.267
<b>Quantitative Reasoning</b>												
CSUSM (N = 445)	31.7	17.7	.84	0	20	33	40	60				
California State	30.7	17.3	.10	0	20	27	40	60	27,905	1.1	.200	.061
Carnegie Class	29.8	17.3	.12	0	20	27	40	60	22,150	1.9	.019	.112
NSSE 2013 & 2014	29.9	17.4	.03	0	20	27	40	60	444,451	1.8	.027	.105
Top 50%	31.3	17.2	.03	0	20	33	40	60	269,324	.4	.613	.024
Top 10%	33.0	16.9	.07	0	20	33	47	60	67,667	-1.3	.105	-.077
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
CSUSM (N = 457)	35.6	13.2	.62	15	25	35	45	60				
California State	35.0	13.6	.08	15	25	35	45	60	28,968	.6	.364	.043
Carnegie Class	32.3	14.6	.10	10	20	30	40	60	479	3.3	.000	.225
NSSE 2013 & 2014	32.4	14.6	.02	10	20	30	40	60	458	3.2	.000	.217
Top 50%	35.4	13.8	.03	15	25	35	45	60	227,007	.2	.782	.013
Top 10%	37.7	13.6	.06	15	30	40	50	60	45,815	-2.2	.001	-.160
<b>Discussions with Diverse Others</b>												
CSUSM (N = 411)	43.6	16.9	.83	10	35	45	60	60				
California State	43.3	16.1	.10	15	35	45	60	60	25,711	.3	.695	.020
Carnegie Class	40.1	16.0	.11	15	30	40	55	60	425	3.5	.000	.221
NSSE 2013 & 2014	41.8	16.1	.02	15	30	40	60	60	416,624	1.8	.026	.110
Top 50%	43.9	15.8	.03	20	35	45	60	60	411	-.3	.688	-.021
Top 10%	45.8	15.4	.06	20	40	50	60	60	414	-2.2	.008	-.146

# NSSE 2014 Engagement Indicators

## Detailed Statistics<sup>a</sup>

### California State University San Marcos

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
CSUSM (N = 451)	21.1	16.1	.76	0	10	20	30	50				
California State	22.2	15.7	.09	0	10	20	30	55	27,932	-1.1	.148	-.069
Carnegie Class	25.0	16.4	.11	0	15	20	35	60	22,128	-3.9	.000	-.241
NSSE 2013 & 2014	23.7	16.3	.02	0	10	20	35	60	444,347	-2.6	.001	-.162
Top 50%	29.5	16.1	.05	5	20	30	40	60	107,810	-8.4	.000	-.524
Top 10%	34.4	16.4	.14	10	20	35	45	60	15,012	-13.3	.000	-.813
<b>Effective Teaching Practices</b>												
CSUSM (N = 450)	39.9	13.7	.65	16	32	40	52	60				
California State	40.5	13.7	.08	16	32	40	52	60	28,233	-.7	.288	-.050
Carnegie Class	41.1	13.7	.09	16	32	40	52	60	22,370	-1.2	.059	-.090
NSSE 2013 & 2014	40.9	13.7	.02	16	32	40	52	60	449,012	-1.1	.099	-.078
Top 50%	43.0	13.6	.03	20	36	44	56	60	161,306	-3.2	.000	-.235
Top 10%	45.1	13.4	.08	20	36	48	60	60	27,692	-5.3	.000	-.393
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
CSUSM (N = 381)	42.1	12.0	.62	22	34	43	52	60				
California State	41.5	12.3	.08	18	34	43	50	60	24,489	.6	.333	.050
Carnegie Class	42.9	11.8	.08	20	36	44	52	60	19,939	-.8	.171	-.071
NSSE 2013 & 2014	42.5	11.9	.02	20	36	44	50	60	399,248	-.4	.464	-.038
Top 50%	45.3	11.3	.03	24	38	48	54	60	382	-3.2	.000	-.282
Top 10%	47.4	11.6	.06	24	40	50	58	60	37,692	-5.3	.000	-.455
<b>Supportive Environment</b>												
CSUSM (N = 372)	30.6	14.7	.76	8	20	29	40	60				
California State	32.2	14.5	.09	9	20	33	40	60	23,997	-1.5	.042	-.106
Carnegie Class	33.0	14.2	.10	10	23	33	43	60	19,683	-2.4	.001	-.168
NSSE 2013 & 2014	33.3	14.4	.02	10	23	33	43	60	393,234	-2.6	.000	-.184
Top 50%	36.1	13.8	.03	13	28	38	45	60	165,497	-5.5	.000	-.396
Top 10%	39.0	13.3	.08	17	30	40	50	60	379	-8.4	.000	-.625

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI is the range of values that is 95% likely to contain the true population mean, equal to the sample mean  $\pm 1.96 \times \text{SEM}$ .

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

### 3.3 - CSS 2013 Summary Report

#### 2013 College Senior Survey: Summary of Findings

Cal State San Marcos participates in the College Senior Survey (CSS) in order to gather information about our graduating seniors and as a follow-up to the Freshman Survey (TFS) that our campus has been administering since 1999.<sup>1</sup> The TFS is administered at orientation before students start college and the CSS is sent to graduating seniors in their final semester. This year, the CSS was sent via email to 2,152 seniors<sup>2</sup>; 348 students responded yielding a response rate of 16%. As shown in Appendix A, respondents are more likely to be women and to have higher GPA's than the overall population from which they were drawn.

Following an overview of our respondents, Part 1 of the report summarizes key differences between CSUSM responses and those from other participating campuses (including 2 other CSU campuses)<sup>3</sup> as well as differences among our own respondents over survey years.<sup>4</sup> Part 2 of the report looks at the differences between how respondents answered selected questions that are asked on both the CSS and TFS. Section 3 presents a summary of our campus's strengths and weaknesses compared to respondents from other participating campuses.<sup>5</sup>

The findings are grouped into 14 areas:

- Habits of the Mind
- Academic Self Concept
- Interaction with Faculty
- Academic & Co-curricular Enhancement Experiences
- Academic Disengagement
- Active and Collaborative Learning
- Academic Support and Courses
- Written and Oral Communication
- Leadership
- Course-taking Patterns
- Satisfaction with College Experience
- Civic Engagement
- Diversity
- Health and Wellness
- Career Planning

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<sup>1</sup> The Cooperative Institutional Research Program (CIRP) at the Higher Education Research Institute at UCLA developed the College Senior Survey and the Freshman Survey.

<sup>2</sup> Of this group, 556 graduated in Fall 2012, 1,131 graduated in Spring 2013 and 465 did not graduate.

<sup>3</sup> A complete list of participating campuses can be found in Appendix B.

<sup>4</sup> We also administered the CSS in 2009 and 2011.

<sup>5</sup> To obtain more detailed results for either of these surveys, please contact Pat Morris in Institutional Planning & Analysis at pmorris@csusm.edu.

Each area represents responses to a number of survey questions grouped according to that area. Within these areas, CIRP has developed constructs that are designed to capture respondents' experiences and outcomes; these constructs are also presented when CSUSM respondents differ substantially from respondents elsewhere.<sup>6</sup>

Below is a profile of CSUSM students who responded to the College Senior Survey and those who attend other participating public four-year colleges. Areas where CSUSM respondents are distinctive are shown in bold.

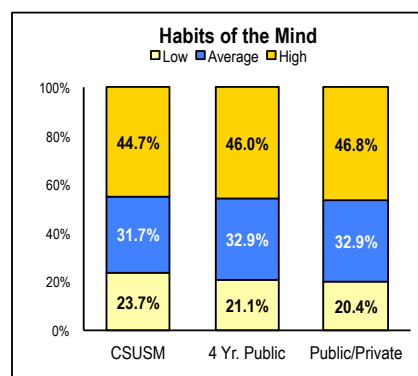
	<b>CSUSM</b>	<b>Other public 4-year colleges</b>	<b>Public/Private 4-year colleges</b>
<b>Started college at least 4 years ago</b>	<b>79%</b>	<b>49%</b>	<b>23%</b>
Attend college full time	86%	90%	89%
<b>Spent more than 5 hours/week commuting</b>	<b>31%</b>	<b>17%</b>	<b>11%</b>
<b>Spent more than 5 hours/week working</b>	<b>75%</b>	<b>60%</b>	<b>41%</b>
<b>Female</b>	<b>74%</b>	<b>64%</b>	<b>59%</b>
<i>Race/ethnicity</i>			
American Indian/Alaskan Native	0.6%	0.6%	0.3%
Asian American/Pacific Islander	9%	4%	8%
African American	1%	3%	3%
<b>Latino/a</b>	<b>16%</b>	<b>9%</b>	<b>7%</b>
<b>White</b>	<b>56%</b>	<b>74%</b>	<b>71%</b>
Other	3%	2%	2%
Two or more races/ethnicities	15%	8%	9%
<i>Financing College</i>			
<b>Held a full-time job while taking classes</b>	<b>45%</b>	<b>34%</b>	<b>19%</b>
Relied on family resources	75%	72%	83%
Relied on own resources	80%	74%	69%
Grants	57%	66%	71%
<b>Loans</b>	<b>54%</b>	<b>63%</b>	<b>59%</b>
Borrowed money to pay for college	60%	62%	57%
<b>Average amount borrowed</b>	<b>\$21,936</b>	<b>\$26,634</b>	<b>\$36,879</b>

<sup>6</sup> To measure these broad underlying areas more precisely, CIRP uses "Item Response Theory (IRT) to combine individual survey items into global measures that capture these areas. CIRP Constructs are more than a summation of related items; IRT uses response patterns to derive construct score estimates while simultaneously giving greater weight in the estimation process to survey items that tap into the construct more directly. These constructs allow us to determine if the experiences and outcomes for our students differ from our comparison groups." The *Percentage Report* is used in this summary to show comparative information based on the percentage of students who score in the high, average, and low score group of a construct.

## Part 1: Key Differences Between CSUSM and Comparison Campuses

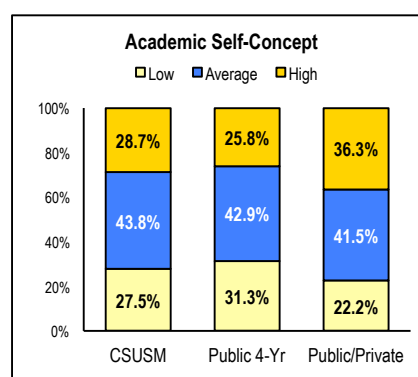
### *Habits of the Mind*

The CSS contains a series of questions designed to “measure the behaviors and traits associated with academic success” that include critical thinking, research and collaborative skills. Our students responses are similar to those at the comparison campus with a majority of them indicating they possess these skills. For example, more than 75% say they “frequently integrate skills and knowledge from different sources and experiences” or “look up scientific research and resources”. Although our results are very similar to those at other campuses, our students reported an increase in these behaviors since 2011, particularly in their willingness to accept mistakes as a part of the learning process (54% vs. 68%) and to seek feedback on their academic work (49% vs. 61%).



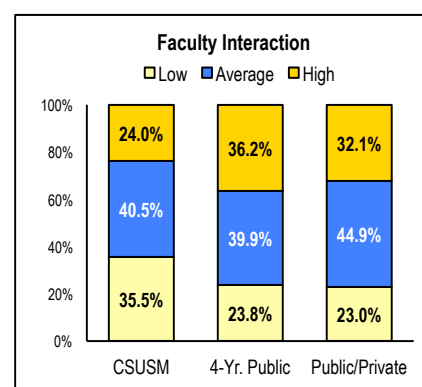
### *Academic Self Concept*

Academic self-concept relates to students’ beliefs about their abilities and their confidence in academic environments. CSUSM students are similar to students at other public universities but somewhat lower than those at private institutions. Half of CSUSM respondents consider their critical thinking and problem solving skills to be major strengths and 75% rate their academic ability as above average or better. However, they are less likely than respondents at all comparison campuses to rate their Mathematical ability or intellectual self-confidence as above average or to spend more than 10 hours/week attending classes (54% vs. 67%) or studying (39% vs. 45%).



### *Interaction with Faculty*

Nearly all CSUSM respondents indicate that faculty members encouraged them to engage in classroom activities, showed interest in their ability to succeed and provided helpful feedback about their work. They were less likely than respondents elsewhere to report “out of classroom” support such as emotional support and encouragement, help achieving professional goals, letters of recommendation, or opportunities to do research or publish. However, 30% of CSUSM respondents say they have worked on a research project with a faculty member, compared with 20% in 2009. As shown on the right, the construct derived from items related to faculty, with its emphasis on mentoring activities, shows our students have lower rates of faculty interaction compared to respondents at similar campuses.



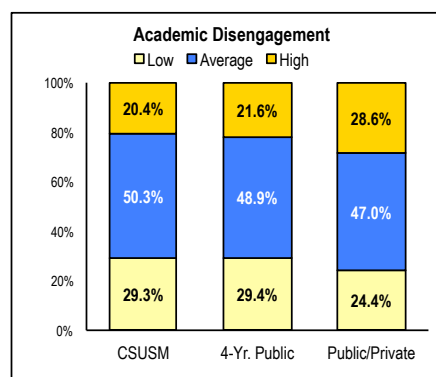
### Academic & Co-curricular Enhancement Experiences

CSUSM respondents are much more likely than others to have taken an ethnic studies or women studies course. However, they are less likely to have participated in high impact activities such as internships, student clubs or study abroad opportunities. However, the reported participation level in each of these activities has increased since the 2009 survey.

	2009	<u>Survey Year</u> 2011	2013
<i>Since entering college, respondent has:</i>			
Participated in an internship program	35.0%	49.7%	<b>52.7%</b>
Participated in student clubs/groups	30.8%	43.4%	<b>53.0%</b>
Participated in an undergraduate research program (e.g. MARC, MBRS, REU)	4.2%	11.1%	23.7%
Participated in a study-abroad program	4.2%	7.8%	7.1%

### Academic Disengagement

The CIRP construct for academic disengagement measures the extent to which students report behaviors that are inconsistent with academic success such as coming late to class, falling asleep in class or missing class. As shown in the figure to the right, CSUSM respondents are less likely to be disengaged than respondents at other campuses even though 75% of CSUSM respondents say they are working off campus compared to 41% of respondents at other participating campuses.

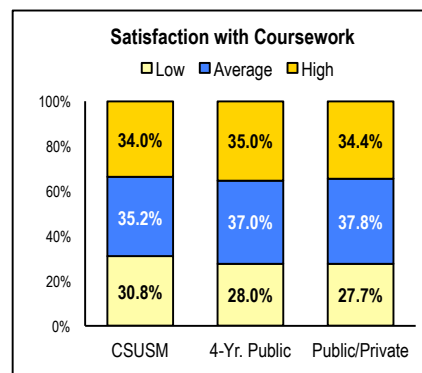


### Active and Collaborative Learning

Much like CSS respondents elsewhere, a majority of our students report frequently contributing to class discussions, using the library and discussing courses with students outside of class. They are more likely than other respondents to post to online discussion boards and to access the library electronically. They are less likely to study with other students or to ask questions in class.

### Academic Support and Coursework

CSUSM respondents are similar to other campuses in that at least three-quarters of respondents are satisfied with their GE courses and courses in their major but are somewhat less satisfied with the relevance of their coursework to their future career plans. A majority of CSUSM respondents are satisfied with computing assistance and lab facilities and say that they have felt supported by university staff. These findings are reflected in the CIRP construct related to respondents' satisfaction with their coursework.



### Written and Oral Communication

Over two-thirds of San Marcos respondents rate their writing ability as above average and they are more likely than respondents elsewhere to have taken classes with required writing assignments. They are also more likely to have made presentations in class but slightly less likely than others to give high ratings to their public speaking ability.

### Leadership

Items in this category look at leadership opportunities during college and how students compare themselves to their peers on leadership-related skills and abilities. Two-thirds of San Marcos respondents rate their leadership skills as above average or better but they are much less likely than respondents at other campuses to have had leadership experiences.

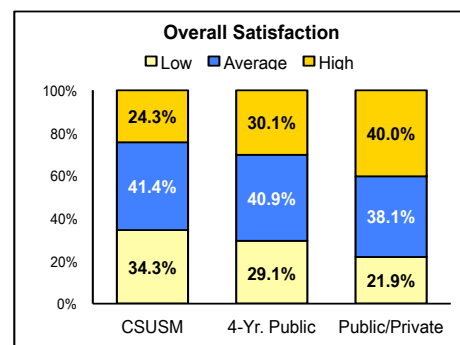
### Course taking patterns

As shown in the table below, CSUSM respondents report very different course-taking patterns than respondents at other campuses. They are more likely to have taken classes at another campus and to have struggled academically.

<i>Course-taking patterns</i>	<u>Respondents From</u>		
	CSUSM	Public 4yr Colleges	Public/Private Universities & Colleges
<i>Since entering college, respondents have:</i>			
Taken a course exclusively online:			
At CSUSM	64.2%	58.1%	28.6%
At another institution	55.3%	33.8%	17.4%
Taken courses for credit at another institution	78.3%	58.0%	44.9%
Taken courses from more than one institution simultaneously	43.8%	20.7%	11.5%
Transferred from a 2-year institution	50.6%	31.9%	13.0%
Failed one or more courses	40.5%	31.1%	16.6%
Taken a remedial course	28.4%	23.3%	12.0%
Frequently had difficulty getting the courses they needed	31.4%	14.0%	10.9%
Withdrawn from school temporarily	21.6%	13.9%	7.5%

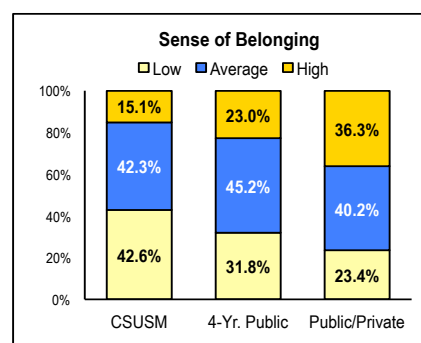
### Satisfaction with their College Experience

Although at least three-quarter of CSUSM respondents say they are satisfied with their overall college experience, that they would choose to attend CSUSM if they had to make this decision over again, and would recommend the college to others, these are lower percentages than respondents at other campuses. Just over half of respondents are satisfied with various campus services but only 29%



are satisfied with job placement services, a much lower percentage than respondents at other campuses and in earlier surveys of our students.

CSUSM respondents are also less satisfied with the sense of community on campus. They are much less likely to be satisfied with the availability of social activities or feel a sense of belonging to the university. The CIRP construct related to “Sense of Belonging” graphically shows how our campus differs from other participating campuses. These ratings have essentially stayed the same over the last 3 administrations of the CSS.



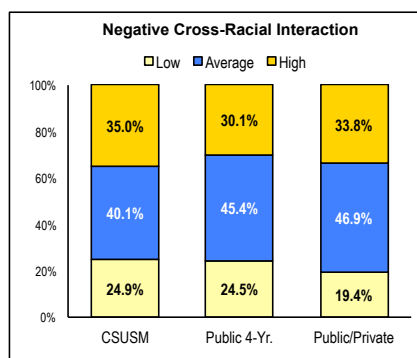
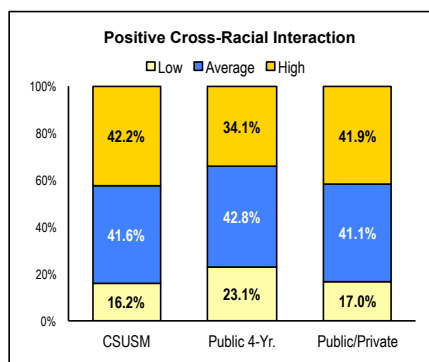
### Civic Engagement

The College Senior Survey asks several questions about respondents’ involvement in community service and social change. At CSUSM, three-quarters of respondents say they have been involved in some sort of community service and 82% consider it essential or very important to help others who are in difficulty. They are somewhat more likely than other respondents to characterize their political views as left of center and to strongly agree with progressive statements related to abortion and gay rights. They are also less likely than other respondents to believe racial discrimination is no longer a problem.

### Diversity

Items in this category relate to social attitudes and experiences with diversity. The CIRP constructs related to diversity include:

- *Positive Cross-Racial Interaction* measures respondents’ level of positive interaction with diverse peers
- *Negative Cross-Racial Interaction* measures respondents’ level of negative interaction with diverse peers



As shown in the charts above, CSUSM respondents are more likely than others to report positive cross-racial interactions such as having “meaningful interaction with students from other racial/ethnic groups”. Fewer than 10% of CSUSM respondents report having negative interactions. CSUSM respondents are also more likely to consider it essential or very important to help promote racial understanding and more than four out of five respondents rate

themselves as above average in their empathy, tolerance and cooperativeness with people who are different from themselves. Much like respondents at other universities, a majority of San Marcos respondents say they have socialized or studied with someone of another racial/ethnic group. Unfortunately, one in four respondents say they have heard faculty express stereotypes about racial/ethnic groups in class and 16% felt they had been discriminated against because of their race, gender, sexual orientation or religious affiliation.

### *Health and Wellness*

These items gauge student behaviors, attitudes, and experiences related to health and wellness issues, and their use of and satisfaction with related campus services. Nearly all of our respondents say they felt overwhelmed by all they had to do. Seniors were also asked about how often they consume alcohol or smoked cigarettes. Although approximately one in three San Marcos respondents say they have had five or more drinks in a row during the past two weeks, and a majority report drinking beer (64%), wine or liquor (78%) at least occasionally, these percentages that are lower than those at comparison universities. In addition, CSUSM respondents are much less likely to spend more than 5 hours per week partying or socializing with friends.

### *Career Planning/Post-graduation Plans*

Seniors were asked what they thought they would likely be doing in the fall following graduation. Among CSUSM respondent:

- 70% are planning to work full time
  - 46% are looking, but no offers yet
  - 23% are not actively looking for a position
- 13% are planning to attend graduate school
  - 9% are attending in the fall
  - 9% are waiting for acceptances
  - 19% will be applying in the fall
  - 47% will apply in the future
- 7.2% are planning to work part time

More than three-quarters of our respondents considered the following factors to be essential or very important when choosing a career path:

- A stable, secure future
- Work/life balance
- Availability of jobs
- Ability to pay off debt (84% vs. 73% of respondents at comparison campuses)

## Part 2: Longitudinal Findings: The Freshman Survey vs. College Senior Survey

The CSS was designed, in part, as a follow-up survey to The Freshman Survey to assist in the “evaluation of academic and personal development of students over their college experience and to assess the impact of institutional programs, policies, and practices on the students’ experiences and outcomes.” Longitudinal reports are based on matched pairs for each survey item, using only students who responded to the survey item on both surveys. CIRP was able to give our campus results for 165 students who took both The Freshman Survey and the Senior Survey.

On both surveys, respondents were asked how often they engaged in behaviors associated with academic success and showed significant changes between their freshman and senior year in the following areas:

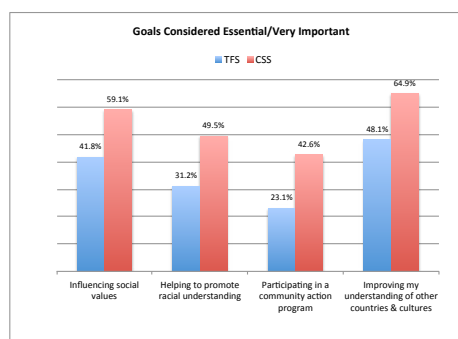
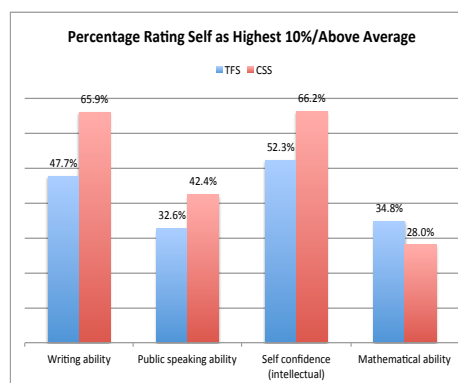
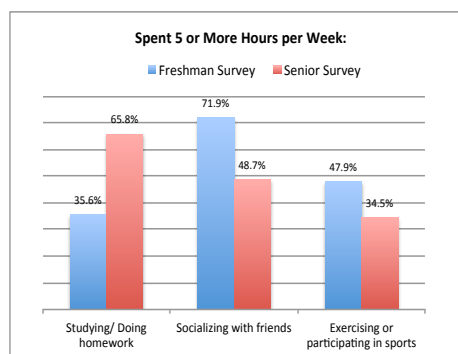
- Evaluated the quality or reliability of information (20% increase)
- Looked up scientific research articles and resources (57% increase)
- Revised their papers to improve their writing (19% increase)
- Asked questions in class (12% decrease)

College seniors report spending more time studying and less time socializing with friends than when they were in high school. They are also much more likely to say they drank beer or liquor during the past year (31% & 50% increase, respectively) and less likely to have spent time exercising or playing sports.

Respondents’ self-ratings of their academic abilities changed markedly while in college. They were more likely to feel confident in their intellectual and communication skills; however, their perception of their Mathematics skills declined.

As seniors, these respondents are more likely to rate themselves highly in their ability to see the world from someone else’s perspective (80% vs. 67%) and their tolerance of people with different beliefs (82% vs. 69%). Their sense of the importance of civic engagement has also increased as shown in the chart on the right. Finally, seniors are more likely than freshmen to agree with these statements:

- Same-sex couples should have the right to legal marital status (92% vs. 75%)
- Colleges should prohibit racist/sexist speech on campus (77% vs. 32%)
- Abortion should be legal (82% vs. 68%)



### Part 3: Summary of Strengths and Weaknesses

#### **CSUSM Strengths in Comparison to Other Participating Campuses**

##### **More likely to:**

Rate their Foreign language ability as *Somewhat strong/Major strength* compared with when respondent first entered college

Take courses exclusively online at CSUSM or elsewhere

##### **Have frequently done the following:**

Posted on a course-related on-line discussion board

Took classes that required multiple short papers

Took classes that required one or more 10+ page papers

Looked up scientific research articles and resources

##### **Have done the following:**

Taken an ethnic studies course

Taken a women's studies course

##### **Are Satisfied/Very Satisfied with:**

The library

Student health services

Respect for the expression of diverse beliefs

##### **Say they Very Often/ Often experienced the following with students from a racial/ethnic group other than your own?**

Had intellectual discussions outside of class ^

Shared personal feelings and problems ^

Studied or prepared for class

Consider their knowledge of people from different races/cultures to be a strength. ^

##### **CSUSM respondents are less likely to:**

Have had five or more alcoholic drinks in a row in the last 2 weeks

Spend more than 5 hours during a typical week partying

Drink beer

Have fallen asleep in class at least occasionally\*

\*Compared to respondents at Public/Private colleges only

^Compared to respondents at public 4-year colleges only

**CSUSM Weaknesses in Comparison to Other Participating Campuses**

**Less likely to:**

- Have challenged a professor's ideas in class\*
- Have been a guest in a professor's home
- Say that faculty provided help in achieving professional goals
- Say that faculty provided a letter of recommendation
- Say that faculty provided an opportunity to publish
- Have participate in student clubs or groups\*
- Studied abroad\*
- Have played intramural or recreational sports
- Frequently study with other students
- Received grants to pay for college

**CSUSM respondents are more likely to:**

- Work full-time while taking classes
- Spend more than 5 hrs./week commuting
- Spend more than 5 hrs./week with household responsibilities

**CSUSM respondents are less likely to:**

- See themselves as part of the campus community
- Feel valued at CSUSM\*
- Feel a sense of belonging\*
- Feel like a "member of CSUSM"\*
- Say they would choose to attend CSUSM again\*
- Have leadership experience or training\*
- Have voted in a student election\*
- Have raised money for a cause or campaign
- Have a roommate of a different race/ethnicity
- Be actively looking for a position even though they plan to work after they graduate\*

**CSUSM respondents are less likely to be Satisfied/Very Satisfied with:**

- their overall college experience
- Student housing
- Overall sense of community among students
- Availability of campus social activities
- Job placement services for students

**More likely to have:**

- Held a full-time job while taking classes
- Taken courses from more than one institution simultaneously
- Failed one or more courses
- Withdrawn from school temporarily

\*Compared to respondents at Public/Private colleges only

^Compared to respondents at public 4-year colleges only

The College Senior Survey highlights several important strengths of our campus and our students. For example, CSUSM respondents are graduating with a lower debt burden than students at other campuses, even though they are just as likely to rely on loans to finance their education. Our seniors' responses indicate they appreciate diversity, are able to work collaboratively and have a heightened awareness of social issues. They say college has improved their communication skills and their engagement in learning—important competencies in today's marketplace. They are less likely to “party” and more likely to work or take courses at more than one institutions simultaneously. As in prior years, the survey shows that our campus needs to help students connect with faculty and other students, to engage in leadership activities and to understand the demands and relevancy of their college coursework.

APPENDIX A.

**Selected Characteristics of Senior Survey Respondents and All Spring 2013  
Graduating Seniors (Percentages)**

Characteristic	Did not Respond	Responded to Survey
<b>1. Major (grouped)</b>		
Business	11.2	10.9
Humanities	6.7	5.5
Social Sciences	62.5	59.6
Natural Sciences & Mathematics	7.5	9.5
Liberal Studies	5.8	5.7
Nursing	6.3	8.8
(no. of students on which percentages are based)	(1265)	(422)
<b>2. Gender</b>		
Men	60.6	75.4
Women	39.4	24.6
(no. of students on which percentages are based)	(1265)	(422)
<b>3. Racial and ethnic identity: *</b>		
African American	1.7	1.2
Asian	7.6	5.7
Pacific Islander	0.3	0.9
Latino	21.3	20.6
Native American	0.4	0.5
White	36.3	37.9
Other/Unknown	28.1	28.7
Non-US citizen	2.2	1.4
Mult. race	2.1	3.1
(no. of students on which percentages are based)	(1265)	(422)
<b>4. Entry Status</b>		
First-time Freshman	36.6	39.3
Transfer Student	59.2	55.0
Second BA	4.2	5.7
(no. of students on which percentages are based)	(1265)	(422)
<b>5. Cumulative GPA</b>		
Under 2.5	5.8	2.6
2.5 to 2.99	31.2	21.2
3.0 to 3.49	42.5	43.1
3.5 and Above	20.5	33.1
(no. of students on which percentages are based)	(1265)	(422)

Chi square = 30.19 (.000); df=2  
Cramer's V= .134

Chi square = 38.40 (.000); df=3  
Cramer's V= .153

Source: Spring 2013 ERSS file

# APPENDIX B.



COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM  
at the HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA

## 2013 College Senior Survey List of Participating Institutions

Comparison Group #1	
Institution	State
<b>Public 4-year Colleges</b>	
California State University-Monterey Bay	CA
California State University-San Marcos	CA
Castleton State College	VT
Missouri Southern State University	MO
Northern State University	SD
Radford University	VA

Comparison Group #2	
Institution	State
<b>Public 4-year Colleges</b>	
California State University-Monterey Bay	CA
California State University-San Marcos	CA
Castleton State College	VT
Missouri Southern State University	MO
Northern State University	SD
Radford University	VA
<b>Private Universities</b>	
Fordham University	NY
Pepperdine University	CA
Texas Christian University	TX
University of Notre Dame	IN
University of the Pacific	CA
Wake Forest University	NC
Azusa Pacific University	CA
<b>Public Universities</b>	
University of North Dakota	ND
University of Northern Colorado	CO

### 3.4 - NSSE Interaction with Diverse Student Groups

NSSE Items Relating to Emphasis on and Opportunities for Interaction with Diverse Student Groups by Class Level and Respondent Grouping (Spring 2014 Percentages)

	<u>Freshmen Respondents</u>			<u>Senior Respondents</u>		
	Cal State San Marcos	Other CSU Campuses	Carnegie Class	Cal State San Marcos	Other CSU Campuses	Carnegie Class
Contact among students of differing backgrounds (social, religious & racial/ethnic) is encouraged quite a bit or very much	71.9	61.8	54.6	51.7	54.7	50.3
(No. of responses on which the percentages are based)	(371)	(5,991)	(9,089)	(379)	(12,889)	(14,193)
<b>During the current academic year, respondents have often/very often had discussions with:</b>						
People from different race/ethnicity than their own	83.8	75.8	63.8	80.0	81.0	65.7
(No. of responses on which the percentages are based)	(407)	(6,657)	(9,821)	(419)	(13,914)	(15,020)
People from different economic background than their own	77.0	73.0	69.0	75.4	77.1	71.3
(No. of responses on which the percentages are based)	(406)	(6,640)	(9,801)	(417)	(13,865)	(14,991)
People with different religious beliefs from their own	73.2	68.3	66.4	73.0	72.7	68.3
(No. of responses on which the percentages are based)	(405)	(6,607)	(9,774)	(412)	(13,823)	(14,953)
People with different political views from their own	72.7	63.8	66.7	72.7	69.0	69.9
(No. of responses on which the percentages are based)	(400)	(6,572)	(9,749)	(412)	(13,761)	(14,893)
Included diverse perspectives in course discussions or assignment	55.4	51.3	47.5	50.5	53.4	54.5
(No. of responses on which the percentages are based)	(451)	(7,344)	(10,657)	(461)	(15,150)	(16,069)
Tried to better understand someone else's views by imagining how an issue looks from another's perspective	73.8	68.6	63.9	70.6	71.1	70.1
(No. of responses on which the percentages are based)	(445)	(7,291)	(10,605)	(459)	(15,105)	(16,016)
Learned something that changed the way you understand an issue or concept	72.1	66.8	63.4	68.0	71.1	69.5
(No. of responses on which the percentages are based)	(458)	(15,050)	(15,955)	(458)	(15,050)	(15,955)
College experience has contributed <i>some/a great deal</i> to students' understanding of people of other backgrounds (economic, political, religious, nationality, etc.)	72.9	64.9	55.8	59.9	65.1	59.7
(No. of responses on which the percentages are based)	(367)	(5,895)	(8,996)	(373)	(12,722)	(14,070)

## 3.5 - Spring 2014 Alumni Survey

### A Ten-Year View: Spring 2014 Alumni Survey

Institutional Planning and Analysis, in cooperation with the Career Center, Graduate Studies, Alumni Services and Student Affairs, revised the existing alumni survey and sent it to students who graduated from California State University San Marcos during the past ten years. The survey was sent to 18,096 alumni and 1,499 (8.3%) were returned. The survey asked about employment and educational activities, usefulness of their degree, and involvement with the campus since graduation. This report summarizes some of the key findings of this year's alumni survey with full results presented in Appendix A.

As has been true in previous alumni surveys, recent graduates were over-represented among respondents with 33% graduating in Summer 2012 or later (see Table 1 in Appendix A). However, we also heard from earlier graduates with 20% of respondents graduating five or more years ago. We heard from alumni in all majors with the top five majors at CSUSM having the most responses: Business, Liberal Studies, Communication, Human Development and Psychology. Regardless of graduation year, the vast majority of respondents earned a Bachelor's degree from CSUSM as shown in Table 1.

**Table 1**

Degree earned from CSUSM	Graduation Year			
	Fall 2008 or earlier	Spring 2009 - Spring 2011	Summer 2011 - Summer	Fall 2012 - Fall 2013
Bachelor's degree only	79.6%	83.9%	86.3%	87.8%
Master's degree only	5.0%	4.5%	4.6%	4.9%
Credential only	0.6%	0.6%	0.0%	0.0%
Multiple degrees	14.0%	10.5%	9.1%	7.3%
Certificate	1.2%	0.4%	0.0%	0.0%
(No. of respondents on which percentages based)	(339)	(467)	(197)	(474)

#### *STUDENT EXPERIENCES AT CSUSM*

At the end of the survey respondents were asked to comment about their time at CSUSM. One of the most frequent comments, especially among early graduates, was about the small size and personal nature of the campus—even among students who were not involved in co-curricular activities.

The percentage of bachelor degree recipients who reported participating in co-curricular activities has gone up in recent years (53% for early alumni vs. 59% of recent graduates) with most participants belonging to student organizations, including honor or academic discipline clubs. Many respondents commented about their positive experiences as part of clubs or Greek life. Graduate students were much less likely to report participating in any activities, although participation had increase by over 15% by 2011 (Table 4; Appendix A).

Approximately three-fourths of respondents reported that their coursework and co-curricular activities had enhanced their research, critical thinking, writing, and oral communication skills as well as their ability to work as part of a team. Respondents mentioned their time spent working in teams, in particular, as being valuable

in the workplace. A majority of respondents also reported that their coursework and activities had enhanced other skills “quite a lot/a great deal” as shown in Table 5; Appendix A.

### ALUMNI ACTIVITIES

More than 90% of respondents said they were “Proud to be a CSUSM graduate” and two-thirds thought of themselves as part of the CSUSM community. Many respondents commented that the “life-long friends” they made at CSUSM was one of the best parts of their college experience and increased their connection to the university. Several respondents said they were still in touch with some of their instructors even after many years. This sense of connection was even greater among graduates who were involved in campus activities as students, as shown below in Table 3.

**Table 3**

<i>Percentage of Respondents who <b>Agree</b> with selected statements about CSUSM:</i>	<u><b>Involvement with Student Activities</b></u>	
	One or more Activities	None
I think of myself as a part of a CSUSM community	68.0%	58.0%
(No. of respondents on which percentages based)	(703)	(614)
I still have strong ties to CSUSM	63.8%	42.2%
(No. of respondents on which percentages based)	(735)	(623)
I still have strong ties to my academic program department	58.9%	48.2%
(No. of respondents on which percentages based)	(737)	(627)

Just over one-quarter of respondents described themselves as being “occasionally or very involved” with CSUSM since they graduated and 80% are satisfied with their amount of involvement. (see Tables 6-8, Appendix A) More than half of respondents say they have recommended CSUSM to a prospective student and approximately one in four have returned to campus for a visit or read articles about CSUSM. Earlier graduates are more likely to have attended an Alumni Association event (12% vs. 2%) but more recent graduates are more likely to report using the Career Center. Respondents were more likely to say they were *interested* in participating in various activities than to report actually doing them. For example 33% of recent graduates say they want to make a gift to CSUSM, but only 4% have done so. (see Tables 9-12, Appendix A) Respondents have positive memories of their time here. However, this has not translated into active alumni involvement, although as students become more engaged in campus activities, it seems likely that alumni involvement will also increase.

Respondents are most apt to get information about CSUM via email followed by the University website. Recent graduates are more likely to check the website (56% vs. 39%) and to rely on social media for news (30% vs. 17%) than earlier graduates. The vast majority of respondents say they rely on email to get information about alumni activities and 20% or fewer check the alumni website.

## EMPLOYMENT

As shown in the table below, four of five of respondents report being employed, although recent respondents are more likely than earlier graduates to be working part-time.

**Table 4**

Employment status	<u>Graduation Year</u>			
	Fall 2008 or earlier	Spring 2009 - Spring 2011	Summer 2011 - Summer 2012	Fall 2012 - Fall 2013
<b>Employed</b>	<b>83.0%</b>	<b>84.4%</b>	<b>84.9%</b>	<b>80.1%</b>
<i>Full-time</i>	74.5%	68.2%	58.1%	50.8%
<i>Part-time</i>	8.5%	16.2%	26.8%	29.3%
<b>Not employed</b>	<b>11.8%</b>	<b>13.8%</b>	<b>14.7%</b>	<b>16.2%</b>
<i>Seeking employment</i>	4.4%	5.3%	4.5%	10.4%
<i>Not seeking employment</i>	5.3%	5.3%	5.1%	3.1%
<i>Not employed; attending school</i>	2.1%	3.2%	5.1%	2.7%
Other	2.1%	3.2%	5.1%	2.7%
(No. of respondents)	(341)	(468)	(198)	(482)

Although respondents with Master's degrees are only slightly more likely to be employed, they are much more likely to be working full time than either Bachelor or credential respondents (Table 14, Appendix A). Employment status varies greatly by degree field with 79% of business majors reporting full-time work vs. 45% of Humanities majors and 41% of Liberal Studies majors doing so. The most popular employment sectors mentioned are: Education (25%), business (18%), health (13%), and science & technology (12%). One-quarter of respondents found their first job after graduation by conducting their own job search and 10% relied on help from family or friends. Less than 5% used the Career Center or alumni contacts to secure their first job. Two-thirds of respondents who graduated with a Bachelor's degree at least five years ago, say their current job is in line with their career goals compared with 39% of recent graduates. Three-quarters of recent Master's degree respondents and 90% of recent credential students report they are working in their chosen field. (see Tables 15-22; Appendix A)

As shown in Table 5, more than 80% of our alumni remain in California with a majority working in the region.

**Table 5**

<b>Current Employer Location</b>	<b>%</b>
North San Diego county	34%
Other San Diego County	33%
Riverside county	6%
Southern California	11%
Other California	4%
Other state	10%
Outside of the U.S.	2%

Current salary also varies by undergraduate major with 24% of business majors earning \$30,000 or less compared with 46% of graduates who majored in one of the social sciences. Respondents with science or nursing degrees are more likely than others to make over \$50,000/year. As shown in Table 5, salary also varies by degree level and time since degree.

**Table 6**

Highest degree earned	<u>Graduation Year</u>			
	Fall 2008 or earlier	Spring 2009 - Spring 2011	Summer 2011 - Summer 2012	Fall 2012 - Fall 2013
<b>Bachelor's</b>				
\$30,000 or less	3.0%	11.3%	30.8%	37.7%
\$31,000 - \$50,000	30.7%	50.9%	39.6%	40.7%
More than \$50,000	66.3%	37.7%	29.7%	21.6%
(No. of respondents on which percentages based)	(202)	(265)	(91)	(204)
<b>Master's</b>				
\$30,000 or less	4.0%	6.1%	5.9%	0.0%
\$31,000 - \$50,000	8.0%	15.2%	11.8%	33.3%
More than \$50,000	88.0%	78.8%	82.4%	66.7%
(No. of respondents on which percentages based)	(25)	(33)	(17)	(30)
<b>Credential</b>				
\$30,000 or less	13.6%	26.7%	0.0%	0.0%
\$31,000 - \$50,000	40.9%	60.0%	0.0%	80.0%
More than \$50,000	45.5%	13.3%	100.0%	20.0%
(No. of respondents on which percentages based)	(22)	(15)	(1)	(5)
<b>All</b>				
\$30,000 or less	4.0%	11.4%	27.0%	32.5%
\$31,000 - \$50,000	29.9%	47.6%	35.1%	39.9%
More than \$50,000	66.1%	41.0%	37.8%	27.6%
(No. of respondents on which percentages based)	(251)	(315)	(111)	(243)

Overall, the top four factors respondents cite for finding their current job are their oral communication skills, related work experience, interpersonal skills, and writing skills. The emphasis placed on respondents' writing skills and the major/coursework varies by time since degree: more recent graduates tend to see their major as important and earlier graduates are more likely to say their writing skills were important.

#### *PLANS FOR ADDITIONAL EDUCATION*

Just over a quarter of respondent who graduated 2008 or earlier have earned additional degrees since graduating from CSUSM with 79% earning a Master's degree and 26.5% earning a doctorate. Many more

respondents say they plan to attend or are currently enrolled, as shown in Table 6, and most say they are planning to seek a Master's degree.

**Table 7**

	<u>Graduation Year</u>			
	Fall 2008 or earlier	Spring 2009 - Spring 2011	Summer 2011 - Summer 2012	Fall 2012 - Fall 2013
<b>Graduate School Plans:</b>				
Yes, plan to attend	22.6%	29.7%	37.1%	42.8%
Not planning to attend	33.2%	22.4%	14.2%	13.9%
Undecided	35.3%	32.5%	29.4%	31.8%
Currently enrolled	8.8%	15.5%	19.3%	11.4%
(No. of respondents on which percentages based)	(340)	(465)	(197)	(481)
<b>Respondents plan to enroll in: **</b>				
Less than 1 year	19.7%	29.7%	24.7%	31.7%
1 - 2 years	53.9%	47.8%	52.1%	52.7%
More than 2 years	26.3%	22.5%	23.3%	15.6%
(No. of respondents on which percentages based)	(76)	(138)	(73)	(205)

\*\* Includes only those respondents who indicated they planned to attend graduate school.

#### *FINAL COMMENTS*

Comments by recent graduates reflect the frustration with rising costs and lack of availability of classes:

*Good programs however, sometimes had limited classes making a lot of students to not have many options.*

However, the overall sentiment among alumni who responded to the survey is positive and is nicely summed up by the comment of an early graduate:

*I feel my education was top-notch. I don't think that any other college could compete with the high-quality education I obtained from attending Cal State San Marcos. I feel that I have benefited on a daily basis since graduating from Cal State San Marcos. I always recommend Cal State San Marcos to anyone who is thinking about attending college.*

## APPENDIX A

**Table 1. Background Characteristics of All Alumni and Alumni Responding to Spring 2014 Survey**

Characteristic	Alumni Completing Survey	All Alumni
<b>Number of Respondents</b>	<b>1499</b>	<b>18,096</b>
<b>Year Degree Granted</b>		
Fall 2003 - Spring 2008	20.1%	45.6%
Summer 2008 - Spring 2011	30.6%	30.3%
Summer 2011 - Spring 2012	16.3%	12.5%
Summer 2012 - Fall 2013	33.0%	11.6%
Total	100.0%	100.0%
(Number)	(1,462)	(18,096)
<b>Gender</b>		
Female	67.7%	64.1%
Male	32.3%	35.9%
Total	100.0	100.0%
(Number)	(1,453)	(18,096)
<b>Racial and Ethnic Background</b>		
URM	30.0%	20.0%
<i>African American</i>	2.3%	2.2%
<i>Pacific Islander</i>	2.2%	0.7%
<i>Hispanic</i>	23.7%	16.4%
<i>Native American</i>	1.7%	0.7%
Non-URM	63.5%	53.2%
<i>Asian</i>	9.6%	7.9%
<i>White</i>	53.9%	45.3%
Non-resident	3.7%	4.7%
Unknow/Other	2.7%	22.0%
Multiple race	---	0.2%
(Number)	(1,499)	(18,096)

**Table 1 (p.2)**

Characteristic	Alumni Completing Survey	All Alumni
<b>Major Discipline (Bachelor's degrees only)</b>		
Business	23.1%	22.2%
Liberal studies	9.1%	13.1%
Communication	7.0%	8.5%
Human Development	8.1%	7.0%
Psychology	6.3%	6.6%
Lit & Writing Studies	4.7%	4.0%
Kinesiology	5.2%	3.6%
Nursing	4.5%	4.0%
Sociology	4.3%	5.2%
Biology	3.6%	2.3%
Criminology	3.6%	3.5%
History	2.8%	3.9%
Political science	2.8%	2.5%
Computer Science	2.5%	2.7%
Social Sciences	1.9%	2.4%
Mass Media	1.7%	0.9%
Visual & Performing Arts	1.5%	2.2%
Anthropology	1.2%	0.4%
Economics	1.2%	1.5%
Spanish	1.1%	1.4%
Mathematics	0.9%	0.6%
Womens Studies	0.9%	0.4%
Biotechnology	0.7%	0.3%
Biochemistry	0.5%	0.5%
Chemistry	0.5%	0.3%
Applied Physics	0.3%	0.1%
Global Studies	0.1%	0.1%
Special Major	0.1%	0.3%
Total	100.0%	100.0%
(Number)	(1,373)	(16,334)

\* Survey respondents could select more than one racial/ethnic descriptor.

**Table 2. Selected Respondent Characteristics by Year of Graduation (Spring 2014 Survey)**

Characteristics	<b>Graduation Year</b>			
	Fall 2008 or earlier	Spring 2009 - Spring 2011	Summer 2011 - Summer	Fall 2012 - Fall 2013
<b>Gender</b>				
Women	65.0%	66.2%	72.5%	69.0%
Men	35.0%	33.8%	27.5%	31.0%
(No. of respondents on which percentages	(334)	(459)	(193)	(467)
<b>Racial and Ethnic Background *</b>				
URM	33.0%	30.2%	33.3%	28.9%
<i>African American</i>	2.4%	3.9%	2.6%	0.9%
<i>Pacific Islander</i>	2.4%	1.7%	2.1%	2.6%
<i>Hispanic</i>	25.8%	22.4%	28.1%	23.9%
<i>Native American</i>	2.4%	2.2%	0.5%	1.5%
Non-URM	62.2%	66.9%	63.0%	67.3%
<i>Asian</i>	6.3%	10.7%	9.9%	11.8%
<i>White</i>	55.9%	56.2%	53.1%	55.5%
Non-resident	5%	3%	4%	4%
(No. of respondents on which percentages	(333)	(459)	(192)	(465)
<b>Where Bachelor Degree Recipients Lived When They First Enrolled At CSUSM</b>				
On-campus housing	6.7%	10.8%	10.3%	9.9%
With family or other relatives	41.7%	42.3%	45.7%	46.2%
Own Private home, apartment or room	51.6%	46.9%	43.5%	43.9%
Other	0.0%	0.0%	0.5%	0.0%
(No. of respondents on which percentages based)	(312)	(437)	(184)	(446)
<b>Degree earned from CSUSM</b>				
Bachelor's degree only	79.6%	83.9%	86.3%	87.8%
Master's degree only	5.0%	4.5%	4.6%	4.9%
Credential only	0.6%	0.6%	0.0%	0.0%
Multiple degrees	14.0%	10.5%	9.1%	7.3%
<i>Bachelor's &amp; Master's degrees</i>	2.4%	4.3%	3.6%	2.7%
<i>Bachelor's degree &amp; Credential</i>	8.6%	4.1%	2.5%	3.2%
<i>Master's degree &amp; Credential</i>	1.8%	0.6%	1.0%	0.6%
<i>Bachelor's, Master's &amp; Credential</i>	1.2%	1.5%	2.0%	0.8%
Certificates	1.2%	0.4%	0.0%	0.0%
<i>Certificate only</i>	0.6%	0.2%	0.0%	0.0%
<i>Master's degree &amp; Certificate</i>	0.0%	0.2%	0.0%	0.0%
<i>Bachelor's degree &amp; Certificate</i>	0.6%	0.0%	0.0%	0.0%
(No. of respondents on which percentages based)	(339)	(467)	(197)	(474)

**Table 3. Degree Field of Highest Degree Earned at CSUSM  
by Type of Degree and Graduation Year (Spring 2014 Survey)**

Degree earned	<u>Graduation Year</u>			
	Fall 2008 or earlier	Spring 2009 - Spring 2011	Summer 2011 - Summer	Fall 2012 - Fall 2013
<b>Bachelor's degree</b>	<b>81.6%</b>	<b>85.8%</b>	<b>85.6%</b>	<b>88.4%</b>
Business	27.9%	19.1%	17.9%	20.5%
Humanities	9.3%	8.6%	5.6%	7.9%
Social sciences	27.9%	28.9%	28.2%	24.8%
Natural sciences & math	6.3%	6.8%	9.2%	9.6%
Liberal studies	3.9%	4.2%	2.6%	5.3%
Health Sciences	6.0%	18.2%	22.1%	20.3%
Special major	0.3%	0.0%	0.5%	0.0%
<i>(No. of respondents)</i>	<i>(272)</i>	<i>(391)</i>	<i>(168)</i>	<i>(414)</i>
<b>Credential</b>	<b>9.3%</b>	<b>4.8%</b>	<b>2.6%</b>	<b>3.2%</b>
<i>(No. of respondents)</i>	<i>(31)</i>	<i>(22)</i>	<i>(5)</i>	<i>(15)</i>
<b>Master's degree</b>	<b>9.0%</b>	<b>9.5%</b>	<b>11.3%</b>	<b>8.3%</b>
Business	3.9%	2.2%	3.1%	2.1%
Humanities	1.5%	2.9%	1.0%	0.4%
Social sciences	1.5%	2.0%	4.1%	1.7%
Natural sciences & Math	0.6%	1.5%	0.5%	0.9%
Health Sciences	0.0%	0.0%	0.0%	0.4%
Education	1.5%	0.9%	2.6%	2.8%
<i>(No. of respondents)</i>	<i>(30)</i>	<i>(43)</i>	<i>(22)</i>	<i>(39)</i>

**Table 4. Percentage of Respondents Who Participated in Various Activities  
as an Undergraduate While Attending CSUSM by Graduation Year (Spring 2014 Survey)**

	<u>Graduation Year</u>			
	Fall 2008 or earlier	Spring 2009 - Spring 2011	Summer 2011 - Summer 2012	Fall 2012 - Fall 2013
<b>Undergraduate</b>				
Athletics	4.1%	5.9%	6.5%	4.6%
ASI	6.7%	7.1%	2.9%	3.1%
One or more Student Organizations	24.8%	32.7%	34.1%	30.8%
Greek organizations	7.8%	6.6%	7.1%	6.7%
Community Service Learning	4.1%	9.4%	5.3%	10.1%
Honor Society/Academic Discipline Club	14.8%	16.3%	14.7%	17.8%
Other	11.5%	12.5%	12.9%	13.5%
None	47.0%	38.0%	41.2%	40.6%
(No. of respondents on which percentages based)	(270)	(392)	(170)	(416)
<b>Postbaccalaureate</b>				
Community Service Learning	1.4%	2.7%	0.0%	0.0%
One or more student organizations	2.8%	8.0%	18.5%	10.3%
Honor Society/Academic Discipline Club	0.0%	6.7%	3.7%	0.0%
Other	5.8%	6.7%	3.7%	3.4%
None	40.6%	48.0%	55.6%	55.2%
(No. of respondents on which percentages based)	(69)	(27)	(68)	(58)

Note: Respondents could select more than one activity

**Table 5. Percentage of Respondents Earning a Baccalaureate Degree  
Who Indicated That Their Coursework and Cocurricular Activities Had Enhanced Various Skills  
Quite a Lot or a Great Deal by Graduation Year (Spring 2014 Survey)**

	<u>Graduation Year</u>			
	Fall 2008 or earlier	Spring 2009 - Spring 2011	Summer 2011 - Summer 2012	Fall 2012 - Fall 2013
Research Skills	76.4%	79.9%	84.8%	85.9%
Critical Thinking	81.9%	80.4%	83.0%	85.2%
Ability to work as part of a team	74.2%	73.5%	81.5%	79.8%
Writing	81.4%	75.4%	80.0%	79.1%
Oral communication	81.4%	75.4%	80.0%	79.1%
Ability to work in a multicultural setting	64.9%	68.0%	69.2%	74.0%
Leadership skills	65.9%	65.5%	73.2%	71.3%
Preparedness for studies/education after college	65.7%	63.3%	65.0%	64.1%
Ability to think in global/international terms	60.1%	59.3%	64.4%	64.1%
Quantitative/statistics	56.4%	55.2%	65.6%	58.1%
Preparedness for employment after college	57.4%	48.9%	52.2%	51.1%
Problem Solving	51.6%	46.2%	54.4%	49.4%
Technological/software applications	49.8%	42.3%	46.5%	46.7%
(No. of respondents on which percentages based)	(250)	(359)	(158)	(385)

**Table 6. Involvement with CSUSM Since Graduation (Spring 2014 Survey)**

	<b>Graduation Year</b>			
	Fall 2008 or earlier	Spring 2009 - Spring 2011	Summer 2011 - Summer 2012	Fall 2012 - Fall 2013
<b>Level of involvement with CSUSM since graduation</b>				
Very involved	6.8%	7.3%	7.7%	5.5%
Occasionally involved	21.1%	19.3%	19.9%	24.1%
Rarely involved	33.5%	36.1%	40.3%	35.7%
No Involvement	38.6%	37.3%	32.1%	34.7%
(No. of respondents on which percentages based)	(337)	(466)	(196)	(473)
<b>Satisfaction with level of involvement</b>				
Very satisfied	12.5%	12.3%	11.8%	12.7%
Satisfied	23.8%	23.8%	29.7%	31.9%
Neutral	49.4%	50.2%	44.6%	44.4%
Dissatisfied	11.9%	11.9%	13.3%	9.7%
Very Dissatisfied	2.4%	1.7%	0.5%	1.3%
(No. of respondents on which percentages based)	(336)	(462)	(195)	(473)
<b>Percentage of Respondents who <i>Agree</i> with selected statements about CSUSM:</b>				
Proud to be a CSUSM grad	95.3%	95.7%	95.6%	93.5%
(No. of respondents on which percentages based)	(320)	(441)	(183)	(444)
I think of myself as a part of a CSUSM community	64.6%	60.0%	68.0%	63.9%
(No. of respondents on which percentages based)	(294)	(422)	(172)	(421)
Years at CSUSM were best of my life	77.7%	75.0%	77.7%	74.4%
(No. of respondents on which percentages based)	(291)	(408)	(166)	(414)
I still have strong ties to CSUSM	50.3%	48.8%	59.0%	59.1%
(No. of respondents on which percentages based)	(300)	(430)	(183)	(440)
I still have strong ties to my academic program department	46.0%	49.8%	58.4%	61.8%
(No. of respondents on which percentages based)	(300)	(440)	(178)	(440)

**Table 7. Respondents' Current Alumni Involvement by  
Level of Involvement While Attending CSUSM (Spring 2014 Survey)**

Current Involvement	<u>Involvement with Student Activities</u>	
	One or more Activities	None
Very involved	9.1%	4.0%
Occasionally involved	27.4%	14.4%
Rarely involved	38.8%	32.7%
No involvement	24.6%	48.9%
(No. of respondents on which percentages based)	(780)	(701)

**Table 8. Respondents' Agreement with Statements about CSUSM by  
Level of Involvement Since Graduation (Spring 2014 Survey)**

Percentage of Respondents who <b>Agree</b> with selected statements about CSUSM:	<u>Involvement with Student Activities</u>	
	One or more Activities	None
I think of myself as a part of a CSUSM community	68.0%	58.0%
(No. of respondents on which percentages based)	(703)	(614)
I still have strong ties to CSUSM	63.8%	42.2%
(No. of respondents on which percentages based)	(735)	(623)
I still have strong ties to my academic program department	58.9%	48.2%
(No. of respondents on which percentages based)	(737)	(627)

**Table 9. Percentage of Respondents Who Have Participated in  
Various Activities During the Past Year by Graduation Year (Spring 2014 Survey)**

	Fall 2008 or earlier	<u>Graduation Year</u>		
		Spring 2009 - Spring 2011	Summer 2011 - Summer 2012	Fall 2012 - Fall 2013
Recommended CSUSM to a prospective student	53.4%	59.0%	64.8%	56.2%
Returned to campus to visit with faculty or staff	16.7%	20.7%	30.2%	27.6%
Took one or more courses through CSUSM's Extended Learning Program	3.5%	3.2%	6.5%	3.3%
Attended one or more CSUSM athletic events	7.6%	4.7%	5.5%	6.0%
Participated in activities sponsored by the Alumni Association	11.7%	5.6%	8.0%	2.1%
Made use of the Career Center	3.2%	4.9%	7.5%	12.9%
Made a gift to CSUSM	7.6%	4.7%	6.0%	4.1%
Attended one or more events included in the CSUSM Arts and Lecture Series	5.6%	8.1%	9.0%	7.7%
Acted as an alumni mentor to current students	3.2%	5.6%	4.0%	6.8%
Assisted in international recruitment efforts in your home country	0.0%	0.2%	1.0%	0.4%
Read articles about activities at CSUSM and/or plans for future expansion of the campus	32.6%	29.7%	31.2%	29.0%
(No. of respondents on which percentages based)	(341)	(468)	(199)	(482)

**Table 10. Percentage of Respondents Who Are Interested in  
Selected Activities by Graduation Year (Spring 2014 Survey)**

	Fall 2008 or earlier	<u>Graduation Year</u>		
		Spring 2009 - Spring 2011	Summer 2011 - Summer 2012	Fall 2012 - Fall 2013
Recommending CSUSM to a prospective student	53.4%	56.8%	54.3%	55.4%
Returning to campus to visit with faculty or staff	33.1%	40.6%	48.7%	45.2%
Taking one or more courses through CSUSM's Extended Learning Program	23.2%	25.9%	27.1%	21.6%
Attended one or more CSUSM athletic events	20.5%	19.2%	18.1%	15.6%
Participating in activities sponsored by the Alumni Association	31.7%	22.0%	26.1%	24.5%
Using the Career Center	17.9%	21.8%	24.1%	32.8%
Making a gift to CSUSM	8.5%	6.2%	7.5%	6.0%
Attending one or more events included in the CSUSM Arts and Lecture Series	25.5%	24.1%	24.1%	23.2%
Become an alumni mentor to current students	23.2%	23.5%	23.1%	20.1%
Reading articles about activities at CSUSM and/or plans for future expansion of the campus	36.4%	34.8%	34.2%	30.3%
Creating an international alumni chapter	2.6%	3.4%	1.5%	2.7%
(No. of respondents on which percentages based)	(341)	(468)	(199)	(482)

**Table 11. Sources of Information About CSUSM by Graduation Year (Spring 2014 Survey)**

	<b>Graduation Year</b>			
	Fall 2008 or earlier	Spring 2009 - Spring 2011	Summer 2011 - Summer 2012	Fall 2012 - Fall 2013
Email	66.6%	71.6%	71.4%	69.7%
University Website	30.8%	35.0%	44.2%	47.5%
Social media (facebook, Twitter etc.)	16.7%	23.5%	37.7%	29.7%
Friends	12.6%	27.8%	31.2%	33.6%
CSUSM faculty and staff	10.6%	13.5%	13.1%	12.7%
Alumni newsletter	19.6%	13.9%	10.6%	7.9%
Alumni Website	16.7%	10.7%	8.5%	7.9%
Mail	13.8%	9.4%	11.6%	8.3%
Steps magazine	11.4%	7.9%	5.5%	2.7%
Local media	9.1%	7.3%	5.0%	5.2%
Career Center	0.9%	1.9%	1.5%	3.9%
Extended Learning Catalog	4.4%	1.7%	3.0%	2.1%
Office of Graduate Studies & Research	0.3%	0.9%	0.0%	1.2%
(No. of respondents on which percentages based)	(341)	(468)	(199)	(482)
<b>Respondent visits CSUSM website</b>				
Yes, at least:	38.9%	42.2%	52.5%	56.3%
<i>Daily</i>	5.1%	8.2%	6.6%	8.3%
<i>Weekly</i>	4.8%	7.5%	11.2%	11.7%
<i>Monthly</i>	29.0%	26.5%	34.7%	36.3%
Never	61.1%	57.8%	47.4%	43.9%
(No. of respondents on which percentages based)	(334)	(464)	(196)	(471)

**Note:** Respondents could select more than one source of information

**Table 12. Sources of Information About CSUSM Alumni Activities by Graduation Year (Spring 2014 Survey)**

	<b>Graduation Year</b>			
	Fall 2008 or earlier	Spring 2009 - Spring 2011	Summer 2011 - Summer 2012	Fall 2012 - Fall 2013
Email	65.4%	70.7%	65.8%	64.9%
University Website	10.3%	16.0%	19.6%	20.1%
Social media (facebook, Twitter etc.)	9.1%	13.7%	18.6%	13.5%
Friends	6.5%	10.0%	17.1%	14.1%
CSUSM faculty and staff	4.4%	5.3%	4.5%	3.5%
Alumni newsletter	17.9%	13.5%	10.1%	6.6%
Alumni Website	15.5%	8.3%	7.5%	8.9%
Mail	9.7%	6.6%	8.5%	6.6%
Steps magazine	7.0%	4.9%	2.5%	1.9%
Local media	1.6%	0.6%	1.0%	0.4%
Career Center	0.0%	0.9%	1.0%	1.5%
Extended Learning Catalog	1.8%	0.4%	1.0%	0.6%
Office of Graduate Studies & Research	0.0%	0.0%	0.0%	0.6%
(No. of respondents on which percentages based)	140.8%	0.0%	35.5%	
<b>Respondent visits <u>Alumni website</u></b>				
Yes, at least:	21.7%	14.9%	18.5%	15.5%
<i>Daily</i>	0.0%	0.2%	0.0%	0.6%
<i>Weekly</i>	1.2%	1.3%	1.0%	1.3%
<i>Monthly</i>	20.5%	13.4%	17.5%	13.6%
Never	78.3%	85.1%	81.4%	84.5%
(No. of respondents)	(332)	(462)	(194)	(470)

**Note:** Respondents could select more than one source of information

**Table 13. Current Employment Status by Graduation Year (Spring 2014 Survey)**

Employment status	<b>Graduation Year</b>			
	Fall 2008 or earlier	Spring 2009 - Spring 2011	Summer 2011 - Summer 2012	Fall 2012 - Fall 2013
<b>Employed</b>	<b>83.0%</b>	<b>84.4%</b>	<b>84.9%</b>	<b>80.1%</b>
<i>Full-time</i>	74.5%	68.2%	58.1%	50.8%
<i>Part-time</i>	8.5%	16.2%	26.8%	29.3%
<b>Not employed</b>	<b>11.8%</b>	<b>13.8%</b>	<b>14.7%</b>	<b>16.2%</b>
<i>Seeking employment</i>	4.4%	5.3%	4.5%	10.4%
<i>Not seeking employment</i>	5.3%	5.3%	5.1%	3.1%
<i>Not employed; attending school</i>	2.1%	3.2%	5.1%	2.7%
Other	2.1%	3.2%	5.1%	2.7%
(No. of respondents)	(341)	(468)	(198)	(482)

**"Other"** includes: Internship, self employed, retired

**Table 14. Current Employment Status  
by Highest Degree Earned at CSUSM (Spring 2014 Survey)**

	<u>Highest Degree Earned</u>		
	Bachelor's	Credential	Master's
<b>Employed</b>	82.1%	85.0%	86.2%
<i>Full-time</i>	61.8%	60.3%	70.4%
<i>Part-time</i>	20.3%	24.7%	15.8%
<b>Not employed</b>	11.8%	8.2%	8.5%
<i>Seeking employment</i>	6.8%	8.2%	4.6%
<i>Not seeking employment</i>	5.0%	0.0%	3.9%
<i>Not employed; attending school</i>	3.0%	2.7%	3.9%
Other	3.1%	4.1%	1.3%
(No. of respondents)	(1258)	(73)	(152)

**Table 15. Current Employment Status by Undergraduate Major at CSUSM (Spring 2014 Survey)**

	<u>Major</u>					
	Business	Humanities	Social Sciences	Natural Sciences	Liberal Studies	Nursing
<b>Employed</b>	88.5%	77.3%	83.0%	81.7%	70.3%	77.6%
<i>Full-time</i>	79.3%	45.4%	60.6%	61.7%	40.6%	54.8%
<i>Part-time</i>	9.2%	31.9%	22.4%	20.0%	29.7%	22.8%
<b>Not employed</b>	7.0%	18.5%	10.6%	8.7%	20.3%	15.7%
<i>Seeking employment</i>	4.8%	8.4%	7.3%	5.2%	4.7%	9.1%
<i>Not seeking employment</i>	2.2%	10.1%	3.3%	3.5%	15.6%	6.6%
<i>Not employed; attending</i>	0.3%	2.5%	3.0%	8.7%	7.8%	2.9%
Other	4.1%	1.7%	3.5%	0.9%	1.6%	3.3%
(No. of respondents)	(314)	(119)	(398)	(115)	(64)	(241)

**Table 16. Employment Sectors by Graduation Year (Spring 2014 Survey)**

Degree earned	<b>Graduation Year</b>			
	Fall 2008 or earlier	Spring 2009 - Spring 2011	Summer 2011 - Summer 2012	Fall 2012 - Fall 2013
Education	31.9%	24.0%	22.3%	23.5%
Business	22.3%	18.4%	16.3%	13.7%
Health	6.7%	11.3%	18.1%	16.4%
Science & Technology	11.7%	13.0%	10.8%	11.6%
Human Services	5.7%	10.7%	6.6%	9.0%
Retail	4.6%	5.6%	11.4%	11.9%
Law, Government, Public & Civic Affairs	9.9%	6.6%	4.8%	4.5%
General, Office & Personal Services	2.1%	5.1%	7.2%	4.5%
Communication	3.9%	2.8%	1.2%	3.2%
Film, Television & Entertainment	1.1%	2.3%	1.2%	1.3%
Fine & Performing Arts	0.0%	0.0%	0.0%	0.5%

**Table 17. Time with Current Employer by Graduation Year (Spring 2014 Survey)**

Degree earned	<b>Graduation Year</b>			
	Fall 2008 or earlier	Spring 2009 - Spring 2011	Summer 2011 - Summer 2012	Fall 2012 - Fall 2013
<b>One year or less</b>	<b>13.6%</b>	<b>28.5%</b>	<b>34.0%</b>	<b>61.9%</b>
<i>Less than 6 months</i>	6.8%	13.5%	16.1%	33.7%
<i>6 months - 1 year</i>	6.8%	15.0%	17.9%	28.2%
<b>1 - 5 years</b>	<b>46.2%</b>	<b>56.0%</b>	<b>47.6%</b>	<b>25.1%</b>
1 - 2 years	14.9%	22.9%	33.9%	8.9%
2 - 3 years	13.5%	18.6%	7.7%	7.8%
3 - 4 years	9.6%	10.2%	3.6%	4.2%
4 - 5 years	8.2%	4.3%	2.4%	4.2%
<b>More than 5 years</b>	<b>40.2%</b>	<b>14.5%</b>	<b>18.5%</b>	<b>13.1%</b>
(No. of respondents)	(281)	(393)	(168)	(383)

**Table 18. How Respondents Found Their First Job After Graduating By Graduation Year (Spring 2014 Survey)**

	<b>Graduation Year</b>			
	Fall 2008 or earlier	Spring 2009 - Spring 2011	Summer 2011 - Summer 2012	Fall 2012 - Fall 2013
Own job search	28.7%	26.5%	24.6%	27.0%
Friends or family contact	12.0%	13.2%	13.6%	9.5%
Completed internship there	3.8%	5.3%	4.0%	5.4%
Already worked there	5.3%	5.3%	7.0%	3.9%
Used Career Center services	4.1%	1.7%	2.0%	3.1%
Business contact	3.2%	1.3%	5.0%	1.7%
Alumni contact	2.3%	1.1%	1.0%	1.0%
Faculty referral	1.5%	2.6%	4.0%	1.0%
On-campus interview	3.8%	2.1%	2.0%	0.8%
Other	7.9%	6.0%	7.5%	5.8%

**Note:** Respondents could select more than one method

**Other includes:** Craigslist, CSUSM Job Fair, email from department, online, Senior Experience, & volunteering.

**Table 19. Degree to Which Current Employment is in Line with Career Goals by  
Highest Degree Earned and Graduation Year (Spring 2014 Survey)**

Degree earned	<u>Graduation Year</u>			
	Fall 2008 or earlier	Spring 2009 - Spring 2011	Summer 2011 - Summer 2012	Fall 2012 - Fall 2013
<b>Bachelor's</b>				
Yes	63.5%	53.8%	37.6%	38.5%
Possibly	24.7%	28.7%	39.0%	33.9%
No	11.9%	17.4%	23.4%	27.5%
(No. of responses)	(219)	(327)	(141)	(327)
<b>Master's</b>				
Yes	86.7%	71.4%	75.0%	76.3%
Possibly	0.0%	21.4%	20.0%	15.8%
No	13.3%	7.1%	5.0%	7.9%
(No. of responses)	(28)	(19)	(5)	(10)
<b>Credential</b>				
Yes	78.6%	73.7%	60.0%	90.0%
Possibly	14.3%	21.1%	20.0%	10.0%
No	7.1%	5.3%	20.0%	0.0%
(No. of responses)	(277)	(388)	(168)	(375)

**Table 20. Current Salary by Highest Degree Earned at CSUSM & Graduation Year  
(Full-time employment only) (Spring 2014 Survey)**

Highest degree earned	<u>Graduation Year</u>			
	Fall 2008 or earlier	Spring 2009 - Spring 2011	Summer 2011 - Summer 2012	Fall 2012 - Fall 2013
<b>Bachelor's</b>				
\$30,000 or less	3.0%	11.3%	30.8%	37.7%
\$31,000 - \$50,000	30.7%	50.9%	39.6%	40.7%
More than \$50,000	66.3%	37.7%	29.7%	21.6%
(No. of respondents on which percentages based)	(202)	(265)	(91)	(204)
<b>Master's</b>				
\$30,000 or less	4.0%	6.1%	5.9%	0.0%
\$31,000 - \$50,000	8.0%	15.2%	11.8%	33.3%
More than \$50,000	88.0%	78.8%	82.4%	66.7%
(No. of respondents on which percentages based)	(25)	(33)	(17)	(30)
<b>Credential</b>				
\$30,000 or less	13.6%	26.7%	0.0%	0.0%
\$31,000 - \$50,000	40.9%	60.0%	0.0%	80.0%
More than \$50,000	45.5%	13.3%	100.0%	20.0%
(No. of respondents on which percentages based)	(22)	(15)	(1)	(5)
<b>All</b>				
\$30,000 or less	4.0%	11.4%	27.0%	32.5%
\$31,000 - \$50,000	29.9%	47.6%	35.1%	39.9%
More than \$50,000	66.1%	41.0%	37.8%	27.6%
(No. of respondents on which percentages based)	(251)	(315)	(111)	(243)

**Table 21. 2012-13 Undergraduate Respondents' Current Salary by Major at CSUSM (Full time employment only)**

	<u>Major</u>					
	Business	Humanities	Social Sciences	Natural Sciences	Liberal Studies	Nursing
\$30,000 or less	24.2%	75.0%	46.4%	34.6%	40.0%	41.9%
\$31,000 - \$50,000	54.5%	25.0%	41.1%	30.8%	60.0%	25.6%
More than \$50,000	21.2%	0.0%	12.5%	34.6%	0.0%	32.6%
(No. of responses)	(66)	(8)	(56)	(25)	(5)	(43)

**Table 22. Factors Respondents Deemed Important for Finding Current Job  
by Graduation Year (Spring 2014 Survey)**

	<u>Graduation Year</u>			
	Fall 2008 or earlier	Spring 2009 - Spring 2011	Summer 2011 - Summer 2012	Fall 2012 - Fall 2013
Oral communication skills	67.8%	64.6%	67.9%	58.5%
Related work experience	62.5%	61.8%	67.3%	61.4%
Interpersonal skills	60.8%	59.2%	70.2%	60.4%
Writing skills	55.5%	47.1%	45.2%	33.4%
Major/coursework	39.2%	41.0%	43.5%	44.0%
Technical skills	44.5%	36.7%	40.5%	34.2%
Leadership experience	41.0%	36.7%	37.5%	35.8%
Above Average GPA	17.7%	16.2%	17.3%	22.5%
Related internships	15.2%	15.9%	14.9%	17.6%
Networking events	13.4%	11.6%	10.1%	8.3%
Other	8.1%	6.6%	6.0%	7.3%
Services from the Career Center	2.8%	2.0%	1.8%	4.4%
(No. of respondents on which percentages based)	(283)	(395)	(168)	(386)

**Note:** Respondents could select more than one factor

**Table 23. Respondents' Graduate Education Plans by Graduation Year (Spring 2011 Survey)**

	<u>Graduation Year</u>			
	Fall 2008 or earlier	Spring 2009 - Spring 2011	Summer 2011 - Summer	Fall 2012 - Fall 2013
<b>Graduate School Plans:</b>				
Yes, plan to attend	22.6%	29.7%	37.1%	42.8%
Not planning to attend	33.2%	22.4%	14.2%	13.9%
Undecided	35.3%	32.5%	29.4%	31.8%
Currently enrolled	8.8%	15.5%	19.3%	11.4%
(No. of respondents on which percentages based)	(340)	(465)	(197)	(481)
<b>Respondents plan to enroll in: **</b>				
Less than 1 year	19.7%	29.7%	24.7%	31.7%
1 - 2 years	53.9%	47.8%	52.1%	52.7%
More than 2 years	26.3%	22.5%	23.3%	15.6%
(No. of respondents on which percentages based)	(76)	(138)	(73)	(205)

\*\* Includes only those respondents who indicated they planned to attend graduate school.

**Table 24. Employment Status of Respondents Who are Currently Enrolled in Graduate School  
By Graduation Year (Spring 2014 Survey)**

	<u>Graduation Year</u>			
	Fall 2008 or earlier	Spring 2009 - Spring 2011	2011 - Summer	Fall 2012 - Fall 2013
<b>Employed</b>	<b>66.7%</b>	<b>66.7%</b>	<b>57.9%</b>	<b>63.6%</b>
Full-time	60.0%	37.5%	18.4%	9.1%
Part-time	6.7%	29.2%	39.5%	54.5%
<b>Not employed</b>	<b>16.7%</b>	<b>13.9%</b>	<b>18.5%</b>	<b>21.8%</b>
Seeking employment	6.7%	2.8%	5.3%	1.8%
Not seeking employment	10.0%	11.1%	13.2%	20.0%
Other	16.7%	19.4%	23.7%	14.5%
(No. of respondents on which percentages based)	(30)	(72)	(38)	(55)



# Putting Education To Work:

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## 2011 CSU Career Directors Statewide Employer Survey

January 19, 2012



Results of a statewide survey of employers of Cal State University graduates over the past three years examining hiring factors and recruiting trends; documenting the distinctive qualities of CSU graduates in the workplace; identifying the critical services employers need to continue recruiting graduates; and identifying the impact on graduates, campuses and the University should these services be significantly reduced or eliminated.

## Executive Summary

### Putting Education To Work: CSU Career Directors Statewide Employer Survey

In October and November 2011, Career Centers from 20 of the 23 campuses of the California State University conducted a statewide survey of employers who recruit students for professional postgraduate positions. Nine-hundred seventy eight (978) employers responded to the survey. On average, employers responding to the survey recruited for full time positions on 3.2 CSU campuses, and recruited for internships on 2.5 CSU campuses. Findings:

#### 1. *Seven key hiring factors:*

Employers identified seven key hiring factors to select college graduates for entry level positions: (1) capability to learn what is necessary to be effective in their assignments; (2) oral communication; (3) teamwork; (4) flexibility to respond to changing work demands; (5) potential to contribute to the future success of their organization; (6) written communication; and (7) leadership potential. Technical skills and representing the diversity of the emerging workplace were also important, but ranked lower than the seven key factors.

#### 2. *Four distinctive qualities of CSU graduates:*

The employers identified four areas where CSU graduates they had hired were rated significantly above the pool of all college graduates they had hired. The four areas are (1) teamwork; (2) flexibility to respond to changing work demands; (3) capability to learn what is necessary to be effective in their assignments; and (4) representing the diversity of the emerging workplace.

#### 3. *Internships are becoming increasingly important as part of employers overall recruiting strategy.*

Sixty-seven percent (67%) of the 552 employers who hired interns from CSU campuses over the past three years agreed that internships are "Extremely Important" or "Very Important" part of their overall recruiting strategy.

#### 4. *Global Skills:*

While employers rated Global Skills as the least important hiring factor, 58% agreed that these skills would become more important over the next five years.

#### 5. *Social Media is increasingly being used by employers as part of their recruiting strategy and will likely increase in the future.*

Sixty-percent (60%) Strongly or Moderately agreed that it "is currently a very important part of our recruiting strategy", and 75% strongly or moderately agreed that "its importance as part of our recruiting strategy" will increase in the future.

#### 6. *Importance of centralized campus-based employer services:*

Employers indicated that they highly valued both those services related to distributing information on opportunities directly to students (e.g. job postings, organizing internship and job fairs, and campus interviews) as well as those services involving building relationships on campus with faculty and student organizations. Seventy-seven percent (77%) of the employers strongly or moderately agreed that the services provided to them by CSU career centers had met their expectations.

#### 7. *Impact of potential loss/reduction of employer services on hiring CSU graduates:*

A large majority (82%) indicated that there would be great impact or some impact on their hiring of CSU graduates should employer services no longer be available as a centralized campus service. Three themes emerged concerning potential impact: reduced effectiveness of efforts to attract and hire students; deteriorating relationships with appropriate faculty, academic programs, and campus leadership; and reduced number of students hired from CSU campuses and ultimately elimination of Cal

State campuses from the targeted list of schools from which to recruit in favor of the private and other public campuses still providing employer services.

#### 8. *Other Impact on Students:*

Students would not only lose postgraduate professional opportunities if employer services are significantly reduced, but also paid, summer and academically related internships and part-time jobs that are increasingly important to offset rising tuition and living expenses. This would seriously impact our efforts to decrease time to graduation and increase retention rates for students, with a particularly adverse impact on the great number of historically underrepresented and low income students who are a growing focus of our student success efforts.

#### 9. *Consistency with 2009 CSU Career Directors Employer Survey:*

The [2009 survey](#) asked several questions related to the qualities of CSU graduates (item 2 above); the importance of centralized campus-based employer services (item 5 above); and the impact of potential loss/reduction of employer services (item 6 above) that were repeated in the current survey. Responses to these questions for the 2011 survey are consistent with the responses from the earlier survey.

The 2011 survey clearly documents that, from an employer perspective, the CSU system is producing highly qualified candidates across the state that possess the technical skills, teamwork orientation, work ethic, growth potential, capacity to learn, and diversity that aligns with our mission. These are all attributes that are growing in importance in the workplace, particularly as employers across the state respond to the opportunities and challenges presented by the current economic disruption.

***Concurrently, it is also clear that to continue to reap the reward from this investment, it will be critical for each campus to maintain the services to employers currently available, including efforts to assure that our students are well prepared to effectively engage the career selection and job search process.***

In a competitive marketplace, employers have told us that they will refocus their hiring efforts on students from other private and public universities and colleges if we cease to provide high quality, responsive services to their organizations. A deteriorating reputation with employers not only means that our students lose critical opportunities to start their careers, but also impacts the financial and programmatic partnerships that are part of our campus relationships with the employers who hire our students. Ultimately, a significant reduction of employer services will also erode public support for the value of the higher education we offer, and the willingness of public officials to fund the CSU on a high priority basis.

For more information please contact: Jim Case, Director, Career Center, Cal State Fullerton, (657) 278-2499 or [jcase@fullerton.edu](mailto:jcase@fullerton.edu).

For the complete report please visit: <http://www.fullerton.edu/crew/projects/assessingValue.shtml>

#### **Participating California State University Career Centers:**

California State University Channel Islands  
California State University Chico  
California State University Dominguez Hills  
California State University East Bay  
California State University Fullerton  
California State University Long Beach  
California State University Los Angeles  
California State University Monterey Bay  
California State University Northridge  
California State Polytechnic University, Pomona

California State University Sacramento  
California State University San Bernardino  
California State University San Marcos  
California State University Stanislaus  
California Maritime Academy  
California Polytechnic State University, San Luis Obispo  
Humboldt State University  
San Diego State University  
San Francisco State University  
San Jose State University

**Introduction:**

In October and November 2011, 20 of the 23 campuses of California State University participated in a statewide survey of employers to examine a number of issues that are a concern for our students, faculty, and departments. Since a similar survey was conducted in fall 2009, this initiative provides an opportunity to both update the initial effort as well as analyze new trends and emerging issues. Emerging issues are particularly important, given the extended challenges in the job market for our graduates and the continuing fiscal challenges of providing high quality services to students and employers in a very constrained state budget environment. The success of Cal State University graduates in launching their careers is one of the most public, visible and concrete measures of the success of our various academic programs. Centralized Career Centers on each of our 23 campuses play a critical role in helping students choose majors and careers that align with their potential, preparing students for the job search, and connecting students with employers for full-time and internship opportunities.

The employer services each campus offers are a critical part of our student affairs mission, complementing the efforts of our distinctive academic programs. At many campuses, however, employer services are jeopardized by the unprecedented budget reductions of the past few years and the promise of even more difficult times in the near future. In response to these challenges, the system-wide organization of Career Center directors in the California State University system continued our research project to examine employer expectations, their experience with our graduates, the overall effectiveness of employer services we offer, and the importance of continuing these services, as well as the impact of a significant reduction in these services. This research provides an objective assessment of employer perspectives for use by each campus as funding priorities are set in the upcoming year. We are confident that this initiative will also contribute to campus and system-wide efforts to preserve and enhance the quality of the University's reputation and the value we add to the citizens of the State of California.

**Design:**

The survey was designed to collect objective information about the following questions from employers who recruit students and graduates for internships and full-time positions throughout California:

- What are the distinctive qualities of the graduates you have hired from Cal State University campuses over the past three years that add value to your organization?
- How well have they performed since they were hired?
- How do Cal State University graduates your organization has hired compare with graduates your organization has hired from other Universities and Colleges?
- How do employer services facilitate your recruiting and campus involvement?
- How might workforce trends impact recruiting needs and expectations in the future?
- In what other ways are you engaged with the University as a result of your work with Career Centers?

**Methodology:**

A Committee of six directors of campus Career Centers throughout the California State University system (from Cal Poly SLO, Fullerton, Long Beach, Sacramento, San Diego and San Jose) designed the survey. Jim Case, the Director of the Career Center at the Fullerton campus, took the lead in implementing this project, and can be contacted with any questions that arise concerning this analysis.

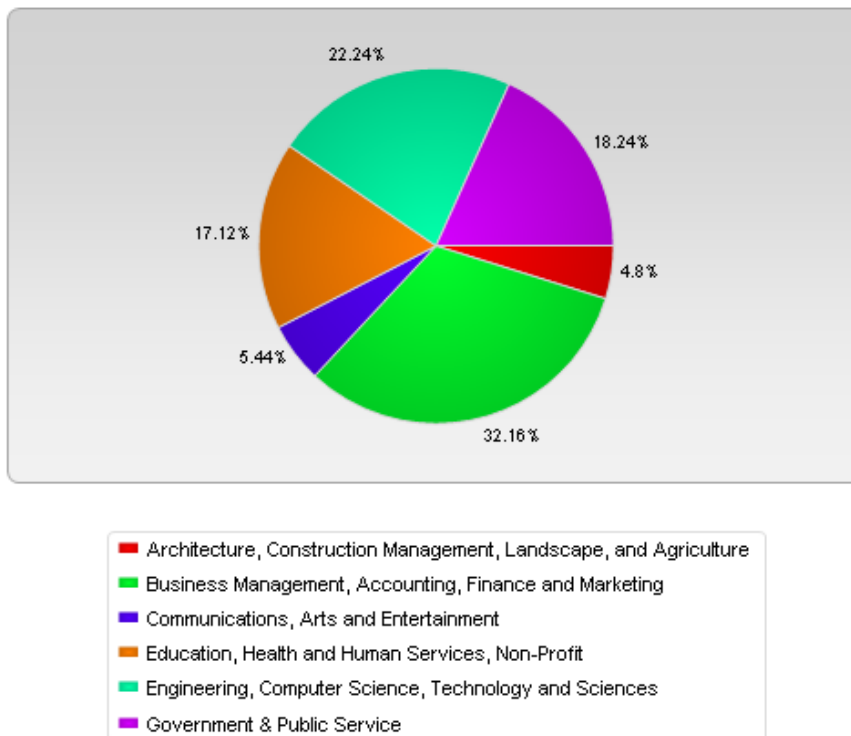
Each of the 20 participating campuses contributed the email addresses and names of employers who had taken advantage of career services on their campuses over the past three years. This year a conscious effort was made to incorporate a broader range of employers in the survey, resulting in 5,374 contacts

representing 4,522 unique employers being invited to take the survey using the web-based system provided by Student Voice (Campus Labs), as licensed by the Student Affairs Division at Cal State Fullerton. After eliminating contacts who could not be reached or who asked to be eliminated, a net of 4,996 contacts were surveyed. A total of 978 contacts completed all or part of the survey, which was open for 3.5 weeks, which included 5 follow-up reminders after the initial invitation. The response rate for the survey was 20%, which is very good for a survey of this type.

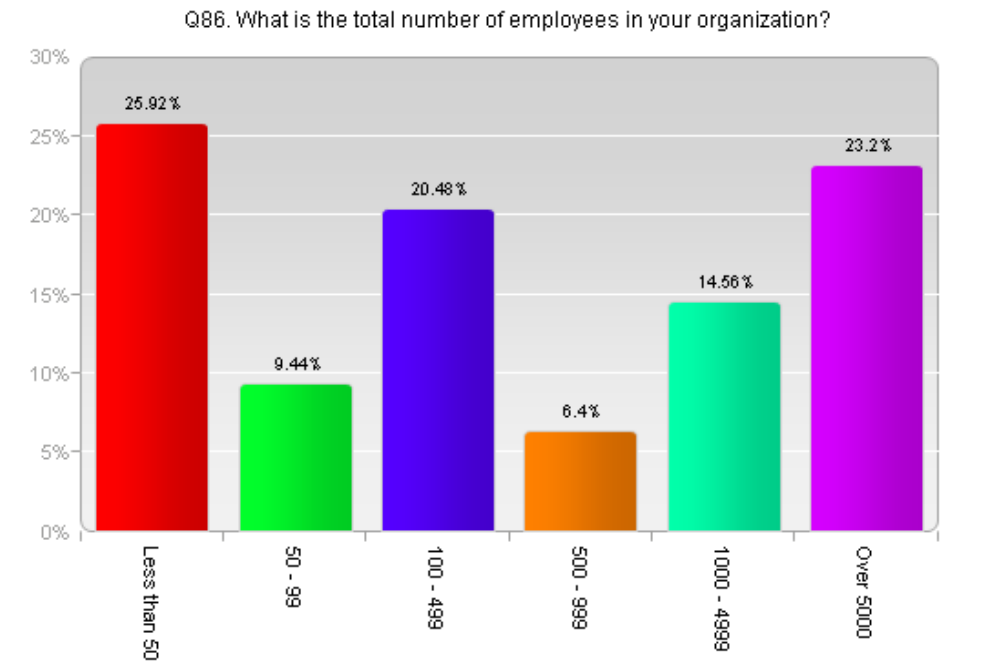
### Responding Employers Profile Who Work Directly With Career Centers

Seventy-five percent (75%) of the 978 employers who responded reported that their organization worked directly with college career centers to recruit college graduates. Fifty-three percent (53%) recruit from Southern California, 60% recruit from Northern California, and 31% recruit from the Central Coast and Central valley locations of the CSU. The distribution by sector is charted below:

Q87. Which sector best represents your organization?



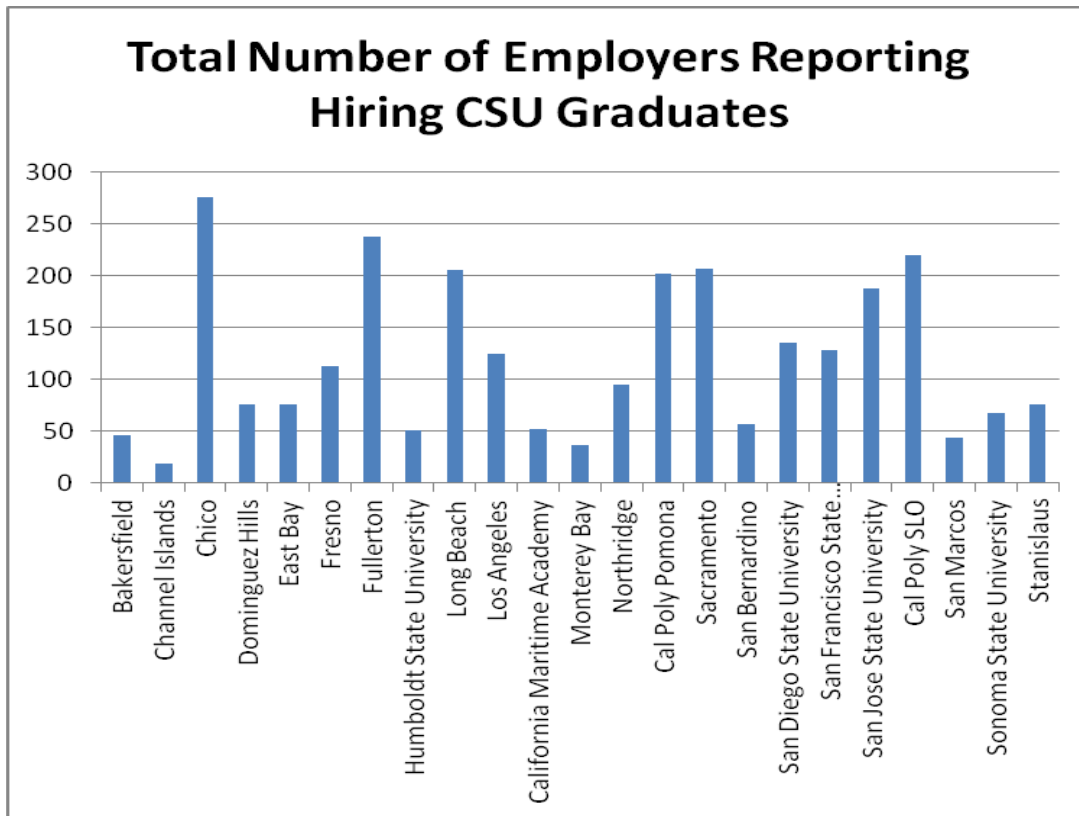
The employers also include a broad distribution of organizations, large, medium and small, when measured by the number of total employees, as illustrated in the following chart:



### Where They Recruit and Hire Graduates

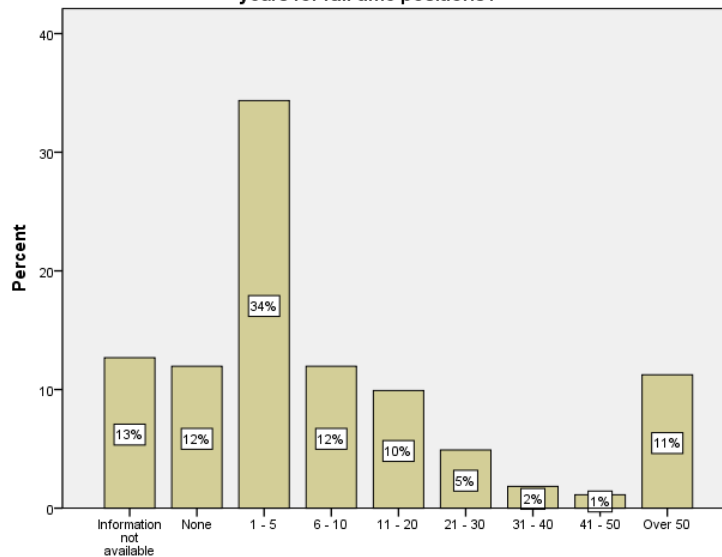
Nine hundred forty two (942) of the contacts responding to the survey reported that they recruited at one or more CSU campus for full-time and/or internship opportunities over the past three years. On average, employers responding to the survey recruited for full-time positions on 3.2 CSU campuses, and recruited for internships on 2.5 CSU campuses.

Six hundred and twelve (612) of the 861 employers who hired recent graduates over the past three years (71%) reported that they had hired students from one or more of the CSU campuses. (Please note that another 233 of the employers who hired recent graduates did not have the information about where the graduates they had hired went to school.) The distribution of these employers (by CSU campus) who reported they had hired CSU graduates is illustrated below:



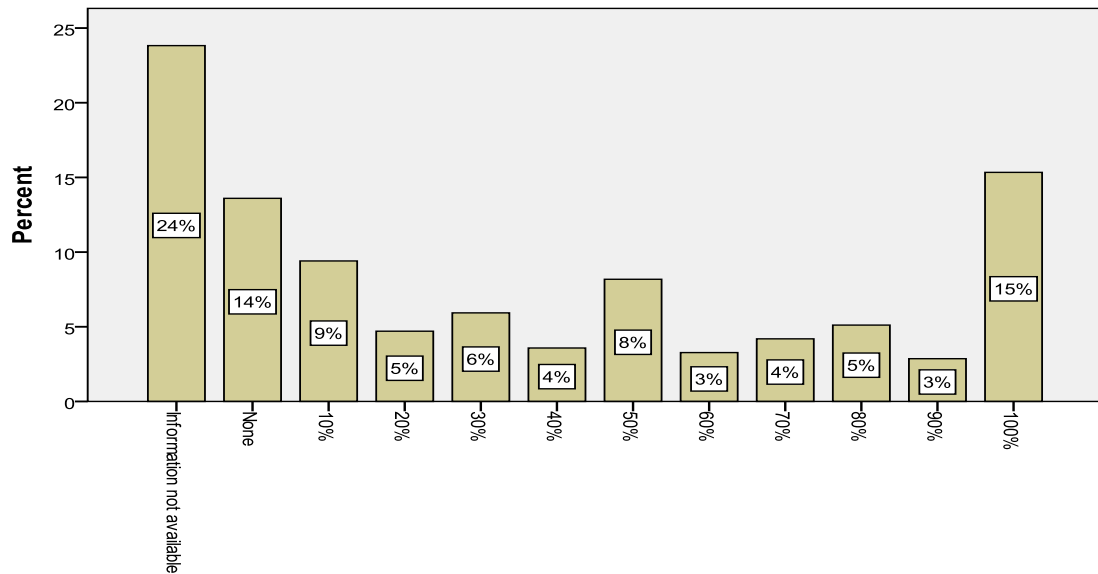
The following chart illustrates the approximate number of college and university graduates within one year of graduation, from all colleges and universities, hired in California over the past three years from all employers participating in the survey:

**Q3. Approximately how many recent (within one year of graduation) college or university graduates has your organization hired in California over the past three years for full-time positions?**



The following chart illustrates the approximate percent of the total college hires that were from CSU campuses compared to all recent graduates hired over the past three years:

**Q4. Approximately what percent of these recent graduates graduated from one of the 23 Cal State University campuses**



**CSU Graduating Student Brand**

Employers indicated how important ten factors are in their hiring decisions. In addition, they rated “the ability of both Cal State University and all college graduates you have hired in the past three years” as in relationship to these same ten factors, allowing a comparison between their ratings of CSU graduates and the larger pool of all college graduates. The results are summarized on the following page.

- Most important hiring factors from an employer perspective are capacity to learn, oral communication, teamwork, flexibility, potential to contribute, written communication and leadership potential.
- All graduates and all CSU graduates both rated at 3.5 (on a 5 point scale) or above on all factors, except global skills which were slightly below 3.5
- CSU graduates rated significantly better than all graduates in four factors: capacity to learn, teamwork, flexibility, and diversity. All graduates rated significantly better than CSU graduates on two factors: written communication and global skills.
- For students, it is useful to know that their “brand” with employers includes both positives they should seek to reinforce in their job search, and negatives they should seek to counteract.
- For CSU campuses, the results reinforce the value of the work we do to prepare graduates, as well as identifying key areas (written communication and global skills) where there continues to be room for improvement.

Hiring and Performance Factor	How important are the following factors in your hiring decisions? (702 Responses from Employers working directly with Career Centers)		How would you rate the ability college graduates you have hired in the past three years in the following areas? (555 Paired Responses from Employers who hired recent graduates over past three years)			Is there a statistically significant difference at .05 level between performance of CSU and all University graduates? (*) = .01 level
	Mean	Importance	CSU Graduates	All Graduates		
Capability to learn what was necessary to be effective in their assignments	4.56	1	3.95	3.90	↑	yes
Oral communication	4.52	2	3.86	3.90		no
Teamwork skills	4.42	3	4.02	3.92	↑	yes (*)
Flexibility to respond to changing work demands	4.37	4	3.92	3.82	↑	yes (*)
Potential to contribute to the success of this organization in the future	4.34	5	3.92	3.90		no
Written communication	4.26	6	3.72	3.81	↓	yes (*)
Leadership potential	4.04	7	3.80	3.85		no
Technical skills	3.89	8	3.90	3.91		no
Representative of the diversity of the emerging workforce	3.59	9	3.83	3.70	↑	yes (*)
Global Skills (e.g., multilingual capability; multicultural knowledge; international experience; international work experience)	2.74	10	3.42	3.48	↓	yes

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Employers were also asked to rate how well CSU and all graduates they had hired in the past three years had performed in their first year on the job. The CSU graduates performance averaged 3.92 on a five point scale, and the pool of all graduates averaged 3.88. This small positive difference in favor of CSU graduates performance was not statistically significant. This employer feedback clearly testifies to the positive overall performance of the graduates hired across the CSU system.

The following recruiter quotations demonstrate the qualities which define CSU graduates:

"They have a strong work ethic, less entitlement and have something to prove. Their desire to succeed is what pushes them everyday to be the best, they want more than they have and want to make their families proud; typically first generation grads. (They are) Extremely grateful for what they have and the opportunities put in front of them."

"Great team players that (are) making a positive contribution to our business."

"The graduates we get from the school of computer science and engineering consistently have outstanding technical skills, very current and relevant. Also of note is their ability to work well in small groups - highly effective. It is not unusual to see the recent grads out-performing our journeyman level employees."

"We find that CSU graduates perform very well in our organization. They are quick learners, adapt well to our team environment and have the potential to become future leaders in our company."

"CSU Graduates tend to be more experienced in the work force with a broader range of work experiences than other campus university students from other schools."

"Bright and eager to learn, but lacking some basic skills. Apparently, they all slept through English 101, as most of them cannot write."

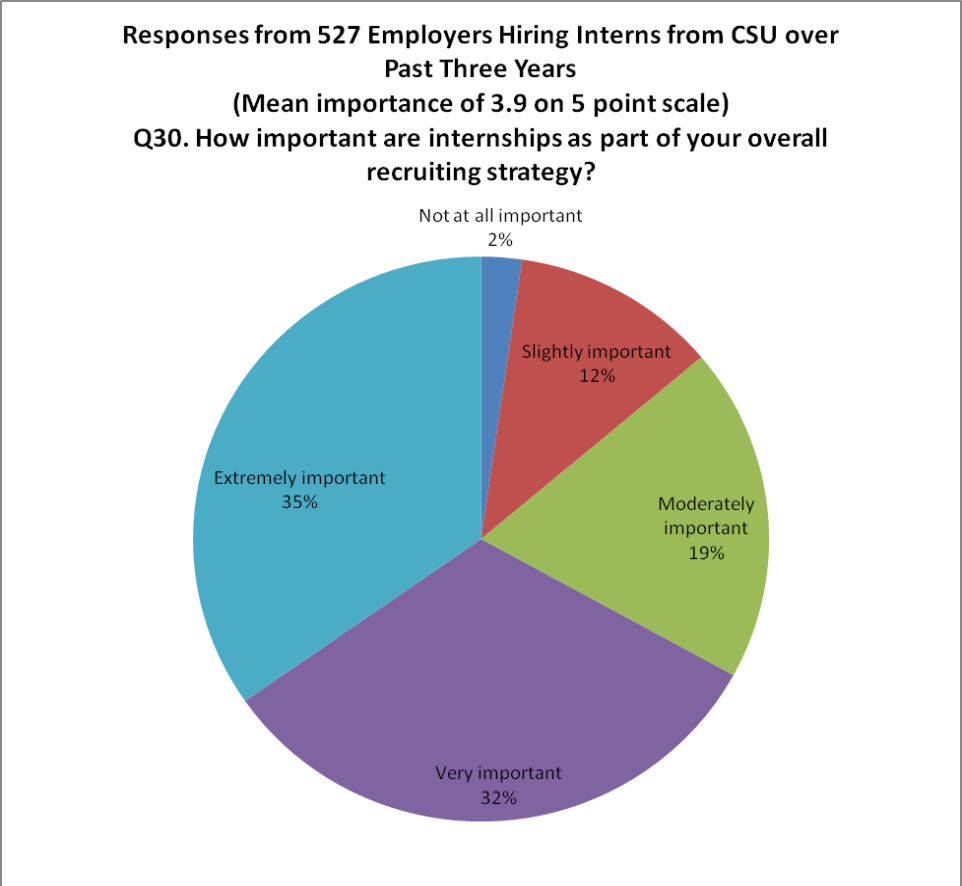
"They perform very well overall; we do struggle a little with the written communication skills."

"The senior project is very important. Some UC grads are good test takers who have high GPA's but cannot make the bridge from what they learned to how to apply it to real world problem. Team work is also important. CSU students display a better skill at working in teams (than) the UC students."

"They have good initiative and take pride in their work-- always giving just a "bit more" to their performance. They also seem to have passion for the work they do-- it's not just a job. They are very resourceful. We're a small non-profit arts organization. Our CSU graduates are much better at adapting to change, modifying plans, finding substitutions, etc."

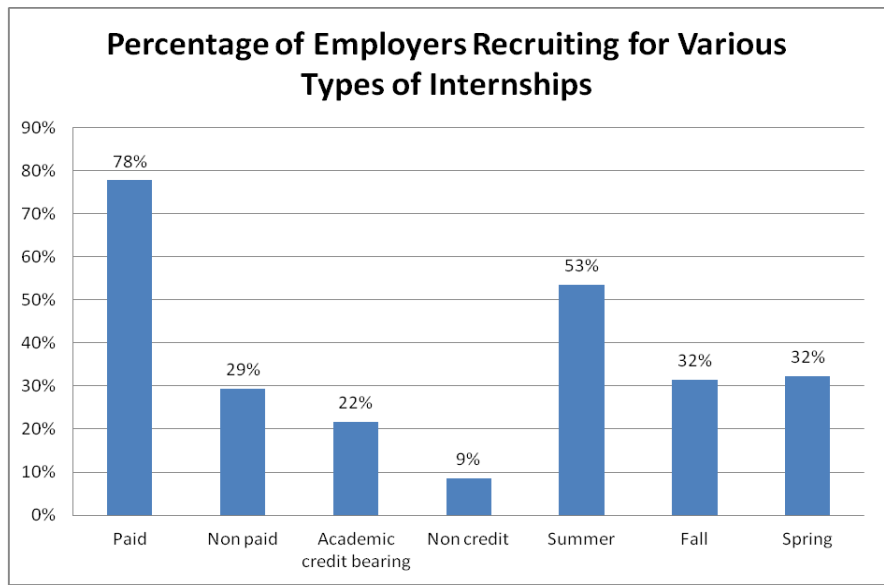
### **Internships**

Internships are increasingly important as strategic aspects of employers overall recruiting strategy. In this survey, 67% of the 552 employers who hired interns from CSU campuses over the past three years agreed that internships are "Extremely Important" or "Very Important" part of their overall recruiting strategy.



#### The types of internships reported by these employers

Employers who hired student interns from CSU campuses over the last three years recruited for many different types of internships, as illustrated below. The most frequent types were paid internships, at 78% and summer internships at 53% of these employers.



## Projected Internship Recruiting in 2011-2012

Employers were also asked at what level internship recruiting will occur in 2011-2012 compared to the previous year. Sixty-five percent (65%) predicted that the recruiting would be about the same, 21 percent predicted more recruiting for internships, and 10 percent reported that it would be less than the prior year. When asked if they needed further assistance from Career Centers, 50% said they had no further needs, while 42% sought further assistance in how to post opportunities to assure greatest visibility with students, 12% sought help with setting a competitive salary, and 5% sought help with legal issues.

## Evaluation of Campus-based Employer Services

Employers who recruit CSU graduates want efficient centralized services that enable them to reach candidates who match their hiring profiles. Seventy-seven percent (77%) of the employers who worked with CSU Career Centers strongly or moderately agreed that the employer services provided to them by CSU career centers had met their expectations. Seventy-eight percent (78%) strongly or moderately agreed that “the employer services provided by the Career Center(s) enabled us to meet students/recent graduates aligned with our recruiting needs.” Seventy percent (70%) strongly or moderately agreed that “Career Center assistance helped us make connections with select faculty, student organizations, and student affairs professionals.” Seventy-nine percent (79%) strongly or moderately agreed that “The future availability of these services is crucial to our recruiting success.”

Employers clearly rely on direct recruiting services such as job postings, internship and job fairs, and campus interviews. They also use the consultation and relationship building services that are critical in building ongoing success in the hiring process.



### **Trends in Global Skills and Social Media**

While Global Skills (defined as multilingual capability; multicultural knowledge; international experience; and international work experience) was rated as the least important hiring factor currently, 58% of the employers who worked with CSU Career Centers strongly or moderately agreed that these skills would become more important over the next five years.

As to Social Media, 60% Strongly or Moderately agreed that it “is currently a very important part of our recruiting strategy,” and 75% strongly or moderately agreed that “its importance as part of our recruiting strategy” will increase in the future.

As campuses educate our students and prepare them for professions it will no doubt be important to continue to build upon their Global Skills and help them take advantage of the professional capacity of social media.

### **Recruiting Dynamics: Selecting and Returning to Campuses for Graduate Recruitment**

As in the 2009 survey, employers responded to an open ended question concerning “What criteria do you use in selecting campuses from which to recruit?” Employer responses reinforced that the complexity of our CSU campuses continues to require consultation to develop and create a custom, campus- specific recruiting plan. The most frequently cited criteria were very similar to the 2009 responses, including:

- Geographic factors including the location of available assignments and the willingness of a given campuses’ graduates to work in a particular location
- Availability of majors which match their recruiting needs
- Previous recruiting success at a particular campus
- Reputation as measured by surveys , rankings, and opinions of managers
- Diversity of student body
- Level of service provided by a campus to meet employer needs
- Past recruiting experience at a school
- Perceived caliber of students and faculty
- Quality of academic programs
- Level of engagement of career center staff with faculty and academic programs

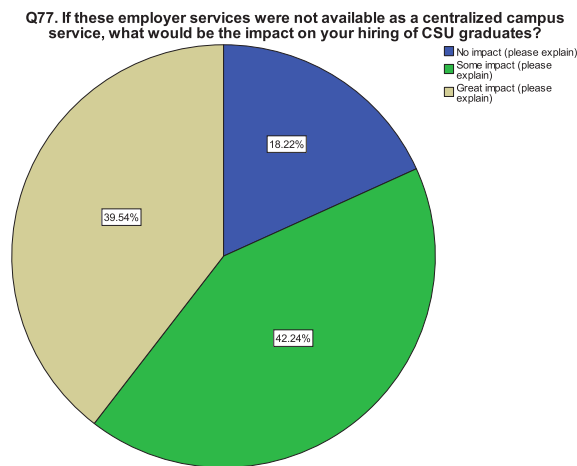
A similar set of factors were embedded in the responses to the question “What factors determine whether your organization continues its recruiting efforts on a university campus?” with the addition of one additional factor: cost. It is clear from the responses that employer recruiting budgets have declined significantly over the past two years, and that recruiters have become more cost sensitive, carefully evaluating the return on their investment in factors such as travel costs, event fees, and sponsorships in decisions related to maintaining a recruiting relationship at a particular campus. Their responses align with their observed behavior on campus, where financial sponsorship is now closely aligned with increased requirements for defined measurable recruiting results.

### Impact of Potential Loss/Reduction of Employer Services on Hiring CSU Graduates

The continued budget reductions across all CSU campuses in the past few years have impacted many campuses ability to deliver the employer services that have traditionally been provided. While most CSU campuses continue to provide some employer services, the projected additional State budget reductions in the next year could further erode capacity to serve employers and students.

As stated above, 75% or 731 of the contacts responding to the survey reported that they work directly with college Career Centers. In fact, all of the contacts surveyed were drawn from employers that used services, including online job listings, on-campus job interviews, and participants in campus career fairs. While the online systems that are widely used to provide employer services are typically provided by Career Centers on CSU campuses, many employers (25%) appear to be unaware of who provides these services. We can only speculate what the impact would be on these employers if these online systems are eliminated given further budget reductions for licensing and operating these services.

Eighty-two percent (82%) of the employers who said they worked directly with Career Centers reported that there would be either a **Great impact** or **Some impact** if the employer services offered by Career Centers were not available as a centralized campus service, as illustrated in the following chart:



Employer feedback reveals three types of impact should employer services be reduced, as illustrated by the following employer statements:

1. **Reduced effectiveness of employer efforts to attract and hire students:**

"We want to hire locally educated employees. Without career services, the information about position availability would get to fewer qualified graduates."

"Would be difficult to have access to students for our summer or career related opportunities. Would have a big impact on having the opportunity to share employment opportunities in order for students to be able to take advantage of our current or future opportunities."

"Without connection with students in virtual and physical environments on campus, we would not be able to meet our hiring goals each year. With business growing, we are constantly searching for new methods of recruitment and hiring but find that contact with campuses is invaluable."

## **Putting Education To Work: 2011 CSU Career Directors Statewide Employer Survey January 19, 2012**

"Most of our jobs are posted on a required federal website. Most college students are not aware of the site. By recruiting on campus, we can direct students the appropriate website to submit their official application."

"We need a dedicated department that can list work opportunities and local employers providing local jobs for students. We like to hire local employees after graduation; this assure after first 2-3 years experience, they will stay, rather than move out of the area to their home town. We invest lots of dollars in training new grads for healthcare positions, we must help them want to stay local."

"We come to campus on regular basis, but still need help to navigate the ins and outs of how to reach students, etc., which the Career Center provides for us."

"We would have no centralized platform for recruiting students - targeting specific major and skill sets would be difficult in a more open public forum such as online recruiters and craigslist."

"They (students) would have less chance at the job posting. When we post to the CSU system, only those students can apply. When we post to the general public, anyone can apply. They will have less chance of getting the interview."

### ***2. Deteriorating relationships with appropriate faculty, academic programs, campus leadership, and the larger community:***

"(It) would be more difficult to connect with the leaders of the student groups and organize employer-hosted events."

"We would not have the broad access to the academic program populated by those students we deem a good fit for our internships."

"Our best avenue for reaching students is to present in classes to students while they are on campus, this comes from building relationship with professors and offering substantial information to students that combines our programs with what students are learning and can take away that will make an impact in their lives. Professors support this when they feel that the students are able to take away relevant information. The career services center assists with facilitating career fairs, internship fairs etc. as well as assists with introductions to professors that would be a mutual fit."

"Especially at large schools it is difficult to connect to the campus when employer services is splintered."

### ***3. Reduction in the number of students hired from CSU campuses and ultimately elimination of Cal State campuses from the targeted list of schools from which to recruit in favor of the private and other public campuses still providing employer services:***

"Too difficult to coordinate with many different departments. Would probably drop school."

"Most likely, current students would not be aware of current job postings and it would eliminate them from the hiring pool. Also, this service puts us into contact with recent graduates and alum who would also probably not be aware of postings otherwise."

"Without the availability of these employer services on campus, there would be a great Negative impact on the hiring of CSU graduates. This is because it is these services that help our organization brand effectively and efficiently. The career service centers are the primary and ultimate source for our recruiting efforts, so without them, it would be difficult to reach the goals we set and are aspiring to achieve."

"If employer services were not available we would cease our recruiting efforts altogether of graduates."

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“Because I travel by plane to get here, I wouldn’t have the access to the students prior to the career fair, so it would require a great deal more work for me and I wouldn’t be able to devote as much time to recruiting here and finding students. It would make me consider staying local to recruit. This would limit access to places where I could interview students and I also look to the career center to help me find the strengths and opportunities of the students that they have already been working with.”

“All universities provide venues (and) CSU would be an anomaly and likely the number of CSU grads receiving offers would decline. While costs are rising CSU should not lose sight that the employment factor for grads is likely the key factor in the value equation for students, parents and employers.”

### Conclusion

From an employer perspective, it is clear that the CSU system continues to produce highly qualified candidates across the state that possess the technical skills, teamwork orientation, work ethic, growth potential, capacity to learn, and diversity that aligns with our mission. Employers agree that we are producing the next generation of highly qualified professionals and leaders to grow the California economy in the future. Our graduates possess distinctive qualities that are widely recognized by employers across the state who participated in this survey. The survey provides powerful evidence to support the return on investment that the taxpayers have made in the CSU. The survey also reinforces the opportunity to improve CSU graduates writing and global skills, to further enhance their competitiveness in the future.

***Concurrently, it is also clear that to continue to reap the reward from this investment, it will be critical for each campus to maintain the services to employers currently available, including efforts to assure that our students are well prepared to effectively engage the career selection and job search process.***

Employer services need to be continually updated, and possibly expanded, given the changes illustrated in the survey in areas such as the rapid growth of internships and the use of social media as recruiting tools, and the predicted increased importance of global skills in the future. While campuses may consider scaling back these services, it is clear that doing so risks harm to their students, graduates, academic programs and their overall reputation. The continued availability of these services to employers is critical if we are to help our current students put their educations to work, and to reassure the public and legislative officials that future investment in the CSU is an important part of the solution, rather than part of the fiscal problem the state faces as we recover from our economic difficulties.

In a competitive marketplace, employers have told us that they will refocus their hiring efforts on students from other private and public universities and colleges if we cease to provide high quality, responsive services to their organizations. Once such a relationship sours, it is exponentially more difficult to reestablish it in the future given how long one remembers a withdrawal of service.

Students would be impacted by not only losing postgraduate professional opportunities, but also paid, summer and academically related internships and part-time jobs that are increasingly important to offset rising tuition and living expenses, as well as to be competitive in the professional employment market. This would also have a serious potential impact on efforts to decrease time to graduation and increase retention rates for students, with a particularly adverse impact on the great number of historically underrepresented and low income students that are a growing focus of our student success efforts.

A deteriorating reputation with employers not only means that our students lose critical opportunities to start their careers, but also impacts the financial and programmatic partnerships that are part of our campus relationships with the employers who hire our students. Ultimately, a significant reduction of employer services will also erode public support for the value of the higher education we offer, and the willingness of public officials to fund us on a high priority basis.

## Putting Education To Work: 2011 CSU Career Directors Statewide Employer Survey January 19, 2012

### APPENDIX: Participating Employer Organizations (Partial List)

Abraham Lockhart Investment Advisory	Bureau of Labor Statistics	Comerica Bank
ACCO	Butte County Assessor's Office	Commerce LLC
Adecco	Butte Environmental Council	CommonWealth Central Credit Union
ADP	byteLaunch	Communications & Power Industries
Aflac	C&D Ilp	Compass Radio of San Diego
Aggressor LLC	CA Dept. of Health Care Services	Comtech Xicom
Agilent Technologies, Inc.	CA State Auditor	Condor Country Consulting, Inc.
Agility, Inc	Calaveras County Behavioral Health	Coneth Solutions
Air Systems inc	Calaveras Unified School District	ConocoPhillips
Alaska Tanker Company	Cali-Fame	County of Lake
Alcon	California Conservation Corps	County of Orange, Office of the Auditor-Controller
Alhambra Unified School District	CA Correctional Health Care Services	County of Santa Clara
Allianz/Fireman's Fund Insurance Co.	California Dental Assoc	Covanta Energy
Altus Group	California First National Bank	Creative Alternatives Inc
Amcort Packaging Distribution	California Natural Products	Crittenton Services for Children & Families
American Cancer Society	California State Lands Commission	Crowe Horwath LLP
American Maritime Officers	California Wolf Center	Crowley Maritime Corporation
Anderson & Associates	Caltrans	CSC
Apothecary Options	Caltronics	Cumulus Media
Applied Aerospace Structures Corp	Calypso Software	Customs & Border Protection
Applied Medical	Canon Business Solutions	Darden
Arcadia Biosciences	Canyon Oaks Country Club	DBS Thrift Connection
ARMY NATIONAL GUARD	Capital Fellows Programs	Dedola Global Logistics
Arriba Education	CardLogix	Del Rio country club
AT&T	Caring Choices	Delano Union School District
Auctiva Corp	Casanova Pendrill	Deloitte & Touche LLP
Austin Commercial	Cascade Orthopedic Supply	Department of Corrections and Rehabilitation
Avery James Inc.	CBS Radio	Department of Homeland Security, FEMA, Region IX
Aviana Global	CBS Television Distribution	Dept. of Health Care Services
AXA Advisors	CED	DIMERCO EXPRESS
BAE Systems Ship Repair	Certified Laboratories	Disability Group, Inc.
Barry-Wehmiller Design Group	Charles Pankow Builders	Discovery Institute
BARTRONICS AMERICA	Chevron Corporation	DMS Inc
BCBG Max Azria Group	ChicoBag Company	DNC Parks and Resorts at Yosemite
BCCWA	Child Development Inc	Doctors Hospital of Manteca
Beach Cities Health District	China Internship Solution Corp.	Doctors Medical Center
Become, Inc	CID-Agostini Insurance	DreamWorks Animation SKG
Bedrock Markets	Cintas Corp.	Dritsas Groom McCormick, LLP
Beeline Group	City of Coronado	Earthbound Farm
BKF Engineers	City of Fullerton	East County Magazine
CA State Board of Equalization	City of Lafayette	El Dorado Hills Community Services District
Bowman & Company	City of Long Beach	Endeavors Technologies
Boys & Girls Club of Santa Ana	City of Los Angeles	Enterprise Holdings
Boys & Girls Clubs of the North Valley	City of Modesto	Equity Office
Bridgestone Retail Operations	City of Monterey	Equity Residential
Broadbent and Associates, Inc.	City of Oakland	Evans
Brutoco	City of San Jose	Exemplis
BSI Financial Services	City of San Ramon	F&M Bank
Bucks4books	City of Torrance	Fairytale Town
Burbank Police Department	Clarity Learning	Farmers Insurance

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FDIC	Kent K. Johnson Consulting Services	New York Life Insurance Company
Federal Bureau of Investigation	Kiewit Infrastructure West Co.	NGA - Maritime Safety Office
Federal Deposit Insurance Corporation	KlickNation	NH SoCal
Federal Highway Administration	Kohl's Dept. Stores	Nippon Shokken U.S.A. Inc.
Federated Insurance	KPMG	Nordstrom
Ferguson, a Wolseley Company	KQED	North Valley Insurance Agency, Inc.
Fidessa	KTLA	Northrop Grumman
Fifth Sun	Kumon Math & Reading	NorthStar Engineering
First Financial Security, Inc.	L-3 Communications	Northwestern Mutual
Fontis Solutions	LADBS, City of Los Angeles	Novasys
Foss Maritime Company	Landacorp	NSWC, Corona Division
Franchise Tax Board	Latino Tax Professionals Association	Oceans Research
Fraser Financial Group, MassMutual	Lautze & Lautze	Office of Mayor Chuck Reed
Friends of Bidwell Park	Lawrence Berkeley National Laboratory	Old Navy
Gaia Interactive	Lewis Group of Companies	OneWire, Inc.
Galileo Learning	Life Technologies	Optimal Outsource
GE Energy	Lincoln Financial Advisors	Optimizing National Education
Gen-9, Inc.	Living Well Assisted Living at Home	Oracle Corporation
Genworth Financial N. CA	Livingston Farmers Association	Oroville YMCA
Girls Inc. of Orange County	LLNL	Osborn Two-Way Immersion Academy
Glenn & Dawson, LLP	M&G DuraVent Inc	Oto Bailey Fukumoto & Mishima
Global Center for Success	Macy's Inc	Oxy Long Beach
Global Results Communications, Inc	Madera Community Hospital	Pacific Islands Club Guam
Golden Gate Networks	Marlabs Inc.	PacMin, Inc.
Goodrich Aerostructures	Marriott International	Parsons
Green Planet Financial	Matson & Isom Technology	Parsons Brinckerhoff
Green Valley Farm Supply	MaximumBit	Pasteniaks Bucheli & Falasco LLP
Hacienda La Puente Unified School District	Mayer Hoffman McCann P.C.	Pathbuilder
Hamilton Sundstrand Pomona	Mazak Corp.	PAYDAY Workforce Solutions
Harder Mechanical	McKesson	PBS SoCal
Hemming Morse, Inc.	MCTSSA	PC Wholesale
Hephatha	MDH, Inc.	PDM, LLP
Hertz Corporation	Medix Staffing Solutions	Peace Corps
Hilti	Merced County Arts Council, Inc	Pearl Harbor Naval Shipyard
Hitachi Consulting	Merced County DCSS	Petrinovich Pugh & Co
Hyatt Hotels Corporation	Merit Medi-Trans	PetSmart, Inc
IBM	Michael A. Pimentel, CPA	PIER 39
Idaho Fish & Game	MidTech Software Solutions	Plantronics
iiicareer (interesse international inc.)	Milhaus Children's Services	PlumasUSD
Inglewood Police Department	Milpitas Unified School District	PMC Sierra
INROADS	Miranda Technologies Inc.	Port of San Francisco
Integrated Solutions	Mission Linen Supply	Port of West Sacramento
Interface Children & Family Services	Modesto Milling, Inc.	Price Pump Company
Internet Brands, Inc.	Monterey Peninsula Unified School District	Primerica
Jack in the Box	Moss Adams LLP	Progressive Insurance
Jacobs Engineering	Mt. Diablo Unified School District	Proofpoint, Inc.
JCPenney	Muckenthaler Cultural Center	Provident Funding
Jobelephant.com	NCRIC	PVI
JusticeCorps	NetworkSound, Inc	Quest Diagnostics
Kensington Investment Counsel	Neudesic	Rain for Rent

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Rape Crisis Intervention & Prevention	South Coast AQMD	United States Marshals Service
RDO Equipment Co.	South Pacific Rehab Services	US Dept of Health and Human Services
Rehrig Pacific	Southland Industries	US Forest Service
Restoration Media	Southern California Edison	US Navy
Results Radio	Southland EDC	US Secret Service
RIMS	Sprinklebit Inc.	USDA Forest Service
Ring2 Communications	Sprint by Wireless Lifestyle	USS-POSCO Industries
River Valley Community Bank	Stanislaus National Forest	Valley Yellow Pages
RJ Ricciardi, Inc.	State Farm	Vaughn Woods Financial Group
RJReynolds	State Street Corporation	Vavrinek, Trine, Day & Co., LLP
Robinson Anderson Print & Fulfillment	Steven A Flores, CPA	Vector
RockStar Recruiters	Stratitute, Inc	Veeva Systems, Inc.
Ross Stores, Inc.	Student Conservation Association (SCA)	Ventana Group
Royal Nutrition	Sully-Miller Contracting co.	Verizon Wireless
Rush Personnel Services Inc.	SunAmerica Retirement Markets	Vitesse Recruiting & Staffing
Rushmore Loan Management Services	SUPERVALU	Volt Workforce Solutions
S.F. Airport Commission	Supervillain Studios	VSP
Sage Behavior Services	SUTD-BOE	VSP Vision Care
Sainte Partners II, L.P.	Sutter County Public Works	Walgreens
San Bernardino County Sup. of Schools	SVMI	Warner Bros. Entertainment Inc.
SAN DIEGO.COM	SysMind, LLC.	Wcities.com
San Diego Asian Film Foundation	TalentMatch	WellPoint
San Mateo County Office of Education	Target	Westar Marine Services
Sanmina-SCI Corp.	Tax & Financial Group	Western Regional Delivery Service
Santa Maria Bonita Schools	Team-Up for Youth	Western Weather Group, Inc.
SARTA's CleanStart	Tehama County Health Services Agency	Whittier Rio Hondo AIDS Project
SAUSD	Teichert	Windchime of Chico
Save Mart Supermarkets	Telecare	Working Wardrobes
SBM	The Behemoth	Wright Ford Young & Co.
SDCRAA	The Home Depot Center, AEG	www.techpointsolutions.com
Seco Tools	The IMS Company	Yahoo!
SEW-Eurodrive	The Mountain Winery	Yoss Allen Jonavic
Shartis	The Seamen's Church Institute-Bay Area	YouTern
Shasta County Dept of Ag	The TJX Companies	Zucchini & Vine
Sheraton Real Estate Mgmt.	The Youth Project	
Sherwin-Williams	THINK Together	
Sherwood Montessori	Thrillcall	
Siemens Energy, Inc	TIC-The Industrial Company	
Sierra Conveyor	Together We Rise	
Sierra Vista Child & Family Services	Torosian and Walter LLP	
Silver Star Financial Group, Inc	Toys'R'Us, Inc.	
Sims Metal Management	Transcend Informatin Inc.	
SMA America, LLC	Triage Consulting Group	
SMUD	Triformix Inc.	
Social Security Administrtaion	Trilogy Financial Services, Inc.	
Soft HQ	Tuolumne County Child Welfare Services	
Sonora UHSD	Tys, Ilp	
Sony Pictures Entertainment	U. S. Peace Corps	
Souplantation & Sweet Tomatoes	U.S. Commercial Service, Sacramento	
South Bay Yellow Cab	U.S. Dept. of State	

### 3.7 - Graduation Survey Results

#### Graduation Survey

The primary purpose of the Graduation Survey is to know what CSUSM students' primary activity will be after graduation. Typically, the survey has been included with diplomas sent out by Enrollment Management Services. For those who graduated in Fall 2013, the survey was included with their diploma. 73 surveys were returned. Due to the low response rate, volunteers from both the Career Center and Institutional Planning and Analysis were able to distribute the surveys at the 2014 Commencement Ceremonies. Of the 1782 participants in commencement, 1029 surveys were completed. The response rate was 55.7%. In total, of the estimated 2,500 plus graduates, 1102 surveys were received. Among the respondents, 91% received their bachelor's degree and 7.5% received their master's degree. Graduates were asked what they anticipated their principal activity would be after graduation. Respondents could select more than one activity. Results are summarized below.

<b>2013-2014 Results Recorded</b>		
	Number	Percentage
<b>Employed</b>	<b>662</b>	<b>60.1%</b>
Full-time, paid position	457	41.5%
Part-time, paid position	205	18.6%
<b>Seeking Employment</b>	<b>317</b>	<b>28.8%</b>
Full-time*	182	57.4%
Part-time	23	7.3%
Decline to State	112	35.3%
<b>Enrolled in graduate or professional school</b>	<b>147</b>	<b>13.3%</b>
<b>Planning on enrolling in grad or professional school</b>	<b>144</b>	<b>13.1%</b>
<b>Serving in a volunteer program</b>	<b>32</b>	<b>2.9%</b>
<b>Serving in the US Military</b>	<b>10</b>	<b>0.9%</b>
<b>Not seeking employment or further education</b>	<b>7</b>	<b>0.6%</b>
<b>Other**</b>	<b>33</b>	<b>3.0%</b>
Total	1102	

\* Those who reported looking for both full-time and part-time were included into the full-time response

\*\* Includes internships, traveling and raising a family

### **Employment Region by Discipline**

Of the 1102 respondents, 662 (60.1%) reported working full- or part-time. 576 of those gave us employer information, including the region. Below is a breakdown of the regions based on academic discipline:

	<b>North SD County</b>	<b>Other SD County</b>	<b>Riverside County</b>	<b>Other So Cal Counties</b>	<b>Elsewhere in CA</b>	<b>Out of State</b>	<b>Other*</b>	<b>TOTAL</b>	
<b>Business</b>	47.9%	40.5%	4.1%	3.3%	1.7%	2.5%	--	121	100.0%
<b>Education</b>	51.4%	22.9%	11.4%	8.6%	--	5.7%	--	35	100.0%
<b>Humanities</b>	53.8%	23.1%	15.4%	2.6%	--	--	7.8%	39	100.0%
<b>Social Sciences</b>	54.5%	26.1%	9.1%	5.1%	1.7%	2.3%	1.8%	176	100.0%
<b>Natural Sciences</b>	46.2%	40.4%	9.6%	3.8%	--	--	--	52	100.0%
<b>Liberal Studies</b>	64.0%	8.0%	20.0%	--	--	8.0%	--	25	100.0%
<b>Nursing</b>	9.5%	76.2%	4.8%	9.6%	--	--	--	21	100.0%
<b>Health Sciences</b>	58.1%	22.9%	10.5%	3.9%	1.0%	--	7.6%	105	100.0%
<b>Decline to State</b>	100.0%	--	--	--	--	--	--	2	100.0%
<b>TOTAL</b>	51.7%	30.4%	9.2%	4.4%	1.0%	1.9%	1.4%		100.0%
	(298)	(175)	(53)	(25)	(6)	(11)	(8)		(576)

\*Other includes the following breakdown: 2 Foreign Country, 1 Military and 5 Decline to State

### **Seeking Employment by Degree**

Of the 1102 respondents, 317 (28.8%) reported that they were seeking either full-time, part-time, or both.

	<b>Prefer full-time</b>	<b>Prefer part-time</b>	<b>Both</b>	<b>Total</b>	
<b>BS or BA</b>	86.0%	11.9%	2.1%	143	100.0%
<b>MS or MA</b>	100.0%	--	--	8	100.0%
<b>Credential</b>	100.0%	--	--	2	100.0%
<b>ICP</b>	80.0%	20.0%	--	5	100.0%
<b>Total</b>	86.7%	11.4%	1.9%		100.0%
	(137)	(18)	(3)		(158)

## Salary by Discipline

Of the 1102 respondents, 662 (60.1%) reported working full- or part-time. 523 reported their salary and a crosstab was run on discipline by salary, controlling for type of work and degree received.

<b>Working full-time</b>						
<u>BS or BA</u>						
	Under \$20,000	\$20,000 - \$35,999	\$36,000 - \$44,999	\$45,000 - \$60,000	More than \$60,000	Total
<i>Business</i>	7.9%	18.4%	28.9%	28.9%	15.8%	100.0%
<i>Humanities</i>	19.0%	28.6%	38.1%	4.8%	9.5%	100.0%
<i>Social Sciences</i>	23.6%	38.2%	17.3%	11.8%	9.1%	100.0%
<i>Natural Sciences</i>	17.6%	26.5%	14.7%	26.5%	14.7%	100.0%
<i>Liberal Studies</i>	25.0%	50.0%	25.0%	--	--	100.0%
<i>Nursing</i>	6.7%	--	13.3%	6.7%	73.3%	100.0%
<i>Health Sciences</i>	22.8%	54.4%	15.8%	5.3%	1.8%	100.0%
<b>Total</b>	18.2%	33.4%	21.0%	14.9%	12.5%	100.0%
	60	110	69	49	41	329
<u>MS or MA</u>						
	Under \$20,000	\$20,000 - \$35,999	\$36,000 - \$44,999	\$45,000 - \$60,000	More than \$60,000	Total
<i>Business</i>	--	--	--	12.5%	87.5%	100.0%
<i>Education</i>	--	7.4%	3.7%	66.7%	22.2%	100.0%
<i>Humanities</i>	--	100.0%	--	--	--	100.0%
<i>Social Sciences</i>	--	33.3%	66.7%	--	--	100.0%
<i>Natural Sciences</i>	--	14.3%	42.9%	14.3%	28.6%	100.0%
<i>Nursing</i>	--	--	--	--	100.0%	100.0%
<b>Total</b>	--	10.2%	12.2%	40.8%	36.7%	100.0%
	--	5	6	20	18	49
<u>Credential</u>						
	Under \$20,000	\$20,000 - \$35,999	\$36,000 - \$44,999	\$45,000 - \$60,000	More than \$60,000	Total
<i>Education</i>	33.3%	--	--	66.7%	--	100.0%
<i>Natural Sciences</i>	0.0%	--	100.0%	--	--	100.0%
<b>Total</b>	25.0%	--	25.0%	50.0%	--	100.0%
	1	--	1	2	--	4

**Working  
part-time**

BS or BA

	Under \$20,000	\$20,000 - \$35,999	\$36,000 - \$44,999	\$45,000 - \$60,000	More than \$60,000	Total
<i>Business</i>	80.0%	20.0%	--	--	--	100.0%
<i>Humanities</i>	66.7%	33.3%	--	--	--	100.0%
<i>Social Sciences</i>	93.8%	6.3%	--	--	--	100.0%
<i>Natural Sciences</i>	57.1%	28.6%	--	14.3%	--	100.0%
<i>Liberal Studies</i>	50.0%	50.0%	--	--	--	100.0%
<i>Nursing</i>	50.0%	--	--	--	50.0%	100.0%
<i>Health Sciences</i>	67.6%	29.4%	2.9%	--	--	100.0%
<b>Total</b>	77.6%	20.1%	.7%	.7%	.7%	100.0%
	104	27	1	1	1	134

MS or MA

	Under \$20,000	\$20,000 - \$35,999	\$36,000 - \$44,999	\$45,000 - \$60,000	More than \$60,000	Total
<i>Business</i>	--	100.0%	--	--	--	100.0%
<i>Humanities</i>	--	100.0%	--	--	--	100.0%
<i>Social Sciences</i>	--	--	100.0%	--	--	100.0%
<i>Natural Sciences</i>	50.0%	50.0%	--	--	--	100.0%
<b>Total</b>	20.0%	60.0%	20.0%			100.0%
	1	3	1			5