CSU Monterey Bay Experience Study 2016 – Academic Affairs Report

Introduction

From March to May 2016, all undergraduate students at California State University, Monterey Bay (CSUMB) were invited to participate in a survey of their college experience. The survey contained 107 questions, which provided information about students' background, demographics, campus service use, and feedback about the CSUMB college experience. Participating students were eligible to be randomly selected in a raffle to receive gift-cards. In total, 3,548 students responded to at least part of the survey, 2,860 students responded to at least half of the questions, and 2,101 students responded to a majority of the questions. These numbers show response rates of 53.4%, 43.2%, and 31.7%, respectively.

Key Takeaways

- A majority of participating students are satisfied (47.79%) or very satisfied (25.31%) with the overall CSUMB experience; however, compared to the importance students placed on CSUMB's overall commitment to students in their decisions to attend (74.6% rated this "important" or "very important"), satisfaction with CSUMB's overall commitment to students is somewhat lower (65.4% were "satisfied" or "very satisfied")
- Over 2/3 (71%) of respondents would choose CSUMB if they had to make their college choice again, 72.6% respondents would recommend CSUMB to prospective students, and 80.9% are very confident they will complete their undergraduate studies at CSUMB
- Satisfaction with CSUMB's academic offerings and reputation generally match the importance respondents place on these factors in their decision to attend—81.9% of respondents said academic programs/majors were important in their decision to attend, and 77.2% are satisfied with the programs/majors since enrolling; 56.6% of respondents said academic reputation was important in their decision to attend, and 64.1% are satisfied with CSUMB's academic reputation since enrolling; 71.5% said class size was important in their decision to attend, and 85.9% are satisfied with class size since enrolling
- Regarding curriculum, 56.7% of respondents are satisfied with the availability of courses in their major, and 59.8% are satisfied with the clarity of requirements in their major. 56.2% of respondents said faculty "often" or "very often" provide students with an opportunity to apply classroom work to life outside the classroom, while 53.3% said faculty often provide an opportunity to interact outside of class, and 48.8% said faculty often provide students with an opportunity to do research with a faculty member, other students, or independently
- Satisfaction with the quality of teaching in lower division classes is somewhat less (46.9%) than in upper division classes (63.2%) and in courses in respondents' major (71.4%); meanwhile, 54.2% of respondents say faculty at CSUMB often provide students with assistance to improve writing; 79.5% say faculty often provide students with challenging coursework, assignments, tests, or exams; 68.9% say faculty often provide students with constructive feedback; and, 77.9% say faculty often provide students with opportunities to engage in critical thinking
- A majority of respondents agreed that exams, assignments, and grading have accurately measured student learning, but less than half (47.9%) agreed that grades provide the best

measure of what students have learned; written assignments and projects were favored above other types of assessment with 76.8% of respondents agreeing that these allow students to demonstrate what they have learned

· A majority of respondents were also satisfied with Academic Advising services, but opportunities may exist in getting faculty more involved in the advising process—50.3% of respondents said faculty often or very often provide students with advice about their academic program

· More respondents were satisfied than dissatisfied with Career Services, internship opportunities, and the Center for Student Success, but the responses on these questions suggest that fewer students are aware of or taking advantage of these services with many students responding that these questions were not applicable or that they were neither satisfied nor dissatisfied with these services

· A majority of respondents (53.7%) who have used the tutoring services at the Collaborative Learning Center (CLC) expressed satisfaction with these services. However nearly a quarter of respondents (23.2%) indicated that the question was "not applicable" and 16.4% responded that they were "neither satisfied nor dissatisfied" with the services, suggesting that many respondents have not used the available tutoring services. While many respondents say they have received tutoring help with math and science, opportunities exist to help students learn how to talk with professors, prepare for graduate school, and learn basic study, time management, goal setting, note taking, collaboration, writing, and research skills

· A majority of respondents are satisfied or very satisfied with library services and resources and with support from technology staff

· Generally, the satisfaction respondents expressed with the diversity of the student body, friendliness of people on campus, and sense of community or belonging on campus match or exceed expectations of what students valued in their initial decision to attend CSUMB

Participant Profile

Characteristics and Representativeness of Participating Students

Characteristics of the survey participants broadly matched those of the CSUMB student body at large. Racial/ethnic groups and students by class level responded to the survey at rates proportionate with the racial/ethnic and class level characteristics of the overall CSUMB undergraduate student population. Females were somewhat over-represented in the survey population with nearly 70% of respondents identifying as female compared to the overall undergraduate population of CSUMB being 62% female.

Number of Participants by Admittance Type:

Admission Basis:	Number of Records
Lower Division Transfer	23
Transitory	84
Upper Division Transfer	1,578
First-Time Freshmen	1,833

Full-time, Part-time Status:

FT / PT Status:	% of Total Number of Records	Number of Records
Part-time	7.6%	270

Full-time	92.39%	3,278

Participants by Gender:

Gender:	Number of Records	Percent of Total
Female	2,480	69.89%
Male	1,068	30.1%

Participants by Race/Ethnicity:

Race/Ethnicity:	Number of Records	Percent of Total
Native American	31	0.87%
Pacific Islander	32	0.90%
Other/Decline to State	192	5.41%
Asian American	220	6.20%
African American	232	6.54%
Two or More	248	6.99%
White	1,183	33.34%
Latino	1,410	39.74%

Participants by College

College:	College Spelled Out	% of Total Number of Records	Number of Records
UGS	Undergraduate Studies	3.61%	128
EDUC	Education	6.09%	216
COB	Business	12.91%	458
HSHS	Health Sciences and Human Services	16.94%	601
COS	Science	27.73%	984
CAHSS	Arts, Humanities, and Social Sciences	32.72%	1,161

Participants by Major

College:	Major:	Major Spelled Out	% of Total Number of Records	Number of Records
CAHSS	PSY	Psychology	13.50%	479
COB	BUS	Business	12.37%	439
COS	BIO	Biology	9.39%	333
HSHS	KIN	Kinesiology	8.65%	307
HSHS	CHHS	Collaborative Health and Human Services	7.67%	272
CAHSS	HCOM	Human Communication	6.85%	243

EDUC	LS	Liberal Studies	6.09%	216
COS	MS (BS)	Marine Science (BS)	5.21%	185
CAHSS	SBS	Social and Behavioral Sciences	4.62%	164
UGS	UNDC	Undeclared	3.61%	128
COS	CSCI	Computer Science	2.85%	101
CAHSS	CINE	Cinematic Arts and Technology	2.34%	83
COS	ENSTU	Environmental Studies	2.34%	83
COS	CSIT	Computer Science and Information Technology	2.17%	77
COS	CD	Communication Design	2.09%	74
COS	ESTP	Environmental Science, Technology and Policy	2.03%	72
CAHSS	GS	Global Studies	1.66%	59
COS	MATH	Mathematics	1.66%	59
CAHSS	VPA	Visual and Public Art	1.58%	56
CAHSS	SPAN	Spanish	0.82%	29
CAHSS	JLC	Japanese Language and Culture	0.62%	22
HSHS	NURS	Nursing	0.62%	22
CAHSS	MUS	Music	0.59%	21
COB	SHM	Sustainable Hospitality Management	0.54%	19
CAHSS	WLC	World Languages and Cultures	0.14%	5

Participants by Class Level

Class Level:	Number of Records	Percent of Total
Senior	1,412	39.80%
Junior	992	27.96%
Sophomore	502	14.15%
Freshman	642	18.09%

Highest Academic Degree or Credential Participants Plan to Attain:

What is the highest academic degree or credential that you plan to attain?	% of Total Number of Records	Number of Records
I do not plan to obtain a degree	0.23%	8
Doctoral degree	17.28%	613
First professional degree	5.10%	181
Master's degree	42.59%	1,511
Teaching Credential	3.97%	141
Bachelor's degree	30.83%	1,094

Participants' Anticipated Profession/Occupations:

Q1. Which best reflects your anticipated profession/occupation?	% of Total Number of Records	Number of Records
Clergy (e.g., minister, priest, rabbi, etc)	0.06%	2
Optometrist	0.11%	4
Homemaker (full-time)	0.11%	4
School principal/superintendent	0.17%	6
Interior decorator/designer	0.20%	7
Farmer/rancher	0.23%	8
Architect/urban planner	0.23%	8
Skilled trades	0.28%	10
Pharmacist	0.31%	11
Military service (career)	0.34%	12
Lab technician/hygienist	0.39%	14
Dietician/home economist	0.42%	15
Musician/performer/composer	0.48%	17
Actor/entertainer	0.51%	18
Foreign service worker/diplomat	0.62%	22
Dentist/orthodontist	0.62%	22
College administrator/staff	0.65%	23
Engineer	0.90%	32
Policymaker/government	1.18%	42
Veterinarian	1.30%	46
College professor	1.38%	49
Lawyer/attorney/judge	1.63%	58
Conservationist/forester	1.63%	58
Law enforcement officer	1.66%	59
Nurse	2.06%	73
Writer/journalist	2.09%	74
Artist	2.54%	90
Accountant	2.54%	90

School counselor	2.87%	102
Clinical psychologist	3.44%	122
Teacher/administrator (secondary)	3.80%	135
Physician/medical doctor	4.65%	165
Computer programmer/systems analyst	4.85%	172
Teacher/administrator (elementary)	5.86%	208
Therapist (physical, occupational, speech)	6.12%	217
Undecided	6.57%	233
Scientific researcher	6.62%	235
Social/welfare/recreation worker	6.93%	246
Business	10.43%	370
Other/Not listed	13.22%	469

Overall Satisfaction with CSUMB

Satisfaction with overall CSUMB experience:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	12	0.4%
Very satisfied	717	25.3%
Satisfied	1,354	47.8%
Neither satisfied nor dissatisfied	498	17.6%
Dissatisfied	161	5.7%
Very dissatisfied	91	3.2%

Importance of CSUMB's overall commitment to students in decision to attend:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	98	2.8%
Very important	1,548	43.6%
Important	1,092	30.8%
Neutral	569	16.0%
Somewhat important	120	3.4%
Not important at all	121	3.4%

Satisfaction with CSUMB's overall commitment to students since enrolling

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	21	0.6%

Very satisfied	858	26.1%
Satisfied	1,298	39.4%
Neither satisfied nor dissatisfied	632	19.2%
Dissatisfied	323	9.8%
Very dissatisfied	160	4.9%

Would respondent choose to attend CSUMB if making college choice over again?

Response	Number of Records	% of Total Number of Records
Definitely yes	881	33.6%
Probably yes	991	37.8%
I don't know	257	9.8%
Probably no	327	12.5%
Definitely no	163	6.2%

How confident are respondents that they will complete their undergraduate studies at CSUMB?

Response	Number of Records	% of Total Number of Records
Very confident	2,128	80.7%
Somewhat confident	424	16.1%
Not confident at all	85	3.2%

Would respondent recommend CSUMB to prospective students?

Response	Number of Records	% of Total Number of Records
Yes	1,904	72.7%
Not sure	528	20.2%
No	187	7.1%

Academic Offerings and Reputation

Importance of academic programs/majors in initial decision to attend CSUMB:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	44	1.2%
Very important	1,869	52.7%
Important	1,034	29.1%
Neutral	401	11.3%
Somewhat important	130	3.7%
Not important at all	70	2.0%

Satisfaction with academic programs/majors since enrolling at CSUMB:

Response	Number of Records	% of Total Number of Records

Not applicable/No basis to judge	11	0.3%
Very satisfied	1,092	33.2%
Satisfied	1,445	43.9%
Neither satisfied nor dissatisfied	410	12.5%
Dissatisfied	240	7.3%
Very dissatisfied	94	2.9%

Importance of academic reputation in initial decision to attend CSUMB:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	98	2.8%
Very important	933	26.3%
Important	1,069	30.1%
Neutral	1,023	28.8%
Somewhat important	240	6.8%
Not important at all	185	5.2%

Satisfaction with academic reputation since enrolling at CSUMB:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	44	1.3%
Very satisfied	684	20.8%
Satisfied	1,425	43.3%
Neither satisfied nor dissatisfied	813	24.7%
Dissatisfied	244	7.4%
Very dissatisfied	82	2.5%

Importance of class size in initial decision to attend CSUMB:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	70	2.0%
Very important	1,369	38.6%
Important	1,154	32.5%
Neutral	539	15.2%
Somewhat important	226	6.4%
Not important at all	190	5.4%

Satisfaction with class size since enrolling at CSUMB:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	28	0.9%
Very satisfied	1,450	44.0%

Satisfied	1,376	41.8%
Neither satisfied nor dissatisfied	338	10.3%
Dissatisfied	69	2.1%
Very dissatisfied	31	0.9%

Curriculum

Satisfaction with availability of courses in your major since enrolling at CSUMB:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	28	0.9%
Very satisfied	580	19.2%
Satisfied	1,135	37.6%
Neither satisfied nor dissatisfied	480	15.9%
Dissatisfied	584	19.3%
Very dissatisfied	215	7.1%

Satisfaction with clarity of requirements in the major (including number of credit hours) since enrolling at CSUMB:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	31	1.0%
Very satisfied	625	20.7%
Satisfied	1,179	39.0%
Neither satisfied nor dissatisfied	598	19.8%
Dissatisfied	412	13.6%
Very dissatisfied	177	5.9%

Frequency with which professors at CSUMB provide students with an opportunity to apply classroom work to life outside the classroom:

Response	Number of Records	% of Total Number of Records
Very often	628	23.6%
Often	896	33.6%
Occasionally	902	33.9%
Never	238	8.9%

Frequency with which professors at CSUMB provide students with an opportunity to interact with faculty outside of class:

Response	Number of Records	% of Total Number of Records
Very often	603	22.7%
Often	848	32.0%
Occasionally	905	34.1%

Never	296	11.2%

Frequency with which professors at CSUMB provide students with an opportunity to do research with a faculty member, other students, or independently:

Response	Number of Records	% of Total Number of Records
Very often	542	21.2%
Often	782	30.6%
Occasionally	769	30.1%
Never	463	18.1%

Pedagogy

Satisfaction with quality of teaching lower division courses (e.g., general education) since enrolling at CSUMB:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	599	19.8%
Very satisfied	450	14.9%
Satisfied	972	32.2%
Neither satisfied nor dissatisfied	608	20.1%
Dissatisfied	284	9.4%
Very dissatisfied	109	3.6%

Satisfaction with quality of teaching in upper division courses (e.g., majors, minors, and concentrations) since enrolling at CSUMB:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	401	13.3%
Very satisfied	790	26.1%
Satisfied	1,123	37.2%
Neither satisfied nor dissatisfied	490	16.2%
Dissatisfied	145	4.8%
Very dissatisfied	73	2.4%

Satisfaction with quality of teaching in courses in your major since enrolling at CSUMB:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	120	4.0%
Very satisfied	962	31.8%
Satisfied	1,194	39.5%
Neither satisfied nor dissatisfied	458	15.2%
Dissatisfied	208	6.9%

Very dissatisfied	80	2.6%

Frequency with which professors at CSUMB provide students with assistance to improve writing:

Response	Number of Records	% of Total Number of Records
Very often	605	23.5%
Often	865	33.6%
Occasionally	805	31.3%
Never	298	11.6%

Frequency with which professors at CSUMB provide students with challenging coursework, assignments, tests, or exams:

Response	Number of Records	% of Total Number of Records
Very often	923	34.4%
Often	1,225	45.6%
Occasionally	476	17.7%
Never	62	2.3%

Frequency with which professors at CSUMB provide students with constructive feedback about academic work:

Response	Number of Records	% of Total Number of Records
Very often	767	28.5%
Often	1,101	40.9%
Occasionally	709	26.3%
Never	115	4.3%

Frequency with which professors at CSUMB provide students with opportunity to engage in critical thinking:

Response	Number of Records	% of Total Number of Records
Very often	1,021	38.1%
Often	1,091	40.7%
Occasionally	491	18.3%
Never	78	2.9%

Assessment

In courses at CSUMB exams or assessments have accurately measured what students have learned:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	14	0.5%

Strongly agree	444	16.4%
Agree	1,375	50.8%
Neither agree nor disagree	467	17.2%
Disagree	299	11.0%
Strongly disagree	109	4.0%

In courses at CSUMB grades have reflected the degree to which students have achieved the course learning objectives:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	15	0.6%
Strongly agree	495	18.3%
Agree	1,279	47.2%
Neither agree nor disagree	514	19.0%
Disagree	306	11.3%
Strongly disagree	99	3.7%

In courses at CSUMB grades have provided the best measure of what students have learned:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	13	0.5%
Strongly agree	362	13.4%
Agree	939	34.7%
Neither agree nor disagree	675	24.9%
Disagree	523	19.3%
Strongly disagree	196	7.2%

In courses at CSUMB faculty have done a good job of assessing what students have learned:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	14	0.5%
Strongly agree	469	17.3%
Agree	1,230	45.4%
Neither agree nor disagree	659	24.3%
Disagree	257	9.5%
Strongly disagree	79	2.9%

In courses at CSUMB faculty have used assessments to provide feedback on students' learning progress:

Response	Number of Records	% of Total Number of Records

Not applicable/No basis to judge	39	1.4%
Strongly agree	516	19.1%
Agree	1,231	45.5%
Neither agree nor disagree	569	21.0%
Disagree	273	10.1%
Strongly disagree	80	3.0%

In courses at CSUMB faculty have consistently assessed students' learning:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	31	1.1%
Strongly agree	483	17.8%
Agree	1,211	44.7%
Neither agree nor disagree	623	23.0%
Disagree	279	10.3%
Strongly disagree	81	3.0%

In courses at CSUMB written exams and assessments have allowed students to express what they have learned:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	34	1.3%
Strongly agree	487	18.0%
Agree	1,274	47.0%
Neither agree nor disagree	544	20.1%
Disagree	272	10.0%
Strongly disagree	97	3.6%

In courses at CSUMB multiple-choice or fill-in-the-blank type exams and assessments have allowed students to demonstrate what they have learned:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	95	3.5%
Strongly agree	489	18.1%
Agree	1,170	43.2%
Neither agree nor disagree	577	21.3%
Disagree	229	8.5%
Strongly disagree	148	5.5%

In courses at CSUMB written assignments or projects have allowed students to demonstrate what they have learned:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	20	0.7%
Strongly agree	712	26.3%
Agree	1,373	50.7%
Neither agree nor disagree	411	15.2%
Disagree	131	4.8%
Strongly disagree	61	2.3%

In courses at CSUMB students have had ample opportunity to demonstrate what they have learned:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	14	0.5%
Strongly agree	565	20.9%
Agree	1,301	48.0%
Neither agree nor disagree	621	22.9%
Disagree	143	5.3%
Strongly disagree	64	2.4%

In courses at CSUMB faculty have explained how learning experiences relate to course, major, or institutional learning outcomes:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	30	1.1%
Strongly agree	675	24.9%
Agree	1,232	45.5%
Neither agree nor disagree	489	18.1%
Disagree	206	7.6%
Strongly disagree	76	2.8%

Advising

Satisfaction with Academic Advising Services:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	38	1.3%
Very satisfied	875	29.0%
Satisfied	1,024	33.9%
Neither satisfied nor dissatisfied	458	15.2%
Dissatisfied	366	12.1%

Very dissatisfied	261	8.6%

My academic advisor effectively taught me how to use my academic requirement page to track my progress toward my degree:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	106	4.5%
Strongly agree	777	32.7%
Agree	765	32.2%
Neither agree nor disagree	317	13.3%
Disagree	261	11.0%
Strongly disagree	149	6.3%

My academic advisor effectively assisted me in coping with academic problems or referred me to the appropriate department(s):

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	245	10.3%
Strongly agree	695	29.3%
Agree	705	29.7%
Neither agree nor disagree	366	15.4%
Disagree	227	9.6%
Strongly disagree	137	5.8%

My academic advisor effectively taught me how to use the catalog to identify required courses in my major:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	143	6.0%
Strongly agree	716	30.1%
Agree	825	34.7%
Neither agree nor disagree	319	13.4%
Disagree	229	9.6%
Strongly disagree	143	6.0%

My academic advisor effectively provided me with accurate information regarding academic requirements:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	71	3.0%
Strongly agree	868	36.5%
Agree	871	36.7%

Neither agree nor disagree	276	11.6%
Disagree	164	6.9%
Strongly disagree	125	5.3%

My academic advisor effectively prepared a two or four-year academic plan for me:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	113	4.8%
Strongly agree	1,038	43.7%
Agree	802	33.8%
Neither agree nor disagree	201	8.5%
Disagree	128	5.4%
Strongly disagree	93	3.9%

Frequency with which professors at CSUMB provide students with advice about their academic program:

Response	Number of Records	% of Total Number of Records
Not applicable	47	1.7%
Very often	603	22.3%
Often	759	28.0%
Occasionally	1,011	37.3%
Never	288	10.6%

Frequency with which professors at CSUMB provide students with assistance to achieve any of their goals:

Response	Number of Records	% of Total Number of Records
Not applicable	57	2.1%
Very often	657	24.3%
Often	959	35.44%
Occasionally	777	28.7%
Never	258	9.5%

Frequency with which professors at CSUMB provide students with encouragement to pursue graduate or professional studies:

Response	Number of Records	% of Total Number of Records
Not applicable	97	3.6%
Very often	710	26.2%
Often	815	30.1%
Occasionally	688	25.4%
Never	398	14.7%

Respondents considering changing their major:

Response	Number of Records	% of Total Number of Records
Not applicable	43	1.2%
I have not yet declared a major	25	0.7%
Definitely	89	2.5%
Probably	88	2.5%
Maybe	324	9.1%
No	2,979	84.0%

Family support of respondent's full-time commitment to undergraduate studies:

Response	Number of Records	% of Total Number of Records
Very supportive	2,176	82.5%
Somewhat supportive	376	14.3%
Not supportive at all	85	3.2%

Hours per week spent on commitments/obligations outside respondent's college education (e.g., employment not related to respondent's studies, family responsibilities, etc.):

Response	Number of Records	% of Total Number of Records
More than 40	312	11.8%
30-40	370	14.0%
20-30	636	24.1%
10-20	668	25.3%
1-10	552	20.9%
0	99	3.8%

Where respondents plan to complete their higher education studies if elsewhere:

Response	Number of Records	% of Total Number of Records
Other	80	16.0%
I do not plan to continue my higher education studies	72	14.4%
Another 4-year college within the CSU System	207	41.3%
Another 4-year college outside the CSU System	108	21.6%
A 2-year Community College	34	6.8%

Career Services and Center for Student Success

Satisfaction with Career Services:

Response	Number of Records	% of Total Number of Records

Not applicable/No basis to judge	462	15.3%
Very satisfied	379	12.5%
Satisfied	990	32.8%
Neither satisfied nor dissatisfied	961	31.8%
Dissatisfied	166	5.5%
Very dissatisfied	64	2.1%

Satisfaction with internship opportunities:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	404	13.4%
Very satisfied	484	16.0%
Satisfied	820	27.1%
Neither satisfied nor dissatisfied	867	28.7%
Dissatisfied	310	10.3%
Very dissatisfied	137	4.5%

Satisfaction with the Center for Student Success (CSS) Services:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	871	30.7%
Very satisfied	493	17.4%
Satisfied	778	27.5%
Neither satisfied nor dissatisfied	586	20.7%
Dissatisfied	67	2.4%
Very dissatisfied	38	1.3%

Collaborative Learning Center

Satisfaction with tutoring services at the Collaborative Learning Center (Formerly ASAP):

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	666	23.5%
Very satisfied	641	22.6%
Satisfied	879	31.0%
Neither satisfied nor dissatisfied	461	16.3%
Dissatisfied	124	4.4%
Very dissatisfied	62	2.2%

Areas respondents feel they need the most help and those in which they have received tutoring:

Question	% of Total Number of Records	Number of Records
Other (Have received tutoring)	0.22%	28
Other (Need help)	1.00%	127
Language courses (Have received tutoring)	1.80%	228
Language courses (Need help)	2.33%	295
Research and Academic Writing (Have received tutoring)	2.20%	279
Research and Academic Writing (Need help)	5.86%	742
Grammar/Editing (Have received tutoring)	2.78%	352
Grammar/Editing (Need help)	4.59%	581
English as Second Language resources (Have received tutoring)	0.57%	72
English as Second Language resources (Need help)	1.08%	137
Science (Have received tutoring)	3.65%	462
Science (Need help)	2.62%	332
Math (Have received tutoring)	6.36%	805
Math (Need help)	4.97%	629
Identifying Resources (Have received tutoring)	1.06%	134
Identifying Resources (Need help)	4.05%	512
Writing Assignments/Projects (Have received tutoring)	3.03%	383
Writing Assignments/Projects (Need help)	4.32%	547
Technology (Have received tutoring)	1.27%	161
Technology (Need help)	3.31%	419
Collaborating with others (Have received tutoring)	1.26%	159
Collaborating with others (Need help)	3.82%	483
Note Taking (Have received tutoring)	1.59%	201
Note Taking (Need help)	3.23%	409
Goal Setting (Have received tutoring)	2.02%	255
Goal Setting (Need help)	4.19%	530

Study Skills (Have received tutoring)	2.55%	323
Study Skills (Need help)	6.94%	878
Graduate school prep (Have received tutoring)	0.97%	123
Graduate school prep (Need help)	8.16%	1,032
Talking to my professor (Have received tutoring)	3.09%	391
Talking to my professor (Need help)	5.1%	645

Library and Technology Resources

Satisfaction with library resources (e.g., availability of books, journals, reference materials):

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	124	4.1%
Very satisfied	997	33.0%
Satisfied	1,346	44.5%
Neither satisfied nor dissatisfied	427	14.1%
Dissatisfied	95	3.1%
Very dissatisfied	33	1.1%

Satisfaction with library hours:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	45	1.5%
Very satisfied	1,046	34.6%
Satisfied	1,318	43.6%
Neither satisfied nor dissatisfied	287	9.5%
Dissatisfied	251	8.3%
Very dissatisfied	75	2.5%

Satisfaction with library services (e.g., borrowing/returning materials, support/assistance from staff):

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	205	6.8%
Very satisfied	979	32.4%
Satisfied	1,326	43.9%
Neither satisfied nor dissatisfied	419	13.9%

Dissatisfied	68	2.3%
Very dissatisfied	25	0.8%

Satisfaction with support or helpfulness from technology staff (e.g., assistance, services):

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	594	20.97%
Very satisfied	547	19.31%
Satisfied	975	34.42%
Neither satisfied nor dissatisfied	581	20.51%
Dissatisfied	95	3.35%
Very dissatisfied	41	1.45%

Campus Community

Importance of diversity of student body in initial decision to attend CSUMB:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	120	3.4%
Very important	899	25.3%
Important	913	25.7%
Neutral	931	26.2%
Somewhat important	270	7.6%
Not important at all	415	11.7%

Satisfaction with diversity of student body since enrolling at CSUMB:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	133	4.0%
Very satisfied	839	25.5%
Satisfied	1,291	39.2%
Neither satisfied nor dissatisfied	813	24.7%
Dissatisfied	134	4.1%
Very dissatisfied	82	2.5%

Importance of friendliness of people on campus in initial decision to attend CSUMB:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	97	2.7%
Very important	1,241	35.0%
Important	1,190	33.5%
Neutral	688	19.4%
Somewhat important	159	4.5%

Not important at all	173	4.9%

Satisfaction with friendliness of people on campus since enrolling at CSUMB:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	46	1.4%
Very satisfied	957	29.1%
Satisfied	1,492	45.3%
Neither satisfied nor dissatisfied	586	17.8%
Dissatisfied	138	4.2%
Very dissatisfied	73	2.2%

Importance of sense of community or belonging on campus in initial decision to attend CSUMB:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	149	4.2%
Very important	1,010	28.5%
Important	1,037	29.2%
Neutral	827	23.3%
Somewhat important	252	7.1%
Not important at all	273	7.7%

Satisfaction with sense of community or belonging on campus since enrolling at CSUMB:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	135	4.1%
Very satisfied	665	20.2%
Satisfied	1,185	36.0%
Neither satisfied nor dissatisfied	901	27.4%
Dissatisfied	257	7.8%
Very dissatisfied	149	4.5%

Satisfaction with tolerance of different viewpoints at CSUMB:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	113	4.0%
Very satisfied	793	28.0%
Satisfied	1,197	42.3%
Neither satisfied nor dissatisfied	483	17.0%
Dissatisfied	164	5.8%
Very dissatisfied	83	2.9%

Satisfaction with support or helpfulness from fellow students at CSUMB:

Response	Number of Records	% of Total Number of Records
Not applicable/No basis to judge	78	2.8%
Very satisfied	727	25.7%
Satisfied	1,356	47.9%
Neither satisfied nor dissatisfied	546	19.3%
Dissatisfied	90	3.2%
Very dissatisfied	36	1.3%