



**HUMBOLDT STATE UNIVERSITY**  
Office of Institutional Research and Planning

# Campus Quality Survey Preliminary Analysis Spring 2012



**Office of Institutional Research and Planning**

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## Introduction

The Campus Quality Survey (CQS), deployed in Spring 2012, had previously been administered by the CSU as a system-wide survey known as the Student Needs and Perception Survey (SNAPS). The renaming of the survey reflects the desire to collect data on student's experiences across the campus and surrounding community. Questions were solicited from all areas of campus to provide a more comprehensive view of the student experience.

The survey was given to the entire HSU student population between February 21<sup>st</sup> and March 9<sup>th</sup>, and after three weeks of deployment, 2,293 students, or 31% of the population responded. The respondents match the population of students within two percentage points for almost all demographic variables other than gender. Females were over represented in the responses. The survey results will help the campus analyze and assess services, academics and campus climate for students, allowing improvement to take place in areas identified. The following is a preliminary analysis of the students' responses. The survey instrument and complete results are available on the Institutional Research and Planning website at [www.humboldt.edu/irp/CQS.html](http://www.humboldt.edu/irp/CQS.html).

## Method

All students enrolled ( $n=7,517$ ) at census of Spring 2012 were surveyed. Eighty-two percent of students who began the survey ( $n=2,293$ ) actually finished the survey ( $n=1,890$ ), with an overall 31% response rate.

### Participants' Characteristics

#### Gender-

The sample was 61% female compared to the population which was only 53.4% female. This 7.7% over sampling of the female population was not unexpected given that female students have shown a trend for higher school engagement than male students.

#### Underrepresented Minority (URM) Students-

The sample was 26.6% URM students which closely matched the population at 28% URM students.

#### Class Standing-

The sample was comprised of 16% Freshmen, 13% Sophomores, 26% Juniors, 37% Seniors, and 8% Post Baccalaureate students which was similar to the composition of the population.

#### Colleges-

The sample included a representative sample from each of the three colleges: Natural Resources & Science (42%), Arts, Humanities & Social Science (27%), and Professional Studies (27%).

#### First generation college students-

The sample was comprised of 43.9% first generation students, which was close to the actual population (45%).

#### Pell grant recipient-

The sample was comprised of 42% Pell Grant recipients which matched the actual population.

## Choosing HSU

Respondents were asked to rank the importance various factors had on their decision to attend HSU. Ranked the highest in terms of important or somewhat important was the availability of a major-which garnered a 91% response rate. The primary majors identified were the Biological Sciences at 12%, Wildlife at 7% and Environmental Science and Management, Engineering, and Psychology at 6% each. This is critical to recruitment because high quality majors offered at HSU are an important draw for students.

Next most important was a 90% response rate on geographic setting of the campus or surrounding city. This is important because only 8% of our enrolled students are from our local service area. As more than 40% of our students come from Southern California, this is both a benefit and a challenge, as HSU is the northern most CSU campus.

Eighty-eight percent of respondents said they attended HSU because they were admitted, which is similar to the second question of the survey, in which 78% of respondents said that HSU was their first choice (or only choice).

Interestingly, 85% of respondents said that “Costs were affordable for me/and or my family”. Of those respondents, 37% were low income. Yet, students say they primarily leave HSU because they cannot afford to continue their education. This may be due to several tuition and fee increases over the past few years, as well as declining aid and jobs available. There were several questions about financial issues later in the survey which will provide a more detailed understanding of students’ financial situations.

**Please rate the IMPORTANCE that the following factors had in influencing your decision to attend HSU:**

Factor	Important/Some what Important	Not Important At All	Not Applicable
Availability of major	91%	7%	2%
Geographic setting of the campus or surrounding city	90%	8%	2%
Costs were affordable for me and/or my family	88%	7%	5%
I was admitted	88%	10%	2%
Small Campus Size	83%	14%	3%

## Was HSU your first choice?

Fifty percent ( $n=1,146$ ) of the respondents to the survey began their career at HSU as first-time undergraduate students. These students traditionally apply to several four-year universities. They may be concerned that they will not get into their first choice or they haven't decided where they want to go by the time applications are due. This is true even for those students who know where they want to go. Overall, 73% of these respondents said that HSU was either their first or only choice ( $n=838$ ). About 12% said that they were admitted to another CSU ( $n=136$ ) and about 15% said they were admitted to a UC, private university, or out of state institution ( $n=172$ ).

The table below shows the top 10 (out of 37) incoming departments where the majority of those students said that HSU was their first or only choice.

### Top 10 (where $n > 20$ ) incoming departments where HSU was first or only choice

Department	n	HSU First or Only Choice
Environmental Science & Management	75	84%
Forestry & Wildland Resources	31	84%
Wildlife	67	82%
Theatre Arts	21	81%
Engineering	49	80%
Journalism & Mass Communication	23	78%
All University (Undeclared)	167	73%
Biology	205	72%
Art	42	71%
Psychology	75	71%

The next table reflects the top four (out of 37) departments where the majority of those first-time undergraduate students said they chose to come to HSU despite having been accepted at another four-year university.

### Top 4 (where $n > 20$ ) departments where students were accepted elsewhere

Department	n	Accepted Elsewhere
History	25	32%
Business	37	32%
English	38	34%
Kinesiology	47	47%

## Academics

### Academic Factors

We asked respondents multiple questions about their academic experience at HSU. We wanted to know what academic factors helped them in their educational success and what factors were hindrances. Students were asked to rate factors related to learning and instructional experiences at HSU. Overwhelmingly, 86.7% of the respondents felt that the quality of instruction was excellent or good. Below are the factors with the highest percentage answers of excellent or good.

**Please rate the following factors related to the learning environment at HSU and your instructional experiences thus far.**

Factors	Excellent/ Good	Fair	Poor/ Very Poor
Quality of instruction (such as: faculty ability to communicate subject matter; faculty preparation for class and faculty enthusiasm for teaching)	87%	11%	2%
Opportunities to meet with faculty outside of the classroom	85%	13%	2%
Courses that challenge me	83%	13%	4%
Courses that stimulate intellectual/interpersonal growth	81%	16%	3%

### Lack of Availability of Required Courses

There were 526 (24%) respondents that said the availability of courses was poor or very poor. Forty-five percent of these respondents were seniors, versus 23% of juniors, 13% of sophomores and 12% of freshmen. Additionally, of those that said that the convenience of course schedules was poor or very poor, 50% were seniors, 24% were juniors, 12% were sophomores and 9% were freshmen.

Factors	Excellent/ Good	Fair	Poor/ Very Poor
Convenience of class scheduling	45%	32%	23%
Availability of required courses	44%	32%	24%

Eighteen percent of seniors weren't able to get required courses in the biological sciences, 8% in Environmental Science and Management and 7% in Wildlife.

### Lack of Availability of Required Courses for Seniors

Department	n	Percent
Biological Sciences	26	18%
Environmental Science and Management	12	8%
Wildlife	10	7%

The following questions asked students how often they engaged in specific academic activities and the degree of difficulty of those activities.

During the past year, please indicate how often you engaged in the following activities.				
Activity	Frequently	Occasionally	Rarely	Never
Locating and retrieving information	67%	27%	5%	1%
Organizing and using the information	65%	30%	4%	1%
Evaluating the accuracy and validity of the information	49%	37%	11%	3%
Writing a term paper	43%	37%	14%	6%
Formulating a topic or a research question	34%	45%	14%	7%
Preparing and delivering an oral presentation	30%	41%	21%	8%

During the past year, please rate the difficulty of the following activities.				
Activity	Very Difficult	Difficult	Slightly Difficult	Not Difficult
Preparing and delivering an oral presentation	11%	24%	39%	26%
Writing a term paper	7%	32%	42%	19%
Formulating a topic or a research question	5%	29%	49%	17%
Evaluating the accuracy and validity of the information	3%	21%	46%	29%
Organizing and using the information	3%	19%	49%	30%
Locating and retrieving information	2%	11%	46%	41%

Locating and retrieving information was the highest ranked academic activity for students, with 67% of students frequently engaged in this activity during the last year. Broken down by class, seniors were the most likely to frequently engage in this activity at 75%, with only 12% ranking the task as difficult or very difficult.

### Locating and Retrieving information\*

Class	Frequently		Difficult/Very Difficult	
	n	Percent	n	Percent
Freshmen	151	49%	48	16%
Sophomore	151	56%	36	14%
Junior	345	65%	62	12%
Senior	596	75%	104	14%

\*Breakdown doesn't include graduate students

Sixty-five percent of students frequently engaged in organizing and utilizing the information they retrieved. Overwhelmingly, 70% of seniors frequently participated in this activity, with an overall degree of difficulty of 24%. Freshmen frequently participated in this activity the least at 49% with 20% of freshmen finding the task very difficult or difficult.

### Organizing and Utilizing the information\*

Class	Frequently		Difficult/Very Difficult	
	n	Percent	n	Percent
Freshmen	150	49%	62	20%
Sophomore	145	54%	49	19%
Junior	340	64%	108	21%
Senior	557	70%	181	41%

\*Breakdown doesn't include graduate students

For formulating a topic or a research question, only 34% of respondents reported frequently engaging in this activity during the past year but seniors reported engaging frequently at 41%. Overall, 37% of the seniors said this task was difficult or very difficult. Again, sophomores were the least engaged at 20% with 28% labeling it as a difficult or very difficult task.

### Formulating a topic or a research question\*

Class	Frequently		Difficult/Very Difficult	
	n	Percent	n	Percent
Freshmen	73	23%	78	26%
Sophomore	54	20%	71	28%
Junior	140	26%	172	34%
Senior	329	41%	287	37%

\*Breakdown doesn't include graduate students

Forty-nine percent of students reported frequently evaluating the accuracy and validity of the information. Seniors predominantly engaged in the task at 54%, with 24% reporting the task as difficult or very difficult. Freshmen and sophomores engaged in the task at 35% and 34% respectively, with 27% of freshmen saying the task was difficult/very difficult and 27% of sophomores agreeing.

### Evaluating the accuracy and validity of the information

Class	Frequently		Difficult/Very Difficult	
	N	Percent	n	Percent
Freshmen	110	35%	80	27%
Sophomore	91	34%	70	27%
Junior	255	48%	126	25%
Senior	429	54%	187	24%

*\*Breakdown doesn't include graduate students*

Only 43% of respondents frequently wrote a term paper. Fifty-two percent of seniors frequently engaged in this activity with 37% of seniors feeling this was a very difficult/difficult task. Thirty-two percent of sophomores and 26% of freshmen engaged in the activity. Overall freshman and sophomore's experienced more difficulty at 44% and 47% respectively.

### Writing a Term Paper\*

Class	Frequently		Difficult/Very Difficult	
	N	Percent	n	Percent
Freshmen	83	26%	131	44%
Sophomore	87	32%	121	47%
Junior	213	40%	203	40%
Senior	411	52%	293	37%

*\*Breakdown doesn't include graduate students*

Only 30% of respondents frequently participated in preparing and presenting an oral presentation, and overwhelmingly seniors frequently participated at 37%. Thirty-three percent of seniors found this task difficult or very difficult. Freshmen and sophomores found this the most difficult at 41% and 40% respectively.

### Preparing and Delivering an Oral Presentation

Class	Frequently		Difficult/Very Difficult	
	N	Percent	n	Percent
Freshmen	71	23%	123	41%
Sophomore	50	19%	103	40%
Junior	113	21%	178	35%
Senior	293	37%	251	33%

*\*Breakdown doesn't include graduate students*

Overall, more seniors participated in academic activities that involved doing research, writing and presenting their data than other classes. Second are juniors, and interesting, freshmen engaged in these activities overall more than sophomores.

## Academic Rigor

We asked students to indicate how effective HSU has been in improving discrete academic skill sets. Female and Latino students were less likely to report gains in all the skill sets, but this may be because females were overrepresented in the survey responses. Eighty-three percent indicated that HSU was effective in increasing their academic writing skills and 10% said HSU wasn't effective. Eleven percent of seniors and freshmen said HSU wasn't effective, and 12% of sophomores and 8% of juniors agreed. It's unfortunate that seniors reported such high ineffectiveness after finishing most of their higher education.

**Please indicate how effective HSU has been in improving your skills and abilities listed below.**

Question	Effective	Not Effective	Do not know / Not Applicable
Academic writing ability	84%	10%	7%
Computer and information technology skills	80%	12%	8%
Ability to evaluate information	91%	5%	4%
Motivation to be an independent learner	87%	8%	4%
Critical thinking and analytical reasoning	93%	4%	2%
Reading comprehension	80%	11%	9%
Ability to work in a team	86%	9%	5%
Communication (verbally)	87%	8%	5%
Communication (written)	88%	7%	5%
Problem-solving skills	91%	5%	4%

Overwhelmingly, students felt the greatest skill they improved in was critical thinking and analytical reasoning. Since this is an institutional level Student Learning Outcome, this is good news! Less than 5% felt they hadn't improved in this skill. One area of concern is the gains made in reading comprehension. Only 80% of students felt they improved in this area. Because reading is highly correlated with college success, this may indicate a need to further explore academic rigor. The 11% of students who hadn't improved in this skill set were 12% freshmen, 14% sophomores, 8% juniors and 12% seniors. This is especially discouraging for seniors, since they didn't make these gains throughout their college education. Large gains were made in problem-solving skills at 91% and similar gains in communication, both written and verbal skills, at 88% and 87% respectively.

## Time spent studying and working

Students reported their average weekly hours spent outside of the classroom studying and working. The response range was 0 to 50 hours per week. While undergraduate males and females reported about the same amount of study time overall, it appears that females spent more time studying in the freshmen through junior years. The fact that males study less for most of their undergraduate career may be a sign of less male academic engagement. The table below shows that females spent more time working than their male counterparts, except for sophomores. Differences among URM, First

Generation and Pell Grant recipients were not significant. In general, females are working harder outside of class.

**Comparison of average weekly hours spent studying and working for Undergraduates**

SEX	CLASS	Average Hours Working	Average Hours Studying
<b>Female</b>	Freshman	16.1	13.5
	Sophomore	15.0	15.9
	Junior	17.5	17.1
	Senior	18.3	18.2
<b>Female Total</b>		<b>17.4</b>	<b>16.7</b>
<b>Male</b>	Freshman	13.6	13.2
	Sophomore	16.3	14.3
	Junior	16.8	16.6
	Senior	16.7	18.7
<b>Male Total</b>		<b>16.5</b>	<b>16.8</b>
<b>Total</b>		<b>17.1</b>	<b>16.7</b>

**Office Hours**

The survey asked respondents how many times in the last semester they went to one or more of their professors' office hours.

Upper division students said they were twice as likely to go to their professor's office hours as lower division students. Forty-three percent of post baccalaureate students reported going to their professor's office hours five or more times compared to upper division students (31%) and lower division students (17%). Gender differences were not significant.

**Student class standing\* and frequency of attending professor's office hours**

	<u>None</u>		<u>1-2 times</u>		<u>3-4 times</u>		<u>5 or more times</u>	
	n	Percent	n	Percent	n	Percent	n	Percent
<b>Lower Division</b>	109	18.4%	221	37.2%	166	27.9%	98	16.5%
<b>Upper Division</b>	124	9.3%	402	30.1%	401	30.0%	408	30.6%
<b>Post Baccalaureate</b>	15	8.5%	34	19.2%	52	29.4%	76	42.9%

\* Class standing: Lower Division (Freshman and Sophomore), Upper Division (Junior and Senior), and Post Baccalaureate (Credential, Masters, etc.).

## Academic Advising

Faculty in a student's major department, the Degree Audit Report (DARS), and advising from a student's major department were voted the top three most important sources for academic advising. Fellow students (31%) were rated as least important followed by the Advising Center (41%). Of the students who accessed the Advising Center, 36% were seniors, 27% were juniors, 15% were sophomores and 19% were freshmen. Students across majors accessed the advising center, with the top majors being Biological Sciences, Environmental Science and Management, Business Administration, Kinesiology & Recreation Administration, Undeclared, and Wildlife. Eighty-four percent of the students were in good academic standing.

### Most Important Academic Advising sources

	Very Important	Somewhat Important	Not Very Important
Faculty in my major department	73%	23%	4%
DARS (Degree Audit Report)	71%	23%	5%
Advising from my major department	69%	25%	6%
The Advising Center	41%	40%	18%

### Faculty advising in major department

Overall, students rated faculty advising in their major department as the most important advising source on campus. Only 7% of respondents said they did not use it. Comparatively, 77% of upper division students rated it as important compared to only 63% of lower division students. Gender differences were not significant.

### Importance rating of faculty advising in major department

Division Standing	Very Important		Somewhat Important		Not Important	
	n	Percent	n	Percent	n	Percent
Lower Division	305	63%	149	31%	28	6%
Upper Division	948	77%	242	20%	42	3%

Even though there were differences by division standing for students who ranked faculty advising in their major department as very important and somewhat important – quality of advising remained roughly equal across class levels and gender.

### Quality of faculty advising in major department for students rating faculty advising as important

Division Standing	Excellent/Good		Fair		Poor/Very poor	
	n	Percent	n	Percent	n	Percent
Lower Division	364	83%	52	12%	24	5%
Upper Division	958	82%	134	11%	79	7%

### Advising from my major department

Overall, students rated advising from their major department as the third most important advising source on campus. Only about 9% of respondents said they did not use it. Seventy-three percent of upper division students rated it as important compared to only 61% of lower division students. The table below shows that within class standing, a smaller proportion of male students ranked advising from their major department as important.

#### Importance rating of Advising from my major department by class standing and gender

	Very Important		Somewhat Important		Not Important	
	n	Percent	n	Percent	n	Percent
<b>Lower Division</b>	<b>298</b>	<b>61%</b>	<b>156</b>	<b>32%</b>	<b>33</b>	<b>7%</b>
<b>Female</b>	210	66%	93	29%	13	4%
<b>Male</b>	88	51%	63	37%	20	12%
<b>Upper Division</b>	<b>882</b>	<b>73%</b>	<b>259</b>	<b>21%</b>	<b>72</b>	<b>6%</b>
<b>Female</b>	578	77%	133	18%	36	5%
<b>Male</b>	304	65%	126	27%	36	8%

More lower division male students (82%) ranked the quality of advising from their major department as excellent or good as compared to only 74% of lower division female students. This suggests that while many males do not think that advising from their major department is important, those that do believe the quality they receive is excellent or good.

#### Quality of advising from my major department by class standing and gender

	Excellent/Good		Fair		Poor/Very poor	
	n	Percent	n	Percent	n	Percent
<b>Lower Division</b>	<b>338</b>	<b>76%</b>	<b>72</b>	<b>16%</b>	<b>32</b>	<b>7%</b>
<b>Female</b>	219	74%	54	18%	23	8%
<b>Male</b>	119	82%	18	12%	9	6%
<b>Upper Division</b>	<b>840</b>	<b>75%</b>	<b>165</b>	<b>15%</b>	<b>117</b>	<b>10%</b>
<b>Female</b>	513	74%	109	16%	75	11%
<b>Male</b>	327	77%	56	13%	42	10%

### DARS (Degree Audit Report)

Overall, students rated the DARS as the second most important advising source on campus. Only 7% of respondents said they did not use it. Seventy-four percent of upper division students rated it as important compared to 68% of lower division students. Of special interest here is that only 58% of lower division males and 68% of upper division males ranked DARS as very important. Seventy-four percent of lower division females and 78% of upper division females ranked DARS as very important.

**Importance rating of the Degree Audit Report by class standing and gender**

	Very Important		Somewhat Important		Not Important	
	n	Percent	n	Percent	n	Percent
<b>Lower Division</b>	<b>362</b>	<b>68%</b>	<b>130</b>	<b>25%</b>	<b>37</b>	<b>7%</b>
<b>Female</b>	258	74%	75	21%	17	5%
<b>Male</b>	104	58%	55	31%	20	11%
<b>Upper Division</b>	<b>947</b>	<b>74%</b>	<b>283</b>	<b>22%</b>	<b>43</b>	<b>3%</b>
<b>Female</b>	617	78%	144	18%	26	3%
<b>Male</b>	330	68%	139	29%	17	3%

Overall, there were no major differences in quality ratings of DARS within students who said that it was very or somewhat important except for undergraduates by gender. Female students (84%) rated the DARS report as excellent or good as compared to only (74%) of male students.

**Quality of the DARS (Degree Audit Report) by class standing and gender**

	Excellent/Good		Fair		Poor/Very poor	
	n	Percent	n	Percent	n	Percent
<b>Lower Division</b>	<b>386</b>	<b>81%</b>	<b>74</b>	<b>15%</b>	<b>18</b>	<b>4%</b>
<b>Female</b>	273	84%	44	13%	9	3%
<b>Male</b>	113	74%	30	20%	9	6%
<b>Upper Division</b>	<b>974</b>	<b>80%</b>	<b>165</b>	<b>14%</b>	<b>74</b>	<b>6%</b>
<b>Female</b>	607	81%	96	13%	46	6%
<b>Male</b>	367	79%	69	15%	28	6%

## Graduation Requirements

Students were asked to indicate their level of agreement to “I feel I know what I need to do to graduate.” As expected, fewer lower division students (62%) agreed than did upper division students (69%) and post baccalaureate students (80%). Alarming, 275 (21%) upper division respondents disagreed with this statement. This may be effecting time to degree.

**Level of agreement with feeling like students know what they need to do to graduate**

Division Standing	Agree		Neither		Disagree	
	n	Percent	n	Percent	n	Percent
Lower Division	354	62%	114	20%	102	18%
Upper Division	889	69%	133	10%	275	21%
Post Baccalaureate	138	80%	20	12%	15	9%
<b>Grand Total</b>	<b>1381</b>	<b>68%</b>	<b>267</b>	<b>13%</b>	<b>392</b>	<b>19%</b>

## Finances

The greatest obstacle to completing an education was financial factors. Nearly 30% of students ranked this first. These students were also more likely to be Latino 24% or White 49% and 27% were from the Los Angeles area. Fifty-four percent of the respondents were first generation and 44% were low income.

**Please rank the following obstacles that might prevent you from completing your educational goals with 1 being the greatest obstacle and 5 being the least important obstacle.**

Obstacle	Greatest To Least Important				
	1	2	3	4	5
Financial factors	29%	23%	20%	17%	11%
Campus-related factors (such as course variety, availability of courses, instructors, advising, support services, etc.)	24%	25%	23%	18%	10%
Personal factors (such as family obligations, job, personal problems, etc.) please specify:	19%	23%	22%	22%	14%
Academic and educational factors (such as lack of adequate preparation for college, lack of proper motivation, poor choice of major, etc.)	11%	16%	22%	26%	25%
I do not see any obstacles to completing my education	21%	9%	15%	12%	43%

### Are you concerned about financing your college education?

Answer	%
Yes, somewhat concerned. But, I will probably have enough funds to continue.	48%
Yes, very concerned/extremely concerned. I may not/will not have enough funds to continue.	35%
No, I will have sufficient funds.	17%

There were 708 (35%) students who were either very concerned or extremely concerned about having enough funds to continue their education, and 48% were somewhat concerned. Five hundred and ninety-five (84%) of these students also answered the previous question by responding finances were their biggest obstacle to completing their college education. Thirty-six percent of the respondents were seniors, 29% were juniors, 14% were sophomores and 16% were freshmen. Thirty-four percent were URM, 37% were from southern California and 13% were from out of state. Of the 708 students, 38% were looking for work, and 10% were looking for additional work. The 52% of students who did work did so at an average of 19 hours per week. Seventy-four percent had student loans, 64% received grants, 9% participated in work study, and 27% received scholarships.

## Paying for College

### How are you paying for your college education? (Mark all that apply).

Answer	Response	%
Student loans	1,202	60%
Family assistance, including spouse	1,122	56%
Grant	1,087	54%
Part-time job	993	49%
Savings	849	42%
Other Loans	563	28%
Scholarship	498	25%
Work-study program	143	7%
Full-time job	118	6%
Employer-sponsored benefit	22	1%

Fifty-four percent of respondents reported paying for college with a grant. An average grant recipient at HSU receives \$8,200. Thirty-six percent of these students were low income and 43% were first generation. Nineteen percent were Latino, 56% were White and 27% were URM. Only 7% ( $n=143$ ) of respondents said they received work study money. Of those, an overwhelmingly amount of first generation and low income students received work study, 66% and 73% respectively. The work study recipients were 45% seniors but only 6% freshmen. Work study was almost evenly split between URM and non URM at 45% versus 47%. This indicates that work study is being awarded to the highest needs students. Since so many students can't find jobs, increased work study would be one high impact practice that would aid students greatly in retention and graduation. The institutional Spring 2012 census data shows that 187 or 2% of students received work study. Most students receive an average of \$2000 in work study. The institutional data also shows that highest need students are being awarded work study money.

Sixty percent of respondents indicated they took out student loans. Sixty-five percent of URM respondents versus 48% of non URM respondents took out loans. Fifty-three percent of first generation and 46% of low income students took out loans, with a mean loan of \$7528. The Spring 2012 census data shows that students borrowed on average \$8415. Fifty-seven percent of freshmen took out loans, 52% of sophomores, 44% of juniors and 50% of seniors.

## Leaving HSU

If you are unlikely to return to HSU in the fall, please indicate your plans. (Mark all that apply).

Answer		%
Graduation		46%
Work		44%
Transfer to another University		27%
Take a break from school		23%
Other		13%
Transfer to a community college		11%
Family support (child / parent care, etc.)		5%

\*Top "Other" responses were: Graduate School, travel/study abroad, & lack of funds.

For 428 students who indicated they were unlikely to return to HSU in the fall, but were not graduating, 56% said they were going to work, 49% percent indicated they were going to transfer to another university, 34% percent indicated they would take a break from school, 20% were transferring to a community college and 5% marked other (categories are not mutually exclusive). Twenty percent of non-graduating seniors indicated they won't return, as well as 29% of freshmen. Twenty-six percent of juniors and 21% of sophomores also indicated they won't return. Only 14% of these students were on academic probation. Twenty-eight percent were Latino, 47% were White, 4% were Black and 4% were Asian. Of students who indicated they weren't returning in the fall, 40% were from Southern California, 13% were Local, and 25% were from Northern California. Sixty-five percent started as first time freshman and 27% were upper division transfers. Fifty-one percent were first generation and 28% of these students said that financial factors were their primary obstacle to completing their education, with 48% indicated that they were very concerned or extremely concerned that they may not/will not have enough funds to continue.

## Student Support Services

Student support services are vital to the student experience on the HSU campus. The respondents reported that the Library (89%), Student Health Services (80%) and Financial Aid Services (79%) were the most important services on campus. Other services that were rated as less important were the Dining, Career Center, Orientation and Parking. It is alarming, but maybe not surprising, that over 54% of students found the quality of parking poor. Dining is the next highest service reported as low quality, with 18% reporting it as very poor. Orientation and the Career Center were found to be important by only a little more than 50% of the respondents.

### Importance and Quality of Student Support Services

Service	Very Important	Excellent Quality	Poor Quality
	Percent	Percent	Percent
Library	89%	81%	3%
Student Health Services	80%	76%	6%
Financial Aid	79%	67%	9%
Dining	75%	51%	18%
Parking	59%	22%	53%
Orientation(HOP/HOOP)	56%	61%	10%
Career Center	55%	66%	6%

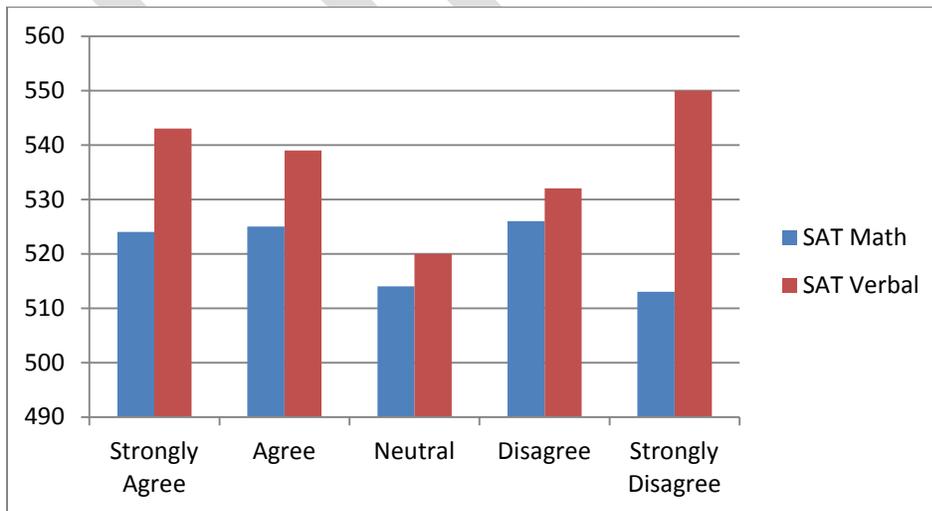
### Student Satisfaction

#### If choosing a university again, I would choose this one.

The five possible responses ranged from Strongly Agree to Strongly Disagree. Only undergraduate respondents were analyzed, unless otherwise noted. The responses by gender were similar with females somewhat more likely to respond at the Strongly Agree level while males had a higher rate of response at the Agree level.

For first-time undergraduate (FTUG) students, it is well documented that their high school experience influences eventual success as measured by graduation rates. There was little difference found by high school GPA in terms of satisfaction but more notable differences appeared for SAT scores as the following graph illustrates.

Mean SAT Score by Response Category

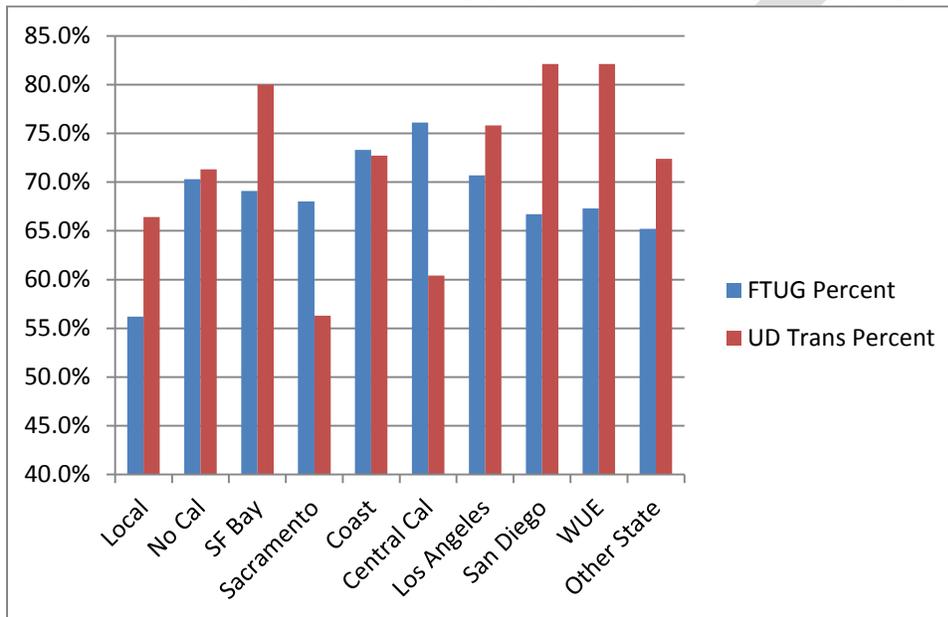


Interestingly, the category with the highest mean verbal SAT score was the group of students who responded in the Strongly Disagree category. This may indicate that HSU is not meeting the needs or expectations of some of our higher achieving students.

Comparing the level of satisfaction by admission type, either those entering as FTUG or Upper Division Transfers (UD Trans), it is noteworthy that UD Transfers tend to rate their satisfaction at a higher level than FTUG.

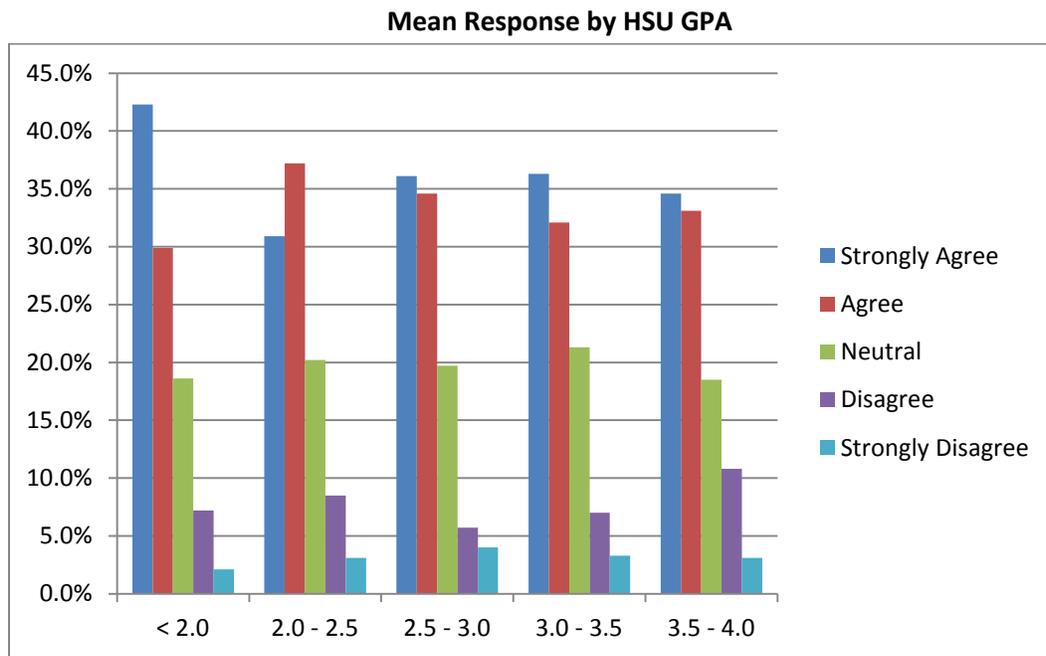
There are discernible differences by the region of application for satisfaction levels:

**Percent Response in the Strongly Agree or Agree Categories by Region**



The region with the lowest average of positive responses for FTUG students was the local area and the region with the highest average was Central California. For UD Trans, the lowest level was for the Sacramento area and the highest levels were for San Diego and WUE (Western Undergraduate Exchange).

Looking at satisfaction by HSU GPA provides more interesting and possibly counterintuitive results.



The students with the lowest HSU GPA were the most likely to respond in the Strongly Agree satisfaction category and students with a GPA between 2.0 and 2.5 had the highest response in the Agree category. Reinforcing the earlier results for Verbal SAT scores, the highest level of dissatisfaction came from students with the highest HSU GPA.

## Attitudes toward Humboldt State

Overall, students felt that HSU was equally supportive of all genders, they felt safe on campus, and they were proud of their accomplishments at HSU.

### Top positive feelings towards HSU

	Agree	Neutral	Disagree
This university is equally supportive of all genders.	83%	13%	4%
I feel safe on campus.	80%	16%	4%
I am proud of my accomplishments at this university.	80%	16%	5%
I would recommend this university to others.	79%	15%	6%
My experiences here are helping motivate me to make something of my life.	76%	17%	6%
This university is a good fit for me.	76%	18%	7%
This university is equally supportive of all racial / ethnic groups.	75%	18%	7%
My experiences here are preparing me for a career.	72%	20%	9%

Students were less likely to feel that HSU welcomes and uses feedback from students to improve the university, and students were less likely to feel connected to the town and surrounding community or the HSU campus.

**Bottom negative feelings towards HSU**

	Agree	Neutral	Disagree
This university welcomes and uses feedback from students to improve the university.	52%	31%	18%
I feel connected to the town and surrounding community.	67%	21%	12%
I feel connected to the HSU campus.	67%	22%	11%
If choosing a university again, I would choose this one.	70%	20%	10%
This university helps me meet the goals I expect to achieve.	69%	22%	9%

**Gender Differences** (*Only two questions were statistically significantly different by gender*)

More females (79%) than males (73%) felt that their experiences here are helping motivate them to make something of their life. This question touches on academic motivation and might suggest that male students are not as engaged in their education at HSU as female students.

More male students (86%) than females (76%) indicated that they felt safe on the Humboldt State Campus. Of special interest is that 379 people felt either neutral or disagreed with this statement. Follow-up research might attempt to identify what students’ perceive to be unsafe and if the feeling of security is different by locations on campus.

**Gender differences\* in level of agreement**

	Agree		Neutral		Disagree	
	n	Percent	n	Percent	n	Percent
My experiences here are helping motivate me to make something of my life.	1436	76%	324	17%	119	6%
<b>Female</b>	926	79%	180	15%	72	6%
<b>Male</b>	510	73%	144	21%	47	7%
I feel safe on campus.	1504	80%	302	16%	77	4%
<b>Female</b>	898	76%	230	20%	53	5%
<b>Male</b>	606	86%	72	10 %	24	3%

*\*Gender differences were statistically significant at an alpha of .05.*

**Underrepresented minorities** (*Only two questions were statistically significantly different by URM*)

More Non-URM students (77%) than URM students (71%) felt that the university was equally supportive of all racial/ethnic groups. Further disaggregation showed that 78% of Caucasian students (n=897), 73%

of Latino/a students ( $n=190$ ), and 69% of students identifying as two or more races ( $n=106$ ) agreed with this statement.

More non-URM students (69%) than URM students (61%) agreed that they felt connected to the town and surrounding community. Further disaggregation showed that 70% of Caucasian students ( $n=801$ ) and 63% of Latino/a students ( $n=165$ ) agreed with this statement. Of Students from California, local students ( $n=210$ ) agreed the most (71%) compared to only 63% of students from Los Angeles ( $n=302$ ), and 64% of students from Northern California ( $n=136$ ).

**Underrepresented minorities\* differences in level of agreement**

	Agree		Neutral		Disagree	
	n	Percent	n	Percent	n	Percent
This university is equally supportive of all racial/ethnic groups.	1401	75%	340	18%	139	7%
<b>URM</b>	329	71%	89	19%	48	10%
<b>Not URM</b>	981	77%	224	18%	73	6%
<b>Unknown</b>	91	67%	27	20%	18	13 %
I feel connected to the town and surrounding community.	1261	67%	401	21%	220	12%
<b>URM</b>	287	61%	130	28%	51	11%
<b>Not URM</b>	881	69%	244	1%	152	20%
<b>Unknown</b>	93	68%	27	20%	17	12%

\*URM differences were statistically significant at an alpha of .05; however caution is urged for small cell count of unknown ethnicity students.

**Final Thoughts**

At the end of the survey students were given the opportunity to provide additional information or comments about their experiences at HSU. After open coding (210 codes) these qualitative responses, the results were refined through the process of axial coding, combining related codes into general themes. The most frequent comment (30 responses), either positive or negative, was about the quality of education at HSU. While only 101 (4%) of the respondents answered this question they were overwhelmingly (82%) negative. These ranged from “the administration is out of touch with students,” to “faculty attitudes about religion are fixed,” to “required courses are offered too infrequently.” The positive comments that were specific ranged from “the childcare center is awesome,” to “the library is helpful,” and “I am receiving an excellent education.”

## Recommendations for Intervention & Further Analysis

- Provide more work study opportunities. It is apparent throughout the survey that students face significant issues and concerns related to financing their education. Financial factors rate highest among potential obstacles to completion, and 83% of respondents indicate being very or somewhat concerned about having enough funds to continue. Thirty-two percent of respondents indicated they are not employed but are looking for work, and 44% indicated they plan to work if unlikely to return in the Fall. Closer examination of work study opportunities and the allocation of financial aid appear important in response to these needs. In a separate analysis of students who work on campus, data show that these students are more likely to be retained and graduate.
- Introduce males to study skills earlier in their college careers. Undergraduate women report more hours studying per week than men until the senior year. This suggests academic engagement of males lags behind females.
- Assess scheduling of courses and course offerings across majors and classes. Approximately 25% of all students reported problems with the convenience or availability of required classes.
- Continue to assess academic rigor. Academic rigor requires more study across the institution and in relation to learning outcomes. Of all academic skills, reading comprehension was reported as being the least effective improvement at HSU. Time reported studying is lower for men than women.
- Fund high impact practices. High impact practices such as undergraduate research can help retain students by providing academic engagement. Of the 304 undergraduate students who reported engaging in such research, 81% strongly agreed or agreed that it had enhanced their educational experience at HSU.
- Use survey results to create institutional change. The knowledge we gain from survey research about student opinions and satisfaction can be greatly improved if the University develops more service usage tracking and service assessments.
- Further analysis and cross campus comparisons will be analyzed in the future as this is just a preliminary analysis.