

Synthesis of University-wide Reports and Surveys
Core Indicators: Trends and Progress
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I. CORE INDICATORS: PROGRAMS

National Rankings. California State University, Stanislaus is nationally recognized by prestigious organizations such as the Princeton Review, the U.S. News & World Report, the American Association of State Colleges and Universities, the *Diverse Issues in Education Magazine*, and the *Hispanic Outlook in Higher Education Magazine*, to name a few. Together, the accolades affirm nationally what we know locally, that we are a “Best College” and “Best Value” due to many notable qualities such as the high freshman retention and graduation rates, the relatively small class sizes, and the high percentage of full-time faculty.

CSU Stanislaus is also a highly attractive minority-serving institution as indicated by the enrollment of more than 25 percent of students of Hispanic/Latino heritage. Moreover, 23 percent of total undergraduate degrees are awarded to Hispanic students at CSU Stanislaus.

Students' Views of the University. Nationally, CSU Stanislaus is favorably recognized. But what do students and faculty say about the University? In the *Graduate Student Alumni Survey* (2007) for the Classes of 2002-03 and 2003-04, more than 60 percent of graduate student alumni indicate the top 3 desirable aspects of the University are: 1) availability of classes, class size, access to courses; 2) faculty available and supportive; and 3) campus size and appearance. Including the top 4 reasons--campus location--the top desirable aspects rise to 74 percent.

In the *Graduate Student Exit Survey* for the Class of 2005-06 and Class of 2006-07, 60 percent of graduate students in the Class of 2005-06 say the most helpful features about CSU Stanislaus was the friendly, accessible faculty and campus location. For the Class of 2006-07, 65 percent indicated it was the availability of classes, supportive faculty and campus location as the most attractive and helpful qualities.

Three classes of graduating seniors, according to the *Graduating Senior Surveys* of 2004-05, 2005-06, and 2006-07 also weigh-in: 64 to 69 percent indicated it was the campus size, appearance, atmosphere, faculty, diversity, the availability of classes, the accessibility of campus, and the department programs that were most helpful and attractive to them.

In terms of satisfaction overall with the University, various cohort surveys of the *Undergraduate National Survey of Student Engagement* (NSSE, 2003 to 2006) reveals student satisfaction has trended upward. Moreover, freshmen satisfaction increased from 86 percent to 90 percent. Senior ratings increased from 85 percent to 88 percent. Freshmen and seniors say if they had to do it over again, they would go to the same institution (freshmen, 86% to 88%; seniors, 82% to 85%).

Satisfaction with the University is also supported in findings from the *Undergraduate Alumni Survey* (2007): the majority of undergraduate alumni in both the Class of 2002-03 and 2003-04, “agree” or “strongly agree” they would recommend CSU Stanislaus to another student. [$M= 3.41$ (0.65), based on a 4-point scale of “strongly disagree” to “strongly agree”.]

II. CORE INDICATORS: TEACHING

Faculty Ratings of Learning. The *IDEA* course evaluations provide some measure of the quality of instruction. Looking at results from the 2004-05 and 2005-06 course evaluations, faculty indicated critical thinking, writing, and oral communication to be the top requirements in courses.

Faculty rated three circumstances as having the greatest positive impact on learning: desire to teach the course, previous experience in teaching the course, and control over course management. The primary approaches to teaching as identified by faculty members are lecture, discussion/recitation, seminar, and skill/activity. However, the dominant teaching approaches are lecture and then discussion. The results also indicate there is no relationship between faculty selection of primary teaching approaches and faculty selection of essential learning objectives. The exception is for developing creative capacities in which faculty selected skill/activity and studio as primary teaching approaches.

Student Ratings of Learning. Students give high ratings overall for their progress on achieving each of the 12 learning objectives, as well as high ratings for those learning objectives identified by faculty as most essential. The student ratings are relatively consistent comparing academic years 2004-05 and 2005-06. Overall, student ratings suggest substantial progress on learning objectives, with a rating of 4 or higher on a 5-point rating scale.

Student Ratings of Quality Teaching. The highest student ratings on progress (substantial and exceptional) toward learning objectives are in courses using the field experience as the primary teaching approach, followed by seminar, discussion, and skill/activity.

Student Ratings of Quality Course. In overall ratings in whether or not their courses are excellent (“excellence of the course”), 52 percent of students replied “definitely true”; 80 percent indicated “definitely true or more true than false.”

Student Ratings of Instructor. In overall ratings of “excellence of the instructor,” 63 percent of students replied “definitely true” and 85 percent as “definitely true” or “more true than false.” ($M = 4.4$, with 5 the highest possible rating.)

Student Ratings of their Progress. Students gave the highest ratings for gaining factual knowledge, learning fundamental principles, learning to apply course materials, and developing specific skills/competencies/points of view.

III. CORE INDICATORS: FACULTY DEVELOPMENT

Faculty Development. The University maintains an institutional commitment to professional development for faculty in support of the teaching and learning mission. Data show the number of professional development events and workshops has steadily increased, from 132 recorded events in 2003-04, to 194 events in 2006-07. The primary category of events includes lectures & talks, new faculty orientations & meetings, and workshops & trainings. On average, about 30 percent of faculty participates in one or more types of workshops at the *Faculty Development Center*.

In addition, the Faculty Development Center’s tracking of data reveals faculty members are engaged in learning more about information technologies for teaching and learning purposes. The trend is

upward for total information technology activities from 65 to 82 activities for the period 2003-04 to 2006-07. Total attendees also increased from 173 to 197 for the same period. In addition, 111 attended the technology faire in 2004-05, and 45 attended the technology faire in 2006-07.

Indicators about improving instruction are also revealed in results from the *Faculty Survey of Student Engagement* (FSSE, 2007). More than 70 percent attended workshops and met with colleagues to discuss teaching; nearly 70 percent also attended conference sessions and more than half attended campus wide forums. Fifty-six percent of faculty respondents held individual consultations with other faculty.

IV. CORE INDICATORS: RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

Research, Scholarship, and Creative Activities. The *Research Compendium of the California State University, Stanislaus*, represents the collective scholarly works and efforts of faculty, staff, and students. The compendium includes more than 1,500 publications, submissions, grants, presentations, and awards. The Compendium demonstrates the high caliber of research, conference participation, and scholarly works of the faculty, staff, and students. It also attests to the work of faculty in improving community, both locally and globally. According to the Research Compendium (2006-07), the number of categories tracked increased from 25 in 2005-06 to 30 categories in 2006-07. The number of activities recorded in 2005-06 was 1,379. The number increased to 1,569 activities in 2006-07.

In addition, grant allocations from the University and the Chancellor's Office have increased during the period 2000-01 to 2007-08, from \$95,246 to \$123,662. The RSCA Leaves and Awards Committee provided on average about 48 grants per year during the period 2000-01 to 2006-07.

Private, City/County, State, and Federal grants also grew from \$5.8 million in 2000-01 to \$18 million in 2005-06. On average about 70 of these sponsored grants were awarded annually during this period.

The benefit to teaching and learning is reinforced by the 60 percent of faculty members who consistently or frequently incorporate their research into the classroom, according to the *Campus Faculty Survey* (2007).

V. CORE INDICATORS: ENGAGING STUDENTS IN LEARNING

Supportive Environment. The University mission is to foster a positive and fully engaged campus culture for university students. Documented in the *Student Affairs Annual Report* (2006), the University maintains 16 separate organizations or departments that focus on serving the many social, academic, advising, athletic, economic, health, and counseling needs of students. Under the umbrella of University Student Affairs, together these departments focus on strengthening the University's ability to provide a student centered approach to all facets of students' academic experience. More than 90 student clubs and organizations are active on campus. The various clubs and organizations range from political, pre-professional, social, fraternities & sororities, cultural, religious, and many more.

The evidence of a supportive environment is also demonstrated in the results provided by the various university-wide surveys. According to the *Graduate Exit Survey* (2006), men and women indicate both the classroom and campus social climate are supportive. More than 60 percent of

graduate students say the campus and classroom social climate are very supportive of both men and women. By more than 60 percent, females indicated the campus and classroom are supportive. Males indicate by more than 55 percent the classroom and campus climate is supportive. More than 65 percent of Hispanic graduate students said the classroom is supportive, as well as nearly 70 percent that say the campus social climate is supportive. More than 65 percent of African Americans said the classroom is supportive, and more than 60 percent indicate the campus is supportive. Finally, 55 percent or more of gay/lesbian students indicated the classroom and campus social climate are supportive.

In another survey, the *Graduating Senior Survey* (2006) reveals 72 percent of females said the classroom is supportive and 79 percent indicate the campus social climate is also supportive of females. Males also agree: 68 percent indicate the classroom climate is supportive to males as is 68 percent who say the campus social climate is also supportive. By race and ethnicity the rates indicate 66 percent of Hispanics say the classroom is supportive and 70 percent say the campus is also supportive. White non-Hispanic seniors also report 65 percent who say the classroom is supportive, as well as 63 percent who say the campus social climate is supportive. The lowest rating is by Native American seniors at 57 percent that indicate the classroom is supportive, as well as 57 percent again saying the campus is supportive of Native American students. International students, disabled students, and gay/lesbian students correspond with the majority ratings by other groups; however, with respect to gay/lesbian seniors, the ratings are lowest of all groups: 53 percent of gay/lesbian seniors report the classroom climate is supportive, but less than half (48%) indicate the campus social climate is supportive.

The *Undergraduate National Survey of Student Engagement* (2006) which queried undergraduate freshmen and seniors about their academic experiences revealed 74 percent of freshmen and 67 percent of seniors believe the University provides the support they need to succeed academically (“Quite a bit” and “Very Much”); 33 percent and 24 percent (Freshmen and Seniors) say the University helps them cope with their non-academic responsibilities; 27 percent and 31 percent indicate the University provides the support they need to thrive socially (“Quite a bit” and “Very Much”). Sixty percent of freshmen and 63 percent of seniors give a rating of 6-7 (on a 1-7 point scale) regarding the quality of relationships with other students; 46 percent and 56 percent rate 6-7 the quality of relationships with faculty members; and 32 percent and 36 percent rate 6-7 to quality of relationships with administrative personnel and offices.

In the *Undergraduate Faculty Survey of Student Engagement* (2007), faculty relate their perceptions of freshmen and seniors’ educational experiences, 71 percent of faculty said the University provides freshmen the support they need “quite a bit” or “very much” to succeed academically, and 72 percent believe this about seniors; 23 percent and 21 percent of faculty said the University helps freshmen and seniors cope with their non-academic responsibilities, such as work or family; and 21 percent and 20 percent indicated the University provides freshmen and seniors the support they need to thrive socially.

According to the *Graduate National Survey of Student Engagement* (2006), more than 90 percent of graduate students surveyed agree relationships with other students are friendly, supportive, and provide a sense of belonging; about 90 percent of graduate students agree relationships with faculty members are friendly, supportive, and provide a sense of belonging; and more than 70 percent of graduate students agree relationships with administrative personnel and office staff are friendly, supportive, and provide a sense of belonging.

The *Graduate Faculty Survey of Student Engagement* (2007) shows faculty perceptions of student relationships with instructors, administrators/staff, and other students to be relationships that are strong, helpful, and supportive. More than 90 percent of faculty agree relationships with other students are friendly, supportive, and provide a sense of belonging; about 90 percent of faculty agree relationships with faculty members are friendly, supportive, and provide a sense of belonging; and more than 70 percent of faculty agree relationships with administrative personnel and office staff are friendly, supportive, and provide a sense of belonging.

Co-curricular Activities. The *Graduating Senior Survey* (2006) also gathered information about student participation in other campus activities. The results show 10 percent of graduating seniors participated in a fraternity or sorority; 14 percent participated in campus intramural sports; 20 percent participated in cultural programs, and 24 percent participated in athletic events. However, a little more than half of seniors indicated they did not use or participate in music productions (57%), drama productions (58%), or art/gallery exhibitions (57%), yet there was 42 percent who did use or participate in music productions and were “satisfied” or “very satisfied.” Also, 41 percent were satisfied or very satisfied with drama productions, as were 41 percent who felt the same about art/gallery exhibitions.

According to the *Undergraduate Faculty Survey of Student Engagement* (2007), faculty perceive that in a typical 7-day week, 19 percent of first-time freshmen do not participate in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.), and 14 percent of faculty perceive seniors do not participate. A difference exists between what the faculty members perceive and what students say.

The *NSSE* (2006) shows 57 percent of freshmen say they do not participate in co-curricular activities, and 71 percent of seniors indicate no participation here as well.

Academic Rigor. In terms of academic rigor, (*Graduate FSSE, 2007*), according to faculty perceptions, CSU Stanislaus graduate students are engaged in a variety of high-level learning activities in their graduate programs. Faculty gave the highest ratings to application of theory and synthesizing ideas, and endorsed all other processes with the exception of memorization. The majority of faculty said students read 5 or more assigned books during the term. When asked if graduate-level exams challenged students to do their best work, 73 percent of faculty agreed this was the case (5 points or higher on a 7-point disagreement/agreement scale).

The majority of graduate students say they read 5 or more assigned books during the term, but only half as many read that many books for pleasure (*Graduate NSSE, 2006*). Most students reported long homework assignments, taking one hour or more. When asked if examinations challenged students to do their best work, most students gave high agreement (73 percent indicated 5-points or higher on a 7-point disagreement/agreement scale).

Student Scholarly Work. The *University Honors Program* is designed to cultivate strong intellectual curiosity. Students in the program demonstrate a solid commitment to intellectual growth. Much of the coursework is theme-based, skill-building, and linked across semesters, and the program stresses development of increasingly sophisticated aptitudes for research and analysis.

As evidence of student scholarly work, the number of students engaged in research competitions increased from 4 students in 2002-03 to 16 students in 2006-07. Thesis completions have also

steadily increased from 121 in 2004, to 135 in 2007. Thesis work represents Business Administration, Social Work, Psychology, Education, Interdisciplinary Studies, and Criminal Justice. In May 2008, 16 honors students presented their work at the annual University Honor's Conference.

Student-Faculty Interaction Outside of Classroom. A quality feature of the University is the extent to which student-faculty interactions take place. According to the *Undergraduate FSSE* (2007), 83 percent of faculty members indicate students receive prompt written or oral feedback from faculty on their academic performance “often” or “very often”; 67 percent say students used email to communicate with an instructor. Nearly half indicate students discussed their grades or assignments with an instructor.

Results from the *Undergraduate NSSE* (2006) add that 31 percent of freshmen and 19 percent of seniors worked on a research project with a faculty member outside of the course; 16 percent of freshmen and 35 percent of seniors talked about career plans with a faculty member or advisor “often” and “very often”; and 12 percent of freshmen and 15 percent of seniors discussed ideas from readings or classes with faculty members outside of class “often” and “very often.”

Undergraduate Collaborative Learning. According to the *Undergraduate FSSE* (2007), 52 percent of faculty indicated “often” or “very often” that students asked questions in class or contributed to class discussions; 34 percent say undergraduates made a class presentation; 46 percent indicated undergraduates worked with other students on projects during class; 46 percent of faculty say students worked with classmates outside of class to prepare class assignments; 11 percent of faculty reported students tutored or taught other students (paid or voluntary); 14 percent indicated students participated in a community-based project as part of a regular course; and 31 percent of faculty reported undergraduates discussed ideas from his or her readings or classes with others outside of class.

The *Undergraduate NSSE* (2006) meanwhile reports 49 percent of first-time freshmen and 64 percent seniors indicated “often” or “very often” they asked questions in class or contributed to class discussions; 34 percent and 70 percent of first-time freshmen and seniors, indicated “often” or “very often” they made a class presentation; 49 percent and 55 percent, indicated “often” or “very often” they worked with other students on projects during class; 23 percent and 55 percent of first-time freshmen and seniors indicated “often” or “very often” they worked with classmates outside of class to prepare class assignments; 14 percent and 17 percent of first-time freshmen and seniors indicated “often” or “very often” they tutored or taught other students (paid or voluntary); 9 percent and 21 percent indicated “often” or “very often” they participated in a community-based project as part of a regular course; and 67 percent and 72 percent of first-time freshmen and seniors indicated “often” or “very often” they discussed ideas from his or her readings or classes with others outside of class.

Undergraduate Enriching Educational Experiences. Both faculty and students affirm the educational experience at CSU Stanislaus is “enriching.” The *Undergraduate FSSE* (2007) finds 54 percent of faculty report it is “important” or “very important” that freshmen engage in a practicum, internship, field experience, co-op experience, or clinical assignment; and 75 percent of faculty indicated the same about seniors; faculty reported 42 percent for freshmen and 51 percent for seniors that it is “important” or “very important” they engage in community service or volunteer work; faculty reported 42 percent for freshmen and 41 percent for seniors that it is “important” or “very important” they engage in foreign language coursework. And 33 percent and 30 percent of

faculty reported it is “important” or “very important” that freshmen and seniors engage in study abroad.

In the corresponding *Undergraduate NSSE* (2006), 85 percent of freshmen and 68 percent of seniors reported they plan to do or had done a practicum, internship, field experience, co-op experience, or clinical assignment; 81 percent and 57 percent of freshmen and seniors reported they do plan or had done community service or volunteer work; 64 percent and 27 percent of freshmen and seniors reported they plan to do or had done foreign language coursework. And 36 percent and 9 percent of freshmen and seniors reported they plan to do or had done study abroad.

Undergraduate Level of Academic Rigor. Again, data show CSU Stanislaus students to be challenged to learn and are engaged in learning. The *Undergraduate FSSE* (2007) results indicate faculty perceive 70 percent of undergraduates read on their own between 1-4 books; about 53 percent write between 1-4 papers or reports of 20 pages or more; about 46 percent write between 1-4 papers or reports of 5-19 pages; and 42 percent write papers or reports of fewer than 5 pages each during the academic year. Faculty indicate about 42 percent of students take 1-2 problem sets that take more than one hour to complete. Faculty members were asked how much during the current school year do they believe the student’s coursework emphasized mental activities in the learning process. Those responding “quite a bit” or “very much” shows, the memorization of facts (67%), analysis of ideas (62%), synthesis of ideas (50%), application of theory (49%), and making judgments about the value of information (39%), to be the types of mental activities emphasized by the student coursework.

In the *Undergraduate NSSE* (2006), most CSU Stanislaus first-year students agree the University challenges them to spend significant amounts of time studying and focusing on their academic work. Seniors indicate engagement in coursework that emphasizes theory, critical thinking, and the evaluation of ideas, information, or arguments. Additionally, seniors are engaged in reading materials and in writing papers of various lengths more so than first-year students, as well as, spend more time studying and preparing for class than first-year students. The majority of seniors attending CSU Stanislaus report the University emphasizes significant study time and academic work.

Student Engagement with Diverse Views. The *Undergraduate FSSE* (2007) reports 38 percent of faculty perceive students engage in class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.); 38 percent of faculty perceive students had serious conversations with students of a different race or ethnicity from their own; 31 percent had serious conversations with students who are very different from them in terms of their religious beliefs, political opinions, or personal values; 49 percent of faculty members believe CSU Stanislaus emphasizes and encourages contact among students from different economic, social, and racial or ethnic backgrounds; and 47 percent of faculty perceive undergraduate students believe their academic experience contributed to understanding people of other racial and ethnic backgrounds.

In the *Graduate FSSE* (2007), faculty perceive graduate students engage an educational environment that challenges them to learn diverse perspectives. Thirty percent of faculty report students engage in class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.); 25 percent of faculty perceive students have serious conversations with students of a different race or ethnicity from their own; 18 percent have serious conversations with students who are very different from them in terms of their religious beliefs, political opinions, or personal values; and 25 percent of faculty members believe the University

emphasizes interaction among students from different economic, social, and racial or ethnic backgrounds and encourages this to happen.

According to the *Undergraduate NSSE* (2006), 65 percent and 70 percent of freshmen and seniors engage in class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.); 43 percent of freshmen and 61 percent of seniors have serious conversations with students of a different race or ethnicity from their own; 48 percent and 57 percent had serious conversations with students who are very different from them in terms of their religious beliefs, political opinions, or personal values; 49 percent and 41 percent believe CSU Stanislaus emphasizes and encourages contact among students from different economic, social, and racial or ethnic backgrounds; and 50 percent of freshmen and 51 percent of seniors believe their academic experience contributed to understanding people of other racial and ethnic backgrounds (“Quite a bit” and “Very much”).

In the *Graduate NSSE* (2006), 42 percent of graduate students engage in class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.); 35 percent have serious conversations with students of a different race or ethnicity from their own; 33 percent have serious conversations with students who are very different from them in terms of their religious beliefs, political opinions, or personal values; 19 percent of students believe CSU Stanislaus emphasizes and encourages contact among students from different economic, social, and racial or ethnic backgrounds; and 26 percent of graduate students believe their academic experience contributed to understanding people of other racial and ethnic backgrounds.

Student Use of Library Services. The *Library Self-Study* (2006-07) documents more than 9,000 reference questions were responded to by librarians. Although the number of questions asked at the reference desks has declined by more than 40 percent over the last five years, due most likely to the increasing capability for self-service via the Internet, this is still perceived to be a vital and necessary library service.

Materials circulating out of the library facilities in 2006-07 included nearly 60,000 books, periodical issues, government documents, course reserves, microforms, and other non-print materials. Another 13,000 items were used in-house and re-shelved. In 2006-07, library staff processed approximately 1,200 faculty requests and 4,100 student requests for information resources from other libraries. Use of library physical collections is declining both in terms of materials circulating out of the library (check-outs) and in terms of materials being used in-house.

VI. CORE INDICATORS: STUDENTS

Student GPA. The overall quality of programs, teaching, faculty, learning, which are exceptional, is underscored further by the quality of CSU Stanislaus students. There was virtually no change in high school GPA, which was 3.26 in fall 2002, and 3.24 in fall 2006. (There is no display of data for "GPA for junior transfers.") Among undergraduate students, female GPA is slightly higher than the GPA for males. In fall 2007, female GPA was 2.97 compared to a GPA of 2.84 for males. Among graduate students, women earned slightly higher GPAs than men in fall 2007. Female GPA is 3.8 in credential programs, 3.76 master's programs, and 3.71 in post baccalaureate programs. Males reveal a 3.69 GPA in credential programs, 3.65 in master's programs, and 3.6 in post baccalaureate programs.

Undergraduate Student Writing Achievement. The sizable majority of undergraduates pass the *Writing Proficiency Screening Test* at the first attempt (*WPST, 2008*). Trend data also show improvement in the pass rates. In 2003-04, 81 percent of undergraduates passed during the first attempt and increased to 86 percent in 2006-07. The trend, including all attempts, indicates the pass rates increased from 71 percent in 2003-04 to 80 percent in 2006-07.

Undergraduate Collegiate Learning Assessment. According to the *Collegiate Learning Assessment* (2006), both freshmen and seniors scored above their expected level. The freshmen SAT average is 1006; the SAT average for seniors is 981. The Collegiate Learning Assessment (2006) describes expected performance of undergraduate students as, 1=well below, 2=below, 3=at, 4=above, and 5=well above expected. Both freshmen and seniors' total scores are above expectation. CSU Stanislaus' projected first-year retention rate is well above expected level. CSU Stanislaus' projected four-year graduation rate is at expected level. CSU Stanislaus' projected six-year graduation rate is above expected level.

The GRE. The *Graduate Record Examination* (GRE) scores show the Verbal Mean score trended down from 465 in fall 2002 to 415 in fall 2006. Quantitative Mean scores changed slightly down from 552 to 546. The Analytical Writing Mean scores also trended downward, from 4.20 in fall 2002, to 4.01 in fall 2004, and to 3.89 in fall 2006.

Remediation. Overall, students requiring remediation increased from 61 percent in 2002 to 64 percent in 2006. For English Proficiency (EPT) and Math Proficiency (ELM), the percentages increased from 50 percent to 52 percent and from 39 percent to 48 percent, respectively.

Students and Employment. According to the *Undergraduate Alumni Survey* (2007), 52.1 percent of alumni said the University did a “good” job, and another 18.1 percent said an “excellent” job preparing them for careers. At the time of the survey, most undergraduate alumni were working at jobs either fairly (19.9%) or highly (51.5%) related to their majors. Men and women were equally likely to be in a career related to the major, as were Hispanic and White non-Hispanic respondents. Only 9 percent said they were not adequately prepared.

As for graduate alumni, (*Graduate Alumni Survey, 2006*), nine of ten graduate alumni (93.3%) said the graduate preparation for their current jobs was either “good” or “excellent”. Women and men gave similar responses; Hispanic alumni were most likely to report good preparation, while White non-Hispanic students were likely to respond “excellent.” Most alumni were employed in a field related to the master’s degree (67% highly related; 23% fairly related). Only 3.8 percent said “not at all related.” There were no evident gender and ethnic group differences.

VII. CORE INDICATORS: SUPPORT FOR LEARNING

Strategic Planning. The *Strategic Plan* guides the University's actions for the next five years. Implementation occurs under the leadership of the Provost, with direction and monitoring by the President and the President's Executive Cabinet, and supported by assessment data provided by the Office of Institutional Research. The budgetary process ensures a direct link to the Strategic Plan and the allocation of revenue sources to support priorities. Campus leaders assess Strategic Actions in regular annual reporting documents.

To move toward implementation of the Strategic Plan, a Strategic Plan Working Group was formed in November 2007. The charge of the Strategic Plan Working Group is to seek input on

prioritization and implementation from the larger campus community, including the Academic Senate, and to make recommendations for prioritization and implementation to the President's Executive Cabinet.

Educational Quality. The *Strategic Plan* identified three institutional priorities, supported by 25 strategic actions and methods for demonstrating effectiveness and quality. The Strategic Plan demonstrates the University's commitment to serving a growing freshman class; continuing to serve transfer, graduate, and post baccalaureate students; and expanding opportunities for international students. The University is committed to providing access and education quality at multiple sites: the main Turlock campus, the Stockton Center, the Merced Tri-College Center, and distance education and e-learning initiatives to expand services to other areas.

The *Strategic Planning Matrix* operationalizes the Strategic Plan by detailing the many evidences and effectiveness indicators into three key themes: 1) Student engagement, development, and student achievement, 2) Support for teaching and learning, scholarship and service, and 3) The University and the Community.

As evidence of the support of learning, the *Campus Faculty Survey* (2006) found 71 percent of faculty felt the University provides access to the instructional resources needed to support their pedagogical approach.

In fact, according to the *IDEA* (2006) course evaluations by students, overall student ratings of the quality of their courses and of their instructors are high and show relative consistency of student ratings between the academic years of 2004-05 and 2005-06.

Other resources in support of learning have increased. Instructional Technology Workshops are delivered on an ongoing basis at the *Faculty Development Center*. The number of technology workshops and the number of attendees has increased since 2003-04. The workshops cover a broad range of technology training, including introduction to new learning classroom and office productivity classes, sessions, and workshops for faculty and staff.

Library funding in support of instruction over the last ten years (the total annual budget allocated to the Library) exclusive of benefits paid to library employees, has grown from \$2.0 million in 1998-99, to \$2.7 million in the current year, 2007-08. In 2006-07, the library budget amounted to approximately 3.2 percent of the total budget allocated to the University (Library Support Unit Review, 2006).

VIII. CORE INDICATORS: ACHIEVING EQUITY AND DIVERSITY

Diversity and curriculum. The University offers a wide-range of lower division and upper division courses in diversity, race, gender, cultures, and multicultural issues in the required General Education courses. Within General Education selections, students must complete a required number of units of coursework that addresses multicultural, ethnic studies, gender, or non-western cultures issues.

The University regularly schedules campus and community events that demonstrate the growing diversity and culture of our region and state. The events include speakers, scholars and the arts,

which present to the public and students the richness of diversity as well as the historical challenges of social and demographic change.

Global Education. Global education across the disciplines seeks to equip students with knowledge of the diverse peoples, governments, histories, and natural systems that comprise the world as well as understand the forces that continue to shape them. The learning goals include: *Multiple Perspectives*, that each student will demonstrate the ability to perceive any given event from more than one cultural viewpoint; *Interdependence*, that each student will show how a given enterprise or living being depends upon and also influences the larger natural, economic, or social systems of which it is a part; *Equity and Living Responsibly with Others*, that each student will show how the behavior of individuals, groups, and nations affects others, in terms of human rights and economic wellbeing; and *Sustainability*, that each student will demonstrate ways of handling environmental resources that will help or hurt future generations' ability to meet their own needs.

Diversity Initiative. The University President launched the *Campus Diversity Initiative* by appointing a faculty committee to lead campus conversations for the purpose of deepening the University's collective understanding of diversity. The faculty committee was formed to assist the President and the University in identifying ways in which it may act on such issues and assess the University's progress. The faculty committee members provide guidance and assistance to search committees in quests to hire new faculty and college deans who value and have demonstrated achievements in integrating the values of diversity into teaching, scholarship, and service.

The academic goals of the University are clearly adopted by the *Academic Senate*. As stated (CSU Stanislaus website): *The faculty, staff, administrators, and students of California State University, Stanislaus are committed to creating a learning environment which encourages all members of the campus community to expand their intellectual, creative and social horizons. We challenge one another to realize our potential, to appreciate and contribute to the enrichment of our diverse community, and to develop a passion for lifelong learning.* Thus, California State University, Stanislaus commits itself to an ambitious program: sustaining the qualities that have served the institution, while adapting to current challenges and preparing to grasp new opportunities.

In light of the curricular goals, the University also maintains a strong institutional commitment on faculty involvement. Among other goals and objectives, the *University Ad Hoc Diversity Committee* will develop recommendations and promote enactment of processes to enhance the recruitment, retention, and promotion of faculty and staff that support the University's mission and vision regarding diversity.

Faculty at the *Diversity Forum of January 26, 2007* affirmed the need for action to "Approve a formal resolution through the Academic Senate regarding the University's commitment to a diverse student body, faculty, and administration – including a commitment for actions to achieve diversity."

The institutional commitment to diversity also reaches to support students through the *Faculty Mentor Program (FMP)* that represent a wide range of academic disciplines. Currently there are thirty-seven faculty mentors in the program representing sixteen departments. The Faculty Mentor Program mentors are specifically trained to meet the needs of CSU Stanislaus students. Mentors are committed to working with students and enhancing their opportunities for success.

Diversity and faculty. The evidence shows change in faculty diversity. In fall 2003 the proportion was 52.8 percent male, and 47.2 percent female. In fall 2007, the proportion changed to 53.1 percent male faculty and 46.9 percent female. In fall 2003, 76.7 percent of full-time faculty was White non-Hispanic and changed to 71.3 percent in fall 2007. The number of African American faculty increased, although few in number to begin with. Hispanics are slightly up, but also few in number. Native Americans, non-resident aliens, and “not specified” are too few to be statistically meaningful. Asian American faculty have maintained a slightly greater numerical presence than either Hispanic or African American faculty during this period. By gender, male part-time faculty was 51.2 percent in fall 2003, and increased to 54.1 percent in fall 2007. Meanwhile, female part-time faculty showed a decrease to 45.9 percent in fall 2007, from 48.8 percent in fall 2003. By race and ethnicity, there were virtually no gains for any identified minority group.

Regarding retention, promotion, and tenure procedures, faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. The primary responsibility of the faculty for such matters is based on the fact its judgment is central to general educational policy. Furthermore, scholars in a particular field or activity have the chief competence for judging the work of their colleagues; in such competence it is implicit that responsibilities exist for both adverse and favorable judgments. Determinations in these matters should first be by faculty action through established procedures, reviewed by the chief academic officers with the concurrence of the board. The governing board and president should, on questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons that should be stated in detail.

The CSU System produces annual system-wide trend data on Tenure Track Faculty Appointments, by Gender and Ethnicity, and by Campus, and also produces annual system-wide trend data on employees (non-faculty staff), by Gender and Ethnicity, and by Campus.

The recruitment guidelines are clearly established to ensure a fair and effective process for recruiting staff with appropriate attention to diversity and retention of staff concerns. The search for highly qualified and diverse colleagues remains a strategic priority for the University. The recruitment manual outlines the policy and procedures for effective recruitment of a diverse faculty.

Institutional Commitment to Faculty Recruitment by Gender and Race/Ethnicity. The Academic Year 2005-06 shows 68 percent of hires were female. However, males were hired at a percentage higher than for females in the past five years, generally reflecting approximately 53-60 percent of faculty hires. A five-year average of newly hired faculty shows a more even distribution between females and males (49% female and 42% male). Total headcount data for the most recent three years indicate the addition of 102 new faculty, with gender distribution as follows: 54 new female faculty (53%) and 48 new male faculty during this period (47%). Although White non-Hispanic faculty are the largest percentage of the total of new hires for the past three years, the percentage of White non-Hispanic newly hired in comparison to other ethnic groups has declined from 71 percent in 2005-06 to 58 percent in 2007-08. The greatest growth in percentage of hires within ethnic groups was for Hispanic faculty hires, 88 percent over the past three years, followed by Asians at 64 percent and African Americans at 41 percent.

Sixty-one percent (61.5%) of staff is female in 2005; 38.5 percent is male. By race and ethnicity, 66.7 percent are white non-Hispanic, 18.2 percent are Hispanic; 5.9 percent are Asian/Pacific Islander;

4.3 percent African American, and 2.1 percent American Indian/Alaskan Native. Hispanic full-time staff increased by 17 and Asian staff increased by 8, whereas, White non-Hispanic staff increased by 1 and American Indian increased by 3. African American increased by only 4. The number of part-time staff decreased during this period, from 8.3 percent (38) in fall 2003, to 5.4 percent (27) in fall 2007. By race/ethnicity, most of the decreases were among White non-Hispanics. Since the majority of part-time staff is White non-Hispanic (78%), the distribution among racial and ethnic groups is small and therefore little change in number has occurred here. For example, African Americans increased from 0 to 2 during the reported period, while Hispanics remained at 2—there was no change. There were no American Indians employed part-time in either fall 2003 or fall 2007; and only Asian part-time staff decreased from 3 in fall 2003 to 0 in fall 2007.

In early October 2006, the Provost convened a small group of faculty and administrators for an informal discussion of diversity within the context of the University's mission and values: Diversity remains a critically important element of our University's mission and values. The University remains committed to the recruitment of diverse students, faculty, staff, and administrators.

Institutional Commitment to Serve Students. In reviewing the executive summaries of the student support units, as an indicator, a number of programs expressed the need to continue to develop and implement ongoing diversity training strategies or programs for their organization. Two programs (EOP and University Student Union) noted its strength in diversity; another program mentioned the need to improve on diversity training; three other programs mentioned specifically diversity as a weakness needing improvement; no other program mentioned diversity at all.

Student Affairs priorities have been, and will continue to be focused on diversity awareness with expressed attempts to foster and grow the number of student participation that represent the diversity of the student body.

Student Applicants. The number of applicants increased at all levels except for master's and credential programs. And while both male and female applicants increased overall during the period fall 2002 to fall 2006, the number of applicants is consistently greater for females over males by a margin of 2 to 1.

All ethnic groups increased in number of applicants; the acceptance rate is highest for White non-Hispanics (73.8%) in Fall 2006; acceptance rates for Asian (64.3%), Hispanics (64.5%), and Native Americans (60.8%) are all moderately high and consistent. Additionally, the actually enrolled rate is comparable across the major race and ethnic groups: African American (42.6%), Asian American (40.8%), White non-Hispanic (48.6%), Hispanic (44.2%), and Native American (66.7%, although fewest in number).

Students and Economic Background. In terms of economic need, 60 percent of undergraduate students receive Pell Grants; 61 percent apply for federal aid; 19 percent of students are in loan-debt of on average \$8,500; nearly half of undergraduate students in loan debt are White non-Hispanic students (48%), 33 percent are Hispanics, 14 percent Asian/Pacific Islander, 4 percent African American, and 1 percent American Indian/Alaskan Native.

Campus Climate. According to the *Graduate Exit Survey* (Class of 2005-06 and Class of 2006-07), men and women said the classroom and campus social climate are supportive. Females in either cohort indicated by more than 60 percent the campus and classroom are supportive. Males indicated

by more than 55 percent the classroom and campus climate is supportive. More than 65 percent of Hispanic graduate students said the classroom is supportive, as well as nearly 70 percent that say the campus social climate is supportive. More than 65 percent of African Americans said the classroom is supportive, and more than 60 percent indicate the campus is supportive. Finally, 55 percent or more of gay/lesbian graduate students indicated the classroom and campus social climate are supportive.

Results of the *Graduating Senior Survey* (2006) show 70 percent of women indicate the classroom is supportive, and 62 percent indicate the campus social climate is also supportive to women. Men also agree: 66 percent indicate the classroom climate is supportive to them as is 65 percent who say the campus social climate is also supportive. By race and ethnicity, the rates vary from a high of 68 percent of Hispanics that say the classroom is supportive and 66 percent that say the campus is also supportive to them. White non-Hispanic seniors also report 68 percent who say the classroom is supportive, as well as 65 percent who say the campus social climate is supportive to them. Although more than half, the lowest rating is by Native American seniors at 57 percent who indicate the classroom is supportive, as well as 53 percent again saying the campus is supportive of Native American students. Sixty-one percent of African American seniors indicate the classroom climate is supportive, and 57 percent say the same about the campus social climate. And 62 percent of Asian/Pacific Islander seniors say the classroom climate is supportive of Asians, and 55 percent concur regarding the campus social climate. International students, disabled students, and gay/lesbian students correspond with the majority of favorable ratings by other groups. However, with respect to gay/lesbian seniors, the ratings are lowest of all groups: 49 percent of gay/lesbian seniors report the classroom climate is supportive, but less than half (46%) indicate the campus social climate is supportive; whereas 64 percent of international students say the classroom is supportive, and 59 percent indicate the campus social climate is supportive. Disabled students report by 65 percent that the classroom climate is supportive, and 58 indicate the campus social climate is supportive of disabled students.

Academic Support Services. The *Graduate National Survey of Student Engagement* (2006) shows most graduate students view their relationships with faculty and administrators/staff in a positive way. The results paint a picture of strong, supportive relationships with faculty and staff, 89 percent and 72 percent, respectively. However, in terms of graduate students' engaging in or participating in campus cultural activities, such as special speakers, performances, or athletic events, only 6.7 percent have participated or plan to participate.

The *Graduate Exit Survey* (Class of 2005-06 and Class of 2006-07) indicates 89 percent of the graduate student Class of 2005-06 and 95 percent of the Class of 2006-07 did not use the residence halls; 67 and 88 percent did not use recreation services; 50 and 68 percent did not use pre-program advising services; and 60 and 45 percent did not use the health center. However, 79 and 86 percent were "satisfied" or "very satisfied" with the computer laboratories overall; 66 and 69 percent were "satisfied" or "very satisfied" with the computer center hours; 94 and 78 percent were "satisfied" or "very satisfied" with the bookstore facilities and 77 and 82 percent were "satisfied" or "very satisfied" with the computer lab hardware, as was 78 and 82 percent "satisfied" or "very satisfied" with the computer lab software.

Retention and Graduation Rates and Diversity. The overall first-time, full-time freshmen 6-yr graduation rate is 51 percent. By race/ethnicity the rates vary: Black 20 percent; Asian/Pacific Islander 48 percent; Hispanic 53 percent; White 49.8 percent; and Native American 60 percent. By

gender: female 55.8 percent; male 39.9 percent. Overall 1st-yr retention rate is 81 percent. By race/ethnicity the rates vary: Black 90 percent; Asian/Pacific Islander 95 percent; Hispanic 94 percent; White 95 percent; Native American 70 percent. By gender: female 96 percent; male 93.7 percent.

The overall undergraduate transfer, 6-yr graduation rate is 80.5 percent. By gender: female 93.4 percent; male 74.3 percent. By race/ethnicity: Black 66.7 percent; Asian/Pacific Islander 68.4 percent; Hispanic 80 percent; White 81.4 percent; Native American 50 percent. 1st-yr retention rate by gender: female 86 percent; male 86 percent. By race/ethnicity: Black 84 percent; Asian/Pacific Islander 83 percent; Hispanic 86.8 percent; White 83.9 percent; Native American 75 percent.

Student Employment in Chosen Field of Study. The *Undergraduate Alumni Survey* (2007) reveals more than half of undergraduate alumni said they either had a job at graduation or within 30 days of graduation. That figure was higher for Hispanic alumni (63.6%) than for White non-Hispanics (55.4%). However, more White non-Hispanics than Hispanic graduates held a job while attending the University (34.6% vs. 27.3%, respectively.) Respondents who had been employed at their current jobs prior to graduating were asked whether they received a pay raise after graduation. About one-third (34.1%) had received a raise; percentages were similar across ethnic and gender groups.

Additionally, the *Graduate Alumni Survey* (2007) shows 77 percent of graduate alumni, either held their current job while in school or secured it prior to graduation, and 49.4 percent received a new position or promotion after graduating. No gender or ethnicity differences are evident.

Student Engagement in Campus Events. According to the *Undergraduate NSSE* (2006), most Stanislaus first-year students (57%) and seniors (71%), do not participate in co-curricular activities such as campus organizations, campus publications, student government, fraternity or sorority, and intercollegiate or intramural sports.

The *Graduating Senior Survey* (2006) shows a majority of graduating seniors did not participate in programs, events, or campus organizations. Ninety percent did not participate in a fraternity or sorority, and 86 percent did not participate in campus intramural sports. Eighty percent did not participate in cultural programs, and 76 percent did not participate in athletic events. More than half of seniors indicated they did not use or participate in music productions (57%), drama productions (58%), or art/gallery exhibitions (57%), yet there was 42 percent who did use or participate in music productions and were “satisfied” or “very satisfied.” Also, 41 percent were “satisfied” or “very satisfied” with drama productions, as were 41 percent who felt the same about art/gallery exhibitions.

The *Graduate NSSE* (2006) reveals many graduate students at CSU Stanislaus are working parents who have very tight and demanding schedules. The majority works for pay off-campus, with many in full-time employment. Almost half spend substantial time caring for dependents, and less than one-third spend more than 10 hours a week on relaxation. Most students do not engage in personal enrichment efforts through arts events, physical exercising, or spiritual activities. It would not be an exaggeration to say that many graduate students are “time starved.” In addition, the Graduate NSSE shows fewer than 20 percent tutored or taught other students, worked with faculty outside the classroom or participated in service learning. These data suggest that CSU Stanislaus programs may not be engaging graduate students at a high level of active learning outside the classroom.

The *Graduate Exit Survey* (Class of 2005-06 and Class of 2006-07) also indicates a majority of graduate students did not participate in any campus programs, events, or organizations. Ninety-one percent of the Class of 2005-06 and 95 percent of the Class of 2006-07 did not use or participate in a fraternity or sorority, and 91 and 100 percent did not participate in campus intramural sports; 72 and 82 percent did not participate in cultural programs, and 78 and 86 percent did not participate in athletic events. About three quarters of graduate students did not use or participate in either music productions or art/gallery exhibitions, and 76 and 82 percent did not use or participate in Associated Students. Finally, in regards to on campus social activities overall, 70 percent of the Class of 2005-06 and 77 percent of the Class of 2006-07 did not use or participate in these.

Student Engagement in the Classroom. According to results from the *Undergraduate NSSE* (2006) on student engagement in the classroom, as students advance from one class level to the next, one would expect to see evidence of growth in students' capacity to learn to solve problems, handle complexity, and become intensely involved in their education. Comparing first-year students to seniors, the results show this is the case: CSU Stanislaus seniors show a greater, more active involvement in their education than first-year students.

The *Graduate NSSE* (2006) indicates the highest rated activities were class discussion, working on an integrative paper, and contacting the instructor through email. Fifty percent or more of students endorsed these statements at the highest level. Other popular responses were using electronic media to work on a project, making a class presentation, and including diverse perspectives in assignments (40-50%). Considered as a set, these responses provide evidence that graduate students at CSU Stanislaus are engaged in the classroom, using technology, and completing assignments that build integrative skills.

Student Exposure to Diversity Issues in Courses or Instruction. All undergraduate students are required to complete General Education courses, both lower and upper division courses that expose them to cultural diversity issues, knowledge, and learning.

An estimated 1,965 students in 2007 participated in courses with a *Service Learning* emphasis or component (calculated based on average class size of 30, with 50 percent of those students serving 15 hrs/week/semester). Approximately 60 courses with Service Learning were offered during the academic year 2006-07.

The tracking of duplicated counts of services to students—which can be defined as services units—shows a remarkable increase in telephone calls, foot-traffic, workshops, and student orientations to service student needs. The service contacts are also tracked for student walk-ins.

Undergraduate Students and More Education. The *Undergraduate Alumni Survey* (2007) shows more than one-quarter of undergraduate alumni intend to complete a Masters degree, and another quarter plans to pursue a doctorate. At the time of the survey, three years following graduation, 49.3 percent had already begun their graduate work, and of those, more than half (54.1%) began immediately following graduation. A comparison of gender and ethnic groups indicated similarity in educational goals.

Graduate Students and More Education. The *Graduate Alumni Survey* (2006) reveals about two-thirds of graduate alumni (67.6%) hope to earn a terminal degree. Three years following graduation, 26.4 percent had already begun their graduate work, and of those, more than one-third (35%) began

within one year of graduation. A comparison of gender and ethnic groups indicated similarity in educational goals.

Undergraduate Students' Use of Academic Support Services. Student Affairs regularly gathers assessment data and submits reports pertaining to all its services to students. The academic student support services provided by the CSU Stanislaus are comprised of 16 organizations within the division of Student Affairs. The *Student Affairs Annual Report* tracks the number of services and service calls administered to students on an annual and by department basis. Trend data show a continual increase in the number of student support interactions and services.

The *Undergraduate NSSE* (2006) reveals CSU Stanislaus first-year students give very favorable responses about their relationships with other students, faculty, and administrative personnel. CSU Stanislaus seniors' responses are also favorable. However, for these undergraduate students, the means scores are low for items such as, a "campus environment that helps you cope with your non-academic responsibilities" and a "campus environment that provides the support you need to thrive socially." Most students indicate a response of "sometimes" or "never" to these questions.

The *Graduating Senior Survey* (2006) also shows a substantial majority of graduating seniors, 91 percent, say they are "satisfied" or "very satisfied" with the admissions processing services in enrollment services. Most graduating seniors report they did not use career services: 77 percent said they did not use career placement services; 76 percent said they did not use campus employment services; 71 percent did not use internships/co-op while a student; and 62 percent did not use career planning and guidance services. An overwhelming majority of seniors did not use any counseling services. Ninety-two percent did not use couple counseling services (of course most students are not married); 92 percent did not use wellness/personal development workshops; and 80 percent did not use personal counseling services.

System-wide Commitments. The *California Pre-Doctoral Program* is designed to increase the pool of potential faculty by supporting the doctoral aspirations of California State University (CSU) students who have experienced economic and educational disadvantages. The program places a special emphasis on increasing the number of CSU students who enter doctoral programs at one of the University of California (UC) institutions.

Through the *Chancellor's Doctoral Incentive Program* (CDIP), the California State University (CSU) provides financial assistance in the form of a student loan to a limited number of individuals pursuing doctoral degrees. The program seeks to provide loans to doctoral students who are interested in applying and competing for CSU instructional faculty positions after completion of the doctoral degree.