

05/29/08
California State University, Stanislaus
Graduate School Exit Survey
Class of 2004-2005
Executive Summary

Survey Purpose

The Office of Institutional Research administers the Graduate School Exit Survey. The Graduate School Exit Survey is designed to assist the university in assessing students' perceptions of the quality of its graduate student learning as well as assess the effectiveness of the programs that served them. The 2004-05 survey includes 28 questions and 130 items covering a broad range of students' educational experiences and satisfaction with their graduate degree program at CSU Stanislaus.

The Graduate School Exit Survey is organized into 9 sections, including sections on achievement, educational experiences, the student's graduate school, classroom and social climate, library services, student support services, plans for additional education, a section about career and employment, and several open-ended questions about graduate students' overall evaluation of CSU Stanislaus. The results provide an important source of information for institutional evaluation and planning.

The survey is administered annually to graduate students that have earned their master's degree during the previous academic year. The survey was administered in print form during the years 1995 to 2004. Beginning in 2005, responsibility for administering the survey was transferred to the Institutional Research Office. At that time the survey was revised and administered as an online option through the university website.

There were a total 202 graduates in the class of 2004-05. The primary means of survey delivery was through a hardcopy format (n=58). A few respondents completed the online, web-based survey (n=9). The responses from the two formats were aggregated into one database. The total number of completed surveys was 67, for a response rate of 33.2 percent.

The initial mailing (letter and survey) took place the first week of October 2006, nearly five months after commencement. A follow-up mailing (postcards) to non-respondents was administered during the first week of November 2005. A third and final mailing (cover letter and print survey) was conducted in mid-January 2006.

Limitations of the Data. Due to the low response rate, this report presents a summary of the overall patterns of responses and does not breakdown the information by demographic descriptors, such as gender, since only 12 males responded, or by race/ethnicity, since only 9 Hispanics, 2 African American, 2 Asian, and only 1 Native American Indian responded as shown in Table 1. The one exception pertains to reporting attitudes and opinions about classroom and campus social climate. Otherwise, cross-tabulating results about program effectiveness and services by demographic variables would be statistically unreliable. Instead we have more confidence in the interpretations of findings overall for the class of 2004-05.

Summary of Results

Achievement

The survey included items about the effectiveness of graduate programs on student learning. The items are based on a 4-point scale of poor to excellent (Table 2). The following summary is based on the percentage of those responding "good" to "excellent."

Overall, master's degree students respond very favorably to items about their achievement. As shown in Table 2, more than 90 percent of students indicate "good" to "excellent" about learning "advanced knowledge, skills, and values appropriate to the discipline," about 88 percent say "good" to "excellent" regarding "the ability to be creative, analytical, and critical thinkers;" 89 percent say "good" to "excellent" about "the ability to work as individual researcher/scholar, as well as collaborate with other scholars contributing to their scholarship of their disciplines." More than 90 percent say "good" to "excellent" about "advanced written and oral communications," and about "the ability to access and analyze information from a myriad of primary, print, and technological sources."

In addition, between 85 percent said "good" to "excellent" regarding their program's effectiveness in helping them achieve "relevant knowledge of the global perspectives" and "knowledge of new and various methods and technologies."

Experiences

Students also responded to items about their perceptions of the overall effectiveness of their programs. Table 3 displays a battery of 16 items based on a 4-point scale of "poor" to "excellent." Inspecting the responses of "good" to "excellent," 97 percent rated very highly "the overall quality of the program completed." In addition, 92 percent rated "good" to "excellent" on "the commitment of the program faculty to the graduate program;" 94 percent on "the overall qualifications of the graduate faculty in the department," and 96 percent on "the quality of faculty guidance on your thesis, project, or comprehensive exam."

The lowest percentage of "good" to "excellent" was regarding "the quality of career information you received," at 63 percent and about "the quality of equipment within your program" received 65 percent "good" to "excellent." All other items were above 70 and 80 percent.

Graduate students were asked how many years it took them to complete the master's degree. Table 4 shows the modal response was 58 percent saying from 2-3 years to finish; 17 percent indicated four years, while 21 percent said 5-7 years.

Graduate students say rather strongly they would enroll in a master's degree program at CSU Stanislaus (Table 5) if they had to do it over again—92 percent saying "yes." Three of the top reasons (Table 6) as to why they would enroll again if they had to do it over, was due to the "faculty diversity, helpfulness and availability to students" (33.8%), because of the campus location (20%), and because of the "positive academic experience with the department or program" (18.5%). These top three reasons accounted for 72 percent of the comments. And when asked if they would recommend the master's program to another student (Table 7) 97 percent said "yes."

Graduate School

Table 8 displays the results of 7 items about students' experiences with graduate school based on a 4-point scale of "strongly disagree" to "strongly agree." The summary is based on responses of "agree" to "strongly agree."

Graduate students indicate by 79 percent that graduate school "provided a welcoming atmosphere." The responses are very favorable: 78 percent say graduate school "offered helpful assistance," 70

percent said the graduate program “gave timely assistance or responses.” And more than 80 percent said their graduate program “supplied accurate information,” 65 percent were “satisfied” to “very satisfied” on how it “handled sensitive matters,” as were 72 percent on how it “distributed attractive and useful information.”

Classroom and Social Climate

This section reports on whether or not graduate students believe the classroom and campus social climate of the university is supportive of students of all backgrounds, such as by gender, race and ethnicity, international students, disabled students, and gay/lesbian students.

There appears to be high agreement that the classroom social climate is supportive and not discriminatory to students overall. Men and women say the classroom and campus social climate is supportive (Table 9). At 78 percent and 67 percent, females indicate the classroom social climate and the campus social climate is supportive. The percentage for males is 74 percent (classroom) and 69 percent (campus climate).

Seventy-four percent of Hispanic graduate students said the classroom is supportive, and 66 percent feel the same about the campus social climate. White non-Hispanic students also show high agreement that the classroom climate is supportive at 73 percent, while 65 percent feel the same about the campus social climate. All other groups indicate by 60 percent or more that the classroom social climate is supportive. As for the campus social climate, 56 percent of African Americans, 56 percent of Native Americans, 57 percent of disabled students, and 52 percent of Gay/Lesbian students indicate the campus social climate is supportive.

Library Services

Table 10 displays the results of item-ratings about campus library services. Graduate students were asked to rate their level of satisfaction with the services provided by the university library, and to also indicate the extent of their knowledge and use of the various library collections and services.

On a 4-point scale of “very dissatisfied” to “very satisfied,” 100 percent of graduate students indicated they are “very satisfied” with the quality of resources. Each of the following indicators rated highly from “satisfied” to “very satisfied”: the knowledge of library staff (91%), the courtesy of library staff (89%), the reference desk (91%), the quality of assistance (94%), the circulation service desk (88%), and overall services. No indicator received less than 70 percent “satisfied” to “very satisfied”.

Student Support Services

Table 11 displays results for Student Support Services. Student Support Services is assessed via a battery of 35 items covering topics such as, enrollment services, career services, counseling, academic and student support, and student activities. The following summarizes the most salient features.

Enrollment Services. Overall, graduate students rate very highly their satisfaction with enrollment services. A substantial majority of graduate students (79%) say they are “satisfied” or “very satisfied” with the admissions processing services in enrollment services. There is a high response of satisfaction also about student academic records and transcripts services (88%) and registration

services (86%). More than half of graduate students indicated they did not use financial aid services (54%).

Career Services. Most graduate students do not use career services. Most graduate students report they did not use or participate in career placement services (67%); 77 and 73 percent said they did not use career placement services and internships/co-op while a graduate student; and 83 percent did not use campus employment services while a student.

Counseling. An overwhelming majority of graduate students did not use or participate in any counseling services: 71 and 89 percent did not use personal counseling and couple counseling services; 83 percent did not use “wellness/personal development workshops” services.

Academic and Student Support. Here some services are used sparingly: 84 percent did not use the residence halls; 73 percent did not use recreation services; 45 percent did not use pre-program advising services; and 45 percent did not use the health center. However, 64 percent are “satisfied” to “very satisfied” with the computer lab overall; 61 percent are satisfied or very satisfied with the computer center hours; 77 percent are satisfied or very satisfied with the bookstore facilities, and 62 percent are satisfied or very satisfied with the computer lab hardware, as is 59 percent about the computer lab software. Also, 57 percent are satisfied or very satisfied with the cafeteria, and 55 percent feel the same about the student center and lounges.

Student Activities. A majority of graduate students did not involve themselves with any campus programs, events, or organizations. Ninety-two percent did not use or participate in a fraternity or sorority, and 91 percent did not participate in campus intramural sports; 77 percent did not participate in cultural programs, and 80 percent did not participate in athletic events.

About three quarters of graduate students did not use or participate in either music productions or art activities, and 83 percent did not use or participate in Associated Students. Finally, regarding campus social activities overall, 77 percent of graduate students indicate they did not use or participate at all.

Additional Education

More than a quarter (29%) of graduate students said they plan to pursue another advanced degree (Table 12). Those responding “yes”, indicate they intend to pursue a degree in the field of education (56%), psychology (17%), and social sciences (17%). (Table 13).

In Table 14, 56 percent plan to pursue a Ph.D. and 28 percent plan on an Ed.D; 11 percent plan a MA/MS, and 6 percent some other professional degree.

Table 15 shows that while most graduate students were undecided (65%) as to where to attend graduate school, 18 percent indicated plans to attend CSU Stanislaus, and 6 percent plan on attending a University of California campus. Another 12 percent indicated “out of State” plans.

Table 16 shows that 76 percent are intent on pursuing a university teaching career, while 35 percent intend to seek a career in university research.

In Table 17, graduate students were asked about financing their higher education pursuits and to indicate a range of financial support options. Graduate students indicated, personal earnings or

savings (58%), scholarship/fellowship (63%), teaching/research assistantship (47%), or loans (47%) or grants (37%) at the ways in which they attend to fund their expenses.

Several items measured preparation and usefulness of advising. Table 18 displays results of students saying, “yes”, to usefulness of advising. Most graduate students believe the graduate program at CSU Stanislaus prepared them for future studies: 95 percent said “yes”.

When asked if they felt they “can compete with students from other programs to secure admission” into some other graduate program of choice, 90 percent indicated “yes”.

Regarding helpful advising from faculty members about Ph.D. and professional programs, 57 percent said “yes” it was helpful to them.

The lowest rating was about being “made aware of the CSU Stanislaus Forgivable Loan program for students pursuing doctoral studies.” Only 24 percent of graduate students indicated they were made aware of this opportunity, and that it was helpful.

Career, Employment

Eighty-two percent of the class of 2004-05 indicated they are employed full-time (Table 19), while 16 percent say “yes, working part-time.” In Table 20, 54 percent indicate they received a new job or promotion as a result of obtaining a master’s degree.

Sixty-seven percent of graduate students reported their current job is closely related to their master’s degree. Another 23 percent simply indicated, “related” (Table 21), while 11 percent said it was unrelated. When asked if their current job was unrelated “by choice” (Table 22), 90 percent indicated “yes” it was by choice.

Graduate students were asked to indicate which factors are “currently keeping you from pursuing the career for which you prepared?” Table 23 displays the results that 36 percent “can’t find employment in my chosen field”; 14 percent are still seeking admission to a Ph.D. or professional program; and 14 percent indicated they are not sure they “want to pursue this field.”

Graduate Students were asked to share their perceptions of the program’s overall effectiveness preparing them for a career. Table 24 displays the results utilizing a 4-point scale of “strongly disagree” to “strongly agree.” The following summarizes the responses of those who agree or strongly agree with each statement.

More than 90 percent “agree” or “strongly agree” that, “overall, the program prepared me to begin or advance my career”. Graduate students agreed or agreed strongly by 91 percent that “the program was challenging and prepared me to compete with others in the workforce”; 87 percent also agree or strongly agree “the courses in the program were relevant to my current job responsibilities”; 87 percent agree or strongly agree “the program faculty members were up-to-date regarding real-world skills needed in the workplace”; and 85 percent agree or strongly agree, the “program faculty members were interested in my professional success.”

Overall Evaluation of CSU Stanislaus

Lastly, the survey queried graduate students with several open-ended questions about CSU Stanislaus' attraction to prospective students, about aspects of the university that were of most help to them in achieving their education, and about any improvement CSU Stanislaus could make. The following Tables 25-27 summarizes their comments.

In many instances graduate students provided multiple responses. The responses cluster around the perceptions and opinions that CSU Stanislaus would be attractive to prospective students because of the availability of class, class size, access to courses; campus size and appearance; faculty diversity, friendliness, knowledgeable, available to students; and campus location—these factors accounted for about 82 percent of the responses (Table 25).

According to graduate students, most helpful to them in achieving their education at CSU Stanislaus was the “faculty: diverse, friendly, knowledgeable, available to students,” (42%). But also helpful was campus location and accessibility (8.7%); staff & administration: friendly, knowledgeable, helpful; and “availability of classes, class size, variety of courses”. Together these accounted for 75 percent of responses (Table 26).

Graduate students were asked that if they could make one improvement to CSU Stanislaus (Table 27), what would it be? The top reasons include: “offer more classes/programs,” (26%); improve the quality of instruction (16%); improve “parking issues” (10%). These top three concerns accounted for 52 percent of the responses.

Table 1. Demographic Breakdown, Class of 2004-2005

Demographics	Number	Percent
Male	16	23.9
Female	51	76.1
American Indian/ Native American	1	1.5
Black/ African American	2	3.0
Hispanic	9	13.4
Asian/ Pacific Islander	2	3.0
White/ Non-Hispanic	44	65.7
Other/ Undeclared	8	11.9
Non-Citizen	1	1.5
Total	67	100.0

Table 2. Achievement Item Responses, 2004-05

The Graduate Council has established the following student learning goals for all graduate programs at CSU Stanislaus. Please indicate your program's effectiveness in helping you to attain each of these goals.

Item Responses in Percentages (%)	Not Applicable	Poor	Fair	Good	Excellent
a. Advanced knowledge, skills, and values appropriate to the discipline.	1	0	7	31	60
b. The ability to be creative, analytical, and critical thinkers.	0	1	10	22	66
c. The ability to work as individual researcher/scholar as well as collaborate with other scholars contributing to their scholarship of their disciplines.	0	1	9	28	61
d. Relevant knowledge of the global perspectives.	3	3	9	48	37
e. Knowledge of new and various methods and technologies.	0	1	13	46	39
f. Advanced oral and written communication skills.	0	2	6	35	58
g. The ability to access and analyze information from a myriad of primary, print, and technological sources.	0	0	5	39	56

Table 3. Experiences Item Responses, 2004-05

Please use the following indicators to share your perception of your program's overall effectiveness.

Item Responses in Percentages (%)	Not Applicable	Poor	Fair	Good	Excellent
a. The overall quality of the program completed.	0	0	3	36	61
b. The reputation of the program in the community outside the University.	7	1	16	37	37
c. The usefulness of the program for employment possibilities.	1	3	9	34	52
d. The commitment of the program faculty to the graduate program.	1	1	4	16	76
e. The intellectual challenge of your course of study.	0	1	12	19	67
f. The availability of courses.	0	7	25	33	34
g. The time scheduling of classes by department to meet student needs.	0	3	15	36	46
h. The overall qualifications (academic training and experience) of the graduate faculty in the department.	0	1	4	25	69
i. The overall teaching effectiveness of the graduate faculty in the department.	0	0	12	34	54
j. The quality of faculty academic advising assistance received.	4	10	9	13	63
k. The quality of career information you received.	15	12	19	28	25
l. The quality of support received from faculty to pursue your goals.	6	6	8	17	64
m. The quality of physical facilities within your program.	1	3	24	34	37
n. The quality of equipment within your program.	11	2	23	44	21
o. The quality of evaluation and grading practices in program courses.	2	2	9	41	47
p. The quality of faculty guidance your thesis, project, or comprehensive exam.	0	1	3	18	78

Table 4. Number of Years to Complete Master's Degree Program, 2004-05

Approximately how many years did it take you to complete your master's degree program?

Responses in Percentages (%)	One	Two	Three	Four	Five	Six	Seven
	3	29	29	17	9	6	6

Table 5. Would Enroll in Program if Do Over Again, 2004-05

If you were to begin your master's degree program over again, would you enroll at CSU Stanislaus?

Responses in Percentages (%)	No	Yes
	8	92

Table 6. Reasons Why or Why Not Enroll at CSU Stanislaus Again, 2004-05

If you were to begin your master's degree program over again, would you enroll at CSU Stanislaus? Why or why not? Please explain.

Responses	N	Percent	Percent of Cases
Faculty: diverse, helpful, available to students	22	33.8%	50.0%
Campus location	13	20.0%	29.5%
Positive academic experience with department or program	12	18.5%	27.3%
Availability of classes, class size, access to courses	5	7.7%	11.4%
Degree program variety and availability	3	4.6%	6.8%
Cost of attendance	3	4.6%	6.8%
General critique or criticism	2	3.1%	4.5%
Campus size and appearance	1	1.5%	2.3%
General affirmation and positive feedback	1	1.5%	2.3%
Positive experience at University	1	1.5%	2.3%
University reputation/ standards	1	1.5%	2.3%
Classmates: friendly, supportive, interactions and relationships	1	1.5%	2.3%
Total	65	100.0%	147.7%

Note. Frequencies and percentages based on responses.

Table 7. Would Recommend Program to Another Student, 2004-05

Would you recommend the master's degree program you recently completed to another student?

Responses in percentages (%)	No	Yes
	3	97

Table 8. Aspects of Graduate School Experience, 2004-05

Please indicate your level of satisfaction with the following aspects of the Graduate School.

Responses in Percentages (%)	Did Not Use	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a. Providing a welcoming atmosphere	6	2	14	32	47
b. Offering helpful assistance	5	6	11	36	42
c. Demonstrating concern for individual needs	9	11	6	32	42
d. Giving timely assistance or responses	5	8	8	35	45
e. Supplying accurate information	5	3	12	35	45
f. Handling sensitive matters	27	5	3	30	35
g. Distributing attractive and useful materials	14	5	9	42	30
h. Presenting relevant internet based resources	23	6	11	33	27

Table 9. Classroom and Campus Climate Supportive of Students, 2004-05

Please assess the extent to which you believe the CSU Stanislaus classroom and campus social climate is supportive for each of the following student populations.

Responses in percentages (%)	Classroom			Campus		
	Discriminatory	Neutral	Supportive	Discriminatory	Neutral	Supportive
Women	0	22	78	0	33	67
Men	2	25	74	2	29	69
African American	3	31	66	2	42	56
Native American	3	34	62	2	42	56
Asian/Pacific Islander	2	33	66	2	38	60
Hispanic	0	26	74	0	34	66
White non-Hispanic	3	23	73	2	33	65
International	2	36	63	2	36	62
Disabled	2	32	67	4	39	57
Gay/Lesbian	0	40	60	6	42	52

Table 10. Campus Library Services, 2004-05

Please indicate your level of satisfaction with the following aspects of the University Library.

Responses in percentages (%)	Did Not Use	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a. Quality of resources	0	0	0	0	100
b. Overall services	0	1	6	37	55
c. Quality of assistance	0	1	4	45	49
d. Circulation service desk	3	4	4	43	45
e. Reference desk	3	1	4	37	54
f. Interlibrary Loan	22	1	4	28	43
g. Books and journals for my program	1	7	18	36	37
h. Other library materials for my program	7	4	9	45	34
i. Hours of service	1	4	13	46	34
j. Physical environment	2	0	14	45	39
k. Knowledge of library staff	3	1	4	43	48
l. Courtesy of library staff	1	1	7	25	64

Table 11. Student and Academic Support Services, 2004-05

Please rate your satisfaction with the following Student and Academic Support Services.

Responses in percentages (%)	Did Not Use	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Enrollment Services					
a. Admissions processing	0	4	16	49	30
b. Student academic records and transcripts	1	3	7	54	34
c. Registration	0	0	13	49	37
d. Financial Aid	54	1	4	18	22
Career Services					
e. Career planning and guidance	69	8	9	9	5
f. Career placement services	77	5	6	9	3
g. Internships/co-op	73	3	8	8	9
h. Campus employment services while a student	83	5	5	3	5
Counseling					
i. Personal counseling	71	0	11	9	9
j. Couple counseling	89	2	8	0	2
k. Wellness/personal development workshops	83	2	8	3	5
Academic and Student Support					
l. Pre-program advising	45	8	5	26	17
m. Computer lab overall	22	3	11	46	18
n. Computer lab hardware	26	3	9	45	17
o. Computer lab software	29	3	9	44	15
p. Computer help desk	35	6	11	37	11
q. Computer center hours	28	6	5	45	16
r. Computer equipment and labs in your department	37	6	9	35	12
s. Residence halls	84	3	2	3	8
t. Campus security	40	5	3	42	11
u. Cafeteria	25	7	10	36	21
v. Student center and lounges	36	2	8	38	17
w. Recreation	73	5	5	11	6
x. Bookstore facilities	6	4	12	49	28
y. Health center	45	3	3	20	29
Student Activities					
z. Cultural programs	77	2	3	11	8
aa. Social activities overall	77	2	3	13	6
bb. Campus organizations	77	2	3	14	5
cc. Athletic events	80	2	3	13	3
dd. Fraternity/Sorority	92	2	2	3	2
ee. Music	78	2	3	9	8
ff. Drama	75	2	3	13	8
gg. Art	81	3	2	10	5
hh. Associated Students, Inc.	83	2	3	9	3
ii. Intramurals	91	2	3	3	2

Table 12. Plans for Additional Advanced Degree, 2004-05

Since obtaining your Master's degree, do you plan on pursuing another advanced degree?

Responses in percentages (%)	No	Yes
	71	29

Table 13. Field Planning to Pursue, 2004-05

What field are you planning to pursue?	Responses in percentages (%)				
	Education	English	Psychology	Kinesiology	Social Sciences
	56	6	17	6	17

Table 14. Degree Plan to Obtain, 2004-05

What degree do you plan to obtain?	Responses in percentages (%)			
	Ed.D.	Ph.D.	MA/ MS	Other degree (i.e., DPA)
	28	56	11	6

Table 15. Graduate School Plan to Attend, 2004-05

What graduate school do you plan to attend?	Responses in percentages (%)					
	CSU Stanislaus	Other CSU	University of California	Other California	Out of State	Undecided
	18	0	6	0	12	65

Table 16. University Teaching or Research Career Goal, 2004-05

Responses in percentages (%)	No	Yes
Is university teaching your career goal?	24	76
Is university research your career goal?	65	35

Table 17. Type of Financial Support Expected: How Intend to Fund Expenses While Pursuing Degree, 2004-05

How do you intend to fund your expenses while pursuing your next degree?

Responses in percentages (%)	Personal earnings or savings	Scholarship/ fellowship	Loans	Grants	Teaching / research assistantship	Other
	58	63	47	37	47	5

Table 18. Preparation and Advising for Future, 2004-05

Please respond to the following statements.

Responses in percentages (%)

My graduate program at CSU Stanislaus prepared me for future studies.	I am confident that I can compete with students from other programs to secure admission in the graduate program of my choice.	CSU Stanislaus faculties were helpful in advising me regarding Ph.D. and professional programs.	I was made aware of the CSU Stanislaus Forgivable Loan program for students pursuing doctoral studies.
95	90	57	24

Table 19. Employment Status, 2004-05

Are you currently employed (including self-employed)?

Responses in percentages (%)	Yes working full-time.	Yes working part-time.	No but I am seeking employment.	No and I am not seeking employment.
	82	16	0	1

Table 20. New Job or Promotion, 2004-05

Have you obtained a new job or received a promotion because of your recent master's degree attainment?

Responses in percentages (%)	No	Yes
	46	54

Table 21. Job Related to Master's Degree, 2004-05

How closely related is your current job to your CSU Stanislaus master's degree?

Responses in percentages (%)	Closely related	Related	Unrelated
	67	23	11

Table 22. If Job Unrelated, was this by Choice?, 2004-05

If your current job is unrelated to your master's degree, was this by choice?

Responses in percentages (%)	No	Yes
	10	90

Table 23. Factors Keeping Graduates from Pursuing Career Prepared For, 2004-05

What factors are currently keeping you from pursuing the career for which you prepared?

Responses in percentages (%)	Can't find employment in my chosen field	Still seeking admission to a Ph.D. or professional program	Can't afford another degree right now	Not sure that I want to pursue this field	Family concerns or obligations	Illness	Debt	Other
	36	14	0	14	7	0	0	29

Table 24. Perception of Program Overall Effectiveness in Preparation, 2004-05

Please use the following indicators to share your perception of your program's overall effectiveness in preparing you for a career.

Responses in percentages (%)	No Opinion	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Overall, the program prepared me to begin or advance my career.	3	0	3	38	56
b. The program was challenging and prepared me to compete with others in the workforce.	0	2	8	35	56
c. The courses in the program were relevant to my current job responsibilities.	2	9	3	35	52
d. Program faculty members were up-to-date regarding real-world skills needed in the workplace.	2	2	11	32	55
e. Program faculty members were interested in my professional success.	2	6	8	23	62

Table 25. Attractive Aspects of Campus to Prospective Graduate Students, 2004-05

What aspects of this campus do you feel would be attractive to prospective students?	N	Percent	Percent of Cases
Campus appearance / Campus atmosphere/ Campus size	26	35.6%	51.0%
Campus location	14	19.2%	27.5%
Faculty: helpful, supportive, knowledgeable	10	13.7%	19.6%
Availability of classes, class size, variety of courses	10	13.7%	19.6%
Student/ Academic Support Services	4	5.5%	7.8%
Strong academic programs	3	4.1%	5.9%
Cost of attendance	2	2.7%	3.9%
Generalized critique. Expressions of disappointment and blame	2	2.7%	3.9%
Stockton Center	2	2.7%	3.9%
Total	73	100.0%	143.1%

Note. Frequencies and percentages based on responses.

Table 26. Most Helpful Aspects in Achieving Education, 2004-05

What aspects of CSU Stanislaus were most helpful to you in achieving your education?	N	Percent	Percent of Cases
Faculty: helpful, supportive, knowledgeable	29	42.0%	52.7%
Availability of classes, class size, variety of courses	11	15.9%	20.0%
Staff & Administration: friendly, knowledgeable, helpful	6	8.7%	10.9%
Campus location	6	8.7%	10.9%
Cost of attendance	5	7.2%	9.1%
Campus appearance / Campus atmosphere/ Campus size	3	4.3%	5.5%
Library	3	4.3%	5.5%
Classmates: interactions and relationships	2	2.9%	3.6%
Student/ Academic Support Services	2	2.9%	3.6%
Stockton Center	1	1.4%	1.8%
Strong academic programs	1	1.4%	1.8%
Total	69	100.0%	125.5%

Note. Frequencies and percentages based on responses.

Table 27. Suggested Improvement to CSU Stanislaus, 2004-05

If you could make one improvement to CSU Stanislaus, what would it be?	N	Percent
Offer more classes / programs	13	26.0
Improve the quality of instruction	8	16.0
Parking issues	5	10.0
Improve Enrollment/ Student Services	4	8.0
Improve library	3	6.0
Career services	2	4.0
Strengthen academic standards	2	4.0
Better advising / counseling	2	4.0
Student Union / Rec center/ Bookstore	2	4.0
Improve communication between departments and students	2	4.0
Increase campus diversity	1	2.0
Increase social activities/ events	1	2.0
Improve computer lab	1	2.0
Improve faculty interaction, involvement, support	1	2.0
Increase diversity of student organizations/ clubs	1	2.0
Football team	1	2.0
Positive academic experience	1	2.0
Total	50	100.0

Note. Frequencies and percentages based on responses.