

California State University, Stanislaus
The Undergraduate National Survey of Student Engagement, Spring 2004
Executive Summary

Survey Purpose

The California State University (CSU) System participates in the National Survey of Student Engagement (NSSE). The survey obtained data about student learning and educational participation across a wide-range of university programs and activities. Administered by the Indiana University Center for Postsecondary Research, the NSSE provides information that may be used in describing and understanding student learning outcomes, the undergraduate experience, and institutional effectiveness.

Survey Methodology

The survey was administered by NSSE to all first-year and senior students. First-year students were defined as undergraduates enrolled in fall 2003 with a freshmen status (i.e. fewer than 30 units) and who returned in spring 2004 as freshmen. Seniors were defined as undergraduates enrolled in fall 2003 with a senior status (i.e. 90 or more units) and were expected to graduate in spring or summer 2004. Students were randomly selected and mailed a survey form with an option to complete the survey via the web. A postcard reminder was subsequently mailed approximately 10 days later. Non-respondents were contacted a third time approximately two weeks after the postcard mailing.¹

Surveys were sent to 347 first-year students and 346 seniors in the spring 2004. The response rate for both groups was approximately 31 percent, which resulted in a student sample size of 100 first-year student and 117 seniors. The sampling error margin was 9.0 percent for first-year students and 8.8 percent for seniors.

NSSE calculated mean scores on the items. These results are displayed for CSU Stanislaus first-year students and seniors, and are compared to the Carnegie Selected Peer institutions.

Respondent Characteristics

Virtually all first-year students are enrolled full-time (99%), while 71 percent of seniors are full-time students and therefore 29 percent are enrolled part-time.

Most students live off campus, as are 74 percent of first-year students and 97 percent of seniors.

All first-year students are less than 24 years of age, whereas 36 percent of seniors are less than 24 years of age. Most seniors are non-traditional aged students as 64 percent of ages 24 years and older.

Among both first-year students and seniors, females are the majority enrollment. Females are 67 percent of the first-year student enrollment, and males 33 percent; among seniors females are 74 percent of enrollment, and males 26 percent.

By race and ethnicity of first-year students, 47 percent are white non-Hispanic, 28 percent Hispanic, and 13 percent Asian. African Americans comprise 2 percent, and International students are 5 percent.

Senior students are 57 percent white non-Hispanic, 14 percent Hispanic, and 14 percent Asian. African American students are 1 percent of senior students and International students make up 14 percent.

¹ The majority of respondents completed the print version, 83% of first-year student respondents and 87% of senior respondents.

Summary of Results

This summary of survey results will focus primarily on five clusters of survey items identified by NSSE administrators as benchmarks of effective educational practice. The five NSSE Benchmarks are:

- I. Active and Collaborative Learning
- II. Student-Faculty Interactions
- III. Supportive Campus Environment
- IV. Enriching Educational Experience
- V. Level of Academic Challenge

The following tables display the item variable and description as well as the mean scores² for first year students and seniors. Benchmark categories may include multiple tables if multiple scales were used.

I. Active and Collaborative Learning (ACL).

Exhibit 1 displays results of 4-point scale items measuring student involvement in their learning and collaboration with others in their education. The data shows first-year students are actively involved in (item 1t) discussing ideas from reading and classes with others (mean=2.79), asking questions (item 1a) in class or contributing to class discussion (mean=2.71), and in working with other students (item 1g) in projects during class (mean=2.54).

Seniors show greater activity, in (item 1b) making class presentations (mean=3.13), in asking questions (item 1a) in class or contributing to class discussions (mean=3.09), and in (item 1t) discussing ideas from readings or classes with others outside of class (mean=2.77).

Overall, CSU Stanislaus students compare well or in some instances better than the selected peer institutions in measures of active and collaborative learning.

Exhibit 1. Active and Collaborative Learning

Item	Description	First-Year Students		Seniors	
		Stanislaus	Selected Peers	Stanislaus	Selected Peers
1a	Asked questions in class or contributed to class discussion	2.71	2.83	3.09	3.18
1b	Made a class presentation	2.16	2.25	3.13	2.90
1g	Worked with other students on projects during class	2.54	2.37	2.52	2.51
1h	Worked with all classmates outside of class to prepare class assignments	2.18	2.32	2.62	2.71
1j	Tutored or taught other students	1.80	1.62	1.69	1.87
1k	Participated in a community-based project as part of a regular course	1.38	1.54	1.74	1.75
1t	Discussed ideas from readings or classes with others outside of class (students, family members, co-workers, etc.)	2.79	2.68	2.77	2.87

Mean score based on scale: 1-never, 2-sometimes, 3-often, 4-very often

² The mean is the arithmetic average of student responses on a particular item. Means are provided for CSU Stanislaus students as well as Carnegie respondents.

II. Student-Faculty Interactions (SFI).

The importance of student interactions with faculty in the classroom as well as outside of class are measure by the items displayed in Exhibit 2.

Clearly, Stanislaus first-year students indicated they are involved in meaningful and practical interactions with their instructors, and there is little if any difference in comparison with the selected peer institutions. The highest ratings (4-point scale) are for (item 1q) receiving prompt written or oral feedback from faculty on academic performance (mean=2.50), (item 1n) discussing grades or assignments with an instructor (mean=2.50), and (item 1o) talking with a faculty member about career plans (mean=2.01). Lower ratings are in (item 1s) working with a faculty member on activities other than coursework (mean=1.46), and (item 1p) discussing readings or classes with faculty members outside of class (mean=1.71).

Overall, the student-faculty interactions according to first-year students at Stanislaus are within the same pattern and not substantially difference from that of the comparison group of selected peers.

CSU Stanislaus seniors, however, while a slightly higher mean scores than Stanislaus first-year students, appear to be substantially difference and lower than the mean scores of the comparison group of selected peer institutions. Seniors at Stanislaus indicate they “sometimes” to “often” engage in discussing grades or assignments with an instructor (item 1n, mean=2.58), somewhat lower than the selected peers’ score. Seniors also indicate they “sometimes” to “often” receive prompt written or oral feedback from faculty on their academic performance (item 1q, mean=2.47), and the tendency is to “sometime” talk career plans with a faculty member (item 1o, mean=2.08). These are the highest rated items for Stanislaus seniors on student-faculty interaction measures, and they appear much lower than the ratings of selected peers.

Exhibit 2. Student-Faculty Interaction

Item	Description	First-Year Students		Seniors	
		Stanislaus	Selected Peers	Stanislaus	Selected Peers
1n	Discussed grades or assignments with instructor	2.50	2.57	2.58	2.83
1o	Talked about career plans with a faculty member or advisor	2.01	2.13	2.08	2.47
1p	Discussed readings or classes with faculty members outside of class	1.71	1.77	1.79	2.08
1s	Worked with a faculty member on activities other than coursework (committees, orientations, student-life activities)	1.46	1.54	1.40	1.85
1q	Received prompt written or oral feedback from faculty on your academic performance	2.57	2.59	2.47	2.85

Mean score based on scale: 1-never, 2-sometimes, 3-often, 4-very often

III. Supportive Campus Environment (SCE).

Several items measure the quality of relationships on campus with other students, faculty, and administration (items 8a, 8b, 8c). Several more items measure the supportive nature of the campus environment (items 10b, 10d, 10e).

CSU Stanislaus first-year students give positive marks about their relationships with other students and faculty. Based on a 7-point scale (Exhibit 3), first-year students indicate positive quality relationships with other students on campus (mean=5.63, item 8a). First-year students express a sense of belonging and that these relationships are supportive to them.

First-year students also rate their relationships with faculty in a positive way, that faculty tend to be available, helpful, and sympathetic (mean 5.40, item 8b). First-year Stanislaus students, however, rate their relationships with administration slightly lower on this measure, although the tendency is positive for most students (mean=4.96, item 8c).

CSU Stanislaus seniors reveal a similar pattern of high ratings on the quality of relationships with other students (mean 5.77) and faculty (mean=5.41), and slightly less though still positive for administration (mean=4.57).

The mean scores for measures about the quality of relationships are similar in comparison to that of the selected peer institutions.

Exhibit 3 also displays the results of items (based on a 4-point scale) that measure whether or not and to what extent the campus is supportive to students academically, in non-academic ways, and in ways they help students thrive socially.

Most Stanislaus first-year students agree by “quite a bit” (mean=2.95) the campus environment provides them with the support they need to succeed academically. First-year students also give a positive response (“some” to “quite a bit”) that the campus environment helps student to thrive socially (mean=2.14). However, most first-year students felt the campus does “very little” to “some” in helping students cope with non-academic responsibilities such as with work or family (mean=1.89).

Stanislaus seniors follow a pattern similar to that of first-year students: while the remarks of seniors are somewhat weaker than that of first-year students, seniors are fairly positive about the supportive nature academically of the campus environment (mean=2.64). Regarding a campus that helps students thrive socially, Senior’s feel that campus provides “some” to “very little” support” (mean=1.91). The least affirmation about the campus environment was about support that helps students cope with non-academic responsibilities. Most seniors indicate the campus provides “very little” support in this regard (mean=1.70)

On campus environment, Stanislaus seniors appear to respond significantly different from the comparison selected peer institutions. First-year students on the other hand compare reasonably well with selected peers.

Exhibit 3. Quality of Relationships

Item	Description	First-Year Students		Seniors	
		Stanislaus	Selected Peers	Stanislaus	Selected Peers
8a	Quality of relationships with other students	5.63	5.64	5.77	5.77
Mean score based on scale: 1 - unfriendly, unsupportive, sense of alienation TO 7 - friendly, supportive, sense of belonging					
8b	Quality of relationships with faculty members	5.40	5.56	5.41	5.74
Mean score based on scale: 1 - unavailable, unhelpful, unsympathetic TO 7 - available, helpful, sympathetic					
8c	Quality of relationships with administrative personnel and offices	4.96	5.13	4.57	4.85
Mean score based on scale: 1 - unhelpful, inconsiderate, rigid TO 7 - helpful, considerate, flexible					
10b	Campus environment that provides the support you need to help you succeed academically	2.95	3.06	2.64	2.96
10d	Campus environment that helps you cope with you non-academic responsibilities (work, family, etc.)	1.89	2.13	1.70	1.92
10e	Campus environment that provides the support you need to thrive socially	2.14	2.34	1.91	2.10
Mean score based on scale: 1 -very little, 2 - some, 3 -quite a bit, 4 -very much					

IV. Enriching Educational Experience (EEE).

Exhibits 4 and 5 display mean scores for a range of items that measure the students’ experiences on and off campus that are deemed “enriching educational experiences.” Item 1l in Exhibit 4 reveals the tendency for most students to say they experienced using an electronic medium to discuss or complete an assignment. Both first-year students (mean=2.51) and seniors (mean=2.39) indicate this to be so “sometimes” to “often.” The Stanislaus first-year students’ mean scores does not appear significantly different from the selected peers comparison. However, the seniors’ mean scores appears lower and significantly different from selected peers.

The items (7a-7h) in Exhibit 5 are to be read as the proportion saying “done” in response to the question item. Therefore, among first-year students the largest proportion saying “done” is for item 7b, where 27 percent say they have “done” community service or volunteer work. These are the highest followed by 16 percent that have “done” foreign language coursework (item 7e). And 12 percent indicate they have participated in a learning community with other groups of students (item 7c). Only four percent of first-year students indicate they have “done” or experienced a practicum, internship, field experience, co-op experience or clinical assignment (item 7a); 3 percent have studied abroad; and only 1 percent have worked with a faculty member on a research project outside of class (item 7d). The mean scores are comparable to those of selected peers.

In rank order, 47 percent of Stanislaus seniors have “done” community service or volunteer work (item 7b); 32 percent have experienced a practicum, internship, or field experience (item 7a); and 30 percent have “done” foreign language coursework (item 7e).

Compared to selected peers, Stanislaus first-year student scores do not appear significantly different. However, for Stanislaus seniors, items a, f, and h do appear lower and significantly different from the selected peers scores.

As for time spent in participating in co-curricular activities, such as campus organizations or intercollegiate or intramural sports, first-year students show more activity per week than Stanislaus seniors—and the mean score is higher (first-year mean=1.81, senior mean=1.41). In addition, both Stanislaus first-year students’ and seniors’ scores show lower engagement compared to selected peers, and, only the mean score for seniors appears to differ significantly from that of selected peers.

Exhibit 4. Using an Electronic Medium

Item	Description	First-Year Students		Seniors	
		Stanislaus	Selected Peers	Stanislaus	Selected Peers
1l	Using an electronic medium (listserv, chat group, internet, instant messaging, etc.) to discuss or complete an assignment	2.51	2.59	2.39	2.78

Mean score based on scale: 1- never, 2 -sometimes, 3 -often, 4 -very often

Exhibit 5. Time spent on Enriching Educational Experience

Item	Description	First-Year Students		Seniors	
		Stanislaus	Selected Peers	Stanislaus	Selected Peers
7a	Practicum, internship, field experience, co-op experience, or clinical assignment	0.04	0.06	0.32	0.53
7b	Community service or volunteer work	0.27	0.36	0.47	0.57
7c	Participating in a learning community or some other formal program where groups of student take two or more classes together	0.12	0.12	0.16	0.23
7d	Worked with a faculty member on a research project outside of class	0.01	0.03	0.10	0.17
7e	Foreign language coursework	0.16	0.20	0.30	0.38
7f	Study abroad	0.03	0.02	0.02	0.12
7g	Independent study or self-designed major	0.04	0.03	0.12	0.20
7h	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	0.00	0.01	0.15	0.31
Mean score based on recoded items as follows: 0=have not decided, do not plan to do, plan to do; 1=done. Thus, the mean is interpreted as the proportion responding "done" among all respondents.					
9d	Participating in co-curricular activities (organizations, student publications, student government, fraternity or sorority, intercollegiate or intramural sports)	1.81	2.11	1.41	2.03
Mean score based on scale: 1 = 0 hrs/wk, 2= 1-5 hrs/wk, 3 = 6-10 hrs/wk, 4 = 11-15 hrs/wk, 5 = 16-20 hrs/wk, 6 = 21-25 hrs/wk, 7 = 26-30 hrs/wk, 8 = more than 30 hrs/wk					

V. Level of Academic Challenge (LAC).

Exhibits 6 thru 9 focus on items measuring the level of academic challenge among the undergraduate students. The results are organized into student effort, coursework emphasis, textbooks and papers assigned, and time spent on problems and class preparation.

Both first-year students (mean=1.86) and seniors (mean=1.93) show comparable means scores (Exhibit 6), that they “sometimes” or “never” come to class without completing readings or assignments (item 1f); and that they are working harder than they expected to meet an instructor’s standards (item 1r), first-year students, 2.48, and seniors 2.66, respectively. The mean scores are fairly comparable to selected peers, although slightly lower.

Exhibit 7 reveals mean scores that show the tendency for “quite a bit” of student engagement in the mental activities of analyzing, synthesizing, making judgments, and applying theory in their coursework emphasis. The highest means scores (based on a 4-point scale) for first-year students are for coursework emphasizing analytical thinking (mean=3.13, item 2b), coursework emphasizing making judgments about information or methods (mean=2.97, item 2c), and about applying theories or concepts (mean=2.82, item 2e).

Stanislaus seniors reveal higher scores for item 2b (mean=3.27), item 2e (mean=2.99), and item 2c (mean=2.98). Overall, the first-year student scores and senior scores compare well with selected peers.

In Exhibit 8, the number of reading materials and writing projects are summarized based on a 5-point scale of none (1) to more than 20 (5). The tendency is for first-year students to have been assigned between 5-10 textbooks in their courses (item 4a), with an additionally large proportion assigned between 11-20 (mean=3.39). There is greater activity in writing course papers of fewer than 5 pages (item 4e, mean=3.21) than in writing papers of between 5-19 pages (item 4a, mean=1.35), and fewer yet that experienced writing papers of 20 pages or more (item 4c, mean=1.35). The scores of first-year students are virtually the same as that of selected peers.

Stanislaus seniors reveal a tendency to be assigned between 5-10 textbooks in their course readings (item 4a, mean=3.23), and slightly more activity than first-year students in writing papers of 20 pages or more (item 4c, mean=1.75), and including more experience than first-year students with coursework papers of 5-19 pages (item 4d, mean=2.77. However, most senior students, as did first-year students, experienced more coursework papers of fewer than 5 pages (item 4e, mean=3.04). In all, Stanislaus seniors’ scores track closely to those reported for the selected peer institutions.

It is noteworthy to point out as shown in Exhibit 9 that the mean scores for CSU Stanislaus first-year students and seniors are positive and higher than for the comparison group of selected peers.

The items ask about time spent on problem sets, in preparing for class, and academic work. First-year students report more hands on with problem sets that take less than one hour to complete (item 5b, mean=2.95), than spending time on problems sets of more than one hour to complete (item 5a, mean=2.95).

It is the opposite case for Stanislaus seniors: more time is spent on problems sets larger than one hour to complete (item 5a, mean=2.71), than on those taking less than one hour to complete (item 5b, mean=2.46). These patterns are the same as that of selected peers and anyway higher.

As for time spent studying and class preparation (item 9a), the tendency is for more than half of students to spend between 6-10 hours per week or 11-20 hours per week studying and preparing for class (first-year students, 3.90, and seniors, 3.98).

Both first year students (mean=3.16) and seniors (mean=3.15) agree “quite a bit” to “very much” that the campus environment emphasizes spending significant amounts of time studying and on academic work (item 10a). Their scores are comparable and higher to those of the selected peer institutions.

Exhibit 6. Student Effort

Item	Description	First-Year Students		Seniors	
		Stanislaus	Selected Peers	Stanislaus	Selected Peers
1f	Come to class without completing readings or assignments	1.86	1.99	1.93	2.04
1r	Working harder than you thought you could to meet an instructor's standards or expectations	2.48	2.59	2.66	2.74

Mean score based on scale: 1=never, 2=sometimes, 3=often, 4=very often

Exhibit 7. Coursework Emphasis

Item	Description	First-Year Students		Seniors	
		Stanislaus	Selected Peers	Stanislaus	Selected Peers
2b	Coursework emphasizing analyzing the basic elements of an idea, experience or theory	3.13	3.09	3.27	3.28
2c	Coursework emphasizing synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	2.97	2.84	2.98	3.07
2d	Coursework emphasizing making judgments about the value of information, arguments, or methods	2.78	2.82	2.87	2.99
2e	Coursework emphasizing applying theories or concepts to practical problems or in new situations	2.82	3.00	2.99	3.23

Mean score based on scale: 1=very little, 2=some, 3=quite a bit, 4=very much

Exhibit 8. Number of Textbooks and Papers Assigned

Item	Description	First-Year Students		Seniors	
		Stanislaus	Selected Peers	Stanislaus	Selected Peers
4a	Number of assigned textbooks, books, or book-length packs of course reading	3.39	3.36	3.23	3.26
4c	Number of written papers or reports of 20 pages or more	1.35	1.25	1.75	1.64
4d	Number of written papers or reports between 5 and 19 pages	2.27	2.35	2.77	2.63
4e	Number of written papers or reports of fewer than 5 pages	3.21	3.22	3.04	3.10

Mean score based on scale: 1 = none, 2 = between 1 and 4, 3 = between 5 and 10, 4 = between 11 and 20, 5 = more than 20

Exhibit 9. Time Spent on Problem Sets, Preparing for Class, and Academic Work

Item	Description	First-Year Students		Seniors	
		Stanislaus	Selected Peers	Stanislaus	Selected Peers
5a	During a typical week, how many problem sets do you complete that take you more than an hour to complete	2.83	2.55	2.71	2.51
5b	During a typical week, how many problem sets do you complete that take you less than an hour to complete	2.95	2.73	2.46	2.35
Mean score based on scale: 1 = none, 2 = 1-2, 3 = 3-4, 4 = 5-6, 5 = more than 6					
9a	Hours students spends in a typical 7-day week preparing for class	3.90	3.82	3.98	3.94
Mean score based on scale: 1 = 0 hrs/wk, 2= 1-5 hrs/wk, 3 = 6-10 hrs/wk, 4 = 11-15 hrs/wk, 5 = 16-20 hrs/wk, 6 = 21-25 hrs/wk, 7 = 26-30 hrs/wk, 8 = more than 30 hrs/wk					
10a	Campus environment emphasizing spending significant amounts of time studying and on academic work	3.16	3.11	3.15	3.09
Mean score based on scale: 1 = very little, 2 =some, 3 =quite a bit, 4 =very much					

Overall Student Perceptions of Educational Experiences

The NSSE also gathers information of significance to the university. A number of items are put forth to measure the overall experience and satisfaction levels of students in areas of: student appreciation for diversity, student perceptions of achievement on General Education goals, and on student's overall impression of the university institution. These items are taken to measure student's perceived educational gains.

Exhibit 10 summarizes the results. Utilizing a 4-point rating scale, students were asked, "To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?" Following the main question was a battery of 16 items with a response set of "very little," "some," "quite a bit," and "very much." The exhibit displays the results of first-year students and seniors that responded "quite a bit" or "very much."

Several items are rated highly by first-year students. In order of importance, 81 percent say the university contributed to "acquiring a broad general education" (item 11a), 76 percent stated the university has contributed to their development in "thinking critically and analytically" (item 11e), and 72 percent affirmed that CSU Stanislaus has contributed to their development in "writing clearly and effectively" (item 11c).

In addition, several more items achieved ratings of 60 percent or more: 64 percent of first-year students acknowledged the contribution to his or her development in "using computers and information technology" (item 11g), in "speaking clearly and effectively" (item 11d, 63%), in "learning effectively on his or her own" (item 11j, 62%), and 60 percent indicated the university contributed to their development in "working effectively with others" (item 11 h).

The lowest percentages of "quite a bit" or "very much" were for items, "developing a deepened sense of spirituality" (item 11p, 17%), "voting in local, state, or national elections" (item 11i, 22%), and in "contributing to the welfare of his or her community" (item 11o, 18%).

CSU Stanislaus seniors gave higher ratings than did first-year students. In order of importance to seniors, 81 percent give the university high marks for its contribution to students' development in "thinking critically and analytically" (item 11e), as well as 81 percent on "acquiring a broad general education" (item 11a).

Other items receiving more than 70 percent ratings were for, writing clearly and effectively at 79 percent (item 11c), 74 percent think highly of the university's contribution to their knowledge and development in "using computing and information technology" (item 11g), working effectively with others at 73 percent (item 11h), and 72 percent of seniors rated "acquiring job or work-related knowledge and skills" to be an important contribution to their knowledge and development (item 11b) which is 26 percentage points higher than the ratings given by first-year students.

The lowest and therefore least significant ratings given by seniors were for items 11i and 11p: only 16 percent said "quite a bit" or "very much" about "voting in local, state, or national elections," and 19

percent indicated “quite a bit” or “very much” that the university contributed to students’ “deepening sense of spirituality.”

While the ratings of selected peer institutions are slightly higher, on the whole, Stanislaus first-year students and seniors compare fairly well with selected peers.

Exhibit 10. Student Ratings of General Learning and Experiences

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?		First-Year Students		Seniors	
		Stanislaus	Selected Peers	Stanislaus	Selected Peers
Item	Description	<i>Quite a bit, Very much</i>	<i>Quite a bit, Very much</i>	<i>Quite a bit, Very much</i>	<i>Quite a bit, Very much</i>
11a	Acquiring a broad general education	81%	81%	81%	85%
11b	Acquiring job or work-related knowledge and skills	46%	57%	72%	74%
11c	Writing clearly and effectively	72%	72%	79%	77%
11d	Speaking clearly and effectively	63%	62%	65%	73%
11e	Thinking critically and analytically	76%	79%	81%	87%
11f	Analyzing quantitative problems	54%	54%	62%	65%
11g	Using computing and information technology	64%	65%	74%	77%
11h	Working effectively with others	60%	67%	73%	78%
11i	Voting in local, state, or national elections	22%	24%	16%	23%
11j	Learning effectively on his or her own	62%	67%	66%	75%
11k	Understanding himself or herself	48%	59%	52%	65%
11l	Understanding people of other racial and ethnic backgrounds	47%	49%	60%	52%
11m	Solving complex real-world problems	46%	47%	52%	57%
11n	Developing a personal code of values and ethics	42%	52%	43%	59%
11o	Contributing to the welfare of his or her community	24%	39%	33%	45%
11p	Developing a deepened sense of spirituality	17%	32%	19%	30%

Items are based on a 4-point scale: 1=very little, 2=some, 3=quite a bit, 4=very much

Overall Student Satisfaction: A Final Appraisal

Three questions approaching overall student satisfaction are posed by NSSE:

- “How would you evaluate your entire educational experience at this institution?”
- “If you could start over again, would you choose the same institution?”
- “If you could start over again, would you go to the same institution you are now attending?”

Exhibit 11 summarizes the three items according to those responding “good” or “excellent.” Overall, CSU Stanislaus first-year students and seniors give high marks to the university. The ratings are also in line with the responses of selected peer institutions.

Seventy-six percent of first-year students give ratings of “good” or “excellent” when it comes to academic advising. However, 91 percent say “good” or “excellent” when reflecting upon their entire educational experience at CSU Stanislaus. Moreover, if students had to do it all over again, 86 percent of first year students say they “probably” or “definitely” would attend the same institution.

While the ratings of satisfaction of Stanislaus seniors are overwhelmingly positive, the one difference from the ratings of first-year students is with respect to academic advising: less than half of seniors (45%) say “good” or “excellent” to academic advising, compared to 76 percent of first-year students. Be that as it may, seniors anyway indicate by 82 percent that their entire experience was “good” or “excellent” at CSU Stanislaus. And if seniors had to do it all over again, 82 percent say “probably yes” or “definitely yes” they would go to the same institution.

<i>Exhibit 11. Overall Student Satisfaction with Educational Experiences at CSU Stanislaus</i>		First-Year Students		Seniors	
		Stanislaus	Selected Peers	Stanislaus	Selected Peers
Item	Description	<i>Good, Excellent</i>	<i>Good, Excellent</i>	<i>Good, Excellent</i>	<i>Good, Excellent</i>
12	Overall, how would you evaluate the quality of academic advising you have received at your institution?	76%	76%	45%	71%
13	How would you evaluate your entire educational experience at this institution?	91%	86%	82%	87%
Item	Description	<i>Probably yes, Definitely yes</i>	<i>Probably yes, Definitely yes</i>	<i>Probably yes, Definitely yes</i>	<i>Probably yes, Definitely yes</i>
14	If you could start over again, would you go to the same institution you are now attending?	86%	83%	82%	81%

Item 12 and 13 are based on the 4-point scale: 1=poor, 2=fair, 3=good, 4=excellent. Item 14 is based on the 4-point scale: 1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes.