

Jan

1995-96
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, February 15, 1996
Forest Suite, University Union
2:30-4:30 p.m.

INFORMATION

1. Moment of Silence:

NORMAN ROTH
Professor Social Work Emeritus
CSUS 1966-1983

AUBREY ARLEN BATES
Professor of Physical Education Emeritus
CSUS 1950-1975

ROBERT TRIMINGHAM
Librarian Emeritus
CSUS 1956-1992

- 2. Update on CSUS Accreditation Self-Study -- Robyn Nelson, Self-Study Coordinator
- 3. Report on January 18-19, 1996, CSU Academic Senate Meeting - Statewide Senator
- 4. Spring 1996 Schedule of Meetings (tentative):
 - February 29*
 - March 7*, 14, 21*, 28
 - April 11, 18*, 25
 - May 2* (1996-97 Nominations), 9, 16* (1996-97 Elections), 23

CONSENT CALENDAR

AS 96-02/Ex. COMMITTEE APPOINTMENTS--University

Council for University Planning:

MARY ANN REIHMAN, 1996 (repl. M. Bossert)

Financial Aid Satisfactory Progress Appeals Board:

VIRGINIA DIXON, At-large, 1997 (repl. C. Gunston-Parks)

Selection Advisory Committee, Dean, School of Health and Human Services:

JOHN DOOLITTLE, At-large Faculty

MARJORIE LEE, At-large Faculty (w/expertise in diversity issues)

AS 96-03/Ex. COMMITTEE APPOINTMENTS--SenateAcademic Council on International Programs:

ANNIK GUNTER, At-large, July 1, 1996-June 30, 1999

AS 96-04/CPC, Ex. PROGRAM CHANGES--UNDERGRADUATE

The Academic Senate recommends approval of the following program change proposals:

1. **B.A. in Art:** Change degree title from B.A. in Art to B.A. in Art Studio; increase number of Required Lower Division Core Course units from 21 to 24; increase the number of Required Upper Division Core units from 6 to 15; add 9-unit requirement under Upper Division Elective Courses.
2. **B.A. in English:** Decrease total units required for the Major from 51 to 45; decrease Required Lower Division Core from 15 to 12 units by deleting ENGL 11A; decrease Required Upper Division Courses from 21 to 18 units by deleting ENGL 198.
3. **B.A. in Environmental Studies:** Increase total units required for Major from 45 plus required minor to 48 plus required minor; increase Required Lower Division Courses from 19 to 22 units by deleting BIO 5 (4 units) and GEOL 11 (1 unit), and adding BIO 11 (4 units) and BIO 12 (4 units).
4. **B.S. in Business Administration--International Business Concentration:** Reduce units required for concentration from 30 to 24; reduce international business course units from 15 to 9; ECON 190 from required core to elective course; ACCY 166, MGMT 173, MGMT 174 from all required to two of three required.
5. **B.S. in Recreation Administration:** Increase total units required for the Major from 65-73 to 69-74; increase Required Upper Division Courses from 10 to 11 units by deleting RLS 107 (3 units) and adding RLS 109 and 110 (4 units total); under Recreation & Park Mgmt concentration: require RLS 136, 166 and 180; increase RLS 195B from 3 to 4 units; decrease RLS electives from 15 to 12 units; decrease remaining electives from 24 to 18 units.
6. **B.S. in Speech Pathology and Audiology:** Create a premajor; change units in the major from 53-58 to 52-58; eliminate undergraduate clinical practica.

7. **M.S. in Speech Pathology and Audiology:** Clinical practica moved to grad level; increase Speech Pathology Emphasis from 45-52 units to 47-55 units; increase Audiology Emphasis from 32-38 units to 35-39 units.

AS 96-05/CPC, Ex. PROGRAM CHANGES--GRADUATE

The Academic Senate recommends approval of the following program change proposals:

1. **M.A. in Art:** Change title from M.A. in Art to M.A. in Art Studio; increase Basic Core from 9 to 12 units; delete all advising tracts; add Studio Electives requirement of 15 units; change Culminating Requirement from 1-4 units to 3 units.
2. **M.A. in English:** Change in Culminating Experience requirement.
3. **Certificate of Academic Achievement--Teaching of Composition:** Addition of Certificate Program for students at the graduate level.
4. **M.A. in French:** Change in Required Courses by deleting FREN 201 and 214 (6 units total) and adding choice of FORL 200 or 201 (3 units) and FORL 240 (3 units); FORL 292 (3 units) and FORL 294 (1-3 units) listed as Other Requirements.
5. **M.A. in German:** Delete GERM 201, 220, 292; add FORL 200, 201, 240, 292, 294 and 3-unit class under Cultural Component.

AS 95-06/CC, GPPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF RECREATION AND LEISURE STUDIES

The Academic Senate receives the commendations and recommendations of the Curriculum Committee and the Graduate Policies and programs Committee on the program review of the Department of Recreation and Leisure Studies (Attachment A) and recommends that 1) the B.S. Degree Program and the Minor Program in Recreation and Leisure Studies be approved for a period of six years or until the next review; and 2) the M.S. Degree in Recreation and Leisure Studies be approved for a period of two years in order for the department to seriously consider and develop a plan for strengthening or eliminating the graduate program.

AS 96-07/FEFC, Ex. FACULTY MERIT SCHOLARSHIP AWARD PROGRAM (Amends AS 95-43)

The Academic Senate revises the eligibility criteria for a Faculty Merit Scholarship (AS 95-43) by increasing the number of units a student must possess from 6 units to 12 units for postbaccalaureate awards and from 15 units to 30 units for undergraduate awards, as follows:

FACULTY MERIT SCHOLARSHIP AWARD PROGRAM**Program Description:**

Each year, four Faculty Merit Scholarship Awards, each equal to the cost of registration fees for one semester, shall be made from funds generated from the Faculty Endowment Fund. Three of the awards shall be made to undergraduate students and one award shall be made to a postbaccalaureate student. The awards shall recognize academic achievement and promise of continued academic success. Award recipients shall be selected by the Faculty Endowment Fund Committee and recognition of award recipients shall be made at an Academic Senate meeting.

Eligibility Criteria:Postbaccalaureate students:

1. Postbaccalaureate students must have completed at least one semester at CSUS as a postbaccalaureate student and have completed at least ~~six~~ 12 units of course work as a postbaccalaureate student.
2. Postbaccalaureate students must be enrolled at least half-time (6 units) during the semester of application and have at least one semester remaining at CSUS.
3. Postbaccalaureate students must have an overall and CSUS postbaccalaureate GPA of at least 3.5 and be in the top 5% of GPA's in the student's major.
4. Previous recipients of the postbaccalaureate award shall not be eligible for a second award in this category (previous recipients in the undergraduate category may be eligible for a postbaccalaureate award).

Undergraduate students:

1. Undergraduate students must have completed at least one year at CSUS and have completed at least ~~15~~ 30 units of course work at CSUS.
2. Undergraduate students must be enrolled at least half-time (6 units) during the semester of application and have at least one semester remaining at CSUS.
3. Undergraduate students must have a minimum overall and CSUS GPA of 3.5, and be in the top 10% of GPA's in the student's major discipline.

4. Previous recipients of an undergraduate award are not eligible for a second award in this category.

AS 96-08/FEFC, Ex. FACULTY ENDOWMENT FUND--FACULTY MERIT SCHOLARSHIP (TIMELINES FOR THE APPLICATION AND AWARDS PROCESS) (Amends AS 95-44)

The Academic Senate amends the guidelines for establishing timelines for the Faculty Merit Scholarship application and awards process (AS 95-44), as shown in Actions 5 and 6, below:

TIMELINES FOR THE FACULTY MERIT SCHOLARSHIP APPLICATION AND AWARDS PROCESS	
Action	Date
1. Letter to Admissions and Records (A&R) requesting generation of a list of eligible students	First Monday of the Fall semester
2. Senate receipt of list of eligible students	End of third week of instruction
3. Mailing to eligible students and Department Chairs	One week after receipt of the list form A&R (end of the fourth week of instruction)
4. Announcements in <u>The Bulletin</u> and <u>The Hornet</u>	Fifth week of instruction
5. Application Deadline	Six <u>Five</u> weeks after mailing to students
6. Committee selection of award recipients	Four <u>Five</u> weeks after application deadline
7. Public presentation of award recipients	Last Senate meeting of the Fall or one at the beginning of the Spring Semester

Note: Based on the proposed guidelines, specific dates for the 1996-97 cycle would be as follows: 1. September 2; 2. September 20; 3. September 23; 4. week of September 30; 5. October 25; 6. December 2; 7. mid-December or mid-February.

AS 96- 09/LLC, Ex. LIVINGSTON ANNUAL FACULTY LECTURE

The Academic Senate approves the call for nominees for The John C. Livingston Annual Faculty Address, including the criteria contained therein (paragraph three), i.e.:

LIVINGSTON LECTURE NOMINEES SOUGHT

The Livingston Lecture Committee invites faculty at-large to nominate a colleague to present "The John C. Livingston Annual Faculty lecture" in Fall 1996. The faculty member selected as the 1996-97 award recipient is to be honored as a distinguished member of the CSUS faculty.

Jack Livingston was a teacher, mentor, scholar, colleague, friend, but most of all, an inspiration, to a generation of CSUS faculty and students. "Jack Livingston's importance to CSUS is in our memories far more vividly than a simple recitation of his various contributions to CSUS's development could ever reveal. He was an important conscience of the faculty for many years...His most important legacies were his insistence that the faculty of the University gain a sense of themselves and their actions and his commitment to students." (Robert Curry) Jack Livingston was deeply committed to academic self-governance, co-founding the Statewide Academic Senate (Chairing it in 1965) and was a founder of our local Senate (Chair, 1970). He "was the articulate foe of capricious, vindictive, self-serving, or ill considered judgments on campus whether originating with faculty or with administrators." (George Craft)

In the selection of the Livingston Lecturer, the Committee emphasizes a continuing commitment to the principles so tenaciously espoused by Professor Livingston. The person to be selected should meet the following criteria: A faculty member who has played an active role in the life of the University, who has displayed a consistent collegiality, and who has shown a strong commitment to students while maintaining an active participation in creative and scholarly activities.

The first faculty lecture, entitled Distinguished Faculty Convocation Address, was presented in 1959 by Professor John C. Livingston, Government (1954-1982), in whose honor the event was renamed in 1986. Since reinstitution of the lecture in 1985, award recipients have included Bob Metcalf, Bob Curry, Lee Nichols, Angus Wright, Al Cook, Perry Weddle, Betty Chmaj, David Covin, Jack Brackmann, John Connor and Bill Dorman. The Livingston Lecture Committee now seeks nominations for next year's presenter.

A detailed memorandum describing the reasons for the nomination and a copy of the nominee's resume should be forwarded to the Committee. Submit nominations by Friday, April 19, 1996, to the Academic Senate Office, SAC 254 [Mail Code 6036].

REGULAR AGENDAAS 96-01/Flr. MINUTES

Approval of the Minutes of the meetings of November 30 (#9) and December 7 (#10), 1995.

AS 96-10/Flr. 1996-97 COMMITTEE ON COMMITTEES

The Academic Senate elects school representatives to the 1996-97 Committee on Committees, as follows: [see Attachment B for eligibility by school]

Agreed AS 96-11/Ex. PRIORITY REGISTRATION--FIRST-TIME FRESHMEN WHO ATTEND SUMMER ORIENTATION PROGRAM

The Academic Senate recommends that priority registration be given to freshman who participate in the new Summer Orientation Program AND who register for classes under the auspices of that program.

Rationale: The Summer Orientation Program is being reorganized and expanded in an effort to partially address the short- and long-term consequences of entering freshman receiving inappropriate or no directive academic advising. The new program is an attempt to ensure that entering freshmen a) enroll in English and quantitative reasoning courses appropriate to their level of preparation, and b) receive appropriate and timely advising-- from the major for those who have declared one and from faculty in general for those students who have yet to declare a major. Implementation of this program is an attempt to systematically address and effect the timely sequencing of all entering students through a pattern of courses that allows students to achieve the goals and objectives of the General Education Program of CSUS (including graduation requirements) and the goals and objectives of the majors of each student. A brief description of the new program is attached (Dean Gray memo to Department Chairs, February 6-Attachment C). It is understood that not all freshman participating in the new program will have taken the EPT and ELM or received their scores at the time they meet with an advisor. The administrative details of how Academic Affairs will address this problem are still being worked out, and it is with this understanding that the Executive Committee recommends approval.

Flr AS 96-12/GE, Ex. WRITING PROFICIENCY EXAMINATION (WPE) (Amends AS 91- 42)

The Academic Senate recommends that the "Policy on Writing Proficiency," contained in the "Policies Pertaining to the General Education Program and Course/Proficiency Requirements for Graduation with the Baccalaureate Degree," August 1991 (AS 91-42) be amended as follows [strikeover = deletion; underscore = addition]:

POLICY ON WRITING PROFICIENCY

A. Writing Proficiency Requirement

1. Candidates for the baccalaureate degree⁵ will be required to demonstrate proficiency in writing.
2. The requirement applies to all students subject to the degree requirements of the 1977-78 or subsequent catalogs.

B. Writing Proficiency Examination

1. Students must satisfy the requirement by passing the Writing Proficiency Examination. The examination will be offered at least once each semester.
32. Completion of the second semester composition course requirement with a C- grade or higher (or earning equivalent course credit through the English Equivalency Examination) shall be prerequisite for the Writing Proficiency Examination.⁶
23. The Writing Proficiency Examination ~~is to~~ must be taken ~~in~~ no later than the end of the first semester of the junior year (see Class Schedule for times offered); or, if a student enters CSUS at a later stage in his or her career, in the first semester of attendance. Students who have not met this requirement will be subject to a registration hold. The hold will be removed when the student registers to take the WPE.
 - a. Students who do not pass the WPE the first time must retake the examination no later than the following semester. Students not meeting this requirement will be subject to a registration hold. The registration hold will be removed only when the student registers for the next available WPE.
 - b. Students not passing the WPE the first time are advised to retake the examination no later than the BEGINNING of the following semester.
4. Students not successful in passing the WPE after two attempts must ~~meet with a WPE counselor AND~~ enroll in an appropriate WPE designated English course. Students not meeting this requirement will be subject to a registration hold. The hold will be removed when the student ~~meets with a WPE counselor and~~ registers for an appropriate ~~WPE~~ English course.
45. Each student taking the examination will have two and a half hours to write a single essay. Essay topics can be dealt with on the bases of common knowledge.

56. Each essay will be evaluated by two readers, and by a third if the first two disagree.
 67. The readers will be full- and part-time faculty members chosen by the English Composition Committee.
 78. Any student who fails the examination may meet with one of the examination readers to seek advice regarding appropriate instruction in composition and/or to ask for a reevaluation of the student's examination essay. (Reevaluation procedures will be designed and supervised by the Coordinator of Writing Proficiency Examinations.)
 - ~~8. Any student who fails the Writing Proficiency Examination two times must meet with a WPE counselor to have her/his examination evaluated before the student will be allowed to take the WPE.~~
 - ~~9. Any student who fails the Writing Proficiency Examination three times must take English 109, Writing for Proficiency, before the student will be allowed to take another WPE.~~
- C. Responsibility for administering the writing proficiency requirement shall be assigned to the English Department. Necessary budgetary support for the operation of the program shall be included in the budget of the English Department.
- D. The English Department shall recommend to the Academic Senate further policies to ensure the effectiveness of the CSUS writing proficiency requirement.⁷

⁵The writing proficiency requirement also applies to candidates for a second bachelor's degree and graduate students.

⁶Pending a recommendation from the University Writing Committee.

⁷A University Writing Committee has been established (see section IV.B) to advise the Senate on matters pertaining to writing requirements, including the Writing Proficiency Examination.

After reviewing thoroughly the attached Academic Program Review Report for the Department of Recreation and Leisure Studies, prepared by the Review Team jointly appointed by our respective groups, the Academic Senate Curriculum Committee and the Graduate Policies and Programs Committee make the following responses in terms of commendations and recommendations, and directs these to the indicated units and administrative heads. (Page references refer to the documentation for the response in the Review Report.)

COMMENDATIONS AND RECOMMENDATIONS
OF THE PROGRAM REVIEW TEAM FOR THE
DEPARTMENT OF RECREATION AND LEISURE STUDIES
SCHOOL OF HEALTH AND HUMAN SERVICES

COMMENDATIONS:

The Program Review Team commends the Department of Recreation and Leisure Studies for:

- their profound commitment to their students, to the value of strong faculty-student relationships in both undergraduate and graduate education -- they are truly a "student-friendly" department
- the extraordinary commitment of the part time faculty to their students and the department
- the committed students and alumni associations
- the past and current leadership of the department which must be given credit for the highly collegial and supportive faculty environment
- the strong support of the Dean of HHS
- the continuing effective work of the support staff
- the breadth of the undergraduate curriculum.

RECOMMENDATIONS TO THE DEPARTMENT OF RECREATION & LEISURE STUDIES:

- 1) The department is urged to address the following issues in the Undergraduate Program:
 - A) re-examine the core and electives with regard to accreditation professional core competencies as recommended by the external consultant; (p. 6)

- B) clarify in catalog copy (in the degree requirements section) the flexible yet structured advising tracks in the recreation and park management option; (p. 6)
 - C) follow through with its plans for advisory committees for the recreation program management and commercial recreation tracks which have been identified but have not yet been appointed; (p. 8)
 - D) strengthen the internship requirement to assist in employment transitions; (p. 13)
 - E) continue to strengthen coursework and establish field experience and internship links to the commercial recreation world; (p. 13)
 - F) further examine student interest in classes scheduled from 8 a.m. through 1 p.m. -- due to 2-10 p.m. hours of most jobs in the field; (External Consultant's Report, III-J-1: #4)
 - G) find a way to utilize the single faculty member doing four sections of a GE course to share his expertise with majors and graduate students. (External Consultant's Report, III-J-1: #6)
- 2) The department has indicated an awareness of the need for serious re-examination of the Graduate Program. Indeed it committed itself to an extensive review in the 1990 Planning Document. And the 1989 program review recommended in #3 and #4 attention to the graduate program which did not occur during the intervening period.

The Program Review Team recommends that the department seriously consider and then develop a plan for strengthening or eliminating the graduate program. The plan should address, at a minimum, the following issues:

- A) the development of three or four new core courses to adequately challenge students and which represent critical competencies in the profession; (p. 6)
- B) the remediation of undergraduate coursework deficiencies of non-majors who enter the program by instituting a more structured core of undergraduate preparation prior to graduate coursework, which is not applicable to the graduate degree; (p. 7)
- C) the development of cooperative relationships with other graduate programs in the school and the university at large to assist in providing research methods, marketing/business, public finance/budgeting, and other grantsmanship/fundraising competencies; (p. 8)

- D) the strengthening of the graduate core of 12 units with particular attention to the duplication in the 2 methods courses which take up $\frac{1}{2}$ the graduate coursework; specifically suggest that one or both of the methods courses be eliminated and that the department cooperate with another HHS department to provide a joint research methods course; (p. 8)
 - E) the initiation of career professional preparation by requiring an internship of students who lack professional level recreation and leisure study work experience; (p. 8)
 - F) the emphasis to faculty of the expectation that there be Different criteria for evaluation/higher faculty expectations for graduate students taking undergraduate coursework; (p. 8)
 - G) the exploration of distance learning options for students desiring to take coursework outside faculty areas of expertise. (recommendation added by committees)
- 3) In order to continue to be able to provide the academic and career guidance to both their undergraduate and graduate students, the team strongly recommends that the full time faculty prepare faculty professional development plans (within 6 months from the final approval of this report) which commit them to the utilization of campus-based faculty development classes, seminars, and research support activity, and/or retraining in emerging areas of the field. (p. 11)

RECOMMENDATIONS TO THE DEAN OF HEALTH AND HUMAN SERVICES:

- 1) Provide guidance and support in the department's review of its graduate program, removing as many disincentives as possible to their review of curriculum, resources, etc. (p. 8)
- 2) Urge a strategy from the Dean's office to encourage shared coursework in methods courses, and in undersubscribed or academically vulnerable courses (this could include sharing within the university or through distance learning). (p. 8)
- 3) Urge the Dean to support the completion of a professional development plan by each member of RLS faculty, and institute appropriate reward or recognition systems for those development efforts. (p. 11)

RECOMMENDATIONS TO THE ASSOCIATE VICE PRESIDENT FOR RESEARCH AND GRADUATE STUDIES:

- 1) Provide background materials on the current policy permitting 15 units of undergraduate coursework to be applied to the graduate degree to the Curriculum Policies Committee and the Program Review Team Chair for discussion. (p. 7)

- 2) Provide support as requested in the department's examination of their graduate program. (p. 8)

RECOMMENDATIONS TO THE ACADEMIC SENATE:

- 1) The B.S. Degree Program and the Minor Program in Recreation and Leisure Studies be approved for a period of six years or until the next review.
- 2) The M.S. Degree in Recreation and Leisure Studies be approved for a period of two years in order for the department to seriously consider and develop a plan for strengthening or eliminating the graduate program.

Spring 1995

Re: AS 96-10

From Senate Bylaws:

B. Committee on Committees

1. **Membership:** The Committee on Committees shall be composed of the Chair and Vice Chair of the Academic Senate, the other five (5) voting members of the Executive Committee, the senior representative to the Senate from the Library electing unit, the senior representative to the Senate from the Student Services electing unit, and one representative from an electing unit within each school elected by the incumbent Senate.
2. **Nomination and election of school representatives:** At one of its meetings, the Academic Senate shall nominate and elect by secret ballot the representative of each of the five (5) schools to the Committee on Committees. Nominations shall be made from the floor; nomination of oneself shall be permitted. No one who is not then a representative of an electing unit from within one of the schools shall be eligible to be nominated to be the representative of that school. Every representative may vote for one nominee from every school. If none of the candidates from a school receives a majority of the votes cast, the Academic Senate shall immediately decide by secret ballot which of the two candidates who have received the most votes shall become the school's representative. As between the two candidates, the candidate who receives the most votes shall be elected.
3. **Meetings:** Each spring the Chair of the Academic Senate shall convene an initial meeting of the Committee on Committees. At a subsequent meeting, the Committee on Committees shall nominate to the Senate candidates to be appointed members of the standing committees of the Senate to serve during the following academic year.
4. **Charge:** Having considered the results of an annual survey of the faculty interest in serving on any one or more of appointed standing committees, the Committee on Committees shall make a recommendation to the Senate specifying who the members of the Senate's standing committees shall be during the following academic year. Between the annual deliberations of the Committee on Committees, the Executive Committee shall nominate candidates to fill the vacancies that occur in the membership of the standing committees.

1996-97 COMMITTEE ON COMMITTEES

Committee Meeting Schedule:

- #1: Tuesday, March 5, 2:30-4:30 p.m., SAC 275
- #2: Tuesday, March 19, 2:30-4:30 p.m., SAC 275

Committee Members:

Sylvia Navari	Chair, Academic Senate
Laurence T. Akeuchi	Vice Chair, Academic Senate
James Chopyak	Member, Executive Committee
Thomas Kando	Member, Executive Committee
Craig Kelley	Member, Executive Committee
Charles G. Nelson	Member, Executive Committee
Nancy Ostiguy	Member, Executive Committee
Rhonda Rios Kravitz	Senior Library Senator
Laurie Bisset-Grady	Senior Student Services Senator
PLUS:	One Senator elected from each school

Eligible School of Arts and Letters Senators

— Christopher Castenada	— Chevelle Newsome
— Stan Dundon	— Brad Nystrom
— Michael Fitzgerald	— Manuel Pickett
— Charles Gregory	— Joao Sedycias
— Ken Luk	— Jerry Tobey
— Fred Marshall	— Kurt von Meier
— J. Ann Moylan on leave Carol Redard	— John Williams

Eligible School of Natural Sciences and Mathematics Senators

— Juanita Barrera	— James Hill
— Richard Cleveland	— Paula Noble
— John Doolittle	— Lisa Taylor
— Tim Hallinan	— Peter Urone
— Dennis Huff	

Eligible School of Social Sciences and Interdisciplinary Studies

— Smile Dube	— David León
— Paul Goldstene	— Senon Valadez
— Cristy Jensen	— Sherifa Zuhur

Eligible School of Business Administration Senators

— Edward Christenson	— Josef Moorehead
— James Mackey	

Eligible School of Education Senators

— Sharon Alexander	— Hyun Park
— Virginia Dixon	— Raul Rodriguez
— John McFadden	— Lynn Wilcox

Eligible School of Engineering and Computer Science Senators

— George Kostyrko	— Donald Stewart
— Fred Reardon	

Eligible School of Health and Human Services Senators

— Fred Baldini	— Robyn Nelson
— Wynne DuBray	— Eddie Cajucom
— Robert Tice	— Joseph Russell
	— Melinda Seid



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-6016

FAX NUMBER (916) 278-7648

OFFICE OF ACADEMIC AFFAIRS

February 6, 1996

To: Department Chairs
Cecilia Gray
From: Cecilia Gray, Dean
General Education

Re: Summer Orientation Plans

Almost two years ago Vice President Koester held several meetings with Department Chairs to discuss strategies for student recruitment and retention. The reports from these meetings included recommendations to expand our orientation program for new students and to offer it at other times than June.

Since those meetings the issue of the CSU's role in offering remedial courses in writing and math has been questioned. Although the Board of Trustees has revised its original recommendations and has extended the timelines, we are expected to work with secondary schools to reduce the need for remediation in the CSU. We are also expected to move students through needed remedial work in a sequential fashion with the goal of enhancing academic success.

In an effort to not only attract more students to our summer orientation program, but to ensure that new freshmen enroll in their appropriate math and writing courses, the Academic Advising Center plans to expand summer orientation to 2 day program (optional for students) and to offer other orientation options for students who are unable to come during June. The expanded program will provide departments with more time to advise new freshmen and to assist them with the selection of appropriate coursework. Freshmen and transfer students will be invited to attend the orientation program on different days. To address the needs of students more effectively, Tom Griffith, Director of the Academic Advising Center, wants to have smaller groups of freshmen. He also plans to train peer advisors to assist with orientation. We will offer first time freshmen who come to summer orientation the opportunity to register while they are here on campus, so they will leave with a schedule. That way we can ensure that students who need remedial work are registered in the appropriate classes. (The Academic Senate Executive Committee has endorsed and recommended that freshmen coming to summer orientation register first.) We are hopeful that by offering freshmen this opportunity we may enhance participation in summer orientation.

Attached please find a letter from the Academic Advising Center describing what is needed from you so we can get the word out to admitted freshmen.. We hope we can work cooperatively with you to make this plan as successful as possible. We just might get more students into a Learning Community, too!

cc: School Deans



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-6048

ACADEMIC ADVISING CENTER

February 6, 1996

To: Department Chairs

From: Tom Griffith

As a result in the heightened interest in increasing lower division enrollment, and to better serve incoming students, we are making some major changes in orientation:

- Separate programs for freshmen and transfer students
- Two-day freshman program
- Student orientation leaders
- Freshman register during orientation, ahead of all other categories
- Smaller group sizes for general and major advising

We need your department's help in developing a more comprehensive freshman program. The addition of registration during orientation will provide an opportunity for more and better advising. Students will be more motivated to understand requirements and make course selections. They will make better decisions because they will be able to interact with major and general advisors as they are getting feedback from CASPER. General and major advisors will work in a more complementary fashion because we will be together and have a longer time frame.

The decision to reduce group size in both general and major advising was prompted by feedback from participants that they felt rushed or didn't feel that they had enough one-to-one interaction to get all their questions answered. The need for this change was affirmed in a meeting last week which included nine representative department chairs, Cecilia Gray, and some of the Advising Center Staff.

Please complete the attached scheduling form and return to me (zip 6048) by Monday, February 19. As you are making your plans envision a general advisor and a student advisor working with your advisor(s); there are several phones in the room; some students are calling CASPER while others continue asking questions and visit; students (and parents) stay with you in this setting until they are satisfied that they have completed their registration to the best of their ability. It takes two to three hours.

Please, PLEASE try to rethink how your department will be involved in orientation. Don't assume that you are the only person in your department who can do this. Are some of your faculty teaching Summer Session? Are other faculty available during this period? What about your department secretary? Student assistants? Majors?

If you have any questions please call 7837 or post to griffiht@csus.edu Thanks.

1996 Summer Orientation Departmental Response Form

Department: Speech Path / audio

Contact: _____ Ext: _____

Please complete this form and return to Academic Advising by February 19.

We are recommending that you schedule enough sessions in the freshman program and transfer program so that you see an average of not more than 20 students in each session. According to our records for last summer you had:

3 Freshmen

37 Transfer Students

Dividing last year's attendance by 20 will give you the number of dates you should (ideally) plan to do in each program this year.

If you had fewer than 20 students in either category, consider offering two dates to reduce the number of students and parents who will miss the opportunity to talk with your department because of vacation plans or other commitments.

Please indicate below the number of dates your department would like to be scheduled in each program. In making this determination please consider others who might stand in for you and/or work with you: faculty teaching in Summer Session, faculty in town at this time, knowledgeable students, department staff.

How many sessions shall we schedule for your Department?

Freshman Program: _____

Transfer Program: _____

In addition, if there are any dates your department will not be able to cover, please line these out. (Since we need to balance attendance across all the days it would be most helpful if you gave us as much flexibility as possible. Remember, you personally do not have to be involved in all sessions.)

Freshman Program Dates

June 17 June 19 June 21

June 24 June 26 June 28

July 1 July 5

Transfer Program Dates

June 4 June 5 June 6 June 7

June 10 June 11 June 12 June 13 June 14

June 18 June 20

June 25 June 27

July 2

July 8

You will be sent a confirmation with your department's orientation dates the last week in February.

“Creating a Culture of Evidence”
Survey Instruments and Activities: An Overview

ACT Entry Survey

Administered Fall 1995 and on alternating years in the future.

This survey was mailed to all entering undergraduate students in Fall 1995. The data is not available for analysis yet. The following are types of information requested in the survey. An additional 30 questions, developed by CSUS faculty, administration and staff are also asked.

Background

Age
Ethnicity
Gender
Marital status
Residence status
Type of prior school
High school program of study
Class rank
High School GPA
N of students in graduating class

College Impressions

Factors important in decision to attend
Physical attributes
Academic attributes
Svc/activities/facilities
Input from others
Perceptions of University
Academics
Climate
Facilities/activities/assistance

Extra curricular Plans

Residence
Employment hours
Financial aid
Extra-curricular activity interest

Educational Plans and Preferences

Reasons for continuing education
Sources of funding
Purpose for attending CSUS
Class time of day preferred
Class format preferred
Special help needed
Major and minor
Reasons for attending CSUS

Was CSUS first choice?

When was decision made to attend?
Sources of information about CSUS

ACT Withdrawing Student Survey

Administered in Spring 1995. No future plan to administer again

This survey was mailed in Spring '95 to all undergraduate students who were enrolled in classes in Spring '93 but not in Fall 1994 or Spring '95 and Graduate students enrolled in Fall '93 but not thereafter. The data has been analyzed. The following are types of information requested in the survey. An additional 30 questions, developed by WASC Steering Committee were also asked.

Background

Age
Ethnicity
Class level
Purpose of entering
Full/part time
Type of prior school
Gender
Marital status
Plans for coming year
Re-enrollment plans
Major

Background Cont

Residence type
Occupational choice

Reasons for leaving (many and single most)

Personal
Academic
Institutional
Financial
Employment

Satisfaction with svcs and characteristics

ACT College Outcome Survey Of Graduating Students
Administered Spring 1995 and on alternating years in the future.

This survey was mailed to all undergraduate and graduate students who filed a petition to graduate in May 1995. The data has been analyzed. The following are types of information requested in the ACT survey. An additional 30 questions related to the teaching and learning was attached. This added survey was by the CSUS WASC Steering Committee.

Background

Age
Ethnicity
College GPA
Units enrolled
total CSUS units earned
Transfer units
Gender
English language communication ability
Difficulty of communication
Re-enrollment plans
Major
Educational Achievements and goals
Responsibilities and time allocations

Personal Growth and CSUS Contribution

Awareness
Leadership
Principles
Values

Agreements with Statements about Importance and progress of

Basic skills
Interpersonal skills
Social development
Citizenship
Career
Reasoning

Personal Growth and CSUS Contribution

Awareness
Leadership
Principles
Values

Satisfaction with Aspects of University

Program
Belonging
Activities
Some services

Perceptions of GE Requirements

ACT Alumni Survey

Administered every Summer to alumni from programs entering the information gathering phase of the Program Review Process

This survey is now being mailed to 1990-1995 alumni in programs undergoing program review in 1996/97. The following are types of information requested in the survey. An additional 30 questions, developed by CSUS faculty, administration and staff are also asked.

Background

Age
Ethnicity
Gender
Employment status
Degrees and where conferred
Major of first degree
2nd degree earned or pursued here
Year of most recent degree
Largest student loan debt
GPA here
Citizenship
Transfer units
Highest educational goal now
Highest educational goal after HS

Educational Experiences

Would you attend again?
Rate CSUS
Would you recommend?
Satisfaction with some services
Satisfaction with campus aspects
Academics
Climate
Facilities

Agreement with statements about CSUS

Climate
Academics

Involvement in activities then and now

Alumni Survey Continued on next page

ACT Alumni Survey cont

Outcomes: Importance and Impact

Critical thinking
Cultural/international awareness
Communication skills
Scientific skills
Interpersonal skills
Awareness of arts

Employment

Field of job
Relationship of job to major
Income of current job
How did university prepare you for job?
Satisfaction with job aspects
First job after university
Relationship of that job to major
Income of first job

CSUS CASPER Phone Polls

Administered every semester to all students who register by phone

In the CASPER phone survey all students are asked to answer two questions, randomly selected from a pool of twenty, before they register for classes. The questions are randomly assigned from a pool of twenty to each student based on the last digit of the student's SSN.

Spring 1995

In Spring 1995 a test of the system was conducted during CASPER+. All students (11,054) were asked one question regarding their interest in participating in NCAA sanctioned sports. 10 other questions were asked and about 1,000 students responded to each of these. The data has been analyzed. The following are types of information requested in the poll.

Scheduling problems and preferences
Advising satisfaction
Need for evening services
Average study hours
Impact of fee increases
Teaching and learning
 Use of library for research purposes
 Papers written last semester

Fall 1995

All students who registered for classes answered two questions. Approximately 2,000 students responded to each question. The data has been analyzed. The following are types of information requested.

Scheduling problems and preferences
Computer use
Interest-study abroad / government internships
Interest in working with faculty
Curricular explorations of diversity
Accuracy of the schedule
Adequacy of the major in
 Research skills
 Theory
 Technical skills
 Communication skills
Satisfaction with
 mentors
 lab facilities
 advising

CSU/CSUS Student Needs and Priorities Survey (SNAPS)

Administered every four years as a CSU system survey

SNAPS is systemwide survey conducted in classes about every four years. Approximately 1,000 CSUS students respond to the survey. The last survey was conducted in Spring 1994. The following are types of information requested in the survey. An additional 30 questions, developed by CSUS faculty, administration and staff are also asked.

Background

Gender
Ethnicity
Age
Major
Occupational choice
Father's education
Mother's education
Income
Employment
Language proficiency
Dependents
Commute time
Class level
Units taking now

Educational objectives

CSUS first choice

Importance of factors in decision to attend

Access
Programs
Reputation
Recommendation
Finance
Environment

Importance and quality of factors at CSUS

Instruction
Academic services
Facilities
Student services

Importance and quality of types of advising

High school
Community college
CSUS
Students

Pleased with experiences

Obstacles to goals

Things campus could do

Services
Programs
Access

Stop out experience

Factors influencing time to degree

Campus insensitivity

Financial concern

Impact of fee increase

Use and interest in technology

Type and duration of community service

1995 CSUS Entering Student Survey
Major Findings

Methodology

- 4,004 surveys were mailed to undergraduates who entered CSU, Sacramento in Fall 1995.
- 20 were undeliverable due to incorrect addresses.
- 1,232 students (31%) responded to the survey.
- The returns under-represent African American students by 2 percentage points, Hispanics by 4 percentage points and "Other" by 6 percentage points. Asian students are over-represented by six percentage points and Caucasians by 7 percentage points.

Background of entering students

- 30% of respondents were freshmen and 69% were transfers.
- Most respondents (66%) took college preparatory coursework in high school and 27% took general course work.
- 39% ranked in the top quarter of their high school graduating class and 37% ranked in the second quarter.
- CSUS was the first choice of most students (67%). It was the second choice for 24% and third or lower choice for 9%.
- Most students decided to attend CSUS after high school (64%) and 24% decided to attend during the 12th grade.
- Most students (79%) enrolled to earn a Bachelor's degree. 10% enrolled to earn a master's and 4% have no goal in mind.
- Students were asked to select "Major" sources of information about the campus. The five items selected by the highest proportions are "College catalog" (40%), "Visit(s) to the campus" (35%), "College brochure" (27%), "Friends at the college" (22%), "Parents or relatives" (22%). Items selected by less than 5% are "High school teachers", "High school library materials", "Articles in paper or magazines," and "Announcements on TV or radio."

Freshman and Transfers

- There are some substantial differences between new freshmen and transfer respondents. More freshmen (84%) than transfers (59%) took college preparatory coursework.
- More transfers (72%) than freshmen (53%) considered CSUS their first choice.
- Most transfers (88%) decided to attend CSUS after high school. 68% of freshmen decided to attend during the twelfth grade, 16% decided in the 11th grade; 6% decided to attend prior to the 11th grade and 9% decided after high school.

Reasons students continue their education

- Students were asked to select "Major" reasons they decided to continue their education. The five items selected by the highest proportions are: "To become better educated" (80%), "To meet the educational requirements of my chosen occupation" (78%), "To qualify for a high level occupation" (73%), "To increase my earning power" 72%, and "To develop my mind and intellectual abilities" (70%).

Freshman and Transfers

- The top five major reasons for attending are the same for both freshmen and transfers.
- All reasons were rated "Major" by higher proportions of freshmen than transfers.
- There were substantial differences between freshmen and transfers in some areas. "To study new and different subjects" was selected by 55% of freshmen and 41% of transfers (14 percentage point difference).
- "To develop personal maturity" was selected by 45% of freshmen and 31% of transfers (14 percentage point difference).
- "To develop independence from my parents" was selected by 33% of freshmen and 20% of transfers (13 percentage point difference).
- "Parents/relatives wanted me to continue my education" was selected by 27% of freshmen and 15% of transfers (12 percentage point difference).

Reasons Students chose CSU, Sacramento

- Students were asked to rate the importance of factors in their decision to attend CSUS. The five items selected "Very important" and "Moderately important" by the highest proportions are: "Location of the college" (87%), "Availability of a particular program of study" (85%), "Variety of courses offered" (76%), "Cost of attending" (75%), "Academic reputation of the college" (75%).
- In a series of locally designed question's students were asked to rate their agreement with statements about factors that influenced their decision to attend. The proportion of students who "Agree" or "Strongly agree" about these statements was not as high as the proportions given above. 64% "Agree" or "Strongly agree" with the statement "The academic reputation of my major influenced my decision to attend." Lower proportions "Agree" or "Strongly agree" with the statements "The quality of the library influenced my decision to attend" (28%) and "The availability of technical support (Computers, network access, software, etc.) influenced my decision to attend" (24%).

Freshman and Transfers

- The five items selected "Very important " or "Moderately important " by the highest proportions were the same for both freshmen and transfers.
- All factors except one were rated "Very important" or "Moderately important" by a higher proportion of freshmen than transfers. 87% of transfers rated "Availability of a particular program" "Important" or "Very important" and 81% of freshmen rated it "Important" or "Very important".
- There were substantial differences between freshmen and transfers in some areas. "Advice of parents or relatives" was rated "Important" or "Very important" by 42% of freshmen and 20% of transfers (22 percentage point difference). "
- "Social climate and activities" was rated "Important" or "Very important" by 41% of freshmen and 17% of transfers (23 percentage point difference.
- "Extracurricular activities available" was rated "Important" or "Very important" by 38% of freshmen and 23% of transfers (15 percentage point difference.)
- There were no substantial differences between freshmen and transfers in their response to the locally designed questions.

Employment and finances

- Most respondents (67%) will work in their first semester. 32% will work 20 or fewer hours. 22% will work 21 to 30 hours and 13% work over 30 hours a week. 22% will not work and 11% are undecided.
- "Major" sources of college funding for many respondents are "Parents or relatives" (42%), "Employment" (38%), "Educational grants" (29%), "Summer employment" (28%), "Personal savings (24%) "Student loans" (21%) and "Scholarships" (13%).
- Smaller proportions rely on "Spouse's income" (5%), "Other loans" (5%), "Veteran's benefits" (4%), "Social security benefits" (2%) as "Major" sources of funding.
- 50% will receive financial aid while at CSUS.

Freshman and Transfers

- A smaller proportion of freshmen (53%) than transfers (73%) plan to work their first semester.
- 43% of transfers plan to work over 20 hours a week and 17% of freshmen plan to work over 20 hours. 20% of freshmen are undecided about their work plans and only 8% of transfers are undecided.
- "Major" sources of college funding are the same for freshmen and transfers, however higher proportions of freshmen (59%) than transfers (35%) cite "parents/relatives" as a major source of funding and higher proportions of transfers (43%) than freshmen (26%) cite "Employment:" as a "Major" source of funding.

- 52% of freshmen and 49% of transfers will receive financial aid while at CSUS.

Residence

- 38% of respondents plan to live in an apartment while attending CSUS. 29% will live with parents. 12% own their own home and 15% plan to live in the residence hall.
- In a series of locally designed questions, students were asked to rate their level of agreement on items related to on and off campus housing. A majority of those who gave a rating "Agree" or "Strongly agree" with these statements: "If campus residence included apartments, I would prefer to live on campus" (56%) and "I think that CSUS residence halls provide a safe environment" (53%).
- A smaller proportion "Agree" or "Strongly agree" with the statement "I think off-campus housing is affordable" (46%) and an even smaller proportion "Agree" or "Strongly agree" with the statement "I think on-campus housing is affordable" (20%).

Freshman and Transfers

- There are substantial differences between freshmen and transfers with regard to residence. 48% of freshmen and 21% of transfers plan to live with parents. 47% of transfers and 16% of freshmen plan to live in an apartment.
- There were no substantial differences between freshmen and transfers in their response to the locally designed questions

Class Preferences

- Most respondents (68%) prefer morning classes. 17% prefer afternoon classes; 6% prefer evening classes. 8% have no preference.
- The class format preferred by most students is small group (35%). 29% prefer lecture format and 13% prefer labs. 16% have no preference.

Freshman and Transfers

- The small group class format is preferred by 45% of freshmen and 31% of transfers while the lecture format is preferred by 37% of transfers and only 12% of freshmen.

Special Needs

- A majority of respondents would like special help in "Improving test taking skills" (54%), "Improving public speaking skills" (52%), "Developing better study skills and habits" (52%).
- Over 30% would like special help in "Improving mathematical skills" (46%), "Increasing reading speed" (38%), "Expressing ideas in writing" (38%), "Selecting an appropriate career" (35%), "Improving reading comprehension" (34%).
- Twenty percent would like special help in "Identifying a major area of study".

Freshman and Transfers

- A higher proportion of freshmen than transfers responded that they needed special help in all areas.
- The areas in which freshmen and transfers differ most in the need for special help are: "Improving mathematical skills" (62% and 39% respectively, a 23 percentage point difference) and "Identifying an area of study" (37% and 16% respectively, a 21 percentage point difference).

Interest in Activities.

- Students were asked to rate interest in participation in extra curricular activities. The three activities in which the highest proportion was interested were "Department clubs" (53%), "Campus or community organizations" (45%), and "Special interest clubs" (43%).
- 20% to 32% selected "intramural athletics (32%), "Racial or ethnic organizations" (24%), "Fraternity or sorority" (23%), "Student government" (20%).
- 7% to 19% selected "Student radio or TV (19%), "Student publications" (19%), "Religious organizations" (16%), "Political organizations" (16%), "Dramatics/theater" (15%), "Varsity athletics" (14%), "Debate" (12%), "Instrumental music" (12%), "Vocal music" (10%), and "Cheer leading" (7%).
- In a set of locally developed question's, students were also asked to rate their agreement with statements regarding other interests. Some of these activities were of interest to a greater proportion of students. The largest proportion (56%) "Agree" or "Strongly agree" that "I am interested in learning about the personal safety services coordinated by the University police department". 49% "Agree" or "Strongly agree" that "I am interested in learning about multicultural issues at CSUS". 46% "Agree" or "Strongly agree" that "I am interested in participating in volunteer/community service programs". 36% "Agree" or "Strongly agree" that "I am interested in participating in multicultural center activities".

Freshman and Transfers

- A higher proportion of freshmen than transfers responded that they were interested in participating in activities.
- The areas in which freshmen and transfers differ most are: "student publications" (31% and 13% respectively, an eighteen percentage point difference) and "Fraternities or sororities" (35% and 18% respectively, a 17 percentage point difference).
- The only substantial difference between the response of freshmen and transfers to the locally designed questions was that more freshmen (46%) than transfers (31%) "Agree" or "Strongly agree" that "I am interested in participating in multicultural center activities".

Perceptions of CSU, Sacramento

- Students were asked to rate their level of agreement with several statements about the college. A vast majority agrees with positive statements about the academic quality of the University.

- The statements with which a majority of students who gave a rating responded "Strongly agree" and "Agree" were: "This college has high-quality academic programs" (80%), "This college has a high-quality academic program in the area I plan to pursue" (80%), "There is a large variety and number of courses and programs offered" (78%), "This college has many activities and organizations for students" (76%), "CSUS cares about students" (69%), "This college offers many job oriented courses" (62%), "This college offers many cultural events and programs" (59%), "students are friendly" (57%), "There are excellent recreational facilities for individual student use" (57%), "Personnel care about individual students" (54%), "I think that CSUS residence halls provide a safe environment" (53%), "The cost of this college is reasonable" (53%).
- 20% to 48% "Agree" or "Strongly agree" that: "this college has high quality class room and lab facilities" (48%), "Students from various ethnic backgrounds get along well" (45%), "This college has a strong intercollegiate athletic program" (44%), "The foreign language requirement at this college is too strict" (44%), "There are comfortable residence halls at this college" (42%), "I have heard that the CSUS campus is safe" (39%), "The college provides sufficient financial aid for students who need assistance" (38%), "There are many students at this college who hold extreme political views" (32%), "Many students at this college use drugs or alcohol" (32%), "This college has too many required courses" (32%), "Students must be above average to be admitted to this college" (20%).
- 7% to 19% "Agree" or "Strongly agree" that "Many students at this college are more interested in having fun than in studying" (19%), "It is difficult to earn good grades at this college" (14%) and "There are too many rules and regulations at this college" (7%).

Freshman and Transfers

- The areas in which freshmen and transfers differ most are: "This college has high quality classroom and lab facilities" (61% and 43% respectively, an 18 percentage point difference) and "The foreign language at this college is too strict" (32% and 48% respectively, a 16 percentage point difference).

Satisfaction with University processes and procedures

- Students were asked to rate their level of agreement with several statements about university processes and procedures. In general, a higher proportion is in agreement with positive statements about admissions processes and procedures and a lower proportion is in agreement with positive statements about financial aid.
- The statements with which a majority of students who gave a rating responded "Strongly agree" and "Agree" were: "The CASPER registration process was easy for me to use" (92%), "The CASPER invitation to register was easy to understand" (91%), "The CASPER worksheet in the class schedule booklet helped me to register for classes" (89%), "My admission notification was timely" (76%), "The information I received from the admissions office was timely and complete" (72%), "The staff in admissions and records were helpful and courteous to me" (70%), "The student orientation I attended met my goals" (68%), "The CASPER on-line help staff were helpful and courteous to me" (67%).

- 40% to 49% "Strongly agree" or "Agree" that: "I received adequate advising/counseling regarding my class schedule" (49%), "The CSUS Financial aid application process is easy for me to follow" (47%), "The CASPER.Net voice response system provided the financial aid information I needed" (45%), and "CSUS provided me with sufficient Financial aid information" (40%).
- 22% to 29% "Strongly agree" or "Agree" that: "I received timely notification of my financial aid reward" (29%), "CSUS provided me with sufficient opportunities for financial aid counseling" (28%) and "CSUS provided me with sufficient information about on-campus job opportunities" (22%).

Freshman and Transfers

- There were no substantial differences between freshmen and transfer respondents.

1995 CSUS College Outcomes Survey
 Graduating Students
 Major Findings

Methodology

- 2,902 surveys were mailed to undergraduates who were graduating in Spring 1995. 1,092 surveys were mailed to graduate level students who were also graduating that semester.
- 64 (2%) were undeliverable due to incorrect addresses.
- 622 students (16%) responded to the survey.

CSUS has contributed a great deal to the intellectual growth of its students

- Students were asked "How large a contribution has the college made to your growth in the following areas?" The area of "Intellectual growth" received the highest rating (4.1 average on a scale from 1 ("none") to 5 ("Very great")). "Preparation for further study" and "Career preparation" received ratings of 3.7. Lower ratings were given for "Social growth" (3.6) and "Personal growth" (3.5).

The contribution of CSUS to student personal growth is greatest in areas in which students experienced the most growth. Students do not perceive that the university has contributed greatly to their moral or religious growth. However they do perceive that CSUS has contributed to the expansion their cognitive capacities

- Students were asked to rate their personal growth and the college contribution to that growth. The two areas with the highest average "Growth" ratings on a scale from one ("none") to 5 ("Very much") are "Becoming academically competent" (4.2) and "Increasing my intellectual curiosity" (4.2). These areas also received the highest average "College contribution" ratings on a scale from one ("none") to 5 ("Very great"). Ratings for these areas were 3.9 and 3.8 respectively.
- Substantial discrepancies between "Growth" and "College contribution" ratings suggest that there are areas in which students perceive that their growth has little to do their University experience. These primarily center on values, and moral or religious principles. Areas with 24% or larger differences between "Growth" and "College Contribution" ratings are: "Developing religious values" (35%), "Learning how to manage finances" (35%), "Learning how to become a more responsible family member" (34%), "Developing moral principles to guide my actions and decisions" (26%), "Taking responsibility for my own behavior" (24%), "Clarifying my personal values" (24%), "Developing a sense of purpose, values and meaning for my life" (24%), "Seeking and "Conveying the spirit of truth" (24%).
- Conversely, small discrepancies between "Growth" and "College contribution" ratings suggest that there are areas in which students perceive that their growth is closely related to their University experience. These primarily center on expanding the insight and flexibility of cognitive capacities. Areas with 10% or smaller differences between "Growth" and "College Contribution" are: "Acquiring a well-rounded General Education" (5%), "Becoming academically competent" (7%), "Gaining insight into human nature through the study of literature, history and the arts" (9%), "Increasing my intellectual curiosity" (10%), "Becoming more willing to consider opposing views" (10%), "Becoming more willing to change and explore new things" (10%), "Interacting with others from cultures other than my own" (10%), and "Improving my ability to stay with projects until they are finished" (10%).

While at CSUS, Students made the greatest progress in outcome areas they considered most "Important". However, students may need further assistance to progress in job seeking skills, knowledge of career options and the effective use of technology.

- Students were asked to rate the importance and progress they have made in several outcome areas. The outcomes with the three highest average "Importance" ratings (on a scale from one "none" to 5 "Very great") are "Acquiring skills and knowledge needed for a career" (4.7), "Developing problem solving skills" (4.6), "Learning to think and reason" (4.6), "Becoming competent in my major" (4.6), and "Drawing conclusions after weighing facts and evidence" (4.5).
- Students also indicate that the progress they have made in these outcomes while at CSUS is also high. The outcomes with the three highest average "Progress" ratings on a scale from one ("None") to 5 ("Very much") are, "Becoming competent in my major" (4.1), "Drawing conclusions after weighing facts and evidence" (4.0), "Learning to think and reason" (4.0), "Acquiring skills and knowledge needed for a career" (3.9), and "Developing problem solving skills" (3.9).
- Substantial discrepancies between "Importance" and "Progress" ratings suggest areas for further inquiry. These outcomes are: "Developing effective job seeking skills", "Learning about career options" and "Effectively using technology". The average "Importance" ratings for these outcomes was 4.1 or "Great". The average "Progress" ratings were 2.9, 3.0 and 3.2 (Moderate) respectively. The difference between "Importance" and "Progress" ratings were 29%, 27% and 22%.

CSUS Students experience responsive, concerned instruction. However, learning is generally limited to the classroom and is an individual rather than group experience

The findings suggest that instruction is organized, coherent, sensitive to student needs and taught by enthusiastic instructors. Students were asked to rate the frequency of various experiences. The experiences with the highest average "Frequency" ratings on a scale from one ("Almost never") to 5 ("Almost always") are: "My classes met as scheduled" (4.8), "Professors were enthusiastic about the subject matter" (4.3), "Homework, papers and tests were graded and returned promptly" (4.2), " and "Exams and assignments were sufficient and evenly scheduled throughout the semester" (4.2), "Professors were responsive to student concerns" (4.2), "Professors made use of contemporary examples" (4.2), "Professors seemed to take the quality of their teaching seriously" (4.2), and "I was informed when classes were to be cancelled" (4.2). These findings correspond closely to those of the 1995 CSUS Withdrawing and Non-returning Students Survey (WNS).

The experiences with the lowest average frequency ratings also suggest that instruction is generally limited to the classroom and that learning is primarily an individual rather than group experience. The incidents with the lowest average ratings are: "Participation in out-of class activities contributed to my growth and development" (3.4), "Students were required to work together on in-class assignments" (3.4), "Students were required to work with others in out-of class groups" (3.1), "I participated in or attended out of class activities" (3.0), and "Classes emphasized rote memorization of material" (2.9).

Students are "Satisfied" with the university in general, the library, the quality of instruction and the quality of the major but are relatively "Neutral" about many services offered and general environment of the University

- Students were asked to rate their degree of satisfaction with aspects of the University and the University in general. The "College in general" received an average rating of 3.9 on a scale from one ("very dissatisfied") to 5 ("Very satisfied"). The only specific aspect that received a higher rating was "Library/learning center services" (4.0). Other aspects that received ratings of 3.9 were primarily academically related. They are: the "Quality of instruction", Quality of my program of study", "transfer of course credits".
- The two lowest average ratings related to academic issues are the "Quality of academic advising" (3.3) and "Availability of faculty for office appointments" (3.5). The two lowest average ratings for issues related to university requirements/scheduling are "Flexible degree requirements" (3.3) "New student placement in reading/writing and math courses" (3.3) and "Class size" (3.5). The two lowest ratings for areas related to campus attitude and environment are "Informal contact with faculty" (3.4), "My sense of belonging on campus" (3.4) and "College social activities" (3.5). The two lowest average ratings for services (which are also the lowest ratings overall) are "Job placement services" (2.9), "Financial Aid services" (2.9) and "Career Planning services" (3.1)
- Satisfaction with many of these areas was also examined in the 1994 "Student Needs and Priorities Survey" (SNAPS) and the results of both studies correspond closely.

Students are relatively "Neutral" about the impact of required courses outside their major

- Students were asked to rate their agreement with statements about courses outside their major area of study. The statement with the highest average rating on a scale from one ("Strongly disagree") to 5 ("Strongly agree") was that required courses outside the major area of study "helped me to broaden my awareness of diversity among people, their values and culture" (3.9). The second and third highest average ratings were that required courses outside the major area of study "helped me to develop a whole person" (3.8), and required courses outside the major area of study "helped me become a more independent and self-directed learner" (3.7). The lowest average ratings were 3.5. These ratings were for the following: required courses outside the major area of study "helped me appreciate great works of literature, art and philosophy" and required courses outside the major area of study "helped me increase my knowledge of the earth and its physical and biological resources".

Students are proud of their accomplishments at CSUS and "Agree" that the University has helped them achieve the goals they came here to achieve. However, students are "Neutral" in perception that the University welcomes and uses student feedback.

- Students were asked to rate their degree of agreement with statements about the University. The statement with the highest average rating on a scale from one ("Strongly disagree") to 5 ("Strongly agree") was "I am proud of my accomplishments at this college" (4.5).
- The next three highest average ratings were for "This college has helped me achieve the goals I came here to achieve" (4.2), "I would recommend this college to others" (3.8) "this college is equally supportive of men and women" and "My experiences here have helped me to make something of my life" (3.7).
- The lowest average ratings were for "If choosing a college I would choose this one" (3.6), "My experiences here have helped me deal with possible career changes" (3.6), "This college is equally supportive of all ethnic/racial groups" (3.6) and "This college welcomes and uses feedback from students to improve the college" 3.1)

Demographics of respondents seem consistent with student population as a whole

- The response group was 68% female and 32% male. Degrees granted in spring 1995 by gender were 59% female and 41% male.
- The response group by ethnicity was 1% American Indian, 2% African American, 9% Asian, 9% Hispanic, and 71% Caucasian. Degrees granted in Spring 1995 by ethnic group were 2% American Indian, 4% African American, 7% Asian, 10% Hispanic and 63% Caucasian. The multiracial category which was available in the survey is not in the student data base. This cause some category shifts particularly with Hispanic students.

?????Teaching and Learning???????????

- The results from the Teaching and Learning questions are included with the attached tables. The criterion to draw conclusions from these items needs to be developed.

California State University, Sacramento

Office of Institutional Studies

MEMORANDUM

To: WASC Steering Committee

January 24, 1996

From: Gerald V. Sharp, Director
Institutional Studies

Subject: Summary of Teaching and Learning Survey Questions

Attached is a summary of the data for the Teaching and Learning Questions administered with the ACT Graduating Student Survey.

Please note that the first three pages only include the information from students who responded with an "opinion." Students who left the questions blank or marked "no response" are not included for that specific question.

The fourth page presents the information for all respondents.

cc. Jolene Koester
Cirenio Rodriguez
Nancy Shulock

WASC Steering Committee
Campus Community
Academic Affairs 6016

TEACHING AND LEARNING QUESTIONS

Average rating in descending order.

My classes met as scheduled	4.81
Professors seemed enthusiastic about the subject matter	4.26
Homework papers, exams were graded and returned promptly (1 to 2 weeks)	4.22
Exams and assignments were sufficient and evenly scheduled throughout the semester	4.18
Professors were responsive to student concerns	4.16
Professors made use of contemporary examples(texts, articles, handouts)	4.16
Professors seemed to take the quality of their teaching seriously	4.16
I was informed when classes were to be cancelled	4.14
My professors knew my name	4.13
Professors seemed to genuinely enjoy teaching	4.12
Grading standards were higher than those of community college or high school	4.12
Instruction was systematic. New information was connected to what was previously presented to the class	4.09
Library use was required to complete course assignments	4.07
Professors with high expectations were willing to help me meet them	4.06
I was challenged to think about and explore new concepts and theories	4.04
I felt comfortable talking to professors out of class	4.01
Feedback on homework, exams and assignments was helpful	3.96
There was free exchange of ideas and points of view between professors and students	3.93
A variety of teaching methods was used by professors	3.88
I felt valued as a member of my classes	3.85
Course evaluations were taken seriously by students	3.77
Course evaluations were taken seriously by professors	3.69
Required materials that had to be bought were useful in class	3.68
My classes regularly exposed me to the contributions of a variety of groups or peoples.	3.58
I felt free to disagree with professors	3.45
Participation in out-of class activities contributed to my growth and development	3.40
Students were required to work together on in class assignments	3.40
Students were required to work on homework assignments in out-of -class groups	3.10
I participated in or attended out-of classroom activities	2.95
Classes emphasized rote memorization of material	2.89

5= Almost always, 4 = Frequently, 3 = Sometimes,
2 = Rarely, 1 = Almost never

TEACHING AND LEARNING QUESTIONS

Students who responded with an opinion

	Almost Always		Frequently		Sometimes		Rarely		Almost Never		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
A variety of teaching methods was used by professors	175	29%	258	42%	129	21%	39	6%	13	2%	614	100%
I felt comfortable talking to professors out of class	235	38%	190	31%	156	25%	25	4%	8	1%	614	100%
Students were required to work together on in class assignments	78	13%	205	33%	240	39%	64	10%	27	4%	614	100%
There was free exchange of ideas and points of view between professors and students	178	29%	256	42%	149	24%	24	4%	8	1%	615	100%
Grading standards were higher than those of community college or high school	261	45%	175	30%	115	20%	28	5%	7	1%	586	100%
Homework papers, exams were graded and returned promptly (1 to 2 weeks)	270	44%	234	38%	88	14%	17	3%	4	1%	613	100%
Professors were responsive to student concerns	234	38%	263	43%	103	17%	7	1%	6	1%	613	100%
Students were required to work on homework assignments in out-of-class groups	79	13%	148	24%	200	33%	121	20%	63	10%	611	100%
My classes regularly exposed me to the contributions of a variety of groups or peoples.	113	19%	209	35%	195	33%	56	9%	19	3%	592	100%
Course evaluations were taken seriously by professors	164	32%	152	29%	114	22%	53	10%	34	7%	517	100%
Exams and assignments were sufficient and evenly scheduled throughout the semester	240	39%	257	42%	99	16%	8	1%	5	1%	619	100%
I felt free to disagree with professors	112	19%	174	29%	212	35%	80	13%	23	4%	601	100%
Instruction was systematic. New information was connected to what was previously presented to the class	202	33%	280	46%	116	19%	10	2%	3	0%	611	100%
Professors seemed to genuinely enjoy teaching	219	36%	276	45%	101	16%	11	2%	6	1%	613	100%
My professors knew my name	281	46%	183	30%	111	18%	31	5%	8	1%	614	100%
Feedback on homework, exams and assignments was helpful	189	31%	247	40%	141	23%	25	4%	8	1%	610	100%
My classes met as scheduled	513	84%	88	14%	9	1%	3	0%	0	0%	613	100%
I was informed when classes were to be cancelled	323	54%	134	23%	77	13%	25	4%	34	6%	593	100%
Professors seemed enthusiastic about the subject matter	269	44%	247	40%	83	14%	10	2%	2	0%	611	100%
I felt valued as a member of my classes	166	28%	228	38%	162	27%	38	6%	7	1%	601	100%
Required materials that had to be bought were useful in class	122	20%	241	39%	195	32%	41	7%	13	2%	612	100%
Professors with high expectations were willing to help me meet them	223	38%	219	37%	119	20%	25	4%	6	1%	592	100%
Library use was required to complete course assignments	250	41%	201	33%	122	20%	28	5%	10	2%	611	100%
Professors made use of contemporary examples(texts, articles, handouts)	229	38%	271	45%	86	14%	18	3%	3	0%	607	100%
I participated in or attended out-of-classroom activities	73	12%	118	20%	205	34%	116	19%	90	15%	602	100%
Participation in out-of class activities contributed to my growth and development	118	22%	133	25%	160	30%	78	15%	39	7%	528	100%
Course evaluations were taken seriously by students	171	29%	200	34%	149	25%	48	8%	21	4%	589	100%
Professors seemed to take the quality of their teaching seriously	236	39%	253	41%	108	18%	8	1%	5	1%	610	100%
I was challenged to think about and explore new concepts and theories	206	34%	243	40%	145	24%	13	2%	4	1%	611	100%
Classes emphasized rote memorization of material	49	8%	126	21%	234	38%	109	18%	91	15%	609	100%

TEACHING AND LEARNING QUESTIONS

1995 Graduating Student Survey: Teaching and Learning Questions

Students who responded with an opinion. Responses in 3 categories

	Almost Always		Sometimes		Rarely	
	N	%	N	%	N	%
Classes emphasized rote memorization of material	175	29%	234	38%	200	33%
I participated in or attended out-of-classroom activities	191	32%	205	34%	206	34%
Students were required to work on homework assignments in out-of-class groups	227	37%	200	33%	181	30%
Students were required to work together on in class assignments	283	46%	240	39%	91	15%
Participation in out-of class activities contributed to my growth and development	251	48%	160	30%	117	22%
I felt free to disagree with professors	286	48%	212	35%	103	17%
My classes regularly exposed me to the contributions of a variety of groups or peoples	322	54%	195	33%	75	13%
Required materials that had to be bought were useful in class	363	59%	195	32%	54	9%
Course evaluations were taken seriously by professors	316	61%	114	22%	87	17%
Course evaluations were taken seriously by students	371	63%	149	25%	69	12%
I felt valued as a member of my classes	394	66%	162	27%	45	7%
I felt comfortable talking to professors out of class	425	69%	156	25%	33	5%
A variety of teaching methods was used by professors	433	71%	129	21%	52	8%
There was free exchange of ideas and points of view between professors and students	434	71%	149	24%	32	5%
Feedback on homework, exams and assignments was helpful	436	71%	141	23%	33	5%
I was challenged to think about and explore new concepts and theories	449	73%	145	24%	17	3%
Library use was required to complete course assignments	451	74%	122	20%	38	6%
Grading standards were higher than those of community college or high school	436	74%	115	20%	35	6%
Professors with high expectations were willing to help me meet them	442	75%	119	20%	31	5%
My professors knew my name	464	76%	111	18%	39	6%
I was informed when classes were to be cancelled	457	77%	77	13%	59	10%
Instruction was systematic	482	79%	116	19%	13	2%
Professors seemed to take the quality of their teaching seriously	489	81%	108	18%	13	2%
Professors seemed to genuinely enjoy teaching	495	81%	101	16%	17	3%
Professors were responsive to student concerns	497	81%	103	17%	13	2%
Exams and assignments were sufficient and evenly scheduled throughout the semester	497	82%	99	16%	13	2%
Homework papers, exams were graded and returned promptly (1 to 2 weeks)	504	82%	88	14%	21	3%
Professors made use of contemporary examples(texts, articles, handouts)	500	82%	86	14%	21	3%
Professors seemed enthusiastic about the subject matter	516	84%	83	14%	12	2%
My classes met as scheduled	601	98%	9	1%	3	0%

TEACHING AND LEARNING QUESTIONS

All possible response options

	Always		Frequently		Sometimes		Rarely		Almost Never		No Opinion		Blank		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
A variety of teaching methods was used by professors	175	28%	258	41%	129	21%	39	6%	13	2%	1	0%	7	1%	622	100%
I felt comfortable talking to professors out of class	235	38%	190	31%	156	25%	25	4%	8	1%	2	0%	6	1%	622	100%
Students were required to work together on in class assignments	78	13%	205	33%	240	39%	64	10%	27	4%	7	1%	7	1%	622	100%
There was free exchange of ideas and points of view between professors and students	178	29%	256	41%	149	24%	24	4%	8	1%	0	0%	7	1%	622	100%
Grading standards were higher than those of community college or high school	261	42%	175	28%	115	18%	28	5%	7	1%	27	4%	9	1%	622	100%
Homework papers, exams were graded and returned promptly (1 to 2 weeks)	270	43%	234	38%	88	14%	17	3%	4	1%	2	0%	7	1%	622	100%
Professors were responsive to student concerns	234	38%	263	42%	103	17%	7	1%	6	1%	1	0%	8	1%	622	100%
Students were required to work on homework assignments in out-of-class groups	79	13%	148	24%	210	32%	121	19%	63	10%	2	0%	9	1%	622	100%
My classes regularly exposed me to the contributions of a variety of groups or peoples.	113	18%	209	34%	195	31%	56	9%	19	3%	18	3%	12	2%	622	100%
Course evaluations were taken seriously by professors	164	26%	152	24%	114	18%	53	9%	34	5%	94	15%	11	2%	622	100%
Exams and assignments were sufficient and evenly scheduled throughout the semester	240	39%	257	41%	99	16%	8	1%	5	1%	5	1%	8	1%	622	100%
I felt free to disagree with professors	112	18%	174	28%	212	34%	80	13%	23	4%	12	2%	9	1%	622	100%
Instruction was systematic. New information was connected to what was previously presented to the class	202	32%	280	45%	116	19%	10	2%	3	0%	3	0%	8	1%	622	100%
Professors seemed to genuinely enjoy teaching	219	35%	276	44%	101	16%	11	2%	6	1%	1	0%	8	1%	622	100%
My professors knew my name	281	45%	183	29%	111	18%	31	5%	8	1%	0	0%	8	1%	622	100%
Feedback on homework, exams and assignments was helpful	189	30%	247	40%	141	23%	25	4%	8	1%	3	0%	9	1%	622	100%
My classes met as scheduled	513	82%	88	14%	9	1%	3	0%	0	0%	0	0%	9	1%	622	100%
I was informed when classes were to be cancelled	323	52%	134	22%	77	12%	25	4%	34	5%	20	3%	9	1%	622	100%
Professors seemed enthusiastic about the subject matter	269	43%	247	40%	83	13%	10	2%	2	0%	1	0%	10	2%	622	100%
I felt valued as a member of my classes	166	27%	228	37%	162	26%	38	6%	7	1%	12	2%	9	1%	622	100%
Required materials that had to be bought were useful in class	122	20%	241	39%	195	31%	41	7%	13	2%	1	0%	9	1%	622	100%
Professors with high expectations were willing to help me meet them	223	36%	219	35%	119	19%	25	4%	6	1%	22	4%	8	1%	622	100%
Library use was required to complete course assignments	250	40%	201	32%	122	20%	28	5%	10	2%	1	0%	10	2%	622	100%
Professors made use of contemporary examples(texts, articles, handouts)	229	37%	271	44%	86	14%	18	3%	3	0%	4	1%	11	2%	622	100%
I participated in or attended out-of classroom activities	73	12%	118	19%	205	33%	116	19%	90	14%	8	1%	12	2%	622	100%
Participation in out-of class activities contributed to my growth and development	118	19%	133	21%	160	26%	78	13%	39	6%	84	14%	10	2%	622	100%
Course evaluations were taken seriously by students	171	27%	200	32%	149	24%	48	8%	21	3%	24	4%	9	1%	622	100%
Professors seemed to take the quality of their teaching seriously	236	38%	253	41%	108	17%	8	1%	5	1%	3	0%	9	1%	622	100%
I was challenged to think about and explore new concepts and theories	206	33%	243	39%	145	23%	13	2%	4	1%	2	0%	9	1%	622	100%
Classes emphasized rote memorization of material	49	8%	126	20%	234	38%	109	18%	91	15%	3	0%	10	2%	622	100%

1995 CSUS Non-returning Survey
Major Findings

Response rate is affected by deliverability of instruments and adequacy of University data

- 2,978 surveys were mailed to undergraduates. 980 surveys were mailed to graduate students.
- 372 (9%) were undeliverable due to incorrect addresses.
- 568 (16%) responded to the survey.
- Of these, 200 (35%) were non-returning students. 100 (18%) re-enrolled at CSUS, 62 (11%) received a credential, 49 (9%) graduated, 40 (7%) were still working on a thesis, and 17 (3%) had other varied situations.
- **Academic history indicates a majority of students were not in academic difficulty**
- A third entered CSUS from high school and another third entered from a community college. 25% entered from another 4yr school.
- 79% entered CSUS to earn a degree.
- 42% were enrolled 1-2 semesters and another 26% were enrolled 3-4 semesters before leaving.
- 72% were never on probation and 83% had GPA's of 2.0 or better
- 59% had never stopped out.
- 67% were full-time
- 26% were lower division students when they left; 47% were upper division students and 23% were graduates students.

Many plan to go to college next year and many plan to re-enroll at CSUS

- 44% plan to go to college next year
- 24% plan to re-enroll at CSUS. and 30% don't know if they will re-enroll at CSUS.

The top five "Major reasons for leaving" are:

- "Left to attend another college" 32%
- "Tuition was more than I could afford" 25%
- "Wanted or needed to move" 21%
- "Desired courses weren't offered when I could take them" 14%
- "Desired courses weren't offered" and "Experienced scheduling problems" 13% each

Students are neutral about most of the services offered 1-5 Scale

- Average satisfaction ratings ranged from 2.9 (dissatisfied) to 4.1 (satisfied) with all other ratings ranging from 3.2 to 3.9
- Students are most satisfied with "Library services and facilities" (4.1) and are least satisfied with "Financial aid services" (2.9).
- Other services receiving the high ratings are: "College mass transit" (3.9), "Student health services" (3.8), "College orientation program" (3.7), "College sponsored social programs" (3.6) and "Cultural programs" (3.6)

Students are neutral about most of the characteristics of CSUS

- Average satisfaction ratings ranged from 2.7 (dissatisfied) to 3.7 (neutral-satisfied) with all other ratings ranging from 3.0 to 3.7.
- Students are most satisfied with "Class size relative to type of course" (3.7) and are least satisfied with "parking services and facilities" (2.7).
- Other characteristics receiving high ratings are: "General registration procedures", Variety of courses offered", Instruction in major field", "Testing and grading system" (all 3.6).

Demographics seem consistent with student population as a whole

- 62% female 38% male
- 65% Caucasian, 4% African American, 10% Asian, 10% Hispanic
- 54% 19-25 years old.
- 63% single
- 38% live in apt, 31% own their home. 20% live with parents.
- 50% worked 20 or more hours in their last semester and 22% were not employed.

Teaching and Learning

- The results from the Teaching and Learning questions are included with the attached tables. The criterion to draw conclusions from these items needs to be developed.

Teaching and Learning Questions

Almost
Always Frequently Sometimes Rarely Never Opinion Blank

	Almost Always	Frequently	Sometimes	Rarely	Never	Opinion	Blank
My classes met as scheduled	74%	16%	3%	1%	0%	0%	7%
I was informed when classes were to be cancelled	46%	18%	12%	9%	5%	5%	7%
Homework, papers and tests were graded and returned promptly	36%	32%	19%	5%	1%	2%	6%
Professors were responsive to student questions and concerns	30%	40%	19%	5%	0%	1%	7%
Grading standards were higher than HS or CC	27%	27%	22%	6%	4%	9%	7%
Professors seemed genuinely to enjoy teaching	27%	43%	19%	5%	2%	0%	7%
Feedback on homework and exams was helpful	24%	35%	27%	7%	2%	0%	7%
There was free exchange of ideas between students and professors	23%	30%	32%	8%	1%	1%	6%
Instruction was systematic	23%	42%	22%	3%	1%	4%	7%
I was challenged to think about and explore new ideas	22%	35%	27%	8%	2%	1%	7%
Major faculty, staff and admin were willing to help me when I had a problem	18%	26%	21%	8%	5%	16%	6%
Major advising was accurate and helpful	15%	12%	19%	14%	7%	28%	7%
Students were required to work with others on in-class assignments	6%	27%	38%	13%	10%	1%	7%
Students were required to work with others in out of class groups	6%	15%	31%	21%	20%	1%	7%

Average

My classes met as scheduled	4.7
Professors were responsive to student questions and concerns	4.
I was informed when classes were to be cancelled	4.
Instruction was systematic	3.9
Professors seemed genuinely to enjoy teaching	3.9
Grading standards were higher than in HS or CC	3.8
Feedback on homework, exams was helpful	3.8
There was free exchange of ideas and between professors and students	3.7
Homework, papers, tests were graded and returned promptly (1 to 2 wks)	3.7
I was challenged to think about and explore new concepts	3.7
Major faculty, staff and admin were willing to help me when I had a problem	3.6
Students were required to work with others on in-class assignments	3.1
Major advising was accurate and helpful	3.1
Students were required to work on assignments in out of class groups	2.6

Major of Respondents

Undecided	4%
Agriculture	2%
Architecture	1%
Business Management	13%
Communication	6%
Community Service	7%
Computer Science	6%
Computer Science	1%
Cross Discipline	6%
Education	6%
T. Ed.	5%
Pre. Engr	5%
Engineering	1%
Engineering	1%
Foreign Language	1%
Health Science	11%
Health Science	2%
Home Economics	2%
Letters	2%
Math	2%
Math	1%
Philosophy	6%
Science	6%
Science	14%
Social Science	6%
Arts/Visual/performing	1%
Blank	1%

Note: Percents may not add to 100 due to rounding

Major Reasons for Leaving CSUS

Personal Reasons	
Decided to attend a different college	32%
Wanted to move or was transferred to a new location	21%
Health related problem (family or personal)	10%
Family responsibilities were too great	10%
Experienced emotional problems	9%
Wanted a break from college	6%
Marital situation changed my educational plans	6%
Learned all I wanted to learn at this time	6%
Wanted to live nearer parents or loved ones	6%
Felt racial/ethnic tension	4%
Uncertain about the value of a college education	3%
Child care was not available or was too costly	3%
Felt alone or isolated	3%
Influenced by parents or relatives	3%
Wanted to travel	3%
Difficulty in obtaining transportation to this college	2%
Commuting distance was too great	2%
Did not like the size of the college	2%
Had conflicts with roommate(s)	1%
Academic Reasons	
Desired courses weren't offered when I could take them	14%
Desired courses weren't offered	13%
Dissatisfied with the quality of instruction at this college	12%
Desired courses were full	9%
Dissatisfied with my grades	8%
Inadequate study habits	7%
Was suspended or placed on probation	6%
Too many required courses	5%
Courses were not challenging	4%
Did not complete the WPE	4%
Did not complete the foreign language requirement	3%
Tutoring was inadequate	3%
Courses were too difficult	1%
Institutional Reasons	
Experienced scheduling problems	13%
Academic advising was inadequate	11%
Desired major was not offered at this college	9%
Impersonal attitudes of college faculty or staff	9%
Desired major was offered but course content was unsatisfactory	8%
Dissatisfied with the academic reputation of this college	2%
Unhappy with college rules and regulations	2%
Dissatisfied with social life at this college	0.50%
Inadequate facilities for physically handicapped students	0.50%
Could not find housing I liked	0%
Financial Reasons	
Tuition and fees were more than I could afford	25%
Encountered unexpected expenses	9%
Applied for financial aid but did not receive it	8%
Financial aid received was inadequate	6%
Cost of living was too high in this community	5%
Did not budget money correctly	4%
I could not find part-time work at this college	4%
I could not obtain summer employment	4%
Employment Reasons	
Conflict between demands of job and college	14%
Accepted a full time job	9%
Wanted to get work experience	5%
My chosen occupation did not require more college	4%

Satisfaction with College Services and Characteristics
Average Rating of Satisfaction

Services	Average
Financial aid services	2.9
Academic advising services	3.2
college sponsored tutorial services	3.2
Residence hall services and programs	3.2
Credit by examination program	3.2
Honors program	3.2
Computer services	3.2
Day care services	3.2
Personal counseling services	3.3
Career planning services	3.3
Job placement services	3.3
Student employment services	3.3
Veteren's services	3.3
Recreation and intramural programs and services	3.4
Student health insurance program	3.5
Food services	3.5
Transcript services	3.5
College sponsored social activities	3.6
Cultural programs	3.6
College orientation program	3.7
Student health services	3.8
College mass transit services	3.9
Library services and facilities	4.1
Characteristics	Average
Parking facilities and services	2.7
Availability of courses at times you want to take them	3
Student voice in college policies	3
Residence hall rules and regulations	3.1
Concern for you as an individual	3.1
Availability of advisor	3.2
Value of information provided by advisor	3.2
Preparation you are receiving for your future occupation	3.2
Flexibility to design your own program of study	3.3
College rules governing student conduct	3.3
Attitude of college non-teaching staff toward students	3.3
Opportunities for personal involvement in campus activities	3.3
Athletic facilities	3.4
Personal security/safety on this campus	3.4
Course content in major field	3.5
Out-of-class availability of instructors	3.5
Classroom and laboratory facilities	3.5
Racial harmony at this college	3.5
Testing/grading system	3.6
Instruction in major field	3.6
Variety of courses offered by college	3.6
General registration procedures	3.6
Class size relative to type of course	3.7

Note 5= very satisfied
 3=Neutral
 1= Very dissatisfied

Basic Data

Non-returning Survey

Degree Objective

BA	63%
MA	16%
Courses necessary to transfer	6%
Obtain or maintain certificate	6%
a few job related courses	3%
No definite purpose	2%
A few courses for self improvement	2%
Blank	2%

GPA at time of leaving

Over 3.4	24%
3.4 to 3.0	27%
2.9 to 2.5	23%
2.4 to 2.0	9%
1.9 to 1.5	7%
Less than 1.5	4%
Blank	6%

Plans for the Coming Year

Work full or part time	38%
Obtain a job and enroll in college	24%
Enroll in college	22%
Other	8%
Care for home or family	5%
Undecided	4%
Blank	0%

Ever on Probation at CSUS

Yes	21%
No	72%
Blank	7%

Plan to Re-enroll at CSUS?

Yes	24%
No	47%
Don't Know	30%

How many hrs/wk did you usually study in your last semester?

Less than 5	20%
6 to 10	37%
11 to 15	17%
16 to 20	14%
21 to 25	3%
over 25	5%
Blank	6%

Semesters enrolled before leaving

Less than 1	1%
1 to 2	42%
3 to 4	26%
More than 4	26%
Blank	5%

Previously interrupted ed?

Yes	34%
No	59%
Blank	7%

Units taken last semester at CSUS

3 or less	9%
4 to 6	22%
7 to 9	9%
10 to 12	26%
Over 12	28%
Blank	6%

Distributed 2/15/96
AS Mtg



AMERICAN
ASSOCIATION OF
UNIVERSITY
WOMEN

February
1996

Sacramento Branch

LEGAL ADVOCACY FUND LUNCHEON

**Martha S. West
Guest Speaker**

Saturday, February 24

**Andiamo Restaurant
3145 Folsom Blvd.**

TELEPHONE RESERVATIONS & MENU CHOICE:
485-2143 or 456-1844 BY FEBRUARY 20
CANNELLONI (Crepes with Italian sausage)
CHICKEN BASILICA OR PASTA PRIMAVERA

\$15

Doors Open: 11:30 AM



We are honored that **Martha West**, author of *Gender Bias in Academic Robes: The Law's Failure to Protect Women Faculty*, is the speaker at this year's Legal Advocacy Fund Luncheon.

She has been a Professor of Law at UC Davis Law School since 1981 and is the Sexual Harassment Advisor for faculty, staff and students. From 1988 to 1992, she served as Associate Dean of the Law School. In addition to teaching courses on Employment Discrimination, Labor Law and Gender and Law, she represents the Law School on several committees, including the Academic Senate Executive Council and the Academic Senate Committee on Committees.

After graduating Summa Cum Laude from the School of Law at Indiana University-Bloomington, she clerked for a federal district judge, represented management of a large Indianapolis corporation in employment matters, and served as an attorney on personal legal matters to members of the United Auto Workers.

Please join us for what is certain to be an interesting and informative presentation.

AACU'S LEGAL ADVOCACY FUND PROVIDES FUNDING AND A SUPPORT SYSTEM FOR WOMEN SEEKING JUDICIAL REDRESS FOR SEX DISCRIMINATION (STUDENTS, FACULTY AND STAFF).

RESERVATION DEADLINE IS FEBRUARY 20