

California State University
Dominguez Hills
Fall 2015 Survey Data Results
Student Scheduling Satisfaction and Preferences

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March 7, 2016

Special thanks to
Professor Richard B. Malamud, J.D., LL.M.
Department of Accounting and Finance, College of Business Administration and Public Policy at
California State University, Dominguez Hills.
Associate Professor Thomas J. Norman, Ph.D.
Department of Management and Marketing, College of Business and Public Policy at California
State University, Dominguez Hills.

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Introduction

Statistics in recent years have shown highly non-traditional students are more likely to have a higher drop-out rate. The National Center for Education Statistics (NCES) has defined a nontraditional college student as a student that fits at least one of the following seven criteria: is older than 24 years old, attends school part time, is financially independent, has dependents, is a single parent, and did not enroll into a four year institution immediately after high school. Recent years have shown that there has been an increase in non-traditional college students. These college students have varying lifestyles that influence their scheduling preferences. Students' self-reported satisfaction and preferences in evening, weekend, and distance learning classes are important in determining if any changes can be implemented to help decrease drop-out rates and increase graduation rates.

These seven criteria have been cited in several research papers to help study and understand what road-blocks non-traditional students face. For the purpose of this report, five of the NCES criteria will be used to understand how being a non-traditional student affects students' preferences for evening, weekend, and distance learning college courses. The five criteria that will be used to determine if a student is minimally, moderately, or highly non-traditional. Students who meet at least one criteria will be defined as minimally non-traditional. Students who meet two to three of the criteria will be defined as moderately non-traditional, and students who meet four to five criteria will be defined as highly non-traditional. The five criteria being used are the following: age, enrollment status, work, dependents, and institution of origin. Generally, most non-traditional students have the greatest need for flexible schedules' because of prior engagements to employers. Non-traditional students have reported that availability of evening, weekend, and distance learning courses have been key factors to obtaining their degrees.

This study has four hypothesis: Non-traditional students will prefer to enroll in evening courses over morning or afternoon courses. Non-traditional students will prefer to enroll in weekend scheduled courses over their non-traditional counterparts. Non-traditional students who have work and/or family commitments will be more likely to enroll in an online or hybrid course. The overall graduation rate will increase by increasing the number of evening, weekend, and distance learning courses, the overall rate graduation rate.

The research question guiding the study will be: How does each of the five criteria affect the students' preference for evening as well as weekend-scheduled courses?

The purpose of this study was to determine students' satisfaction within the current course offerings as well as their preferences and behaviors for the varying choices of class time and mode. For this study, an online survey consisting of 42-questions was created to collect data on students' preferences as well as satisfaction levels of the time and mode of college courses being taken. The online survey was sent out to approximately 20,000 students who were eligible to enroll for the fall semester of 2015 at California State University, Dominguez Hills. The survey received a total of 2,199 complete responses resulting in an 11% response rate. With this data, correlations were made for the students' preferences for evening and weekend courses as well as their preferences for online and hybrid courses.

Evening scheduled courses will be defined as courses scheduled between 5:15pm to 9:45pm and a weekend-scheduled course will be defined as any course offered on a Friday, Saturday, or Sunday. Online courses will be defined as courses which do not meet face-to-face and content is delivered through a course learning management system (LMS) such as BlackBoard. Hybrid courses will be defined as courses that meet face-to-face at least once a week for half the class period, the remaining content is delivered through the chosen LMS.

These brief results clearly outline non-traditional college students desire for evening, weekend, and distance learning college courses. By being aware of these scheduling and modality preferences can improve student success and eventually increase the overall graduation and retention rates.

2

Student Enrollment Characteristics

2.1 Demographics

The demographics of the students who completed the survey were compared to that of the overall school. Our results show that the respondents of the survey are representation of the population students at California State University, Dominguez Hills. The demographics of the sample of students who completed the survey will be compared to the enrolled and eligible students. Campus data shows that there are 21,035 students who were eligible to enroll for fall 2015. Of those students, only 14,000 actually enrolled. Our survey had 2,199 responses. The demographics show that this is a representative sample of our overall students.

Table 2.2: Age

	Survey Responses	
18-24	1057	52.0%
25-30	478	23.5%
31-40	276	13.6%
41+	223	11.0%
Answered question	2034	
Skipped question	165	

Table 2.1: Traditional vs Non-traditional Age

	Survey Responses	
Traditional (18-24)	1056	51.9%
Non-traditional (25+)	978	48.1%
Answered question	2034	
Skipped question	165	

Table 2.3: Campus-wide Ethnicity

	Campus Total		Survey Responses	
American Indian/Alaska Native	18	0.1%	30	1.5%
Asian/Hawaiian/Pacific Islander	1,504	11.1%	231	11.2%
Black/African American	1,958	14.5%	318	15.4%
Hispanic/Latino	8,137	60.3%	1,134	55.0%
White	1,465	10.9%	391	19.0%
Two or more races	413	3.1%	–	–
Prefer not to answer	–	–	111	5.4%
Other	–	–	48	2.3%
Answered question			2,062	
Skipped question			137	

Students were asked to select all that apply to them. The percentages and numbers above do not reflect the actual number of numbers.

2.2 Enrollment Status

The enrollment profiles of students enrolled during the 2015 fall semester were also compared to the survey data.

Table 2.4: Academic Level

	Campus Total		Survey responses	
Freshman	3,436	16.3%	239	11.6%
Sophomore	1,431	6.8%	190	9.2%
Junior	6,400	30.4%	760	36.9%
Senior	5,881	27.9%	602	29.2%
Post-bac	1,384	6.6%	19	0.9%
Graduate	2,502	11.9%	208	10.1%
Answered question			2,199	
Skipped question			0	

Results show that we have a valid sample size compared to the campus demographics

Table 2.5: Enrollment Status and Time of Day

	Survey Responses	
Part-time Day	124	5.6%
Part-time Night	202	9.2%
Part-time Day/Night	30	5.9%
Full-time Day	751	34.2%
Full-time Night	264	12.0%
Full-time Day/Night	577	26.2%
Answered question	2,098	
Skipped question	151	

Table 2.6: Enrollment Status by Units Enrolled

	Survey Responses	
Part-time (1-11)	623	33.0%
Full time (12+)	1,267	67.0%
Answered question	1,890	100%
Skipped question	309	

Table 2.7: Institution of Origin

	Survey Responses	
High School	742	33.7%
Junior College	1,091	49.6%
University	357	16.2%
Other (Not listed)	9	0.4%
Answered question	2,199	100%
Skipped question	0	

3

Detailed Enrollment Characteristics

In this section, enrollment characteristics will be discussed in detail. Survey data on students' reported course times and modality will be analyzed. The graduation rates and behaviors in previous years will also be discussed.

3.1 Current Semester Schedule

Please indicate how well your course schedule fits your personal schedule.

Table 3.1: Course Schedule to Personal Schedule

	Answer Options	0
This Semester	Extremely good fit	30.5%
	Fairly good fit	52.5%
	Not a good fit	11.4%
	Extrememly poor fit	5.2%
	Not Applicable	0.4%
Total		100%
		†= 2059
Last Semester	Extremely good fit	24.7%
	Fairly good fit	36.1%
	Not a good fit	10.4%
	Extrememly poor fit	3.8%
	Not Applicable	25.0%
Total		100%
		†= 1852
Overall at CSUDH	Extremely good fit	22.7%
	Fairly good fit	59.9%
	Not a good fit	8.1%
	Extrememly poor fit	2.5%
	Not Applicable	6.8%
Total		100%
		†= 1903

They reported that their current course schedules for the fall semester and overall at CSUDH were a fairly good fit. Approximately 25% of students reported that their schedules for this semester and overall at CSUDH were an extremely good fit. Less than 25% reported that their schedules did not fit well with their personal schedule.

Please indicate your current two day a week scheduled courses.

Table 3.2: Current TWO day a week courses

	Answer Options	Monday	Tuesday	Wednesday	Thursday
Morning	8:30-9:45 AM	14%	18%	13%	17%
	10:00-11:15 AM	23%	25%	22%	24%
	11:30-12:45 PM	21%	19%	21%	18%
Afternoon	1:00-2:15 PM	20%	16%	19%	16%
	2:30-3:45 PM	16%	13%	15%	12%
	4:00-5:15 PM	16%	14%	16%	13%
Evening	5:30-6:45 PM	15%	16%	15%	16%
	7:00-8:15 PM	10%	9%	10%	9%
	8:30-9:45 PM	5%	4%	5%	4%
	Not Applicable.	17%	15%	15%	14%
Answered	1999				
Skipped	200				

When asked to indicate hour inclination for two-days a week courses 1,999 responded back. Majority of students stated that they attended classes from the hours of 10:00am to 2:15pm. The least populated hours were consisting of 7:00pm to 9:45pm.

Please indicate your current one day a week scheduled courses.

Table 3.3: Current ONE day a week courses

	Answer Options	Mon.	Tues.	Wed.	Thu.	Fri.	Sat.	Sun.
Morning	8:30 - 11:15 AM	4%	4%	3%	3%	3%	5%	2%
	10:00 AM - 12:45 PM	3%	3%	2%	3%	4%	3%	.01%
	11:30 AM - 1:15 PM	2%	2%	2%	2%	3%	2%	2%
Afternoon	1:00 PM - 3:45 PM	6%	5%	4%	4%	3%	3%	1%
	3:00 PM - 5:45 PM	2%	1%	2%	1%	1%	.01%	0
	4:00 PM - 6:45 PM	6%	7%	4%	5%	2%	0	0
Evening	5:30 PM - 8:15 PM	3%	4%	3%	4%	.01%	0	0
	6:00 PM - 8:45 PM	2%	3%	2%	2%	0	0	0
	7:00 PM - 9:45 PM	12%	12%	11%	11%	1%	.01%	.01%
Not Applicable		28%	25%	25%	23%	22%	21%	21%
Answered question	1610							
Skipped question	589							

When asked to indicate hour inclination for one day a week courses 1,610 responded. Majorities were inclined to attend from the hour of 7:00pm to 9:45pm. The least populated hours consisted of 10:00am to 12:45pm and 3:00pm to 5:45pm.

How many days a week do you come to campus for classes this semester?

Table 3.4: Number of Days on Campus

Answer Options	Survey Responses	
None	160	7.7%
Once a week	79	3.8%
Twice a week	462	22.3%
Three times a week	344	16.6%
Four times a week	694	33.4%
Five times a week	305	14.7%
Six times a week	29	1.4%
Seven days a week	3	0.1%
Answered question	2076	100%
Skipped question	123	

Out of 2,076 respondents, 694 (33.4%) majority stated they attended on campus courses four times a week. On average 462 (22.3%) stated they attend on campus courses twice a week. Lastly, 3 (0.1%) respondents stated that they attended seven days a week on campus courses.

How many classes are you taking this semester in each of the following categories?

Table 3.5: Number of Courses Being Taken in Respective Modes

Answer Options	0	1	2	3	4	5	6+	Total	†
Classroom	4.6%	4.3%	12.9%	19.0%	34.2%	17.9%	6.9%	100%	1948
Online	53.5%	27.7%	13.6%	3.5%	1.1%	0.5%	0.3%	100%	1186
Hybrid	77.8%	16.4%	2.7%	1.4%	0.8%	0.4%	0.4%	100%	950

† represents number of respondents for that specific answer option

- **Classroom** courses are 100% instructed in a classroom setting.
- **Online** courses are 100% instructed through online assignments and examinations.
- **Hybrid** courses meet 30 - 80% of the time in-class and the remainder of the work is done online or outside of class.

4

Student Temporal Preferences

In this section, the survey data associated with students' scheduling preferences will be discussed. Students' were asked to share their preferences for class modality and time preferences.

4.1 Time of Day Preferences

Please indicate how likely you would enroll in a Monday/Wednesday TWO day a week class?

Table 4.1: Preference for Monday/Wednesday class

	Answer Options	Definitely Would	Probably Would	Not Sure	Probably Would Not	Not Able to Attend At This Time
Morning	8:30-9:45 AM	23%	16%	5%	17%	28%
	10:00-11:15 AM	37%	14%	4%	7%	23%
	11:30-12:45 PM	40%	15%	3%	6%	23%
Afternoon	1:00-2:15 PM	33%	15%	5%	6%	23%
	2:30-3:45 PM	25%	14%	7%	10%	23%
	4:00-5:15 PM	23%	14%	9%	13%	21%
Evening	5:30-6:45 PM	25%	14%	8%	16%	19%
	7:00-8:15 PM	23%	13%	7%	19%	19%
	8:30-9:45 PM	17%	10%	8%	21%	21%
Answered question	2049					
Skipped question	150					

When asked to indicate hour preference for two days a week courses consisting of Monday/Wednesday 2,049 students responded. Majority indicated they Definitely Would attend courses from the hours of 11:30am to 12:45pm. Lastly, students indicated they were Not Able to Attend courses consisting of the hours of 8:30am to 9:45am.

Please indicate how likely you would enroll in a Tuesday/Thursday TWO day a week class?

Table 4.2: Preference for Tuesday/Thursday class

	Answer Options	Definitely Would	Probably Would	Not Sure	Probably Would Not	Not Able to Attend At This Time
Morning	8:30-9:45 AM	11%	6%	3%	8%	21%
	10:00-11:15 AM	15%	7%	2%	4%	19%
	11:30-12:45 PM	15%	8%	2%	4%	19%
Afternoon	1:00-2:15 PM	14%	8%	2%	4%	19%
	2:30-3:45 PM	10%	8%	3%	5%	20%
	4:00-5:15 PM	12%	9%	5%	6%	16%
Evening	5:30-6:45 PM	16%	10%	4%	7%	12%
	7:00-8:15 PM	16%	10%	4%	8%	11%
	8:30-9:45 PM	13%	8%	4%	10%	12%
Answered question	2,045					
Skipped question	154					

When ask to state hour preferences for 2-days a week courses consisting of Tuesday and Thursday 2,045 students responded. Majorities responded that they Definitely Would enroll in hours between 10:00am to 2:15pm as well as 5:30pm to 8:15pm.

If you could create your ideal class schedule, you would come to campus for classes how many days a week?

Table 4.3: Preferred Days of the Week for Class

Answer Options	1 st Choice	2 nd Choice	3 rd Choice
None	228 11.0%	39 1.9%	256 12.4%
Once a week	311 15.0%	378 18.3%	229 11.1%
Twice a week	869 42.0%	424 20.5%	370 17.9%
Three times a week	293 14.2%	704 34.0%	389 18.8%
Four times a week	414 20.0%	312 15.1%	488 23.6%
Five times a week	60 2.9%	125 6.0%	299 14.5%
Six times a week	4 0.2%	8 0.4%	207 10.0%
Seven days a week	2 0.1%	5 0.2%	168 8.1%
Answered question	2069		
Skipped question	130		

When asked how many days would be ideal to attend on campus courses 2,069 responded. Majorities (34%) respondents stated their first choice would consist of twice a week, on campus courses. Majorities (34%) stated their second choice would consist of three times a week, on campus courses. Lastly, majorities (23.6%) preferred four times a week, on campus courses as their third choice.

4.2 Course Modality

Questions concerning course mode were asked. Students' were asked to share the number of courses they would prefer to take within each mode.

Of your total classes, how many would you prefer to take in each category?

Table 4.4: Preferred Number of Courses per Mode

Answer Options	0	1	2	3	4	5	6+	Total	†
Classroom	5.7%	6.6%	17.9%	18.8%	26.2%	14.6%	10.3%	100%	1881
Online	29.0%	27.0%	21.1%	8.2%	4.7%	2.4%	7.4%	100%	1649
Hybrid	41.1%	24.1%	16.3%	6.4%	4.8%	3.0%	4.4%	100%	1509

† represents number of respondents for that specific answer option

What percentage of courses within your program should be offered online?

Table 4.5: Online Courses Offered Within Program

Answer Options	Survey Response
None	284 13.7%
Below 25%	503 24.2%
25%-50%	641 30.9%
50%-75%	325 15.7%
75%-100%	323 15.6%
Answered question	2079
Skipped question	123

Respondents were asked to indicate what courses within their program should be offered online. Majority 641 (30.9%) stated that 25 – 50% of their program should be offered online. 284 (13.7%) of the respondents believe that None of their program should be offered online. Alternately, 323 (15.6%) stated that 75% - 100% of their program should be offered online.

What percentage for courses within your program should be offered hybrid?

Table 4.6: Hybrid Courses Offered Within Program

Answer Options	Survey Response
None	387 18.6%
Below 25%	510 24.5%
25%-50%	691 33.2%
50%-75%	327 15.7%
75%-100%	168 8.1%
Answered question	2083
Skipped question	116

What percentage for courses within your program should be offered as traditional courses?

Table 4.7: Traditional Courses Offered Within Program

Answer Options	Survey Response	
None	107	5.2%
Below 25%	139	6.7%
25%-50%	333	16.0%
50%-75%	491	23.7%
75%-100%	1005	48.4%
Answered question	2075	
Skipped question	124	

4.3 Students' Perceptions

Students' were asked to share their perceptions on non-traditional course modes.

Students learn as much from online courses as from traditional courses.

Table 4.8: Learning Perceptions for Online Courses

Answer Options	Survey Response	
Strongly Agree	312	15.0%
Agree	477	23.0%
Neither Agree/Nor Disagree	588	28.3%
Disagree	498	24.0%
Strongly Disagree	201	9.7%
Answered question	2076	
Skipped question	123	

Students learn as much from hybrid courses as from traditional courses.

Table 4.9: Learning Perceptions for Hybrid Courses

Answer Options	Survey Response	
Strongly Agree	307	14.8%
Agree	578	27.8%
Neither Agree/Nor Disagree	883	42.5%
Disagree	227	10.9%
Strongly Disagree	81	3.9%
Answered question	2076	
Skipped question	123	

4.4 Electronic Device

Do you have a portable internet device

Table 4.10: Willingness to Bring Portable Internet Device

Answer Options	Survey Response	
Yes, I am willing to bring it to class to take a test	1485	71.5%
Yes, but I would prefer NOT to bring it to class	471	22.7%
No, I do not have a portable internet device	120	5.8%
Answered question	2076	
Skipped question	123	

5

Factors Influencing Class Scheduling

There are several reasons why students prefer certain schedules or modalities over others. Understanding their commitments that limit them to certain time frames helps to form a better class schedule.

5.1 Work/Financial Resources

How many hours a week do you work at a job or internship?

Table 5.1: Hours Spent Working

Hours	# Students	
0	481	23.6%
1-10	172	8.4%
11-19	185	9.0%
20-39	739	36.2%
40+	465	22.8%
Answered question		2,042
Skipped question		157

What are your primary forms of payment for tuition (please check all that apply)?

Table 5.2: Primary Forms of Payment for Tuition

Hours	Survey response	
Out of pocket	860	42.2%
Family Help	362	17.8 %
Pell Grants	788	38.6 %
Financial Aid	1372	67.3%
Subsidized Loans	565	27.7 %
Unsubsidized Loans	513	25.2%
Scholarships	212	10.4%
Answered question		2,039
Skipped question		160

5.2 Family

How many hours a week you do provide care to a dependent, such as child or parent?

Table 5.3: Hours Spent Caring for Dependents

Hours	Survey Response	
0	1312	65.0%
1-10	246	12.2%
11-19	57	2.8%
20-39	107	5.3%
40+	296	14.7%
Answered question	2,018	
Skipped question	181	

How many dependents do you care for?

Table 5.4: Number of Dependents

Age of Dependents	0	1-3	4-6	7-10
Under 13	1361	468	16	4
Between 14 and 17	1481	159	2	1
Over 18	1401	274	3	2
Answered question	1,957			
Skipped question	242			

5.3 Commute

Students were asked to share their commuting behaviors. Understanding how students get to and from campus is important to scheduling times.

What is your primary form of transportation to and from CSUDH? (Check the most common)

Table 5.5: Primary Form of Transportation

Answer Options	Survey Responses	
Walk	78	3.8%
Bicycle	9	0.4%
City Bus/ Public Transportation	208	10.1%
Carpool	133	6.5%
Drive Alone	1522	74.0%
Motorcycle or Scooter	8	0.4%
Not Applicable (Online Student)	99	4.8%
Answered question	2,057	
Skipped question	142	

Students' were asked to share the time they spend commuting to campus.

Table 5.6: Time Spent Commuting

Average Minutes	Survey Response	
0-15	497	24.3%
16-30	1019	49.8%
31-59	407	19.9%
60+	350	17.1%
Answered question	2,048	
Skipped question	151	

5.4 Disability

Students' were asked to share whether or not they have a disability that influences their scheduling preferences.

Do you have a disability that may influence your scheduling preference?(select all that apply.)

Table 5.7: Student Reported Disability

Answer Options	Survey Response	
Mute	4	0.2%
Blind	5	27.4%
Handicapped	22	1.1%
Learning Disability	74	3.7%
Mental Disability	31	1.5%
Developmental Disability	11	0.5%
Speech Impediment	8	0.4%
None	1889	93.8%
Answered question	2,013	
Skipped question	186	

When asked if disability played a factor in scheduling preference, 2,013 students responded back. Majority 1,889 stated they had no disability.

6

Student Satisfaction

6.1 Overall

Would you recommend your friends to apply to CSUDH in each of the following criteria?

Table 6.1: Recommend others to apply to CSUDH

	Answer Options	Highly	Somewhat	Not Recommend
Local Friends	Recommend CSUDH	772	290	42
	Your Individual Program	702	296	60
Out-of state Friends	Recommend CSUDH	349	405	225
	Your Individual Program	422	345	174
Freshman Friends	Recommend CSUDH	494	308	69
	Your Individual Program	468	278	95
Transfer Friends	Recommend CSUDH	603	227	46
	Your Individual Program	533	235	67
Answered question				1,904
Skipped question				295

Results show that students' would recommend CSUDH and their individual program to their local friends. The data also shows that students' would not recommend their out-of-state friends to apply to CSUDH or their individual program.

Student satisfaction and recommending the school to others is important for the growth and improvement of the university as a whole.

7

Factors Affecting Timely Graduation

7.1 Results

What are the most significant obstacles on your path toward graduating within the expected time frame?

Table 7.1: Significant Obstacles for Graduation

Answer choices	Survey Response	
I have difficulty passing required courses	260	12.8%
I have been unable to get adequate assistance from the Learning center.	49	2.4%
Required courses are not available at a time I could take them.	922	45.2%
Required courses are full.	733	35.9%
I needed to see an advisor, but was not able to do so.	167	8.2%
I can not afford CSU tuition and fees.	352	17.3%
I can not afford books and supplemental materials .	318	15.6%
I do not know what courses to take.	151	7.4%
Lack of interest in the subject matter.	117	5.7%
Instruction was ineffective	176	8.6%
I have no obstacles, I will graduate on time.	659	32.3%
Answered question	2,039	
Skipped question	160	

7.2 Additional Comments

What factors will most effectively facilitate your academic success?

- More morning class choices
- Hybrid courses, constant communication between students and teachers
- Having evening and weekend classes
- Availability of courses needed (online)

What factors are most influential in your timely graduation?

- Be able to have all the courses available in every semester/session
- Availability of courses and competent and informed personnel (counselors, professors, etc)
- Night classes availability
- Online courses are more influential in my graduation path

Through data analysis additional comments were gather to give further insight. Students stated that hybrid courses should contain constant communication between professor and students. Furthermore, availability between weekend and evening courses should increase. In conclusion data analysis is showing that administration of CSUDH should explore more possibilities of 10:00am to 11:30am on-campus courses.

Factors that highly impact graduation success rate in a timely manner include higher availability of scheduled courses at peak hours as distinguished in this report. As well to equipped the campus with informed personal to guide students on the correct route to timely graduation. In conclusion data analysis has factored that online courses can be a severe key to timely graduation rate.

8

Cross Tabulation

In this section, cross tabulations have been made to compare students' who meet the criteria to be minimally non-traditional to those who are moderately non-traditional. The top three criteria will be compared. Traditional age refers to the ages of 18 through 24, whereas non-traditional age refers to ages 25 and over. Part time students are those who are enrolled in 1-11 units, whereas full-time students are who are taking 12 or more units. For the hours worked criteria, students who work 1-20 hours are considered part time and those who work 21 hours or more are considered full time.

8.1 Single Criteria vs Two Day a Week Courses

Table 8.1: Age vs. Time of Day Preferences for Weekday Classes

		Morning	Afternoon	Evening
Monday/Wednesday	Traditional Students	68.2 %	62 %	42.8 %
	Non-traditional Students	31.7 %	38 %	57.2 %
	Total	100 %	100 %	100 %
		†	1,204	928
Tuesday/Thursday	Traditional Students	68.4 %	62.5 %	39.5 %
	Non-traditional Students	31.6 %	37.5 %	60.5 %
	Total	100 %	100 %	100 %
		†	2884	2044

† represents number of respondents for that specific answer option

Table 8.2: Student Status vs. Time of Day Preferences for Weekday Classes

		Morning	Afternoon	Evening
Monday/Wednesday	Part-time Students	12.5 %	13.5 %	26.5 %
	Full-time Students	87.5 %	86.5 %	73.5 %
	Total †	100 % 2815	100 % 2563	100 % 2058
Tuesday/Thursday	Part-time Students	12.4 %	13.8 %	26.3 %
	Full-time Students	87.6 %	86.2 %	73.7 %
	Total †	100 % 2910	100 % 2598	100 % 2067

† represents number of respondents for that specific answer option

Table 8.3: Hours Worked vs. Time of Day Preferences for Weekday Classes

		Morning	Afternoon	Evening
Monday/Wednesday	No Work	3.1%	1.6%	0.7 %
	Work Part-time	50.0 %	48.2 %	28.8%
	Work Full-time	46.9%	50.1%	70.4%
Tuesday/Thursday	No Work	3.3%	1.8%	0.8 %
	Work Part-time	49.7 %	47.8 %	28.4%
	Work Full-time	47.0%	50.5%	70.8%
Total †		100% 1896	100% 1824	100% 1796

† represents number of respondents for that specific answer option

8.2 Single Criteria vs One Day Weekend Classes

Table 8.4: Age vs. Preference for Time and Day of Weekend Classes

		Morning	Afternoon	Evening
Friday	Traditional Students	63.9%	47.4%	28.7%
	Non-traditional Students	36.1%	52.6%	71.3%
Total		100%	100%	100%
†		815	582	435
Saturday	Traditional Students	42.8%	35.6%	33.3%
	Non-traditional Students	57.2%	64.4%	66.7%
Total		100%	100%	100%
†		801	472	237
Sunday	Traditional Students	38.2%	35.0%	30.4%
	Non-traditional Students	61.8%	65.0%	69.6%
Total		100%	100%	100%
†		482	343	194

† represents number of respondents for that specific answer option

Table 8.5: Student Status vs. Preference for Time of Day for Weekend Classes

		Morning	Afternoon	Evening
Friday	Part-time Students	15.5%	20.9%	30.2%
	Full-time Students	84.5%	79.1%	69.8%
	Total †	100% 827	100% 593	100% 443
Saturday	Part-time Students	42.8%	35.6%	33.3%
	Full-time Students	57.2%	64.4%	66.7%
	Total †	100% 809	100% 480	100% 243
Sunday	Part-time Students	28.7%	28.9%	28.3%
	Full-time Students	71.3%	71.1%	71.7%
	Total †	100% 492	100% 349	100% 198

† represents number of respondents for that specific answer option

Table 8.6: Hours Worked vs. Preference for Time of Day for Weekend Classes

		Morning	Afternoon	Evening
	No Work	2.9%	1.1%	0.2%
Friday	Work Part-time	48.5%	41.0%	24.0%
	Work Full-time	48.6%	57.9%	75.7%
	Total	100%	100%	100%
	†545	449	404	
	No Work	1.5%	0.0%	0.5%
Saturday	Work Part-time	31.9%	28.8%	25.5%
	Work Full-time	66.6%	71.2%	74.0%
	Total	100%	100%	100%
	†	653	403	219
	No Work	1.3%	0.3%	0.6%
Sunday	Work Part-time	29.2%	25.8%	23.0%
	Work Full-time	69.5%	73.9%	76.4%
	Total	100%	100%	100%
	†	407	295	178

† represents number of respondents for that specific answer option

8.3 Single Criteria vs Modality Preference

This section compares each of the three criteria to the students' modality preferences.

Table 8.7: Age vs. Class Modality Preference

Answer Options		0	1	2	3	4	5	6+	Total
Classroom	Traditional Students	1.5%	2.0%	7.2%	9.7%	18.6%	10.5%	5.5%	55.0%
	Non-Traditional Students	4.3%	4.7%	10.8%	9.2%	7.2%	4.2%	4.8%	45%
									100%
									†= 1845
Online	Traditional Students	18.1%	15.8%	9.2%	2.7%	2.2%	1.0%	1.7%	50.6%
	Non-Traditional Students	11.1%	11.2%	11.8%	5.6%	2.7%	1.4%	5.6%	49.4%
									100%
									†= 1617
Hybrid	Traditional Students	22.3%	14.0%	8.3%	2.6%	2.3%	1.7%	2.0%	53.1%
	Non-Traditional Students	18.9%	10.1%	8.0%	3.9%	2.4%	1.3%	2.3%	46.9%
									100%
									†= 1480

† represents number of respondents for that specific answer option

Table 8.8: Student Status vs. Class Modality Preference

Answer Options		0	1	2	3	4	5	6+	Total
Classroom	Part-Time Students	2.4%	2.5%	6.4%	4.2%	2.2%	0.9%	1.7%	20.4%
	Full-time Students	3.1%	4.1%	11.5%	14.5%	23.9%	13.8%	8.6%	79.6%
									100%
									†= 1864
Online	Part-time Students	5.1%	5.5%	5.3%	2.8%	0.7%	0.5%	2.6%	22.7%
	Full-time Students	24.3%	21.7%	15.6%	5.4%	4.0%	1.9%	4.4%	77.3%
									100%
									†= 1624
Hybrid	Part-time Students	10.1%	4.4%	3.1%	1.4%	0.9%	0.5%	1.3%	21.7%
	Full-time Students	31.1%	19.8%	13.1%	5.0%	3.9%	2.5%	3.0%	78.3%
									100%
									†= 1491

† represents number of respondents for that specific answer option

Table 8.9: Hours Worked vs. Class Modality Preference

Answer Options		0	1	2	3	4	5	6+	Total
Classroom	No Work	0.1%	0.2%	0.5%	0.3%	1.0%	0.1%	0.1 %	2.3%
	Work Part-time	1.1 %	2.3 %	5.4%	7.8%	10.3%	6.3%	4.2 %	37.4%
	Work Full-time	5.8%	4.9 %	13.6%	11.7%	12.6 %	5.8 %	5.9 %	60.3 %
									100%
									†= 1420
Online	No Work	0.8%	0.2%	0.2 %	0.3 %	0.0%	0.2 %	0.1 %	1.8%
	Work Part-time	11.7%	9.8%	6.0 %	2.0 %	1.6 %	0.9%	1.9 %	34.0%
	Work Full-time	13.5%	16.3%	16.2%	6.5 %	3.4 %	1.5 %	6.8 %	64.2%
									100%
									†= 1295
Hybrid	No Work	1.0 %	0.4%	0.3%	0.3%	0.1 %	0.0%	0.0 %	2.0%
	Work Part-time	14.3%	18.8%	6.5%	2.3 %	1.8 %	1.6 %	1.2 %	36.5%
	Work Full-time	25.4%	13.9%	9.4 %	4.0%	3.5%	1.6%	3.7 %	61.5%
									100%
									†= 1155

† represents number of respondents for that specific answer option