

*California State University Dominguez Hills (CSUDH)*  
*College of Health, Human Services and Nursing (CHHSN)*

Voices of CSUDH undergraduate students in the  
College of Health Human Services and Nursing,  
Fall 2015

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by

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## Methodology

This study was designed to generate a detailed picture of CSUDH students in the College of Health, Human Services and Nursing (CHHSN), their experiences in earning an undergraduate degree at CSUDH, and what they think they need to stay enrolled in their classes and complete their undergraduate degrees. The survey design, procedures, and data analysis plan are described.

**Survey Design.** A number of existing surveys were located and reviewed to guide the development of a standardized, cross-sectional survey (Regents of the University of Minnesota, 2016; Center for Studies in Higher Education at UC Berkeley, 2015), as well as others assessing higher education at the US Department of Education (Baccalaureate and Beyond; Beginning Postsecondary Students Longitudinal Study (BPS); the Integrated Post Secondary Education System Data (IPEDS)<sup>1</sup>. The survey asked 101 questions covering 15 areas of undergraduate education, and included a limited number of demographic questions at the end.

Students were asked about their pre-college preparation, taking courses on other campuses, transferring credits and related issues. Questions soliciting their experiences being a college student on our campus, current educational plans and reasons for the choice of major were followed by questions about paying for college. Student opinions of and experiences with CSUDH departments, offices and services, as well as enhancement services, were gathered, along with their utilization and evaluation of high impact practices. Student opinions of the faculty and staff in their major program and department were also solicited.

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<sup>1</sup> Secondary data analyses of these national standardized surveys as well as others maintained at the University of Michigan's repository for databases, the Inter-University Consortium for Political and Social Research, were explored and rejected.

Minor modifications were made based on recommendations from administrative professionals in the CSUDH Office of Student Affairs who graciously reviewed the instrument. After obtaining review and approval from the CSUDH Institutional Review Board, was pilot tested by two second-year MSW students prior to dissemination and all remaining discovered in the survey were corrected. Associate Dean Ben Zhou and Jeannie Kim-Han, Special Assistant to the President, provided current email addresses for all undergraduate students enrolled in CHHSN in fall 2015.

**Procedure.** The final survey was posted on the online service, SurveyMonkey, which allows anonymity to respondents. The first solicitation was sent via email on Sunday, October 25, 2015, and four additional requests were sent out every few days, through Tuesday, November 24, 2015. Four undergraduate students who completed the survey were randomly selected and awarded a \$25 gift card, which was mailed to their home addresses, obtained via email communications.

Solicitation emails were sent to a total of 3,765 students enrolled in CHHSN. This included 484 students in Human Services, 706 students in Kinesiology, 618 students in Nursing, 320 students in Clinical Science, 781 students in Health Sciences, and 659 students in Child and Adolescent Development.

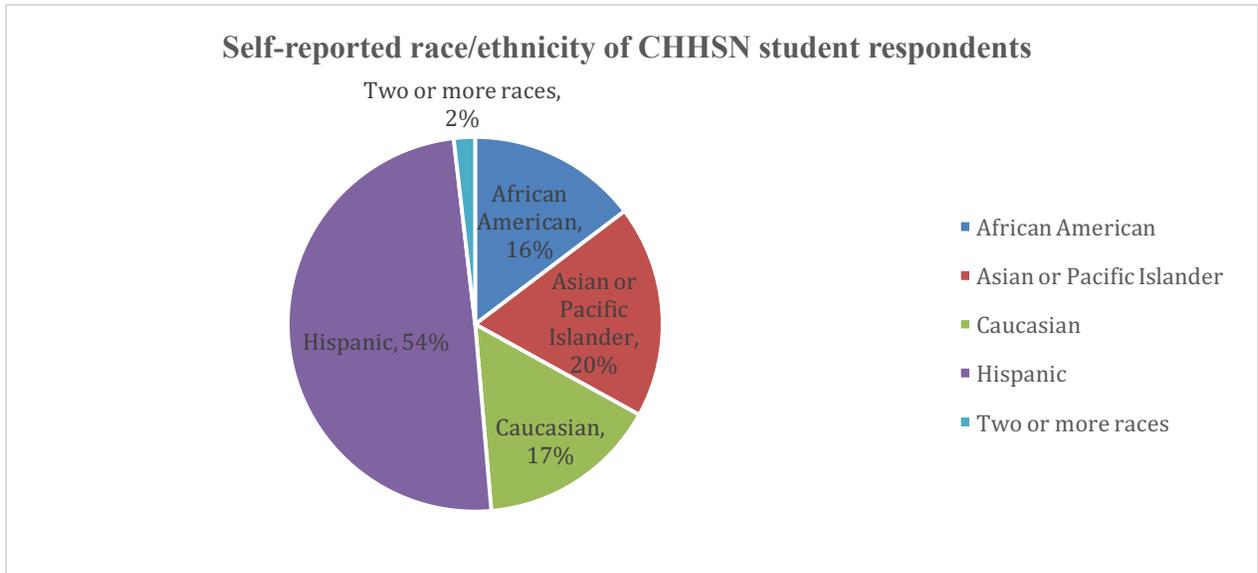
**Data Analysis.** The data on SurveyMonkey was downloaded and imported into version 23 of the Statistical Package for the Social Sciences (SPSS) (SPSS, 2015). Data entry errors were rectified when possible, composite variables constructed, and uni-variate and bivariate analyses generated to describe these findings.

**Response Rates.** A total of 523 undergraduate students enrolled in the College of Health, Human Services and Nursing participated in this study, a response rate of approximately 13

percent. This sample size was significantly more than the minimum of 347 responses for a population of 3,600 necessary to adopt a 95 percent confidence level. Many student respondents, though, choose to skip answering questions even if they reviewed all 101 questions, so for some questions, the response rate drops to 300 or less, slightly below the floor required for confidence in these findings.

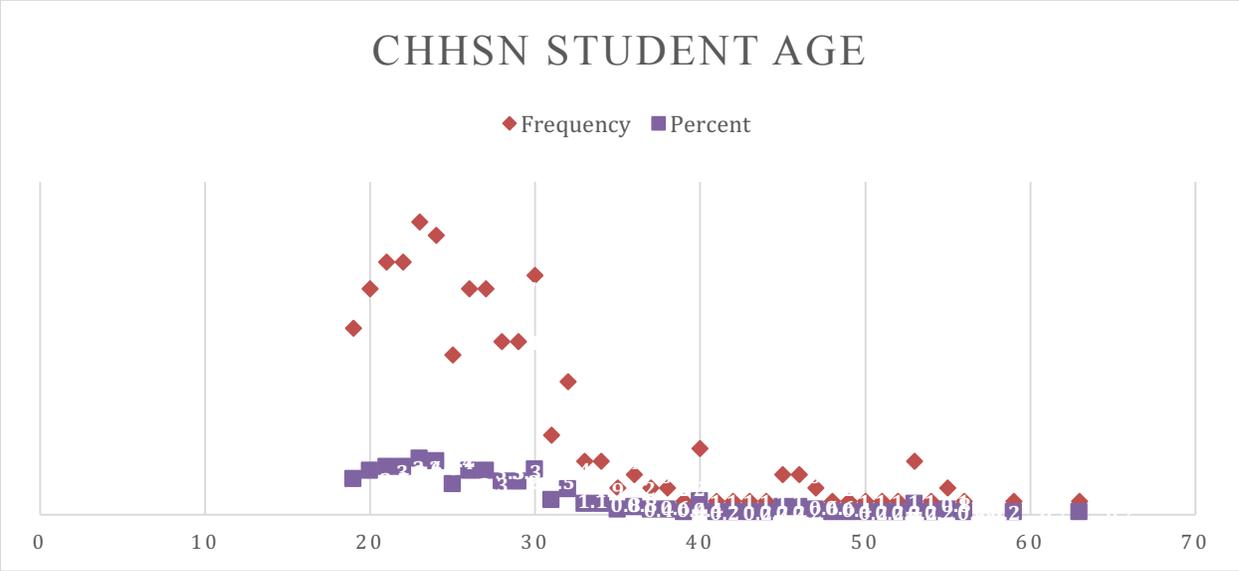
## Demographics

Sixteen percent (n=45) of the responding students identified as African American, and 20 percent (n=58) identified as Asian or Pacific Islander. Caucasians represented 17 percent (n=50) of student respondents, while 54 percent (n=156) identified as Hispanic. Finally, 2 percent (n=5) classified themselves as two or more races.



Females represented 85 percent of all respondents, and males comprised 15 percent (n=291). This sample has a higher representation of females compared to gender distribution of the total student body, likely an artifact of the the major areas of study in our college which prepare students for further education in or a career in female-dominated professions.

Student respondents ranged in age from 19 to 63 years of age, with the median age of 26. Although the majority of these undergraduate students are unmarried (83 percent), nearly one in five – 17 percent – are married, a subset of the 31 percent of respondents who reported that they live with a partner.

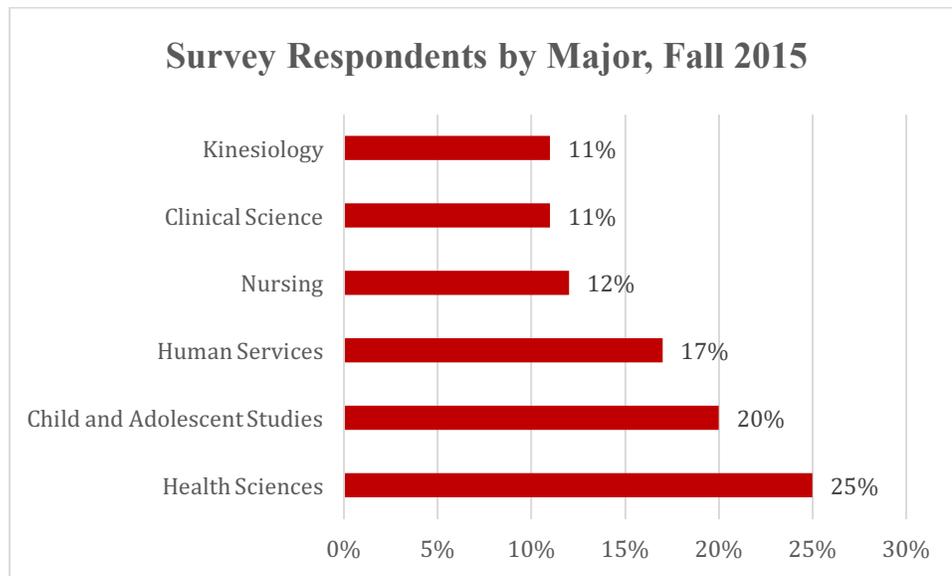


**Many CHHSN Student Households Are Families with Children.** Nearly half of these student respondents lived in a household that included one or more children under the age of 18: There was one dependent child at home for 21 percent of students, two for 19 percent, and a few had three or more children living at home with them.

Students were not asked to classify whether they were parents, siblings, or unrelated to these children. But the presence of a child in a household focuses attention on child-rearing, which may complicate the academic progress and success of a college student living in the family, regardless of how much the student loves the child, and the nature of the relationship(s).

**CHHSN Majors.** Students majoring in Health Sciences represented 25 percent of respondents, while students in Child and Adolescent Studies represented another 20 percent. Students in Human Services comprised 17 percent of respondents, while Nursing students were 12 percent. Finally, students in Clinical Science and Kinesiology comprised 11 percent of survey respondents, respectively, while 1 percent of these students had not declared a major yet. Analyses by major are not included in this report due to the relatively small sample sizes: If

possible, additional analyses will be generated selectively, in order to protect student confidentiality.



**Most are Juniors and Seniors.** Only 12 percent of survey respondents were in their first year of college studies, and 8 percent identified as sophomores. Students in their junior year of college represented 39 percent of these survey respondents, and 37 percent identified as seniors. Seventy-six percent of all student respondents were in their last two years of study.

**Most are Full-Time.** The vast majority, 73 percent, of student respondents reported that they were full-time students, and the remaining respondents were part-time students. While 85 percent of freshmen described themselves as full-time students, only 66 percent of sophomores did. Full-time students comprised 75 percent of both the juniors as well as the seniors.

**Most took 12 credits or LESS in Fall 2015.** Fully 60 percent of student respondents were enrolled for 12 credits or less, although the average (mean, mode and median) was 12 (sd=4.5). Conversely, only 16.2 percent of these student respondents were taking 15 credits or more in the fall 2015 semester. (A handful of them were attempting to earn an obscene number of credits, ranging from 18 to 60, although these respondents may be inaccurate).

**Most Work as Well.** Sixty-three percent of students reported working for wages during the 2015 fall semester. Twenty-five percent worked 30 hours or more per week, 8 percent worked 20 to 25 hours per week, 7 percent worked 25 to 30 hours per week, 9 percent worked 15 to 20 hours per week, 6 percent worked 10 to 15 hours per week, 8 percent worked 5 to 10 hours per week, and 8 percent worked up to 5 hours per week.

**Few live on campus.** Only 8 percent of these students live on campus. However, 22 percent of undergraduate students reported that they moved before beginning their studies at CSUDH in fall 2015.

**Living on Campus Seen as Facilitating Academic Success.** Twenty-two percent of students stated that expanding opportunities for them to live on campus would facilitate their academic success “somewhat,” and another 38 percent of students said that this would facilitate their academic success “A lot.”

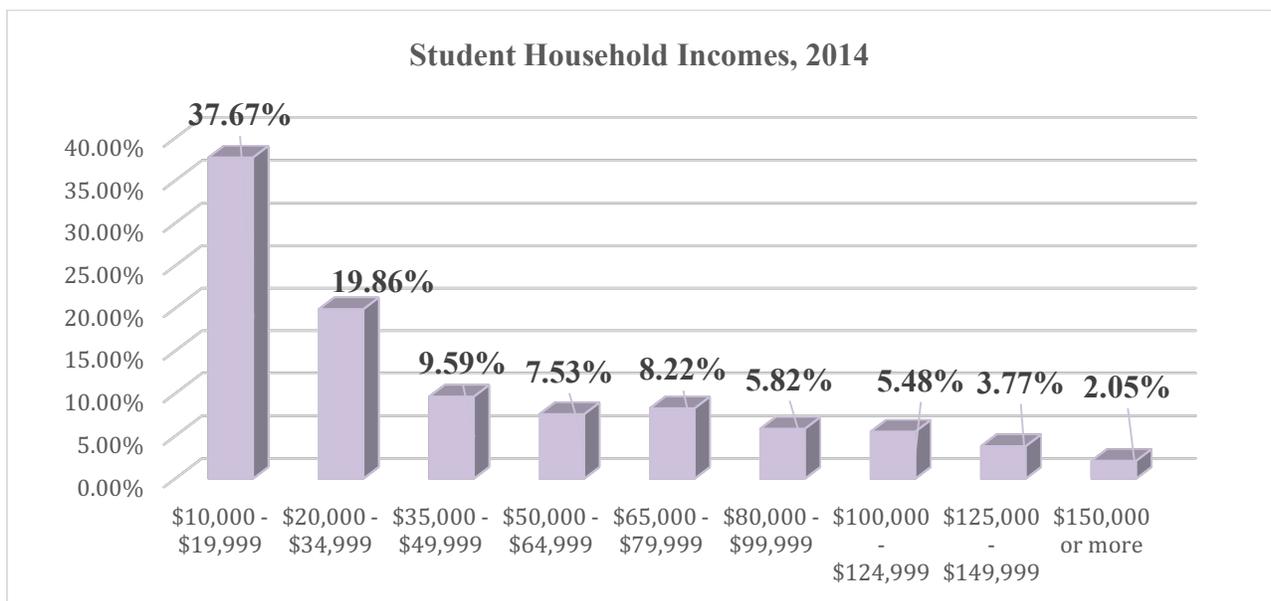
**Sleeping 8 Hours a Night is Uncommon.** Only 10 percent of students sleep eight hours a night, and 27 percent sleep five hours of sleep or less each night. Twenty-five percent of students reported that they regularly sleep seven hours a week, and another 36 percent sleep six hours a week.

### CHHSN Student Household Incomes, 2014

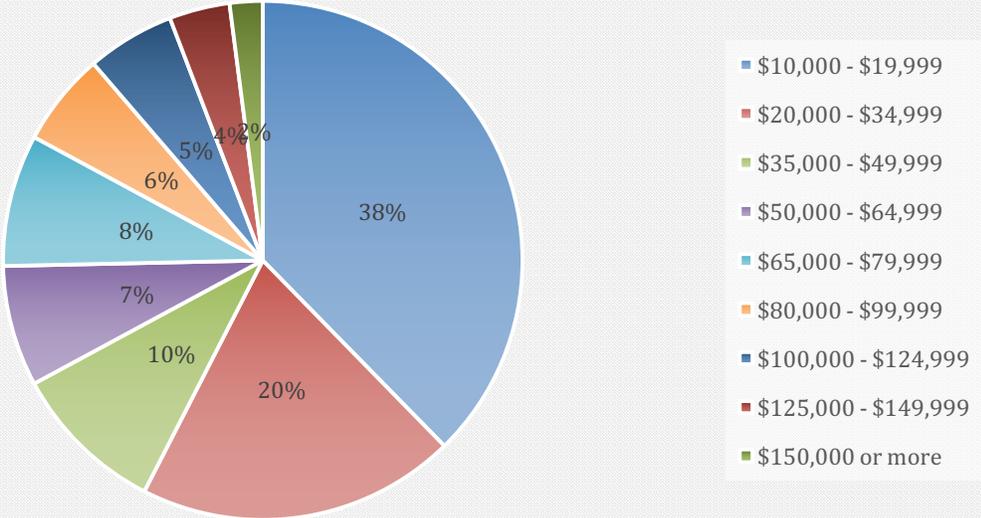
In 2014, the US Census Bureau reported that 49 percent of all households in the greater metropolitan area of Los Angeles-Long Beach-Anaheim had incomes below \$50,000 (US Census Bureau, 2014). The 2014 median household income for a household of 4 was \$50,544 (US Census Bureau, 2014).

**Many Student Household Incomes Below \$50,000.** Fully 68 percent of the students completing this survey had 2014 household incomes below \$50,000. Fifty-seven percent had household incomes below \$35,000 and another 10 percent had household incomes between \$35,001 and \$49,999, which means that these CSUDH CHHSN students are significantly poorer than the general population.

**A Third of Student Household Incomes Above \$50,000.** On the other side of the income distribution, 33 percent of these students had household incomes that were over \$50,000. Still, two-thirds of these households – or 22 percent of all of them – reported 2014 household incomes that were between \$50,000 to \$99,999, leaving only 11 percent of the entire sample with household incomes over \$100,000.



Student Household Incomes, 2014 [n=290]



## **Paying for College**

CHHSN undergraduate students are poor, and they are worried about how to pay for college, worried about their accumulated student debt, and worried about if they can afford to complete their degree any time soon. These students have explored and accessed a wide and broad range of sources and methods to fund their educations.

**FAFSA.** Slightly more than half (55 percent) of these students reported that they are financially independent and file their own FAFSA.

### **Multiple Funding Sources Accessed to Pay for College**

The undergraduate students who completed this study reported that they rely on multiple funding sources to pay for college. More than half – 57 percent - pay from their earnings. Nearly half – 45 percent – used savings, and 30 percent got financial assistance from their family/parents.

Sixty-four percent of CHHSN students received Pell Grants and 22 percent had scholarships, while only 2 percent are partially funded by the State of California under Assembly Bill 12, which helps young adults who were emancipated out of foster care into adulthood to success in obtaining their college degrees. Coincidentally, another 2 percent of these students use lottery winnings and another 2 percent use gambling wins to pay for college.

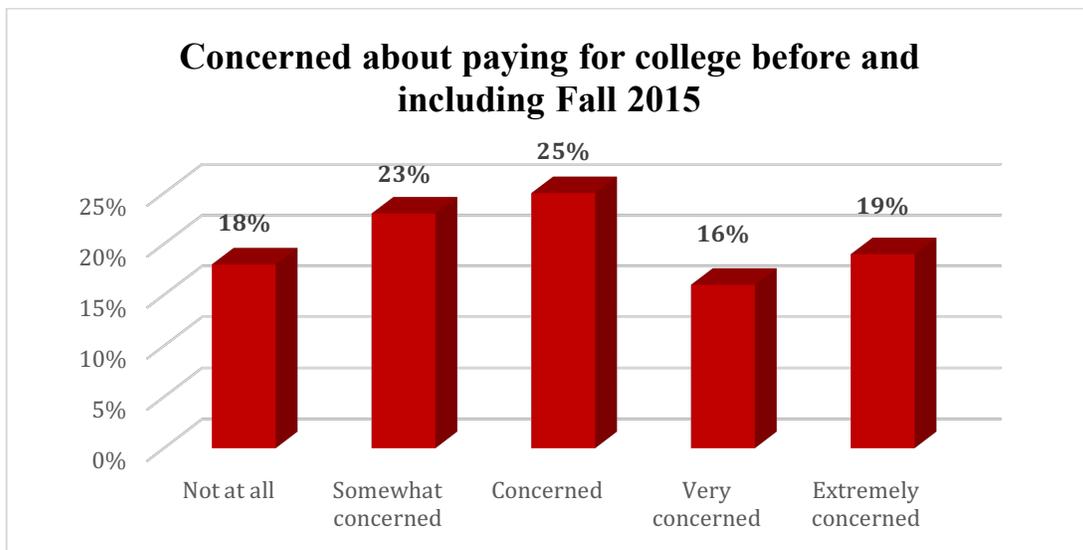
### **Many Additional Funding Sources Tapped, Too**

More than 1 in 5 (21 percent) of these students reported selling personal items to generate funds for college, and nearly half (47 percent) reporting taking classes at a non-CSUDH campus because they were cheaper. Thirty-nine percent of undergrads said that they increased credit card debt for this purpose.

Ten percent of the CSUDH CHHSN undergraduates who completed this survey borrowed funds to pay for college from a “quick cash,” high interest banking company. Five percent stated that they lived in a homeless shelter, car or other place not considered a home, 5 percent sold their blood, plasma or other body components, 5 percent participated in paid clinical trials, and 2 percent of these students reported obtaining funds illegally in order to pay for their college education.

### **Students Are Concerned about How They Would Pay for College**

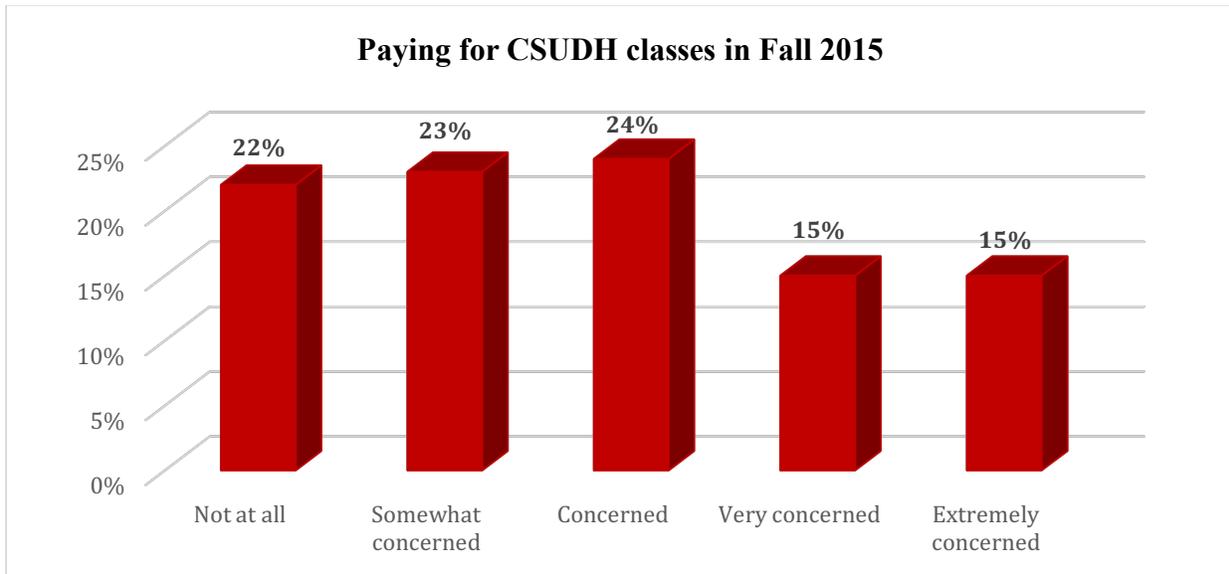
Only 18 percent of student respondents were not at all concerned about how they were paying for college prior to and including their 2015 fall semester at CSUDH, but some degree of concern regarding how to pay for college was reported by 77 percent of student respondents. Twenty-three percent were somewhat concerned, and 54 percent were concerned, very concerned, and extremely concerned about how to pay for their college educations.



### **Students Were Concerned about Paying for CSUDH Fall 2015 Classes**

Similarly, 22 percent of students were not concerned about paying for their fall 2015 courses at CSUDH while 78 percent of student respondents expressed some degree of concern over paying for their CSUDH Fall 2015 classes. Twenty-three percent were somewhat

concerned, and 54 percent of students were concerned, very concerned or extremely concerned about how they would pay for their CSUDH fall 2015 courses. This data was collected from late October through late November of the CSUDH fall 2015 semester, long after these students had been required to pay already, too.



### **Students Are Concerned About Their Accumulating Student Debt**

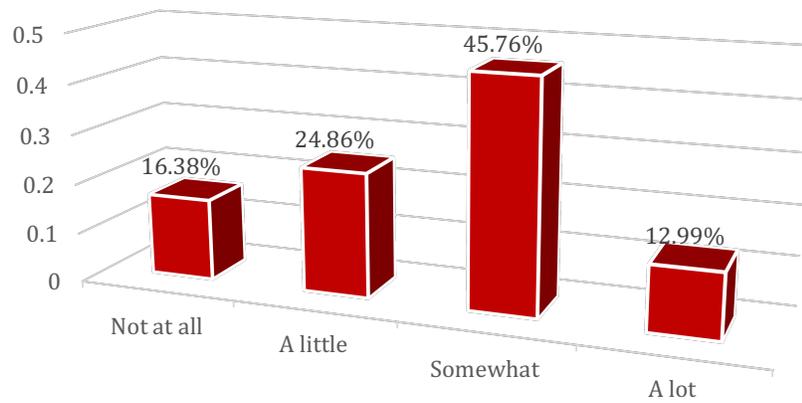
Similarly, 20 percent of students were not at all concerned about their accumulating student debt, while 82<sup>2</sup> percent expressed some degree of concern about this. Sixteen percent were somewhat concerned and 66 percent of students were concerned, very concerned, or extremely concerned about accumulating student loan debt.

### **Mixed Views About CSUDH’s Costs Relative to Educational Quality**

Nearly half (46 percent) of these students think that CSUDH costs are “somewhat” reasonable relative to educational quality, and 40 percent think that CSUDH’s costs are “a little” or “not at all” relative to educational quality.

<sup>2</sup> Numbers may not round to 100 percent.

Relative to CSUDH's educational quality, do you think that the total costs of attending CSUDH are reasonable?



## **CSUDH Student Experiences**

Five percent of these students live on campus, 31 percent live within 10 miles of CSUDH, 34 percent live between 11 and 20 miles, and 16 percent live 21 to 30 miles away from campus. Another 15 percent live more than 30 miles from CSUDH.

### **Transportation**

Ten percent of access CSUDH online only, 5 percent reported that they walk to campus, and 1 percent bike there. Another 7 percent rely on public transportation, while 5 percent carpool. Fully 71 percent drive alone to and from campus, and less than 1 percent of these students do so on a motorcycle or scooter.

### **Three to Four Days on Campus per Week**

Thirty-five percent of students said that they come to campus four days a week, 17 percent do so three days a a week, and 15 percent claim to spend five days a week on campus. Ten percent access campus remotely only.

### **Transferring Credits to CSUDH**

About one in five (21 percent) of student respondents did not transfer any credits to CSUDH, and nearly the same amount (20 percent) of students who did transfer credits reported that doing so was either “very difficult,” “difficult,” or “somewhat difficult” (3 percent, 3 percent, 11 percent, respectively). The majority – 78 percent – of student respondents said that transferring credits was either “not too difficult,” or “not difficult at all.”

**Summer Courses.** Fully 71 percent of these student respondents have consistently taken courses over the summer since beginning their undergraduate studies.

**Anticipated Graduation.** Only 2 percent of these students are unsure about their graduation date, while 8 percent were graduating in Fall 2015, 18 percent were planning to

graduate in Spring 2016, 34 percent in Fall 2016/Spring or Summer 2017 and 18 percent will graduate in Spring 2016, and the final 12 percent in Fall 2018/Spring/Summer 2019.

**They will be CSUDH alum.** Ninety-three percent of these students reported that they would complete and earn their undergraduate degree at CSUDH. Another 5 percent were unsure, and only 2 percent stated that they would not earn their college degree here.

## **A Regular Week Is Activity-Packed**

These CSUDH CHHSN students devote their week to a series of academic and non-academic activities.

### **Studying**

Fully 2 percent of these students reported that they do not study at all, and another 36 percent stated that they study up to 5 hours a week. Another 28 percent reported studying 5 to 10 hours per week, 16 percent reported studying 10 to 15 hours per week, and another 8 percent reported studying 15 to 20 hours per week. Only 5 percent of these respondents reported studying 25 to 30 hours per week, and a mere 2 percent study 30 hours or more each week.

### **CSUDH-Related Activities**

Seventy-eight percent of these student respondents do not participate in CSUDH-sponsored community service or volunteering, 89 percent are not in an internship, and 92 percent do not participate in varsity, intramural or sports on campus. Those that participate in any of these three are most likely to devote up to 5 hours to each activity each week, suggesting that they are not on campus unless they are attending classes.

### **Commuting to/from CSUDH**

A quarter of these students (26 percent) do not commute to campus, which likely includes those who live on campus and those who access their classes remotely, online. Most (41 percent) of these respondents spend up to 5 hours per week commuting, and another 21 percent spent 5 to 10 hours a week commuting.

### **Commuting to/from non-CSUDH Activities**

Fully 35 percent of respondents indicated that they do not regularly commute to non-CSUDH sites during a regular week, and another 37 percent reported that they only spend up to 5

hours per week doing so. Another 15 percent reported spending 5 to 10 hours per week commuting, and another 6 percent do so 10 to 15 hours per week.

### **Working (paid)**

Fully 29 percent of these respondents stated that they do not work for wages during the week, and fully 25 percent of these students reported working 30 hours or more per week. Only 8 percent of students, respectively, worked up to 5 and 5 to 10 hours per week, while 6 percent worked 10 to 15 hours, 9 percent worked 15 to 20 hours, 7 percent worked 20 to 25 hours, and the last 8 percent worked 20 to 25 hours per week.

### **Community service**

The majority of students responding to the survey do not regularly perform community service (68 percent), but 22 percent reported that that do this regularly for up to 5 hours a week, and another 7 percent reporting performing community service 5 to 10 hours per week. This dedication is noteworthy given how many things these students have to do.

### **Exercise, hobbies and entertainment activities**

Only 14 percent of students stated that they never spend time on these activities, while half (51 percent) reported spending only up to 5 hours per week on leisure activities. Twenty-two percent devote 5 to 10 hours to these activities, and only 7 percent spend 10 to 15 hours exercising, on a hobby or attending entertainment events during a regular week.

### **Religious/spiritual activities**

The majority – 60 percent – of these students do not devote any time to religious or spiritual activities during a regular week, but 30 percent spent up to 5 hours per week doing so. Five percent devote 5 to 10 hours to these activities.

### **Political activities**

Fully 93 percent of these students do not regularly devote time to political activities, and 5 percent spent up to 5 hours on these activities per week.

### **Time with family and friends**

A small proportion of these students, 4 percent, said that they do not regularly spend time with family or friends at all. Thirty-nine percent reported spending up to 5 hours per week, 27 percent devote 5 to 10 hours per week, and 15 percent spend 10 to 15 hours per week with family and friends. Finally, 7 percent of these respondents claim to spend 30 hours or more with family and friends, a finding worthy of deeper analyses to understand.

### **Time alone**

About a tenth (11 percent) of these students claim that they do not spend any time alone during the week, while nearly half (49 percent) devote up to 5 hours per week alone. Another 20 percent reported spending 5 to 10 hours alone per week, 9 percent spend 10 to 15 hours alone, and another 5 percent spend 15 to 20 hours alone. Parallel to the 4 percent of students who reported that they spent no time per week with family and friends, 3 percent of these respondents reported that they spend 20 to 25 hours per week alone, 1 percent said that they spent 25 to 30 hours alone, and fully 2 percent spent 30 or more hours per week by themselves, another finding demanding further analysis.

## **A Wide Range of Obstacles Threatens CHHSN Student Successes**

Home life, work demands, unanticipated crises, and a host of other obstacles are experienced as obstacles to student success by CHHSN students, and nearly all of them reported experiencing more than one such obstacle. Only 5 percent of CHHSN students reported facing no obstacles in fall 2015, but the mean was 6.7 (sd=4.49), with a total of 19 obstacles identified.

### **Forty-One Percent of These Students Sought CSUDH Help**

Only 41 percent of the undergraduate students who reported experiencing one or more obstacles were able to get support or help from anyone at CSUDH.

#### **Family, Work, Etc.**

Almost half of these students – 49 percent – said that family responsibilities an obstacle to their studies, and 36 percent of CHHSN students reported that a family emergency had functioned as an obstacle, too.

Job responsibilities were experienced as an obstacle by 41 percent of CHHSN students. Five percent of these students reported experiencing legal, civil or criminal court obligations that interfered with their studies, and another 2 percent said that military deployment had been experienced as an obstacle.

Fully 35 percent of CHHSN students reported that they were feeling too sad, depressed, stressed, or upset to study, and 34 percent said that they were not able to concentrate or focus on their studies for no apparent reason. Physical illness had affected 20 percent of these students, and a transportation problem or crisis had affected 17 percent.

### **Students Self-Identified Real Challenges in Knowing How to Learn, Study**

Poor study habits were identified as an obstacle to their academic success by 35 percent of these students, and a poor study environment affected 30 percent of students. Similarly, 27

percent of these students said that they did not know how to study, and 21 percent believe that they have weak reading, writing and/or math skills that undermine their academic progress.

### **CSUDH-related Obstacles**

Registration problems were obstacles for 20 percent of these students, and Financial Aid delays and problems affected 21 percent of them. An inability to access class materials on Blackboard was reported by 14 percent of CHHSN students, and finding or borrowing these readings from the library presented an obstacle for 14 percent of students.

### **Finances**

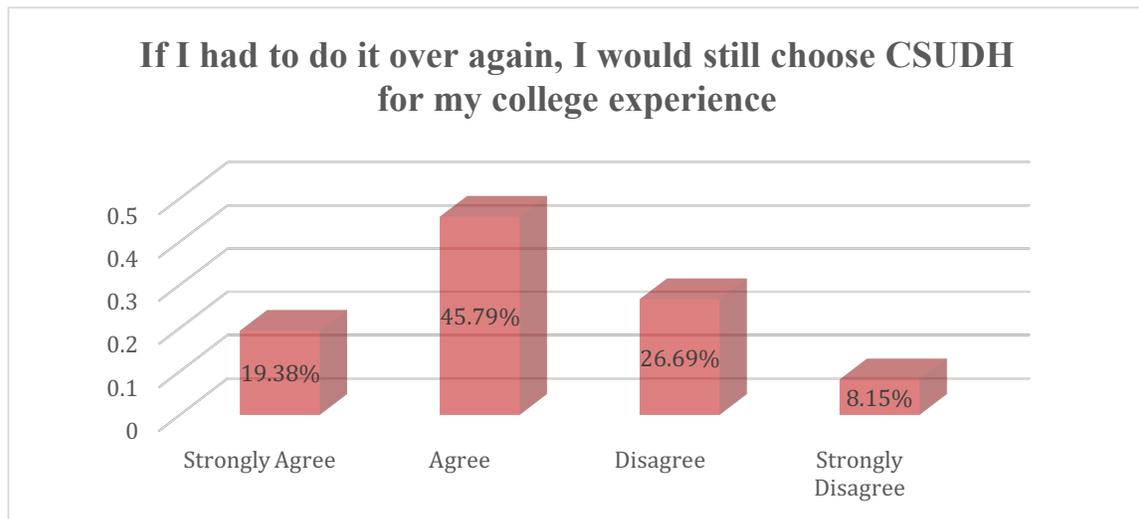
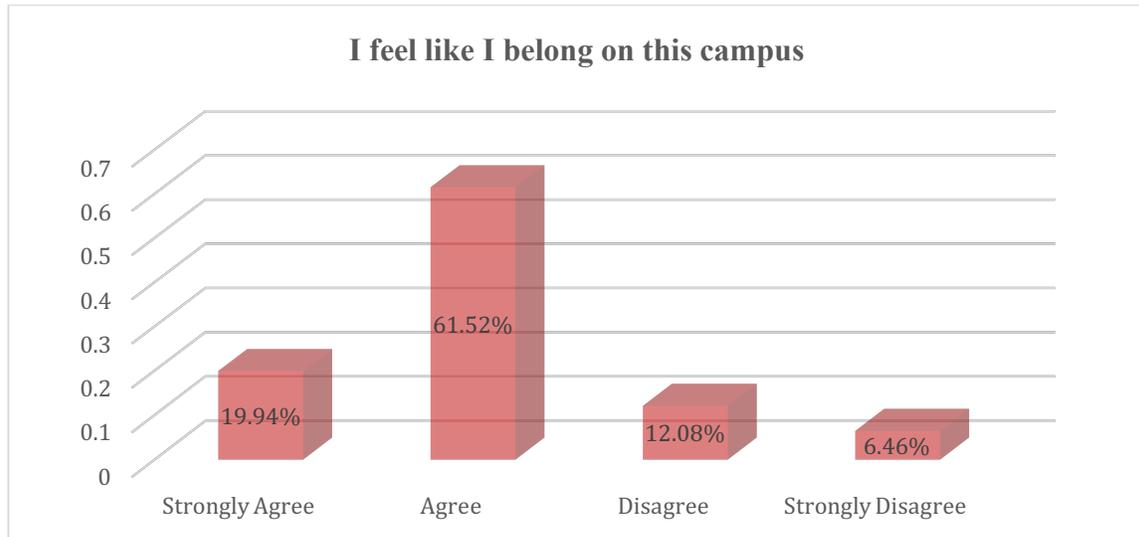
A financial crisis had created an obstacle for 25 percent of student respondents, and 20 percent of these students were not able to afford purchasing required readings for their classes.

### **Disabilities**

Only 4 percent of the 282 students who answered this question indicated that they have a physical disability that affected their access to or use of campus facilities. Learning disabilities were noted for 11 percent of the 292 students who responded. Despite these responses, though, only six percent of students who responded to these questions confirmed that they were receiving accommodations on campus to assist with their disabilities.

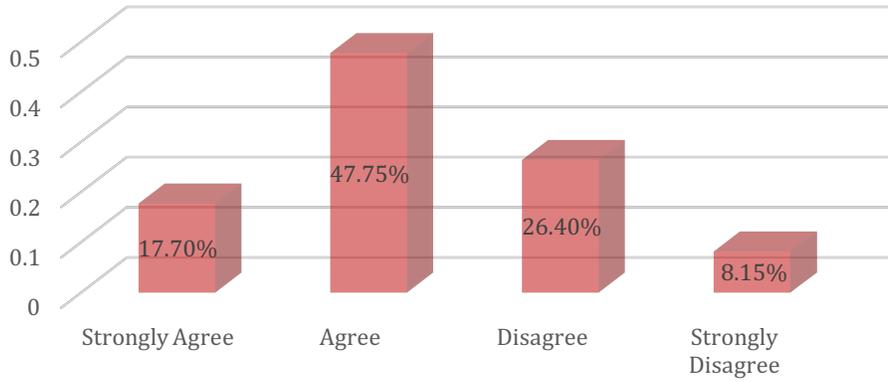
## How They Feel About CSUDH

Most students feel like they belong at CSUDH, but 20 percent do not. Sixty-six would pick CSUDH if given another choice about which institutional to attend.



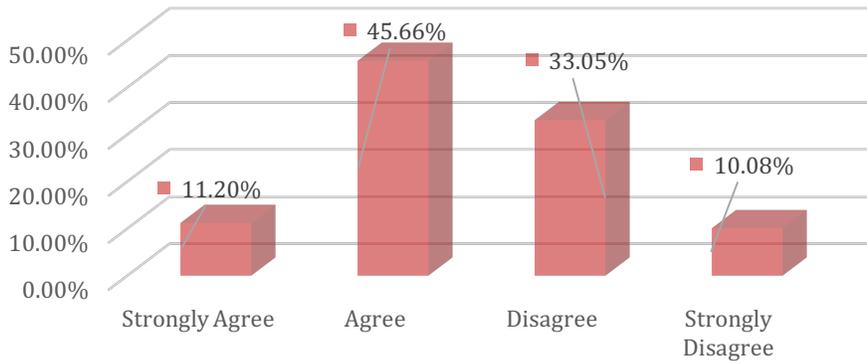
Seventy-six percent, though, perceive the quality of CSUDH's education as identical to that offered at any other CSU campus.

**It does not matter if my college degree is from CSUDH or another CSU campus, since the quality of education at each one is the same**



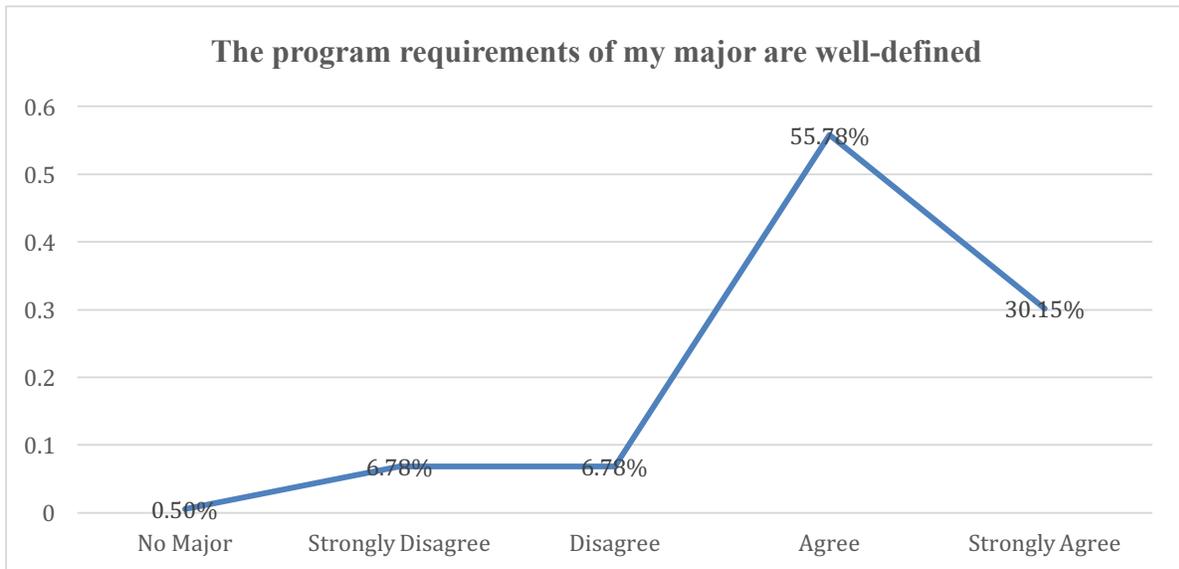
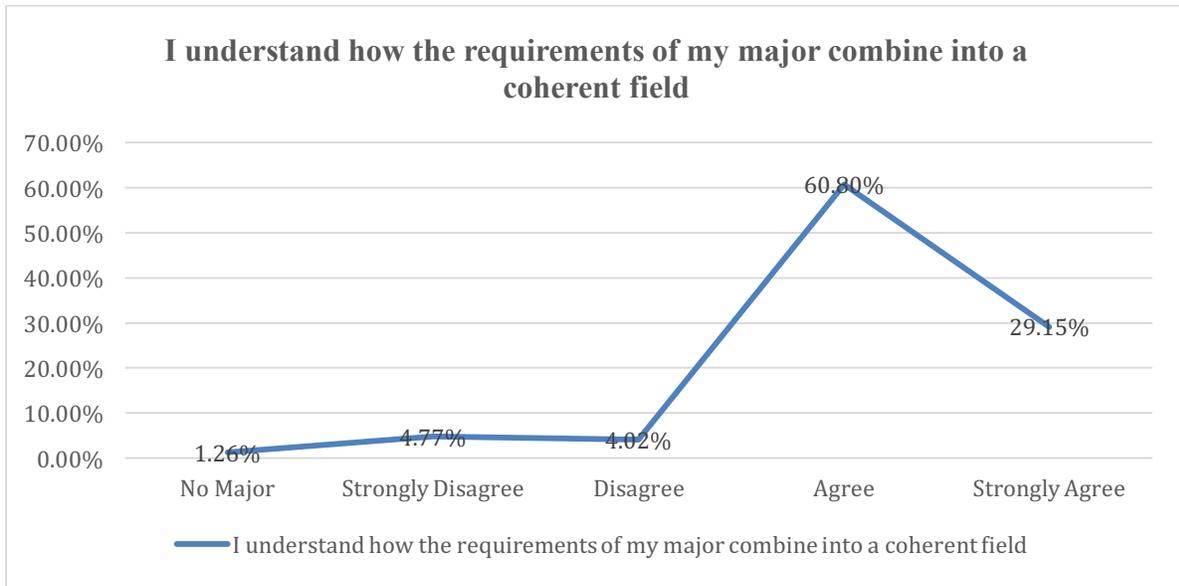
Fifty-eight percent of these students also think that the quality of teaching is the same across all CSU campuses.

**It does not matter if I complete classes at CSUDH or another CSU because the quality of teaching in the classroom is pretty much the same**



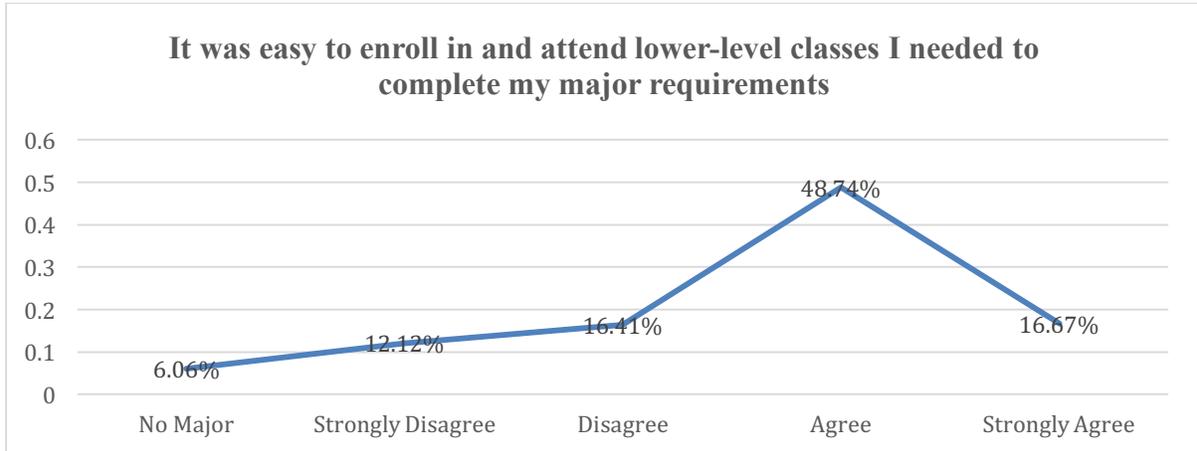
## Student Experiences of Their Major Program or Department

Students understand their major, and view the program requirements as well-defined.

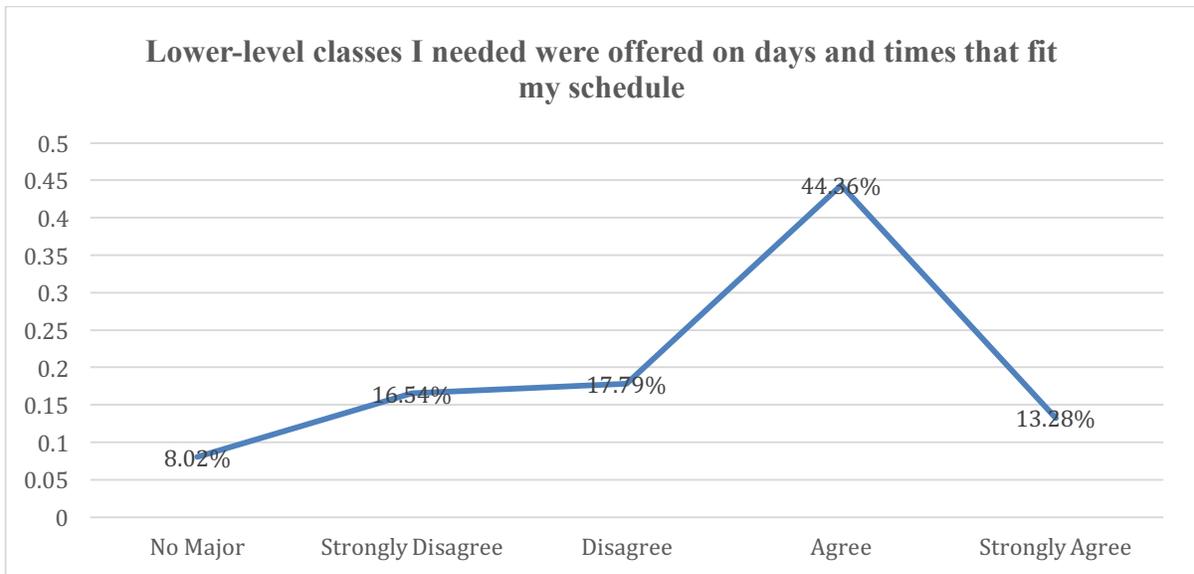


## Lower Level Required Courses

Although many students found it easy to enroll in and attend lower-level courses, 28 percent disagreed or strongly disagreed with this situation.

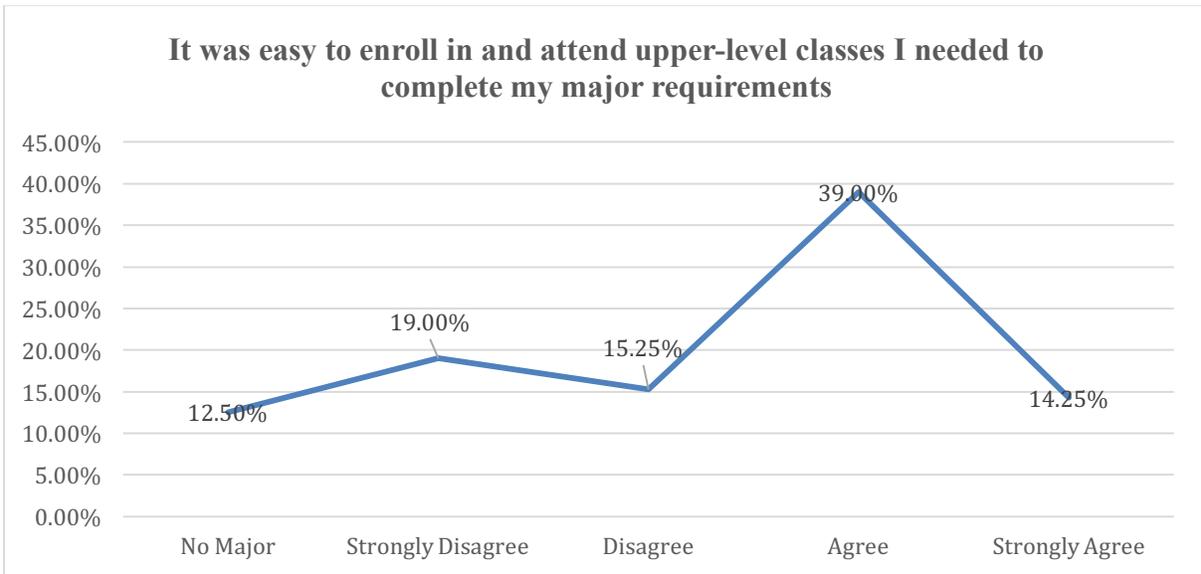


Similarly, 35 percent disagreed or disagreed strongly that their required lower-level courses were offered on days and times that fit their schedules.

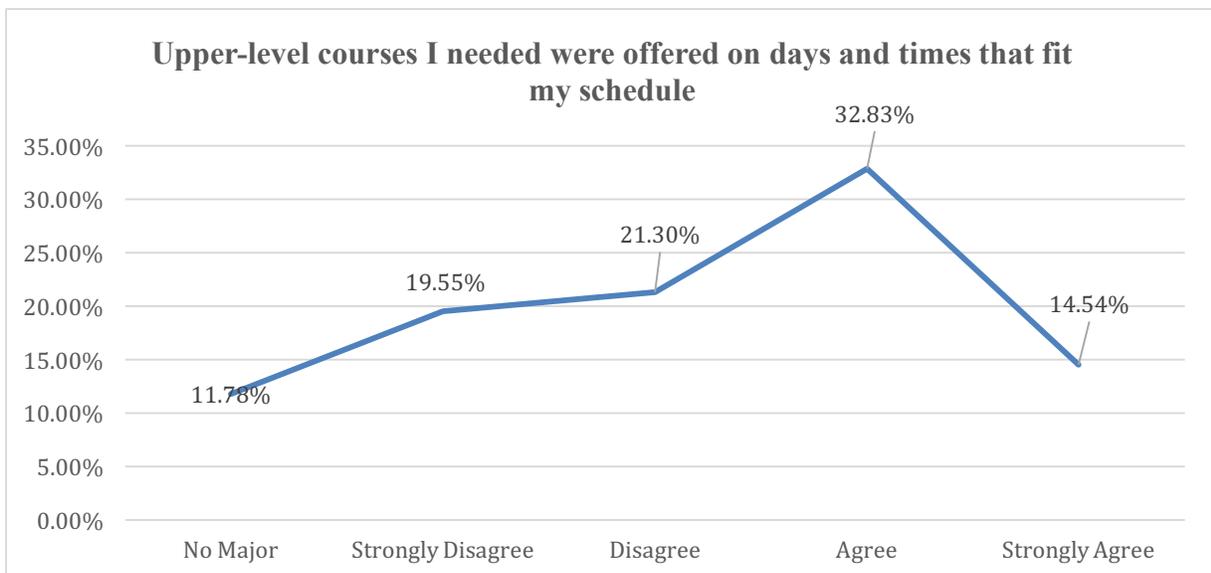


## Upper Level Required Classes

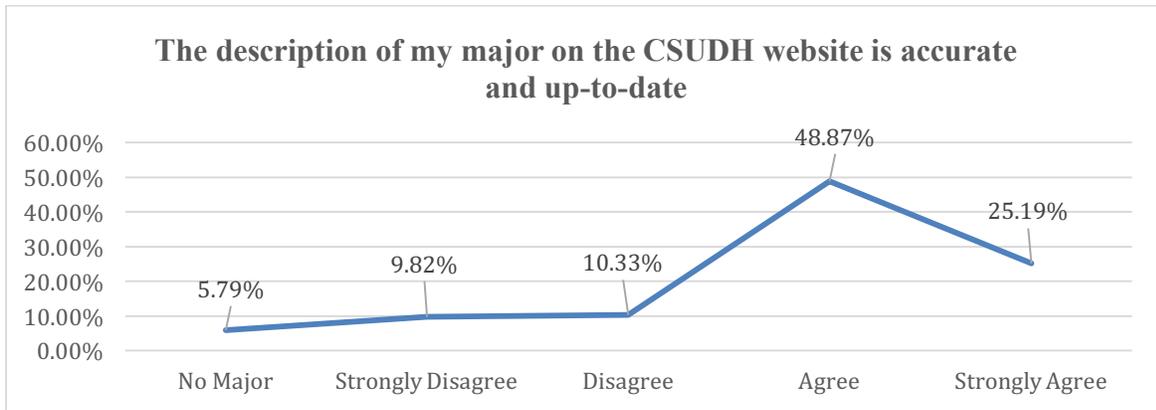
Similar patterns were reported for upper-level courses as well. About a third – 34 percent – of students disagreed or disagreed strongly that it was easy for them to enroll in and attend the upper-level courses they needed to complete their major requirements.



And 42 percent of these students disagreed or strongly disagreed that the required upper-level courses were offered on days and times that fit their schedules.

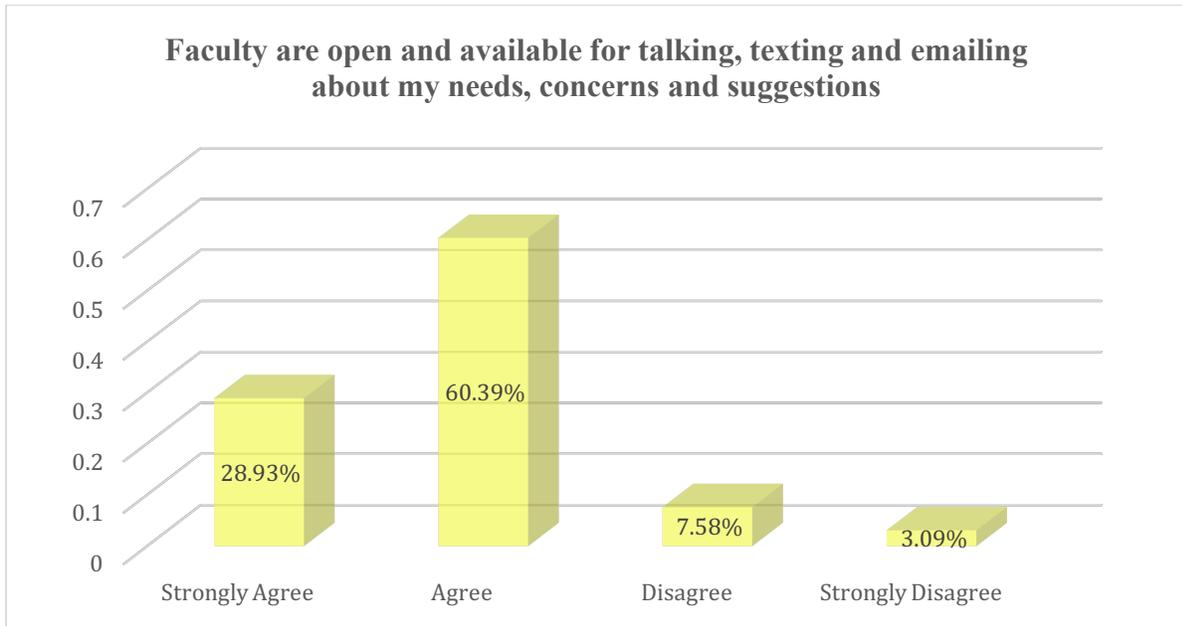


While 74 percent of students found the description of their major on the CSUDH website accurate and up-to-date, 20 percent did not.

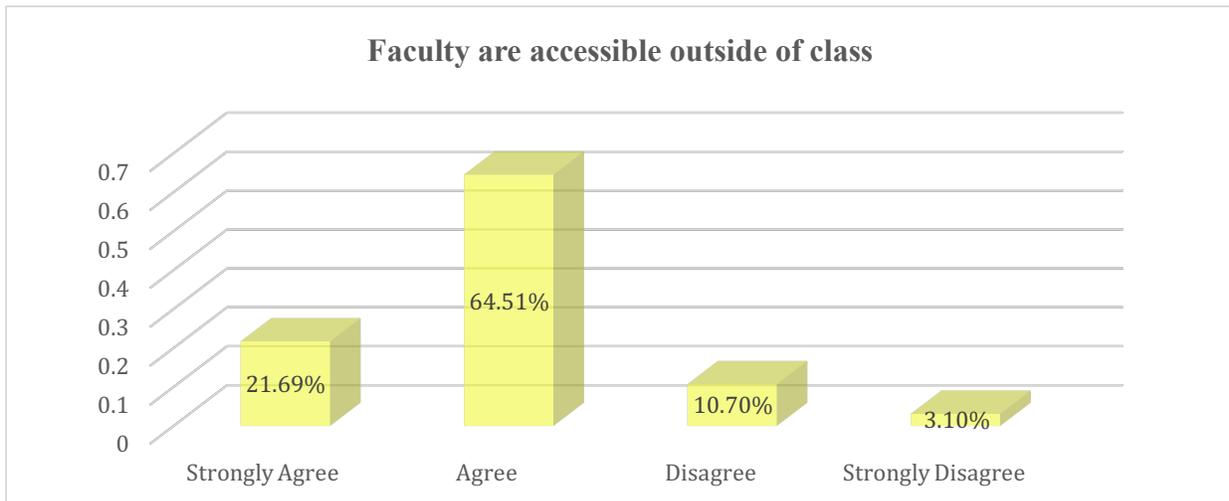


## Students Value Faculty and Staff in Their Major Programs and Departments

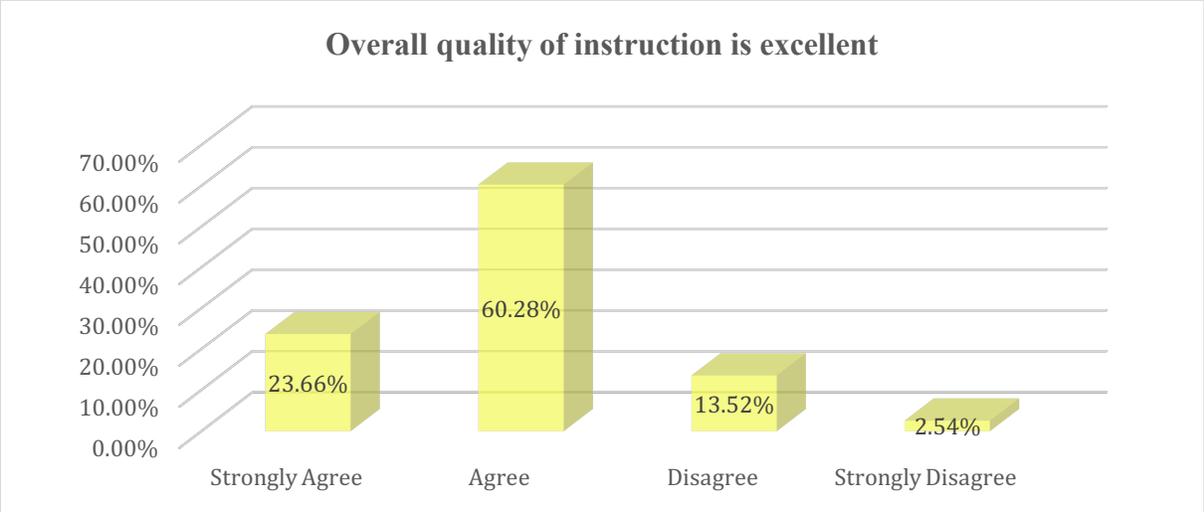
Nearly 90 percent of these students either strongly or strongly agree that their faculty are open and available to them via numerous forms of communication.



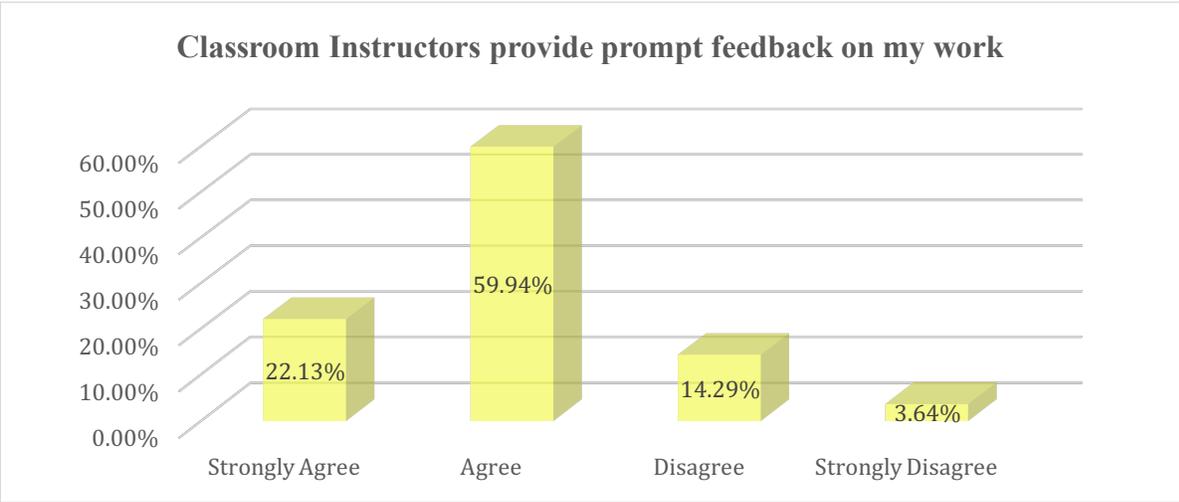
Similarly, 87 percent agree or strongly agree that their faculty are accessible outside of class, too.



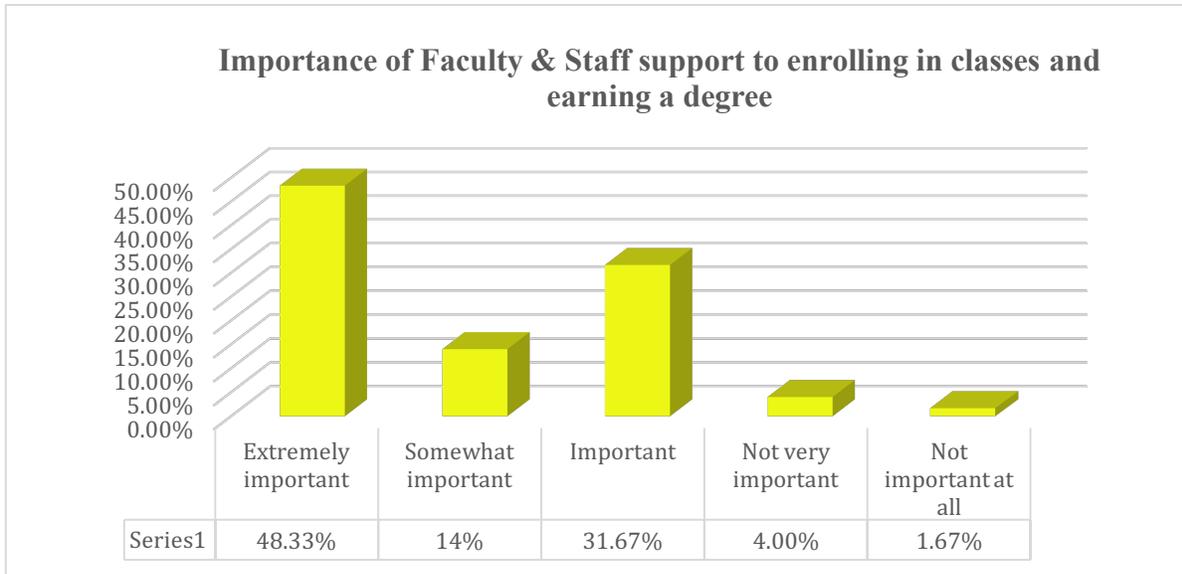
Eighty-four percent of students agree or strongly agree that the overall quality of instruction is excellent.



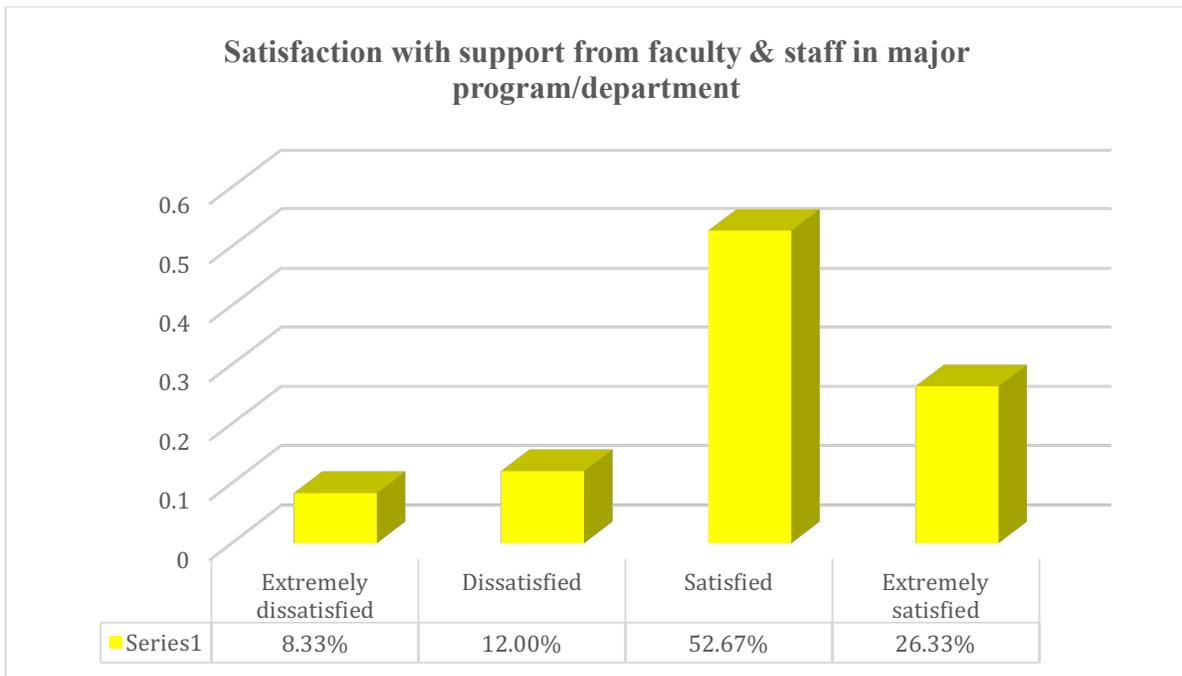
And 82 percent of students agree or strongly agree that their instructor provides prompt feedback on their work.



Ninety-four percent of these CHHSN students evaluated the support from faculty and staff in their major programs and departments as somewhat important, important or extremely important to their success in enrolling in classes and earning their college degree.

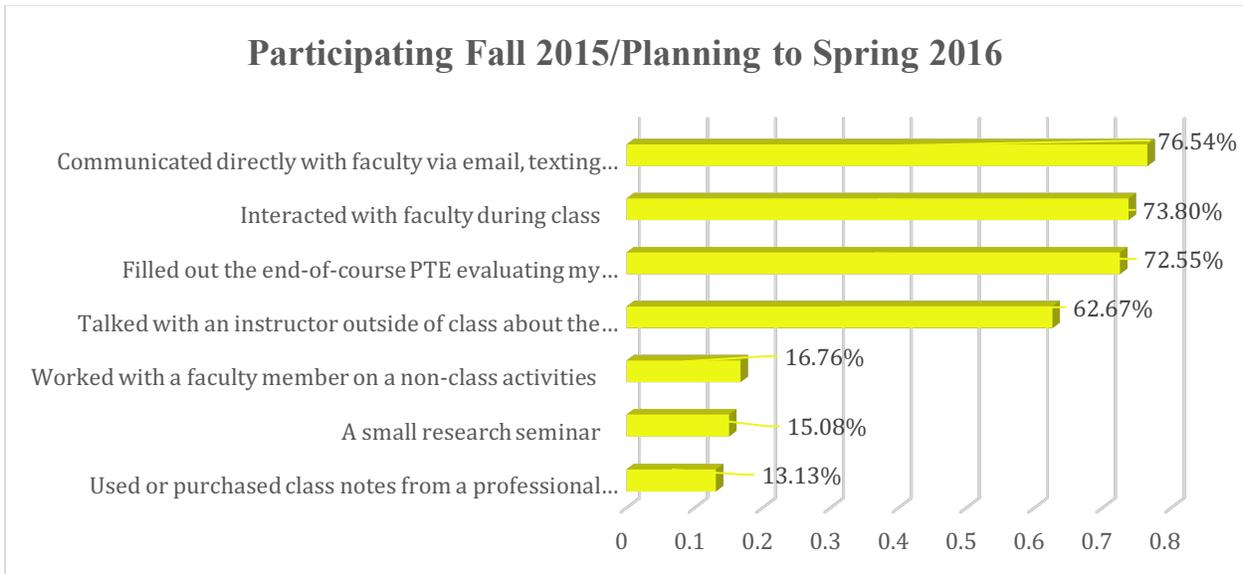


Slightly less – 79 percent – were satisfied or extremely satisfied with the support they received from the faculty and staff in their major departments and programs.



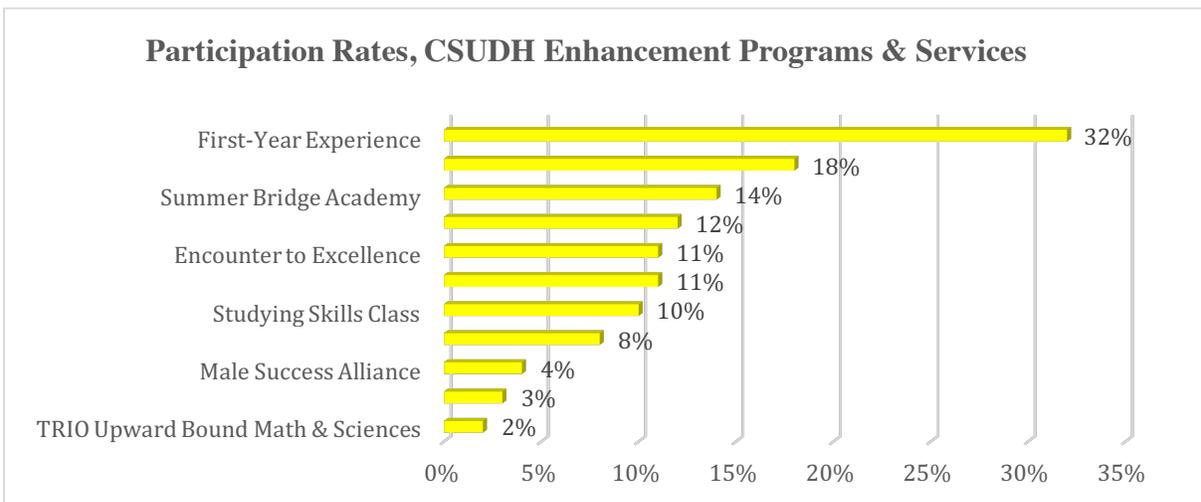
## High-Impact Practices

CHHSN students reported that they were either participating during the fall 2015 semester or planned to participate in the spring 2016 semester in a number of high impact practices.



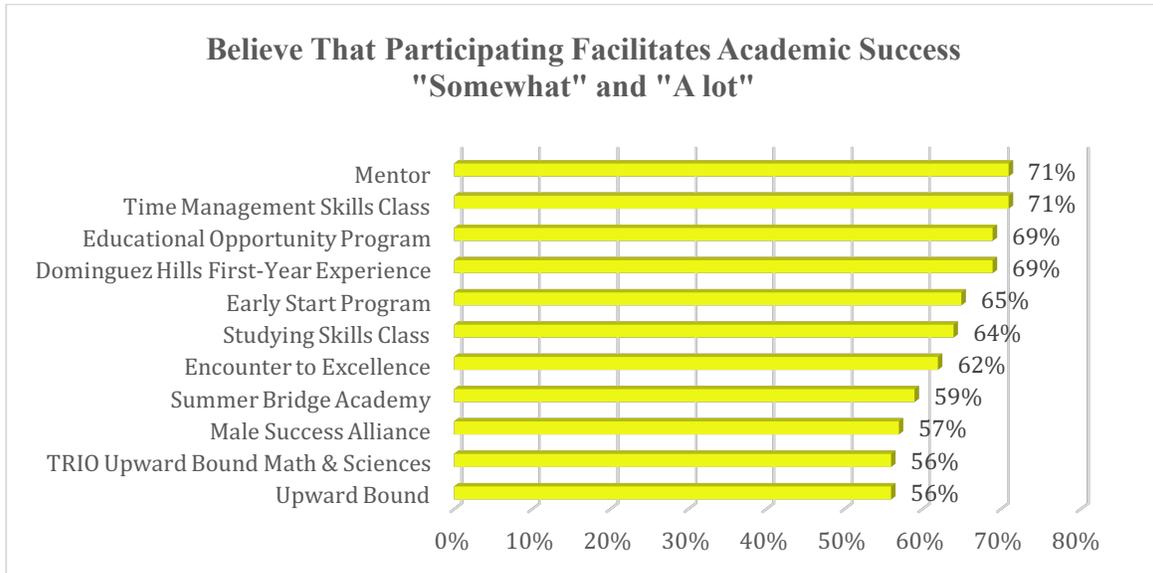
## CSUDH Enhancement Programs and Activities

Relatively few students participated in the range of enhancement programs and activities at CSUDH during the fall 2015 semester or at other campuses before fall 2015.



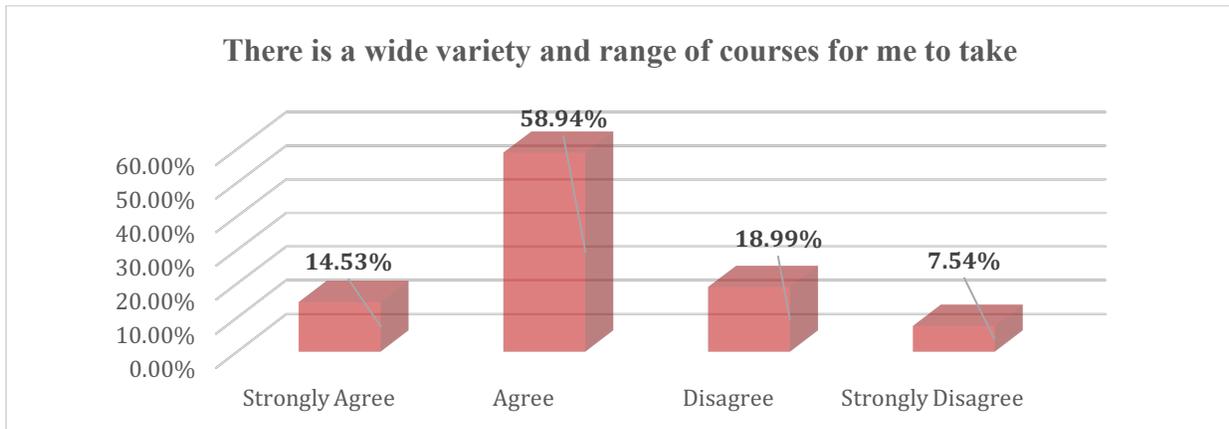
## Students Believe Enhancements Programs Improve Their Academic Success

Despite relatively low participation, however, many of these students believe that these educational enhancement programs and activities can facilitate academic success. The responses below indicate the proportion of student respondents who ranked each option as “somewhat” or “a lot.”

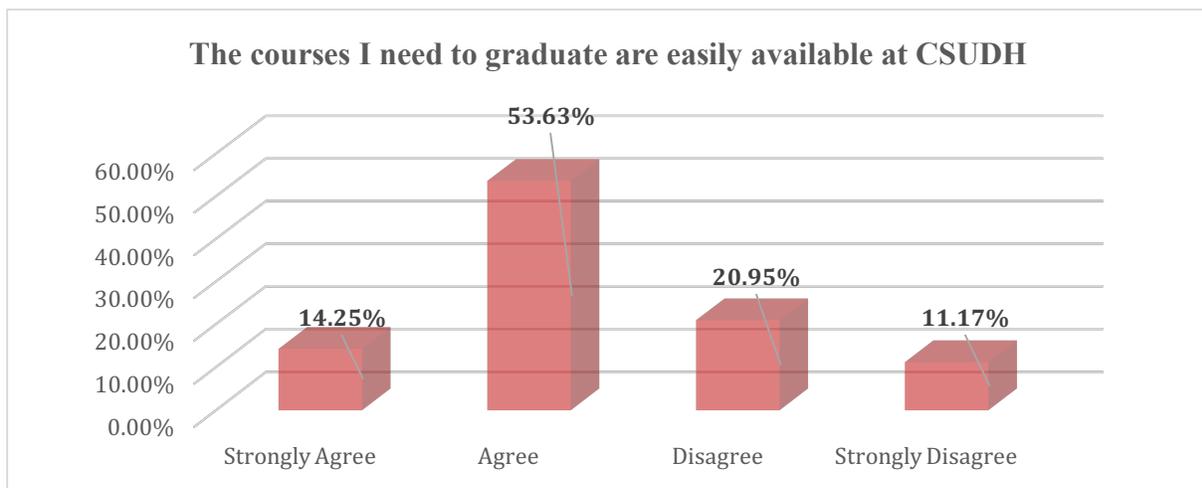


## Class Availability and Scheduling

Most students believe that CSUDH's CHHSN offers a wide variety and range of classes.

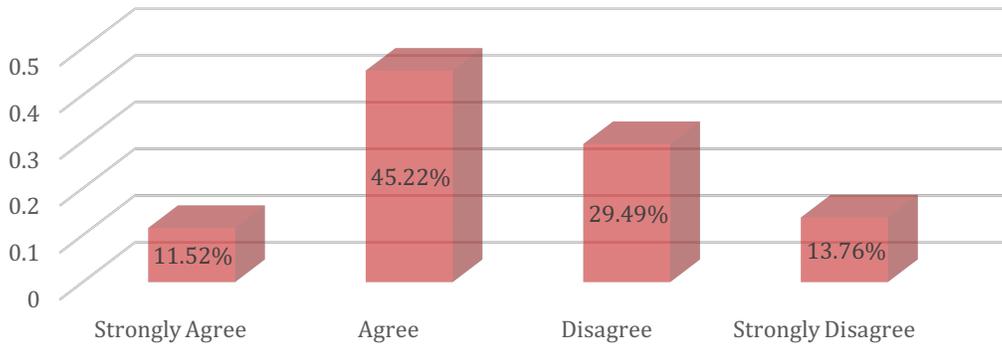


Although 69 percent of students reported that the courses they need to graduate are easily available, 21 percent disagreed and another 11 percent strongly disagreed.



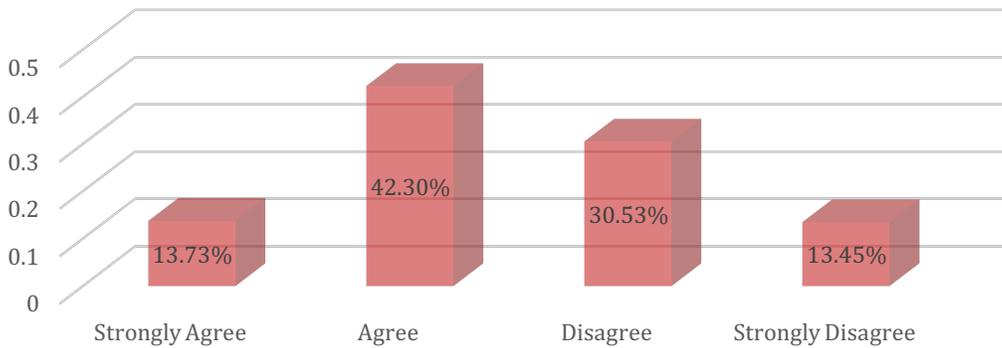
Fewer students reported that the courses that they need to graduate are scheduled on days and times convenient to them, though: Forty-three percent of these respondents disagreed or strongly disagreed that their required courses were convenient.

**The courses I need to graduate are scheduled on days and times that are convenient for me**



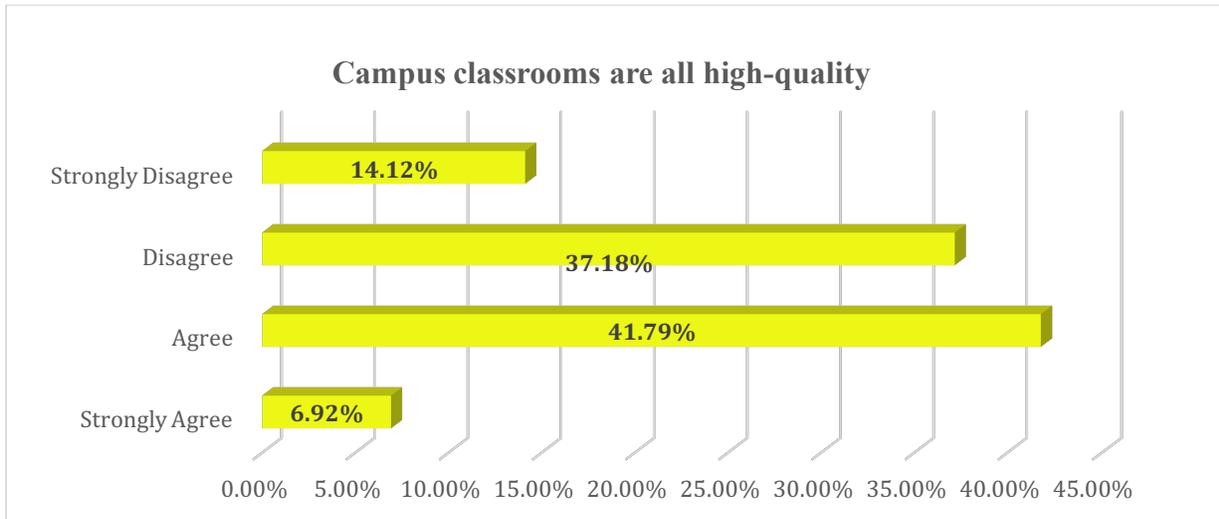
Fifty-three percent of students reported that most of their classes had less than 30 students enrolled. Forty-four percent said that their classes did not have less than 30 students enrolled.

**Most of my classes have less than 30 students enrolled**

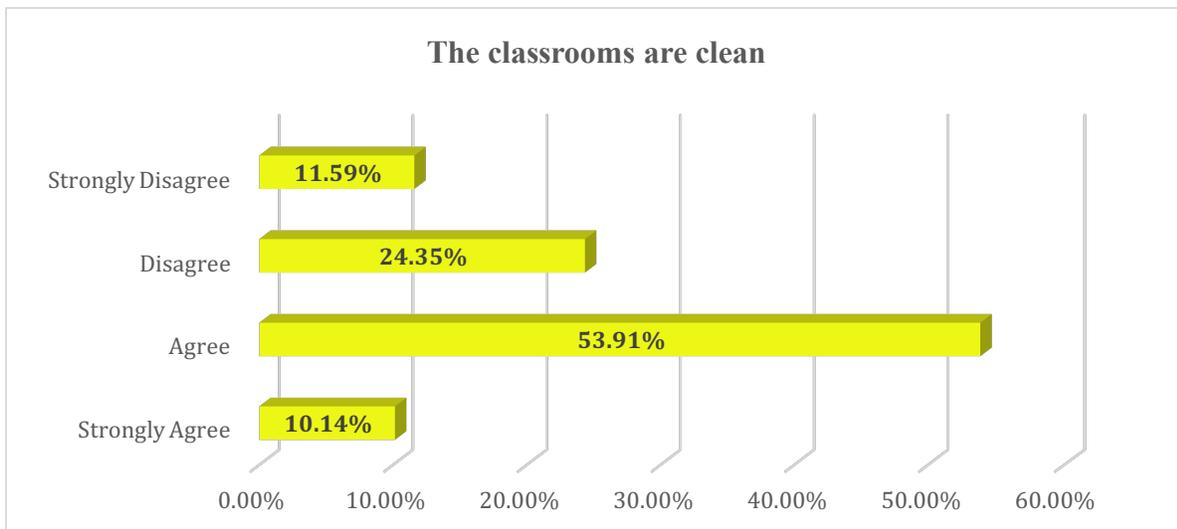


## Campus Facilities

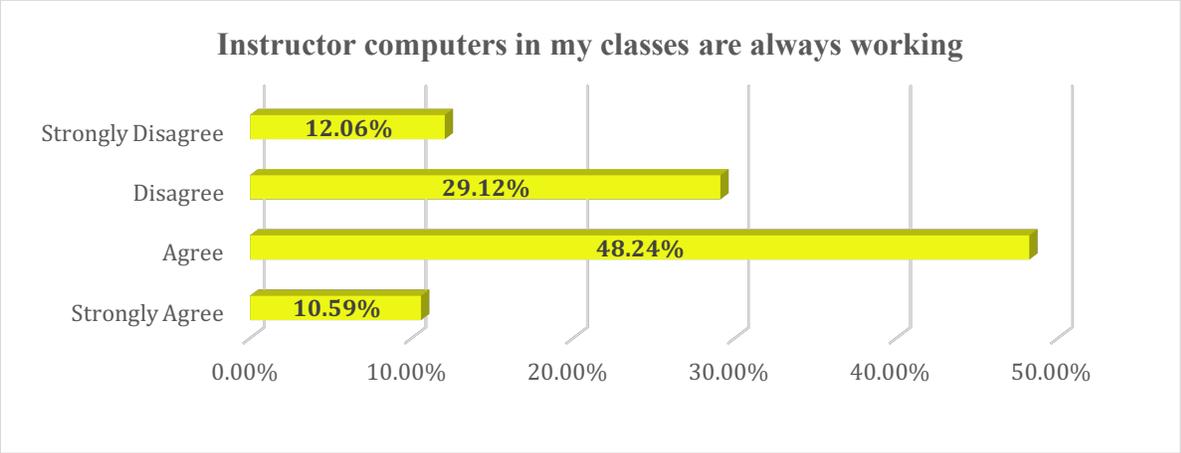
**Classrooms.** Fifty-three percent of students reported that their classes were held in classrooms that are not high-quality.



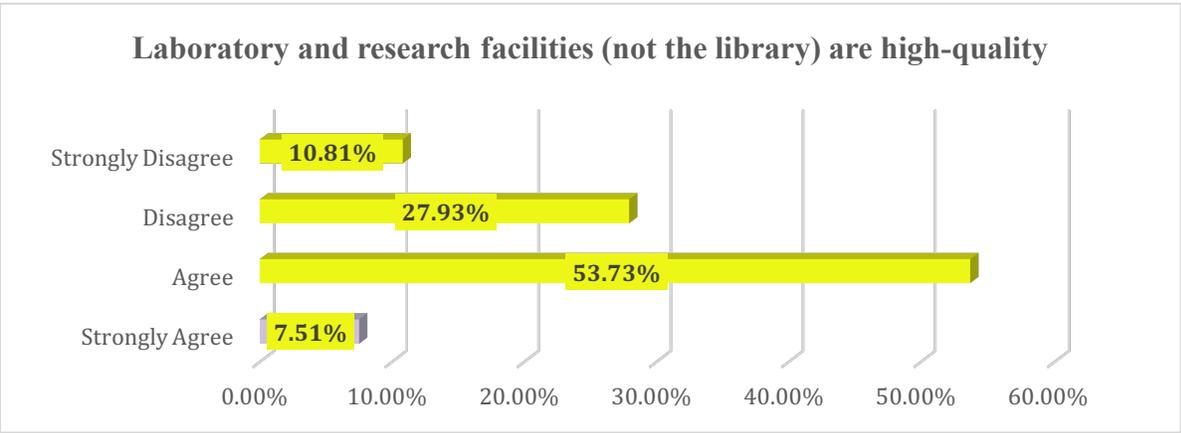
A majority of students – 64 percent – said their classrooms were not clean.



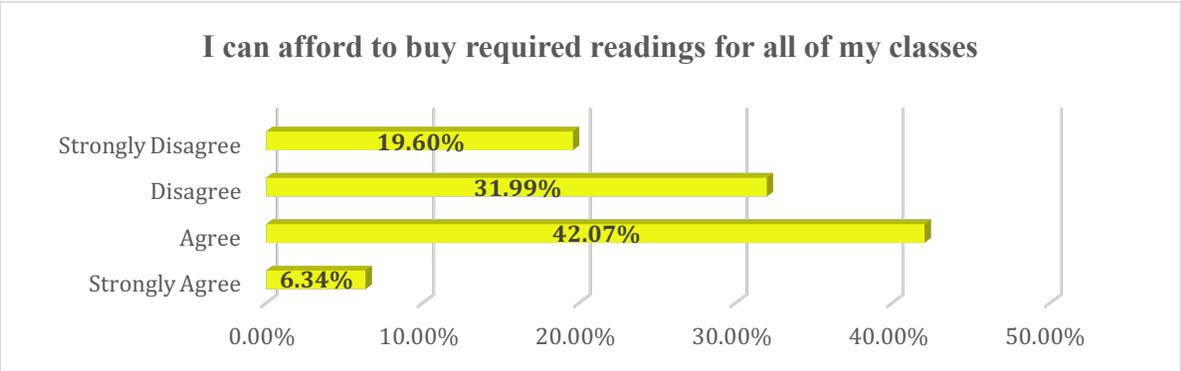
Instructor computers were reported to work in classes of 59 percent of these students.



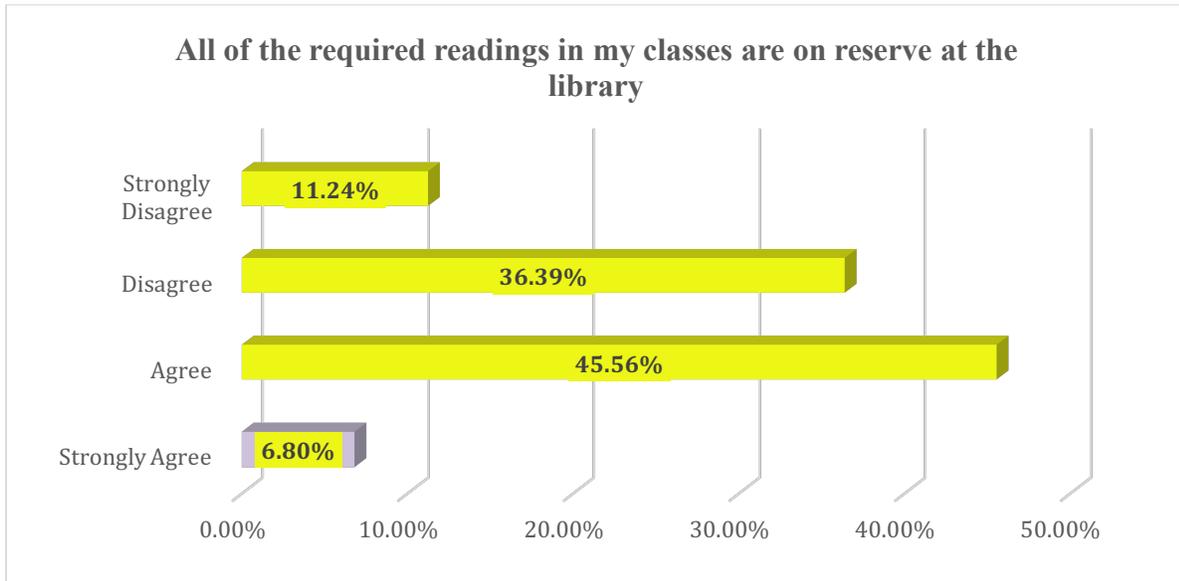
But 62 percent think that their lab and research facilities are high-quality.



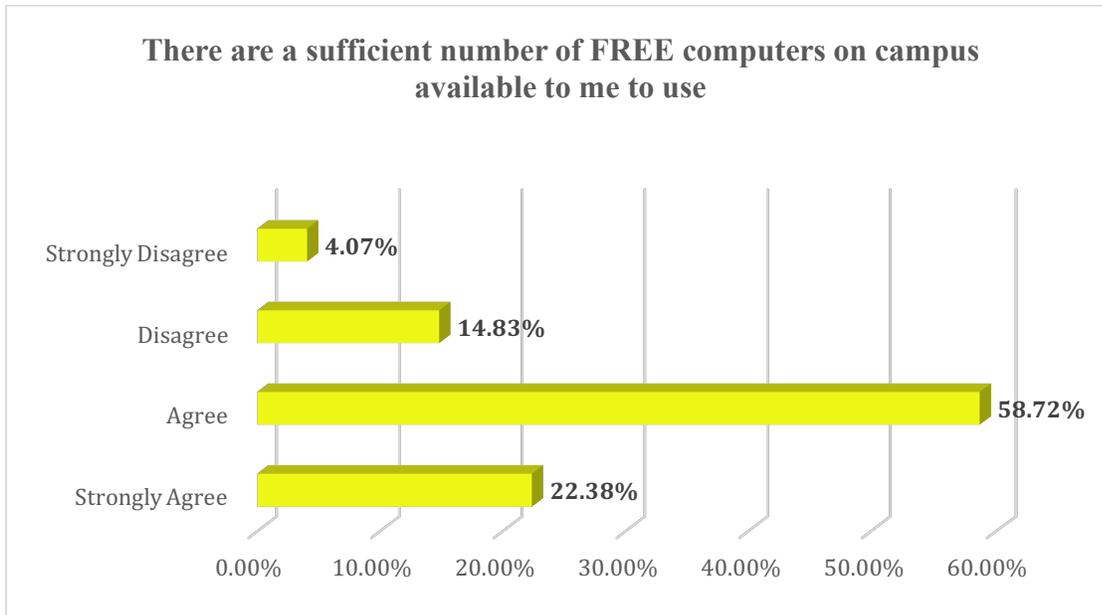
**Required Readings.** Unsurprisingly, 52 percent of students reported that they could not afford to buy the required readings assigned in their classes.



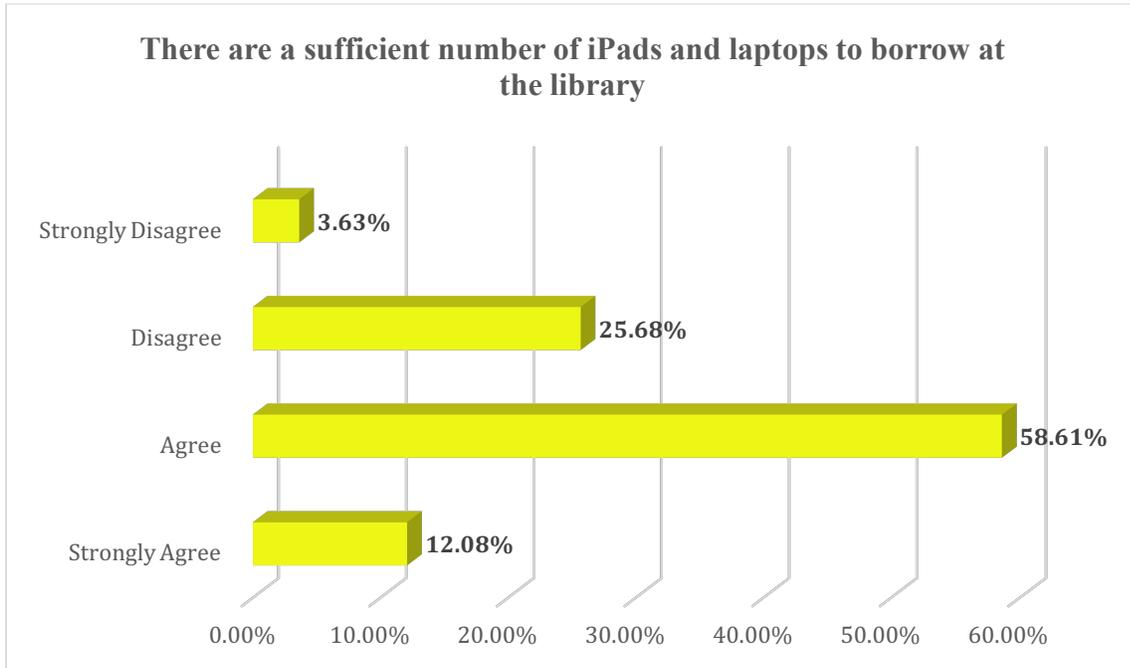
Forty-nine percent stated that required readings were not on reserve at the library.



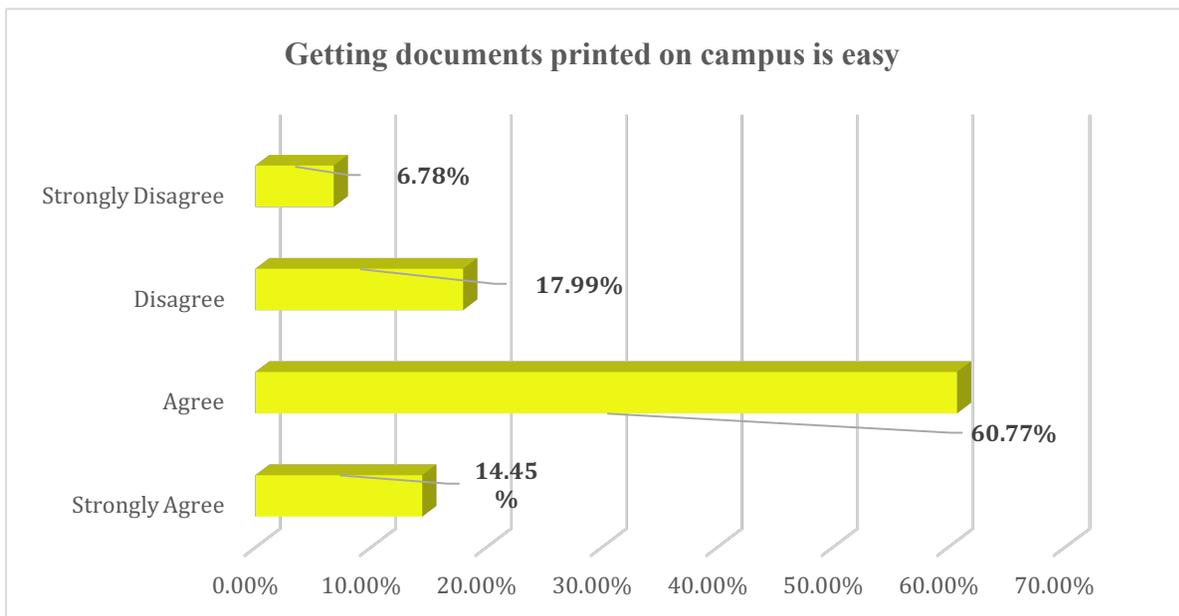
**Borrowing Technology.** Four out of five students - 81 percent – believe that there are sufficient free computers on campus for them to use.

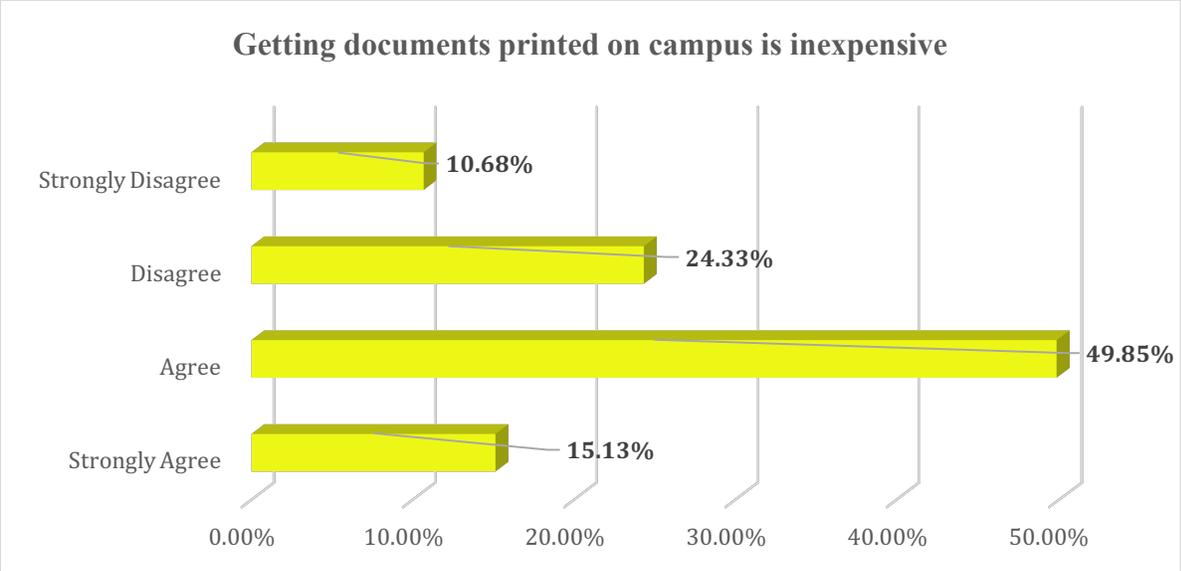


And 71 percent believe that there are enough iPads and laptops to borrow from the library.

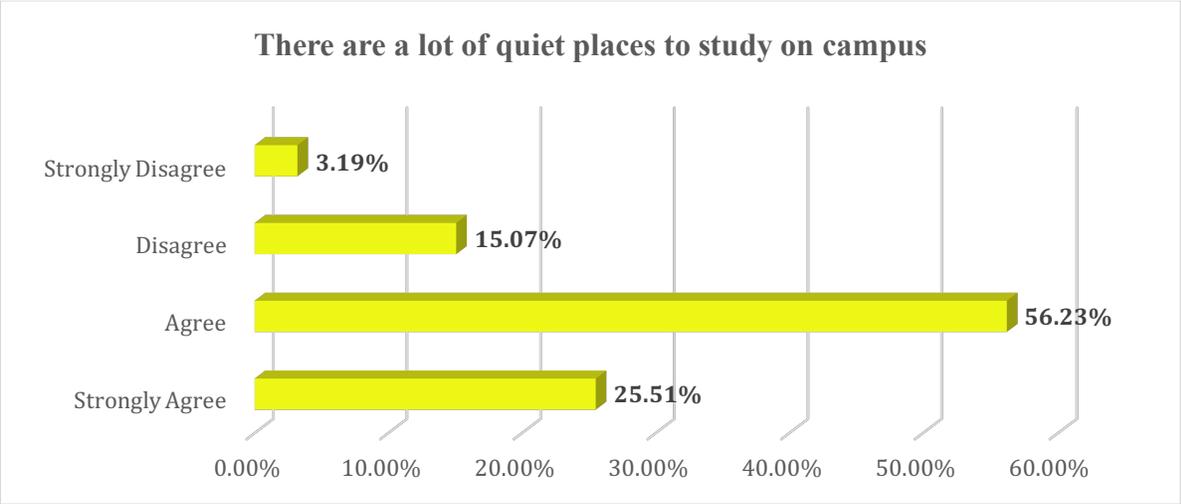


**Printing Services.** Seventy-five percent of students reported that getting documents printed on campus was easy but 35 percent claimed that they were expensive to print.





**Quiet Study Places.** More than four in five - 82 percent - of students believe that there are lots of quiet spots on campus for them to study.



## CSUDH Offices, Departments and Services

Utilization of CSUDH offices, departments and services was far lower than anticipated. This was the case even though these students reported that it was important or extremely important to their ability to stay enrolled in classes and complete their college degrees to have access to these sites. Many students want these offices, departments and services to be open evenings and weekends. Content analyses of 142 suggestions for the CSUDH Library, 121 suggestions for Financial Aid, 103 suggestions for the Toro Learning Center, and 97 suggestions for the Office of Admissions and Records are presented in the appendices.

### CSUDH Library

Surprisingly, 82 percent of these respondents “never” go to the CSUDH library, while 9 percent go rarely and 6 percent go sometimes. About 3 percent in total go often or all the time.

**Very few students participate in live chats with a librarian.** Less than 2 percent reported doing so often or all the time, and only 4 percent said that they did so sometimes. Only 9 percent of students did rarely, and the bulk of these respondents never did (6 percent).

**And they never borrowed a CSUDH iPad or laptop.** Similarly, 85 percent of students have never borrowed a CSUDH iPad or laptop from the library. Less than 5 percent do so rarely, 6 do this sometimes, 2 percent do so often, and only 3 percent borrow these items all the time.

**They Do Use Computers at the Library, Though.** When it comes to using a computer at the library, though, 17 percent of respondents claimed to do so “all the time,” 15 percent did “often,” and 23 percent did “sometimes,” while only 28.9 percent never did and the final 16 percent did “rarely.” These responses, though, contradict students’ claims that they do not go to the library.

**Less than Half Borrow Readings from Library.** More than half (58 percent) of respondents never borrow reading materials from the library, and 16 percent do so rarely. Another 14 percent of students stated that they borrow reading materials sometimes, 7 percent do often, and only 6 percent borrow reading materials all of the time.

**Only 57 Percent Access Readings Online, Either.** When it comes to accessing readings online while at the library, 43 percent never do, 11 percent do rarely, another 20 percent do sometimes, 16 percent do often, and 11 percent access readings online while at the library all the time. Among these students who accessed readings online remotely, nearly all of the students who did this reported that they were extremely satisfied or satisfied with the process.

**Barely Any Students Met with a Librarian Online.** Nearly all of these respondents – 89 percent – reported that they never scheduled a meeting with a librarian via the internet. Similarly, 86 percent of these respondents have never sent an email to a librarian, and 8 percent never participated in a live chat with a CSUDH librarian.

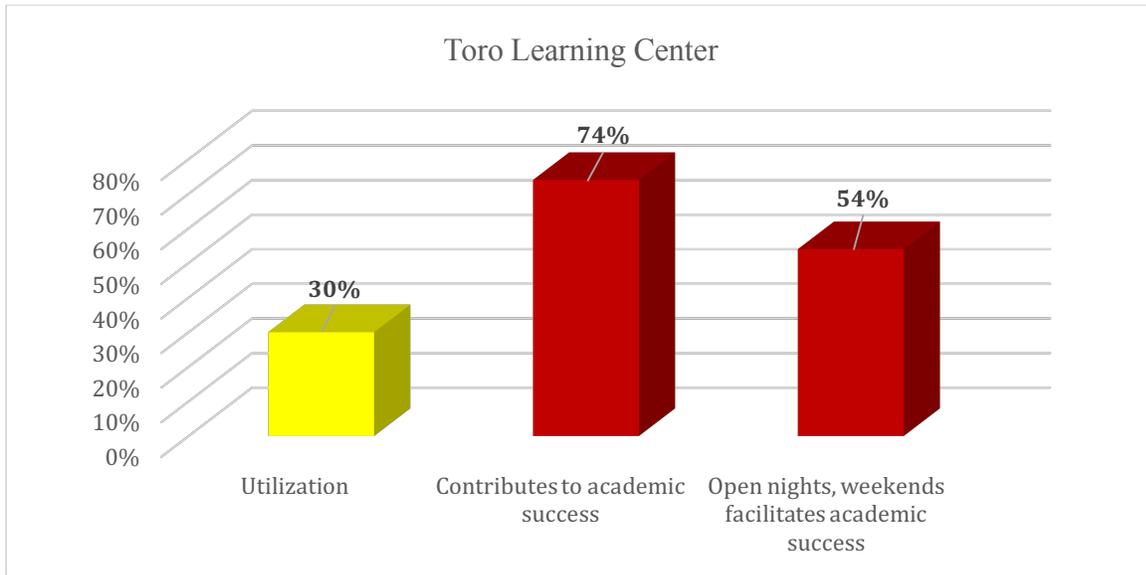
**Most Students Did Not Say If Expanded Library Hours Would Matter.** When asked if keeping the CSUDH library open workday evenings and weekend days would help these students stay enrolled in classes and earn an undergraduate degree, fully 6 percent of respondents said “yes,” but 38 percent did not answer, and 21 percent said “no.”

**But Most Students Believe Library VIP to Academic Success.** Three of four students - 75 percent - stated that the CSUDH library is either extremely important or important to their academic success. ere, too, 36.9 percent did not respond.

### **Toro Learning Center**

Only 30 percent of student respondents have visited to Toro Learning Center, even though 74 percent claimed that it is either extremely important or important to keeping students

enrolled in classes and earning their undergraduate degrees. Slightly more than half – 54 percent – claim that if the Toro Learning Center was open late weeknight and on the weekends, it would help them stay enrolled in classes and complete their undergraduate degree.



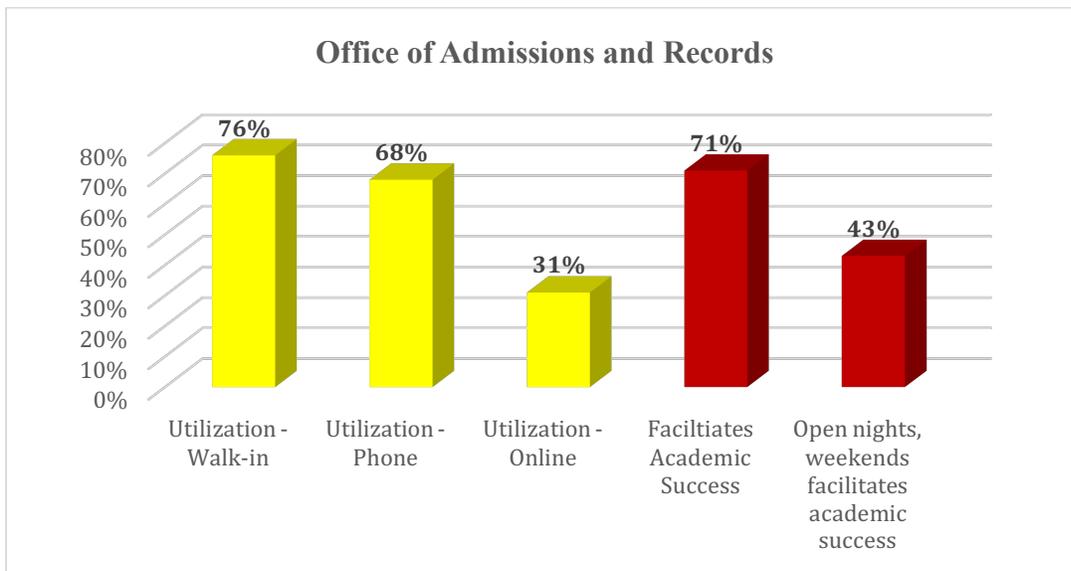
### **CSUDH Office of Admissions and Records**

Students access Admissions using multiple methods: Most commonly, students show up in person (76 percent), or call on the phone (68 percent), but a third also access it online (31 percent). Strangely, 19 percent of these respondents claim that they never contacted this office.

Among those who have accessed Admissions, 79 percent were satisfied or extremely satisfied with the assistance they received, but 3 percent were extremely dissatisfied and another 8 percent were dissatisfied.

The majority of these students – 71 percent – stated that the CSUDH Office of Admissions and Records is “very important” and “important” in terms of helping them stay enrolled in classes and earn their undergraduate degrees, but 9 percent said that it was not that important, and another 4 percent stated that it was not important at all to their educational progress. Despite this, 43 percent of student respondents said it would be easier for them to

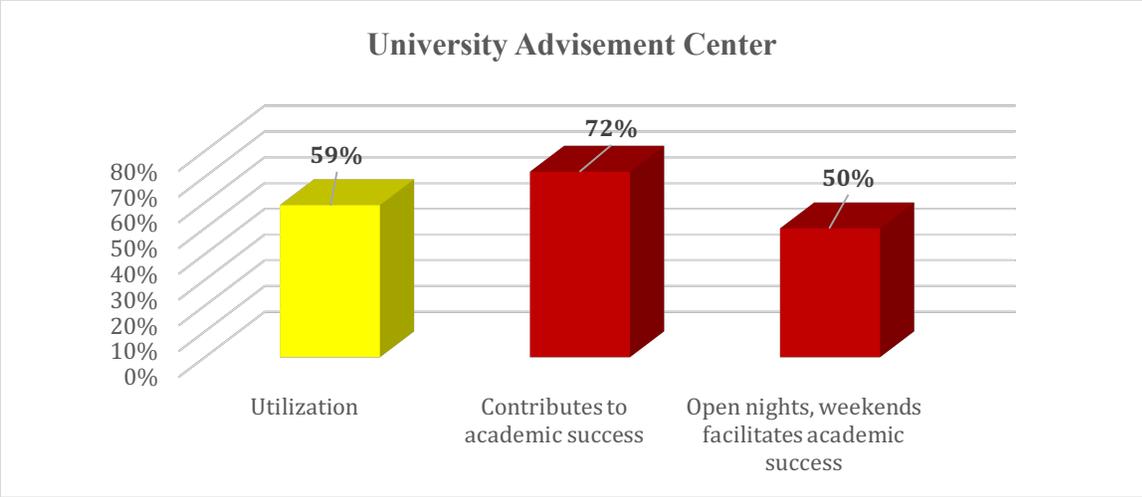
complete their studies if the CSUDH office of Admissions and Records was open late weeknights and on the weekends.



### **The University Advisement Center**

Only 59 percent of students have actually contacted the University Advisement Center. Among those who did, the vast majority was either extremely satisfied or satisfied. Still, 9 percent of respondents said that it was extremely difficult or difficult to set up an appointment, and 20 percent said it was a little difficult to do so.

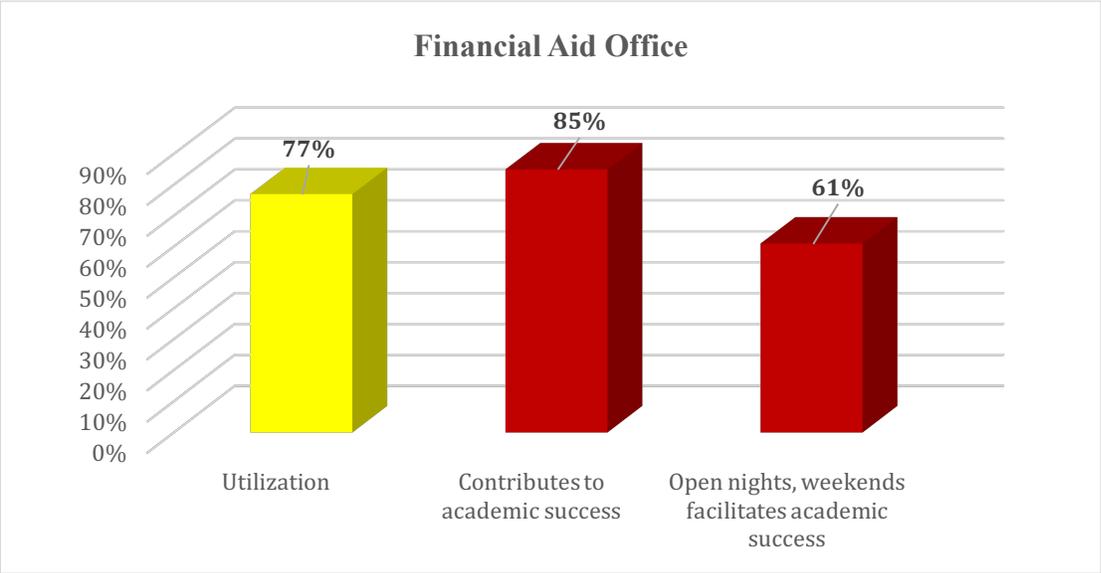
Again, most student respondents – 72 percent – stated that the University Advisement Center was extremely important and important to them in terms of their ability to stay enrolled in classes and complete their college degrees. Half (50 percent) said that it would be helpful if the University Advisement Center could be open weeknight evenings and weekends.



**CSUDH Financial Aid Office**

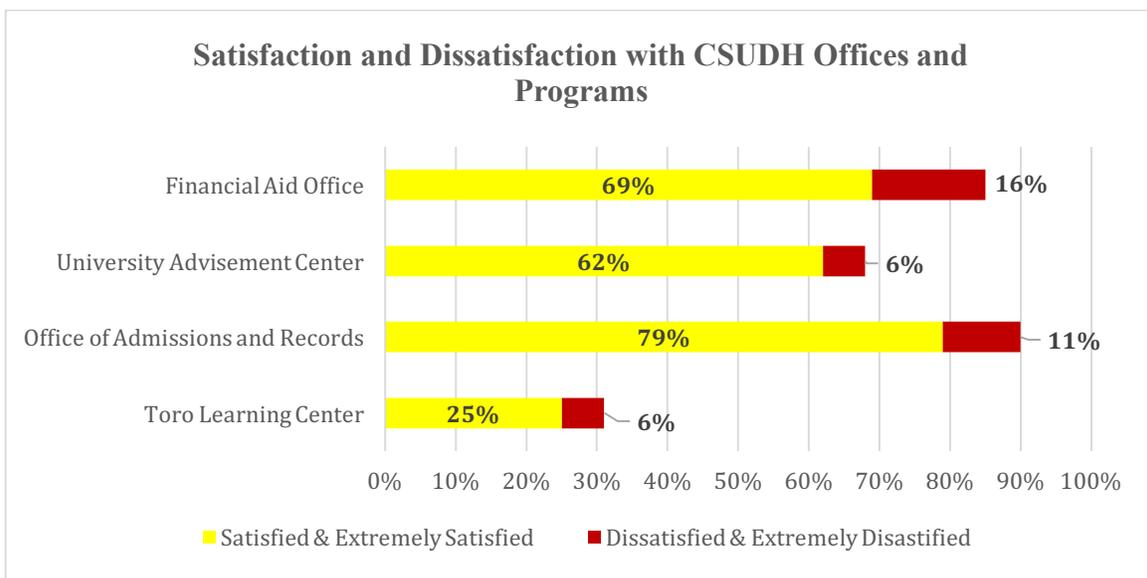
Two-thirds (77 percent) of student respondents have contacted Financial Aid. Half of these students (53 percent) were satisfied with their contact, and another 16 percent were very satisfied, but 5 percent were very dissatisfied and another 11 percent were dissatisfied.

Unsurprisingly, 85 percent of students describe this office as very important or important in helping them stay enrolled in classes and earn their undergraduate degrees, and 61 percent said that it would be helpful to them if the CSUDH Financial Aid Office was opened late weeknights and on weekends.



## CSUDH CHHSN Students Mostly Satisfied with CSUDH Offices and Programs

In general, the CSUDH CHHSN students who utilized CSUDH Offices and Programs were satisfied or extremely satisfied. But a small proportion were unsatisfied or extremely unsatisfied, as the table below illustrates.



\* Numbers do not add to 100 due to exclusion of “missing” responses

## CSUDH Retention and Graduation Rates

**Is Six Years Realistic Time to Finish an Undergrad Degree?** Twenty-one percent of students responding to this survey believe that it is unreasonable to expect students to complete a college degree in six years or less. The 103 open-ended responses provided by these students fell into three mutually exclusive categories:

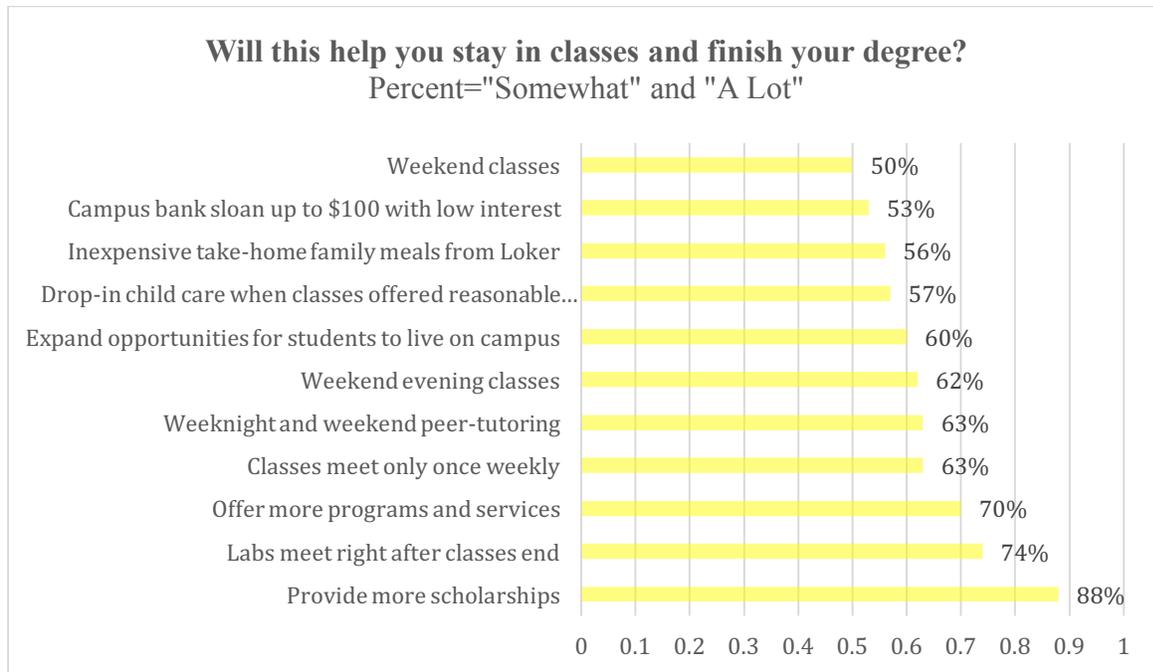
- (1) Self-reliant students (only) will persevere;
- (2) Some students have personal situations that require more time; and,
- (3) Some aspects of CSUDH make it difficult for students to finish within six years.

A selection of comments illustrating the last category is provided below.

- No because it's so difficult to register for the classes that I need or wanted since I'm a transfer aka new students. I didn't have to assigned registration date until later compared to students who already been attending CSUDH for a couple [sic] semester already.
- My friends who took full time studies were overwhelmed and did not get much out of their classes or material, but taking only a couple of units helped me enjoy and retain a lot of information.
- Not if you are working full time and have a family!
- Its [sic] hard when you have a family or have to drop down to half time status due to other obligations.
- Really 6 years? I was in the military and it was extremely difficult.
- All depends on availability and options of classes.

## Changes that Would Facilitate Educational Success

Overwhelming support for a number of changes that have been successfully utilized at other similar campuses (Rutgers campus, in particular) was generated from these students, as the percentage who responded affirmatively that each option would facilitate their academic success either “somewhat” or “a lot”.



### **Class Scheduling: Students want flexibility, evening and weekend classes**

In the fall 2015 semester, 67 percent of these students said that the classes that they needed or wanted to take were offered at times and days that fit their schedule, and the remaining students stated that this was not the case. When asked if scheduling their classes in a block (offering one 3- or 4-hour session rather than 2 or 3 1- or 2-hour sessions per week per class) would help them stay enrolled in their classes and finish their studies, fully 57 percent said yes. And 80 percent of these students would take classes – in a classroom, as a hybrid, or all online – if these classes were offered on weekday evenings, while 64 percent would take these classes if they were offered on weekends. More than half of these students – 53 percent – believe that they would have an easier time staying in classes and finishing their degree if CSUDH courses were offered on week nights, and 54 percent of these students said this about CSUDH courses offered on weekends.

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