Second Year Student Survey (SYSS) Preliminary Findings

Graduation Initiative Steering Committee

March 16, 2018

Category	All Second-Year Students		Survey Respondents	
Total	1710		428	
Sex				
Female	1130	66.08%	335	78.27%
Male	580	33.92%	93	21.73%
Race/Ethnicity				
American Indian / Alaska Native	11	0.64%	2	0.47%
Asian	198	11.58%	53	12.38%
Black / African American	67	3.92%	20	4.67%
Latino/a	753	44.04%	175	40.89%
Native Hawaiian / Pacific Islander	14	0.82%	4	0.93%
White	511	29.88%	133	31.07%
Two or More Races / Ethnicities	140	8.19%	36	8.41%
Decline to State	16	0.94%	5	1.17%
Underrepresented Minority (URM)	845	49.42%	201	46.96%
Not Underrepresented Minority	865	50.58%	227	53.04%

Category	All Second-Year Students		Survey Respondents	
Class Standing				
Freshman (<30 units as of Fall 2017)	1015	59.36%	197	46.03%
Sophomore (30-59 units)	664	38.83%	214	50.00%
Junior (60-89 units)	29	1.70%	15	3.50%
Senior (90+ units)	2	0.12%	2	0.47%
College				
COBA	246	14.39%	45	10.51%
CEHHS	414	24.21%	106	24.77%
CHABSS	687	40.18%	181	42.29%
CSM	326	19.06%	91	21.26%
Undeclared	37	2.16%	5	1.17%
Hours Working				
Not working	?		145	34.44%
Working 1-20 hours	?		181	42.99%
Working more than 20 hours	?		95	22.57%

| General Category	Question	Measure
Campus Systems / Processes	Second-year students (SY) affected by registration / schedule issues?	Satisfaction with course availability
	SY issues with "customer service" or access to support?	Satisfaction with institutional interactions; more/less access to campus support
	When do SY think they'll graduate?	Estimated time to degree
Faculty	SY access to faculty? Access to major faculty?	More/less access to faculty; Positive Faculty Interaction; Major Confidence

General Category	Question	Measure
Course Design	SY taking more difficult courses?	More/less difficult courses
	SY making connections to major and/or career?	Major Confidence
	SY interested in courses / learning?	More/less interesting courses; Engaged Learning; General Academic Satisfaction
Campus Climate	SY not connected to CSUSM?	Sense of Belonging; more/less connected to campus
	SY not connected to peers?	Positive Peer Interactions
	SY feeling hostile racial climate?	Perceptions of Racial Climate

General Category	Question	Measure
Student Support and Services	SY under financial stress?	Not directly apart from working hours
	SY lacking academic and career advising?	Satisfaction with advising; Major Confidence
	SY lacking general support?	More/less access to support
Other	SY not committed to major?	Major Confidence
	SY issues with motivation, self-confidence, or self-efficacy?	Academic Self-Concept; Goal and Institutional Commitment; more/less confidence in academic ability
	SY issues with external commitments / interests?	Not directly

Campus Systems / Processes

Satisfaction with enrollment and schedule
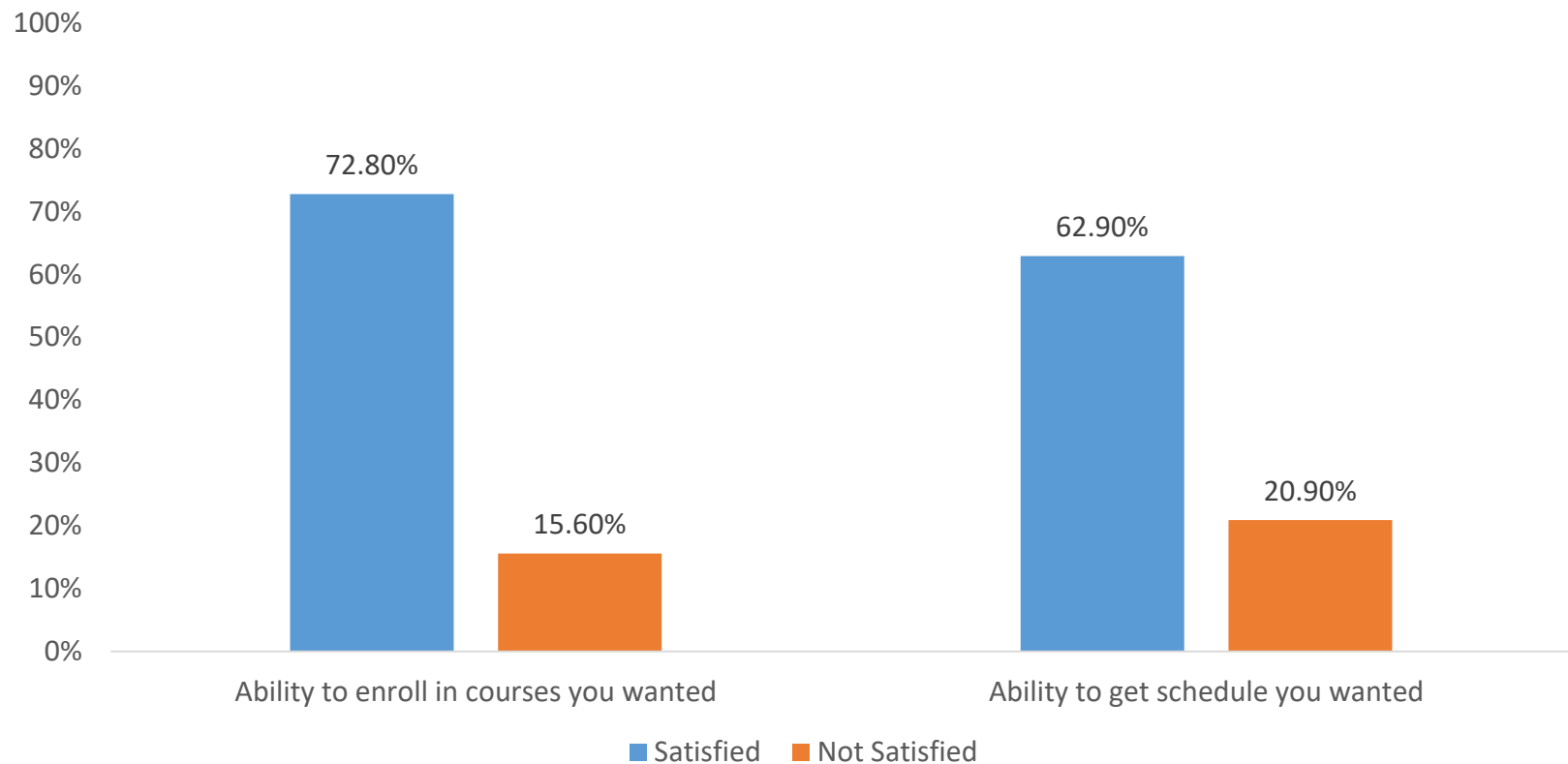
Campus Systems / Processes
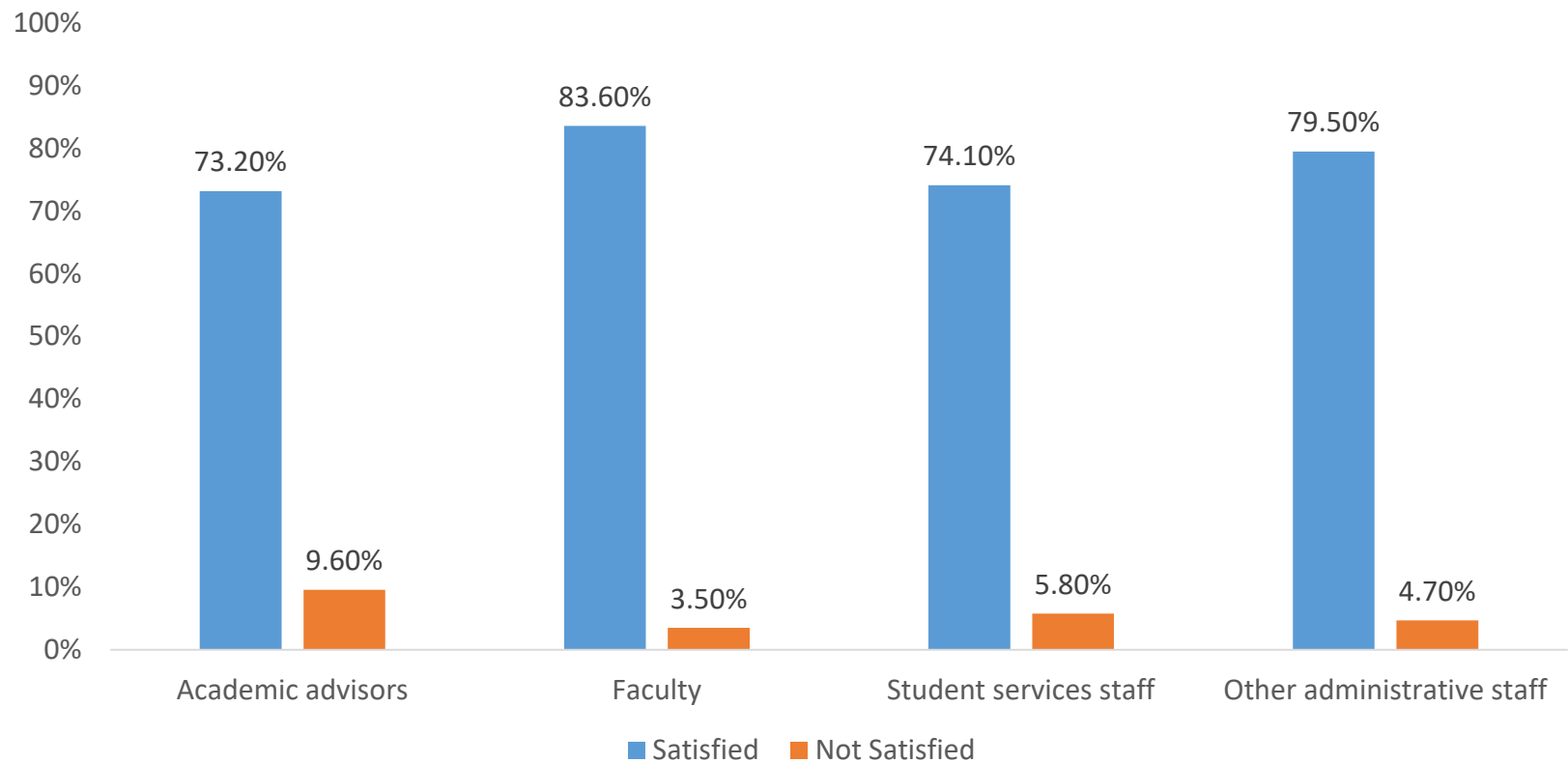
Satisfaction with Institutional Interactions

Campus Systems / Processes

Estimated time to degree
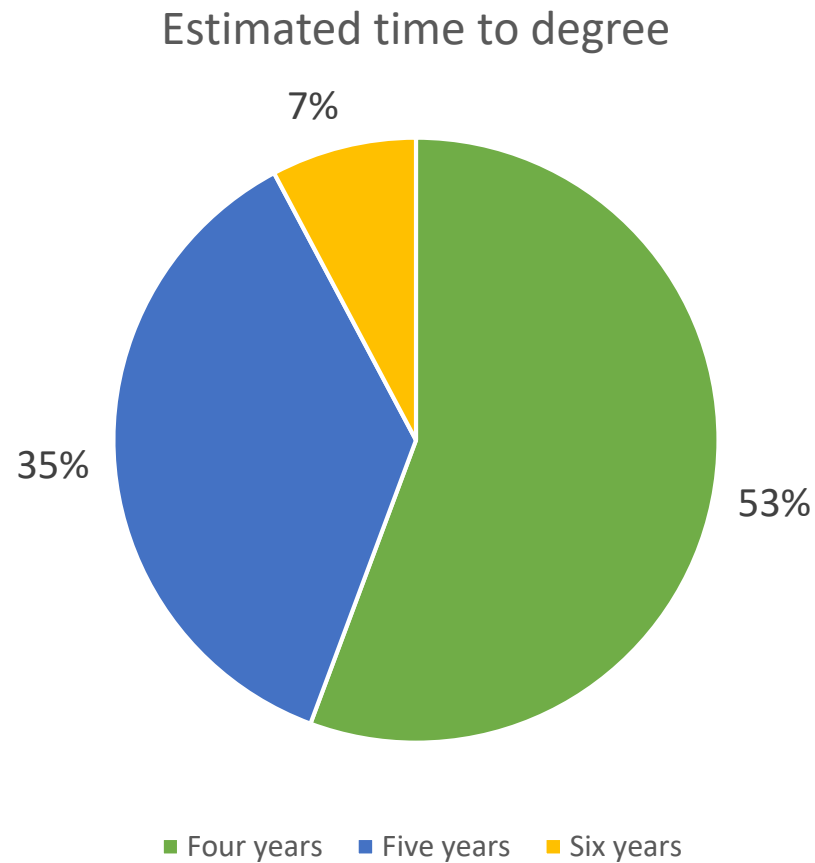
Campus Systems / Processes

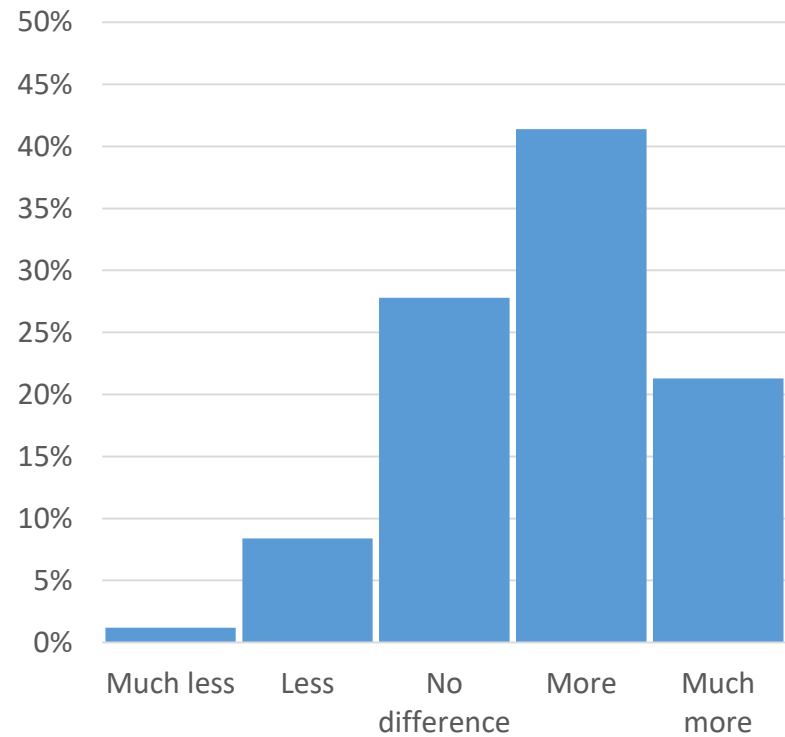Percentage of respondents that estimate degree in four years
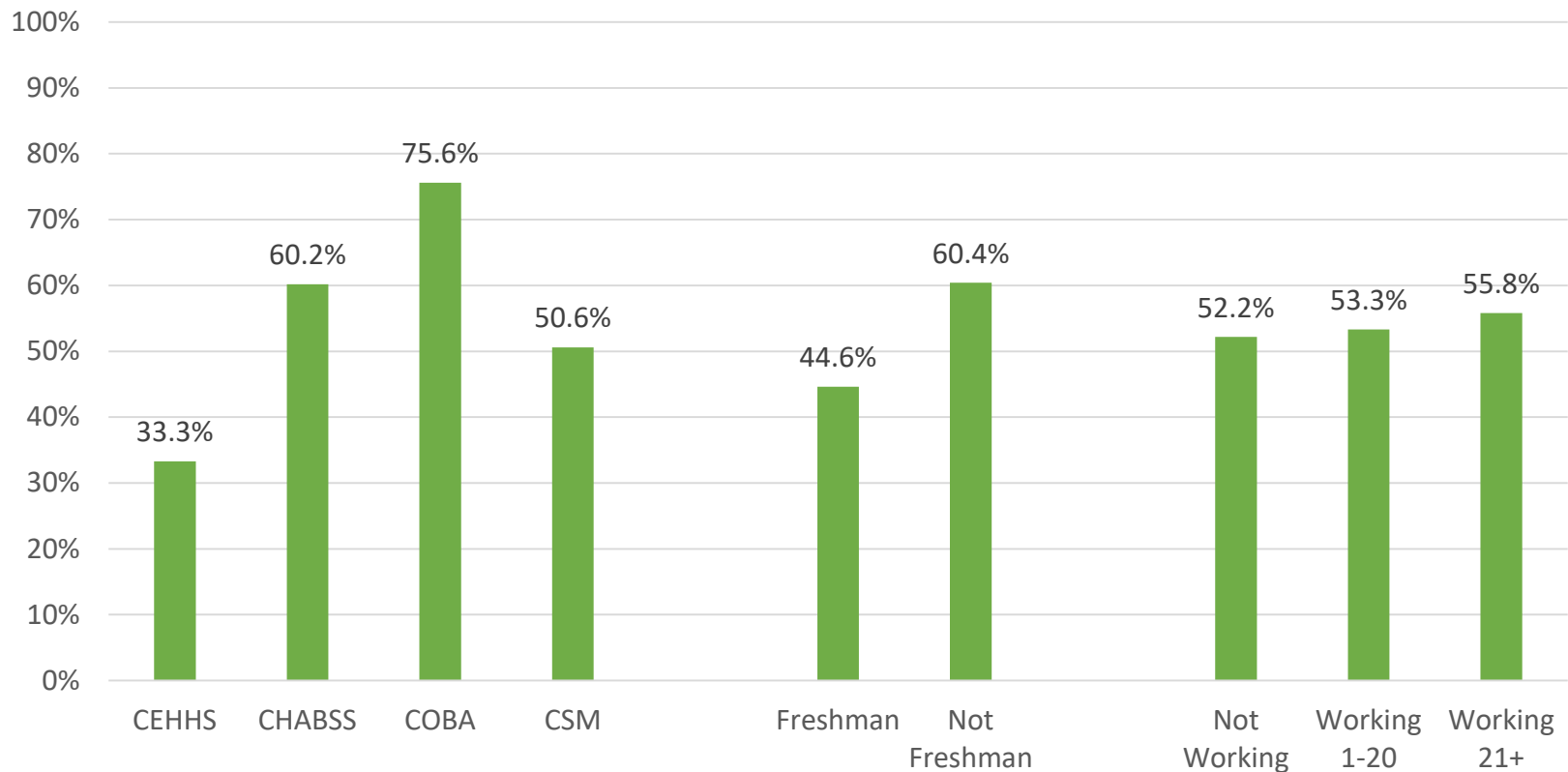
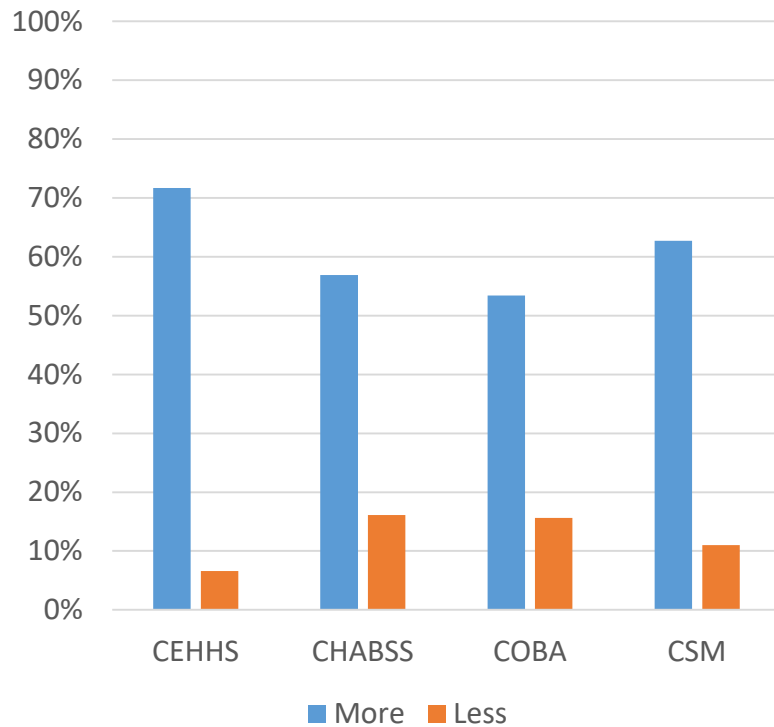# Faculty & Course Design
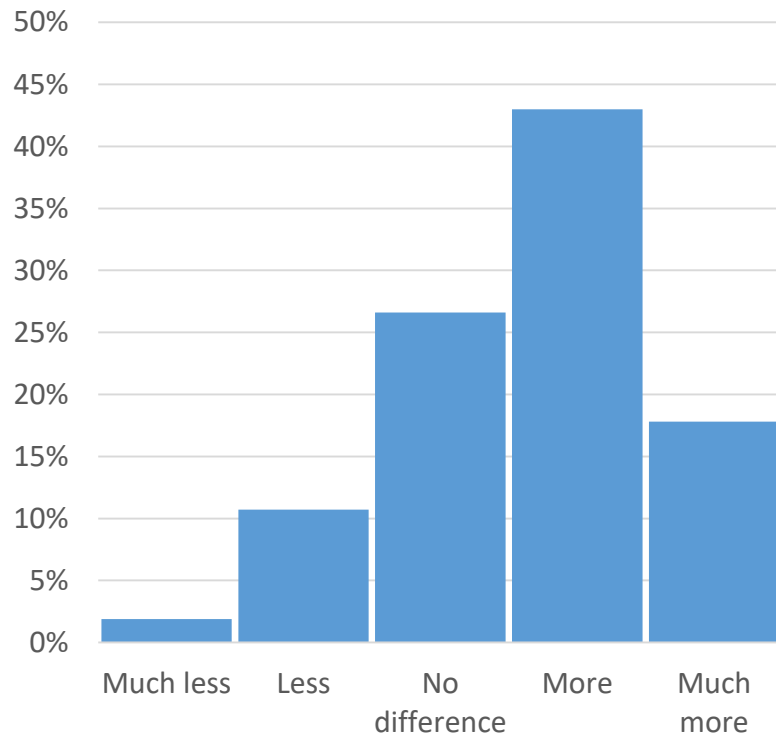
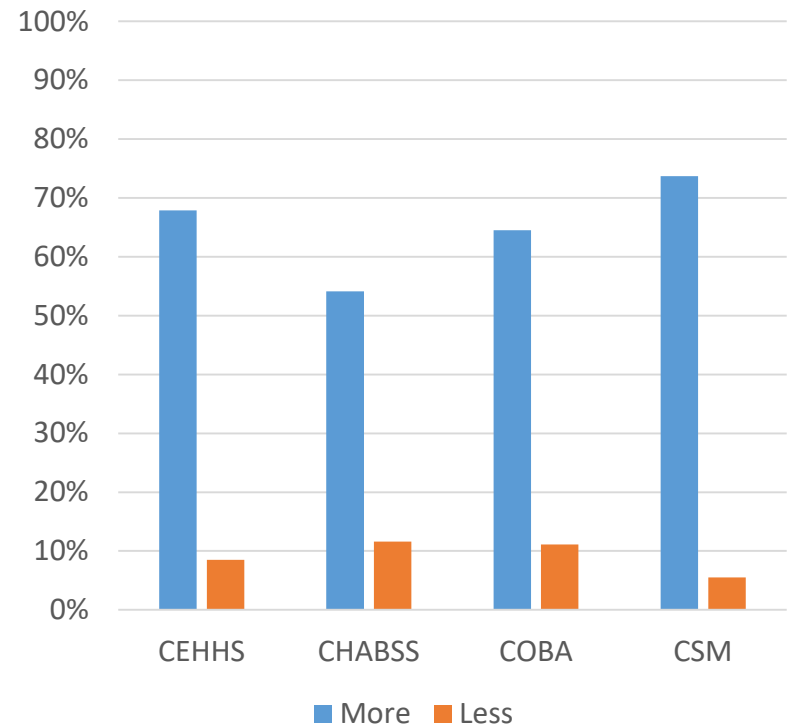More or less interested in courses

More or less difficult courses

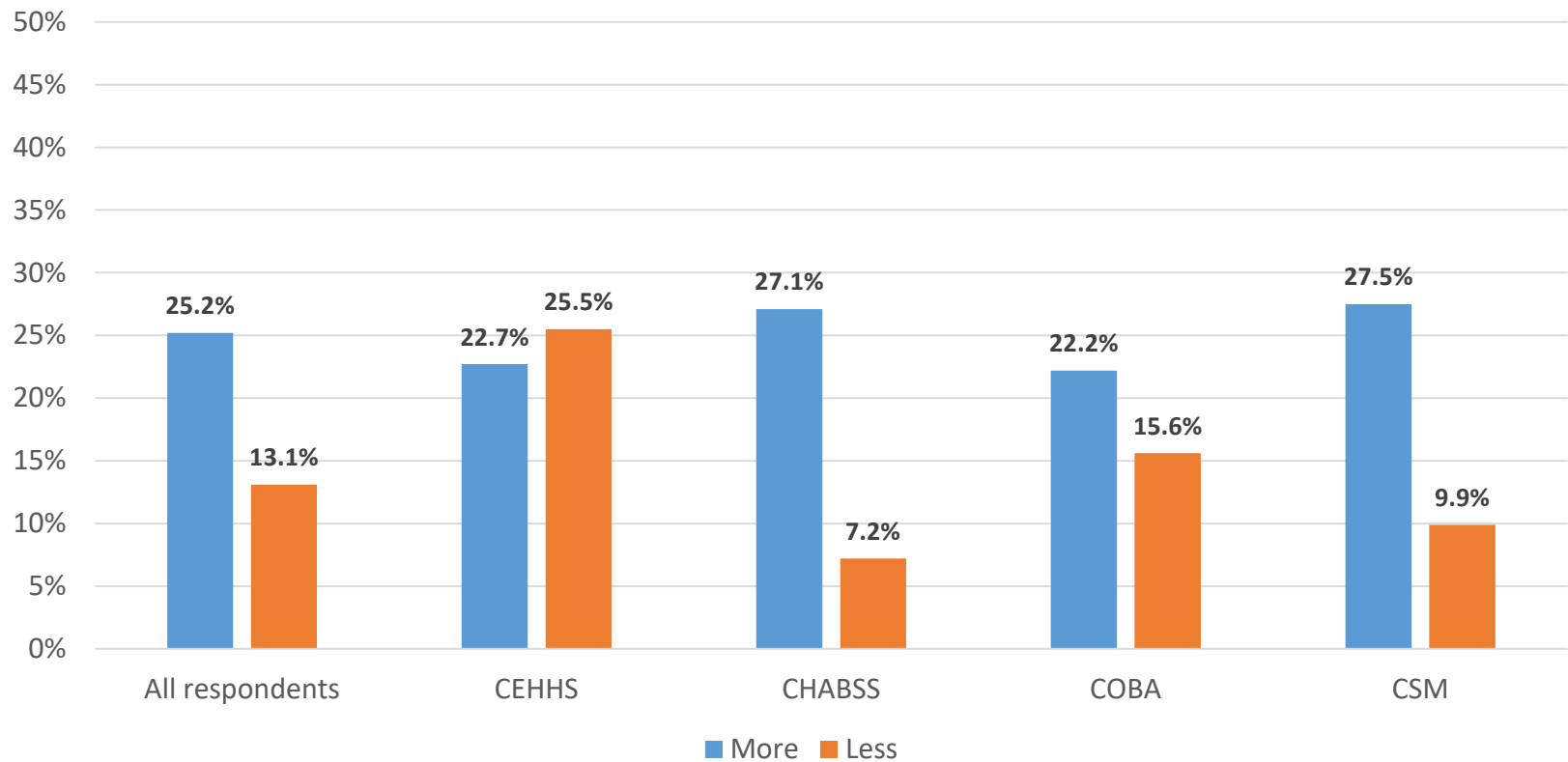# Faculty & Course Design

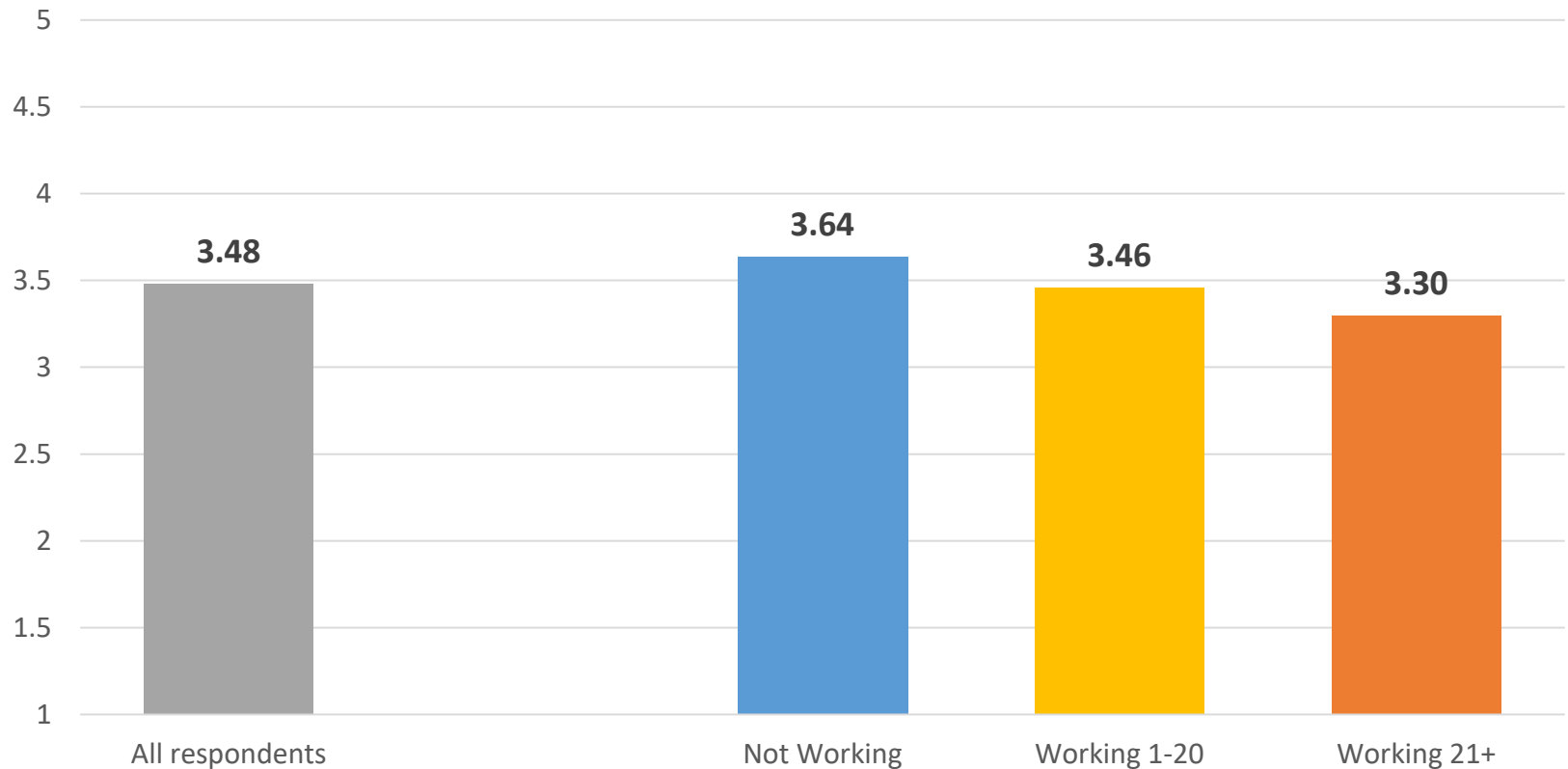

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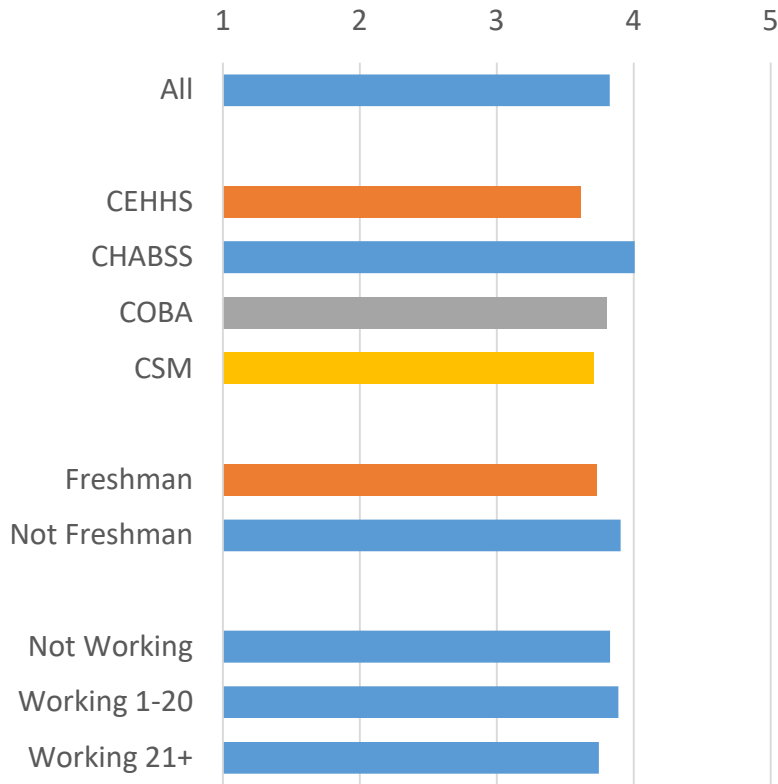
Faculty & Course Design

More or less access to faculty

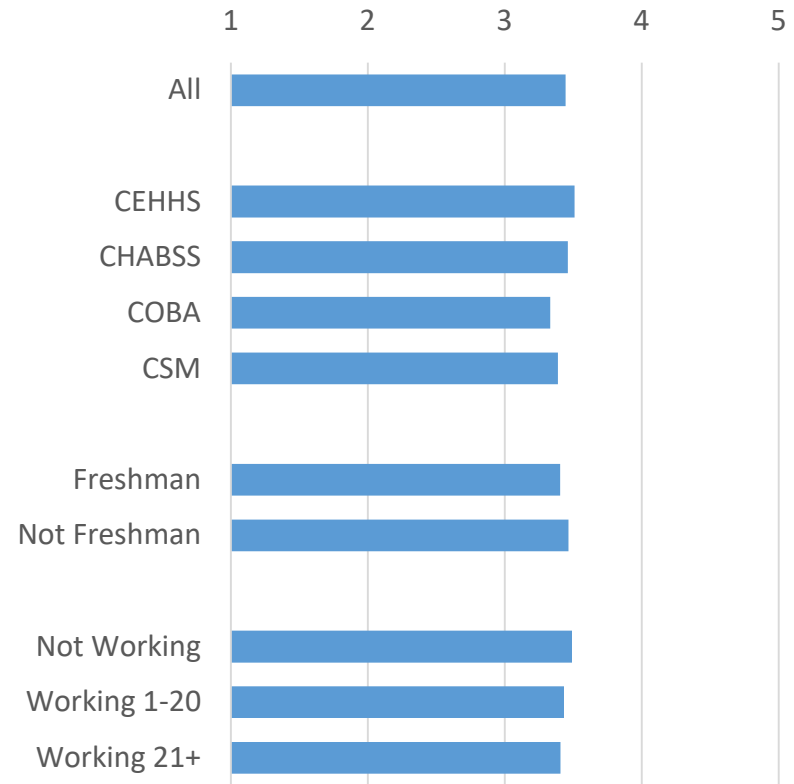# Faculty & Course Design

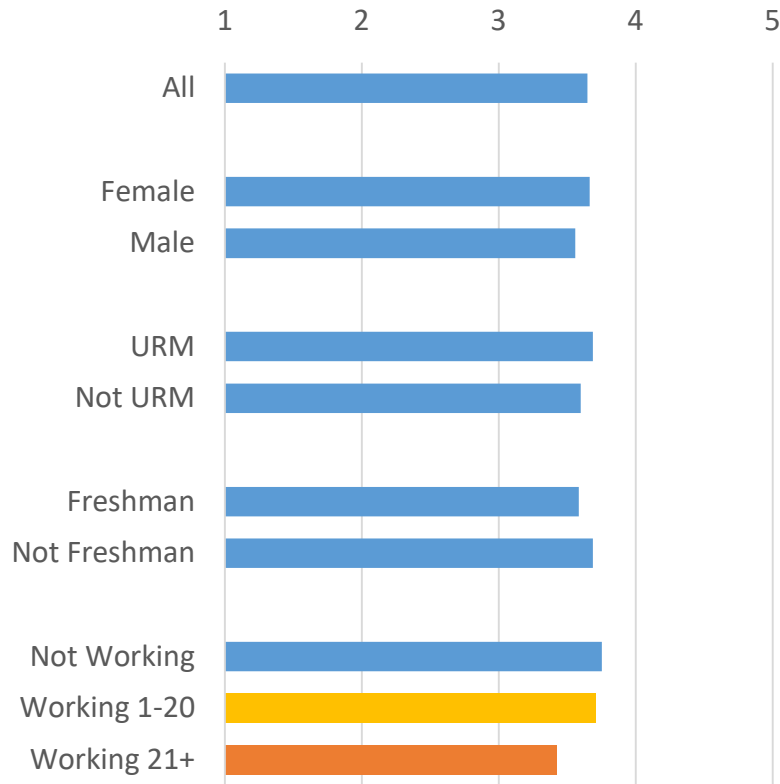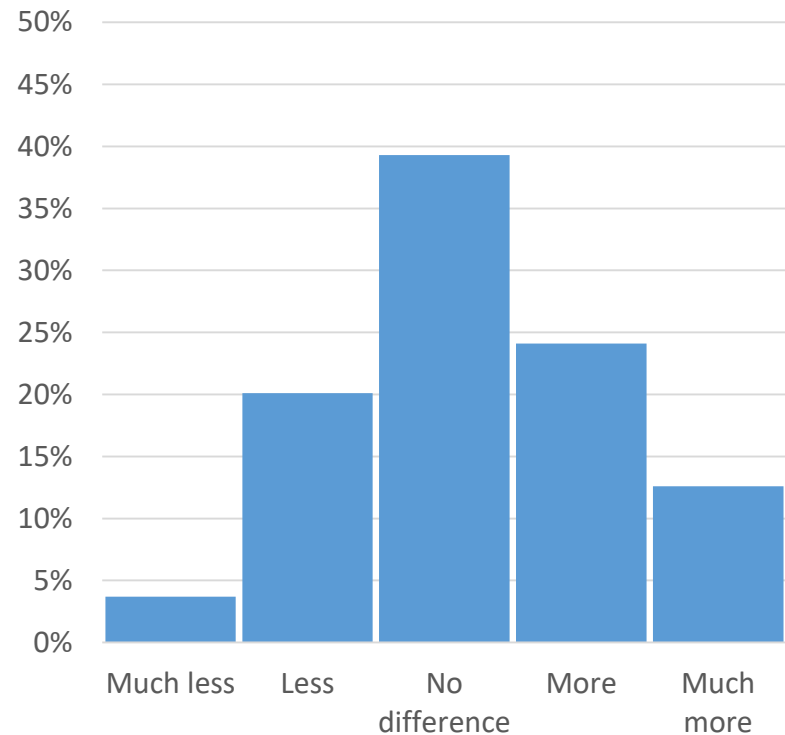Positive Faculty Interactions Scale

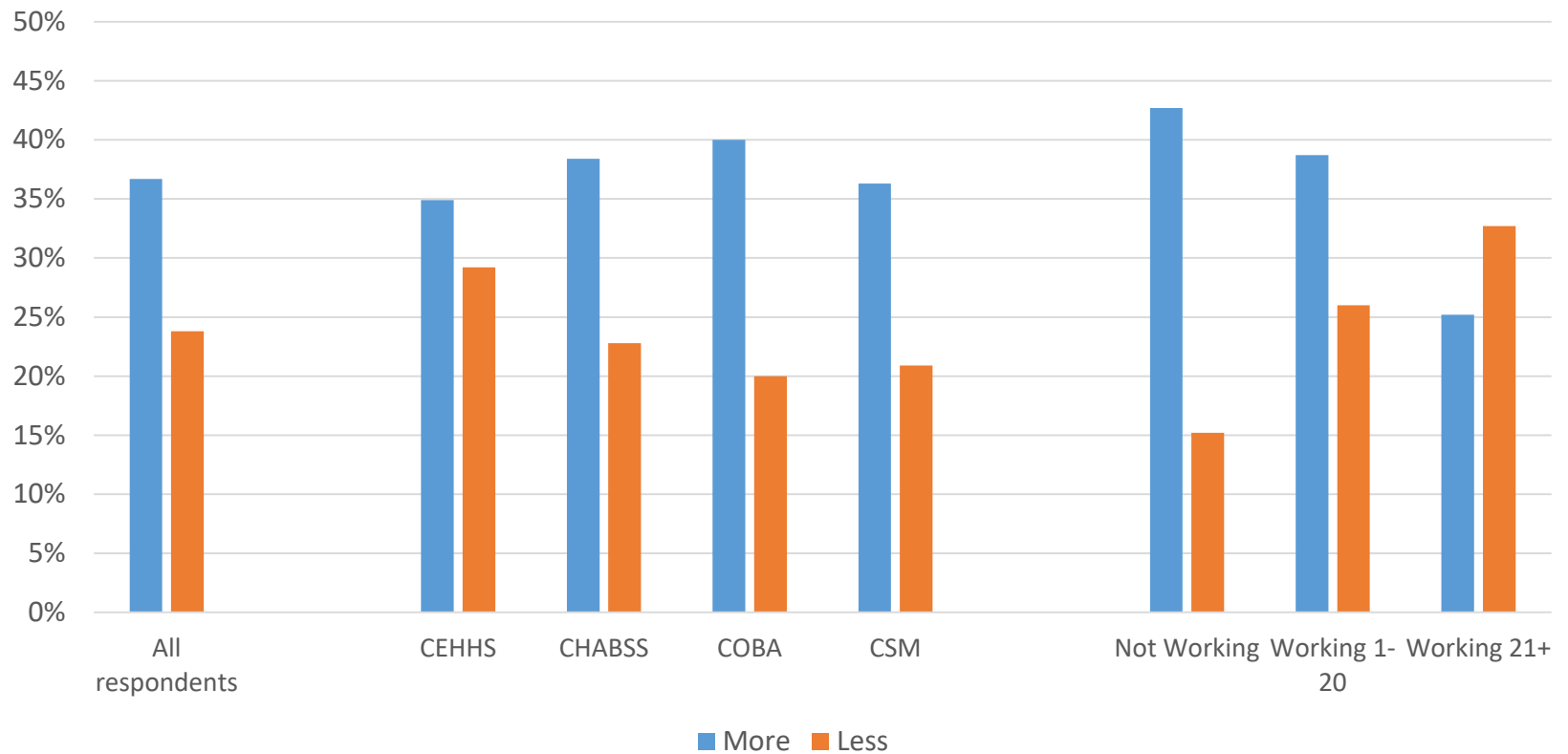# Faculty & Course Design

Campus Climate

Sense of Belonging
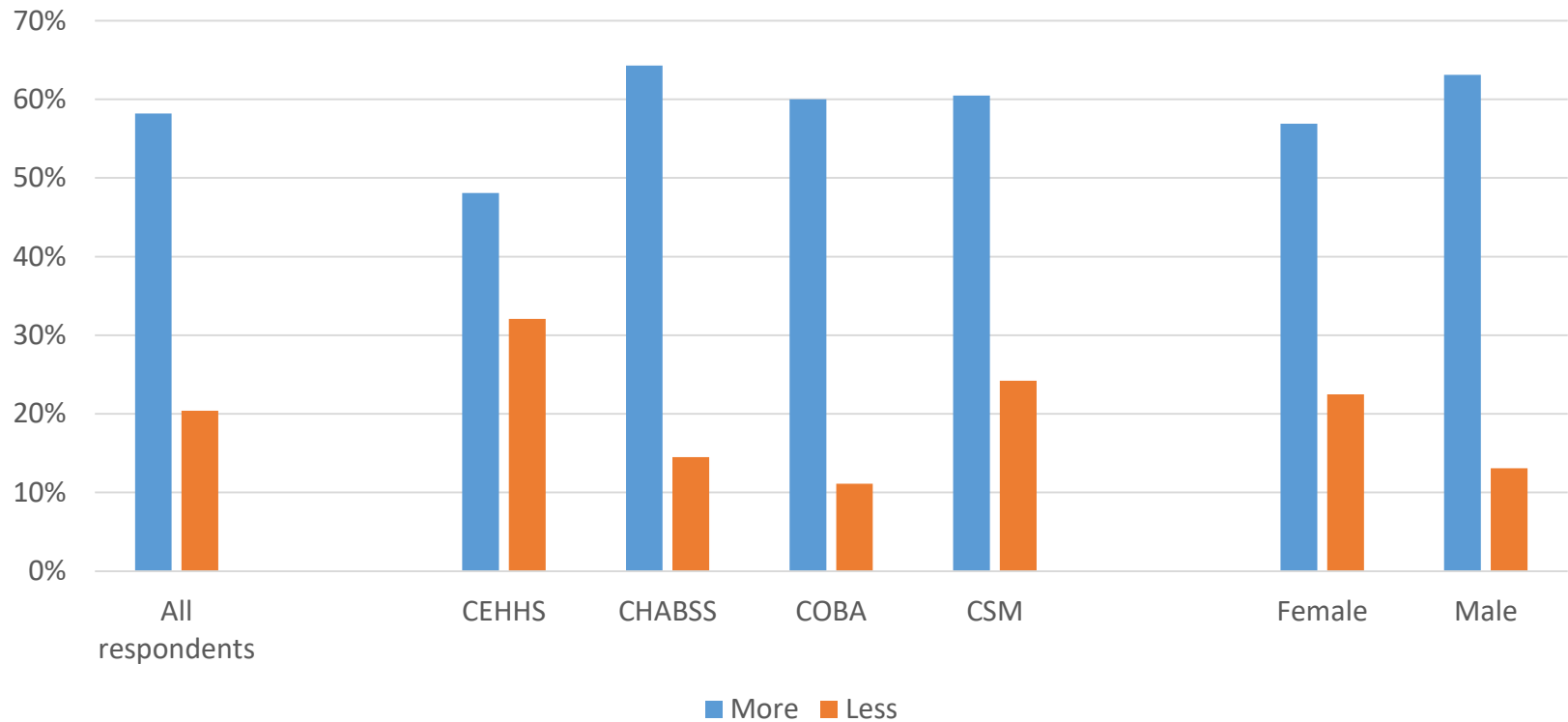
More or less connected to campus community

Campus Climate

More or less connected to the campus community
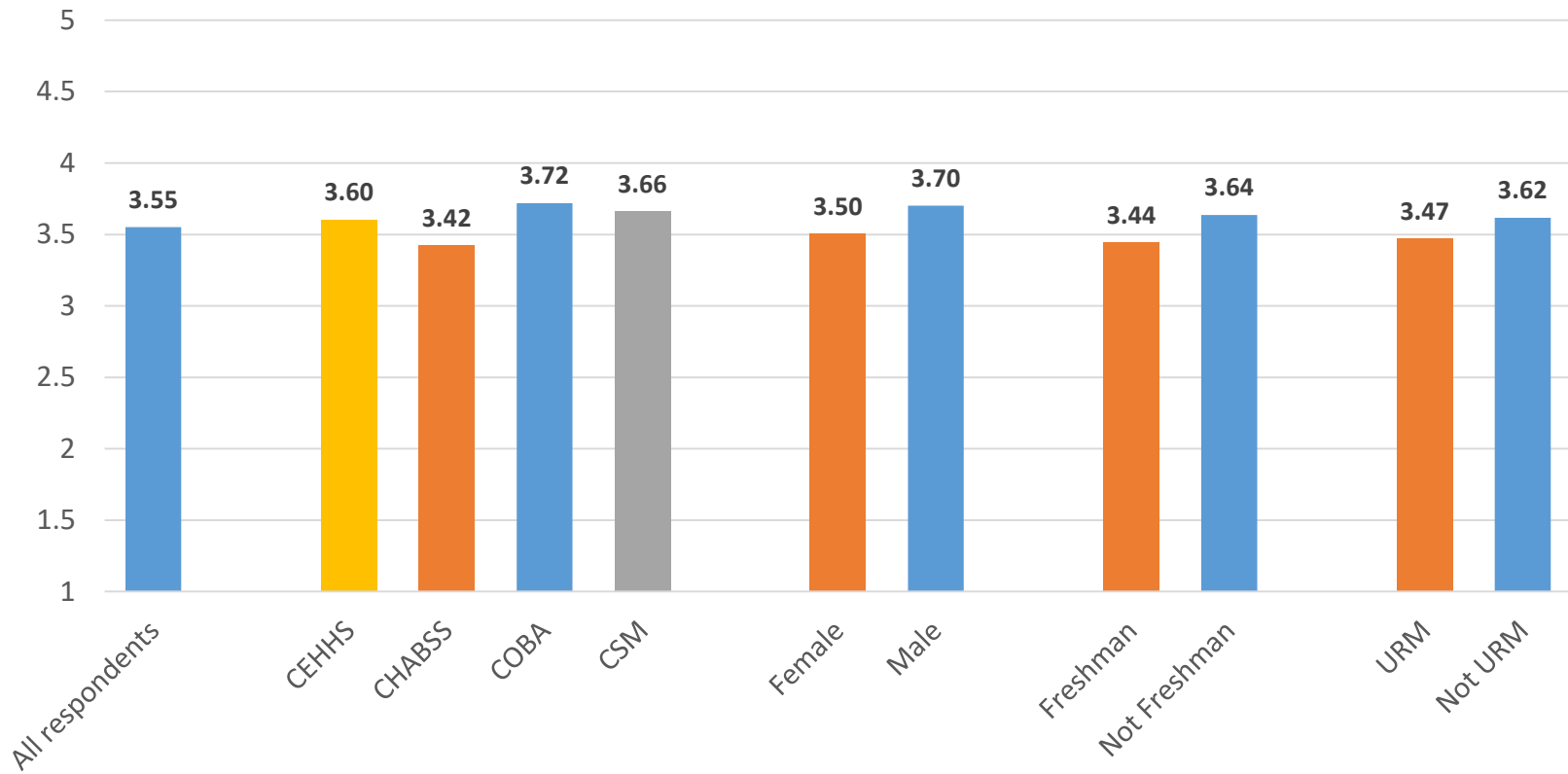
SY Self-Perception

More or less confidence in academic ability

SY Self-Perception

Academic Self-Concept

Category	Value
All respondents	3.55
CEHHS	3.60
CHABSS	3.42
COBA	3.72
CSM	3.66
Female	3.50
Male	3.70
Freshman	3.44
Not Freshman	3.64
URM	3.47
Not URM	3.62

SY Self-Perception

Agreement with Goal and Institutional Commitment statements

Legend: ■ I will graduate from college ■ I will finish my degree at CSUSM
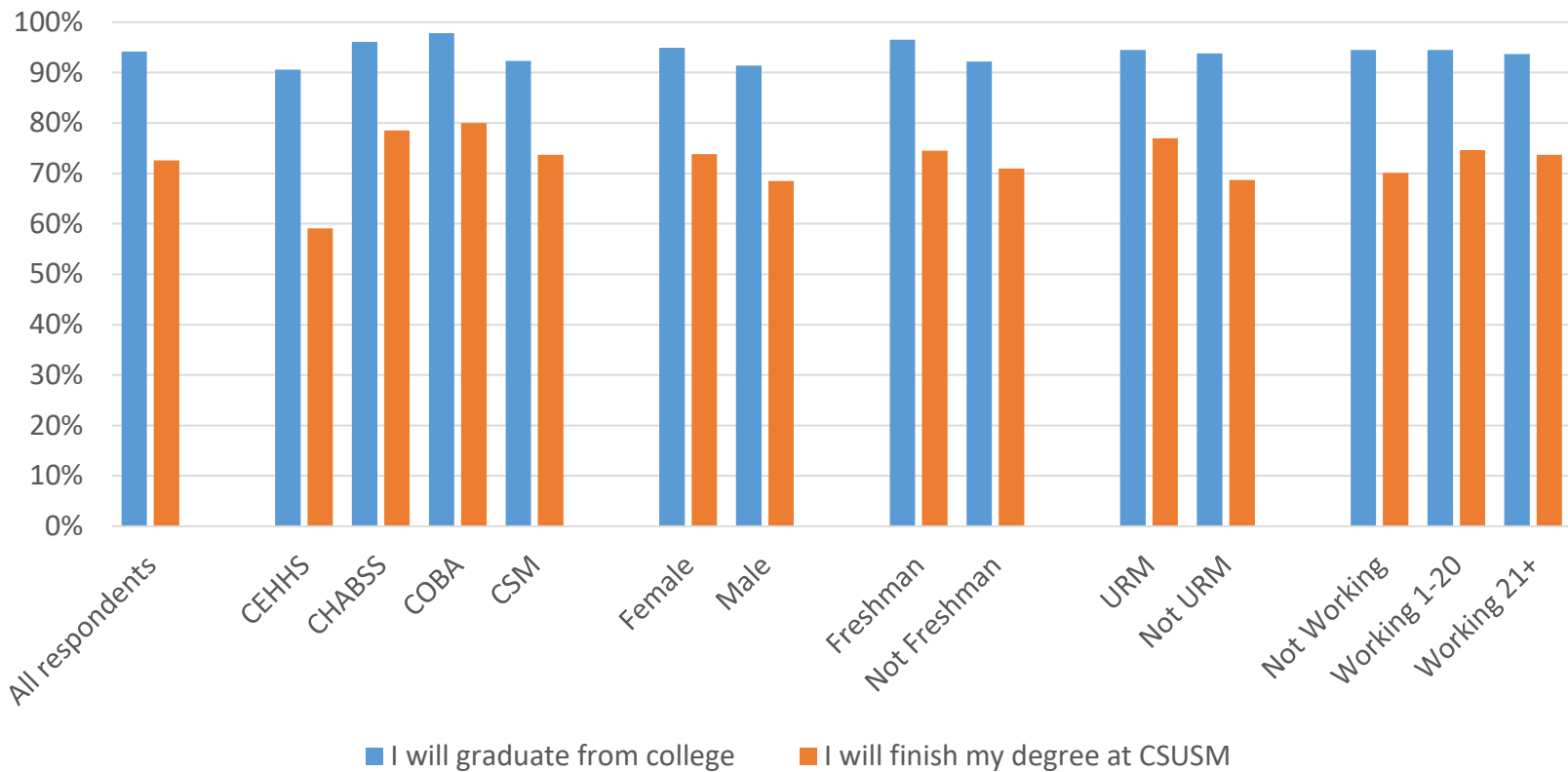
Takeaways

- SY are generally satisfied with their ability to get the courses they need; less so to get the schedule they want

- SY are generally satisfied with their interactions with institutional actors, particularly with faculty

- More than half of SY still think they're going to graduate in four years, even those with <30 units

- SY generally see their courses are more interesting and more difficult, though this varies by College

- SY access to faculty varies by College and quality of interaction varies by hours working

- Classroom and learning engagement is steady but Major Confidence is volatile

Takeaways

- Racial climate does not seem to vary across these categories*

- Sense of Belonging and connection to campus varies by hours working

- Academic Self-Concept varies considerably

- Goal commitment is very high and steady

- Institutional commitment is lower and varies, particularly by College