

College Senior Survey Analysis: Spring 2007
Responsible Offices and Departments

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Working Report No. 1

Task Force on Student Surveys

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Overview and Foci of Future Reports

In Spring 2007, all seniors taking their 499 or 495 senior project courses were asked to complete the College Senior Survey (CSS), developed and processed by Higher Education Research Institute (HERI). The survey asked students about their views on their academic experience at the University of La Verne (ULV), their lives on and off campus, and their future plans. A total of 309 seniors (52.4%) responded to the survey. Among them, 111 respondents reported that they started in ULV as Main Campus freshmen, 43 as Main Campus transfers, 59 as CAPA, and 31 as RCA transfers.

This report is one of a series analyzing the CSS survey. It divides key findings from the CSS survey by responsible offices and departments. The identified offices and departments are: Office of the President/University Relations, Academic Affairs, Academic Support and Retention, Student Affairs, Career Services, Office of Information Technology/Center of Teaching & Learning, Financial Aid Office, Library, and the Learning Enhancement Center.

Comparison groups are adopted. Four self-identified student groups are used for internal comparison: student who entered ULV as Main Campus Freshman (MC-Fresh), those who entered as Main Campus Transfers (MC-Trans), CAPA students, and RCA students (RCA). For external comparisons, the overall results of all private four-year colleges and universities that participated in the CSS Survey are used. However, for ULV designed question items, external comparisons are not available.

Other reports of the CSS analysis series will focus on:

1. **Mission elements**: Seniors' responses partially demonstrate the extent to which ULV has fulfilled the various elements stated in the University mission.
2. **General education**: Seniors' reflection on personal growth is a partial indicator of how well ULV has educated students in various general competencies.
3. **WASC EER (Educational Effective Review) objectives**: The responses can be used to partially demonstrate to WASC how well ULV has achieved the mission and the stated learning outcomes, how we have assessed how well we have done, and how we have used what we learned to improve our teaching and services.
4. **Bragging rights and major concerns**: To highlight some university strengths and alert the community about potential areas of weakness.

The fundamental goal of the CSS survey analysis is to ensure that findings are used to enhance the ULV experience for future generations of our students.

(Should you have any questions, please contact Yingxia Cao, Director of Institutional Research, at ycao@ulv.edu or 909-5933511 ext. 4235).

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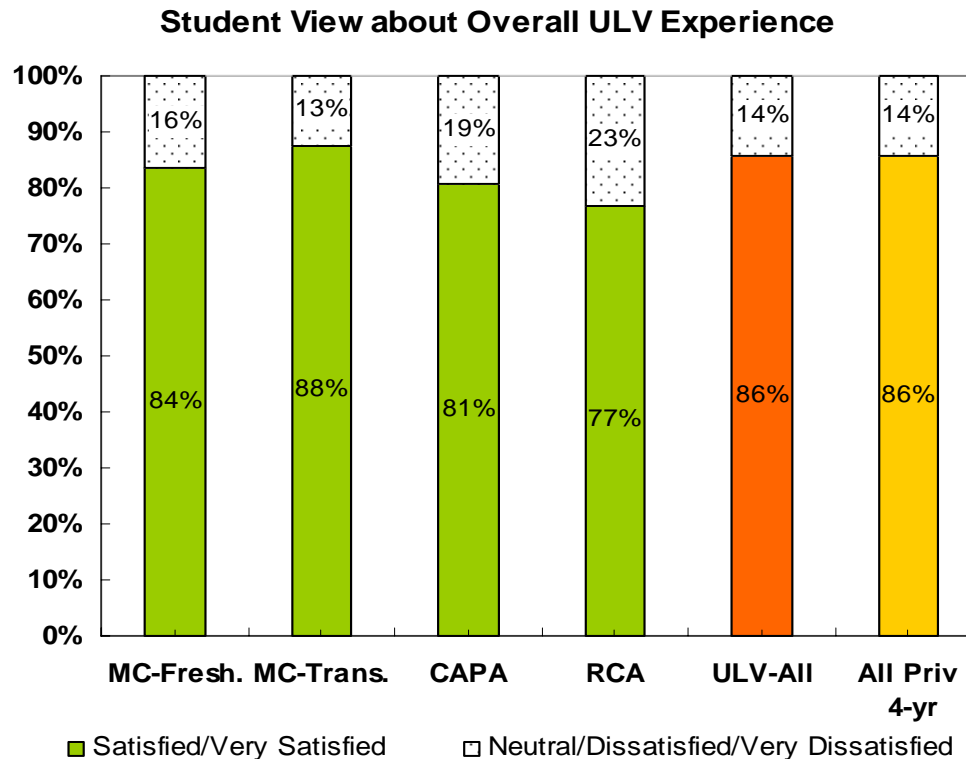
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Overall ULV Experience and Views – Office of the President/ University Relations

Overall, ULV seniors were as satisfied with their ULV experiences as seniors from other private four-year colleges and universities. Almost 90% would probably choose ULV again if they could make their college choices over.

A. Overall ULV Experience

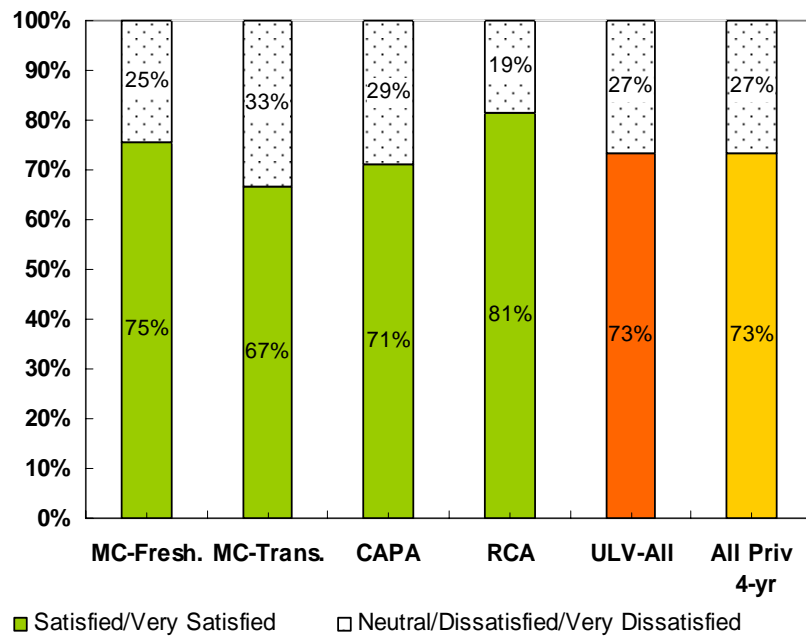
- Most of the seniors (86%) were satisfied or very satisfied with the overall ULV experience, similar to the seniors from other four-year private colleges and universities.
- Among the four identified senior groups, the seniors of RCA were least satisfied.



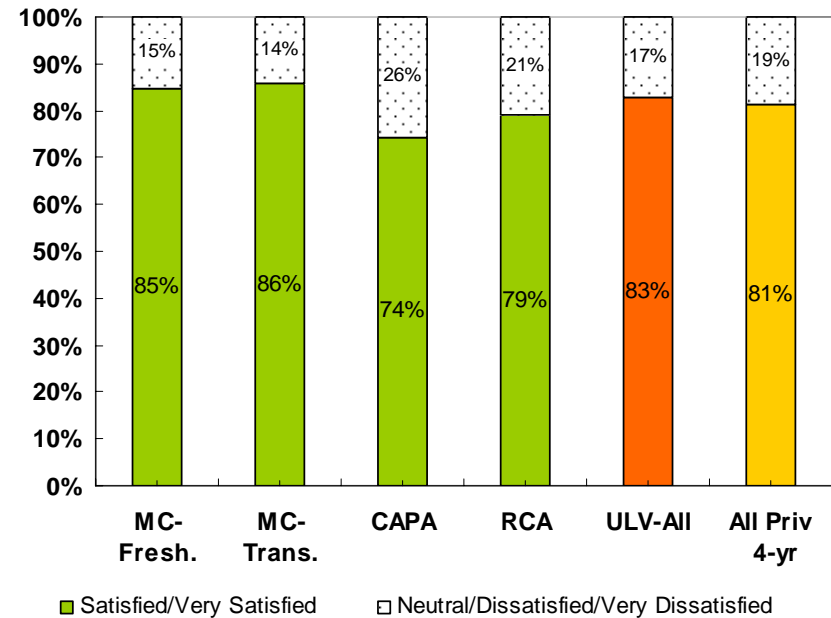
B. Overall Sense of Community among Students and Size of Student Population

- 73% of the ULV seniors were satisfied with the overall sense of community among students, similar to their peers from other private four-year colleges and universities.
- RCA seniors were significantly more satisfied with the overall sense of community than the other ULV senior groups.
- 83% of the ULV seniors were satisfied with the size of student population.

Overall Sense of Community among Students



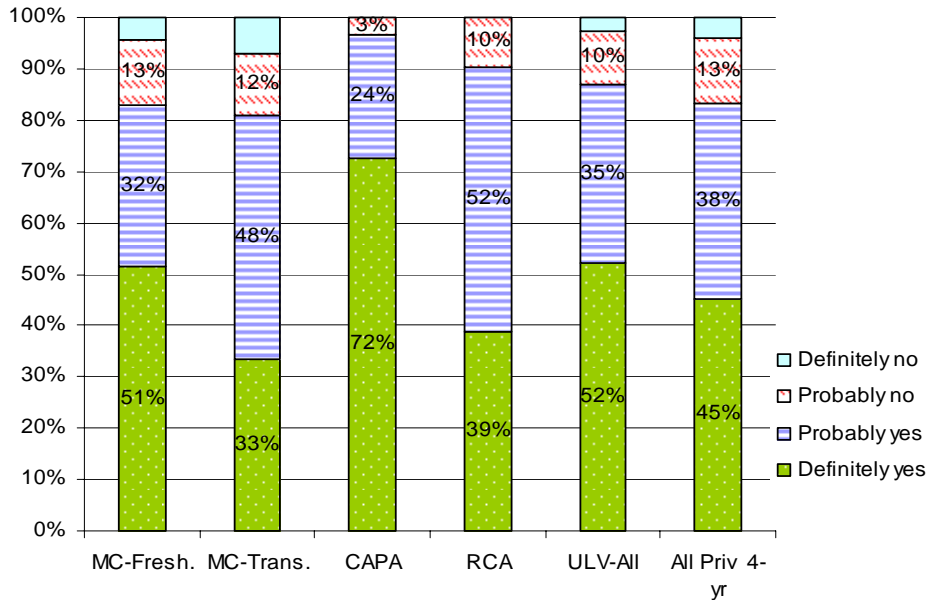
Student View about Size of Student Population



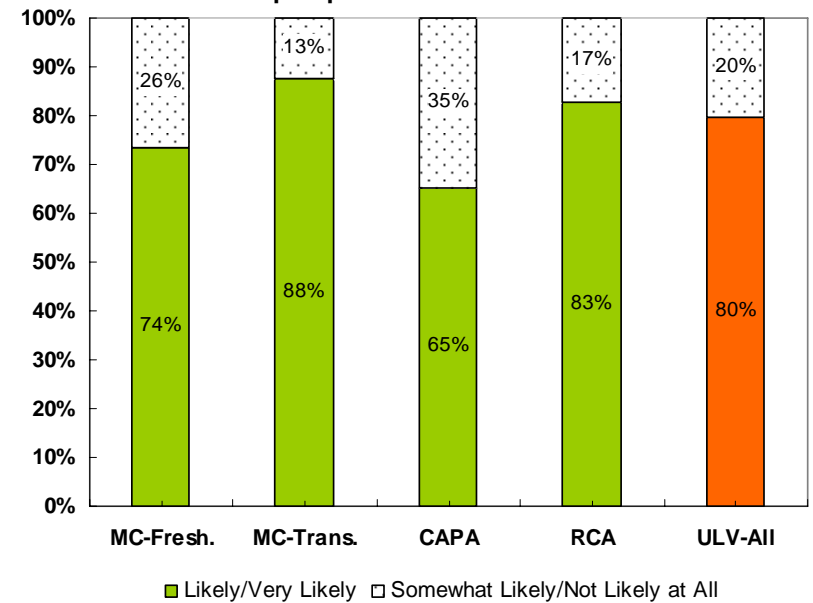
C. Feedback on College Choice and Recommending ULV to Prospective Students

- 87% of the ULV seniors indicated that they would probably still choose to enroll at ULV if they could make their college choices over, while CAPA and RCA seniors were more likely to do so than Main Campus seniors.
- 80% of the ULV seniors indicated that they would be likely or very likely to recommend ULV to a prospective student, while Main Campus transfer seniors and RCA seniors were more likely to do so than CAPA seniors or Main Campus freshman entering group seniors.

If you could make your college choice over, would you still choose to enroll at your current college?

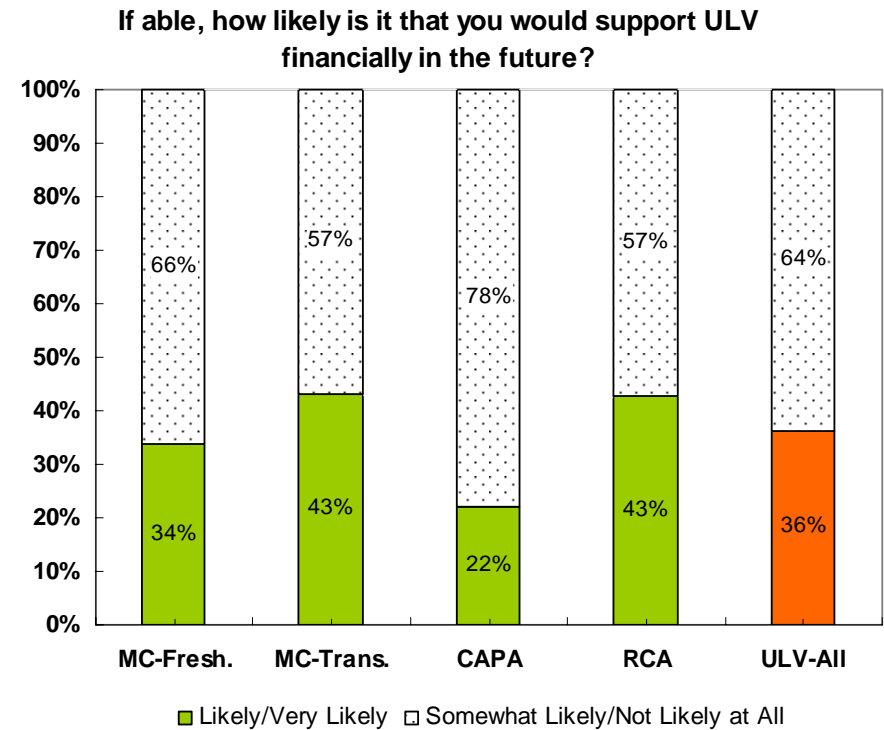
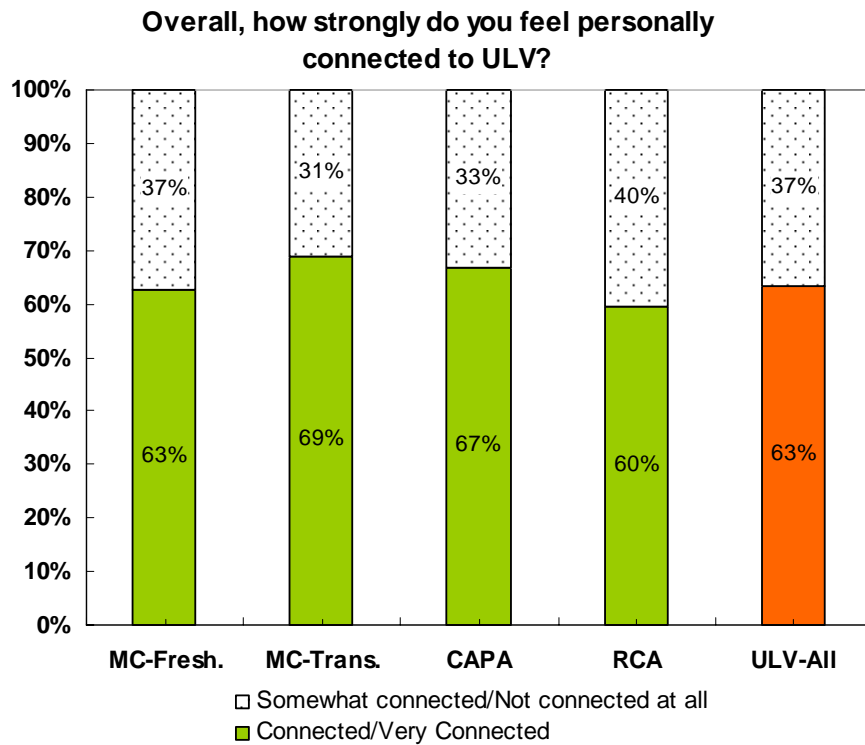


How likely is it that you would recommend ULV to a prospective student?



D. Personal Connection to ULV and Possible Future Financial Contribution

- 63% of the ULV seniors reported that they felt personally connected or very connected to ULV.
- 36% of them indicated that they would be likely or very likely to support ULV financially in the future, if able.
- RCA and Main Campus transfer group seniors were more likely to support ULV financially in the future than Main Campus freshman entering group seniors or CAPA seniors.

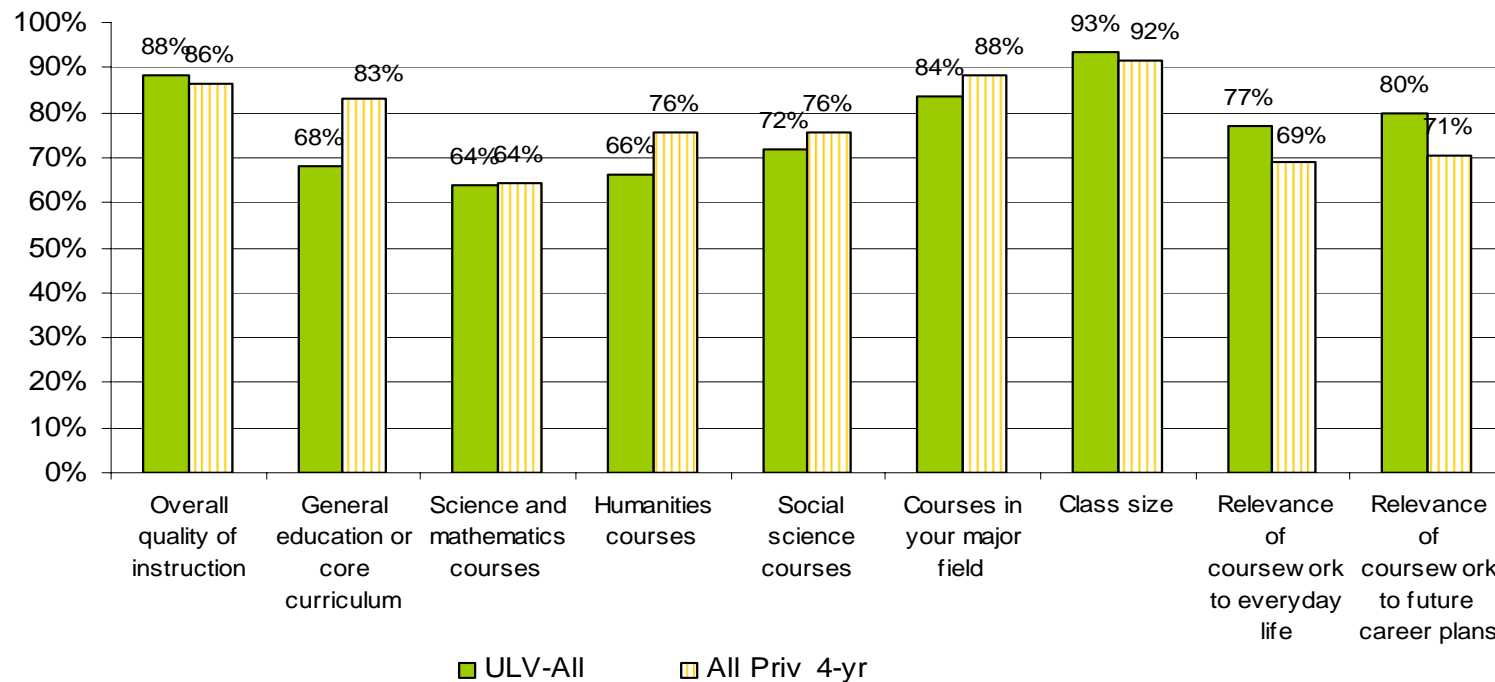


Academic Experience - Academic Affairs

A. Satisfaction with Classes and Courses

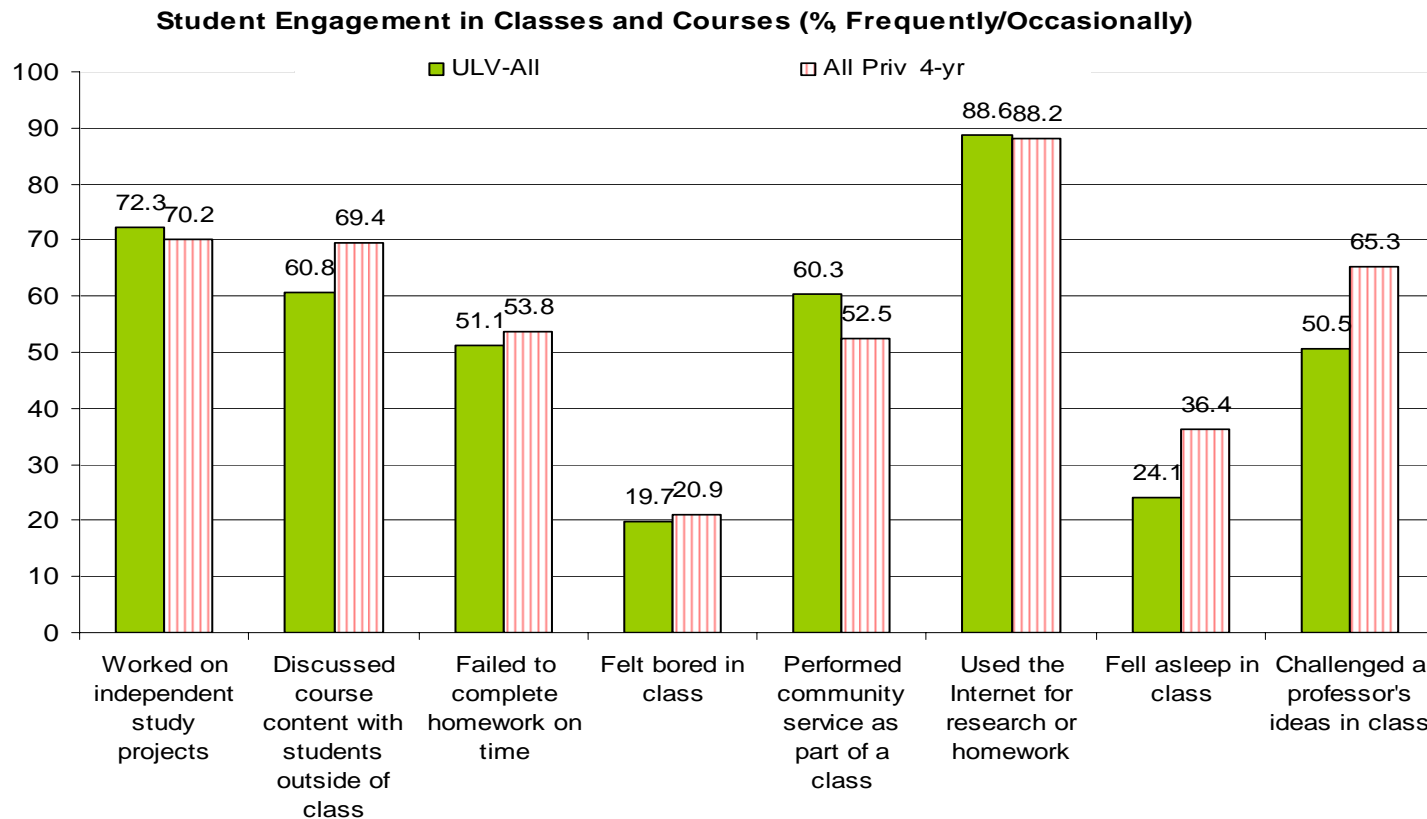
- 88% of the ULV seniors were satisfied or very satisfied with overall quality of instruction, which is slightly more satisfied than their peers in other four-year private colleges and universities.
- ULV seniors were more satisfied with relevance of coursework to everyday life and relevance of coursework to future career plans, compared to their peers in other four-year private colleges and universities.
- They were somewhat less satisfied with general education, humanities courses, social science courses, and courses in their majors/fields than their peers.
- They were similar to their peers in their satisfactions with class size and with science and mathematics courses.

Student Satisfaction with Classes and Courses (Satisfied/Very Satisfied)



B. Engagement in Classes and Courses

- The engagement levels of ULV seniors were similar to their peers from other four-year private colleges and universities in most of the surveyed areas, such as “worked on independent study projects”, “failed to complete homework on time”, “felt bored in class”, and “used the Internet for research or homework”.
- ULV seniors were more likely to have frequently or occasionally performed community service as part of a class and less likely to have felt bored or fallen asleep in class, although they were less likely to have discussed course content with students outside of class or challenged a professor’s idea in class.

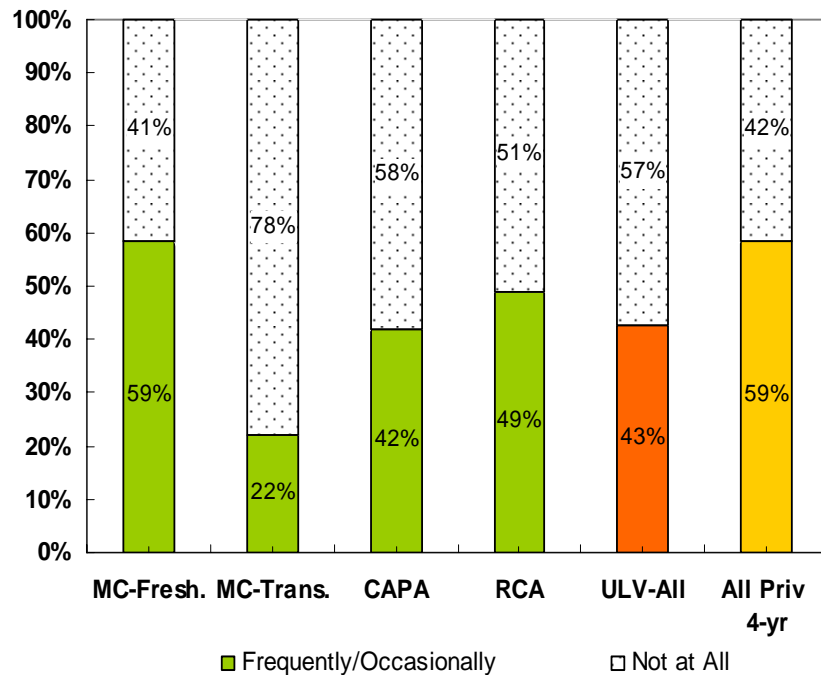


Note: Original question asks “Since entering college have you...”

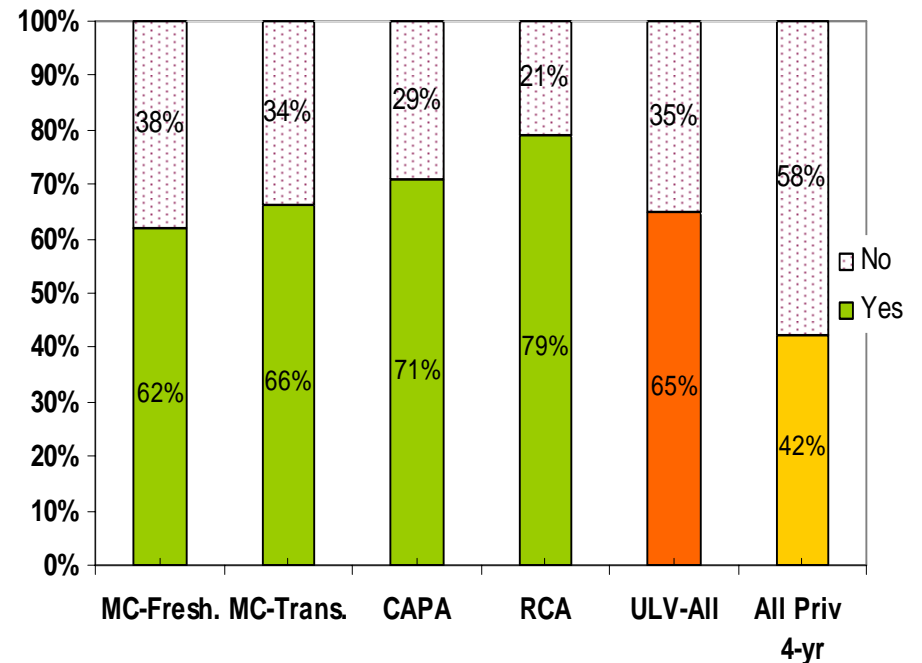
C. Course Availability and Registration

- Overall 43% of the ULV seniors reported that they had difficulty getting the courses they needed, which is 16% fewer than their peers in other four-year private colleges and universities.
- Main Campus transfer seniors had the least difficulty (22%) in getting the courses they needed, while Main Campus freshman entering group seniors had similar difficulty (59%) as the seniors in other four-year private colleges and universities.
- 65% of the ULV seniors indicated that they had taken courses for credit at another institution, significantly more than the seniors from comparison four-year private colleges and universities (42%).

Had difficulty getting the courses you needed



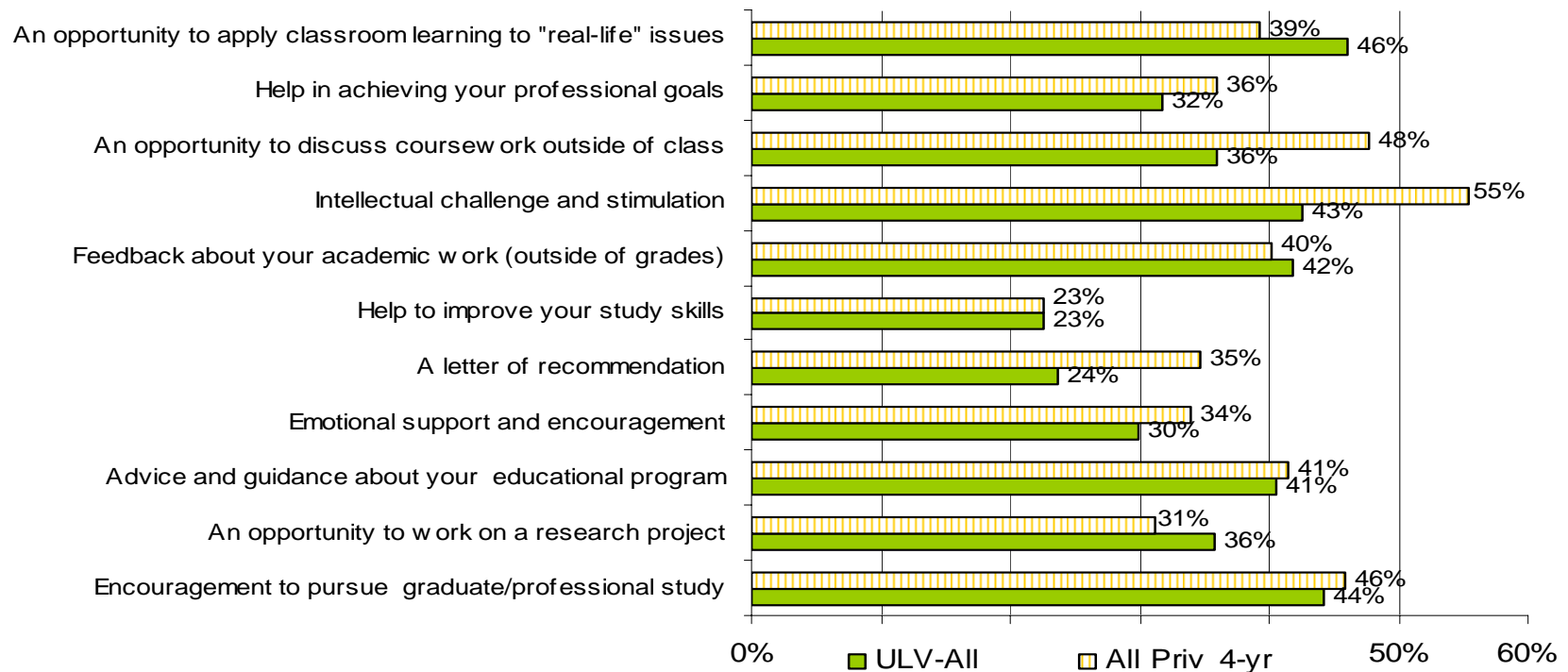
Taken courses for credit at another institution



D. Faculty Provisions in Advisement and Guidance

- Compared to other four-year private colleges and universities, a higher percentage of the ULV seniors (>3% differences) reported that professors had frequently provided them with “an opportunity to apply classroom learning to ‘real-life’ issues” and “an opportunity to work on a research project”.
- Compared to other four-year private colleges and universities, a smaller percentage of the ULV seniors reported that professors had frequently provided them with emotional support and encouragement, a letter of recommendation, intellectual challenge and stimulation, an opportunity to discuss coursework outside of class, or help in achieving professional goals
- Compared to other four-year private colleges and universities, similar percentage of the ULV seniors reported that faculty had frequently provided encouragement to pursue graduate/professional study, advice and guidance about educational program, help to improve study skills, and feedback about academic work (outside of grades).

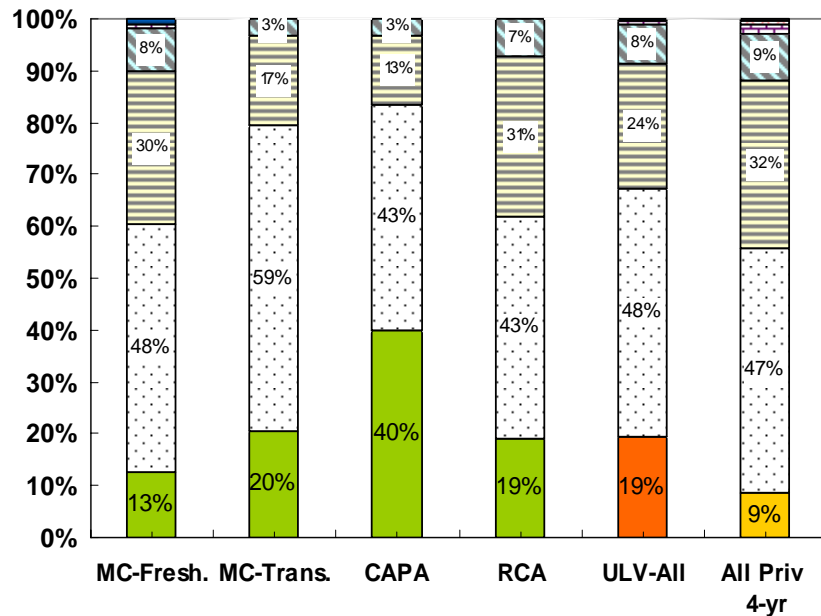
Faculty Frequently-Provided Opportunities and Advises



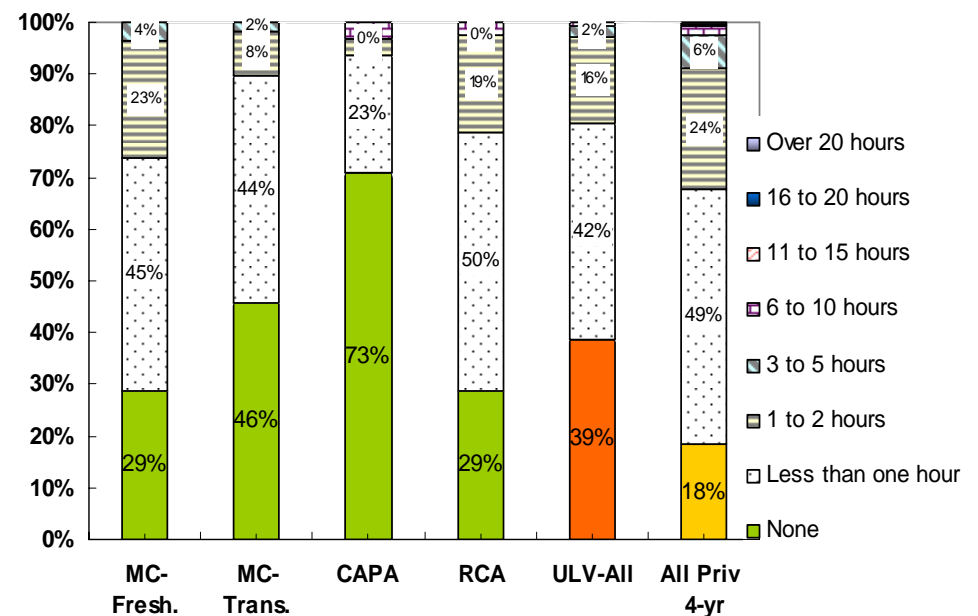
E. Faculty and Student Contact Hours

- ULV seniors spent less time talking with faculty during office hours in a typical week: 19% of the ULV seniors reported spending no time talking with faculty during their office hours, while only 9% of their peers in other four-year private colleges and universities did so.
- ULV seniors also spent less time talking with faculty outside of class or office hours during a typical week: 39% of the ULV seniors reported spending no time talking with faculty during their office hours, while only 18% of their peers in other four-year private colleges and universities did so.

Talking with faculty during office hours during a typical week



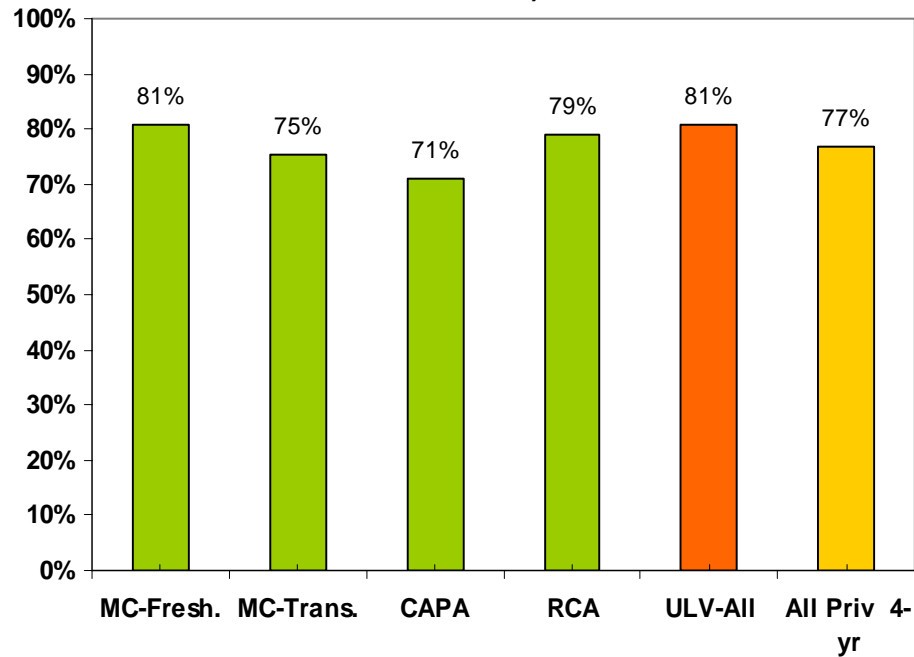
Talking with faculty outside of class or office hours during a typical week



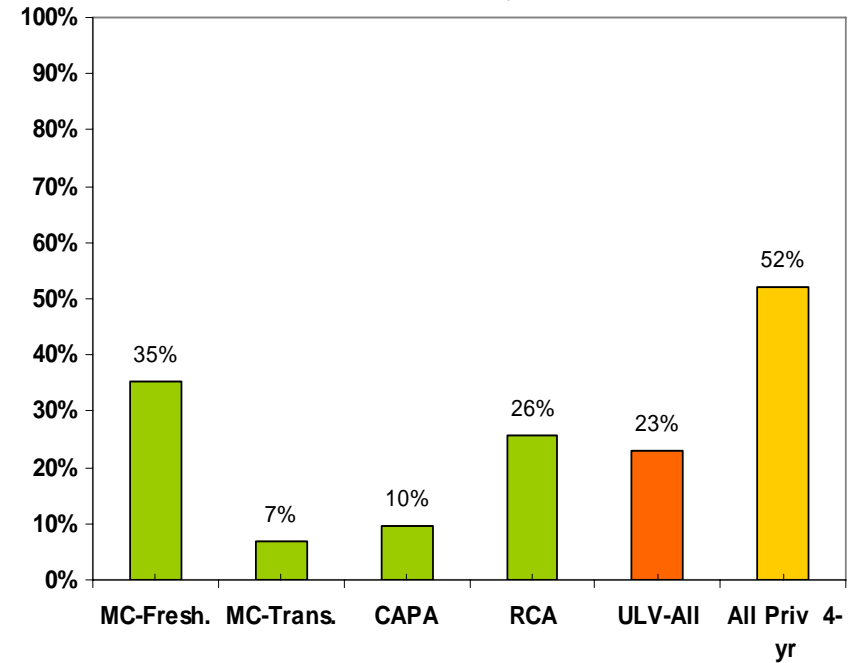
F. Faculty Mentorship

- 81% of the ULV seniors reported that they were satisfied or very satisfied with the ability to find a faculty or staff mentor, which is slightly more than their peers in other four-year private colleges and universities.
- 23% of the ULV seniors had frequently or occasionally been a guest in a professor's home, far less frequently than their peers in other four-year private colleges and universities, of whom, 52% had frequently or occasionally done so.

Ability to find a faculty or staff mentor(satisfied/very satisfied)



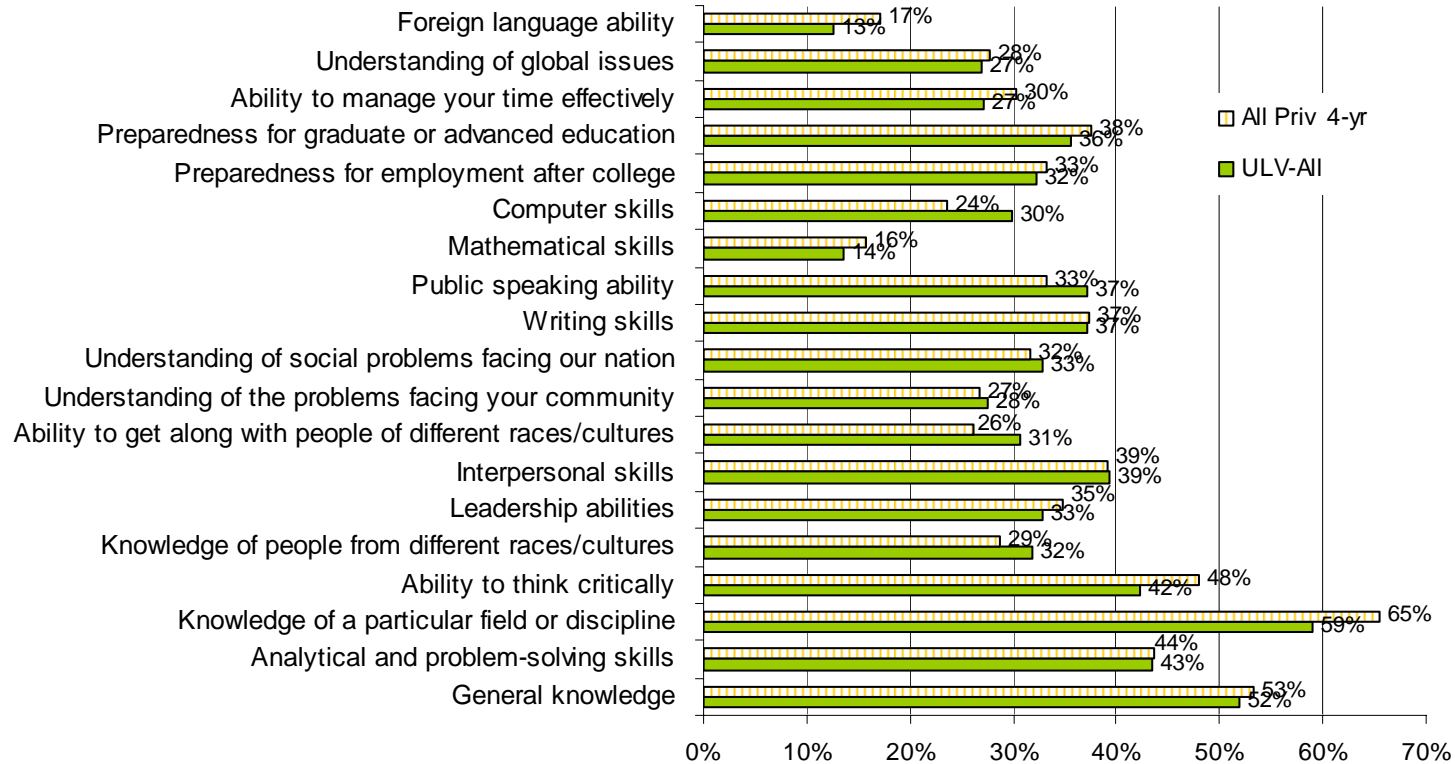
Have been a guest in a professor's home (frequently or occasionally)



G. Changes in Student Abilities and Skills

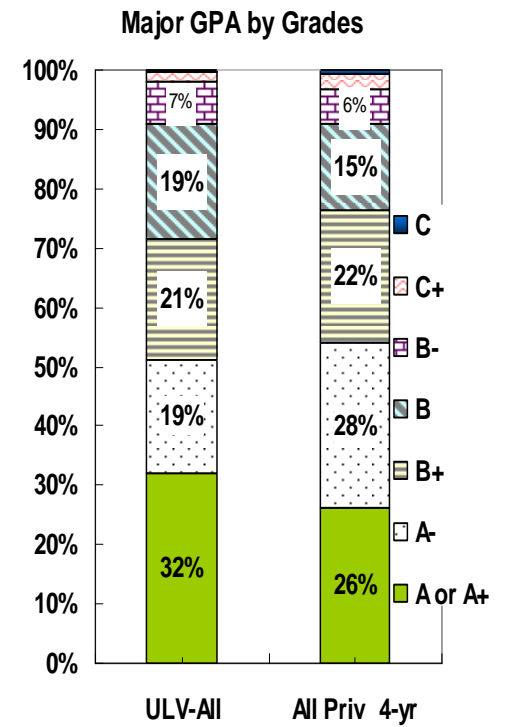
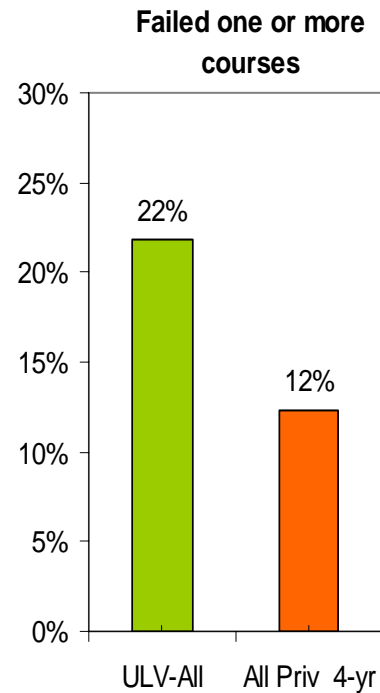
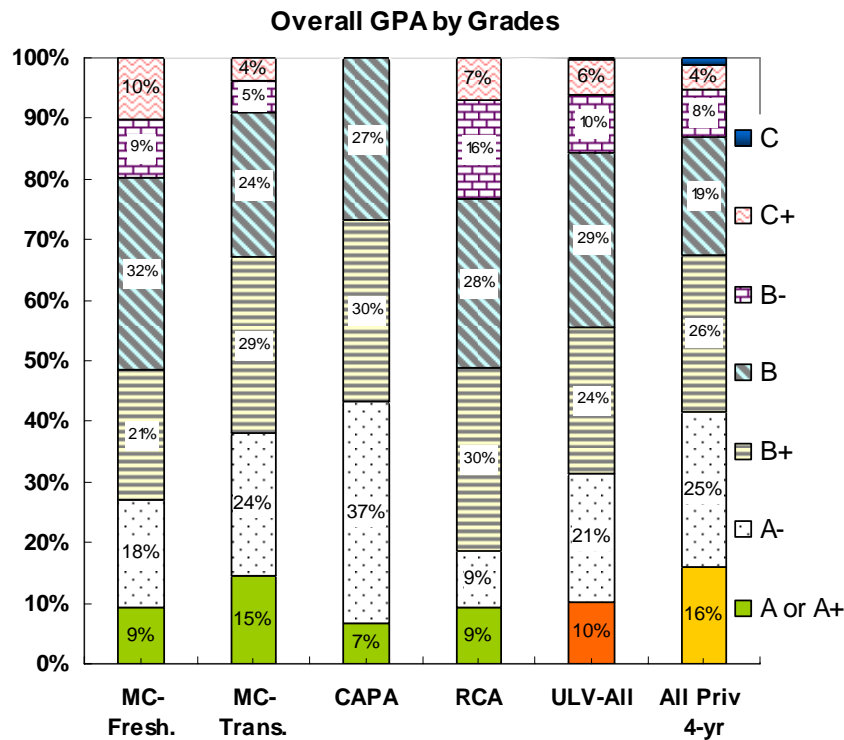
- ULV seniors reported similar levels of changes as seniors from other four-year private colleges and universities in general knowledge, analytical and problem-solving skills, leadership abilities, interpersonal skills, writing skills, mathematical skills, preparedness for employment after college, preparedness for graduate or advanced education, ability to manage time effectively, and understanding of national and community problems and global issues.
- They reported slightly stronger changes (>3% differences) than their peers in other four-year private colleges and universities in public speaking ability, computer skills, and ability get along with people from different races/cultures.
- They reported slightly weaker changes than their peers (≥3% differences) in knowledge of a particular field or discipline, ability to think critically, and foreign language ability.

Much Stronger or Stronger Abilities and Skills Compared with When First Entered ULV



H. Course Outcomes and Grades

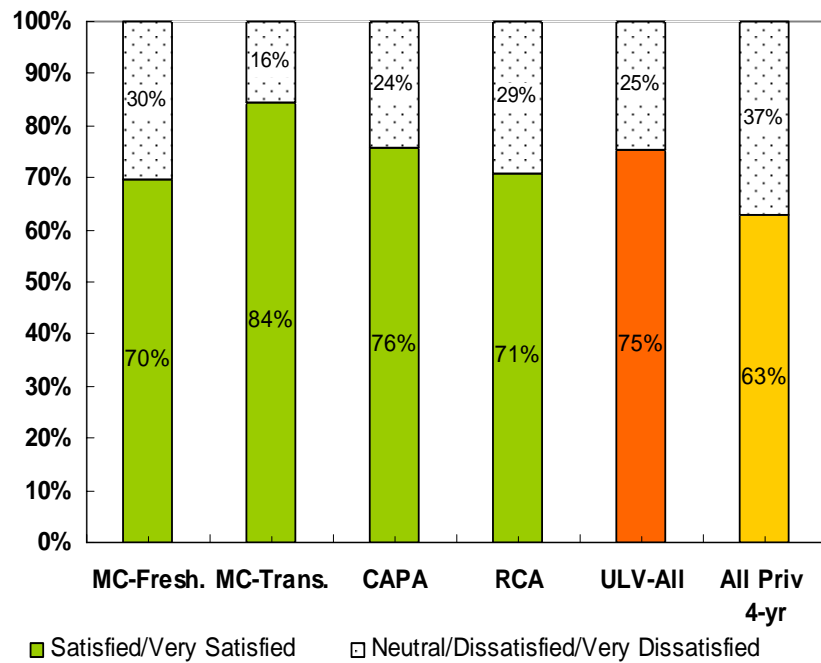
- In overall GPA, 31% of the ULV seniors reported earning a grade of A/A+ or A-, which is 10% fewer than their peers in other four-year private colleges and universities; 29% of them reported earning a grade of B, which is 10% more than their peers.
- Only 27% of the Main Campus freshman entering group seniors (4% fewer than the ULV average) and 18% of the RCA seniors (13% fewer than the ULV average) reported earning an overall GPA of A/A+ or A-
- 22% of the ULV seniors reported having failed one or more courses, which is 10% more than their peers in other four-year private colleges and universities.
- In terms of major GPA, 51% of the ULV seniors reported that their grades are A/A+ or A-, which is 3% fewer than their peers in other four-year private colleges and universities.



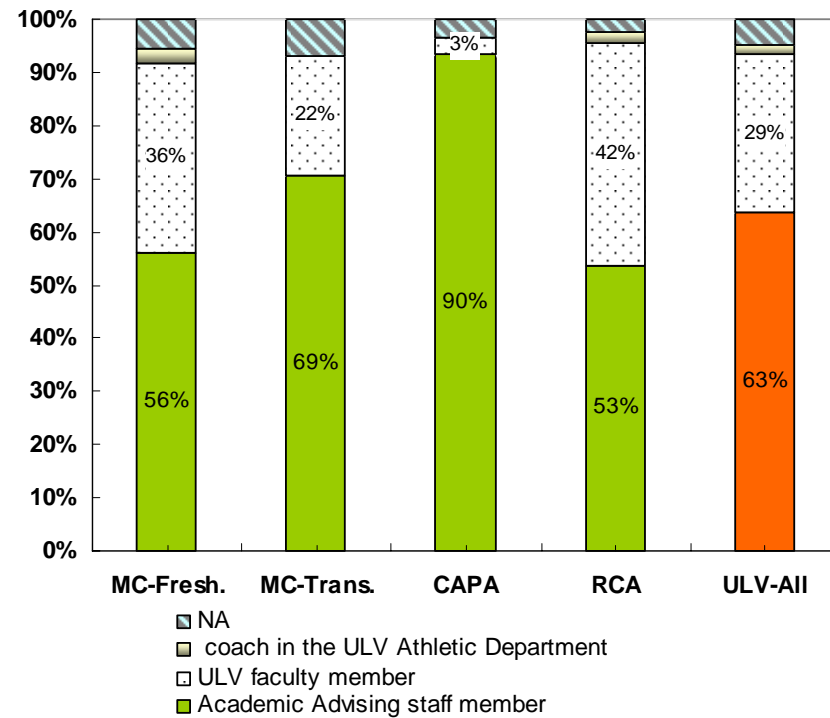
Academic Advising Experiences – Office of Academic Support and Retention

- 75% of the ULV seniors reported that they were satisfied or very satisfied with their academic advising experience, 8% more than their peers in other four-year private colleges and universities.
- Overall, 63% of the primary academic advising was provided by academic advising staff members and 29% by ULV faculty members.

Student Views on Academic Advising



Primary Academic Advising Source

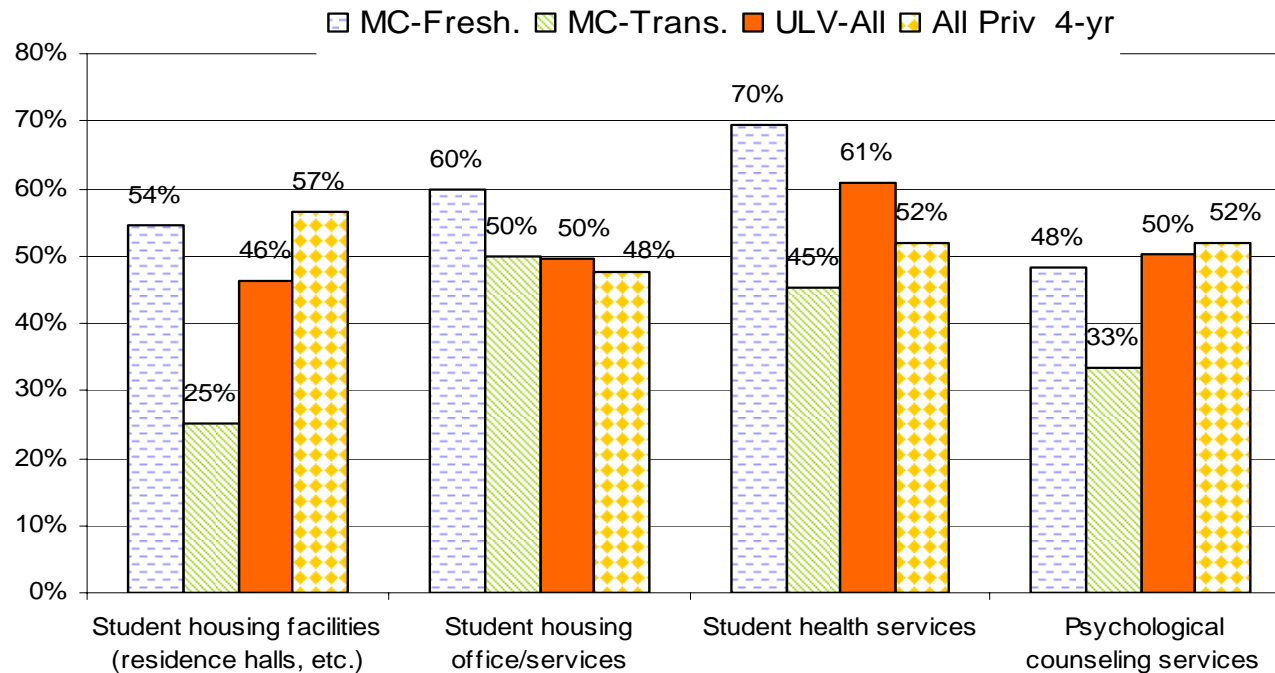


Campus Services and Activities - Student Affairs

A. Housing, Health Services, and Counseling Services -

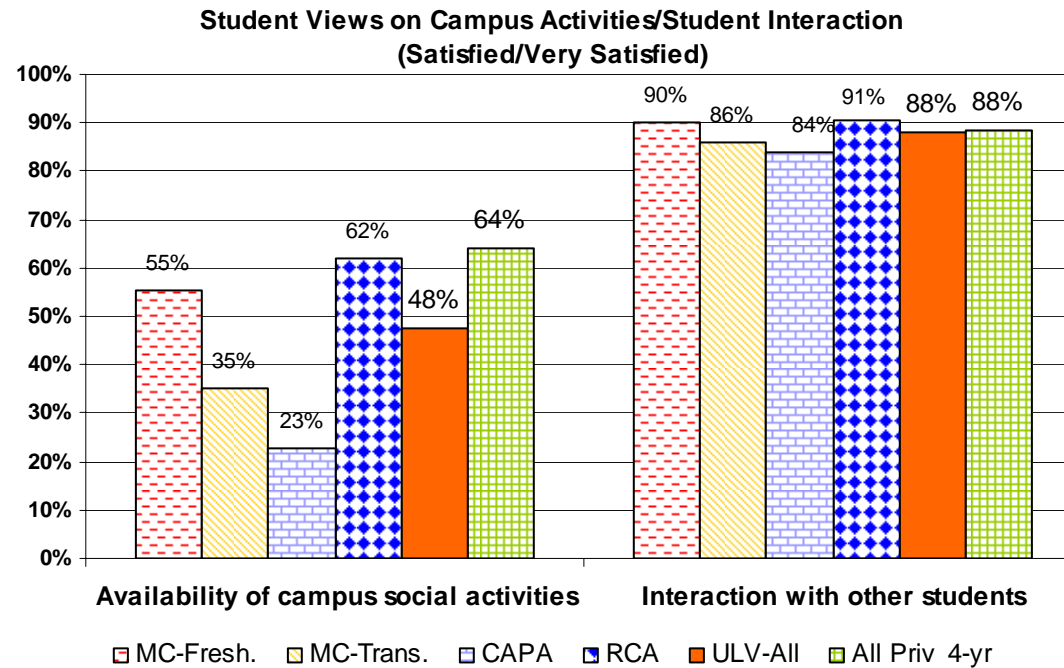
- About 50% of the ULV seniors reported that they were satisfied or very satisfied with student housing office/services and psychological counseling services, similar to their peers in other four-year private colleges and universities.
- About 61% of them reported that they were satisfied or very satisfied with student health services, 9% more likely than their peers from other four-year private colleges and universities to be satisfied.
- 46% of the ULV seniors indicated that they were satisfied or very satisfied with student housing facilities (residence halls, etc.), which is 9% fewer than their peers from other four-year private colleges and universities.

Student View of Services (Satisfied/Very Satisfied)



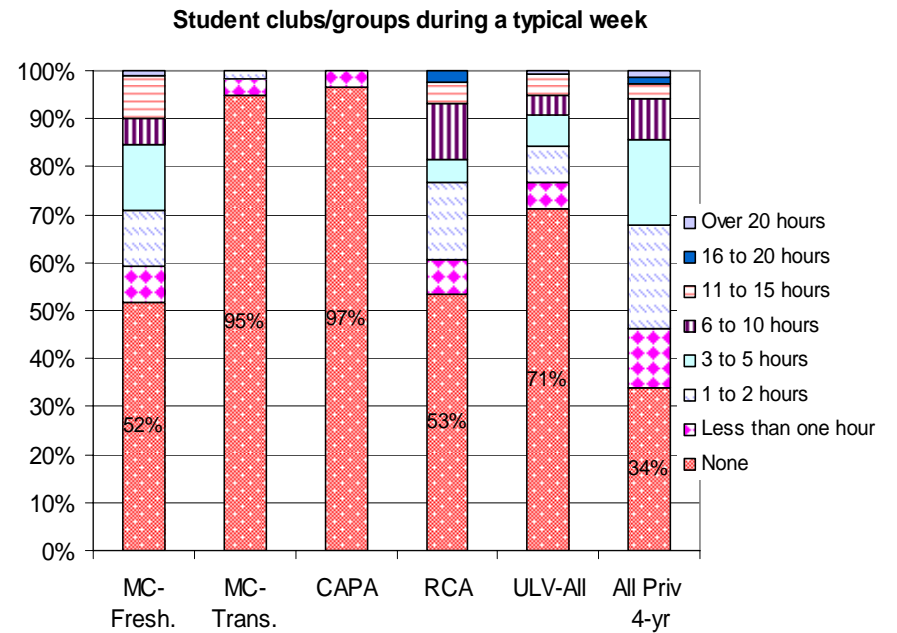
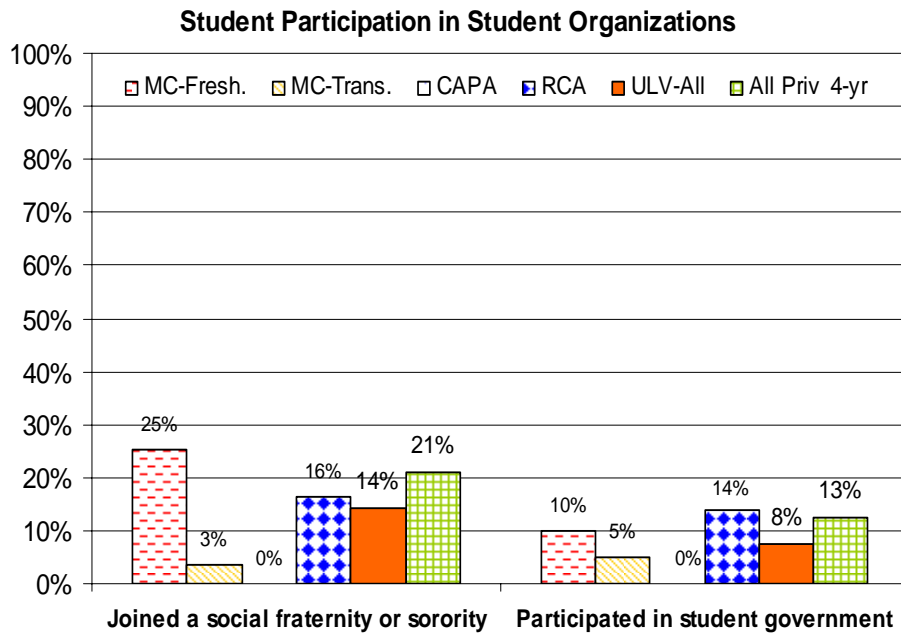
B. Student Views on Campus Activities and Student Interaction

- 48% of the ULV seniors were satisfied or very satisfied with the availability of the campus social activities, which is 16% fewer than the seniors of other four-year private colleges and universities.
- Among the several student groups, Main Campus transfer seniors and CAPA seniors were less likely to be satisfied with the availability of the campus social activities than the Main Campus freshmen entering group seniors or RCA seniors.
- Similar to the seniors from other four-year private colleges and universities, 88% of the ULV seniors were satisfied or very satisfied with the interaction with other students.



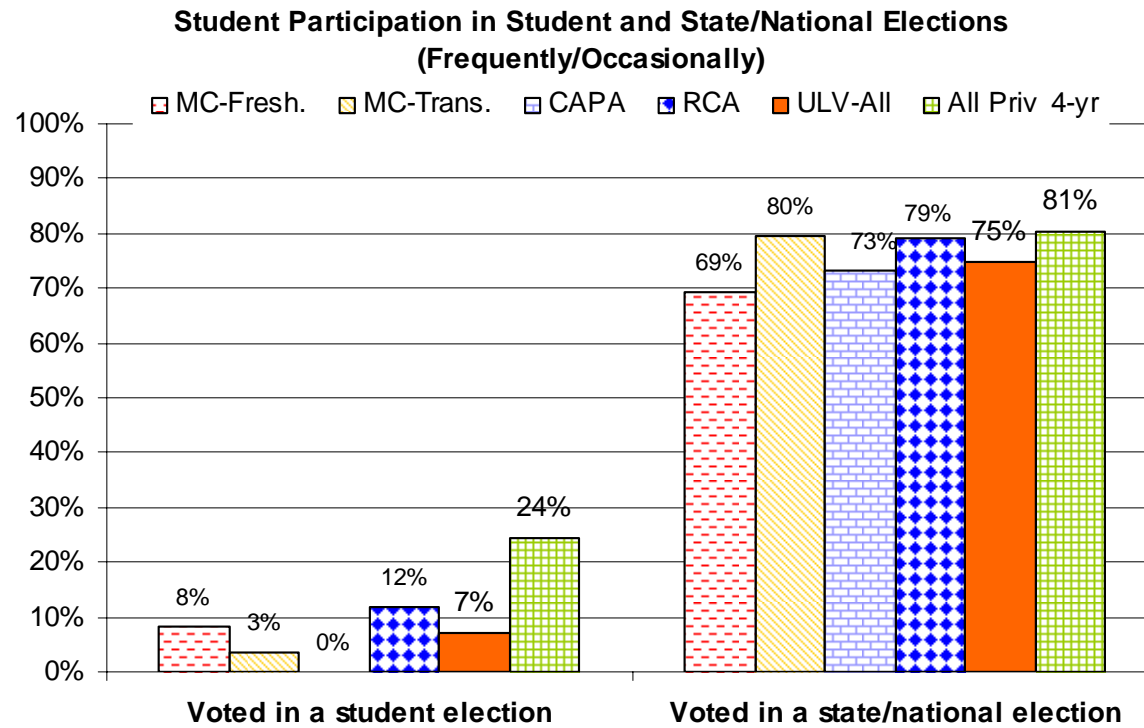
C. Student Participation in Student Government, Clubs and Groups

- 14% of the ULV seniors reported that they had joined a social fraternity or sorority, which is 7% fewer than the seniors from the comparison four-year colleges and universities.
- 8% of the ULV seniors indicated that they had participated in student government, which is 5% fewer than the seniors from the comparison four-year colleges and universities.
- 29% of ULV seniors reported that they had spent some time participating in student clubs and groups during a typical week, which is 37% fewer than their peers in other four-year private colleges and universities.



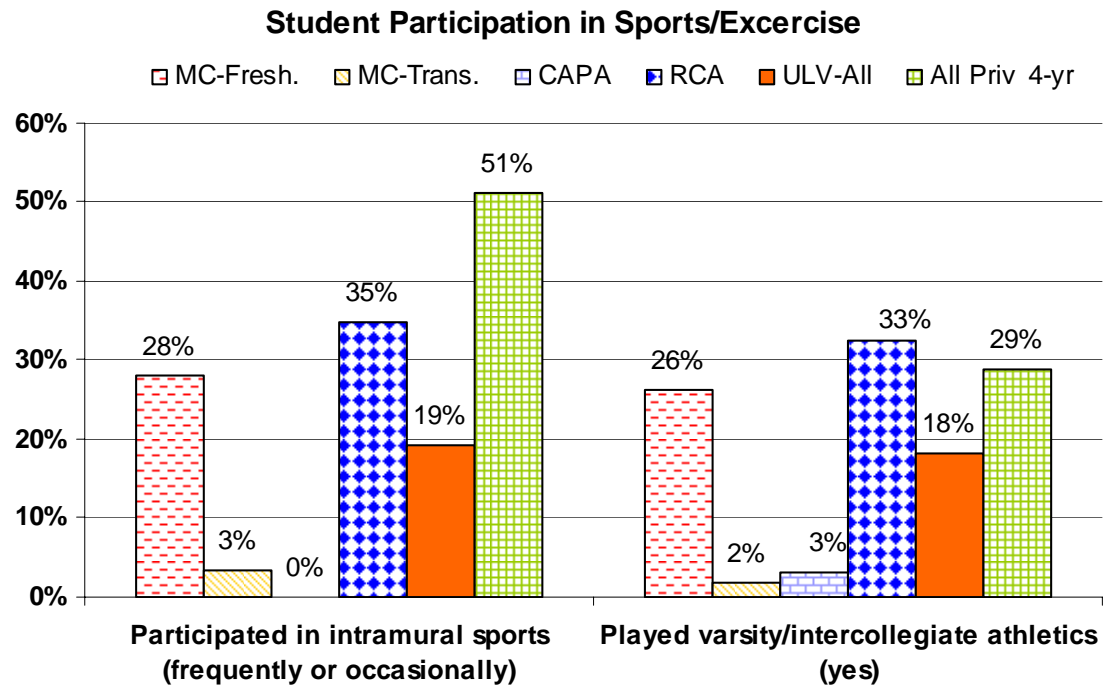
D. Student Participation in Student and State/National Elections

- 7% of ULV seniors reported that they had voted in a student election; comparatively, 24% of the seniors in the comparison four-year colleges and universities had done so.
- 75% of the ULV seniors reported that they had voted in a state/national election, which is 6% fewer than the seniors from other four-year private colleges and universities.



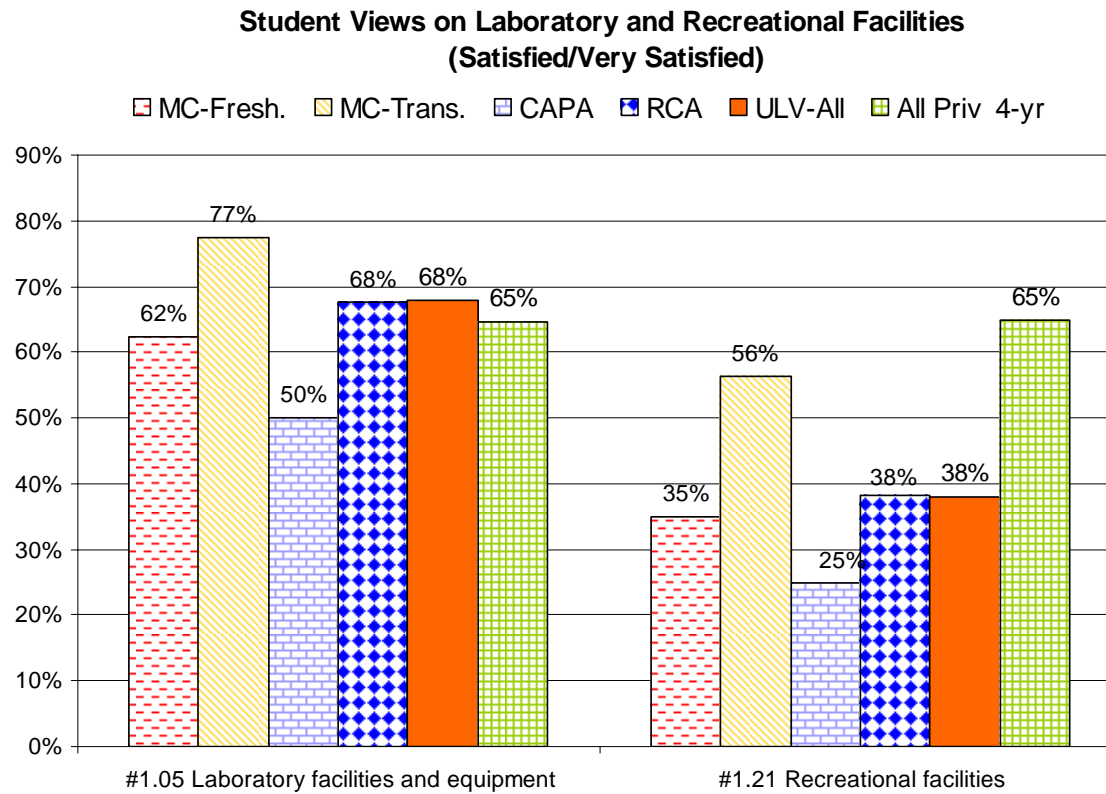
E. Sports Participation

- 19% of the ULV seniors reported that they had participated in intramural sports; comparatively, 51% of the seniors in the other four-year private colleges and universities had done so.
- 18% of the ULV seniors indicated that they had played varsity/intercollegiate athletics, which is 11% fewer than the seniors from other four-year private colleges and universities.



F. Facilities

- 68% of the ULV seniors reported that they were satisfied or very satisfied with laboratory facilities and equipment, similar to their peers in other four-year private colleges and universities.
- 38% of the ULV seniors indicated that they were satisfied or very satisfied with recreational facilities, which is 27% fewer than their peers in other four-year private colleges and universities.

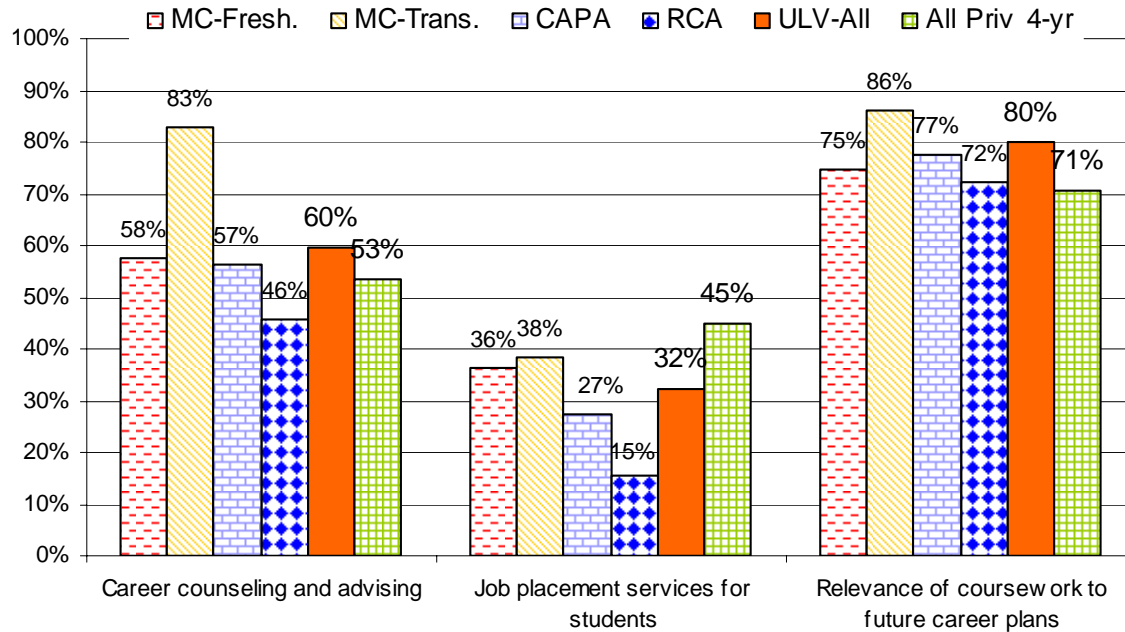


Career and Career Planning- Career Service Office

A. Overall Satisfaction with Career Services

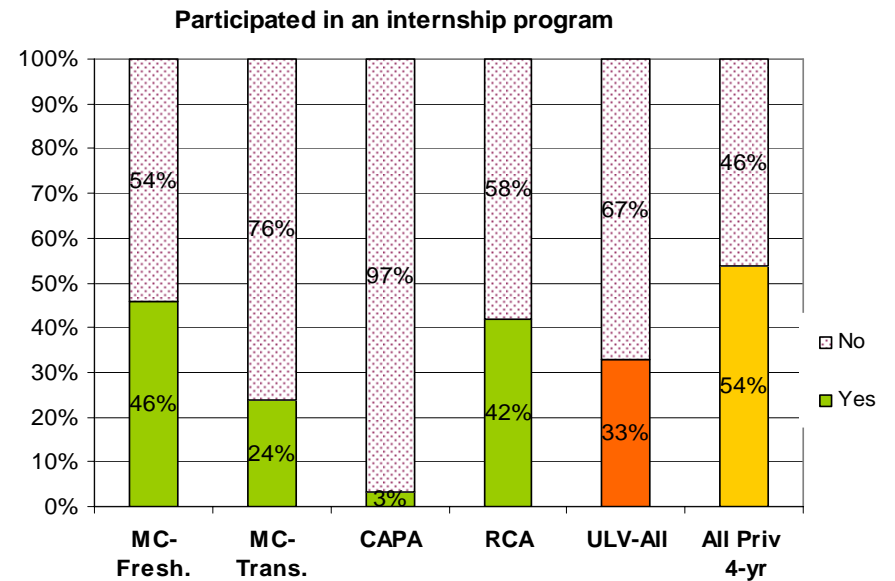
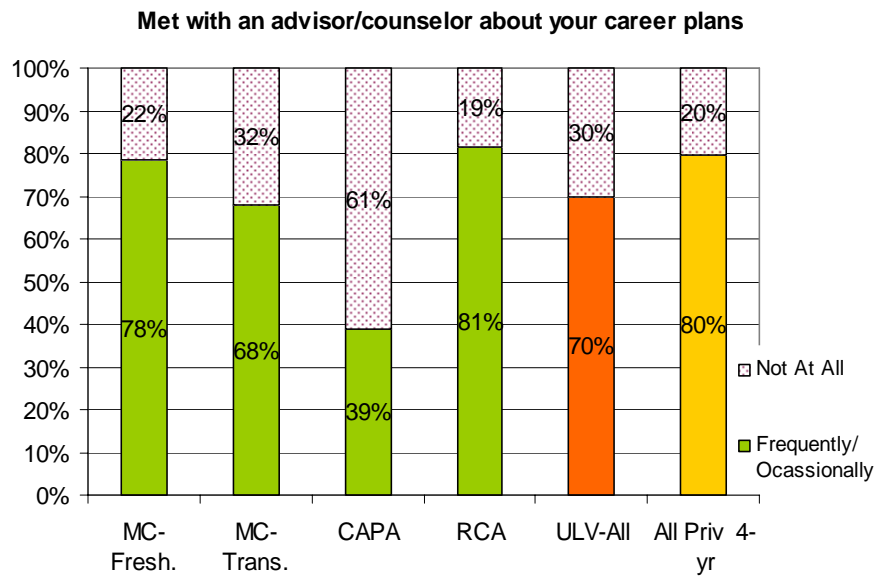
- 60% of the ULV seniors reported that they were satisfied or very satisfied with career services, which is 7% more than their peers from other four-year private colleges and universities.
- 32% of the ULV seniors were satisfied or very satisfied with ULV’s job placement services for students, which is 13% fewer than their peers.
- 80% of the ULV seniors were satisfied or very satisfied with the relevance of coursework to future career plans, which is 9% more than their peers.

Student Views of Career Services (Satisfied/Very Satisfied)



B. Participation in Career Planning

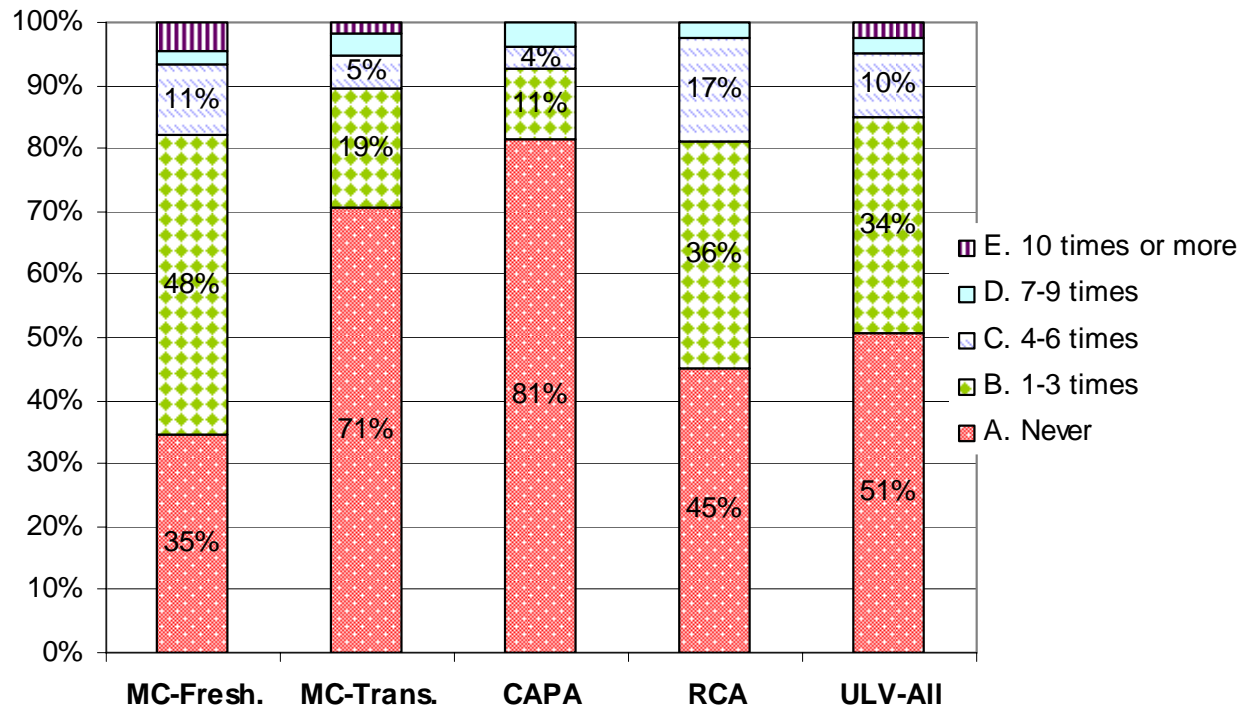
- 70% of the ULV seniors reported that they had met with an advisor/counselor about their career plans; 80% of the seniors from comparison four-year colleges and universities reported they had done so.
- 33% of the ULV seniors indicated that they had participated in an internship program, which is 21% fewer than their peers in other four-year private colleges and universities.



C. ULV Career Service Center Utilization

- Overall, about half of the ULV seniors reported that they had used services offered through the ULV Career Service Center (such as career counseling, career testing, attending a career fair, etc.).
- A much higher percentage of those who reported to have never used career services were Main Campus transfer seniors (71%) and CAPA seniors (81%).

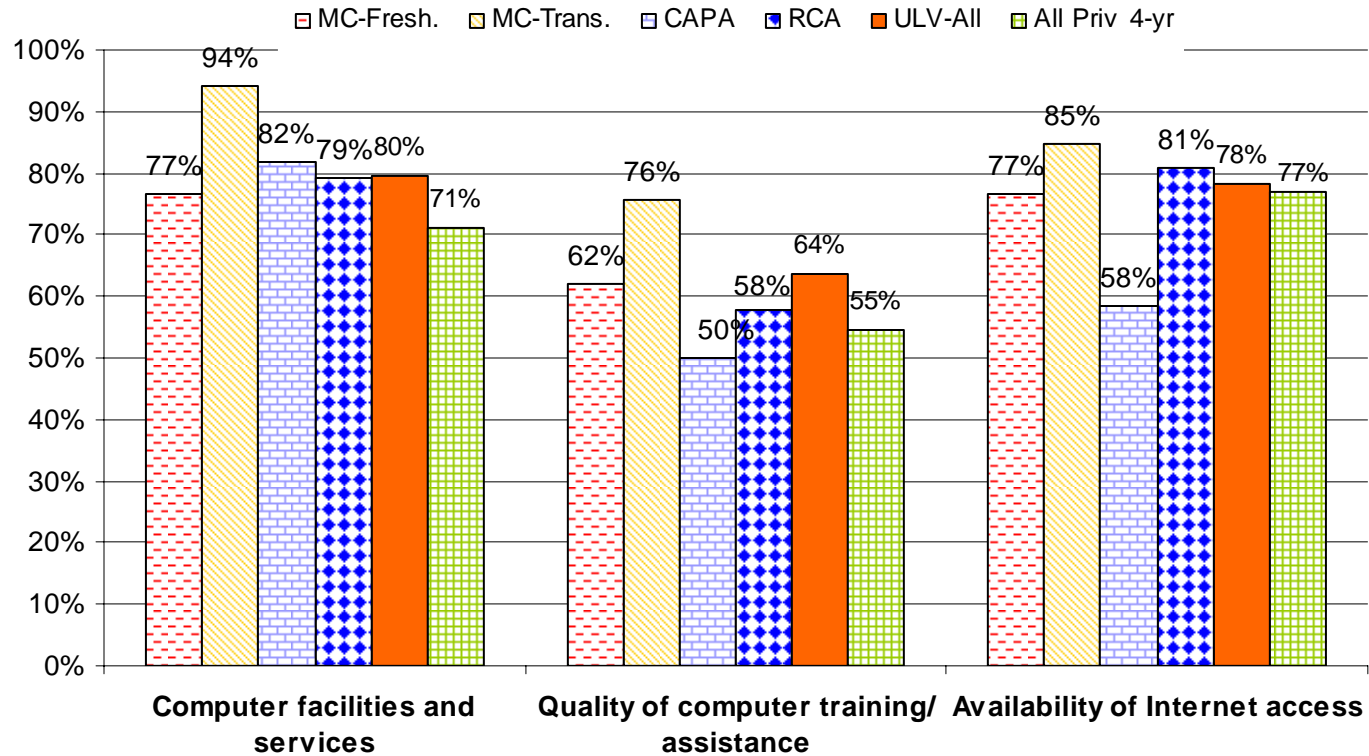
How many times have you used services offered through the ULV Career Center (such as career counseling, career testing, attending a career fair, etc.)?



Computer and Information Technology – OIT and CTL

- 80% of the ULV seniors indicated that they were satisfied or very satisfied with computer facilities and services, which is 9% more than their peers in other four-year private colleges and universities.
- 64% of the ULV seniors were satisfied or very satisfied with the quality of computer training/ assistance, which is 9% more than their peers.
- 78% of the ULV seniors were satisfied or very satisfied with the availability of Internet access, similar to their peers.

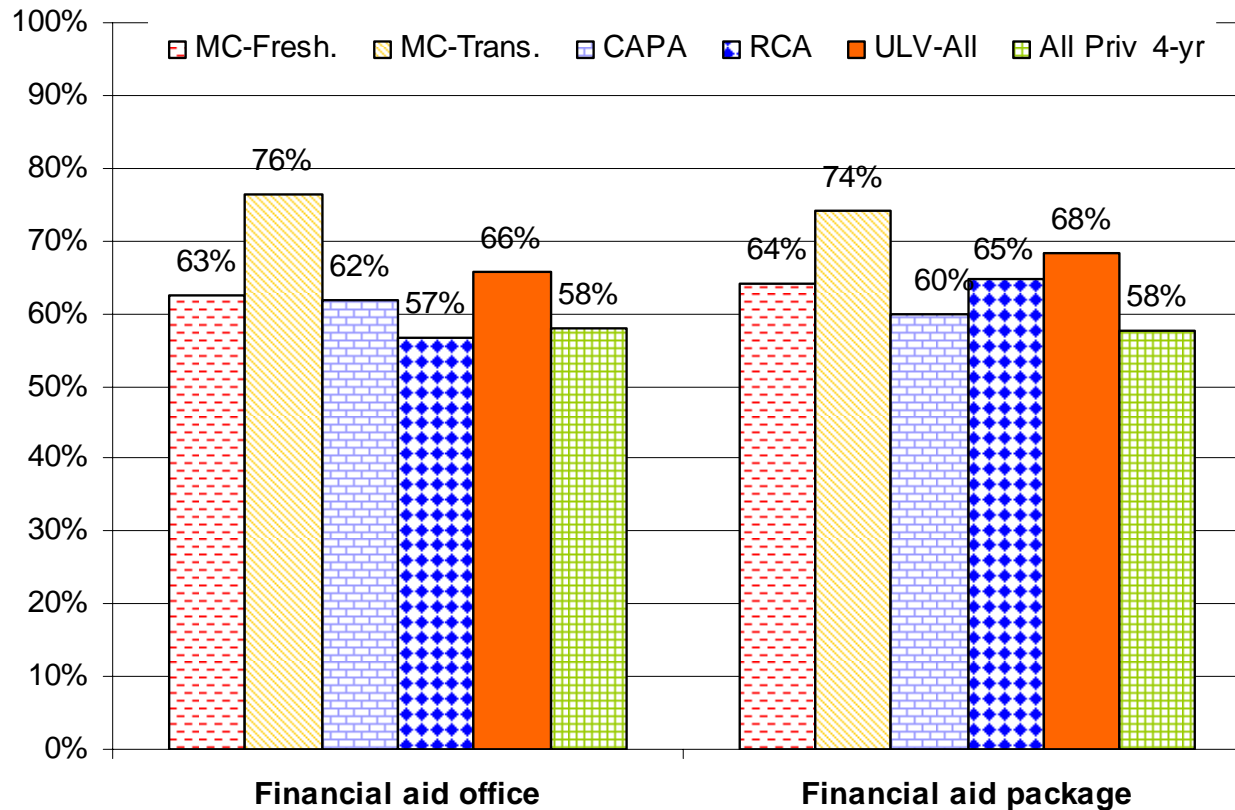
Student Views of Information Technology Services (Satisfied/Very Satisfied)



Financial Aid – Financial Aid Office

- 66% of the ULV seniors reported that they were satisfied or very satisfied with the services of the financial aid office, which is 8% more than their peers in other four-year private colleges and universities.
- 68% of the ULV seniors reported that they were satisfied or very satisfied with the financial aid package, which is 10% more than their peers in other four-year private colleges and universities.

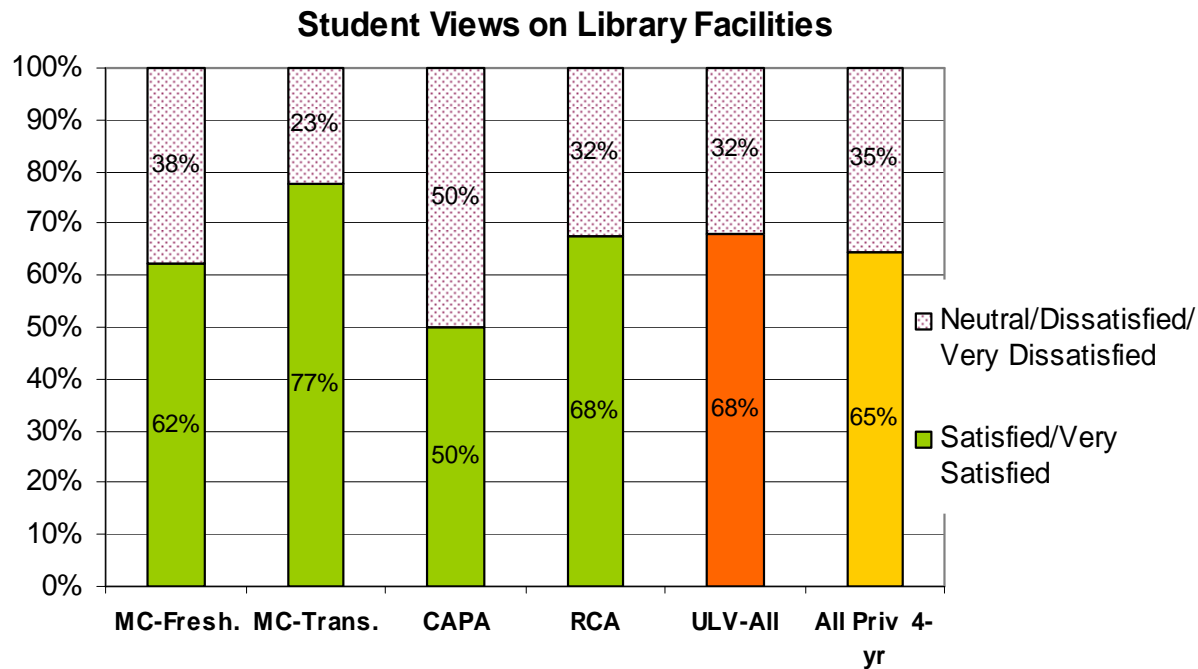
Student Views on Financial Aid (Satisfied/Very Satisfied)



Library and Online Databases - Library

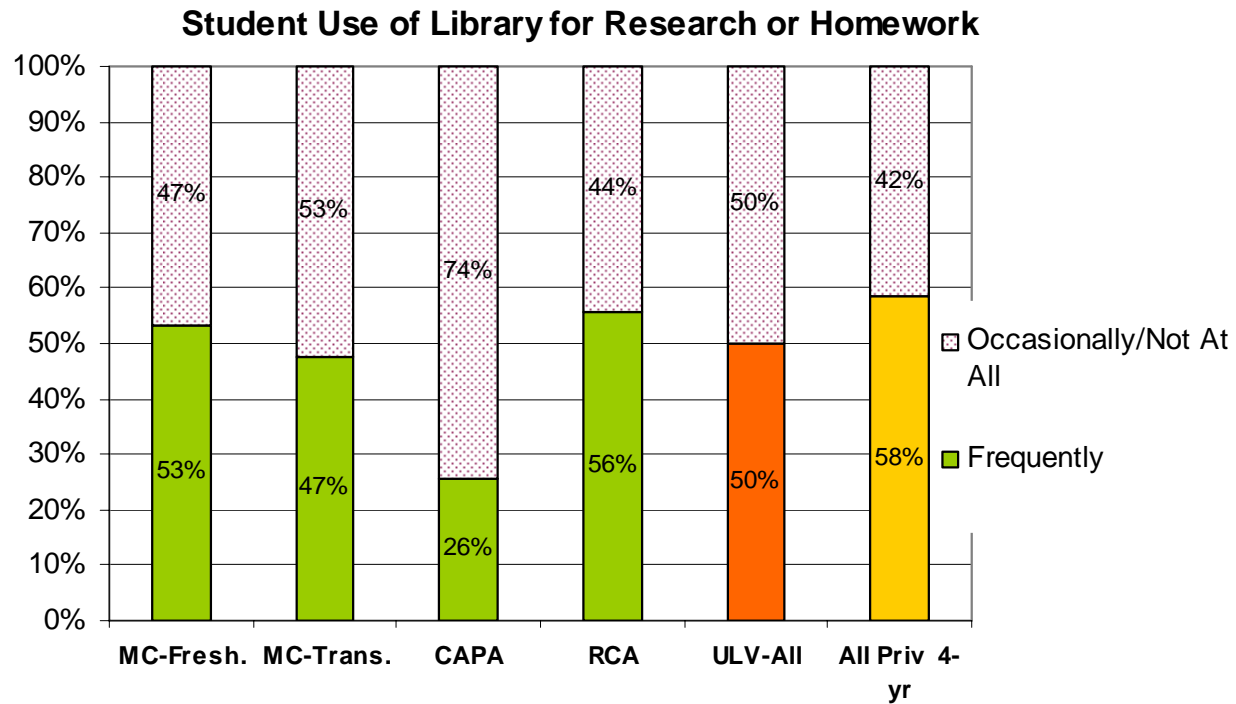
A. Satisfaction with Library Facilities

- 68% of the ULV seniors reported that they were satisfied or very satisfied with the library facilities, similar to their peers in the comparison four-year private colleges and universities.



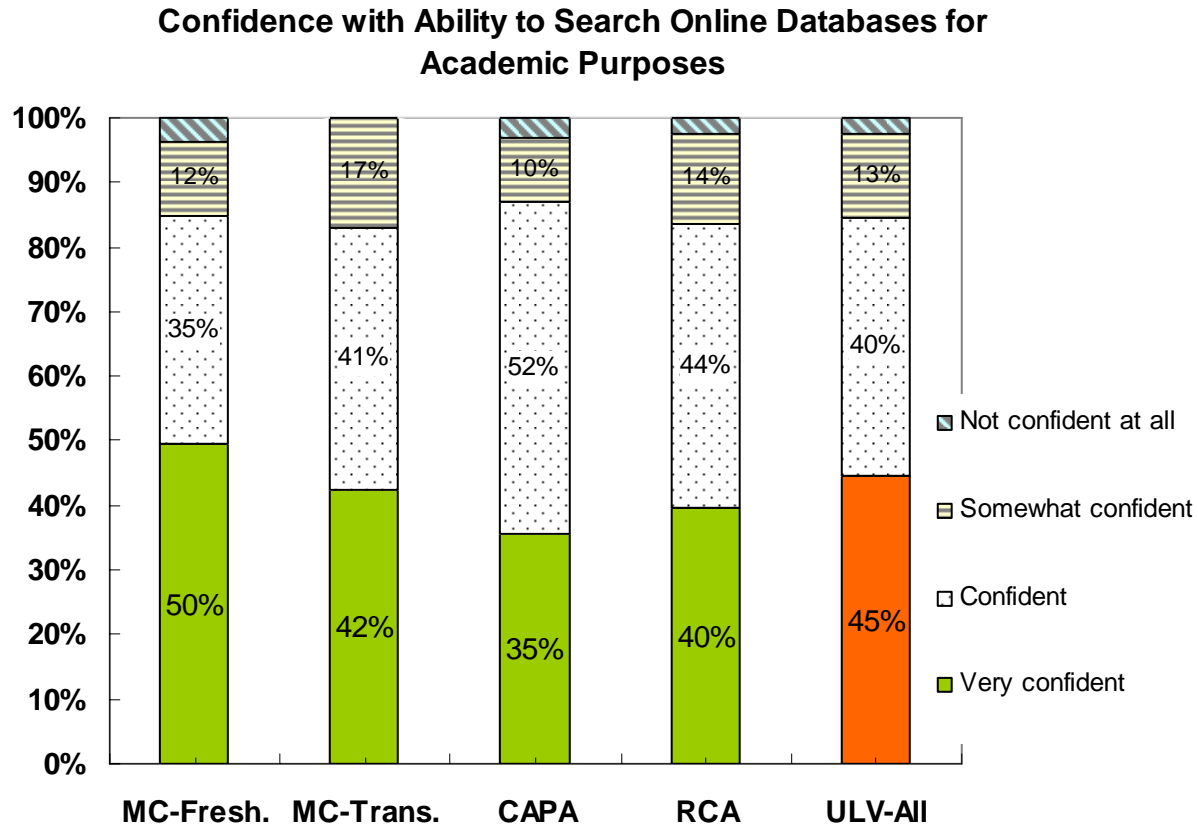
B. Use of the Library for Research or Homework

- 50% of the ULV seniors reported that they had frequently used the library for research or homework, which is 8% fewer than their peers in the comparison four-year colleges and universities.



C. Ability to Search Online Databases for Academic Purposes

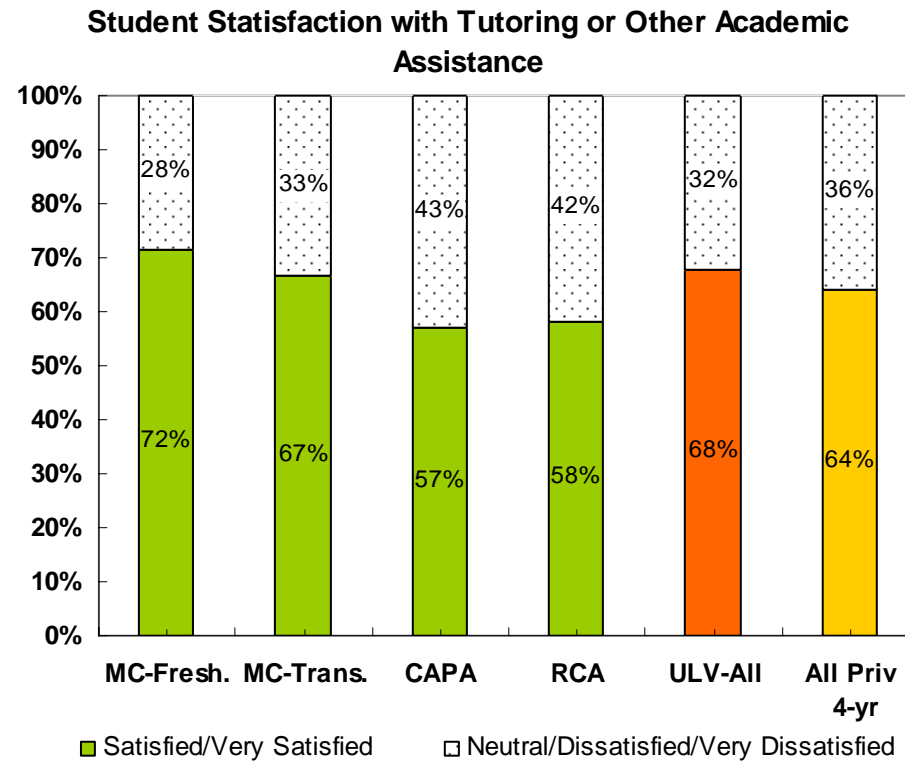
- In responding to the question “How confident do you feel about your ability to search online databases for academic purposes?”, 85% of the ULV seniors reported that they were either confident or very confident.



Tutoring – Learning Enhancement Center

A. Student Satisfaction with Tutoring or Other Academic Assistance

- 68% of the ULV seniors indicated that they were satisfied or very satisfied with the tutoring or other academic assistance.



B. The Use of ULV Learning Enhancement Center

- 54% of the ULV seniors reported that they had never used the ULV learning enhancement center.

The Use of the ULV Learning Enhancement Center (such as tutoring, writing, language skills, workshops, etc...)

