Timely Graduation: A Student Perspective

College of Health and Human Services Student Success Survey Fall 2017

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Executive Summary

The College of Health and Human Services (CHHS) Student Success Committee conducted an online survey of undergraduate students to understand attitudes, behaviors, perceptions, and barriers in relation to timely graduation among undergraduate students. The total number of surveys completed was 2,015 for a response rate of 30.1%.

92.7% of respondents strongly agreed or somewhat agreed that timely graduation (*4 years for native or 2 years after transfer*) was important to them. The top 5 perceived barriers to timely graduation were 1) a heavy course load, 2) family or personal responsibilities, 3) financial concerns, 4) courses not being offered every semester, and 5) unable to get into a course. The top five services to facilitating graduation on time were: 1) advising by the department, 2) having enough courses offered each semester, 3) career and professional advising, 4) quality teaching, and 5) advising from CHHS.

35% of students said "taking less than 15 units was not a barrier to timely graduation" and were taking less than 15 units per semester. Only 35.3 % of students were taking 15 or more units on average per semester. Taking 15 or more units was statistically associated with being; a second-generation college student, a pre-major or undeclared, a freshman or sophomore, commuting 15 minutes or less, white, a native student, and working 20 or less hours per week

An area of interest was to look specifically at the needs of pre-majors, the following were some of the major findings about pre-majors:

- 35% plan or use summer school
- 61.9% said that ideal degree completion was ≤ 4 years
- 13.9% work > 20 hours/week
- 22.5% Plan to attend graduate school
- Largest advising need was for advising on GE
- 54.8% commute > 15 minutes
- Biggest barriers to timely graduation were heavy course load, failing a course, or courses not being offered every semester.
- 47% felt work interfered with school
- 12.3% frequently felt and 49.3% occasionally felt disengaged from school

Qualitative data revealed that students wanted more advising support and or contact for course selection, major selection, ongoing 4-year plan support and final post-graduate planning. Most students were scheduling classes around their lives, not their lives around their classes. Some emotional and social values students expressed including feeling pressure to graduate too soon, needing to prioritize work over classes and they had difficulty communicating their fears/concerns directly to an advisor or faculty member. Only 2% of students responded that they knew about the 4-year initiative, of those who commented on it their perceptions about the "4-year Initiative" included:

- Concerns about feeling rushed/pressured, that the goal is unrealistic, and that it is arbitrary
- Worry that academic success may suffer if they take too many classes
- Students point to the university in that they feel the goal isn't in line with the support they are given
- Some students were not aware that this was an expectation
- Some students felt this initiative was not in balance with other priorities that students face (i.e. crowded classes, difficulty parking, poorly maintained buildings)

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Study Purpose and Design

Purpose of Study

The purpose of the study was to understand attitudes, behaviors, perceptions, and barriers in relation to timely graduation among undergraduate students. For the purpose of this study, timely graduation was defined as within 2 years after transfer or 4 years for native students. A special concern is that of pre-major students, as this option is relatively new for the College, with the exception of nursing.

Key Terms, Abbreviations and Variables

First-Generation College Student – A student who is the first in their family to pursue a four-year college degree

CHHS—College of Health and Human Services

Freshman – A student who has 0-29 units completed

GE—General Education

International Student – A student who holds a U.S. Visa as a student, exchange visitors, or other nonimmigrant classification

Junior – A student who has 60-89 units completed

Major – A student who has declared the major, either upon entry for some freshmen or after meeting the requirements to declare the major

Native – A student who began their college career at CSULB

Pre-Majors – Students in a department that are completing major prerequisites in order to become declared to a major

Senior – A student who has 90+ units completed

Sophomore – A student who has 30-59 units completed

Timely Graduation – Graduating 2 years after transfer or 4 years for native students

Transfer – A student who transferred to CSULB from another college or university

Undeclared – A student who is undeclared but still within the College of Health and Human Services, most likely due to failure to meet the requirements for the major, may be in the process of changing majors either within or out of the college.

Methods

The survey was developed by the CHHS Student Success Committee and was **piloted tested on graduate students from the college before being opened to the undergraduate students.** The survey was completed through an **anonymous online survey using Qualtrics** and all data analysis was done using SPSS Statistics-24. All data analysis was completed using 2 tailed tests. The significance level was set at $p \leq .05$.

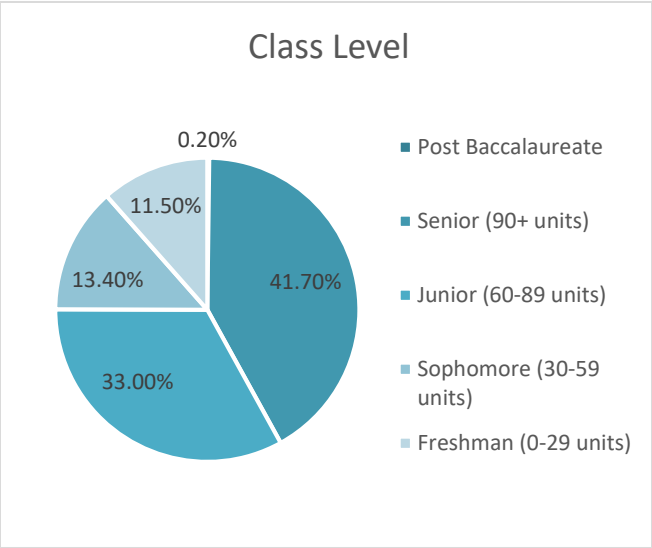
Sample and Response Rate

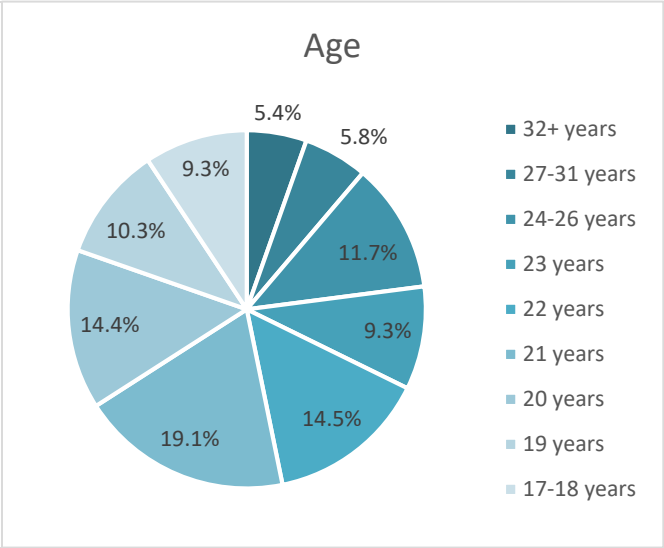
The survey was open from October 8-30th. All undergraduate students identified as being in the College of Health and Human Services were sent an invitation at the start of the semester; 1,703 to pre-majors and 4,982 to declared majors. The total number of surveys completed was 2,015 for a response rate of 30.1%. The survey response rates for each department is an estimate as the number of students enrolled

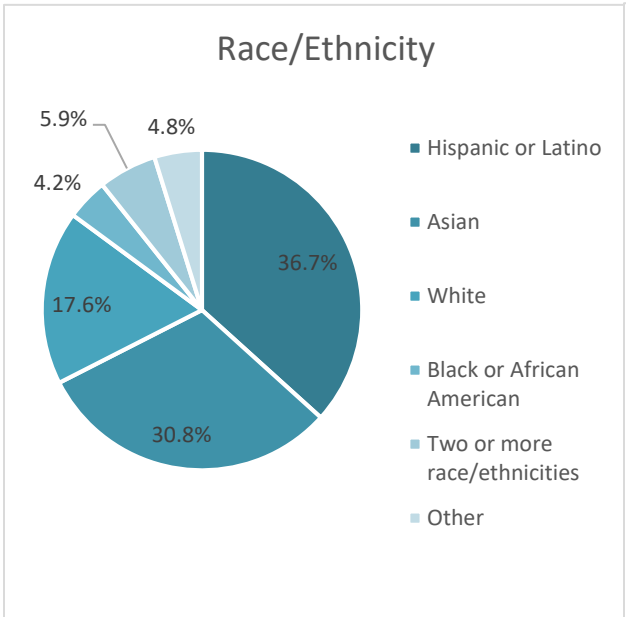
in the department comes from a different data source with numbers that reflect the total for the semester, where emails were obtained for a single date.

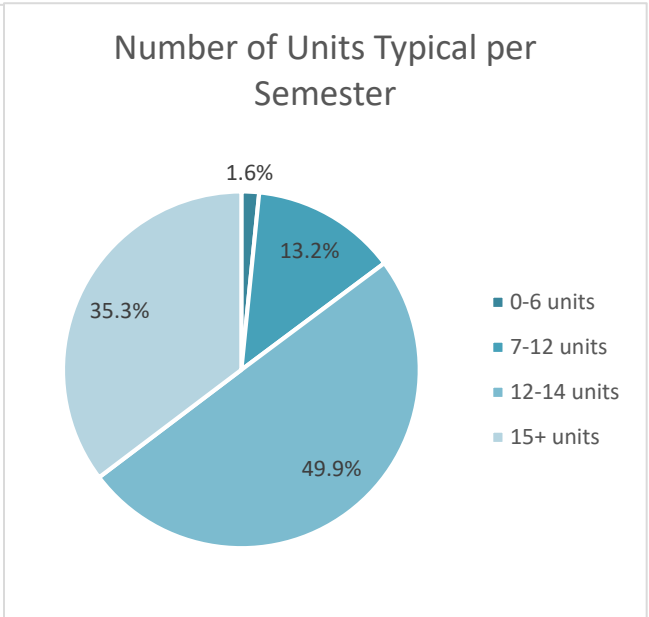
Sample Demographics (*n*=2,015)

The sample was predominately female (79.6%). The majority of the sample reported having declared their major (78.9%), (74.6% of the CHHS students have declared), 19.4% reported they were pre-majors (25.45% of CHHS students are pre-majors) and 1.7% reported they were undeclared.









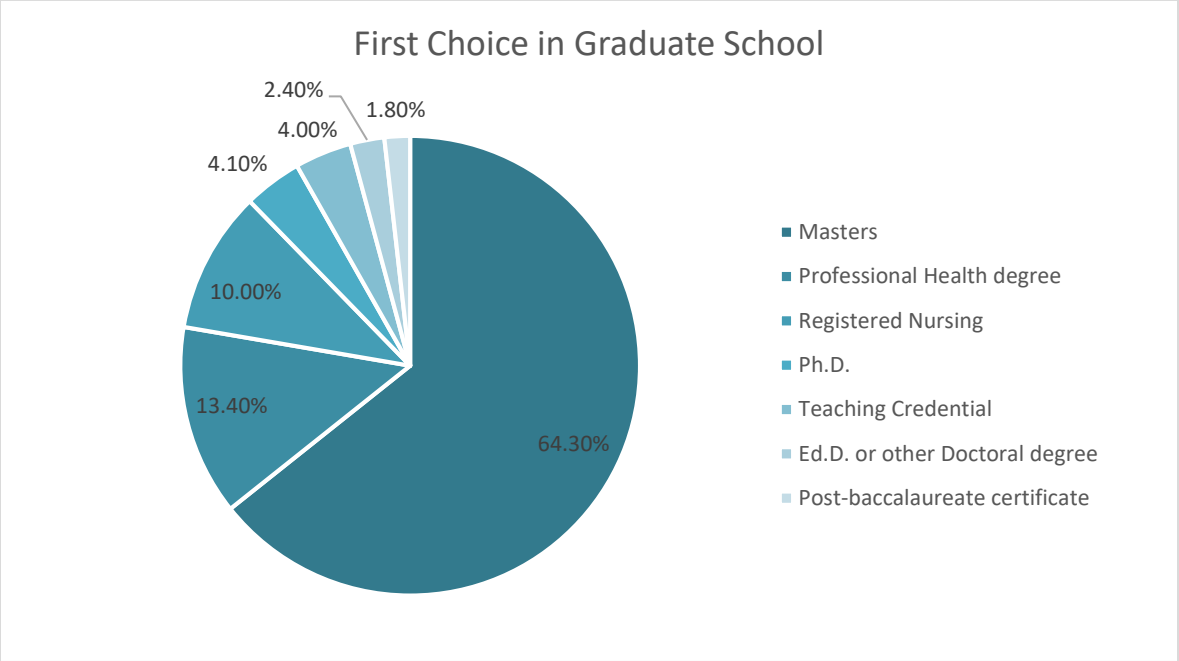
	Majors	Pre-Majors or Undeclared	Total	*n* % Sample	*N*% of CHHS Students
Male	300	59	359	20.4	
Female	1087	315	1402	79.6	
Class level					
Post Baccalaureate	3	1	4	0.2	
Senior (90+ units)	737	4	741	41.7	44.1%
Junior (60-89 units)	531	55	586	33.0	26.6%
Sophomore (30-59 units)	87	151	238	13.4	16.0%
Freshman (0-29 units)	42	164	206	11.6	14.2%
Race/Ethnicity					
American Indian or Alaska Native	9	0	9	0.5	
Asian	417	124	541	30.8	
Black or African American	57	17	74	4.2	
Native Hawaiian or other Pacific Islander	23	7	30	1.7	
Hispanic or Latino	505	140	625	36.7	
White	256	53	309	17.6	
Two or more race/ethnicities	18	22	104	5.9	
Decline to state	36	10	46	2.6	
Age					
42+ years	30	0	30	1.7	
32-41 years	65	0	65	3.7	
27-31 years	100	2	102	5.8	
24-26 years	205	2	84	11.7	
23 years	163	1	164	9.3	
22 years	254	1	255	14.5	
21 years	316	20	336	19.1	
20 years	171	83	254	14.4	
19 years	53	129	182	10.3	
17-18 years	29	128	164	9.3	
International Students	30	8	38	2.2	
Identify as Gender Non-conforming	12	5	17	1.0	
Identify as Lesbian/Gay/Bisexual/Questioning	156	46	202	12.0	
Are a 1st generation college student	857	222	1079	61.3	
Plan to apply to Grad School	935	272	1207	68.2	
Number of Units Typical per Semester					
0-6 units	27	1	28	1.6	
7-12 units	209	25	234	13.2	
12-14 units	718	170	886	49.9	
15+ units	488	179	627	35.3	

Study Results

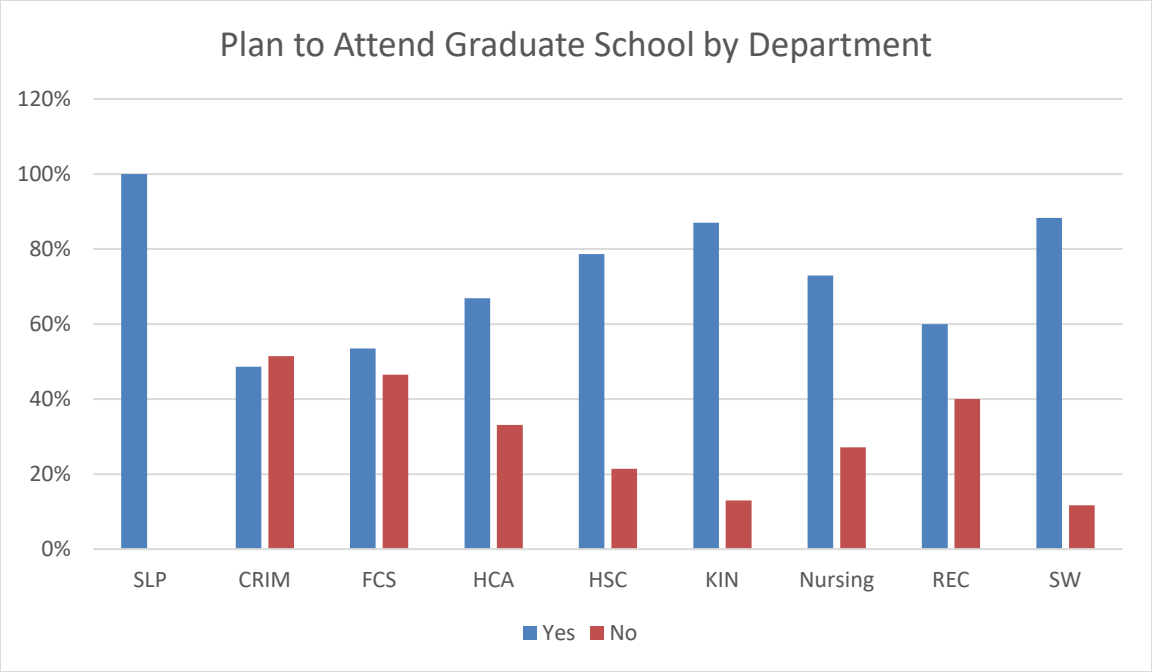
Graduate School

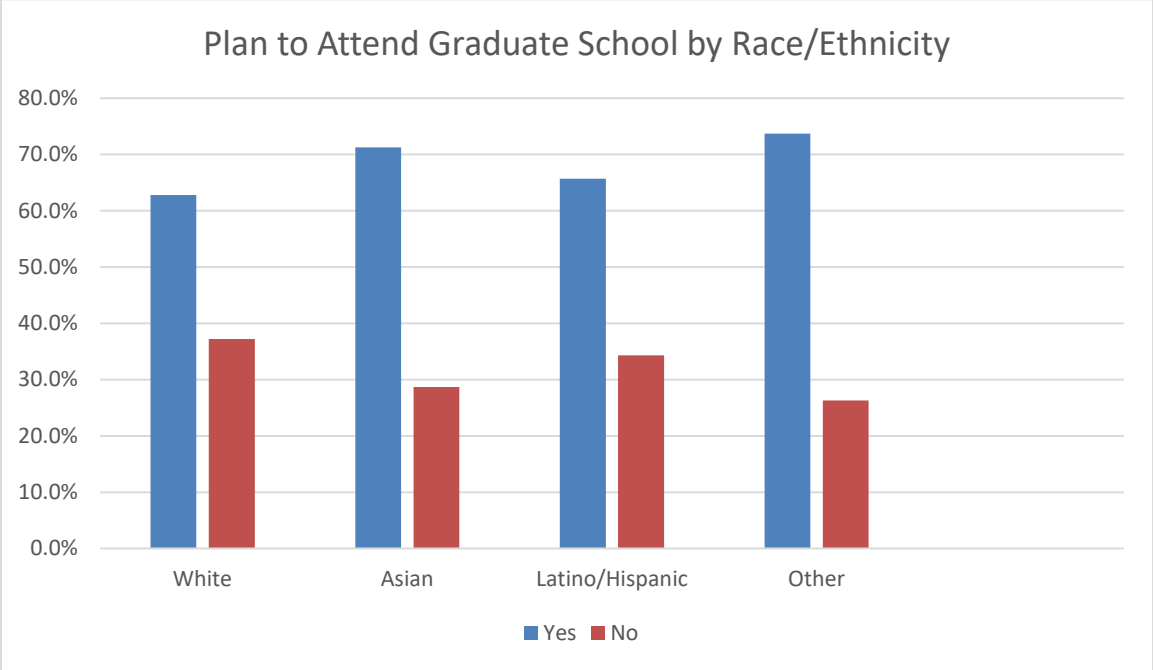
The majority of students, 68.2% (*n* = 1207), reported they planned to attend graduate school upon completion of their Bachelor's degree. The most common plan was to obtain a Master's degree. Planning to attend graduate school was significantly associated with being undeclared and being non-white. All Speech-Language Pathology students planned to attend graduate school because it is required for the profession. The School of Social Work, Department of Kinesiology, and the Department of Health Science had a large proportion of students planning on attending graduate school. Planning on attending graduate school was not significantly associated with gender, number of units per semester, age, transfer status, being an international student, being a 1st generation college student, commuting time, hours worked, or class level.

First Choice in Graduate School	***n***	**%**
Masters	775	64.3
Professional Health degree (Not Nursing)	161	13.4
Registered Nursing (RN)	120	10.0
Ph.D.	50	4.1
Teaching Credential	48	4.0
Ed.D. or other Doctoral degree	29	2.4
Post-baccalaureate certificate	22	1.8



	Plan to Attend Graduate School		
	No	**Yes**	***p***
Declared Major	459 (32.9%)	935 (67.1%)	.004
Pre-major or undeclared	103 (27.5%)	272 (72.5%)	
Race/Ethnicity: White	115 (37.2%)	194 (62.8%)	.010
Race/Ethnicity: Asian	155 (28.7%)	386 (71.3%)	
Race/Ethnicity: Latino/Hispanic	221 (34.3%)	424 (65.7%)	
Race/Ethnicity: Other	57 (26.3%)	160 (73.7%)	
Speech-Language Pathology	0	41 (100.0%)	.000
School of Criminology	112 (51.4%)	106 (48.6%)	
Family & Consumer Sciences	217 (46.5%)	250 (53.5%)	
Health Care Administration	47 (33.1%)	95 (66.9%)	
Health Science	60 (21.4%)	221 (78.6%)	
Kinesiology	35 (13.0%)	234 (87.0%)	
School of Nursing	58 (27.1%)	156 (72.9%)	
Recreation and Leisure Studies	24 (40.0%)	36 (60.0%)	
School of Social Work	9 (11.7%)	68 (88.3%)	





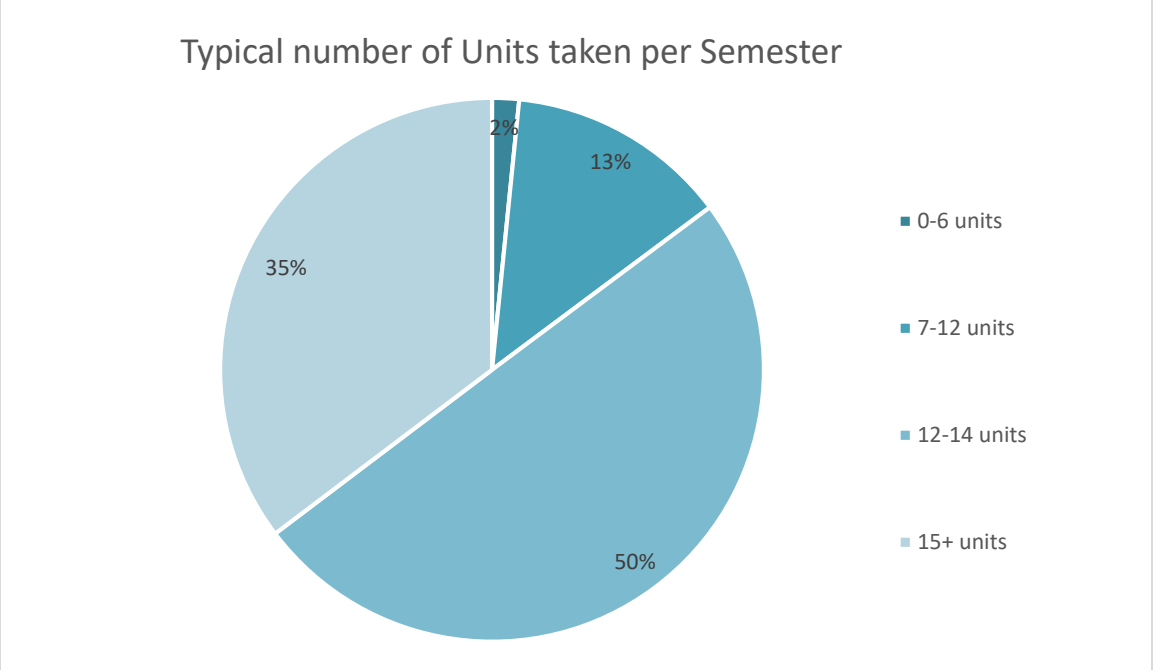
Taking 15+ units

Only 35% of students were taking 15 or more units on average per semester. Taking 15 or more units was statistically associated being a native student, not being a first-generation college student, not having declared a major, being a freshman or sophomore, having a commute of 15 minutes or less, being white, and working 20 or less hours per week. It was not significantly associated with being an international student, sex, or using any of the reported student services. Considerations for interpretation

of the data: some native students may start with units such as AP credit or transfer students may have transfer credit beyond 60 units which impacts the need for 15 units per semester.

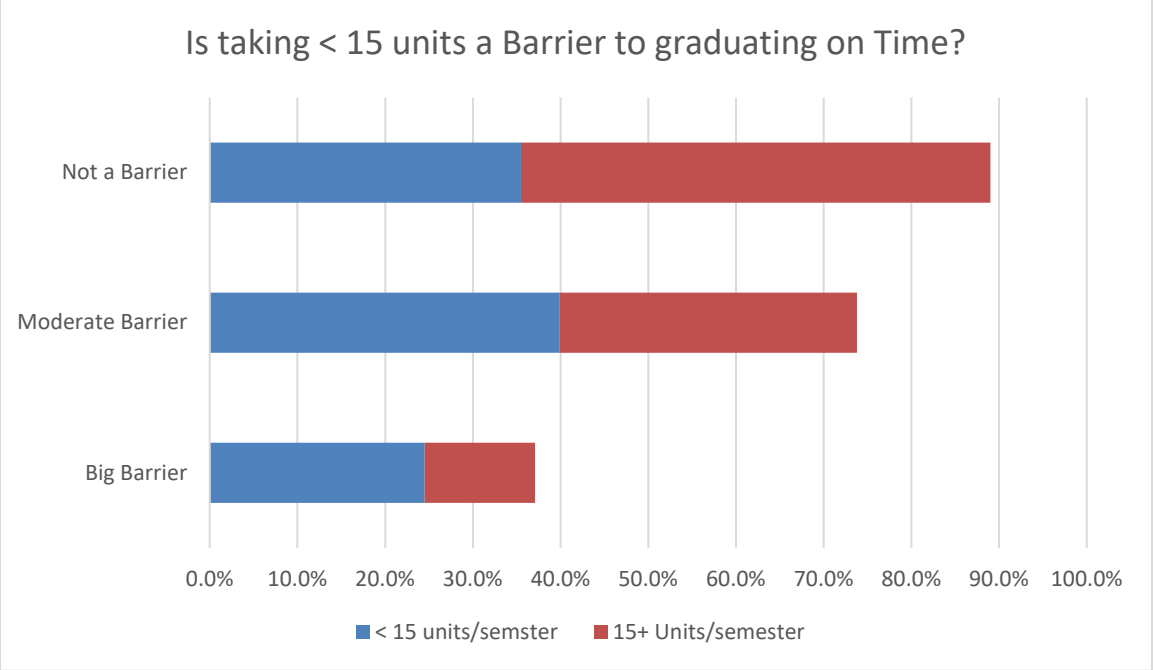
There are indications that students may not fully understand that 15 units per semester are needed for timely graduation. Thirty-five percent (N = 365) of students who indicated "taking less than 15 units was not a barrier to timely graduation" were taking on average less than 15 units per semester. Although 92.9% of the students reported timely graduation was important, 63.7% (N = 1051) of them were not taking on average 15 or more units/semester. The majority of students felt timely graduation helped them financially (86.6%) and did not hurt their GPA (52.1%).

Typical number of units/Semester	Native	Transfer	Total	%
0-6 units	4 (0.4%)	24 (3.3%)	28	1.6%
7-12 units	72 (6.8%)	162 (22.6%)	234	13.2%
12-14 units	542 (51.2%)	344 (48.0%)	886	49.9%
15+ units	440 (41.6%)	187 (26.1%)	627	35.3%



	Typical number of units/semester		*p*
	<15	15+	
Native Student	618 (58.4%)	440 (41.6%)	.000
Transfer Student	530 (73.9%)	187(26.1%)	
1st generation College Student	738 (68.4%)	341 (31.6%)	.000
Not a 1st generation college Student	399 (58.5%)	238 (41.5%)	
Declared Major	952 (68.0%)	448 (32.0%)	.000
Pre-major or undeclared	196 (52.3%)	179 (47.7%)	
Senior	515 (69.5%)	226 (30.5%)	.000
Junior	408 (69.6%)	178 (30.4%)	
Sophomore	141 (59.2%)	97 (40.8%)	
Freshman	80 (38.8%)	126 (61.2%)	

	Typical number of units/semester		*p*
	<15	**15+**	
Working 20 hours per week or less	661 (60.8%)	427 (39.2%)	.000
Working 21-40 hours per week	373 (72.0%)	145 (28.0%)	
Working more than 40 hours per week	41 (85.4%)	7 (14.6%)	
Commute 15 minutes or less	370 (57.3%)	276(42.7%)	.000
Commute greater than 15 minutes	777 (68.9%)	350 (31.1%)	
Race/Ethnicity: White	180 (58.3%)	129 (41.7%)	.016
Race/Ethnicity: Asian	346 (64.0%)	195 (36.0%)	
Race/Ethnicity: Latino/Hispanic	443 (68.7%)	202 (31.3%)	
Race/Ethnicity: Other	138 (63.6%)	79 (36.4%)	
Taking < 15 units is a big barrier to graduating on time	252 (77.5%)	73 (22.5%)	.000
Taking < 15 units is a moderate barrier to graduating on time	411 (67.6%)	197 (32.4%)	
Taking < 15 units is not a barrier to graduating on time	365 (54.0%)	311 (46.0%)	
Strongly Agree or Somewhat Agree with statement "Timely Graduation is important to me"	1051 (63.7%)	597 (36.2%)	.000
Strongly disagree, somewhat disagree or neither agree nor disagree with statement "Timely Graduation is important to me"	96 (76.8%)	29 (23.2%)	
Strongly Agree or Somewhat Agree with statement "Timely graduation helps me financially"	996 (64.6%)	575 (37.3%)	.003
Strongly disagree, somewhat disagree or neither agree nor disagree with statement "Timely graduation helps me financially"	150 (74.3%)	52 (25.7%)	
Strongly Agree or Somewhat Agree with statement "Timely graduation hurts my GPA"	381 (44.8%)	469 (55.2%)	.000
Strongly disagree, somewhat disagree or neither agree nor disagree with statement "Timely graduation hurts my GPA"	765 (82.9%)	158 (17.1%)	



Services Used

1387 (68.8%) students used a listed campus service (see table below). Of those students who used services, the Career Development Center was used by the most students. 40% of students surveyed used only one service, 15.4% used 2 services and 13.1% used 3 or more services.

Service Used	N	%
Career Development Center	646	32.1
Writing Center	435	21.6
Learning Assistance Center	318	15.8
Beach Food Pantry	221	11
Educational Opportunity Program	206	10.2
CAPS	164	8.1
Student Support Services program	114	5.7
Disabled Student Services	109	5.4
Veterans Services	52	2.6
Dreamers Success Center	40	2
Women & Gender Equity Center	36	1.8
College Assistance Migrant Program	20	1
LGBT Student Resource Center	12	0.6
Partners for Success	12	0.6

Ideal Time to Degree

441 (21.9%) students provided short answer responses to open-ended questions about the 4-year degree initiative in the Qualitative response (see Qualitative data).

The majority (67.0%) of students felt that the ideal time to complete their degree was 4 years, 21.9% felt that five years was the ideal, 8.8% thought ideally, they should complete the degree in less than 4 years. For transfer students, 78.8% felt 2 years after transfer was ideal, 17.7 % thought 3 years was ideal.

Of the students who felt four or fewer years were an ideal time to degree (N=859), only 46.2% (N=397) were taking 15+ units/semester. 525 (78.5%) transfer students felt 2 years after transfer to degree was ideal but only 29.5% (N= 155) were typically taking 15+ units/semester. Ideal time to degree after transfer was not associated with the number of hours a week the student worked, major declaration status, or with length of commute.

Ideal Time to Degree after Transfer

	2 years	3 years	4+ years	*p*
Total	525 (78.5%)	121 (18.1%)	22 (3.3%)	
Typical number of units				
0-6 units	7 (1.3%)	10 (8.3%)	7 (31.8%)	.000
7-12 units	99 (18.9%)	46 (38.0%)	5 (22.7%)	
12-14 units	264 (50.3%)	51 (42.1%)	7 (31.8%)	
15+ units	155 (29.5%)	14 (11.6%)	3 (13.6%)	
Academic Level				
Senior	273 (52.0%)	61 (50.4%)	10 (45.5%)	.000
Junior	239 (45.5%)	55 (45.5%)	8 (36.4%)	
Sophomore	8 (1.5%)	4 (3.3%)	2 (9.1%)	
Freshman	2 (0.4%)	1 (0.8%)	2 (9.1%)	

Ideal Time to Degree for Native Students

	≤ 4 years	5 years	6+ years	*p*
Total	859	257	28	
Typical number of units				
0-6 units	3 (0.3%)	0 (0.0%)	2 (7.1%)	.000
7-12 units	50 (5.8%)	33 (12.8%)	8 (28.6%)	
12-14 units	409 (47.6%)	165 (64.2%)	13 (46.4%)	
15+ units	397 (46.2%)	59 (23.0%)	5 (7.9%)	
Academic Level				
Senior	287 (33.4%)	116 (45.1%)	12 (42.9%)	.001
Junior	224 (26.0%)	73 (28.4%)	5 (17.9%)	
Sophomore	177 (20.6%)	42 (16.3%)	6 (21.4%)	
Freshman	172 (20.0%)	25 (9.7%)	5 (17.9%)	

Opinions about Timely Graduation

A majority of students strongly (68.1%, N = 1326) or somewhat (24.6%, N = 479) agreed that timely graduation was important to them. 88.4% (N = 1721) agreed that timely graduation helped them financially. Not wanting to be rushed to finish their degree was also important to most of the students (62.4%, N = 1214).

Agreeing that timely graduation was important and that it helped financially was positively associated with taking an average of 15+ units per semester ($p<0.0001$). Those who agreed with the statements that "timely graduation hurt their GPA" and that they "didn't want to be rushed to finish their degree" were more likely to take less than 15 units/semester ($p<0.0001$).

	Strongly agree 5	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree 1	Mean
Timely graduation is important to me	1326 (68.1%)	479 (24.6%)	78 (4.0%)	47 (2.4%)	17 (0.9%)	4.57
Timely graduation helps me financially	1362 (70.0%)	359 (18.4%)	156 (8.0%)	43 (2.2%)	27 (1.4%)	4.53
Timely graduation hurts my GPA	141 (7.2%)	460 (23.6%)	662 (34.0%)	358 (18.4%)	325 (16.7%)	2.86
I don't want to be rushed to finish my degree	522 (26.8%)	692 (35.6%)	390 (20.0%)	221 (11.4%)	121 (6.2%)	3.65
If my financial aid/benefits were tied to timely graduation, I would finish sooner	541 (27.8%)	510 (26.2%)	638 (32.8%)	159 (8.2%)	98 (5.0%)	3.64
I have extended my degree plan in order to maintain financial aid	128 (6.6%)	172 (8.8%)	733 (37.7%)	319 (16.4%)	592 (30.5%)	2.44

When ranking what was most important to graduating on time (1 being most important), the following order was calculated from the means of the ranking. Having enough courses offered each semester and advising in the department of their major were the number one contributing factors students felt helped

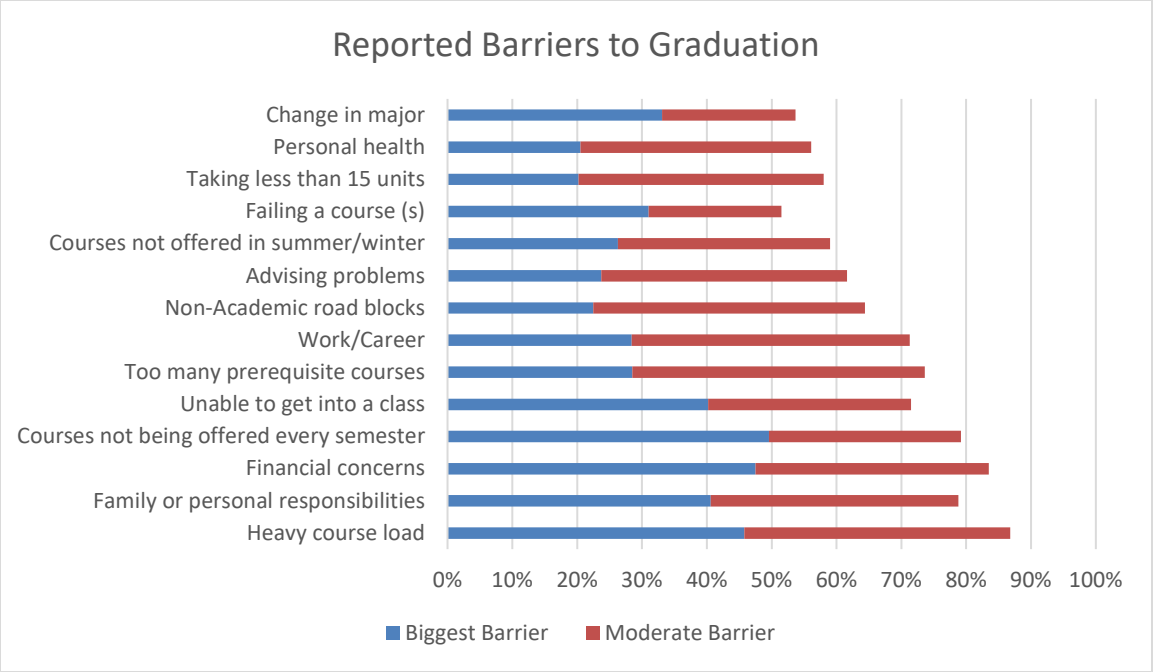
with timely graduation. Upon review of the qualitative data, students may not clearly understand the difference between the advising center and advising by faculty in their department.

	Mean	% ranked it # 1	% ranked it in top 3
Advising in the department of my major	4.36	17.4	45.5
Having enough courses offered each semester	4.58	20.3	43.4
Career and professional advising	5.56	8.6	31.4
Quality teaching	5.57	8.2	30.5
CHHS advising	6.04	5.1	23.3
Helpful financial aid process	6.43	5.9	22.7
Physical or psychological well-being	6.45	16.2	30.5
Helpful registration process	6.49	3.5	19.9
Limiting unnecessary courses	7.08	5.9	23.4
Feeling that I belong at CSULB	8.38	3.3	9.4
Limited work hours	8.40	2.2	10.5
Freshmen or Transfer Student Orientation	8.45	3.1	9.6

Barriers to Timely Graduation

Barriers to graduating in 4 years as a native student or 2 years after transfer ranked by mean (lowest is bigger barrier)

	Biggest Barriers 0	Moderate Barrier 1	Not a Barrier 2	Mean
Heavy course load	764 (45.8%)	685 (41.0%)	220 (13.2%)	0.67
Family or personal responsibilities	674 (40.6%)	635 (38.2%)	352 (21.2%)	0.69
Financial concerns	802 (47.5%)	608 (36.0%)	277 (16.4%)	0.69
Courses not being offered every semester	831 (49.6%)	496 (29.6%)	349 (20.8%)	0.71
Unable to get into a class	678 (40.2%)	528 (31.3%)	480 (28.5%)	0.88
Too many prerequisite courses	474 (28.5%)	750 (45.1%)	439 (26.4%)	0.98
Work/Career	478 (28.4%)	740 (43.9%)	466 (27.7%)	0.99
Non-academic road blocks	361 (22.5%)	671 (41.9%)	571 (35.6%)	1.13
Advising problems	384 (23.7%)	614 (37.9%)	624 (38.5%)	1.15
Courses not offered in summer/winter	425 (26.3%)	541 (32.7%)	676 (40.9%)	1.15
Failing a course(s)	503 (31.0%	335 (20.5%)	794 (48.5%)	1.17
Taking less than 15 units	334 (20.2%)	624 (37.8%)	694 (42.0%)	1.17
Personal Health	345 (20.5%)	599 (35.6%)	740 (43.9%)	1.23
Change in my major	540 (33.1%)	336 (20.6%)	755 (46.3%)	1.31



Comparing Transfer and Native student barriers to 4-year graduation

Transfer students were more likely than native students to report "courses not being offered every semester," "financial concerns", "heavy course load", "courses not offered in summer/winter", and "work/career" as barriers. Native students were more likely to report "change in my major" and "failing a course" as barriers than transfer students. There were no statistically significant differences between transfer and native students on: "too many prerequisite courses"; "family or personal responsibilities"; personal health; advising problems; taking less than 15 units; nonacademic road blocks; and unable to get into a class.

Barrier	**Native**	**Transfer**	***p***
Heavy Course load			.017
Biggest Barrier	494 (48.1%)	270 (42.1%)	
Moderate Barrier	413 (40.2%)	272 (42.4%)	
Not a Barrier	120 (11.7%)	100 (15.65)	
Failing a course			
Biggest Barrier	364 (35.6%)	144 (23.4%)	.000
Moderate Barrier	223 (21.8%)	112 (18.2%)	
Not a Barrier	435 (42.6%)	359 (58.4%)	
Financial concerns			.000
Biggest Barrier	432 (42.1%)	370 (55.9%)	
Moderate Barrier	397 (38.7%)	211 (31.9%)	
Not a Barrier	196 (19.1%)	81 (12.2%)	
Courses not being offered every semester			.000
Biggest Barrier	472 (45.9%)	359 (55.4%)	
Moderate Barrier	310 (30.2%)	186 (28.7%)	
Not a Barrier	246 (23.9%)	103 (15.9%)	
Courses not offered in summer/winter			.000
Biggest Barrier	207 (20.4%)	228 (35.8%)	

Barrier	Native	Transfer	*p*
Moderate Barrier	330 (32.5%)	211 (33.1%)	
Not a Barrier	478 (47.1%)	198 (31.1%)	
Change in my major			.000
Biggest Barrier	406 (39.8%)	134 (22.0%)	
Moderate Barrier	239 (23.4%)	97 (15.9%)	
Not a Barrier	376 (36.8%)	379 (62.1%)	
Work/Career			.000
Biggest Barrier	239 (23.3%)	239 (36.2%)	
Moderate Barrier	469 (45.8%)	271 (41.1%)	
Not a Barrier	316 (30.9%)	150 (22.7%)	

Advising Needs

Only 16.7% (N=337) felt all their advising needs had been met, 14.2 % felt they needed more GE advising. The most needed advising was for courses in the major (43.9%), graduate school preparation and applications (42.7%), and career advising (41.0%).

Advising Needs	N	%
More career advising	826	41.0
More general education advising	287	14.2
More advising on courses for my major	884	43.9
More advising on graduate school	861	42.7
All my advising needs have been met	337	16.7

Note: Undeclared majors were removed from the analysis.

What would have improved your advising experiences and CSULB?

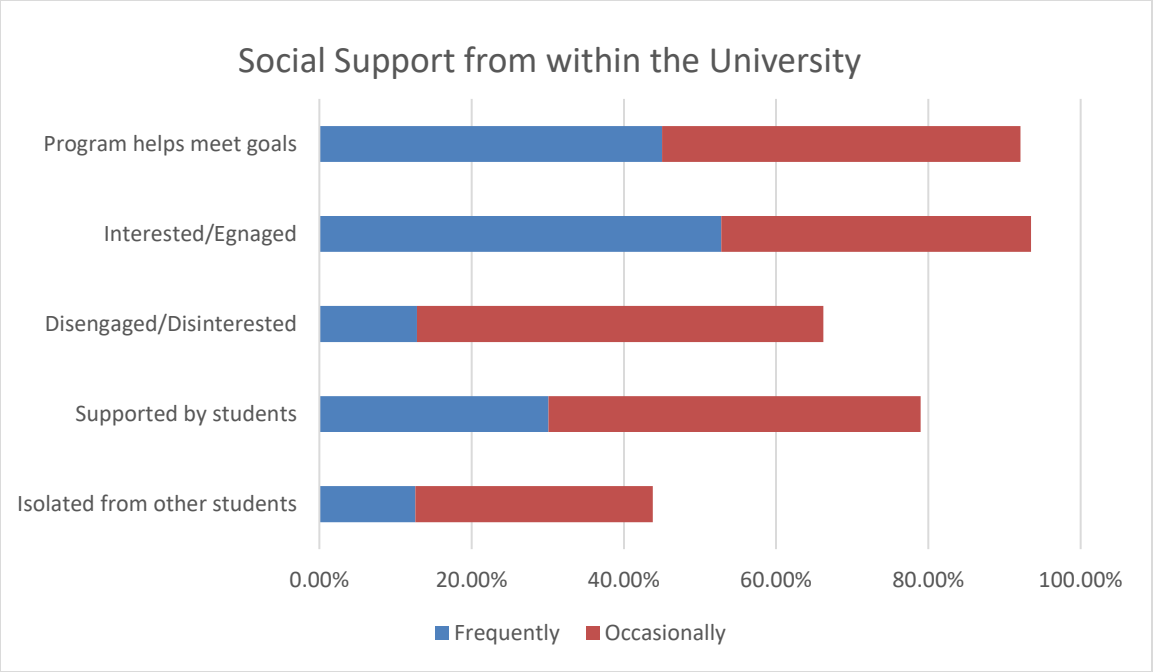
	Most Important 0	Somewhat Important 1	Not Important 2	Mean
More Career and professional guidance	1100 (66.9%)	429 (26.1%)	115 (7.0%)	0.40
An Orientation to my major by my department	984 (59.6%)	499 (30.2%)	168 (10.2%)	0.51
Better quality time in advising	893 (55.2%)	532 (32.9%)	194 (12.0%)	0.57
More clear handouts on academic path to degree	753 (45.3%)	585 (35.2%)	326 (19.6%)	0.74
An orientation to possible degree options in the CHHS	696 (42.8%)	645 (39.6%)	286 (17.6%)	0.75
More frequent advising	702 (43.4%)	595 (36.8%)	322 (19.9%)	0.77
More time with advising by faculty	631 (39.4%)	668 (41.7%)	302 (18.9%)	0.79
More time with the advising center(s)	504 (31.7%)	722 (45.4%)	366 (23.0%)	0.91
An orientation to online degree tracking through MyCSULB	547 (33.8%)	651 (40.2%)	420 (26.0%)	0.92

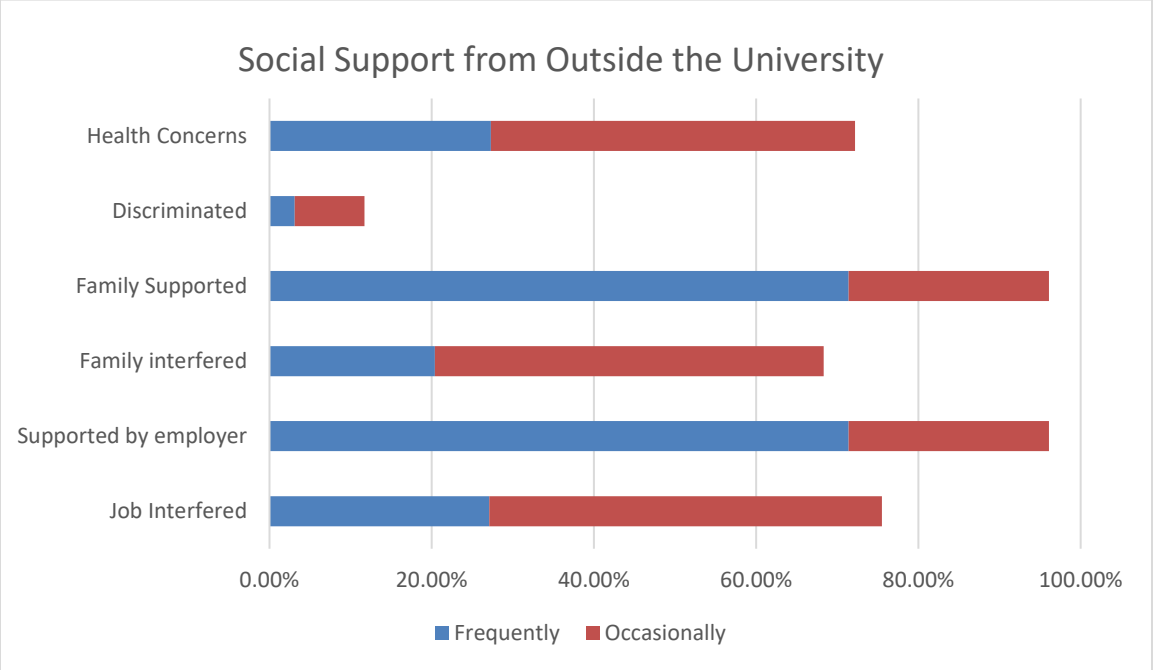
Social Barriers

Not feeling supported by a network of students was the most frequent within-university social barrier, with 21.0% reporting they never felt supported and 48.9% reporting they were only occasionally supported. Feeling disengaged or disinterested in school was the second most reported barrier with 12.8% reporting frequently being disengaged and 53.4% occasionally. Job responsibilities interfering

with school was the most frequently reported barrier from outside the university with 27.1% reporting it happened frequently and 48.4% occasionally. The second most reported barrier was being worried about mental or physical health with 27.3% reporting frequently and 44.9% occasionally. In the following table the reverse coding was done on negatively worded questions, so comparisons could be made to the positively stated questions.

While enrolled at CSULB how often did you feel…	**Frequently 1**	**Occasionally 2**	**Not at all 3**	**Mean**	**Reverse coded**
Social support within the University					
isolated from other students in the program	211 (12.6%)	629 (31.2%)	832 (49.8%)	2.37	1.63
disengaged/disinterested in school	216 (12.8%)	899 (53.4%)	570 (33.8%)	2.21	1.79
supported by a network of students in the program	519 (30.1%)	843 (48.9%)	363 (21.0%)	1.90	
interested and engaged in your educational program	934 (52.8%)	720 (40.7%)	115 (6.5%)	1.53	
that your program would help you meet your career goals	791 (45.0%)	827 (47.1%)	139 (7.9%)	1.63	
Social support from outside the University					
your job responsibilities interfered with school	402 (27.1%)	718 (48.4%)	365 (24.6%)	1.97	2.02
your family responsibilities interfered with school	344 (20.4%)	809 (47.9%)	535 (31.7%)	2.11	1.89
your employer supported your academic aspirations	602 (45.4%)	492 (37.1%)	232 (17.5%)	1.72	
you were treated unfairly at school because of your gender, race/ethnicity, sexual orientation or religion	44 (3.1%)	123 (8.6%)	1236 (88.3%)	2.85	1.15
your family fully supported your academic aspirations	1251 (71.4%)	432 (24.7%)	69 (3.9%)	1.33	
worried about your mental of physical health	457 (27.3%)	753 (44.9%)	467 (27.8%)	2.01	1.99





Social Barriers Associations

For this part of the analysis the social barriers categories were collapsed into “frequently” and “occasionally” as yes and “not at all” or “not applicable” as no.

University Related Social Barriers

Feeling isolated from other students was significantly associated with being a native student, being gender non-conforming, and being a pre-major; where feeling supported by a network of students was associated with working less hours, being gender conforming, being a declared major, being at least a second-generation college student, being 21-30 years, being white or Asian, and being a junior or senior. Feeling disengaged or disinterested in school was associated with working more hours, being a native student, not planning on going to graduate school, being at least a second-generation college student, being 21-30 years old, being white, and being a sophomore whereas feeling interested and engaged in their educational program was associated with being female, being white, and having a commute of less than 16 minutes. Finding their program helpful to meeting career goals was associated with planning on attending graduate school and being gender conforming.

	% Answered either frequently or occasionally to question "while enrolled at CSULB how often did you feel… (see above for full text of question)				
	Isolated	**Disengaged**	**Supported**	**Interested & Engaged**	**Program helpful**
Total	47	62	76	92	91
<15 units	47.8	61.4	75.6	92.2	90.0
15+ units	45.0	63.6	77.5	93.5	92.0
X^2 *p*	.251	.348	.372	.314	.155
Work ≤ 20 hours	44.9	59.6	77.6*	92.8	91.0
Work 21-40 hours	49.6	66.2	74.4	92.9	90.2
Work > 40 hours	47.9	64.6*	62.5	91.7	85.4
X^2 *p*	.203	.036	.028	.957	.405
Native	49.5*	66.3*	75.0	92.2	90.8
Transfer	43.3	56.6	78.2	93.1	90.2
X^2 *p*	.010	.000	.114	.501	.643
Male	42.5	61.6	77.4	89.4	89.1
Female	48.0	62.3	75.9	93.5*	91.1
X^2 *p*	.061	.805	.554	.008	2.57
LGBQ	52.0	65.3	75.2	91.1	90.1
Heterosexual	46.0	62.0	76.2	93.0	90.9
X^2 *p*	.111	.351	.766	.333	.695
Gender Conform	46.6	62.0	76.7*	92.9	91.0*
Gender Non-conform	76.5*	82.4	47.1	70.6*	64.7
X^2 *p*	.014	.085	.004	.000	.000
Declared Major	45.2	62.3	77.9*	92.7	90.9
Pre or undeclared	52.8*	61.6	70.1%	92.3	89.9
X^2 *p*	.009	.796	.002	.771	.532
Graduate School	46.5	59.6	76.9	92.9	92.0*
No Grad School	47.4	68.1*	75.0	92.9	87.9
X^2 *p*	.725	.000	.402	.590	.005
1st Generation	47.5	59.2	74.4	92.6	91.3
2+ Generation	45.7	66.6*	79.1*	92.8	89.9
X^2 *p*	.474	.002	.023	.857	.321
International Student	53.3	55.3	78.9	86.8	81.6
US student	46.6	62.2	76.1	92.8	90.9
X^2 *p*	.288	.380	.681	.159	.052
17-20 years	48.0	61.0	75.9	92.7	91.2

	% Answered either frequently or occasionally to question "while enrolled at CSULB how often did you feel… (see above for full text of question)				
	Isolated	**Disengaged**	**Supported**	**Interested & Engaged**	**Program helpful**
21-23 years	48.3	66.5*	79.3*	92.3	90.6
>24 years	42.4	55.9	72.3	93.3	90.1
X^2 p	.125	.001	.011	.824	.845
Asian	48.8	63.8	79.7	91.5	90.2
Latino	46.7	56.3	72.2	93.2	90.4
White	42.7	69.3*	80.3*	95.8*	91.9
Other	48.8	64.1	74.7	89.4	91.7
X^2 p	.512	.001	.006	.027	.795
Commute ≤15 min	46.7	64.3	78.5	94.4*	91.0
Commute >15 min	47.0	61.0	74.8	91.6	90.4
X^2 p	.885	.165	.080	.027	.679
Senior	45.7	64.1	79.7*	93.1	91.6
Junior	47.4	61.1	75.1	92.8	89.8
Sophomore	52.7	70.0*	72.2	88.6	90.3
Freshman	42.0	49.3	72.0	94.7	90.8
X^2 p	.126	.000	.002	.067	.699

* denote significant assoications

Barriers off Campus

Reporting that job responsibilities interfered with school was associated with taking less than 15 units, working greater than 20 hours, being a transfer student, being female, having declared their major, older age, being non-Asian, and being a junior or senior. Reporting that family responsibilities interfered with school was associated with taking less than 15 units, working more than 20 hours, identifying as LGBTQ, being a first-generation college student, being Latino, having a commute of greater than 15 minutes, and being older. Believing their employer supported your academic aspirations was associated with taking less than 15 units, working 21-40 hours per week, being a transfer student, having declared their major, not being an international student, being older, being white and being a junior or a senior. Feelings of discrimination (treated unfairly at school because of your gender, race/ethnicity, sexual orientation or religion) was associated with identifying as LGBTQ, gender non-conforming, being an international student, and planning on attending graduate school. Family fully supporting academic aspirations was associated with being female and being heterosexual. Being worried about mental of physical health was associated with being a native student, being female, planning on attending graduate school, not being an international student, being younger, and not being a freshman.

	% Answered either frequently or occasionally to question "while enrolled at CSULB how often did you feel… (see above for full text of question)					
	Job interfered	**Family interfered**	**Employer supported**	**Discriminated**	**Family Supported**	**Health Concerns**
Total	63	65	62	9	95	68
<15 units	65.3*	66.6*	63.8*	9.0	94.8	69.3
15+ units	58.7	61.8	57.8	10.1	94.7	66.1
X^2 p	.006	.042	.013	.457	.977	.159
Work ≤ 20 hours	48.3	61.0	51.4	9.2	94.8	67.1
Work 21-40 hours	89.4	71.1	81.3*	8.7	94.2	68.5
Work > 40 hours	91.7*	85.4*	75.0	4.2	91.7	66.7

	% Answered either frequently or occasionally to question "while enrolled at CSULB how often did you feel… (see above for full text of question)					
	Job interfered	**Family interfered**	**Employer supported**	**Discriminated**	**Family Supported**	**Health Concerns**
X^2 *p*	.000	.000	.000	.474	.590	.849
Native	60.0	64.7	59.1	9.5	95.1	71.2*
Transfer	67.5*	65.1	65.2*	9.2	94.2	63.6
X^2 *p*	.001	.881	.010	.800	.385	.001
Male	58.2	65.9	60.4	10.9	92.2	56.1
Female	64.1*	60.9	62.0	9.0	95.4*	71.3*
X^2 *p*	.038	.079	.578	.280	.071	.000
LGBQ	65.8	72.1*	62.9	15.3*	90.0	77.6*
Heterosexual	62.6	64.1	61.5	8.7	95.5*	67.7
X^2 *p*	.369	.024	.702	.002	.001	.004
Gender Conform	63.0	64.9	61.8	9.3	94.8	68.2
Gender Non-conform	76.5	52.9	70.6	29.4*	88.2	82.4
X^2 *p*	.252	.305	.456	.005	.223	.211
Declared Major	67.1*	65.7	66.6*	9.2	94.8	67.6
Pre or Undeclared	47.6	62.1	43.0	9.9	94.4	70.6
X^2 *p*	.000	.200	.000	.709	.733	.263
Graduate School	62.6	65.8	62.2	10.4*	94.3	69.8*
No Grad School	63.2	62.9	60.6	7.1	95.7	64.7
X^2 *p*	.812	.242	.519	.029	.203	.032
1st Generation	63.4	68.4*	61.5	8.9	94.2	68.3
2+ Generation	62.2	59.0	62.1	10.1	95.6	67.9
X^2 *p*	.616	.000	.815	.390	.188	.862
International Student	57.9	60.5	42.1	28.9*	89.5	42.1
US student	63.0	64.9	62.1*	9.0	94.8	68.7*
X^2 *p*	.518	.575	.012	.000	.146	.000
17-20 years	51.5	61.7	49.2	9.2	94.8	69.8
21-23 years	67.2	64.4	68.6*	8.1	95.8	70.2*
>24 years	72.0*	70.2*	67.7	12.2	92.5	62.3
X^2 *p*	.000	.020	.000	.076	.066	.015
Asian	57.0	63.9	55.3	9.1	92.8	69.9
Latino	65.4	69.9*	64.0	8.1	96.0	66.3
White	68.3*	57.9	66.7*	8.4	95.1	70.6
Other	63.1	63.4	65.0	13.4	96.3	69.0
X^2 *p*	.004	.003	.002	.123	.059	.460
Commute ≤15 min	56.7	57.8	60.7	9.0	95.4	68.3
Commute >15 min	66.6*	69.0*	62.2	9.7	94.3	68.0
X^2 *p*	.000	.000	.543	.627	.351	.897
Senior	71.4*	66.2	70.5*	10.3	94.5	69.9
Junior	65.9	65.8	66.6	9.6	95.6	67.5
Sophomore	54.0	66.2	44.7	9.3	92.8	72.2*
Freshman	34.8	56.5	35.7	5.3	95.7	59.4
X^2 *p*	.000	.063	.000	.189	.393	.017

*denote significant assoications

Use of Services and Social Barriers

Bivariate analysis revealed that there were some significant associations between the use of services and social barriers. The service that was associated with the most social barriers was the use of CAPS. The barrier that was associated with the most services was discrimination. The following reviews the significant results.

CAPS

The use of Counseling and Psychological Services was associated with the most perceived social barriers, both within and outside the university. Those who used CAPS were more likely to report feeling isolated from other students, being disengaged from school and less likely to report being supported by a network of students. Outside barriers included job and family responsibilities interfering with school, being treated unfairly and being worried about mental or physical health.

% Answered either frequently or occasionally to question "while enrolled at CSULB how often did you feel…	**% Use**	**% Don't use**	***p***
Social support within the University			
isolated from other students in the program	60.4	45.7	.000
disengaged/disinterested in school	70.7	61.6	.021
supported by a network of students in the program	68.3	77.1	.012
Social support from outside the University			
your job responsibilities interfered with school	73.2	62.0	.005
your family responsibilities interfered with school	73.8	64.0	.012
you were treated unfairly at school because of your gender, race/ethnicity, sexual orientation or religion	18.3	8.5	.000
worried about your mental or physical health	89.0	66.0	.000

Discrimination

Use of the Writing center, DSS, Dreamers Success Center, CAPS, Veteran's Services, Women & Gender Equity Center and the LGBT Student Resource Center were all associated with feelings of discrimination.

The % of students who reported frequently or occasionally feeling that they were treated unfairly at school because of your gender, race/ethnicity, sexual orientation or religion.

Service	**% Used**	**% Did not use**	***p***
Writing Center	12.2	8.5	.002
Disabled Student Services	19.3	8.7	.000
Dreamers Success Center	25.0	9.0	.001
CAPS	18.3	8.5	.000
Veteran's Services	17.3	9.2	.047
Women & Gender Equity Center	27.8	9.0	.000
LGBT Student Resources Center	41.7	9.2	.000

Other associations between services and social barriers

DSS users (63.3%) were more likely than non-users (46.0%) to feel isolated from other students ($p = .000$), they were less likely to report their employer supported school (50.0%) when compared to non-users (62.3%) ($p = .011$), and they were also more likely to report they were worried about physical and mental health (81.3%) compared to non-users (67.3%) ($p = .003$).

Those who used **Veterans' Services** were less likely (33.3%) than non-users (47.4%) to feel isolated from other students (p = .047), as well as were less likely (86.5%) to report that their family supported their academics than non-users (95.0%) (*p* = .008)

Users of the **Writing Center** were less likely (57.9%) to feel disengaged from school compared to non-users (63.8%) (*p* = .027).

Users of the **Assistance Migrant Program** were more likely (85.0%) than non-users (62.1%) to feel disengaged in school (*p* = 0.36).

Users of the **Career Development Center** (66.7%) were more likely non-users (60.6%) to report that their job interfered with school (*p* = .015), and that their employer supported school (65.7%) compared to non-users (59.2%) (*p* = .006).

LGBT student resource center users (91.7%) were more likely than non-users (62.8%) to report their job interfered with school (*p* = .039).

Those who used the **Beach Food Pantry** (74.7%) compared to non-users (63.5%) were more likely to report that family responsibilities interfered with school (*p* = .001).

The **Dreamers Success Center** users were more likely (82.5%) than non-users (64.5%) to report that family interfered with school (*p* = .018).

Users of the **Student Support Services** program (73.7%) compared to non-users (64.3%) reported more frequently that family responsibilities interfered with school (p = .042) and being worried about physical and mental health (82.5% compared to non-users 67.1%, *p* = .001).

Users of the **Learning Assistance Center** (73.0%) were more likely to be worried about physical and mental health than non-users (67.1%) (*p* = .042).

Women and Gender Equity Center users (83.3%) were more likely to be worried about physical and mental health than non-users (67.8%) (*p* = .048).

Work and Commute

Of the students who reported their average work hours 28.6% worked 0-15 hours/week, 53.6% worked 16-30 hours/week, and 17.8% worked more than 30 hours/week. There was a significant difference between pre-major and majors and the number of hours worked (p = .000), 84% of pre-majors worked 20 hours per week or less compared to 60% of declared majors, also no pre-majors worked more than 40 hours where 3.7% of declared majors did.

On average how many hours per week to you work for pay during the semester?

	Total*	
Hours/week	**N**	**%**
Do not work during the semester	471	26.5
0-10	126	7.1
11-15	213	12.0
16-20	278	15.7
21-25	218	12.3
26-30	139	7.8
31-35	62	3.5
36-40	101	5.7
More than 40	48	2.7

Work hours vary significantly	119	6.7

The average commute of 36.4% of the students was less than 15 minutes. Fifteen to 45 minutes was the average for 48.1% and 15.4% commute more than 45 minutes.

One-way average commute length	***n***	**%**
Less than 15 minutes	647	36.4%
15-30 minutes	520	29.3%
31-45 minutes	334	18.8%
46-60 minutes	166	9.3%
1 hour to 1 ½ hours	68	3.8%
1 ½ hours- 2 hours	35	2.0%
Greater than 2 hours	6	0.3%

Use of Summer School at CSULB

59.3% (N = 1,063) of students said they did not plan to or attended summer school at CSULB. The most commonly reported reason for not using summer school was the cost. The most common reported reason why the attended summer school was to help speed up their graduation date.

Reasons students gave for not attending summer school (able to select more than one)

Reasons for not attending summer school	**N**	**%**
The cost	748	70.4
My financial aid/other benefits aren't available	546	51.4
I like the time off	345	32.5
I need to work more hours during summer	309	29.1
The courses offered do not fit my needs	163	15.3

764 students said they plan to or have used summer school, the following were the reasons that were closest to why they attend summer school.

Reason why they attend summer school	**N**	**%**
It helps to speed up my graduation date	509	66.6
To take prerequisites	115	15.1
To focus on a single class at a time	96	12.6
It is easier to get into some classes	44	5.8

Native students (35.9%) were significantly (N = 1792, p =.000) less likely to use summer school than transfer students (47.7%).

Those who had declared their major (42.7%) were significantly (N = 1744, p = .001) more likely to use summer school than those who were pre- majors or undeclared (32.8%).

Those who planned to apply for graduate school (42.5%) were significantly (N = 1768, p = .018) more likely to use summer school than those who were not planning on applying (36.5%).

Number of units taken a semester was correlated with use of summer school (N = 1774, p =.000), those students who took fewer units during the semester were more likely to use summer school.

	Plan to Use Summer School	
Typical number of units/semester	**No**	**Yes**
0-6 units	12 (42.9%)	16 (57.1%)
7-12 units	115 (49.4%)	118 (50.6%)
12-14 units	526 (59.4%)	360 (40.6%)
15+ units	401 (64.0%)	226 (36.0 %)

Working more was associated with an increased likelihood of using summer school (N = 1656, p = .004)

	Plan to Use Summer School	
Typical Number of hours worked per week	**No**	**Yes**
20 hours or less/week	668 (61.4%)	420 (38.6%)
21-40 hours/week	295 (56.7%)	225 (43.3%)
More than 40 hours/week	19 (39.6%)	29 (60.4%)

Increasing age was associated with an increased likelihood of using summer school (N = 1759, p = .000).

	Plan to Use Summer School	
Age	**No**	**Yes**
24 years and older	124 (47.5%)	212 (52.5%)
21-23 years	453 (60.0%)	302 (40.0%)
17-20 years	399 (66.5%)	201 (33.5%)

Students in the School of Nursing and the Department of Family & Consumer Sciences were the most likely to use summer school. The students in the Department of Recreation and Leisure Studies were the least likely to use summer school.

	Plan to Use Summer School	
Department (declared, pre-majors, undeclared but intended department)	**No**	**Yes**
Speech & Language Pathology	27 (65.9%)	14 (34.1%)
School of Criminology	141 (64.7%)	77 (35.3%)
Family & Consumer Sciences	254 (54.2%)	215 (45.8%)
Health Care Administration	82 (57.3%)	61 (42.7%)
Health Science	171 (60.9%)	110 (39.1%)
Kinesiology	174 (64.4%)	96 (35.6%)
School of Nursing	161 (54.2%)	98 (45.8%)
Recreation and Leisure Studies	41 (68.3%)	19 (31.7%)
School of Social Work	48 (62.3%)	29 (37.7%)

There was no significant difference for commute length, race, and gender with the use of summer school.

Majors vs. Pre-majors

As the university is impacted, many students are pre-majors and not declared majors. For some majors they can declare their major before entry as freshmen (Child Development, Consumer Affairs, Family Life Education, Fashion Design, Fashion Merchandising, Hospitality Management, Health Care Administration and Health Science, and Recreation and Leisure Studies). Any student who changes majors or did not declare prior to admission, as well as those in the other majors in the college are designated pre-majors. Pre-majors cannot declare until the time that they have met the requirements to the major for declaration. All transfer students have met the requirements before being admitted so they are admitted directly into the major.

Majors vs. Pre-majors Barriers to Graduating

Pre-majors were more likely to report failing a course and heavy course load as barriers.

Majors were more likely to report courses not being offered every semester or in summer/winter, work/career, and unable to get into a class.

Barrier	**Majors**	**Pre-Majors**	***p***
Courses not being offered every semester			.000
Biggest Barrier	702 (54.2%)	95 (30.4%)	
Moderate Barrier	366 (28.3%)	109 (34.9%)	
Not a Barrier	277 (17.5%)	108 (34.6%)	
Courses not offered in summer/winter			
Biggest Barrier	368 (28.9%)	48 (15.5%)	.000
Moderate Barrier	409 (32.1%)	110 (35.5%)	
Not a Barrier	496 (39.0%)	152 (49.0%)	
Unable to get in a class			
Biggest Barrier	565 (43.6%)	89 (28.0%)	
Moderate Barrier	388 (29.9%)	110 (34.6%)	
Not a Barrier	344 (26.5%)	119 (37.4%)	
Failing a course			
Biggest Barrier	344 (27.4%)	133 (42.2%)	.000
Moderate Barrier	249 (19.8%)	72 (22.9%)	
Not a Barrier	662 (52.7%)	110 (34.9%)	
Heavy course load			.000
Biggest Barrier	538 (42.0%)	185 (58.2%)	
Moderate Barrier	556 (43.4%)	108 (34.0%)	
Not a Barrier	187 (14.6%)	25 (13.3%)	
Work/Career			.000
Biggest Barrier	394 (30.4%)	64 (20.3%)	
Moderate Barrier	579 (44.7%)	125 (39.7%)	
Not a Barrier	323 (24.9%)	126 (40.0%)	

Note: Undeclared majors were removed from the analysis as the focus was pre-majors and undeclared majors may be in the process of moving out of the college.

Majors vs. Pre-majors Advising Needs

Significant differences were found in that declared majors needed more advising on graduate school, where pre-majors wanted more major course selection advising and GE advising.

	Majors		Pre-Majors		*p*
Advising Needs	**N**	**%**	**N**	**%**	
More career advising	623	45.5	164	47.7	.289
More general education advising	176	12.6	93	27.0	.000
More advising on courses for my major	606	43.3	229	66.6	.000
More advising on graduate school	711	50.8	117	34.0	.000
All my advising needs have been met	273	19.5	51	14.8	.046

Note: Undeclared majors were removed from the analysis as the focus was pre-majors and undeclared majors may be in the process of moving out of the college.

Majors vs. Pre-majors: Work & Commute

There was a significant difference between pre-major and majors and the number of hours worked (p = .000), 84% of pre-majors worked 20 hours per week or less compared to 60% of declared majors, also no pre-majors worked more than 40 hours where 3.7% of declared majors did. Majors (65.9%) were significantly more likely than pre-majors (54.4%) to commute more than 15 minutes to campus (*p* = .000). This could be associated with the majority of freshmen staying in the dorms.

	Pre-majors		Majors	
Hours/week work for pay	**N**	**%**	**N**	**%**
Do not work during the semester	167	48.7	292	20.9
0-10	31	9.0	93	6.7
11-15	43	12.5	160	11.4
16-20	32	9.3	244	17.5
21-25	30	8.7	184	13.2
26-30	5	1.5	134	9.6
31-35	8	2.3	54	3.9
36-40	6	1.7	94	6.7
More than 40	0	0	48	3.4
Work hours vary significantly	21	6.1	91	6.8

Majors vs. Pre-majors Planning to Attend Graduate School

There was a significant difference in that Pre-majors (73.8%) were more likely than declared majors (67.1%) to plan to attend graduate school (*p* = .016).

	Plan to Attend Graduate School		*p*
	No	**Yes**	
Declared Major	459 (32.9%)	935 (67.1%)	.016
Pre-major	90 (26.2%)	254 (73.8%)	

Majors vs. Pre-majors Use of Summer School

There was a significant difference in that pre-majors (33.1%) were less likely than declared majors (42.7%) to plan to use summer school (*p* = .001).

	Plan to use Summer School		
	No	**Yes**	***p***
Declared Major	802 (57.3%)	597 (42.7%)	.001
Pre-major	230 (66.9%)	114 (33.1%)	

Majors vs. Pre-Majors Number of Units

There was a significant difference in the number of units taken with 46.5% of pre-majors and 32.0% of majors typically taking 15 or more units per semester ($p = .000$)

Typical number of units/Semester	**Majors**	**Pre-majors**	***p***
0-6 units	27 (1.9%)	1 (0.3%)	.000
7-12 units	209 (14.9%)	21 (6.1%)	
12-14 units	716 (51.1%)	162 (47.1%)	
15+ units	448 (32.0%)	160 (46.5%)	

Majors vs. Pre-Majors Social Barriers

Pre-majors were more likely to feel isolated and less likely to feel that supported by a network of students, that their program helped meet their career goals, that their job and family interfered with school, and that their family fully supported their academic aspiration than majors.

While enrolled at CSULB how often did you feel…	**Frequently 1**	**Occasionally 2**	**Not at all 3**	X^2p
Social support within the University				
Isolated from other students in the program				
Majors	155 (11.8%)	477 (36.4%)	677 (51.7%)	.043
Pre-majors	50 (15.6%)	128 (39.9%)	142 (44.5%)	
Supported by a network of students in the program				
Majors	447 (33.0%)	643 (47.5%)	264 (19.55)	.000
Pre-majors	65 (19.6%)	178 (53.8%)	88 (26.6%)	
That your program would help you meet your career goals				
Majors	648 (46.8%)	624 (45.1%)	113 (8.2%)	.012
Pre-majors	136 (41.0%)	178 (53.6%)	18 (5.4%)	
Social support from outside the University				
Your job responsibilities interfered with school				
Majors	356 (29.1%)	562 (47.6%)	285 (23.3%)	.000
Pre-majors	40 (16.8%)	123 (51.7%)	75 (31.5%)	
Your family responsibilities interfered with school				
Majors	290 (21.6%)	627 (46.7%)	427 (31.8%)	.025
Pre-majors	47 (15.1%)	165 (52.9%)	100 (32.1%)	
Your family fully supported your academic aspirations				
Majors	1012 (73.4%)	312 (22.6%)	54 (3.9%)	.001
Pre-majors	217 (64.2%)	109 (32.2%)	12 (3.6%)	

Non-Significant Differences for Majors and Pre-majors

There were no significant differences between majors and pre-majors in expected time from declaration of major to graduation, and opinions on timely graduation (is important, helps financially, hurts GPA, and not wanting to be rushed).

Qualitative Findings

What Students Desire to Support Academic Success (*n*=1,153)

Summary of Key Themes:

- Students expressed a desire for more (n=490 used this word) advising support/contact for course selection, major selection (i.e. initial career choice), ongoing 4-year plan support, and final post-graduate planning (i.e. grad school, professional job)
- Students perceive the need for CHHS to overhaul the way that course scheduling occurs, as most students reported scheduling classes around their lives, not their lives around their classes
- Planning efforts must consider student's emotional and social values. Students may:
    - Feel pressure to graduate too soon
    - Need to prioritize work over classes
    - Not feel comfortable communicating their fears/concerns directly to an advisor/faculty member
- There is a need to increase positive exchanges with advising resources on campus

Potential Priorities Based on Student Feedback:

1. Consider technology to assist with course forecasting and preferences for days/times
2. Increased sensitivity to student needs when scheduling classes
    a. Offer winter/summer support for all classes to increase graduation rates
    b. Strong preference for online learning, evening classes, and "grouped" schedules within majors all in one day so students can work or care for family members
3. Funding to increase perceived access to advising
    a. Development of a functional smartphone application to increase access to advising through scheduling, anticipated wait times, and important deadlines and resources
    b. Increase advertising to educate students about access to advisors throughout the semester (e.g. promote the texting options, emails, etc.)
    c. Increase funding for full-time staffing to reduce student perception of being "rushed"
    d. Development of a 1 unit Advising course all CHHS freshmen must take in their first year
4. Increase advising experience
    a. Increase advisor professional development to better serve and respond to our diverse student population
    b. Examine major-specific concerns
    c. Conduct ongoing evaluation of student satisfaction about advising to ensure adequate services exist
5. Increase visibility and capacity of Career Development Center (similar feedback to #1)
6. Examine pre-requisite requirements across majors to ensure all courses truly matter and must be sequenced in a particular way
7. Look at unique needs of working students and student parents –they seem to make up the bulk of respondents

Qualitative question on academic support needs:

How can the CHHS, department or program help you succeed academically? (n=1153)

Note: There are 7 other places on campus where a CHHS student can get advising (EOP, TRiO/SSSP, UCUA, BAC, UHP, and their faculty). The survey questions did not specify CHHS Advising, so it is unclear whether student responses and feedback pertain to CHHS Advising or another advising

area/office. The specific actionable changes in the following table are realistic ideas for CHHS Advising to implement based on their limited staff and resources.

KEY THEME #1: ADVISING SUPPORT (n=413)

Subtheme	Specific Actionable Changes	Illustrative Quotes
1. Availability (N=205)	• Increase advertising to improve perceived access to advising • More proactive mandatory targeted advising (in person and virtual options)	"A specific advising time so that it is easier to get an appointment. Rather than having it fall on me to find an appointment because it's usually difficult and I have to walk in and get lucky."
2. Assistance Choosing Courses/ (N=101)	• Online resource with information about each major or department	"Help me make a 4-year planner because sometimes the online website and classes you need can be confusing."
3. Information about Programs in CHHS	• College-wide career/major fair or informational meetings regarding majors/departments (possibly held by advising or each department) • Develop across all majors career unit in introductory courses	
4. Lack of support from advising center	• Increase student awareness of commonly confused advising policies • Explore alternative advising services to avoid students feeling "rushed"	"Drop in advising always feels rushed which I have never liked." "The advisors do not seem like they care every time I visit. They say they are "trying to help" but more so than often they always say that they can't do anything about something."
5. Freshmen Advising (N=8)	• Continue assisting freshman in choosing courses	
6. Advising Experience	• Continue helping students create a 4-year plan for their degree • Create a more welcoming environment from the time students enter CSULB	"Have assigned advisors and mandatory check-ins with them in order to make sure that we are on track" "I need a black and white outline of what classes I actually need to take in my department. I currently have a long list of course options, but I don't know which ones I am supposed to take and if they need to be done in a specific order. That would be helpful, also if I could actually make an appointment with an advisor for Health and Human services because I have tried multiple times using the online appointment system (SSC) and haven't been able to do so. On my MyCSULB it says that my advisor is College of Health and Human Services Advising Center however on SSC there is no option for

Subtheme	Specific Actionable Changes	Illustrative Quotes
		me to make an appointment with them. I work a lot and have 15 units so scheduling something online is ideal for me."

KEY THEME #2: SERVICES (N=207)

Subtheme	Specific Actionable Changes	Illustrative Quotes
1. Internships/ Workshops (N=44)	• Inform students about upcoming workshops • Have each department create an internship website for students to access	"They can pay more attention to struggling students and refer them to other campus resources."
2. Financial Aid/Scholarships (N=26)	Inform students about scholarship opportunities	"CHHS can offer more personal guidance for students. I understand that all the counselors/advisors oversee a lot of students and it would be almost impossible to devote quality time to all students but to make it happen at least once would really help. It doesn't necessarily have to be an in-person appointment. Email is a great way to communicate quick concerns."
3. Academic Support/Tutoring (N=19)		"Having specialized tutoring, supplemental instruction by peer coaches who have recently completed a course well known to have low passing student percentile."
4. Mental Health Support (N=13)	Stress relief resources	

KEY THEME #3: COURSE AVAILABILITY (n=174)

Subtheme	Specific Actionable Changes	Illustrative Quotes
1. Eliminating unnecessary courses/Requiring less prerequisites (N=20)		
2. Variety of class time (N=18)	• Courses offered in both spring and fall semesters • More sections for impacted courses (CHEM 100, capstones, etc.)	"Improved scheduling as to not have massive gaps in schedule or having to come 4 days with massive gaps." "Have more classes available for students to take. Nothing is more frustrating than to be on time to graduate, but be hindered due to the fact that the classes you need to graduate aren't available or open."

Subtheme	Specific Actionable Changes	Illustrative Quotes
3. More Summer/winter classes (N=13)		
4. Online classes (N=5)		"As a mother of a 5 year old, I'd really love more online courses or more time options on required courses (some electives I need are only at night or early morning)."
5. Night classes (N=5)		"Wider variety of classes at night. I want to WANT the classes I am offered at night. Right now I feel like I am settling on classes just to meet the time constraints due to my employment."

KEY THEME #4: CAREER ADVISING (N=91)

Subtheme	Specific Actionable Changes	Illustrative Quotes
1. Career options available after graduation (N=21)	Career Workshops/Fairs	"I would recommend having more outreach to the students who are pre-declared and help them get informed with career opportunities." "Provide possible career options prior to graduate school but after the bachelor's degree."
2. Career options based on student's major (N=21)	Career Resource Page	"By providing resources that allow students to really grasp the various ways we can fully utilize our degrees. Giving us different job option ideas would be really helpful." "Provide mentors to help students who do not know what they want to do and help them explore their options. Many students do not know what they want to do with their degree such as Health Science and they follow a career path because the majority are doing it. I think to help improve students academically is to provide them this guidance so that it is one stressor that does not need to be worried about which can improve them academically."

KEY THEME #5: MISCELLANEOUS CONCERNS (N=58)

Subtheme	Illustrative Quotes
Students do not want to be rushed to graduate in 4 years (N=4)	"Have classrooms open as quiet study rooms. The quiet study rooms in the library are almost always full, and it is difficult to find a seat during peak hours."
	"Help create an environment that help support student aspirations. Sometime it is hard for student or me to express my concern with a counselor when I am uncomfortable or overwhelmed to complete school. Uncertain of finding a career after graduation."

KEY THEME #6: GRADUATION PLANNING/ASSISTANCE (N=56)

Subtheme	Specific Actionable Changes	Illustrative Quotes
1. Timely Graduation Plan (N=26)	Continue checking in with students to make sure they are on track to graduate (if they appear to be falling behind)	"Check up on us regularly ESPECIALLY THE SENIORS to make sure we are on track to graduate."
2. Information about Graduate Schools (N=21)	Online resources for different graduate school paths	"I think asking students if they plan to go to grad school is important in order to start thinking ahead."

KEY THEME #7: FACULTY/STAFF CONCERNS (N=14)

Subthemes	Illustrative Quotes
1. Better professors/variety of instructors	**"**Have more professors that seem to care about your academics and make the professors more accessible. Sometimes, I feel blind or lost." "More upper division teachers! Like the HSC class with instructor X, She's the ONLY teacher for the class and no one honestly likes her teaching method or method of testing. I don't think it's fair we don't have a choice of teachers to choose from in a lot of upper division classes. I don't think it's fair that our academic success depends on one person."

Qualitative Question on 4-Year initiative

If you have heard about the "4-year initiative" what are your feelings about it? (n=441)

Uninformed about 4-year initiative

Many students are not aware of the 4-year initiative when they come to CSULB. They do not find out until later that they should be taking 15 units a semester in order to graduate in 4 years, and by the time they find out, it is too late for a 4-year graduation. Informing freshman of our goals, possibly during the mandatory advising meetings during freshman year, is important if we want to increase the number of students graduating in 4 years. Also, just by looking at the number of respondents that had feelings about it (441 students), since we had 2015 responses, that means the other 1574 (78.1%) students either did not respond to this question or do not know what the 4-year initiative is

Clear Messages:

- Concerns about feeling rushed/pressured, that the goal is unrealistic, and that it is arbitrary
- Worry that **academic success** may suffer if they take too many classes
- Students point to the university in that they feel the goal isn't in line with the support they are given
- Some students were not aware that this was an expectation
- Some students felt this initiative was not in balance with other priorities that students face (i.e. crowded classes, difficulty parking, poorly maintained buildings)

Overlapping themes from Q37 (how to help students)

- Address course availability/timing
- Provide career support so students can make an effective career choice early to pursue their degree in a timely way

Potential Priorities Based on Student Feedback:

1. Educate students about 4-year initiative alongside career support, tutoring, etc.

    a. SOAR
    b. Advising
    c. Major-specific classes
    d. Student groups
    e. Promotional campus campaigns, etc. to increase awareness
2. In promotional campaigns about the 4-year-inititiative, tap into student values by explaining:
    a. Why students benefit from this initiative
    b. How the university is supporting students in achieving this goal
    c. Solutions to common barriers (i.e. working and doing school, limited)
3. Mandatory career support early in major (e.g. career assessment, personality profile, etc.) to ensure students are confident in their career choice
4. Frame the initiative around values that students care about (i.e. valuable degree to earn more)
5. Consider faculty or student incentives to timely graduation - see what might be motivating
    a. E.g. Award for departments that increase it by x%, student gets 2 extra grad tickets, etc.
6. Rapidly counsel students who fail key courses (i.e. chem) into other career paths

Misc. Comments

"I think that there are more pressing issues to fund instead of the graduation initiative. For example, there is mold inside the SSPA building & building are falling apart. We should not have increased tuition to fund this initiative."

KEY THEME #1: RUSHED/PRESSURED (N=128)

Subtheme	Illustrative Quote
1. Personal factors/Moving at own pace (n=61)	"Everyone should be able to take as long as they need to complete their degree. Family, work, and outside obligations frequently interfere with students' performance and workload capacity." "I think it's important to graduate in the time that is personally best for you. Some students can't handle graduating in 4 years because of the time constraints and pressure to take more classes. Financial aid should cover however long it takes." "It personally doesn't matter whether or not someone can graduate in four-years. It depends on the individual and their personal circumstances. If you have the availability to graduate in 4 years or even 3 years, do it. If there are circumstances in which he individual is inhibited, such as working or any other personal problems, then graduating after 4 years shouldn't be a problem either as long as they finish sooner or later."
2. Overwhelmed by courses/Grades suffering (n=37)	"I think the 4-year initiative pressures us students to hurry up by cramming classes/homework just to graduate. This negatively affects us because we're so pressured to leave by the 4th year, that we're not doing well in class. Those who are here for more than 4 years tend to be called "super seniors". People think they must have slacked off or failed classes, but there are many outside factors that influence a longer graduation date. IT'S NOT A BAD THING TO GRADUATE AFTER 4 YEARS!"

Subtheme	Illustrative Quote
	"I do not believe in it, as I feel that it pushes students to graduate too fast. This may cause a less enjoyable learning experience, added stress & anxiety and overall lower G.P.A when rushed." "I personally think that taking 15 units is too much especially if one is working, involved in extracurricular activities, or has to complete challenging courses such as chemistry. I have been working since I started my academic career at CSULB and cannot afford to not work because I have to help my family out. Furthermore, I am involved in extracurricular activities because I want to eventually go to grad school and by being involved it strengthens my application and resume. Also, I care for my father who has a disability and terminal illness. I can't take 15 units every semester if I have all these responsibilities."
3. Work/Financial Concerns (n=21)	"I do not like it. There are some students who do not have the time to commit to school full time and also work full-time to support themselves. There are students with families and children to take care of and by forcing a student to graduate in 4-years to make school look better does not show support for students who have hardships and personal responsibilities. Some of us do not have families or parents to support us financially through school." "I believe that it is impossible, unless financial aid is able to cover summer and winter tuition."
4. Career Choices (n=9)	"How can we select the right major if we are forced to choose one right away to get out on time? It is like asking someone to decide what they want to be for the rest of their lives when they have not even been given the opportunity to learn about themselves." "I think that students should be able to take their time to finish their degrees especially if they started at a university right after high school. I believe that students need more time to determine exactly what they want to do rather than enforcing a for year limit and a 144-unit gap to figuring out what they want to do."

KEY THEME #2: UNINFORMED ABOUT 4 YEAR INITIATIVE (N=31)

Illustrative Quote	**"**Counselors don't tell students that it is necessary to take 15 units per semester. They only encourage the minimum which is 12 units to be a full-time student. I wish I would have known sooner." "I had no idea that I was supposed to take 15 units a semester in order to graduate on time. My advisors always told me to do 12 units a semester."

Note: The policy of the CHHS advising center is students are recommended to take 15 units each semester in order to graduate in 4 years. These comments may be applicable to the special programs that also advise CHHS students.

KEY THEME #3: UNREALISTIC (N=29)

Subtheme	Illustrative Quote

1. Course availability	**"**It makes no sense when everyone I know is taking longer than 4 years to graduate including myself. Little parking, crowding of classrooms, unavailable classes make it very hard to even get through college." "I think students shouldn't feel pressured or ashamed for not graduating within 4 years. Attending a largely populated school with terrible parking, and difficulty to register for classes makes it difficult to graduate within 4 years, especially with the other stressors and demands of university life. everyone moves at a different pace." "I think graduating in 4 years is amazing but is difficult with so many unnecessary general education requirements. I don't want to spend thousands of dollars to take a theater class. Doing major specific classes, or even helpful GEs (such as a budgeting G) would make the 4-year initiative better."

KEY THEME #4: BELIEF THAT 4 YEAR INITIATIVE IS ARBITRARY (N=9)

Illustrative Quotes	**"**I feel that four years to finish a degree is asking the student to go above and beyond the status quo." "Stupid that you force people out. They are paying you money so why should you care." "I think that there are more pressing issues to fund instead of the graduation initiative. For example, there is mold inside the SSPA building & building are falling apart. We should not have increased tuition to fund this initiative."

Analysis by Department

For this section unless specified both declared majors, pre-majors and those who intended to declare the major were included in the analysis for each department. The departments of Health Science and Family and Consumer Sciences were over represented in the sample, and the School of Nursing was underrepresented.

Departments Representation in the Survey

Department/major	Majors	Pre-Majors	Undeclared plan	*n* Total	*n* %	N % CHHS
Speech-Language Pathology	32	8	1	41	2.9%	2.6%
Criminal Justice	159	51	9	219	15.7%	12.0%
Family and Consumer Sciences	420	42	7	469	33.5%	28.5%
Child development & Family Studies	171					
Consumer Affairs	36					
Family Life Education	13					
Fashion Design	27					
Fashion Merchandising	90					
Dietetics (DPD)	30					
Nutritional Sciences	4					
Hospitality Management	45					
Food Science	3					
Health Care Administration	126	15	2	143	10.2%	8.5%
Health Science	237	39	5	281	20.1%	12.8%
Community Health Education	204					
School Health Education	10					
Both School & Community	22					
Undecided	2					
Kinesiology	197	67	6	270	19.3%	17.3%
Adapted PE Teacher	6					
K-12 PE teacher	14					
Exercise Science	102					
Fitness	26					
Sports Psychology & Leadership	34					
Athletic Training	23					
School of Nursing	116	97	1	214	15.3%	10.2%
Recreation and Leisure Studies	58	2	0	60	4.3%	4.4%
School of Social Work	53	24	0	77	5.5%	3.4%
	1398	345				

Department of Speech & Language Pathology

The department of Speech & Language Pathology had 120 declared majors and 63 pre-majors in Fall 2017, 41 students completed in the survey, for a response rate of 22.4%.

SLP Demographics of Sample

	Majors	Pre-Majors/ Undeclared	Total	%
Male	0	0	0	0
Female	32	9	41	100
Class level				
Senior (90+ units)	10	0	10	24.4
Junior (60-89 units)	17	4	21	51.2
Sophomore (30-59 units)	4	1	5	12.2
Freshman (0-29 units)	1	4	5	12.2
Race/Ethnicity				
American Indian or Alaska Native	0	0	0	0
Asian	6	1	7	17.5
Black or African American	1	2	3	7.5
Native Hawaiian or other Pacific Islander	1	0	1	2.5
Hispanic or Latino	10	4	14	35.0
White	10	2	12	30.0
Two or more race/ethnicities	2	0	2	5.0
Decline to sate	1	0	1	2.5
Age				
42+ years	0	0	0	0
32-41 years	1	0	1	2.4
27-31 years	2	0	2	4.9
24-26 years	1	1	2	4.9
23 years	5	0	5	12.2
22 years	6	0	6	14.6
21 years	7	0	7	17.1
20 years	6	4	10	24.4
19 years	3	2	5	12.2
17-18 years	1	2	3	7.3
International Students	0	1	1	2.5
Identify as Gender Non-conforming	0	0	0	0
Identify as Lesbian/Gay/Bisexual/Questioning	2	0	2	5.1
Are a 1st generation college student	16	7	23	56.1
Plan to apply to Grad School	32	9	41	100
Number of Units Typical per Semester				
0-6 units	0	0	0	0
7-12 units	7	0	7	17.1
12-14 units	17	4	21	51.2
15+ units	8	5	13	31.7
Transfer Status				
Native	18	7	25	61.0
Transfer	14	2	16	39.0

SLP Taking 15+ units

Only 31.7% of students were taking 15 or more units on average per semester.

72.2% (N= 13) of students who indicated that taking less than 15 units was not a barrier to timely graduation were taking on average less than 15 units per semester.

Typical number of units/Semester	Native	Transfer	Total	%
0-6 units	0	0	0	0
7-12 units	1	6	7	17.1
12-14 units	14	7	21	51.2
15+ units	10	3	13	31.7

	Taking less 15 units on average	Taking 15 or more units on average	*p*
Native Student	15 (60.0%)	10 (40.0%)	.154
Transfer Student	13 (81.3%)	3 (18.3%)	
1st generation College Student	18 (78.3%)	5 (21.7%)	.121
Not a 1st generation college Student	10 (55.6%)	8 (44.4%)	
Declared Major	24 (75.0%)	8 (25.0%)	.082
Pre-major or undeclared	4 (44.4%)	5 (55.6%)	
Senior	8 (80.0%)	2 (20.0%)	.079
Junior	16 (76.2%)	5 (23.8%)	
Sophomore	3 (60.0%)	2 (40.0%)	
Freshman	1 (20.0%)	4 (80.0%)	
Working 20 hours per week or less	20 (64.5%)	11 (35.5%)	.062
Working 21-40 hours per week	7 (100.0%)	0 (0.0%)	
Working more than 40 hours per week	0	0	
Commute 15 minutes or less	10 (83.3%)	2 (16.7%)	.183
Commute greater than 15 minutes	18 (62.1%)	11 (37.9%)	
Race/Ethnicity: White	9 (75.0%)	3 (25.0%)	.283
Race/Ethnicity: Asian	3 (50.0%)	4 (57.1%)	
Race/Ethnicity: Latino/Hispanic	11 (78.6%)	3 (21.4%)	
Race/Ethnicity: Other	3 (50.0%)	3 (50.0%)	
Taking less than 15 units is a big barrier to graduating on time	4 (66.7%)	2 (33.3%)	.622
Taking less than 15 units is a moderate barrier to graduating on time	6 (54.5%)	5 (45.5%)	
Taking less than 15 units is not a barrier to graduating on time	13 (72.2%)	5 (27.8%)	

SLP Services Used

27(65.8%) of students used a listed campus service (see table below). Of those students who used services the writing Center was used by the most students. 15(36.6%) of students surveyed used only one service, 7(17.1%) used two services and 5(12.1%) used three or more services.

Service Used	N	%
Beach Food Pantry	5	12.2
CAPS	3	7.3
Career Development Center	9	22.0
College Assistance Migrant program	1	2.4
Disabled Student Services	4	9.8
Dreamers Success Center	1	2.4
Educational Opportunity Program	4	9.8
Learning Assistance Center	6	14.6
LGBT Student Resource Center	0	0.0
Partners for Success	0	0.0
Student Support Services program	1	2.4
Veterans Services	0	0.0
Writing Center	10	24.4
Women & Gender Equity Center	2	4.9

SLP Opinions about Timely Graduation

	Strongly agree-5	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree-1	Mean
Timely graduation is important to me	29 (65.7%)	9 (22.0%)	2 (4.9%)	0 (0.0%)	1 (2.4%)	4.59
Timely graduation helps me financially	29 (70.7%)	5 (12.2%)	3 (7.3%)	3 (7.3%)	1 (2.4%)	4.41
Timely graduation hurts my GPA	3 (7.3%)	4 (9.8%)	11 (26.8%)	12 (29.3%)	11 (26.8%)	2.41
I don't want to be rushed to finish my degree	9 (22.0%)	8 (19.5%)	8 (19.5%)	12 (29.3%)	4 (9.8%)	3.15
If my financial aid/benefits were tied to timely graduation, I would finish sooner	10 (24.4%)	10 (24.4%)	14 (34.1%)	5 (12.2%)	2 (4.9%)	3.51
I have extended my degree plan in order to maintain financial aid	1 (2.4%)	1 (2.4%)	12 (29.3%)	8 (19.5%)	19 (46.3%)	1.95

SLP Barriers to Graduation on Time

Barriers to graduating in 4 years as a native student or 2 years after transfer Ranked by mean (lowest ranked is bigger barrier)

	Biggest Barriers=0	Moderate Barrier=1	Not a Barrier=2	Mean
Courses not being offered every semester	24 (63.2%)	10 (26.3%)	4 (10.5%)	0.47
Heavy course load	17 (44.7%)	15 (39.5%)	6 (15.8%)	.71
Financial concerns	15 (39.5%)	17 (44.7%)	6 (14.6%)	.76
Courses not offered in summer/winter	18 (47.4%)	11 (28.9%)	9 (23.7%)	.76
Unable to get into a class	13 (33.3%)	15 (38.5%0	11 (28.2%)	.95
Family or personal responsibilities	10 (25.6%)	20 (51.3%)	9 (22.0%)	.97
Too many prerequisite courses	9 (25.0%)	17 (47.2%)	10 (27.8%)	1.03
Change in my major	16 (42.1%)	4 (10.5%)	18 (47.4%)	1.05
Personal Health	7 (18.4%)	18 (47.4%)	13 (34.2%)	1.16
Advising problems	8 (22.9%)	13 (37.1%)	14 (40.0%)	1.17
Work/Career	7 (17.9%)	18 (46.2%)	14 (35.9%)	1.18
Non-academic road blocks	9 (23.7%)	13 (34.2%)	16 (42.1%)	1.18
Taking less than 15 units	6 (17.1%)	11 (31.4%)	18 (51.4%)	1.34
Failing a course(s)	6 (16.2%)	9 (24.3%)	22 (59.5%)	1.43

SLP Advising Needs

Only 7.3% (N= 3) felt all their advising needs had been met. The most needed advising was for graduate school preparation and applications (73.2%).

What do you feel you need more of in terms of academic advising (select all that apply)?

Advising Needs	N	%
More Career advising	13	31.7%
More general education advising	1	2.4%
More advising on courses for my major	16	39.0
More advising on graduate school	30	73.2
All my advising needs have been met	3	7.3

What would have improved your advising experiences at CSULB?

	0-Most Important	1- Somewhat Important	2- Not Important	Mean
An Orientation to my major by my department	27 (69.2%)	11 (28.2%)	1 (2.6%)	0.33
More Career and professional guidance	26 (70.3%)	8 (21.6%)	3 (8.1%)	0.38
More clear handouts on academic path to degree	21 (53.8%)	10 (25.6%)	8 (20.5%)	0.67
Better quality time in advising	19 (50.0%)	11 (28.9%)	8 (21.1%)	0.71
More frequent advising	15 (40.5%)	14 (37.8%)	8 (21.6%)	0.81
More time with advising by faculty	16 (39.0%)	13 (34.2%)	9 (23.7%)	0.82
An orientation to possible degree options in the CHHS	14 (35.9%)	17 (43.6%)	8 (20.5%)	0.85
An orientation to online degree tracking through MyCSULB	9 (23.7%)	17 (44.7)	12 (31.6%)	1.08
More time with the advising center(s)	10 (26.3%)	14 (36.8%)	14 (36.8%)	1.11

SLP Use of Summer School at CSULB

65.9% (N =27) of students said they did not plan to or attended summer school at CSULB.

Reasons students gave for not attending summer school (able to select more than one)

Reasons for not attending summer school	N	%
The cost	18	66.6
The courses offered do not fit my needs	9	33.3
I like the time off	8	29.6
My financial aid/other benefits aren't available	7	25.9
I need to work more hours during summer	4	14.8

34.1% (N = 14) students said they plan to or have used summer school, the following were the reasons that were closest to why they attend summer school.

Reason why they attend summer school	N	%
It helps to speed up my graduation date	7	50.0
To focus on a single class at a time	4	28.6
To take prerequisites	2	14.3
It is easier to get into some classes	1	7.1

SLP Planning to attend Graduate School

First Choice in Graduate School	N	%
Post-baccalaureate certificate	1	2.4
Masters	40	97.6

SPL Social Barriers

While enrolled at CSULB how often did you feel…	Frequently 1	Occasionally 2	Not at all 3	Mean	Reverse coded
Social support within the University					
isolated from other students in the program	5 (13.2%)	13 (34.2%)	20 (52.6%)	2.39	1.61
disengaged/disinterested in school	4 (10.3%)	20 (51.3%)	15 (38.5%)	2.28	1.72
supported by a network of students in the program	13 (33.3%)	20 (51.3%)	6 (15.4%)	1.82	
interested and engaged in your educational program	27 (65.9%)	13 (31.7%)	1 (2.4%)	1.37	
that your program would help you meet your career goals	25 (61.0%)	15 (36.6%)	1 (2.4%)	1.14	
Social support from outside the University					
your job responsibilities interfered with school	11 (36.7%)	11 (36.7%)	8 (26.7%)	1.9	2.10
your family responsibilities interfered with school	6 (15.0%)	18 (45.0%)	16 (40.0%)	2.25	1.75
your employer supported your academic aspirations	15 (55.6%)	9 (33.3%)	3 (11.1%)	1.56	
you were treated unfairly at school because of your gender, race/ethnicity, sexual orientation or religion	4 (9.8%)	4 (9.8%)	26 (63.4%)	2.65	1.35
your family fully supported your academic aspirations	34 (82.9%)	7 (17.1%)	0	1.17	
worried about your mental of physical health	10 (25.0%)	24 (60.0%)	6 (15.0%)	1.90	2.10

Qualitative Data: What Students Desire to Support Academic Success (N = 2)

Specific Actionable Changes
• More SLPA courses •

School of Criminology (*n*=219)

The School of Criminology had 513 declared majors and 328 pre-majors in Fall 2017, 219 students completed in the survey, for a response rate of 29.1%..

CRJU Demographics of Sample

	Majors	Pre-Majors/Undeclared	Total	%
Male	58	16	74	34.3
Female	98	44	142	65.7
Class level				
Post Baccalaureate	1	0	1	0.5
Senior (90+ units)	70	0	70	32.0
Junior (60-89 units)	61	4	65	29.7
Sophomore (30-59 units)	15	19	34	15.5
Freshman (0-29 units)	12	37	49	22.4
Race/Ethnicity				
American Indian or Alaska Native	0	0	0	0
Asian	17	5	22	10.1
Black or African American	7	1	8	3.7
Native Hawaiian or other Pacific Islander	4	2	6	2.8
Hispanic or Latino	92	35	127	58.5
White	24	13	37	17.1
Two or more race/ethnicities	7	3	10	4.6
Decline to sate	6	1	7	3.2
Age				
42+ years	0	0	0	0
32-41 years	10	0	10	4.6
27-31 years	14	0	14	6.5
24-26 years	20	0	20	9.2
23 years	19	0	19	8.8
22 years	23	0	23	10.6
21 years	31	0	31	14.3
20 years	21	8	29	13.4
19 years	12	25	37	17.1
17-18 years	7	27	34	15.7
International Students	2	2	4	1.8
Identify as Gender Non-conforming	1	0	1	.5
Identify as Lesbian/Gay/Bisexual/Questioning	13	7	20	9.8
Are a 1st generation college student	106	45	151	69.6
Plan to apply to Grad School	73	33	106	48.6
Number of Units Typical per Semester				
0-6 units	5	1	6	2.7
7-12 units	32	3	35	16.0
12-14 units	66	17	83	37.9
15+ units	56	17	83	37.9
Transfer Status				
Native	64	60	124	56.6
Transfer	95	0	95	43.4

CRJU Taking 15+ units

Only 31.7% of students were taking 15 or more units on average per semester. Being a native student, a pre-major or undeclared, a freshmen or sophomore, and commuting less than 15 minutes was as statistically significant ($p < .01$) predictor of taking 15 or more units.

43.0% (N= 34) of students who indicated that taking less than 15 units was not a barrier to timely graduation were taking on average less than 15 units per semester.

Typical number of units/Semester	Native	Transfer	Total	%
0-6 units	1	6	7	17.1
7-12 units	14	7	21	51.2
12-14 units	14	7	21	51.2
15+ units	10	3	13	31.7

	Taking less 15 units on average	Taking 15 or more units on average	*p*
Native Student	50 (40.3%)	74 (59.7%)	.000
Transfer Student	74 (77.9%)	21 (22.1%)	
1st generation College Student	18 (78.3%)	5 (21.7%)	.069
Not a 1st generation college Student	10 (55.6%)	8 (44.4%)	
Declared Major	103 (64.8%)	56 (35.2%)	.000
Pre-major or undeclared	21 (35.0%)	39 (65.0%)	
Senior	52 (74.3%)	18 (25.7%)	.000
Junior	41 (63.1%)	24 (36.9%)	
Sophomore	16 (47.1%)	18 (52.9%)	
Freshman	14 (28.6%)	35 (71.4%)	
Working 20 hours per week or less	60 (48.8%)	63 (51.2%)	.018
Working 21-40 hours per week	40 (61.5%)	25 (38.5%)	
Working more than 40 hours per week	9 (90.0%)	1 (10.0%)	
Commute 15 minutes or less	35 (43.8%)	45 (56.3%)	.004
Commute greater than 15 minutes	88 (63.8%)	50 (36.2%)	
Race/Ethnicity: White	17 (45.9%)	20 (54.1%)	.589
Race/Ethnicity: Asian	13 (59.1%)	9 (40.9%)	
Race/Ethnicity: Latino/Hispanic	74 (58.3%)	53 (41.7%)	
Race/Ethnicity: Other	14 (58.3%)	10 (41.7%)	
Taking less than 15 units is a big barrier to graduating on time	28 (65.1%)	15 (34.9%)	.024
Taking less than 15 units is a moderate barrier to graduating on time	47 (61.0%)	30 (39.0%)	
Taking less than 15 units is not a barrier to graduating on time	34 (43.0%)	45 (57.0%)	

CRJU Services Used

162 (74.0%) of students used a listed campus service (see table below). Of those students who used services the writing Center was used by the most students. 116(53.0%) of students surveyed used only one service, 25(11.4%) used two services and 21(9.6%) used three or more services.

Service Used	N	%
Beach Food Pantry	36	16.4
CAPS	15	6.8
Career Development Center	40	18.3
College Assistance Migrant program	5	7.3
Disabled Student Services	8	3.7
Dreamers Success Center	7	3.2
Educational Opportunity Program	35	16.0
Learning Assistance Center	11	5.0
LGBT Student Resource Center	0	0.0
Partners for Success	0	0.0
Student Support Services program	14	6.4
Veterans Services	12	5.5
Writing Center	52	23.7
Women & Gender Equity Center	3	1.4

CRJU Opinions about timely graduation

	Strongly agree-5	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree-1	Mean
Timely graduation is important to me	166 (76.1%)	39 (17.9%)	8 (3.7%)	4 (1.8%)	1 (0.5%)	4.67
Timely graduation helps me financially	161 (73.9%)	29 (13.3%)	21 (9.6%)	5 (2.3%)	2 (0.9%)	4.57
Timely graduation hurts my GPA	16 (7.3%)	51 (23.4%)	74 (33.9%)	35 (16.1%)	42 (19.3%)	2.83
I don't want to be rushed to finish my degree	52 (23.9%)	76 (34.9%)	46 (21.1%)	26 (11.9%)	18 (8.3%)	3.54
If my financial aid/benefits were tied to timely graduation, I would finish sooner	71 (32.6%)	45 (20.6%)	70 (32.1%)	21 (9.6%)	11 (5.0%)	3.66
I have extended my degree plan in order to maintain financial aid	11 (5.0%)	13 (6.0%)	87 (39.9%)	42 (19.3%)	65 (29.8%)	2.37

CRJU Barriers to graduation on time

Barriers to graduating in 4 years as a native student or 2 years after transfer Ranked by mean (lowest is bigger barrier)

	Biggest Barrier=0	Moderate Barrier=1	Not a Barrier=2	Mean
Financial concerns	106 (53.3%)	64 (32.2%)	29 (14.6%)	0.61
Heavy course load	96 (48.2%)	78 (39.2%)	25 (12.6%)	0.64
Family or personal responsibilities	91 (46.2%)	71 (36.0%)	35 (17.8%)	0.72
Courses not being offered every semester	90 (45.7%)	70 (35.5%)	37 (18.8%)	0.73
Work/Career	65 (32.8%)	73 (36.9%)	60 (30.3%)	0.97
Unable to get into a class	77 (38.5%)	54 (27.0%)	69 (34.5%)	0.96
Too many prerequisite courses	52 (26.1%)	88 (44.2%)	59 (29.6%)	1.04
Non-academic road blocks	47 (24.9%)	72 (38.1%)	70 (37.0%)	1.12
Taking less than 15 units	43 (21.6%)	77 (38.7%)	79 (39.7%)	1.18
Failing a course(s)	61 (30.8%)	38 (19.2%)	99 (50.0%)	1.19
Personal Health	49 (24.6%)	56 (28.1%)	94 (47.2%)	1.23
Advising problems	36 (18.7%)	74 (38.3%0	83 (42.0%)	1.24
Courses not offered in summer/winter	39 (20.3%)	57 (29.7%)	96 (50.0%)	1.30
Change in my major	31 (16.5%)	32 (17.0%)	125 (66.5%)	1.50

CRJU Advising Needs

Only 20.5% (N=45) felt all their advising needs had been met. The most needed advising was for courses in the major (53.9%) and career advising (44.3%).

Advising Needs	N	%
More career advising	97	44.3
More general education advising	47	21.5
More advising on courses for my major	118	53.9
More advising on graduate school	78	35.6
All my advising needs have been met	45	20.5

What would have improved your advising experiences at CSULB?

	0-Most Important	1- Somewhat Important	2- Not important	Mean
More career and professional guidance	128 (63.7%)	63 (31.3%)	10 (5.0%)	0.41
An orientation to my major by my department	118 (59.0%)	63 (31.5%)	19 (9.5%)	0.51
Better quality time in advising	108 (54.5%)	61 (30.8%)	29 (14.6%)	0.60
More frequent advising	93 (46.7%)	67 (33.7%)	39 (19.6%)	0.73
More clear handouts on academic path to degree	85 (41.9%)	86 (42.4%)	32 (15.8%)	0.74
An orientation to possible degree options in the CHHS	82 (42.3%)	75 (38.7%)	37 (19.1%)	0.77
More time with advising by faculty	75 (39.5%)	67 (35.3%)	48 (25.3%)	0.86
An orientation to online degree tracking through MyCSULB	72 (37.1%)	73 (37.6%)	49 (25.3%)	0.88
More time with the advising center(s)	70 (36.5%)	73 (38.0%)	49 (25.5%)	0.89

CRJU Use of Summer School at CSULB

64.7% (N = 141) of students said they did not plan to or attended summer school at CSULB.

Reasons students gave for not attending summer school (able to select more than one).

Reasons for not attending summer school	N	%
I Like the time off	55	39.0
The courses offered do not fit my needs	16	11.3
The cost	96	68.1
My financial aid/other benefits aren't available	75	53.2
I need to work more hours during summer	44	31.2

35.3% (N = 77) students said they plan to or have used summer school, the following were the reasons that were closest to why they attend summer school.

Reason why they attend summer school	N	%
It is easier to get into some classes	2	2.4
It helps to speed up my graduation date	55	66.3
To focus on a single class at a time	15	18.1
To take prerequisites	11	13.3

CRJU Planning to attend Graduate School

First Choice in Graduate School	N	%
Post-baccalaureate certificate	2	1.9
Professional Health degree (Not Nursing)	2	1.9
Masters	91	85.5
Ph.D.	7	6.6
Ed.D. or other Doctoral	2	1.9
Teaching Credential	1	0.9
Registered Nursing (RN)	1	0.9

CRJU Social Barriers

While enrolled at CSULB how often did you feel…	Frequently 1	Occasionally 2	Not at all 3	Mean	Reverse coded
Social support within the University					
isolated from other students in the program	23 (11.3%)	77 (37.9%)	103 (50.7%)	2.39	1.61
disengaged/disinterested in school	31 (15.6%)	103 (51.8%)	65 (32.7%)	2.17	1.83
supported by a network of students in the program	47 (22.4%)	114 (54.3%)	49 (23.3%)	2.01	
interested and engaged in your educational program	119 (54.6%)	88 (40.4%)	11 (5.0%)	1.50	
that your program would help you meet your career goals	86 (40.0%)	107 (49.8%)	22 (10.2%)	1.70	
Social support from outside the University					
your job responsibilities interfered with school	53 (31.4%)	74 (43.8%)	42 (24.9%)	1.93	2.07
your family responsibilities interfered with school	48 (23.4%)	102 (49.85)	55 (26.8%)	2.03	1.97
your employer supported your academic aspirations	58 (40.6%)	56 (39.2%)	29 (20.3%)	1.80	
you were treated unfairly at school because of your gender, race/ethnicity, sexual orientation or religion	5 (3.0%)	9 (5.4%)	154 (91.7%)	2.89	1.11
your family fully supported your academic aspirations	153 (70.8%)	55 (25.5%)	8 (3.75)	1.33	
worried about your mental of physical health	44 (22.1%)	83 (41.7%)	72 (36.2%)	2.14	1.86

Family and Consumer Sciences (*n*=469)

The department of Family and Consumer Sciences had 1,785 declared majors and 216 pre-majors in Fall 2017, 469 students completed in the survey for a response rate of 23.4%.

FCS Demographics of Sample

	Majors	Pre-Majors/Undeclared	Total	%
Male	38	5	43	9.2
Female	378	44	422	90.8
Class level				
Senior (90+ units)	206	2	208	44.3
Junior (60-89 units)	160	10	170	36.2
Sophomore (30-59 units)	40	23	63	13.4
Freshman (0-29 units)	14	14	28	6.0
Race/Ethnicity				
American Indian or Alaska Native	5	0	5	1.1
Asian	98	15	113	24.4
Black or African American	15	4	19	4.1
Native Hawaiian or other Pacific Islander	8	0	8	1.7
Hispanic or Latino	175	19	194	41.8
White	81	6	87	18.8
Two or more race/ethnicities	26	1	27	5.8
Decline to sate	8	3	11	2.4
Age				
42+ years	1	0	1	0.2
32-41 years	19	0	19	4.1
27-31 years	17	1	18	3.9
24-26 years	70	1	71	15.3
23 years	53	0	53	11.4
22 years	78	1	79	17.1
21 years	102	6	108	23.3
20 years	43	19	62	13.4
19 years	21	15	36	7.8
17-18 years	11	5	16	3.5
International Students	20	3	23	5.0
Identify as Gender Non-conforming	6	1	7	1.5
Identify as Lesbian/Gay/Bisexual/Questioning	51	5	56	12.7
Are a 1st generation college student	254	32	286	61.5
Plan to apply to Grad School	224	26	250	53.5
Number of Units Typical per Semester				
0-6 units	3	0	3	0.6
7-12 units	8	2	10	7.0
12-14 units	62	6	68	47.6
15+ units	53	9	62	43.4
Transfer Status				
Native	219	45	264	56.3
Transfer	201	4	2065	43.7

FCS Taking 15+ units

Only 32.2% of students were taking 15 or more units on average per semester.

54.2% (N=84) of students who indicated that taking less than 15 units was not a barrier to timely graduation were taking on average less than 15 units per semester.

Typical number of units/Semester	Native	Transfer	Total	%
0-6 units	2	1	3	0.6
7-12 units	18	40	58	12.4
12-14 units	138	119	257	54.8
15+ units	106	45	151	32.2

	Taking less 15 units on average	Taking 15 or more units on average	*p*
Native Student	158 (59.8%)	106 (40.2%)	.000
Transfer Student	160 (78.0%)	45 (22.0%)	
1st generation College Student	202 (70.6%)	84 (29.4%)	.071
Not a 1st generation college Student	112 (62.6%)	67 (37.4%)	
Declared Major	289 (68.8%)	131 (31.2%)	.172
Pre-major or undeclared	29 (59.2%)	20 (40.8%)	
Senior	131 (63.0%)	77 (37.0%)	.001
Junior	134 (78.8%)	36 (21.2%)	
Sophomore	39 (61.9%)	24 (38.1%)	
Freshman	14 (50.0%)	14 (50.0%)	
Working 20 hours per week or less	172 (66.7%)	86 (33.3%)	.114
Working 21-40 hours per week	121 (71.2%)	49 (28.8%)	
Working more than 40 hours per week	12 (92.3%)	1 (7.7%)	
Commute 15 minutes or less	96 (58.5%)	68 (41.5%)	.002
Commute greater than 15 minutes	222 (72.8%)	83 (27.2%)	
Race/Ethnicity: White	54 (62.1%)	33 (37.9%)	.285
Race/Ethnicity: Asian	73 (64.6%)	40 (35.4%)	
Race/Ethnicity: Latino/Hispanic	141 (72.7%)	53 (27.3%)	
Race/Ethnicity: Other	39 (66.1%)	20 (33.9%)	
Taking less than 15 units is a big barrier to graduating on time	74 (82.2%)	16 (17.8%)	.000
Taking less than 15 units is a moderate barrier to graduating on time	131 (70.1%)	56 (29.9%)	
Taking less than 15 units is not a barrier to graduating on time	84 (54.2%)	71 (45.8%)	

FCS Services Used

387 (82.5%) of students used a listed campus service (see table below). Of those students who used services the Career Development Center was used by the most students. 199 (42.4%) of students surveyed used only one service, 93 (19.8%) used two services and 36 (7.6%) used three or more services.

Service Used	**N**	**%**
Beach Food Pantry	48	10.2
CAPS	51	10.9
Career Development Center	265	56.5
College Assistance Migrant program	6	1.3
Disabled Student Services	36	7.7
Dreamers Success Center	12	2.6
Educational Opportunity Program	44	9.4
Learning Assistance Center	73	15.6
LGBT Student Resource Center	7	1.5
Partners for Success	4	0.9
Student Support Services program	25	5.3
Veterans Services	8	1.7
Writing Center	135	28.8
Women & Gender Equity Center	14	3.0

FCS Opinions about Timely Graduation

	Strongly agree-5	**Somewhat agree**	**Neither agree nor disagree**	**Somewhat disagree**	**Strongly disagree-1**	**Mean**
Timely graduation is important to me	313 (66.9%)	122 (26.1%)	16 (3.4%)	10 (2.1%)	7 (1.5%)	4.55
Timely graduation helps me financially	316 (67.5%)	100 (21.4%)	34 (7.3%)	14 (3.0%)	4 (0.9%)	4.52
Timely graduation hurts my GPA	36 (7.7%)	94 (20.1%)	159 (34.0%)	87 (18.6%)	92 (19.7%)	2.78
I don't want to be rushed to finish my degree	126 (27.0%)	172 (36.8%)	76 (16.3%)	60 (12.8%)	33 (7.1%)	3.64
If my financial aid/benefits were tied to timely graduation, I would finish sooner	127 (27.1)	124 (26.5%)	161 (34.4)	33 (7.1%)	23 (4.9%)	2.47
I have extended my degree plan in order to maintain financial aid	31 (6.6%)	47 (10.1%)	174 (37.3)	74 (15.8%)	141 (30.2%)	3.64

FCS Barriers to graduation on time

Barriers to graduating in 4 years as a native student or 2 years after transfer Ranked by mean (lowest is bigger barrier)

	Biggest Barriers=0	Moderate Barrier=1	Not a Barrier=2	Mean
Courses not being offered every semester	256 (57.9%)	116 (26.2%)	70 (15.8%)	0.58
Financial concerns	212 (48.4%)	148 (33.8%)	78 (17.8%)	0.69
Heavy course load	180 (42.0%)	190 (44.3%)	59 (13.8%)	0.72
Unable to get into a class	207 (47.9%)	128 (29.6%)	97 (22.5%)	0.75
Family or personal responsibilities	172 (40.3%)	161 (37.7%)	94 (22.0%)	0.82
Too many prerequisite courses	133 (30.4%)	198 (45.3%)	106 (24.3%)	0.94
Work/Career	121 (27.8%)	206 (47.4%)	108 (24.8%)	0.97
Courses not offered in summer/winter	143 (33.2%)	132 (30.6%)	156 (36.2%)	1.03
Change in my major	130 (30.6%)	103 (24.2%)	192 (45.2%)	1.15
Advising problems	100 (21.3%)	153 (36.7%)	164 (39.3%)	1.15
Taking less than 15 units	90 (20.8%)	187 (43.3%)	155 (35.9%)	1.15
Failing a course(s)	135 (31.9%)	87 (20.6%)	201 (47.5%)	1.16
Non-academic road blocks	82 (20.1%)	173 (42.4%)	153 (37.5%)	1.17
Personal Health	86 (19.9%)	157 (36.3%)	189 (43.8%)	1.24

FCS Advising Needs

Only 17.1% (N= 80) felt all their advising needs had been met. The most needed advising was for courses in the major (55.0%), career advising (46.9%), and graduate school preparation and applications (42.9%).

Advising Needs	N	%
More career advising	220	46.9
More general education advising	71	15.1
More advising on courses for my major	258	55.0
More advising on graduate school	201	42.9
All my advising needs have been met	80	17.1

What would have improved your advising experiences at CSULB?

	0-Most Important	1- Somewhat Important	2- Not important	Mean
More career and professional guidance	286 (66.4%)	110 (25.5%)	35 (8.1%)	0.42
An orientation to my major by my department	251 (58.2%)	132 (30.6%)	48 (11.1%)	0.53
Better quality time in advising	228 (53.6%)	149 (35.1%)	48 (11.3%)	0.58
More clear handouts on academic path to degree	218 (49.3%)	139 (31.4%)	85 (19.2%)	0.70
More frequent advising	187 (44.1%)	157 (37.0%)	80 (18.9%)	0.75
More time with advising by faculty	167 (39.1%)	188 (44.0%)	72 (16.9%)	0.78
An orientation to degree options in the CHHS	178 (40.8%)	168 (38.5%)	90 (20.6%)	0.80
More time with the advising center(s)	140 (33.7%)	187 (45.0%)	89 (21.4%)	0.88
An orientation to online degree tracking through MyCSULB	156 (36.0%)	173 (40.0%)	104 (24.0%)	0.88

FCS Use of Summer School at CSULB

54.2% (N = 254) of students said they did not plan to or attended summer school at CSULB.

Reasons students gave for not attending summer school (able to select more than one)

Reasons for not attending summer school	N	% of those not using summer school
I Like the time off	85	33.5
The courses offered do not fit my needs	44	17.3
The cost	186	73.2
My financial aid/other benefits aren't available	150	59.1
I need to work more hours during summer	71	28.0

45.8% (N = 215) students said they plan to or have used summer school, the following were the reasons that were closest to why they attend summer school.

Reason why they attend summer school	N	%
It is easier to get into some classes	20	9.1
It helps to speed up my graduation date	154	70.0
To focus on a single class at a time	19	8.6
To take prerequisites	27	12.3

FCS Planning to attend Graduate School

First Choice in Graduate School	N	%
Post-baccalaureate certificate	11	4.4
Professional Health degree (Not Nursing)	6	2.4
Masters	188	75.5
Ph.D.	5	2.0
Ed.D. or other Doctoral	6	2.4
Teaching Credential	29	11.6
Registered Nursing (RN)	4	1.6

FCS Social Barriers

While enrolled at CSULB how often did you feel…	Frequently 1	Occasionally 2	Not at all 3	Mean	Reverse coded
Social support within the University					
isolated from other students in the program	62 (14.0%)	187 (42.3%)	193 (43.7%)	2.30	1.70
disengaged/disinterested in school	59 (13.4%)	248 (56.2%)	134 (30.4%)	2.17	1.83
supported by a network of students in the program	120 (26.7%)	203 (45.2%)	126 (28.1%)	2.01	
interested and engaged in your educational program	241 (52.1%)	187 (40.4%)	35 (7.6%)	1.56	
that your program would help you meet your career goals	215 (46.6%)	203 (44.0%)	43 (9.3%)	1.63	
Social support from outside the University					
your job responsibilities interfered with school	118 (28.2%)	211 (50.5%)	89 (21.3%)	1.93	2.07
your family responsibilities interfered with school	99 (21.9%)	213 (47.1%)	140 (31.0%)	2.09	1.91
your employer supported your academic aspirations	159 (42.3%)	150 (39.9%)	67 (17.8%)	1.75	
you were treated unfairly at school because of your gender, race/ethnicity, sexual orientation or religion	11 (2.9%)	36 (9.7%)	326 (87.4%)	2.84	1.16
your family fully supported your academic aspirations	323 (70.2%)	113 (24.6%)	24 (5.2%)	1.35	
worried about your mental of physical health	130 (29.5%)	186 (42.3%)	124 (28.2%)	1.99	2.01

FCS Qualitative Data: What Students Desire to Support Academic Success (N = 14)

Specific Actionable Changes	Illustrative Quotes
• Consider allowing students to take art classes to fill some electives.	"BE A BIGGER PROGRAM. The fashion department should be linked with Art departments. We need more inspiration. Fashion should not be so dull."

Health Care Administration (*n*=143)

The department of Speech & Language Pathology had 478 declared majors and 119 pre-majors in Fall 2017, 143 students completed in the survey, for a response rate of 23.9%.

HCA Demographics of Sample

	Majors	Pre-Majors/Undeclared	Total	%
Male	25	3	28	19.7
Female	100	14	114	80.3
Class level				
Post Baccalaureate	0	1	1	0.7
Senior (90+ units)	66	0	66	46.2
Junior (60-89 units)	52	6	58	40.6
Sophomore (30-59 units)	5	8	13	9.1
Freshman (0-29 units)	3	2	5	3.5
Race/Ethnicity				
American Indian or Alaska Native	2	0	2	0.8
Asian	61	25	86	32.3
Black or African American	6	2	8	3.0
Native Hawaiian or other Pacific Islander	6	1	7	2.6
Hispanic or Latino	49	26	75	28.2
White	46	7	53	19.9
Two or more race/ethnicities	18	9	27	10.2
Decline to sate	6	2	8	3.0
Age				
42+ years	0	0	0	0
32-41 years	8	0	8	5.6
27-31 years	7	0	7	4.9
24-26 years	19	0	19	13.4
23 years	27	0	27	19.0
22 years	27	0	27	19.0
21 years	35	3	38	26.8
20 years	13	7	20	14.1
19 years	5	5	10	7.0
17-18 years	2	2	4	2.8
International Students	1	0	0	0.7
Identify as Gender Non-conforming	2	1	3	2.2
Identify as Lesbian/Gay/Bisexual/Questioning	22	3	25	18.7
Are a 1st generation college student	81	11	92	64.8
Plan to apply to Grad School	83	12	95	66.9
Number of Units Typical per Semester				
0-6 units	3	0	3	2.1
7-12 units	8	2	10	7.0
12-14 units	62	6	68	47.6
15+ units	53	9	62	43.4
Transfer Status				
Native	67	17	84	58.7
Transfer	59	0	59	41.3

HCA Taking 15+ units

Only % of students were taking 15 or more units on average per semester.

% (N=) of students who indicated that taking less than 15 units was not a barrier to timely graduation were taking on average less than 15 units per semester.

Typical number of units/Semester	Native	Transfer	Total	%
0-6 units	0	3	3	2.1
7-12 units	3	7	10	7.0
12-14 units	39	29	68	47.6
15+ units	42	20	62	43.4

	Taking less 15 units on average	Taking 15 or more units on average	*p*
Native Student	42 (50.0%)	42 (50.0%)	.056
Transfer Student	39 (66.1%)	20 (33.9%)	
1st generation College Student	54 (58.7%)	38 (41.3%)	.589
Not a 1st generation college Student	27 (54.0%)	23 (46.0%)	
Declared Major	73 (57.9%)	53 (42.1%)	.396
Pre-major or undeclared	8 (47.1%)	9 (52.9%)	
Senior	37 (56.1%)	29 (43.9%)	.691
Junior	35 (60.3%)	23 (39.7%)	
Sophomore	6 (46.2%)	7 (53.8%)	
Freshman	2 (40.0%)	3 (60.0%)	
Working 20 hours per week or less	34 (46.6%)	39 (53.4%)	.012
Working 21-40 hours per week	37 (66.1%)	19 (33.9%)	
Working more than 40 hours per week	5 (100.0%)	0 (0.0%)	
Commute 15 minutes or less	24 (53.3%)	21 (46.7%)	.588
Commute greater than 15 minutes	57 (58.2%)	41 (41.8%)	
Race/Ethnicity: White	12 (57.1%)	9 (42.9%)	.696
Race/Ethnicity: Asian	36 (53.7%)	31 (46.3%)	
Race/Ethnicity: Latino/Hispanic	24 (58.5%)	17 (41.5%)	
Race/Ethnicity: Other	8 (72.7%)	3 (27.3%)	
Taking less than 15 units is a big barrier to graduating on time	26 (74.3%)	9 (25.7%)	.017
Taking less than 15 units is a moderate barrier to graduating on time	26 (56.5%)	20 (42.5%)	
Taking less than 15 units is not a barrier to graduating on time	21 (42.9%)	28 (57.1%)	

HCA Services Used

122 (85.3%) of students used a listed campus service (see table below). Of those students who used services the Career Development Center was used by the most students. 61 (42.7%) of students surveyed used only one service, 45 (31.5%) used two services and 16 (11.2%) used three or more services.

Service Used	N	%
Beach Food Pantry	14	9.8
CAPS	14	9.8
Career Development Center	70	49.0
College Assistance Migrant program	1	0.7
Disabled Student Services	3	2.1
Dreamers Success Center	1	0.7
Educational Opportunity Program	16	11.2
Learning Assistance Center	24	16.8
LGBT Student Resource Center	1	0.7
Partners for Success	1	0.7
Student Support Services program	13	9.1
Veterans Services	2	1.4
Writing Center	43	30.1
Women & Gender Equity Center	3	2.1

HCA Opinions about Timely Graduation

	Strongly agree-5	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree-1	Mean
Timely graduation is important to me	93 (65.0%)	39 (27.3%)	9 (6.3%)	2 (1.4%)	0	4.56
Timely graduation helps me financially	100 (69.9%)	27 (18.9%)	12 (8.4%)	1 (0.7%)	3 (2.1%)	4.54
Timely graduation hurts my GPA	8 (5.6%)	31 (21.7%)	45 (31.5%)	30 (21.0%)	29 (20.3%)	2.71
I don't want to be rushed to finish my degree	35 (24.5%)	48 (33.6%)	34 (23.8%)	16 (11.2%)	10 (7.0%)	3.57
If my financial aid/benefits were tied to timely graduation, I would finish sooner	46 (32.2%)	45 (31.5%)	38 (26.6%)	10 (7.0%)	4 (2.8%)	3.83
I have extended my degree plan in order to maintain financial aid	13 (9.1%)	18 (12.6%)	36 (25.2%)	32 (25.2%)	44 (30.8%)	2.47

HCA Barriers to graduation on time

Barriers to graduating in 4 years as a native student or 2 years after transfer Ranked by mean (lowest is bigger barrier)

	Biggest Barriers=0	Moderate Barrier=1	Not a Barrier=2	Mean
Financial concerns	71 (55.0%)	44 (34.1%)	14 (10.9%)	0.56
Courses not being offered every semester	67 (50.4%)	47 (35.3%)	19 (14.3%)	0.64
Heavy course load	62 (47.3%)	51 (38.9%)	18 (13.7%)	0.66
Family or personal responsibilities	55 (42.6%)	50 (38.8%)	24 (18.6%)	0.76
Work/Career	48 (35.8%)	62 (46.3%)	24 (17.9%)	0.82
Change in my major	59 (46.8%)	20(15.9%)	47 (37.3%)	0.90
Unable to get into a class	47 (35.1%)	48 (35.8%)	39 (29.1%)	0.94
Too many prerequisite courses	32 (25.2%)	52 (40.9%)	43 (33.9%)	1.09
Non-academic road blocks	28 (22.2%)	58 (46.0%)	40 (31.7%)	1.10
Taking less than 15 units	35 (26.9%)	46 (35.4%)	49 (37.7%)	1.11
Failing a course(s)	44 (33.6%)	28 (21.4%)	59 (45.0%)	1.11
Courses not offered in summer/winter	30 (22.9%)	54 (41.2%)	47 (32.9%)	1.13
Advising problems	19 (15.0%)	60 (47.2%)	48 (37.8%)	1.23
Personal Health	25 (18.5%)	48 (35.6%)	62 (45.9%)	1.27

HCA Advising Needs

Only % (N=) felt all their advising needs had been met, % felt they needed more GE advising. The most needed advising was for courses in the major (%), graduate school preparation and applications (%), and career advising (%).

Advising Needs	N	%
More Career advising		
More general education advising		
More advising on courses for my major		
More advising on graduate school		
All my advising needs have been met		

What would have improved your advising experiences and CSULB?

	0-Most Important	1- Somewhat Important	2- Not important	Mean
More Career and professional guidance				
An Orientation to my major by my department				
Better quality time in advising				
More clear handouts on academic path to degree				
An orientation to possible degree options in the CHHS				
More frequent advising				
More time with advising by faculty				
More time with the advising center(s)				
An orientation to online degree tracking through MyCSULB				

HCA Use of Summer School at CSULB

57.3% (N = 82) of HCA students said they did not plan to or attended summer school at CSULB.

Reasons students gave for not attending summer school (able to select more than one)

Reasons for not attending summer school	N	% of those not using summer school
I Like the time off	17	20.7
The courses offered do not fit my needs	13	15.8
The cost	63	76.8
My financial aid/other benefits aren't available	44	53.7
I need to work more hours during summer	15	18.3

42.7% (N = 61) of HCA students said they plan to or have used summer school, the following were the reasons that were closest to why they attend summer school.

Reason why they attend summer school	N	%
It is easier to get into some classes	1	1.6
It helps to speed up my graduation date	47	77.0
To focus on a single class at a time	6	9.8
To take prerequisites	7	11.5

HCA Planning to attend Graduate School

First Choice in Graduate School	N	%
Post-baccalaureate certificate	2	2.1
Professional Health degree (Not Nursing)	3	3.2
Masters	77	81.1
Ph.D.	2	2.1
Teaching Credential	1	1.1
Registered Nursing (RN)	10	10.5

HCA Social Barriers

While enrolled at CSULB how often did you feel…	Frequently 1	Occasionally 2	Not at all 3	Mean	Reverse coded
Social support within the University					
isolated from other students in the program	16 (11.9%)	58 (43.0%)	61 (45.2%)	2.33	1.67
disengaged/disinterested in school	18 (13.2%)	71 (52.2%)	47 (34.6%)	2.21	1.79
supported by a network of students in the program	35 (25.5%)	71 (51.8%)	31 (22.6%)	1.97	
interested and engaged in your educational program	57 (40.1%)	74 (52.1%)	11 (7.7%)	1.67	
that your program would help you meet your career goals	51 (36.4%)	79 (56.4%)	10 (7.1%)	1.71	
Social support from outside the University					
your job responsibilities interfered with school	35 (27.3%)	62 (48.4%)	31 (24.2%)	1.97	2.03
your family responsibilities interfered with school	31 (23.3%)	62 (46.6%)	40 (30.1%)	2.07	2.00
your employer supported your academic aspirations	50 (42.4%)	50 (42.2%)	18 (15.3%)	1.73	
you were treated unfairly at school because of your gender, race/ethnicity, sexual orientation or religion	1 (0.8%)	9 (7.6%)	109 (91.6%)	2.91	1.09
your family fully supported your academic aspirations	95 (67.4%)	37 (26.2%)	9 (6.4%)	1.39	
worried about your mental of physical health	29 (21.8%)	69 (51.9%)	35 (26.3%)	2.05	1.95

Health Science (*n*= 281)

The department of Health Science had 718 declared majors and 181 pre-majors in Fall 2017, 281 students completed in the survey, for a response rate of 31.4%.

HSC Demographics of Sample

	Majors	Pre-Majors/Undeclared	Total	%
Male	37	6	43	15.4
Female	198	38	236	84.6
Class level				
Senior (90+ units)	143	1	144	51.2
Junior (60-89 units)	80	12	92	32.7
Sophomore (30-59 units)	12	21	33	11.7
Freshman (0-29 units)	2	10	12	4.3
Race/Ethnicity				
American Indian or Alaska Native	2	0	2	0.7
Asian	108	16	124	44.6
Black or African American	11	2	13	4.7
Native Hawaiian or other Pacific Islander	2	1	3	1.1
Hispanic or Latino	71	17	88	31.7
White	26	3	29	10.4
Two or more race/ethnicities	10	4	14	5.0
Decline to sate	4	1	5	1.8
Age				
42+ years	0	0	0	0
32-41 years	10	0	10	3.6
27-31 years	19	1	20	7.2
24-26 years	38	0	38	13.6
23 years	23	1	29	10.4
22 years	40	0	40	14.3
21 years	57	3	60	21.5
20 years	37	17	54	19.4
19 years	5	12	17	6.1
17-18 years	1	10	11	3.9
International Students	0	0	0	0
Identify as Gender Non-conforming	2	1	3	1.1
Identify as Lesbian/Gay/Bisexual/Questioning	20	6	26	9.7
Are a 1st generation college student	158	29	187	67.0
Plan to apply to Grad School	188	33	221	78.6
Number of Units Typical per Semester				
0-6 units	4	0	4	1.4
7-12 units	37	5	42	14.9
12-14 units	121	23	144	51.2
15+ units	75	16	91	32.4
Transfer Status				
Native	130	43	173	61.6
Transfer	107	1	108	38.4

HSC Taking 15+ units

Only % of students were taking 15 or more units on average per semester.

% (N=) of students who indicated that taking less than 15 units was not a barrier to timely graduation were taking on average less than 15 units per semester.

Typical number of units/Semester	Native	Transfer	Total	%
0-6 units	0	4	4	1.4
7-12 units	11	311	42	14.9
12-14 units	99	45	144	51.2
15+ units	63	28	91	32.4

	Taking less 15 units on average	Taking 15 or more units on average	*p*
Native Student	110 (63.6%)	80 (74.1%)	.068
Transfer Student	63 (36.4%)	28 (25.9%)	
1st generation College Student	137 (73.3%)	50 (26.7%)	.003
Not a 1st generation college Student	51 (55.4%)	41 (44.6%)	
Declared Major	162 (68.4%)	75 (31.6%)	.539
Pre-major or undeclared	28 (63.6%)	16 (36.4%)	
Senior	103 (71.5%)	41 (28.5%)	.053
Junior	62 (67.4%)	30 (32.6%)	
Sophomore	21 (63.6%)	12 (36.4%)	
Freshman	4 (33.3%)	8 (66.7%)	
Working 20 hours per week or less	104 (62.3%)	63 (37.7%)	.016
Working 21-40 hours per week	69 (79.3%)	18 (20.7%)	
Working more than 40 hours per week	5 (55.6%)	4 (44.4%)	
Commute 15 minutes or less	60 (61.2%)	38 (38.8%)	.094
Commute greater than 15 minutes	130 (71.0%)	53 (29.0%)	
Race/Ethnicity: White	17 (58.6%)	12 (41.4%)	.028
Race/Ethnicity: Asian	76 (61.3%)	48 (38.7%)	
Race/Ethnicity: Latino/Hispanic	70 (79.5%)	18 (20.5%)	
Race/Ethnicity: Other	21 (65.6%)	11 (34.4%)	
Taking less than 15 units is a big barrier to graduating on time	37 (74.0%)	13 (26.0%)	.069
Taking less than 15 units is a moderate barrier to graduating on time	69 (73.4%)	25 (26.6%)	
Taking less than 15 units is not a barrier to graduating on time	71 (60.2%)	47 (39.8%)	

HSC Services Used

218(77.6%) of students used a listed campus service (see table below). Of those students who used services the Career Development Center was used by the most students. 121(43.1%) of students surveyed used only one service, 40(14.2%) used two services and 57(20.3%) used three or more services.

Service Used	N	%
Beach Food Pantry	41	14.6
CAPS	28	10.0
Career Development Center	98	34.9
College Assistance Migrant program	3	1.1
Disabled Student Services	18	6.4
Dreamers Success Center	8	2.8
Educational Opportunity Program	42	14.9
Learning Assistance Center	60	21.4
LGBT Student Resource Center	1	0.4
Partners for Success	2	0.7
Student Support Services program	29	10.3
Veterans Services	4	1.4
Writing Center	71	25.3
Women & Gender Equity Center	9	3.2

HSC Opinions about timely graduation

	Strongly agree-5	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree-1	Mean
Timely graduation is important to me	181 (64.4%)	71 (25.3%)	18 (6.4%)	11 (3.9%)	0	4.5
Timely graduation helps me financially	184 (65.5%)	50 (17.8%)	33 (11.7%)	11 (3.9%)	3 (1.1%)	4.43
Timely graduation hurts my GPA	26 (9.3%)	82 (29.2%)	96 (34.2%)	50 (17.8%)	27 (9.6%)	3.11
I don't want to be rushed to finish my degree	87 (31.0%)	93 (33.1%)	51 (18.1%)	34 (12.1%)	16 (5.7%)	3.72
If my financial aid/benefits were tied to timely graduation, I would finish sooner	89 (31.7%)	76 (27.0%)	87 (31.0%)	19 (6.8%)	10 (3.6%)	3.77
I have extended my degree plan in order to maintain financial aid	24 (8.5%)	19 (6.8%)	113 (40.2%)	40 (14.2%)	85 (30.2%)	2.49

HSC Barriers to graduation on time

Barriers to graduating in 4 years as a native student or 2 years after transfer Ranked by mean (lowest is bigger barrier)

	Biggest Barriers=0	Moderate Barrier=1	Not a Barrier=2	Mean
Financial concerns	134 (50.0%)	89 (33.2%)	45 (16.8%)	0.67
Heavy course load	115 (43.7%)	108 (41.1%)	40 (15.2%)	0.71
Change in my major	122 (7.3%)	65 (25.2%)	71 (27.5%)	0.80
Courses not being offered every semester	117 (44.5%)	78 (29.7%)	68 (25.9%)	0.81
Family or personal responsibilities	102 (38.2%)	106 (39.7%)	59 (22.1%)	0.84
Unable to get into a class	111 (42.0%)	82 (31.1%)	71 (26.9%)	0.85
Too many prerequisite courses	73 (28.1%)	118 (45.4%)	69 (26.5%)	0.98
Work/Career	76 (28.5%)	114 (42.7%)	77 (28.8%)	1.00
Failing a course(s)	100 (35.6%)	52 (20.0%)	108 (41.5%)	1.03
Advising problems	69 (27.0%)	104 (40.6%)	83 (32.4%)	1.05
Non-academic road blocks	62 (24.3%)	101 (39.6%)	92 (36.1%)	1.12
Personal Health	59 (21.9%)	107 (39.8%)	103 (38.3%)	1.16
Courses not offered in summer/winter	67 (25.7%)	84 (32.2%)	110 (42.1%)	1.16
Taking less than 15 units	50 (19.1%)	94 (35.9%)	118 (45.0%)	1.26

HSC Advising Needs

Only % (N=) felt all their advising needs had been met, % felt they needed more GE advising. The most needed advising was for courses in the major (%), graduate school preparation and applications (%), and career advising (%).

Advising Needs	N	%
More Career advising		
More general education advising		
More advising on courses for my major		
More advising on graduate school		
All my advising needs have been met		

What would have improved your advising experiences and CSULB?

	0-Most Important	1- Somewhat Important	2- Not important	Mean
More Career and professional guidance				
An Orientation to my major by my department				
Better quality time in advising				
More clear handouts on academic path to degree				
An orientation to possible degree options in the CHHS				
More frequent advising				
More time with advising by faculty				
More time with the advising center(s)				
An orientation to online degree tracking through MyCSULB				

HSC Use of Summer School at CSULB

60.9% (N = 171) of HSC students said they did not plan to or attended summer school at CSULB.

Reasons students gave for not attending summer school (able to select more than one)

Reasons for not attending summer school	N	% of those not using summer school
I Like the time off	49	28.7
The courses offered do not fit my needs	21	12.3
The cost	132	77.2
My financial aid/other benefits aren't available	101	59.1
I need to work more hours during summer	46	26.9

39.1% (N = 110) of HSC students said they plan to or have used summer school, the following were the reasons that were closest to why they attend summer school.

Reason why they attend summer school	N	%
It is easier to get into some classes	2	1.8
It helps to speed up my graduation date	87	76.3
To focus on a single class at a time	9	7.9
To take prerequisites	16	14.0

HSC Planning to attend Graduate School

First Choice in Graduate School	N	%
Post-baccalaureate certificate	3	1.4
Professional Health degree (Not Nursing)	38	17.3
Masters	104	47.3
Ph.D.	15	6.8
Ed.D. or other Doctoral	9	4.1
Teaching Credential	5	2.3
Registered Nursing (RN)	46	20.9

HSC Social Barriers

While enrolled at CSULB how often did you feel…	Frequently 1	Occasionally 2	Not at all 3	Mean	Reverse coded
Social support within the University					
isolated from other students in the program	28 (10.9%)	104 (40.3%)	126 (48.8%)	2.38	1.62
disengaged/disinterested in school	31 (11.5%)	156 (57.8%)	83 (30.7%)	2.19	1.81
supported by a network of students in the program	72 (26.6%)	147 (54.2%)	52 (19.2%)	1.93	
interested and engaged in your educational program	115 (41.5%)	139 (50.2%)	23 (8.3%)	1.67	
that your program would help you meet your career goals	80 (28.6%)	166 (59.8%)	34 (12.1%)	1.84	
Social support from outside the University					
your job responsibilities interfered with school	57 (23.7%)	124 (51.5%)	60 (24.9%)	2.01	1.99
your family responsibilities interfered with school	58 (21.6%)	133 (49.6%)	77 (28.7%)	2.07	1.93
your employer supported your academic aspirations	100 (47.8%)	66 (31.6%)	43 (20.6%)	1.73	
you were treated unfairly at school because of your gender, race/ethnicity, sexual orientation or religion	8 (3.5%)	26 (11.5%)	193 (85.0%)	2.81	1.19
your family fully supported your academic aspirations	185 (67.3%)	83 (30.2%)	7 (2.5%)	1.35	
worried about your mental of physical health	96 (35.6%)	122 (45.2%)	52 (19.3%)	1.84	2.16

HSC Qualitative Data: What Students Desire to Support Academic Success (N = 8)

Specific Actionable Changes	Illustrative Quotes
Information on careers in Health Science and different paths to take in Health Science	"Simply offering more career guidance. Many of students, when applying to the Health Science program, often do so blindly. We choose the major based on what it sounds like and once we are in, we are in for a huge surprise. One does not really expect to be taught years of program planning and advocacy, though it is quite interesting. The fact that many careers in this field do not get paid all that well scares a lot of us. We need guidance and encouragement to continue on forward with the major and options presented to us pertaining to specific careers that match our personalities too!" "Honesty, I am very grateful for this opportunity to express my own needs as a student. I have been needing so desperately advising for my specific major, which is Health Science. I keep looking up my adviser, and I don't have one. I switched majors from social work to health science, and it was a complete shift. Social work had interactive, engaging, encouraging, and very helpful personal advisers. But Health Science doesn't, so I'm lead to use CHHS advising. CHHS advising is useful, but doesn't really help me with the advising regarding my major. Please, I need an adviser for Health Science."

Kinesiology (*n*=270)

The department of Kinesiology had 810 declared majors and 401 pre-majors in Fall 2017, 270 students completed in the survey, for a response rate of 22.3%.

KIN Demographics of Sample

	Majors	Pre-Majors/Undeclared	Total	%
Male	90	19	109	40.8
Female	105	53	158	59.2
Class level				
Post Baccalaureate	2	0	2	0.7
Senior (90+ units)	106	0	106	39.3
Junior (60-89 units)	83	6	89	33.0
Sophomore (30-59 units)	3	30	33	12.2
Freshman (0-29 units)	3	37	40	14.8
Race/Ethnicity				
American Indian or Alaska Native	2	0	2	0.8
Asian	61	25	86	32.3
Black or African American	6	2	8	3.0
Native Hawaiian or other Pacific Islander	6	1	7	2.6
Hispanic or Latino	49	26	75	28.2
White	46	7	53	19.9
Two or more race/ethnicities	18	9	27	10.2
Decline to sate	6	2	8	3.0
Age				
42+ years	1	0	1	0.4
32-41 years	9	0	9	3.4
27-31 years	11	0	11	4.1
24-26 years	21	0	21	7.9
23 years	21	0	21	7.9
22 years	38	0	38	14.3
21 years	59	3	62	23.3
20 years	29	6	35	13.2
19 years	3	29	32	12.0
17-18 years	2	34	36	13.5
International Students	3	2	5	1.9
Identify as Gender Non-conforming	0	1	1	0.4
Identify as Lesbian/Gay/Bisexual/Questioning	17	9	26	10.2
Are a 1st generation college student	102	31	133	50.0
Plan to apply to Grad School	166	68	234	87.0
Number of Units Typical per Semester				
0-6 units	3	0	3	1.1
7-12 units	8	1	9	3.3
12-14 units	117	24	141	52.2
15+ units	69	48	117	43.3
Transfer Status				
Native	107	72	179	66.3
Transfer	90	1	91	33.7

KIN Taking 15+ units

Only 43.3% of students were taking 15 or more units on average per semester. Being a pre-major or undeclared, freshmen or sophomore, and commuting less than 15 minutes were statistically significant ($p < .05$) predictors of taking 15 units or more.

42.9% (N= 45) of students who indicated that taking less than 15 units was not a barrier to timely graduation were taking on average less than 15 units per semester.

Typical number of units/Semester	Native	Transfer	Total	%
0-6 units	1	2	3	1.1
7-12 units	4	5	9	3.3
12-14 units	99	42	141	52.2
15+ units	75	42	117	43.3

	Taking less 15 units on average	Taking 15 or more units on average	*p*
Native Student	104 (58.1%)	75 (41.9%)	.505
Transfer Student	49 (53.8%)	42 (46.2%)	
1st generation College Student	85 (63.9%)	48 (36.1%)	.019
Not a 1st generation college Student	66 (49.6%)	67 (50.4%)	
Declared Major	128 (65.0%)	69 (35.0%)	.000
Pre-major or undeclared	25 (34.2%)	48 (65.8%)	
Senior	76 (71.7%)	30 (28.3%)	.000
Junior	50 (56.2%)	39 (43.8%)	
Sophomore	14 (42.4%)	19 (57.6%)	
Freshman	11 (27.5%)	29 (72.5%)	
Working 20 hours per week or less	104 (53.3%)	91 (46.7%)	.068
Working 21-40 hours per week	36 (66.7%)	18 (33.3%)	
Working more than 40 hours per week	3 (100.0%)	0 (0.0%)	
Commute 15 minutes or less	58 (50.0%)	58 (50.0%)	.047
Commute greater than 15 minutes	95 (62.1%)	58 (37.9%)	
Race/Ethnicity: White	22 (41.5%)	31 (58.5%)	.022
Race/Ethnicity: Asian	53 (61.6%)	33 (38.4%)	
Race/Ethnicity: Latino/Hispanic	50 (66.7%)	25 (33.3%)	
Race/Ethnicity: Other	22 (50.0%)	22 (50.0%)	
Taking less than 15 units is a big barrier to graduating on time	37 (75.5%)	12 (24.5%)	.000
Taking less than 15 units is a moderate barrier to graduating on time	58 (63.7%)	33 (36.3%)	
Taking less than 15 units is not a barrier to graduating on time	45 (42.9%)	60 (57.1%)	

KIN Services Used

187(69.2%) of students used a listed campus service (see table below). Of those students who used services the Career Development Center was used by the most students. 128(47.4%) of students surveyed used only one service, 35(13.0%) used two services and 24(8.8%) used three or more services.

Service Used	N	%
Beach Food Pantry	31	11.5
CAPS	17	6.3
Career Development Center	78	28.9
College Assistance Migrant program	0	0.0
Disabled Student Services	11	4.1
Dreamers Success Center	1	0.4
Educational Opportunity Program	21	7.8
Learning Assistance Center	52	19.3
LGBT Student Resource Center	1	0.4
Partners for Success	2	.8
Student Support Services program	15	5.6
Veterans Services	10	3.7
Writing Center	38	14.1
Women & Gender Equity Center	0	0.0

KIN Opinions about timely graduation

	Strongly agree-5	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree-1	Mean
Timely graduation is important to me	180 (66.7%)	74 (27.4%)	7 (2.6%)	6 (2.2%)	3 (1.1%)	4.56
Timely graduation helps me financially	190 (70.4%)	56 (20.7%)	19 (7.0%)	2 (0.7%)	3 (1.1%)	4.59
Timely graduation hurts my GPA	21 (7.8%)	80 (29.6%)	85 (31.5%)	46 (17.0%)	38 (14.1%)	3.00
I don't want to be rushed to finish my degree	72 (26.7%)	109 (40.4%)	54 (20.0%)	22 (8.1%)	13 (4.8%)	3.76
If my financial aid/benefits were tied to timely graduation, I would finish sooner	72 (26.8%)	76 (28.1%)	90 (33.3%)	22 (8.1%)	9 (3.3%)	3.67
I have extended my degree plan in order to maintain financial aid	15 (5.6%)	26 (9.6%)	116 (43.3%)	40 (14.9%)	71 (26.5%)	2.53

KIN Barriers to graduation on time

Barriers to graduating in 4 years as a native student or 2 years after transfer Ranked by mean (lowest is bigger barrier)

	Biggest Barriers=0	Moderate Barrier=1	Not a Barrier=2	Mean
Courses not being offered every semester	130 (52.2%)	72 (28.9%)	47 (18.9%)	0.67
Heavy course load	113 (45.0%)	107 (42.6%)	31 (12.4%)	0.67
Unable to get into a class	117 (46.6%)	75 (27.8%)	59 (23.5%)	0.77
Financial concerns	83 (33.7%)	112 (45.5%)	51 (20.7%)	0.87
Family or personal responsibilities	87 (35.8%)	95 (39.1%)	61 (25.1%)	0.89
Too many prerequisite courses	69 (27.9%)	124 (50.2%)	54 (21.9%)	0.94
Work/Career	57 (23.1%)	114 (46.2%)	46 (30.8%)	1.08
Change in my major	91 (36.8%)	42 (17.0%)	114 (46.2%)	1.09
Advising problems	62 (25.5%)	93 (38.3%)	88 (36.2%)	1.11
Non-academic road blocks	56 (23.3%)	93 (38.8%)	91 (37.9%)	1.15
Courses not offered in summer/winter	55 (22.3%)	89 (36.0%)	103 (41.7%)	1.19
Taking less than 15 units	49 (20.0%)	91 (37.1%)	105 (42.9%)	1.23
Failing a course(s)	59 (23.9%)	53 (21.5%)	135 (54.7%)	1.31
Personal Health	34 (13.9%)	90 (36.7%)	121 (49.4%)	1.36

KIN Advising Needs

Only % (N=) felt all their advising needs had been met, % felt they needed more GE advising. The most needed advising was for courses in the major (%), graduate school preparation and applications (%), and career advising (%).

Advising Needs	N	%
More Career advising	40	15.2%
More general education advising	123	46.6%
More advising on courses for my major	159	60.2%
More advising on graduate school	45	17.1%
All my advising needs have been met	114	43.2%

What would have improved your advising experiences and CSULB?

	0-Most Important	1- Somewhat Important	2- Not important	Mean
More Career and professional guidance	123	83	33	0.62
An Orientation to my major by my department	102	108	35	0.72
Better quality time in advising	168	59	17	0.38
More clear handouts on academic path to degree	93	102	45	0.80
An orientation to possible degree options in the CHHS	105	92	53	0.79
More frequent advising	90	120	34	0.77
More time with advising by faculty	147	78	21	0.49
More time with the advising center(s)	74	107	60	0.94
An orientation to online degree tracking through MyCSULB	85	103	53	0.87

KIN Use of Summer School at CSULB

64.4% (N = 174) of students said they did not plan to or attended summer school at CSULB.

Reasons students gave for not attending summer school (able to select more than one)

Reasons for not attending summer school	N	% of those not using summer school
I Like the time off	62	35.6%
The courses offered do not fit my needs	26	14.9%
The cost	123	70.7%
My financial aid/other benefits aren't available	72	41.4%
I need to work more hours during summer	66	37.9%

35.6% (N = 96) students said they plan to or have used summer school, the following were the reasons that were closest to why they attend summer school.

Reason why they attend summer school	N	%
It is easier to get into some classes	10	9.6
It helps to speed up my graduation date	64	61.5
To focus on a single class at a time	15	14.4
To take prerequisites	15	14.4

KIN Planning to attend Graduate School

First Choice in Graduate School	N	%
Post-baccalaureate certificate	1	0.4
Professional Health degree (Not Nursing)	106	45.3
Masters	85	36.3
Ph.D.	15	6.4
Ed.D. or other Doctoral	11	4.7
Teaching Credential	10	4.3
Registered Nursing (RN)	6	2.6

KIN Social Barriers

While enrolled at CSULB how often did you feel…	Frequently 1	Occasionally 2	Not at all 3	Mean	Reverse coded
Social support within the University					
isolated from other students in the program	23 (8.9%)	81 (31.4%)	154 (59.7%)	2.51	1.49
disengaged/disinterested in school	27 (10.3%)	144 (55.0%)	91 (34.7%)	2.24	1.76
supported by a network of students in the program	93 (35.2%)	125 (47.3 %)	46 (17.4%)	1.82	
interested and engaged in your educational program	155 (57.6%)	102(37.9%)	12 (4.5%)	1.46	
that your program would help you meet your career goals	133 (49.8%)	118 (44.2%)	16 (6.0%)	1.56	
Social support from outside the University					
your job responsibilities interfered with school	51 (23.3%)	107 (48.9%)	107 (48.9%)	2.04	1.79
your family responsibilities interfered with school	29 (11.5%)	125 (49.4%)	99 (39.1%)	2.28	1.72
your employer supported your academic aspirations	93 (47.7%)	62 (31.8%)	40 (20.5%)	1.73	
you were treated unfairly at school because of your gender, race/ethnicity, sexual orientation or religion	4 (1.7%)	10 (4.3%)	217 (93.9%)	2.92	1.02
your family fully supported your academic aspirations	202 (75.9%)	57 (21.4%)	7 (2.6%)	1.27	
worried about your mental of physical health	48 (18.75)	123 (47.9%)	86 (33.5%)	2.15	1.85

KIN Qualitative Data: What Students Desire to Support Academic Success (N = 7)

Illustrative Quote	"Having an intern program at the Rec Center for fitness majors" "Being split into groups during SOAR based on our emphasis not just 'KIN' but 'exercise science', 'athletic training', etc."

School of Nursing (*n*=214)

The School of Nursing had 365 declared majors and 349 pre-majors in Fall 2017, 214 students completed in the survey, for a response rate of 30.0%.

NRSG Demographics of Sample

	Majors	Pre-Majors/Undeclared	Total	%
Male	21	0	18	30.0
Female	95	89	184	86.0
Class level				
Senior (90+ units)	77	1	78	36.4
Junior (60-89 units)	37	11	48	22.4
Sophomore (30-59 units)	1	40	41	19.2
Freshman (0-29 units)	1	46	47	22.0
Race/Ethnicity				
American Indian or Alaska Native	0	0	0	0
Asian	50	52	102	47.7
Black or African American	2	1	3	1.4
Native Hawaiian or other Pacific Islander	1	2	3	1.4
Hispanic or Latino	22	17	39	18.2
White	31	18	49	22.9
Two or more race/ethnicities	6	5	11	5.1
Decline to sate	4	3	7	3.3
Age				
42+ years	0	0	0	0
32-41 years	18	0	18	8.4
27-31 years	15	0	15	7.0
24-26 years	23	0	23	10.7
23 years	10	0	10	4.7
22 years	22	0	22	10.3
21 years	15	4	19	8.9
20 years	9	19	28	13.1
19 years	2	29	31	14.5
17-18 years	2	46	48	22.4
International Students	2	0	2	0.9
Identify as Gender Non-conforming	0	1	1	.5
Identify as Lesbian/Gay/Bisexual/Questioning	17	15	32	15.5
Are a 1st generation college student	58	47	105	49.1
Plan to apply to Grad School	86	70	156	72.9
Number of Units Typical per Semester				
0-6 units	5	0	5	2.3
7-12 units	36	12	48	22.4
12-14 units	53	61	114	53.3
15+ units	22	25	47	22.0
Transfer Status				
Native	43	98	141	65.9
Transfer	73	0	73	34.1

NRSG Taking 15+ units

Only 22.0% of students were taking 15 or more units on average per semester. Being a freshman and working less than 20 hours a week were statically significant ($p < .01$) predictors of taking 15 or more units.

72.4% (N=76) of students who indicated that taking less than 15 units was not a barrier to timely graduation were taking on average less than 15 units per semester.

Typical number of units/Semester	Native	Transfer	Total	%
0-6 units	0	5	0	2.3
7-12 units	19	29	48	22.4
12-14 units	87	27	114	53.3
15+ units	35	12	47	22.0

	Taking less 15 units on average	Taking 15 or more units on average	*p*
Native Student	106 (75.2%)	35 (24.8%)	.160
Transfer Student	61 (83.6%)	12 (16.4%)	
1st generation College Student	87 (82.9%)	18 (17.1%)	.095
Not a 1st generation college Student	80 (73.4%)	29 (26.6%)	
Declared Major	94 (81.0%)	22 (19.0%)	.249
Pre-major or undeclared	73 (74.5%)	25 (25.5%)	
Senior	63 (80.8%)	15 (19.2%)	.001
Junior	40 (83.3%)	8 (16.7%)	
Sophomore	37 (90.2%)	4 (9.8%)	
Freshman	27 (57.4%)	20 (42.6%)	
Working 20 hours per week or less	120 (72.7%)	45 (27.3%)	.006
Working 21-40 hours per week	33 (97.1%)	1 (2.9%)	
Working more than 40 hours per week	3 (100.0%)	0 (0.0%)	
Commute 15 minutes or less	60 (73.2%)	22 (26.8%)	.175
Commute greater than 15 minutes	95 (62.1%)	58 (37.9%)	
Race/Ethnicity: White	36 (73.5%)	13 (26.5%)	.312
Race/Ethnicity: Asian	79 (77.5%)	23 (22.5%)	
Race/Ethnicity: Latino/Hispanic	32 (82.1%)	7 (17.9%)	
Race/Ethnicity: Other	16 (94.1%)	1 (5.9%)	
Taking less than 15 units is a big barrier to graduating on time	27 (100.0%)	0 (0.0%)	.009
Taking less than 15 units is a moderate barrier to graduating on time	47 (75.8%)	15 (24.2%)	
Taking less than 15 units is not a barrier to graduating on time	76 (72.4%)	29 (27.6%)	

NRSG Services Used

166 (77.6%) of students used a listed campus service (see table below). Of those students who used services the Learning Assistance Center was used by the most students. 109 (50.9%) of students surveyed used only one service, 38 (17.8%) used two services and 19 (8.9%) used three or more services.

Service Used	N	%
Beach Food Pantry	21	9.8
CAPS	22	10.3
Career Development Center	39	18.2
College Assistance Migrant program	0	0.0
Disabled Student Services	11	5.1
Dreamers Success Center	3	1.4
Educational Opportunity Program	15	7.0
Learning Assistance Center	67	31.3
LGBT Student Resource Center	0	0.0
Partners for Success	1	0.5
Student Support Services program	4	1.9
Veterans Services	8	3.7
Writing Center	50	23.4
Women & Gender Equity Center	3	1.4

NRSG Opinions about timely graduation

	Strongly agree-5	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree-1	Mean
Timely graduation is important to me	149 (69.6%)	56 (26.2%)	4 (1.9%)	5 (2.3%)	0	4.63
Timely graduation helps me financially	171 (79.9%)	30 (14.0%)	10 (4.7%)	2 (0.9%)	1 (0.5%)	4.72
Timely graduation hurts my GPA	9 (4.2%)	43 (20.1%)	75 (35.0%)	48 (22.4%)	39 (18.2%)	2.70
I don't want to be rushed to finish my degree	46 (21.5%)	88 (41.1%)	47 (22.0%)	22 (10.3%)	11 (5.1%)	3.64
If my financial aid/benefits were tied to timely graduation, I would finish sooner	49 (22.9%)	64 (29.9%)	72 (33.6%)	17 (7.9%)	12 (5.6%)	3.57
I have extended my degree plan in order to maintain financial aid	6 (2.8%)	16 (7.5%)	87 (40.7%)	34 (15.9%)	71 (33.2%)	2.31

NRSG Barriers to graduation on time

Barriers to graduating in 4 years as a native student or 2 years after transfer Ranked by mean (lowest is bigger barrier)

	Biggest Barriers=0	Moderate Barrier=1	Not a Barrier=2	Mean
Heavy course load	105 (53.6%)	69 (35.2%)	22 (11.2%)	0.58
Financial concerns	84 (42.6%)	80 (37.4%)	33 (16.8%)	0.74
Family or personal responsibilities	81 (41.1%)	76 (38.6%)	40 (20.3%)	0.79
Too many prerequisite courses	61 (30.8%)	80 (40.4%)	57 (28.8%)	0.98
Courses not being offered every semester	65 (33.7%)	52 (26.9%)	76 (39.4%)	1.06
Work/Career	55 (27.6%)	75 (37.7%)	69 (34.7%)	1.07
Non-academic road blocks	45 (23.3%)	85 (44.0%)	63 (32.6%)	1.09
Unable to get into a class	51 (25.4%)	66 (32.8%)	84 (41.8%)	1.16
Courses not offered in summer/winter	44 (22.6%)	71 (36.4%)	80 (41.0%)	1.18
Personal Health	47 (23.2%)	72 (35.5%)	84 (41.4%)	1.18
Advising problems	45 (23.2%)	63 (32.5%)	86 (44.3%)	1.21
Taking less than 15 units	27 (13.9%)	62 (32.0%)	105 (54.1%)	1.40
Failing a course(s)	47 (25.3%)	26 (14.0%)	113 (60.8%)	1.35
Change in my major	40 (20.8%)	28 (14.6%)	124 (64.6%)	1.44

NRSG Advising Needs

Only % (N=) felt all their advising needs had been met, % felt they needed more GE advising. The most needed advising was for courses in the major (%), graduate school preparation and applications (%), and career advising (%).

Advising Needs	N	%
More Career advising		
More general education advising		
More advising on courses for my major		
More advising on graduate school		
All my advising needs have been met		

What would have improved your advising experiences and CSULB?

	0-Most Important	1- Somewhat Important	2- Not important	Mean
More Career and professional guidance				
An Orientation to my major by my department				
Better quality time in advising				
More clear handouts on academic path to degree				
An orientation to possible degree options in the CHHS				
More frequent advising				
More time with advising by faculty				
More time with the advising center(s)				
An orientation to online degree tracking through MyCSULB				

NRSG Use of Summer School at CSULB

54.2% (N = 116) of students said they did not plan to or attended summer school at CSULB.

Reasons students gave for not attending summer school (able to select more than one)

Reasons for not attending summer school	N	% of those not using summer school
I Like the time off	41	35.4
The courses offered do not fit my needs	21	18.1
The cost	71	61.2
My financial aid/other benefits aren't available	41	35.3
I need to work more hours during summer	33	28.4

45.8% (N = 98) students said they plan to or have used summer school, the following were the reasons that were closest to why they attend summer school.

Reason why they attend summer school	N	%
It is easier to get into some classes	3	2.8
It helps to speed up my graduation date	67	63.2
To focus on a single class at a time	15	14.2
To take prerequisites	21	19.8

NRSG Planning to attend Graduate School

First Choice in Graduate School	N	%
Post-baccalaureate certificate	1	0.6
Professional Health degree (Not Nursing)	2	1.3
Masters	94	60.3
Ph.D.	5	3.2
Ed.D. or other Doctoral	1	0.6
Registered Nursing (RN)	53	34.0

NRSG Social Barriers

While enrolled at CSULB how often did you feel…	Frequently 1	Occasionally 2	Not at all 3	Mean	Reverse coded
Social support within the University					
isolated from other students in the program	35 (17.9%)	66 (33.7%)	95 (48.5%)	2.31	1.69
disengaged/disinterested in school	24 (12.1%)	86 (43.4%)	88 (44.4%)	2.32	1.43
supported by a network of students in the program	82 (39.0%)	100 (47.6%)	28 (13.3%)	1.74	
interested and engaged in your educational program	137 (65.2%)	63 (30.0%)	10 (4.8%)	1.40	
that your program would help you meet your career goals	131 (63.0%)	71 (34.1%)	6 (2.9%)	1.40	
Social support from outside the University					
your job responsibilities interfered with school	40 (25.3%)	78 (49.4%)	40 (25.3%)	2.00	2.00
your family responsibilities interfered with school	42 (21.0%)	97 (48.5%)	61 (30.5%)	2.10	1.91
your employer supported your academic aspirations	70 (49.0%)	56 (39.2%)	17 (11.9%)	1.63	
you were treated unfairly at school because of your gender, race/ethnicity, sexual orientation or religion	5 (3.0%)	16 (9.6%)	146 (87.4%)	2.84	1.16
your family fully supported your academic aspirations	158 (74.9%)	45 (21.3%)	8 (3.8%)	1.29	
worried about your mental of physical health	69 (33.3%)	85 (41.1%)	53 (25.6%)	1.92	2.08

NRSG Qualitative Data: What Students Desire to Support Academic Success (N = 23)

Specific Actionable Changes	Illustrative Quotes
Alternatives to Nursing Program if students are not accepted	"Provide different options early on for students who don't get into the nursing school. So basically have them develop a backup plan so they don't have to start all over again which would push their graduation date back. For example, I'm scared that if I don't get into the program, health science is my only option if I want to graduate in time."

Recreation and Leisure Studies (*n*=60)

The department of Recreation and Leisure Studies had 276 declared majors and 34 pre-majors in Fall 2017, 60 students completed in the survey, for a response rate of 19.4%.

REC Demographics of Sample

	Majors	Pre-Majors/Undeclared	Total	%
Male	18	0	18	30.0
Female	41	22	63	81.8
Class level				
Senior (90+ units)	36	0	36	61.0
Junior (60-89 units)	15	1	16	26.7
Sophomore (30-59 units)	5	1	6	10.0
Freshman (0-29 units)	2	0	2	3.3
Race/Ethnicity				
American Indian or Alaska Native	0	0	0	0
Asian	6	1	7	11.7
Black or African American	7	0	7	11.7
Native Hawaiian or other Pacific Islander	1	0	1	1.7
Hispanic or Latino	21	1	22	36.7
White	11	0	11	18.3
Two or more race/ethnicities	9	0	9	15.0
Decline to sate	3	0	3	5.0
Age				
42+ years	1	0	1	1.7
32-41 years	4	0	4	6.7
27-31 years	6	0	6	10.0
24-26 years	11	0	11	18.3
23 years	12	0	12	20.0
22 years	10	0	10	16.7
21 years	5	1	6	10.0
20 years	5	1	6	10.0
19 years	2	0	2	3.3
17-18 years	2	0	2	3.3
International Students	2	0	2	3.3
Identify as Gender Non-conforming	0	0	0	0
Identify as Lesbian/Gay/Bisexual/Questioning	9	0	9	16.1
Are a 1st generation college student	41	1	42	70.0
Plan to apply to Grad School	34	2	36	60.0
Number of Units Typical per Semester				
0-6 units	2	0	2	3.3
7-12 units	14	0	14	23.3
12-14 units	21	1	22	36.7
15+ units	21	1	22	36.7
Transfer Status				
Native	31	2	33	55.0
Transfer	27	0	27	45.0

REC Taking 15+ units

Only 36.7% of students were taking 15 or more units on average per semester.

39.1% (N= 9) of students who indicated that taking less than 15 units was not a barrier to timely graduation were taking on average less than 15 units per semester.

Typical number of units/Semester	Native	Transfer	Total	%
0-6 units	0	2	2	33.3
7-12 units	4	10	14	23.3
12-14 units	13	9	22	36.7
15+ units	16	6	22	36.7

	Taking less 15 units on average	Taking 15 or more units on average	*p*
Native Student	17 (51.5%)	16 (48.5%)	.036
Transfer Student	21 (77.8%)	6 (22.2%)	
1st generation College Student	27 (64.3%)	15 (35.7%)	.815
Not a 1st generation college Student	11 (61.1%)	7 (38.9%)	
Declared Major	37 (63.8%)	21 (36.2%)	.619
Pre-major or undeclared	1 (50.0%)	1 (50.0%)	
Senior	26 (72.2%)	10 (27.8%)	.015
Junior	11 (68.8%)	5 (31.3%)	
Sophomore	1 (16.7%)	5 (83.3%)	
Freshman	0 (0.0%)	2 (100.0%)	
Working 20 hours per week or less	19 (61.3%)	12 (39.1%)	.536
Working 21-40 hours per week	14 (60.9%)	9 (39.1%)	
Working more than 40 hours per week	2 (100.0%)	0 (0.0%)	
Commute 15 minutes or less	13 (56.5%)	10 (43.5%)	.388
Commute greater than 15 minutes	25 (67.6%)	12 (32.4%)	
Race/Ethnicity: White	6 (54.5%)	5 (45.5%)	.466
Race/Ethnicity: Asian	5 (71.4%)	2 (28.6%)	
Race/Ethnicity: Latino/Hispanic	12 (54.5%)	10 (45.5%)	
Race/Ethnicity: Other	13 (76.5%)	4 (23.5%)	
Taking less than 15 units is a big barrier to graduating on time	5 (100.0%)	0 (0.0%)	.019
Taking less than 15 units is a moderate barrier to graduating on time	15 (68.2%)	7 (31.8%)	
Taking less than 15 units is not a barrier to graduating on time	9 (39.1%)	14 (60.9%)	

REC Services Used

52(86.6%) of students used a listed campus service (see table below). Of those students who used services the Career Development Center was used by the most students. 25(41.7%) of students surveyed used only one service, 12(20.0%) used two services and 15(25.0%) used three or more services.

Service Used	N	%
Beach Food Pantry	12	20.0
CAPS	6	10.0
Career Development Center	24	40.0
College Assistance Migrant program	3	5.0
Disabled Student Services	10	16.7
Dreamers Success Center	3	5.0
Educational Opportunity Program	6	10.0
Learning Assistance Center	17	28.3
LGBT Student Resource Center	1	1.7
Partners for Success	2	3.4
Student Support Services program	9	15.0
Veterans Services	4	6.7
Writing Center	18	30.0
Women & Gender Equity Center	1	1.7

REC Opinions about timely graduation

	Strongly agree-5	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree-1	Mean
Timely graduation is important to me	36 (60.0%)	18 (30.0%)	2 (3.3%)	3 (5.0%)	1 (1.7%)	4.42
Timely graduation helps me financially	38 (63.3%)	13 (21.7%)	6 (10.0%)	1 (1.7%)	2 (3.3%)	4.40
Timely graduation hurts my GPA	3 (5.0%)	16 (26.7%)	22 (36.7%)	12 (20.0%)	7 (11.7%)	2.96
I don't want to be rushed to finish my degree	19 (31.7%)	20 (33.3%)	15 (25.0%)	4 (6.7%)	2 (3.3%)	3.83
If my financial aid/benefits were tied to timely graduation, I would finish sooner	13 (21.7%)	11 (18.3%)	19 (31.7%)	9 (15.0%)	8 (13.3%)	3.20
I have extended my degree plan in order to maintain financial aid	6 (10.0%)	8 (13.3%)	20 (33.3%)	10 (16.7%)	16 (26.7%)	2.63

REC Barriers to graduation on time

Barriers to graduating in 4 years as a native student or 2 years after transfer Ranked by mean (lowest is bigger barrier)

	Biggest Barriers=0	Moderate Barrier=1	Not a Barrier=2	Mean
Courses not being offered every semester	40 (72.7%)	14 (25.5%)	1 (1.8%)	0.29
Heavy course load	25 (48.1%)	23 (44.2%)	4 (7.7%)	0.60
Financial concerns	26 (46.4%)	18 (32.1%)	12 (21.4%)	0.75
Family or personal responsibilities	23 (45.1%)	13 (25.5%)	15 (29.4%)	0.84
Failing a course(s)	24 (45.3%)	13 (24.5%)	16 (30.2%)	0.85
Work/Career	17 (32.7%)	21 (40.4%)	14 (26.9%)	0.94
Change in my major	21 (38.9%)	15 (27.8%)	18 (33.3%)	0.94
Unable to get into a class	18 (32.7%)	21 (38.2%)	16 (29.1%)	0.96
Too many prerequisite courses	14 (26.9%)	25 (48.1%)	13 (25.0%)	0.98
Advising problems	14 (26.4%)	22 (41.5%)	17 (32.1%)	1.06
Courses not offered in summer/winter	18 (34.0%)	12 (22.6%)	23 (43.4%)	1.09
Non-academic road blocks	10 (18.9%)	25 (47.2%)	18 (34.0%)	1.15
Personal Health	11 (20.4%)	15 (27.8%)	28 (51.9%)	1.31
Taking less than 15 units	5 (10.0%)	22 (44.0%)	23 (46.0%)	1.36

REC Advising Needs

Only % (N=) felt all their advising needs had been met, % felt they needed more GE advising. The most needed advising was for courses in the major (%), graduate school preparation and applications (%), and career advising (%).

Advising Needs	N	%
More Career advising		
More general education advising		
More advising on courses for my major		
More advising on graduate school		
All my advising needs have been met		

What would have improved your advising experiences and CSULB?

	0-Most Important	1- Somewhat Important	2- Not important	Mean
More Career and professional guidance				
An Orientation to my major by my department				
Better quality time in advising				
More clear handouts on academic path to degree				
An orientation to possible degree options in the CHHS				
More frequent advising				
More time with advising by faculty				
More time with the advising center(s)				
An orientation to online degree tracking through MyCSULB				

REC Use of Summer School at CSULB

68.3% (N = 41) of students said they did not plan to or attended summer school at CSULB.

Reasons students gave for not attending summer school (able to select more than one)

Reasons for not attending summer school	N	% of those not using summer school
I Like the time off	9	30.0
The courses offered do not fit my needs	7	17.1
The cost	28	68.3
My financial aid/other benefits aren't available	26	63.4
I need to work more hours during summer	14	34.1

31.7% (N = 19) students said they plan to or have used summer school, the following were the reasons that were closest to why they attend summer school.

Reason why they attend summer school	N	%
It is easier to get into some classes	1	5.0
It helps to speed up my graduation date	10	50.0
To focus on a single class at a time	5	25.0
To take prerequisites	4	20.0

REC Planning to attend Graduate School

First Choice in Graduate School	N	%
Post-baccalaureate certificate	1	2.8
Professional Health degree (Not Nursing)	4	11.1
Masters	28	77.8
Ph.D.	1	2.8
Teaching Credential	2	5.6

REC Social Barriers

While enrolled at CSULB how often did you feel…	Frequently 1	Occasionally 2	Not at all 3	Mean	Reverse coded
Social support within the University					
isolated from other students in the program	4 (7.1%)	20 (35.7%)	32 (57.1%)	2.50	1.50
disengaged/disinterested in school	9 (15.8%)	28 (49.1%)	20 (35.1%)	2.19	1.81
supported by a network of students in the program	21 (35.6%)	27 (45.8%)	11 (18.6%)	1.83	
interested and engaged in your educational program	27 (45.8%)	28 (47.5%)	4 (6.8%)	1.61	
that your program would help you meet your career goals	24 (41.4%)	32 (55.2%)	2 (3.4%)	1.62	
Social support from outside the University					
your job responsibilities interfered with school	20 (37.7%)	17 (32.1%)	16 (30.2%)	1.92	2.08
your family responsibilities interfered with school	13 (22.4%)	21 (36.2%)	24 (4.4%)	2.19	1.81
your employer supported your academic aspirations	26 (50.0%)	22 (42.3%)	4 (7.7%)	1.58	
you were treated unfairly at school because of your gender, race/ethnicity, sexual orientation or religion	1 (2.2%)	9 (20.0%)	35 (77.8%)	2.76	1.24
your family fully supported your academic aspirations	40 (66.7%)	17 (28.3%)	3 (5.0%)	1.38	
worried about your mental of physical health	14 (24.6%)	23 (40.4%)	20 (35.1%)	2.11	1.89

REC Qualitative Data: What Students Desire to Support Academic Success (N= 1)

Specific Actionable Changes
More sections for Recreation Therapy

School of Social Work (*n*=77)

The School of Social Work had 149 declared majors and 91 pre-majors in Fall 2017, 77 students completed in the survey, for a response rate of 32.1%.

SW Demographics of Sample

	Majors	Pre-Majors/Undeclared	Total	%
Male	13	1	14	18.2
Female	41	22	63	81.8
Class level				
Senior (90+ units)	23	0	23	29.9
Junior (60-89 units)	26	1	27	35.1
Sophomore (30-59 units)	1	8	9	11.7
Freshman (0-29 units)	4	14	18	23.4
Race/Ethnicity				
American Indian or Alaska Native	0	0	0	0
Asian	11	2	13	16.9
Black or African American	3	4	7	9.1
Native Hawaiian or other Pacific Islander	0	0	0	0
Hispanic or Latino	29	16	45	58.4
White	9	1	10	13.0
Two or more race/ethnicities	0	0	0	0
Decline to sate	2	0	2	2.6
Age				
42+ years	3	0	3	3.9
32-41 years	10	0	10	13.0
27-31 years	9	0	9	11.7
24-26 years	2	0	2	2.6
23 years	6	0	6	7.8
22 years	10	0	10	13.0
21 years	5	0	5	6.5
20 years	8	2	10	13.0
19 years	0	12	12	15.6
17-18 years	1	9	10	13.0
International Students	0	0	0	0
Identify as Gender Non-conforming	1	0	1	1.3
Identify as Lesbian/Gay/Bisexual/Questioning	5	1	6	7.9
Are a 1st generation college student	41	19	60	77.9
Plan to apply to Grad School	49	19	68	88.3
Number of Units Typical per Semester				
0-6 units	2	0	0	2.6
7-12 units	10	1	11	14.3
12-14 units	29	6	35	45.5
15+ units	13	16	29	37.7
Transfer Status				
Native	11	23	34	44.2
Transfer	43	0	43	55.8

SW Taking 15+ units

Only 37.7% of students were taking 15 or more units on average per semester. Being a native student, pre-major or undeclared and sophomore or freshman was statistically significant ($p < .01$) predictor of taking 15 or more units.

50% (N= 12) of students who indicated that taking less than 15 units was not a barrier to timely graduation were taking on average less than 15 units per semester.

Typical number of units/Semester	Native	Transfer	Total	%
0-6 units	0	2	2	2.6
7-12 units	2	9	11	14.3
12-14 units	13	22	35	45.5
15+ units	19	10	29	37.7

	Taking less 15 units on average	Taking 15 or more units on average	*p*
Native Student	15 (44.1%)	19 (55.9%)	.003
Transfer Student	33 (76.7%)	10 (23.3%)	
1st generation College Student	37 (61.7%)	23 (38.5%)	.819
Not a 1st generation college Student	11 (64.7%)	6 (35.3%)	
Declared Major	41 (75.9%)	13 (24.1%)	.000
Pre-major or undeclared	7 (30.4%)	16 (69.6%)	
Senior	19 (82.6%)	4 (17.4%)	.007
Junior	19 (70.4%)	8 (29.6%)	
Sophomore	3 (33.3%)	6 (66.7%)	
Freshman	7 (38.9%)	11 (61.1%)	
Working 20 hours per week or less	28 (62.2%)	17 (37.8%)	.628
Working 21-40 hours per week	16 (72.7%)	6 (27.3%)	
Working more than 40 hours per week	1 (50.0%)	1 (50.0%)	
Commute 15 minutes or less	14 (53.8%)	12 (46.2%)	.272
Commute greater than 15 minutes	34 (66.7%)	17 (33.3%)	
Race/Ethnicity: White	7 (70.0%)	3 (30.0%)	.300
Race/Ethnicity: Asian	8 (61.5%)	5 (38.5%)	
Race/Ethnicity: Latino/Hispanic	29 (64.4%)	16 (35.6%)	
Race/Ethnicity: Other	2 (28.6%)	5 (71.4%)	
Taking less than 15 units is a big barrier to graduating on time	14 (70.0%)	6 (30.0%)	.370
Taking less than 15 units is a moderate barrier to graduating on time	11 (64.7%)	6 (35.3%)	
Taking less than 15 units is not a barrier to graduating on time	12 (50.0%)	12 (50.0%)	

SW Services Used

66 (85.7%) of students used a listed campus service (see table below). Of those students who used services the writing Center was used by the most students. 39 (50.6%) of students surveyed used only one service, 16 (20.8%) used two services and 11 (14.3%) used three or more services.

Service Used	N	%
Beach Food Pantry	13	16.9
CAPS	8	10.4
Career Development Center	23	29.9
College Assistance Migrant program	1	1.3
Disabled Student Services	8	10.4
Dreamers Success Center	4	5.2
Educational Opportunity Program	23	29.9
Learning Assistance Center	8	10.4
LGBT Student Resource Center	1	1.3
Partners for Success	0	0.0
Student Support Services program	4	5.2
Veterans Services	4	5.2
Writing Center	18	23.4
Women & Gender Equity Center	1	1.3

SW Opinions about timely graduation

	Strongly agree-5	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree-1	Mean
Timely graduation is important to me	64 (83.1%)	8 (10.4%)	4 (5.2%)	1 (1.3%)	0 (0.0%)	4.75
Timely graduation helps me financially	61 (79.2%)	11 (14.3%)	4 (5.2%)	0 (0.0%)	1 (1.3%)	4.70
Timely graduation hurts my GPA	1 (1.3%)	14 (18.2%)	36 (46.8%)	13 (16.9%)	13 (16.9%)	2.70
I don't want to be rushed to finish my degree	14 (18.2%)	25 (32.5%)	16 (20.8%)	13 (16.9%)	9 (11.7%)	3.29
If my financial aid/benefits were tied to timely graduation, I would finish sooner	15 (19.5%)	16 (20.8%)	32 (41.6%)	9 (11.7%)	5 (6.5%)	3.35
I have extended my degree plan in order to maintain financial aid	5 (6.5%)	6 (7.8%)	29 (37.7%)	9 (11.7%)	28 (36.4%)	2.36

SW Barriers to graduation on time

Barriers to graduating in 4 years as a native student or 2 years after transfer Ranked by mean (lowest is bigger barrier)

	Biggest Barriers=0	Moderate Barrier=1	Not a Barrier=2	Mean
Financial concerns	42 (60.0%)	24 (34.3%)	4 (5.7%)	0.46
Family or personal responsibilities	28 (41.8%)	30 (44.8%)	9 (13.4%)	0.72
Heavy course load	26 (40.0%)	28 (43.1%)	11 (16.9%)	0.77
Work/Career	17 (25.4%)	35 (52.2%)	15 (22.4%)	0.97
Courses not being offered every semester	17 (27.4%)	25 (40.3%)	20 (32.3%)	1.05
Non-academic road blocks	15 (25.0%)	27 (45.0%)	18 (30.0%)	1.05
Unable to get into a class	20 (31.3%)	20 (31.3%)	24 (37.5%)	1.06
Taking less than 15 units	20 (32.8%)	17 (27.9%)	24 (39.3%)	1.07
Too many prerequisite courses	14 (21.9%)	30 (46.9%)	20 (31.3%)	1.09
Advising problems	17 (27.9%)	16 (26.2%)	28 (45.9%)	1.18
Personal Health	15 (23.8%)	21 (33.3%)	27 (42.9%)	1.19
Failing a course(s)	14 (23.0%)	18 (29.5%)	29 (47.5%)	1.25
Courses not offered in summer/winter	13 (21.0%)	16 (25.8%)	33 (53.2%)	1.32
Change in my major	14 (22.6%)	13 (21.0%)	35 (56.5%)	1.34

SW Advising Needs

Only % (N=) felt all their advising needs had been met, % felt they needed more GE advising. The most needed advising was for courses in the major (%), graduate school preparation and applications (%), and career advising (%).

Advising Needs	N	%
More Career advising		
More general education advising		
More advising on courses for my major		
More advising on graduate school		
All my advising needs have been met		

What would have improved your advising experiences and CSULB?

	0-Most Important	1- Somewhat Important	2- Not important	Mean
More Career and professional guidance				
An Orientation to my major by my department				
Better quality time in advising				
More clear handouts on academic path to degree				
An orientation to possible degree options in the CHHS				
More frequent advising				
More time with advising by faculty				
More time with the advising center(s)				
An orientation to online degree tracking through MyCSULB				

SW Use of Summer School at CSULB

62.3% (N = 48) of students said they did not plan to or attended summer school at CSULB.

Reasons students gave for not attending summer school (able to select more than one)

Reasons for not attending summer school	N	% of those not using summer school
I Like the time off	16	
The courses offered do not fit my needs	5	
The cost	25	
My financial aid/other benefits aren't available	26	
I need to work more hours during summer	14	

37.7% (N = 29) students said they plan to or have used summer school, the following were the reasons that were closest to why they attend summer school.

Reason why they attend summer school	N	%
It is easier to get into some classes	2	6.3
It helps to speed up my graduation date	12	37.5
To focus on a single class at a time	6	18.8
To take prerequisites	12	37.5

SW Planning to attend Graduate School

First Choice in Graduate School	N	%
Masters	68	100.0

SW Social Barriers

While enrolled at CSULB how often did you feel…	Frequently 1	Occasionally 2	Not at all 3	Mean	Reverse coded
Social support within the University					
isolated from other students in the program	10 (13.9%)	17 (23.6%)	45 (62.5%)	2.49	1.51
disengaged/disinterested in school	7 (10.0%)	36 (51.4%)	27 (38.6%)	2.29	1.71
supported by a network of students in the program	35 (45.5%)	26 (36.1%)	11 (15.3%)	1.67	
interested and engaged in your educational program	49 (64.5%)	22 (28.9%)	5 (6.6%)	1.42	
that your program would help you meet your career goals	45 (61.6%)	27 (37.0%)	1 (1.4%)	1.40	
Social support from outside the University					
your job responsibilities interfered with school	15 (23.4%)	31 (48.4%)	18 (28.1%)	2.05	1.95
your family responsibilities interfered with school	16 (21.9%)	36 (49.3%)	21 (28.8%)	2.07	1.93
your employer supported your academic aspirations	30 (52.6%)	20 (35.1%)	7 (12.3%)	1.60	
you were treated unfairly at school because of your gender, race/ethnicity, sexual orientation or religion	4 (6.6%)	4 (6.6%)	53 (86.9%)	2.80	1.20
your family fully supported your academic aspirations	57 (76.0%)	16 (21.3%)	2 (2.7%)	1.27	
worried about your mental of physical health	16 (23.2%)	35 (50.7%)	18 (26.1%)	2.03	1.97

Appendix A: Survey

This survey was online and used skip logic to reduce the number of questions asked, some of the skip logic was deleted on major options to shorten this sample of the survey.

Introduction: This survey is designed to help the College of Health and Human Services better meet student curriculum needs. Please select the answer that best describes you. At the end of the survey there are some general comment boxes that will allow you to give us suggestions or to comment on any parts of the survey that do not seem to apply to you. Your answers will be anonymous and will only be used for planning purposes. If you have any questions in regards to the survey please contact Dr. Nomura at wendy.nomura@csulb.edu. Thank you for your time, we value your input.

1) Please select the one that best applies to your transfer status

- O I started my college career at CSULB, right after high school with no college credits
- O I started my college career at CSULB, right after high school with some college credits obtained in high school (such as AP or IB credit)
- O I started my college career at CSULB, with a break between high school (1 year or more) where I did not attend any college.
- O I transferred to CSULB from Community College with an AA degree
- O I transferred to CSULB from Community College with a GE completion certificate
- O I transferred to CSULB from Community College with 60+ units but no certificate nor degree
- O I transferred to CSULB from Community College with less than 60 units and no certificate or degree
- O I transferred to CSULB from another CSU
- O I transferred to CSULB from a UC
- O I transferred to CSULB from another 4-year university

2) What is your ideal length of total time it would take for you to complete your degree?

- O Less than 4 years
- O 4 years
- O 5 years
- O 6 years
- O 7 years
- O More than 7 years

3) What is your ideal length of time it would take for you to complete your degree after transferring to CSULB?

- O 2 years
- O 3 years
- O 4 years
- O 5 years
- O more than 5 years

4) Where did you transfer from? (Ex: Long Beach City College) _____

5) Please share your agreement with statements about "timely graduation" (4 years for non-transfer, 2 years after transfer for transfer students)

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Timely graduation is important to me	0	0	0	0	0
Timely graduation helps me financially	0	0	0	0	0
Timely graduation hurts my GPA	0	0	0	0	0
I don't want to be rushed to finish my degree	0	0	0	0	0
If my financial aid/benefits were tied to timely graduation, I would finish sooner	0	0	0	0	0
I have extended my degree plan in order to maintain financial aid	0	0	0	0	0

6) In your opinion, rank in order (first being most important) which factors contribute **most to graduating on time** (4 years non-transfer students, and 2 years after transfer for transfer students)

_____ Freshmen or Transfer Student Orientation
_____ College of Health and Human Services Advising
_____ Advising in the department of my major
_____ Career and professional advising (e.g. choosing major)
_____ Quality teaching
_____ Having enough courses offered each semester
_____ Helpful financial aid process
_____ Helpful registration process
_____ Limiting unnecessary courses
_____ Feeling that I belong at CSULB
_____ Physical or psychological well-being
_____ Limited work hours

7) What have been your **biggest barriers** to graduating on time (4 years non-transfer students, and 2 years after transfer for transfer students)? [*Online this is a drag and drop question*]

	Biggest Barrier(s)	Moderate Barrier(s)	Not a Barrier(s)
Courses not being offered every semester			
Too many prerequisite courses			
Family or personal responsibilities			
Financial concerns			
Your personal health			
Advising problems			
Heavy course load			
Taking less than 15 units			
Failing a course(s)			
Work/career			
Non-academic road blocks			
Courses not offered in summer/winter			
Change in my major			

8) What do you feel you need more of in terms of academic advising? Select all that apply.

- O I need more career advising
- O I need more general education advising
- O I need more advising on courses for my major
- O I need more advising on preparation for graduate school and applications
- O I feel all my advising needs have been met

9) Which of the following would have improved your advising experiences at CSULB to this time? [*Online this is a drag and drop question*]

	Most Important	Somewhat Important	Not Important
More time with the advising center(s)			
Better quality time			
More frequent advising			
More career and professional guidance			
More time with advising by faculty			
More time with advising by the department of my major			
More clear handouts on academic path to degree			
An orientation to possible degree options in the College of Health and Human Services			
An orientation to my major by my department			
An orientation to online degree tracking through MyCSULB			

10) Do you plan to or have you attended summer school at CSULB?

- O No
- O Yes

11) Which of the following reasons describe why you do not attend summer school? Select all that apply.

- O I do not use summer school because I like the time off
- O I do not use summer school because the courses offered do not fit my needs
- O I do not use summer school because of the cost
- O I do not use summer school because my financial aid/other benefits aren't available
- O I needed to work more hours during summer

12) Which of the following reasons is closest to why you have or plan to attend summer school?

- O I use summer school because it is easier to get into some classes
- O I use summer school because it helps to speed up my graduation date
- O I use summer school to focus on a single class at a time

13) While enrolled at CSULB, how often did you feel:

	Frequently	Occasionally	Not at all	Doesn't Apply
Isolated from other students in the program	o	o	o	o
Disengaged/disinterested in school	o	o	o	o
Supported by a network of students in the program	o	o	o	o
Interested and engaged in your educational program	o	o	o	o
That your program would help you meet your career goals	o	o	o	o

14) While enrolled at CSULB, how often did you feel that:

	Frequently	Occasionally	Not at all	Doesn't Apply
Your job responsibilities interfered with school	o	o	o	o
Your family responsibilities interfered with school	o	o	o	o
Your employer supported your academic aspirations	o	o	o	o
You were treated unfairly at school because of your gender, race/ethnicity, sexual orientation, or religion	o	o	o	o
Your family fully supported your academic aspirations	o	o	o	o
Worried about your mental or physical health	o	o	o	o

15) On average, how many hours per week do you work for pay during a semester? Do not include holiday, or summer hours.

- O I do not work during the semester
- O 0-10 hours/week
- O 11-15 hours/week
- O 16-20 hours/week
- O 21-25 hours/week
- O 26-30 hours/week
- O 31-35 hours/week
- O 36-40 hours/week
- O More than 40 hours/week
- O My work schedule varies significantly

16) Is your commute to campus greater than 15 minutes (one way)?

- O Yes
- O No

17) What is your length of commute in minutes? _____

18) What is your current Academic level? Please go by number of units completed (do not include those you are currently enrolled in) and not the number of years in college.

- O Post Baccalaureate
- O Senior (90+ units)
- O Junior (60-89 units)
- O Sophomore (30-59 units)
- O Freshman (0-29 units)

19) How many units do you typically take a semester?

- O 0-6 units
- O 7-12 units
- O 12-14 units
- O 15 or more units

20) What is your current status for declaring a major? *(skip logic used online)*

- O I have declared my major
- O I am a declared pre-major
- O I am currently undeclared

21) What department is your declared (major/pre-major/or plan to declare), in?

- O Department of Speech-Language Pathology
- O School of Criminology, Criminal Justice, and Emergency Management
- O Family and Consumer Sciences *(options listed online)*
- O Health Care Administration
- O Health Science *(options listed online)*
- O Kinesiology *(options listed online)*
- O School of Nursing
- O Recreation and Leisure Studies
- O School of Social Work

24) After declaring your major how long do you estimate it will take you to graduate?

- O I expect from the time I declare that it will take 1 year
- O I expect from the time I declare that it will take 2 years
- O I expect from the time I declare that it will take 3 years
- O I expect from the time I declare that it will take 4 years
- O I expect from the time I declare that it will take 5 years
- O I expect from the time I declare that it will take 6 or more years

29) Do you plan to attend graduate school after you complete your Bachelor's degree?

- O No
- O Yes

30) What type of graduate program is your first choice?

- O Post-baccalaureate certificate
- O Post-baccalaureate entry level health professional degree other than Nursing (such as Physical Therapy, Pharmacy, Radiation Therapy, etc.)
- O Registered Nursing (RN)
- O Masters
- O PhD
- O EdD or other Doctoral
- O Teacher Credential

31) Have you had any difficulty with completing the requirements for the major and also getting your prerequisites done for your goals after graduation? Please select the one that best describes your situation.

- O Yes, I have not been able to get the courses I need and will not be able to complete my needed classes before I graduate
- O Yes, it has been a significant challenge for me to get the courses I need
- O Yes, it has been a slight challenge for me to get the courses I need
- O Yes, I needed to go to a Community College in order to complete pre-requisites for a Post-Baccalaureate program
- O No, I have been able to get the courses I need in my unit cap
- O No, I do not need any courses for my career goals other than the ones required by the major

32) Which of the following on Campus services have you used.

- O CAPS: Counseling & Psychological Services
- O Career Development Center
- O Disabled Student Services
- O Dreamers Success Center
- O Educational Opportunity Program
- O Beach Food Pantry
- O Learning Assistance Center
- O Writing Center
- O Veterans Services
- O College Assistance Migrant Program
- O Partners for Success
- O Student Support Services Program
- O Women & Gender Equity Center
- O LGBT Student Resource Center

33) Are you a first-generation college students (the first in the family to pursue a four-year college degree)?

- O Yes
- O No

34) What is your legal sex?

- O Male
- O Female

35) How do you describe yourself?

- O Gender queer/gender non-conforming
- O Man
- O Trans Man
- O Trans woman
- O Woman
- O Not sure
- O Decline to state
- O Other identity; Please specify _____

36) How do you describe the way you express your gender identity in terms of behavior, appearance, speech, and movement?

- O Gender conforming
- O Gender nonconforming
- O Both
- O Not Sure
- O Decline to state

37)Do you consider yourself to be

- O Asexual
- O Bisexual
- O Gay
- O Heterosexual or Straight
- O Lesbian
- O Pansexual
- O Queer
- O Not sure
- O Decline to state
- O Other Orientation; Please Specify _____

38) What year were you born?

39) What ethnicity do you most identify with?

- O African-American
- O Asian or Pacific Islander
- O Caucasian
- O Hispanic/Latino
- O Native American or Alaskan Native
- O Multiracial
- O Other
- O Decline to specify

40) Are you an international student? (An international student includes those who hold U.S. visas as students, exchange visitors, or other nonimmigrant classification)

- O Yes
- O No

41) How can the CHHS college, department, or program help you succeed academically?

42) If you have heard about the "4-year initiative," what are your feelings about it?