Survey Team: Personal, Academic, Extracurricular, and Campus Factors Associated with Student Success

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Executive Summary

Background from the HVDI TF2 Final Report: In the 2017-18 Academic Year (AY), the Highly Valued Degree Initiative (HVDI) Task Force 2 conducted a needs analysis regarding student success data among data users. TF 2 recognized that, key to realizing CSULB's commitment to student success, including improved 4-year graduate rates, would be the creation of a robust system of data collection and use that will allow us to identify students' needs and goals, the challenges they face in earning a degree at CSULB, and the effectiveness of practices to support their success. As a result of its work in 2017-18, the Task Force recommended the campus develop a centralized data system for collecting and integrating different qualitative and quantitative data. Further, it recommended that the campus identify and adopt a suite of surveys that can capture student experiences and their learning/growth over a period of time, from entrance through graduation and into the working world.

From the HVDI Research and Evaluation Task Force Report: Survey Suite Recommendations: TF 2 recommended CSULB should begin the development of a LBSU-specific suite of longitudinal surveys on the undergraduate student experience. Moreover, TF2 recommended that survey items should built around constructs of relevance to LBSU students and grounded in the literature on college student success. In particular, TF2 identified four constructs as particularly important and noted that an in-house survey may be needed to capture data on students from the following areas: 1) academic factors (e.g., attitudes regarding time to degree); 2) personal factors (e.g., employment, commute time); 3) campus services (e.g., advising, and emotional barriers to success); and 4) extracurricular factors (e.g., activities outside of class).

Current Project: The project represented in the following pages reflects the Survey Team's efforts to build a preliminary bank of measures that can be used to gather data on students as it pertains to their academic success. Importantly, these variables are amenable to institutional intervention.

The measures reported in this project represent variables known to influence student success. A short rationale follows each measurement category and provides a justification for its inclusion. In addition, guidelines for measurement particulars (including: instructions, scoring, origination, and auxiliary notes) are provided where necessary.

We report 30 measures that represent 7 general themes that align with the four constructs recommended for measurement by TF2. These themes include *student agency, student attitudes, academic emotions, academic interest and achievement orientation, academic opportunity, academic integration,* and *campus conditions.* Users may choose to use all or some of these measures as they see fit for their specific purposes.

Note. Before use, measures should be validated and checked for internal consistency.

Student Agency

A. Grit: Perseverance of effort (Duckworth & Quinn, 2009; 1 *not at all like me* to 5 *very much like me*)
1. I finish whatever I begin.
2. Setbacks don't discourage me.
3. I am diligent.
4. I am a hard worker.

> **Rationale:** Grit is operationalized as two facets including *perseverance of effort* (hard work in the face of setbacks) and *consistency of interest* (tendency to stick with goals and interests). However, meta-analytic findings suggest that thinking of grit as two facets is not supported by the data and that combining both scores reduces the ability to predict student performance (Crede, Tynan, & Harms, 2017). That said, perseverance of effort is a better predictor of student performance compared with consistency of interest or the combined score. Perseverance of effort is highly correlated with conscientiousness and the specific facet of self-discipline (Crede et al., 2017).

B. Self-efficacy toward four-year graduation (Bolkan, Pedersen, Stormes, & Manke, 2018; 1 *strongly disagree to* 5 *strongly agree*)
Graduating in 4 years is:
1. Possible
2. Manageable
3. Easy
4. Achievable
5. Realistic

> **Note***:* Depending on the outcome of interest, the question stem can be change to reflect appropriate beliefs including taking 15 units a semester or maintaining a specific GPA, for example.

> **Rationale:** Self-efficacy refers to an individual's perceptions of his or her capability "to organize and execute the courses of action required to produce given levels of attainments" (Bandura, 1998, p. 624), or the confidence/ease a person feels regarding the ability to perform a behavior (Azjen, 2002). According to Bandura (2004), self-efficacy is at the core of human motivation and plays a central role in behavior. Ultimately, efficacy beliefs are important to individuals because they influence a host of outcomes including the goals people pursue, the effort they expend toward these goals, and their success in reaching these goals. Bean and Eaton (2001-2002) argue that self-efficacy is among one of the most important variables influencing academic success in higher education. In academic contexts, the promotion of students' academic self-efficacy may prove important because students who believe they can succeed in school are more likely to do so (Bandura, 1997). Bandura (2004) argues this is the case because students who possess self-efficacy set higher goals for themselves and persist in the face of challenges and obstacles. Self-efficacy is best measured with particular outcomes in mind. That said, a recent study by Bolkan et al. (2018) demonstrated that students' perceptions of self-efficacy regarding four-year graduation was related to the average number of units students attempted over the course of their college careers and to their rates of four-year graduation.

C. Perceived responsibility for learning scale (Swain, 2012; 1 *mainly the teacher* to 7 *mainly the student*)
Who is more responsible...

1. For a student being unprepared for a test?
2. For a student being motivated to learn in school?
3. For a student not finishing homework assignments?
4. For a student being unprepared to participate in class?
5. For a student writing assigned papers well?
6. For a student understanding assigned homework readings?
7. For a student not understanding a class discussion?
8. For a student fooling around in class?
9. For a student not taking notes in class?
10. For a student doing homework assignments correctly?
11. For a student being interested in school?
12. For a student remembering information from assigned readings?
13. For a student not concentrating in class?
14. For a student not valuing good grades in school?
15. For a student giving extra effort when needed?
16. For a student just going through the motions without really trying in class?
17. For a student seeing school as important to his or her future success?
18. For a student receiving poor grades in school?

> **Note:** Swain (2012) argues that this measure should be revised to remove negatively worded items. For example. Item 1, "For a student being unprepared for a test" should be changed to "For a student being prepared for a test."

D. Student responsibility scale (Fishman, 2014; 1 *not at all* to 10 *completely*)
To what extent do you feel PERSONALLY responsible to make sure that each of the following happens:

1. I am interested in the subject area taught by the instructor.
2. I make excellent progress in my class throughout the semester.
3. I learn the required material in my class.
4. I value the subject area taught by the instructor.
5. I do well in my class.

E. Time and study environment (Pintrich, Smith, Garcia, & McKeachie, 1991; 1 *not at all true of me* to 7 *very true of me*

1. I usually study in a place where I can concentrate on my coursework.
2. I make good use of my study time for this course.
3. I find it hard to stick to a study schedule. (R)
4. I have a regular place set aside for studying.
5. I make sure I keep up with the weekly readings and assignments for this course.
6. I attend class regularly.
7. I often find that I don't spend very much time on this course because of other activities. (R)
8. I rarely find time to review my notes or readings before an exam. (R)

Note: (R) signifies reverse-coded, it may be a good idea to reverse the wording of these questions so that students do not miss the intentions of the Survey Team (DeVellis, 2017). So, for example, in item #3 the word "hard" could be changed to "easy." Additionally, time and study environment can be modified to reflect behaviors in general, instead of behaviors for a single course.

Rationale: According to researchers, taking responsibility for academic success is positively associated with academic outcomes including the quality of homework produced, GPA (Zimmerman & Kitsantis, 2005), and knowledge building behaviors (Fishman, 2014). This conclusion has support from scholars who argue that students' locus of control can influence their academic experiences (Bean & Eaton, 2001-2002). According to Bean and Eaton, "students who have an internal locus of control are likely to act in such a way as to achieve academic or social successes because they link, for example, studying and attending classes with academic achievement. A student with an external locus of control will not be motivated to study hard because they believe academic success comes from luck or the teacher liking you" (p. 77).

Student Attitudes

A. Attitude toward four-year graduation (Bolkan et al., 2018; 1 *strongly disagree to* 5 *strongly agree*).
 Graduating in four years is:
1. Important
2. Worthwhile
3. Positive
4. Wise
5. Good

> **Rationale:** Students' attitudes regarding four-year graduation have been positively correlated with their rates of 4-year graduation and the average number of units taken per semester, and negatively correlated with the number of times students switch majors (Bolkan et al., 2018).

B1. Intent to graduate in four years (adapted from Azjen & Sheikh, 2013; 1 *definitely not* to 7 *definitely*)
1. I plan to graduate in four years.
2. I will make an effort to graduate in four years.
3. I intend to graduate in four years.

B2. Intent to Take 15 units (adapted from Azjen & Sheikh, 2013; 1 *definitely not* to 7 *definitely*)
1. I plan to take fifteen units a semester.
2. I will make an effort to take 15 units a semester.
3. I intend to take 15 units a semester.

> **Note:** Intention can be adapted to reflect any outcome of choice. Pertaining to intentions, the more specific an outcome, the more likely intentions will predict these (e.g., "exercising 30 minutes a day" versus "losing weight"). Moreover, the shorter the delay between intent and behavior, the better the predictive ability of the former.

> **Rationale:** Researchers consider an individual's intent to perform a specific behavior to be a proximate cause of that behavior (Ajzen & Sheikh, 2013; Fishbein & Azjen, 2010; Gass & Seiter, 2018). In other words, people tend to produce behaviors to the extent that they intend to do so.

C. Subjective norms regarding four-year graduation (adapted from Azjen & Sheikh, 2013; 1 *not at all true* to 7 *very true*)
1. Most people who are important to me think that I should graduate in four years.
2. Most people whose opinions I value want me to graduate in 4 years.
3. Most of my friends and classmates will graduate in four years.

> **Note:** Subjective norms can be adapted to reflect any outcome of choice.

> **Rationale**: Subjective norms are a function of descriptive norms (i.e., what most people do) and injunctive norms (i.e., what people ought to do; Gass & Seiter, 2018). As a part of the reasoned action approach to behavioral prediction (Fishbein & Azjen, 2010), subjective norms have been found to be a key element in predicting volitional actions.

D. Institutional commitment (adapted from Pascarella & Chapman, 1983; 1 *not at all* to 5 *extremely*)
1. How important is it for you to graduate from CSULB (as opposed to another university)?
2. How sure are you that you made the right choice attending CSULB?

> **Rationale:** Based on Tinto's (1975) model of college withdrawal, institutional commitment and commitment to the goal of graduation (i.e., "it is important for me to graduate college") are two variables most closely linked to dropout decisions in higher education. In support of this conclusion, Pascarella and Chapman (1983) found that institutional commitment was one of the strongest predictors of persistence across a variety of higher education institutions.

Academic Emotions

A. Test anxiety (Pintrich et al., 1991; 1 *not at all true of me* to 7 *very true of me*)
1. When I take a test, I think about how poorly I am doing compared with other students.
2. When I take a test, I think about items on other parts of the test I can't answer.
3. When I take tests, I think of the consequences of failing.
4. I have an uneasy, upset feeling when I take an exam.
5. I feel my heart beating fast when I take an exam.

> **Rationale:** Research demonstrates that test anxiety negatively influences academic achievement (e.g., Khalaila, 2015; von der Embse, Jester, Roy, & Post, 2018). In fact, according to von der Embse et al. (2018), test anxiety is "significantly and negatively related to a wide range of educational performance outcomes, including standardized tests, university entrance exams, and grade point average" (p. 483). The experience of test anxiety is related to motivation, coping skills, ethnicity, and perceptions of evaluation (von der Embse et al., 2018) which makes it an important target for institutional intervention.

B. Boredom (Goetz, Cronjaeger, Frenzel, Ludke, and Hall, 2010; 1 *strongly disagree* to 5 *strongly agree*)
1. I get bored in my classes.
2. I can't concentrate in my classes because I am so bored.
3. I am so bored in my classes that I can't stay awake.
4. Just thinking about my classes makes me feel bored.

> **Note:** Specific classes or majors can be substituted in this measure. For example, #2 could be reworded to "I can't concentrate in my major classes because I am so bored."

> **Rationale**: Boredom is a pervasive problem in learning environments. According to researchers (e.g., Mann & Robinson, 2009; Nett, Goetz, & Hall, 2011; Pekrun, Goetz, Daniels, & Stupinsky, 2010), students report being bored around half to three quarters of the time. In fact, Goetz and Hall (2014) noted that for students, "boredom is one of the most commonly experienced emotions in educational settings" (p. 314). According to Larson and Richards (1991), students report less interest and pay less attention to activities when they feel bored. Likewise, when they are bored, students become easily distracted from focal tasks and both their motivation to learn and the quality of their studying are reduced (Pekrun et al., 2010). Moreover, students who experience boredom in the classroom tend to suffer lower academic achievement as well (Goetz, Frenzel, Pekrun, Hall, & Ludtke, 2007; Goetz & Hall, 2014; Pekrun et al., 2010).

C. Perceptions of academic stress (Bedewy & Gabriel, 2015; 1 *strongly disagree* to 5 *strongly agree*)
1. Competition with my peers for grades is quite intense.
2. My teachers are critical of my academic performance.
3. Teachers have unrealistic expectations of me.
4. The unrealistic expectation of my parents stresses me out.
5. The time allocated to classes and academic work is enough. (R)
6. The size of the curriculum (workload) is excessive.
7. I believe that the amount of work assignment is too much.
8. I am unable to catch up if getting behind my work.
9. I have enough time to relax after work. (R)
10. The examination questions are usually difficult.
11. Examination time is short to complete the answers.
12. Examination times are very stressful to me.
13. I am confident that I will be a successful student. (R)
14. I am confident that I will be successful in my future career. (R)
15. I can make academic decisions easily. (R)
16. I fear failing courses this year.
17. I think that my worry about examinations is weakness of character.
18. Even if I pass my exams, am worried about getting a job.

> **Note:** (R) signifies reverse-coded, it may be a good idea to reverse the wording of these questions so that students do not miss the intentions of the Survey Team (DeVellis, 2017).

> **Rationale**: Higher Education literature suggests that increases in academic stress are related to lower academic performance and may impede student success and retention (Bedewy & Gabriel, 2015; Amirkhan, Bowers, & Logan, 2019). There is ample research on how academic self-efficacy predicts of academic adjustment and persistence among college students, but less is known about how stress relates to student success-related academic outcomes (Zajacova, Lynch, & Espenshade, 2005). By studying areas of academic stress among college students, our institution may be able to better support student achievement.

D. Stress overload (Amirkhan, 2016; Amirkhan & Kofman, 2018; 1 *not at all* to 5 *a lot*)
In the past week, have you felt:
1. Inadequate
2. Swamped by your responsibilities
3. That the odds were against you
4. That there wasn't enough time to get to everything
5. Like nothing was going right
6. Like you were rushed
7. Like there was no escape
8. Like things kept piling up
9. Like just giving up
10. Like you were carrying a heavy load

> **Rationale:** Most research related to stress studies the effects of coping strategies in relation to health problems. Whereas few studies incorporate stressors and resources together to investigate potential effects on academic performance, Amirkhan et al. (2019) applied these

health-based stress theories to first-year students at California State Long Beach in their study using the stress overload scale. This study found that stress impacts students' grades and subsequently attrition. Sub-constructs of this scale include perceived demands (items 2, 4, 6, 8, 10) and personal vulnerability (items 1, 3, 5, 7, 9).

E. Coping (Amirkhan, 1990; 1 = *not at all* to 3 = *a lot*)

With one problem in mind, please tell us how you coped with it by checking the appropriate box for each of the behaviors listed below. Some of the behaviors will sound similar, but please answer them anyway. In dealing with your problem, did you:

1. Let your feelings out to a friend.
2. Rearrange things around you so that your problem had the best chance of being resolved.
3. Brainstorm all possible solutions before deciding what to do
4. Try to distract yourself from the problem.
5. Accept sympathy and understanding from someone.
6. Do all you could to keep others from seeing how bad things really were.
7. Talk to people about the situation because talking helped you feel better.
8. Set some goals for yourself to deal with the situation.
9. Weigh your options very carefully.
10. Daydream about better times.
11. Try different ways to solve the problem until you found one that worked.
12. Confide your fears and worries to a friend or relative.
13. Spend more time than usual alone.
14. Tell people about the situation because just talking about it helped you come up with solutions.
15. Think about what needed to be done to straighten things out.
16. Turn your full attention to solving the problem.
17. Form a plan of action in your mind.
18. Watch television more than usual.
19. Go to someone (friend or professional) in order to help you feel better.
20. Stand firm and fight for what you wanted in the situation.
21. Avoid being with people in general.
22. Bury yourself in a hobby or sports activity to avoid the problem.
23. Go to a friend to help you feel better about the situation.
24. Go to a friend for advice on how to change the situation.
25. Accept sympathy and understanding from friends who had the same problem.
26. Sleep more than usual.
27. Fantasize about how things could have been different.
28. Identify with characters in books, TV shows, or movies.
29. Try to solve the problem.
30. Wish people would have just left you alone.
31. Accept help from a friend or relative.
32. Seek reassurance from those who know you best.
33. Try to carefully plan a course of action rather than acting on impulse.

Note: It may be wise to measure this construct on a scale from 1-5 to add more variance to student responses (DeVellis, 2017).

Rationale: There are three fundamental coping strategies 1) problem solving (items 2, 3, 8, 9, 11, 15, 16, 17, 20, 29, 33) seeking social support (items 1, 5, 7, 12, 14, 19, 23, 24, 25, 31, 32), and 3) Avoidance (items 4, 6, 10, 13, 18, 21, 22, 26, 27, 28, 30). This survey, developed by a CSULB Psychology Professor, measures all three coping strategies among college students. It is common for students with poor coping strategies to feel overwhelmed and experience academic burnout by their academic and life stress (Pisarik, 2009). If our students do not have appropriate coping strategies to deal with stresses they encounter during college, they may not have the tools they need to succeed (Amirkhan, 1990). A lack of coping strategies may be one reason why the university has seen an increase in the number of times students meet with academic advisors, and the number of students who are on academic probation (Folsom, Yoder, & Joslin, 2015).

Academic Interest and Achievement Orientation

A. Student cognitive interest (Mazer, 2012; 1 *strongly disagree to* 5 *strongly agree*)
<u>I am interested in this class because</u>:
1. I understand the course material.
2. I can remember the course material.
3. I can understand the flow of ideas.
4. The information in the course is useful.
5. I realize what is expected of me.
6. I feel like I am learning topics covered in the course.
7. The information covered in the course is making me more knowledgeable.

B. Student emotional interest (Mazer, 2012; 1 *strongly disagree to* 5 *strongly agree*)
<u>I am interested in this class because</u>:
1. The class makes me feel excited.
2. Being in the class is enjoyable.
3. The topics covered in the course fascinate me.
4. I feel enthused about being in class.
5. The material fascinates me.
6. The class causes me to feel energized.
7. The class experience makes me feel good.
8. The class experience feels very positive.
9. I like the things we cover in class.

> **Note:** Thee scales can be adapted to reflect interest in a major, or interest in higher education/the college experience. Items would need to be re-written to reflect the appropriate context of measurement.

> **Rationale:** Pertaining to students' classroom experiences, a lack of student interest can be a problem because when students are not interested in what they are learning, they are less likely to pay attention to their lessons and to be motivated to learn their course material (Bolkan & Griffin, 2018). Moreover, less interested students are likely to experience studying their course lessons as more effortful (Hidi, 1990), and may be less likely to invest the resources necessary to learn course concepts (Shiefele, 2016). For example, as it pertains to thinking about their course lessons, Ozgungor and Guthrie (2004) claimed that interest leads to deeper information processing and argued that, compared to more interested students, less interested individuals are not motivated to expend the effort necessary to effectively process learning material. In support of this argument, Ozgungor and Guthrie found that instructional interventions focused on helping students elaborate course material benefitted uninterested students more than it did interested students.

C1. Performance-approach achievement orientation (adapted from Harackiewicz, Durik, Barron, Linnebrink-Garcia, & Tauer, 2008; 1 *not at all true of me* to 7 *very true of me*)
1. It is important for me to do well in school compared to others.
2. I care about how I do in school compared to other students.
3. I want to do better than other students in my classes.
4. My goal in school is to get better grades than most of the other students.

C2. Performance-avoidance achievement orientation (adapted from Harackiewicz et al., 2008; 1 *not at all true of me* to 7 *very true of me*)
1. I just want to avoid getting low grades in school.
2. I just want to avoid doing poorly in school.

> **Rationale:** Students' achievement orientations refer to their goals for academic success. Though there are several types of achievement orientations, the scales above were chosen because of their strong associations with classroom performance including exam scores and final grades in a course (Harackiewicz et al., 2008). Specifically, Hulleman, Schrager, Bodmann, and Harackiewicz (2010) note that a performance approach might be conceptualized as reflecting students' striving for performance that meets or exceeds some challenging objective standard. Because they strive for a high level of achievement that reflects doing well, these students devote their resources toward learning strategies that result in superior academic outcomes (Seaton, Parker, Marsh, Craven, & Yeung, 2014). Conversely, performance-avoidance goal orientations reflect students' efforts to avoid looking like they have limited ability or doing worse than others in class (i.e., failing; Elliot & McGregor, 2001). As a result, these students may work to achieve minimal outcomes that only meet basic requirements for academic success.

Academic Opportunity

A. Academic capacity (created by the Survey Team; 0-*0%* 1-*25%* 2-*50%* 3-*75%* 4-*100%*)
1. What percentage of your resources (e.g., time and energy) are you able to devote to your academic success?
2. As a percentage, to what extent is academic success your #1 priority?
3. Considering your other responsibilities, what percentage of your daily focus can you commit to studying and learning?
4. On an average day, what percent of your time is available for studying and learning?

B. Prescriptive advising (toward a four-year graduation; Bolkan et al., 2018; 1 *strongly disagree* to 5 *strongly agree*)
1. My advisor encourages me to take 15 units a semester.
2. My advisor encourages me to graduate in 4 years.
3. My advisor helps me see that it is possible to graduate in 4 years.
4. I know what I need to do to graduate in 4 years.

> **Note**: Because multiple advising options exist, students should have a particular advisor in mind when responding to this question. Four-year graduation in this scale can be adapted to various outcomes.

C. External commitments (adapted from Grossett, 1991)
1. What % of your college expenses (i.e., housing, food, tuition, etc.) do you pay for <u>yourself</u>?
2. How many hours a week do you spend working <u>off</u> campus?
3. How many hours a week do you spend working <u>on</u> campus?
4. Please tell us the number of children or other relatives you are responsible for.
5. To what extent do you contribute financially to others in your family? (1 *not at all* to 5 *very much*)
6. What is your commute time to school (in minutes)?
7. To what extent do you feel concerned about financing your education? (1 *not at all* to 5 *very much*)
8. Who do you currently live with? (self, parents, grandparents, classmates at CSULB, friends (not at CSULB), other).

D. Unforeseen circumstances (created by the Survey Team; 1 *not at all* to 5 *very frequently*)**:**
<u>How often did you experience the following while pursuing your education:</u>
1. Family emergency
2. Physical health condition
3. Mental health condition
4. Financial problems
5. Car/commute issues
6. Need to withdraw/retake a class
7. Difficulty scheduling classes
8. Other personal hardship

Rationale: Blumberg and Pringle (1982) argued for three general categories that predict human performance in organizational settings. Specifically, these categories include the capacity to perform, the opportunity to perform, and a person's willingness to perform. Bolkan (2017) argued that the same thing is true in an academic context: in order for students to learn at their best they must have the capacity, opportunity, and willingness to do so. The scales reported above tap into various aspects of students' lives (from general to more specific predictors) that may impede on their opportunity to do well in school. Opportunity, from this perspective, refers to external circumstances that impede/facilitate student success.

Academic Integration

A. Academic connectedness (Hoffman et al., 2002; 1 *completely untrue* to 5 *completely true*)
1. It is difficult to meet other students in class. (R)
2. I know very few people in my classes. (R)
3. I rarely talk to students in my classes. (R)
4. No one in my classes knows anything personal about me. (R)
5. If I miss class, I know students who I could get the notes from.
6. Other students are helpful in reminding me when assignments are due or when tests are approaching.
7. I could call another student from class if I had a question about an assignment.
8. I have met with classmates outside of class to study for an exam.
9. I have discussed personal matters with students who I met in class.
10. I invite people I know from class to do things socially.
11. I have developed personal relationships with other students in class.
12. I discuss events which happen outside of class with my classmates.

> **Note:** (R) signifies reverse-coded, it may be a good idea to reverse the wording of these questions so that students do not miss the intentions of the Survey Team (DeVellis, 2017). For example, "difficult" in item #1 could be changed to "easy."

B. Social integration (adapted from Pascarella & Chapman, 1983; 1 *not at all* to 5 *very much*)
1. To what extent do you participate in organized student extracurricular activities (e.g., residence hall activities, intermural sports, fraternity, sorority, etc.)?
2. To what extent do you participate in informal social activities with people from school (e.g., go to sports events, go out for refreshments, etc.)?
3. How many really good friends do you have on campus? (write in the number)
4. To what extent do you spend time with friends from college while not at school?
5. Do you engage in peer conversations with people from campus for personal/social reasons?
6. Is there a person you date regularly on campus? (1 = yes, 2 = no)
7. To what extent do you engage in informal contact with faculty for social or personal reasons?

> **Rationale:** According to Bean and Eaton (2001-2002), academic and social integration lead to perceptions of institutional fit and loyalty, and subsequently, intentions to persist in college. As a result of these processes, Bean and Eaton argue that "integration plays a vital role in the retention and graduation of students" (p. 77). This rationale is similar to that espoused by Tinto (1975) who claimed academic and social integration are important predictors of student commitment and subsequently persistence in academic contexts.

Campus Conditions

A. Student Satisfaction (created by the Survey Team; 1 *strongly disagree* to 5 *strongly agree*)

1. I am happy with my decision to attend this university.
2. I am happy with my academic experiences in class.
3. I am satisfied with my educational opportunities at this University.
4. I feel a sense of pride attending CSULB.
5. I belong at this university.

B. Campus Climate (adapted from CEEE Beach Experience Survey; 1 *strongly disagree* to 5 *strongly agree*)

1. Faculty at CSULB/ LB State believe in my potential to succeed academically.
2. Faculty show concern for me.
3. Faculty here have mentored me.
4. Staff show concern for me.
5. This campus offers students opportunities to learn about other groups and cultures.
6. I feel respected for who I am, culturally, at this university.
7. I feel comfortable participating in my classes.
8. I worry about paying for college.
9. I am stressed about financially supporting myself while in school.
10. I worry about financially supporting others in my family while in school.
11. I stress about the amount of student loans I'm accumulating.
12. I worry about keeping up academically while maintaining work obligations.

C. Campus Support Services (created by the Survey Team; 1 *strongly disagree* to 5 *strongly agree*; include a *Not Applicable* option)

This campus provides adequate resources to support/accommodate my:

1. Mental health
2. Emotional health
3. Physical health
4. Academic advising needs
5. Ability to pay for college
6. Housing needs
7. Dietary needs
8. Technology needs

D. Safety and security (created by the Survey Team; 1 *strongly disagree* to 5 *strongly agree*; include a *Not Applicable* option)
1. I feel safe on campus during the day.
2. I feel safe on campus at night.
3. I feel comfortable taking the Beach Shuttle bus.
5. I know how to utilize the University Police escorts to get me to my destination safely.
6. I am confident that the university has an effective plan for managing campus emergencies.
7. If there were a campus emergency, I would know exactly what to do.

E. Student Centeredness (Survey Team, 2019; 1 *strongly disagree* to 5 *strongly agree*)
In regard to your experiences thus far at CSULB, please rate your agreement with the following statements:
1. People on this campus care about me as a person.
2. People on this campus care about my success in college.
3. People on this campus care about my success after college.
4. University staff help me find answers when I have questions.
5. My advisor cares about my academic success.
6. My advisor cares about my personal success.

> **Rationale:** Tinto (1975, 1993) identified student satisfaction with the institution as an important predictor of student success. Literature suggests that variables such as service excellence, student centeredness, campus services, campus support services, perceptions of academic advising, and counseling effectiveness are important constructs that lead to more campus integration and less attrition (Astin, 1979; Bean, 1980). If we can collect data on the topics students are satisfied with compared to the topics students wish to seek improvement, our campus may be better able to tailor support in these specific areas.

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