

California State University, Stanislaus
Graduate School Exit Survey
Class of 2005-06 and Class of 2006-2007
Executive Summary

Survey Purpose

The Office of Institutional Research has administered the Graduate School Exit Survey since 1995. The Graduate School Exit Survey is designed to assist the university in assessing students' perceptions of the quality of its graduate student learning and program effectiveness. The survey includes 34 questions and 130 items covering a broad range of students' educational experiences and satisfaction with their graduate degree program at CSU Stanislaus.

The Graduate School Exit Survey is organized into sections on achievement, educational experiences, the student's graduate school, classroom and social climate, library services, student support services, plans for additional education, a section about employment, and several open-ended questions about graduate students' overall evaluation of CSU Stanislaus. The results provide an important source of information for institutional evaluation and planning.

Survey Methods

The survey is administered annually to graduate students that have earned their master's degree during the previous academic year. The survey was administered in print form during the years 1995 to 2004. Beginning in 2005, the survey was revised and administered as an online option through the university website.

For the class of 2005-06, the primary means of survey delivery was through a hardcopy format (n=41). A few respondents completed an online, web-based survey (n=8). The responses from the two formats are aggregated into one database. The total number of completed surveys was 49, for a response rate of 23.3 percent.

The initial mailing (letter and survey) took place the first week of October 2006, nearly five months after commencement. A follow-up mailing (postcards) to non-respondents was administered after two weeks.

A similar procedure was conducted for the class of 2006-07. A total 212 graduate students for 2006-07 received an invitation to participate. A follow up email was sent to all graduate students two weeks later. All 2006-07 surveys were completed online. There was no print survey provided. Students completing the survey numbered 31. However, verification of completion of the master's degree was found for only 22 of the graduate students. Thus, nine surveys are excluded from analysis leaving 22 verified and completed surveys for a total response rate of 10.4 percent.

Limitations of the Data

Due to the low response rate for both cohorts, this report presents a summary of the overall patterns of responses for the two classes of graduate students: the class of 2005-06 and class of 2006-07. Since a number of items in each survey questionnaire were different due to revisions of the instrument, the two databases were not combined for analysis. The results are presented descriptively for each cohort. Comparisons are made where appropriately the same question-items were posed.

Therefore, while percentages are displayed separately for the class of 2005-06 and 2006-07, caution should be taken in regards to the stability of ratings for the class of 2006-07 due to the very small number of responses received.

Summary of Results

Achievement

The survey included items about the effectiveness of graduate programs on student learning. The items are based on a 4-point scale of poor to excellent (Table 2). The following summary is based on the percentage of those responding “good” or “excellent.”

Overall, master’s degree students respond very favorably to items about their achievement. As shown in Table 2, more than 90 percent of students in either the class of 2005-06 or 2006-07 indicate “good” or “excellent” about learning “advanced knowledge, skills, and values appropriate to the discipline,” about “the ability to be creative, analytical, and critical thinkers,” about “the ability to work as individual researcher/scholar, as well as collaborate with other scholars contributing to their scholarship of their disciplines,” about “advanced written and oral communications,” and about “the ability to access and analyze information from a myriad of primary, print, and technological sources.”

In addition, between 77 percent and 83 percent of either class said “good” or “excellent” regarding their program’s effectiveness in helping them achieve “relevant knowledge of the global perspectives” and “knowledge of new and various methods and technologies.”

Experiences

Students also responded to items about their perceptions of the overall effectiveness of their programs. Table 3 displays a battery of 16 items based on a 4-point scale of “poor” to “excellent.” Based on responses of “good” to “excellent,” the class of 2005-06 (93%) and class of 2006-07 (87%) rated very highly “the overall quality of the program completed.”

The difference in perception between the cohorts about “the quality of faculty academic assistance received” is noticeably wide. The class of 2005-06 rates this highly as 94 percent said “good” or “excellent.” However, 68 percent of the class of 2006-07 said “good” or “excellent,” and on “the quality of evaluation and grading practices in program courses, 100 percent of the class of 2005-06 said “good” or “excellent” compared to 77 percent of the class of 2006-07.

Thus, in responses that are more than 80 percent for both classes we find graduate students indicating, “the usefulness of the program for employment possibilities” and “the commitment of the program faculty to the graduate program” to be very favorable ratings. In addition, “the overall qualifications of the graduate faculty in the department” and “the overall teaching effectiveness of the graduate faculty in the department” one also acknowledged to be “good” or “excellent” by more than 85 percent of either class-cohort.

Finally, the “quality of support received from faculty to pursue your goals” is also rated exceptionally well at more than 80 percent, as is “the quality of faculty guidance for your thesis, project, or comprehensive exam”—more than 85 said “good” or “excellent.” The lowest percentage of “good” or “excellent” was regarding “the quality of career information you received,” at 50 and 58 percent for the 2005-06 and 2006-07 cohorts, respectively.

Graduate students were asked how many years it took them to complete the master’s degree. Table 4 shows about 42 percent of the class of 2005-06 took on average from 3-4 years to finish, compared to 45 percent for the class of 2006-07.

Both cohorts say rather strongly they would enroll in a master's degree program at CSU Stanislaus (Table 5) if they had to do it over again (89% class of 2005-06, and 91% class of 2006-07 respectively, saying "yes").

And when asked if they would recommend the master's program to another student (Table 6) 94 percent of the class of 2005-06 said "yes," compared to 86 percent of the class of 2006-07 saying "yes."

Graduate School

Table 7 displays the results of 7 items about students' experiences with graduate school based on a 4-point scale of "strongly disagree" to "strongly agree." The summary is based on responses of "agree" or "strongly agree."

Both cohorts indicate the Graduate School "provided a welcoming atmosphere" (96%, class 2005-06; 85%, class 2006-07). This is very favorable. In fact, both cohorts give high marks of more than 90 percent that the Graduate School "offered helpful assistance." In both cohorts, 76 and 89 percent said the Graduate School "gave timely assistance or responses." And more than 70 percent said the Graduate School "supplied accurate information," "handled sensitive matters," and "distributed attractive and useful information."

Classroom and Social Climate

This section reports on whether or not graduate students believed the classroom and campus social climate of the university is supportive of students of all backgrounds, such as by gender, race, ethnicity, international students, disabled students, and gay/lesbian students.

There appears to be high agreement that the classroom social climate is supportive and not discriminatory to students overall. Men and women said the classroom and campus social climate are supportive (Table 8). Females in either cohort indicated by more than 60 percent the campus and classroom are supportive. Males indicated by more than 55 percent the classroom and campus climate is supportive.

More than 65 percent of Hispanic graduate students said the classroom is supportive, as well as nearly 70 percent that say the campus social climate is supportive. More than 65 percent of African Americans said the classroom is supportive, and more than 60 percent indicate the campus is supportive. Finally, 55 percent or more of Gay/Lesbian students indicated the classroom and campus social climate are supportive.

Library Services

Table 9 displays the results of item-ratings of the university campus library services. Graduate students were asked to rate their level of satisfaction with the services provided by the university library, and to also indicate the extent of their knowledge and use of the various library collections and services.

On a 4-point scale of "very dissatisfied" to "very satisfied," the overwhelming majority of graduate students indicate (98% class of 2005-06; 86% class of 2006-07) they are "satisfied" or "very satisfied" with the quality of services overall. In fact, each of the following indicators shows more

than 90 percent “satisfied” or “very satisfied” for either the class of 2005-06 or the class of 2006-07: the courtesy of library staff (98%, 2005-06; 95%, 2006-07), the physical environment (96%, 91%), the circulation service desk (92%, 91%), the knowledge of library staff (96%, 100%), and the quality of assistance (98%, 2005-06; 91%, 2006-07). No indicator received less than 75 percent “satisfied” or “very satisfied” from either cohort.

Student Support Services

Table 10 displays results for Student Support Services. Student Support Services is assessed via a battery of 35 items covering topics such as enrollment services, career services, counseling, academic and student support, and student activities. The following summarizes the most salient features.

Enrollment Services. Overall, graduate students rate very highly their satisfaction with enrollment services. A substantial majority of graduate students (94%, class 2005-06; 91%, class 2006-07) said they were “satisfied” or “very satisfied” with the admissions processing services in enrollment services. An overwhelming response of satisfaction is also evident for registration services (98%, 2005-06; 91%, 2006-07)

Career Services. Most graduate students did not use career services. For the class of 2005-06 first, then for the class of 2006-07, most graduate students report they did not use or participate in career placement services (90%, 86%); 92 and 82 percent said they did not use campus employment services while a student; 71 and 73 percent did not use internships/co-op while a student; and 77 and 86 percent did not use career planning and guidance services.

Counseling. For the class of 2005-06 first, then for the class of 2006-07, an overwhelming majority of graduate students did not use or participate in any counseling services: 96 and 100 percent did not use couple counseling services; 88 and 95 percent did not use wellness/personal development workshops; and 79 and 68 percent did not use personal counseling services.

Academic and Student Support. For the class of 2005-06 first, then for the class of 2006-07, 89 and 95 percent did not use the residence halls; 67 and 88 percent did not use recreation services; 50 and 68 percent did not use pre-program advising services; and 60 and 45 percent did not use the health center. However, 79 and 86 percent were “satisfied” or “very satisfied” with the computer laboratories overall; 66 and 69 percent were satisfied or very satisfied with the computer center hours; 94 and 78 percent were satisfied or very satisfied with the bookstore facilities and 77 and 82 percent were satisfied or very satisfied with the computer lab hardware, as was 78 and 82 percent satisfied or very satisfied with the computer lab software.

Student Activities. A majority of graduate students did not involve themselves with any campus programs, events, or organizations. Ninety-one percent of the class of 2005-06 and 95 percent of the class of 2006-07 did not use or participate in a fraternity or sorority, and 91 and 100 percent did not participate in campus intramural sports; 72 and 82 percent did not participate in cultural programs, and 78 and 86 percent did not participate in athletic events.

About three quarters of graduate students did not use or participate in either music productions or art/gallery exhibitions, and 76 and 82 percent did not use or participate in Associated Students. Finally, in campus social activities overall, 70 percent of the class of 2005-06 and 77 percent of the class of 2006-07 did not use or participate.

Additional Education

About half of graduate students in either cohort said they plan to continue their education (Table 11). Those responding “yes” also indicate some of the most important reasons for continuing their education (Table 12): to earn a graduate or professional degree (47% and 45%) and for general education and self-improvement (27% and 38%).

Several items measured preparation and usefulness of advising. Table 13 displays results of a 4-point scale of “strongly disagree” to “strongly agree.” Most graduate students believed the graduate program at CSU Stanislaus prepared them for future studies: 92 percent of the class of 2005-06 agreed or strongly agreed; the class of 2006-07 also compares favorably at 82 percent.

When asked if they felt they “can compete with students from other programs to secure admission” into some other graduate program of choice, 94 percent of class of 2005-06 agreed or strongly agreed, compared to 68 percent for the class of 2006-07.

Regarding helpful advising from faculty members about Ph.D. and professional programs, 47 percent of 2005-06 students and 41 percent of 2006-07 students agreed or strongly agreed it was helpful to them.

The lowest rating of either cohort was about being “made aware of the CSU Stanislaus Forgivable Loan program for students pursuing doctoral studies.” Seventy-one percent of the 2005-06 graduate students and 77 percent of 2006-07 graduate students disagreed or strongly disagreed they were made aware of this opportunity.

Of graduate students that intend to further their education, 39 and 36 percent intend to pursue the field of education (Table 14).

In Table 15, 59 percent in the class of 2005-06 plan to pursue an Ed.D or Ph.D, and 60 percent in class of 2006-07 plan on a Ph.D.; 18 percent and 20 percent plan on some other doctorate or professional degree or license.

Table 16 shows that while most graduate students in class of 2006-07 were undecided (86%), the class of 2005-06 indicated by 30 percent plans to attend CSU Stanislaus, and 10 percent plan on attending a University of California campus. A large proportion, however, (55%) were undecided about their specific university attendance plans.

In Table 17, graduate students were asked about financing their higher education pursuits and indicated a range of financial support options. These include personal earnings or savings (35% and 50%) or loans (10% and 50%).

Employment

More than half (59%) of 2006-07 graduate students indicate they will work at their current job (job they had before graduation or newly obtained job), and 14 percent indicate they will work at a new job they recently obtained (Table 18).

Eighty-eight percent of the class of 2005-06 indicate they are employed full-time (Table 19).

In Table 20, 57 percent of the class of 2005-06 and 31 percent of the class of 2006-07 indicate they received a new job or promotion as a result of obtaining a master’s degree. And (Table 21) 50

percent of class of 2006-07 anticipate a salary increase of between \$1,000 to \$2,999; 31 percent anticipated increases of \$5,000 or more.

As for type of employer after graduation: 80 and 57 percent indicate a public sector organization such as a government agency or school, college, or university; 12 and 19 percent indicate a private business sector employer such as, a local or regional business, or a national or multi-national corporation (Table 22).

Graduate students reported, 91 and 69 percent, that their job is related specifically or highly to their master's degree. Another 20 and 25 percent indicated it is "fairly related" (Table 23).

Table 24 shows the type of business graduates students work in is education (44%, 2005-06; 50%, 2006-07).

In Table 25, one main reason given by graduate students (2005-06) who are not employed in a field related to their master's degree is that they are working in another field while they are looking for employment in a related field (13%); another reason is they have not seriously sought employment related to their major (13%); and half indicated "a job related to my major was not available in my desired geographical area."

Graduate students were asked to share their perceptions of the program's overall effectiveness preparing them for a career. Table 26 displays the results utilizing a 4-point scale of "strongly disagree" to "strongly agree." The following summarizes the responses of those who agreed or strongly agreed with each statement.

In either class, more than 90 percent "agree" or "strongly agree" that, "overall, the program prepared me to begin or advance my career," (96%, 2005-06; 94%, 2006-07).

Graduate students agree or agree strongly, by 96 and 88 percent (2005-06 and 2006-07) that "the program was challenging and prepared me to compete with others in the workforce"; 88 percent of 2005-06 and 87 percent of 2006-07 graduate students also agree or strongly agree "the courses in the program were relevant to my current job responsibilities" 94 and 87 percent agree or strongly agree "the program faculty members were up-to-date regarding real-world skills needed in the workplace"; and 92 percent of 2005-06 and 82 percent of 2006-07 agree or strongly agree, the "program faculty members were interested in my professional success."

Overall Evaluation of CSU Stanislaus

Lastly, the survey queried graduate students with several open-ended questions about CSU Stanislaus' attraction to prospective students, about aspects of the university that were of most help to graduate students in achieving their education, and about any improvement CSU Stanislaus could make. The following summarizes the comments provided first for the class of 2005-06 (Tables 27-29), and then for the class of 2006-07 (Tables 30-32).

In many instances graduate students provided multiple responses. The responses cluster around the perceptions and opinions that CSU Stanislaus would be attractive to prospective students because of the availability of class, class size, access to courses; campus size and appearance; faculty diversity,

friendliness, knowledgeable, available to students—these factors accounted for about 48 percent of the responses (Table 27).

According to graduate students, most helpful to them in achieving their education at CSU Stanislaus is the “faculty: diverse, friendly, knowledgeable, available to students,” (50%). But also helpful is campus location and accessibility (10%). Together these accounted for 60 percent of responses (Table 28).

Graduate students were asked that if they could make one improvement to CSU Stanislaus (Table 29), what would it be? The top reasons include increase the variety of programs/courses (24%); increase/improve faculty hiring (11%); improve the cafeteria/food services, hours, food (8%); parking and transportation (8%); and develop “graduate/professional network” (8%).

The class of 2006-07 also provided comments to the same open-ended questions (Tables 30-32). Since the number of respondents is small, however, there were very few open-ended comments. The comments are summarized as the top three types of comments about CSU Stanislaus.

Regarding the attractive aspects of the university, 2006-07 graduate students state, “availability of classes, class size, access to courses,” (26%); “faculty: supportive, knowledgeable, available to students,” (23%); and campus location (16%) as the top three types of comments (Table 30).

The top three comments regarding what aspects were most helpful in achieving education, graduate students indicate (Table 31), “faculty: diverse, friendly, knowledgeable, available to students (38%); campus location and accessibility (10%); and cost of attendance (7%).

Finally, regarding suggestions for improvement (Table 32), 2006-07 graduate students indicate, “improve quality of instruction/class/programs,” (20%); “increase availability of classes/programs,” (20%); and “parking and transportation (10%).

Table 1. Class of 2005-06 and 2006-07, Demographic Breakdown

Demographics	Class of 2005-2006		Class of 2006-2007	
	Number	%	Number	%
Female	31	63	18	82
Male	18	37	4	18
African American	1	2	2	9
Hispanic	6	12	4	18
White non-Hispanic (Caucasian)	29	59	14	64
Other/ Undeclared	12	24	2	9
Non-Citizen	1	2	-	-
Total	49	100	22	100

Table 2. Achievement Item Responses for Class of 2005-06 and 2006-07

The Graduate Council has established the following students learning goals for all graduate programs at CSU Stanislaus. Please indicate your program's effectiveness in helping you to attain each of these goals.

Item Responses in Percentages (%)		Poor	Fair	Good	Excellent
a. Advanced knowledge, skills, and values appropriate to the discipline.	Class 2005-06	0	9	38	53
	Class 2006-07	0	5	59	36
b. The ability to be creative, analytical, and critical thinkers.	Class 2005-06	0	11	45	45
	Class 2006-07	0	5	50	45
c. The ability to work as individual researcher/scholar as well as collaborate with other scholars contributing to their scholarship of their disciplines.	Class 2005-06	0	6	40	53
	Class 2006-07	0	9	32	59
d. Relevant knowledge of the global perspectives.	Class 2005-06	0	17	45	38
	Class 2006-07	0	23	59	18
e. Knowledge of new and various methods and technologies.	Class 2005-06	2	15	36	47
	Class 2006-07	0	23	50	27
f. Advanced oral and written communication skills.	Class 2005-06	0	9	26	66
	Class 2006-07	0	5	45	50
g. The ability to access and analyze information from a myriad of primary, print, and technological sources.	Class 2005-06	2	4	32	62
	Class 2006-07	0	14	45	41

Table 3. Experiences Item Responses for Class of 2005-06 and 2006-07

Please use the following indicators to share your perception of your program's overall effectiveness.

Item Responses in Percentages (%)		Poor	Fair	Good	Excellent
a. The overall quality of the program completed.	Class 2005-06	0	6	36	57
	Class 2006-07	0	23	45	32
b. The reputation of the program in the community outside the University.	Class 2005-06	2	11	53	34
	Class 2006-07	5	36	41	18
c. The usefulness of the program for employment possibilities.	Class 2005-06	0	13	38	49
	Class 2006-07	5	9	50	36
d. The commitment of the program faculty to the graduate program.	Class 2005-06	0	11	23	66
	Class 2006-07	0	18	27	55
e. The intellectual challenge of your course of study.	Class 2005-06	0	11	40	49
	Class 2006-07	5	18	50	27
f. The availability of courses.	Class 2005-06	4	34	40	21
	Class 2006-07	23	18	27	32
g. The time scheduling of classes by department to meet student needs.	Class 2005-06	4	15	49	32
	Class 2006-07	9	23	36	32
h. The overall qualifications (academic training and experience) of the graduate faculty in the department.	Class 2005-06	2	0	30	68
	Class 2006-07	5	9	41	45
i. The overall teaching effectiveness of the graduate faculty in the department.	Class 2005-06	2	4	49	45
	Class 2006-07	5	5	62	29
j. The quality of faculty academic advising assistance received.	Class 2005-06	2	4	46	48
	Class 2006-07	27	5	27	41
k. The quality of career information you received.	Class 2005-06	11	32	43	15
	Class 2006-07	27	23	23	27
l. The quality of support received from faculty to pursue your goals.	Class 2005-06	0	15	30	55
	Class 2006-07	14	5	36	45
m. The quality of physical facilities within your program.	Class 2005-06	0	19	55	26
	Class 2006-07	9	23	50	18
n. The quality of equipment within your program.	Class 2005-06	2	16	55	27
	Class 2006-07	9	27	50	14
o. The quality of evaluation and grading practices in program courses.	Class 2005-06	0	0	62	38
	Class 2006-07	5	18	50	27
p. The quality of faculty guidance for your thesis, project, or comprehensive exam.	Class 2005-06	0	4	34	62
	Class 2006-07	14	0	18	68

Table 4. Number of Years to Complete Master's Degree Program

Approximately how many years did it take you to complete your master's degree program?

Responses in percentages (%)	Less than 2 years	2 to 2 1/2	3 to 3 1/2	4 to 4 1/2	5 or more years
Class 2005-06	6	31	29	13	21

Responses in percentages (%)	1-2 yrs.	3-4 yrs.	5+ yrs.
Class 2006-07	45	45	9

Table 5. Would Enroll in Program Again if Do Over

If you were to begin your master's degree program over again, would you enroll at CSU Stanislaus?

Responses in percentages (%)	Yes	No
Class 2005-06	89	11
Class 2006-07	91	9

Table 6. Would Recommend Program to Another Student

Would you recommend the master's degree program you recently completed to another student?

Responses in percentages (%)	Yes	No
Class 2005-06	94	6
Class 2006-07	86	14

Table 7. Aspects of Graduate School Experience

Please indicate your level of agreement or disagreement with the following aspects of the Graduate School.

Item	Responses in percentages (%)	Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Provided a welcoming atmosphere	Class 2005-06	2	0	2	48	48
	Class 2006-07	10	0	5	71	14
b. Offered helpful assistance	Class 2005-06	2	0	4	50	44
	Class 2006-07	5	10	5	62	19
c. Demonstrated concern for individual needs	Class 2005-06	4	2	8	56	29
	Class 2006-07	5	10	24	52	10
d. Gave timely assistance or responses	Class 2005-06	2	0	8	58	31
	Class 2006-07	14	0	10	62	14
e. Supplied accurate information	Class 2005-06	2	0	2	58	38
	Class 2006-07	0	0	24	67	10
f. Handled sensitive matters	Class 2005-06	21	0	2	48	29
	Class 2006-07	29	0	0	57	14
g. Distributed attractive and useful materials	Class 2005-06	8	0	6	58	27
	Class 2006-07	19	0	5	67	10
h. Presented relevant internet based resources	Class 2005-06	6	2	10	54	27
	Class 2006-07	29	0	10	52	10

Table 8. Classroom and Campus Climate Supportive of Students

Please assess the extent to which you believe the CSU Stanislaus classroom and campus social climate is supportive for each of the following student populations.

	Classroom Climate (%)			Campus Social Climate (%)		
	Discriminatory	Neutral	Supportive	Discriminatory	Neutral	Supportive
Female						
Class 2005-06	0	33	67	0	28	72
Class 2006-07	0	23	77	0	33	67
Male						
Class 2005-06	0	43	57	0	32	68
Class 2006-07	0	33	67	0	43	57
African American						
Class 2005-06	0	35	65	0	34	66
Class 2006-07	0	27	73	0	38	62
Native American						
Class 2005-06	0	37	63	0	33	67
Class 2006-07	0	38	62	0	45	55
Asian/Pacific Islander						
Class 2005-06	0	35	65	0	37	63
Class 2006-07	0	29	71	0	32	68
Hispanic						
Class 2005-06	0	35	65	3	28	69
Class 2006-07	0	23	77	0	33	67
White non-Hispanic						
Class 2005-06	2	33	64	2	31	67
Class 2006-07	0	36	64	0	48	52
International						
Class 2005-06	0	38	63	3	29	68
Class 2006-07	0	29	71	0	40	60
Disabled						
Class 2005-06	0	40	60	2	39	59
Class 2006-07	0	24	76	0	37	63
Gay and Lesbian						
Class 2005-06	2	43	55	0	40	60
Class 2006-07	5	29	67	10	35	55

Table 9. Campus Library Services

Please indicate your level of satisfaction with the following aspects of the University Library.

Item Responses in percentages (%)		Did Not Use	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a. Quality of resources	Class 2005-06	0	2	10	42	46
	Class 2006-07	5	9	5	55	27
b. Overall services	Class 2005-06	0	0	2	59	39
	Class 2006-07	9	0	5	59	27
c. Quality of assistance	Class 2005-06	0	0	2	45	53
	Class 2006-07	9	0	9	36	45
d. Circulation service desk	Class 2005-06	0	2	6	51	41
	Class 2006-07	5	0	5	50	41
e. Reference desk	Class 2005-06	4	2	8	37	49
	Class 2006-07	5	0	5	41	50
f. Interlibrary Loan	Class 2005-06	22	0	2	27	49
	Class 2006-07	9	0	0	23	68
g. Books and journals for my program	Class 2005-06	4	4	13	50	29
	Class 2006-07	5	14	5	36	41
h. Other library materials for my program	Class 2005-06	6	0	10	56	27
	Class 2006-07	0	14	5	41	41
i. Hours of service	Class 2005-06	0	2	8	49	41
	Class 2006-07	0	5	18	64	14
j. Physical environment	Class 2005-06	0	0	4	59	37
	Class 2006-07	0	0	9	82	9
k. Knowledge of library staff	Class 2005-06	4	0	0	43	53
	Class 2006-07	0	0	0	64	36
l. Courtesy of library staff	Class 2005-06	2	0	0	41	57
	Class 2006-07	0	0	5	45	50

Table 10. Student and Academic Support Services

Please rate your satisfaction with the following Student and Academic Support Services.

Responses in percentages (%)		Did Not Use/ Participate	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Enrollment Services						
a. Admissions processing	Class 2005-06	2	0	4	63	31
	Class 2006-07	0	5	5	73	18
b. Student academic records and transcripts	Class 2005-06	2	2	4	60	31
	Class 2006-07	14	0	5	59	23
c. Registration	Class 2005-06	0	0	2	71	27
	Class 2006-07	5	0	5	68	23
d. Financial Aid	Class 2005-06	40	0	4	35	21
	Class 2006-07	32	0	5	41	23
Career Services						
e. Career planning and guidance	Class 2005-06	77	0	8	13	2
	Class 2006-07	86	5	5	5	0
f. Career placement services	Class 2005-06	90	0	0	8	2
	Class 2006-07	86	5	5	5	0
g. Internships/co-op	Class 2005-06	71	0	4	15	10
	Class 2006-07	73	0	9	9	9
h. Campus employment services while a student	Class 2005-06	92	0	0	6	2
	Class 2006-07	82	5	0	14	0
Counseling						
i. Personal counseling	Class 2005-06	79	2	4	6	8
	Class 2006-07	68	0	0	18	14
j. Couple counseling	Class 2005-06	96	2	0	0	2
	Class 2006-07	100	0	0	0	0
k. Wellness/personal development workshops	Class 2005-06	88	0	0	8	4
	Class 2006-07	95	0	0	5	0
Academic and Student Support						
l. Pre-program advising	Class 2005-06	50	0	8	23	19
	Class 2006-07	68	0	18	5	9
m. Computer lab overall	Class 2005-06	19	2	0	58	21
	Class 2006-07	10	5	0	67	19
n. Computer lab hardware	Class 2005-06	25	0	2	54	19
	Class 2006-07	9	5	5	73	9
o. Computer lab software	Class 2005-06	19	0	2	55	23
	Class 2006-07	9	5	5	73	9
p. Computer help desk	Class 2005-06	32	2	4	40	21
	Class 2006-07	32	5	18	45	0
q. Computer center hours	Class 2005-06	21	6	6	49	17
	Class 2006-07	14	5	14	64	5
r. Computer equipment and labs in your department	Class 2005-06	37	0	7	37	20
	Class 2006-07	45	9	9	36	0
s. Residence halls	Class 2005-06	85	0	0	9	7
	Class 2006-07	95	0	5	0	0

Table 10. Student and Academic Support Services (cont'd)

t. Campus security	Class 2005-06	41	0	4	35	20
	Class 2006-07	55	0	5	36	5
u. Cafeteria	Class 2005-06	15	2	13	53	17
	Class 2006-07	36	0	14	41	9
v. Student center and lounges	Class 2005-06	36	0	2	43	19
	Class 2006-07	33	5	5	48	10
w. Recreation	Class 2005-06	67	0	0	24	9
	Class 2006-07	68	5	5	18	5
x. Bookstore facilities	Class 2005-06	0	0	7	70	24
	Class 2006-07	0	5	18	64	14
y. Health center	Class 2005-06	60	0	2	13	26
	Class 2006-07	45	0	9	18	27
Student Activities						
z. Cultural programs	Class 2005-06	72	0	0	13	15
	Class 2006-07	82	0	0	14	5
aa. Social activities overall	Class 2005-06	70	0	2	22	7
	Class 2006-07	77	0	5	14	5
bb. Campus organizations	Class 2005-06	72	0	0	20	9
	Class 2006-07	68	0	14	14	5
cc. Athletic events	Class 2005-06	78	0	0	13	9
	Class 2006-07	86	5	0	5	5
dd. Fraternity/Sorority	Class 2005-06	91	0	0	4	4
	Class 2006-07	95	0	5	0	0
ee. Music production	Class 2005-06	76	0	0	11	13
	Class 2006-07	73	0	0	18	9
ff. Drama production	Class 2005-06	74	0	0	7	20
	Class 2006-07	68	0	0	14	18
gg. Art galleries/exhibitions	Class 2005-06	76	0	2	9	13
	Class 2006-07	73	0	0	18	9
hh. Associated Students, Inc. (ASI)	Class 2005-06	76	0	0	15	9
	Class 2006-07	82	0	5	9	5
ii. Intramurals	Class 2005-06	91	0	0	4	4
	Class 2006-07	100	0	0	0	0

Table 11. Plans for Additional Advanced Degree

Do you plan on pursuing another advanced degree (beyond your master's degree)?

Responses in percentages (%)	Yes	No
Class 2005-06	48	52
Class 2006-07	50	50

Table 12. Reasons for Continuing Education

What is the major reason for continuing your education? (If you select more than one reason, please rank in order of importance, i.e., 1=most important, 2=next most important, etc.)

Responses in percentages (%)		Least important	Less important	Important	Next most important	Most important
a. To earn a doctoral or other terminal degree.	Class 2005-06	0	0	27	27	47
	Class 2006-07	0	0	9	45	45
b. To improve skills related to current job.	Class 2005-06	0	0	6	50	44
	Class 2006-07	10	0	60	20	10
c. To meet certification or continuing education requirements.	Class 2005-06	0	0	17	50	33
	Class 2006-07	30	60	0	0	10
d. To prepare for a career change.	Class 2005-06	0	0	20	0	80
	Class 2006-07	50	30	10	10	0
e. For general education and self-improvement.	Class 2005-06	0	0	47	27	27
	Class 2006-07	0	0	36	27	36

Table 13. Preparation and Advising for Future

Please respond to the following statements.

Responses in percentages (%)		Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
a. My graduate program at CSU Stanislaus prepared me for future studies.	Class 2005-06	2	2	4	63	29
	Class 2006-07	9	0	9	50	32
b. I am confident that I can compete with students from other programs to secure admission in another graduate program of my choice.	Class 2005-06	4	0	2	48	46
	Class 2006-07	18	0	14	32	36
c. CSU Stanislaus faculty members were helpful in advising me regarding Ph.D. and professional programs.	Class 2005-06	34	0	19	34	13
	Class 2006-07	41	9	9	23	18
d. I was made aware of the CSU Stanislaus Forgivable Loan program for students pursuing doctoral studies.	Class 2005-06	21	42	29	4	4
	Class 2006-07	18	45	32	5	0

Table 14. Field Planning to Pursue

What field are you planning to pursue? (Examples: Education, Psychology, etc.)

Responses in percentages (%)	Education	Social work	Business	Finance	Gerontology	Law	Computer Science	Criminal Justice	Psychology	History
Class 2005-06	39	22	9	4	4	4	4	4	4	4
Class 2006-07	36	0	18	0	0	0	0	18	27	0

Table 15. Degree Plan to Obtain

What degree do you plan to obtain? (Examples: Ph.D., Ed.D., etc.)

Responses in percentages (%)	Ed.D	Ph.D	J.D.	Other doctorate/ professional degree or license (i.e., LCSW, M.D., D.D.S.)	Credential	No specific degree goal
Class 2005-06	32	27	5	18	5	14
Class 2006-07	0	60	20	20	0	0

Table 16. Graduate School Plan to Attend

What graduate school do you plan to attend? (Full name and state (if out of state))

Responses in percentages (%)	CSU Stanislaus	University of California	Other in California	Out of State	Undecided / No Response
Class 2005-06	30	10	0	5	55
Class 2006-07	5	0	9	0	86

Table 17. Type of Financial Support Expected

What type (s) of financial support do you expect to receive while pursuing further education? *Mark all that apply?*

Responses in percentages (%)	Scholarship/ fellowship	Teaching or research assistantship	Loans	Grants	Personal earnings or savings	Spouse/ other family member's funds	Other
Class 2005-06	18	12	10	8	35	10	2
Class 2006-07	0	0	50	0	50	0	0

Note. Coded responses: Yes (1), No (2). Only *yes* responses are included in table.

Table 18. Immediate Employment Plans After Graduation

What are your immediate employment plans after graduation? (Class of 2006-07 only)

Responses in percentages (%)	I will work at the job I had before I graduated.	I will work at a new job I recently obtained.	Seek employment	Attend a graduate or professional school	Join the U.S. Armed Forces	Other
Class 2006-07	59	14	9	5	0	14

Table 19. Employment Status

Which of the following best describes your current employment status? (Class of 2005-06 only)

Responses in percentages (%)	Employed full-time	Employed part-time	Unemployed and seeking employment	Attending a graduate or professional school	Member of the U.S. Armed Forces	Home-maker	Retired	Disabled
Class 2005-06	88	6	4	0	0	2	0	0

Table 20. New Job or Promotion

Have you obtained a new job or received a promotion because of your recent master's degree attainment?

Responses in percentages (%)	Yes	No
Class 2005-06	57	43
Class 2006-07	31	69

Note: For Class of 2006-07, question is: "Will you receive a promotion because of your master's degree attainment?"

Table 21. Annual Salary Increase Anticipated

What annual salary increase do you anticipate? (Class of 2006-07 only)

Responses in percentages (%)	None	\$1000 - \$2999	\$3000 - \$4999	\$5000 or more
Class 2006-07	13	50	6	31

Table 22. Current Employer

Which of the following best describes your employer?

Responses in percentages (%)	A governmental agency: local or state or federal	A public school or college or university	A private school or college or university	Self-employed	A local business	A regional business	A national corporation	A multi-national corporation	A non-profit organization	Other
Class 2005-06	42	38	0	0	4	4	2	2	4	2
Class 2006-07	19	38	0	0	0	0	0	19	25	0

Table 23. Job Related to Master's Degree

How is your current job related to your master's degree?

Responses in percentages (%)	Not at all related	Slightly related	Fairly Related	Specifically Related
Class 2005-06	2	7	20	71
Class 2006-07	0	6	25	69

Table 24. Type of Business will Work

What type of business do you work in? (e.g.: accounting firm, airline, elementary school, hospital, law firm, etc.)

Responses in percentages (%)	Education	Social Work	Government	Health/Medical	Ag business	Law enforcement	Business
Class 2005-06	44	23	12	7	7	5	2

What type of business will you work in?

Responses in percentages (%)	Education	Non Profit	Mental Health / Counseling	Ag Business	Customer Service/ Retail	Medical	Research
Class 2006-07	50	6	13	6	13	6	6

Table 25. Primary Reason Not Employed in Related Field of Master's Study

Please indicate the primary reason you are not employed in a position related to your master's degree?

Responses in percentages (%)	My master's degree program failed to adequately prepare me for a related career.	Pursuing or seeking admission to a graduate or professional program.	I was unable to find a job related to my master's degree.	I am working in another field while I look for a job related to my major.	I preferred a job unrelated to my master's degree.	I have not seriously sought employment related to my major.	A job related to my major was not available in my desired geographical area.	Other
Class 2005-06	0	13	0	13	0	13	50	13

Note: No response data for 2006-07

Table 26. Perception of Program Overall Effectiveness in Preparation

Please use the following indicators to share your perception of your program's overall effectiveness in preparing you for a career.

Responses in percentages (%)		Strongly Disagree	Disagree	Agree	Strongly Agree
a. Overall, the program prepared me to begin or advance my career.	Class 2005-06	0	4	47	49
	Class 2006-07	0	6	50	44
b. The program was challenging and prepared me to compete with others in the workforce.	Class 2005-06	0	4	50	46
	Class 2006-07	0	13	38	50
c. The courses in the program were relevant to my current job responsibilities.	Class 2005-06	4	8	61	27
	Class 2006-07	0	13	56	31
d. Program faculty members were up-to-date regarding real-world skills needed in the workplace.	Class 2005-06	4	2	54	40
	Class 2006-07	0	13	47	40
e. Program faculty members were interested in my professional success.	Class 2005-06	0	8	49	43
	Class 2006-07	6	13	44	38

Table 27. Attractive Aspects of Campus to Prospective Graduate Students (Class 2005-06)

What aspects of this campus do you feel would be attractive to prospective graduate students?	N	%	Percent of Cases
Availability of classes, class size, access to courses	11	17.7%	28.9%
Campus size and appearance	10	16.1%	26.3%
Faculty: Diverse, friendly, knowledgeable, available to students	9	14.5%	23.7%
Department/ Program effectiveness	5	8.1%	13.2%
Campus atmosphere/ climate/ life	5	8.1%	13.2%
Generalized critique. Expressions of disappointment and blame	5	8.1%	13.2%
Staff & Administration: friendly, knowledgeable	5	8.1%	13.2%
Campus location and accessibility	3	4.8%	7.9%
Op-Ed piece, personal reflections, advice to others	2	3.2%	5.3%
Student services: Computer labs, Cafeteria, Student Center, Bookstore, Housing, Public safety, Health Center, etc.	2	3.2%	5.3%
Cost of attendance	1	1.6%	2.6%
Enrollment services: Admissions, Registration, Financial Aid	1	1.6%	2.6%
Student support services: Career services, internships, career placement	1	1.6%	2.6%
Stockton campus	1	1.6%	2.6%
Classmates: diverse, friendly, interactions and relationships	1	1.6%	2.6%
Total	62	100.0%	163.2%

Note. Frequencies are based on number of response. Average number of coded categories per response is $M = 1.63$; $SD = .913$.

Table 28. Most Helpful Aspects in Achieving Education (Class 2005-06)

What aspect of CSU Stanislaus was most helpful to you in achieving your education?	N	Percent	Percent of Cases
Faculty: Diverse, friendly, knowledgeable, available to students	26	50.0%	65.0%
Campus location and accessibility	5	9.6%	12.5%
Staff and Administration: knowledgeable, friendly, helpful	4	7.7%	10.0%
Availability of classes, class size, access to courses	4	7.7%	10.0%
Academic support services: Advising, tutoring, counseling, mentoring	3	5.8%	7.5%
Library	3	5.8%	7.5%
Cost of attendance	1	1.9%	2.5%
Campus size and appearance	1	1.9%	2.5%
Classmates: diverse, friendly, interactions and relationships	1	1.9%	2.5%
Department/ program/ course effectiveness	1	1.9%	2.5%
Enrollment services: Admissions, Registration, Financial Aid	1	1.9%	2.5%
General positive affirmation	1	1.9%	2.5%
Campus/ College / Department reputation	1	1.9%	2.5%
Total	52	100.0%	130.0%

Note. Frequencies are based on number of response. Average number of coded categories per response is $M = 1.30$; $SD = .564$.

Table 29. Suggested Improvement to CSU Stanislaus (Class 2005-06)

If you could make one improvement to CSU Stanislaus, what would it be?	N	Percent	Percent of Cases
Increase the variety of programs/ courses	9	23.7%	25.0%
Increase/ improve faculty hiring	4	10.5%	11.1%
Improve cafeteria / food services, hours, food, etc...	3	7.9%	8.3%
Parking and transportation	3	7.9%	8.3%
Develop a graduate / professional network	3	7.9%	8.3%
Library	2	5.3%	5.6%
Generalized critique. Expression of disappointment and blame	2	5.3%	5.6%
Career services	1	2.6%	2.8%
Increase student activities for graduate students	1	2.6%	2.8%
Strengthen academic standards	1	2.6%	2.8%
Increase academic/ research experiences	1	2.6%	2.8%
Improve computer lab	1	2.6%	2.8%
Better advising / counseling	1	2.6%	2.8%
Improve the quality of instruction	1	2.6%	2.8%
Improve faculty interaction, involvement, support	1	2.6%	2.8%
Re-examine graduation requirements	1	2.6%	2.8%
Improve animal lab	1	2.6%	2.8%
Student Union / Recreation Center	1	2.6%	2.8%
General positive affirmation	1	2.6%	2.8%
Total	38	100.0%	105.6%

Note. Frequencies are based on number of response. Average number of coded categories per response is $M = 1.06$; $SD = .232$.

Table 30. Attractive Aspects of Campus to Prospective Graduate Students (Class 2006-07)

What aspects of CSU Stanislaus do you feel would be attractive to prospective graduate students?	N	Percent	Percent of Cases
Availability of classes, class size, access to courses	8	25.8%	42.1%
Faculty: supportive, knowledgeable, available to students	7	22.6%	36.8%
Campus location	5	16.1%	26.3%
Cost of attendance	4	12.9%	21.1%
Strong departments/ programs	2	6.5%	10.5%
Academic experiences: Research, internships, student teaching	2	6.5%	10.5%
General affirmation. Expressions of satisfaction and praise	1	3.2%	5.3%
Generalized critique. Expressions of disappointment and blame	1	3.2%	5.3%
Campus atmosphere/ climate/ life	1	3.2%	5.3%
Total	31	100.0%	163.2%

Table 31. Most Helpful Aspects in Achieving Education (Class 2006-07)

What aspect of CSU Stanislaus was most helpful to you in achieving your education?	N	Percent	Percent of Cases
Faculty: Diverse, friendly, knowledgeable, available to students	11	37.9%	61.1%
Campus location and accessibility	3	10.3%	16.7%
Cost of attendance	2	6.9%	11.1%
Availability of classes, class size, access to course, course variety	2	6.9%	11.1%
Academic experiences: Research, internships, workshops, etc	2	6.9%	11.1%
Classmates: diverse, friendly, interactions and relationships	2	6.9%	11.1%
Department/ program/ course effectiveness	2	6.9%	11.1%
Satellite campus/ Stockton campus	1	3.4%	5.6%
Staff and Administration: Helpful, knowledgeable, friendly	1	3.4%	5.6%
Campus size and appearance	1	3.4%	5.6%
Library	1	3.4%	5.6%
Enrollment services: Financial Aid, Registration, Orientation	1	3.4%	5.6%
Total	29	100.0%	161.1%

Table 32. Suggested Improvement to CSU Stanislaus (Class 2006-07)

If you could make one improvement to CSU Stanislaus, what would it be?	N	Percent	Percent of Cases
Improve quality of instruction/ classes/ programs	4	20.0%	21.1%
Increase availability of classes/ programs	4	20.0%	21.1%
Parking and transportation	2	10.0%	10.5%
Improve faculty interaction, involvement, support, instruction	2	10.0%	10.5%
Increase academic experiences: Research, internships, workshops, etc	1	5.0%	5.3%
Improve student support services: Career services, Career placement	1	5.0%	5.3%
Increase/ Improve student activities	1	5.0%	5.3%
Implement a "Loan Forgiveness program"	1	5.0%	5.3%
Library	1	5.0%	5.3%
Generalized critique. Expression of disappointment and blame	1	5.0%	5.3%
Additional department funding	1	5.0%	5.3%
Stockton campus	1	5.0%	5.3%
Total	20	100.0%	105.3%