



# Outcomes & Impacts

## STUDENT SUPPORT

### Student Support and Campus Pulse



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# Monterey College of Law Campus Pulse Survey 2024



## 163 Responses

61% Response Rate



## Respondents

55% Online Students  
45% On-site Students



## 35

Average Age  
of Respondents

## Introduction

The Campus Pulse Survey was developed by the Campus Pulse Committee, a cross-disciplinary group established in 2023. Throughout 2024, the committee met multiple times to design and prepare the survey for its launch in the Fall 2024 semester.

The 2024 Campus Pulse Survey was conducted digitally, from September 6th, 2024 to September 29th, 2024.

A total of 163 students participated in the survey—, achieving a response rate of 61%.

The survey was accessible to all enrolled students and promoted through multiple channels, including email announcements and the law school's learning management system news feed.

To encourage participation, the survey committee collaborated with law school faculty, who allocated time during class for students to complete the survey.

Additionally, students were given the option to complete the survey online at their convenience.

## Survey Instrument

### Emphasizing core measures of campus climate:

The Campus Pulse Survey centered on key measures of campus climate and the law school and its campuses, services, and programs, exploring students' overall perceptions of their campus experiences. Questions addressed topics such as goal achievement, sense of connection to the law school, alignment with expectations, and the institution's commitment to diversity.

## Summary of Findings

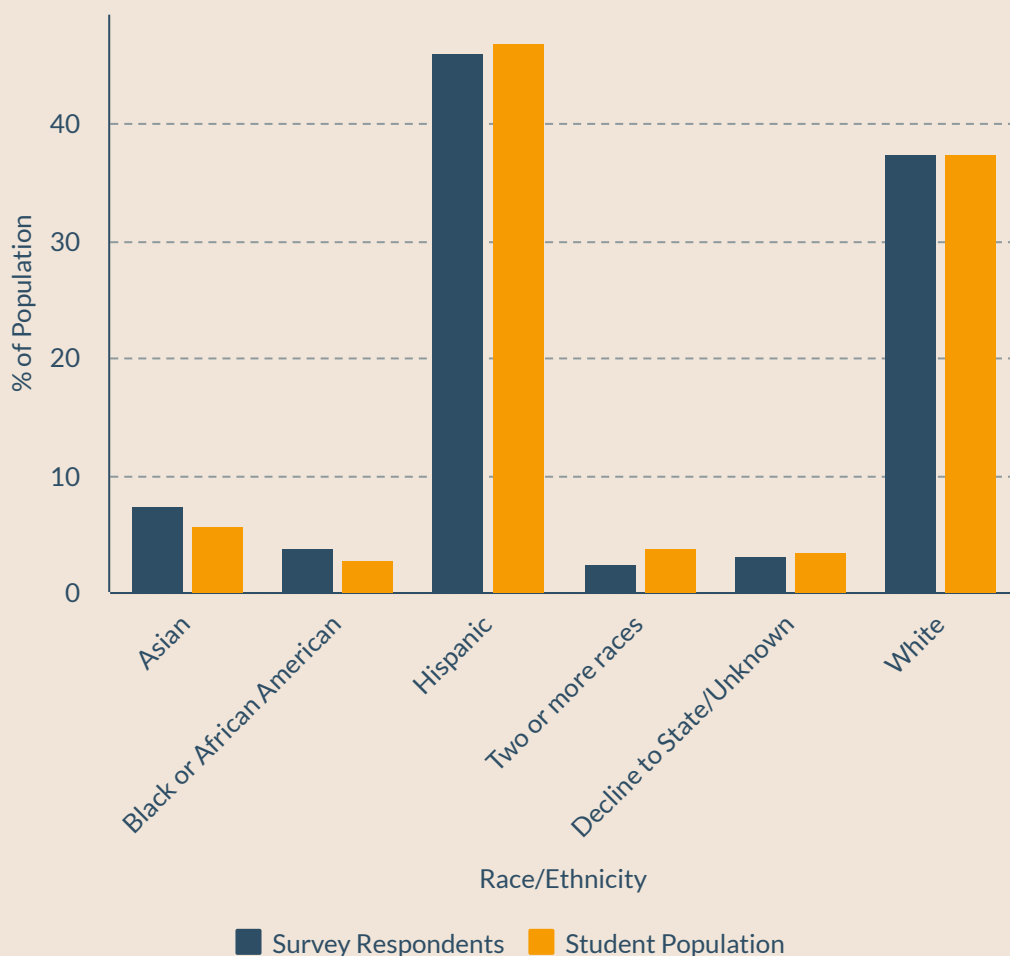
This summary highlights selected findings and trends from the 2024 Campus Pulse Survey, with a focus on core measures of campus climate, such as students' overall perceptions of their campus experiences. Key survey results were further analyzed by race, gender, and program modality to provide deeper insights into these areas. Certain sub-groups are small, and caution is advised when interpreting percentages for subgroups with small sample sizes. Data points were withheld from this report when inclusion could identify individual students.

Results from the survey indicated most students' perceptions of the law school were positive. Notably, 94% of respondents reported achieving their academic goals with the help of the school or independently. However, respondents identified areas in which improvements could be made.



# 2024 Pulse Survey Demographics

## Demographics of Survey Respondents Compared to the Fall 2024 Student Population—Race/Ethnicity

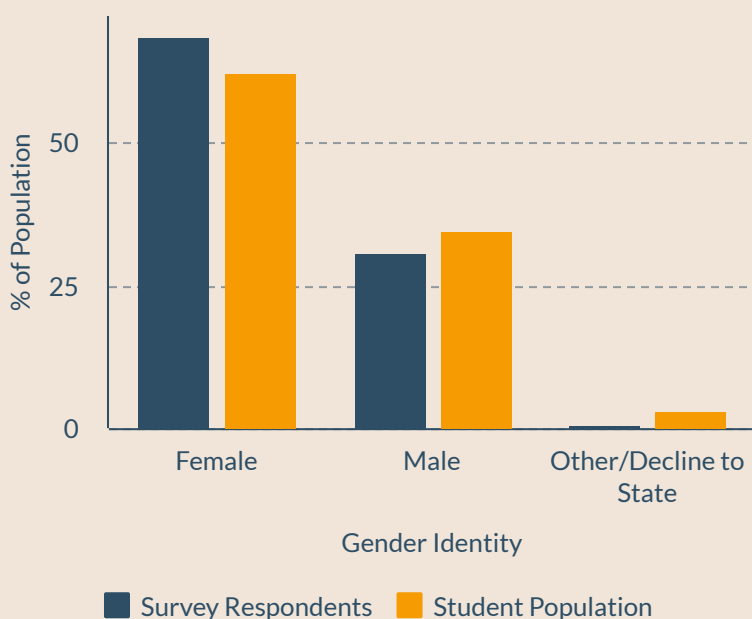


To assess potential nonresponse bias, the demographics of survey respondents were compared to those of the general Fall 2024 student population, focusing on race/ethnicity and gender identity.

The racial and ethnic composition of the survey sample closely mirrored that of the overall student population, with differences ranging from approximately 0.5 to 3 percentage points across most groups.

Respondents were notably diverse in terms of race and ethnicity, with 59.5% identifying as persons of color, mirroring 59.13% in the broader Fall 2024 student population.

## Demographics of Survey Respondents Compared to the Fall 2024 Student Population—Gender



The gender identity composition of the survey sample closely resembled that of the overall student population, with differences ranging from approximately 2 to 6.5 percentage points.

While women were overrepresented among survey respondents, this overrepresentation reflects their proportion in the broader Fall 2024 student population.

## Goal Achievement

How do you feel about your progress toward achieving the goals you had when you began your program?



## Goal Achievement

A majority of respondents (94%) reported they were on track to achieving their goals, either independently or with the help of the school's resources and academic support. Meanwhile, 4.29% expressed concern about not achieving their goals, and 1.84% indicated they had already achieved them.

## Expectations

All things considered, has your course of study met your expectations?

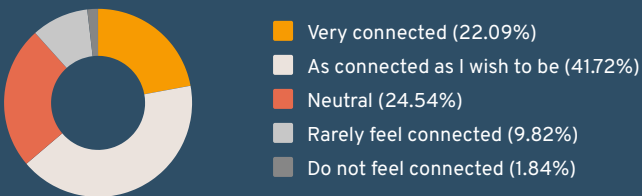


## Expectations

82.21% of respondents felt their course of study had met their expectations, while 17.79% reported that it had not.

## Connection

How connected do you feel to the law school?

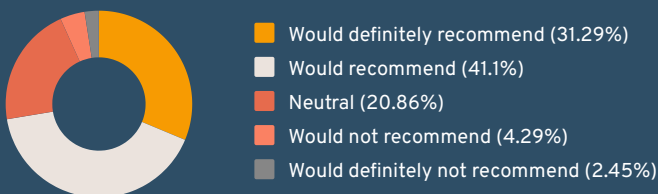


## Connection

Among respondents, 64% reported feeling very connected or as connected as they desired to the law school. Meanwhile, 11.66% indicated rarely feeling connected or not feeling connected, and 24.54% reported feeling neither connected nor unconnected.

## Recommendation

On a scale from 1 to 5, how likely are you to recommend Monterey College of Law to a friend or colleague?

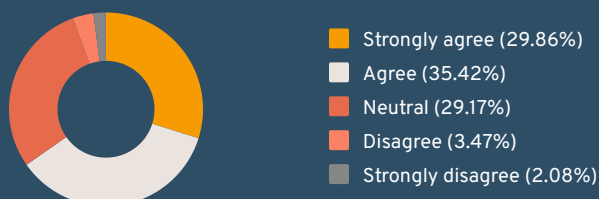


## Recommendation

A majority of respondents (72%) indicated they would or definitely would recommend the law school to a friend or colleague. Conversely, 6.74% stated they would not or definitely would not recommend the school, while 20.86% felt neutral.

## Belonging

Do you feel the law school fosters a sense of belonging for students from diverse backgrounds?



## Belonging

A majority of respondents (65%) agreed or strongly agreed that the law school fosters a sense of belonging for students from diverse backgrounds. In contrast, 5.55% disagreed or strongly disagreed, while 29.17% remained neutral.



# Positive Experiences and Areas for Improvement

Among 139 respondents who identified specific positive aspects of their law school experience, the most frequently cited areas were interactions with faculty (85.61%), course offerings (56.12%), interactions with academic advisors (55.40%), and interactions with administrators and staff (53.24%).

Of the 33 respondents who identified areas for improvement, the most frequently cited were availability of academic and bar preparation services (51.52%, n=17), interactions with faculty (48.48%, n=16) and interactions with academic advisors (42.42%, n=14).

## Please select the areas where your experience(s) have been positive. Select all that apply.

| Area Where Your Experiences Have Been Positive   | % of responses  |
|--|-----------------|
| Interactions with faculty members  | 85.61%          |
| Interactions with academic advisors  | 55.40%          |
| Interactions with program deans (e.g., Associate Dean of Academic Affairs, Associate Dean of Clinical Education, Associate Dean of Legal Writing, etc.)  | 44.60%          |
| Interactions with campus deans   | 46.76%          |
| Interactions with administrators and staff (e.g., receiving assistance on administrative tasks, support on issues related to your course of study at the law school, access to telehealth, etc.) | 53.24%          |
| Course offerings (e.g., electives, clinics, etc.)  | 56.12%          |
| Availability of academic and bar support resources   | 49.64%          |
| Opportunities for professional development, resume building, and networking  | 38.85%          |
| Overall responsiveness of the school   | 47.48%          |
| Other interactions with the school not listed here   | 17.99%          |
| Grand Total  | 139 Respondents |

## Please select the areas we can improve on. Select all that apply.

| Select the areas we can improve on   | % of responses |
|--|----------------|
| Interactions with faculty members  | 48.48%         |
| Interactions with academic advisors  | 42.42%         |
| Interactions with program deans (e.g., Associate Dean of Academic Affairs, Associate Dean of Clinical Education, Associate Dean of Legal Writing, etc.)  | 27.27%         |
| Interactions with campus deans   | 24.24%         |
| Interactions with administrators and staff (e.g., receiving assistance on administrative tasks, support on issues related to your course of study at the law school, access to telehealth, etc.) | 24.24%         |
| Course offerings (e.g., electives, clinics, etc.)  | 27.27%         |
| Availability of academic and bar support resources   | 51.52%         |
| Opportunities for professional development, resume building, and networking  | 18.18%         |
| Overall responsiveness of the school   | 42.42%         |
| Grand Total  | 33 Respondents |



Among 20 respondents who reported that they did not feel connected to the law school, 20% said their work and family obligations prevented them from feeling connected, 10% said they were not interested in feeling more connected to the school, and 70% reported that other factors prevented them from feeling connected.

## What factors prevent you from feeling more connected to the law school?

| My work/family schedule limits my availability.  | 20%            |
|--|----------------|
| I am not interested in feeling more connected.   | 10%            |
| Other factors prevent me from feeling connected. | 70%            |
| Grand Total                                      | 20 Respondents |

Among 163 respondents, 67.65% reported that presenting and discussing a diversity of experiences and viewpoints in the classroom is important. Meanwhile, only 37.65% reported hosting events that showcase a diversity of viewpoints and experiences was important, and 35.55% of respondents feel having a diversity of affinity/student groups is important. 13.53% of respondents reported that diversity in their law school education was not important to them.

Of 134 respondents who reported that the law school has demonstrated its commitment to diversity of race, gender, disability, class, and viewpoints, 60.45% reported that commitment was demonstrated through a diversity of experiences and viewpoints presented and discussed in the classroom.

## Is diversity of race, gender, disability, class, and viewpoints in your law school education important? Select all that apply.

|   | % of responses  |
|---|-----------------|
| Yes, I think presenting and discussing a diversity of experiences and viewpoints in the classroom is important. | 67.65%          |
| Yes, I think hosting events that showcase a diversity of viewpoints and experiences is important.               | 37.65%          |
| Yes, I think having a diversity of affinity/student groups is important.  | 35.88%          |
| No, I do not think diversity in my law school education is important.   | 13.53%          |
| Grand Total   | 163 Respondents |

## In which ways do you feel the law school has demonstrated its commitment to diversity of race, gender, disability, class, and viewpoints? Select all that apply.

|   | % of responses  |
|---|-----------------|
| Diversity of experiences and viewpoints are presented and discussed in the classroom. | 60.45%          |
| Law school hosted events showcase a diversity of viewpoints and experiences.          | 29.85%          |
| Law students have access to diverse affinity/student groups/external associations     | 26.12%          |
| Other ways not listed here.   | 23.88%          |
| Grand Total   | 134 Respondents |



# Executive Summary of 2024 Pulse Survey Results

The 2024 Campus Pulse Survey received a 61% response rate (163 students). Demographics of survey respondents were compared to those of the general Fall 2024 student population, focusing on race/ethnicity and gender identity. Respondents were notably diverse in terms of race and ethnicity, with 59.5% identifying as persons of color, mirroring 59.13% in the broader Fall 2024 student population. The racial and ethnic composition of the survey sample closely mirrored that of the overall student population, with differences ranging from approximately 0.5 to 3 percentage points across most groups.

## Nearly All Students Believe They are Likely to Achieve Their Goals

Overall, 94% of respondents indicated they were in the process of achieving their goals, either independently or with the law school's support. Concerns about not achieving goals were reported by 4.29% of respondents. Among online students, 91% reported being on track to achieve their goals, compared to 97% of on-site students. On-site students (23.29%) were more likely to achieve their goals independently than online students (15.56%). Male respondents (82%) were more likely to report achieving goals with the school's support compared to female respondents (71.43%). Female respondents were more likely to report achieving their goals independently (20.54%) than male respondents (16.00%).

## The Majority of Students Report Their Program Meets Their Expectations

A majority of respondents (82.21%) reported their course of study met their expectations. Online students (84.44%) were slightly more satisfied than on-site students (79.45%). Male respondents (98%) and those identifying as other or declining to state (100%) were more likely to report satisfaction with their course of study compared to female respondents (75%). By race and ethnicity, 81.44% of respondents identifying as persons of color and 83.61% of white respondents reported satisfaction with their program.

## Most Students Feel Connected to the Law School

Among respondents, 64% reported feeling very connected or as connected as they desired to the law school. When comparing modes of study, 67.13% of on-site students and 61.11% of online student respondents felt very connected or as connected as they wished to be. Male respondents (74%) were more likely to report feeling very connected or as connected as they wished to be, compared to 58.93% of female respondents. Female respondents were more likely to report (26.79%) feeling neither connected nor unconnected, compared to 20% of male respondents. Among 20 respondents who reported that they did not feel connected to the law school, 20% said their work and family obligations prevented them from feeling connected, 10% said they were not interested in feeling more connected to the school, and 70% reported that other factors prevented them from feeling connected.

## The Majority of Law Students Believe the School Promotes a Sense of Belonging

Overall, 65% of respondents agreed or strongly agreed that the law school fosters a sense of belonging for students from diverse backgrounds, while 5.55% disagreed or strongly disagreed, and 29.17% expressed neutrality. Among online student respondents, (72.67%) agreed or strongly agreed that the law school fosters a sense of belonging, compared to 55% of on-site student respondents. On-site students were more likely to report neutrality (36.67%) than online students (23.81%). Among male respondents, 78.05% agreed or strongly agreed that the law school fosters belonging, compared to 60.78% of female respondents. By race and ethnicity, 62.64% of respondents identifying as persons of color and 70.83% of those identifying as white agreed or strongly agreed that the law school fosters belonging. Hispanic respondents (64.29%) and respondents identifying as two or more races (66.67%) reported slightly higher agreement levels compared to Black or African American respondents (50%). Black or African American respondents were most likely to disagree or strongly disagree (33.33%).

Among 163 respondents, 67.65% reported that presenting and discussing a diversity of experiences and viewpoints in the classroom is important. Meanwhile, only 37.65% reported hosting events that showcase a diversity of viewpoints and experiences was important, and 35.55% of respondents feel having a diversity of affinity/student groups is important. 13.53% of respondents reported that diversity in their law school education was not important to them. Of 134 respondents who reported that the law school has demonstrated its commitment to diversity of race, gender, disability, class, and viewpoints, 60.45% reported that commitment was demonstrated through a diversity of experiences and viewpoints presented and discussed in the classroom.

## Most Students Would Recommend the Law School to a Friend or Colleague

A majority of respondents (72%) indicated they would or definitely would recommend the law school to a friend or colleague. Online students (78.89%) were more likely to recommend the school compared to on-site students (64.38%). Male respondents (78%) were more likely to recommend the school compared to female respondents (69.64%). Among racial and ethnic groups, 73.2% of respondents identifying as persons of color and 70.83% of white respondents expressed willingness to recommend the law school. Hispanic respondents, the largest group, reported a 70.67% recommendation rate.

## Positive Experiences and Areas for Improvement

Among 139 respondents who identified specific positive aspects of their law school experience, the most frequently cited areas were interactions with faculty (85.61%), course offerings (56.12%), interactions with academic advisors (55.40%), and interactions with administrators and staff (53.24%). Of the 33 respondents who identified areas for improvement, the most frequently cited were availability of academic support and bar prep services (51.52%), interactions with faculty (48.48%), and interactions with academic advisors (42.42%).

The findings of the 2024 Campus Pulse Survey underscore the importance of continued efforts to improve student experiences, ensuring that the law school meets the diverse needs of its community by enhancing programs and initiatives to foster a greater sense of belonging for on-site students and goal achievement of female and hispanic students.