Senior Exit Survey Results
Administration Period:
January 1st, 2020 – December 31st, 2020
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Appendix A – Survey Responses

Appendix B – Senior Exit Survey Instrument
Summary

The Senior Exit Survey is administered by Institutional Research (IR) to provide an assessment of San Francisco State University’s undergraduate program. The survey instrument is 40 items in length and is intended to measure the following areas:

I. Satisfaction with the San Francisco State University experience;
II. Satisfaction with the major program;
III. Involvement in academic, campus and community activities;
IV. Improvement in intellectual abilities,
V. Improvement in personal and social development;
VI. Post-graduation plans.

Students are administered an online survey just prior to completing their undergraduate application for graduation. The only survey item that must be completed is the request for their student identification number. Usable responses to the survey were obtained from 6,190 undergraduates between January 1st, 2020 and December 31st, 2020. Key findings across all six dimensions of the survey are highlighted below.
I. Overall San Francisco State Experience

Overall, satisfaction with the San Francisco State Experience improved compared to the previous reporting period. A total of 75% of students indicated that they will have graduated in the time expected—a two percentage point increase from the 2019 results. Lack of availability of courses continued to be top reason students cited for not graduating in the time expected. However, lack of availability of courses continued to show a significant downward trend compared with previous reporting periods. Similarly, course availability was the most frequently cited category that would have improved students’ San Francisco State experience the most, but also showed a downward trend compared with the 2019 results. Finally, eight in ten students (80%) indicated that they would probably or definitely recommend San Francisco State to their friends.

II. Satisfaction with your Major Program & Online Courses

Quality of teaching (83%), accessibility of faculty (79%), faculty interest in academic success (78%), and academic rigor of classes in the major (78%) all showed moderate to high rates of satisfaction. Each of the areas above showed slight improvements compared with the previous reporting period. Slightly fewer students reported satisfaction with the quality of academic advising by faculty in the major (70%)—this remained consistent with the previous reporting period.

Enrollment in online courses in the major continued to rise (69%). There was a significant seven percentage point increase over the previous reporting period (62%). Of the students who took an online course in their major, 69% reported satisfaction. For those who reported dissatisfaction, the most frequently cited area was too little interaction with the instructor and/or instructor was not sufficiently responsive.

III. Involvement in Academic, Campus, and Community Activities

Overall, reported involvement in academic, campus, and community activities declined compared with the previous reporting period. This is likely due in part to the COVID-19 disruption/shelter in place orders. Participation ranged from 7% in study abroad to 39% in the culminating senior experience.
IV. Improvement in Intellectual Abilities

Reported improvement in critical thinking skills (80%) and information literacy (79%) increased one percentage point compared with the previous reporting period. Improvement in oral communication skills (71%), writing skills (67%), and quantitative reasoning skills (63%) remained comparable year-over-year.

V. Personal and Social Development

The majority of personal and social development measures remained comparable with the previous reporting period. There was a slight one percentage point increase on learning effectively on your own and a slight one percentage point decrease in acquiring a broad general education.

VI. Post-Graduation Plans

The top two post-graduation plans were employment (70%) and graduate study (22%). Of the students who reported “Employment” plans following graduation, 50% agreed or strongly agreed that San Francisco State has prepared them for the job market. Of the students who indicated they will be attending “Graduate study” following graduation, the majority of students (76%) agreed or strongly agreed that San Francisco State prepared them for graduate school.
Responses for Each Survey Item

Presented below are the responses for each survey item. Additionally, each item is analyzed for statistical differences between age group, admission basis (freshmen starter vs. transfer starter), sex, historically underrepresented status*, college of major, and residence at time of application. Statistically significant differences\(^1\) by demographics\(^2\) and academic characteristics are reported below.

Appendix A provides frequencies tables for all survey items. Efforts have been made to make this report accessible. If difficulty is encountered in reading or interpreting specific parts of this report, please contact Institutional Research at: institutionalresearch@sfsu.edu.

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\(^1\) Statistical significance is noted where the probability is less than one in 100 that the difference is due to chance (p < .01).

\(^2\) Non-binary students and Interdisciplinary Studies majors are not included in the statistical comparisons due to an extremely small number of students.

*Notes:
Historically Underrepresented Students (HUS) include: American Indian, Black/African American, and Latinx;
Non-Historically Underrepresented Students (Non-HUS) include: Asian, White, Hawaiian/Pacific Islander, Two or more, International, and Unknown. These categories are derived from the California State University, Chancellor’s Office definition.
I. Overall San Francisco State Experience

Will you have graduated in the time expected?

Over seven in ten students (75%) indicated that they will have graduated in the time expected. This is a two percentage point increase over the previous reporting period (73%).

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4,624</td>
<td>75%</td>
</tr>
<tr>
<td>No</td>
<td>1,551</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>6,175</td>
<td>100%</td>
</tr>
</tbody>
</table>

- Transfer starters were significantly more likely to report graduating in the time expected compared with freshmen starters.
- Non-historically underrepresented students were significantly more likely to report graduating in the time expected compared with historically underrepresented students.
- Business, Health and Social Sciences, and Liberal and Creative Arts majors were significantly more likely to report graduating in the time expected compared with Science and Engineering majors.
If you will not have graduated in the time expected, what is the main reason why not? The top three reasons students indicated that they will not have graduated in the time expected were:

1. Lack of availability of courses (23%);
2. Financial pressure or the need to work (21%);
3. Change in major/indecision about a major (20%).

Lack of availability of courses decreased four percentage points compared with the previous reporting period (27%).

Financial pressure or the need to work decreased one percentage point compared with the previous reporting period (22%).

Change in major/indecision about a major increased one percentage point compared with the previous reporting period (19%).

Students 24 and under were significantly more likely to report lack of availability of courses and change in major/indecision about a major as the main reason for not graduating in the time expected compared with students 25 and over.

Students 25 and over were significantly more likely to report financial pressure or the need to work, taking one or more semesters off, and family responsibilities as the main reason for not graduating in the time expected compared with students 24 and under.

Freshmen starters were significantly more likely to report change in major/indecision about a major and lack of availability of courses as the main reason for not graduating in the time expected compared with transfer starters.
• Transfer starters were significantly more likely to report **financial pressure or the need to work** or **family responsibilities** as the main reason for not graduating in the time expected compared with freshmen starters.

• Historically underrepresented students were significantly more likely to report **financial pressure or the need to work** as the main reason for not graduating in the time expected compared with non-historically underrepresented students.

• Non-historically underrepresented students were significantly more likely to report **lack of availability of courses** as the main reason for not graduating in the time expected compared with historically underrepresented students.

• Business majors were significantly more likely to report **campus facilities** as the main reason for not graduating in the time expected compared with Health and Social Sciences majors; Business majors were significantly more likely to report **campus life** compared with Science and Engineering majors; and more likely to report **course availability and instruction/teaching** compared with Liberal and Creative Arts majors.

• Health and Social Sciences majors were significantly more likely to report **course availability** as the main reason for not graduating in the time expected compared with Liberal and Creative Arts majors; and more likely to report **financial concerns/cost of attendance** compared with Business and Science and Engineering majors.

• Liberal and Creative Arts majors were significantly more likely to report **advising** as the main reason for not graduating in the time expected compared with Business and Health and Social Sciences majors; Liberal and Creative Arts majors were significantly more likely to report **degree requirements** compared with Health and Social Sciences majors; and Liberal and Creative Arts majors were significantly more likely to report **financial concerns/cost of attendance** compared with Business and Science and Engineering majors.

• Science and Engineering majors were significantly more likely to report **advising** as the main reason for not graduating in the time expected compared with Health and Social Sciences majors; Science and Engineering majors were significantly more likely to report **course availability** compared with Liberal and Creative Arts majors; and more likely to report **financial concerns/cost of attendance** compared with Business and Health and Social Sciences majors.
Year-over-year, students increasingly reported “Other” as the main reason that they will **not** have graduated in the time expected (24%). Starting in mid-2019, the Senior Exit Survey Instrument was modified to provide students the opportunity to expand upon their “Other” response option.

A total of **351** students opted to complete the open-ended question. The top **five** themes that emerged in the student responses were as follows: 1. Advising/Counseling Issues, 2. Difficulty in Courses, 3. Articulation/Transfer Issues, 4. Financial Hardships, 5. Physical/Mental Health and the COVID-19 disruption (tied). Example comments for each theme are provided below.

1. **Advising/Counseling Issues**

   *Example comments:*
   
   a. “Different counselors told me different things, I didn’t realize that I had a major counselor and a regular counselor. Subsequently, I finished my major requirements and then discovered other requirements.”
   
   b. “Counselor gave me inaccurate information about what classes to take. Added a full semester that was unexpected and frustrating.”
   
   c. “Taking the wrong courses suggested by a councilor [sic] which put me off track by one year.”

2. **Difficulty in Courses**

   *Example comments:*
   
   a. “I had to retake a few classes to gain a C or better grade, this took about a year more than anticipated.”
   
   b. “Class difficulties, retaking a few classes, indecision about major, additional minors.”
   
   c. “Did not pass one or two classes first time around.”
3. Articulation/Transfer Issues

*Example comments:*

a. “A lot of struggles with transfer credits and courses not satisfying requirements that required an additional semester.”
b. “I was informed about a prerequisite class not transferring, so it delayed me taking core major classes.”
c. "My school transfer did not go completely smoothly, I had to retake two prerequisite classes, costing me an entire semester.”

4. Financial Hardships

*Example comments:*

a. "Financial and personal hardships, plus took one or more semesters off.”
b. “Financial instability, Family responsibilities, and need to work.”
c. “Financial reasons and a surgery and accident which caused me to focus on paying off bills and getting better after surgery.”

5. Physical/Mental Health (tied)

*Example comments:*

a. “… Took more than one semester off due to mental health reasons.”
b. “Struggle with mental health influencing trajectory of semesters.”
c. “Major car accident.”

5. COVID-19 Disruption (tied)

a) “covid - supposed to finish courses abroad.”
b) “COVID delays for clinical rotations.”
c) “COVID-19 delayed my nursing education beyond my control.”
Would you recommend SF State to your friends?

Over eight in ten students indicated that they would probably or definitely recommend San Francisco State to their friends (80%). This is a one percentage point decrease compared with the previous reporting period (81%).

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely yes</td>
<td>2,342</td>
</tr>
<tr>
<td>Probably yes</td>
<td>2,615</td>
</tr>
<tr>
<td>Unsure</td>
<td>793</td>
</tr>
<tr>
<td>Probably not</td>
<td>315</td>
</tr>
<tr>
<td>Definitely not</td>
<td>101</td>
</tr>
<tr>
<td>Total</td>
<td>6,166</td>
</tr>
</tbody>
</table>

- Students 25 and over were significantly more likely to recommend SF State to their friends than students 24 and under.
- Transfer starters were significantly more likely to recommend San Francisco State to their friends than freshmen starters.
- Female students were significantly more likely to recommend SF State to their friends than male students.
- Historically underrepresented students were significantly more likely to recommend SF State to their friends than non-historically underrepresented students.
- Health and Social Sciences majors were significantly more likely to recommend SF State to their friends compared with Science and Engineering majors.
- Students from Southern California were significantly less likely to recommend SF State to their friends than students from the Bay and other areas.
Is there at least one member of the SF State faculty or staff that you consider your mentor?

Over six in ten students (65%) indicated that there is at least one member of the San Francisco State faculty or staff who they consider their mentor. This is consistent with the previous reporting period (65%).

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4,002</td>
<td>65%</td>
</tr>
<tr>
<td>No</td>
<td>2,148</td>
<td>35%</td>
</tr>
<tr>
<td>Total</td>
<td>6,150</td>
<td>100%</td>
</tr>
</tbody>
</table>

- Freshmen starters were significantly more likely to report having a mentor compared with transfer starters.
- Female students were significantly more likely to report having a mentor compared with male students.
- Business majors were significantly less likely compared with students from other colleges to report having a mentor.
- Health and Social Sciences and Liberal and Creative Arts majors were significantly more likely to report having a mentor compared with Science and Engineering majors.
- Students from the Bay Area were significantly less likely to report having a mentor compared with students from Southern California and Other areas.
Choose the category of the one thing that, if changes were made, would have improved your overall SF State experience the most.

The top three changes students reported that would have improved their overall San Francisco State experience most were:

1. Course availability (27%);
2. Advising (17%);
3. Financial Concerns or cost of attendance (14%).

Course availability decreased three percentage points compared with the previous reporting period (30%).

Advising increased one percentage point compared with the previous reporting period (16%).

Financial concerns or cost of attendance increased two percentage points compared with the previous reporting period (12%).

- Students 24 and under were significantly more likely to report that changes to campus life would have improved their SF State experience compared with students 25 and over.
- Students 25 and over were significantly more likely to report that changes to degree requirements would have improved their SF State experience compared with students 24 and under.
- Freshman starters were significantly more likely to report that changes to **advising** and **campus life** would have improved their SF State experience compared with transfer starters.

- Transfer starters were significantly more likely to report that changes to **parking/transportation** would have improved their SF State experience compared with freshmen starters.

- Female students were significantly more likely to report that changes to **advising** and **financial concerns or cost of attendance** would have improved their SF State experience compared with male students.

- Male students were significantly more likely to report that changes to **campus life** and **instruction/teaching** would have improved their SF State experience compared with female students.

- Historically underrepresented students were significantly more likely to report that changes to **financial concerns or cost of attendance** would have improved their SF State experience compared with non-historically underrepresented students.

- Non-historically underrepresented students were significantly more likely to report that changes to **instruction/teaching** would have improved their SF State experience compared with historically underrepresented students.

- Business majors were significantly more likely to report changes to **campus facilities** would have improved their experience most compared with Health and Social Sciences; Business majors were more likely to report changes to **campus life** compared with Science and Engineering majors; and more likely to report **course availability** and **instruction/teaching** compared with Liberal and Creative Arts majors.

- Health and Social Sciences majors were significantly more likely to report changes to **course availability** would have improved their SF State experience most compared with Liberal and Creative arts majors; and more likely to report **financial concerns/costs of attendance** compared with Business and Science and Engineering majors.

- Liberal and Creative Arts majors were significantly more likely to report that **advising** would have improved their SF State experience compared with Business and Health and Social Sciences majors; Liberal and Creative arts majors were more likely to report **degree requirements** compared with Health and
Social Sciences majors; and more likely to report financial concerns/cost of attendance compared with Business and Science and Engineering majors.

- Science and Engineering majors were significantly more likely to report that changes to advising would have improved their experience most compared with Business majors; Science and Engineering majors were more likely to report course availability compared with Liberal and Creative Arts majors; Science and Engineering majors were more likely to report degree requirements compared with Health and Social Sciences majors; and more likely to report instruction/teaching compared with Health and Social Sciences and Liberal and Creative Arts majors.

- Students from the Bay Area were significantly more likely to report that changes to course availability would have improved their experience compared with students from Southern California and other areas; and more likely to report that changes to parking and transportation would have improved their experience most compared with students from Southern California.

- Students from Southern California were significantly more likely to report that changes to campus life and financial concerns or cost of attendance would have improved their experience compared with students from the Bay Area.

- Students from other areas were significantly more likely to report that changes to campus life and financial concerns or cost of attendance would have improved their experience most compared with students from the Bay Area.
II. Satisfaction with the Major Program

Please indicate your level of satisfaction with each of the following aspects of your major:

Quality of teaching in your major

Over eight in ten students expressed satisfaction in the quality of teaching in their major (83%). This is a two percentage point increase compared with the previous reporting period (81%).

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>2,193</td>
<td>36%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>2,875</td>
<td>47%</td>
</tr>
<tr>
<td>Neutral</td>
<td>739</td>
<td>12%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>199</td>
<td>3%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>103</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>6,109</td>
<td>100%</td>
</tr>
</tbody>
</table>

- Transfer starters were significantly more likely to report greater satisfaction with the quality of teaching in their major compared with freshmen starters.
- Female students were significantly more likely to report greater satisfaction with the quality of teaching in their major compared with male students.
- Historically underrepresented students were significantly more likely to report greater satisfaction with the quality of teaching in their major compared with non-historically underrepresented students.
- Education, Health and Social Sciences, and Liberal and Creative Arts majors expressed significantly greater satisfaction with the quality of teaching in their major compared with Business and Science and Engineering majors.
Accessibility of faculty in your major

Nearly eight in ten students expressed satisfaction in the accessibility of faculty in their major (79%). This is a one percentage point increase compared with the previous reporting period (78%).

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>2,162</td>
</tr>
<tr>
<td>Satisfied</td>
<td>2,677</td>
</tr>
<tr>
<td>Neutral</td>
<td>951</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>209</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>108</td>
</tr>
<tr>
<td>Total</td>
<td>6,107</td>
</tr>
</tbody>
</table>

- Students 25 and over were significantly more likely to report higher rates of satisfaction with the accessibility of faculty than students 24 and under.
- Transfer starters were significantly more likely to report higher rates of satisfaction with the accessibility of faculty than freshman starters.
- Historically underrepresented students were significantly more likely to report higher rates of satisfaction with the accessibility of faculty than non-historically underrepresented students.
- Health and Social Sciences and Liberal and Creative Arts majors expressed significantly greater satisfaction with accessibility of faculty than Business and Science and Engineering majors.
Faculty interest in your academic success

Over seven in ten students expressed satisfaction in faculty interest in their academic success (78%). This is a one percentage point increase compared with the previous reporting period (77%).

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>2,365</td>
</tr>
<tr>
<td>Satisfied</td>
<td>2,363</td>
</tr>
<tr>
<td>Neutral</td>
<td>1,023</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>230</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>119</td>
</tr>
<tr>
<td>Total</td>
<td>6,100</td>
</tr>
</tbody>
</table>

- Transfer starters were significantly more likely to report greater satisfaction with faculty interest in their academic success than freshmen starters.
- Historically underrepresented students were significantly more likely to report greater satisfaction with faculty interest in their academic success than non-historically underrepresented students.
- Health and Social Sciences and Liberal and Creative Arts majors expressed significantly greater satisfaction with faculty interest in their academic success than Business and Science and Engineering majors.
Academic rigor of classes in your major

Nearly eight in ten students (78%) expressed satisfaction in the academic rigor of classes in the major. This is a two percentage point increase compared with the previous reporting period (76%).

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>1,797</td>
</tr>
<tr>
<td>Satisfied</td>
<td>2,937</td>
</tr>
<tr>
<td>Neutral</td>
<td>1,065</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>196</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>107</td>
</tr>
<tr>
<td>Total</td>
<td>6,102</td>
</tr>
</tbody>
</table>

• Students 25 and over were significantly more likely to report greater satisfaction with the academic rigor of classes in the major than students 24 and under.
• Transfer starters were significantly more likely to report greater satisfaction with the academic rigor of classes in the major than freshmen starters.
• Female students were significantly more likely to report greater satisfaction with the academic rigor of classes in the major than male students.
• Historically underrepresented students were significantly more likely to report greater satisfaction with the academic rigor of classes in the major than non-historically underrepresented students.
• Health and Social Sciences and Liberal and Creative Arts majors expressed significantly greater satisfaction with the academic rigor of classes in the major than Business and Science and Engineering majors.
Quality of academic advising by faculty in your major

Seven in ten students (70%) expressed satisfaction in the quality of academic advising by faculty in the major. This is comparable with the previous reporting period (70%).

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>1,964</td>
</tr>
<tr>
<td>Satisfied</td>
<td>2,300</td>
</tr>
<tr>
<td>Neutral</td>
<td>1,227</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>412</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>206</td>
</tr>
<tr>
<td>Total</td>
<td>6,109</td>
</tr>
</tbody>
</table>

- Students 25 and over were significantly more likely to report higher rates of satisfaction in the quality of academic advising by faculty in the major compared with students 24 and under.
- Transfer starters were significantly more likely to report higher rates of satisfaction in the quality of academic advising by faculty in the major compared with freshmen starters.
- Historically underrepresented were significantly more likely to report higher rates of satisfaction in the quality of academic advising by faculty in the major compared with non-historically underrepresented students.
- Health and Social Sciences and Liberal and Creative Arts majors expressed significantly greater satisfaction with the quality of academic advising by faculty in the major than Business and Science and Engineering majors.
- Ethnic Studies majors expressed significantly greater satisfaction with the quality of academic advising by faculty in the major than Science and Engineering majors.
Online Courses in the Major Program

Did you take any online courses in your major?

Nearly seven in ten students indicated that they took an online course in their major (69%). This is a seven percentage point increase compared with the previous reporting period (62%).

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4,203</td>
<td>69%</td>
</tr>
<tr>
<td>No</td>
<td>1,904</td>
<td>31%</td>
</tr>
<tr>
<td>Total</td>
<td>6,107</td>
<td>100%</td>
</tr>
</tbody>
</table>

- Female students were significantly more likely to take online courses in their major compared with male students.
- Business majors were significantly more likely to report taking online courses in their major compared with students in other colleges (with the exception of Ethnic Studies).
- Education majors were significantly less likely to report taking online courses in their major compared with students with majors in other colleges.
- Science and Engineering majors were significantly less likely to report taking online courses in their major compared with Business, Ethnic Studies, Health and Social Sciences, and Liberal and Creative Arts majors.
Please indicate your level of satisfaction with the online courses you took in your major.

Nearly seven in ten students (69%) expressed satisfaction with the online course(s) they took in their major. This is a two percentage point decrease compared with the previous reporting period (71%).

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>966</td>
</tr>
<tr>
<td>Satisfied</td>
<td>1,918</td>
</tr>
<tr>
<td>Neutral</td>
<td>978</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>222</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>104</td>
</tr>
<tr>
<td>Total</td>
<td>4,188</td>
</tr>
</tbody>
</table>

- Students 25 and over were significantly more likely to report satisfaction with online courses the major than students 24 and under.
- Transfer starters were significantly more likely to report satisfaction with online courses in the major compared with freshmen starters.
- Female students were significantly more likely to report satisfaction with online courses in the major compared with male students.
- Business majors were significantly more likely to report satisfaction in their online courses compared with Liberal and Creative Arts majors.
- Students from the Bay Area were significantly more likely to report satisfaction in their online courses compared with students from Southern California.
What was the main reason you were dissatisfied with online coursework in your major?

The top reasons students indicated dissatisfaction with the online courses in their major were:

1. Too little interaction with course instructor and/or instructor was not sufficiently responsive (18%),
2. Course and course materials were not well organized (17%);
3. Course was more demanding than a face-to-face course (12%);

Too little interaction with the course instructor is comparable with the previous reporting period (18%).

Course and course materials were not well organized increased three percentage points compared with the previous reporting period (14%).

The course was more demanding than a face-to-face course decreased two percentage points compared with the previous reporting period (14%).

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too little interaction with course instructor and/or instructor</td>
<td>58</td>
<td>18%</td>
</tr>
<tr>
<td>was not sufficiently responsive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course and course materials were not well organized</td>
<td>56</td>
<td>17%</td>
</tr>
<tr>
<td>Course was more demanding than a face-to-face course</td>
<td>40</td>
<td>12%</td>
</tr>
<tr>
<td>Course was not as rigorous as a face-to-face course</td>
<td>36</td>
<td>11%</td>
</tr>
<tr>
<td>Too little interaction with other students in the course</td>
<td>26</td>
<td>8%</td>
</tr>
<tr>
<td>I did not have the self-discipline to keep up with the course</td>
<td>23</td>
<td>7%</td>
</tr>
<tr>
<td>Deadlines were not clear</td>
<td>15</td>
<td>5%</td>
</tr>
<tr>
<td>Software was difficult to navigate</td>
<td>8</td>
<td>2%</td>
</tr>
<tr>
<td>Something Else</td>
<td>62</td>
<td>19%</td>
</tr>
<tr>
<td>Total</td>
<td>324</td>
<td>100%</td>
</tr>
</tbody>
</table>

There were no significant differences in online coursework dissatisfaction between groups included in the analysis.
Year-over-year, students increasingly reported that “Something Else” was the main reason that they were dissatisfied with their online courses. Starting in mid-2019, the Senior Exit Survey Instrument was modified to provide students the opportunity to expand upon their “Something Else” response option.

There were a total of 62 students who opted to complete the open-ended text box (please note small n). The five top themes that emerged in the student responses were: 1. Prefer in-person learning, 2. Quality of content, 3. Course was too difficult, 4. Lack of clarity, and 5. Poor communication from instructors. Example comments for each theme are provided below.

1. Prefer in-person learning

*Example comments:*

a. “Virtual simulations are not the same as physically touching, communicating, and assessing a patient.”

b. “I prefer to learn in person with my peers. Online feels too simulated and not genuine.”

c. “Online courses take away from live discussions, and clarifications of ideas and concepts from instructors and other students.”

2. Quality of content

*Example comments:*

a. “Lectures were much harder to follow without handwritten problem solving, many profs just used ppt.”

b. “Many professors mailed it in when classes went to Zoom. Reading from textbooks, dry lectures, nothing interesting.”

c. “The quality of the lecture videos were really poor and made it hard to hear.”
3. Course was too difficult
   
   *Example comments:*
   
   a. “He was extremely entitled and expected 10x more out of us than a face-to-face class.”
   
   b. “Self-learning is difficult and online course makes it hard to learn the subjects you are interested in.”
   
   c. “It removed away the necessary face-to-face college experience, therefore made studying and learning more difficult.”

4. Lack of clarity
   
   *Example comments:*
   
   a. “It was unclear what some professors wanted. Then another professor for a different course ask for way too much, and this professor was not very clear on when things were due, online!”
   
   b. “Lack of clarity in course syllabus, assignment instructions, and instructor feedback on submitted assignments.”
   
   c. “Unorganized and did not enhance my knowledge of subject.”

5. Poor communication from instructors
   
   *Example comments:*
   
   a. “Deadlines were unclear and frequently changed with little notice, teacher did not know how to operate in online setting.”
   
   b. “Instructors with little to no feedback/responses.”
   
   c. “Teacher didn’t upload assignments on ilearn or respond to emails until the final.”
III. Involvement in Academic, Campus, and Community Activities

What was your level of involvement in the following activities while enrolled at San Francisco State?

Internship or field experience that was not required by your major

Over three in ten students (32%) indicated that they participated in an internship or field experience that was not required by their major. This is a one percentage point decrease compared with the previous reporting period (33%).

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1,975</td>
</tr>
<tr>
<td>No</td>
<td>4,115</td>
</tr>
<tr>
<td>Total</td>
<td>6,090</td>
</tr>
</tbody>
</table>

- Students 24 and under were significantly more likely to report participation in an internship or field experience compared with students 25 and over.
- Freshman starters were significantly more likely to participate in an internship or field experience compared with transfer starters.
- Ethnic Studies majors were significantly more likely to participate in an internship or field experience compared with other majors.
- Students from Southern California and other areas were significantly more likely to participate in an internship or field experience compared with students from the Bay Area.
Study abroad (i.e., study outside of the U.S. but only if you did not come to U.S. from another country to study at San Francisco State)

Less than one in ten students (6%) indicated that they participated in a study abroad experience. This is a one percentage point decrease compared with the previous reporting period (7%).

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>375</td>
</tr>
<tr>
<td>No</td>
<td>5,687</td>
</tr>
<tr>
<td>Total</td>
<td>6,062</td>
</tr>
</tbody>
</table>

- Students 24 and under were significantly more likely to report participation in study abroad compared with students 25 and over.
- Freshman starters were significantly more likely to participate in study abroad compared with transfer starters.
- Business and Liberal and Creative Arts majors were significantly more likely to participate in study abroad compared with Health and Social Sciences and Science and Engineering majors.
- Students from Southern California and other areas were significantly more likely to participate in study abroad compared with students from the Bay Area.
Culminating senior experience (e.g., comprehensive exam, capstone course, thesis/senior project, student teaching, etc.)

Nearly four in ten students (39%) indicated that they participated in a culminating senior experience. This is a one percentage point decrease compared with the previous reporting period (40%).

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2,371</td>
<td>39%</td>
</tr>
<tr>
<td>No</td>
<td>3,707</td>
<td>61%</td>
</tr>
<tr>
<td>Total</td>
<td>6,078</td>
<td>100%</td>
</tr>
</tbody>
</table>

- Male students were significantly more likely to participate in a culminating senior experience compared with female students.
- Health and Social Sciences and Liberal and Creative Arts majors were significantly more likely to participate in a culminating senior experience compared with Business, Education, and Science and Engineering majors.
- Students from Southern California and other areas were significantly more likely to report participation in a culminating senior experience compared with students from the Bay Area.
Community service or volunteer work

Slightly over three in ten students (33%) reported a moderate or high level of participation in community service or volunteer work. This is a four percentage point decrease compared with the previous reporting period (37%).

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>571</td>
</tr>
<tr>
<td>Moderate</td>
<td>1,444</td>
</tr>
<tr>
<td>Low</td>
<td>1,560</td>
</tr>
<tr>
<td>None</td>
<td>2,509</td>
</tr>
<tr>
<td>Total</td>
<td>6,084</td>
</tr>
</tbody>
</table>

- Students 24 and under were significantly more likely to report participation in community service or volunteer work compared with students 25 and over.
- Freshmen starters were significantly more likely to report participation in community service or volunteer work compared with transfer starters.
- Female students were significantly more likely to report participation in community service or volunteer work compared with male students.
- Historically underrepresented students were significantly more likely to report participation in community service or volunteer work compared with non-historically underrepresented students.
- Liberal and Creative Arts majors were significantly less likely to report participation in community service or volunteer work compared with students with majors in other colleges.
- Business majors were significantly less likely to report participation in community service or volunteer work compared with Education, Ethnic Studies, and Health and Social Sciences majors.
- Education and Ethnic Studies majors were significantly more likely to report participation in community service or volunteer work compared with Health and Social Sciences, Liberal and Creative Arts, and Science and Engineering majors.
- Health and Social Sciences majors were significantly more likely to report participation in community service or volunteer work compared with Science and Engineering majors.
Students from Southern California and other areas were significantly more likely to report participation in community service or volunteer work compared with students from the Bay Area.

**Work on a research project with a faculty member**

Two in ten students (20%) reported moderate or high level of participation in research with a faculty member. This is a one percentage point decrease compared with the previous reporting period (21%).

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>410</td>
</tr>
<tr>
<td>Moderate</td>
<td>807</td>
</tr>
<tr>
<td>Low</td>
<td>915</td>
</tr>
<tr>
<td>None</td>
<td>3,948</td>
</tr>
<tr>
<td>Total</td>
<td>6,080</td>
</tr>
</tbody>
</table>

- Freshmen starters were significantly more likely to report working on research project with a faculty member than transfer starters.
- Liberal and Creative Arts majors were significantly less likely to work on a research project with a faculty member compared with Ethnic Studies, Health and Social Sciences, and Science and Engineering majors.
- Business majors were significantly less likely to work on a research project with a faculty member compared with Science and Engineering majors.
**Student organizations**

Over three in ten students (32%) reported moderate or high level of participation in student organizations. This is comparable with the previous reporting period (32%).

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>884</td>
<td>15%</td>
</tr>
<tr>
<td>Moderate</td>
<td>1,077</td>
<td>18%</td>
</tr>
<tr>
<td>Low</td>
<td>1,409</td>
<td>23%</td>
</tr>
<tr>
<td>None</td>
<td>2,712</td>
<td>45%</td>
</tr>
<tr>
<td>Total</td>
<td>6,082</td>
<td>100%</td>
</tr>
</tbody>
</table>

- Students 24 and under were significantly more likely to participate in student organizations compared with students 25 and over.
- Freshmen starters were significantly more likely to participate in student organizations compared with transfer starters.
- Education and Ethnic Studies majors were significantly more likely to participate in student organizations compared with Health and Social Sciences, Liberal and Creative Arts, and Science and Engineering majors.
- Students from Southern California and other areas were significantly more likely to participate in student organizations compared with students from the Bay Area.
- Students from Southern California were significantly more likely to participate in student organizations compared with students from other areas.
Extracurricular athletic or physical recreation activities

Over two in ten students (23%) reported a moderate or high level of participation in extracurricular athletic or physical recreation activities. This is a two percentage point decrease compared with the previous reporting period (25%).

- Students 24 and under were significantly more likely to participate in extracurricular athletic or physical recreation activities compared with students 25 and over.
- Freshmen starters were significantly more likely to participate in extracurricular athletic or physical recreation activities compared with transfer starters.
- Male students were significantly more likely to participate in extracurricular athletic or physical recreation activities compared with female students.
- Business and Health and Social Sciences majors were significantly more likely to participate in extracurricular athletic or physical recreation activities compared with Liberal and Creative Arts majors.
- Students from Southern California and other areas were significantly more likely to participate in extracurricular athletic or physical recreation activities compared with students from the Bay Area.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>479</td>
</tr>
<tr>
<td>Moderate</td>
<td>935</td>
</tr>
<tr>
<td>Low</td>
<td>1,170</td>
</tr>
<tr>
<td>None</td>
<td>3,501</td>
</tr>
<tr>
<td>Total</td>
<td>6,085</td>
</tr>
</tbody>
</table>
IV. Improvement in Intellectual Abilities

During your San Francisco State experience, to what extent did your abilities improve in each of these areas?

Quantitative reasoning

Over six in ten students (63%) reported considerable or great improvement in quantitative reasoning skills. This is comparable with the previous reporting period (63%).

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>1,200</td>
</tr>
<tr>
<td>To a considerable extent</td>
<td>2,605</td>
</tr>
<tr>
<td>Somewhat</td>
<td>1,789</td>
</tr>
<tr>
<td>Not very much</td>
<td>327</td>
</tr>
<tr>
<td>Not at all</td>
<td>149</td>
</tr>
<tr>
<td>Total</td>
<td>6,070</td>
</tr>
</tbody>
</table>

- Historically underrepresented students were significantly more likely to report improvement in quantitative reasoning skills than non-historically underrepresented students.
- Students with majors in Health and Social Sciences and Science and Engineering were significantly more likely to report improvement in quantitative reasoning than Liberal and Creative Arts majors.
Writing

Over six in ten students (68%) reported considerable or great improvement in their writing skills. This is a one percentage point increase compared with the previous reporting period (67%).

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>1,621</td>
</tr>
<tr>
<td>To a considerable extent</td>
<td>2,502</td>
</tr>
<tr>
<td>Somewhat</td>
<td>1,459</td>
</tr>
<tr>
<td>Not very much</td>
<td>349</td>
</tr>
<tr>
<td>Not at all</td>
<td>113</td>
</tr>
<tr>
<td>Total</td>
<td>6,044</td>
</tr>
</tbody>
</table>

- Freshmen starters were significantly more likely to report improvement in their writing skills than transfer starters.
- Female students were significantly more likely to report improvement in their writing skills than male students.
- Historically underrepresented students were significantly more likely to report improvement in their writing skills than non-historically underrepresented students.
- Business and Science and Engineering majors were significantly less likely to report improvement in their writing skills than Health and Social Sciences and Liberal and Creative Arts majors.
Oral communication

Over seven in ten students (72%) reported considerable or great improvement in their oral communication skills. This is a one percentage point increase compared with the previous reporting period (71%).

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>1,886</td>
<td>31%</td>
</tr>
<tr>
<td>To a considerable extent</td>
<td>2,487</td>
<td>41%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>1,285</td>
<td>21%</td>
</tr>
<tr>
<td>Not very much</td>
<td>279</td>
<td>5%</td>
</tr>
<tr>
<td>Not at all</td>
<td>105</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>6,042</td>
<td>100%</td>
</tr>
</tbody>
</table>

- Students 24 and under were significantly more likely to report improvement in their oral communication skills than students 25 and over.
- Freshmen starters were significantly more likely to report improvement in their oral communication skills than transfer starters.
- Female students were significantly more likely to report improvement in their oral communication skills than male students.
- Historically underrepresented students were significantly more likely to report improvement in their oral communication skills than non-historically underrepresented students.
- Business, Health and Social Sciences, and Liberal and Creative Arts majors were significantly more likely to report improvement in their oral communication skills than Science and Engineering majors.
- Students from Southern California were significantly more likely to report improvement in their oral communication skills than students from the Bay Area.
Critical thinking (e.g., evaluating the truth of evidence or arguments, reasoning clearly and accurately, solving non-mathematical problems, drawing logical conclusions)

Eight in ten students (80%) reported considerable or great improvement in their critical thinking skills. This is a one percentage point increase compared with the previous reporting period (79%).

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>2,304</td>
</tr>
<tr>
<td>To a considerable extent</td>
<td>2,574</td>
</tr>
<tr>
<td>Somewhat</td>
<td>974</td>
</tr>
<tr>
<td>Not very much</td>
<td>141</td>
</tr>
<tr>
<td>Not at all</td>
<td>72</td>
</tr>
<tr>
<td>Total</td>
<td>6,065</td>
</tr>
</tbody>
</table>

- Students 24 and under were significantly more likely to report improvement in their critical thinking skills than students 25 and over.
- Freshmen starters were significantly more likely to report improvement in their critical thinking skills than transfer starters.
- Female students were significantly more likely to report improvement in their critical thinking skills than male students.
- Historically underrepresented students were significantly more likely to report improvement in their critical thinking skills than non-historically underrepresented students.
- Ethnic Studies, Health and Social Sciences, and Liberal and Creative Arts majors were significantly more likely to report improvement in their critical thinking skills compared with Business and Science and Engineering majors.
- Students from Southern California were significantly more likely to report improvement in their critical thinking skills compared with students from the Bay Area.
Information literacy (e.g., finding, evaluating, and using information in various forms, information research skills, fact checking, distinguishing fact from opinion)

Nearly eight in ten students (79%) reported considerable or great improvement in their information literacy skills. This is a one percentage point increase compared with the previous reporting period (78%).

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>2,175</td>
</tr>
<tr>
<td>To a considerable extent</td>
<td>2,606</td>
</tr>
<tr>
<td>Somewhat</td>
<td>1,059</td>
</tr>
<tr>
<td>Not very much</td>
<td>167</td>
</tr>
<tr>
<td>Not at all</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>6,082</td>
</tr>
</tbody>
</table>

- Female students were significantly more likely to report improvement in their information literacy skills than male students.
- Historically underrepresented students were significantly more likely to report improvement in their information literacy skills than non-historically underrepresented students.
- Health and Social Sciences and Liberal and Creative Arts majors were significantly more likely to report improvement in information literacy skills compared with Business and Science and Engineering majors.
- Students from Southern California were significantly more likely to report improvement in information literacy skills compared with students from the Bay Area.
V. Personal and Social Development

Please indicate the extent to which your experience at San Francisco State contributed to the following:

Exposure to cultures or groups different from your own

Over seven in ten students (75%) reported considerable or great contribution by SF State to their exposure to cultures or groups different from their own. This is comparable with the previous reporting period (75%).

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>2,536</td>
</tr>
<tr>
<td>To a considerable extent</td>
<td>1,968</td>
</tr>
<tr>
<td>Somewhat</td>
<td>1,180</td>
</tr>
<tr>
<td>Not very much</td>
<td>259</td>
</tr>
<tr>
<td>Not at all</td>
<td>101</td>
</tr>
<tr>
<td>Total</td>
<td>6,044</td>
</tr>
</tbody>
</table>

- Students 24 and under were significantly more likely to report greater exposure to cultures or groups different from their own compared with students 25 and over.
- Freshmen starters were significantly more likely to report greater exposure to cultures or groups different from their own compared with transfer starters.
- Female students were significantly more likely to report greater exposure to cultures or groups different from their own compared with male students.
- Historically underrepresented students were significantly more likely to report greater exposure to cultures or groups different from their own compared with non-historically underrepresented students.
- Health and Social Sciences and Liberal and Creative Arts majors were significantly more likely to report greater exposure to cultures or groups different from their own compared with Business and Science and Engineering majors.
- Students from Southern California and other areas were significantly more likely to report greater exposure to cultures or groups different from their own compared with students from the Bay Area.
Awareness of the ethical implications of your own and others’ actions

Over seven in ten students (77%) reported considerable or great contribution by San Francisco State to the awareness of the ethical implications of their own and others’ actions. This is comparable with the previous reporting period (77%).

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>2,506 41%</td>
</tr>
<tr>
<td>To a considerable extent</td>
<td>2,120 35%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>1,085 18%</td>
</tr>
<tr>
<td>Not very much</td>
<td>231 4%</td>
</tr>
<tr>
<td>Not at all</td>
<td>99 2%</td>
</tr>
<tr>
<td>Total</td>
<td>6,041 100%</td>
</tr>
</tbody>
</table>

- Students 24 and under were significantly more likely to report greater awareness of the ethical implications of their own and others’ actions compared with students 25 and over.
- Freshmen starters were significantly more likely to report greater awareness of the ethical implications of their own and others’ actions compared with transfer starters.
- Female students were significantly more likely to report greater awareness of the ethical implications of their own and others’ actions compared with male students.
- Historically underrepresented students were significantly more likely to report greater awareness of the ethical implications of their own and others’ actions compared with non-historically underrepresented students.
- Ethnic Studies, Health and Social Sciences, and Liberal and Creative Arts majors were significantly more likely to report greater awareness of the ethical implications of their own and others’ actions compared with Business and Science and Engineering majors.
- Students from Southern California and other areas were significantly more likely to report greater awareness of the ethical implications of their own and others’ actions compared with students from the Bay Area.
Acquiring a broad general education

Slightly over seven in ten students (71%) reported considerable or great contribution by San Francisco State in acquiring a broad general education. This is a one percentage point decrease compared with the previous reporting period (72%).

- Students 24 and under were significantly more likely to report acquiring a broad general education than students 25 and over.
- Freshmen starters were significantly more likely to report acquiring a broad general education than transfer starters.
- Female students were significantly more likely to report acquiring a broad general education than male students.
- Historically underrepresented students were significantly more likely to report acquiring a broad general education than non-historically underrepresented students.
- Health and Social Sciences and Liberal and Creative Arts majors were significantly more likely to report acquiring a broad general education than Business and Science and Engineering majors.
- Students from Southern California were significantly more likely to report acquiring a broad general education than students from the Bay Area and other areas.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>1,929</td>
</tr>
<tr>
<td>To a considerable extent</td>
<td>2,372</td>
</tr>
<tr>
<td>Somewhat</td>
<td>1,371</td>
</tr>
<tr>
<td>Not very much</td>
<td>264</td>
</tr>
<tr>
<td>Not at all</td>
<td>105</td>
</tr>
<tr>
<td>Total</td>
<td>6,041</td>
</tr>
</tbody>
</table>
Development of leadership skills

Slightly over six in ten students (61%) reported considerable or great contribution by San Francisco State in the development of their leadership skills. This comparable with the previous reporting period (61%).

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>1,670</td>
</tr>
<tr>
<td>To a considerable extent</td>
<td>2,023</td>
</tr>
<tr>
<td>Somewhat</td>
<td>1,618</td>
</tr>
<tr>
<td>Not very much</td>
<td>548</td>
</tr>
<tr>
<td>Not at all</td>
<td>180</td>
</tr>
<tr>
<td>Total</td>
<td>6,039</td>
</tr>
</tbody>
</table>

- Students 24 and under were significantly more likely to report development of leadership skills than students 25 and over.
- Freshmen starters were significantly more likely to report development of leadership skills than transfer starters.
- Female students were significantly more likely to report development of leadership skills than male students.
- Historically underrepresented students were significantly more likely to report development of leadership skills than non-historically underrepresented students.
- Business, Ethnic Studies, Health and Social Sciences, and Liberal and Creative Arts majors were significantly more likely to report development of leadership skills than Science and Engineering majors.
- Students from Southern California were significantly more likely to report development of leadership skills than students from the Bay Area.
Learning effectively on your own

Nearly eight in ten students (79%) reported considerable or great contribution by San Francisco State to learning effectively on their own. This is a one percentage point increase compared with the previous reporting period (78%).

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>2,448</td>
</tr>
<tr>
<td>To a considerable extent</td>
<td>2,292</td>
</tr>
<tr>
<td>Somewhat</td>
<td>1,045</td>
</tr>
<tr>
<td>Not very much</td>
<td>170</td>
</tr>
<tr>
<td>Not at all</td>
<td>78</td>
</tr>
<tr>
<td>Total</td>
<td>6,033</td>
</tr>
</tbody>
</table>

- Students 24 and under were significantly more likely to report learning effectively on their own to a greater extent compared with students 25 and over.
- Freshmen students were significantly more likely to report learning effectively on their own to a greater extent compared with transfer students.
- Female students were significantly more likely to report learning effectively on their own to a greater extent compared with male students.
- Historically underrepresented students were significantly more likely to report learning effectively on their own to a greater extent compared with non-historically underrepresented students.
- Health and Social Sciences majors were significantly more likely to report learning effectively on their own to a greater extent compared with Business majors.
- Students from Southern California were significantly more likely to report learning effectively on their own to a greater extent compared with students from the Bay Area.
Commitment to social justice

Over six in ten students (64%) reported considerable or great contribution by San Francisco State to their commitment to social justice. This is comparable with the previous reporting period (64%).

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>1,945</td>
<td>32%</td>
</tr>
<tr>
<td>To a considerable extent</td>
<td>1,930</td>
<td>32%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>1,485</td>
<td>25%</td>
</tr>
<tr>
<td>Not very much</td>
<td>437</td>
<td>7%</td>
</tr>
<tr>
<td>Not at all</td>
<td>243</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6,040</td>
<td>100%</td>
</tr>
</tbody>
</table>

- Students 24 and under were significantly more likely to report improvement in their commitment to social justice than students 25 and over.
- Freshmen starters were significantly more likely to report improvement in their commitment to social justice than transfer starters.
- Female students were significantly more likely to report improvement in their commitment to social justice than male students.
- Historically underrepresented students were significantly more likely to report improvement in their commitment to social justice than non-historically underrepresented students.
- Ethnic Studies, Health and Social Sciences, and Liberal and Creative Arts majors were significantly more likely to report improvement in their commitment to social justice than Business and Science and Engineering majors.
- Students from Southern California were significantly more likely to report improvement in their commitment to social justice than students from the Bay Area and other areas.
Commitment to civic engagement

Six in ten students (59%) reported considerable or great contribution by San Francisco State to their commitment to civic engagement. This is a one percentage point decrease compared with the previous reporting period (60%).

- Students 24 and under were significantly more likely to report improvement in their commitment to civic engagement than students 25 and over.
- Female students were significantly more likely to report improvement in their commitment to civic engagement than male students.
- Historically underrepresented students were significantly more likely to report improvement in their commitment to civic engagement than non-historically underrepresented students.
- Ethnic Studies, Health and Social Sciences, and Liberal and Creative Arts majors were significantly more likely to report improvement in their commitment to civic engagement than Business and Science and Engineering majors.
- Students from Southern California were significantly more likely to report improvement in their commitment to civic engagement than students from the Bay Area and other areas.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>1,672</td>
</tr>
<tr>
<td>To a considerable extent</td>
<td>1,894</td>
</tr>
<tr>
<td>Somewhat</td>
<td>1,680</td>
</tr>
<tr>
<td>Not very much</td>
<td>533</td>
</tr>
<tr>
<td>Not at all</td>
<td>261</td>
</tr>
<tr>
<td>Total</td>
<td>6,040</td>
</tr>
</tbody>
</table>
VI. Post-Graduation Plans

What is most likely to be your principle activity upon graduation?

Seven in ten students (70%) indicated that they will seek employment following graduation. This is a one percentage point increase over the previous reporting period (69%).

Over two in ten students (22%) indicated plans to attend graduate school following graduation. This is a one percentage point increase compared with the previous reporting period (21%).

- Students 24 and under were significantly more likely to report plans to attend graduate school compared with students 25 and over.
- Students 25 and over were significantly more likely to report plans of starting or raising a family compared with students 24 and under.
- Freshmen starters were significantly more likely to report plans to attend graduate school compared with transfer starters.
- Female students were significantly more likely to report plans to attend undergraduate study and graduate study compared with male students.
- Male students were significantly more likely to report plans of employment and the military following graduation compared with female students.
- Historically underrepresented students were significantly more likely to report plans to attend graduate school and participate in volunteer service compared with non-historically underrepresented students.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>4,246</td>
<td>70%</td>
</tr>
<tr>
<td>Graduate Study</td>
<td>1,334</td>
<td>22%</td>
</tr>
<tr>
<td>Undergraduate Study</td>
<td>104</td>
<td>2%</td>
</tr>
<tr>
<td>Volunteer Service</td>
<td>84</td>
<td>1%</td>
</tr>
<tr>
<td>Starting or Raising a Family</td>
<td>46</td>
<td>1%</td>
</tr>
<tr>
<td>Military</td>
<td>27</td>
<td>0.4%</td>
</tr>
<tr>
<td>Other</td>
<td>236</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,077</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Frequency Percent
- Non-historically underrepresented students were significantly more likely to report plans of employment and undergraduate study compared with historically underrepresented students.
- Business majors were significantly more likely to report plans of employment compared to Health and Social Sciences, Liberal and Creative Arts, and Science and Engineering majors; and more likely to report plans to attend undergraduate study compared with Liberal and Creative Arts.
- Health and Social Sciences majors were significantly more likely to report plans to attend graduate school compared with Business and Liberal and Creative Arts majors; and more likely to report plans to attend undergraduate study compared with Liberal and Creative Arts.
- Liberal and Creative Arts majors were significantly more likely to report plans of employment compared with Health and Social Sciences and Science and Engineering majors; and more likely to report plans to attend graduate school compared with Business majors.
- Science and Engineering majors were significantly more likely to report plans to attend graduate study compared with Business and Liberal and Creative Arts majors.
- Students from the Bay Area were significantly more likely to report plans for employment compared with students from other areas.
- Students from Southern California were significantly more likely to report plans to attend graduate school compared with students from the Bay Area.
- Students from other areas were significantly more likely to report plans for further undergraduate study compared with students from the Bay Area and Southern California.
Students consistently report that their top two plans after graduation are employment and graduate study. In mid-2019, the Senior Exit Survey instrument was modified to ask additional items relating to “employment” and “graduate study” plans.

**Employment**

Students who selected “Employment” as their principle activity upon graduation, were asked the following questions:

Five in ten (50%) students agreed or strongly agreed that San Francisco State has prepared them for the job market. This is a two percentage point increase over the previous reporting period (48%).

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>389</td>
</tr>
<tr>
<td>Agree</td>
<td>1,738</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>1,534</td>
</tr>
<tr>
<td>Disagree</td>
<td>428</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>153</td>
</tr>
<tr>
<td>Total</td>
<td>4,242</td>
</tr>
</tbody>
</table>

- Students 25 and over were significantly more likely to report that San Francisco State has prepared them for the job market than students 24 and under.
- Transfer starters were significantly more likely to report that San Francisco State has prepared them for the job market than freshmen starters.
- Business and Health and Social Sciences majors were significantly more likely to report that San Francisco State has prepared them for the job market than Liberal and Creative Arts and Science and Engineering majors.
Have you secured a job in your field of study?

Of the students who indicated that they would seek employment following graduation, just over one in ten (13%), indicated that they have secured a job in their field of study. This is a one percentage point decrease compared with the previous reporting period (14%).

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>552</td>
</tr>
<tr>
<td>No</td>
<td>3,692</td>
</tr>
<tr>
<td>Total</td>
<td>4,244</td>
</tr>
</tbody>
</table>

What is your employment status?

Of the students who have secured a job in their field of study, five in ten students (50%) indicated that are employed full-time (40+ hours a week). This is a decrease of four percentage points compared with the previous reporting period (54%).

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed full-time (40+ hours per week)</td>
<td>272</td>
</tr>
<tr>
<td>Employed part-time (up to 39 hours per week)</td>
<td>254</td>
</tr>
<tr>
<td>Self-employed</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>548</td>
</tr>
</tbody>
</table>
If you secured a job in your field of study, please provide the name of your Employer:

<table>
<thead>
<tr>
<th>Employer</th>
</tr>
</thead>
<tbody>
<tr>
<td>10,000 Degrees</td>
</tr>
<tr>
<td>100 % College Prep Institute</td>
</tr>
<tr>
<td>24 Hour Fitness</td>
</tr>
<tr>
<td>ABC 7</td>
</tr>
<tr>
<td>ABC Unified School District</td>
</tr>
<tr>
<td>ACES: Austin comprehensive education services</td>
</tr>
<tr>
<td>Academics Engineering</td>
</tr>
<tr>
<td>Adrianna</td>
</tr>
<tr>
<td>Aechelon Technology</td>
</tr>
<tr>
<td>Affiliated Engineers Inc.</td>
</tr>
<tr>
<td>All Natural Stone</td>
</tr>
<tr>
<td>AllModular Systems Inc,</td>
</tr>
<tr>
<td>Amazon</td>
</tr>
<tr>
<td>AMC Theatres</td>
</tr>
<tr>
<td>Andersen Jung &amp; CO</td>
</tr>
<tr>
<td>Animal Internal Medicine and Specialty Services</td>
</tr>
<tr>
<td>Apparel Merchandising company in Los Angeles</td>
</tr>
<tr>
<td>Apple Inc.</td>
</tr>
<tr>
<td>APROE</td>
</tr>
<tr>
<td>Arbor Bay School</td>
</tr>
<tr>
<td>Archdioceses of SF</td>
</tr>
<tr>
<td>Area4 Labs. (Nearby)</td>
</tr>
<tr>
<td>Ark of Hope Preschool</td>
</tr>
<tr>
<td>As Early Childhood Center</td>
</tr>
<tr>
<td>Aspiranet</td>
</tr>
<tr>
<td>Aspire Public School</td>
</tr>
<tr>
<td>Associated Students of SFSU</td>
</tr>
<tr>
<td>Automatic Arts</td>
</tr>
<tr>
<td>Avast Software</td>
</tr>
<tr>
<td>AVS</td>
</tr>
<tr>
<td>AXA Advisors</td>
</tr>
<tr>
<td>Bank Of America</td>
</tr>
<tr>
<td>Bank of the West</td>
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<tr>
<td>Barcelino</td>
</tr>
<tr>
<td>BART</td>
</tr>
<tr>
<td>Bay Area Bird and Exotics Hospital</td>
</tr>
<tr>
<td>Bay Area Community Services</td>
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<tr>
<td>Berkeley Unified School District</td>
</tr>
<tr>
<td>BioMarin</td>
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<td>Biossance</td>
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<tr>
<td>Black Lantern Tattoo</td>
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<tr>
<td>Blue Cross Pet Hospital</td>
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<tr>
<td>Books Inc.</td>
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<tr>
<td>Bounteous</td>
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<tr>
<td>Boys &amp; Girls Club of SF</td>
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<tr>
<td>Brenda Valle</td>
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<td>Brentwood Union School District</td>
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<tr>
<td>Bright Horizons</td>
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<tr>
<td>Brilliant Corners</td>
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<tr>
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<tr>
<td>Butterfly Effects</td>
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<tr>
<td>C&amp;C Property Management</td>
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<tr>
<td>Caban Systems</td>
</tr>
<tr>
<td>California Bank and Trust</td>
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<tr>
<td>California Department of Public Health</td>
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<tr>
<td>California Historical Society</td>
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<tr>
<td>California Rural Education Network</td>
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<td>California Youth Basketball League</td>
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<td>Carson Fong &amp; Associates</td>
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<tr>
<td>Castro Valley Unified</td>
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<td>cbs</td>
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<td>CESD Talent Agency</td>
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<td>Challenge School</td>
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<td>Cisco Systems</td>
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<tr>
<td>City of Dublin</td>
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<tr>
<td>City of Oakland</td>
</tr>
<tr>
<td>City of Pacific Grove Recreation</td>
</tr>
<tr>
<td>City Of Vallejo</td>
</tr>
<tr>
<td>Civic Edge Consulting</td>
</tr>
<tr>
<td>Clara Foods</td>
</tr>
<tr>
<td>Clarke Consulting</td>
</tr>
<tr>
<td>Clay By The Bay</td>
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<tr>
<td>Clockwork INC, ESE</td>
</tr>
<tr>
<td>Club Pilates</td>
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<tr>
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<tr>
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<td>Congregation</td>
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<tr>
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<tr>
<td>Cox Automotive</td>
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<tr>
<td>Crazy Maple Studio</td>
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<tr>
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<tr>
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<td>DnB</td>
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<tr>
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<tr>
<td>Earthwhile Endavors dba earthbath</td>
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<td>East Bay Municipal Utility District (EBMUD)</td>
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<tr>
<td>Eau Claire School District</td>
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<tr>
<td>Eichleay, Inc</td>
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<tr>
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</tr>
<tr>
<td>Equinox Fitness Clubs</td>
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<tr>
<td>Ernest's &amp; Young LLP</td>
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<td>EverString</td>
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<tr>
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<tr>
<td>Forensic Analytical Consulting Services</td>
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<tr>
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<tr>
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<tr>
<td>Gateway Learning Group</td>
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<tr>
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<tr>
<td>Glen Park Montessori</td>
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<tr>
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<tr>
<td>Golden State Warriors</td>
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<td>Goodwill Industries</td>
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<td>Google</td>
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<td>Hallmark aviation services</td>
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<tr>
<td>HARBORO Restoration</td>
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<td>Heidi Young</td>
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<tr>
<td>Hersha Trust</td>
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<tr>
<td>High Flying Food</td>
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<td>Holland and Sherry</td>
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<td>Holly Hollenbeck</td>
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<tr>
<td>Holy Names High School</td>
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<tr>
<td>Hong Deok Pyo</td>
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<tr>
<td>Hope Home for children with disability</td>
</tr>
<tr>
<td>Hot Cookie</td>
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<tr>
<td>Hotel Nikko</td>
</tr>
<tr>
<td>How Women Lead</td>
</tr>
<tr>
<td>Hubsai</td>
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<tr>
<td>Humeus Wines</td>
</tr>
<tr>
<td>I work in Freelance</td>
</tr>
<tr>
<td>I work as a private nanny</td>
</tr>
<tr>
<td>Ican-B</td>
</tr>
<tr>
<td>IHeart Media</td>
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<td>Innovative Project Solutions</td>
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<td>Ippudo</td>
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<tr>
<td>IRVING WILLIAM BERNSTEIN &amp; CO</td>
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<tr>
<td>Jamaroo Kids</td>
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<tr>
<td>James Romano</td>
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<tr>
<td>Jason Sarceda</td>
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<tr>
<td>Jefferson Union High School District</td>
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<td>I work in Freelance</td>
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<tr>
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</tr>
<tr>
<td>I work in Freelance</td>
</tr>
<tr>
<td>Employer Name</td>
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<tr>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>San Francisco Unified School District</td>
</tr>
<tr>
<td>San Jose Earthquakes</td>
</tr>
<tr>
<td>San Jose Unified School District</td>
</tr>
<tr>
<td>San mateo foster city school district</td>
</tr>
<tr>
<td>San Rafael City Schools</td>
</tr>
<tr>
<td>Saveri and Saveri Inc.</td>
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<tr>
<td>SCALE A.I.</td>
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<tr>
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<tr>
<td>Sephora</td>
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<tr>
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<tr>
<td>Seton Medical Center</td>
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<tr>
<td>SF Naturals Inc</td>
</tr>
<tr>
<td>SF Rec &amp; Park</td>
</tr>
<tr>
<td>sfgh</td>
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<tr>
<td>SFSU EDvance</td>
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<td>SFSU Police</td>
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<tr>
<td>Shotgun Ultra Players</td>
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<td>SJIB Child Development Center</td>
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<td>Skyline College</td>
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<tr>
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<tr>
<td>Sony Pictures</td>
</tr>
<tr>
<td>South of Market Child Care</td>
</tr>
<tr>
<td>SOUTH SAN FRANCISCO DISTRICT</td>
</tr>
<tr>
<td>South San Francisco Parks and Recreation</td>
</tr>
<tr>
<td>Spendgo</td>
</tr>
<tr>
<td>SPENGA - Social Media Manager</td>
</tr>
<tr>
<td>SPHERE Institute</td>
</tr>
<tr>
<td>Spinal Health Functional Therapies</td>
</tr>
<tr>
<td>Spiral Moon Media</td>
</tr>
<tr>
<td>Splunk</td>
</tr>
<tr>
<td>Stage This!</td>
</tr>
<tr>
<td>Stanford University</td>
</tr>
<tr>
<td>Stanislaus County Office of Education</td>
</tr>
<tr>
<td>State of CA</td>
</tr>
<tr>
<td>Stratford Schools</td>
</tr>
<tr>
<td>Sutter Health</td>
</tr>
<tr>
<td>Synctruck</td>
</tr>
<tr>
<td>Synergy Petroleum</td>
</tr>
<tr>
<td>Synopsys, Inc</td>
</tr>
<tr>
<td>Syska Hennessy Group</td>
</tr>
<tr>
<td>Tani's Kitchen</td>
</tr>
<tr>
<td>Team lab</td>
</tr>
<tr>
<td>TEFL</td>
</tr>
<tr>
<td>telecare</td>
</tr>
<tr>
<td>Tenderloin Museum</td>
</tr>
<tr>
<td>Tenderloin Neighborhood Development Center</td>
</tr>
<tr>
<td>Teradyne</td>
</tr>
<tr>
<td>Terraphase Engineering Inc.</td>
</tr>
<tr>
<td>Tesla</td>
</tr>
<tr>
<td>The Commissary</td>
</tr>
<tr>
<td>The Curran Theater</td>
</tr>
<tr>
<td>The Detection Group</td>
</tr>
</tbody>
</table>
Graduate Study

Students who selected “Graduate Study” as their principle activity upon graduation, were asked the following questions:

From your perspective, SF State has prepared you for graduate study?

Over seven in ten students (76%) agreed or strongly agreed that San Francisco State has prepared them for graduate study. This is a two percentage point increase over the previous reporting period (74%).

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>345</td>
<td>671</td>
<td>247</td>
<td>61</td>
<td>10</td>
<td>1,334</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>345</td>
<td>26%</td>
</tr>
<tr>
<td>671</td>
<td>50%</td>
</tr>
<tr>
<td>247</td>
<td>19%</td>
</tr>
<tr>
<td>61</td>
<td>5%</td>
</tr>
<tr>
<td>10</td>
<td>1%</td>
</tr>
<tr>
<td>1,334</td>
<td>100%</td>
</tr>
</tbody>
</table>

- Students 25 and over were significantly more likely to report that San Francisco State has prepared them for graduate study than students 24 and under.
- Transfer starters were significantly more likely to report that San Francisco State has prepared them for graduate study than freshmen starters.
What degree/certificate are you planning to earn?

The majority of students (67%) indicated that they are planning to earn a Master’s degree. This is consistent with the previous reporting period (67%). Slightly over one in ten students (13%) indicated that they are planning to earn a Doctorate. This is a one percentage point increase with the previous reporting period (12%).

<table>
<thead>
<tr>
<th>Degree/Certificate</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s degree (MA, MS, MBA, MSN, etc.)</td>
<td>887</td>
<td>67%</td>
</tr>
<tr>
<td>Doctorate (Ph.D., Ed.D., etc.)</td>
<td>174</td>
<td>13%</td>
</tr>
<tr>
<td>Medical degree (MD, DO, DDS, DVM, etc.)</td>
<td>135</td>
<td>10%</td>
</tr>
<tr>
<td>Law (JD, etc.)</td>
<td>84</td>
<td>6%</td>
</tr>
<tr>
<td>Post-graduate certificate</td>
<td>45</td>
<td>3%</td>
</tr>
<tr>
<td>Non-degree (coursework only)</td>
<td>7</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>1,332</td>
<td>100%</td>
</tr>
</tbody>
</table>
Insights

In general, responses were fairly consistent with the 2019 Senior Exit Survey results. However, a few areas of opportunity for continuous improvement are noted below:

1. Course availability:
   Course availability continues to be the top reason that students cite for not graduating in the time expected. Course availability is also the top category that students cite would have improved their overall SF State experience most. However, year-over-year, issues with course availability have shown a consistent downward trend.

   The SF State campus plan is structured around six strategies, the first being: “improved course availability and curriculum.” The direct efforts targeted at improving course availability are showing a positive impact and it is recommended that this remains an area of focus moving forwards.

2. Advising:
   Advising is also cited as a top reason students report that they will not have graduated in the time expected. Additionally, advising by faculty in the major, continued to show the lowest level of satisfaction of the “satisfaction with the major” items.

   It is important to note that a focus on expanding and improving advising also appears in the SF State campus plan. Advising numbers have shown little to no movement over the previous Senior Exit Survey results. However, it may take some time before the data reflect the recent improvements and expansion to advising services. It is recommended that continued efforts are focused on this area.

3. Historically Underrepresented Students:
   Historically underrepresented students were significantly less likely to report graduating in the time expected compared with non-historically underrepresented students. Historically underrepresented students were also significantly more likely to report financial pressure or the need to work as the main reason cited for not graduating in the time expected compared with non-historically underrepresented students. This should be an area of focus moving forwards as we work to close the opportunity gaps in retention and graduation rates for our students.
4. **Online course enrollment & satisfaction:**

Online course taking in the major continues to rise year-over-year—this was especially prevalent in 2020 due to the COVID-19 disruption as we saw a seven percentage point increase in online courses taken in the major. This upward trend is expected to continue to rise as more online and hybrid courses are being offered in 2021.

Additionally, less than seven in ten students (69%) indicated satisfaction with the online course(s) taken in their major – this is one of the lowest levels of satisfaction reported of the “satisfaction in the major” items. Therefore, it may be beneficial to focus efforts on improving the online course experience through CEETL and other faculty development opportunities.

4. **Involvement in academic, campus, and community activities:**

Participation in academic, campus, and community activities decreased across all items, with the exception of student organizations. These decreases were likely due to the in-person nature of these activities (e.g., study abroad, athletic/extracurricular experience, internship/field experiences) and the COVID-19 shelter-in-place orders. It will be important to monitor these items in the upcoming survey administration.

5. **Preparing students for the job market:**

Only 50% of students agreed or strongly agreed that San Francisco State prepared them for the job market. Preparing students for the job market may be an area of opportunity for improvement and given consideration when designing, revising, and strengthening curriculum. However, this is only the second survey administration of this survey item, and should be monitored over the next several survey administrations to establish reliability.
### Appendix A – Survey Responses

#### Will you have graduated in the time you expected?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4,624</td>
<td>75%</td>
</tr>
<tr>
<td>No</td>
<td>1,551</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,175</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

#### If not, what is the main reason why not?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of availability of courses</td>
<td>347</td>
<td>23%</td>
</tr>
<tr>
<td>Financial pressure or the need to work</td>
<td>320</td>
<td>21%</td>
</tr>
<tr>
<td>Change in major or indecision about a major</td>
<td>304</td>
<td>20%</td>
</tr>
<tr>
<td>Took one or more semesters off</td>
<td>133</td>
<td>9%</td>
</tr>
<tr>
<td>Family responsibilities</td>
<td>73</td>
<td>5%</td>
</tr>
<tr>
<td>Other</td>
<td>364</td>
<td>24%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,541</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

#### Would you recommend SF State to your friends?

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely yes</td>
<td>2,342</td>
<td>38%</td>
</tr>
<tr>
<td>Probably yes</td>
<td>2,615</td>
<td>42%</td>
</tr>
<tr>
<td>Unsure</td>
<td>793</td>
<td>13%</td>
</tr>
<tr>
<td>Probably not</td>
<td>315</td>
<td>5%</td>
</tr>
<tr>
<td>Definitely not</td>
<td>101</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,166</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

#### Is there at least one member of the SF State faculty or staff that you consider your mentor?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4,002</td>
<td>65%</td>
</tr>
<tr>
<td>No</td>
<td>2,148</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,150</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Choose the category of the one thing that, if changes were made, would have improved your overall SF State experience the most.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course availability</td>
<td>1,662</td>
<td>27%</td>
</tr>
<tr>
<td>Advising</td>
<td>1,045</td>
<td>17%</td>
</tr>
<tr>
<td>Financial concerns or cost of attendance</td>
<td>829</td>
<td>14%</td>
</tr>
<tr>
<td>Parking and transportation</td>
<td>814</td>
<td>13%</td>
</tr>
<tr>
<td>Campus life</td>
<td>607</td>
<td>10%</td>
</tr>
<tr>
<td>Instruction/teaching</td>
<td>394</td>
<td>6%</td>
</tr>
<tr>
<td>Degree requirements</td>
<td>353</td>
<td>6%</td>
</tr>
<tr>
<td>Campus facilities</td>
<td>261</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>174</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,139</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Please indicate your level of satisfaction with each of the following aspects of your major.

- Quality of teaching in your major

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>2,193</td>
<td>36%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>2,875</td>
<td>47%</td>
</tr>
<tr>
<td>Neutral</td>
<td>739</td>
<td>12%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>199</td>
<td>3%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>103</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,109</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

- Accessibility of faculty in your major

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>2,162</td>
<td>35%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>2,677</td>
<td>44%</td>
</tr>
<tr>
<td>Neutral</td>
<td>951</td>
<td>16%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>209</td>
<td>3%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>108</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,107</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Please indicate your level of satisfaction with each of the following aspects of your major.

### Faculty interest in your academic success

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>2,365</td>
<td>39%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>2,363</td>
<td>39%</td>
</tr>
<tr>
<td>Neutral</td>
<td>1,023</td>
<td>17%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>230</td>
<td>4%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>119</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6,100</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Academic rigor of classes in your major

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>1,797</td>
<td>29%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>2,937</td>
<td>48%</td>
</tr>
<tr>
<td>Neutral</td>
<td>1,065</td>
<td>17%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>196</td>
<td>3%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>107</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6,102</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Quality of academic advising by faculty in your major

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>1,964</td>
<td>32%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>2,300</td>
<td>38%</td>
</tr>
<tr>
<td>Neutral</td>
<td>1,227</td>
<td>20%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>412</td>
<td>7%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>206</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6,109</td>
<td>100%</td>
</tr>
</tbody>
</table>

Did you take any online courses in your major?

<table>
<thead>
<tr>
<th>Choice</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4,203</td>
<td>69%</td>
</tr>
<tr>
<td>No</td>
<td>1,904</td>
<td>31%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6,107</td>
<td></td>
</tr>
</tbody>
</table>
Please indicate your level of satisfaction with the online courses you took in your major.

<table>
<thead>
<tr>
<th>Level of Satisfaction</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>966</td>
<td>23%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>1,918</td>
<td>46%</td>
</tr>
<tr>
<td>Neutral</td>
<td>978</td>
<td>23%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>222</td>
<td>5%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>104</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>4,188</td>
<td>100%</td>
</tr>
</tbody>
</table>

What was the main reason you were dissatisfied with online coursework in your major?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too little interaction with course instructor and/or instructor was not sufficiently responsive</td>
<td>58</td>
<td>18%</td>
</tr>
<tr>
<td>Course and course materials were not well organized</td>
<td>56</td>
<td>17%</td>
</tr>
<tr>
<td>Course was more demanding than a face-to-face course</td>
<td>40</td>
<td>12%</td>
</tr>
<tr>
<td>Course was not as rigorous as a face-to-face course</td>
<td>36</td>
<td>11%</td>
</tr>
<tr>
<td>Too little interaction with other students in the course</td>
<td>26</td>
<td>8%</td>
</tr>
<tr>
<td>I did not have the self-discipline to keep up with the course</td>
<td>23</td>
<td>7%</td>
</tr>
<tr>
<td>Deadlines were not clear</td>
<td>15</td>
<td>5%</td>
</tr>
<tr>
<td>Software was difficult to navigate</td>
<td>8</td>
<td>2%</td>
</tr>
<tr>
<td>Something Else</td>
<td>62</td>
<td>19%</td>
</tr>
<tr>
<td>Total</td>
<td>324</td>
<td>100%</td>
</tr>
</tbody>
</table>

What was your level of involvement in the following activities while enrolled at SF State? -Internship or field experience that was not required by your major

<table>
<thead>
<tr>
<th>Involvement</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1,975</td>
<td>32%</td>
</tr>
<tr>
<td>No</td>
<td>4,115</td>
<td>68%</td>
</tr>
<tr>
<td>Total</td>
<td>6,090</td>
<td>100%</td>
</tr>
</tbody>
</table>
What was your level of involvement in the following activities while enrolled at SF State? -Study abroad (i.e., study outside of the U.S. but only if you did not come to the U.S. from another country to study at SF State)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>375</td>
<td>6%</td>
</tr>
<tr>
<td>No</td>
<td>5,687</td>
<td>94%</td>
</tr>
<tr>
<td>Total</td>
<td>6,062</td>
<td></td>
</tr>
</tbody>
</table>

What was your level of involvement in the following activities while enrolled at SF State? -Culminating senior experience (e.g., comprehensive exam, capstone course, thesis/senior project, student teaching, etc.)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2,371</td>
<td>39%</td>
</tr>
<tr>
<td>No</td>
<td>3,707</td>
<td>61%</td>
</tr>
<tr>
<td>Total</td>
<td>6,078</td>
<td></td>
</tr>
</tbody>
</table>

What was your level of involvement in the following activities while enrolled at SF State? -Community service or volunteer work

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>571</td>
<td>9%</td>
</tr>
<tr>
<td>Moderate</td>
<td>1,444</td>
<td>24%</td>
</tr>
<tr>
<td>Low</td>
<td>1,560</td>
<td>26%</td>
</tr>
<tr>
<td>None</td>
<td>2,509</td>
<td>41%</td>
</tr>
<tr>
<td>Total</td>
<td>6,084</td>
<td>100%</td>
</tr>
</tbody>
</table>

What was your level of involvement in the following activities while enrolled at SF State? -Work on a research project with a faculty member

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>410</td>
<td>7%</td>
</tr>
<tr>
<td>Moderate</td>
<td>807</td>
<td>13%</td>
</tr>
<tr>
<td>Low</td>
<td>915</td>
<td>15%</td>
</tr>
<tr>
<td>None</td>
<td>3,948</td>
<td>65%</td>
</tr>
<tr>
<td>Total</td>
<td>6,080</td>
<td>100%</td>
</tr>
</tbody>
</table>
What was your level of involvement in the following activities while enrolled at SF State? -Student organizations

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>884</td>
<td>15%</td>
</tr>
<tr>
<td>Moderate</td>
<td>1,077</td>
<td>18%</td>
</tr>
<tr>
<td>Low</td>
<td>1,409</td>
<td>23%</td>
</tr>
<tr>
<td>None</td>
<td>2,712</td>
<td>45%</td>
</tr>
<tr>
<td>Total</td>
<td>6,082</td>
<td>100%</td>
</tr>
</tbody>
</table>

What was your level of involvement in the following activities while enrolled at SF State? -Extracurricular athletic or physical recreation activities

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>479</td>
<td>8%</td>
</tr>
<tr>
<td>Moderate</td>
<td>935</td>
<td>15%</td>
</tr>
<tr>
<td>Low</td>
<td>1,170</td>
<td>19%</td>
</tr>
<tr>
<td>None</td>
<td>3,501</td>
<td>58%</td>
</tr>
<tr>
<td>Total</td>
<td>6,085</td>
<td>100%</td>
</tr>
</tbody>
</table>

During your SF State experience, to what extent did your abilities improve in each of these areas? -Quantitative reasoning

<table>
<thead>
<tr>
<th>Extent of improvement</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>1,200</td>
<td>20%</td>
</tr>
<tr>
<td>To a considerable extent</td>
<td>2,605</td>
<td>43%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>1,789</td>
<td>29%</td>
</tr>
<tr>
<td>Not very much</td>
<td>327</td>
<td>5%</td>
</tr>
<tr>
<td>Not at all</td>
<td>149</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>6,070</td>
<td>100%</td>
</tr>
</tbody>
</table>

During your SF State experience, to what extent did your abilities improve in each of these areas? -Writing

<table>
<thead>
<tr>
<th>Extent of improvement</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>1,621</td>
<td>27%</td>
</tr>
<tr>
<td>To a considerable extent</td>
<td>2,502</td>
<td>41%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>1,459</td>
<td>24%</td>
</tr>
<tr>
<td>Not very much</td>
<td>349</td>
<td>6%</td>
</tr>
<tr>
<td>Not at all</td>
<td>113</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>6,044</td>
<td>100%</td>
</tr>
</tbody>
</table>
During your SF State experience, to what extent did your abilities improve in each of these areas? -Oral communication

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>1,886</td>
<td>31%</td>
</tr>
<tr>
<td>To a considerable extent</td>
<td>2,487</td>
<td>41%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>1,285</td>
<td>21%</td>
</tr>
<tr>
<td>Not very much</td>
<td>279</td>
<td>5%</td>
</tr>
<tr>
<td>Not at all</td>
<td>105</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>6,042</td>
<td>100%</td>
</tr>
</tbody>
</table>

During your SF State experience, to what extent did your abilities improve in each of these areas? -Critical thinking (e.g., evaluating the truth of evidence or arguments, reasoning clearly and accurately, solving non-mathematical problems, drawing logical conclusions)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>2,304</td>
<td>38%</td>
</tr>
<tr>
<td>To a considerable extent</td>
<td>2,574</td>
<td>42%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>974</td>
<td>16%</td>
</tr>
<tr>
<td>Not very much</td>
<td>141</td>
<td>2%</td>
</tr>
<tr>
<td>Not at all</td>
<td>72</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>6,065</td>
<td>100%</td>
</tr>
</tbody>
</table>

During your SF State experience, to what extent did your abilities improve in each of these areas? -Information literacy (e.g., finding, evaluating, and using information in various forms, information research skills, fact checking, distinguishing fact from opinion)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>2,175</td>
<td>36%</td>
</tr>
<tr>
<td>To a considerable extent</td>
<td>2,606</td>
<td>43%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>1,059</td>
<td>17%</td>
</tr>
<tr>
<td>Not very much</td>
<td>167</td>
<td>3%</td>
</tr>
<tr>
<td>Not at all</td>
<td>75</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>6,082</td>
<td>100%</td>
</tr>
</tbody>
</table>
Please indicate the extent to which your experience at SF State contributed to the following: Exposure to cultures or groups different from your own

<table>
<thead>
<tr>
<th>Extent</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>2,536</td>
<td>42%</td>
</tr>
<tr>
<td>To a considerable extent</td>
<td>1,968</td>
<td>33%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>1,180</td>
<td>20%</td>
</tr>
<tr>
<td>Not very much</td>
<td>259</td>
<td>4%</td>
</tr>
<tr>
<td>Not at all</td>
<td>101</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>6,044</td>
<td>100%</td>
</tr>
</tbody>
</table>

Please indicate the extent to which your experience at SF State contributed to the following: Awareness of the ethical implications of your own and others' actions

<table>
<thead>
<tr>
<th>Extent</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>2,506</td>
<td>41%</td>
</tr>
<tr>
<td>To a considerable extent</td>
<td>2,120</td>
<td>35%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>1,085</td>
<td>18%</td>
</tr>
<tr>
<td>Not very much</td>
<td>231</td>
<td>4%</td>
</tr>
<tr>
<td>Not at all</td>
<td>99</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>6,041</td>
<td>100%</td>
</tr>
</tbody>
</table>

Please indicate the extent to which your experience at SF State contributed to the following: Acquiring a broad general education

<table>
<thead>
<tr>
<th>Extent</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>1,929</td>
<td>32%</td>
</tr>
<tr>
<td>To a considerable extent</td>
<td>2,372</td>
<td>39%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>1,371</td>
<td>23%</td>
</tr>
<tr>
<td>Not very much</td>
<td>264</td>
<td>4%</td>
</tr>
<tr>
<td>Not at all</td>
<td>105</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>6,041</td>
<td>100%</td>
</tr>
</tbody>
</table>
Please indicate the extent to which your experience at SF State contributed to the following:

### Development of leadership skills

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>1,670</td>
</tr>
<tr>
<td>To a considerable extent</td>
<td>2,023</td>
</tr>
<tr>
<td>Somewhat</td>
<td>1,618</td>
</tr>
<tr>
<td>Not very much</td>
<td>548</td>
</tr>
<tr>
<td>Not at all</td>
<td>180</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,039</strong></td>
</tr>
</tbody>
</table>

### Learning effectively on your own

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>2,448</td>
</tr>
<tr>
<td>To a considerable extent</td>
<td>2,292</td>
</tr>
<tr>
<td>Somewhat</td>
<td>1,045</td>
</tr>
<tr>
<td>Not very much</td>
<td>170</td>
</tr>
<tr>
<td>Not at all</td>
<td>78</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,033</strong></td>
</tr>
</tbody>
</table>

### Commitment to social justice

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>1,945</td>
</tr>
<tr>
<td>To a considerable extent</td>
<td>1,930</td>
</tr>
<tr>
<td>Somewhat</td>
<td>1,485</td>
</tr>
<tr>
<td>Not very much</td>
<td>437</td>
</tr>
<tr>
<td>Not at all</td>
<td>243</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,040</strong></td>
</tr>
</tbody>
</table>
Please indicate the extent to which your experience at SF State contributed to the following: Commitment to civic engagement

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>1,672</td>
</tr>
<tr>
<td>To a considerable extent</td>
<td>1,894</td>
</tr>
<tr>
<td>Somewhat</td>
<td>1,680</td>
</tr>
<tr>
<td>Not very much</td>
<td>533</td>
</tr>
<tr>
<td>Not at all</td>
<td>261</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,040</strong></td>
</tr>
</tbody>
</table>

What is most likely to be your principle activity upon graduation?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>4,246</td>
</tr>
<tr>
<td>Graduate Study</td>
<td>1,334</td>
</tr>
<tr>
<td>Undergraduate Study</td>
<td>104</td>
</tr>
<tr>
<td>Volunteer Service</td>
<td>84</td>
</tr>
<tr>
<td>Starting or Raising a Family</td>
<td>46</td>
</tr>
<tr>
<td>Military</td>
<td>27</td>
</tr>
<tr>
<td>Other</td>
<td>236</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,077</strong></td>
</tr>
</tbody>
</table>

From your perspective, SF State has prepared you for the job market.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>389</td>
</tr>
<tr>
<td>Agree</td>
<td>1,738</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>1,534</td>
</tr>
<tr>
<td>Disagree</td>
<td>428</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>153</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4,242</strong></td>
</tr>
</tbody>
</table>

Have you secured a job in your field of study?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>552</td>
</tr>
<tr>
<td>No</td>
<td>3,692</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4,244</strong></td>
</tr>
</tbody>
</table>
What is your employment status?

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed full-time (40+ hours per week)</td>
<td>272</td>
<td>50%</td>
</tr>
<tr>
<td>Employed part-time (up to 39 hours per week)</td>
<td>254</td>
<td>46%</td>
</tr>
<tr>
<td>Self-employed</td>
<td>22</td>
<td>4%</td>
</tr>
<tr>
<td>Total</td>
<td>548</td>
<td>100%</td>
</tr>
</tbody>
</table>

From your perspective, SF State has prepared you for graduate study.

<table>
<thead>
<tr>
<th>Perspective</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>345</td>
<td>26%</td>
</tr>
<tr>
<td>Agree</td>
<td>671</td>
<td>50%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>247</td>
<td>19%</td>
</tr>
<tr>
<td>Disagree</td>
<td>61</td>
<td>5%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>10</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>1,334</td>
<td>100%</td>
</tr>
</tbody>
</table>

What degree/certificate are you planning to earn?

<table>
<thead>
<tr>
<th>Degree/Certificate</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s degree (MA, MS, MBA, MSN, etc.)</td>
<td>887</td>
<td>67%</td>
</tr>
<tr>
<td>Doctorate (Ph.D., Ed.D., etc.)</td>
<td>174</td>
<td>13%</td>
</tr>
<tr>
<td>Medical degree (MD, DO, DDS, DVM, etc.)</td>
<td>135</td>
<td>10%</td>
</tr>
<tr>
<td>Law (JD, etc.)</td>
<td>84</td>
<td>6%</td>
</tr>
<tr>
<td>Post-graduate certificate</td>
<td>45</td>
<td>3%</td>
</tr>
<tr>
<td>Non-degree (coursework only)</td>
<td>7</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>1,332</td>
<td>100%</td>
</tr>
</tbody>
</table>
Appendix B - Senior Exit Survey Instrument

Student ID (required but will not be shared)

Will you have graduated in the time you expected?
   a) Yes
   b) No

If not, what is the main reason why not?
   a) Financial pressure or the need to work
   b) Lack of availability of courses
   c) Change in major or indecision about a major
   d) Took one or more semesters off
   e) Family responsibilities
   f) Other

Would you recommend SF State to your friends?
   a) Definitely yes
   b) Probably yes
   c) Unsure
   d) Probably not
   e) Definitely not

Is there at least one member of the SF State faculty or staff that you consider your mentor?
   a) Yes
   b) No
Choose the category of the one thing that, if changes were made, would have improved your overall SF State experience the most.

   a) Advising  
   b) Campus facilities  
   c) Campus life  
   d) Course availability  
   e) Degree requirements  
   f) Financial concerns or cost of attendance  
   g) Instruction/teaching  
   h) Parking and transportation  
   i) Other (Please specify: _____)

Please indicate your level of satisfaction with each of the following aspects of your major.

Quality of teaching in your major

   a) Very dissatisfied  
   b) Dissatisfied  
   c) Neutral  
   d) Satisfied  
   e) Very satisfied

Accessibility of faculty in your major

   a) Very dissatisfied  
   b) Dissatisfied  
   c) Neutral  
   d) Satisfied  
   e) Very satisfied
Faculty interest in your academic success

a) Very dissatisfied
b) Dissatisfied
c) Neutral
d) Satisfied
e) Very satisfied

Academic rigor of classes in your major

a) Very dissatisfied
b) Dissatisfied
c) Neutral
d) Satisfied
e) Very satisfied

Quality of academic advising by faculty in your major

a) Very dissatisfied
b) Dissatisfied
c) Neutral
d) Satisfied
e) Very satisfied
Did you take any online courses in your major?

a) Yes  
b) No

Please indicate your level of satisfaction with the online courses you took in your major.

a) Did not take any online courses in my major  
b) Very dissatisfied  
c) Dissatisfied  
d) Neutral  
e) Satisfied  
f) Very satisfied

What was the main reason you were dissatisfied with online coursework in your major?

a) Course was not as rigorous as a face-to-face course  
b) Deadlines were not clear  
c) Course and course materials were not well organized  
d) Too little interaction with other students in the course  
e) Too little interaction with course instructor and/or instructor was not sufficiently responsive  
f) Software was difficult to navigate  
g) Course was more demanding than a face-to-face course  
h) I did not have the self-discipline to keep up with the course  
i) Something else

What was your level of involvement in the following activities while enrolled at SF State? Did you participate in the following?

Internship or field experience that was not required by your major

a) Yes  
b) No
Study abroad (i.e., study outside of the U.S. but only if you did not come to the U.S. from another country to study at SF State)

a) Yes  
b) No

Culminating senior experience (e.g., comprehensive exam, capstone course, thesis/senior project, student teaching, etc.)

a) Yes  
b) No

Community service or volunteer work

a) None  
b) Low  
c) Moderate  
d) High

Work on a research project with a faculty member

a) None  
b) Low  
c) Moderate  
d) High

Student organizations

a) None  
b) Low  
c) Moderate  
d) High

Extracurricular athletic or physical recreation activities

a) None  
b) Low  
c) Moderate  
d) High
During your SF State experience, to what extent did your abilities improve in each of these areas?

Quantitative reasoning

a) Not at all
b) Not very much
c) Somewhat
d) To a considerable extent
e) To a great extent

Writing

a) Not at all
b) Not very much
c) Somewhat
d) To a considerable extent
e) To a great extent

Oral communication

a) Not at all
b) Not very much
c) Somewhat
d) To a considerable extent
e) To a great extent

Critical thinking (e.g., evaluating the truth of evidence or arguments, reasoning clearly and accurately, solving non-mathematical problems, drawing logical conclusions)

a) Not at all
b) Not very much
c) Somewhat
d) To a considerable extent
e) To a great extent
Information literacy (e.g., finding, evaluating, and using information in various forms, information research skills, fact checking, distinguishing fact from opinion)

   a) Not at all
   b) Not very much
   c) Somewhat
   d) To a considerable extent
   e) To a great extent

Please indicate the extent to which your experience at SF State contributed to the following:

Exposure to cultures or groups different from your own

   a) Not at all
   b) Not very much
   c) Somewhat
   d) To a considerable extent
   e) To a great extent

Awareness of the ethical implications of your own and others' actions

   a) Not at all
   b) Not very much
   c) Somewhat
   d) To a considerable extent
   e) To a great extent

Acquiring a broad general education

   a) Not at all
   b) Not very much
   c) Somewhat
   d) To a considerable extent
   e) To a great extent
Development of leadership skills

   a) Not at all
   b) Not very much
   c) Somewhat
   d) To a considerable extent
   e) To a great extent

Learning effectively on your own

   a) Not at all
   b) Not very much
   c) Somewhat
   d) To a considerable extent
   e) To a great extent

Commitment to social justice

   a) Not at all
   b) Not very much
   c) Somewhat
   d) To a considerable extent
   e) To a great extent

Commitment to civic engagement

   a) Not at all
   b) Not very much
   c) Somewhat
   d) To a considerable extent
   e) To a great extent
What is most likely to be your principle activity upon graduation?

a) Employment  
b) Starting or raising a family  
c) Military  
d) Volunteer service  
e) Undergraduate study  
f) Graduate study  
g) Other
If Post-Graduation plans are “Employment,” the following items are displayed:

From your perspective, SF State has prepared you for the job market?

a) Strongly agree  
b) Agree  
c) Neither agree nor disagree  
d) Disagree  
e) Strongly disagree

Have you secured a job in your field of study?

a. Yes  
b. No

If yes, please provide the name of your Employer: ____________________

What is your employment status?

a) Employed full-time (40+ hours per week)  
b) Employed part-time (up to 39 hours per week)  
c) Self-employed
If Post-Graduation plans are to attend “Graduate study,” the following items are displayed:

From your perspective, SF State has prepared you for graduate study?

   a) Strongly agree
   b) Agree
   c) Neither agree nor disagree
   d) Disagree
   e) Strongly disagree

What degree/certificate are you planning to earn?

   a) Doctorate (Ph.D., Ed.D. etc.)
   b) Law (JD, etc.)
   c) Master’s degree (MA, MS, MBA, MSN, etc.)
   d) Medical degree (MD, DO, DDS, DVM, etc.)
   e) Post-graduate certificate