



San Francisco State University  
Senior Exit Survey Results

Administration Period:  
January 1<sup>st</sup>, 2017 – December 31<sup>st</sup>, 2017

## Table of Contents

Introduction.....	2
Executive Summary .....	2
Responses to Each Survey Item .....	4
Overall San Francisco State Experience .....	4
Satisfaction with Your Major Program .....	9
Online Courses in Your Major Program .....	11
Involvement in Academic, Campus, and Community Activities .....	13
Improvement in Intellectual Abilities .....	17
Personal and Social Development .....	20
Post-Graduation Plans.....	25
Discussion .....	27
Appendix A – Response Frequencies	
Appendix B – Senior Exit Survey Items	

## San Francisco State Senior Exit Survey

### Introduction

The Senior Exit Survey is conducted by the Office of Institutional Research (IR) to provide an institutional performance assessment of San Francisco State's undergraduate program. The survey is intended to facilitate evaluation of the level of students' satisfaction with their San Francisco State experience as a whole, their major program, their involvement with academic, campus or community activities, improvement of their intellectual abilities, their personal and social development, and post-graduation plans. Students are administered an online survey prior to reaching their undergraduate application for graduation. The only survey item that must be completed, however, is the request for their student identification number, the validity of which is not confirmed at that time. Usable responses to the survey items were obtained from 4,307 undergraduates submitting a graduation application between January 1<sup>st</sup>, 2017 and December 31<sup>st</sup>, 2017.

### Executive Summary

In general, responses improved over the last Senior Exit Survey data collection period (January 1<sup>st</sup>, 2016 – December 31<sup>st</sup>, 2016). Seven in ten students indicated that they will have graduated in the time expected. This is a two percentage point increase over the last reporting period. Lack of availability of courses continued to be the highest area of dissatisfaction (35%). However, it is important to note that this is five percentage points lower compared with the previous reporting period (40%). Similarly, course availability was the most frequently cited category of the one thing that, if changes were made, would have improved students' overall San Francisco State experience the most (33%), followed by advising (18%), and financial concerns or the cost of attendance (11%). Course availability is down four percentage points this year compared with the previous reporting period, whereas advising and financial concerns or the cost of attendance remained consistent year over year.

Quality of teaching (84%), accessibility of faculty (80%), academic rigor of classes (78%), and faculty interest in academic success (77%) showed high rates of student satisfaction. Slightly fewer (69%) were satisfied with the quality of academic advising by faculty. Nearly seven in ten students consider at least one member of the San Francisco State faculty or staff a mentor. Online course taking in the major continued to rise (53%), which is a five percentage point increase over the previous reporting period (48%) and over seven in ten students were satisfied with the online course they took in their major (72%). The most frequently cited area of dissatisfaction with online courses was that there was too little interaction with the course instructor and/or the instructor was not sufficiently responsive (21%).

Reported involvement in various academic, campus, and community activities ranged from a low of 6% in study abroad to a high of 38% in community service or volunteer work. Participation in an internship or field experience (33%), study abroad (6%), community service or volunteer work (37%), and student organizations (31%) declined slightly compared with the previous reporting period. However, participation in a culminating senior experience (37%) and research with a faculty member (20%) increased over the previous reporting period. Participation in extracurricular athletic/physical recreation (21%) remained stable.

Over six in ten students indicated that their intellectual abilities in various areas improved to a considerable or great extent during their San Francisco State enrollment. Students reported an increase (between 1% and 3%) in quantitative reasoning (63%), writing skills (68%), oral communication skills (73%), critical thinking skills (80%), and information literacy (78%) compared with the previous reporting period.

Nearly six out of ten students reported San Francisco State contributed to a considerable or great extent on each personal and social development item. Additionally, students reported a 5% increase in San Francisco State's contribution to their understanding of the ethical implications of their own and others' actions as well as their commitment to civic engagement over the previous reporting period.

Over eight out of ten students (81%) indicated that they would probably or definitely recommend San Francisco State to their friends, which is an increase in two percentage points over the previous reporting period. The top three plans upon graduation, included: 1. Employment (69%), 2. Graduate Study (21%), and 3. Undergraduate Study (2%).



## Responses for Each Survey Item

Presented below for each item is the distribution of responses by all who answered each survey item. Additionally, any statistically significant differences<sup>1</sup> in responses between groups of students by demographic category<sup>2</sup> are reported. Appendix A provides tables of the frequencies and percentages of survey responses by all students combined. Tables presenting frequencies and percentages of responses by demographics (i.e., by age group, sex, race/ethnicity, college of major, and geographic origin) for each item are available upon request from [eshindle@sfsu.edu](mailto:eshindle@sfsu.edu). Efforts have been made to make this report accessible to the visually impaired. If difficulty is encountered in reading or interpreting specific parts of this report, please contact The Office of Institutional Research at [institutionalresearch@sfsu.edu](mailto:institutionalresearch@sfsu.edu).

### Overall San Francisco State Experience

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

Seven in ten students (70%) indicated that they will have graduated in the time expected. This is two percentage points higher than the previous reporting period.

	Frequency	Percent
Yes	3,015	 70%
No	1,282	 30%
Total	4,297	

Non-resident students were significantly more likely than were students who identified as Black/African American, Hispanic/Latino, White, or two or more race/ethnicities to report graduating in the time expected. Students with majors in Science and Engineering were significantly *less* likely than were students with majors in Business, Health and Social Sciences, or Liberal and Creative Arts to report graduating in the time expected.

#### If you will not have graduated in the time you expected, what is the main reason why not?

More than three in ten respondents (35%) experiencing a delay in graduation, attributed it to a lack of availability of courses. However, it is important to note that this is **down** five percentage points from the previous reporting period (40%). Financial pressure or the need to work remained at 18%-the same percentage as the previous reporting period.

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

<sup>2</sup> Native Hawaiian/Pacific Islander, Native American/Alaska Native, and Unknown are not included in the statistical analyses by race/ethnicity, and Interdisciplinary Studies & Other and the colleges of Education and Ethnic Studies are not included in the statistical analyses in order to prevent distortion of the results by the extremely small numbers of respondents in those race/ethnicity and college categories.

	Frequency	Percent
Lack of availability of courses	454	35%
Financial pressure or the need to work	228	18%
Change in major or indecision about a major	212	17%
Took one or more semesters off	98	8%
Family responsibilities	60	5%
Other	228	18%
Total	1,280	

Students 25 years of age and over were significantly more likely than were students 24 years of age and under to cite financial pressure or the need to work, taking one or more semesters off, or family responsibilities as the main reason for not graduating in the time expected. On the other hand, students 24 years of age and under were significantly more likely than were students 25 years of age and over to cite lack of availability of courses or change in major/indecision about a major as the main reason for not graduating in the time expected.

Hispanic/Latino students were significantly more likely than were Asian students to cite financial pressure or the need to work as the main reason for not graduating in the time expected.

Respondents with a major in Liberal & Creative Arts were significantly *less* likely than were those with a major in another college to attribute their prolonged studies to a lack of availability of courses.

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

Four in ten respondents indicated that they would definitely recommend San Francisco State to their friends. This is up two percentage points from the previous reporting period.

	Frequency	Percent
Definitely yes	1,775	41%
Probably yes	1,720	40%
Unsure	524	12%
Probably not	216	5%
Definitely not	66	2%
Total	4,301	

A recommendation of SF State to their friends was significantly more likely to be made by students 25 and over than by students 24 and under. Non-resident students were significantly more likely than Asian, White, or students reporting two or more race/ethnicities to

recommend San Francisco State to their friends. Hispanic/Latino students were significantly more likely than were White students to recommend San Francisco State to their friends. Students with majors in Science and Engineering were significantly *less* likely than students having a major in another college to recommend San Francisco State to their friends. Respondents from the local area were significantly more likely than were those from Southern California to recommend San Francisco State to their friends.

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

More than six in ten respondents (67%) indicated that they have at least one member of the San Francisco State faculty or staff that they consider their mentor. This is a one percentage point increase over the previous reporting period (66%).

	Frequency	Percent
Yes	2,860	67%
No	1,429	33%
Total	4,289	

Female students were significantly more likely than were male students to have a mentor. White students were significantly *less* likely than were Non-resident students to have a mentor. Students with a major in the College of Business were significantly *less* likely than were students with majors in the other colleges to have a mentor.

**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: course availability (33%), advising (18%), and financial concerns or cost of attendance (11%). Course availability is **down** four percentage points this year compared with the previous reporting period (33% vs. 37%, respectively). Advising (18%) and financial concerns or the cost of attendance (11%) remained consistent compared with the previous reporting period.



	Frequency	Percent
Course availability	1,406	33%
Advising	760	18%
Financial concerns or cost of attendance	473	11%
Parking and transportation	431	10%
Campus life	356	8%
Degree requirements	260	6%
Instruction/teaching	260	6%
Campus facilities	198	5%
Other	142	3%
Total	4,286	

Students 25 years and over were significantly more likely than were students 24 years of age and under to cite financial concerns or cost of attendance would have improved their San Francisco State experience. On the other hand students 24 years of age and under were significantly more likely than were students 25 years of age and over to indicate that campus life and course availability would have improved their experience.

Female students were significantly more likely than were male students to indicate that advising and financial concerns or cost of attendance would have improved their experience, whereas male students were significantly more likely to indicate that campus facilities and instruction/teaching would have improved their experience.

Hispanic/Latino and White students were significantly more likely than were Asian students to indicate that advising would have improved their experience, whereas Asian students were significantly more likely than were Hispanic/Latino and White students to indicate that course availability would have improved their experience. Non-resident students were significantly more likely than were White students to indicate that course availability would have improved their experience.

Students with majors in Liberal and Creative Arts were significantly more likely than were students with majors in Business or Health and Social Sciences to indicate that advising would have improved their experience. Students with majors in Liberal and Creative Arts or Health and Social Sciences were significantly more likely than were students with majors in Science and Engineering to indicate that campus life would have improved their experience. Students with majors in Business were significantly more likely than were students with majors in other colleges to indicate that course availability would have improved their experience. And students with majors in Science and Engineering were significantly more likely than were students with majors in Liberal and Creative Arts to indicate that course availability would have



improved their experience. Students with majors in Health and Social Sciences or Liberal and Creative Arts were significantly more likely than were students with majors in Business to indicate that financial concerns or cost at attendance would have improved their experience. Finally, students with majors in Science and Engineering were significantly more likely than were students with majors in Health and Social Sciences or Liberal and Creative Arts to indicate that instruction/teaching would have improved their experience at San Francisco State.

Students from Southern California or other areas were significantly more likely than were students from the Bay Area to indicate that campus facilities would have improved their experience. On the other hand, students from the Bay Area were significantly more likely than were students from Southern California to indicate that parking and transportation would have improved their San Francisco State experience.

### **Satisfaction with Your 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 respondents expressed satisfaction in the quality of teaching in their major. This is up two percentage points (84%) compared with the previous reporting period (82%).

	Frequency	Percent
Very satisfied	1,573	37%
Satisfied	1,993	47%
Neutral	508	12%
Dissatisfied	127	3%
Very dissatisfied	81	2%
Total	4,282	

Female students expressed significantly greater satisfaction with the quality of teaching in their major program than male students. Hispanic/Latino and White students expressed significantly greater satisfaction with the quality of teaching in their major than Asian students. Hispanic/Latino students expressed significantly greater satisfaction with the quality of teaching in their major than Non-resident students. Students with majors in Health and Social Sciences or Liberal and Creative Arts expressed significantly greater satisfaction with the quality of teaching in their major compared to students with majors in Business or Science and Engineering.

#### **Accessibility of faculty in your major**

Eight in ten respondents expressed satisfaction in the accessibility of faculty in their major. This is up two percentage points (80%) compared with the previous reporting period (78%).

	Frequency	Percent
Very satisfied	1,506	35%
Satisfied	1,908	45%
Neutral	615	14%
Dissatisfied	166	4%
Very dissatisfied	84	2%
Total	4,279	

Hispanic/Latino and White students expressed significantly higher rates of satisfaction in accessibility of faculty in the major than Asian students. Additionally, White students expressed significantly higher rates of satisfaction in this than Non-resident students. Students with majors in Health and Social Sciences or Liberal and Creative Arts expressed significantly higher rates of satisfaction in accessibility of faculty in the major than students with majors in Business or Science and Engineering.

### **Faculty interest in your academic success**

Over seven in ten respondents expressed satisfaction in faculty interest in their academic success in the major. This is up two percentage points (77%) compared with the previous reporting period (75%).

	Frequency	Percent
Very satisfied	1,622	38%
Satisfied	1,688	39%
Neutral	720	17%
Dissatisfied	144	3%
Very dissatisfied	103	2%
Total	4,277	

Female students expressed significantly higher rates of satisfaction than male students in faculty interest in the academic success in their major. Hispanic/Latino and White students expressed significantly higher rates in this than Asian students. Additionally, Hispanic/Latino students expressed significantly higher rates than students identifying as two or more race/ethnicities. Students with majors in Health and Social Sciences or Liberal and Creative Arts expressed significantly higher rates of satisfaction than students with majors in Business or Science and Engineering.

### **Academic rigor of classes in your major**

Over seven in ten respondents (78%) expressed satisfaction in the academic rigor of classes in the major. This is a one percentage point increase from the earlier reporting period (77%).

	Frequency	Percent
Very satisfied	1,235	29%
Satisfied	2,082	49%
Neutral	753	18%
Dissatisfied	132	3%
Very dissatisfied	75	2%
Total	4,277	

Female students expressed significantly greater satisfaction with the academic rigor of classes in their major than male students. Hispanic/Latino students expressed significantly greater satisfaction in this than Asian students. Students with majors in Health and Social Sciences or Liberal & Creative Arts majors expressed significantly greater satisfaction with the academic rigor of classes in their major than students having majors in Business or Science & Engineering.

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

Nearly seven in ten respondents (69%) expressed satisfaction in the quality of academic advising by faculty in the major. This is a one percentage point increase over the previous reporting period (68%).

	Frequency	Percent
Very satisfied	1,328	31%
Satisfied	1,630	38%
Neutral	864	20%
Dissatisfied	312	7%
Very dissatisfied	144	3%
Total	4,278	

Students with majors in Health and Social Sciences or Liberal and Creative Arts expressed significantly greater satisfaction with the quality of academic advising by faculty in their major than students with majors in Business or Science and Engineering.

### **Online Courses in Your Major Program**

#### **Did you take any online courses in your major?**

A little over half of the respondents indicated that they took an online course. This is up five percentage points (53%) compared with the previous reporting period (48%).

	Frequency	Percent
Yes	2,270	53%
No	2,007	47%
Total	4,277	

Business majors were significantly more likely than were students in other colleges to report taking online courses in their major.

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

Over seven in ten respondents (72%) expressed satisfaction with the online courses they took in their major. This is up six percentage points compared with the last reporting period (66%).

	Frequency	Percent
Very satisfied	564	25%
Satisfied	1,055	47%
Neutral	459	20%
Dissatisfied	117	5%
Very dissatisfied	63	3%
Total	2,258	

Satisfaction with online courses did not differ significantly between different demographic and academic groups of students.

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

The main reason for two out of ten respondents (21%) who took online courses in their major was that there was too little interaction with the course instructor and/or that the instructor was not sufficiently responsive. This is a one percentage point increase over the previous reporting period (20%). The second-most frequently cited reason was that the course and course materials were not well organized. This percentage is on par with the previous reporting period (16%).

	Frequency	Percent
Too little interaction with course instructor and/or instructor was not sufficiently responsive	38	21%
Course and course materials were not well organized	28	16%
Course was more demanding than a face-to-face course	21	12%
Too little interaction with other students in the course	19	11%
I did not have the self-discipline to keep up with the course	15	8%
Course was not as rigorous as a face-to-face course	14	8%
Software was difficult to navigate	8	4%
Deadlines were not clear	6	3%
Something else	31	17%
Total	180	

There were no significant differences between groups of respondents on the basis of any demographic or academic categories included in the analysis.

### **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**

One third of the respondents indicated that they participated in an internship or field experience that was not required by their major (33%). This is down two percentage points from the previous reporting period (35%).

	Frequency	Percent
Yes	1,422	33%
No	2,855	67%
Total	4,277	100%

Students 24 years of age and under were significantly more likely to report participation in an internship or field experience than were students 25 years of age and over. Hispanic/Latino students were significantly more likely to report participation in an internship or field experience than were Asian students. Students with majors in Health and Social Sciences or Liberal and Creative Arts were significantly more likely to participate in an internship or field experience than students with majors in the College of Business. Students from the Bay Area were significantly *less* likely to participate in an internship or field experience than students from Southern California or other areas.

#### **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 respondents (6%) indicated that they participated in a study abroad experience. This is a one percentage point decreased compared with the previous reporting period (7%).

	Frequency	Percent
Yes	259	6%
No	4,003	94%
Total	4,262	

Students 24 years of age and under significantly more likely to report participation in study abroad than were students 25 years of age and over. Female students were significantly more likely to participate in this than male students. Science & Engineering majors were significantly

*less* likely to report studying abroad than were students with majors in Business or Liberal and Creative Arts. Additionally, students with majors in Health and Social Sciences were significantly *less* likely to participate in this than students with majors in Liberal and Creative Arts. Students from the Bay Area were significantly *less* likely to participate in study abroad than students from Southern California and other areas.

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

Over one third of the respondents indicated that they participated in a culminating senior experience. This is up four percentage points (37%) from the previous reporting period (33%).

	Frequency	Percent
Yes	1,578	37%
No	2,691	63%
Total	4,269	

Male students were significantly more likely to report participation in a culminating senior experience than were female students. White students were significantly more likely to report participation in this than Asian students. Students with majors in Business were significantly *less* likely to report participation in a culminating senior experience than students with majors in other colleges. Students with majors in Science and Engineering were significantly *less* likely to participate in this than students with majors in Health and Social Sciences or Liberal and Creative Arts.

**Community service or volunteer work**

Slightly *less* than four in ten respondents (37%) reported a moderate or high level of participation in community service or volunteer work. This is a one percentage point decrease compared with the previous reporting period (38%).

	Frequency	Percent
High	489	11%
Moderate	1,115	26%
Low	1,081	25%
None	1,584	37%
Total	4,269	

Students 24 years of age and under were significantly more likely to report participation in community service or volunteer work than students 25 years of age and over. Female students



were significantly more likely to report participation in community service or volunteer work than male students. White students were significantly *less* likely to report participation in community service or volunteer work than Asian, Hispanic/Latino, or Non-resident students. Students from Southern California were significantly more likely to report participation in this than students from the Bay Area.

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

Two in ten respondents (20%) reported a moderate or high level of participation in research with a faculty member. This is a one percentage point increase over the previous reporting period (19%).

	Frequency	Percent
High	274	6%
Moderate	616	14%
Low	617	14%
None	2,761	65%
Total	4,268	

Non-resident students reported significantly greater participation in research with a faculty member than all other students groups. Students with majors in Health and Social Sciences or Science and Engineering reported significantly greater participation in research with faculty than students with majors in Business or Liberal & Creative Arts.

### **Student organizations**

Three in ten respondents (31%) reported a moderate or high level of participation in student organizations, while nearly five in ten reported no participation (46%). This is similar to the previous reporting period.

	Frequency	Percent
High	575	13%
Moderate	770	18%
Low	969	23%
None	1,951	46%
Total	4,265	

Students 24 and under reported significantly more involvement in student organizations than those 25 years of age and over. Non-resident students reported significantly more involvement in this than all other student groups. Asian and Hispanic/Latino students reported significantly

more involvement in this than White students. Students from the Bay Area reported significantly *less* involvement in this than students from Southern California or other areas.

### **Extracurricular athletic or physical recreation activities**

More than two in ten respondents (21%) reported a moderate or high level of participation in extracurricular athletic or physical recreation activities, while six in ten reported no participation (61%). This is similar to the previous reporting period.

	Frequency	Percent
High	296	7%
Moderate	613	14%
Low	763	18%
None	2,594	61%
Total	4,266	

Reported involvement in extracurricular athletic or physical recreation activities was significantly greater among students 24 years of age and under than among students 25 and over and among males compared to females. Non-resident students reported significantly greater involvement in extracurricular athletic or physical recreation activities than all other student groups. Additionally, reported involvement in this was significantly greater among Asian students than among White students. Health & Social Sciences majors reported significantly more participation in this than students with majors in Liberal and Creative Arts or Science and Engineering. Students with majors in Business reported significantly more participation in this than students with majors in Liberal and Creative Arts. Students from the Bay Area reported significantly *less* participation compared to students from Southern California or other areas.

## **Improvement in Intellectual Abilities**

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

### **Quantitative reasoning**

Six in ten respondents (63%) reported considerable or great improvement in quantitative reasoning skills. This is two percentage points higher than the previous reporting period (61%).

	Frequency	Percent
To a great extent	817	19%
To a considerable extent	1,893	44%
Somewhat	1,235	29%
Not very much	215	5%
Not at all	103	2%
Total	4,263	

Hispanic/Latino and students identifying as two or more race/ethnicities reported significantly greater improvement in quantitative reasoning skills than White students. Science & Engineering majors indicated significantly more improvement than students with majors in Business or Liberal and Creative Arts majors. Additionally, students with majors in Health and Social Sciences reported significantly greater improvement in this than students with majors in Liberal and Creative Arts.

### **Writing**

Two thirds of the respondents (68%) reported considerable or great improvement in their writing skills. This is a one percentage point increase over the previous reporting period (67%).

	Frequency	Percent
To a great extent	1,106	26%
To a considerable extent	1,786	42%
Somewhat	1,071	25%
Not very much	220	5%
Not at all	71	2%
Total	4,254	

Female students reported significantly more improvement in their writing skills than males. Hispanic/Latino students reported significantly more improvement in their writing skills than Asian or White students. Additionally, Black/African American students reported significantly

more improvement in their writing skills than White students. Students with majors in Liberal and Creative Arts or Health and Social Sciences reported significantly more improvement in this than students with majors in Business or Science & Engineering.

### Oral communication

Over seven in ten respondents (73%) reported considerable or great improvement in their oral communication skills. This is three percentage points over the previous reporting period (70%).

	Frequency	Percent
To a great extent	1,307	31%
To a considerable extent	1,767	42%
Somewhat	924	22%
Not very much	184	4%
Not at all	56	1%
Total	4,238	

Students 24 years of age and under and female students reported significantly more improvement in their oral communication skills than students 25 years of age and over or males. Hispanic/Latino students reported significantly more improvement in this than Asian or White students. Students with majors in Science & Engineering reported significantly *less* improvement in this area than students with majors in the other colleges. Students from the Bay Area reported significantly *less* improvement in this than students from Southern California.

### 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 respondents (80%) reported considerable or great improvement in their critical thinking skills. This is two percentage points higher than the previous reporting period.

	Frequency	Percent
To a great extent	1,567	37%
To a considerable extent	1,831	43%
Somewhat	707	17%
Not very much	116	3%
Not at all	37	1%
Total	4,258	

Hispanic/Latino students reported significantly more improvement in their critical thinking skills than Asian, White, or students identifying as two or more race/ethnicities. Additionally, Asian and White students reported significantly more improvement in their critical thinking skills than Black/African American students. Students with majors in Health and Social Sciences or Liberal and Creative Arts reported significantly more improvement in their critical thinking skills than students with majors in Business. Additionally, students with majors in Liberal and Creative Arts reported significantly more improvement in their critical thinking skills than students with majors in Science and Engineering.

**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 respondents (78%) reported considerable or great improvement in their information literacy skills. This is two percentage points over the previous reporting period (76%).

	Frequency	Percent
To a great extent	1,503	35%
To a considerable extent	1,854	43%
Somewhat	759	18%
Not very much	119	3%
Not at all	39	1%
Total	4,274	

Females reported significantly more improvement in their information literacy skills than male students. Hispanic/Latino students reported significantly more improvement in information literacy than Asian or White students. Students with majors in Business reported significantly *less* improvement in information literacy than students with other majors.

## **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**

Three quarters of respondents (76%) reported considerable or great contribution by San Francisco State to their exposure to cultures or groups different from their own. This is up four percentage points over the previous reporting period (72%).

	Frequency	Percent
To a great extent	1,825	43%
To a considerable extent	1,395	33%
Somewhat	797	19%
Not very much	164	4%
Not at all	64	2%
Total	4,245	

Students 24 years of age and younger reported a significantly greater contribution by San Francisco State to their exposure to cultures or groups different from their own than students 25 years of age and over. Female students reported a significantly greater contribution by San Francisco State to their exposure to cultures or groups different from their own than males. Hispanic/Latino students reported a significantly greater contribution to this than Black/African American, Asian, White, or students identifying as two or more race/ethnicities. Students with majors in Health and Social Sciences or Liberal and Creative Arts reported a significantly greater contribution to this than students with majors in Business. Additionally, students with majors in Liberal and Creative Arts reported a significantly greater contribution in this than students with majors in Science and Engineering. Students from the Bay Area reported a significantly *lower* contribution by San Francisco State to their exposure to cultures or groups different from their own than students from Southern California or other areas.

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

Nearly eight in ten respondents (78%) reported considerable or great contribution by San Francisco State to the awareness of the ethical implications of actions. This is up five percentage points from the previous reporting period (73%).

	Frequency	Percent
To a great extent	1,774	42%
To a considerable extent	1,512	36%
Somewhat	747	18%
Not very much	152	4%
Not at all	62	1%
Total	4,247	

Females and students 24 years of age and under reported a significantly greater contribution to their awareness of the ethical implications of their own and others' actions than males or students 25 years of age and over. Hispanic/Latino students reported a significantly greater contribution to their awareness of ethical implications to this than other student groups. Students with majors in Business or Science & Engineering indicated a significantly *smaller* contribution to this than students with majors in Health and Social Sciences or Liberal and Creative Arts. Students from Southern California reported a significantly greater contribution to this than students from the Bay Area or other areas. Additionally, students from the Bay Area reported a significantly *smaller* contribution to this than students from other areas.

### Acquiring a broad general education

Nearly three quarters of the respondents (74%) reported considerable or great contribution by San Francisco State in acquiring a broad general education. This is up four percentage points over the previous reporting period (70%).

	Frequency	Percent
To a great extent	1,402	33%
To a considerable extent	1,736	41%
Somewhat	893	21%
Not very much	153	4%
Not at all	59	1%
Total	4,243	

Females and students 24 years of age and under indicated that their San Francisco State experience contributed to the acquisition of a broad general education to a significantly greater extent than males and students 25 and over. Hispanic/Latino students reported that their San Francisco State experience contributed to this to a significantly greater extent than Asian or White students. Students with majors in Business or Science & Engineering indicated a significantly *smaller* contribution to this than students with majors in Health and Social Sciences or Liberal and Creative Arts. Students from Southern California reported a significantly greater contribution to this than students from the Bay Area



## Development of leadership skills

More than six in ten respondents (63%) reported considerable or great contribution by San Francisco State in the development of their leadership skills. This is up three percentage points over the previous reporting period (60%).

	Frequency	Percent
To a great extent	1,167	28%
To a considerable extent	1,482	35%
Somewhat	1,128	27%
Not very much	354	8%
Not at all	108	3%
Total	4,239	

Females and students 24 years of age and under indicated that their San Francisco State experience contributed to the development of leadership skills to a significantly greater extent than males and students 25 and over. Hispanic/Latino students reported a significantly greater contribution by their San Francisco State experience to this than Asian, White, or students identifying with two or more race/ethnicities. Students with majors in Science & Engineering indicated a significantly *smaller* contribution by San Francisco State to this than students in the other colleges. Students from the Bay Area reported a significantly *smaller* contribution in this than students from Southern California.

## Learning effectively on your own

Nearly eight in ten respondents (79%) reported considerable or great contribution by San Francisco State to learning effectively on their own. This is up two percentage points over the previous reporting period (77%).

	Frequency	Percent
To a great extent	1,659	39%
To a considerable extent	1,693	40%
Somewhat	728	17%
Not very much	119	3%
Not at all	47	1%
Total	4,246	

Females and students 24 years of age and under indicated that their San Francisco State experience contributed to learning effectively on their own to a significantly greater extent than males and students 25 and over. Hispanic/Latino students reported a significantly greater

contribution by San Francisco State to this than Asian or White students. Students with majors in Business indicated a significantly *smaller* contribution to this than students with majors in Health and Social Sciences or Liberal and Creative Arts. Students from the Bay Area reported a significantly *smaller* contribution in this than students from Southern California.

### Commitment to social justice

Over six in ten respondents (64%) reported considerable or great contribution by San Francisco State to their commitment to social justice. This is up four percentage points over the previous reporting period (60%).

	Frequency	Percent
To a great extent	1,316	31%
To a considerable extent	1,393	33%
Somewhat	1,051	25%
Not very much	310	7%
Not at all	171	4%
Total	4,241	

Female students and students 24 years of age and under indicated that their San Francisco State experience contributed to their commitment to social justice to a significantly greater extent than males and students 25 and over. Hispanic/Latino students reported a significantly greater contribution by San Francisco State to this than Asian, White, or Non-resident students. Students with majors in Health and Social Sciences or Liberal and Creative Arts reported a significantly greater contribution to this than students with majors in Business or Science and Engineering. Students from Southern California reported a significantly greater contribution to this than students from the Bay Area or other areas. Additionally, students from the Bay Area reported a significantly *smaller* contribution in this than students from other areas.

### Commitment to civic engagement

Nearly six in ten respondents (59%) reported considerable or great contribution by San Francisco State to their commitment to civic engagement. This is up five percentage points over the previous reporting period (54%).

	Frequency	Percent
To a great extent	1,166	27%
To a considerable extent	1,339	32%
Somewhat	1,165	27%
Not very much	402	9%
Not at all	172	4%
Total	4,244	

Female students reported a significantly greater contribution by San Francisco State to their commitment to civic engagement than male students. Hispanic/Latino students reported a significantly greater contribution to this than Asian or White students. Health and Social Sciences or Liberal and Creative Arts students reported a significantly greater contribution to this than students with majors in Business or Science & Engineering. Students from the Bay Area reported a significantly *smaller* contribution to this than students from Southern California or other areas.

## **Post-Graduation Plans**

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

Nearly seven in ten respondents (69%) indicated that they will seek employment following graduation. This is up two percentage points over the previous reporting period (67%). Two in ten respondents indicated plans to attend graduate school following graduation-one percentage point lower than the previous report (22%).

	Frequency	Percent
Employment	2,930	69%
Graduate Study	905	21%
Undergraduate Study	79	2%
Starting or Raising a	56	1%
Volunteer Service	51	1%
Military	21	0.5%
Other	226	5%
Total	4,268	

Students 25 years of age and over were significantly more likely to report plans of starting or raising a family after graduation than students 24 years of age and under. Female students were significantly more likely to report plans of volunteering or graduate study compared with male students. On the other hand, male students were significantly more likely to report plans of employment or joining the military compared with female students.

Asian students were significantly more likely to report plans of employment following graduation than Hispanic/Latino students. Black/African American and Hispanic/Latino students were significantly more likely to report plans of graduate study than were Asian students. Non-resident students were significantly more likely to report plans of undergraduate study following graduation than were Hispanic/Latino or White students.

Business students were significantly *less* likely to report graduate study plans and significantly *more* likely to report plans of employment following graduation than were students with majors in other colleges. Students with majors in Science and Engineering were significantly more likely to report plans to attend graduate school following graduation than were students with majors in Liberal and Creative Arts. Students with majors in Liberal and Creative Arts were significantly more likely to report plans of employment following graduation than students with majors in Health and Social Sciences or Science and Engineering.

Students from the Bay Area were significantly more likely to report employment plans following graduation than were students from Southern California. On the other hand, students from Southern California were significantly more likely to report plans to attend graduate school following graduation than were students from the Bay Area.

## Discussion

In general, responses improved compared to the previous Senior Exit Survey administration. Seven in ten respondents indicated that they will have graduated in the time expected, which is up two percentage points compared with the previous reporting period. The top three reasons students indicated that they will not have graduated in the time expected include: 1. lack of availability of courses (35%), 2. financial pressure or the need to work (18%), and 3. change in major or indecision about a major (17%). It is important to note that the lack of availability of courses is **down** five percentage points from the previous reporting period. Financial pressure or the need to work and change in major or indecision about a major remained stable compared with the previous reporting period. The top three areas for change recommended by students include: 1. course availability (33%), 2. advising (18%), and financial concerns or the cost of attendance (11%). Course availability is **down** four percentage points compared with the previous reporting period. Advising and financial concerns or the cost of attendance remained stable. Finally, 81% of students indicated that they would probably or definitely recommend San Francisco State to their friends, which is up two percentage points compared with the previous reporting period.

Satisfaction with **major programs** was high, with more than 75% of students expressing satisfaction with the quality of teaching (84%), accessibility of faculty (80%), faculty interest in academic success (77%), and academic rigor of courses (78%). There was slightly lower levels of satisfaction with the quality of academic advising by faculty (69%). Additionally, more than half of the students reported taking an online course in their major (53%). This is a 5% increase compared with the previous reporting period. Over seven in ten students (72%) reported satisfaction with the online courses they took in their major, which is a 6% increase over the previous year.

Reported involvement in various **academic, campus, and community activities** ranged from a low of 6% in study abroad to a high of 38% in community service or volunteer work. Participation in an internship or field experience (33%) declined two percentage points, study abroad (6%) declined one percentage point, community service or volunteer work (37%) declined 1 percentage point, and student organizations (31%) declined 1 percentage point from the previous reporting period. On the other hand, participation in a culminating senior experience (37%) improved four percentage points and research with a faculty member (20%) increased one percentage point from the previous reporting period. Participation in an extracurricular athletic/physical recreation activity remained stable at 21%.

Reported improvement in **intellectual abilities** items were higher compared with the previous reporting period. Over six in ten respondents reported that their intellectual abilities

improved to a considerable or great extent during their San Francisco State enrollment. Quantitative reasoning skills (63%) improved two percentage points, written communication skills (68%) improved one percentage point, oral communication skills (73%) improved three percentage points, critical thinking skills (80%) improved two percentage points, and information literacy (78%) improved two percentage points over the previous reporting period.

Reported contribution by San Francisco State to students' **personal and social development** improved compared with the previous reporting period. Nearly six out of ten students reported San Francisco State contributed to a considerable or great extent on every personal and social development item. Specifically, exposures to cultures or groups different from your own (76%) improved four percentage points, ethical implications of your own and others' actions (78%) improved five percentage points, acquiring a broad general education (74%) improved four percentage points, development of leadership skills (63%) improved three percentage points, learning effectively on your own (79%) improved two percentage points, commitment to social justice (64%) improved four percentage points, and commitment to civic engagement (59%) improved five percentage points compared with the previous reporting period.

The top three responses to **plans following graduation** were employment (69%), graduate study (21%), and undergraduate study (2%). Plans for employment improved two percentage points, graduate study declined one percentage point, and undergraduate study (2%) increased one percentage point compared with the previous reporting period.



## Appendix A – Survey Responses

Will you have graduated in the time you expected?

	Frequency	Percent
Yes	3,015	70%
No	1,282	30%
Total	4,297	

If not, what is the main reason why not?

	Frequency	Percent
Lack of availability of courses	454	35%
Financial pressure or the need to work	228	18%
Change in major or indecision about a major	212	17%
Took one or more semesters off	98	8%
Family responsibilities	60	5%
Other	228	18%
Total	1,280	

Would you recommend SF State to your friends?

	Frequency	Percent
Definitely yes	1,775	41%
Probably yes	1,720	40%
Unsure	524	12%
Probably not	216	5%
Definitely not	66	2%
Total	4,301	

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

	Frequency	Percent
Yes	2,860	67%
No	1,429	33%
Total	4,289	

Choose the category of the one thing that, if changes were made, would have improved your overall SF State experience the most.

	Frequency	Percent
Course availability	1,406	33%
Advising	760	18%
Financial concerns or cost of attendance	473	11%
Parking and transportation	431	10%
Campus life	356	8%
Degree requirements	260	6%
Instruction/teaching	260	6%
Campus facilities	198	5%
Other	142	3%
Total	4,286	

Please indicate your level of satisfaction with the following aspect of your major.

Quality of teaching in your major

	Frequency	Percent
Very satisfied	1,573	37%
Satisfied	1,993	47%
Neutral	508	12%
Dissatisfied	127	3%
Very dissatisfied	81	2%
Total	4,282	

Please indicate your level of satisfaction with the following aspect of your major.

Accessibility of faculty in your major

	Frequency	Percent
Very satisfied	1,506	35%
Satisfied	1,908	45%
Neutral	615	14%
Dissatisfied	166	4%
Very dissatisfied	84	2%
Total	4,279	

Please indicate your level of satisfaction with the following aspect of your major.

Faculty interest in your academic success

	Frequency	Percent
Very satisfied	1,622	38%
Satisfied	1,688	39%
Neutral	720	17%
Dissatisfied	144	3%
Very dissatisfied	103	2%
Total	4,277	

Please indicate your level of satisfaction with the following aspect of your major.

Academic rigor of classes in your major

	Frequency	Percent
Very satisfied	1,235	29%
Satisfied	2,082	49%
Neutral	753	18%
Dissatisfied	132	3%
Very dissatisfied	75	2%
Total	4,277	

Please indicate your level of satisfaction with the following aspect of your major.

Quality of academic advising by faculty in your major

	Frequency	Percent
Very satisfied	1,328	31%
Satisfied	1,630	38%
Neutral	864	20%
Dissatisfied	312	7%
Very dissatisfied	144	3%
Total	4,278	

Did you take any online courses in your major?

	Frequency	Percent
Yes	2,270	53%
No	2,007	47%
Total	4,277	

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

	Frequency	Percent
Very satisfied	564	25%
Satisfied	1,055	47%
Neutral	459	20%
Dissatisfied	117	5%
Very dissatisfied	63	3%
Total	2,258	

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

	Frequency	Percent
Too little interaction with course instructor and/or instructor was not sufficiently responsive	38	21%
Something else	31	17%
Course and course materials were not well organized	28	16%
Course was more demanding than a face-to-face course	21	12%
Too little interaction with other students in the course	19	11%
I did not have the self-discipline to keep up with the course	15	8%
Course was not as rigorous as a face-to-face course	14	8%
Software was difficult to navigate	8	4%
Deadlines were not clear	6	3%
Total	180	

What was your level of involvement in the following activity while enrolled at SF State?

Did you participate in the following? Internship or field experience that was not required by your major

	Frequency	Percent
Yes	1,422	33%
No	2,855	67%
Total	4,277	100%

What was your level of involvement in the following activity while enrolled at SF State?

Did you participate in the following? Study abroad

	Frequency	Percent
Yes	259	6%
No	4,003	94%
Total	4,262	

What was your level of involvement in the following activity while enrolled at SF State?

Did you participate in the following? Culminating senior experience

	Frequency	Percent
Yes	1,578	37%
No	2,691	63%
Total	4,269	

What was your level of involvement in the following activity while enrolled at SF State?

How much did you participate in the following? Community service or volunteer work

	Frequency	Percent
High	489	11%
Moderate	1,115	26%
Low	1,081	25%
None	1,584	37%
Total	4,269	

What was your level of involvement in the following activity while enrolled at SF State?

How much did you participate in the following? Work on a research project with a faculty member

	Frequency	Percent
High	274	6%
Moderate	616	14%
Low	617	14%
None	2,761	65%
Total	4,268	

What was your level of involvement in the following activity while enrolled at SF State?

How much did you participate in the following? Student organizations

	Frequency	Percent
High	575	13%
Moderate	770	18%
Low	969	23%
None	1,951	46%
Total	4,265	

What was your level of involvement in the following activity while enrolled at SF State?

How much did you participate in the following? Extracurricular athletic or physical recreation activities

	Frequency	Percent
High	296	7%
Moderate	613	14%
Low	763	18%
None	2,594	61%
Total	4,266	

During your SF State experience, to what extent did your abilities improve in this area?

Quantitative reasoning

	Frequency	Percent
To a great extent	817	19%
To a considerable extent	1,893	44%
Somewhat	1,235	29%
Not very much	215	5%
Not at all	103	2%
Total	4,263	

During your SF State experience, to what extent did your abilities improve in this area?

Writing

	Frequency	Percent
To a great extent	1,106	26%
To a considerable extent	1,786	42%
Somewhat	1,071	25%
Not very much	220	5%
Not at all	71	2%
Total	4,254	

During your SF State experience, to what extent did your abilities improve in this area?

Oral communication

	Frequency	Percent
To a great extent	1,307	31%
To a considerable extent	1,767	42%
Somewhat	924	22%
Not very much	184	4%
Not at all	56	1%
Total	4,238	

During your SF State experience, to what extent did your abilities improve in this area?

Critical thinking

	Frequency	Percent
To a great extent	1,567	37%
To a considerable extent	1,831	43%
Somewhat	707	17%
Not very much	116	3%
Not at all	37	1%
Total	4,258	

During your SF State experience, to what extent did your abilities improve in this area?

Information literacy

	Frequency	Percent
To a great extent	1,503	35%
To a considerable extent	1,854	43%
Somewhat	759	18%
Not very much	119	3%
Not at all	39	1%
Total	4,274	

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

Exposure to cultures or groups different from your own

	Frequency	Percent
To a great extent	1,825	43%
To a considerable extent	1,395	33%
Somewhat	797	19%
Not very much	164	4%
Not at all	64	2%
Total	4,245	

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

	Frequency	Percent
To a great extent	1,774	42%
To a considerable extent	1,512	36%
Somewhat	747	18%
Not very much	152	4%
Not at all	62	1%
Total	4,247	



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

Acquiring a broad general education

	Frequency	Percent
To a great extent	1,402	33%
To a considerable extent	1,736	41%
Somewhat	893	21%
Not very much	153	4%
Not at all	59	1%
Total	4,243	

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

Development of leadership skills

	Frequency	Percent
To a great extent	1,167	28%
To a considerable extent	1,482	35%
Somewhat	1,128	27%
Not very much	354	8%
Not at all	108	3%
Total	4,239	

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

Learning effectively on your own

	Frequency	Percent
To a great extent	1,659	39%
To a considerable extent	1,693	40%
Somewhat	728	17%
Not very much	119	3%
Not at all	47	1%
Total	4,246	

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

Commitment to social justice

	Frequency	Percent
To a great extent	1,316	31%
To a considerable extent	1,393	33%
Somewhat	1,051	25%
Not very much	310	7%
Not at all	171	4%
Total	4,241	

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

Commitment to civic engagement

	Frequency	Percent
To a great extent	1,166	27%
To a considerable extent	1,339	32%
Somewhat	1,165	27%
Not very much	402	9%
Not at all	172	4%
Total	4,244	

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

	Frequency	Percent
Employment	2,930	69%
Graduate Study	905	21%
Undergraduate Study	79	2%
Starting or Raising a Family	56	1%
Volunteer Service	51	1%
Military	21	0.5%
Other	226	5%
Total	4,268	

## Appendix B - Senior Exit Survey

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 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