



San Francisco State University
Senior Exit Survey Results

Administration Period:
January 1st, 2018 – December 31st, 2018

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Introduction

The Senior Exit Survey is conducted by the Office of Institutional Research (IR) to provide an institutional 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, their major program, their involvement with academic, campus or community activities, improvement of intellectual abilities, their personal and social development, and post-graduation plans. Students are administered an online survey prior to completing 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 6,241 undergraduates submitting a graduation application between January 1st, 2018 and December 31st, 2018.

Executive Summary

Overall San Francisco State Experience

In general, responses improved over the last Senior Exit Survey data collection period (January 1st, 2017 – December 31st, 2017). Over seven in ten students indicated that they will have graduated in the time expected (72%). This is a two percentage point increase over the previous reporting period (70%). Lack of availability of courses continued to be the highest area of dissatisfaction (29%). However, it is important to note this is six percentage points **lower** compared with the previous reporting period (35%). 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 (30%), followed by advising (18%), and financial concerns or the cost of attendance (12%). Course availability is down three percentage points this year compared with the previous reporting period, whereas advising and financial concerns or the cost of attendance remained fairly consistent with the previous year. Finally, over eight in ten respondents (82%) indicated that they would probably or definitely recommend San Francisco State to their friends – a one percentage point increase over the previous reporting period.

Satisfaction with your Major Program & Online Courses

Quality of teaching (83%), accessibility of faculty (79%), faculty interest in academic success (77%), and academic rigor of classes (78%) showed high rates of student satisfaction. Slightly fewer (70%) were satisfied with the quality of academic advising by faculty.

Online course taking in the major continued to rise (59%) - a six percentage point increase over the previous reporting period (53%). Additionally, seven in ten students

were satisfied with the online course(s) they took in their major (70%). The most frequently cited area of dissatisfaction with online courses was that the course was more demanding than a face-to-face course (16%).

Involvement in Academic, Campus, and Community Activities

Reported involvement in various academic, campus, and community activities ranged from a low of 7% (study abroad) to a high of 40% (culminating senior experience). Participation in academic, campus, and community activities all showed an upward trend when compared with the previous reporting period: Internship or field experience (34%), study abroad (7%), culminating senior experience (40%), community service or volunteer work (38%), work on a research project with a faculty member (21%), student organizations (32%), and extracurricular athletic or physical recreation activities (25%).

Improvement in Intellectual Abilities

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 in their quantitative reasoning (64%) and writing skills (69%) compared with the previous reporting period. Students reported comparable levels of improvement in oral communication (73%) and information literacy (78%) when compared with the previous reporting period. Students reported a slight decrease in critical thinking skills (79%) when compared with the previous reporting period.

Personal and Social Development

Over six in of ten students indicated that San Francisco State contributed to a considerable or great extent on each personal and social development item. Exposure to cultures or groups different from your own (76%), awareness or the ethical implications of your own and others' actions (78%), acquiring a broad general education (74%), learning effectively on your own (79%), and commitment to social justice (64%) were comparable with the previous reporting period. Development of leadership skills (64%) and commitment to civic engagement (60%) showed a one percentage point increase over the previous reporting period.

Post-Graduation Plans

The top two plans upon graduation, included: 1. employment (67%) and 2. graduate study (22%). Year after year, employment and graduate study remain the top two plans following graduation reported by students.

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 differences¹ in responses between groups of students by demographic category² 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, geographic origin, and admission basis) for each item are available upon request. 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.

Overall San Francisco State Experience

Will you have graduated in the time you expected?

Over seven in ten students (72%) indicated that they will have graduated in the time expected. This is two percentage points higher than the previous reporting period.

	Frequency	Percent
Yes	4,479	72%
No	1,739	28%
Total	6,218	100%

International 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 Health and Social Sciences or Liberal and Creative Arts to report graduating in the time expected. Transfer starters were significantly more likely than were freshman starters 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?

Just under three in ten respondents (29%) experiencing a delay in graduation, attributed it to a lack of availability of courses. It is important to note that lack of availability of courses is **down** six percentage points from the previous reporting period (35%). Financial pressure or the need to work increased slightly to 20%-up two percentage points from the previous reporting period.

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

² 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	502	29%
Financial pressure or the need to work	353	20%
Change in major or indecision about a major	321	18%
Took one or more semesters off	134	8%
Family responsibilities	98	6%
Other	328	19%
Total	1,736	100%

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. 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. Asian students were significantly more likely than were Black/African American students or Hispanic/Latino students to report change in major or indecision about a major as the main reason for not graduating in the time expected.

Respondents with majors in Liberal and Creative Arts were significantly *less* likely than students with majors in Business or Science and Engineering to report lack of availability of courses as the main reason for not graduating in the time expected. Students with majors in Health and Social Sciences were significantly more likely than students with majors in Science and Engineering to report change in major or indecision about a major as the main reason for not graduating in the time expected.

Transfer starters were significantly more likely than freshman starters 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. Freshman starters were significantly more likely than transfer starters 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.

Would you recommend SF State to your friends?

Over four in ten respondents indicated that they would probably or definitely recommend San Francisco State to their friends (82%). This is up one percentage point compared with the previous reporting period.

	Frequency	Percent
Definitely yes	2,681	43%
Probably yes	2,427	39%
Unsure	667	11%
Probably not	323	5%
Definitely not	121	2%
Total	6,219	100%

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. A recommendation of SF State to their friends was significantly more likely to be made by female than male students. International 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 Asian, White, or students reporting two or more race/ethnicities to recommend San Francisco State to their friends. Students with majors in Science and Engineering were significantly *less* likely than students having majors in Health and Social Sciences to recommend San Francisco State to their friends. Respondents from Southern California were significantly *less* likely than were those from the Bay Area or other areas to recommend San Francisco State to their friends. Transfer starters were significantly more likely than freshman starters 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 (66%) 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 decrease compared with the previous reporting period (67%).

	Frequency	Percent
Yes	4,106	66%
No	2,088	34%
Total	6,194	100%

Female students were significantly more likely than were male students to have a mentor. Hispanic/Latino and International students were significantly more likely than Asian 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. Students with a major in the College of Science and Engineering were significantly *less* likely than were students with majors in Health and Social Sciences or Liberal and Creative arts to have a mentor. Students from Southern California were significantly more likely than Bay Area students to have a mentor. Freshman starters were significantly more likely than transfer starters 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 (30%), advising (18%), and financial concerns or cost of attendance (12%). Course availability is **down** three percentage points this year compared with the previous reporting period (30% vs. 33%, respectively). Advising (18%) remained consistent compared with the previous reporting period and financial concerns or cost of attendance is up one percentage point compared with the previous reporting period (12% and 11% respectively).

	Frequency	Percent
Course availability	1,882	30%
Advising	1,103	18%
Financial concerns or cost of attendance	741	12%
Parking and transportation	707	11%
Campus life	571	9%
Instruction/teaching	382	6%
Degree requirements	368	6%
Campus facilities	244	4%
Other	193	3%
Total	6,191	100%

Students 25 years and over were significantly more likely than were students 24 years of age and under to cite degree requirements or parking and transportation as reasons that would have improved their San Francisco State experience. Students 24 years of age and under were significantly more likely than were students 25 years of age and over to indicate that changes to campus life would have improved their experience most.

Female students were significantly more likely than were male students to indicate that advising, course availability, or financial concerns or cost of attendance would have improved their experience. On the other hand, male students were significantly more likely to indicate

that campus facilities, campus life, or instruction/teaching would have improved their experience most.

Hispanic/Latino students were significantly more likely than were Asian students to indicate that advising would have improved their experience. Hispanic/Latino students were also significantly more likely than were Asian or White students to indicate that financial concerns or cost of attendance could have improved their experience. Asian students were significantly more likely than were Hispanic/Latino, White, or International 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 to indicate that advising would have improved their experience. Students with majors in Liberal and Creative Arts were significantly more likely than were students with majors in Health and Social Sciences to indicate that campus facilities would have improved their experience. Students with majors in Liberal and Creative Arts were significantly more likely than majors in Science and Engineering to indicate that campus life would have improved their experience. Students with majors in Business or 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 and Liberal and Creative Arts were significantly more likely than were students with majors in Business or Science and Engineering to indicate that financial concerns or cost of attendance would have improved their experience. Students with majors in Business or Science and Engineering were significantly more likely than were students with majors in 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, campus life, or financial concerns or cost of attendance would have improved their experience. On the other hand, students from the Bay Area were significantly more likely than students from Southern California or other areas to indicate that course availability would have improved their San Francisco State experience. Students from the Bay Area were also significantly more likely than students from Southern California to indicate that parking and transportation would have improved their experience.

Freshman starters were significantly more likely than freshman starters to indicate that course availability would have improved their experience. Transfer starters were more likely to indicate that instruction/teaching or parking and transportation would have improved their San Francisco State experience the most.

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 (83%). This is up down one percentage point compared with the previous reporting period (84%).

	Frequency	Percent
Very satisfied	2,274	37%
Satisfied	2,812	46%
Neutral	772	13%
Dissatisfied	192	3%
Very dissatisfied	126	2%
Total	6,176	100%

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 or International 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

Nearly eight in ten respondents expressed satisfaction in the accessibility of faculty in their major (79%). This is down one percentage point compared with the previous reporting period (80%).

	Frequency	Percent
Very satisfied	2,199	36%
Satisfied	2,671	43%
Neutral	968	16%
Dissatisfied	202	3%
Very dissatisfied	130	2%
Total	6,170	100%

Students 25 years and over expressed significantly higher rates of satisfaction in accessibility of faculty in the major than students 24 years of age and under. Hispanic/Latino students expressed significantly higher rates of satisfaction in accessibility of faculty in the major than

Asian 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. Transfer starters expressed significantly higher rates of satisfaction with the accessibility of faculty in the major than freshman starters.

Faculty interest in your academic success

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

	Frequency	Percent
Very satisfied	2,319	38%
Satisfied	2,436	39%
Neutral	1,058	17%
Dissatisfied	224	4%
Very dissatisfied	134	2%
Total	6,171	100%

Hispanic/Latino and White students expressed significantly higher levels of satisfaction with the faculty interest in their academic success than Asian students. 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 consistent compared with the previous reporting period.

	Frequency	Percent
Very satisfied	1,825	30%
Satisfied	2,930	48%
Neutral	1,119	18%
Dissatisfied	174	3%
Very dissatisfied	120	2%
Total	6,168	100%

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 with the academic rigor of classes in their major than Asian, White, or International students. Students with majors in Health and Social Sciences or Liberal & Creative Arts

expressed significantly greater satisfaction with the academic rigor of classes in their major than students with majors in Business or Science & Engineering.

Quality of academic advising by faculty in your major

Seven in ten respondents (70%) 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 (69%).

	Frequency	Percent
Very satisfied	2,036	33%
Satisfied	2,287	37%
Neutral	1,276	21%
Dissatisfied	355	6%
Very dissatisfied	214	3%
Total	6,168	100%

Students 25 years and over expressed significantly higher rates of satisfaction in the quality of academic advising by faculty in the major than students 24 years of age and under. 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?

Nearly six in ten respondents indicated that they took an online course in their major (59%). This is up six percentage points compared with the previous reporting period (53%).

	Frequency	Percent
Yes	3,671	59%
No	2,506	41%
Total	6,177	100%

Students 24 years of age and under were significantly more likely than students 25 years of age and over to report taking online courses in their major. Business majors were significantly more likely than were students in other colleges to report taking online courses in their major. Students with majors in Liberal and Creative Arts were significantly more likely than were students with majors in Health and Social Science or Science and Engineering to report taking online courses in their major.

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

Seven in ten respondents (70%) expressed satisfaction with the online courses they took in their major. This is down two percentage points compared with the last reporting period (72%).

	Frequency	Percent
Very satisfied	895	25%
Satisfied	1,648	45%
Neutral	825	23%
Dissatisfied	174	5%
Very dissatisfied	107	3%
Total	3,649	100%

Students 25 years of age and over were significantly more likely than students 24 years of age and under to report satisfaction with the online courses they took in their major. Students with majors in Liberal and Creative Arts were significantly *less* likely to report satisfaction with the online courses than students from other majors. Students from the Bay Area were significantly more likely to report satisfaction with the online courses in their major than students from Southern California or other areas. Transfer starters were significantly more likely to report satisfaction with the online courses in their major than freshman starters.

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

Of the students who reported that they were dissatisfied or very dissatisfied with their online course(s) they took in their major, the top three reasons for dissatisfaction were: course was more demanding than a face-to-face course (16%), too little interaction with course instructor and/or instructor was not sufficiently responsive (15%), and course and course materials were not well organized (14%). Course demand was **up** four percentage points compared with the previous reporting period (12%). Too little interaction with the instructor was **down** six percentage points from the previous reporting period (21%). Course and course materials not well organized was **down** two percentage points compared with the previous reporting period (16%).

	Frequency	Percent
Course was more demanding than a face-to-face course	46	16%
Too little interaction with course instructor and/or instructor was not sufficiently responsive	41	15%
Course and course materials were not well organized	38	14%
Course was not as rigorous as a face-to-face course	33	12%
I did not have the self-discipline to keep up with the course	25	9%
Too little interaction with other students in the course	21	8%
Deadlines were not clear	15	5%
Software was difficult to navigate	9	3%
Something Else	52	19%
Total	280	100%

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

Over three in ten respondents (34%) indicated that they participated in an internship or field experience that was not required by their major. This is up one percentage point from the previous reporting period (33%).

	Frequency	Percent
Yes	2,096	34%
No	4,060	66%
Total	6,156	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 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. Students from Southern California were significantly more likely to participate in an internship or field experience than students from other areas. Freshman starters were significantly more likely to participate in an internship or field experience than transfer starters.

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

	Frequency	Percent
Yes	456	7%
No	5,682	93%
Total	6,138	100%

Students 24 years of age and under were 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. International students were significantly more likely to participate in a study abroad than students identifying as Asian. 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. Freshman starters were significantly more likely to participate in study abroad than transfer starters.

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

One in four respondents (40%) indicated that they participated in a culminating senior experience. This is up three percentage points from the previous reporting period (37%).

	Frequency	Percent
Yes	2,433	40%
No	3,714	60%
Total	6,147	100%

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. Students from Southern California were significantly more likely to report participation in a culminating senior experience than students from the Bay Area.

Community service or volunteer work

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

	Frequency	Percent
High	718	12%
Moderate	1,577	26%
Low	1,532	25%
None	2,330	38%
Total	6,157	100%

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 Hispanic/Latino or International students. Students with majors in Health and Social Sciences were significantly more likely to report participation in community service or volunteer work than students with majors in Business, Liberal and Creative Arts, or Science and Engineering. Students from Southern California were significantly more likely to report participation in community service or volunteer work than students from the Bay Area. Freshman starters were significantly more likely to report participation in community service or volunteer work than transfer starters.

Work on a research project with a faculty member

Two in ten respondents (21%) 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 (20%).

	Frequency	Percent
High	453	7%
Moderate	873	14%
Low	948	15%
None	3,880	63%
Total	6,154	100%

International 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 (32%) reported a moderate or high level of participation in student organizations, while nearly five in ten reported no participation (45%). Moderate to high participation is a one percentage point increase over the previous reporting period (31%).

	Frequency	Percent
High	867	14%
Moderate	1,121	18%
Low	1,383	22%
None	2,784	45%
Total	6,155	100%

Students 24 and under reported significantly more involvement in student organizations than those 25 years of age and over. International students reported significantly more involvement in student organizations than African American, Asian, Hispanic/Latino, and White students. Students with majors in Liberal and Creative Arts reported significantly *less* involvement in student organizations than students with majors in Business or Health and Social Sciences. Students from the Bay Area reported significantly *less* involvement in this than students from Southern California or other areas. Freshman starters reported significantly more involvement in student organizations than transfer starters.

Extracurricular athletic or physical recreation activities

More than two in ten respondents (25%) reported a moderate or high level of participation in extracurricular athletic or physical recreation activities. This is a four percentage point increase over the previous reporting period. It is important to note that the increase in physical recreation may be in part due to the opening of the Mashouf Wellness Center in fall 2017.

	Frequency	Percent
High	537	9%
Moderate	993	16%
Low	1,171	19%
None	3,451	56%
Total	6,152	100%

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 significantly greater among males compared to females. International students reported significantly greater involvement in extracurricular athletic or physical recreation activities than all other student groups. Health & Social Sciences majors reported significantly

more participation in extracurricular athletic or physical recreation than students with majors in Liberal and Creative Arts or Science and Engineering. Students from the Bay Area reported significantly *less* participation compared to students from Southern California or other areas. Reported involvement in extracurricular athletic or physical recreation activities was significantly greater among freshman starters than transfer starters.

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 (64%) reported considerable or great improvement in quantitative reasoning skills. This is a one percentage point increase over the previous reporting period (63%).

	Frequency	Percent
To a great extent	1,334	22%
To a considerable extent	2,572	42%
Somewhat	1,782	29%
Not very much	316	5%
Not at all	152	2%
Total	6,156	100%

Hispanic/Latino and students reported significantly greater improvement in quantitative reasoning skills than Asian, White, or students reporting two or more race/ethnicities. Students with majors in Liberal and Creative Arts reported significantly *less* improvement in quantitative reasoning skills than students with majors in Business, Health and Social Sciences, or Science and Engineering.

Writing

Nearly seven in ten respondents (69%) reported considerable or great improvement in their writing skills. This is a one percentage point increase over the previous reporting period (68%).

	Frequency	Percent
To a great extent	1,741	28%
To a considerable extent	2,483	41%
Somewhat	1,474	24%
Not very much	325	5%
Not at all	100	2%
Total	6,123	100%

Female students reported significantly greater improvement in their writing skills than males. Hispanic/Latino students reported significantly more improvement in their writing skills than Asian, White, or students reporting two or more race/ethnicities. 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. Freshman starters reported significantly greater improvement in their writing skills than transfer starters.

Oral communication

Over seven in ten respondents (73%) reported considerable or great improvement in their oral communication skills. This is comparable to the previous reporting period (73%).

	Frequency	Percent
To a great extent	1,993	33%
To a considerable extent	2,469	40%
Somewhat	1,302	21%
Not very much	257	4%
Not at all	110	2%
Total	6,131	100%

Students 24 years of age and under reported significantly more improvement in their oral communication skills than students 25 years of age and over. Female students reported significantly more improvement in their oral communication skills than male students. Hispanic/Latino students reported significantly more improvement in their oral communication skills than Asian, White, or students reporting two or more race/ethnicities. Additionally, International students reported significantly more improvement in this than White students. Students with majors in Science & Engineering reported significantly *less* improvement in this area than students with majors in the other colleges. Freshman starters reported significantly more improvement in their oral communication skills than transfer starters.

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

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

	Frequency	Percent
To a great extent	2,324	38%
To a considerable extent	2,549	41%
Somewhat	1,035	17%
Not very much	155	3%
Not at all	87	1%
Total	6,150	100%

Female students reported significantly more improvement in their critical thinking skills than male students. Asian and White students reported significantly *less* improvement in their critical thinking skills than Black/African American or Hispanic/Latino students. Additionally, International students reported significantly *less* improvement in their critical thinking skills than Hispanic/Latino 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 comparable with the previous reporting period (78%).

	Frequency	Percent
To a great extent	2,229	36%
To a considerable extent	2,559	42%
Somewhat	1,111	18%
Not very much	181	3%
Not at all	85	1%
Total	6,165	100%

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, White, or International 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

Over seven in ten respondents (76%) reported considerable or great contribution by San Francisco State to their exposure to cultures or groups different from their own. This comparable with the previous reporting period (76%).

	Frequency	Percent
To a great extent	2,710	44%
To a considerable extent	1,954	32%
Somewhat	1,133	18%
Not very much	228	4%
Not at all	101	2%
Total	6,126	100%

Students 24 years of age and younger reported a significantly greater exposure to cultures or groups different from their own compared with students 25 years of age and over. Female students reported a significantly greater exposure to cultures or groups different from their own compared with males. Hispanic/Latino students reported a significantly greater exposure to this than other student groups. Students with majors in Health and Social Sciences or Liberal and Creative Arts reported a significantly greater exposure to cultures or groups different from their own compared with students with majors in Business or Science and Engineering. Students from the Bay Area reported significantly less exposure to cultures or groups different from their own compared with students from Southern California or other areas. Additionally, students from Southern California reported significantly greater exposure to cultures or groups different from their own compared with students from other areas. Freshman starters reported a significantly greater exposure to cultures or groups different from their own compared with transfer starters.

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 comparable with the previous reporting period (78%).

	Frequency	Percent
To a great extent	2,635	43%
To a considerable extent	2,115	35%
Somewhat	1,054	17%
Not very much	211	3%
Not at all	107	2%
Total	6,122	100%

Students 24 years of age and under reported a significantly greater awareness of the ethical implications of their own and others' actions compared with students 25 years of age and over. Female students reported a significantly greater awareness of the ethical implications of their own and others' actions compared with male students. Hispanic/Latino students reported a significantly greater contribution to their awareness of ethical implications of their actions than other student ethnic 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. Freshman starters reported a significantly greater awareness of the ethical implications of their own and others' actions compared with transfer starters.

Acquiring a broad general education

Over seven in ten respondents (74%) reported considerable or great contribution by San Francisco State in acquiring a broad general education. This is comparable with the previous reporting period (74%).

	Frequency	Percent
To a great extent	2,074	34%
To a considerable extent	2,437	40%
Somewhat	1,299	21%
Not very much	215	4%
Not at all	98	2%
Total	6,123	100%

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 students 25 and over. Female students indicated that their San Francisco State experience contributed to the acquisition of a broad general education to a significantly greater extent than male students. Hispanic/Latino students reported that their San Francisco State experience contributed to this to a significantly greater extent than Asian, White, International, or students reporting two or more race/ethnicities. 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. Freshman starters reported that their San Francisco State experience contributed to this to a significantly greater extent than transfer starters.

Development of leadership skills

Over six in ten respondents (64%) reported considerable or great contribution by San Francisco State in the development of their leadership skills. This is a one percentage point increase over the previous reporting period (63%).

	Frequency	Percent
To a great extent	1,766	29%
To a considerable extent	2,117	35%
Somewhat	1,583	26%
Not very much	487	8%
Not at all	168	3%
Total	6,121	100%

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 students 25 and over. Female students indicated that their San Francisco State experience contributed to the development of leadership skills to a significantly greater extent than male students. Hispanic/Latino students reported a significantly greater contribution by their San Francisco State experience to this than Asian, White, or International students. 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 Southern California reported a significantly greater contribution to this than students from the Bay Area or other areas. Freshman starters reported a significantly greater contribution to this than transfer starters.

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 comparable with the previous reporting period (79%).

	Frequency	Percent
To a great extent	2,504	41%
To a considerable extent	2,307	38%
Somewhat	1,057	17%
Not very much	168	3%
Not at all	82	1%
Total	6,118	100%

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 students 25 and over. Female students indicated that their San Francisco State experience contributed to learning effectively on their own to a significantly greater extent than male students. Hispanic/Latino students reported a significantly greater contribution by San Francisco State to this than Asian, White, or International 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 to this than students from Southern California. Freshman starters reported a significantly greater contribution to this than transfer starters.

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 comparable with the previous reporting period (64%).

	Frequency	Percent
To a great extent	1,945	32%
To a considerable extent	1,987	32%
Somewhat	1,476	24%
Not very much	472	8%
Not at all	237	4%
Total	6,117	100%

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 students

25 and over. Female students indicated that their San Francisco State experience contributed to their commitment to social justice to a significantly greater extent than male students. Hispanic/Latino students reported a significantly greater contribution by San Francisco State to this than Asian, White, International, and students reporting two or more race/ethnicities. Additionally, Black/African American students reported a significantly greater contribution to this than Asian 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. Freshman starters indicated that their San Francisco State experience contributed to their commitment to social justice to a significantly greater extent than transfer starters.

Commitment to civic engagement

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

	Frequency	Percent
To a great extent	1,743	28%
To a considerable extent	1,952	32%
Somewhat	1,609	26%
Not very much	562	9%
Not at all	254	4%
Total	6,120	100%

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, White, International, or students reporting two or more race/ethnicities. 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 Southern California reported a significantly greater contribution to this than students from the Bay Area or other areas.

Post-Graduation Plans

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

Over six in ten respondents (67%) indicated that they will seek employment following graduation. This is down two percentage points over the previous reporting period (69%). Over two in ten respondents (22%) indicated plans to attend graduate school following graduation. This is a one percentage point increase over the previous report (21%).

	Frequency	Percent
Employment	4,154	67%
Graduate Study	1,365	22%
Undergraduate Study	105	2%
Volunteer Service	92	1%
Starting or Raising a Family	80	1%
Military	31	0.5%
Other	336	5%
Total	6,163	100%

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. Students 24 years of age and under were significantly more likely to report volunteer service than students 25 years of age and over.

Female students were significantly more likely to report plans of volunteering or graduate study compared with male students. 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 Black/African American students. Asian students were also significantly more likely to report plans of additional undergraduate study following graduation than Hispanic/Latino or White students. Black/African American and Hispanic/Latino students were significantly more likely to report plans of graduate study than were Asian students. Students reporting two or more race/ethnicities were more likely to report starting or raising a family following graduation than Hispanic/Latino students. International students were significantly more likely to report plans of undergraduate study following graduation than were all other student groups.

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

Students from Southern California were significantly more likely to report plans to attend graduate school following graduation than students from the Bay Area. Students from other areas were significantly more likely to report plans for additional undergraduate study following graduation than students from the Bay Area or Southern California.

Freshman starters were significantly more likely to report plans for volunteer service following graduation when compared with transfer starters.

Discussion

In general, responses regarding the quality of the **San Francisco State University experience** improved compared to the previous Senior Exit Survey administration. Over 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 (29%), 2. financial pressure or the need to work (20%), and 3. change in major or indecision about a major (18%). It is important to note that the lack of availability of courses is **down** six percentage points from the previous reporting period. Financial pressure or the need to work and change in major or indecision about a major both showed a slight increase compared with the previous reporting period. The top three areas for improvement included: 1. course availability (30%), 2. advising (18%), and financial concerns or the cost of attendance (12%). Course availability is **down** three percentage points compared with the previous reporting period. Advising remained stable and financial concerns or the cost of attendance increased slightly compared with the previous reporting period. Finally, 82% of students indicated that they would probably or definitely recommend San Francisco State to their friends, which is up one percentage point 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 (83%), accessibility of faculty (79%), faculty interest in academic success (77%), and academic rigor of courses (78%). There was a slightly lower level of satisfaction with the quality of academic advising by faculty (70%). Additionally, nearly six in ten students reported taking an online course in their major (59%). This is a 6% increase compared with the previous reporting period. Of the students who took an online course in their major, seven in ten students (70%) reported that they were satisfied or very satisfied with their online course(s).

Reported involvement in various **academic, campus, and community activities** ranged from a low of 7% in study abroad to a high of 40% in culminating senior experience. All involvement in academic, campus, and community activities increased slightly compared with the previous reporting period (1% - 3%).

Reported improvement **intellectual abilities** in quantitative reasoning and writing increased 1% compared with the previous reporting period. While reported improvement in oral communication skills and information literacy remained stable year over year. However, reported improvement in critical thinking decreased 1% compared with the previous year.

Reported contribution by San Francisco State to students' **personal and social development** remained stable compared with the previous reporting period. At least six in ten

students reported San Francisco State contributed to a considerable or great extent on every personal and social development item. We did see a slight increase (+1%) on development of leadership skills and commitment to civic engagement compared with the previous reporting period.

The top two **plans following graduation** were employment (67%) and graduate study. Plans for employment decreased two percentage points and graduate study 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	4,479	72%
No	1,739	28%
Total	6,218	100%

If not, what is the main reason why not?

	Frequency	Percent
Lack of availability of courses	502	29%
Financial pressure or the need to work	353	20%
Change in major or indecision about a major	321	18%
Took one or more semesters off	134	8%
Family responsibilities	98	6%
Other	328	19%
Total	1,736	100%

Would you recommend SF State to your friends?

	Frequency	Percent
Definitely yes	2,681	43%
Probably yes	2,427	39%
Unsure	667	11%
Probably not	323	5%
Definitely not	121	2%
Total	6,219	100%

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

	Frequency	Percent
Yes	4,106	66%
No	2,088	34%
Total	6,194	100%

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	1,882	30%
Advising	1,103	18%
Financial concerns or cost of attendance	741	12%
Parking and transportation	707	11%
Campus life	571	9%
Instruction/teaching	382	6%
Degree requirements	368	6%
Campus facilities	244	4%
Other	193	3%
Total	6,191	100%

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

Quality of teaching in your major

	Frequency	Percent
Very satisfied	2,274	37%
Satisfied	2,812	46%
Neutral	772	13%
Dissatisfied	192	3%
Very dissatisfied	126	2%
Total	6,176	100%

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

Accessibility of faculty in your major

	Frequency	Percent
Very satisfied	2,199	36%
Satisfied	2,671	43%
Neutral	968	16%
Dissatisfied	202	3%
Very dissatisfied	130	2%
Total	6,170	100%

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

Faculty interest in your academic success

	Frequency	Percent
Very satisfied	2,319	38%
Satisfied	2,436	39%
Neutral	1,058	17%
Dissatisfied	224	4%
Very dissatisfied	134	2%
Total	6,171	100%

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

Academic rigor of classes in your major

	Frequency	Percent
Very satisfied	1,825	30%
Satisfied	2,930	48%
Neutral	1,119	18%
Dissatisfied	174	3%
Very dissatisfied	120	2%
Total	6,168	100%

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

Quality of academic advising by faculty in your major

	Frequency	Percent
Very satisfied	2,036	33%
Satisfied	2,287	37%
Neutral	1,276	21%
Dissatisfied	355	6%
Very dissatisfied	214	3%
Total	6,168	100%

Did you take any online courses in your major?

	Frequency	Percent
Yes	3,671	59%
No	2,506	41%
Total	6,177	100%

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

	Frequency	Percent
Very satisfied	895	25%
Satisfied	1,648	45%
Neutral	825	23%
Dissatisfied	174	5%
Very dissatisfied	107	3%
Total	3,649	100%

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

	Frequency	Percent
Course was more demanding than a face-to-face course	46	16%
Too little interaction with course instructor and/or instructor was not sufficiently responsive	41	15%
Course and course materials were not well organized	38	14%
Course was not as rigorous as a face-to-face course	33	12%
I did not have the self-discipline to keep up with the course	25	9%
Too little interaction with other students in the course	21	8%
Deadlines were not clear	15	5%
Software was difficult to navigate	9	3%
Something Else	52	19%
Total	280	100%

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

	Frequency	Percent
Yes	2,096	34%
No	4,060	66%
Total	6,156	100%

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

	Frequency	Percent
Yes	456	7%
No	5,682	93%
Total	6,138	100%

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

	Frequency	Percent
Yes	2,433	40%
No	3,714	60%
Total	6,147	100%

What was your level of involvement in the following activities while enrolled at SF State? How much did you participate in the following? Community service or volunteer work

	Frequency	Percent
High	718	12%
Moderate	1,577	26%
Low	1,532	25%
None	2,330	38%
Total	6,157	100%

What was your level of involvement in the following activities 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	453	7%
Moderate	873	14%
Low	948	15%
None	3,880	63%
Total	6,154	100%

What was your level of involvement in the following activities while enrolled at SF State? How much did you participate in the following? Student organizations

	Frequency	Percent
High	867	14%
Moderate	1,121	18%
Low	1,383	22%
None	2,784	45%
Total	6,155	100%

What was your level of involvement in the following activities while enrolled at SF State? How much did you participate in the following? Extracurricular athletic or physical recreation activities

	Frequency	Percent
High	537	9%
Moderate	993	16%
Low	1,171	19%
None	3,451	56%
Total	6,152	100%

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

	Frequency	Percent
To a great extent	1,334	22%
To a considerable extent	2,572	42%
Somewhat	1,782	29%
Not very much	316	5%
Not at all	152	2%
Total	6,156	100%

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

	Frequency	Percent
To a great extent	1,741	28%
To a considerable extent	2,483	41%
Somewhat	1,474	24%
Not very much	325	5%
Not at all	100	2%
Total	6,123	100%

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

	Frequency	Percent
To a great extent	1,993	33%
To a considerable extent	2,469	40%
Somewhat	1,302	21%
Not very much	257	4%
Not at all	110	2%
Total	6,131	100%

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

	Frequency	Percent
To a great extent	2,324	38%
To a considerable extent	2,549	41%
Somewhat	1,035	17%
Not very much	155	3%
Not at all	87	1%
Total	6,150	100%

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

	Frequency	Percent
To a great extent	2,229	36%
To a considerable extent	2,559	42%
Somewhat	1,111	18%
Not very much	181	3%
Not at all	85	1%
Total	6,165	100%

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	2,710	44%
To a considerable extent	1,954	32%
Somewhat	1,133	18%
Not very much	228	4%
Not at all	101	2%
Total	6,126	100%

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	2,635	43%
To a considerable extent	2,115	35%
Somewhat	1,054	17%
Not very much	211	3%
Not at all	107	2%
Total	6,122	100%

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	2,074	34%
To a considerable extent	2,437	40%
Somewhat	1,299	21%
Not very much	215	4%
Not at all	98	2%
Total	6,123	100%

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	1,766	29%
To a considerable extent	2,117	35%
Somewhat	1,583	26%
Not very much	487	8%
Not at all	168	3%
Total	6,121	100%

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	2,504	41%
To a considerable extent	2,307	38%
Somewhat	1,057	17%
Not very much	168	3%
Not at all	82	1%
Total	6,118	100%

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	1,945	32%
To a considerable extent	1,987	32%
Somewhat	1,476	24%
Not very much	472	8%
Not at all	237	4%
Total	6,117	100%

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	1,743	28%
To a considerable extent	1,952	32%
Somewhat	1,609	26%
Not very much	562	9%
Not at all	254	4%
Total	6,120	100%

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

	Frequency	Percent
Employment	4,154	67%
Graduate Study	1,365	22%
Undergraduate Study	105	2%
Starting or Raising a Family	80	1%
Volunteer Service	92	1%
Military	31	0.5%
Other	336	5%
Total	6,163	100%

Appendix B - Senior Exit Survey Items

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