

Senior Exit Survey Results

Administration Period:
January 1st, 2019 – December 31st, 2019



Table of Contents

Executive Summary	2
Responses for Each Survey Item.....	5
Overall San Francisco State Experience	6
Satisfaction with the Major Program.....	15
Online Courses in the Major Program.....	20
Involvement in Academic, Campus, and Community Activities	24
Improvement in Intellectual Abilities	31
Personal and Social Development	36
Post-Graduation Plans	43
Data Insights	51
Appendix A – Survey Responses	
Appendix B – Senior Exit Survey Instrument	

Executive Summary

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

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

Students are administered an online survey just prior to completing their undergraduate application for graduation. The only survey item that must be completed is the request for their student identification number. Usable responses to the survey were obtained from 6,833 undergraduates between January 1st, 2019 and December 31st, 2019. Key findings across all six dimensions of the survey are highlighted below.

I. Overall San Francisco State Experience

In general, responses were comparable with the previous Senior Exit Survey administration (January 1st, 2018 – December 31st, 2018). Over seven in ten students indicated that they will have graduated in the time expected (73%). Lack of availability of courses continued to be the highest area of dissatisfaction (27%). However, it is important to note that lack of availability of courses continued to show a downward trend compared with previous reporting periods. Similarly, course availability was the most frequently cited category that would have improved students' San Francisco State experience the most (30%). This result is comparable with the previous reporting period. Finally, over eight in ten students (81%) indicated that they would probably or definitely recommend San Francisco State to their friends.

II. Satisfaction with your Major Program & Online Courses

Quality of teaching (81%), accessibility of faculty (78%), faculty interest in academic success (77%), and academic rigor of classes (76%) showed moderately high rates of student satisfaction. Slightly fewer students were satisfied with the quality of academic advising in the major by faculty members (70%).

Enrollment in online courses in the major continued to rise (62%). We saw an increase of three percentage points over the previous reporting period (59%). Of the students who took online courses in their major, over seven in ten students were satisfied with their online course(s) (71%). Of those students who reported dissatisfaction, the most frequently cited area was due to too little interaction with the instructor and/or instructor was not sufficiently responsive (18%).

III. Involvement in Academic, Campus, and Community Activities

Reported involvement in academic, campus, and community activities ranged from 7% (study abroad) to 40% (culminating senior experience). Participation in Study abroad (7%), work on a research project with a faculty member (21%), extracurricular athletic or physical recreation activities (25%), student organizations (32%), and culminating senior experience (40%), remained comparable with the previous reporting period. Participation in an internship or field experience (33%) and community service or volunteer work (37%) showed very slight declines compared with the previous reporting period (-1%).

IV. Improvement in Intellectual Abilities

Reported improvement in critical thinking skills (79%) and information literacy (78%) remained comparable with the previous reporting period. Improvement in oral communication skills (71%), writing skills (67%), and quantitative reasoning skills (63%) showed slight declines compared with the previous reporting period (between -1% to - 2%).

V. Personal and Social Development

Reported commitment to social justice (64%) and civic engagement (60%) remained comparable with the previous reporting period. However, learning effectively on your own (78%), developing awareness of the ethical implications of your own and others' actions (77%), exposure to cultures or groups different from your own (75%), acquiring a broad general education (72%), and development of leadership skills (61%) showed slight declines compared with the previous reporting period (between -1% to - 3%).

VI. Post-Graduation Plans

The top two post-graduation plans were employment (69%) and graduate study (21%). Of the students who reported "Employment" plans following graduation, 47% agreed or strongly agreed that San Francisco State has prepared them for the job market. Of the students who indicated they will be attending "Graduate study" following graduation, the majority of students (74%) agreed or strongly agreed that San Francisco State prepared them for graduate school.

Responses for Each Survey Item

Presented below are the distributions of responses for each survey item. Additionally, each item is analyzed for statistical differences between age group, admission basis (freshmen starter vs. transfer starter), sex, historically underrepresented students (HUS vs. Non-HUS), college of major, and residence at time of application. Statistically significant differences¹ by demographics² and academic characteristics are reported below.

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

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

² Non-binary students, 2nd Bac./Post-Bac students, and Interdisciplinary Studies majors are not included in the statistical comparisons due to an extremely small numbers of students.

Notes:

Historically Underrepresented Students (HUS) include: American Indian, Black/African American, and Latinx;

Non-Historically Underrepresented Students (Non-HUS) include: Asian, White, Hawaiian/Pacific Islander, Two or more, International, and Unknown.

I. Overall San Francisco State Experience

Will you have graduated in the time expected?

Over seven in ten students (73%) indicated that they will have graduated in the time expected. This is a one percentage point **increase** over the previous reporting period (72%).

	Frequency	Percent
Yes	4,999	73%
No	1,823	27%
Total	6,822	100%

- Transfer starters were significantly more likely to report graduating in the time expected compared with freshmen starters.
- Non-HUS were significantly more likely to report graduating in the time expected compared with HUS.
- Business, Health and Social Sciences, and Liberal and Creative Arts majors were significantly more likely to report graduating in the time expected compared with Science and Engineering majors.

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

The top **three** reasons students indicated that they will **not** have graduated in the time expected were:

1. Lack of availability of courses (27%);
2. Financial pressure or the need to work (22%);
3. Change in major/indecision about a major (19%).

Lack of availability of courses **decreased** two percentage points compared with the previous reporting period (29%).

Financial pressure or the need to work **increased** two percentage points compared with the previous reporting period (20%).

Change in major/indecision about a major **increased** one percentage point compared with the previous reporting period (18%).

	Frequency	Percent
Lack of availability of courses	493	27%
Financial pressure or the need to work	392	22%
Change in major or indecision about a major	343	19%
Took one or more semesters off	132	7%
Family responsibilities	76	4%
Other	377	21%
Total	1,813	100%

- Students 24 and under were significantly more likely to report **lack of availability of courses** and **change in major/indecision about a major** as the main reason for not graduating in the time expected compared with students 25 and over.
- Students 25 and over were significantly more likely to report **financial pressure or the need to work** and **taking one or more semesters off** as the main reason for not graduating in the time expected compared with students 24 and under.
- Freshmen starters were significantly more likely to report **change in major/indecision about a major** as the main reason for not graduating in the time expected compared with transfer starters.

- Transfer starters were significantly more likely to report **financial pressure or the need to work** or **family responsibilities** as the main reason for not graduating in the time expected compared with freshmen starters.
- HUS were significantly more likely to report **financial pressure or the need to work** compared with Non-HUS.

Year-over-year, students increasingly reported “Other” as the main reason that they will have **not** graduated in the time expected (21%). Starting in mid-2019, the Senior Exit Survey Instrument was modified to provide students the opportunity to expand upon their “Other” response.

There were a total of **172** students who opted to complete the open-ended text box. Five primary themes emerged in the student responses as reasons they will **not** have graduated in the time expected: 1. Advising/Counseling Issues, 2. Short of Expected Units, 3. Difficulty in Courses, 4. Articulation/Transfer Issues, and 5. Physical/Mental Health. Example comments for each theme are provided below.

1. Advising/Counseling Issues

Example comments:

- a. “Not the best academic counseling on what classes to take/how to fulfill major requirements; didn’t know who my major advisor was until the 3rd year...”
- b. “Counselor helped me create schedule and they assigned me a class that didn't count towards the requirement it was supposed to.”
- c. “Advisors told me different information regarding my graduation status.”

2. Short of Expected Units

Example comments:

- a. “I was 1 unit short and had to apply for summer graduation after having already applied for spring graduation.”
- b. “Not enough of credits which I had to take 1 more semester.”
- c. “Even though I was finished with my actual psychology major courses, I had to take random classes to satisfy the university unit requirements.”

3. Difficulty in Courses

Example comments:

- a. "I failed a class in my last semester."
- b. "Failed classes due to other classes interfering, particularly my major courses."
- c. "I ended up failing a class that I needed to graduate."

4. Articulation/Transfer Issues

Example comments:

- a. "Poor integration with the junior college system."
- b. "Orientation told me to retake courses I had already passed with the best grade possible because there wasn't that exact course equivalent at SFSU for what I took at my community college. Turns out the classes at the community college did count and I had already completed my lower general education. By the time I was informed of this it was too late to add new classes and to drop those I did not, in fact, need."
- c. "Calculus class from a UC did not transfer over, had to retake Calc. 1 despite already passing a Calc. 2 equivalent thus pushing me back one semester."

5. Physical/Mental Health

Example comments:

- a. "I got sick and had to take a year off then return as part time."
- b. "Medical health leave for one semester."
- c. "I suffered a concussion during my first year and I needed to work for the entirety of the time."

Would you recommend SF State to your friends?

Over eight in ten students indicated that they would probably or definitely recommend San Francisco State to their friends (81%). This is a one percentage point **decrease** compared with the previous reporting period (82%).

	Frequency	Percent
Definitely yes	2,696	40%
Probably yes	2,767	41%
Unsure	845	12%
Probably not	365	5%
Definitely not	125	2%
Total	6,798	100%

- Students 25 and over were significantly more likely to recommend SF State to their friends than students 24 and under.
- Transfer starters were significantly more likely to recommend San Francisco State to their friends than freshmen starters.
- Female students were significantly more likely to recommend SF State to their friends than male students.
- HUS were significantly more likely to recommend SF State to their friends than Non-HUS.
- Business and Health and Social Sciences majors were significantly more likely to recommend SF State to their friends than Science and Engineering majors.
- Students from the Bay Area were significantly more likely to recommend SF State to their friends than students from Southern California and other areas.

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

Over six in ten students (65%) indicated that there is at least one member of the San Francisco State faculty or staff who they consider their mentor. This is a one percentage point **decrease** compared with the previous reporting period (66%).

	Frequency	Percent
Yes	4,427	65%
No	2,346	35%
Total	6,773	100%

- Freshmen starters were significantly more likely to report having a mentor compared with transfer starters.
- Female students were significantly more likely to report having a mentor compared with male students.
- Business majors were significantly *less* likely compared with students from other colleges to report having a mentor.
- Health and Social Sciences and Liberal and Creative Arts majors were significantly more likely to report having a mentor compared with Science and Engineering majors.

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

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

1. Course availability (30%);
2. Advising (16%);
3. Parking and transportation (14%).

Course availability is **comparable** with the previous reporting period (30%).

Advising **decreased** two percentage points compared with the previous reporting period (18%).

Parking and transportation **increased** three percentage points compared with the previous reporting period (11%).

	Frequency	Percent
Course availability	2,049	30%
Advising	1,096	16%
Parking and transportation	929	14%
Financial concerns or cost of attendance	829	12%
Campus life	586	9%
Instruction/teaching	455	7%
Degree requirements	351	5%
Campus facilities	262	4%
Other	192	3%
Total	6,749	100%

- Students 24 and under were significantly more likely to report that changes to **campus life** would have improved their SF State experience compared with students 25 and over.
- Freshman starters were significantly more likely to report that changes to **course availability** would have improved their SF State experience compared with transfer starters.
- Transfer starters were significantly more likely to report that changes to **parking/transportation** would have improved their SF State experience compared with freshmen starters.

- Female students were significantly more likely to report that changes to **advising** and **financial concerns or cost of attendance** would have improved their SF State experience compared with male students.
- Male students were significantly more likely to report that changes to **campus life, degree requirements, and instruction/teaching** would have improved their SF State experience compared with female students.
- HUS were significantly more likely to report that changes to **financial concerns or cost of attendance** would have improved their SF State experience compared with Non-HUS.
- Non-HUS were significantly more likely to report that changes to **course availability and instruction/teaching** would have improved their SF State experience compared with HUS.
- Liberal and Creative Arts and Science and Engineering majors were significantly more likely to report that **advising** would have improved their SF State experience compared with Business majors.
- Business, Health and Social Sciences, and Science and Engineering majors were significantly more likely to report that **course availability** would have improved their SF State experience compared with Liberal and Creative Arts majors.
- Health and Social Sciences and Liberal and Creative Arts majors were significantly more likely to report changes to **financial concerns or cost of attendance** would have improved their SF State experience compared with Business majors.
- Liberal and Creative Arts majors were significantly more likely to report changes to **financial concerns or cost of attendance** would have improved their SF State experience compared with Science and Engineering majors.
- Business and Science and Engineering majors were significantly more likely to report that changes to **instruction/teaching** would have improved their experience compared with Liberal and Creative Arts majors.
- Science and Engineering majors were significantly more likely to report that changes to **instruction/teaching** would have improved their experience compared with Health and Social Sciences majors.
- Health and Social Sciences majors were significantly more likely to report that changes to **parking/transportation** would have improved their experience compared with Science and Engineering majors.

- Students from Southern California were significantly more likely to report that changes to **campus facilities, campus life, and financial concerns or cost of attendance** would have improved their experience compared with students from the Bay Area.
- Students from the Bay Area were significantly more likely to report that changes to **course availability** would have improved their experience compared with students from Southern California and other areas.
- Students from the Bay Area and other areas were significantly more likely to report that changes to **parking/transportation** would have improved their experience most compared with students from Southern California.

II. Satisfaction with the Major Program

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

Quality of teaching in your major

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

	Frequency	Percent
Very satisfied	2,481	37%
Satisfied	2,986	44%
Neutral	905	13%
Dissatisfied	219	3%
Very dissatisfied	122	2%
Total	6,713	100%

- Transfer starters expressed significantly greater satisfaction with the quality of teaching in their major compared with freshmen starters.
- Female students expressed significantly greater satisfaction with the quality of teaching in their major compared with male students.
- HUS expressed significantly greater satisfaction with the quality of teaching in their major compared with Non-HUS.
- Ethnic Studies, Health and Social Sciences, and Liberal and Creative Arts majors expressed significantly greater satisfaction with the quality of teaching in their major compared with Business and Science and Engineering majors.

Accessibility of faculty in your major

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

	Frequency	Percent
Very satisfied	2,353	35%
Satisfied	2,877	43%
Neutral	1,103	16%
Dissatisfied	251	4%
Very dissatisfied	122	2%
Total	6,706	100%

- Students 25 and over expressed significantly higher rates of satisfaction with accessibility of faculty than students 24 and under.
- Transfer starters expressed significantly higher rates of satisfaction with accessibility of faculty than freshman starters.
- HUS expressed significantly higher rates of satisfaction with accessibility of faculty than Non-HUS.
- Ethnic Studies, Health and Social Sciences, and Liberal and Creative Arts majors expressed significantly greater satisfaction with accessibility of faculty than Business and Science and Engineering majors.

Faculty interest in your academic success

Over seven in ten students expressed satisfaction in faculty interest in their academic success (77%). This is **comparable** with the previous reporting period (77%).

	Frequency	Percent
Very satisfied	2,527	38%
Satisfied	2,631	39%
Neutral	1,144	17%
Dissatisfied	263	4%
Very dissatisfied	134	2%
Total	6,699	100%

- Transfer starters expressed significantly greater satisfaction with faculty interest in their academic success than freshmen starters.
- Female students expressed significantly greater satisfaction with faculty interest in their academic success than male students.
- HUS expressed significantly greater satisfaction with faculty interest in their academic success than Non-HUS.
- Education, Ethnic Studies, Health and Social Sciences, and Liberal and Creative Arts majors expressed significantly greater satisfaction with faculty interest in their academic success than Business and Science and Engineering majors.

Academic rigor of classes in your major

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

	Frequency	Percent
Very satisfied	1,969	29%
Satisfied	3,143	47%
Neutral	1,233	18%
Dissatisfied	234	3%
Very dissatisfied	125	2%
Total	6,704	100%

- Transfer starters expressed significantly greater satisfaction with the academic rigor of classes in the major than freshmen starters.
- Female students expressed significantly greater satisfaction with the academic rigor of classes in the major than male students.
- HUS expressed significantly greater satisfaction with the academic rigor of classes in the major than Non-HUS.
- Ethnic Studies, Health and Social Sciences, and Liberal and Creative Arts majors expressed significantly greater satisfaction with the academic rigor of classes in the major than Business and Science and Engineering majors.

Quality of academic advising by faculty in your major

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

	Frequency	Percent
Very satisfied	2,137	32%
Satisfied	2,527	38%
Neutral	1,349	20%
Dissatisfied	473	7%
Very dissatisfied	221	3%
Total	6,707	100%

- Students 25 and over expressed significantly higher rates of satisfaction in the quality of academic advising by faculty in the major compared with students 24 and under.
- Transfer starters expressed significantly higher rates of satisfaction in the quality of academic advising by faculty in the major compared with freshmen starters.
- HUS expressed significantly higher rates of satisfaction in the quality of academic advising by faculty in the major compared with Non-HUS.
- Health and Social Sciences and Liberal and Creative Arts majors expressed significantly greater satisfaction with the quality of academic advising by faculty compared with Business majors.
- Ethnic Studies, Health and Social Sciences and Liberal and Creative Arts majors expressed significantly greater satisfaction with the quality of academic advising by faculty compared with Science and Engineering majors.

Online Courses in the Major Program

Did you take any online courses in your major?

Over six in ten students indicated that they took an online course in their major (62%). This is a three percentage point **increase** compared with the previous reporting period (59%).

	Frequency	Percent
Yes	4,149	62%
No	2,563	38%
Total	6,712	100%

- Transfer starters were significantly more likely to report taking online courses in their major compared with freshmen starters.
- Female students were significantly more likely to take online courses in their major compared with male students.
- Business majors were significantly more likely to report taking online courses in their major compared with students in other colleges.
- Education majors were significantly *less* likely to report taking online courses in their major compared with students with majors in other colleges.
- Liberal and Creative Arts majors were significantly more likely to report taking online courses in their major compared with Health and Social Sciences or Science and Engineering majors.
- Health and Social Sciences majors were significantly more likely to report taking online courses in their major compared with Science and Engineering majors.

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

Over seven in ten students (71%) expressed satisfaction with the online course(s) they took in their major. This is a one percentage point **increase** compared with the previous reporting period (70%).

	Frequency	Percent
Very satisfied	1,123	27%
Satisfied	1,817	44%
Neutral	878	21%
Dissatisfied	193	5%
Very dissatisfied	121	3%
Total	4,132	100%

- Students 25 and over were significantly more likely to report satisfaction with the online courses they took in their major compared with students 24 and under.
- Transfer starters were significantly more likely to report satisfaction with the online courses they took in their major compared with freshmen starters.
- Female students were significantly more likely to report satisfaction with the online courses they took in their major compared with male students.
- HUS were significantly more likely to report satisfaction with the online courses they took in their major compared with Non-HUS.
- Business majors and Health and Social Sciences majors were significantly more likely to report satisfaction in their online courses compared with Liberal and Creative Arts majors.
- Students from the Bay Area were significantly more likely to report satisfaction in their online courses compared with students from Southern California.

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

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

1. Too little interaction with course instructor and/or instructor was not sufficiently responsive (18%),
2. Course and course materials were not well organized (14%);
3. Course was more demanding than a face-to-face course (14%);
4. Course was not as rigorous as a face-to-face course (14%).

Too little interaction with the course instructor is **up** three percentage points compared with the previous reporting period (15%).

Course and course materials were not well organized is **comparable** with the previous reporting period (14%).

The course was more demanding than a face-to-face course is **down** two percentage points compared with the previous reporting period (16%).

The course was not as rigorous as a face-to-face course is **up** two percentage points compared with the previous reporting period (12%).

	Frequency	Percent
Too little interaction with course instructor and/or instructor was not sufficiently responsive	55	18%
Course and course materials were not well organized	44	14%
Course was more demanding than a face-to-face course	43	14%
Course was not as rigorous as a face-to-face course	43	14%
I did not have the self-discipline to keep up with the	34	11%
Too little interaction with other students in the course	22	7%
Deadlines were not clear	13	4%
Software was difficult to navigate	13	4%
Something Else	45	14%
Total	312	100%

There were no significant differences in online coursework dissatisfaction between groups included in the analysis.

Year-over-year, students increasingly reported that “Something Else” was the main reason that they were dissatisfied with their online courses. Starting in mid-2019, the Senior Exit Survey Instrument was modified to provide students the opportunity to expand upon their “Something Else” response.

There were a total of 10 students who opted to complete the open-ended text box (please note extremely small n). Two primary themes emerged in the student responses: 1. Poor Content, and 2. Dissatisfaction with the Instructor. Example comments for each theme are provided below.

1. Poor Content

Example comments:

- a. “[The professor] posted old videos from him teaching past classes. The videos were blotchy and hard to hear. He didn't take the time to edit down videos to make them more relevant to this class.”
- b. “Dated curriculum & lack of feedback on assignments.”
- c. “Class could just be a workshop instead of a course. The material can easily be found on a website and does not need an instructor for such.”

2. Dissatisfaction with the Instructor

Example comments:

- a. “Instructor gave us ALL of our tests and assignments the first day school started. There was poor communication and interaction.”
- b. “Course was not well done in terms of the content and the professor.”
- c. “...Instructor was very set in his ways and did not explain anything well.”

III. Involvement in Academic, Campus, and Community Activities

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

Internship or field experience that was not required by your major

Over three in ten students (33%) indicated that they participated in an internship or field experience that was not required by their major. This is a one percentage point **decrease** compared with the previous reporting period (34%).

	Frequency	Percent
Yes	2,200	33%
No	4,494	67%
Total	6,694	100%

- Students 24 and under were significantly more likely to report participation in an internship or field experience compared with students 25 and over.
- Freshman starters were significantly more likely to participate in an internship or field experience compared with transfer starters.
- Female students were significantly more likely to report participation in an internship or field experience compared with male students.
- Health and Social Sciences majors were significantly more likely to participate in an internship or field experience compared with Business, Liberal and Creative Arts, and Science and Engineering majors.
- Students from Southern California were significantly more likely to participate in an internship or field experience compared with students from the Bay Area and 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 students (7%) indicated that they participated in a study abroad experience. This is **comparable** with the previous reporting period (7%).

	Frequency	Percent
Yes	466	7%
No	6,214	93%
Total	6,680	100%

- Students 24 and under were significantly more likely to report participation in study abroad compared with students 25 and over.
- Freshman starters were significantly more likely to participate in study abroad compared with transfer starters.
- Female students were significantly more likely to participate in study abroad compared with male students.
- Business and Liberal and Creative Arts majors were significantly more likely to participate in study abroad compared with Science and Engineering majors.
- Students from Southern California and other areas were significantly more likely to participate in study abroad compared with students from the Bay Area.

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

Four in ten students (40%) indicated that they participated in a culminating senior experience. This is **comparable** with the previous reporting period (40%).

	Frequency	Percent
Yes	2,705	40%
No	3,985	60%
Total	6,690	100%

- Ethnic Studies, Health and Social Sciences, Liberal and Creative Arts, and Science and Engineering majors were significantly more likely to participate in a culminating senior experience compared with Education majors.
- Health and Social Sciences, Liberal and Creative Arts, and Science and Engineering majors were significantly more likely to participate in a culminating senior experience compared with Business majors.
- Health and Social Sciences and Liberal and Creative Arts majors were significantly more likely to participate in a culminating senior experience compared with Science and Engineering majors.
- Students from Southern California were significantly more likely to report participation in a culminating senior experience compared with students from the Bay Area.

Community service or volunteer work

Nearly four in ten students (37%) reported 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	709	11%
Moderate	1,721	26%
Low	1,599	24%
None	2,655	40%
Total	6,684	100%

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

Work on a research project with a faculty member

Over two in ten students (21%) reported moderate or high level of participation in research with a faculty member. This is **comparable** with the previous reporting period (21%).

	Frequency	Percent
High	446	7%
Moderate	930	14%
Low	949	14%
None	4,354	65%
Total	6,679	100%

- Science and Engineering majors were significantly more likely to work on a research project with a faculty member than Business and Liberal and Creative Arts majors.
- Health and Social Sciences majors were significantly more likely to work on a research project with a faculty member compared with Liberal and Creative Arts majors.
- Students from other areas (excluding the Bay Area) were significantly more likely to work on a research project with a faculty member than students from Southern California.

Student organizations

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

	Frequency	Percent
High	872	13%
Moderate	1,292	19%
Low	1,463	22%
None	3,047	46%
Total	6,674	100%

- Students 24 and under were significantly more likely to participate in student organizations than students 25 and over.
- Freshmen starters were significantly more likely to participate in student organizations than transfer starters.
- Ethnic Studies majors were significantly more likely to participate in student organizations than Liberal and Creative Arts major.
- Students from Southern California or other areas were significantly more likely to participate in student organizations than students from the Bay Area.

Extracurricular athletic or physical recreation activities

Over two in ten students (25%) reported moderate or high level of participation in extracurricular athletic or physical recreation activities. This is **comparable** with the previous reporting period (25%).

	Frequency	Percent
High	546	8%
Moderate	1,109	17%
Low	1,277	19%
None	3,750	56%
Total	6,682	100%

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

IV. Improvement in Intellectual Abilities

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

Quantitative reasoning

Over six in ten students (63%) reported considerable or great improvement in quantitative reasoning skills. This is a one percentage point **decrease** compared with the previous reporting period (64%).

	Frequency	Percent
To a great extent	1,325	20%
To a considerable extent	2,852	43%
Somewhat	1,950	29%
Not very much	372	6%
Not at all	172	3%
Total	6,671	100%

- Students 25 and over were significantly more likely to report improvement in quantitative reasoning skills than students 24 and under.
- HUS were significantly more likely to report improvement in quantitative reasoning skills than Non-HUS.

Writing

Over six in ten students (67%) reported considerable or great improvement in their writing skills. This is a two percentage point **decrease** compared with the previous reporting period (69%).

	Frequency	Percent
To a great extent	1,812	27%
To a considerable extent	2,669	40%
Somewhat	1,642	25%
Not very much	390	6%
Not at all	132	2%
Total	6,645	100%

- Female students were significantly more likely to report improvement in their writing skills than male students.
- HUS were significantly more likely to report improvement in their writing skills than Non-HUS.
- Ethnic Studies, Health and Social Sciences, Liberal and Creative Arts majors were significantly more likely to report improvement in their writing skills than Business majors.
- Business, Ethnic Studies, Health and Social Sciences, Liberal and Creative Arts majors were significantly more likely to report improvement in their writing skills than Science and Engineering majors.

Oral communication

Over seven in ten students (71%) reported considerable or great improvement in their oral communication skills. This is a two percentage point **decrease** compared with the previous reporting period (73%).

	Frequency	Percent
To a great extent	2,072	31%
To a considerable extent	2,669	40%
Somewhat	1,438	22%
Not very much	340	5%
Not at all	109	2%
Total	6,628	100%

- Students 24 and under were significantly more likely to report improvement in their oral communication skills than students 25 and over.
- Freshmen starters were significantly more likely to report improvement in their oral communication skills than transfer starters.
- Female students were significantly more likely to report improvement in their oral communication skills than male students.
- HUS were significantly more likely to report improvement in their oral communication skills than Non-HUS.
- Business, Ethnic Studies, Health and Social Sciences, and Liberal and Creative Arts majors were significantly more likely to report improvement in their oral communication skills than Science and Engineering majors.
- Students from Southern California were significantly more likely to report improvement in their oral communication skills than students from the Bay Area.

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

Nearly eight in ten students (79%) reported considerable or great improvement in their critical thinking skills. This is **comparable** to the previous reporting period (79%).

	Frequency	Percent
To a great extent	2,460	37%
To a considerable extent	2,820	42%
Somewhat	1,139	17%
Not very much	164	2%
Not at all	85	1%
Total	6,668	100%

- Female students were significantly more likely to report improvement in their critical thinking skills than male students.
- HUS were significantly more likely to report improvement in their critical thinking skills than Non-HUS.
- Health and Social Sciences, Liberal and Creative Arts majors were significantly more likely to report improvement in their critical thinking skills than Business majors.
- Ethnic Studies majors were significantly more likely to report improvement in their critical thinking skills than Business, Health and Social Sciences, Liberal and Creative Arts, and Science and Engineering majors.
- Health and Social Sciences and Liberal and Creative Arts majors were significantly more likely to report improvement in their critical thinking skills than Business and Science and Engineering majors.

Information literacy (e.g., finding, evaluating, and using information in various forms, information research skills, fact checking, distinguishing fact from opinion)

Nearly eight in ten students (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	2,308	35%
To a considerable extent	2,866	43%
Somewhat	1,236	19%
Not very much	192	3%
Not at all	78	1%
Total	6,680	100%

- Female students were significantly more likely to report improvement in information literacy skills than male students.
- HUS were significantly more likely to report improvement in information literacy skills than Non-HUS.
- Ethnic Studies, Health and Social Sciences, and Liberal and Creative Arts majors were significantly more likely to report improvement in information literacy skills than Business and Science and Engineering majors.

V. Personal and Social Development

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

Exposure to cultures or groups different from your own

Over seven in ten students (75%) reported considerable or great contribution by SF State to their exposure to cultures or groups different from their own. This is a one percentage point **decrease** compared to the previous reporting period (76%).

	Frequency	Percent
To a great extent	2,836	43%
To a considerable extent	2,128	32%
Somewhat	1,267	19%
Not very much	278	4%
Not at all	135	2%
Total	6,644	100%

- Students 24 and under were significantly more likely to report greater exposure to cultures or groups different from their own compared with students 25 and over.
- Freshmen starters were significantly more likely to report greater exposure to cultures or groups different from their own compared with transfer starters.
- Female students were significantly more likely to report greater exposure to cultures or groups different from their own compared with male students.
- HUS were significantly more likely to report greater exposure to cultures or groups different from their own compared with Non-HUS.
- Health and Social Sciences and Liberal and Creative Arts majors were significantly more likely to report greater exposure to cultures or groups different from their own compared with Business and Science and Engineering majors.
- Students from Southern California were significantly more likely to report greater exposure to cultures or groups different from their own compared with students from the Bay Area as well as other areas.

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

Over seven in ten students (77%) reported considerable or great contribution by San Francisco State to the awareness of the ethical implications of their own and others' actions. This is a one percentage point **decrease** compared with the previous reporting period (78%).

	Frequency	Percent
To a great extent	2,795	42%
To a considerable extent	2,316	35%
Somewhat	1,166	18%
Not very much	229	3%
Not at all	137	2%
Total	6,643	100%

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

Acquiring a broad general education

Over seven in ten students (72%) reported considerable or great contribution by San Francisco State in acquiring a broad general education. This is a two percentage point **decrease** compared with the previous reporting period (74%).

	Frequency	Percent
To a great extent	2,160	33%
To a considerable extent	2,565	39%
Somewhat	1,536	23%
Not very much	244	4%
Not at all	132	2%
Total	6,637	100%

- Students 24 and under were significantly more likely to report acquiring a broad general education compared with students 25 and over.
- Freshmen starters were significantly more likely to report acquiring a broad general education compared with transfer starters.
- Female students were significantly more likely to report acquiring a broad general education compared with male students.
- HUS were significantly more likely to report acquiring a broad general education compared with Non-HUS.
- Health and Social Sciences and Liberal and Creative Arts majors were significantly more likely to report acquiring a broad general education compared with Business and Science and Engineering majors.

Development of leadership skills

Over six in ten students (61%) reported considerable or great contribution by San Francisco State in the development of their leadership skills. This is a three percentage point **decrease** over the previous reporting period (64%).

	Frequency	Percent
To a great extent	1,807	27%
To a considerable extent	2,253	34%
Somewhat	1,803	27%
Not very much	574	9%
Not at all	199	3%
Total	6,636	100%

- Students 24 and under were significantly more likely to report development of leadership skills than students 25 and over.
- Freshmen starters were significantly more likely to report development of leadership skills than transfer starters.
- Female students were significantly more likely to report development of leadership skills than male students.
- HUS were significantly more likely to report development of leadership skills than Non-HUS.
- Business, Ethnic Studies, Health and Social Sciences, and Liberal and Creative Arts majors were significantly more likely to report development of leadership skills than Science and Engineering majors.
- Students from Southern California were significantly more likely to report development of leadership skills than students from the Bay Area and other areas.

Learning effectively on your own

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

	Frequency	Percent
To a great extent	2,648	40%
To a considerable extent	2,527	38%
Somewhat	1,167	18%
Not very much	198	3%
Not at all	99	1%
Total	6,639	100%

- Students 24 and under were significantly more likely to report that their SF State experience contributed to learning effectively on their own to a greater extent compared with students 25 and over.
- Freshmen students were significantly more likely to report that their SF State experience contributed to learning effectively on their own to a greater extent compared with transfer students.
- Female students were significantly more likely to report that their SF State experience contributed to learning effectively on their own to a greater extent compared with male students.
- HUS were significantly more likely to report that their SF State experience contributed to learning effectively on their own to a greater extent compared with Non-HUS.
- Health and Social Sciences majors were significantly more likely to report that their SF State experience contributed to learning effectively on their own to a greater extent compared with Business and Science and Engineering majors.
- Students from Southern California were significantly more likely to report that their SF State experience contributed to learning effectively on their own to a greater extent compared with students from the Bay Area and other areas.

Commitment to social justice

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

	Frequency	Percent
To a great extent	2,058	31%
To a considerable extent	2,161	33%
Somewhat	1,645	25%
Not very much	478	7%
Not at all	296	4%
Total	6,638	100%

- Students 24 and under were significantly more likely to report improvement in their commitment to social justice compared with students 25 and over.
- Freshmen starters were significantly more likely to report improvement in their commitment to social justice compared with transfer starters.
- Female students were significantly more likely to report improvement in their commitment to social justice compared with male students.
- HUS were significantly more likely to report improvement in their commitment to social justice compared with Non-HUS.
- Ethnic Studies, Health and Social Sciences, and Liberal and Creative Arts majors were significantly more likely to report improvement in their commitment to social justice compared with Business and Science and Engineering majors.
- Ethnic Studies majors were significantly more likely to report improvement in their commitment to social justice compared with Liberal and Creative Arts majors.
- Students from Southern California were significantly more likely to report improvement in their commitment to social justice compared with students from the Bay Area and other areas.

Commitment to civic engagement

Six in ten students (60%) reported considerable or great contribution by San Francisco State to their commitment to civic engagement. This is **comparable** with the previous reporting period (60%).

	Frequency	Percent
To a great extent	1,769	27%
To a considerable extent	2,166	33%
Somewhat	1,807	27%
Not very much	596	9%
Not at all	300	5%
Total	6,638	100%

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

VI. Post-Graduation Plans

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

Nearly seven in ten students (69%) indicated that they will seek employment following graduation. This is a two percentage point **increase** over the previous reporting period (67%).

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

	Frequency	Percent
Employment	4,623	69%
Graduate Study	1,398	21%
Undergraduate Study	125	2%
Starting or Raising a Family	79	1%
Volunteer Service	77	1%
Military	35	0.5%
Other	337	5%
Total	6,674	100%

- Students 24 and under were significantly more likely to report plans to attend **graduate school** compared with students 25 and over.
- Students 25 and over were significantly more likely to report plans of **starting or raising a family** compared with students 24 and under.
- Freshmen starters were significantly more likely to report plans to **attend graduate school** compared with transfer starters.
- Transfer starters were significantly more likely to report plans of **starting or raising a family** compared with freshmen starters.
- Female students were significantly more likely to report plans to attend **graduate school** compared with male students.
- Male students were significantly more likely to report plans of **employment** following graduation compared with female students.
- HUS were significantly more likely to report plans to attend **graduate school** compared with Non-HUS.

- Non-HUS were significantly more likely to report plans of **employment** compared with HUS.
- Business majors were significantly more likely to report plans of **employment** compared to Health and Social Sciences, Liberal and Creative Arts, and Science and Engineering majors.
- Liberal and Creative Arts majors were significantly more likely to report plans of **employment** compared with Health and Social Sciences and Science and Engineering majors.
- Business majors were significantly *less* likely to report plans to attend **graduate school** compared with majors in all other colleges.
- Health and Social Sciences and Science and Engineering majors were significantly more likely to report plans to attend **graduate school** compared with Liberal and Creative Arts majors.
- Health and Social Sciences majors were significantly more likely to report plans for **volunteer service** compared with Business majors.
- Students from the Bay Area were significantly more likely to report plans for **employment** compared with students from Southern California and other areas.
- Students from Southern California were significantly more likely to report plans to attend **graduate school** compared with students from the Bay Area.
- Students from other areas were significantly more likely to report plans for further **undergraduate study** compared with students from the Bay Area and Southern California.

Students consistently report that their top two plans after graduation are employment and graduate study. In mid-2019, the Senior Exit Survey instrument was modified to ask additional items relating to “employment” and “graduate study” plans.

Employment

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

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

Nearly five in ten (48%) students agreed or strongly agreed that San Francisco State has prepared them for the job market.

	Frequency	Percent
Strongly agree	120	10%
Agree	454	38%
Neither agree nor disagree	473	39%
Disagree	105	9%
Strongly disagree	57	5%
Total	1,209	100%

Have you secured a job in your field of study?

Of the students who indicated that they would seek employment following graduation, just over one in ten (14%), indicated that they have secured a job in their field of study.

	Frequency	Percent
Yes	173	14%
No	1,035	86%
	1,208	100%

What is your employment status?

Of the students who have secured a job in their field of study, over five in ten students (54%) indicated that are employed full-time (40+ hours a week).

	Frequency	Percent
Employed full-time (40+ hours per week)	92	54%
Employed part-time (up to 39 hours per week)	72	42%
Self-employed	6	4%
Total	170	100%

If you secured a job in your field of study, please provide the name of your Employer:

Employer Name	Frequency
Aerotek	1
Alonzo King LINES Dance Center	1
Amazon	1
Anna Yates K-12	1
AppDirect	1
Associated Students	1
AVIS BUDGET RENTAL CAR	1
Azalea Boutique	1
Bayshore	1
BPM LLP	1
Bright Horizons	2
BrightBytes	1
Burr Pilger Mayer	1
Burton Snowboards	1
California CHP	1
California College of the Arts	1
CBS Interactive	1
Chinatown YMCA	1
Citiscap Property Management Group	1
City Sports Club	1
College of San Mateo	1
Compass	1
Conventus LLC	1
County of San Mateo	1
Custom Made Theatre Company	1
Dance academy usa	1
Department of Justice	1
Dolby Laboratories	1
DoorDash Kitchen	1
East Bay Municipal Utility District (EBMUD)	1
east side arts alliance	1
eBay	1
Entercom San Francisco	1
Equinox	2
Fairview Crystal Springs	1
Family Consumer Sciences	1

Employer Name	Frequency
Family Paths	1
Felton Family Development Center	1
Felton Institute	1
Fire Water Media	1
First Republic Bank	2
FMB	1
Friends of St. Francis Childcare Center	1
FullCourt	1
GAT AIRLINE GROUND SUPPORT	1
Gold Metis Enterprise	1
Gold Oak Union School District	1
Golden Gate Truck Center	1
Granite Construction	1
Grant Thornton	1
Hayward Unified School District	1
Head Start	1
herry li	1
Hilton Garden Inn South SF Airport North	1
Hot Cookie	1
Hotel	1
Hotel Triton/IHG	1
Hungry Panda INC	1
Insight Global	1
Insiya Nakara	1
International Brotherhood of Electrical Workers local 617 San Mateo County	1
ISS Guckenheimer	1
Jack's Restaurant and Bar	1
Jacob	1
JCCSF	1
Job offers for Academic Technology at SF State and Golden State Warriors	1
Jocelyn Graf	1
Jojo cafe	1
JPMorgan	1
Kaiser	1
KPMG	1
Kuwait municipal	1
Larson Automation	1

Employer Name	Frequency
Law Enforcement	1
Lincus Inc.	1
Livermore Valley joint unified school district	1
Local Bay Area Theatres	1
Lyft	1
Marriott	2
Mina Group	1
Minkoff & Associates	1
Mission Bay Development Group	1
Nihonmachi Little Friends	1
north east medical services	1
Northrop Grumman	1
Novogradac & Company LLP	1
Okta Inc.	1
ON MY WAY INSURANCE	1
OpenText	1
OUSD	1
Pacific Crest Group	1
PBHS Inc.	1
Pomeroy Center	1
Professional Financial Investors	1
Recology	1
Redbubble	1
Richmond Promise	1
Rocksbox	1
Ross	1
RSM US LLP	1
San Francisco Board of Supervisors	1
San Francisco State University	2
San Francisco Unified School District	4
San Rafael Police Department	1
SAP	1
Seagate Technology	1
Seneca Family of Agencies	1
silicon microstructures, inc	1
Sky Castle Solutions	1
Skyline College	1
Sony	1
Spendgo	1

Employer Name	Frequency
SportStars Magazine	1
St Anne Preschool/Pre K	1
Starbucks	1
Strizzi's	1
Syska Hennessy	2
Tach Tech	1
Tang& Lee, LLC	1
TelHi Neighborhood Center	1
Tesla	1
The RealReal	1
The Taylor Collaboration	1
Therapeutic Learning Consultants	1
Tiffany's Dance Academy	1
Tops Orinda Preschool	1
Tynker	1
Udacity	1
University Cooperation	1
University of California San Francisco	1
Urban Design Consulting Engineers	1
VA Palo Alto Health Care System	1
Valuable Finds, Inc.	1
VCA	1
Voices College-Bound Language Academies	1
Wai & Connor LLP	1
Wells Fargo	1
YMCA of San Francisco	1
Zendesk	1
Zūm Services	1
Total	149

Graduate Study

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

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

Over seven in ten students (74%) agreed or strongly agreed that San Francisco State has prepared them for graduate study.

	Frequency	Percent
Strongly agree	83	23%
Agree	185	51%
Neither agree nor disagree	80	22%
Disagree	13	4%
Strongly disagree	4	1%
Total	365	100%

What degree/certificate are you planning to earn?

The majority of students (67%) indicated that they are planning to earn a Master’s degree and slightly over one in ten students (12%) indicated that they are planning to earn a Doctorate.

	Frequency	Percent
Master's degree (MA, MS, MBA, MSN, etc.)	246	67%
Doctorate (Ph.D., Ed.D., etc.)	45	12%
Medical degree (MD, DO, DDS, DVM, etc.)	33	9%
Post-graduate certificate	21	6%
Law (JD, etc.)	20	5%
Total	365	100%

Data Insights

In general, responses were on-par with the previous 2018 Senior Exit Survey administration. However, there are a few notable areas of opportunity for continual improvement.

1. Course availability:

Course availability continues to be the top reason that students cite for *not* graduating in the time expected. Course availability is also the top category that students cite would have improved their overall SF State experience most.

It is important to note that the SF State [campus plan](#) is structured around six strategies, the first being: “improved *course availability and curriculum*.” The direct efforts targeted at improving course availability is making a positive impact. Issues with course availability reported on the Senior Exit Survey have shown a consistent downward trend. It will be important to continue this momentum and focus on improving course availability to help maintain this downward trend.

2. Advising:

Students primarily cite advising as a top reason that they will *not* have graduated in the time expected. Additionally, advising by faculty in the major, showed the lowest level of satisfaction of the “satisfaction in the major” items.

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

3. Online course enrollment & satisfaction:

Online course taking in the major continues to rise year-over-year. In 2016, only 48% of students reported taking an online course in their major, compared with 62% of students in 2019 (+14% difference). This upward trend is expected to continue to rise with the transition to online courses in Spring & Fall 2020 due to the COVID-19 disruption.

Additionally, only seven in ten students (71%) indicated satisfaction with the online course(s) taken in their major – this is one of the lowest levels of satisfaction reported of the “satisfaction in the major” items. Therefore, it may be beneficial to focus efforts on optimizing the online course experience as we continue moving forward.

4. Preparing students for the job market:

A total **74%** of students agreed or strongly agreed that San Francisco State prepared them for **graduate school**, whereas only **48%** of students agreed or strongly agreed that San Francisco State prepared them for the **job market** (a difference of 26%). Preparing students for the job market may be an area of opportunity for improvement and given consideration when designing, revising, and strengthening curriculum and career services. However, this is the first administration of these survey items, and as such, should be treated as baseline data. It will be important to monitor these items over the next several survey administrations to determine reliability.

Appendix A – Survey Responses

Will you have graduated in the time you expected?

	Frequency	Percent
Yes	4,999	73%
No	1,823	27%
Total	6,822	

If not, what is the main reason why not?

	Frequency	Percent
Lack of availability of courses	493	27%
Financial pressure or the need to work	392	22%
Change in major or indecision about a major	343	19%
Took one or more semesters off	132	7%
Family responsibilities	76	4%
Other	377	21%
Total	1,813	100%

Would you recommend SF State to your friends?

	Frequency	Percent
Definitely yes	2,696	40%
Probably yes	2,767	41%
Unsure	845	12%
Probably not	365	5%
Definitely not	125	2%
Total	6,798	100%

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

	Frequency	Percent
Yes	4,427	65%
No	2,346	35%
Total	6,773	

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	2,049	30%
Advising	1,096	16%
Parking and transportation	929	14%
Financial concerns or cost of attendance	829	12%
Campus life	586	9%
Instruction/teaching	455	7%
Degree requirements	351	5%
Campus facilities	262	4%
Other	192	3%
Total	6,749	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	2,481	37%
Satisfied	2,986	44%
Neutral	905	13%
Dissatisfied	219	3%
Very dissatisfied	122	2%
Total	6,713	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	2,353	35%
Satisfied	2,877	43%
Neutral	1,103	16%
Dissatisfied	251	4%
Very dissatisfied	122	2%
Total	6,706	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	2,527	38%
Satisfied	2,631	39%
Neutral	1,144	17%
Dissatisfied	263	4%
Very dissatisfied	134	2%
Total	6,699	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	1,969	29%
Satisfied	3,143	47%
Neutral	1,233	18%
Dissatisfied	234	3%
Very dissatisfied	125	2%
Total	6,704	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	2,137	32%
Satisfied	2,527	38%
Neutral	1,349	20%
Dissatisfied	473	7%
Very dissatisfied	221	3%
Total	6,707	100%

Did you take any online courses in your major?

	Frequency	Percent
Yes	4,149	62%
No	2,563	38%
Total	6,712	

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

	Frequency	Percent
Very satisfied	1,123	27%
Satisfied	1,817	44%
Neutral	878	21%
Dissatisfied	193	5%
Very dissatisfied	121	3%
Total	4,132	100%

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	55	18%
Course and course materials were not well organized	44	14%
Course was more demanding than a face-to-face course	43	14%
Course was not as rigorous as a face-to-face course	43	14%
I did not have the self-discipline to keep up with the course	34	11%
Too little interaction with other students in the course	22	7%
Deadlines were not clear	13	4%
Software was difficult to navigate	13	4%
Something Else	45	14%
Total	312	100%

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

-Internship or field experience that was not required by your major

	Frequency	Percent
Yes	2,200	33%
No	4,494	67%
Total	6,694	100%

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

-Study abroad (i.e., study outside of the U.S. but only if you did not come to the U.S. from another country to study at SF State)

	Frequency	Percent
Yes	466	7%
No	6,214	93%
Total	6,680	

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

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

	Frequency	Percent
Yes	2,705	40%
No	3,985	60%
Total	6,690	

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

-Community service or volunteer work

	Frequency	Percent
High	709	11%
Moderate	1,721	26%
Low	1,599	24%
None	2,655	40%
Total	6,684	100%

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

-Work on a research project with a faculty member

	Frequency	Percent
High	446	7%
Moderate	930	14%
Low	949	14%
None	4,354	65%
Total	6,679	100%

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

-Student organizations

	Frequency	Percent
High	872	13%
Moderate	1,292	19%
Low	1,463	22%
None	3,047	46%
Total	6,674	100%

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

-Extracurricular athletic or physical recreation activities

	Frequency	Percent
High	546	8%
Moderate	1,109	17%
Low	1,277	19%
None	3,750	56%
Total	6,682	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	1,325	20%
To a considerable extent	2,852	43%
Somewhat	1,950	29%
Not very much	372	6%
Not at all	172	3%
Total	6,671	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	1,812	27%
To a considerable extent	2,669	40%
Somewhat	1,642	25%
Not very much	390	6%
Not at all	132	2%
Total	6,645	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	2,072	31%
To a considerable extent	2,669	40%
Somewhat	1,438	22%
Not very much	340	5%
Not at all	109	2%
Total	6,628	100%

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

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

	Frequency	Percent
To a great extent	2,460	37%
To a considerable extent	2,820	42%
Somewhat	1,139	17%
Not very much	164	2%
Not at all	85	1%
Total	6,668	100%

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

-Information literacy (e.g., finding, evaluating, and using information in various forms, information research skills, fact checking, distinguishing fact from opinion)

	Frequency	Percent
To a great extent	2,308	35%
To a considerable extent	2,866	43%
Somewhat	1,236	19%
Not very much	192	3%
Not at all	78	1%
Total	6,680	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	2,836	43%
To a considerable extent	2,128	32%
Somewhat	1,267	19%
Not very much	278	4%
Not at all	135	2%
Total	6,644	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	2,795	42%
To a considerable extent	2,316	35%
Somewhat	1,166	18%
Not very much	229	3%
Not at all	137	2%
Total	6,643	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	2,160	33%
To a considerable extent	2,565	39%
Somewhat	1,536	23%
Not very much	244	4%
Not at all	132	2%
Total	6,637	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	1,807	27%
To a considerable extent	2,253	34%
Somewhat	1,803	27%
Not very much	574	9%
Not at all	199	3%
Total	6,636	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	2,648	40%
To a considerable extent	2,527	38%
Somewhat	1,167	18%
Not very much	198	3%
Not at all	99	1%
Total	6,639	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	2,058	31%
To a considerable extent	2,161	33%
Somewhat	1,645	25%
Not very much	478	7%
Not at all	296	4%
Total	6,638	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	1,769	27%
To a considerable extent	2,166	33%
Somewhat	1,807	27%
Not very much	596	9%
Not at all	300	5%
Total	6,638	100%

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

	Frequency	Percent
Employment	4,623	69%
Graduate Study	1,398	21%
Undergraduate Study	125	2%
Starting or Raising a Family	79	1%
Volunteer Service	77	1%
Military	35	0.5%
Other	337	5%
Total	6,674	100%

Have you secured a job in your field of study?

	Frequency	Percent
Yes	173	14%
No	1,035	86%
	1,208	100%

What is your employment status?

	Frequency	Percent
Employed full-time (40+ hours per week)	92	54%
Employed part-time (up to 39 hours per week)	72	42%
Self-employed	6	4%
Total	170	100%

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

	Frequency	Percent
Strongly agree	120	10%
Agree	454	38%
Neither agree nor disagree	473	39%
Disagree	105	9%
Strongly disagree	57	5%
Total	1,209	100%

What degree/certificate are you planning to earn?

	Frequency	Percent
Master's degree (MA, MS, MBA, MSN, etc.)	246	67%
Doctorate (Ph.D., Ed.D, etc.)	45	12%
Medical degree (MD, DO, DDS, DVM, etc.)	33	9%
Post-graduate certificate	21	6%
Law (JD, etc.)	20	5%
Total	365	100%

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

	Frequency	Percent
Strongly agree	83	23%
Agree	185	51%
Neither agree nor disagree	80	22%
Disagree	13	4%
Strongly disagree	4	1%
Total	365	100%

Appendix B - Senior Exit Survey Instrument

Student ID (required but will not be shared)

Will you have graduated in the time you expected?

- a) Yes
- b) No

If not, what is the main reason why not?

- a) Financial pressure or the need to work
- b) Lack of availability of courses
- c) Change in major or indecision about a major
- d) Took one or more semesters off
- e) Family responsibilities
- f) Other

Would you recommend SF State to your friends?

- a) Definitely yes
- b) Probably yes
- c) Unsure
- d) Probably not
- e) Definitely not

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

- a) Yes
- b) No

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

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

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

Quality of teaching in your major

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

Accessibility of faculty in your major

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

Faculty interest in your academic success

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

Academic rigor of classes in your major

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

Quality of academic advising by faculty in your major

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

Did you take any online courses in your major?

- a) Yes
- b) No

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

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

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

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

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

Internship or field experience that was not required by your major

- a) Yes
- b) No

Study abroad (i.e., study outside of the U.S. but only if you did not come to the U.S. from another country to study at SF State)

- a) Yes
- b) No

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

- a) Yes
- b) No

Community service or volunteer work

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

Work on a research project with a faculty member

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

Student organizations

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

Extracurricular athletic or physical recreation activities

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

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

Quantitative reasoning

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

Writing

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

Oral communication

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

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

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

Information literacy (e.g., finding, evaluating, and using information in various forms, information research skills, fact checking, distinguishing fact from opinion)

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

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

Exposure to cultures or groups different from your own

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

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

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

Acquiring a broad general education

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

Development of leadership skills

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

Learning effectively on your own

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

Commitment to social justice

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

Commitment to civic engagement

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

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

- a) Employment
- b) Starting or raising a family
- c) Military
- d) Volunteer service
- e) Undergraduate study
- f) Graduate study
- g) Other

If Post-Graduation plans are “Employment,” the following items are displayed:

Have you secured a job in your field of study?

- a. Yes
- b. No

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

What is your employment status?

- a) Employed full-time (40+ hours per week)
- b) Employed part-time (up to 39 hours per week)
- c) Self-employed

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

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

If Post-Graduation plans are to attend “Graduate study,” the following items are displayed:

What degree/certificate are you planning to earn?

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

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

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