

# Senior Exit Survey Results

Administration Period:  
January 1<sup>st</sup>, 2020 – December 31<sup>st</sup>, 2020



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## Summary

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

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

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

## I. Overall San Francisco State Experience

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

## II. Satisfaction with your Major Program & Online Courses

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

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

## III. Involvement in Academic, Campus, and Community Activities

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

#### IV. Improvement in Intellectual Abilities

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

#### V. Personal and Social Development

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

#### VI. Post-Graduation Plans

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

## Responses for Each Survey Item

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

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

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

<sup>2</sup> Non-binary students and Interdisciplinary Studies majors are not included in the statistical comparisons due to an extremely small number of students.

**\*Notes:**

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

Non-Historically Underrepresented Students (Non-HUS) include: Asian, White, Hawaiian/Pacific Islander, Two or more, International, and Unknown. **These categories are derived from the California State University, Chancellor's Office definition.**

## I. Overall San Francisco State Experience

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

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

	Frequency	Percent
Yes	4,624	75%
No	1,551	25%
Total	6,175	100%

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

If you will not have graduated in the time expected, what is the main reason why **not**? The top **three** reasons students indicated that they will not have graduated in the time expected were:

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

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

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

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

	Frequency	Percent
Lack of availability of courses	347	23%
Financial pressure or the need to work	320	21%
Change in major or indecision about a major	304	20%
Took one or more semesters off	133	9%
Family responsibilities	73	5%
Other	364	24%
Total	1,541	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, taking one or more semesters off, and family responsibilities** as the main reason for not graduating in the time expected compared with students 24 and under.
- Freshmen starters were significantly more likely to report **change in major/indecision about a major** and **lack of availability of courses** as the main reason for not graduating in the time expected compared with transfer starters.



- Transfer starters were significantly more likely to report **financial pressure or the need to work** or **family responsibilities** as the main reason for not graduating in the time expected compared with freshmen starters.
- Historically underrepresented students were significantly more likely to report **financial pressure or the need to work** as the main reason for not graduating in the time expected compared with non-historically underrepresented students.
- Non-historically underrepresented students were significantly more likely to report **lack of availability of courses** as the main reason for not graduating in the time expected compared with historically underrepresented students.
- Business majors were significantly more likely to report **campus facilities** as the main reason for not graduating in the time expected compared with Health and Social Sciences majors; Business majors were significantly more likely to report **campus life** compared with Science and Engineering majors; and more likely to report **course availability** and **instruction/teaching** compared with Liberal and Creative Arts majors.
- Health and Social Sciences majors were significantly more likely to report **course availability** as the main reason for not graduating in the time expected compared with Liberal and Creative Arts majors; and more likely to report **financial concerns/cost of attendance** compared with Business and Science and Engineering majors.
- Liberal and Creative Arts majors were significantly more likely to report **advising** as the main reason for not graduating in the time expected compared with Business and Health and Social Sciences majors; Liberal and Creative Arts majors were significantly more likely to report **degree requirements** compared with Health and Social Sciences majors; and Liberal and Creative Arts majors were significantly more likely to report **financial concerns/cost of attendance** compared with Business and Science and Engineering majors.
- Science and Engineering majors were significantly more likely to report **advising** as the main reason for not graduating in the time expected compared with Health and Social Sciences majors; Science and Engineering majors were significantly more likely to report **course availability** compared with Liberal and Creative Arts majors; and more likely to report **financial concerns/cost of attendance** compared with Business and Health and Social Sciences majors.

Year-over-year, students increasingly reported “Other” as the main reason that they will **not** have graduated in the time expected (24%). Starting in mid-2019, the Senior Exit Survey Instrument was modified to provide students the opportunity to expand upon their “Other” response option.

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

### **1. Advising/Counseling Issues**

*Example comments:*

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

### **2. Difficulty in Courses**

*Example comments:*

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

### 3. Articulation/Transfer Issues

*Example comments:*

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

### 4. Financial Hardships

*Example comments:*

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

### 5. Physical/Mental Health (tied)

*Example comments:*

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

### 5. COVID-19 Disruption (tied)

- a) "covid - supposed to finish courses abroad."
- b) "COVID delays for clinical rotations."
- c) "COVID-19 delayed my nursing education beyond my control."

## Would you recommend SF State to your friends?

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

	Frequency	Percent
Definitely yes	2,342	38%
Probably yes	2,615	42%
Unsure	793	13%
Probably not	315	5%
Definitely not	101	2%
Total	6,166	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.
- Historically underrepresented students were significantly more likely to recommend SF State to their friends than non-historically underrepresented students.
- Health and Social Sciences majors were significantly more likely to recommend SF State to their friends compared with Science and Engineering majors.
- Students from Southern California were significantly *less* likely to recommend SF State to their friends than students from the Bay and other areas.

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

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

	Frequency	Percent
Yes	4,002	65%
No	2,148	35%
Total	6,150	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.
- Students from the Bay Area were significantly *less* likely to report having a mentor compared with students from Southern California and Other areas.

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

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

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

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

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

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

	Frequency	Percent
Course availability	1,662	27%
Advising	1,045	17%
Financial concerns or cost of attendance	829	14%
Parking and transportation	814	13%
Campus life	607	10%
Instruction/teaching	394	6%
Degree requirements	353	6%
Campus facilities	261	4%
Other	174	3%
Total	6,139	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.
- Students 25 and over were significantly more likely to report that changes to **degree requirements** would have improved their SF State experience compared with students 24 and under.

- Freshman starters were significantly more likely to report that changes to **advising** and **campus life** would have improved their SF State experience compared with transfer starters.
- Transfer starters were significantly more likely to report that changes to **parking/transportation** would have improved their SF State experience compared with freshmen starters.
- Female students were significantly more likely to report that changes to **advising** and **financial concerns or cost of attendance** would have improved their SF State experience compared with male students.
- Male students were significantly more likely to report that changes to **campus life** and **instruction/teaching** would have improved their SF State experience compared with female students.
- Historically underrepresented students were significantly more likely to report that changes to **financial concerns or cost of attendance** would have improved their SF State experience compared with non-historically underrepresented students.
- Non-historically underrepresented students were significantly more likely to report that changes to **instruction/teaching** would have improved their SF State experience compared with historically underrepresented students.
- Business majors were significantly more likely to report changes to **campus facilities** would have improved their experience most compared with Health and Social Sciences; Business majors were more likely to report changes to **campus life** compared with Science and Engineering majors; and more likely to report **course availability** and **instruction/teaching** compared with Liberal and Creative Arts majors.
- Health and Social Sciences majors were significantly more likely to report changes to **course availability** would have improved their SF State experience most compared with Liberal and Creative arts majors; and more likely to report **financial concerns/costs of attendance** compared with Business and Science and Engineering majors.
- Liberal and Creative Arts majors were significantly more likely to report that **advising** would have improved their SF State experience compared with Business and Health and Social Sciences majors; Liberal and Creative arts majors were more likely to report **degree requirements** compared with Health and

Social Sciences majors; and more likely to report **financial concerns/cost of attendance** compared with Business and Science and Engineering majors.

- Science and Engineering majors were significantly more likely to report that changes to **advising** would have improved their experience most compared with Business majors; Science and Engineering majors were more likely to report **course availability** compared with Liberal and Creative Arts majors; Science and Engineering majors were more likely to report **degree requirements** compared with Health and Social Sciences majors; and more likely to report **instruction/teaching** compared with Health and Social Sciences and Liberal and Creative Arts majors.
- Students from the Bay Area were significantly more likely to report that changes to **course availability** would have improved their experience compared with students from Southern California and other areas; and more likely to report that changes to **parking and transportation** would have improved their experience most compared with students from Southern California.
- Students from Southern California were significantly more likely to report that changes to **campus life** and **financial concerns or cost of attendance** would have improved their experience compared with students from the Bay Area.
- Students from other areas were significantly more likely to report that changes to **campus life** and **financial concerns or cost of attendance** would have improved their experience most compared with students from the Bay Area.



## II. Satisfaction with the Major Program

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

### Quality of teaching in your major

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

	Frequency	Percent
Very satisfied	2,193	36%
Satisfied	2,875	47%
Neutral	739	12%
Dissatisfied	199	3%
Very dissatisfied	103	2%
Total	6,109	100%

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

## Accessibility of faculty in your major

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

	Frequency	Percent
Very satisfied	2,162	35%
Satisfied	2,677	44%
Neutral	951	16%
Dissatisfied	209	3%
Very dissatisfied	108	2%
Total	6,107	100%

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

### Faculty interest in your academic success

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

	Frequency	Percent
Very satisfied	2,365	39%
Satisfied	2,363	39%
Neutral	1,023	17%
Dissatisfied	230	4%
Very dissatisfied	119	2%
Total	6,100	100%

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

### Academic rigor of classes in your major

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

	Frequency	Percent
Very satisfied	1,797	29%
Satisfied	2,937	48%
Neutral	1,065	17%
Dissatisfied	196	3%
Very dissatisfied	107	2%
Total	6,102	100%

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

## Quality of academic advising by faculty in your major

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

	Frequency	Percent
Very satisfied	1,964	32%
Satisfied	2,300	38%
Neutral	1,227	20%
Dissatisfied	412	7%
Very dissatisfied	206	3%
Total	6,109	100%

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

## Online Courses in the Major Program

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

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

	Frequency	Percent
Yes	4,203	69%
No	1,904	31%
Total	6,107	100%

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

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

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

	Frequency	Percent
Very satisfied	966	23%
Satisfied	1,918	46%
Neutral	978	23%
Dissatisfied	222	5%
Very dissatisfied	104	2%
Total	4,188	100%

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

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

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

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

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

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

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

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

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

### **1. Prefer in-person learning**

*Example comments:*

- a. “Virtual simulations are not the same as physically touching, communicating, and assessing a patient.”
- b. “I prefer to learn in person with my peers. Online feels too simulated and not genuine.”
- c. “Online courses take away from live discussions, and clarifications of ideas and concepts from instructors and other students.”

### **2. Quality of content**

*Example comments:*

- a. “Lectures were much harder to follow without handwritten problem solving, many profs just used ppt.”
- b. “Many professors mailed it in when classes went to Zoom. Reading from textbooks, dry lectures, nothing interesting.”
- c. “The quality of the lecture videos were really poor and made it hard to hear.”

### **3. Course was too difficult**

*Example comments:*

- a. "He was extremely entitled and expected 10x more out of us than a face-to-face class."
- b. "Self-learning is difficult and online course makes it hard to learn the subjects you are interested in."
- c. "It removed away the necessary face-to-face college experience, therefore made studying and learning more difficult."

### **4. Lack of clarity**

*Example comments:*

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

### **5. Poor communication from instructors**

*Example comments:*

- a. "Deadlines were unclear and frequently changed with little notice, teacher did not know how to operate in online setting."
- b. "Instructors with little to no feedback/responses."
- c. "Teacher didn't upload assignments on ilearn or respond to emails until the final."

### III. Involvement in Academic, Campus, and Community Activities

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

#### **Internship or field experience that was not required by your major**

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

	Frequency	Percent
Yes	1,975	32%
No	4,115	68%
Total	6,090	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.
- Ethnic Studies majors were significantly more likely to participate in an internship or field experience compared with other majors.
- Students from Southern California and other areas were significantly more likely to participate in an internship or field experience compared with students from the Bay Area.

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

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

	Frequency	Percent
Yes	375	6%
No	5,687	94%
Total	6,062	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.
- Business and Liberal and Creative Arts majors were significantly more likely to participate in study abroad compared with Health and Social Sciences and Science and Engineering majors.
- Students from Southern California and other areas were significantly more likely to participate in study abroad compared with students from the Bay Area.

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

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

	Frequency	Percent
Yes	2,371	39%
No	3,707	61%
Total	6,078	100%

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

## Community service or volunteer work

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

	Frequency	Percent
High	571	9%
Moderate	1,444	24%
Low	1,560	26%
None	2,509	41%
Total	6,084	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.
- Historically underrepresented students were significantly more likely to report participation in community service or volunteer work compared with non-historically underrepresented students.
- Liberal and Creative Arts majors were significantly *less* likely to report participation in community service or volunteer work compared with students with majors in other colleges.
- Business majors were significantly *less* likely to report participation in community service or volunteer work compared with Education, Ethnic Studies, and Health and Social Sciences majors.
- Education and Ethnic Studies majors were significantly more likely to report participation in community service or volunteer work compared with Health and Social Sciences, Liberal and Creative Arts, and Science and Engineering majors.
- Health and Social Sciences majors were significantly more likely to report participation in community service or volunteer work compared with Science and Engineering majors.

- Students from Southern California and other areas were significantly more likely to report participation in community service or volunteer work compared with students from the Bay Area.

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

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

	Frequency	Percent
High	410	7%
Moderate	807	13%
Low	915	15%
None	3,948	65%
Total	6,080	100%

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

## Student organizations

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

	Frequency	Percent
High	884	15%
Moderate	1,077	18%
Low	1,409	23%
None	2,712	45%
Total	6,082	100%

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



### Extracurricular athletic or physical recreation activities

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

	Frequency	Percent
High	479	8%
Moderate	935	15%
Low	1,170	19%
None	3,501	58%
Total	6,085	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 and Health and Social Sciences majors were significantly more likely to participate in extracurricular athletic or physical recreation activities compared with Liberal and Creative Arts majors.
- Students from Southern California and other areas were significantly more likely to participate in extracurricular athletic or physical recreation activities compared with students from the Bay Area.

## IV. Improvement in Intellectual Abilities

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

### Quantitative reasoning

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

	Frequency	Percent
To a great extent	1,200	20%
To a considerable extent	2,605	43%
Somewhat	1,789	29%
Not very much	327	5%
Not at all	149	2%
Total	6,070	100%

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

## Writing

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

	Frequency	Percent
To a great extent	1,621	27%
To a considerable extent	2,502	41%
Somewhat	1,459	24%
Not very much	349	6%
Not at all	113	2%
Total	6,044	100%

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

## Oral communication

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

	Frequency	Percent
To a great extent	1,886	31%
To a considerable extent	2,487	41%
Somewhat	1,285	21%
Not very much	279	5%
Not at all	105	2%
Total	6,042	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.
- Historically underrepresented students were significantly more likely to report improvement in their oral communication skills than non-historically underrepresented students.
- Business, Health and Social Sciences, and Liberal and Creative Arts majors were significantly more likely to report improvement in their oral communication skills than Science and Engineering majors.
- Students from Southern California were significantly more likely to report improvement in their oral communication skills than students from the Bay Area.

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

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

	Frequency	Percent
To a great extent	2,304	38%
To a considerable extent	2,574	42%
Somewhat	974	16%
Not very much	141	2%
Not at all	72	1%
Total	6,065	100%

- Students 24 and under were significantly more likely to report improvement in their critical thinking skills than students 25 and over.
- Freshmen starters were significantly more likely to report improvement in their critical thinking skills than transfer starters.
- Female students were significantly more likely to report improvement in their critical thinking skills than male students.
- Historically underrepresented students were significantly more likely to report improvement in their critical thinking skills than non-historically underrepresented students.
- Ethnic Studies, Health and Social Sciences, and Liberal and Creative Arts majors were significantly more likely to report improvement in their critical thinking skills compared with Business and Science and Engineering majors.
- Students from Southern California were significantly more likely to report improvement in their critical thinking skills compared with students from the Bay Area.

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

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

	Frequency	Percent
To a great extent	2,175	36%
To a considerable extent	2,606	43%
Somewhat	1,059	17%
Not very much	167	3%
Not at all	75	1%
Total	6,082	100%

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

## V. Personal and Social Development

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

### Exposure to cultures or groups different from your own

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

	Frequency	Percent
To a great extent	2,536	42%
To a considerable extent	1,968	33%
Somewhat	1,180	20%
Not very much	259	4%
Not at all	101	2%
Total	6,044	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.
- Historically underrepresented students were significantly more likely to report greater exposure to cultures or groups different from their own compared with non-historically underrepresented students.
- Health and Social Sciences and Liberal and Creative Arts majors were significantly more likely to report greater exposure to cultures or groups different from their own compared with Business and Science and Engineering majors.
- Students from Southern California and other areas were significantly more likely to report greater exposure to cultures or groups different from their own compared with students from the Bay Area.

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

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

	Frequency	Percent
To a great extent	2,506	41%
To a considerable extent	2,120	35%
Somewhat	1,085	18%
Not very much	231	4%
Not at all	99	2%
Total	6,041	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.
- Historically underrepresented students were significantly more likely to report greater awareness of the ethical implications of their own and others' actions compared with non-historically underrepresented students.
- Ethnic Studies, Health and Social Sciences, and Liberal and Creative Arts majors were significantly more likely to report greater awareness of the ethical implications of their own and others' actions compared with Business and Science and Engineering majors.
- Students from Southern California and other areas were significantly more likely to report greater awareness of the ethical implications of their own and others' actions compared with students from the Bay Area.



## Acquiring a broad general education

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

	Frequency	Percent
To a great extent	1,929	32%
To a considerable extent	2,372	39%
Somewhat	1,371	23%
Not very much	264	4%
Not at all	105	2%
Total	6,041	100%

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

## Development of leadership skills

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

	Frequency	Percent
To a great extent	1,670	28%
To a considerable extent	2,023	33%
Somewhat	1,618	27%
Not very much	548	9%
Not at all	180	3%
Total	6,039	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.
- Historically underrepresented students were significantly more likely to report development of leadership skills than non-historically underrepresented students.
- Business, Ethnic Studies, Health and Social Sciences, and Liberal and Creative Arts majors were significantly more likely to report development of leadership skills than Science and Engineering majors.
- Students from Southern California were significantly more likely to report development of leadership skills than students from the Bay Area.

## Learning effectively on your own

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

	Frequency	Percent
To a great extent	2,448	41%
To a considerable extent	2,292	38%
Somewhat	1,045	17%
Not very much	170	3%
Not at all	78	1%
Total	6,033	100%

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

## Commitment to social justice

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

	Frequency	Percent
To a great extent	1,945	32%
To a considerable extent	1,930	32%
Somewhat	1,485	25%
Not very much	437	7%
Not at all	243	4%
Total	6,040	100%

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

## Commitment to civic engagement

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

	Frequency	Percent
To a great extent	1,672	28%
To a considerable extent	1,894	31%
Somewhat	1,680	28%
Not very much	533	9%
Not at all	261	4%
Total	6,040	100%

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

## VI. Post-Graduation Plans

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

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

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

	Frequency	Percent
Employment	4,246	70%
Graduate Study	1,334	22%
Undergraduate Study	104	2%
Volunteer Service	84	1%
Starting or Raising a Family	46	1%
Military	27	0.4%
Other	236	4%
Total	6,077	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.
- Female students were significantly more likely to report plans to attend **undergraduate study** and **graduate study** compared with male students.
- Male students were significantly more likely to report plans of **employment** and the **military** following graduation compared with female students.
- Historically underrepresented students were significantly more likely to report plans to attend **graduate school** and participate in **volunteer service** compared with non-historically underrepresented students.

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

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

### Employment

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

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

	Frequency	Percent
Strongly agree	389	9%
Agree	1,738	41%
Neither agree nor disagree	1,534	36%
Disagree	428	10%
Strongly disagree	153	4%
Total	4,242	100%

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



### Have you secured a job in your field of study?

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

	Frequency	Percent
Yes	552	13%
No	3,692	87%
	4,244	100%

### What is your employment status?

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

	Frequency	Percent
Employed full-time (40+ hours per week)	272	50%
Employed part-time (up to 39 hours per week)	254	46%
Self-employed	22	4%
Total	548	100%

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

Please provide the name of your Employer:

10,000 Degrees	Castro Valley Unified	Clarke Consulting
100 % College Prep Institute	cbs	Clay By The Bay
24 Hour Fitness	Center for autism	Clockwork INC, ESE
ABC 7	Center of Social Dynamics	Club Pilates
ABC Unified School District	CESD Talent Agency	Coalfire Systems
ACES: Austin comprehensive education services	Challenge School	College of Marin
Acies Engineering	Champions	Color Genomics
Adrianna	Chartboost	Complete Millwork Services Inc.
Aechelon Technology	Cheung Kung Property	Congregation Beth Sholom
Affiliated Engineers Inc.	Childcare Center	Conservatory of Flowers
All Natural Stone	Chiro-Med	Contra Costa Regional Medical Center
AllModular Systems Inc,	Chirp Microsystems	Contra Costa Television, and SAMMCO
Amazon	CINEMARK	COPA Soccer Training Center
AMC Theatres	Cisco Systems	Cornerstone Academy
Andersen Jung & CO	City of Dublin	County of San Mateo
Animal Internal Medicine and Specialty Services	City of Oakland	Covenant Aviators Security
Apparel Merchandising company in Los Angeles	City of Pacific Grove Recreation	Cowen
Apple Inc.	City Of Vallejo	Cox Automotive
APROE	Civic Edge Consulting	Crazy Maple Studio
Arbor Bay School	Clara Foods	Crossroad Trading Company
Archdioceses of SF	Clarke Consulting	CrowdStrike
Area4 Labs. (Hearby)	Clay By The Bay	Crowne Landscape
Ark of Hope Preschool	Clockwork INC, ESE	Cumulus Media
As Early Childhood Center	Club Pilates	Dacast
Aspiranet	Coalfire Systems	Darko Precision Inc.
Aspire Public School	College of Marin	Deliv
Associated Students of SFSU	Color Genomics	Deloitte
Automatic Arts	Complete Millwork Services Inc.	Department of Justice
Avast Software	Congregation Beth Sholom	Design Milagros
AVS	Conservatory of Flowers	DMC
AXA Advisors	Contra Costa Regional Medical Center	DnB
Bank Of America	Contra Costa Television, and SAMMCO	Dolls Kill
Bank of the West	COPA Soccer Training Center	Earthwhile Endeavors dba earthbath
Barcelino	Cornerstone Academy	East Bay Municipal Utility District (EBMUD)
BART	County of San Mateo	Eat'n
Bay Area Bird and Exotics Hospital	Covenant Aviators Security	Eau Claire School Dustrict
Bay Area Community Services	Cowen	Eichleay, Inc
Berkeley Unified School District	Cox Automotive	EisnerAmper
BioMarin	Crazy Maple Studio	EKI Environment & Water Inc
Biossance	Crossroad Trading Company	Eleven LLC
Black Lantern Tattoo	CrowdStrike	ENGEO
Blue Cross Pet Hospital	Crowne Landscape	Entercom
Books Inc.	Cumulus Media	Environmental Chemical Corporation
Bounteous	Dacast	Envision Education
Boys & Girls Club of SF	Darko Precision Inc.	EOS Accountant llp
Brenda Valle	Deliv	EPC Consultants
Brentwood Union School District	Deloitte	Equinox Fitness Clubs
Bright Horizons	Department of Justice	Ernsts & Young LLP
Brilliant Corners	Design Milagros	Ethan Redfield
Business	DMC	EverString
Butterfly Effects	DnB	Executive Lifestyle Management
C&C Property Management	Dolls Kill	Experis, Manpowergroup
Caban Systems	Earthwhile Endeavors dba earthbath	Facebook
California Bank and Trust	East Bay Municipal Utility District (EBMUD)	FACES SF Bayview
California Department of Public Health	Eat'n	Facessf
California Histoical Society	Eau Claire School Dustrict	Falck Alameda County
California Rural Education Network	Eichleay, Inc	Falcon Ambulance
California Youth Basketball League	EisnerAmper	FCA
CareDx	EKI Environment & Water Inc	FDIC
Carson Fong & Associates	Eleven LLC	FedEx

Please provide the name of your Employer:

Felton Institute	Jiaxin Xie	Nitro Inc
Feng Brian	Johnstone Supply	Nordstrom
First republic bank	Jonas De Leon	NorthBay biz Magazine
Forensic Analytical Consulting Services	Jones Lang LaSalle (JLL)	Now Delivery
Frandelja Enrichment Center	JPMorgan Chase	Oakland Athletics
Freelance Producer	Juvo behavioral	Oakland Unified School District
Freeman	Kaiser or Wellsfargo	Off the Grid
Fremont Bank	Kaiser Permanente	Office of Inspector General
Fresh Start Sober Living	kbc	Ohio State University Medical Center
Gander and White	Kerosky Purves & Bogue	One Martial Arts
Gap, Inc.	Kerry@gimmeradio.com	one medical
Gateway Learning Group	Kimley-Horn	One Work Solutions
Genesis Tinoco	Kindercare Milpitas	Oportun inc
Genesys	KPMG or PWC	Oracle
Gilead	KRON4	Oro Loma Sanitary District
GirlVentures	La Petite Academy	OUM
Glen Park Montessori	Law Enforcement	Palladium Auto Body
Glenda Rivera	Law Offices of William Schott	Parker Media
Golden Gate National Parks Conservancy	Learning Arts	Party City
Golden State Warriors	Lin-Zhi International Inc.	Peekadoodle
Gong.io	Literacy for Environmental Justice	Peet's Coffee
Goodwill Industries	Little bear daycare	Peninsula Bridge
Google	Live Nation	Performing Contracting Inc
Gram cafe & pancakes	LiveTime Media	PG&E
Grant Thornton LLP	Lizette Marie Interior Design	PHP AGENCY
Greystar Management	Logitech	Picnic Group Corporation
Hallmark aviation services	Los medianos college	PKS
Happy Hall Preschool	Lucid Motors	Police Credit Union
HappyCo	Lululemon	Precise Auto
HARBRO Restoration	Lupia G. Fernandez & Assoc. Inc.	Presidio Knolls School
Heidi Young	LVCG & Cardinal Hire	Pressed Juicery
Hersha Trust	Lytic	PricewaterhouseCoopers LLC
High Flying Food	Marcum LLP	Principal Creative and Performing Arts
Hillary Blout	Mare Island Technology Academy	Progress Foundation
Hilton	Marin Contemporary Art Museum	PSAV
Hitachi Consulting	Marin County IST	Public Works Department
Holland and Sherry	Marriott Hotels	PwC
Holly Hollenbeck	Martin Anaya	Quickly
Holy Names High School	Maxim Health Care Services	R.O.C.K after school programs
Hong Deok Pyo	MediaJEL	Rachel's Ballet
Hope Home for children with disability	Mental Health Association of San Francisco	Randy De Leon
Hot Cookie	Metaswitch Networks	Redhouse
Hotel Nikko	Metro One	Refuse to disclose
How Women Lead	MGO	Regional Medical Center San Jose
Hubsai	Michael Friedes Design Associates	Rei
Huneus Wines	Michael Rivera	Renew Physical Therapy
I work in Freelance	Michelle Adelsheim	Rent the Runway
I work as a private nanny	Mok Accountancy Corporation	Repertoire Productions/AV Superfly Production Line
Ican-B	Montessori	Robert Half
iHeart Media	Montessori School of San Francisco	RSE
Independent	Monument Impact	Rudolph & Sletten, General Contractor
Independent contractor	Moody's	RuthAnn
Innovative Project Solutions	Moor+South/PIER Management Limited	Ryan LLC
Inspire Music	MORE physical therapy	Salesforce
Ippudo	Moss Adams	San Francisco City and county - Dept
IRVING WILLIAM BERNSTEIN & CO	Murphy McKay and Associates	San Francisco Giants
Jamaroo Kids	NBC Sports Bay Area and California	San Francisco Health Care & Rehab
James Romano	Network Exercise Solutions	San Francisco Police Department
Jason Sarceda	Nevada Teacher Corps	San Francisco Public Works
Jefferson Union High School District	NICOLE HOLLIS	San Francisco State University

Please provide the name of your Employer:

San Francisco Unified School District	The Mission Preparatory School
San Jose Earthquakes	The Preschool
San Jose Unified School District	The San Francisco Chronicle
San mateo foster city school district	The Society of California Pioneers
San Rafael City Schools	The Women's Building
Saveri and Saveri Inc.	Therapeutic Learning Consultants
SCALE A.I.	Thermo Fisher Scientific
Scientist.com	Tien Tan
seeley family law	Timberland
Self Employed	Tipalti
Sephora	Topo Designs
Sequoia Real Estate	Towne Park
Sequoia Union High School District	TRB+
ServiceNow	Trumpet Behavioral Health
Seton Medical Center	Tutoring Rocks LLC
SF Naturals Inc	U.S. Department of Housing and Urban Dev
SF Rec & Park	Uber Technologies
sfggh	UC berkeley early child care center -Preschool
SFMOMA	UCSF
SFSU EDvance	UCSF Benioff Children's hospital
SFSU Police	UFCW5
Shotgun Players	Ultra Clean Technology
SJB Child Development Center	University of California San Francisco
Skyline College	Urban Sprouts
Soccerkids	VCA San Francisco Veterinary Specialists
Solano County sheriffs county	Veev Group, Inc.
Sony Pictures	Veritas Investments
South of Market Child Care	VICEROY
SOUTH SAN FRANCISCO DISTRICT	Violie Edrosolan
South San Francisco Parks and Recreation	Virginia Beach City Public Schools
Spendgo	VoiceOps
SPENGA - Social Media Manager	Voices College-Bound Language Academies
SPHERE Institute	Vyond
Spinal Health Functional Therapies	W Hotels with Marriott International
Spiral Moon Media	W.A. Rasic Construction
Splunk	WalkMe
Sports Illustrated	WellPath
St Vincent De Paul Society San Francisco	WELLS FARGO
St. Mary Medical Center	Westland Management Solutions
Stage This!	WeXL
Stanford University	Whiting St Partners
Stanislaus County Office of Education	Whiting Turner
State of CA	WHM Creative
Stratford Schools	wholefoods
Sutter Health	Wildnote
Synctruck	WineDirect Inc.
Synergy Petroleum	Wix.com
Synopsys, Inc	Workday
Syska Hennessy Group	Writer/ Artist
Tani's Kitchen	Wu Yee Children Services
Team lab	WW (formerly Weight Watchers)
TEFL	Yelp Inc.
telecare	Yerba Buena Ice Skating and Bowling Center
Tenderloin Museum	YMCA of San Francisco
Tenderloin Neighborhood Development Center	YMCA of Silicon Valley
Teradyne	YMCA Stonestown
Terraphase Engineering Inc.	Yosemite Dance Company
Tesla	Young Women's Freedom Center
The Commissary	Youth Leadership Institute
The Curran Theater	Zoom Casa
The Detection Group	

## Graduate Study

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

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

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

	Frequency	Percent
Strongly agree	345	26%
Agree	671	50%
Neither agree nor disagree	247	19%
Disagree	61	5%
Strongly disagree	10	1%
Total	1,334	100%

- Students 25 and over were significantly more likely to report that San Francisco State has prepared them for graduate study than students 24 and under.
- Transfer starters were significantly more likely to report that San Francisco State has prepared them for graduate study than freshmen starters.

### What degree/certificate are you planning to earn?

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

	Frequency	Percent
Master's degree (MA, MS, MBA, MSN, etc.)	887	67%
Doctorate (Ph.D., Ed.D., etc.)	174	13%
Medical degree (MD, DO, DDS, DVM, etc.)	135	10%
Law (JD, etc.)	84	6%
Post-graduate certificate	45	3%
Non-degree (coursework only)	7	1%
Total	1,332	100%

## Insights

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

### 1. Course availability:

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

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

### 2. Advising:

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

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

### 3. Historically Underrepresented Students:

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

#### 4. Online course enrollment & satisfaction:

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

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

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

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

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

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



## Appendix A – Survey Responses

Will you have graduated in the time you expected?

	Frequency	Percent
Yes	4,624	75%
No	1,551	25%
Total	6,175	

If not, what is the main reason why not?

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

Would you recommend SF State to your friends?

	Frequency	Percent
Definitely yes	2,342	38%
Probably yes	2,615	42%
Unsure	793	13%
Probably not	315	5%
Definitely not	101	2%
Total	6,166	100%

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

	Frequency	Percent
Yes	4,002	65%
No	2,148	35%
Total	6,150	

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	1,662	27%
Advising	1,045	17%
Financial concerns or cost of attendance	829	14%
Parking and transportation	814	13%
Campus life	607	10%
Instruction/teaching	394	6%
Degree requirements	353	6%
Campus facilities	261	4%
Other	174	3%
Total	6,139	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	2,193	36%
Satisfied	2,875	47%
Neutral	739	12%
Dissatisfied	199	3%
Very dissatisfied	103	2%
Total	6,109	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	2,162	35%
Satisfied	2,677	44%
Neutral	951	16%
Dissatisfied	209	3%
Very dissatisfied	108	2%
Total	6,107	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	2,365	39%
Satisfied	2,363	39%
Neutral	1,023	17%
Dissatisfied	230	4%
Very dissatisfied	119	2%
Total	6,100	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	1,797	29%
Satisfied	2,937	48%
Neutral	1,065	17%
Dissatisfied	196	3%
Very dissatisfied	107	2%
Total	6,102	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	1,964	32%
Satisfied	2,300	38%
Neutral	1,227	20%
Dissatisfied	412	7%
Very dissatisfied	206	3%
Total	6,109	100%

Did you take any online courses in your major?

	Frequency	Percent
Yes	4,203	69%
No	1,904	31%
Total	6,107	

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

	Frequency	Percent
Very satisfied	966	23%
Satisfied	1,918	46%
Neutral	978	23%
Dissatisfied	222	5%
Very dissatisfied	104	2%
Total	4,188	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	58	18%
Course and course materials were not well organized	56	17%
Course was more demanding than a face-to-face course	40	12%
Course was not as rigorous as a face-to-face course	36	11%
Too little interaction with other students in the course	26	8%
I did not have the self-discipline to keep up with the course	23	7%
Deadlines were not clear	15	5%
Software was difficult to navigate	8	2%
Something Else	62	19%
Total	324	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	1,975	32%
No	4,115	68%
Total	6,090	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	375	6%
No	5,687	94%
Total	6,062	

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	2,371	39%
No	3,707	61%
Total	6,078	

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

	Frequency	Percent
High	571	9%
Moderate	1,444	24%
Low	1,560	26%
None	2,509	41%
Total	6,084	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	410	7%
Moderate	807	13%
Low	915	15%
None	3,948	65%
Total	6,080	100%

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

	Frequency	Percent
High	884	15%
Moderate	1,077	18%
Low	1,409	23%
None	2,712	45%
Total	6,082	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	479	8%
Moderate	935	15%
Low	1,170	19%
None	3,501	58%
Total	6,085	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	1,200	20%
To a considerable extent	2,605	43%
Somewhat	1,789	29%
Not very much	327	5%
Not at all	149	2%
Total	6,070	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	1,621	27%
To a considerable extent	2,502	41%
Somewhat	1,459	24%
Not very much	349	6%
Not at all	113	2%
Total	6,044	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	1,886	31%
To a considerable extent	2,487	41%
Somewhat	1,285	21%
Not very much	279	5%
Not at all	105	2%
Total	6,042	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	2,304	38%
To a considerable extent	2,574	42%
Somewhat	974	16%
Not very much	141	2%
Not at all	72	1%
Total	6,065	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	2,175	36%
To a considerable extent	2,606	43%
Somewhat	1,059	17%
Not very much	167	3%
Not at all	75	1%
Total	6,082	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	2,536	42%
To a considerable extent	1,968	33%
Somewhat	1,180	20%
Not very much	259	4%
Not at all	101	2%
Total	6,044	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	2,506	41%
To a considerable extent	2,120	35%
Somewhat	1,085	18%
Not very much	231	4%
Not at all	99	2%
Total	6,041	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	1,929	32%
To a considerable extent	2,372	39%
Somewhat	1,371	23%
Not very much	264	4%
Not at all	105	2%
Total	6,041	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	1,670	28%
To a considerable extent	2,023	33%
Somewhat	1,618	27%
Not very much	548	9%
Not at all	180	3%
Total	6,039	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	2,448	41%
To a considerable extent	2,292	38%
Somewhat	1,045	17%
Not very much	170	3%
Not at all	78	1%
Total	6,033	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	1,930	32%
Somewhat	1,485	25%
Not very much	437	7%
Not at all	243	4%
Total	6,040	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	1,672	28%
To a considerable extent	1,894	31%
Somewhat	1,680	28%
Not very much	533	9%
Not at all	261	4%
Total	6,040	100%

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

	Frequency	Percent
Employment	4,246	70%
Graduate Study	1,334	22%
Undergraduate Study	104	2%
Volunteer Service	84	1.4%
Starting or Raising a Family	46	1%
Military	27	0.4%
Other	236	4%
Total	6,077	100%

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

	Frequency	Percent
Strongly agree	389	9%
Agree	1,738	41%
Neither agree nor disagree	1,534	36%
Disagree	428	10%
Strongly disagree	153	4%
Total	4,242	100%

Have you secured a job in your field of study?

	Frequency	Percent
Yes	552	13%
No	3,692	87%
	4,244	100%

What is your employment status?

	Frequency	Percent
Employed full-time (40+ hours per week)	272	50%
Employed part-time (up to 39 hours per week)	254	46%
Self-employed	22	4%
Total	548	100%

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

	Frequency	Percent
Strongly agree	345	26%
Agree	671	50%
Neither agree nor disagree	247	19%
Disagree	61	5%
Strongly disagree	10	1%
Total	1,334	100%

What degree/certificate are you planning to earn?

	Frequency	Percent
Master's degree (MA, MS, MBA, MSN, etc.)	887	67%
Doctorate (Ph.D., Ed.D., etc.)	174	13%
Medical degree (MD, DO, DDS, DVM, etc.)	135	10%
Law (JD, etc.)	84	6%
Post-graduate certificate	45	3%
Non-degree (coursework only)	7	1%
Total	1,332	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:

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

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

Have you secured a job in your field of study?

- a. Yes
- b. No

If yes, please provide the name of your Employer: \_\_\_\_\_

What is your employment status?

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

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

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

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

What degree/certificate are you planning to earn?

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