

Senior Exit Survey Results

Administration Period:
January 1st, 2021 – December 31st, 2021



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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 755 undergraduates between January 1st, 2021 and December 31st, 2021. Key findings across all six dimensions of the survey are highlighted below.

Results from this report are noticeably different compared to prior years. There are a few key factors that contribute to this: the most notable to be COVID-19 significantly impacting student lives whether it be finances or mental health which affected their overall experience (enrollment, social engagement, grades) at the university and the sudden change to mostly online course offerings that brought its own challenges impacting outcomes. As of 2021, the Senior Exit Survey is also no longer a required step when applying for graduation and is instead voluntary, which decreased participation significantly to less than 10% of respondents than prior years.

I. Overall San Francisco State Experience

Overall, satisfaction with the San Francisco State Experience **improved** compared to the previous reporting period. A total of 73% of students indicated that they will have graduated in the time expected—a two percentage point decrease from the 2020 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 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, and also showed a downward trend of 3% compared with the 2020 results. Finally, over eight in ten students (84%) indicated that they would probably or definitely recommend San Francisco State to their friends. This is a 4% increase from the previous year.

II. Satisfaction with your Major Program & Online Courses

Quality of teaching (81%) 724, faculty interest in academic success (74%), and academic rigor of classes in the major (76%), and quality of academic advising by faculty (68%) all showed moderate to high rates of satisfaction. Each of the areas above showed slight decreases in satisfaction levels compared with the previous reporting period. Slightly fewer students reported satisfaction with the accessibility of faculty (74%) in the major.

Enrollment in online courses in the major continued to rise (98%). There was a significant twenty-nine percentage point increase over the previous reporting period (69%), which was likely heavily influenced by COVID-19. Of the students who took an online course in their major, 62% reported satisfaction. For those who reported dissatisfaction, the most frequently cited areas were that courses/course materials were not well organized and there wasn't sufficient interaction/responsiveness from course instructor.

III. Involvement in Academic, Campus, and Community Activities

Overall, reported involvement in academic, campus, and community activities had slight changes compared with the previous reporting period, with COVID-19 taken into high consideration for such disruptions. Participation ranged from 5% in study abroad (2% down from the last year) to 33% in the culminating senior experience (a 6% decline

from 2020). The following areas experienced notable decreases (ranging from 5-11% per category) in moderate to high involvement: community service/volunteer work, working on a research project with a faculty member, student organizations, and extracurricular athletic or physical recreation activities.

IV. Improvement in Intellectual Abilities

Writing skills (67%), critical thinking skills (76%), information literacy (76%), oral communication skills (70%), and quantitative reasoning skills (61%) 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, with slight decreases (~5%) in all categories: exposure to cultures or groups different from your own, awareness of the ethical implications of your own and others' actions, acquiring a broad general education, development of leadership skills, learning effectively on your own, commitment to social justice, and commitment to civic engagement.

VI. Post-Graduation Plans

The top two post-graduation plans were employment (65%) and graduate study (23%). Of the students who reported "Employment" plans following graduation, 43% agreed or strongly agreed that San Francisco State has prepared them for the job market – a decrease of 8% compared to the previous recording period. Of the students who indicated they will be attending "Graduate study" following graduation, the majority of students (79%) agreed or strongly agreed that San Francisco State prepared them for graduate school – a 3% increase from 2020.

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 differences¹ by demographics² and academic characteristics are reported below.

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

I. Overall San Francisco State Experience

Will you have graduated in the time expected?

Over seven in ten students (73%) indicated that they will have graduated in the time expected. This remained consistent with the previous reporting period.

Will you have graduated in the time you expected?		
	Students	Percent
No	198	27%
Yes	523	73%

- Transfer starters were 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.

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

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

***Notes:**

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

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

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 (21%);
2. Financial pressure or the need to work (20%);
3. Change in major/indecision about a major (15%).

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

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

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

Reasons didn't graduate in time expected		
	Students	Percent
Change in major or indecision about a major	30	15%
Family responsibilities	11	6%
Financial pressure or the need to work	39	20%
Lack of availability of courses	42	21%
Other (Please specify)	61	31%
Took one or more semesters off	15	8%

- 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.
- Business majors were significantly more likely to report **financial pressure or need to work** and **took one or more semesters off** as the main reasons for not graduating in the time expected compared with Health and Social Sciences majors; Business majors were significantly more likely to report **change in major or indecision about major** and **took one or more semesters off** compared with Science and Engineering majors; and more likely to report **availability of courses** and **taking time off** compared with Liberal and Creative Arts majors.
- Health and Social Sciences majors were significantly more likely to report **course availability** and **change/indecision about major** as the main reasons for not graduating in the time expected compared with Liberal and Creative Arts majors.
- Science and Engineering majors were significantly more likely to report **financial pressure/need to work** 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** compared with Business and Health and Social Sciences majors.

A total of **61** students opted to complete the open-ended “Other” option. The top **five** themes that emerged in the student responses were as follows: COVID-19 disruption, Advising/Infrastructure Issues, Mental Health and related, Financial Hardship and Difficulty in Classes (tied), and Transfer/Articulation Issues. Example comments for each theme are provided below.

1. COVID-19 disruption (18 responses)

Example comments:

- a. “Difficulties due to pandemic, lack of tech access, ended up failing NC essential courses”
- b. “Graduation paperwork delays due to COVID and being a 2nd Bac student”
- c. “COVID-19 took a toll and I failed a few classes”
- d. “Struggle with current covid pandemic, took a few semesters off”

2. Advising/Infrastructure Issues (9 responses)

Example comments:

- a. “Inconsistent information about what I needed to do to graduate and meet the final requirements”
- b. “Lack of guidance from Major staff”
- c. “Disenfranchisement with school system and lack of support”
- d. “Study abroad program meant lack of full classes”

3. Mental Health and related (7 responses)

Example comments:

- a. “Due to spring 2020 transitioning to remote courses, I was mentally at capacity to finish my coursework. I took two incompletes.”
- b. “Personal issues (mental health) making it hard to pass all my classes”
- c. Had to repeat some courses. Dealt with some deaths in the family and a divorce. I’m an older student.”

4. Financial Hardship (5 responses, tied)

Example comments:

- a. “Financial pressure needed to work over 40 hours and still be full time to get fafsa, lack of availability of courses, family responsibilities, mental health”

- b. "Multiple reasons including need to work and taking semesters off"
 - c. "Career opportunity became available ahead of plans"
5. **Difficulty in Classes (5 responses, tied)**

Example comments:

- a. "Failure of classes"
 - b. "Fell behind in classes"
 - c. "I didn't take 5 courses each semester"
6. **Transfer/Articulation Issues (3 responses)**

Example comments:

- a. "Courses lost during transfer"
- b. "Transfer and a lot of my other CSU credits weren't accepted so retook courses"

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 (84%). This is a three percentage point **increase** compared with the previous reporting period (81%).

Would you recommend SF State to your friends?		
	Students	Percent
Definitely not	9	1%
Definitely yes	298	41%
Probably not	36	5%
Probably yes	308	43%
Unsure	73	10%

- Transfer starters were significantly more likely to recommend San Francisco State to their friends than freshmen starters.
- Female students were more likely to recommend SF State to their friends than male students.
- Health and Social Sciences majors were significantly more likely to recommend SF State to their friends compared with Science and Engineering majors.

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

Six in ten students (60%) indicated that there is at least one member of the San Francisco State faculty or staff who they consider their mentor. This is a five percentage point **decrease** from the previous reporting period (65%).

Is there at least one member of the SF State faculty or staff that you consider your mentor?		
	Students	Percent
No	290	40%
Yes	434	60%

- Transfer starters were significantly more likely to report having a mentor compared with freshman 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 (24%);
2. Advising (19%);
3. Financial Concerns or cost of attendance (15%).

Course availability **decreased** three percentage points compared with the previous reporting period (27%).

Advising **increased** two percentage points compared with the previous reporting period (17%).

Financial concerns or cost of attendance **decreased** one percentage point compared with the previous reporting period (14%).

What changes would have improved your overall SF State experience the most		
	Students	Percent
Advising	137	19%
Campus facilities	23	3%
Campus life	79	11%
Course availability	173	24%
Degree requirements	41	6%
Financial concerns or cost of attendance	106	15%
Instruction/teaching	48	7%
Other	34	5%
Parking and transportation	79	11%

- 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 **course availability** would have improved their SF State experience compared with transfer starters.
- Transfer starters were significantly more likely to report that changes to **campus life** as well as **parking and transportation** would have improved their SF State experience compared with freshmen starters.
- Female students were significantly more likely to report that changes to **course availability** and **financial concerns** would have improved their SF State experience compared with male students.
- Male students were significantly more likely to report that changes to **parking and transportation** 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 **degree requirements** 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 **advising** 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** 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.
- 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 **advising** compared with Health and Social Sciences majors; and more likely to report **financial concerns** 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 **instruction/teaching** and **campus life** 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.

II. Satisfaction with the Major Program

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

Quality of teaching in your major

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

Level of satisfaction with quality of teaching in major		
	Students	Percent
Dissatisfied	22	3%
Neutral	110	15%
Satisfied	368	49%
Very dissatisfied	8	1%
Very satisfied	248	33%

- Female students were more likely to report greater satisfaction with the quality of teaching in their major compared with male students.
- Education, Health and Social Sciences, and Liberal and Creative Arts majors expressed 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 (75%). This is a four percentage point **decrease** compared with the previous reporting period (79%).

Level of satisfaction with accessibility of faculty in major		
	Students	Percent
Dissatisfied	35	5%
Neutral	142	19%
Satisfied	315	42%
Very dissatisfied	11	1%
Very satisfied	253	33%

- Transfer starters were significantly more likely to report higher rates of satisfaction with the accessibility of faculty than freshman starters.
- 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 remains **comparable** with the previous reporting period (78%).

Level of satisfaction with faculty interest in academic success		
	Students	Percent
Dissatisfied	28	4%
Neutral	144	19%
Satisfied	299	40%
Very dissatisfied	14	2%
Very satisfied	268	36%

- Transfer starters were significantly more likely to report greater satisfaction with faculty interest in their academic success than freshmen starters.
- 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 (77%) expressed satisfaction in the academic rigor of classes in the major. This is comparable to the previous reporting period (78%).

Level of satisfaction with academic rigor of classes in major		
	Students	Percent
Dissatisfied	19	3%
Neutral	147	19%
Satisfied	360	48%
Very dissatisfied	10	1%
Very satisfied	220	29%

- 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 (69%) expressed satisfaction in the quality of academic advising by faculty in the major. This is **comparable** with the previous reporting period (70%).

Level of satisfaction with quality of academic advising by faculty in major		
	Students	Percent
Dissatisfied	49	6%
Neutral	168	22%
Satisfied	283	37%
Very dissatisfied	20	3%
Very satisfied	236	31%

- 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.
- 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 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 all students indicated that they took an online course in their major (98%). There is a 29 percentage point **increase** compared with the previous reporting period (69%). This is likely due to COVID-19 and the university's efforts to provide a variety of course offerings after going back to in-person, such as hybrid and fully remote classes.

Did you take online courses in your major?		
	Students	Percent
No	15	2%
Yes	741	98%

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

Nearly seven in ten students (62%) expressed satisfaction with the online course(s) they took in their major. This is a seven percentage point **decrease** compared with the previous reporting period (69%). The significance is notable, particularly since so many students took online courses in 2021.

Satisfaction level with online courses taken in major		
	Students	Percent
Dissatisfied	47	6%
Neutral	208	28%
Satisfied	303	41%
Very dissatisfied	26	4%
Very satisfied	156	21%

- Students 25 and over were more likely to report satisfaction with online courses in 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.
- Business majors were significantly more likely to report satisfaction in their online courses compared with Liberal and Creative Arts majors.

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. Course and course materials were not well organized (15%)
2. Course was not as rigorous as a face-to-face course (15%)
3. Too little interaction with course instructor and/or instructor was not sufficiently responsive (15%)

Course was more demanding than a face-to-face course **increased** two percentage points compared with the previous reporting period (12%).

Lack of self-discipline to keep up with the course **increased** seven percentage points compared with previous reporting period (7%). This is likely attributed to the sudden uptick in online course offerings due to COVID-19.

Too little interaction with other students in the course **increased** three percentage points compared with prior school year (8%).

Reasons for dissatisfaction with online coursework in major		
	Students	Percent
Course and course materials were not well organized	11	15%
Course was more demanding than a face-to-face course	10	14%
Course was not as rigorous as a face-to-face course	11	15%
Deadlines were not clear	1	1%
I did not have the self-discipline to keep up with the course	10	14%
Something else (Please specify)	11	15%
Too little interaction with course instructor and/or instructor was not sufficiently responsive	11	15%
Too little interaction with other students in the course	8	11%

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 was a total of 11 students who opted to complete the open-ended text box. The top themes were mostly attributed to COVID-19 adaptations such as lack of in-person opportunities for coaching or labs hindering their experience and having difficulty adjusting to online class model. Example comments for each theme are provided below.

1. Lack of in-person resources

Example comments:

- a. "I missed all the in-person field trips and opportunities in the field that would have helped me become a better scientist."
- b. "Private music lessons on zoom with coach was not a beneficial experience."

2. Challenges adjusting to online model

Example comments:

- a. "It was challenging to keep up with my responsibilities with remote learning and at home. Being in one environment with different responsibilities was difficult to manage since I had to take care of my family's home and encountered personal issues as well."
- b. "Screen time gives me headaches and makes it difficult to focus."

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 two in ten students (24%) indicated that they participated in an internship or field experience that was not required by their major. This is an eight percentage point **decrease** compared with the previous reporting period (32%), likely linked to COVID-19 and lack of access to in-person resources.

Participation in internship or field experience that was not required by major		
	Students	Percent
No	572	76%
Yes	183	24%

- 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.

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%).

Participation in study abroad		
	Students	Percent
No	707	94%
Yes	45	6%

- Students 24 and under were significantly more likely to report participation in study abroad compared with students 25 and over.

- Freshman starters were 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.

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

Over three in ten students (33%) indicated that they participated in a culminating senior experience. This is a six percentage point **decrease** compared with the previous reporting period (39%).

Participation in culminating senior experience		
	Students	Percent
No	505	67%
Yes	249	33%

- 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.

Community service or volunteer work

Nearly three in ten students (27%) reported a moderate or high level of participation in community service or volunteer work. This is a six-percentage point **decrease** compared with the previous reporting period (33%).

Involvement in community service or volunteer work		
	Students	Percent
High	57	8%
Low	167	22%
Moderate	146	19%
None	385	51%

- 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.
- 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.

Work on a research project with a faculty member

Nearly two in ten students (18%) reported moderate or high level of participation in research with a faculty member. This is a two-percentage point **decrease** compared with the previous reporting period (20%).

Involvement in work on research project with faculty member		
	Students	Percent
High	45	6%
Low	107	14%
Moderate	93	12%
None	509	68%

- 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%).

Involvement in student organizations		
	Students	Percent
High	94	12%
Low	152	20%
Moderate	148	20%
None	361	48%

- 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.

Extracurricular athletic or physical recreation activities

Two in ten students (20%) reported a moderate or high level of participation in extracurricular athletic or physical recreation activities. This is a three-percentage point **decrease** compared with the previous reporting period (23%).

Involvement in extracurricular athletic or physical recreation activities		
	Students	Percent
High	42	6%
Low	132	18%
Moderate	107	14%
None	472	63%

- 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.

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 (61%) reported considerable or great improvement in quantitative reasoning skills. This is a two-percentage point **decrease** from the previous reporting period (63%).

Extent to which abilities improved in quantitative reasoning		
	Students	Percent
Not at all	23	3%
Not very much	46	6%
Somewhat	226	30%
To a considerable extent	316	42%
To a great extent	141	19%

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

Extent to which abilities improved in writing		
	Students	Percent
Not at all	18	2%
Not very much	30	4%
Somewhat	201	27%
To a considerable extent	309	41%
To a great extent	189	25%

- 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.
- 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

Nearly seven in ten students (69%) reported considerable or great improvement in their oral communication skills. This is a three percentage point **decrease** compared with the previous reporting period (72%).

Extent to which abilities improved in oral communication		
	Students	Percent
Not at all	16	2%
Not very much	41	5%
Somewhat	172	23%
To a considerable extent	309	41%
To a great extent	209	28%

- 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.
- 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)

Over seven in ten students (76%) reported considerable or great improvement in their critical thinking skills. This is a three percentage point **decrease** compared with the previous reporting period (79%).

Extent to which abilities improved in critical thinking		
	Students	Percent
Not at all	10	1%
Not very much	23	3%
Somewhat	146	19%
To a considerable extent	320	43%
To a great extent	251	33%

- Students 24 and under were significantly more likely to report improvement in their critical thinking skills than students 25 and over.
- Freshmen starters were 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 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.

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

Over seven in ten students (75%) reported considerable or great improvement in their information literacy skills. This a four percentage point **decrease** compared with the previous reporting period (79%).

Extent to which abilities improved in information literacy		
	Students	Percent
Not at all	15	2%
Not very much	22	3%
Somewhat	148	20%
To a considerable extent	315	42%
To a great extent	253	34%

- Female students were significantly more likely to report improvement in their information literacy skills than male students.
- Historically underrepresented students were 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.

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 (71%) reported considerable or great contribution by SF State to their exposure to cultures or groups different from their own. This is a four-percentage point **decrease** from the previous reporting period (75%).

Extent to which experience at SF State contributed to exposure to cultures/groups different than own		
	Students	Percent
Not at all	19	3%
Not very much	34	5%
Somewhat	162	22%
To a considerable extent	244	33%
To a great extent	290	39%

- 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.
- 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.

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

Over seven in ten students (74%) reported considerable or great contribution by San Francisco State to the awareness of the ethical implications of their own and others' actions. This is a three-percentage point **decrease** from the previous reporting period (77%).

Extent to which experience at SF State contributed to awareness of ethical implications of own + others' actions		
	Students	Percent
Not at all	21	3%
Not very much	28	4%
Somewhat	145	19%
To a considerable extent	265	35%
To a great extent	290	39%

- 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.

Acquiring a broad general education

Nearly seven in ten students (69%) reported considerable or great contribution by San Francisco State in acquiring a broad general education. This is a two percentage point **decrease** compared with the previous reporting period (71%).

Extent to which experience at SF State contributed to acquiring broad general education		
	Students	Percent
Not at all	20	3%
Not very much	31	4%
Somewhat	181	24%
To a considerable extent	284	38%
To a great extent	230	31%

- Freshmen starters were 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.
- 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.

Development of leadership skills

Over five in ten students (57%) reported considerable or great contribution by San Francisco State in the development of their leadership skills. This is a four-percentage point **decrease** compared with the previous reporting period (61%).

Extent to which experience at SF State contributed to development of leadership skills		
	Students	Percent
Not at all	32	4%
Not very much	71	9%
Somewhat	219	29%
To a considerable extent	246	33%
To a great extent	180	24%

- 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.
- 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.

Learning effectively on your own

Nearly eight in ten students (75%) reported considerable or great contribution by San Francisco State to learning effectively on their own. This is a one percentage point **decrease** compared with the previous reporting period (79%).

Extent to which experience at SF State contributed to learning effectively on own		
	Students	Percent
Not at all	14	2%
Not very much	29	4%
Somewhat	146	19%
To a considerable extent	261	35%
To a great extent	299	40%

- Students 24 and under were 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.
- Health and Social Sciences majors were significantly more likely to report learning effectively on their own to a greater extent compared with Business majors.

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%).

Extent to which experience at SF State contributed to commitment to social justice		
	Students	Percent
Not at all	33	4%
Not very much	54	7%
Somewhat	180	24%
To a considerable extent	255	34%
To a great extent	227	30%

- Students 24 and under were 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.

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 **comparable** to the prior reporting period (59%).

Extent to which experience at SF State contributed to commitment to civic engagement		
	Students	Percent
Not at all	37	5%
Not very much	56	7%
Somewhat	213	28%
To a considerable extent	243	32%
To a great extent	199	27%

- 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.

VI. Post-Graduation Plans

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

Over six in ten students (65%) indicated that they will seek employment following graduation. This is a five-percentage point **decrease** over the previous reporting period (70%).

Over two in ten students (23%) indicated plans to attend graduate school following graduation. This is a one percentage point **decrease** compared with the previous reporting period (22%).

Most likely principle activity upon graduation		
	Students	Percent
Employment	489	65%
Graduate Study	170	23%
Military	5	1%
Other	53	7%
Starting or Raising a Family	7	1%
Undergraduate Study	17	2%
Volunteer Service	11	1%

- 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.

Employment

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

Over four in ten (43%) students agreed or strongly agreed that San Francisco State has prepared them for the job market. This is a seven percentage point **decrease** over the previous reporting period (50%).

Has SFSU prepared students for job market		
	Students	Percent
Agree	165	34%
Disagree	59	12%
Neither agree nor disagree	199	41%
Strongly agree	45	9%
Strongly disagree	21	4%

- 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, nearly one in ten (8%), indicated that they have secured a job in their field of study. This is a five-percentage point **decrease** compared with the previous reporting period (13%).

Secured job in field of study		
	Students	Percent
No	450	92%
Yes	39	8%

What is your employment status?

Of the students who have secured a job in their field of study, over four in ten students (46%) indicated that are employed full-time (40+ hours a week). This is a **decrease** of four percentage points compared with the previous reporting period (50%).

Employment status		
	Students	Percent
Employed full-time (40+ hours per week)	18	46%
Employed part-time (up to 39 hours per week)	19	49%
Self-employed	2	5%

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

- Advancing Justice – Asian Law Caucus
- ARMININO
- BDO
- Carbon 3D
- Cartelligent
- Clarified Inc. DBA Tumble
- Crestwood
- Desire to Inspire Studios Foundation
- EY
- F45 Training San Rafael
- Felton Institute
- Grace Meneses
- Kareem Guilbeaux
- Keysight
- KPMG
- Mission Neighborhood Centers
- OUSD
- Pacific Crest Healthcare
- Pacifica School District
- Palmer Museum of History and Art
- Phable Studios
- Rabbit Hole Children's Theatre
- Ripon High School
- RSM US LLP
- San Francisco Community Health Center
- San Francisco Police
- SF Adult Probation Dept
- Stars Infant Program: Stars Therapy Services
- The Community Voice
- The One Occasion
- Todd Feldman
- USAA

- Virginia Beach City Public Schools
- Wu Yee Children's Services
- YMCA
- YMCA of San Francisco

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 (78%) 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 (76%).

Has SF State prepared students for graduate study		
	Students	Percent
Agree	91	54%
Disagree	7	4%
Neither agree nor disagree	29	17%
Strongly agree	41	24%
Strongly disagree	1	1%

- 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 (71%) indicated that they are planning to earn a Master's degree. This is a four-percentage point **increase** from the previous reporting period (67%). Over one in ten students (15%) indicated that they are planning to earn a Doctorate. This is a two percentage point **increase** with the previous reporting period (13%).

Degree planning to earn		
	Students	Percent
Doctorate (Ph.D., Ed.D., etc.)	25	15%
Law (JD, etc.)	8	5%
Master's degree (MA, MS, MBA, MSN, etc.)	120	71%
Medical degree (MD, DO, DDS, DVM, etc.)	14	8%
Post-graduate certificate	3	2%

Insights

In general, responses were fairly consistent with the 2021 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 and what would have improved their overall SF State experience most. However, year-over-year, issues with course availability have shown a consistent downward trend. The most significant decreases happened this year since 2017: 14% down for reason to not graduate in time and 9% for overall experience.

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 29% uptick in online courses taken in the major, as 98% of students took online classes compared to the prior year's 69% enrollment. This number is due to change in 2022, at least in Fall, as there are plans to go back to over 70% in-person course offerings.

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 43% of students agreed or strongly agreed that San Francisco State prepared them for the **job market**, which is a 7% decrease from 2020. Transfer starters were significantly more likely to report having a mentor compared with freshman starters. Preparing students for the job market may be an area of opportunity for improvement and given consideration when designing, revising, and strengthening curriculum.

Appendix A – Survey Responses

Will you have graduated in the time you expected?

	Frequency	Percent
Yes	523	73%
No	198	27%
Total	721	

If not, what is the main reason why not?

	Frequency	Percent
Lack of availability of courses	42	21%
Financial pressure or the need to work	39	20%
Change in major or indecision about a major	30	15%
Took one or more semesters off	15	8%
Family responsibilities	11	6%
Other	61	31%
Total	198	100%

Would you recommend SF State to your friends?

	Frequency	Percent
Definitely yes	298	41%
Probably yes	308	43%
Unsure	73	10%
Probably not	36	5%
Definitely not	9	1%
Total	724	100%

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

	Frequency	Percent
Yes	434	60%
No	290	40%
Total	724	

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	173	24%
Advising	137	19%
Financial concerns or cost of attendance	106	15%
Parking and transportation	79	11%
Campus life	79	11%
Instruction/teaching	48	7%
Degree requirements	41	6%
Campus facilities	23	3%
Other	34	5%
Total	720	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	239	33%
Satisfied	350	48%
Neutral	105	15%
Dissatisfied	22	3%
Very dissatisfied	8	1%
Total	724	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	240	33%
Satisfied	299	41%
Neutral	139	19%
Dissatisfied	35	5%
Very dissatisfied	11	2%
Total	724	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	253	35%
Satisfied	284	39%
Neutral	142	20%
Dissatisfied	28	4%
Very dissatisfied	14	2%
Total	721	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	210	29%
Satisfied	342	47%
Neutral	143	20%
Dissatisfied	19	3%
Very dissatisfied	10	1%
Total	724	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	223	31%
Satisfied	270	37%
Neutral	162	22%
Dissatisfied	49	7%
Very dissatisfied	20	3%
Total	724	100%

Did you take any online courses in your major?

	Frequency	Percent
Yes	709	98%
No	15	2%
Total	724	

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

	Frequency	Percent
Very satisfied	146	21%
Satisfied	293	41%
Neutral	197	28%
Dissatisfied	46	6%
Very dissatisfied	26	4%
Total	708	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	11	15%
Course and course materials were not well organized	11	15%
Course was more demanding than a face-to-face course	10	14%
Course was not as rigorous as a face-to-face course	10	14%
Too little interaction with other students in the course	8	11%
I did not have the self-discipline to keep up with the course	10	14%
Deadlines were not clear	1	1%
Something Else	11	15%
Total	72	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	175	24%
No	548	76%
Total	723	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	43	6%
No	677	94%
Total	720	

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	237	33%
No	485	67%
Total	722	

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

	Frequency	Percent
High	55	8%
Moderate	139	19%
Low	161	22%
None	368	51%
Total	723	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	41	6%
Moderate	85	12%
Low	103	14%
None	493	68%
Total	722	100%

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

	Frequency	Percent
High	89	12%
Moderate	139	19%
Low	145	20%
None	350	48%
Total	723	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	38	5%
Moderate	102	14%
Low	123	17%
None	458	64%
Total	721	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	137	19%
To a considerable extent	300	42%
Somewhat	218	30%
Not very much	45	6%
Not at all	20	3%
Total	720	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	180	25%
To a considerable extent	294	41%
Somewhat	194	27%
Not very much	30	4%
Not at all	17	2%
Total	715	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	198	28%
To a considerable extent	295	41%
Somewhat	167	23%
Not very much	40	6%
Not at all	15	2%
Total	715	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	241	34%
To a considerable extent	303	42%
Somewhat	142	20%
Not very much	22	3%
Not at all	10	1%
Total	718	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	241	33%
To a considerable extent	300	42%
Somewhat	144	20%
Not very much	22	3%
Not at all	14	2%
Total	721	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	277	39%
To a considerable extent	233	32%
Somewhat	156	22%
Not very much	34	5%
Not at all	17	3%
Total	717	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	280	39%
To a considerable extent	248	35%
Somewhat	142	20%
Not very much	28	4%
Not at all	19	3%
Total	717	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	221	31%
To a considerable extent	267	37%
Somewhat	176	25%
Not very much	31	4%
Not at all	19	3%
Total	714	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	171	24%
To a considerable extent	237	33%
Somewhat	210	29%
Not very much	68	9%
Not at all	30	4%
Total	716	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	287	40%
To a considerable extent	251	35%
Somewhat	137	19%
Not very much	29	4%
Not at all	13	2%
Total	717	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	221	31%
To a considerable extent	241	34%
Somewhat	171	24%
Not very much	53	7%
Not at all	31	4%
Total	717	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	191	27%
To a considerable extent	231	32%
Somewhat	205	29%
Not very much	54	8%
Not at all	35	5%
Total	716	100%

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

	Frequency	Percent
Employment	477	66%
Graduate Study	154	21%
Undergraduate Study	17	2%
Volunteer Service	11	2%
Starting or Raising a Family	7	1%
Military	5	1%
Other	49	7%
Total	720	100%

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

	Frequency	Percent
Strongly agree	43	9%
Agree	162	34%
Neither agree nor disagree	193	40%
Disagree	59	12%
Strongly disagree	20	4%
Total	477	100%

Have you secured a job in your field of study?

	Frequency	Percent
Yes	37	8%
No	440	92%
	477	100%

What is your employment status?

	Frequency	Percent
Employed full-time (40+ hours per week)	18	49%
Employed part-time (up to 39 hours per week)	17	46%
Self-employed	2	5%
Total	37	100%

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

	Frequency	Percent
Strongly agree	35	23%
Agree	82	54%
Neither agree nor disagree	28	18%
Disagree	7	5%
Strongly disagree	1	1%
Total	153	100%

What degree/certificate are you planning to earn?

	Frequency	Percent
Master's degree (MA, MS, MBA, MSN, etc.)	120	71%
Doctorate (Ph.D., Ed.D., etc.)	25	15%
Medical degree (MD, DO, DDS, DVM, etc.)	14	8%
Law (JD, etc.)	8	5%
Post-graduate certificate	3	2%
Total	170	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
- f) Non-degree (coursework only)