

# Senior Exit Survey Results

Administration Period:

January 1<sup>st</sup>, 2022 – December 31<sup>st</sup>, 2022



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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 41 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. In past years, the survey was required for all students completing the application. In contrast, for the period from January 1<sup>st</sup> 2022 – December 31<sup>st</sup> 2022, the survey was made optional with incentive for completion. The only survey item that must be completed is the request for their student identification number. Usable responses to the survey were obtained from 1468 undergraduates between January 1<sup>st</sup>, 2022 and December 31<sup>st</sup>, 2022. 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 as compared to prior years. This low response rate is especially noticeable in certain departments, where there was not a high enough response rate to analyze between groups differences.

## I. Overall San Francisco State Experience

Overall, satisfaction with the San Francisco State Experience **improved** compared to the previous reporting period. A total of 80% of students indicated that they **will** have graduated in the time expected—a 7% increase from the 2021 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. Finally, over eight in ten students (82%) 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 (82%), accessibility of faculty (75%), faculty interest in academic success (74%), academic rigor of classes in the major (74%), and quality of academic advising by faculty (67%) all showed moderate to high rates of satisfaction. Each of the areas above showed the same or slight increases/decreases in satisfaction levels compared with the previous reporting period.

Enrollment in at least one online course in the major continued to rise to 99% which was a 1 percentage point increase from 2021. 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, 71% reported satisfaction, which was a 9-percentage point increase from the previous period. For those who reported dissatisfaction, the most frequently cited areas were that courses/course materials were not well organized and that the course was not as rigorous as a face-to-face course.

## 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 disruptions. Participation ranged from 5% in study abroad (similar to last year) to 34% in the culminating senior experience (a 1% increase

from 2021). Internship or field experience not required by the major increase slightly from last year, from 24% to 25%, but remains well below the 32% observed in 2020. A similar trend of a significant decrease from 2020 to 2021, followed by only slight or no change from 2021 to 2022 can be observed in the culminating experience for seniors, community service, research with faculty, student organizations, and extracurricular athletic or physical recreation activities.

#### IV. Improvement in Intellectual Abilities

Writing skills (67%), critical thinking skills (77%), information literacy (76%), and quantitative reasoning skills (60%) remained comparable year-over-year. Oral communication skills (67%) continued a downward trend from 69% in 2021, even further from 72% in 2020.

#### V. Personal and Social Development

The majority of personal and social development measures remained comparable with the previous reporting period, with slight changes up or down (~3%) 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 (68%) and graduate study (22%). Of the students who reported "Employment" plans following graduation, 46% agreed or strongly agreed that San Francisco State has prepared them for the job market – an increase of 3% from 2021, though still down 4% as compared to 2020. 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 – a 3% decrease from 2021.

## 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).

### I. Overall San Francisco State Experience

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

Eight in ten students (80%) indicated that they will have graduated in the time expected. This is an increase of 7 percentage points compared to the previous period.

Will you have graduated in the time expected?		
	Students	Percent
Yes	1,125	80%
No	281	20%

- 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.

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<sup>1</sup> Statistical significance is noted where the probability is less than five in 100 that the difference is due to chance ( $p < .05$ ).

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

<sup>3</sup> Test evaluating differences between groups is the independent samples proportions test.

**\*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 (19%);
2. Change in major/indecision about a major (17%);
3. Financial pressure or the need to work (13%).

Lack of availability of courses **decreased** 2 percentage points from 2021 (21%), continuing a further decrease from 2020 (26%).

Change in major/indecision about a major **increased** two percentage points compared with the previous reporting period (15%).

Financial pressure or the need to work **decreased** 7 percentage points compared with 2021 (20%), continuing a further decrease from 2020 (22%).

Reasons didn't graduate in time expected		
	Students	Percent
Change in major or indecision about a major	48	17%
Family responsibilities	20	7%
Financial pressure or the need to work	37	13%
Lack of availability of courses	54	19%
Other (Please specify)	86	31%
Took one or more semesters off	32	12%

- Students 24 and under were significantly more likely to report **change in major/indecision about a major** as the main reason for not graduating in the time expected compared with students 25 and over.
- Students 25 and over were significantly more likely to report **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** as the main reason for not graduating in the time expected compared with transfer starters.

- Freshman starters were significantly more likely to report **family responsibilities** as the main reason for not graduating in the time expected compared with transfer starters.
- Historically underrepresented students were significantly more likely to report **took one or more semesters off** 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 **change in major or indecision about major** as the main reasons for not graduating in the time expected compared with Liberal and Creative Arts majors; Liberal and Creative Arts majors were significantly more likely to report **took one or more semesters off** compared with Business majors.
- Science and Engineering majors were significantly more likely to report **change in major or indecision about major** as the main reason for not graduating in the time expected compared with Liberal and Creative Arts majors; Liberal and Creative Arts majors were significantly more likely to report **took one or more semesters off** compared with Science and Engineering majors.



A total of 79 students opted to complete the open-ended “Other” option. The top themes that emerged in the student responses were as follows: Advising/Support and Issues Choosing Classes; COVID-19 disruption, Health/Mental Health and Personal Issues, Struggles related to Online Courses and Difficulty in Classes. Example comments for each theme are provided below.

**1. Advising/Support and Issues Choosing Classes (18 responses)**

*Example comments:*

- a. “When meeting with councilors they often had me take classes that I did not need to take. I was bounced around between 2-3 councilors before I had one that gave me an accurate plan of what I need to do.”
- b. “I accidentally messed up on choosing a class, so I had to take one in the summer.”

**2. COVID-19 disruption (17 responses, tied)**

*Example comments:*

- a. “The pandemic”
- b. “Covid19”

**3. Health/Mental Health and Personal Issues (17 responses, tied)**

*Example comments:*

- a. “Burnout and covid related mental health reasons”
- b. “Struggled to balance school and work.”
- c. “Surgery.”

**4. Struggles related to Online Courses (7 responses)**

*Example comments:*

- a. “I wasn’t sure how online was going to go so took fewer courses.”

**5. Difficulty in Classes (6 responses)**

*Example comments:*

- a. “Had to make up for past classes failed.”

### 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 (82%). This is a two-percentage point **decrease** compared with the previous reporting period (84%).

Would you recommend SF State to your friends?		
	Students	Percent
Definitely yes	591	42%
Probably yes	557	40%
Unsure	170	12%
Probably not	68	5%
Definitely not	15	1%

- 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 responding 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.
- Health and Social Sciences majors were significantly more likely to recommend SF State to their friends compared with Business majors.
- Health and Social Sciences majors were significantly more likely to recommend SF State to their friends compared with Liberal and Creative Arts majors.
- Historically underrepresented students were significantly more likely to recommend SF State to their friends compared with non-historically underrepresented students.
- Students 25 and over were significantly more likely to recommend SF State to their friends compared with students 24 and under.

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

Over five in ten students (57%) indicated that there is at least one member of the San Francisco State faculty or staff who they consider their mentor. This is a three-percentage point **decrease** from 2021 (60%), continuing further down from 2020 (65%).

<b>Is there at least one member of the SF State faculty or staff that you consider your mentor?</b>		
	<b>Students</b>	<b>Percent</b>
Yes	787	57%
No	602	43%

- 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.
- Both Health and Social Sciences and Liberal and Creative Arts majors were significantly more likely to report having a mentor compared with Science and Engineering majors.

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

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

1. Course availability (24%);
2. Advising (17%);
3. Financial Concerns or cost of attendance (15%).

Course availability **neither increased nor decreased** compared with the previous reporting period (24%).

Advising **decreased** two percentage points compared with the previous reporting period (19%).

Financial concerns or cost of attendance **neither increased nor decreased** compared with the previous reporting period (15%).

<b>What changes would have improved your overall SF State experience the most</b>		
	Students	Percent
Course availability	335	24%
Advising	237	17%
Financial concerns or cost of attendance	202	15%
Campus life	187	14%
Parking and transportation	123	9%
Degree requirements	95	7%
Instruction/teaching	91	7%
Other	64	5%
Campus facilities	45	3%

- 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 **course availability** would have improved their SF State experience compared with students 24 and under.

- 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 **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** would have improved their SF State experience compared with non-historically underrepresented students.
- Both Health and Social Sciences and Liberal and Creative Arts majors were significantly more likely to report changes to **financial concerns** would have improve their SF State experience compared with Business 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 (82%). This is a one-percentage point **increase** compared with the previous reporting period (81%).

Level of satisfaction with quality of teaching in major		
	Students	Percent
Very satisfied	481	35%
Satisfied	635	47%
Neutral	172	13%
Dissatisfied	47	3%
Very dissatisfied	24	2%

- Female students were more likely to report satisfaction with the quality of teaching in their major compared with male students.
- Health and Social Services majors expressed greater satisfaction with the quality of teaching in their major compared with Business and Science and Engineering majors, who were more likely to be neutral.
- Liberal and Creative Arts majors expressed greater satisfaction with the quality of teaching in their major compared with Business and Science and Engineering majors, who were more likely to be neutral or dissatisfied.
- Historically underrepresented students expressed greater satisfaction with the quality of teaching in their major compared with non-historically underrepresented students, who were more likely to express dissatisfaction.
- Transfer starters were more likely to express greater satisfaction with the quality of teaching in their majors than graduate starters, who were more likely to be neutral.



### 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 comparable with the previous reporting period (75%).

Level of satisfaction with Accessibility of faculty in your major		
	Students	Percent
Very satisfied	448	33%
Satisfied	576	42%
Neutral	250	18%
Dissatisfied	59	4%
Very dissatisfied	25	2%

- Female students were more likely to express *dissatisfaction* with the accessibility of faculty in their major compared to male students.
- Transfer starters were significantly more likely to report higher rates of satisfaction with the accessibility of faculty than freshman starters, who were more like to be neutral.
- Health and Social Sciences and Liberal and Creative Arts majors expressed significantly greater satisfaction with accessibility of faculty than Science and Engineering majors.
- Students 25 and over were significantly more likely to report higher rates of satisfaction with the accessibility of faculty than students 24 and under.

### Faculty interest in your academic success

Over seven in ten students expressed satisfaction in faculty interest in their academic success (74%). This is a four percentage-point **decrease** from the previous reporting period (78%).

Level of satisfaction with faculty interest in academic success		
	Students	Percent
Very satisfied	485	36%
Satisfied	520	38%
Neutral	266	20%
Dissatisfied	51	4%
Very dissatisfied	33	2%

- Transfer starters were significantly more likely to report greater satisfaction with faculty interest in their academic success than freshmen starters, who were more likely to be neutral.
- Students 25 and over were significantly more likely to report greater satisfaction with faculty interest in their academic success than students 24 and under.
- Historically underrepresented students expressed significantly greater satisfaction with faculty interest their academic success compared with non-historically underrepresented students, who were more likely to be neutral.
- 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, who were more likely to express *dissatisfaction*.

### Academic rigor of classes in your major

Over seven in ten students (74%) expressed satisfaction in the academic rigor of classes in the major. This is three percentage points lower than the previous reporting period (77%).

<b>Level of satisfaction with academic rigor of classes in major</b>		
	Students	Percent
Very satisfied	412	30%
Satisfied	591	44%
Neutral	288	21%
Dissatisfied	41	3%
Very dissatisfied	25	2%

- 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, who were more likely to be neutral.
- 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.
- Students 25 and over expressed significantly greater satisfaction with the academic rigor of classes in the major than students 24 and under.

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

Under seven in ten students (67%) expressed satisfaction in the quality of academic advising by faculty in the major. This is a two-percentage point **decrease** from the previous reporting period (69%).

Level of satisfaction with quality of academic advising by faculty in major		
	Students	Percent
Very satisfied	422	31%
Satisfied	481	35%
Neutral	308	23%
Very dissatisfied	55	4%
Dissatisfied	91	7%

- 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.

## 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 (99%). This is a 1 percentage point increase from 2021 (98%). In 2020, there was a 29-percentage point **increase** from 69%, 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
Yes	1,345	99%
No	12	1%

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

Over seven in ten students (71%) expressed satisfaction with the online course(s) they took in their major. This is a nine-percentage point **increase** compared with the previous reporting period (62%). The significance is notable, particularly since so many students took online courses in 2022.

Satisfaction level with the online courses taken in major		
	Students	Percent
Very satisfied	384	29%
Satisfied	568	42%
Neutral	275	20%
Dissatisfied	80	6%
Very dissatisfied	36	3%

- Students 25 and over were 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 express satisfaction with online courses in the major compared with male students, who were more likely to be *dissatisfied*.
- Business majors were significantly more likely to express greater satisfaction with online courses in the major compared with Science and Engineering majors.
- Health and Social Services majors were significantly more likely to express higher levels of satisfaction in their online courses than Business, Science and Engineering, and 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 (16%)
2. Course was not as rigorous as a face-to-face course (14%)
3. Too little interaction with course instructor and/or instructor was not sufficiently responsive (13%)

Course and course materials were not well organized **increased** one percentage point compared with the previous reporting period (15%).

Course was not as rigorous as a face-to-face course **decreased** one percentage point compared with the previous reporting period (15%).

Too little interaction with other students in the course **decreased** two percentage points compared with prior school year (13%).

Something else (24%) to keep up with the course **increased** nine percentage points compared with previous reporting period (15%).

**Reasons for dissatisfaction with online coursework in major**

	Students	Percent
Course and course materials were not well organized	18	16%
Course was more demanding than a face-to-face course	6	5%
Course was not as rigorous as a face-to-face course	16	14%
Deadlines were not clear	2	2%
I did not have the self-discipline to keep up with the course	12	10%
Software was difficult to navigate	4	3%
Too little interaction with course instructor and/or instructor was not sufficiently responsive	15	13%
Too little interaction with other students in the course	14	12%
Something else (Please specify)	28	24%

Year-over-year, students increasingly reported that “Something Else” (24%) 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 26 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. Several students indicated that they could not choose one specific response, as all of them were applicable. Example comments for each theme are provided below.

### **1. Lack of in-person resources, support, or interaction**

*Example comments:*

- a. "Difficulty receiving feedback where there were no open spaces for students and professors to discuss questions. Coursework was also difficult to accomplish for classes that needed to be done in a lab where I did not have the proper space to create my best work."
- b. "A lot of my reasons are on this list so it's really the combination of many things. If one thing SFSU could've done would be to provide a space for me to go to and zoom in, because attending to zoom classes all day wasn't good for me, academically or mentally."

### **2. Challenges adjusting to online model**

*Example comments:*

- a. "Too much time spent on certain professors trying to understand the new medium. Battling pop-ups, figuring out how to use Zoom, etc."
- b. "I felt as though I did not learn. Industrial Design requires resources such as tools, machinery, and a hands-on approach that online was not able to fulfill."

### **3. All of the above**

*Example comments:*

- a. "All of the above. Depending on the class, but all of them have happened in different courses."

### 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 (25%) indicated that they participated in an internship or field experience that was not required by their major. This is a one percentage point **increase** compared with 2021 (24%), though still significantly lower than 2020 (32%), likely linked to COVID- 19 and lack of access to in-person resources.

<b>Participation in internship or field experience that was not required by major</b>		
	Students	Percent
Yes	342	25%
No	1,004	75%

- 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 (5%) indicated that they participated in a study abroad experience. This is a one percentage point **decrease** compared with the previous reporting period (6%).

<b>Participation in study abroad</b>		
	Students	Percent
Yes	64	5%
No	1,269	95%

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

Over three in ten students (34%) indicated that they participated in a culminating senior experience. This is a one percentage point **increase** compared with the previous reporting period (33%).

Participation in culminating senior experience		
	Students	Percent
Yes	465	34%
No	883	66%

- Health and Social Sciences and Liberal and Creative Arts majors were significantly more likely to participate in a culminating senior experience compared with Science and Engineering and Business majors.

### Community service or volunteer work

Over two in ten students (25%) reported a moderate or high level of participation in community service or volunteer work. This is a two-percentage point **decrease** compared with 2021 (27%), and further down from 2020 (33%).

Involvement in community service or volunteer work		
	Students	Percent
High	94	7%
Moderate	243	18%
Low	272	20%
None	734	55%

- 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.
- Health and Social Sciences majors were significantly more likely to report greater levels of participation in community service or volunteer work compared with Liberal and Creative Arts and Business majors.

- Business majors were significantly more likely to report greater levels of participation in community service than Science and Engineering majors.

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

Nearly two in ten students (17%) reported moderate or high level of participation in research with a faculty member. This is a one-percentage point **decrease** compared with 2021 (18%) and down further from 2020 (20%).

Involvement in work on a research project with faculty member		
	Students	Percent
High	80	6%
Moderate	145	11%
Low	154	11%
None	963	72%

- Science and Engineering majors reported significantly higher levels of participation in research with a faculty member compared with Business, Health and Human Services, and Liberal and Creative Arts majors.
- Health and Human Services majors reported significantly higher levels of participation in research with a faculty member compared with Liberal and Creative Arts majors.
- Freshman starters reported significantly higher levels of participation in research with a faculty member compared with graduate starters.

## Student organizations

Just below three in ten students (27%) reported moderate or high level of participation in student organizations. This is a five percentage-point **decrease** compared with the previous reporting period (32%).

Involvement in student organizations		
	Students	Percent
High	144	11%
Moderate	222	17%
Low	284	21%
None	692	52%

- 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.
- Health and Human Services and Science and Engineering majors were significantly more likely to participate in student organizations compared with Liberal and Creative Arts 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	78	6%
Moderate	138	10%
Low	209	16%
None	916	68%

- Students 24 and under were significantly more likely to participate in extracurricular athletic or physical recreation activities compared with students 25 and over.
- Male students were significantly more likely to participate in extracurricular athletic or physical recreation activities compared with female students.
- Freshman starters were significantly more likely to participate in extracurricular athletic or physical recreation activities compared with transfer starters.
- Business, Health and Human Services, and Science and Engineering 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 (60%) reported considerable or great improvement in quantitative reasoning skills. This is a one-percentage point **decrease** from 2021 (61%) and further from 2022 (63%).

<b>Extent to which abilities improved in quantitative reasoning</b>		
	Students	Percent
To a great extent	229	17%
To a considerable extent	571	43%
Somewhat	403	30%
Not very much	80	6%
Not at all	43	3%

- Female students were significantly more likely to report a greater improvement in quantitative reasoning than male students.
- Transfer starters were more likely to report improvement in their critical thinking skills than graduate starters.
- Students 25 and over were more likely to report improvement in their critical thinking skills than students 24 and under.
- Science and Engineering majors were significantly more likely to report greater improvement in quantitative reasoning than Liberal and Creative Arts majors; Science and Engineering majors chose “to a great extent” more often whereas Liberal and Creative Arts majors chose “not at all” more often.
- Health and Human Services and Business majors were significantly more likely to report greater improvement in quantitative reasoning than Liberal and Creative Arts majors; Health and Human Services and Business majors chose “considerable” more often whereas Liberal and Creative Arts majors chose “not very much” more often.

## Writing

Over six in ten students (67%) reported considerable or great improvement in their writing skills. This is **comparable** to the previous reporting period (67%).

Extent to which abilities improved in writing		
	Students	Percent
To a great extent	355	27%
To a considerable extent	524	40%
Somewhat	338	26%
Not very much	77	6%
Not at all	26	2%

- 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 more likely to report improvement in their writing skills than non-historically underrepresented students.
- Health and Social Sciences and Liberal and Creative Arts majors were significantly more likely to report improvement in their writing skills than Business and Science and Engineering majors.

## Oral communication

Nearly seven in ten students (67%) reported considerable or great improvement in their oral communication skills. This is a two-percentage point **decrease** compared with 2021 (69%) and down further from 2020 (72%).

Extent to which abilities improved in oral communication		
	Students	Percent
To a great extent	340	26%
To a considerable extent	540	41%
Somewhat	328	25%
Not very much	73	6%
Not at all	30	2%

- Students 24 and under were significantly more likely to report greater improvement in their oral communication skills than students 25 and over.
- Female students were significantly more likely to report improvement in their oral communication skills than male students.
- Historically underrepresented students were more likely to report improvement in their oral communication than non-historically underrepresented students.
- Health and Social Sciences majors were significantly more likely to report greater improvement in their oral communication skills than Business and Science and Engineering majors.

**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 (77%) reported considerable or great improvement in their critical thinking skills. This is a one percentage point **increase** compared with the previous reporting period (76%).

<b>Extent to which abilities improved in critical thinking</b>		
	Students	Percent
To a great extent	444	33%
To a considerable extent	575	43%
Somewhat	247	19%
Not very much	44	3%
Not at all	18	1%

- 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.
- Health and Social Sciences, 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 (76%) reported considerable or great improvement in their information literacy skills. This a one percentage point **increase** compared with the previous reporting period (75%).

<b>Extent to which abilities improved in information literacy</b>		
	Students	Percent
To a great extent	437	33%
To a considerable extent	572	43%
Somewhat	254	19%
Not very much	42	3%
Not at all	27	2%

- 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.
- Science and Engineering, Health and Social Sciences and Liberal and Creative Arts majors were significantly more likely to report improvement in information literacy skills compared with Business 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 (68%) reported considerable or great contribution by SF State to their exposure to cultures or groups different from their own. This is a three-percentage point **decrease** from 2021 (71%) and further down from 2020 (75%).

Extent to which experience at SF State contributed to exposure to cultures/groups different than own		
	Students	Percent
To a great extent	464	35%
To a considerable extent	431	33%
Somewhat	305	23%
Not very much	71	5%
Not at all	51	4%

- 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 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 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
To a great extent	484	37%
To a considerable extent	477	36%
Somewhat	265	20%
Not very much	52	4%
Not at all	43	3%

- 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.
- 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 majors.



### Acquiring a broad general education

Seven in ten students (70%) reported considerable or great contribution by San Francisco State in acquiring a broad general education. This is a one percentage point **increase** compared with the previous reporting period (69%).

Extent to which experience at SF State contributed to acquiring broad general education		
	Students	Percent
To a great extent	395	30%
To a considerable extent	535	40%
Somewhat	291	22%
Not very much	59	4%
Not at all	42	3%

- 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 were significantly more likely to report acquiring a broad general education than Business and Science and Engineering majors.

## Development of leadership skills

Nearly six in ten students (59%) reported considerable or great contribution by San Francisco State in the development of their leadership skills. This is a two-percentage point **increase** compared with the previous reporting period (57%).

Extent to which experience at SF State contributed to development of leadership skills		
	Students	Percent
To a great extent	311	24%
To a considerable extent	470	36%
Somewhat	380	29%
Not very much	96	7%
Not at all	63	5%

- 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.
- Health and Social Sciences majors were significantly more likely to report development of leadership skills than Business majors.

## Learning effectively on your own

Nearly eight in ten students (77%) reported considerable or great contribution by San Francisco State to learning effectively on their own. This is a two-percentage point **increase** compared with the previous reporting period (75%).

Extent to which experience at SF State contributed to learning effectively on own		
	Students	Percent
To a great extent	525	40%
To a considerable extent	491	37%
Somewhat	243	18%
Not very much	38	3%
Not at all	24	2%

- Students 24 and under were more likely to report learning effectively on their own to a greater extent compared with students 25 and over.
- 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.

## 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
To a great extent	393	30%
To a considerable extent	448	34%
Somewhat	315	24%
Not very much	96	7%
Not at all	70	5%

- 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.
- 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 (58%) reported considerable or great contribution by San Francisco State to their commitment to civic engagement. This is one percentage point decrease compared to the prior reporting period (59%).

Extent to which experience at SF State contributed to commitment to civic engagement		
	Students	Percent
To a great extent	320	24%
To a considerable extent	439	33%
Somewhat	367	28%
Not very much	115	9%
Not at all	76	6%

- 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.
- Health and Social Sciences 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 principal activity upon graduation?

Over six in ten students (68%) indicated that they will seek employment following graduation. This is a three-percentage point **increase** over the previous reporting period (65%).

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 (23%).

Most likely principal activity upon graduation		
	Students	Percent
Employment	910	68%
Graduate Study	292	22%
Undergraduate Study	32	2%
Starting or Raising a Family	16	1%
Volunteer Service	13	1%
Military	8	1%
Other	59	4%

- 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** or reports plans of **volunteer service** compared with transfer starters.
- Female students were significantly more likely to report plans to attend **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.
- Non-historically underrepresented students were significantly more likely to report plans of **undergraduate study** compared with historically underrepresented students.
- Business majors were significantly more likely to report plans of **employment** compared to Health and Social Sciences and Science and Engineering majors.

- Health and Social Sciences and Science and Engineering majors were significantly more likely to report plans to attend **graduate school** compared with Business and Liberal and Creative Arts majors.
- Liberal and Creative Arts majors were significantly more likely to report plans of **employment** compared with Health and Social Sciences and Science and Engineering majors.
- Science and Engineering majors were significantly more likely to report plans to attend **undergraduate study** compared with Business and Liberal and Creative Arts majors.

### Employment

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

Over four in ten (46%) students agreed or strongly agreed that San Francisco State has prepared them for the job market. This is a three-percentage point **increase** over the previous reporting period (43%).

Has SFSU prepared students for job market?		
	Students	Percent
Strongly agree	76	8%
Agree	343	38%
Neither agree nor disagree	323	36%
Disagree	130	14%
Strongly disagree	35	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, who were more likely to be neutral.
- 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, over one in ten (11%), indicated that they have secured a job in their field of study. This is a three-percentage point **increase** compared with the previous reporting period (8%).

Secured job in field of study		
	Students	Percent
Yes	103	11%
No	803	89%

- Business, Health and Human Services, and Science and Engineering majors were significantly more likely to report having secured employment in their field of study than Liberal and Creative Arts majors.

### What is your employment status?

Of the students who have secured a job in their field of study, almost six in ten students (57%) indicated that they are employed full-time (40+ hours a week). This is an **increase** of eleven percentage points compared with the previous reporting period (46%).

Employment status		
	Students	Percent
Employed full-time (40+ hours per week)	58	57%
Employed part-time (up to 39 hours per week)	39	39%
Self-employed	4	4%

- Health and Human Services and Liberal and Creative Arts majors were significantly more likely to report having secured **part-time** employment in their field of study than Business majors.
- Health and Human Services majors were significantly more likely to report having secured **part-time** employment in their field of study than Science and Engineering majors.
- Business and Science and Engineering majors were significantly more likely to report having secured **full-time** employment in their field of study than Health and Social Sciences and Liberal and Creative Arts majors.



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

- 826 Valencia
- A Monique Affair
- ACES (Comprehensive Educational Services, Inc.)
- ACES-ABA Therapy
- ADP
- ALS Association Golden West Chapter
- ATUM Bio
- AbilityPath
- Adventist Health
- Amazon
- American Civil Constructors West Coast
- American Civil Constructors, IEA
- Aquatic AV
- BDO
- Banfield Hospital
- Beacon Hill staffing
- Blueprint studio
- Boys and Girls Club of San Francisco
- CAFEX
- CVS Pharmacy
- Cbre
- City and county of San Francisco
- Concrete Collaborative
- Cushman & Wakefield
- Dandelion Chocolate
- Deloitte
- ERA Carlile Realty Group
- FreeWire
- Gene
- Genentech
- Golden Gate National Park Conservancy
- Golden State Warriors
- HUG Preschool
- Heather blake
- Heritage on the Marina
- Herrero Builders
- Hotel Del Sol
- Illumeably

- JOINN Biologics US Inc.
- JP Morgan
- Jay E Ventures
- LEARNING ARTS INC
- LG Electronics
- Lennar
- Lex Alemania
- Lockheed Martin
- Los Altos Stage Company
- Marin dental implant center
- McDonald's
- Millbrae Community Television
- Moss Adams
- Nion Swift
- Nisum
- Norris & Stevens, Inc.
- Pankow Builders
- Pied Piper Players
- Polka dot preschool
- PricewaterhouseCoopers (PwC)
- Rebuilding Together San Francisco
- Ruby Ribbon
- Rustic House Oyster Bar and Grill
- Sacred Heart Community Service
- Saks Fifth Avenue
- San Francisco Rec & Parks
- San Francisco State University (Children's Campus)
- San Mateo Court House
- San Mateo Superior Court
- Select Physical Therapy
- Sf State
- Skyline College
- Stanford Department of Public Safety
- Star of Ca
- TechCXO
- The Personnel Perspective
- The State Bar of California
- Trinity SF
- UCSF
- United States Navy
- University of California, Berkeley (Athletic Study Center)
- WHOLEFOODS

## Graduate Study

Students who selected “**Graduate Study**” as their principal 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 **decrease** from the previous reporting period (78%).

<b>Has SF State prepared students for graduate study</b>		
	Students	Percent
Strongly agree	85	29%
Agree	138	47%
Neither agree nor disagree	53	18%
Disagree	12	4%
Strongly disagree	4	1%

- Female students were significantly more likely to report that San Francisco State has prepared them for graduate study than male students.
- 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.
- Liberal and Creative Arts majors were significantly more likely to report that San Francisco State has prepared them for graduate study than Science and Engineering majors.

### 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 a four-percentage point **decrease** from the previous reporting period (71%). Over one in ten students (12%) indicated that they are planning to earn a Doctorate. This is a three-percentage point **decrease** from the previous reporting period (15%).

Degree planning to earn		
	Students	Percent
Master's degree (MA, MS, MBA, MSN, etc.)	194	67%
Doctorate (Ph.D., Ed.D., etc.)	34	12%
Medical degree (MD, DO, DDS, DVM, etc.)	33	11%
Post-graduate certificate	19	7%
Law (JD, etc.)	8	3%
Non-degree (coursework only)	3	1%

- Female students were significantly more likely to report plans to begin a **Medical degree** than male students, whereas Male students were more likely to report plans to begin a **Master’s degree**.
- Business, Health and Human Services and Liberal and Creative Arts majors were significantly more likely to report plans to begin a **Master’s degree** than Science and Engineering majors.
- Business majors were significantly more likely to report plans to begin a **Master’s degree** than Health and Human Services majors.
- Science and Engineering majors were significantly more likely to report plans to begin a **Doctorate degree** than Business majors.
- Health and Human Services and Science and Engineering Majors were significantly more likely to report plans to begin a **Medical degree** than Liberal and Creative Arts and Business majors.

## 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 and Time to Graduation

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. In 2021, course availability decreased 14% as the most frequently cited reason to not graduate in time, though in 2022, the total (24%) did not change. Overall, students who graduated in the expected time increased 7 percentage points to 80%, which may be likely attributed to the decrease in course availability issues.

### 2. Advising:

Advising is also cited as a top reason students report that they will **not** have graduated in the time expected, as a particularly consistent them in the “Other” reasons that students commented on. Advising was also a top reason that students listed would have improved their overall experience at SF State the most, though it did decrease by 2 percentage points. Additionally, advising by faculty in the major, continued to show similar, though somewhat lower satisfaction levels (67% satisfaction vs. 69% in the previous year).

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. Financial Pressure or the Need to Work:

Financial Pressure or the Need to Work saw the largest **decrease** from the previous reporting period as a reason that students did not graduate in the time expected, dropping 7 percentage points. There are several avenues for students to afford the cost of attendance. Notably, during the recent years of the pandemic, SF state has offered emergency COVID-19 relief funding to students in addition to more regular forms of financial aid.

#### **4. Historically Underrepresented Students:**

Historically underrepresented students were significantly less likely to report graduating in the time expected compared with non-historically underrepresented students. In the previous year, 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, and this was a suggested area of focus to address. This was not the case in 2022 where both historically underrepresented and non-historically underrepresented students showed similar rates of reporting on this issue. Instead, historically underrepresented students were more likely to report “taking one or more semesters off” as the main reason for not graduating. This should continue be an area of focus moving forwards as we work to close the opportunity gaps in retention and graduation rates for our students.

Additionally, historically underrepresented students showed higher rates of satisfaction than non-historically underrepresented students across various areas including faculty interest in their success, academic rigor, and quality of teaching, among others. They also self-reported improvement in various skills at a higher rate than did non-historically underrepresented students, such as in writing skills, oral communication, information literacy, and critical thinking among others.

#### **5. 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. Even with the return of in-person classes being offered in 2022, the percentage of students taking at least one online course increased to 99%. Satisfaction with online courses increased by 9% points – the largest increase in satisfaction in the survey as a whole. It is possible that this is due to faculty and students better adjusting to this format more year over year. Success and preference of online courses will continue to be an area worthy of further research and exploration. Oral communication skills (67%) continued a downward year over year trend from 2021 (69%), and 2020 (72%). This decreasing confidence in oral communication skill is a potential area of concern. One relationship to explore may be course format. Decreased oral communication ratings do coincide with the increasing rates of online enrollment, and decreasing rates of in-person interaction.

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

Participation in academic, campus, and community activities continued to see decreases across all items, with the exception of internships and culminating experiences, though each of these increased by only 1 percentage point. These decreases continue to likely be due to the impact of COVID-19 policy restrictions (e.g., study abroad, athletic/extracurricular experience, internship/field experiences). It will continue to be important to monitor these items in the future administration of this survey.

## 7. Preparing students for the job market:

Only 46% of students agreed or strongly agreed that San Francisco State prepared them for the **job market**. While this is a 3% increase from 2021, it remains down 4% from 2020 (50%). Transfer starters and female students were both significantly more likely to report having a mentor compared with freshman starters and male students, respectively. Preparing students for the job market was identified as a potential area of opportunity for improvement in the 2021 report, and remains so in the 2022. This should be given consideration when designing, revising, and strengthening curriculum.

## Appendix A – Survey Responses

Will you have graduated in the time you expected?

	Frequency	Percent
Yes	1,125	20%
No	281	80%
Total	1,406	

If not, what is the main reason why not?

	Frequency	Percent
Change in major or indecision about a major	48	17%
Family responsibilities	20	7%
Financial pressure or the need to work	37	13%
Lack of availability of courses	54	19%
Took one or more semesters off	32	12%
Other (Please specify)	86	31%
Total	277	

Would you recommend SF State to your friends?

	Frequency	Percent
Definitely yes	591	42%
Probably yes	557	40%
Unsure	170	12%
Probably not	68	5%
Definitely not	15	1%
Total	1,401	

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

	Frequency	Percent
Yes	787	57%
No	602	43%
Total	1,389	



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	335	24%
Advising	237	17%
Financial concerns or cost of attendance	202	15%
Campus life	187	14%
Parking and transportation	123	9%
Degree requirements	95	7%
Instruction/teaching	91	7%
Other	64	5%
Campus facilities	45	3%
Total	1,379	

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	481	35%
Satisfied	635	47%
Neutral	172	13%
Dissatisfied	47	3%
Very dissatisfied	24	2%
Total	1,359	

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	448	33%
Satisfied	576	42%
Neutral	250	18%
Dissatisfied	59	4%
Very dissatisfied	25	2%
Total	1,358	

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	485	36%
Satisfied	520	38%
Neutral	266	20%
Dissatisfied	51	4%
Very dissatisfied	33	2%
Total	1,355	

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	412	30%
Satisfied	591	44%
Neutral	288	21%
Dissatisfied	41	3%
Very dissatisfied	25	2%
Total	1,357	

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	422	31%
Satisfied	481	35%
Neutral	308	23%
Very dissatisfied	55	4%
Dissatisfied	91	7%
Total	1,357	

Did you take any online courses in your major?

	Frequency	Percent
Yes	1,345	99%
No	12	1%
Total	1,357	

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

	Frequency	Percent
Very satisfied	384	29%
Satisfied	568	42%
Neutral	275	20%
Dissatisfied	80	6%
Very dissatisfied	36	3%
Total	1,343	

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

	Frequency	Percent
Course and course materials were not well organized	18	16%
Course was more demanding than a face-to-face course	6	5%
Course was not as rigorous as a face-to-face course	16	14%
Deadlines were not clear	2	2%
I did not have the self-discipline to keep up with the course	12	10%
Software was difficult to navigate	4	3%
Too little interaction with course instructor and/or instructor was not sufficiently responsive	15	13%
Too little interaction with other students in the course	14	12%
Something else (Please specify)	28	24%
Total	115	

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	342	25%
No	1,004	75%
Total	1,346	

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	64	5%
No	1,269	95%
Total	1,333	

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	465	34%
No	883	66%
Total	1,348	

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

	Frequency	Percent
High	94	7%
Moderate	243	18%
Low	272	20%
None	734	55%
Total	1,343	

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	80	6%
Moderate	145	11%
Low	154	11%
None	963	72%
Total	1,342	

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

	Frequency	Percent
High	144	11%
Moderate	222	17%
Low	284	21%
None	692	52%
Total	1,342	

What was your level of involvement in the following activities while enrolled at SF State? -Extracurricular athletic or physical recreation activities

	Frequency	Percent
High	78	6%
Moderate	138	10%
Low	209	16%
None	916	68%
Total	1,341	

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	229	17%
To a considerable extent	571	43%
Somewhat	403	30%
Not very much	80	6%
Not at all	43	3%
Total	1,326	

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

	Frequency	Percent
To a great extent	355	27%
To a considerable extent	524	40%
Somewhat	338	26%
Not very much	77	6%
Not at all	26	2%
Total	1,320	

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	340	26%
To a considerable extent	540	41%
Somewhat	328	25%
Not very much	73	6%
Not at all	30	2%
Total	1,311	

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	444	33%
To a considerable extent	575	43%
Somewhat	247	19%
Not very much	44	3%
Not at all	18	1%
Total	1,328	

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	437	33%
To a considerable extent	572	43%
Somewhat	254	19%
Not very much	42	3%
Not at all	27	2%
Total	1,332	

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	464	35%
To a considerable extent	431	33%
Somewhat	305	23%
Not very much	71	5%
Not at all	51	4%
Total	1,322	

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	484	37%
To a considerable extent	477	36%
Somewhat	265	20%
Not very much	52	4%
Not at all	43	3%
Total	1,321	

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	395	30%
To a considerable extent	535	40%
Somewhat	291	22%
Not very much	59	4%
Not at all	42	3%
Total	1,322	

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	311	24%
To a considerable extent	470	36%
Somewhat	380	29%
Not very much	96	7%
Not at all	63	5%
Total	1,320	

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	525	40%
To a considerable extent	491	37%
Somewhat	243	18%
Not very much	38	3%
Not at all	24	2%
Total	1,321	

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	393	30%
To a considerable extent	448	34%
Somewhat	315	24%
Not very much	96	7%
Not at all	70	5%
Total	1,322	



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	320	24%
To a considerable extent	439	33%
Somewhat	367	28%
Not very much	115	9%
Not at all	76	6%
Total	1,317	

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

	Frequency	Percent
Employment	910	68%
Graduate Study	292	22%
Undergraduate Study	32	2%
Starting or Raising a Family	16	1%
Volunteer Service	13	1%
Military	8	1%
Other	59	4%
Total	1,330	

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

	Frequency	Percent
Strongly agree	76	8%
Agree	343	38%
Neither agree nor disagree	323	36%
Disagree	130	14%
Strongly disagree	35	4%
Total	907	

Have you secured a job in your field of study?

	Frequency	Percent
Yes	103	11%
No	803	89%
Total	906	

What is your employment status?

	Frequency	Percent
Employed full-time (40+ hours per week)	58	57%
Employed part-time (up to 39 hours per week)	39	39%
Self-employed	4	4%
Total	101	

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

	Frequency	Percent
Strongly agree	85	29%
Agree	138	47%
Neither agree nor disagree	53	18%
Disagree	12	4%
Strongly disagree	4	1%
Total	292	

What degree/certificate are you planning to earn?

	Frequency	Percent
Master's degree (MA, MS, MBA, MSN, etc.)	194	67%
Doctorate (Ph.D., Ed.D., etc.)	34	12%
Medical degree (MD, DO, DDS, DVM, etc.)	33	11%
Post-graduate certificate	19	7%
Law (JD, etc.)	8	3%
Non-degree (coursework only)	3	1%
Total	291	

## 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 principal 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)