

Senior Exit Survey Results

Graduation Terms:

Spring 2023, Summer 2023, Fall 2023



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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 45 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, beginning in the period from January 1st 2021 – December 31st 2021 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. 1746 valid responses to the survey were obtained from undergraduates between January 1st, 2023 and December 31st, 2023. Key findings across all six dimensions of the survey are highlighted below.

Results are presented by identifying trends over time from previous senior exit survey reports as well as through between groups comparisons. Policy related to COVID-19 significantly impacted student experiences over recent years, and it is worthwhile to consider results through this lens. Finances, mental health, online course modality, and various macro and micro level factors affect the overall SF State experience (enrollment, social engagement, grades). Financially, job loss for students and families bring change to income, and thus affect student funding for cost of attendance. This prompted in many cases distributions of emergency COVID-19 relief funds to help students in need. Enrollment overall at SF State has continued to decline year over year. Opportunities to engage in social and academic activities were restricted. The sudden change to mostly online course offerings brought its own challenges impacting outcomes in 2021. Trends following this period of time can be observed. That is, it can be observed whether trends in responses: 1) return to historical levels seen in prior to 2021, 2) remain unchanged and similar to levels seen in 2021, or 3) continue to change,

further along the same lines seen in 2021. For example, student perceptions of Oral Communications skills declined in 2021. We can observe whether they recover to 2020 levels, remain similar to 2021 levels, or continue to decline further.

Lastly, 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 in 2020 and prior periods. In 2023, the sample size was noticeably larger than in 2022. Survey administrators continue to work to address sample size and quality. Between-groups comparisons are made only for groups with adequate sample size. For example, responses in several of the colleges cannot be compared between each other due to inadequate sample.

I. Overall San Francisco State Experience

Overall satisfaction with the San Francisco State Experience **decreased** compared to the previous reporting period. A total of 79% of students reported graduating on time, a decrease of 1% from 2022 (although still up 6% from 2021 results). “Lack of availability of courses” is no longer a top reason students cited for not graduating in the time expected in contrast to previous years. Students cite “Other” as a primary reason – indicating the major reasons categorized as distinct options were well addressed by the administration. The second most frequent reason cited was “Financial pressure or the need to work”. Two factors to consider here are macro-environmental/economic factors, as well as the departure of additional Covid-19 emergency relief funding that was provided in past years. Despite “course availability” not being cited as the most frequent contributor to lack of on-time graduation, interestingly it is still the most frequently cited recommendation that students indicate would have improved their SF State experience the most if addressed (21%). A large majority of SF State students (81%) continue to indicate that they would probably or definitely recommend San Francisco State to their friends.

II. Satisfaction with your Major Program & Online Courses

Satisfaction levels across areas of the major programs generally decreased in 2023. Quality of teaching (80%), accessibility of faculty (71%), faculty interest in academic success (71%), academic rigor of classes in the major (69%), and quality of academic advising by faculty (59%) all showed moderate to high rates of satisfaction. However, each of these categories showed relative decreases in satisfaction levels compared with the previous reporting period. The largest drop seen was in Quality of Advising in the major, which decreased substantially to a 59% satisfaction level, down from 2022 (67%) and 2021 (69%).

Enrollment in at least one online course in the major remained high at 98%, a 1 percentage-point decrease from 2022. There was a significant twenty-nine percentage point increase in enrollment since 2021 (69%) due to COVID-19 response in that time period. Of the students who took an online course in their major, 70% reported satisfaction, which was a 1 percentage point decrease from 2022. For those who reported dissatisfaction, the most frequently cited area continued to be that “courses/course materials were not well organized” (23%).

III. Involvement in Academic, Campus, and Community Activities

Overall, reported involvement in academic, campus, and community activities are similar to 2022. The Culminating Senior Experience was removed as a response option. Participation ranged from 4% in study abroad (1% decrease) to 26% involved in an internship/field experience not required by the major (an increase of 1%). Internship or field experience not required by the major increased slightly from last year, from 24% to 25%, but remains well below the 32% observed in 2020. A similar trend of: 1) a significant decrease from 2020 to 2021, followed by 2) only slight or no change from 2021 - 2023 can be observed in community service volunteerism, research with faculty, student organization involvement, and extracurricular athletic or physical recreation activities. It will be important to observe whether participation levels across activities recover to levels observed prior to the COVID-19 response.

IV. Improvement in Intellectual Abilities

Perceptions of improvement of writing skills (65%), critical thinking skills (75%), information literacy (74%), and quantitative reasoning skills (59%) all decreased between 1% to 3%. Oral communication skills (64%) continued the largest downward trend from 67% in 2022, from 69% in 2021, even further from 72% in 2020. This area continues to see a negative impact.

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. 4 items regarding climate change knowledge and participation were added in 2023.

VI. Post-Graduation Plans

The top two post-graduation plans were employment (69%) 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 3% from 2022. Of the students who indicated they will be attending "Graduate study" following graduation, the majority of students (78%) agreed or strongly agreed that San Francisco State prepared them for graduate school – a 2% increase from 2022. Generally, students have trended toward reporting feel more prepared for graduate school, and less prepared for the workforce over time.

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?

Eight in ten students (79%) indicated that they will have graduated in the time expected. This is a **decrease** of 1 percentage-point from 2022 (80%), but an increase of 6 percentage points (73%) compared to 2021.

Will you have graduated in the time expected?		
	Students	Percent
No	363	21%
Yes	1367	79%

- Transfer starters were significantly more likely to report graduating in the time expected compared with freshmen starters.
- Non-historically underrepresented students were significantly more likely to report graduating in the time expected compared with historically underrepresented students.
- Liberal and Creative Arts were significantly more likely to report graduating in the time expected than Business majors.
- Business majors were significantly more likely to report graduating in the time expected than Science and Engineering majors.
- Transfer Starters were significantly more likely to report graduating in the time expected than Freshman Starters.
- International Students were significantly more likely to report graduating in the time expected than students who are CA residents.

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

² Non-binary students and Interdisciplinary Studies, Education, and Ethnic Studies majors are not included in the statistical comparisons due to an insufficient sample size for comparison.

³ 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. Other (Please specify) (27%)
2. Financial pressure or the need to work (22%).
3. Change in major/indecision about a major (18%);
4. Lack of availability of courses (17%);

Lack of availability of courses (17%) **decreased** 2 percentage points from 2022 (19%), continuing down from 2021 (21%), and even further from 2020 (26%).

Change in major/indecision about a major **increased** one percentage point compared with 2022 (17%) and further from 2021 (15%).

Financial pressure or the need to work (22%) **increased** compared to 2022 (13%) to a rate higher than seen in 2021 (20%) and 2020 (21%).

Reasons did not graduate in time expected								
	2023		2022		2021		2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Change in major or indecision about a major	66	18%	48	17%	30	15%	304	20%
Family responsibilities	26	7%	20	7%	11	6%	73	5%
Financial pressure or the need to work	77	22%	37	13%	39	20%	320	21%
Lack of availability of courses	59	17%	54	19%	42	21%	347	23%
Other (Please specify)	96	27%	86	31%	61	31%	364	24%
Took one or more semesters off	33	9%	32	12%	5	8%	133	9%

- 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.
- Transfer starters 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 Freshman starters.
- First Generation 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-First Generation students.

Text Mining Analysis

Students who selected “Other” Please Specify” as the top reason for not graduating in the time expected.

“Other: Please Specify” was the most frequently chosen option for not graduating in the expected time. Of 96 students choosing this option, 89 valid responses were included in a text mining analysis. The 4 themes that emerged in the student responses were as follows: (1) **COVID-19 Disruption**, (2) **Academic Plan Changes/Obstacles**, (3) **Academic/Personal Challenges**, and (4) **Academic Advising Issues**.

Theme 1 includes disruption related to online learning, struggle in virtual classes, personal stress and health issues related to the pandemic, and other impacts related to COVID-19 policy.

Theme 2 includes topics similar to what are listed as options, including course availability and changing majors. Some students elected to choose “Other” and include more nuanced explanation. This topic also includes other academic planning obstacles such as scheduling conflicts, course prerequisites, elective requirements, issues transferring credits, and low priority class registration.

Theme 3 includes topics related to failing courses and academic probation that are attributed to major personal issues such as: medical conditions, family emergencies, and mental health challenges.

Theme 4 includes topics related to academic advising. Student responses in this theme make mention to incorrect or insufficient guidance in required courses or graduation requirements.

Keyword groupings in the text mining analysis:

Top 10 Keywords in each Theme			
Theme 1	Theme 2	Theme 3	Theme 4
pandemic	take	course	year
take	lack	fail	advisor
transfer	need	elective	need
expect	major	time	unit
requirement	early	pandemic	expect
due	add	late	back
major	minor	credit	issue
another	little	many	online
school	family	advise	soon
study	finish	help	good

Example comments for each theme are provided below.

1. Covid-19 Disruption

Example comments:

- a. "COVID. Was supposed to graduate last year, but decided to take less courses this last year because I was not satisfied with the online education I received."
- b. "Failed a class due to the pandemic."
- c. "Had to withdraw from a few classes due to stress from the pandemic and online courses."
- d. "Studying at home during the covid pandemic was challenging and set me back."

2. Academic Plan Changes and Obstacles

Example comments:

- a. "Little knowledge in what classes to take and lack of course availability."
- b. "Took courses at a community college that were not transferable."
- c. "I unfortunately failed a few classes and needed more time to graduate."
- d. "Added a major."
- e. "Transferred from different university with non-equivalent transfer courses."

3. Academic and Personal Challenges

Example comments:

- a. "Family deaths."
- b. "Medical issues."
- c. "Issues with mental illness and physical disabilities."

4. Academic Advising Issues

Example comments:

- a. "Misguided counseling from the department and advisors."
- b. "Confused about required courses."
- c. "I was advised not to take too many major classes in one semester"
- d. "Counselors/Advisers giving me wrong advice on what classes to apply for led me to graduate a semester later than expected and pushed my graduation back a whole year."
- e. "Lack of Advising."

Would you recommend SF State to your friends?

Over eight in ten students indicated that they would probably or definitely recommend San Francisco State to their friends (81%). This is a one percentage point **decrease** compared with the previous reporting period (82%) and further from 2021 (84%).

Would you recommend SF State to your friends?		
	Students	Percent
Definitely not	33	2%
Definitely yes	642	37%
Probably not	119	7%
Probably yes	746	43%
Unsure	175	10%

- 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.
- First Generation students were significantly more likely to recommend SF State to their friends than non-first-generation students.
- Bay Area resident students were significantly more likely to recommend SF State to their friends than Southern California resident students.

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

Almost 6 in ten students (59%) indicated that there is at least one member of the San Francisco State faculty or staff who they consider their mentor. This is a two-percentage point **increase** from 2022 (57%), reversing the decline from 2021 (60%) and 2020 (65%).

Is there at least one member of the SF State faculty or staff that you consider your mentor?		
	Students	Percent
No	706	41%
Yes	1006	59%

- Female students were significantly more likely to report having a mentor than male students.
- Liberal and Creative Arts, Health and Social Sciences, and Science and Engineering majors were each more likely to report having a mentor than Business majors.
- Liberal and Creative Arts majors were more likely to report having a mentor than 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 (21%);
2. Advising (17%);
3. Financial Concerns or cost of attendance (17%).

Course availability **decreased** three-percentage points compared to the previous reporting period (24%).

Advising **neither increased nor decreased** compared with the previous reporting period (17%).

Financial concerns or cost of attendance **increased** two-percentage points compared with the previous reporting period (15%).

What changes would have improved your overall SF State experience the most						
	2023		2022		2021	
	Students	Percent	Students	Percent	Students	Percent
Advising	286	17%	237	17%	137	19%
Campus facilities	59	3%	45	3%	23	3%
Campus life	201	12%	187	14%	79	11%
Course availability	356	21%	335	24%	173	24%
Degree requirements	89	5%	95	7%	41	6%
Financial concerns or cost of attendance	280	17%	202	15%	106	15%
Instruction/teaching	138	8%	91	7%	48	7%
Other	58	3%	64	5%	34	5%
Parking and transportation	222	13%	123	9%	79	11%

- 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.

- Students 25 and over were significantly more likely to report that changes to **instruction/teaching** would have improved their SF State experience compared with students 24 and under.
- Students 24 and under were significantly more likely to report that changes to **campus life** would have improved their SF State experience than students 25 and over.
- Historically underrepresented students were significantly more likely to report that changes to **financial concerns or the cost of attendance** would have improved their SF State experience compared with non-historically underrepresented students.
- Non-historically underrepresented students were significantly more likely to report that changes to **course availability** would have improved their SF State experience compared with historically underrepresented students.
- Freshman starters were significantly more likely to report that changes to **campus life** would have improved their SF State experience than transfer starters.
- Transfer starters were significantly more likely to report that changes to **course availability** would have improved their SF State experience than freshman starters.
- First generation students were significantly more likely to report that changes to **course availability** would have improved their SF State experience than non-first-generation students.
- Female students were significantly more likely to report that changes to **advising** would have improved their SF State experience than male students.
- Southern CA and Northern CA resident students were each significantly more likely to report that changes to **campus life** would have improved their SF State experience than Bay Area resident students.
- Bay Area resident students were each significantly more likely to report that changes to **parking and transportation** would have improved their SF State experience than each of San Diego, Southern CA, and Northern CA students.

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

Eight in ten students expressed satisfaction in the quality of teaching in their major (80%). This is a two-percentage point **decrease** compared with the previous reporting period (82%).

Level of satisfaction with quality of teaching in major		
	Students	Percent
Dissatisfied	72	4%
Neutral	223	13%
Satisfied	759	46%
Very dissatisfied	45	3%
Very satisfied	560	34%

- Female students were more likely to report satisfaction with the quality of teaching in their major compared with male students.
- 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 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
Dissatisfied	59	4%
Neutral	250	18%
Satisfied	576	42%
Very dissatisfied	25	2%
Very satisfied	448	33%

- Female students were more likely to express *dissatisfaction* with the accessibility of faculty in their major compared to male students.

Faculty interest in your academic success

Over seven in ten students expressed satisfaction in faculty interest in their academic success (71%). This is a four percentage-point **decrease** from the previous reporting period (74%) and further from 2021 (78%).

Level of satisfaction with faculty interest in academic success		
	Students	Percent
Dissatisfied	75	5%
Neutral	355	21%
Satisfied	626	38%
Very dissatisfied	54	3%
Very satisfied	546	33%

- 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.
- Health and Social Sciences and Liberal and Creative Arts majors expressed significantly greater satisfaction with faculty interest in their academic success than Business majors, who were more likely to express neutrality.

Academic rigor of classes in your major

Almost seven in ten students (69%) expressed satisfaction in the academic rigor of classes in the major. This is five percentage points lower than the previous reporting period (74%) and down further from 2021 (77%).

Level of satisfaction with academic rigor of classes in major		
	Students	Percent
Dissatisfied	96	6%
Neutral	367	22%
Satisfied	720	43%
Very dissatisfied	44	3%
Very satisfied	430	26%

- Female students were significantly more likely to report greater satisfaction with the academic rigor of classes in the major than male 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 majors.

Quality of academic advising by faculty in your major

Under six in ten students (59%) expressed satisfaction in the quality of academic advising by faculty in the major. This is an eight percentage-point **decrease** from the previous reporting period (67%) and further from 2021 (69%).

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

- Students 24 and under were significantly more likely to report higher rates of satisfaction in the quality of academic advising by faculty in the major compared with students 25 and over.
- Health and Social Sciences majors expressed significantly greater satisfaction with the quality of academic advising by faculty in the major than Science and Engineering majors.

Online Courses in the Major Program

Did you take any online courses in your major?

Nearly all students indicated that they took an online course in their major (98%). This is a 1 percentage point increase from 2022 (99%) and similar to 2021 (98%). In 2020, there was a 29 percentage-point **increase** from 69%, due to COVID-19 policy. The university's efforts following this involved offering a variety of modalities, including online, face-to-face, and hybrid courses.

Did you take online courses in your major?		
	Students	Percent
No	38	2%
Yes	1623	98%

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

Seven in ten students (70%) expressed satisfaction with the online course(s) they took in their major. This is a one percentage-point **decrease** compared with the previous reporting period (71%), but still significantly higher than 2021 (62%). Maintaining an increased satisfaction with online coursework is notable, since the majority of students now engage in this modality.

Satisfaction level with the online courses taken in major		
	Students	Percent
Dissatisfied	97	6%
Neutral	352	22%
Satisfied	709	44%
Very dissatisfied	36	2%
Very satisfied	428	26%

- 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 than Freshmen starters.

- Female students were significantly more likely to express greater levels of satisfaction with online courses in the major compared with male students.
- First generation students were significantly more likely to express greater levels of satisfaction with online courses in the major compared non-first-generation students.
- Business and Health and Social Sciences majors were each significantly more likely to express greater satisfaction with online courses in the major 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 (23%)
2. Course was not as rigorous as a face-to-face course (17%)
3. Too little interaction with course instructor and/or instructor was not sufficiently responsive (17%)

Course and course materials were not well organized **increased** seven percentage points compared with the previous reporting period (16%).

Course was not as rigorous as a face-to-face course **increased** three percentage points compared with the previous reporting period (14%).

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

Something else (14%) to keep up with the course **decreased** ten percentage points compared with previous reporting period (24%), closer to 2021 levels (15%).

Reasons for dissatisfaction with online coursework in major

	Students	Percent
Course and course materials were not well organized	30	23%
Course was more demanding than a face-to-face course	9	7%
Course was not as rigorous as a face-to-face course	22	17%
Deadlines were not clear	2	2%
I did not have the self-discipline to keep up with the course	8	6%
Software was difficult to navigate	3	2%
Something else (Please specify)	18	14%
Too little interaction with course instructor and/or instructor was not sufficiently responsive	22	17%
Too little interaction with other students in the course	16	12%

- Transfer starters were significantly more likely to than Freshman starters to report their primary reason for dissatisfaction with their online course(s) was **course was more demanding than a face-to-face course.**

Starting in mid-2019, the Senior Exit Survey Instrument was modified to provide students the opportunity to expand upon their “Something Else” response option. 15% of respondents selected this option in 2021, increasing to 24% in 2022, and falling back to 14% in the current reporting period of 2023.

There was a total of 18 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. This was an insufficient number of students to perform a text mining analysis. 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 organization, interaction, or perceived rigor (8)

Example comments:

- a. “Course materials not well organized, too little interaction with instructor and other students.”
- b. “Not rigorous, lots of busy work that didn't seem to have a purpose. In one class, lots of errors on online tests. Too many recorded lectures with no face time meetings...it is not a great for interactive learners that want to ask questions.”
- c. “The majority of online classes I took were fairly haphazardly put together, with one class consisting only of recorded lectures and no other material to engage with.”
- d. “The Online classes I took were often poorly organized, and/or unclear in a lot of their material...overall, things were a disorganized mess.”
- e. “Little to no interaction with instructor, inaccessible pre-recorded material.”

2. Online is unsuited for the specific major (3)

Example comments:

- a. “Course curriculum for my major cannot be taught through the online medium.
- b. “Lab classes, specifically hands on courses in biology do not translate well online and I feel like I am lacking necessary experience when I desire to work in a lab setting post-graduation.”

c. "Subject in something that can't be taught online; music"

3. Other / Etc. Comments Unrelated to Other Comments (7)

Example comments:

a. All of the Above: "All of the above except for the last option."

b. Perceived Political Bias: "All classes had a heavy political and ideological bias."

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 (26%) 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 2022 (25%) and further from 2021 (24%). This remains significantly lower than 2020 (32%), before the drop due to Covid-19 policies.

Participation in internship or field experience that was not required by major		
	Students	Percent
No	1218	74%
Yes	21	26%

- 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.
- Southern CA residents were significantly more likely to report participation in an internship or field experience compared with Bay Area residents.

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 (4%) indicated that they participated in a study abroad experience. This is a one percentage point **decrease** compared with the previous reporting period (5%) and further from 2021 (6%).

Participation in study abroad		
	Students	Percent
No	1556	96%
Yes	70	4%

Community service or volunteer work

More than two in ten students (24%) reported a moderate or high level of participation in community service or volunteer work. This is a one-percentage point **decrease** compared with 2022 (25%). This continues a trend down from 2021 (27%), and further down from 2020 (33%).

Involvement in community service or volunteer work		
	Students	Percent
High	124	8%
Low	322	20%
Moderate	264	16%
None	916	56%

- 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 majors.

Work on a Research Project with a Faculty Member

Less than two in ten students (19%) reported moderate or high level of participation in research with a faculty member. This is a two-percentage point **increase** compared with 2022 (17%).

Involvement in work on a research project with faculty member		
	Students	Percent
High	126	8%
Low	190	12%
Moderate	179	11%
None	1133	70%

- Science and Engineering majors reported significantly higher levels of participation in research with a faculty member than each of Business and 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

Less than three in ten students (28%) reported moderate or high level of participation in student organizations. This is a one percentage-point **increase** compared with the previous reporting period (27%), and still down from 2021 (32%).

Involvement in student organizations		
	Students	Percent
High	191	12%
Low	314	19%
Moderate	259	16%
None	863	53%

- 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.
- Southern CA residents were significantly more likely to participate in student organizations than Bay Area residents.

Extracurricular athletic or physical recreation activities

Less than two in ten students (18%) reported a moderate or high level of participation in extracurricular athletic or physical recreation activities. This is a two-percentage point **increase** compared with the previous reporting period (16%) and down from 2021 (23%).

Involvement in extracurricular athletic or physical recreation activities		
	Students	Percent
High	102	6%
Low	260	16%
Moderate	190	12%
None	1076	66%

- 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.
- Southern CA residents were significantly more likely to participate in extracurricular athletic or physical recreation activities than Bay Area residents.

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

Nearly six in ten students (59%) reported considerable or great improvement in quantitative reasoning skills. This is a one-percentage point **decrease** from 2022 (60%) and continues a downward trend from 2021 (61%) and further from 2020 (63%).

Extent to which abilities improved in quantitative reasoning		
	Students	Percent
Not at all	50	3%
Not very much	104	6%
Somewhat	508	32%
To a considerable extent	642	40%
To a great extent	305	19%

- Non-historically underrepresented students were significantly more likely to report a greater improvement in quantitative reasoning than historically underrepresented students.
- First generation students were significantly more likely to report a greater improvement in quantitative reasoning than non-first-generation students.
- Students 25 and over were more likely to report improvement in quantitative reasoning 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.

Writing

Over six in ten students (66%) reported considerable or great improvement in their writing skills. This is a two percentage-point **decrease** from the previous reporting period (67%).

Extent to which abilities improved in writing		
	Students	Percent
Not at all	45	3%
Not very much	126	8%
Somewhat	387	24%
To a considerable extent	612	38%
To a great extent	420	26%

- Students age 25 and over were significantly more likely to report improvement in their writing skills than students age 24 and under.
- Female students were significantly more likely to report improvement in their writing skills than male students.
- Non-historically underrepresented students were more likely to report improvement in their writing skills than historically underrepresented students.
- Health and Social Sciences and Liberal and Creative Arts majors were each significantly more likely to report improvement in their writing skills than each of Business and Science and Engineering majors.

Oral communication

Over six in ten students (64%) reported considerable or great improvement in their oral communication skills. This is a three percentage point **decrease** compared with the previous reporting period (67%), continuing a trend down from 2021 (69%) and 2020 (72%).

Extent to which abilities improved in oral communication		
	Students	Percent
Not at all	37	2%
Not very much	114	7%
Somewhat	420	26%
To a considerable extent	603	38%
To a great extent	419	26%

- First Generations students were significantly more likely to report greater improvement in their oral communication skills than non-first-generation students.
- Historically underrepresented students were more likely to report improvement in their oral communication than non-historically underrepresented students.
- Liberal and Creative Arts and Health and Social Sciences majors were each significantly more likely to report greater improvement in their oral communication skills than 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 (75%) reported considerable or great improvement in their critical thinking skills. This is a two percentage-point **decrease** compared with the previous reporting period (77%).

Extent to which abilities improved in critical thinking		
	Students	Percent
Not at all	21	1%
Not very much	54	3%
Somewhat	320	20%
To a considerable extent	667	41%
To a great extent	546	34%

- Students 25 and over were significantly more likely to report improvement in their critical thinking skills than students 24 and under.
- First Generation students were significantly more likely to report improvement in their critical thinking skills than non-first-generation 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 and Liberal and Creative Arts majors each were significantly more likely to report improvement in their critical thinking skills than Business 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 (74%) reported considerable or great improvement in their information literacy skills. This a two percentage point **decrease** compared with the previous reporting period (76%).

Extent to which abilities improved in information literacy		
	Students	Percent
Not at all	20	1%
Not very much	76	5%
Somewhat	329	20%
To a considerable extent	632	39%
To a great extent	556	34%

- Historically underrepresented students were more likely to report improvement in their information literacy skills than non-historically underrepresented students.
- Students 25 and over were significantly more likely to report improvement in their information literacy skills than students 24 and under.
- Health and Social Sciences were significantly more likely to report improvement in information literacy skills than 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 **comparable** to the previous reporting period, and lower than 2021 (71%) and 2020 (75%).

Extent to which experience at SF State contributed to exposure to cultures/groups different than own		
	Students	Percent
Not at all	51	3%
Not very much	99	6%
Somewhat	355	22%
To a considerable extent	511	32%
To a great extent	586	37%

- Freshmen starters were significantly more likely to report greater exposure to cultures or groups different from their own than transfer starters.
- Female students were significantly more likely to report greater exposure to cultures or groups different from their own than male students.
- Historically underrepresented students were more likely to report greater exposure to cultures or groups different from their own than non-historically underrepresented students.
- Students 24 and under were significantly more likely to report greater exposure to cultures or groups different from their own than students 25 and over.
- HSS and LCA majors were each significantly more likely to report greater exposure to cultures or groups different from their own than Business majors.
- HSS majors were significantly more likely to report greater exposure to cultures or groups different from their own than S&E majors.
- Southern CA residents were significantly more likely to report greater exposure to cultures or groups different from their own than Bay Area residents.

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

Over seven in ten students (71%) 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 (74%) and further from 2021 (77%).

Extent to which experience at SF State contributed to awareness of ethical implications of own + others' actions		
	Students	Percent
Not at all	46	3%
Not very much	93	6%
Somewhat	321	20%
To a considerable extent	559	35%
To a great extent	584	36%

- 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.
- Health and Social Sciences were significantly more likely to report greater awareness of the ethical implications of their own and others' actions compared with Science and Engineering majors.

Acquiring a broad general education

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

Extent to which experience at SF State contributed to acquiring broad general education		
	Students	Percent
Not at all	49	3%
Not very much	75	5%
Somewhat	378	24%
To a considerable extent	644	40%
To a great extent	456	28%

- Freshmen starters were more likely to report acquiring a broad general education than transfer starters.
- Historically underrepresented students were more likely to report acquiring a broad general education than non-historically underrepresented students.
- 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 majors.

Development of leadership skills

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

Extent to which experience at SF State contributed to development of leadership skills		
	Students	Percent
Not at all	66	4%
Not very much	171	11%
Somewhat	449	28%
To a considerable extent	531	33%
To a great extent	383	24%

- Freshmen starters were significantly more likely to report development of leadership skills than transfer starters.
- Historically underrepresented students were significantly more likely to report development of leadership skills than non-historically-underrepresented.
- 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 Liberal and Creative Arts and Science and Engineering majors.

Learning effectively on your own

More than seven in ten students (76%) 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 (77%).

Extent to which experience at SF State contributed to learning effectively on own		
	Students	Percent
Not at all	38	2%
Not very much	51	3%
Somewhat	301	19%
To a considerable extent	618	39%
To a great extent	595	37%

- 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 than both Business and Science and Engineering majors.

Commitment to social justice

Over six in ten students (62%) reported considerable or great contribution by San Francisco State to their commitment to social justice. This is a two percentage-point **decrease** compared to the previous reporting period (64%).

Extent to which experience at SF State contributed to commitment to social justice		
	Students	Percent
Not at all	84	5%
Not very much	141	9%
Somewhat	388	24%
To a considerable extent	530	33%
To a great extent	459	29%

- Freshman 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

More than five in ten students (53%) reported considerable or great contribution by San Francisco State to their commitment to civic engagement. This is five percentage-point **decrease** compared to the prior reporting period (58%) and further from 2021 (59%).

Extent to which experience at SF State contributed to commitment to civic engagement		
	Students	Percent
Not at all	96	6%
Not very much	186	12%
Somewhat	466	29%
To a considerable extent	493	31%
To a great extent	358	22%

- Freshman starters were significantly more likely to report improvement in their commitment to civic engagement than transfer starters.
- 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.

Learning about Climate Change

More than six in ten students (63%) reported considerable or great contribution by San Francisco State to their learning about climate change.

Extent to which student learned about climate change causes, impacts, and solutions		
	Students	Percent
Agree	550	36%
Disagree	89	6%
Neutral	402	27%
Strongly Agree	405	27%
Strongly Disagree	63	4%

Climate Change as Social Justice

More than six in ten students (61%) reported considerable or great contribution by San Francisco State to broadening their perspective on climate change

Extent to which student broadened perspective on climate change as a social justice issue.		
	Students	Percent
Agree	549	36%
Disagree	100	7%
Neutral	436	29%
Strongly Agree	385	25%
Strongly Disagree	52	3%

- Freshman starters were significantly more likely to report broadening of their perspective on climate change than transfer starters.
- Female students were significantly more likely to report broadening of their perspective on climate change than male students.

Abilities to Address Climate Change

More than five in ten students (53%) reported considerable or great contribution by San Francisco State to their development of skills and abilities to help address climate change.

Extent to which student developed skills and abilities to help address climate change		
	Students	Percent
Agree	508	33%
Disagree	150	10%
Neutral	497	33%
Strongly Agree	301	20%
Strongly Disagree	66	4%

- Female students were significantly more likely to developing skills and abilities to address climate change than male students.

Participation in Action to Address Climate Change

More than four in ten students (43%) reported considerable or great contribution by San Francisco State to their participation levels in individual or collective actions to address climate change.

I participated in individual or collective actions to help address climate change.		
	Students	Percent
Agree	390	26%
Disagree	198	13%
Neutral	586	39%
Strongly Agree	258	17%
Strongly Disagree	84	6%

VI. Post-Graduation Plans

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

Close to seven in ten students (69%) indicated that they will seek employment following graduation. This is a one-percentage point **increase** compared to the previous reporting period (68%) and up further from 2021 (65%).

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

Most likely principal activity upon graduation		
	Students	Percent
Employment	1101	69%
Graduate Study	367	23%
Military	6	0%
Other	60	4%
Starting or Raising a Family	23	1%
Undergraduate Study	31	2%
Volunteer Service	12	1%

- Students 25 and over were significantly more likely to report plans of **starting or raising a family** than students 24 and under.
- Female students were significantly more likely to report plans to attend **graduate school** than male students.
- Male students were significantly more likely to report plans of **employment** and joining the **military** following graduation compared with female students.
- Historically underrepresented students were significantly more likely to report plans of **attend graduate school** compared with non-historically underrepresented students.
- Business majors were significantly more likely to report plans of **employment** than HSS, S&E, and LCA majors.
- LCA majors were significantly more likely to report plans of **employment** than HSS and S&E majors.
- LCA, HSS and S&E majors were significantly more likely to report plans to attend **graduate school** than Business majors.

- S&E majors were significantly more likely to report plans to attend **graduate school** than LCA majors.

Employment

Students who selected “**Employment**” as their principal 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 three percentage-point **decrease** compared to the previous reporting period (46%).

Has SFSU prepared students for job market?		
	Students	Percent
Agree	377	34%
Disagree	146	13%
Neither agree nor disagree	403	37%
Strongly agree	98	9%
Strongly disagree	77	7%

- 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.

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 (17%), indicated that they have secured a job in their field of study. This is a six-percentage point **increase** compared with the previous reporting period (11%) and up further from 2021 (8%).

Secured job in field of study		
	Students	Percent
No	909	83%
Yes	192	17%

- Students 25 and over significantly more likely to report having secured employment in their field of study than students 24 and under.
- Health and Social Sciences 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 (54%) indicated that they are employed full-time (40+ hours a week). This is three percentage point **decrease** compared to the previous reporting period (57%), yet still higher from 2021 (46%).

Employment status		
	Students	Percent
Employed full-time (40+ hours per week)	103	54%
Employed part-time (up to 39 hours per week)	82	43%
Self-employed	7	4%

- Students 25 and over were significantly more likely to report having secured **full-time** employment in their field of study than students 24 and under, who were more likely to report securing **part-time** employment.
- Business majors were significantly more likely to report having secured **full-time** employment in their field of study than each of S&E, LCA, and HSS majors, who were more likely to report securing **part-time** employment.

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

- 24th St. Studio
- 826 Valencia
- A Better Way
- AECOM
- AS ECEC
- Alameda Health System
- Alpha Phi International
- Amazon (2)
- American Eagle
- Animal Care and Emergency Services
- Antech Diagnostics
- Apple Inc.
- Autism Impact Circle
- Azenta Life Sciences / Genewiz
- Bailar
- Baker Tilly
- Bay Longshoreman’s Memorial Assn.

- Beacon Building Products
- Bio Marin Pharmaceutical
- California Highway Patrol
- CBIZ-SLD
- CFS
- San Francisco Home for Jewish Living
- CNG Holdings
- Ca Lease Returns
- Carille Realty
- Cathy Liu
- Cavallo Point Lodge
- Chase Center, Golden State Warriors
- Cisco
- City of Cotati
- City of Menlo Park
- Community Regional Health Centers
- Compass
- Compass Therapeutic Services
- Contra Costa Medical Center
- Corsair
- County of San Mateo (2)
- Dd's Discounts (Ross Stores Inc.)
- DPR Construction
- David K
- Dawa Tsering
- Deloitte Tax LLP
- Department of Veterans Affairs
- Disney
- Dlt Insurance
- Douglas Durkin Design
- Dr. Bronte Green
- DBMUD
- Edgewood
- Electric Power and Research Institute
- Euclidean Labs
- Expeditors
- Ey
- Felton Institute
- Fraenkel Gallery
- Frandelja Enrichment Center
- Frank Rimerman
- Friends of St. Francis Childcare

- Generations Healthcare
- Gilead
- Graphite
- GroupGreeting
- Hard Rock Hotel
- Heart and Soul, Inc.
- Heather Hilliar Design
- Helix Electric
- IMPACT Community Capital
- Jones Lang LaSalle
- KPMG
- KQED Radio
- Kai Ming Head Start
- Kooth
- Kristal Schwartz
- Lockheed
- Law Foundation of Silicon Valley
- Liberty Health Care
- Love Learn Success
- Marin County Sheriff's Office
- Marin Suites Hotel
- Marriot Hotel
- Maxim Healthcare Staffing (2)
- McCormick and Kuleto's
- Merryhill Preschool
- Mission Graduates
- Mission YMCA
- NASA Ames Research Center
- NewGen Surgical
- Nike
- Northeastern University
- Northrop Grumman
- Oakland Zoo
- PAC-12 Networks, Oakland Athletics
- Pac-12 Networks
- Palo Alto Meical Foundation
- Pamela Ross
- Penumbra
- Petaluma People Services Center
- Placer Title Company
- Pomeroy Recreation and Rehabilitation Center
- PricewaterhouseCoopers LLP

- PwC
- Ramona Unified School District
- Recology
- Redwood City School District
- Rye Canyon Barbell, and Bouquet Canyon Kennels
- SF Kids Dentistry
- SF Public Library
- SFDPH
- SFSU Veteran Services
- SFUSD
- Sutter health
- Samsara
- San Francisco Bar Association
- San Francisco Campus of Jewish Living
- San Francisco Chronicle
- San Francisco Community Clinic Consortium
- San Francisco Day School
- San Francisco Public Works
- San Francisco Unified School District
- San Francisco Public Works Engineering
- Seneca Family of Agencies
- Sephora
- Sheng Kee bakery
- Sierra Service Project
- Skyline College
- Sole & Laces
- South of Market Child Care, Inc.
- Stanford Hospital
- Stantec
- Steps Therapy (2)
- Stetson Engineers
- TEL-HI
- TP
- TPCU
- Tessolve
- The Boston Beer Company
- Torrid
- Trimon Inc
- UCSF & CDPH
- UnCommon Law
- Vibrant Care Rehabilitation
- Weebit Daycare and Preschool

- Wells Fargo
- West Valley Light Opera Theater Company
- Withum
- Workday Inc
- Wuyee Children's Services
- YMCA
- yodayoda
- Yolo County Office of Education
- YouGov
- Zebra Stripes Daycare and Preschool

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 six in ten students (78%) in ten students agreed or strongly agreed that San Francisco State has prepared them for graduate study. This is **comparable** to the previous reporting period (78%).

Has SF State prepared students for graduate study		
	Students	Percent
Agree	170	46%
Disagree	12	3%
Neither agree nor disagree	63	17%
Strongly agree	118	32%
Strongly disagree	3	1%

What degree/certificate are you planning to earn?

The majority of students (73%) indicated that they are planning to earn a Master’s degree. This is a six-percentage point **increase** from the previous reporting period (67%). Over one in ten students (12%) indicated that they are planning to earn a Doctorate. This is **comparable** to the previous reporting period (12%).

Degree planning to earn		
	Students	Percent
Doctorate (Ph.D., Ed.D., etc.)	43	12%
Law (JD, etc.)	12	3%
Master’s degree (MA, MS, MBA, MSN, etc.)	269	73%
Medical degree (MD, DO, DDS, DVM, etc.)	25	7%
Non-degree (coursework only)	3	1%
Post-graduate certificate	15	4%

Insights

In general, responses were fairly consistent with the 2022 Senior Exit Survey results. However, a few areas of opportunity for continuous improvement are noted below:

1. Time to Graduation: Course Availability & Financial Concerns

“Lack of Availability of courses” dropped to the fourth of six most frequently cited options that students cite for *not graduating in the time expected* (17%). This continues a downward trend over the recent years, including 2020 (26%), 2021 (21%), 2022 (19%). and finally, down to 17% in 2023. Interestingly, in contrast, “Course Availability” remains cited as the *top reason that would have improved students’ overall SF State experience the most* (21%), however this fell in comparison to 2022 (24%). Overall, students who graduated in the expected time increased remained high (79%). While slightly lower than in 2022 (80%), this number is much higher than in 2021 (73%).

“Other” is now the top cited reason for students *not to graduate in the time expected* (27%). It may be worth considering whether resources allocated to reducing lack of course availability might be better focused in other areas if improvement in time to graduation is a goal. The second most cited reason *not to graduate in the time expected* is “Financial pressure or the need to work” (22%). This provides a different potential area to direct resources, as this is the highest rate seen in 4 years, considering 2022 (13%), 2021 (20%) and 2020 (21%). “Financial concerns or the cost of attendance” is the second most common item students cited that *would have improved their overall SF State experience the most* (17%).

Reasons did not graduate in time expected								
	2023		2022		2021		2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Change in major or indecision about a major	66	18%	48	17%	30	15%	304	20%
Family responsibilities	26	7%	20	7%	11	6%	73	5%
Financial pressure or the need to work	77	22%	37	13%	39	20%	320	21%
Lack of availability of courses	59	17%	54	19%	42	21%	347	23%
Other (Please specify)	96	27%	86	31%	61	31%	364	24%
Took one or more semesters off	33	9%	32	12%	5	8%	133	9%

2. Advising:

Advising (17%) is tied as the second most cited *top change that would have improved students' overall SF State experience the most*. This is comparable to 2022. “Issues related to Advising” is also one of the 4 prevalent themes from the text mining analysis on “Other” reasons that students *did not graduate in the time expected*. In addition, *Quality of academic advising in the major* has also seen a sharp drop in satisfaction levels with students. This fell to 59% in 2023, down from 2022 (67%) and further from 2021 (69%) for a total of 10 percentage-points over a 2-year period.

It is important to note that a focus on improving and expanding advising also appears in the SF State [campus plan](#). However, it may take time before the data reflect the recent improvements and expansion to advising services. This will be an area for continued focus and improvement.

What changes would have improved your overall SF State experience the most						
	2023		2022		2021	
	Students	Percent	Students	Percent	Students	Percent
Advising	286	17%	237	17%	137	19%
Campus facilities	59	3%	45	3%	23	3%
Campus life	201	12%	187	14%	79	11%
Course availability	356	21%	335	24%	173	24%
Degree requirements	89	5%	95	7%	41	6%
Financial concerns or cost of attendance	280	17%	202	15%	106	15%
Instruction/teaching	138	8%	91	7%	48	7%
Other	58	3%	64	5%	34	5%
Parking and transportation	222	13%	123	9%	79	11%

3. Financial Pressure or the Need to Work:

Financial Pressure or the Need to Work saw a large **decrease** from 2021 (20%) to 2022 (13%) dropping 7 percentage points. There are several avenues for students to afford the cost of attendance. Notably, during the years of the pandemic, SF state had offered emergency COVID-19 relief funding to students in addition to more regular forms of financial aid. In 2023 (22%), these numbers returned to and surpassed to levels seen prior to the COVID-19 pandemic (21% in 2020). This is likely affected by both macro-level environmental factors as well as policy.

4. Historically Underrepresented Students:

Historically underrepresented minority (URM) students were significantly more likely to report *not graduating in the time expected compared* with non-URM 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-URM students. This was a suggested area of focus to address. This was not the case in 2022 or 2023 where both URM and non-URM students showed similar rates of reporting on this issue. However, **financial concerns or cost of attendance** was still cited as the *top area for improving the overall SF State experience* for URM students. Non-URM students were more likely to cite **course availability**. 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. That is especially considering **financial pressure or the need to work** is now the highest cited reason students fail to graduate on time, not counting the “Other” response option.

Additionally, URM students showed higher rates of satisfaction than non-URM 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 enrollment in the major continues to remain a factor for nearly all students (98%). 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 in 2021 compared to the prior year’s 69% in 2020. Even with the return of face-to-face courses being offered in 2022, the percentage of students taking at least one online course was 99%. Success in and preference for online courses will be continue to be an area worthy of further research and exploration. 70% of students were Satisfied or Very satisfied with their online courses in 2023.

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

Participation in academic, campus, and community activities generally remain lower than seen in previous years. There were decreases in involvement from the previous reporting period in study abroad (-1%) and community service/volunteer

work (-1%). There were increases from the previous reporting period in student organization participation (+1%), extracurriculars (+2%), research with faculty (+2%), and internship and field experience (+1%). However, these rates generally remain lower than seen in previous years. For example, in 2021, participation rates were higher across activities: student organizations (-4%), extracurriculars (-5%), community service/volunteering (-9%), study abroad (-2%), and internship/field experience (-6%). The culminating experience for seniors was removed as an option in 2023. These decreases were originally due to the impact of COVID-19 policy restrictions both at the university and state levels. It important to continually monitor these items in the future administration of this survey.

7. Preparing students for the job market:

Only **43%** of students agreed or strongly agreed that San Francisco State prepared them for the **job market**. This is a 3% decrease from 2022 (46%), and maintain a downwards trend over time, at 2021 (43%), and 2020 (50%). Focusing on 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	1367	79%
No	363	21%
Total	1730	

If not, what is the main reason why not?

	Frequency	Percent
Change in major or indecision about a major	66	18%
Family responsibilities	26	7%
Financial pressure or the need to work	77	22%
Lack of availability of courses	59	17%
Other (Please specify)	96	27%
Took one or more semesters off	33	9%
Total	357	

Would you recommend SF State to your friends?

	Frequency	Percent
Definitely not	33	2%
Definitely yes	642	37%
Probably not	119	7%
Probably yes	746	43%
Unsure	175	10%
Total	1715	

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

	Frequency	Percent
Yes	1006	59%
No	706	41%
Total	1712	

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

	Frequency	Percent
Advising	286	17%
Campus facilities	59	3%
Campus life	201	12%
Course availability	356	21%
Degree requirements	89	5%
Financial concerns or cost of attendance	280	17%
Instruction/teaching	138	8%
Other	58	3%
Parking and transportation	222	13%
Total	1689	

Please indicate your level of satisfaction with each of the following aspects of your major. -Quality of teaching in your major

	Frequency	Percent
Dissatisfied	72	4%
Neutral	223	13%
Satisfied	759	46%
Very dissatisfied	45	3%
Very satisfied	560	34%
Total	1659	

Please indicate your level of satisfaction with each of the following aspects of your major. -Accessibility of faculty in your major

	Frequency	Percent
Dissatisfied	94	6%
Neutral	325	20%
Satisfied	689	42%
Very dissatisfied	55	3%
Very satisfied	494	30%
Total	1657	

Please indicate your level of satisfaction with each of the following aspects of your major. -Faculty interest in your academic success

	Frequency	Percent
Dissatisfied	75	5%
Neutral	355	21%
Satisfied	626	38%
Very dissatisfied	54	3%
Very satisfied	546	33%
Total	1656	

Please indicate your level of satisfaction with each of the following aspects of your major. -Academic rigor of classes in your major

	Frequency	Percent
Dissatisfied	96	6%
Neutral	367	22%
Satisfied	720	43%
Very dissatisfied	44	3%
Very satisfied	430	26%
Total	1657	

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
Dissatisfied	165	10%
Neutral	410	25%
Satisfied	560	34%
Very dissatisfied	108	7%
Very satisfied	413	25%
Total	1656	

Did you take any online courses in your major?

	Frequency	Percent
Yes	1623	98%
No	38	2%
Total	1661	

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

	Frequency	Percent
Dissatisfied	97	6%
Neutral	352	22%
Satisfied	709	44%
Very dissatisfied	36	2%
Very satisfied	428	26%
Total	1622	

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

	Frequency	Percent
Course and course materials were not well organized	30	23%
Course was more demanding than a face-to-face course	9	7%
Course was not as rigorous as a face-to-face course	22	17%
Deadlines were not clear	2	2%
I did not have the self-discipline to keep up with the course	8	6%
Software was difficult to navigate	3	2%
Something else (Please specify)	18	14%
Too little interaction with course instructor and/or instructor was not sufficiently responsive	22	17%
Too little interaction with other students in the course	16	12%
Total	130	

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	421	26%
No	1218	74%
Total	1639	

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	70	4%
No	1556	96%
Total	1626	

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

	Frequency	Percent
High	124	8%
Low	322	20%
Moderate	264	16%
None	916	56%
Total	1626	

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	126	8%
Low	190	12%
Moderate	179	11%
None	1133	70%
Total	1628	

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

	Frequency	Percent
High	191	12%
Low	314	19%
Moderate	259	16%
None	863	53%
Total	1627	

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

	Frequency	Percent
High	102	6%
Low	260	16%
Moderate	190	12%
None	1076	66%
Total	1628	

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

	Frequency	Percent
Not at all	50	3%
Not very much	104	6%
Somewhat	508	32%
To a considerable extent	642	40%
To a great extent	305	19%
Total	1609	

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

	Frequency	Percent
Not at all	45	3%
Not very much	126	8%
Somewhat	387	24%
To a considerable extent	612	38%
To a great extent	420	26%
Total	1590	

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

	Frequency	Percent
Not at all	37	2%
Not very much	114	7%
Somewhat	420	26%
To a considerable extent	603	38%
To a great extent	419	26%
Total	1593	

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
Not at all	21	1%
Not very much	54	3%
Somewhat	320	20%
To a considerable extent	667	41%
To a great extent	546	34%
Total	1608	

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
Not at all	20	1%
Not very much	76	5%
Somewhat	329	20%
To a considerable extent	632	39%
To a great extent	556	34%
Total	1613	

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
Not at all	51	3%
Not very much	99	6%
Somewhat	355	22%
To a considerable extent	511	32%
To a great extent	586	37%
Total	1602	

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
Not at all	46	3%
Not very much	93	6%
Somewhat	321	20%
To a considerable extent	559	35%
To a great extent	584	36%
Total	1603	

Please indicate the extent to which your experience at SF State contributed to the following: Acquiring a broad general education

	Frequency	Percent
Not at all	49	3%
Not very much	75	5%
Somewhat	378	24%
To a considerable extent	644	40%
To a great extent	456	28%
Total	1602	

Please indicate the extent to which your experience at SF State contributed to the following: Development of leadership skills

	Frequency	Percent
Not at all	66	4%
Not very much	171	11%
Somewhat	449	28%
To a considerable extent	531	33%
To a great extent	383	24%
Total	1600	

Please indicate the extent to which your experience at SF State contributed to the following: Learning effectively on your own

	Frequency	Percent
Not at all	38	2%
Not very much	51	3%
Somewhat	301	19%
To a considerable extent	618	39%
To a great extent	595	37%
Total	1603	

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

	Frequency	Percent
Not at all	84	5%
Not very much	141	9%
Somewhat	388	24%
To a considerable extent	530	33%
To a great extent	459	29%
Total	1602	

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

	Frequency	Percent
Not at all	96	6%
Not very much	186	12%
Somewhat	466	29%
To a considerable extent	493	31%
To a great extent	358	22%
Total	1599	

What was your level of agreement in the following items while enrolled at SF State?: I learned about climate change causes, impacts, and solutions.

	Frequency	Percent
Agree	550	36%
Disagree	89	6%
Neutral	402	27%
Strongly Agree	405	27%
Strongly Disagree	63	4%
Total	1509	

What was your level of agreement in the following items while enrolled at SF State? - Broaden my perspective on climate change as a social justice issue

	Frequency	Percent
Agree	549	36%
Disagree	100	7%
Neutral	436	29%
Strongly Agree	385	25%
Strongly Disagree	52	3%
Total	1522	36%

What was your level of agreement in the following items while enrolled at SF State? - Develop skills and abilities to help address climate change

	Frequency	Percent
Agree	508	33%
Disagree	150	10%
Neutral	497	33%
Strongly Agree	301	20%
Strongly Disagree	66	4%
Total	1522	

What was your level of agreement in the following items while enrolled at SF State? - Participate in individual or collective actions to help address climate change

	Frequency	Percent
Agree	390	26%
Disagree	198	13%
Neutral	586	39%
Strongly Agree	258	17%
Strongly Disagree	84	6%
Total	1516	

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

	Frequency	Percent
Employment	1101	69%
Graduate Study	367	23%
Military	6	0%
Other	60	4%
Starting or Raising a Family	23	1%
Undergraduate Study	31	2%
Volunteer Service	12	1%
Total	1600	

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

	Frequency	Percent
Agree	377	34%
Disagree	146	13%
Neither agree nor disagree	403	37%
Strongly agree	98	9%
Strongly disagree	77	7%
Total	1101	

Have you secured a job in your field of study?

	Frequency	Percent
Yes	192	17%
No	909	83%
Total	1101	

What is your employment status?

	Frequency	Percent
Employed full-time (40+ hours per week)	103	54%
Employed part-time (up to 39 hours per week)	82	43%
Self-employed	7	4%
Total	192	

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

	Frequency	Percent
Agree	170	46%
Disagree	12	3%
Neither agree nor disagree	63	17%
Strongly agree	118	32%
Strongly disagree	3	1%
Total	366	

What degree/certificate are you planning to earn?

	Frequency	Percent
Doctorate (Ph.D., Ed.D., etc.)	43	12%
Law (JD, etc.)	12	3%
Master's degree (MA, MS, MBA, MSN, etc.)	269	73%
Medical degree (MD, DO, DDS, DVM, etc.)	25	7%
Non-degree (coursework only)	3	1%
Post-graduate certificate	15	4%
Total	367	

Top Changes to Improve Overall SF Experience
Text Mining Analysis
Keywords List

good	add	minor	advisor
course	anything	need	take
late	elective	double	reason
issue	decide	online	suppose
early	fail	family	many
able	advise	2023	extra
prerequisite	degree	teach	support
department	professor	set	college
pandemic	major	another	year
lack	help	school	require
lead	senior	feel	requirement
little	education	receive	soon
due	withdraw	credit	time
finish	one	spring	order
expect	give	cause	study
two	illness	medical	pass
emergency	availability	will	first
degree	abroad	head	transfer
professor	teach	support	misguide
job	set	college	try

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 was your level of agreement in the following items while enrolled at SF State?:

Learned about climate change causes, impacts, and solutions

- a) Strongly Agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly Disagree

I broadened my perspective on climate change as a social justice issue.

- a) Strongly Agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly Disagree

I developed skills and abilities to help address climate change.

- a) Strongly Agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly Disagree

I participated in individual or collective actions to help address climate change.

- a) Strongly Agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly Disagree

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)