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San Francisco State University

# Senior Exit Survey Results

Graduation Terms:

Spring 2024, Summer 2024, Fall 2024



**IR** *Office of*  
*Institutional Research*

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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 1<sup>st</sup> 2021 – December 31<sup>st</sup> 2021 the survey was made optional with incentive for completion. In the 2024 report, a change was made to survey distribution whereas the survey participation link was sent to graduating students in the 3 months immediately before, during, and after their graduation date. The only survey item that must be completed is the request for their student identification number. 958 valid responses to the survey were obtained from undergraduates between January 1<sup>st</sup>, 2024 and December 31<sup>st</sup>, 2024. 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, a trend which continued in 2024. Opportunities to engage in social and academic activities were restricted in and around 2021, and trends can be reviewed following this time period. The sudden change to mostly online course offerings brought its own challenges impacting outcomes in 2021. It can be observed whether trends in responses: 1) return to historical levels seen 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 roughly 10% of the total in 2020 and prior periods. In 2023, the sample size was noticeably larger than in 2022. The sample size was further reduced in 2024 due to the survey distribution strategy. 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 **increased** compared to the previous reporting period. A total of 80% of students reported graduating on time, an increase of 1% from 2023 (up 7% 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 equally cite the primary reasons as 1) Financial, 2) Family responsibilities, and 3) “Other”. This indicates the major reasons categorized as distinct options were well addressed by the administration. Course availability was no longer a primary issue in 2024, and instead students cite financial and family reasons as barriers to timely graduation. One factor to consider continues to be macro-environmental/economic factors. 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 (24%). This is a stable statistic from 2023 to 2024. This will be a trend to monitor in future survey iterations with a reduction to course availability. A large majority of SF State students (79%) 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 increased in 2024. Quality of teaching (79%), accessibility of faculty (70%), faculty interest in academic success (71%), academic rigor of classes in the major (70%), and quality of academic advising by faculty (60%) all showed moderate to high rates of satisfaction. A majority of these categories showed a small relative increase in comparison to 2023, yet still remain lower than prior periods. The largest decrease over time continues to be Quality of Advising in the major (60%). While it was 1 percentage point higher than 2023 (59%) it remains down from 2022 (67%) and 2021 (69%).

Enrollment in at least one online course in the major remained high at 95%, though down from 98% in 2023. There was a significant twenty-six 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

comparable to 2023. For those who reported dissatisfaction, the most frequently cited area continued to be “courses/course materials were not well organized” (21%) and “Too little interaction with course instructor...” (21%).

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

Overall, reported involvement in academic, campus, and community activities are similar to 2023 (and 2022). The Culminating Senior Experience was removed as a response option in 2023. Participation ranged from 4% in study abroad (comparable to 2023) to 30% involvement in research. Internship or field experience not required by the major remained comparable at 25% but 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. Most activities saw slight increases in participation in 2024. 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 (76%), information literacy (75%), and quantitative reasoning skills (61%) all increased between 1% to 2%. Oral communication skills (67%) finally reversed a downward trend from 64% in 2023. It had declined steadily from 67% in 2022, 69% in 2021, and even further from 72% in 2020. This area that had continued to see a negative impact showed improvement in 2024.

### 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. The 2024 report has the first year-over-year trend data for these 4 items.

## VI. Post-Graduation Plans

The top two post-graduation plans were employment (67%) and graduate study (22%). 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 comparable to 2023. Of the students who indicated they will be attending Graduate study following graduation, most students (74%) agreed or strongly agreed that San Francisco State prepared them for graduate school – a 4% decrease from 2023. Generally, students have trended toward reporting feeling 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 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 1 percentage-point from 2023 (79%).

Will you have graduated in the time expected?		
	Students	Percent
No	193	20%
Yes	764	80%

- Transfer starters were significantly more likely to report graduating in the time expected compared with freshmen starters.
- Northern CA residents were significantly more likely to report graduating in the time expected than each of Southern CA and Bay area residents.
- Transfer Starters were significantly more likely to report graduating in the time expected than Freshman Starters.

<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 insufficient sample size for comparison.

<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. Financial pressure or the need to work (22%).
2. Family responsibilities (22%)
3. Other (Please specify) (22%)

Lack of availability of courses continued a large trend down (10%). It **decreased** 7 percentage points from 2023, down from 2022 (19%), 2021 (21%), and furthest from 2020 (26%).

Change in major/indecision about a major (15%) **decreased** three percentage points compared with 2023 (18%).

Financial pressure or the need to work (22%) **had no change** compared to 2023 (22%). It remains higher than 2022 (13%) to a rate higher than seen in 2021 (20%) and 2020 (21%).

### Reasons Did Not Graduate in Time Expected

	2024		2023		2022		2021	
	Students	%	Students	%	Students	%	Students	%
Change in major or indecision about a major	13	15%	66	18%	48	17%	30	15%
Family responsibilities	19	22%	26	7%	20	7%	11	6%
Financial pressure or the need to work	19	22%	77	22%	37	13%	39	20%
Lack of availability of courses	9	10%	59	17%	54	19%	42	21%
Other (Please specify)	19	22%	96	27%	86	31%	61	31%
Took one or more semesters off	7	8%	33	9%	32	12%	5	8%

- 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.

### 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) **Mental Health / Health / Personal Challenges** (2) **COVID-19 Disruption**, (3) **Academic Advising/ Administrative Issues**, and (4) **Credit / Transfer / Course Requirement Issues**.

**Theme 1** includes students who experienced significant personal, health, emotional, or psychological hardships that interfered with their academic performance or ability to maintain a full course load. These included depression, family deaths, caregiving responsibilities, and serious health conditions.

**Theme 2** includes students who cited the COVID-19 pandemic as a direct or indirect reason for delayed graduation. The challenges ranged from disrupted learning environments to intentionally postponing graduation to experience in-person campus life.

**Theme 3** students experienced setbacks due to poor academic advising or administrative oversights, such as being misinformed about requirements or being enrolled in unnecessary courses.

**Theme 4** students were delayed by systemic or policy-related issues, such as missing credit hours, unaccepted transfer credits, study abroad missteps, or needing prerequisites others had already completed.

Keyword groupings in the text mining analysis:

Top 10 Keywords in each Theme			
Theme 1	Theme 2	Theme 3	Theme 4
mental	covid	advising	credits
health	pandemic	advisor	units
depression	online	requirements	transfer
family	remote	misinformation	prerequisites
illness	campus	oversight	abroad
burnout	learning	classes	courses
caregiving	isolation	guidance	accepted
struggled	transition	courses	requirements
pressure	delay	confusion	delay
motivation	waiting	scheduling	progress

Example comments for each theme are provided below.

### 1. Mental Health / Health / Personal Challenges

*Example comments:*

- a. "Academic performance struggled from poor mental health (related to death of several family members)."
- b. "During online learning my first year, it was very difficult to transition to college from high school... made me depressed...."
- c. "I take care of my brother who struggles with Huntington's disease."
- d. "My health has been a roller coaster... cancer growth and surgery."

### 2. COVID-19 Disruption

*Example comments:*

- a. "Covid and online classes made me want to value on-campus life more, so I waited."
- b. "Covid-19 pandemic."

### 3. Academic Advising / Administrative Issues

*Example comments:*

- a. "Advisors did not notice I was missing a required US Government class."
- b. New advising gave misinformation about required courses.

**4. Credit / Transfer / Course Requirement Issues**

*Example comments:*

- a. "I needed prerequisites others had already when starting."
- b. "Transfer credits not accepted".
- c. "Studied abroad and didn't take the number of courses need".

### Would you recommend SF State to your friends?

Nearly eight in ten students indicated that they would probably or recommend San Francisco State to their friends (79%). This is a two-percentage point **decrease** compared with the previous reporting period (81%) and further from 2022 (82%) and 2021 (84%).

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Would you recommend SF State to your friends?		
	Students	Percent
Definitely not	18	2%
Definitely yes	366	38%
Probably not	67	7%
Probably yes	390	41%
Unsure	117	12%

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- Bay Area resident students were significantly more likely to recommend SF State to their friends than Southern CA and San Diego 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 comparable to 2023 (59%). This reverses the decline from 2022 (57%), 2021 (60%) and 2020 (65%).

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Is there at least one member of the SF State faculty or staff that you consider your mentor?		
	Students	Percent
No	393	41%
Yes	565	59%

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- Students aged 25 and over were significantly more likely to report having a mentor than students 24 and under.
- 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.

**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. Financial Concerns or cost of attendance (17%).
3. Advising (15%).

Course availability **increased** three-percentage points compared to the previous reporting period (21%).

Financial concerns or cost of attendance **neither increased nor decreased** compared with the previous reporting period (17%).

Advising **decreased** compared with the previous reporting period (17%).

**What changes would have improved your overall SF State experience the most**

	2024		2023		2022	
	Students	Percent	Students	Percent	Students	Percent
Advising	138	15%	286	17%	237	17%
Campus facilities	41	4%	59	3%	45	3%
Campus life	100	11%	201	12%	187	14%
Course availability	225	24%	356	21%	335	24%
Degree requirements	45	5%	89	5%	95	7%
Financial concerns or cost of attendance	158	17%	280	17%	202	15%
Instruction/teaching	45	5%	138	8%	91	7%
Other	79	8%	58	3%	64	5%
Parking and transportation	119	13%	222	13%	123	9%

- Students 25 and over were significantly more likely to report that changes to an **Other** reason 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.
- Transfer Starters were significantly more likely to report that an **Other** reason would have improved their SF State experience compared to Freshman Starters.
- 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 **financial concerns / cost of attendance** would have improved their SF State experience than male students.
- Male students were significantly more likely to report that changes to **campus facilities** would have improved their SF State experience than female students.
- Northern CA resident students were significantly more likely to report that changes to **financial concerns/cost of attendance** 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 **course availability** would have improved their SF State experience than 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 (78%). This is a two-percentage point **decrease** compared with the previous reporting period (80%).

Level of satisfaction with quality of teaching in major		
	Students	Percent
Dissatisfied	30	3%
Neutral	144	15%
Satisfied	425	45%
Very dissatisfied	7	3%
Very satisfied	328	34%

### Accessibility of faculty in your major

Nearly eight in ten students expressed satisfaction in the accessibility of faculty in their major (70%). This is a 5 percentage-point **decrease** compared with the previous reporting period (75%).

Level of satisfaction with Accessibility of faculty in your major		
	Students	Percent
Dissatisfied	58	6%
Neutral	203	21%
Satisfied	389	41%
Very dissatisfied	26	3%
Very satisfied	278	29%

- Students aged 25 and over were more likely to express satisfaction with the **accessibility of faculty in their major** compared to students 24 and under.

### Faculty interest in your academic success

Over seven in ten students expressed satisfaction in faculty interest in their academic success (71%). This is a 3 percentage-point **decrease** compared with the previous reporting period (74%), down from 2022 (74%) and further from 2021 (78%).

Level of satisfaction with faculty interest in academic success		
	Students	Percent
Dissatisfied	52	5%
Neutral	193	20%
Satisfied	346	36%
Very dissatisfied	29	3%
Very satisfied	331	35%

- Non-historically underrepresented students were significantly more likely to report greater satisfaction with faculty interest in their academic success than historically underrepresented students.
- 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.

### Academic rigor of classes in your major

Seven in ten students (70%) expressed satisfaction in the academic rigor of classes in the major. This is one percentage point **increase** compared to the previous reporting period (69%). However, it remains lower than 2022 (74%) and down further from 2021 (77%).

Level of satisfaction with academic rigor of classes in major		
	Students	Percent
Dissatisfied	36	4%
Neutral	226	24%
Satisfied	429	45%
Very dissatisfied	21	2%
Very satisfied	241	25%

Quality of academic advising by faculty in your major

Under six in ten students (60%) expressed satisfaction in the quality of academic advising by faculty in the major. This is a 1 percentage point **increase** from the previous reporting period (59%) but remains lower than 2022 (67%) and further from 2021 (69%).

Level of satisfaction with quality of academic advising by faculty in major		
	Students	Percent
Dissatisfied	85	9%
Neutral	249	26%
Satisfied	318	33%
Very dissatisfied	47	5%
Very satisfied	254	27%

- 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.

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 (95%). This is a 3-percentage point decrease from 2023 (98%), down from 2022 (99%) and 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	47	5%
Yes	907	95%

- Freshman Starters were significantly more likely to report enrolling in online courses than Transfer Starters.
- Students 24 and under were significantly more likely to report enrolling in online courses than students 25 and over.
- Female students were significantly more likely to report enrolling in online courses than male students.
- Business majors were significantly more likely to report enrolling in online courses than each of Liberal and Creative Arts majors and Science and Engineering majors.

**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 **comparable** with the previous reporting period (70%), lower than 2022 (71%) but 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	30	3%
Neutral	220	24%
Satisfied	368	41%
Very dissatisfied	22	2%
Very satisfied	64	29%

- Students 25 and over were significantly 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.
- Science and Engineering 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 (21%)
2. Too little interaction with course instructor and/or instructor was not sufficiently responsive (17%)
3. Too little interaction with other students in the course (15%).

Course and course materials were not well organized (21%) **decreased** two percentage points compared with the previous reporting period (23%).

Too little interaction course instructor and/or instructor was not sufficiently responsive (21%) **increased** four percentage points compared with the previous reporting period (17%).

Course was not as rigorous as a face-to-face course (11%) **decreased** six percentage points compared with the previous reporting period (17%).

Too little interaction with other students in the course (15%) **increased** three percentage points compared to the previous reporting period (12%).

Something else (15%) **increased** one percentage point compared to the previous reporting period (14%).

Reasons for dissatisfaction with online coursework in major		
	Students	Percent
Course and course materials were not well organized	10	21%
Course was more demanding than a face-to-face course	2	4%
Course was not as rigorous as a face-to-face course	5	11%
Deadlines were not clear	3	6%
I did not have the self-discipline to keep up with the course	2	4%
Software was difficult to navigate	1	2%
Something else (Please specify)	7	15%
Too little interaction with course instructor and/or instructor was not sufficiently responsive	10	21%
Too little interaction with other students in the course	7	15%

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% 2023, and 15% in the current reporting period. This number seems to have stabilized again following a larger increase in 2022.

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. Interactions with Instructors (2) *Example comments:*

- a. “Some instructors were rude and would get upset with questions we asked. This made us not want to ask any questions at all.”



**2. Lack of Organization (2)** *Example comments:*

- a. "The Online classes I took were often poorly organized, and/or unclear in a lot of their material. Quizzes were hastily made and put together in ways that would actively contradict what the reading was saying (Which the professor admitted) and overall, things were a disorganized mess."
- 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. Lack of Intellectual Diversity from Instructors (2)**

*Example comments:*

- a. "Not enough academic space for critical thinking."
- b. "A mixture of too little in-person interaction, intolerance of outsider perspectives... not a good fit for students with different values."

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 **decrease** compared with the previous reporting period (26%). The rate in 2022 was (25%) and further from 2021 (24%). This remains significantly lower than 2020 (32%), before the decrease due to Covid-19 policies.

Participation in internship or field experience that was not required by major		
	Students	Percent
No	677	75%
Yes	230	25%

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 **comparable** to the previous reporting period (4%), lower than 2022 (5%) and further from 2021 (6%).

Participation in study abroad		
	Students	Percent
No	846	96%
Yes	52	4%

Community service or volunteer work

More than two in ten students (25%) reported a moderate or high level of participation in community service or volunteer work. This is a one-percentage point **increase** compared to 2023 (24%).

<b>Involvement in community service or volunteer work</b>		
	Students	Percent
High	78	9%
Low	199	22%
Moderate	152	17%
None	477	53%

- 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 (20%) reported moderate or high level of participation in research with a faculty member. This is a one-percentage point **increase** compared to the previous reporting period (19%) and further from 2022 (17%).

<b>Involvement in work on a research project with faculty member</b>		
	Students	Percent
High	64	7%
Low	150	17%
Moderate	116	13%
None	576	64%

- Students 25 and over reported significantly higher levels of participation in research with a faculty member compared with students 24 and under.

Student organizations

Over three in ten students (30%) reported moderate or high level of participation in student organizations. This is a one percentage point decrease from 2023 (31%), but a 3 percentage-point increase compared to 2022 (27%). This remains down from 2021 (32%).

Involvement in student organizations		
	Students	Percent
High	191	11%
Low	314	20%
Moderate	259	19%
None	863	50%

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

Extracurricular athletic or physical recreation activities

More than two in ten students (21%) reported a moderate or high level of participation in extracurricular athletic or physical recreation activities. This is a three-percentage point **increase** compared with the previous reporting period (18%), and further from 2022 (16%). It remains down from 2021 (23%).

Involvement in extracurricular athletic or physical recreation activities		
	Students	Percent
High	66	7%
Low	136	15%
Moderate	124	14%
None	579	64%

- Male students were significantly more likely to participate in extracurricular athletic or physical recreation activities compared with female students.

- 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

Over six in ten students (61%) reported considerable or great improvement in quantitative reasoning skills. This is a two-percentage point **increase** from the previous reporting period (59%). This reverses a downward trend from 2020 (63%).

Extent to which abilities improved in quantitative reasoning		
	Students	Percent
Not at all	26	3%
Not very much	53	6%
Somewhat	272	30%
To a considerable extent	391	43%
To a great extent	158	18%

- Science and Engineering majors and Science and Engineering majors were each significantly more likely to report greater improvement in quantitative reasoning than Liberal and Creative Arts majors.

Writing

Over six in ten students (65%) reported considerable or great improvement in their writing skills. This is a one percentage-point **decrease** from the previous reporting period (66%) and further from 2022 (67%).

Extent to which abilities improved in writing		
	Students	Percent
Not at all	26	3%
Not very much	63	7%

Somewhat	220	25%
To a considerable extent	358	40%
To a great extent	221	25%

- Health and Social Sciences majors were significantly more likely to report improvement in their writing skills than each of Business majors.

### Oral communication

Over six in ten students (67%) reported considerable or great improvement in their oral communication skills. This is a three-percentage point **increase** compared with the previous reporting period (64%). This reverses a downward trend from 2020 (72%).

Extent to which abilities improved in oral communication		
	Students	Percent
Not at all	29	3%
Not very much	50	6%
Somewhat	212	24%
To a considerable extent	358	40%
To a great extent	238	27%

- Historically underrepresented students were more likely to report improvement in their oral communication than non-historically underrepresented students.

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

Over seven in ten students (76%) reported considerable or great improvement in their critical thinking skills. This is a one percentage-point **increase** compared with the previous reporting period (75%).

Extent to which abilities improved in critical thinking		
	Students	Percent
Not at all	14	2%
Not very much	35	4%
Somewhat	166	18%
To a considerable extent	380	42%
To a great extent	306	34%

- Historically underrepresented students were significantly more likely to report improvement in their critical thinking skills than non-historically underrepresented students.

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

Over seven in ten students (75%) reported considerable or great improvement in their information literacy skills. This a one percentage point **increase** compared with the previous reporting period (74%).

Extent to which abilities improved in information literacy		
	Students	Percent
Not at all	20	2%
Not very much	35	4%
Somewhat	173	19%
To a considerable extent	376	42%
To a great extent	299	33%



- Historically underrepresented students were more likely to report improvement in their information literacy skills than non-historically underrepresented students.

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 six in ten students (66%) reported considerable or great contribution by SF State to their exposure to cultures or groups different from their own. This is a two-percentage point **decrease** compared to the previous reporting period. This continues a downward trend since 2020 (75%).

Extent to which experience at SF State contributed to exposure to cultures/groups different than own		
	Students	Percent
Not at all	36	4%
Not very much	64	7%
Somewhat	206	23%
To a considerable extent	301	33%
To a great extent	299	33%

- Freshmen starters were significantly more likely to report greater exposure to cultures or groups different from their own than transfer starters.
- 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.

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

Under seven in ten students (68%) 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 (71%), further from 2022 (74%) and 2021 (77%).

**Extent to which experience at SF State contributed to awareness  
of ethical implications of own + others' actions**

	Students	Percent
Not at all	36	4%
Not very much	49	5%
Somewhat	201	22%
To a considerable extent	321	35%
To a great extent	299	33%

- 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.

### Acquiring a broad general education

Almost seven in ten students (67%) reported considerable or great contribution by San Francisco State in acquiring a broad general education. This is a two-percentage point **decrease** compared with the previous reporting period (69%).

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**Extent to which experience at SF State contributed to acquiring  
broad general education**

	Students	Percent
Not at all	28	3%
Not very much	48	5%
Somewhat	221	24%
To a considerable extent	361	40%
To a great extent	247	27%

- Historically underrepresented students were more likely to report acquiring a broad general education than non-historically underrepresented students.
- Health and Social Sciences were significantly more likely to report acquiring a broad general education than Liberal and Creative Arts majors.

### **Development of leadership skills**

Over five in ten students, (54%) reported considerable or great contribution by San Francisco State in the development of their leadership skills. This is a three-percentage point **decrease** compared with the previous reporting period (57%), down further from 2022 (59%).

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**Extent to which experience at SF State contributed  
to development of leadership skills**

	Students	Percent
Not at all	39	4%
Not very much	95	11%
Somewhat	277	31%
To a considerable extent	287	32%
To a great extent	204	23%

## Learning effectively on your own

More than seven in ten students (74%) reported considerable or great contribution by San Francisco State to learning effectively on their own. This is a two-percentage point **decrease** compared with the previous reporting period (77%).

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### Extent to which experience at SF State contributed to learning effectively on own

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	Students	Percent
Not at all	21	2%
Not very much	44	5%
Somewhat	172	19%
To a considerable extent	339	38%
To a great extent	328	36%

## Commitment to social justice

Over six in ten students (57%) reported considerable or great contribution by San Francisco State to their commitment to social justice. This is a five percentage-point **decrease** compared to the previous reporting period (62%) and further from 2022 (64%).

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### Extent to which experience at SF State contributed to commitment to social justice

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	Students	Percent
Not at all	60	7%
Not very much	80	9%
Somewhat	245	27%
To a considerable extent	283	31%
To a great extent	233	26%

- 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 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 (52%) 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 (53%) and further from 2022 (58%) and 2021 (59%).

Extent to which experience at SF State contributed to commitment to civic engagement		
	Students	Percent
Not at all	63	7%
Not very much	93	10%
Somewhat	276	31%
To a considerable extent	281	31%
To a great extent	190	21%

- Historically underrepresented students were significantly more likely to report improvement in their commitment to civic engagement than non-historically underrepresented students.

Learning about Climate Change

More than six in ten students (62%) reported considerable or great contribution by San Francisco State to their learning about climate change. This is a one-percentage point **decrease** compared to the previous reporting period (63%)

Extent to which student learned about climate change causes, impacts, and solutions		
	Students	Percent
Agree	322	36%
Disagree	55	6%
Neutral	247	27%
Strongly Agree	237	26%
Strongly Disagree	45	5%

- Historically underrepresented students were significantly more likely to report improvement in their understanding of climate change than non-historically underrepresented students.

Climate Change as Social Justice

More than six in ten students (60%) reported considerable or great contribution by San Francisco State to broadening their perspective on climate change. This is a one-percentage point **decrease** compared to the previous reporting period (61%).

Extent to which student broadened perspective on climate change as a social justice issue.		
	Students	Percent
Agree	318	35%
Disagree	61	7%
Neutral	257	28%
Strongly Agree	226	25%

Strongly Disagree	43	5%
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**Abilities to Address Climate Change**

More than five in ten students (52%) reported considerable or great contribution by San Francisco State to their development of skills and abilities to help address climate change. This is a one-percentage point **decrease** compared to the previous reporting period (53%).

Extent to which student developed skills and abilities to help address climate change		
	Students	Percent
Agree	290	32%
Disagree	74	8%
Neutral	305	34%
Strongly Agree	181	20%
Strongly Disagree	53	6%

**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. This is **comparable** to the previous reporting period (43%).

I participated in individual or collective actions to help address climate change.		
	Students	Percent
Agree	228	25%
Disagree	114	13%
Neutral	342	38%
Strongly Agree	159	18%
Strongly Disagree	58	6%



## VI. Post-Graduation Plans

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

Close to seven in ten students (67%) indicated that they will seek employment following graduation. This is a two-percentage point **decrease** compared to the previous reporting period (69%).

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

Most likely principal activity upon graduation		
	Students	Percent
Employment	612	67%
Graduate Study	198	22%
Military	2	0%
Other	53	6%
Starting or Raising a Family	14	2%
Undergraduate Study	22	2%
Volunteer Service	7	1%

- Students 24 and under were significantly more likely to report plans of **employment** than students 25 and over.
- 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** following graduation than female students.

- Historically underrepresented students were significantly more likely to report plans of **attend graduate school** compared with non-historically underrepresented students.
- Non-Historically underrepresented students were significantly more likely to report plans of **employment** than historically underrepresented students.
- Business and LCA majors were significantly more likely to report plans of **employment** than HSS and S&E majors.
- S&E majors were significantly more likely to report plans to attend **graduate school** than Business and LCA majors.
- HSS majors were significantly more likely to report plans to attend **graduate school** than Business and 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 **comparable** to the previous reporting period (43%) and lower than 2022 (46%).

Has SFSU prepared students for job market?		
	Students	Percent
Agree	227	37%
Disagree	78	13%
Neither agree nor disagree	220	36%
Strongly agree	44	7%
Strongly disagree	41	7%

- Transfer Starters were significantly more likely to report that San Francisco State has prepared them for the job market than Freshman Starters.

## **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 (16%), indicated that they have secured a job in their field of study. This is a one-percentage point **increase** compared with the previous reporting period (17%).

Secured job in field of study		
	Students	Percent
No	511	84%
Yes	98	16%

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### What is your employment status?

Of the students who have secured a job in their field of study, almost six in ten students (48%) indicated that they are employed full-time (40+ hours a week). This is six percentage point **decrease** compared to the previous reporting period (54%).

Employment status		
	Students	Percent
Employed full-time (40+ hours per week)	46	48%
Employed part-time (up to 39 hours per week)	48	50%
Self-employed	2	2%

- Non-First-Generation students were significantly more likely to report having secured **full-time** employment in their field of study than First-Generation students.

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

- ABA
  - ACES
  - ARTogether
  - AT&T
  - Abbott laboratories
  - Another Planet Entertainment
  - BDO
  - Bank of America
  - Berliner Cohen, LLP
  - Boys & Girls Club of San Francisco
  - CBS News
  - CPUC
  - CVS Pharmacy (2)
  - California Autism Foundation
-

- Caltrans
  - Center for Clinical Research
  - Clinical Research Inc
  - College of Marin
  - Con-quest Contractors
  - Cross Cultural Family Center
  - Custom Sofa Co
  - DGCA Engineers
  - DPR
  - Deloitte
  - Doula by the Bay
  - Dr. Irving Leung
  - EY
  - Education Team
  - Elaine Brown OAW
  - Elsa Basilio
  - Ernest & Young
  - Exploratorium, IATSE Local 16, Associated Students
  - Felton Institute
  - Gaby
  - Health Promotion and Wellness (HPW)
  - Holiday Inn Express & Suites Oakland Airport
  - IHG Intercontinental San Francisco
  - Inland Empire Black Worker Center
  - Jones Lang LaSalle
  - KPMG
  - KQED Radio
  - Kaiser Permanente
  - Kristal Schwartz
  - Little Apples Learning Center
  - Live Nation
  - Lockheed martin
  - Lyric SF
  - MDRC
  - Morgan Stanley
-

- Nihonmachi Little Friends
- Novogradac
- Nvidia
- Pac-12 Networks
- Paul Quaneri
- Peninsula Open Space Trust
- Preschool
- PricewaterhouseCoopers
- RCM Healthcare
- RSM US LLP
- Rudolph & Sletten
- San Francisco Department of Public Health
- San Francisco International Airport Commission
- San Francisco Public Works
- San Francisco Recreation and Park
- San Mateo High School District
- Securitas
- Sheng Kee Bakery
- South of market Child Care, Inc. (2)
- St. Francis Yacht Club
- Sutter Health
- Swinerton
- The Contemporary Jewish Museum
- UCSF/Davita Dialysis
- Vacaville Unified School District
- Vaxcyte
- VCA

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 (74%) in ten students agreed or strongly agreed that San Francisco State has prepared them for graduate study. This is a four-percentage-point **decrease** compared to the previous reporting period (78%).

Has SF State prepared students for graduate study		
	Students	Percent
Agree	100	51%
Disagree	13	7%
Neither agree nor disagree	33	17%
Strongly agree	46	23%
Strongly disagree	4	2%

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

The majority of students (75%) indicated that they are planning to earn a Master’s degree. This is a two-percentage point **increase** from the previous reporting period (73%). Less one in ten students (8%) indicated that they are planning to earn a Doctorate. This is four percentage point **decrease** (12%).

Degree planning to earn		
	Students	Percent
Doctorate (Ph.D., Ed.D., etc.)	15	8%
Law (JD, etc.)	9	5%
Master’s degree (MA, MS, MBA, MSN, etc.)	147	75%
Medical degree (MD, DO, DDS, DVM, etc.)	18	9%
Non-degree (coursework only)	1	1%
Post-graduate certificate	6	3%

## Insights

In general, responses were fairly consistent with the 2023 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 fifth of six most frequently cited options that students cite for *not graduating in the time expected* (10%). This continues a downward trend over the recent years, including 2020 (26%), 2021 (21%), 2022 (19%), down to 17% in 2023 and ending in 10% in 2024. 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 among the top 3 cited reasons for students *not to graduate in the time expected* (22%). The other two most cited reasons were “Financial pressure or the need to work” (22%) and “Family Responsibilities (22%). This provides a different potential area to direct resources. Financial pressure remains chosen at the highest rate seen in 5 years, considering 2023 (22%), 2022 (13%), 2021 (20%) and 2020 (21%).

### Reasons Did Not Graduated in the Time Expected

	2024		2023		2022		2021	
	Students	%	Students	%	Students	%	Students	%
Change in major or indecision about a major	13	15%	66	18%	48	17%	30	15%
Family responsibilities	19	22%	26	7%	20	7%	11	6%
Financial pressure or the need to work	19	22%	77	22%	37	13%	39	20%
Lack of availability of courses	9	10%	59	17%	54	19%	42	21%
Other (Please specify)	19	22%	96	27%	86	31%	61	31%
Took one or more semesters off	7	8%	33	9%	32	12%	5	8%



## 2. Advising:

Advising (15%) dropped to the third most cited *top change that would have improved students' overall SF State experience the most*. This is comparable to 2% lower than in 2023. Issues related to advising are also one of the prevalent themes from the text response 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 increased only 1% in 2024 to 60%. This fell to 59% in 2023, down from 2022 (67%) and further from 2021 (69%) for a total of 9 percentage-points since 2021.

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.

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What changes would have improved your overall SF State experience the most						
	2024		2023		2022	
	Students	Percent	Students	Percent	Students	Percent
Advising	138	15%	286	17%	237	17%
Campus facilities	41	4%	59	3%	45	3%
Campus life	100	11%	201	12%	187	14%
Course availability	225	24%	356	21%	335	24%
Degree requirements	45	5%	89	5%	95	7%
Financial concerns or cost of attendance	158	17%	280	17%	202	15%
Instruction/teaching	45	5%	138	8%	91	7%
Other	79	8%	58	3%	64	5%
Parking and transportation	119	13%	222	13%	123	9%

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## 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. The same trend continued in 2024, with this being a top cited reason not to graduate timely was financial pressure at 22%.

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

Online course enrollment in the major continues to remain a factor for nearly all students (95%). 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 continue to be an area worthy of further research and exploration. 70% of students were Satisfied or Very satisfied with their online courses in 2024. There was a small, 3% decline from 2023 (98%) in the rate of students enrolling in an online course. However, this may be due to sample size not adequately representing all colleges.

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

Participation rates across extracurricular, research, and other activities remains lower than seen in 2020. There was a small increase across some activities from 2023 to 2024.

#### 6. 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 was comparable to 2023 (43) and yet 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.

#### 7. Sample Size Issues

Sample Size in 2024 (958) was drastically lower than in 2023 (1746) due to change in survey distribution schedule. There was not adequate statistical power for various

between-groups comparisons. In years prior to 2019, the survey was mandatory for all graduating seniors, and thus the sample size would have thousands of responses. The reduction in responses may not be uniform across colleges and departments, leaving the possible for interference effects.

## Appendix A – Survey Responses

Will you have graduated in the time you expected?

	Frequency	Percent
Yes	764	80%
No	193	20%
Total	957	

If not, what is the main reason why not?

	Frequency	Percent
Change in major or indecision about a major	13	14%
Family responsibilities	19	22%
Financial pressure or the need to work	19	22%
Lack of availability of courses	9	10%
Other (Please specify)	19	22%
Took one or more semesters off	37	8%
Total	116	

Would you recommend SF State to your friends?

	Frequency	Percent
Definitely not	18	2%
Definitely yes	366	38%
Probably not	67	7%
Probably yes	390	41%
Unsure	117	12%
Total	958	

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

	Frequency	Percent
Yes	393	59%
No	565	41%
Total	958	

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

	Frequency	
Advising	138	15%
Campus facilities	41	4%
Campus life	100	11%
Course availability	225	24%
Degree requirements	45	5%
Financial concerns or cost of attendance	158	17%
Instruction/teaching	45	5%
Other	79	8%
Parking and transportation	119	13%
Total	950	

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

	Frequency	Percent
Dissatisfied	30	3%
Neutral	144	15%
Satisfied	425	45%
Very dissatisfied	27	3%
Very satisfied	328	34%
Total	954	

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

	Frequency	Percent
Dissatisfied	58	6%

Neutral	203	21%
Satisfied	389	41%
Very dissatisfied	26	3%
Very satisfied	278	29%
Total	954	

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

	Frequency	Percent
Dissatisfied	52	5%
Neutral	193	20%
Satisfied	346	36%
Very dissatisfied	29	3%
Very satisfied	331	35%
Total	951	

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	36	4%
Neutral	226	24%
Satisfied	429	45%
Very dissatisfied	21	2%
Very satisfied	241	25%
Total	953	

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	85	9%
Neutral	249	26%
Satisfied	318	33%
Very dissatisfied	47	5%
Very satisfied	254	27%

Total	953
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Did you take any online courses in your major?

	Frequency	Percent
Yes	907	95%
No	47	5%
Total	954	

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

	Frequency	
Dissatisfied	30	3%
Neutral	220	24%
Satisfied	368	41%
Very dissatisfied	22	2%
Very satisfied	264	29%
Total	904	

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

	Frequency	Percent
Course and course materials were not well organized	10	21%
Course was more demanding than a face-to-face course	2	4%
Course was not as rigorous as a face-to-face course	5	11%
Deadlines were not clear	3	6%
I did not have the self-discipline to keep up with the course	2	4%
Software was difficult to navigate	1	2%
Something else (Please specify)	7	15%
Too little interaction with course instructor and/or instructor was not sufficiently responsive	10	21%
Too little interaction with other students in the course	7	15%
Total	47	

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	230	25%
No	677	75%
Total	907	

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	52	4%
No	846	96%
Total	898	

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

	Frequency	Percent
High	78	9%
Low	199	22%
Moderate	152	17%
None	477	53%
Total	906	

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	64	7%
Low	150	17%
Moderate	116	13%
None	576	64%
Total	906	



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

	Frequency	
High	104	11%
Low	178	20%
Moderate	173	19%
None	450	50%
Total	905	

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

	Frequency	Percent
High	66	7%
Low	136	15%
Moderate	124	14%
None	579	64%
Total	905	

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

	Frequency	Percent
Not at all	26	3%
Not very much	53	6%
Somewhat	272	30%
To a considerable extent	391	43%
To a great extent	158	18%
Total	900	

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

	Frequency	Percent
Not at all	26	3%
Not very much	53	7%
Somewhat	220	25%
To a considerable extent	358	40%
To a great extent	221	25%

Total 923

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

	Frequency	Percent
Not at all	29	3%
Not very much	50	6%
Somewhat	212	24%
To a considerable extent	358	40%
To a great extent	238	27%
Total	907	

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	14	2%
Not very much	35	4%
Somewhat	166	18%
To a considerable extent	380	42%
To a great extent	306	34%
Total	901	

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	2%
Not very much	35	4%
Somewhat	173	19%
To a considerable extent	376	42%
To a great extent	299	33%
Total	903	

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	
Not at all	36	4%
Not very much	64	7%
Somewhat	206	23%
To a considerable extent	301	33%
To a great extent	299	33%
Total	906	

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	36	4%
Not very much	49	5%
Somewhat	201	22%
To a considerable extent	321	35%
To a great extent	299	33%
Total	906	

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	28	3%
Not very much	48	5%
Somewhat	221	24%
To a considerable extent	361	40%
To a great extent	247	27%
Total	905	

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

	Frequency	Percent
Not at all	39	4%
Not very much	95	11%
Somewhat	277	31%
To a considerable extent	287	32%

To a great extent	204	23%
Total	902	

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	21	2%
Not very much	44	5%
Somewhat	172	19%
To a considerable extent	339	38%
To a great extent	328	36%
Total	905	

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

	Frequency	Percent
Not at all	60	7%
Not very much	80	9%
Somewhat	245	27%
To a considerable extent	283	31%
To a great extent	233	26%
Total	901	

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

	Frequency	Percent
Not at all	63	7%
Not very much	93	10%
Somewhat	276	31%
To a considerable extent	281	31%
To a great extent	190	21%
Total	903	



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	322	36%
Disagree	55	6%
Neutral	247	27%
Strongly Agree	237	26%
Strongly Disagree	45	5%
Total	906	

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	318	35%
Disagree	61	7%
Neutral	257	28%
Strongly Agree	226	25%
Strongly Disagree	43	5%
Total	905	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	290	32%
Disagree	74	8%
Neutral	305	34%
Strongly Agree	181	20%
Strongly Disagree	53	6%
Total	903	

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	228	25%
Disagree	114	13%
Neutral	342	38%
Strongly Agree	159	18%

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San Francisco State University Senior Exit Survey: January 1<sup>st</sup>, 2023 – December 31<sup>st</sup>, 2023

Strongly Disagree	58	6%
Total	901	

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

	Frequency	Percent
Employment	612	67%
Graduate Study	198	22%
Military	2	0%
Other	53	6%
Starting or Raising a Family	14	2%
Undergraduate Study	22	2%
Volunteer Service	7	1%
Total	908	

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

	Frequency	Percent
Agree	227	37%
Disagree	78	13%
Neither agree nor disagree	220	36%
Strongly agree	44	7%
Strongly disagree	41	7%
Total	610	

Have you secured a job in your field of study?

	Frequency	Percent
Yes	98	16%
No	511	84%
Total	909	

What is your employment status?

Frequency	Percent
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**San Francisco State University Senior Exit Survey: January 1<sup>st</sup>, 2023 – December 31<sup>st</sup>, 2023**

Employed full-time (40+ hours per week)	46	48%
Employed part-time (up to 39 hours per week)	48	50%
Self-employed	2	2%
Total	96	

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

	Frequency	Percent
Agree	100	51%
Disagree	13	7%
Neither agree nor disagree	33	17%
Strongly agree	46	23%
Strongly disagree	4	2%
Total	196	

What degree/certificate are you planning to earn?

	Frequency	Percent
Doctorate (Ph.D., Ed.D., etc.)	15	8%
Law (JD, etc.)	9	5%
Master's degree (MA, MS, MBA, MSN, etc.)	147	75%
Medical degree (MD, DO, DDS, DVM, etc.)	18	9%
Non-degree (coursework only)	1	1%
Post-graduate certificate	6	3%
Total	196	

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

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Top 10 Keywords in each Theme			
Theme 1	Theme 2	Theme 3	Theme 4
mental	covid	advising	credits
health	pandemic	advisor	units
depression	online	requirements	transfer
family	remote	misinformation	prerequisites
illness	campus	oversight	abroad
burnout	learning	classes	courses
caregiving	isolation	guidance	accepted
struggled	transition	courses	requirements
pressure	delay	confusion	delay
motivation	waiting	scheduling	progress

## 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)