Undergraduate Exit Survey

SPRING 2023

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Survey Administration

CSUF administered an Undergraduate Exit Survey to all undergraduate students who had applied for graduation in spring 2023. The survey asked a series of questions about students' curricular and co-curricular experiences at CSUF. Survey questions comprised up to three levels: 1) University, 2) college, and 3) major department. University-level questions included input from college Deans and Department Chairs. Colleges and departments could opt to include an additional three to four questions regarding their area. The College of Education and the College of Health and Human Development opted out of submitting college-level questions. Some departments also opted not to submit additional survey questions.

As of March 24, 2023, 6,860 undergraduate students were identified as having applied to graduate in spring and summer 2023. Students were identified by primary and secondary (if applicable) majors. All survey participants were prompted for University-level questions. Participants were next prompted for college-level and department-level questions based on their major(s). Within the dataset, 69 (3%) students were identified as double majors. Of the students with double majors, 32 (46%) had majors from two different colleges. To prevent survey fatigue, students with majors from two different colleges were only prompted for college-level questions from the college of their primary major, while they were still prompted for both sets of department-level questions corresponding to their two majors.

Data were collected using a Qualtrics survey. Unique survey links were generated based on students' email addresses to ensure each student would be allowed to take the survey only once. Upon logging into the Campus Portal from April 17, 2023, through May 15, 2023 (4 weeks), students were redirected to the survey landing page. At the landing page, students could either start the survey, skip the survey, or opt out. Once a student started a survey, future redirects would be disabled regardless of whether they completed the survey or not. Students were encouraged to complete the survey in one sitting to prevent partial responses. If a student chose to skip the survey, redirects to the survey landing page would continue indefinitely on future login attempts until they either started the survey or opted out. The survey landing page provided a brief description of the purpose of the survey. Students were also advised that upon completing the survey, they would be entered into a raffle to win one of five graduation-related prizes.

Of the 6,860 eligible survey participants, 2,551 responses were recorded (37.2%). Of those, 2,475 completed the survey in full (97.0%), while 76 (3.0%) were captured as partial responses. The response rate for students that completed the survey in full is 36.1%. Analyses were conducted on all responses regardless of completion level. The demographic distribution of the students who responded to the survey mirrors closely the distribution of all eligible students.

Response Rate by College

Table 1. Distribution of Response and Response Rate by College

College	Participants		Response Rate by College	
	Response	% (of Total Participants)	Total Eligible Participants	Response Rate
COTA	131	5.1%	450	29.1%
CBE	601	23.6%	1,683	35.7%
CCOM	207	8.1%	575	36.0%
ECS	160	6.3%	509	31.4%
HHD	575	29.2%	1,477	38.9%
HSS	746	22.5%	1,836	40.6%
NSM	131	5.1%	330	39.7%
TOTAL	2,551	100.0%	6,860	37.2%

Figure 1. Distribution of Response Rate by College
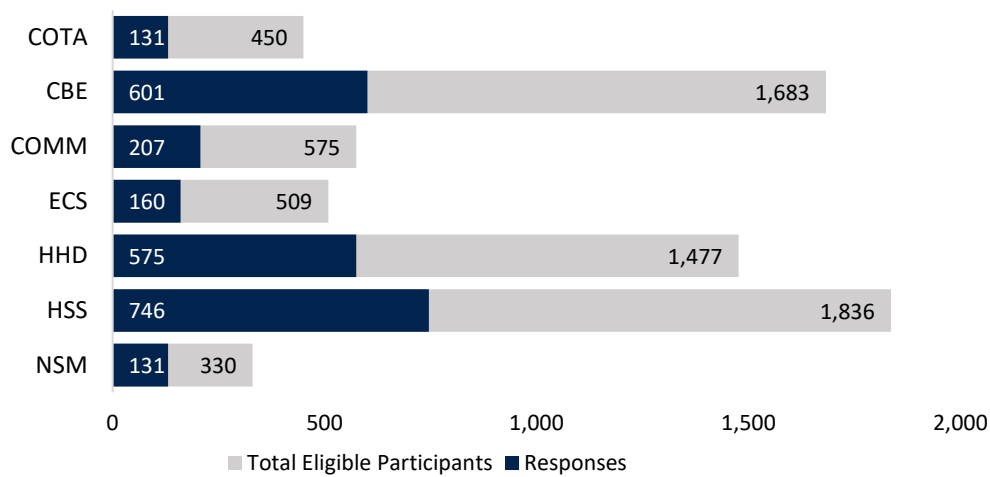
Distributions of Demographic Variables

Table 2. Distribution of Participants by Demographic Variables

	N	%
Basis of Admission		
First-Time Freshmen	969	38.0%
Transfer Student	1,551	60.8%
Other/Unknown	31	1.2%
Gender		
Women	1,780	69.8%
Men	769	30.1%
Non-Binary	2	0.1%
First Generation Status		
Students with neither parent attending college are considered first generation students. If one or more parents of a student attended college or earned a degree, the student is considered a non-first generation college student.		
First Generation	886	34.7%
Non-First Generation	1,665	65.3%
Ethnic Distribution		
American Indian	1	0.0%
Black	39	1.5%
Hispanic	1,288	50.5%
Asian	528	20.7%
White	436	17.1%
Unknown	57	2.2%
Non-Resident Alien	114	4.5%
Pacific Islander	2	0.1%
Two or More Races	86	3.4%
Underrepresented Status		
American Indian, Black, Hispanic, and Pacific Islander students are considered underrepresented (UR). Race/Ethnicity Unknown, White, Two or More Races, and Non-Resident Alien students are considered non-underrepresented (non UR).		
UR	1,330	52.1%
Non-UR	1,221	47.9%
Total	2,551	100%

Survey Results

Results of the University-level survey questions asked of all students are presented in table and/or chart format showing the distribution of responses. Significant results with strong association (i.e., effect size greater than 0.3) are reported. Table and chart headings use the actual survey question. Survey questions with response categories can be found in Appendix 1. Survey Questions.

Post-Graduation Plans

The principal activity for the majority of spring 2023 Cal State Fullerton Bachelor degree recipients will be to seek new employment (59.8%), followed by pursue graduate school (33.0%). Statistical analyses

were conducted to investigate possible differences by gender, ethnicity, basis of admission, UR status, and first generation status. No meaningful differences were found.

Figure 2. Plans After Graduation (select ALL that apply):
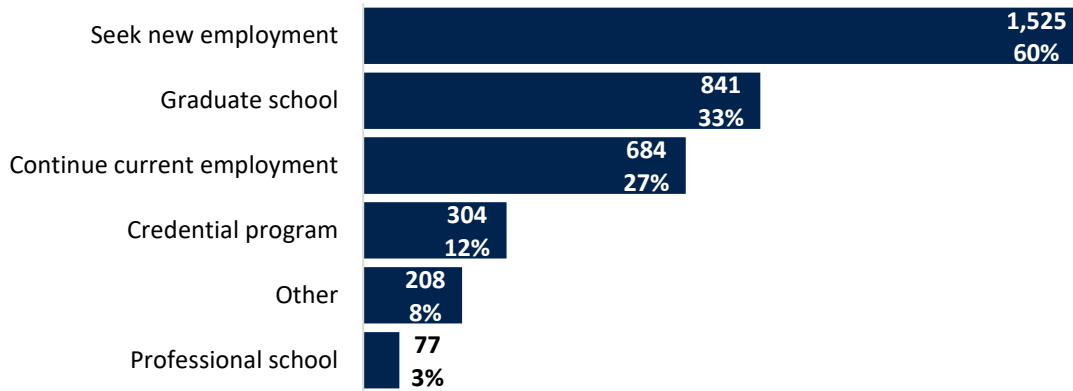
Top 5 responses to "Plans after Graduation": Other are identified in Table 4. For those who selected "Other", the primary activity was additional study (36.7%), which includes preparing for graduate/professional degree programs, credentials, and professional certificates, followed by employment (21.2%).

Table 3. Top 5 responses to "Plans after graduation: Other"

	Participants	
	N	%
Additional Study	95	36.7%
Employment	55	21.2%
Time Off	30	11.6%
Internship	19	7.3%
Travel	15	5.8%

Of the students that intend to seek graduate school, professional school, or a credential program, the majority (48.5%) did not apply this year, while a quarter of them (25.0%) reported being accepted (see Table 5).

Table 4. Have you been accepted to graduate school (Master's, Doctoral), professional school, or credential program (e.g., teacher, nursing)?

College	Participants	
	N	% (of Total Participants)
Yes	276	25.0%
No	292	26.5%
Not applying this year	534	48.5%
Total	1,102	100.0%

Impact of CSUF Education

Overall, the majority of students agreed or strongly agreed their CSUF education improved their ability to: 'write for informational, persuasive, and expressive purposes' (87.4%); 'communicate by means of spoken language for informational, persuasive and expressive purposes' (87.0%); 'locate, evaluate and use sources of information' (88.6%); 'analyze and interpret evidence critically to solve a wide range of problems' (88.8%); and 'apply mathematical concepts to interpret quantitative information in order to solve a wide range of problems' (67.2%). Fewer students agreed or strongly agreed that their CSUF education improved their ability to 'apply mathematical concepts to interpret quantitative information in order to solve a wide range of problems' than the other abilities.

Table 5. My CSUF education helped me improve my ability to...

	Strongly Disagree (1)		Disagree (2)		Neither Agree nor Disagree (3)		Agree (4)		Strongly Agree (5)		Mean (*M*)
	N	%	N	%	N	%	N	%	N	%	
write for informational, persuasive, and expressive purposes. (Written Communication)	30	1.2%	54	2.1%	237	9.4%	1,199	47.4%	1,012	40.0%	4.23
communicate by means of spoken language for informational, persuasive and expressive purposes. (Oral Communication)	31	1.2%	51	2.0%	247	9.8%	1,145	45.2%	1,058	41.8%	4.24
locate, evaluate and use sources of information. (Information Literacy)	31	1.2%	48	1.9%	211	8.3%	1,042	41.2%	1,200	47.4%	4.32
analyze and interpret evidence critically to solve a wide range of problems. (Critical Thinking)	29	1.1%	43	1.7%	213	8.4%	1,073	42.4%	1,174	46.4%	4.31
apply mathematical concepts to interpret quantitative information in order to solve a wide range of problems. (Quantitative Reasoning)	70	2.8%	156	6.2%	605	23.9%	942	37.2%	759	30.0%	3.85

Figure 3. My CSUF education helped me improve my ability to...

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
write for informational, persuasive, and expressive purposes.	1%	2%	9%	47%	40%
communicate by means of spoken language for informational, persuasive and expressive purposes.	1%	2%	10%	45%	42%
locate, evaluate and use sources of information	1%	2%	8%	41%	47%
analyze and interpret evidence critically to solve a wide range of problems.	1%	2%	8%	42%	46%
apply mathematical concepts to interpret quantitative information in order to solve a wide range of problems.	3%	6%	24%	37%	30%

■ Strongly disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Strongly agree

Statistical analyses were conducted to investigate possible differences by gender, UR status, basis of admission, and first-generation status. No meaningful differences were found.

Overall, the majority of students agreed or strongly agreed their CSUF degree: 'has prepared me to pursue my professional and/or personal goals' (87.3%); 'provided me with skills and knowledge that are transferable to the workplace' (89.7%); 'helped me become more aware of perspectives, beliefs or worldviews different from my own' (86.8%); 'helped me become more reflective of my own perspectives, beliefs, worldviews, and biases' (87.3%); 'helped prepare me to make a difference in my community' (77.6%); and 'helped me become a well-rounded, educated, lifelong learner' (88.0%). Students reported their CSUF degree 'helped prepare me to make a difference in my community' at lower rates than the other benefits.

Figure 4. My CSUF education and experience...

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
has prepared me to pursue my professional and/or personal goals.	1%	3%	9%	48%	39%
provided me with skills and knowledge that are transferable to the workplace.	1%	2%	7%	46%	44%
helped me become more aware of perspectives, beliefs, or worldviews different from my own.	1%	2%	10%	41%	46%
helped me become more reflective about my own perspectives, beliefs, worldviews, and biases.	1%	2%	10%	42%	45%
helped prepared me to make a difference in my community.	1%	4%	17%	41%	36%
helped me become a well-rounded, educated, lifelong learner.	1%	2%	9%	42%	46%

■ Strongly disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Strongly agree
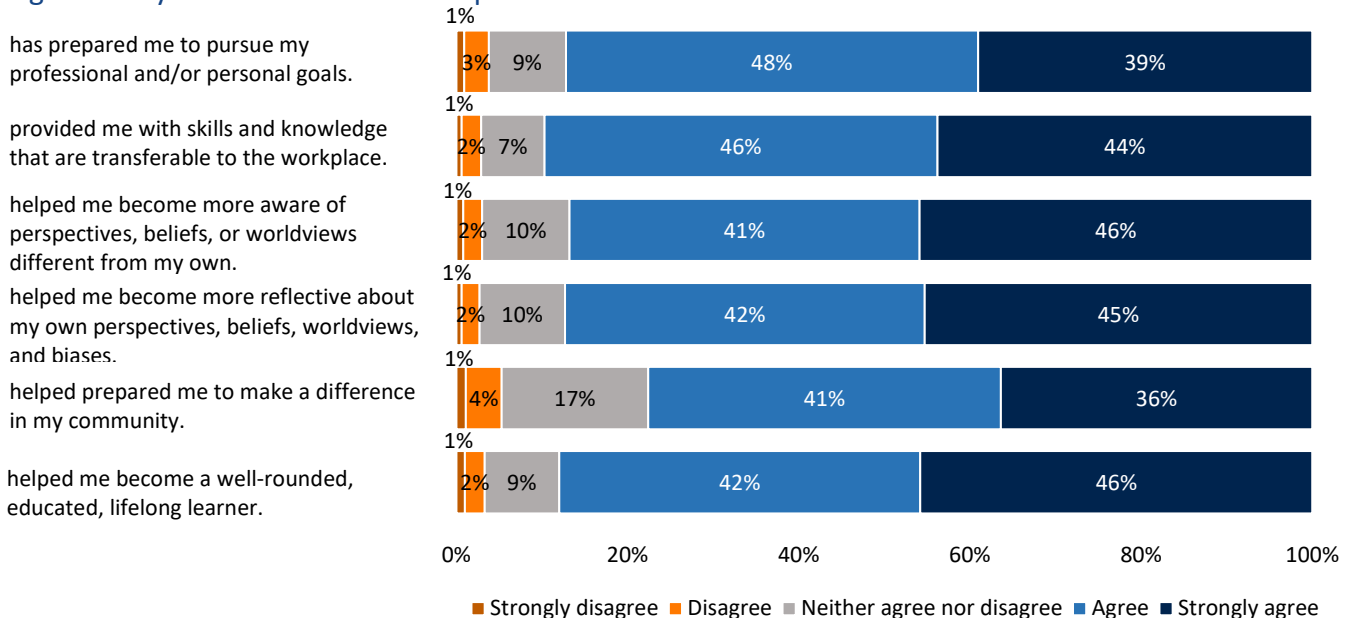
Table 6. My CSUF education and experience...

	Strongly Disagree (1)		Disagree (2)		Neither Agree nor Disagree (3)		Agree (4)		Strongly Agree (5)		Mean (*M*)
	N	%	N	%	N	%	N	%	N	%	
has prepared me to pursue my professional and/or personal goals.	22	0.9%	74	2.9%	226	9.0%	1,213	48.2%	984	39.1%	4.22
provided me with skills and knowledge that are transferable to the workplace.	16	0.6%	57	2.3%	187	7.4%	1,156	45.9%	1,103	43.8%	4.30
helped me become more aware of perspectives, beliefs, or worldviews different from my own.	21	0.8%	56	2.2%	257	10.2%	1,030	40.9%	1,155	45.9%	4.29
helped me become more reflective about my own perspectives, beliefs, worldviews, and biases.	16	0.6%	53	2.1%	251	10.0%	1,059	42.0%	1,140	45.3%	4.29
helped prepare me to make a difference in my community.	28	1.1%	106	4.2%	431	17.1%	1,038	41.2%	916	36.4%	4.08
helped me become a well-rounded, educated, lifelong learner.	24	1.0%	57	2.3%	220	8.7%	1,064	42.2%	1,154	45.8%	4.30

Statistical analyses were conducted to investigate possible differences by gender, UR status, basis of admission, and first generation status. No meaningful differences were found.

Time to Graduation

More than half of students graduated in the same amount of time as planned (53.9%), and another 5.6% reported that the amount of time it took to graduate was shorted than planned.

Table 7 & Figure 5. Compared to my original plan, the amount of time that it took me to graduate was...

	Totals	
	N	% (of Total Participants)
Shorter than planned	141	5.6%
Same as planned	1,359	53.9%
Longer than planned	1,019	40.5%
Total	2,519	100.0%
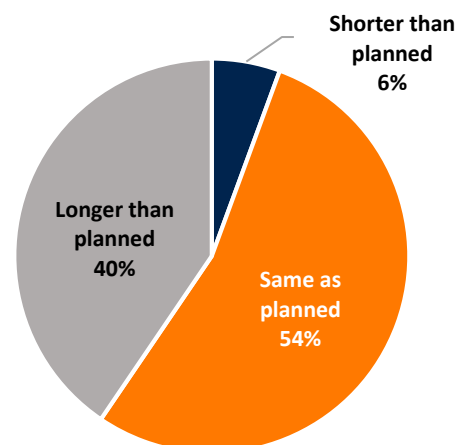
Students who indicated that the amount of time that it took to graduate was "longer than planned," were asked, "What were the challenges you faced that delayed your graduation?"

Table 8. Top 5 responses to "What were the challenges you faced that delayed your graduation?"

	Participants	
	N	%
COVID-19	230	14.4%
Work	144	9.0%
Class Availability/Scheduling	135	8.4%
Financial	101	6.3%
Change/Add Major, Concentration, Minor	99	6.2%

The effect of COVID-19 (14.4%) was the most reported challenge that delayed graduation. Of the responses attributing COVID-19 as a challenge, the majority (46.2%) were non-specific, with other responses specifying challenges of virtual instruction (10.3%), COVID-related adjustments (8.3%), mental health (2.9%), and cancellation of classes and learning opportunities (such as internships and clinicals, 2.6%) as a result of the pandemic.

Work was the next reported challenge that delayed graduation (9.0%), followed by class availability/scheduling issues (8.4%).

Students who replied that the amount of time that it took to graduate was "shorter than planned" were asked, "What were the strategies you used that accelerated your graduation?"

Table 9. Top 5 responses to "What were the strategies you used that accelerated your graduation?"

	Participants	
	N	%
Winter/Summer/Intersessions	230	21.2%
Increased Course Load (Full time/12+ units)	144	13.7%
Increased Course Load (15+ units)	135	10.0%
Planning	101	8.3%
Advising/Counseling	99	7.5%

Taking Winter/Summer/Intersession (21.2%) was the most reported strategy used that accelerated graduation. Increasing course load to at least 12 units (13.7%) or 15 units (10.0%) were also common strategies used to accelerate graduation. Some of the responses indicated that being able to strategically plan their courses in advance to ensure they can meet all degree requirements (8.3%) helped accelerate their graduation.

More than two-thirds (71.7%) of the students agreed or strongly agreed that they were satisfied with the amount of time it took to graduate. Statistical analyses were conducted to investigate possible

differences by gender, basis of admission, UR status, and first generation status. No meaningful differences were found.

Table 10 & Figure 6. I am satisfied with the amount of time it took me to graduate

	Totals	
	N	**%** (of Total Participants)
Strongly disagree	94	3.7%
Disagree	224	8.9%
Neither agree nor disagree	394	15.7%
Agree	984	39.2%
Strongly agree	815	32.5%
Total	2,511	100.0%
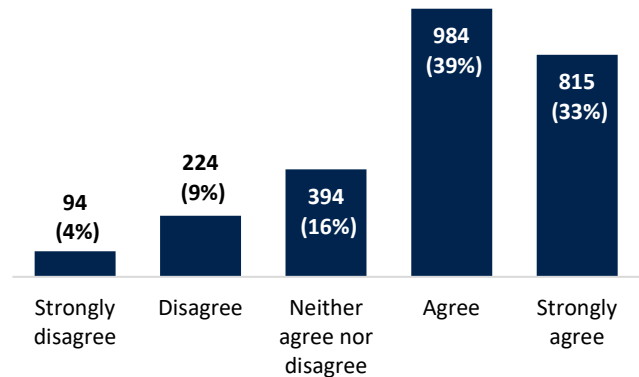
A considerably greater percentage of students who took shorter than or same as planned to graduate agreed or strongly agreed 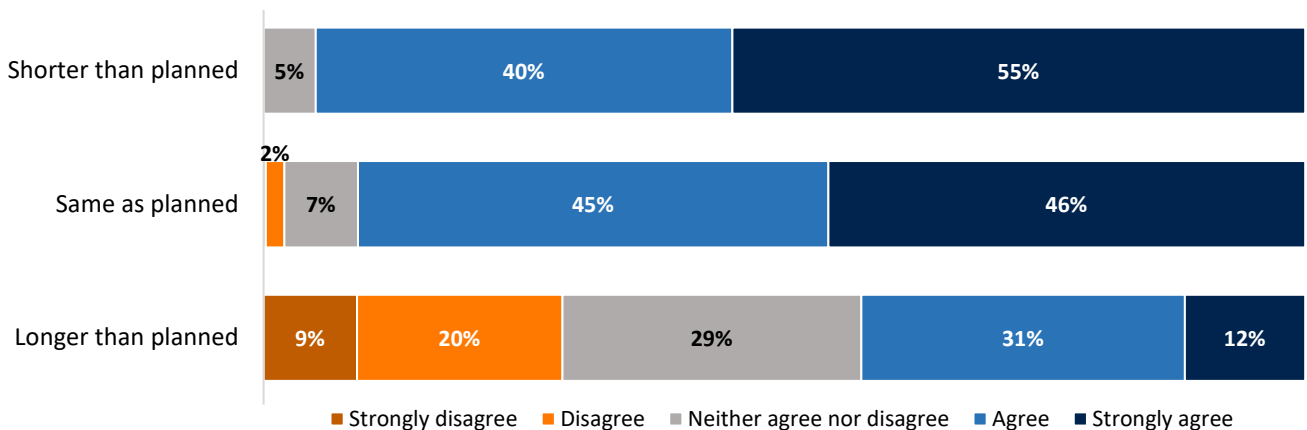that they are satisfied with the amount of time it took to graduate (95% and 91% respectively) compared to students who took longer than planned to graduate (43%).

Figure 7. Satisfaction with time to degree by reported time to degree

Statistical analyses were conducted to investigate possible differences by gender, basis of admission, UR status, and first generation status for students that took "longer than planned" to graduate. No meaningful differences were found.

Extracurricular Activities: Employment

A majority of students worked while attending CSUF (79.6%). In their senior year, more students worked off campus (90.7%) than on campus (22.3%). Over 60% of students who reported working off campus worked more than 20 hours per week in their senior year. Of the students who took longer than planned to graduate, 60% reported working more than 20 hours per week off campus in their senior year.

Table 11. Did you work (on or off campus) while attending CSUF?

	Participants	
	N	**%** (of Total Participants)
Yes	1,999	79.6%
No	512	20.4%
Total	2,511	100.0%

Table 12. During your Senior year, on average, how many hours per week did you work at a job on campus or off campus (for students that reported working one or more hours)?

	On-Campus		Off-Campus	
	N	**%** (of Total Participants)	**N**	**%** (of Total Participants)
1 to 10 hours	136	30.6%	208	11.5%
11 to 20 hours	181	40.7%	488	26.9%
More than 20 hours	128	28.8%	1,117	61.6%
Total	445	100.0%	1,813	100.0%

Statistical analyses were conducted to investigate possible differences by gender, basis of admission, UR status, and first generation status for students who reported working while attending CSUF. Significance was found on the basis of admission of student and how many hours a student worked off campus during their senior year χ^2 (6, N = 1,996) = 79.2, p < .001. A majority of students admitted as transfer students (63.4%) worked more than 20 hours per week off campus, compared to 44.6% of students admitted as first time freshmen who worked more than 20 hours per week off campus.

Co-Curricular Activities

More than one-third of students participated in internships (39%), which is a high-impact practice. Greater than a quarter of students participated in student organizations (28%) and 15% participated in ASI. A little more than a quarter of the students did not participate in any out-of-class experience (28%).

Figure 8. I participated in the following out-of-class experiences (select ALL that apply):
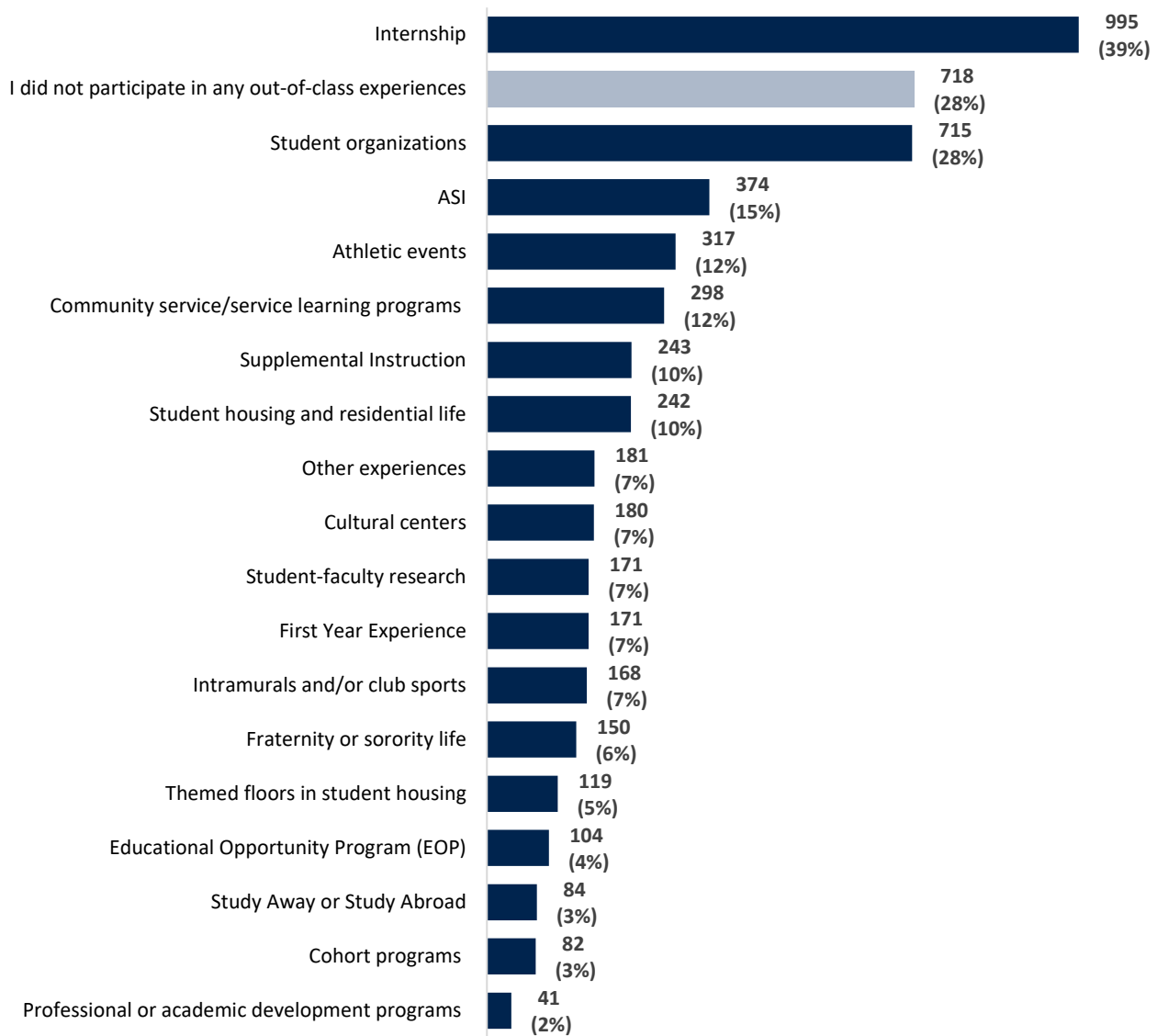

Experience	Value
Internship	995 (39%)
I did not participate in any out-of-class experiences	718 (28%)
Student organizations	715 (28%)
ASI	374 (15%)
Athletic events	317 (12%)
Community service/service learning programs	298 (12%)
Supplemental Instruction	243 (10%)
Student housing and residential life	242 (10%)
Other experiences	181 (7%)
Cultural centers	180 (7%)
Student-faculty research	171 (7%)
First Year Experience	171 (7%)
Intramurals and/or club sports	168 (7%)
Fraternity or sorority life	150 (6%)
Themed floors in student housing	119 (5%)
Educational Opportunity Program (EOP)	104 (4%)
Study Away or Study Abroad	84 (3%)
Cohort programs	82 (3%)
Professional or academic development programs	41 (2%)

Table 13. I participated in the following out-of-class experiences (select ALL that apply):

Out-of-Class Experience	Participants	
	N	% (of Total Participants)
ASI	374	14.7%
Athletic events	317	12.4%
Cohort programs (MSI, President Scholars, etc.)	82	3.2%
Community service/service learning programs (SLL, CICE, etc.)	298	11.7%
Cultural or Identity-based centers (DIRC, VRC, etc.)	180	7.1%
Educational Opportunity Program (EOP)	104	4.1%

Out-of-Class Experience	Participants	
	N	% (of Total Participants)
First Year Experience	171	6.7%
Fraternity or sorority life	150	5.9%
Internship	995	39.0%
Intramurals and/or club sports	168	6.6%
Professional or academic development programs	41	1.6%
Student organizations	715	28.0%
Study Away or Study Abroad	84	3.3%
Student housing and residential life	242	9.5%
Student-faculty research	171	6.7%
Supplemental Instruction	243	9.5%
Themed floors in student housing	119	4.7%
Other experiences	181	7.1%
I did not participate in any out-of-class experiences	718	28.1%

Statistical analyses were conducted to investigate possible differences by gender, basis of admission, UR status, and first generation status. No meaningful differences were found.

Of the 7.1% of students indicating participation in an "other" out-of-class experience, university support services/programs was cited most frequently (25.2%). Students also cited specific campus/college/program events, just as college-level peer mentor programs (18.6%). For student organizations (16.2%), respondents named a specific CSUF organization (e.g., Tusk Magazine, WiCSE) rather than selecting the "Student organization" category.

Table 14. Top 5 responses to "I participated in the following out-of-class experiences: Other"

	Participants	
	N	%
University Support Services/Programs	53	25.2%
Campus/College/Program Events	39	18.6%
Student Organization	34	16.2%
Non co-curricular*	13	6.2%
Research	10	4.8%

Note. Non co-curricular responses include utilization of campus spaces and services (e.g., use of art studio, gym) or work outside of the University.

A majority of students agreed or strongly agreed that participation in out-of-class experiences helped them to be successful as a student (77.6%). Statistical analyses were conducted to investigate possible differences by gender, basis of admission, UR status, and first generation status. No meaningful differences were found.

Table 15 & Figure 9. My participation in the out-of-class experiences were helpful to my success as a student ('success' included things like timely graduation, academic success, personal well-being, or campus connections).

|	Totals	
	N	% (of Total Participants)
Strongly disagree	28	1.5%
Disagree	61	3.4%
Neither agree nor disagree	317	17.5%
Agree	733	40.4%
Strongly agree	674	37.2%
Total	1,813	100.0%
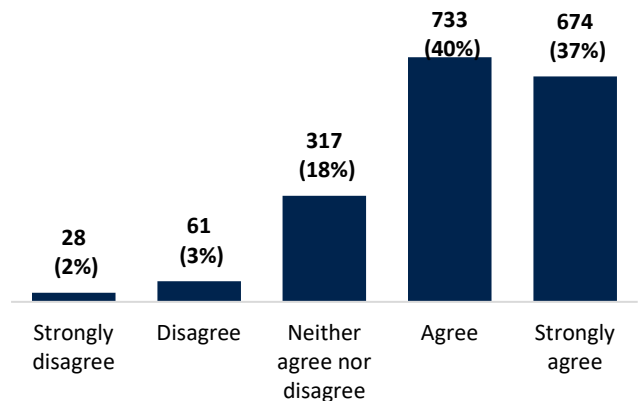
Decision to Attend CSUF Over Again If Given the Choice

A majority of students indicated that they would choose to attend Cal State Fullerton over again if given the choice (80.5%). Statistical analyses were conducted to investigate possible differences by gender, basis of admission, UR status, and first generation status. No meaningful differences were found.

Table 16 & Figure 10. If you could decide on your university choice over again, would you still choose to attend Cal State Fullerton?

	Totals	
	N	% (of Total Participants)
Definitely no	59	2.4%
Probably no	135	5.4%
Not sure	294	11.8%
Probably yes	918	36.7%
Definitely yes	1,096	43.8%
Total	2,502	100.0%
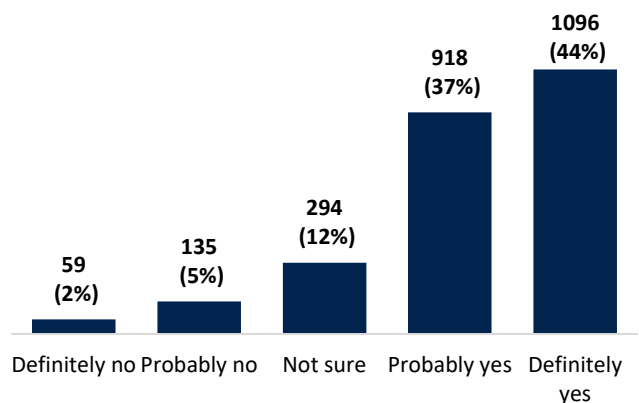
Statistical analyses were conducted to investigate the relationship between a student's choosing CSUF again and their experiences asked about in this survey. Significance was found for several survey questions, shown in Tables 17 to 21.

There was a significant relationship between the following experiences and students' decision to choose Cal State University Fullerton again.

Table 17. My CSUF education helped me improve my ability to...

	χ^2	df	N	p
write for informational, persuasive, and expressive purposes.	154.44	4	2,208	<.001
communicate by means of spoken language for informational, persuasive and expressive purposes.	141.85	4	2,208	<.001
locate, evaluate, and use sources of information.	221.86	4	2,208	<.001
analyze and interpret evidence critically to solve a wide range of problems.	203.06	4	2,208	<.001
apply mathematical concepts to interpret quantitative information in order to solve a wide range of problems.	131.50	4	2,208	<.001

Interpretation: A greater percentage of students who strongly agreed their CSUF education improved their ability reported they would choose to attend Cal State Fullerton again.

Table 18. My CSUF education and experience...

	χ^2	df	N	p
has prepared me to pursue my professional and/or personal goals.	433.11	4	2,208	<.001
provided me with skills and knowledge that are transferable to the workplace.	394.23	4	2,208	<.001
helped me become more aware of perspectives, beliefs, or worldviews different from my own.	225.60	4	2,208	<.001
helped me become more reflective about my own perspectives, beliefs, worldviews, and biases.	250.24	4	2,208	<.001
helped prepare me to make a difference in my community.	364.27	4	2,208	<.001
helped me become a well-rounded, educated, lifelong learner.	408.32	4	2,208	<.001

Interpretation: A greater percentage of students who strongly agreed their CSUF degree prepared them reported they would choose to attend Cal State Fullerton over again.

Table 19. Compared to my original plan, the amount of time it took me to graduate was

	χ^2	df	N	p
Compared to my original plan, the amount of time it took me to graduate was…	24.83	2	2,208	<.001

Interpretation: A greater percentage of students who graduated in the same amount of time as planned or shorter than planned reported that they would choose to attend Cal State Fullerton over again.

Table 20. I am satisfied with the amount of time it took me to graduate

	χ^2	df	N	p
I am satisfied with the amount of time it took me to graduate.	219.85	4	2,208	<.001

Interpretation: A greater percentage of students who strongly agreed that they were satisfied with the amount of time it took for them to graduate reported that they would choose to attend Cal State Fullerton over again.

Table 21. My participation in the out-of-class experience was helpful to my success as a student

	χ^2	df	N	p
My participation in the out-of-class experience was helpful to my success as a student ("success" includes things like timely graduation, academic success, personal well-being, or campus connections).	200.70	4	1,603	<.001

Interpretation: A greater percentage of students who agreed or strongly agreed with their percentage in out-of-class experience were helpful to their success as a student reported that they would choose to attend Cal State Fullerton over again.

Appendix 1. Survey Questions

Plans after graduation (please select ALL that apply):
- Continue current employment
- Seek new employment
- Graduate school
- Professional school
- Credential program (e.g., teaching, nursing)
- Other (briefly describe your post-graduation plans in the textbox below):

Have you been accepted to a graduate school (Master's, Doctoral), professional school, or credential program (e.g., teacher, nursing)?
- Yes
- No
- Not applying this year

Please reply with the extent that you agree or disagree with each statement below (*Likert scale – Strongly agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree)*:

My CSUF education helped me improve my ability to…
- Write for informational, persuasive, and expressive purposes.
- Communicate by means of spoken language for informational, persuasive, and expressive purposes.
- Locate, evaluate, and use sources of information.
- Analyze and interpret evidence critically to solve a wide range of problems.
- Apply mathematical concepts to interpret quantitative information in order to solve a wide range of problems.

My CSUF education and experience have prepared me to pursue m professional and/or personal goals.
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

My CSUF education and experience provided me with skills and knowledge that are transferable to the workplace.
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

My CSUF education and experience helped me become more aware of perspectives, beliefs, or worldviews **different from my own.**
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

My CSUF education and experience helped me become more reflective about **my own** perspectives, beliefs, worldviews, and biases.
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

My CSUF education and experience helped prepare me to make a difference in my community.
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

My CSUF education and experience helped me become a well-rounded, educated, lifelong learner.
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Compared to my original plan, the amount of time that it took me to graduate was:
- Shorter than planned
- Same as planned
- Longer than planned

What were the challenges you faced that delayed your graduation?

What were the strategies you used that accelerated your graduation?

I am satisfied with the amount of time it took me to graduate.
- Strongly agree

- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Did you work (on or off campus) while attending CSUF?
- Yes
- No

During your Senior year, on average, how many hours per week did you work at a job **on campus**?
- 0 hours
- 1 to 10 hours
- 11 to 20 hours
- More than 20 hours

During your Senior year, on average, how many hours per week did you work at a job **off campus**?
- 0 hours
- 1 to 10 hours
- 11 to 20 hours
- 21 to 30 hours
- 31 to 40 hours
- Over 40 hours

I participated in the following out-of-class experiences. Please select ALL that apply:
- ASI
- Athletic events
- Cohort programs such as MSI, Abrego Future Scholars, Guardian Scholars, and President Scholars
- Community service/Service learning programs such as experiences through SLL or CICE
- Cultural or Identity based centers such as DIRC, WARC, and the VRC
- Educational Opportunity Program (EOP)
- First Year Experience
- Fraternity or sorority life
- Internship
- Intramurals and/or club sports
- Professional or academic development programs such as NUFP, McNair Scholars, and HACU Ambassadors
- Student organizations
- Study Away or Study abroad
- Student housing and residential life
- Student - Faculty research

- Supplemental Instruction
- Themed floors in student housing
- Other experiences (please specify)
- I did not participate in any out-of-class experiences

My participation in the out-of-class experiences were helpful to my success as a student ("success" includes things like timely graduation, academic success, personal well-being, or campus connections).

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

If you could decide on your university choice over again, would you still choose to attend Cal State Fullerton?

- Definitely yes
- Probably yes
- Not sure
- Probably no
- Definitely no