



Undergraduate Exit Survey

Spring 2021

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Survey Administration

CSUF administered an Undergraduate Exit Survey to all undergraduate students who had applied for graduation in spring 2021. 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 April 5, 2021, 7,040 undergraduate students were identified as having applied to graduate in spring and summer 2021. 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, 207 (3%) students were identified as double majors. Of the students with double majors, 67 (32%) 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 19, 2021, through June 7, 2021 (7 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 10 graduation-related prizes.

Of the 7,040 eligible survey participants, 3,656 responses were recorded (51.9%). Of those, 3,508 completed the survey in full (96.0%), while 148 (4.0%) were captured as

partial responses. The response rate for students that completed the survey in full is 49.8%. 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. Response Rate by College

	Totals		
	Panel	Response	%
COTA	398	212	53.3%
CBE	1691	858	50.7%
CCOM	713	365	51.2%
ECS	492	225	45.7%
HHD	1681	903	53.7%
HSS	1756	952	54.2%
NSM	309	141	45.6%
TOTALS	7040	3656	51.9%

Table 2. College of Primary Major Distribution

	Totals	
	N	%
COTA	212	5.8%
CBE	858	23.5%
CCOM	365	10.0%
ECS	225	6.2%
HHD	903	24.7%
HSS	952	26.0%
NSM	141	3.9%
TOTALS	3656	100.0%

Distributions of Demographic Variables

Table 3. Gender Distribution

	Totals	
	N	%
Women	2413	66.0%
Men	1242	34.0%
Non-Binary	1	<1%
TOTALS	3656	100.0%

Table 4. Ethnic Distribution

	Totals	
	N	%
American Indian	2	0.1%
Black	79	2.2%
Hispanic	1777	48.6%
Asian	675	18.5%
White	665	18.2%
Unknown	105	2.9%
Non-Resident Alien	230	6.3%
Pacific Islander	3	0.1%
Two or More Races	120	3.3%
TOTALS	3656	100.0%

Table 5. Basis of Admission

	Totals	
	N	%
First Time Freshmen	1395	38.2%
Transfer Student	2225	60.9%
Other	36	1.0%
TOTALS	3656	100.0%

Table 6. Underrepresented Status

	Totals	
	N	%
UR	1861	50.9%
Non UR	1795	49.1%
TOTALS	3656	100.0%

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).

Table 7. First Generation College Student Status

	Totals	
	N	%
First Generation College Student	1276	34.9%
Non First Generation College Student	2380	65.1%
TOTALS	3656	100.0%

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.

Table 8. Pell Eligible

	Totals	
	N	%
Yes	2046	56.0%
No	1610	44.9%
TOTALS	3656	100.0%

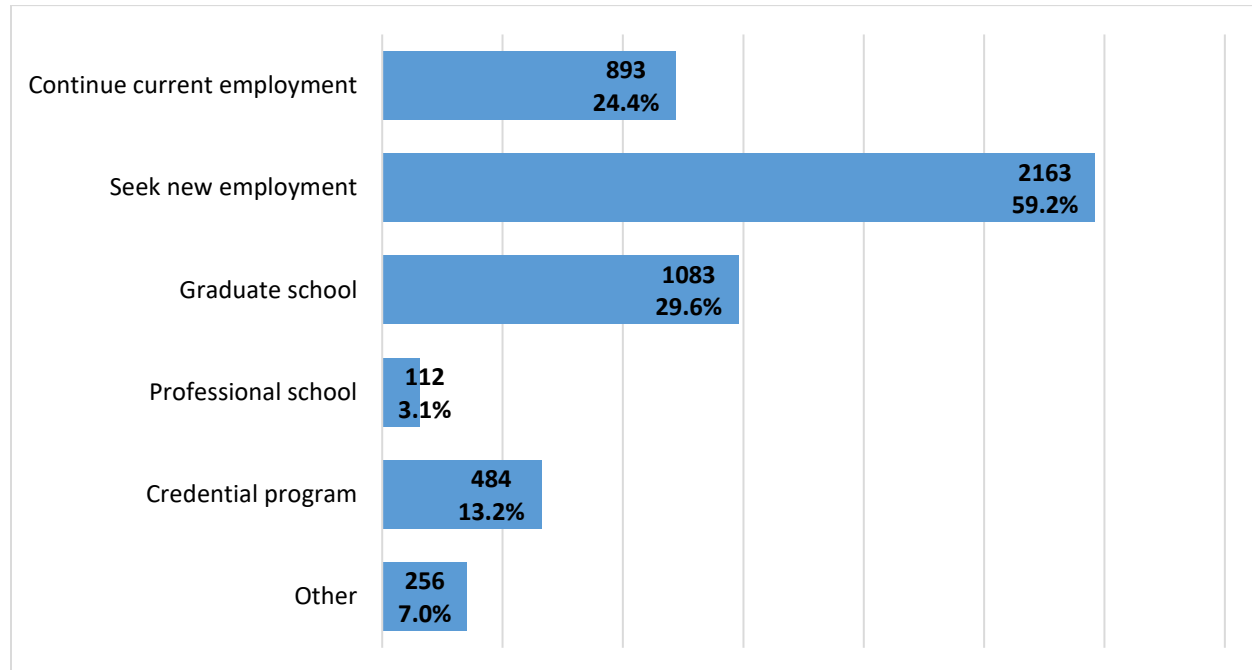
Survey Results

Results of the University-level survey questions asked of all students are presented in table and/or chart format showing the distribution of responses. Table and chart headings use the actual survey question. Survey questions with response categories can be found in Appendix 1. Survey Questions.

Table 9. Plans after graduation (select ALL that apply):

	N	%
Continue current employment	893	24.4%
Seek new employment	2163	59.2%
Graduate school	1083	29.6%
Professional school	112	3.1%
Credential program	484	13.2%
Other	256	7.0%

Chart 1. Plans after graduation (select ALL that apply):



The principal activity for the majority of spring 2021 Cal State Fullerton Bachelor degree recipients will be to seek new employment (59.2%). See Table 10. Top 5 responses to “Plans after graduation”: Other.

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

Table 10. Top 5 responses to “Plans after graduation”: Other

	N	%
Additional Study	119	49.8%
Employment	75	31.4%
Time Off	36	15.1%
Entrepreneurial Activity	17	7.1%
Internship	17	7.1%

For the selection of “Other,” the primary activity was additional study (49.8%), which includes preparing for graduate/professional degree programs, credentials, and professional certifications.

Table 11. Have you been accepted to a graduate school (Masters, Doctoral), professional school or credential program (e.g. teacher, nursing, speech pathology)?

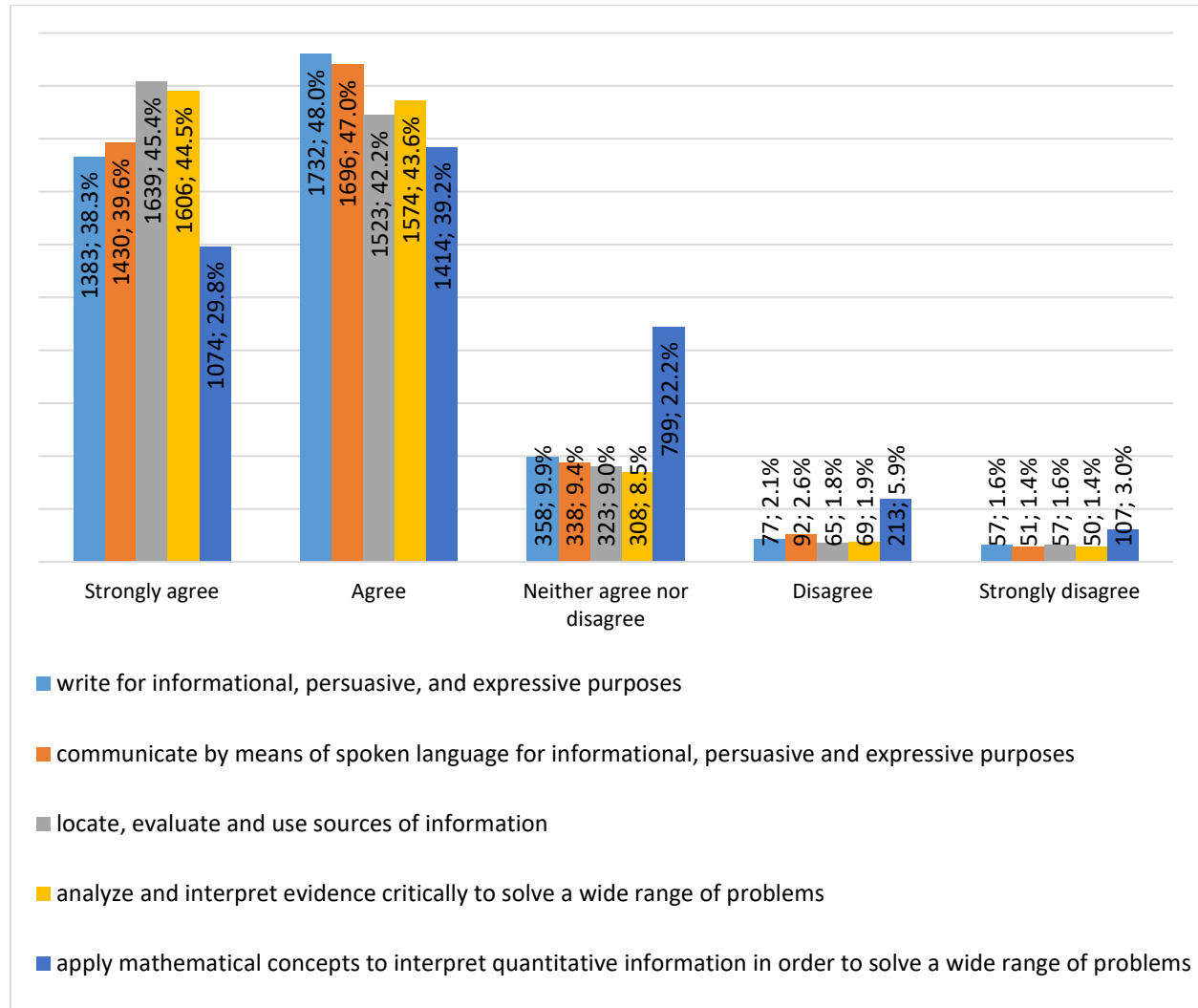
	Totals	
	N	%
Yes	357	23.3%
No	434	28.3%
Not applying this year	740	48.3%
TOTALS	1531	100.0%

Of the students that intend to seek graduate school, professional school, or a credential program, the majority (48.3%) are not applying this year.

Table 12. My CSUF education helped me to improve my ability to...

	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
write for informational, persuasive, and expressive purposes.	57	1.6%	77	2.1%	358	9.9%	1732	48.0%	1383	38.3%
communicate by means of spoken language for informational, persuasive and expressive purposes.	51	1.4%	92	2.6%	338	9.4%	1696	47.0%	1430	39.6%
locate, evaluate and use sources of information.	57	1.6%	65	1.8%	323	9.0%	1523	42.2%	1639	45.4%
analyze and interpret evidence critically to solve a wide range of problems.	50	1.4%	69	1.9%	308	8.5%	1574	43.6%	1606	44.5%
apply mathematical concepts to interpret quantitative information in order to solve a wide range of problems.	107	3.0%	213	5.9%	799	22.2%	1414	39.2%	1074	29.8%

Chart 2. My CSUF education helped me to improve my ability to...



Overall, the majority of students agreed or strongly agreed their CSUF education improved their ability to: ‘write for informational, persuasive, and expressive purposes’ (86.3%); ‘communicate by means of spoken language for informational, persuasive and expressive purposes’ (86.6%); ‘locate, evaluate and use sources of information’ (87.6%); ‘analyze and interpret evidence critically to solve a wide range of problems’ (88.1%); and ‘apply mathematical concepts to interpret quantitative information in order to solve a wide range of problems’ (69.0%). Fewer students agreed or strongly agreed that their CSUF education improved their ability to ‘apply mathematical concepts to

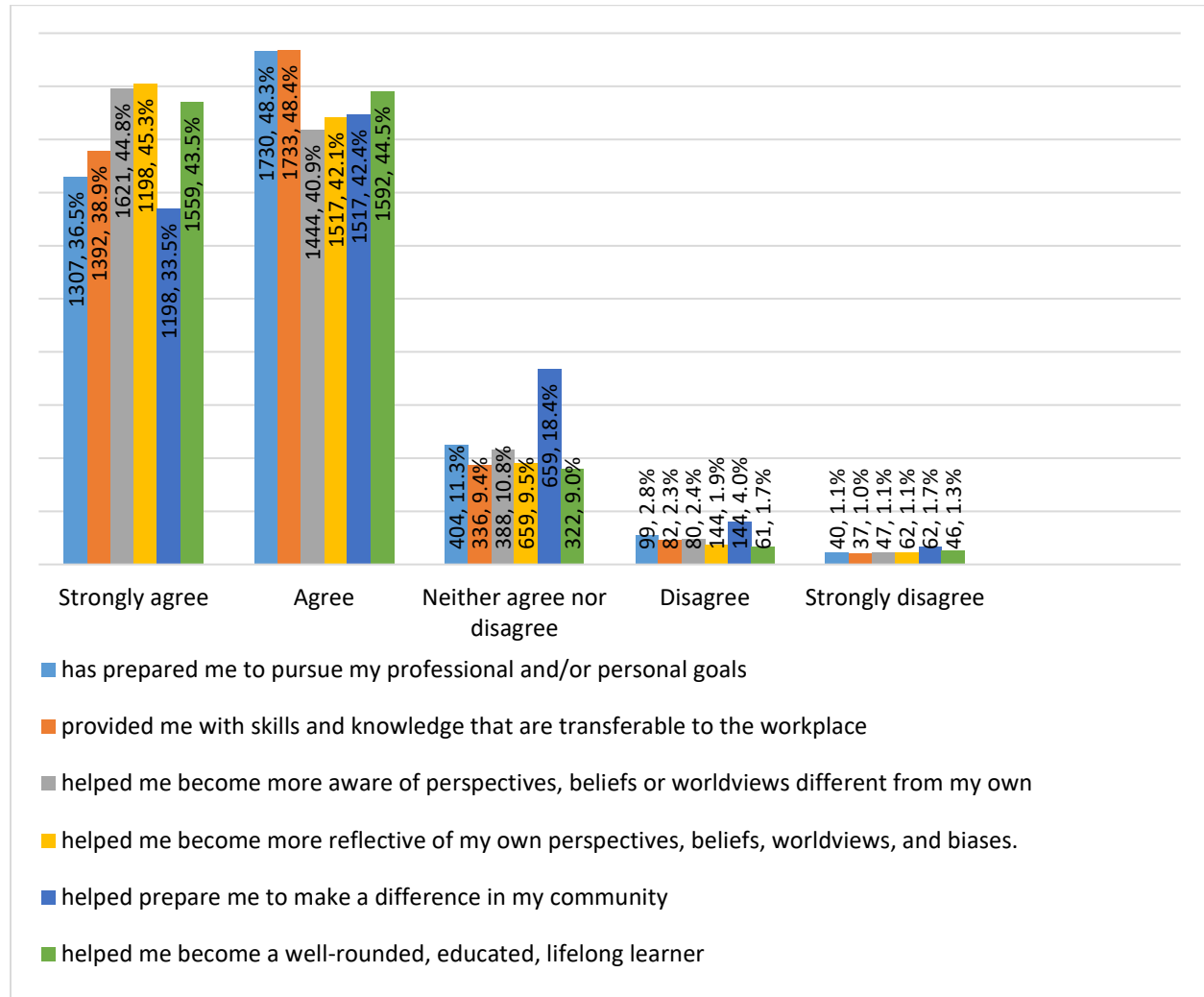
interpret quantitative information in order to solve a wide range of problems' than the other abilities.

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

Table 13. My CSUF education and experience...

	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
has prepared me to pursue my professional and/or personal goals.	40	1.1%	99	2.8%	404	11.3%	1730	48.3%	1307	36.5%
provided me with skills and knowledge that are transferable to the workplace.	37	1.0%	82	2.3%	336	9.4%	1733	48.4%	1392	38.9%
helped me become more aware of perspectives, beliefs or worldviews different from my own.	47	1.3%	80	2.2%	388	10.8%	1444	40.3%	1621	45.3%
helped me become more reflective of my own perspectives, beliefs, worldviews, and biases.	40	1.1%	69	1.9%	341	9.5%	1507	42.1%	1623	45.3%
helped prepare me to make a difference in my community.	62	1.7%	144	4.0%	659	18.4%	1517	42.4%	1198	33.5%
helped me become a well-rounded, educated, lifelong learner.	46	1.3%	61	1.7%	322	9.0%	1592	44.5%	1559	43.5%

Chart 3. My CSUF education and experience...



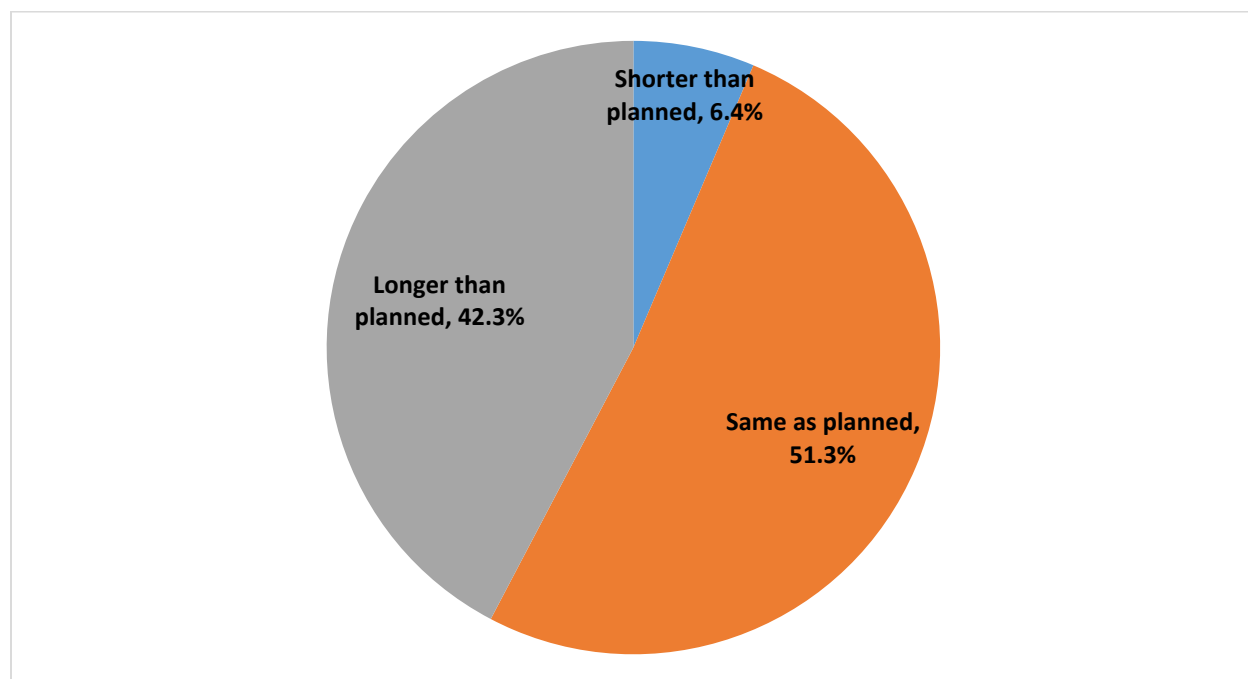
Overall, the majority of students agreed or strongly agreed their CSUF degree: ‘has prepared me to pursue my professional and/or personal goals’ (84.8%); ‘provided me with skills and knowledge that are transferable to the workplace’ (87.3%); ‘helped me become more aware of perspectives, beliefs or worldviews **different from my own**’ (85.6%); ‘helped me become more reflective of **my own** perspectives, beliefs, worldviews, and biases’ (87.4%); ‘helped prepare me to make a difference in my community’ (75.9%); 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.

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

Table 14. Compared to my original plan, the amount of time that it took me to graduate was:

	Totals	
	N	%
Shorter than planned	230	6.4%
Same as planned	1834	51.3%
Longer than planned	1514	42.3%
TOTALS	3578	100.0%

Chart 4. Compared to my original plan, the amount of time that it took me to graduate was:



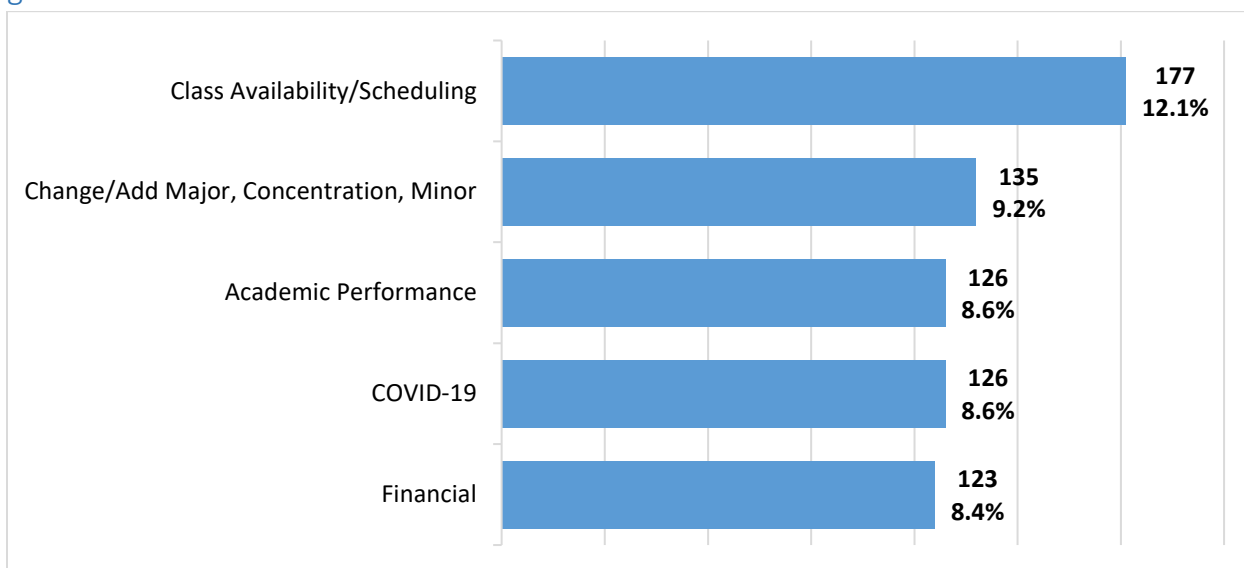
The majority of students graduated in the same amount of time as planned (51.3%). Students responding the amount of time that it took to graduate was “longer than

planned,” were asked, “What were the challenges you faced that delayed your graduation?” (see table below for responses).

Table 15. Top 5 responses to “What were the challenges you faced that delayed your graduation?”

	N	%
Class Availability/Scheduling	177	12.1%
Change/Add Major, Concentration, Minor	135	9.2%
Academic Performance	126	8.6%
COVID-19	126	8.6%
Financial	123	8.4%

Chart 5. Top 5 responses to “What were the challenges you faced that delayed your graduation?”



Class availability/scheduling issues (12.1%) were the most reported challenge that delayed graduation. The most frequently reported aspects of class availability/scheduling issues were registering for full courses, not having enough courses available, class scheduling, and frequency of course offerings.

Some students limited their response to their Cal State Fullerton experience, while other students answered based on their entire educational experience. Most students did not indicate what considerations their response included.

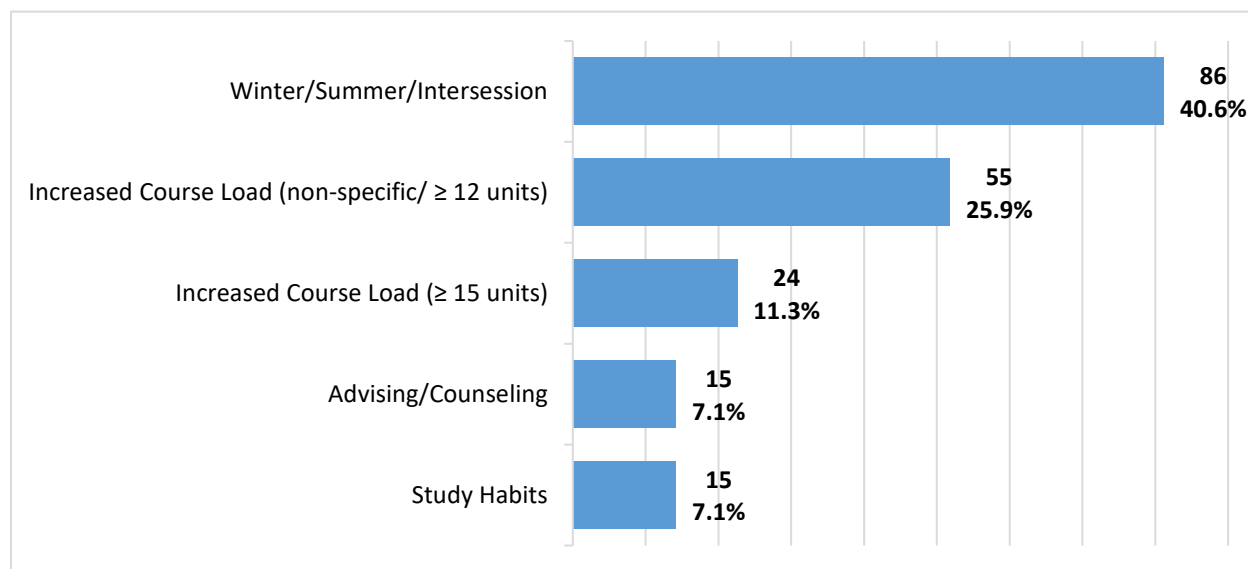
Of the 8.6% responses attributed to "COVID-19", the majority (66.7%) were non-specific, with the next top responses specifying challenges of virtual instruction/transition (13.5%), class availability/cancelation (8.7%).

Students responding 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?" (see following table for responses).

Table 16. Top 5 responses to "What were the strategies you used that accelerated your graduation?"

	N	%
Winter/Summer/Intersession	86	40.6%
Increased Course Load (non-specific/ ≥ 12 units)	55	25.9%
Increased Course Load (≥ 15 units)	24	11.3%
Advising/Counseling	15	7.1%
Study Habits	15	7.1%

Chart 6. Top 5 responses to "What were the strategies you used that accelerated your graduation?"



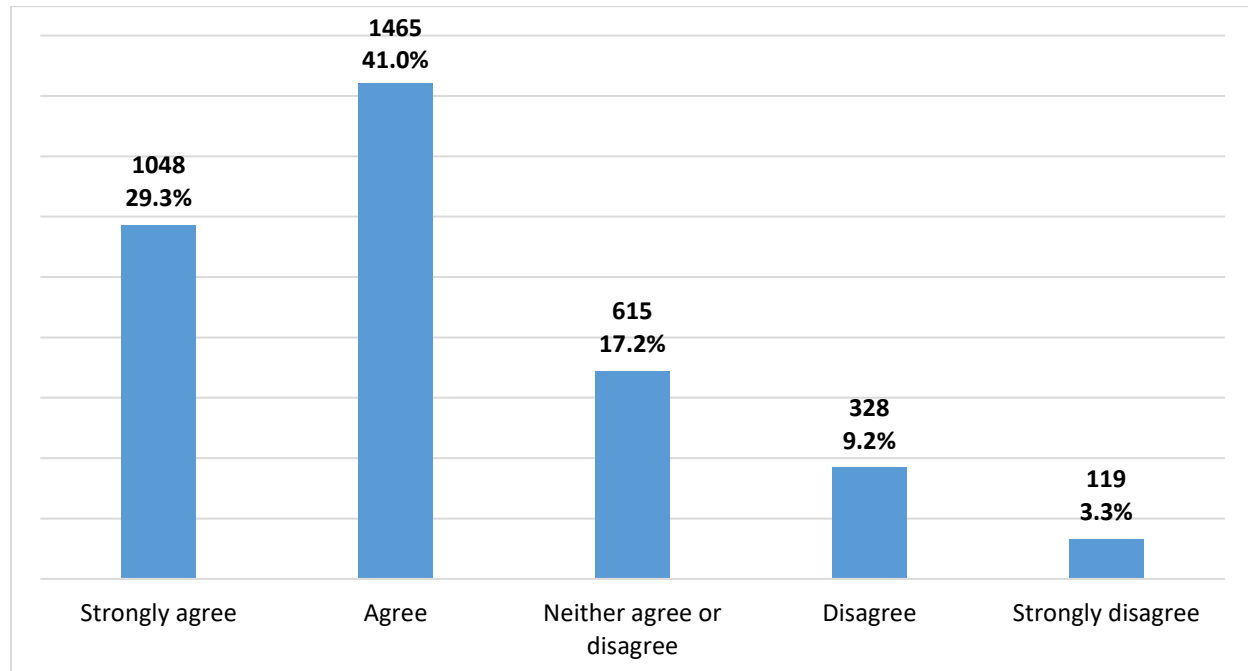
Winter/Summer/Intersession (40.6%) was the most reported strategy used that accelerated graduation. Most students reported attending more than one extra session,

while others reported attending at least one extra session. It is unclear exactly how many extra sessions students attended to accelerate graduation. In addition, some students answered this question based on their entire educational experience, including attending other institutions, while other students limited their response to their Cal State Fullerton experience. Most students did not indicate what considerations their response included.

Table 17. I am satisfied with the amount of time it took me to graduate.

	Totals	
	N	%
Strongly disagree	119	3.3%
Disagree	328	9.2%
Neither agree nor disagree	615	17.2%
Agree	1465	41.0%
Strongly agree	1048	29.3%
TOTALS	3575	100.0%

Chart 7. I am satisfied with the amount of time it took me to graduate.



More than two-thirds (70.3%) of the students agreed or strongly agreed that they were satisfied with the amount of time it took to graduate.

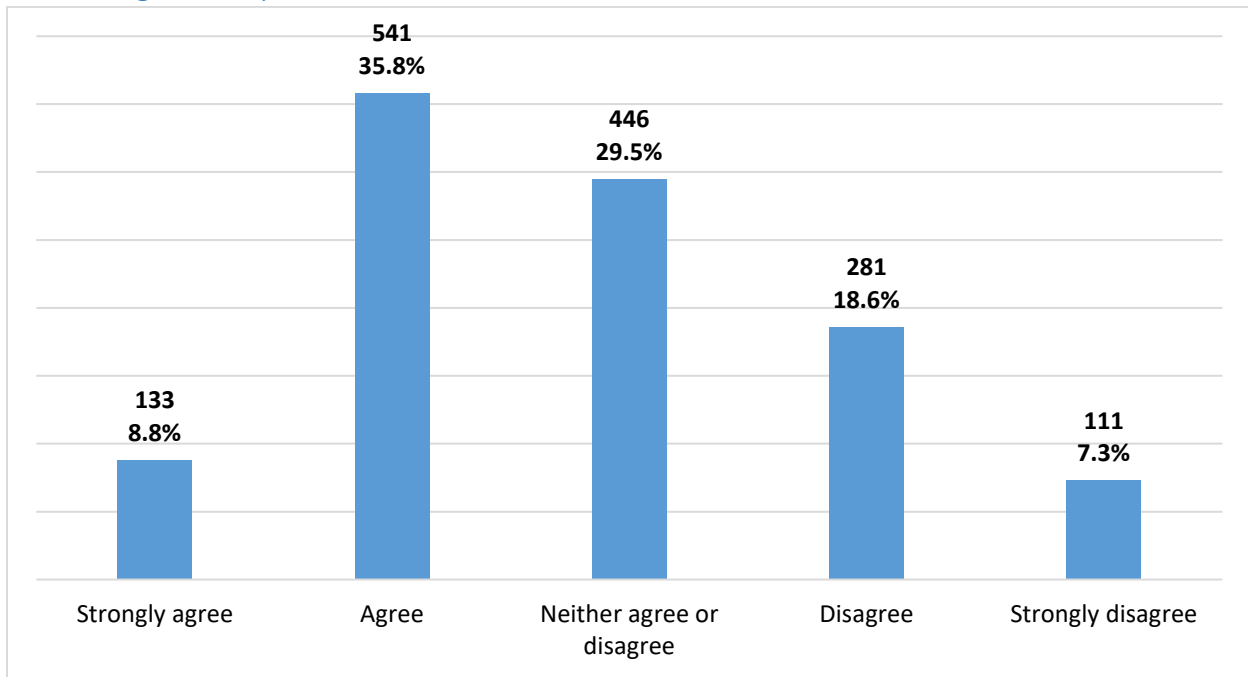
Statistical analyses were conducted to investigate possible differences by gender, ethnicity, basis of admission, UR status, first generation status, and Pell eligibility. No meaningful differences were found.

Analysis of satisfaction with time to degree by students that took longer than planned to graduate, follows.

Table 18. I am satisfied with the amount of time it took me to graduate for students that took “longer than planned”.

	Totals	
	N	%
Strongly disagree	111	7.3%
Disagree	281	18.6%
Neither agree nor disagree	446	29.5%
Agree	541	35.8%
Strongly agree	133	8.8%
TOTALS	1512	100.0%

Chart 8. I am satisfied with the amount of time it took me to graduate for students that took “longer than planned”.



Students that took longer than planned to graduate were less satisfied with the amount of time to graduate (44.6%) than overall student satisfaction with the amount of time to graduate (70.3%).

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

Table 19. Did you work (on or off campus) while attending CSUF?

	Totals	
	N	%
Yes	2756	77.1%
No	819	22.9%
TOTALS	3575	100.0%

Table 20. During your Senior year, on average, how many hours per week did you work at a job on campus? (For students that worked 1 or more hours)

	Totals	
	N	%
1-10 hours	143	26.3%
11-20 hours	222	40.9%
More than 20 hours	178	32.8%
TOTALS	543	100.0%

Table 21. During your Senior year, on average, how many hours per week did you work at a job off campus? (For students that worked 1 or more hours)

	Totals	
	N	%
1-10 hours	328	13.6%
11-20 hours	654	27.1%
More than 20 hours	1431	59.3%
TOTALS	2413	100.0%

A majority of students worked while attending CSUF (77.1%). In their senior year, more students worked off campus (87.9%) than on campus (19.8%). Over half of students who worked off campus, worked more than 20 hours per week in their senior year.

Statistical analyses were conducted to investigate possible differences by gender, ethnicity, basis of admission, UR status, first generation status, and Pell eligibility. Significance was found on the basis of admission of the student and how many hours a student worked off campus during their senior year. $\chi^2(9, N=2743) = 111.55, p < 0.001$. A majority of students admitted as transfer students (59.1%) worked more than 20 hours per week off campus compared with 41.5% of students admitted as first time freshmen working more than 20 hours per week off campus.

Table 22. During your Senior year, on average, how many hours per week did you work at a job on campus? for students that took “longer than planned” to graduate. (For students that worked 1 or more hours)

	Totals	
	N	%
1-10 hours	53	22.4%
11-20 hours	81	34.2%
More than 20 hours	103	43.5%
TOTALS	237	100.0%

Table 23. During your Senior year, on average, how many hours per week did you work at a job off campus? for students that took “longer than planned” to graduate. (For students that worked 1 or more hours)

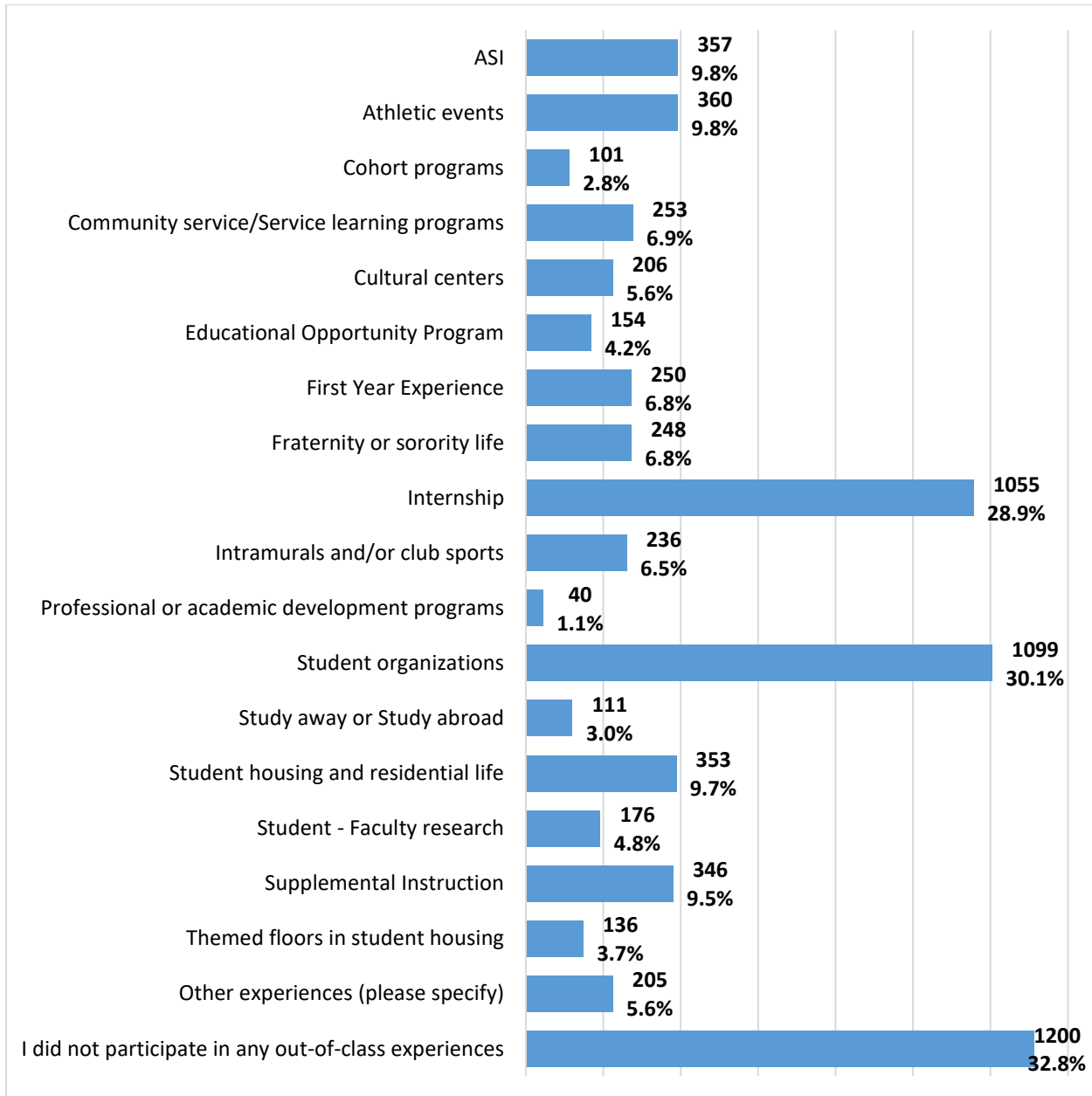
	Totals	
	N	%
1-10 hours	97	9.1%
11-20 hours	268	25.2%
More than 20 hours	698	65.7%
TOTALS	1063	100.0%

More than half of the students (58.9%) that took longer than planned to graduate reported working more than 20 hours per week off campus in their senior year.

Table 24. I participated in the following out-of-class experiences (select ALL that apply):

	N	%
ASI	357	9.8%
Athletic events	360	9.8%
Cohort programs (MSI, President Scholars, etc.)	101	2.8%
Community service/Service learning programs (SLL, CICE, etc.)	253	6.9%
Cultural centers	206	5.6%
Educational Opportunity Program (EOP)	154	4.2%
First Year Experience	250	6.8%
Fraternity or sorority life	248	6.8%
Internship	1055	28.9%
Intramurals and/or club sports	236	6.5%
Professional or academic development programs	40	1.1%
Student organizations	1099	30.1%
Study away or Study abroad	111	3.0%
Student housing and residential life	353	9.7%
Student - Faculty research	176	4.8%
Supplemental Instruction	346	9.5%
Themed floors in student housing	136	3.7%
Other experiences	205	5.6%
I did not participate in any out-of-class experiences	1200	32.8%

Chart 9. I participated in the following out-of-class experiences (select ALL that apply):



Nearly a third of the students participated in student organizations (30.1%) as well as participated in internships (28.9%), which is a high-impact practice. One-third of the students did not participate in any out-of-class experience (32.8%).

Statistical analyses were conducted to investigate possible differences by gender, ethnicity, basis of admission, UR status, first generation status, and Pell eligibility. Significance was found on the basis of admission of the student and participation in student housing and residential life ($\chi^2(3, N=3656) = 367.75, p < 0.001$). 21.6% of survey respondents that were admitted as first-time freshmen participated in student housing and residential life compared with just 2.3% of respondents that started as transfer students.

Table 25. Top 5 responses to “I participated in the following out-of-class experiences”:
Other

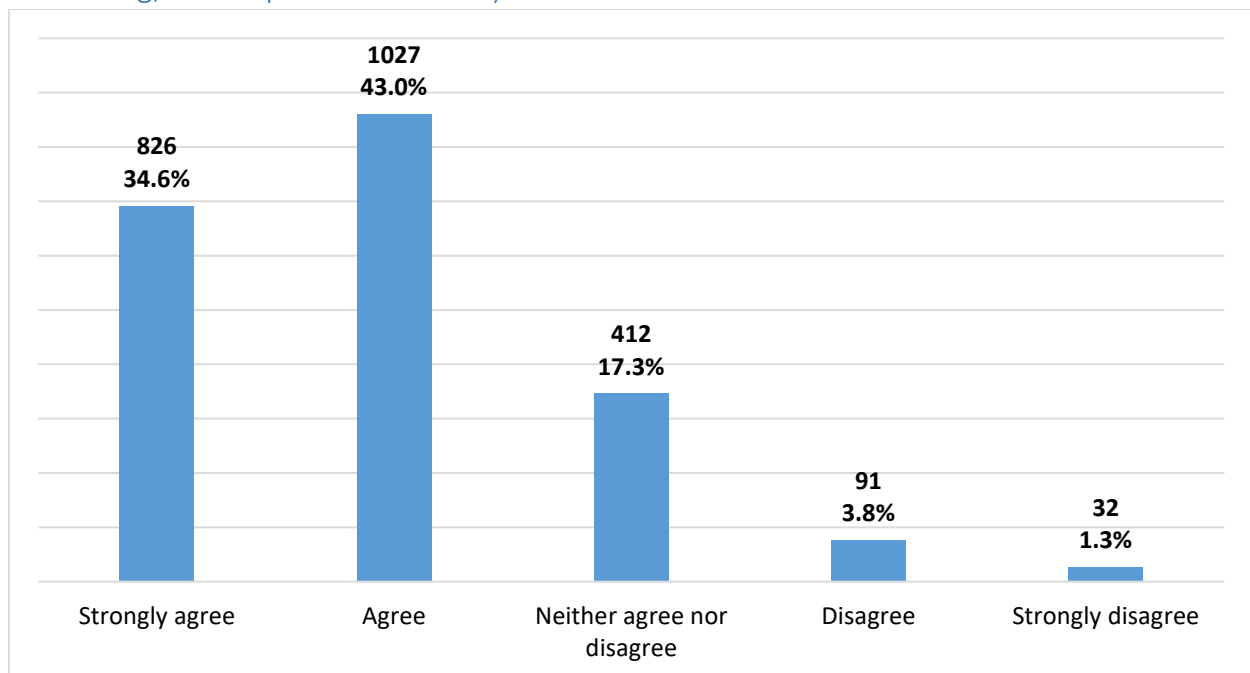
	N	%
Student Organization	54	30.0%
Campus Event	32	17.8%
University Support Services	30	16.7%
Athletics	10	5.6%
Student Employment (Student assistant/Major department)	10	5.6%

Of the 7.6% of students indicating participation in an “other” out-of-class experience, student organization was cited most frequently (30.0%). Respondents that indicated a student organization in the “other” category named a specific CSUF organization rather than selecting the “student organization” category.

Table 26. 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	%
Strongly disagree	32	1.3%
Disagree	91	3.8%
Neither agree nor disagree	412	17.3%
Agree	1027	43.0%
Strongly agree	826	34.6%
TOTALS	2388	100.0%

Chart 10. 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).



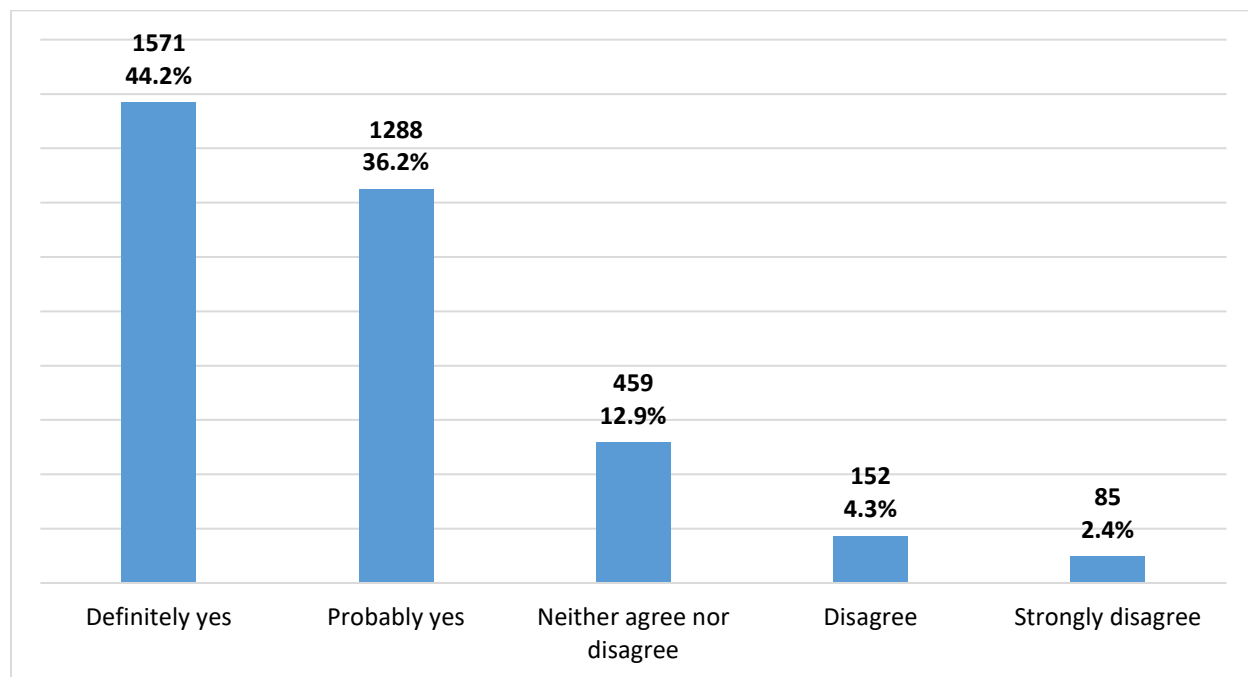
A majority of students agreed or strongly agreed that participation in out-of-class experiences helped them to be successful as a student (77.6%).

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

Table 27. If you could decide on your university choice over again, would you still choose to attend Cal State Fullerton?

	Totals	
	N	%
Definitely no	85	2.4%
Probably no	152	4.3%
Not sure	459	12.9%
Probably yes	1288	36.2%
Definitely yes	1571	44.2%
TOTALS	3555	100.0%

Chart 11. If you could decide on your university choice over again, would you still choose to attend Cal State Fullerton?



A majority of students would choose to attend Cal State Fullerton over again if given the choice (80.4%).

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

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, as described below.

The following questions were found to be significant when asking if the students would choose Cal State Fullerton again:

- Question: My CSUF education helped me improve my ability to:
 - ...write for informational, persuasive and expressive purposes. $\chi^2(4, N=3096) = 453.88, p<0.001$
 - ...communicate by means of spoken language for informational, persuasive and expressive purposes. $\chi^2(4, N=3096) = 246.6484.50, p<0.001$
 - ...locate, evaluate and use sources of information. $\chi^2(4, N=3096) = 465.82, p<0.001$
 - ...analyze and interpret evidence critically to solve a wide range of problems. $\chi^2(4, N=3096) = 411.82, p<0.001$
 - ...apply mathematical concepts to interpret quantitative information in order to solve a wide range of problems. $\chi^2(4, N=3096) = 196.25, p<0.001$

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.

- Question: My CSUF education and experience:
 - ...has prepared me to pursue my professional and/or personal goals. $\chi^2(4, N = 3096) = 706.04, p<0.001$
 - ...provided me with skills and knowledge that are transferable to the workplace. $\chi^2(4, N = 3096) = 603.75, p<0.001$
 - ...helped me become more aware of perspectives, beliefs or worldviews **different from my own.** $\chi^2(4, N = 3096) = 470.29, p<0.001$

- ...helped me become more reflective of **my own** perspectives, beliefs, worldviews and biases. $\chi^2(4, N = 3096) = 401.46, p < 0.001$
- ...helped prepare me to make a difference in my community. $\chi^2(4, N = 3096) = 545.61, p < 0.001$
- ...helped me become a well-rounded, educated, lifelong learner. $\chi^2(4, N = 3096) = 707.00, p < 0.001$

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.

- Question: Compared to my original plan, the amount of time it took me to graduate was: $\chi^2(2, N = 3096) = 34.16, p < 0.001$
- Question: I am satisfied with the amount of time it took me to graduate. $\chi^2(4, N = 3096) = 291.58, p < 0.001$

Interpretation: A greater percentage of students who strongly agreed their satisfaction with the amount of time it took for them to graduate reported that they would choose to attend Cal State Fullerton over again. A greater percentage of students that graduated in the same amount of time as planned reported that they would choose to attend Cal State Fullerton over again.

- Question: 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). $\chi^2(4, N = 2098) = 268.05, p < 0.001$

Interpretation: A greater percentage of students who agreed or strongly agreed with their participation 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, speech pathology
- Other (briefly describe your post-graduation plans in the textbox below):

Have you been accepted to a graduate school (Masters, Doctoral), professional school or credential program (e.g. teacher, nursing, speech pathology)?

- Yes
- No
- Not applying this year

Please reply with the extent that you agree or disagree with each statement below: **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 has prepared me to pursue my 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 to come more reflective of **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
- More than 20 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