



Undergraduate Exit Survey

Spring 2019

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Survey Administration

CSUF administered an Undergraduate Exit Survey to all undergraduate students who had applied for graduation in spring 2019. 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 27, 2019, 7,563 undergraduate students were identified as having applied to graduate in spring and summer 2019. Students are 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, 249 (3%) students were identified as double majors. Of the students with double majors, 92 (37%) 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 April 27, 2019 through June 5, 2019 (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 three iPads.

Of the 7,563 eligible survey participants, 3,014 responses were recorded (39.9%) of those, 2,844 completed the survey in full (37.6%), while 170 (2.2%) were captured as

partial responses. 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	389	137	35.2%
CCOM	936	367	39.2%
ECS	611	235	38.5%
HHD	1674	659	39.4%
HSS	1791	734	41.0%
NSM	330	134	40.6%
MCBE	1832	748	40.8%
TOTALS	7563	3014	39.9%

Table 2. College of Primary Major Distribution

	Totals	
	N	%
COTA	137	4.5%
CCOM	367	12.2%
ECS	235	7.8%
HHD	659	21.9%
HSS	734	24.4%
NSM	134	4.4%
MCBE	748	24.8%
TOTALS	3014	100.0%

Distributions of Demographic Variables

Table 3. Gender Distribution

	Totals	
	N	%
Women	1889	62.7%
Men	1125	37.3%
TOTALS	3014	100.0%

Table 4. Ethnic Distribution

	Totals	
	N	%
American Indian	2	0.1%
Black	58	1.9%
Hispanic	1308	43.4%
Asian	580	19.2%
White	662	22.0%
Unknown	124	4.1%
Non-Resident Alien	159	5.3%
Pacific Islander	2	0.1%
Two or More Races	119	3.9%
TOTALS	3014	100.0%

Table 5. Basis of Admission

	Totals	
	N	%
First Time Freshmen	1189	39.4%
Transfer Student	1816	60.3%
Other	9	0.3%
TOTALS	3014	100.0%

Table 6. Underrepresented Status

	Totals	
	N	%
Non UR	1644	54.5%
UR	1370	45.5%
TOTALS	3014	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	924	30.7%
Non First Generation College Student	2090	69.3%
TOTALS	3014	100.0%

Students with neither parent attending college are considered a first generation student. 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	%
No	1422	47.2%
Yes	1592	52.8%
TOTALS	3014	100.0%

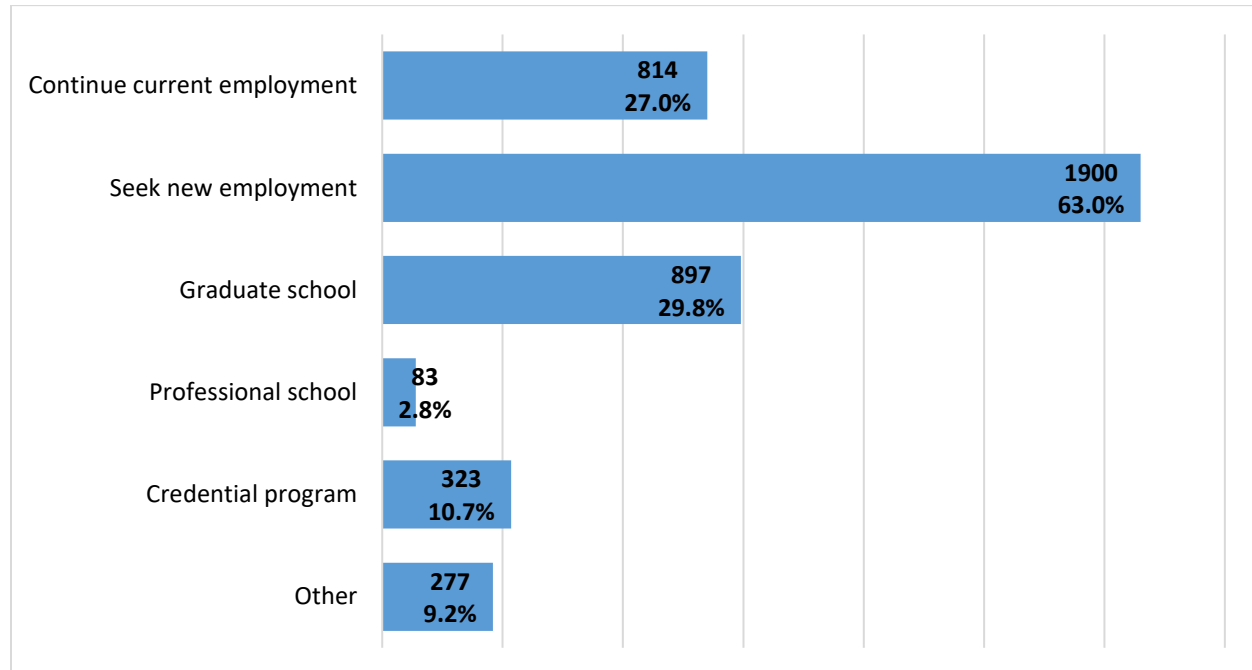
Survey Results

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	814	27.0%
Seek new employment	1900	63.0%
Graduate school	897	29.8%
Professional school	83	2.8%
Credential program	323	10.7%
Other	277	9.2%

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



The principal activity for the majority of spring 2019 Cal State Fullerton Bachelor degree recipients will be to seek new employment (63.0%). 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	%
Employment	131	48.5%
Additional Study	128	47.4%
Time Off	30	11.1%
Travel	13	4.8%
Other	11	4.1%

For the selection of “Other,” the primary activity was employment (48.5%), which includes activities such as seeking new employment, continuing with a current employer, or acceptance of a job offer. Most student responses did not indicate whether employment was within their specific area of study.

Table 11. Have you been accepted to a graduate school (Masters, Doctoral), professional school or credential program?

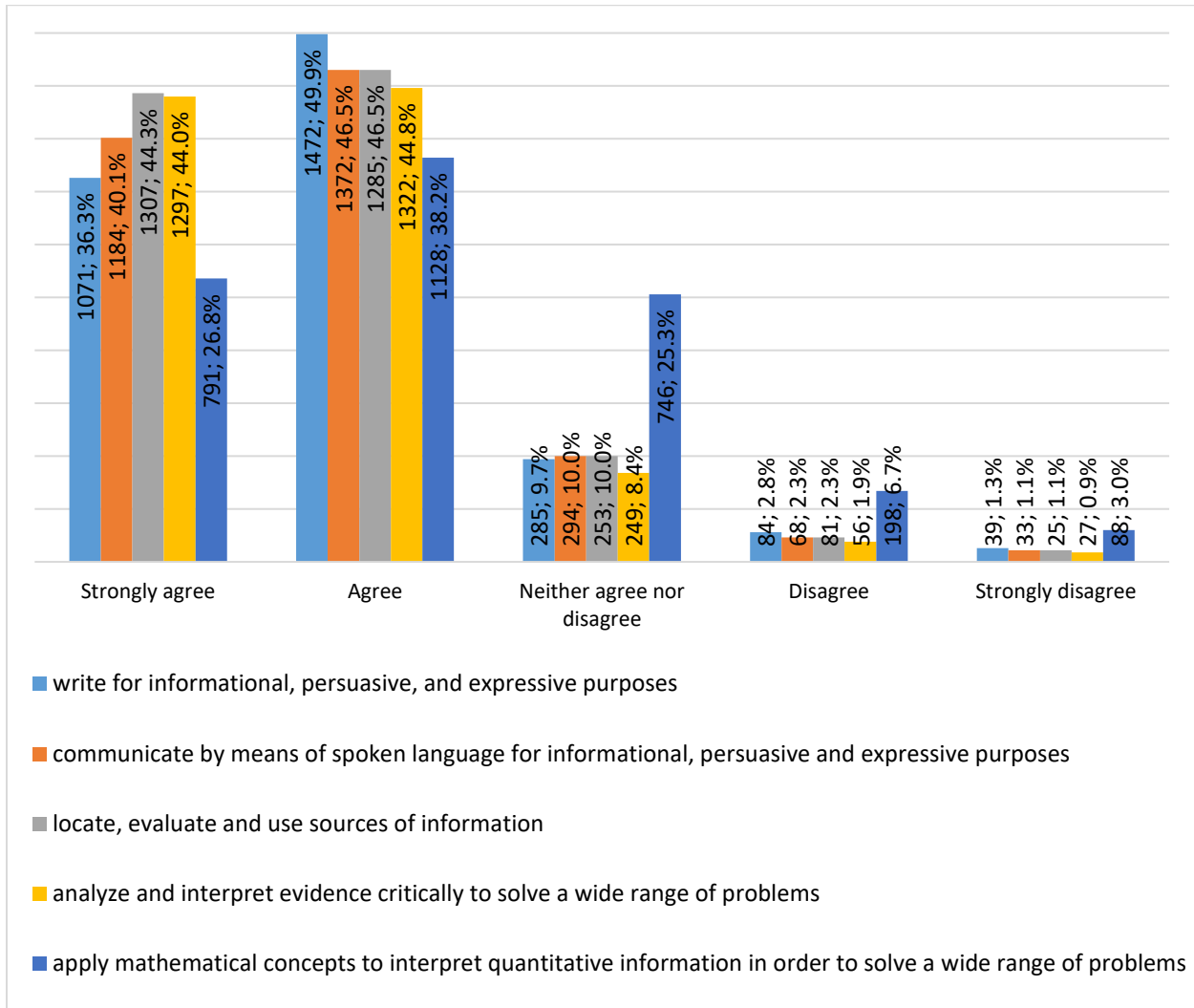
	Totals	
	N	%
Yes	244	20.6%
No	273	23.0%
Not applying this year	669	56.4%
TOTALS	1186	100.0%

Of the students that intend to seek graduate school, professional school, or a credential program, the majority (56.4%) 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.	39	1.3%	84	2.8%	285	9.7%	1472	49.9%	1071	36.3%
communicate by means of spoken language for informational, persuasive and expressive purposes.	33	1.1%	68	2.3%	294	10.0%	1372	46.5%	1184	40.1%
locate, evaluate and use sources of information.	25	0.8%	81	2.7%	253	8.6%	1285	43.5%	1307	44.3%
analyze and interpret evidence critically to solve a wide range of problems.	27	0.9%	56	1.9%	249	8.4%	1322	44.8%	1297	44.0%
apply mathematical concepts to interpret quantitative information in order to solve a wide range of problems.	88	3.0%	198	6.7%	746	25.3%	1128	38.2%	791	26.8%

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' (86.2%); 'communicate by means of spoken language for informational, persuasive and expressive purposes' (86.6%); 'locate, evaluate and use sources of information' (87.8%); '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' (65.0%). Fewer students agreed or strongly agreed that their CSUF education improved their ability to 'apply mathematical concepts to

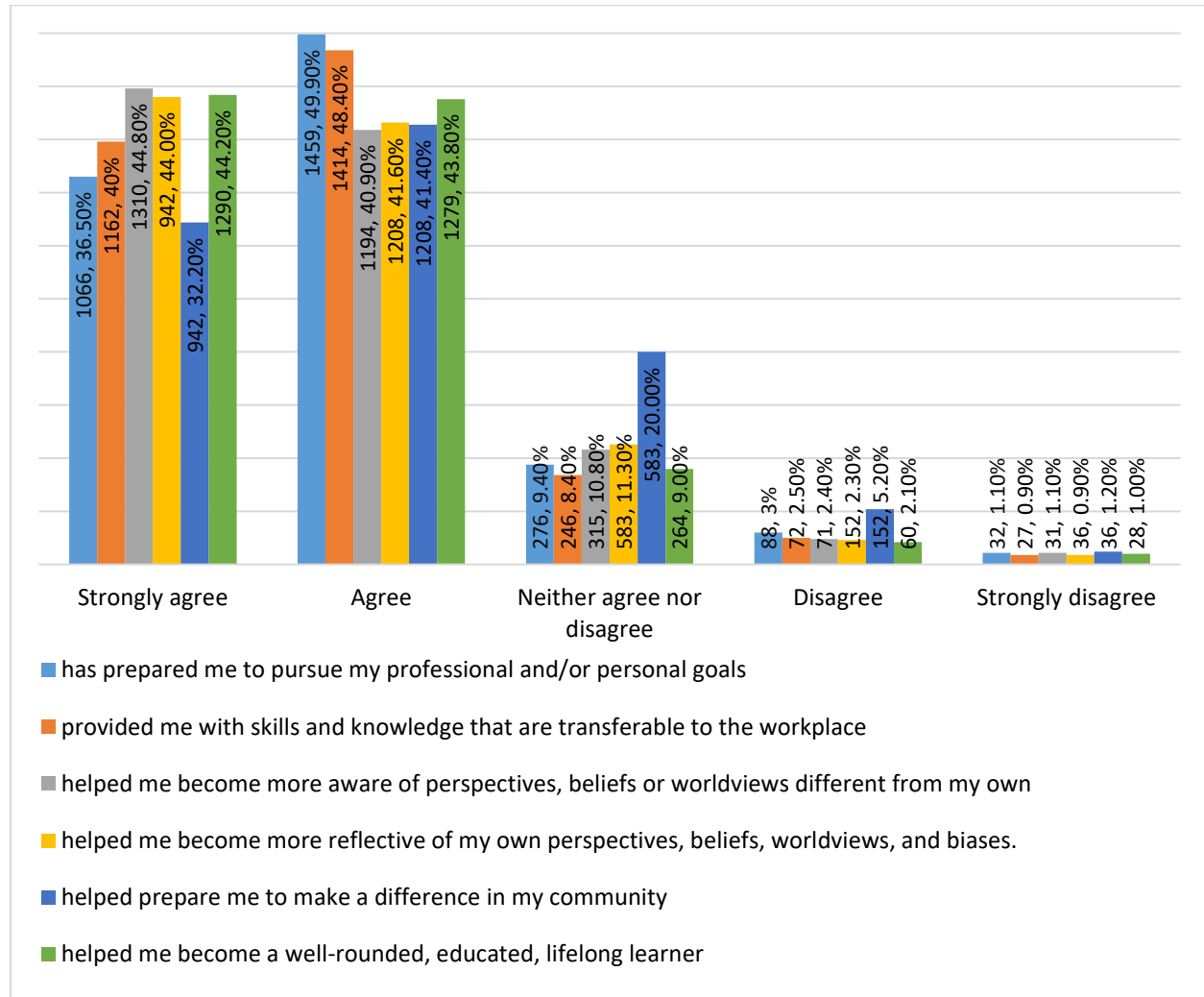
interpret quantitative information in order to solve a wide range of problems' than the other abilities.

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.	32	1.1%	88	3.0%	276	9.4%	1459	49.9%	1066	36.5%
provided me with skills and knowledge that are transferable to the workplace.	27	0.9%	72	2.5%	246	8.4%	1414	48.4%	1162	39.8%
helped me become more aware of perspectives, beliefs or worldviews different from my own.	31	1.1%	71	2.4%	315	10.8%	1194	40.9%	1310	44.8%
helped me become more reflective of my own perspectives, beliefs, worldviews, and biases.	25	0.9%	67	2.3%	329	11.3%	1215	41.6%	1285	44.0%
helped prepare me to make a difference in my community.	36	1.2%	152	5.2%	583	20.0%	1208	41.4%	942	32.2%
helped me become a well-rounded, educated, lifelong learner.	28	1.0%	60	2.1%	264	9.0%	1279	43.8%	1290	44.2%

Chart 3. My CSUF education and experience...



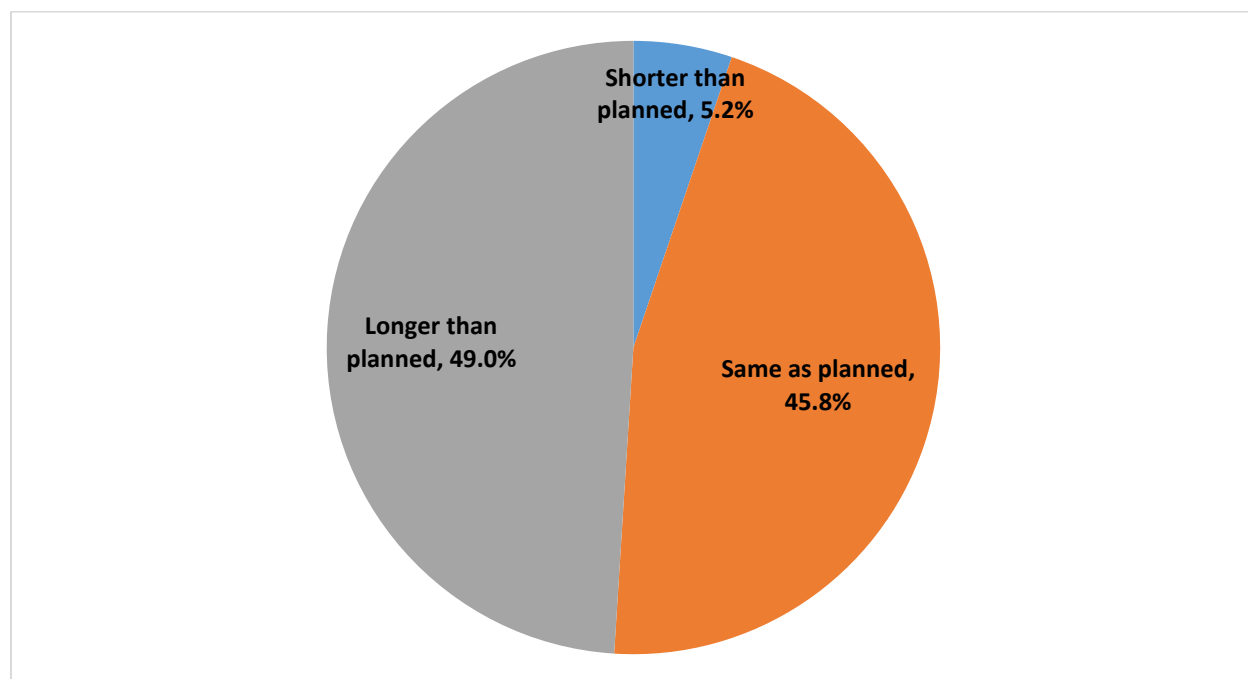
Overall, the majority of students agreed or strongly agreed their CSUF degree: ‘has prepared me to pursue my professional and/or personal goals’ (86.4%); ‘provided me with skills and knowledge that are transferable to the workplace’ (88.2%); ‘helped me become more aware of perspectives, beliefs or worldviews **different from my own**’ (85.7%); ‘helped me become more reflective of **my own** perspectives, beliefs, worldviews, and biases’ (85.6%); ‘helped prepare me to make a difference in my community’ (73.6%); 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.

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	151	5.2%
Same as planned	1336	45.8%
Longer than planned	1431	49.0%
TOTALS	2918	100.0%

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



Nearly half of the students took longer than planned to graduate (49.0%). It is not clear if response to the survey question is based on experiencing delays or if expectations were not appropriate.

Analyses were conducted on student working hours by each year students attended CSUF which can be found in table 21.

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.

Additionally, 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.

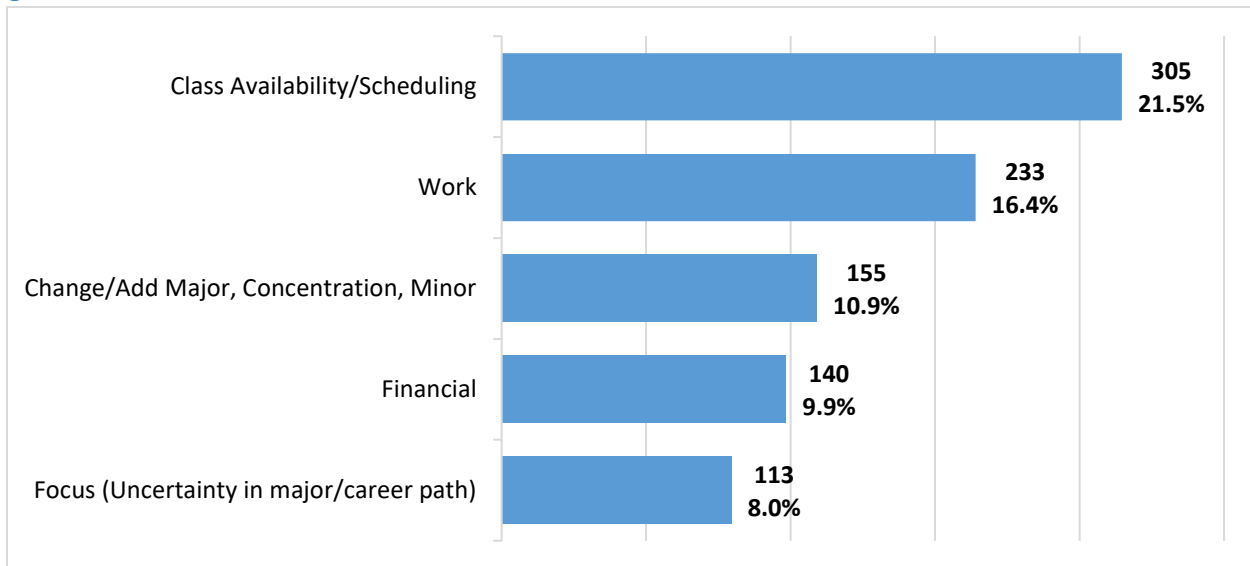
Students responding the amount of time that it took to graduate was “longer than planned,” were asked “What were the challenges you faced that delayed your graduation?” (see table below for responses).

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

	N	%
Class Availability/Scheduling	305	21.5%
Work	233	16.4%
Change/Add Major, Concentration, Minor	155	10.9%
Financial	140	9.9%
Focus (Uncertainty in major/career path)	113	8.0%

Class availability/scheduling issues (21.5%) were the most reported challenge that delayed graduation. The most frequently reported aspects of class availability/scheduling issues were registering for courses that were full, not enough courses available, class scheduling, and frequency of course offerings.

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



Class availability/scheduling issues (21.5%) were the most reported challenge that delayed graduation.

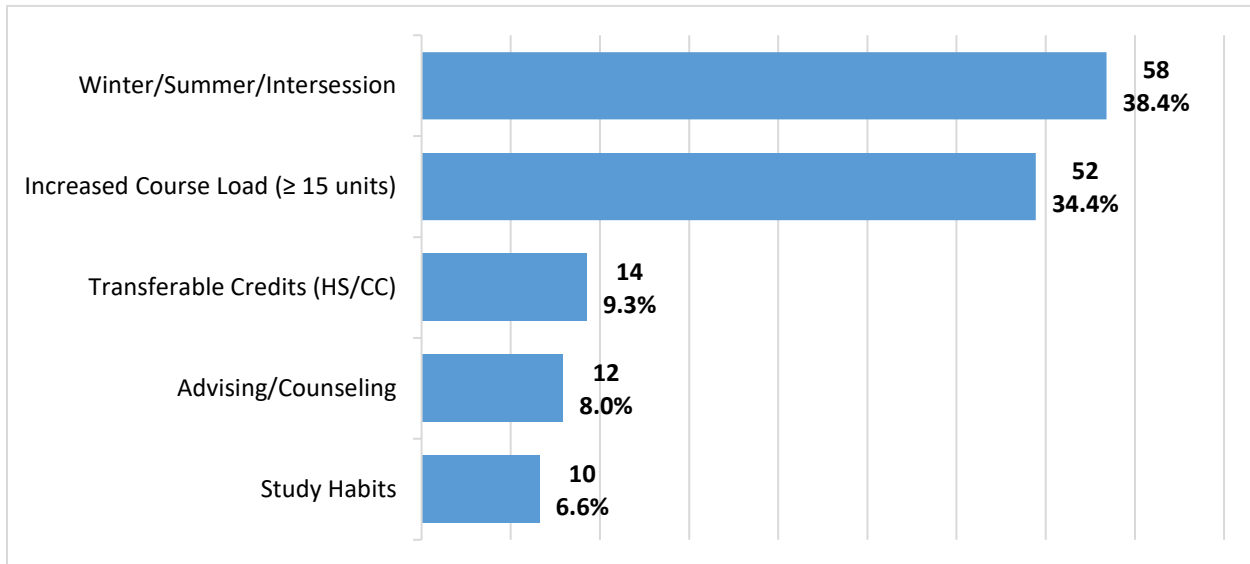
Some students limited their response to their Cal State Fullerton experience, while other students answered based on their entire educational experience. Most students did not indicate what considerations their response included.

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	58	38.4%
Increased Course Load (≥ 15 units)	52	34.4%
Transferable Credits (HS/CC)	14	9.3%
Advising/Counseling	12	8.0%
Study Habits	10	6.6%

Chart 6. Top 5 responses to “What were the strategies you used to accelerate your graduation?”

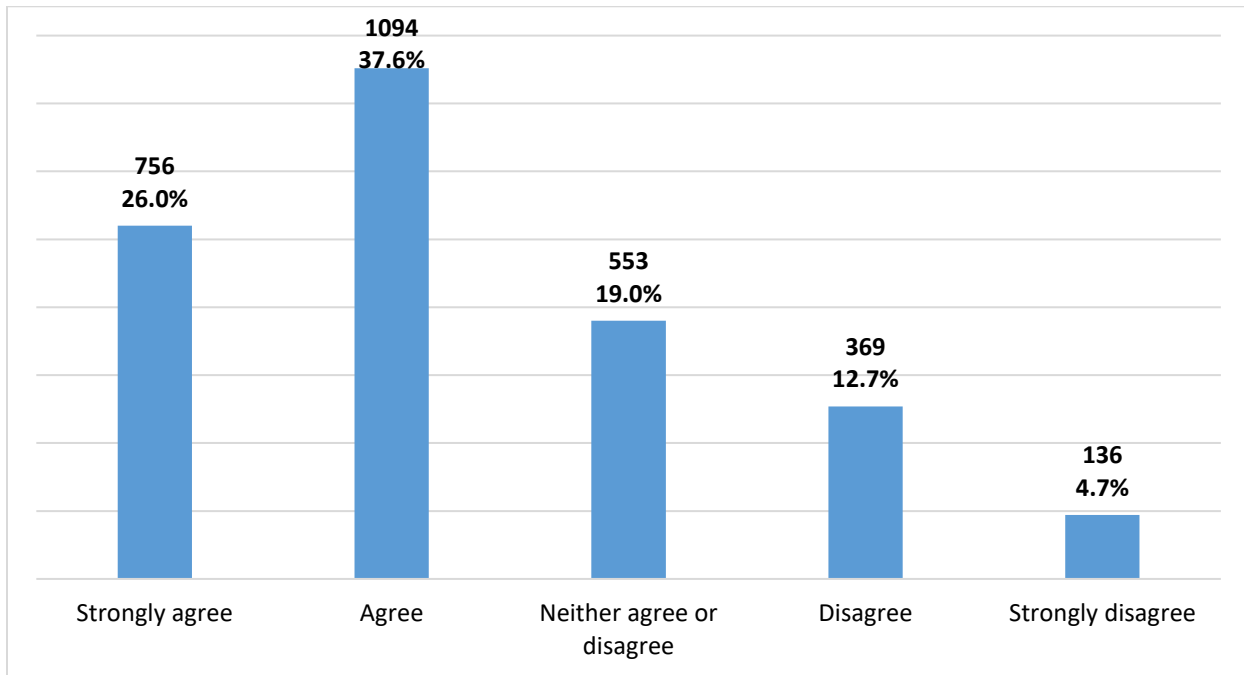


Winter/Summer/Intersession (38.4%) was the most reported strategy used that accelerated graduation. Most students reported attending more than one extra session, while others reported attending at least one extra session. It is unclear exactly how many extra sessions’ students attended to accelerate 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	136	4.7%
Disagree	369	12.7%
Neither agree nor disagree	553	19.0%
Agree	1094	37.6%
Strongly agree	756	26.0%
TOTALS	2908	100.0%

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



More than half (63.6%) of the students agreed or strongly agreed that they were satisfied with the amount of time it took to graduate.

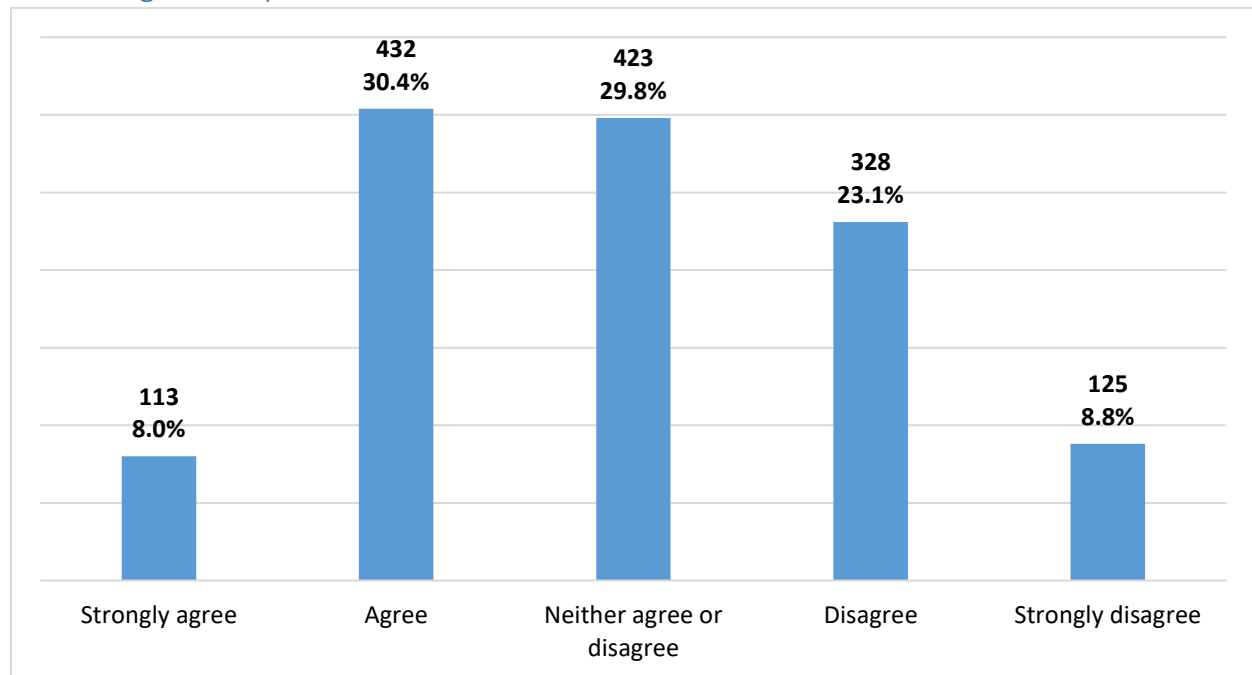
Statistical analyses were conducted to investigate possible differences by gender, ethnicity, basis of admission, UR status, first generation status, and Pell eligibility. No meaningful differences were found.

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	125	8.8%
Disagree	328	23.1%
Neither agree nor disagree	423	29.8%
Agree	432	30.4%
Strongly agree	113	8.0%
TOTALS	1421	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 (38.4%) than overall student satisfaction with the amount of time to graduate (63.6%).

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

	Totals	
	N	%
Yes	2345	80.6%
No	563	19.4%
TOTALS	2908	100.0%

Table 20. On average, how many hours per week did you work at a job on or off campus?

		On Campus		Off Campus		Total Hours Worked*	
		Totals		Totals		Totals	
		N	%	N	%	N	%
Year 1	0 hours	2218	94.7%	840	36.2%	760	32.7%
	1-10 hours	34	1.5%	94	4.0%	106	4.6%
	11-20 hours	75	3.2%	464	20.0%	505	21.8%
	More than 20 hours	15	0.6%	923	39.8%	950	40.9%
	TOTALS	2342	100.0%	2321	100.0%	2321	100.0%
Year 2	0 hours	2135	91.2%	679	29.3%	560	24.2%
	1-10 hours	56	2.4%	100	4.3%	110	4.7%
	11-20 hours	127	5.4%	517	22.3%	561	24.2%
	More than 20 hours	23	1.0%	1024	44.1%	1087	46.9%
	TOTALS	2341	100.0%	2320	100.0%	2318	100.0%
Year 3	0 hours	2100	89.7%	865	37.3%	713	30.7%
	1-10 hours	48	2.1%	105	4.5%	109	4.7%
	11-20 hours	167	7.1%	404	17.4%	497	21.4%
	More than 20 hours	25	1.1%	948	40.8%	1000	43.1%
	TOTALS	2340	100.0%	2322	100.0%	2319	100.0%

Table 20. Continued

		On Campus		Off Campus		Total Hours Worked*	
		Totals		Totals		Totals	
		N	%	N	%	N	%
Year 4	0 hours	2083	89.0%	1017	43.7%	859	36.9%
	1-10 hours	62	2.6%	103	4.4%	103	4.4%
	11-20 hours	171	7.3%	392	16.8%	487	20.9%
	More than 20 hours	25	1.1%	816	35.1%	878	37.7%
	TOTALS	2341	100.0%	2328	100.0%	2327	100.0%
Year 5	0 hours	2204	94.1%	1496	64.2%	1418	60.8%
	1-10 hours	32	1.4%	60	2.6%	58	2.5%
	11-20 hours	90	3.8%	216	9.3%	263	11.3%
	More than 20 hours	15	0.6%	560	24.0%	593	25.4%
	TOTALS	2341	100.0%	2332	100.0%	2332	100.0%
Year 6	0 hours	2297	98.0%	1913	81.9%	1888	80.8%
	1-10 hours	17	0.7%	24	1.0%	29	1.2%
	11-20 hours	24	1.0%	96	4.1%	108	4.6%
	More than 20 hours	5	0.2%	303	13.0%	311	13.3%
	TOTALS	2343	100.0%	2336	100.0%	2336	100.0%

*Open-ended responses were cleaned and outlier (>100 hours reported) and non-numeric responses were excluded from the results. The "Total Hours Worked" column is a count of the combined on and off-campus hours for each student.

A majority of students worked while attending CSUF (80.6%), with over 40% of students working over 20 hours per week in their first three years at CSUF (Year 1 = 40.9%, Year 2 = 46.9%, Year 3 = 43.1%).

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 21. On average, how many hours per week did you work at a job on or off campus? for students that took “longer than planned” to graduate.

		On Campus		Off Campus		Total hours Worked*	
		Totals		Totals		Totals	
		N	%	N	%	N	%
Year 1	0 hours	1127	95.3%	392	33.4%	357	30.5%
	1-10 hours	13	1.1%	47	4.0%	49	4.2%
	11-20 hours	37	3.1%	242	20.6%	263	22.4%
	More than 20 hours	6	0.5%	491	41.9%	503	42.9%
	TOTALS	1183	100.0%	1172	100.0%	1185	100.0%
Year 2	0 hours	1094	92.5%	302	25.8%	257	22.0%
	1-10 hours	18	1.5%	57	4.9%	56	4.8%
	11-20 hours	58	4.9%	248	21.2%	258	22.1%
	More than 20 hours	13	1.1%	564	48.2%	599	51.2%
	TOTALS	1183	100.0%	1171	100.0%	1170	100.0%
Year 3	0 hours	1069	90.5%	331	28.2%	265	22.7%
	1-10 hours	17	1.4%	61	5.2%	57	4.9%
	11-20 hours	82	6.9%	200	17.1%	239	20.4%
	More than 20 hours	13	1.1%	580	49.5%	608	52.0%
	TOTALS	1181	100.0%	1172	100.0%	1169	100.0%

Table 21. Continued.

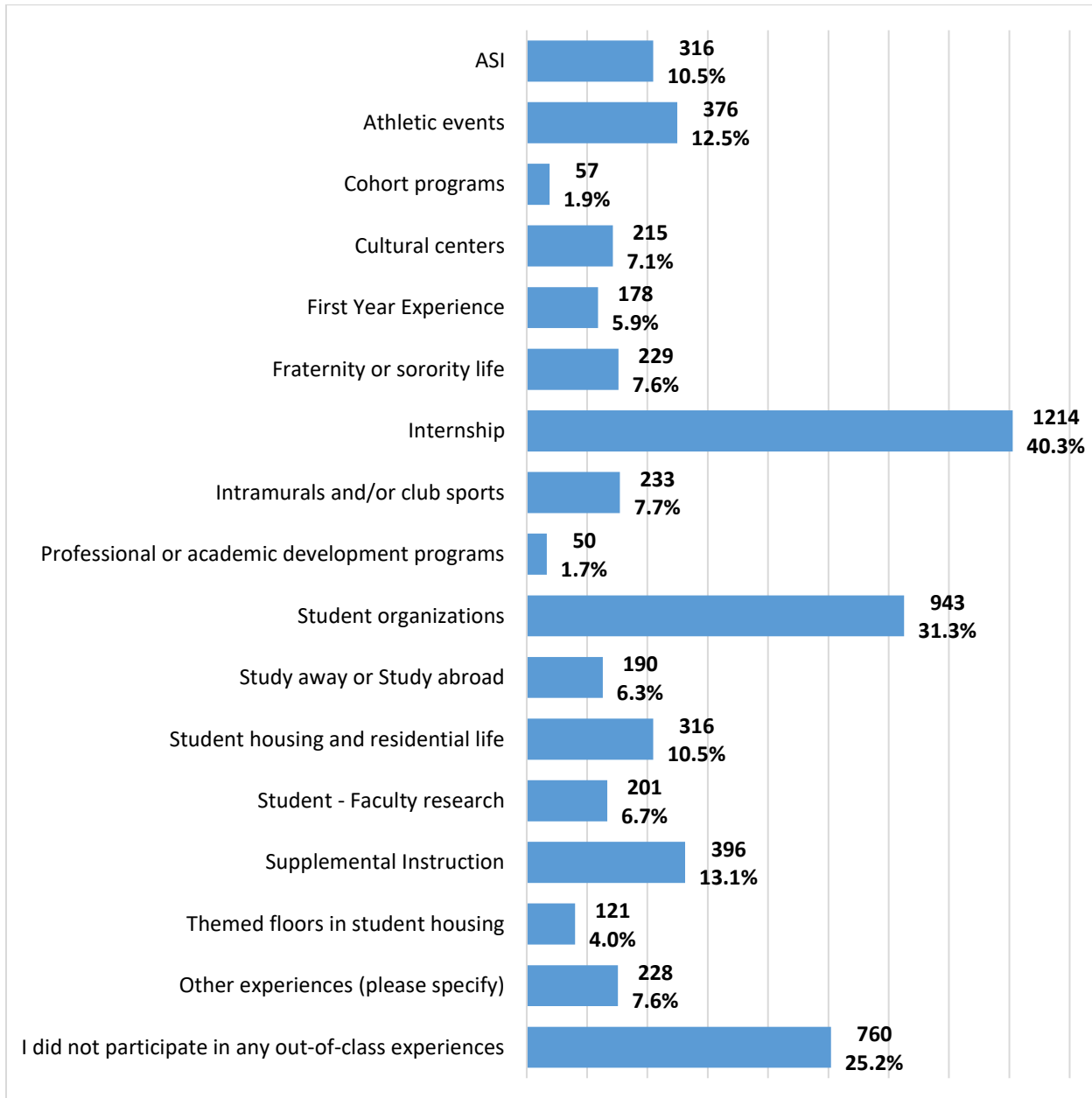
		On Campus		Off Campus		Total hours Worked*	
		Totals		Totals		Totals	
		N	%	N	%	N	%
Year 4	0 hours	1069	90.4%	419	35.8%	361	31.6%
	1-10 hours	19	1.6%	48	4.1%	38	3.2%
	11-20 hours	81	6.9%	185	15.8%	217	18.3%
	More than 20 hours	13	1.1%	520	44.4%	555	46.8%
	TOTALS	1182	100.0%	1172	100.0%	1171	100.0%
Year 5	0 hours	1075	90.9%	497	42.3%	434	36.9%
	1-10 hours	20	1.7%	46	3.9%	43	3.7%
	11-20 hours	75	6.3%	177	15.1%	218	18.6%
	More than 20 hours	12	1.0%	455	38.7%	480	40.9%
	TOTALS	1182	100.0%	1175	100.0%	1175	100.0%
Year 6	0 hours	1146	96.8%	815	69.2%	796	67.2%
	1-10 hours	16	1.4%	22	1.9%	26	2.2%
	11-20 hours	18	1.5%	79	6.7%	88	7.4%
	More than 20 hours	4	0.3%	262	22.2%	268	22.6%
	TOTALS	1184	100.0%	1178	100.0%	1178	100.0%

More than half the students that took longer than planned to graduate reported working more than 20 hours per week while attending college in their 2nd and 3rd years (Year 2 = 51.2%, Year 3 = 52.0%). Students that took “longer than planned” to graduate reported working more hours than the overall working hours reported by all respondents.

Table 22. I participated in the following out-of-class experiences (select ALL that apply):

	N	%
ASI	316	10.5%
Athletic events	376	12.5%
Cohort programs (MSI, President Scholars, etc.)	57	1.9%
Cultural centers	215	7.1%
First Year Experience	178	5.9%
Fraternity or sorority life	229	7.6%
Internship	1214	40.3%
Intramurals and/or club sports	233	7.7%
Professional or academic development programs	50	1.7%
Student organizations	943	31.3%
Study away or Study abroad	190	6.3%
Student housing and residential life	316	10.5%
Student - Faculty research	201	6.7%
Supplemental Instruction	396	13.1%
Themed floors in student housing	121	4.0%
Other experiences	228	7.6%
I did not participate in any out-of-class experiences	760	25.2%

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



Almost half the students participated in an internship (40.3%), which is a high impact practice. One quarter of the students did not participate in an out-of-class experience at all (25.2%).

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

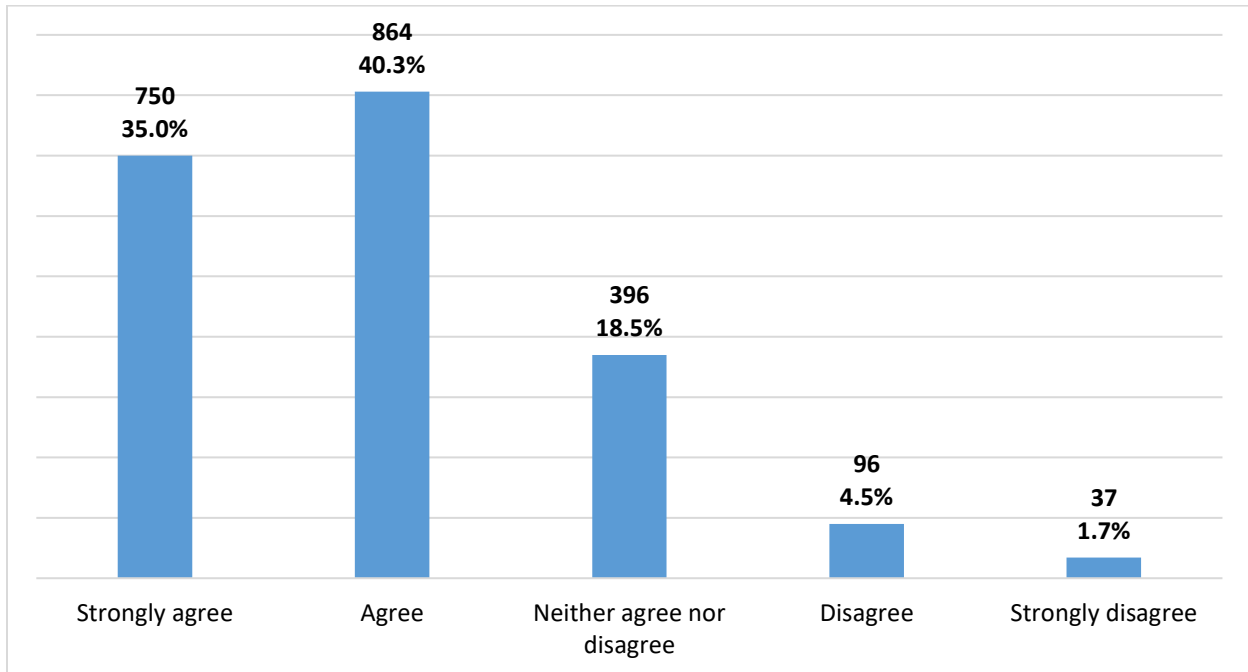
	N	%
Student Organization	42	19.0%
University Support Services	21	9.4%
Campus Event	20	9.0%
Performance	18	8.1%
Athletics	11	4.9%

Of the 7.6% of students indicating participation in an “other” out-of-class experience, student organization was cited most frequently (19.0%). Respondents that indicated a student organization in the “other” category named a specific CSUF organization rather than selecting the “student organization” category.

Table 24. 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	37	1.7%
Disagree	96	4.5%
Neither agree nor disagree	396	18.5%
Agree	864	40.3%
Strongly agree	750	35.0%
TOTALS	2143	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).



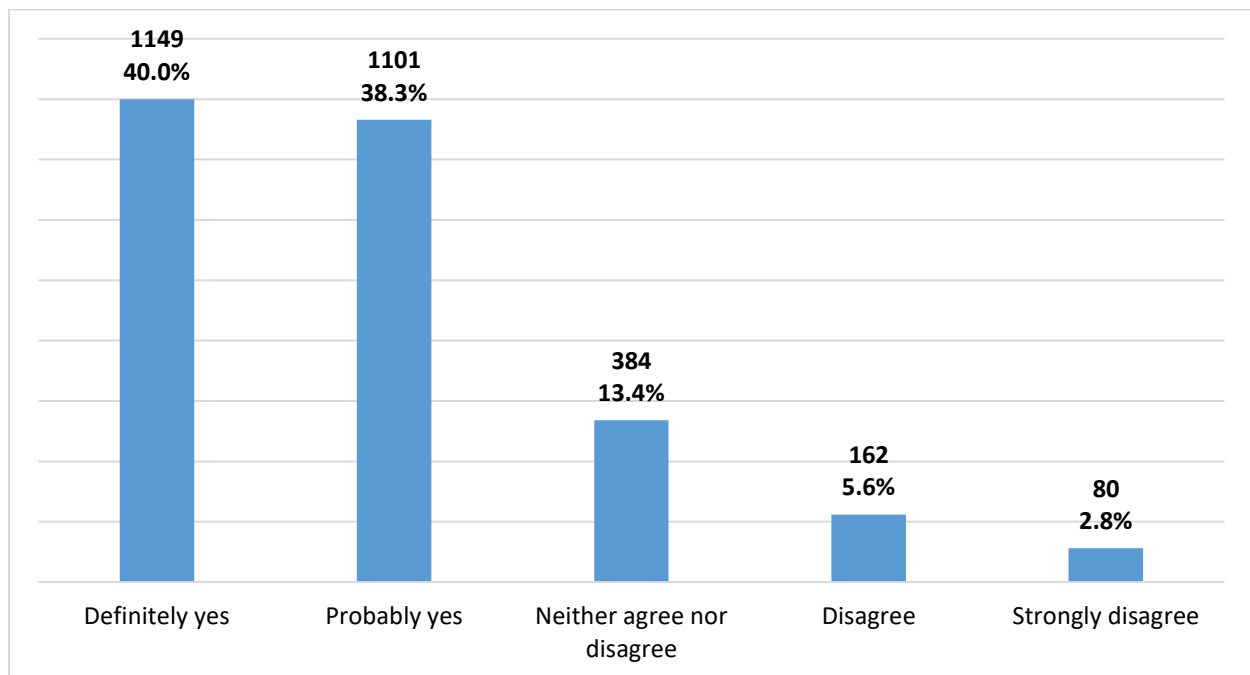
A majority of students agreed or strongly agreed that participation in out-of-class experiences helped them to be successful as a student (75.3%).

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

	Totals	
	N	%
Definitely no	80	2.8%
Probably no	162	5.6%
Not sure	384	13.4%
Probably yes	1101	38.3%
Definitely yes	1149	40.0%
TOTALS	2876	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 (78.3%).

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. $\chi^2(4, N=2492) = 263.55, p<0.001$
 - ...communicate by means of spoken language for informational, persuasive and expressive purposes. $\chi^2(4, N=2492) = 246.61, p<0.001$
 - ...locate, evaluate and use sources of information. $\chi^2(4, N=2492) = 217.24, p<0.001$
 - ...analyze and interpret evidence critically to solve a wide range of problems. $\chi^2(4, N=2492) = 205.64, p<0.001$

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. $\chi^2(4, N = 2492) = 430.53, p<0.001$
 - ...provided me with skills and knowledge that are transferable to the workplace. $\chi^2(4, N = 2492) = 345.35, p<0.001$
 - ...helped me become more aware of perspectives, beliefs or worldviews **different from my own.** $\chi^2(4, N = 2492) = 189.30, p<0.001$
 - ...helped me become more reflective of **my own** perspectives, beliefs, worldviews and biases. $\chi^2(4, N = 2492) = 319.50, p<0.001$
 - ...helped prepare me to make a difference in my community. $\chi^2(4, N = 2492) = 333.71, p<0.001$
 - ...helped me become a well-rounded, educated, lifelong learner. $\chi^2(4, N = 2492) = 423.81, p<0.001$

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: I am satisfied with the amount of time it took me to graduate. $\chi^2(4, N = 2492) = 288.43, p < 0.001$

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.

Appendix 1. Survey Questions

Plans after graduation (please select ALL that apply):

- Continue current employment
- Seek new employment
- Graduate school
- Professional school
- Credential program
- 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?

- 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

On average, how many hours per week did you work at a job on or off campus?

of hours per week worked
ON-CAMPUS (enter "0" if
you did not work on
campus)

- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6

of hours per week worked
OFF-CAMPUS(enter "0" if
you did not work off
campus)

- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6

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
- Cultural centers
- 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