



Undergraduate Exit Survey

Spring 2017

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Survey Administration

As of March 28, 2017, 8,589 undergraduate students were identified as on track to graduate spring 2017. Of these students, 440 were scheduled to participate in a concurrent survey (GE Critical Thinking micro survey) and were removed from the dataset to prevent survey fatigue, leaving $n = 8,149$. Information contained in the data set included students' enrollment by college and major department.

The survey asked general questions about CSUF experiences in addition to questions specific to the student's college and major. Questions comprised three levels: 1) University, 2) College, and 3) Major Department. College Deans and Department Chairs provided feedback on the University level questions. All colleges and departments were given the option to include an additional three to four questions concerning 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.

Each survey participant was prompted for University level questions. College and Department level questions were prompted only as applicable and when students met the criteria. Within the dataset, 337 (4%) students were identified as double majors. Within the double-major sub-set, 107 (32%) students' majors were from two different colleges. Due to the length of the survey, the decision was made that if a student obtained a major in two different colleges, they were only prompted for one College level set of questions, while they were still prompted for two sets of Department level questions when applicable.

Data was collected using a Qualtrics survey configured with an SSO Authenticator based on students' unique email addresses. Upon logging into Titan Online beginning April 24, 2017, through July 9, 2017 (7 weeks), students were redirected to the survey landing page. At that time, students could choose to either take the survey, skip the survey, or opt out. Upon completion or opting out of the survey, the redirect was disabled on future Titan Online logins. If a student chose to skip the survey, redirects to the survey landing page would continue indefinitely on future login attempts until they either completed the survey, opted out or the portal wall expired. The survey landing page provided a brief description 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 8,149 students, 3,128 completed the survey (38%).

Response Rate by College

Table 1. Response Rate by College

	Totals		
	Panel	Response	%
COTA	434	142	32.7%
COMM	976	373	38.2%
ECS	474	181	38.2%
EDU ^a	22	9	40.9%
HHD	1797	738	41.1%
HSS	1894	726	38.3%
NSM	421	162	38.5%
MCBE	2131	797	37.4%
TOTALS	8149	3128	38.4%

a. 2nd baccalaureate students in credential program

Table 2. College of Primary Major Distribution

	Totals	
	N	%
COTA	142	4.5%
COMM	373	11.9%
ECS	181	5.8%
EDU ^a	9	0.3%
HHD	738	23.6%
HSS	726	23.2%
NSM	162	5.2%
MCBE	797	25.5%
TOTALS	3128	100.0%

a. 2nd baccalaureate students in credential program

Distributions of Demographic Variables

Table 3. Gender Distribution

	Totals	
	N	%
Female	2017	64.5%
Male	1111	35.5%
TOTALS	3128	100.0%

Table 4. Ethnic Distribution

	Totals	
	N	%
Race/Ethnicity Unknown	128	4.1%
American Indian	5	0.2%
Asian/Pacific Islander	623	19.9%
Black	72	2.3%
Hispanic	1250	40.0%
White	775	24.8%
Two or More Races	115	3.7%
Non-Resident Alien (Intl)	160	5.1%
TOTALS	3128	100.0%

Table 5. Basis of Admission

	Totals	
	N	%
First-time Freshman	1327	42.5%
New Undergraduate Transfer	1785	57.1%
Other	14	0.4%
TOTALS	3126	100.0%

Table 6. Underrepresented Minority Status

	Totals	
	N	%
Non-URM	1787	57.1%
URM	1341	42.9%
TOTALS	3128	100.0%

American Indian, Black, Hispanic, and Pacific Islander students are considered underrepresented minority students (URM). Race/Ethnicity Unknown, White, Two or More Races, and Non-Resident Alien students are considered non-underrepresented minority students (non-URM).

Table 7. First-Generation College Student Status

	Totals	
	N	%
First Generation College Student	983	33.2%
Non-First Generation College Student	1979	66.8%
TOTALS	2962	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	1688	54.0%
Yes	1440	46.0%
TOTALS	3128	100.0%

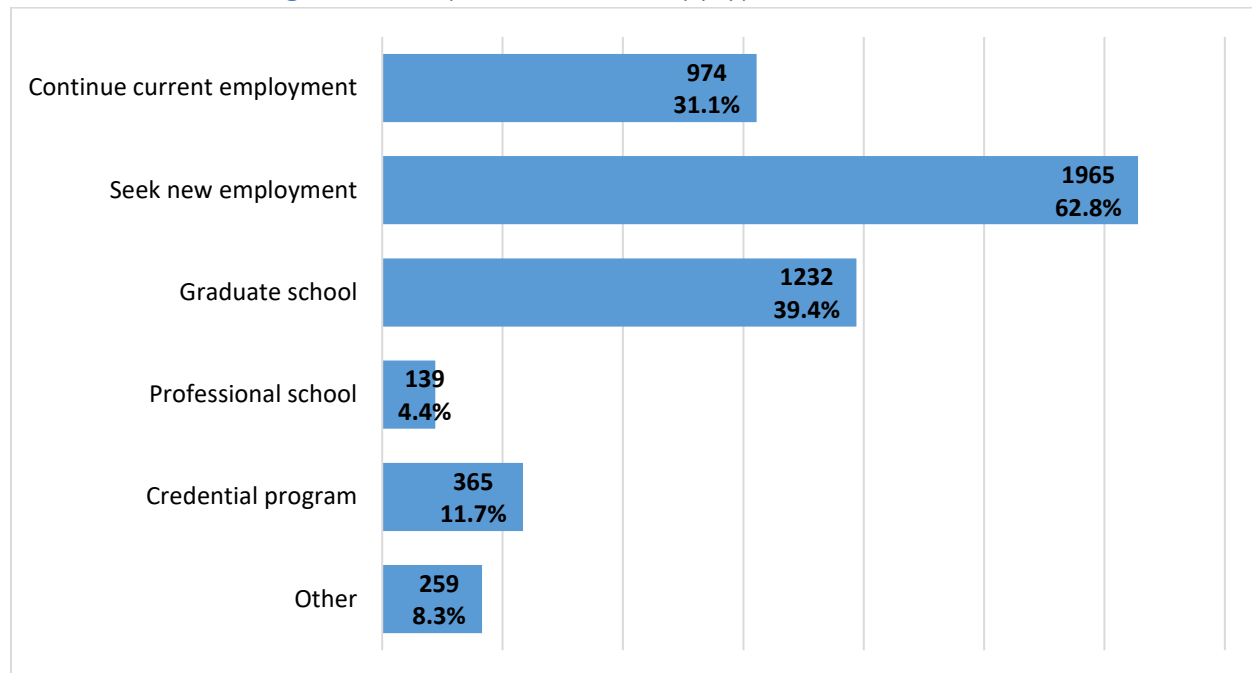
Survey Results

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	974	31.1%
Seek new employment	1965	62.8%
Graduate school	1232	39.4%
Professional school	139	4.4%
Credential program	365	11.7%
Other	259	8.3%

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



The principal activity for the majority of spring 2017 Cal State Fullerton Bachelor degree recipients will be to seek new employment (62.8%). See Table 9. Top 5 responses to “Plans after graduation”: Other.

Statistical analyses were conducted to investigate possible differences by gender, ethnicity, basis of admission, URM 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	110	43.7%
Employment	98	38.9%
Travel	27	10.7%
Time Off	19	7.5%
Entrepreneurial Activity	18	7.1%

For the selection of “Other,” the primary activity was additional study (43.7%), which includes activities such as preparing for examinations (e.g., GRE, LSAT), and seeking a credential, certificate, or professional designation.

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

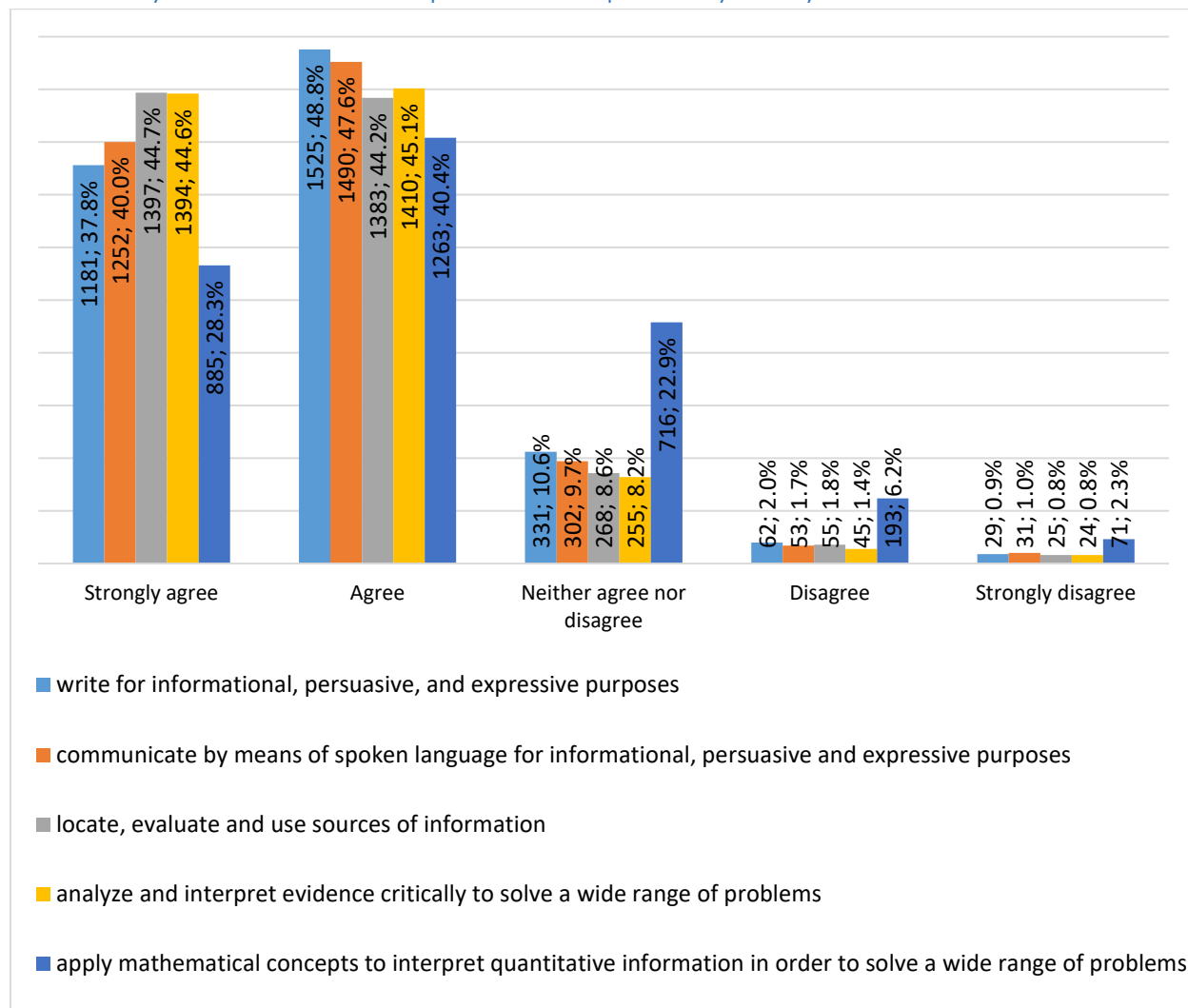
	Totals	
	N	%
Yes	274	17.8%
No	380	24.7%
Not applying this year	887	57.6%
TOTALS	1541	100.0%

Of the students that intend to seek graduate school, professional school, or a credential program, the majority (57.6%) 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.	29	0.9%	62	2.0%	331	10.6%	1525	48.8%	1181	37.8%
communicate by means of spoken language for informational, persuasive and expressive purposes.	31	1.0%	53	1.7%	302	9.7%	1490	47.6%	1252	40.0%
locate, evaluate and use sources of information.	25	0.8%	55	1.8%	268	8.6%	1383	44.2%	1397	44.7%
analyze and interpret evidence critically to solve a wide range of problems.	24	0.8%	45	1.4%	255	8.2%	1410	45.1%	1394	44.6%
apply mathematical concepts to interpret quantitative information in order to solve a wide range of problems.	71	2.3%	193	6.2%	716	22.9%	1263	40.4%	885	28.3%

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



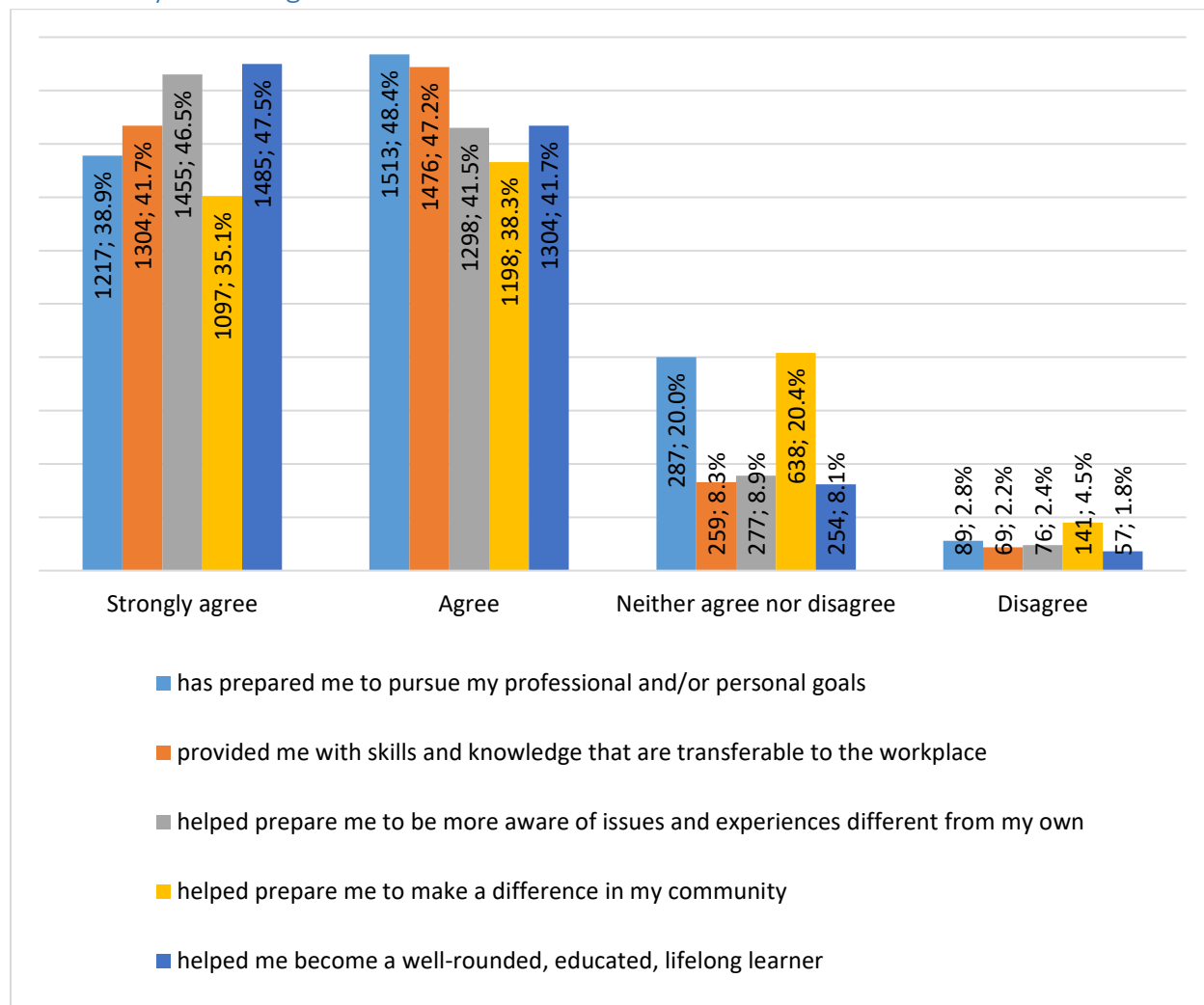
Overall, the majority of students agreed or strongly agreed their CSUF education improved their ability to: ‘write for informational, persuasive, and expressive purposes’ (86.6%); ‘communicate by means of spoken language for informational, persuasive and expressive purposes’ (87.6%); ‘locate, evaluate and use sources of information’ (88.9%); ‘analyze and interpret evidence critically to solve a wide range of problems’ (89.7%); and ‘apply mathematical concepts to interpret quantitative information in order to solve a wide range of problems’ (68.7%). Students reported an increase in the ability to ‘apply mathematical concepts to interpret quantitative information in order to solve a wide range of problems’ at lower rates than the other skills.

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

Table 13. My CSUF degree...

	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.	22	0.7%	89	2.8%	287	9.2%	1513	48.4%	1217	38.9%
provided me with skills and knowledge that are transferable to the workplace.	20	0.6%	69	2.2%	259	8.3%	1476	47.2%	1304	41.7%
helped prepare me to be more aware of issues and experiences different from my own.	22	0.7%	76	2.4%	277	8.9%	1298	41.5%	1455	46.5%
helped prepare me to make a difference in my community.	54	1.7%	141	4.5%	638	20.4%	1198	38.3%	1097	35.1%
helped me become a well-rounded, educated, lifelong learner.	28	0.9%	57	1.8%	254	8.1%	1304	41.7%	1485	47.5%

Chart 3. My CSUF degree...



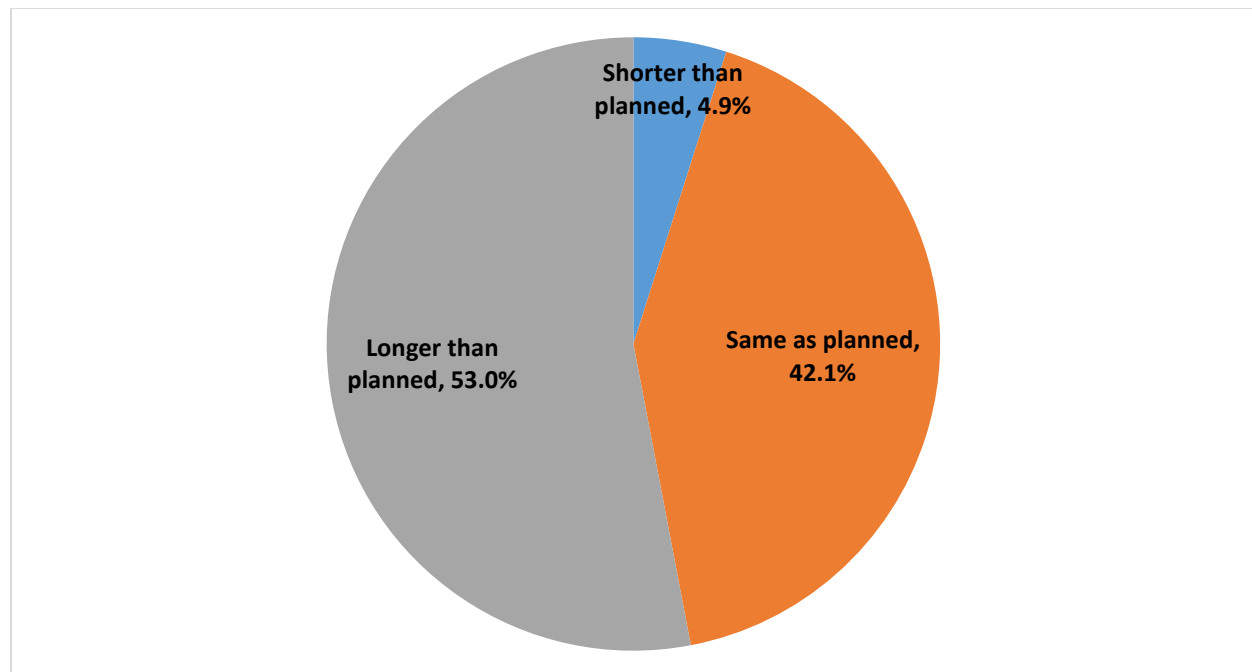
Overall, the majority of students agreed or strongly agreed their CSUF degree: ‘has prepared me to pursue my professional and/or personal goals’ (87.3%); ‘provided me with skills and knowledge that are transferable to the workplace’ (88.9%); ‘helped prepare me to be more aware of issues and experiences different from my own’ (88.0%); ‘helped prepare me to make a difference in my community’ (73.4%); and ‘helped me become a well-rounded, educated, lifelong learner’ (89.2%). 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, URM 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	154	4.9%
Same as planned	1317	42.1%
Longer than planned	1657	53.0%
TOTALS	3128	100.0%

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



A majority of students took longer than planned to graduate (53.0%). It is not clear if response to the survey question is based on experiencing delays or if expectations were not appropriate.

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

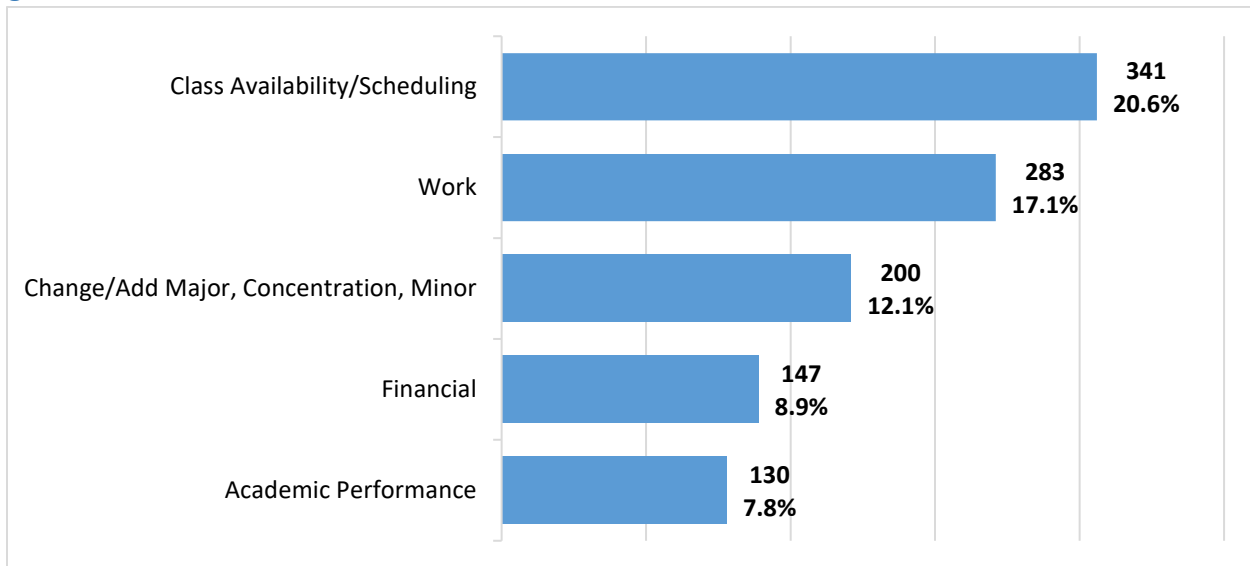
Students responding the amount of time that it took to graduate was “longer than planned,” were asked “What were the challenges you faced that delayed your graduation?” (see table below for responses).

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

	N	%
Class Availability/Scheduling	341	20.6%
Work	283	17.1%
Change/Add Major, Concentration, Minor	200	12.1%
Financial	147	8.9%
Academic Performance	130	7.8%

Class availability/scheduling issues (20.6%) 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?”



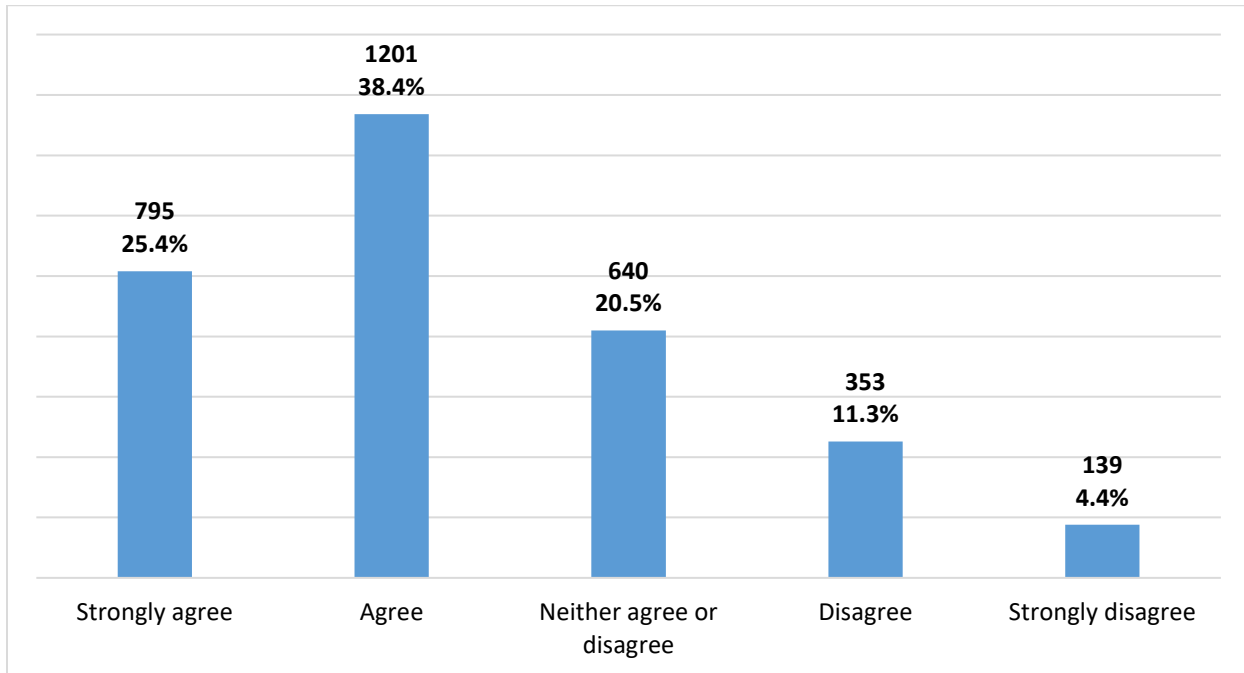
Class availability/scheduling issues (20.6%) were the most reported challenge that delayed graduation.

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

	Totals	
	N	%
Strongly disagree	139	4.4%
Disagree	353	11.3%
Neither agree nor disagree	640	20.5%
Agree	1201	38.4%
Strongly agree	795	25.4%
TOTALS	3128	100.0%

Chart 6. I am satisfied with the amount of time it took me to graduate.



More than half (63.8%) of the students were satisfied with the amount of time it took to graduate.

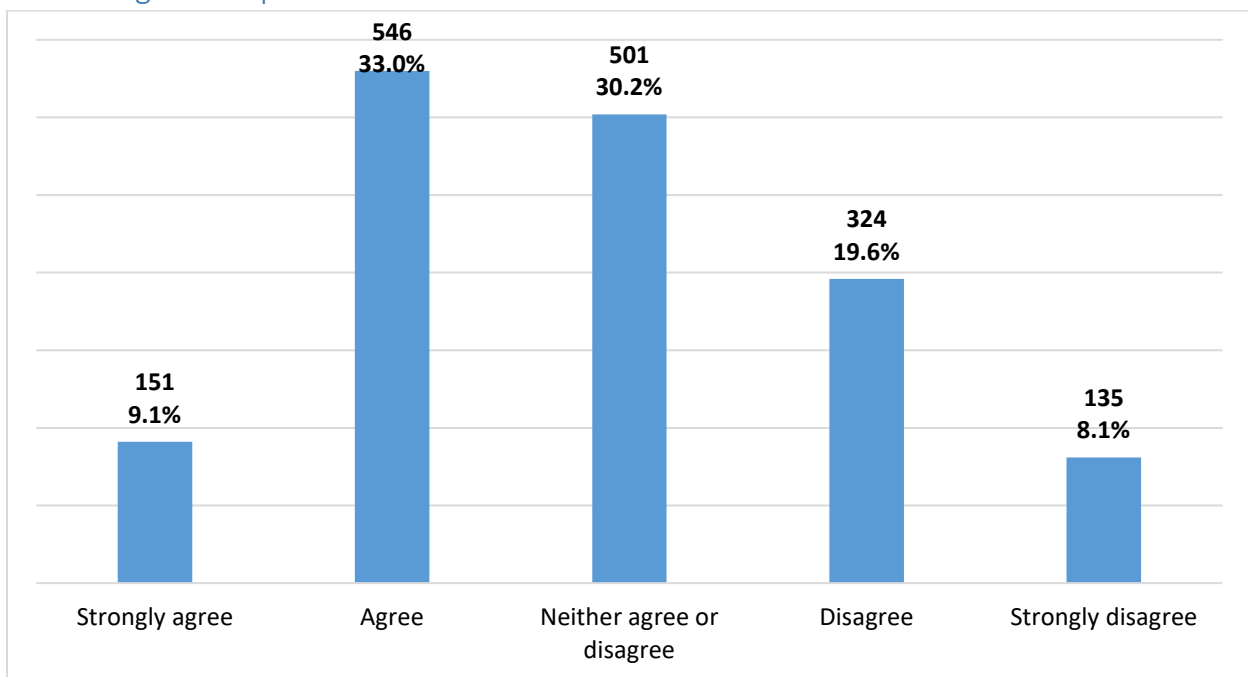
Statistical analyses were conducted to investigate possible differences by gender, ethnicity, basis of admission, URM status, first generation status, and Pell eligibility. No meaningful differences were found.

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

Table 17. I am satisfied with the amount of time it took me to graduate for students that took “longer than planned”.

	Totals	
	N	%
Strongly disagree	135	8.1%
Disagree	324	19.6%
Neither agree nor disagree	501	30.2%
Agree	546	33.0%
Strongly agree	151	9.1%
TOTALS	1657	100.0%

Chart 7. I am satisfied with the amount of time it took me to graduate for students that took “longer than planned”.

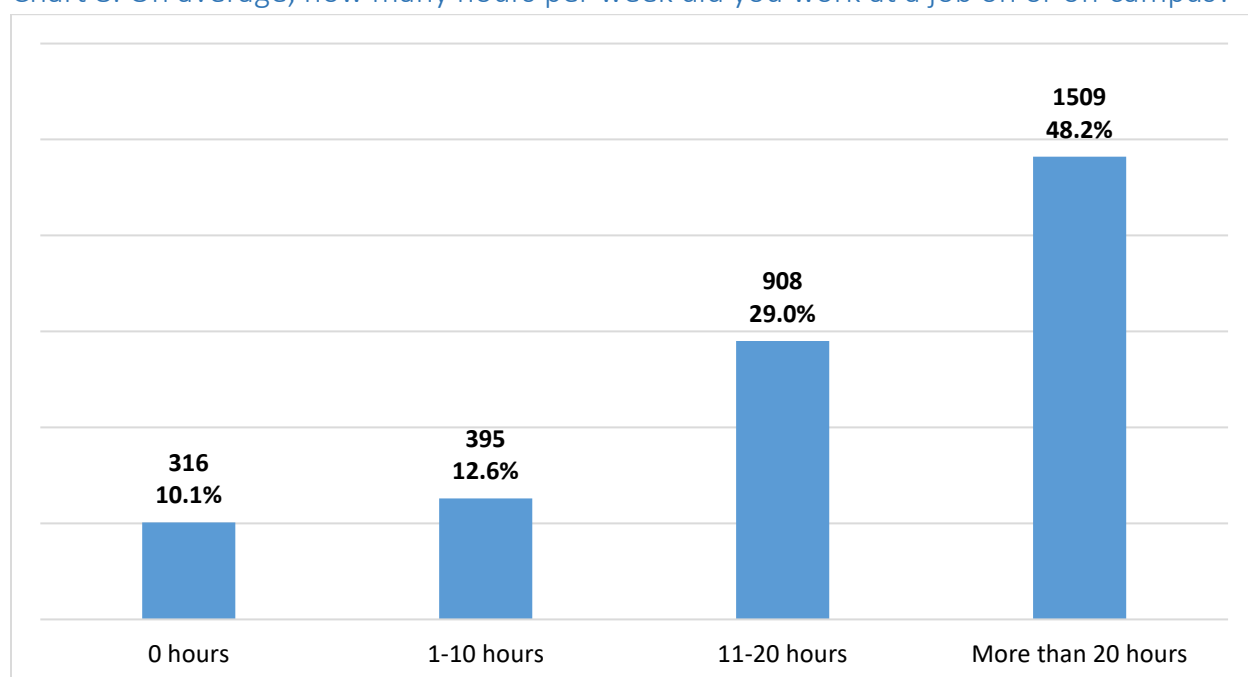


Students that took longer than planned to graduate were less satisfied with the amount of time to graduate (42.1%) than overall student satisfaction (63.8%).

Table 18. On average, how many hours per week did you work at a job on or off campus?

	Totals	
	N	%
0 hours	316	10.1%
1-10 hours	395	12.6%
11-20 hours	908	29.0%
More than 20 hours	1509	48.2%
TOTALS	3128	100.0%

Chart 8. On average, how many hours per week did you work at a job on or off campus?



Nearly half the students reported working more than 20 hours per week while attending college (48.2%).

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

See Table 19. 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.

Table 19. 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.

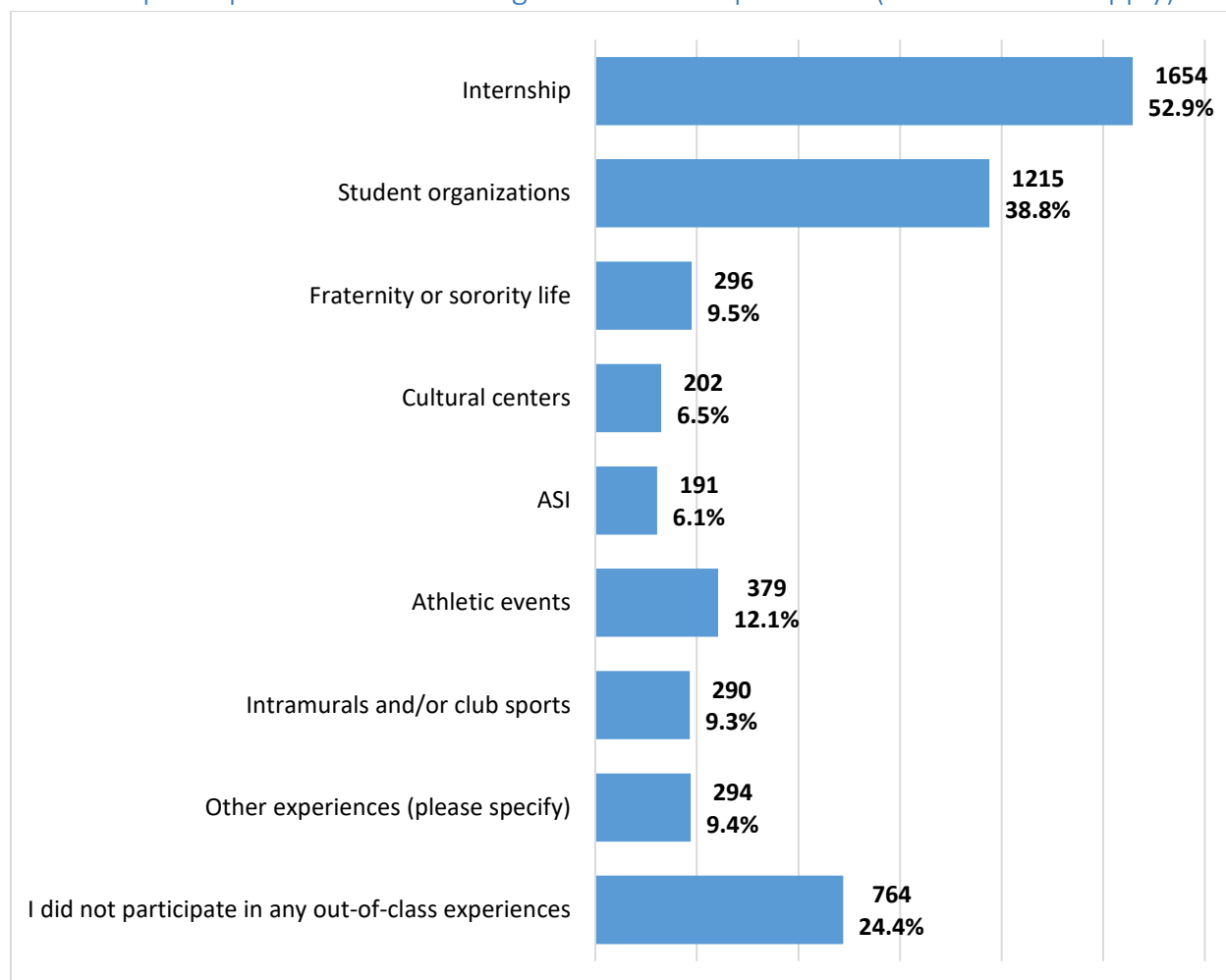
	Totals	
	N	%
0 hours	135	8.1%
1-10 hours	187	11.3%
11-20 hours	451	27.2%
More than 20 hours	884	53.3%
TOTALS	1657	100.0%

More than half the students that took longer than planned to graduate reported working more than 20 hours per week while attending college (53.3%) compared to students overall (48.2%).

Table 20. I participated in the following out-of-class experiences (select ALL that apply):

	N	%
Internship	1654	52.9%
Student organizations	1215	38.8%
Fraternity or sorority life	296	9.5%
Cultural centers	202	6.5%
ASI	191	6.1%
Athletic events	379	12.1%
Intramurals and/or club sports	290	9.3%
Other experiences (please specify)	294	9.4%
I did not participate in any out-of-class experiences	764	24.4%

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



More than half the students participated in an internship (52.9%), which is a high impact practice. Nearly one quarter of the students did not participate in an out-of-class experience at all (24.4%).

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

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

Table 21. Hours worked by participation in out-of-class experiences: Internship

	Internship			
	No		Yes	
	N	%	N	%
0 hours	199	13.5%	117	7.1%
1-10 hours	176	11.9%	219	13.2%
11-20 hours	348	23.6%	560	33.9%
More than 20 hours	751	50.9%	758	45.8%
Total	1474	100.0%	1654	100.0%

Table 22. Hours worked by participation in out-of-class experiences: Student Organizations

	Student organizations			
	No		Yes	
	N	%	N	%
0 hours	191	10.0%	125	10.3%
1-10 hours	220	11.5%	175	14.4%
11-20 hours	475	24.8%	433	35.6%
More than 20 hours	1027	53.7%	482	39.7%
Total	1913	100.0%	1215	100.0%

Table 23. Hours worked by participation in out-of-class experiences: Athletic Events

	Athletic events			
	No		Yes	
	N	%	N	%
0 hours	286	10.4%	30	7.9%
1-10 hours	341	12.4%	54	14.2%
11-20 hours	775	28.2%	133	35.1%
More than 20 hours	1347	49.0%	162	42.7%
Total	2749	100.0%	379	100.0%

Table 24. Hours worked by participation in out-of-class experiences: No Participation

	I did not participate in any out-of-class experiences			
	No		Yes	
	N	%	N	%
0 hours	217	9.2%	99	13.0%
1-10 hours	329	13.9%	66	8.6%
11-20 hours	762	32.2%	146	19.1%
More than 20 hours	1056	44.7%	453	59.3%
Total	2364	100.0%	764	100.0%

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

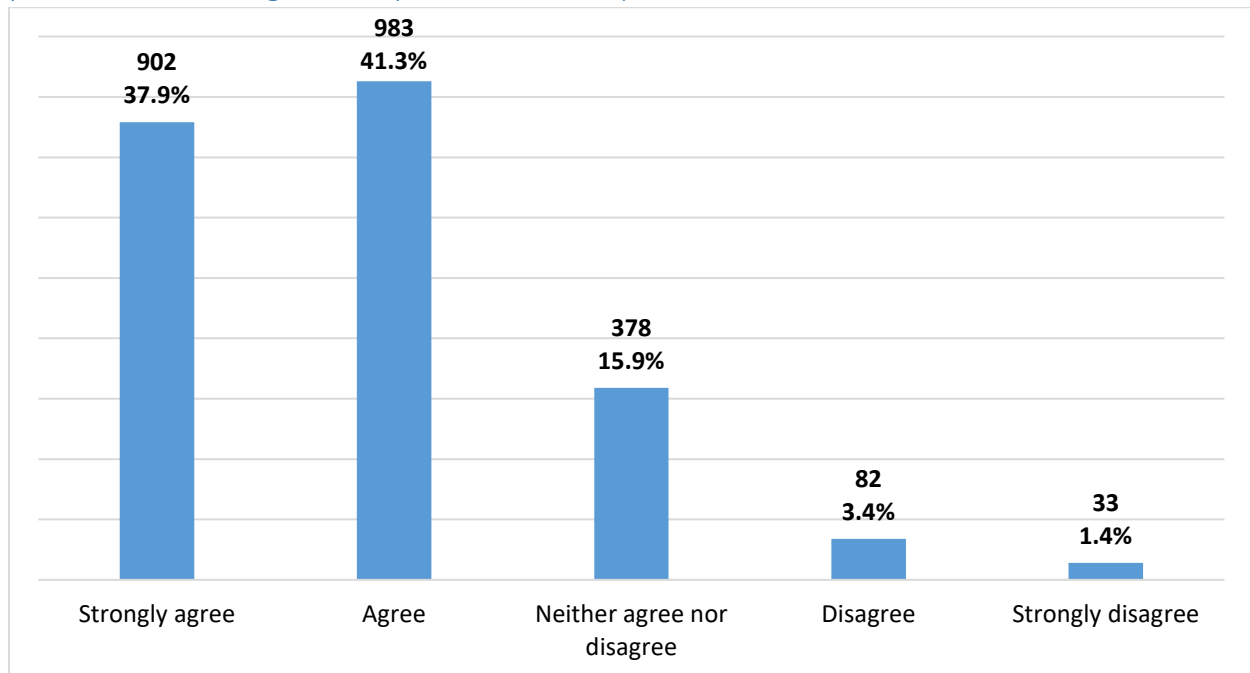
	N	%
Volunteering	37	13.0%
Research	35	12.3%
Student Organization	34	11.9%
Campus Event	26	9.1%
Study Abroad	22	7.7%

Of the 9.4% of students indicating participation in an “other” out-of-class experience, volunteering was cited most frequently (13.0%). However, it was not clear if the volunteer experience was affiliated with CSUF or of the student’s own undertaking.

Table 26. My participation in the out-of-class experiences (selected) 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	33	1.4%
Disagree	82	3.4%
Neither agree nor disagree	378	15.9%
Agree	983	41.3%
Strongly agree	902	37.9%
TOTALS	2378	100.0%

Chart 10. My participation in the out-of-class experiences (selected) were helpful to my success as a student ('success' included things like timely graduation, academic success, personal well-being, or campus connections).



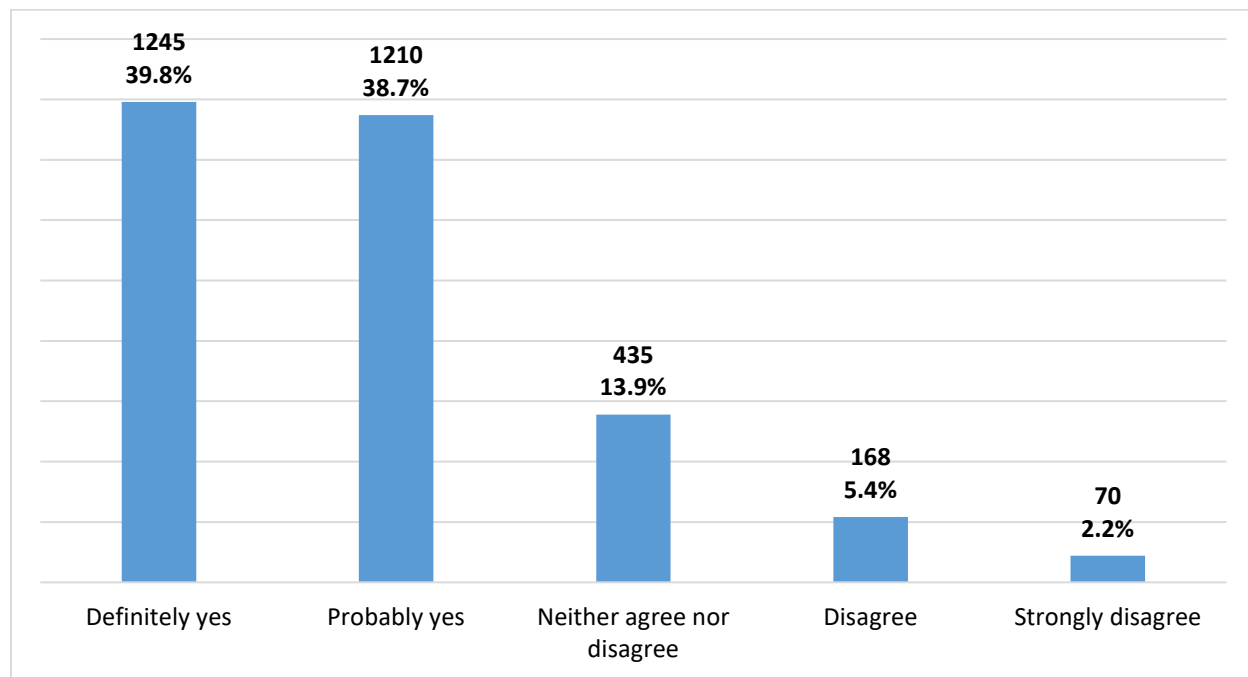
A majority of students agreed or strongly agreed that participation in out-of-class experiences helped them to be successful as a student (79.2%).

Statistical analyses were conducted to investigate possible differences by gender, ethnicity, basis of admission, URM 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	70	2.2%
Probably no	168	5.4%
Not sure	435	13.9%
Probably yes	1210	38.7%
Definitely yes	1245	39.8%
TOTALS	3128	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 (78.5%).

Statistical analyses were conducted to investigate possible differences by gender, ethnicity, basis of admission, URM 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.

- Question: My CSUF education helped me to improve my ability to:
 - Write for informational, persuasive, and expressive purposes. $\chi^2(4, N = 2693) = 285.97, p < .001$
 - Communicate by means of spoken language for informational, persuasive and expressive purposes. $\chi^2(4, N = 2693) = 263.44, p < .001$
 - Locate, evaluate and use sources of information. $\chi^2(4, N = 2693) = 303.87, p < .001$
 - Analyze and interpret evidence critically to solve a wide range of problems. $\chi^2(4, N = 2693) = 300.23, p < .001$
 - Apply mathematical concepts to interpret quantitative information in order to solve a wide range of problems. $\chi^2(4, N = 2693) = 164.88, p < .001$

A greater percentage of students strongly agreeing their CSUF education improved their ability reported they would choose to attend Cal State Fullerton over again.

- Question: My CSUF degree:
 - Has prepared me to pursue my professional and/or personal goals. $\chi^2(4, N = 2693) = 471.23, p < .001$
 - Provided me with skills and knowledge that are transferable to the workplace. $\chi^2(4, N = 2693) = 447.01, p < .001$
 - Helped prepare me to be more aware of issues and experiences different from my own. $\chi^2(4, N = 2693) = 358.01, p < .001$
 - Helped prepare me to make a difference in my community. $\chi^2(4, N = 2693) = 447.49, p < .001$
 - Helped me become a well-rounded, educated, lifelong learner. $\chi^2(4, N = 2693) = 549.37, p < .001$

A greater percentage of students strongly agreeing 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.
 $\chi^2(4, N = 2693) = 228.49, p < .001$

A greater percentage of students strongly agreeing their satisfaction with the amount of time it took them to graduate reported they would choose to attend Cal State Fullerton over again.

- Question: My participation in the out-of-class experiences (selected) were helpful to my success as a student. $\chi^2(4, N = 2056) = 187.52, p < .001$

A greater percentage of students strongly agreeing that their out-of-class experiences were helpful to their success as a student reported 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 degree has prepared me to pursue my professional and/or personal goals.

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

My CSUF degree provided me with skills and knowledge that are transferable to the workplace.

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

My CSUF degree helped prepare me to be more aware of issues and experiences different from my own.

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

My CSUF degree helped prepare me to make a difference in my community.

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

My CSUF degree 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?

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

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

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

- 0 hours
- 1-10 hours
- 11-20 hours
- More than 20 hours

I participated in the following out-of-class experiences. Please select ALL that apply:

- Internship
- Student organizations
- Fraternity or sorority life
- Cultural centers
- ASI
- Athletic events
- Intramurals and/or club sports
- Other experiences (please specify) _____
- I did not participate in any out-of-class experiences

My participation in the out-of-class experiences (selected) 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