

## Future Plans of CSU Fullerton Bachelor’s Degree Candidates

The CSU Fullerton Office of Institutional Research and Analytical Studies administered a web-based survey to 6,760 anticipated spring or summer 2014 Bachelor degree candidates. The survey was open for responses for three weeks starting in the middle of April 2014. A reminder email was sent about a week after the initial administration. The survey generated 838 responses (12.3% response rate).

### Gender Distribution

**Table 1. Gender Distribution**

|        | Participated |      | Did not participate |      | Total |      |
|--------|--------------|------|---------------------|------|-------|------|
|        | Count        | %    | Count               | %    | Count | %    |
| Female | 603          | 72%  | 3403                | 57%  | 4006  | 59%  |
| Male   | 235          | 28%  | 2519                | 43%  | 2754  | 41%  |
| Total  | 838          | 100% | 5922                | 100% | 6760  | 100% |

Women responded to the survey at a greater percentage than their representation in the invited population. Men responded to the survey at a lower percentage than their representation in the invited population. The table above details the distribution of participants and non-participants.

### Ethnic Distribution

**Table 2. Ethnic Distribution**

|                  | Participated |      | Did not participate |      | Total |      |
|------------------|--------------|------|---------------------|------|-------|------|
|                  | Count        | %    | Count               | %    | Count | %    |
| Native American  | 2            | 0%   | 18                  | 0%   | 20    | 0%   |
| African American | 14           | 2%   | 165                 | 3%   | 179   | 3%   |
| Hispanic         | 297          | 35%  | 1988                | 34%  | 2285  | 34%  |
| Asian/PI         | 140          | 17%  | 1299                | 22%  | 1439  | 21%  |
| White            | 285          | 34%  | 1619                | 27%  | 1904  | 28%  |
| Unknown          | 51           | 6%   | 380                 | 6%   | 431   | 6%   |
| International    | 24           | 3%   | 282                 | 5%   | 306   | 5%   |
| Multi-race       | 25           | 3%   | 171                 | 3%   | 196   | 3%   |
| Total            | 838          | 100% | 5922                | 100% | 6760  | 100% |

Asian/Pacific Islander and International students responded at a lower percentage than their representation in the invited population. White students responded at a higher percentage than their representation in the invited population. The table above details the distribution of participants and non-participants.

## College of Major

**Table 3. College of Major Distribution**

|       | Participated |      | Did not participate |      | Total |      |
|-------|--------------|------|---------------------|------|-------|------|
|       | Count        | %    | Count               | %    | Count | %    |
| ARTS  | 37           | 4%   | 380                 | 6%   | 417   | 6%   |
| MCBE  | 164          | 20%  | 1527                | 26%  | 1691  | 25%  |
| COMM  | 91           | 11%  | 671                 | 11%  | 762   | 11%  |
| ECS   | 27           | 3%   | 213                 | 4%   | 240   | 4%   |
| HDCS  | 213          | 25%  | 1333                | 23%  | 1546  | 23%  |
| H&SS  | 265          | 32%  | 1515                | 26%  | 1780  | 26%  |
| NSM   | 41           | 5%   | 268                 | 5%   | 309   | 5%   |
| OTHER | 0            | 0%   | 15                  | 0%   | 15    | 0%   |
| Total | 838          | 100% | 5922                | 100% | 6760  | 100% |

Business students (MCBE) responded to the survey at a lower percentage than their representation in the invited population. Humanities and Social Sciences (H&SS) students responded at a higher percentage than their representation in the invited population. The table above details the distribution of participants and non-participants.

## Student Status at Initial Enrollment

**Table 4. Student Status at Initial Enrollment Distribution**

|                     | Participated |      | Did not participate |      | Total |      |
|---------------------|--------------|------|---------------------|------|-------|------|
|                     | Count        | %    | Count               | %    | Count | %    |
| First-time Freshman | 345          | 41%  | 2477                | 42%  | 2822  | 42%  |
| Undergrad Transfer  | 493          | 59%  | 3445                | 58%  | 3938  | 58%  |
| Total               | 838          | 100% | 5922                | 100% | 6760  | 100% |

Student initially enrolling as first-time freshmen and undergraduate transfer students responded at a percentage similar to their representation in the invited population. The table above details the distribution of participants and non-participants.

## Units Taken in Last Enrolled Semester

**Table 5. Units Taken in Last Enrolled Semester Distribution**

|           | Participated |      | Did not participate |      | Total |      |
|-----------|--------------|------|---------------------|------|-------|------|
|           | Count        | %    | Count               | %    | Count | %    |
| Full-time | 572          | 68%  | 3748                | 63%  | 4320  | 64%  |
| Part-time | 266          | 32%  | 2174                | 37%  | 2440  | 36%  |
| Total     | 838          | 100% | 5922                | 100% | 6760  | 100% |

Students enrolled full-time (12 or more units attempted in the last enrolled semester) responded to the survey at a greater percentage than their representation in the invited population. The table above details the distribution of participants and not participants.

### Survey Results

The first question asked was formulated by the Voluntary System of Accountability (VSA) for use in the College Portrait. The question allowed respondents to choose all responses that apply.

**Table 6. Principal Activity after Graduation**

| Activity  | Count | %   |
|---|-------|-----|
| Employment (Full or Part-time)                      | 717   | 86% |
| Start or Raise Family                               | 55    | 7%  |
| Military Service                                    | 14    | 2%  |
| Volunteer Service                                   | 75    | 9%  |
| Additional UG coursework                            | 57    | 7%  |
| Graduate or Professional School (Full or Part-time) | 382   | 46% |
| Other   | 56    | 7%  |

The principle activity for the majority of spring 2014 CSU Fullerton Bachelor degree recipients will be employment (full or part-time). The most frequent responses for students who chose “Other” were additional education and working and obtaining a teaching credential.

**Table 6. Principal Activity after Graduation by Gender**

| Activity (Choose all that apply)                    | Men (N=235) |     | Women (N=603) |     | Total (N=838) |     |
|---|-------------|-----|---------------|-----|---------------|-----|
|   | Count       | %   | Count         | %   | Count         | %   |
| Employment (Full or Part-time)                      | 213         | 91% | 504           | 84% | 717           | 86% |
| Start or Raise Family                               | 10          | 4%  | 45            | 7%  | 55            | 7%  |
| Military Service                                    | 11          | 5%  | 3             | 0%  | 14            | 2%  |
| Volunteer Service                                   | 13          | 6%  | 62            | 10% | 75            | 9%  |
| Additional UG coursework                            | 10          | 4%  | 47            | 8%  | 57            | 7%  |
| Graduate or Professional School (Full or Part-time) | 97          | 41% | 285           | 47% | 382           | 46% |
| Other   | 10          | 4%  | 46            | 8%  | 56            | 7%  |

Men were more likely than women to cite employment and military service than women as their primary activity after graduation. Women were more likely than men to pursue volunteer work or additional education, either additional undergraduate coursework or graduate or professional school.

**Table 7. Principal Activity after Graduation by Enrollment Status**

| Activity (Choose all that apply)                    | Full-time<br>(N=572) |     | Part-time<br>(N=266) |     | Total<br>(N=838) |     |
|---|----------------------|-----|----------------------|-----|------------------|-----|
|   | Count                | %   | Count                | %   | Count            | %   |
| Employment (Full or Part-time)                      | 487                  | 85% | 230                  | 86% | 717              | 86% |
| Start or Raise Family                               | 33                   | 6%  | 22                   | 8%  | 55               | 7%  |
| Military Service                                    | 9                    | 2%  | 5                    | 2%  | 14               | 2%  |
| Volunteer Service                                   | 52                   | 9%  | 23                   | 9%  | 75               | 9%  |
| Additional UG coursework                            | 41                   | 7%  | 16                   | 6%  | 57               | 7%  |
| Graduate or Professional School (Full or Part-time) | 266                  | 47% | 116                  | 44% | 382              | 46% |
| Other   | 40                   | 7%  | 16                   | 6%  | 56               | 7%  |

Students enrolled as full-time in their last semester are more likely to cite graduate or professional school when compared to those enrolled part-time in their last semester.

**Table 8. Principal Activity after Graduation by Admitted Status**

| Activity (Choose all that apply)                    | First-time<br>Freshman<br>(N=345) |     | Under-<br>graduate<br>Transfer<br>(N=493) |     | Total<br>(N=838) |     |
|---|-----------------------------------|-----|---|-----|------------------|-----|
|   | Count                             | %   | Count                                     | %   | Count            | %   |
| Employment (Full or Part-time)                      | 296                               | 86% | 421                                       | 85% | 717              | 86% |
| Start or Raise Family                               | 8                                 | 2%  | 47  | 10% | 55               | 7%  |
| Military Service                                    | 4                                 | 1%  | 10  | 2%  | 14               | 2%  |
| Volunteer Service                                   | 37                                | 11% | 38  | 8%  | 75               | 9%  |
| Additional UG coursework                            | 26                                | 8%  | 31  | 6%  | 57               | 7%  |
| Graduate or Professional School (Full or Part-time) | 157                               | 46% | 225                                       | 46% | 382              | 46% |
| Other   | 23                                | 7%  | 33  | 7%  | 56               | 7%  |

Employment and additional education were the most frequently cited activities for both first-time freshmen and undergraduate transfers. Students who entered as first-time freshmen were also more likely to cite volunteer service. Undergraduate transfer students were more likely to cite starting or raising a family as their primary activity after graduation.

Students answering “Other” cited entering the credential program, taking a year off before applying to graduate/professional school, and travel.

## **Responses to Additional Questions beyond the VSA Requirement**

Students were asked to provide the influences that affected their career choices/future plans.

There were three parts to the questions asked;

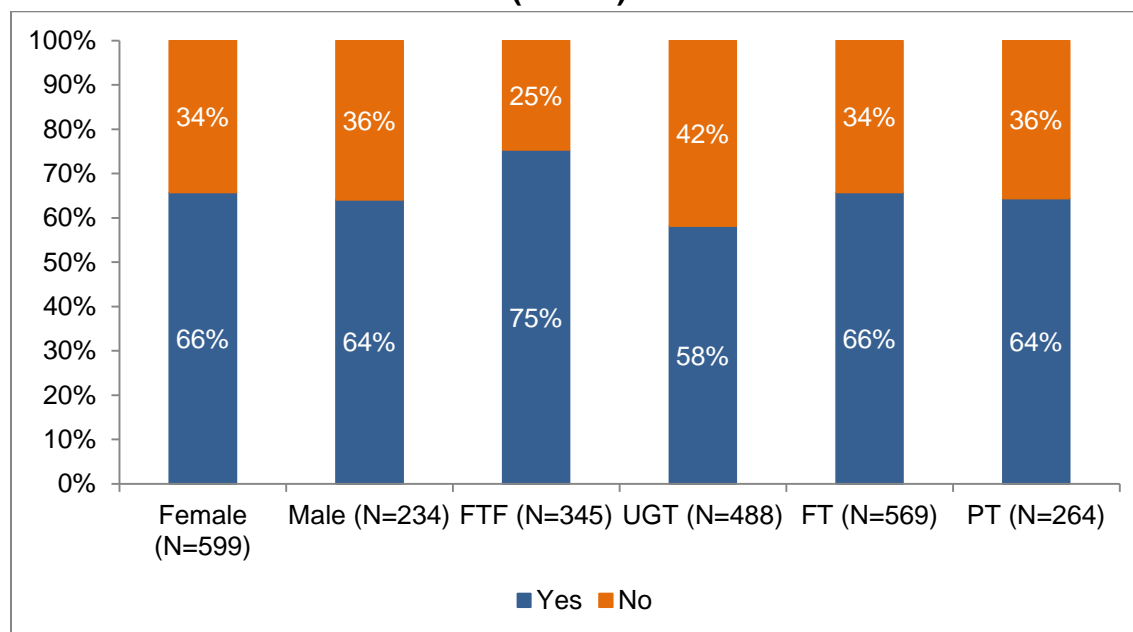
- Please share whether and how the following experiences influenced your principal activity choice upon graduation.
- If "yes," is the influence POSITIVE (i.e. encouraged you to pursue your principal activity choice) or NEGATIVE (i.e. discouraged you from pursuing your principal activity choice)?

Each of these questions have dichotomous answer sets, Yes and No for the first question, and Positive/Negative for the second question. Students answering "No" to the first question are prevented from answering the second question.

In addition, there is an open ended question for students to share the details of why they chose the responses to the first two questions.

The text of the survey questions is contained in Appendix 1.

**Chart 1. Interaction with Parents (N=833)**



About two-thirds of students reported that they had interactions with their parents regarding their future plans. First-time freshmen students were more likely to talk to their parents about their future plans, and undergraduate transfers are the least likely to discuss their plans with parents.

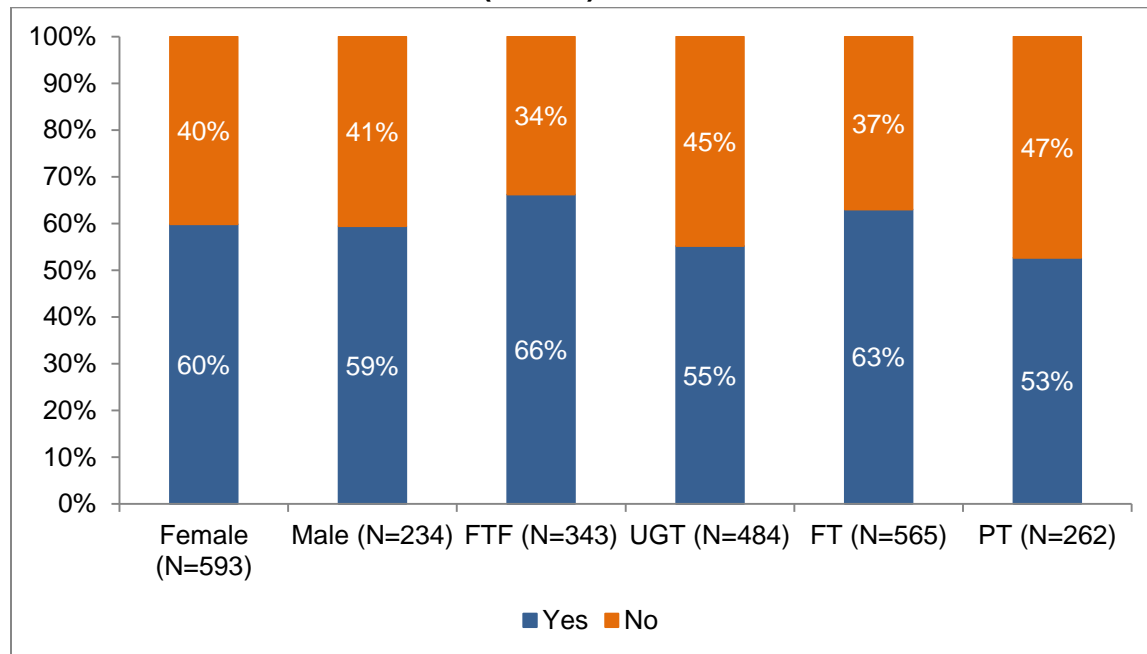
Almost all students (517/543, 97%) reported positive interactions. Four percent of females report negative interactions with their parents, and males do not report any negative interactions with their parents. Other groups report between 2% and 3% negative interactions with their parents.

Many of the students reported that their parents encouraged and supported them in their education. Some students reported that they were a first generation college student, and their parents believed that education was the way to be upwardly mobile. Many parents are encouraging their students to pursue graduate school.

Sample of responses to open-ended questions

- "Both of my parents have always strongly influenced me to go to college and complete my degree. I'm thankful for their support, it definitely kept me moving forward."
- "Encourage to pursue higher education and advance my skills to gain more money."
- "My parents were initially immigrants, they have always encouraged me to receive higher education."

**Chart 2. Interaction with Peers (N=827)**



Overall, 60% of students report interaction with their peers. First-time freshmen are most likely to discuss their plans with peers, and part-time students are least likely to discuss their plans with peers.

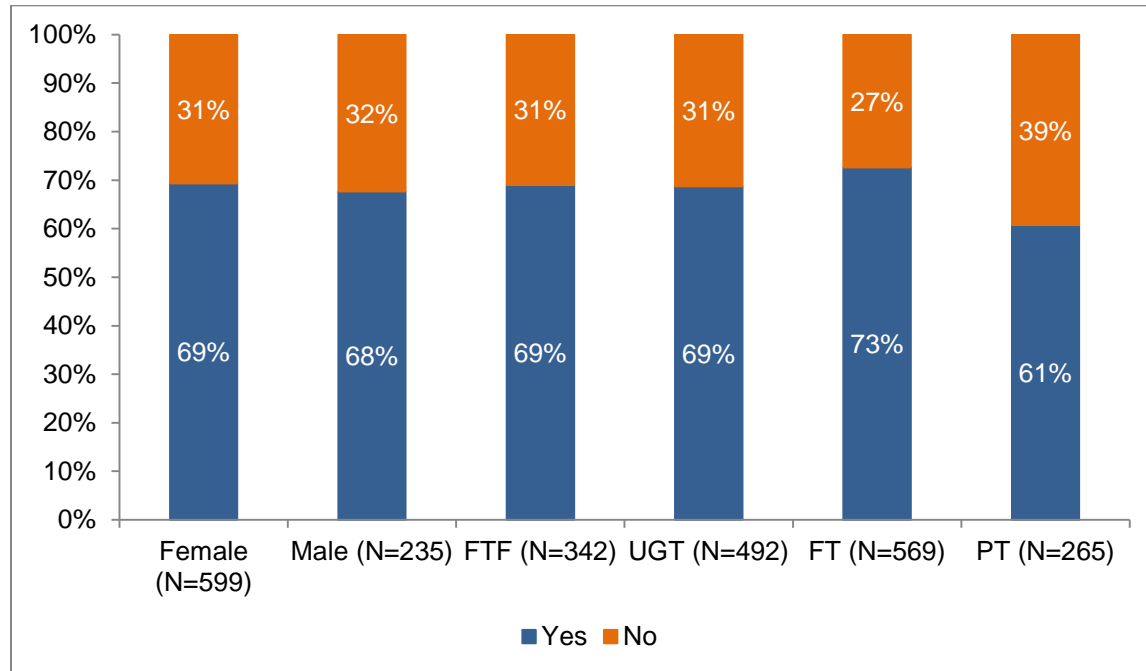
Ninety-seven percent (473/489) of students report positive interactions with their peers.

Many students reported making life-long friends at the university. Others cited the networks that they have built here will help them in their future endeavors. Students said their peers challenged them to get better grades. Some students were grateful that they were able to meet, interact with, and become friends with students from other cultures.

Sample of responses to open-ended questions

- “Every one of my CSUF peers has been incredibly encouraging. I think new and soon-to-be grads realize we're all in the same boat and support each other fully. It's rather like family, everyone's in your corner.”
- “Hearing from AB540 students and the stories of students who are part of groups normally marginalized opened my eyes, humbled me, and helped me to humanize those many would immediately write off.”
- “The interactions I had with peers in my same major of criminal justice, has been a positive one, because they too would encourage me to work hard and reach the goal of graduating.”

**Chart 3. Interaction with Faculty in my Major (N=834)**



Just over two-thirds (69%) of students reported interactions with faculty members in their major. Full-time students are the most likely to report interaction with faculty in their major, while part-time students are the least likely.

Ninety-seven percent of students (538/556) report positive interactions with faculty in their major.

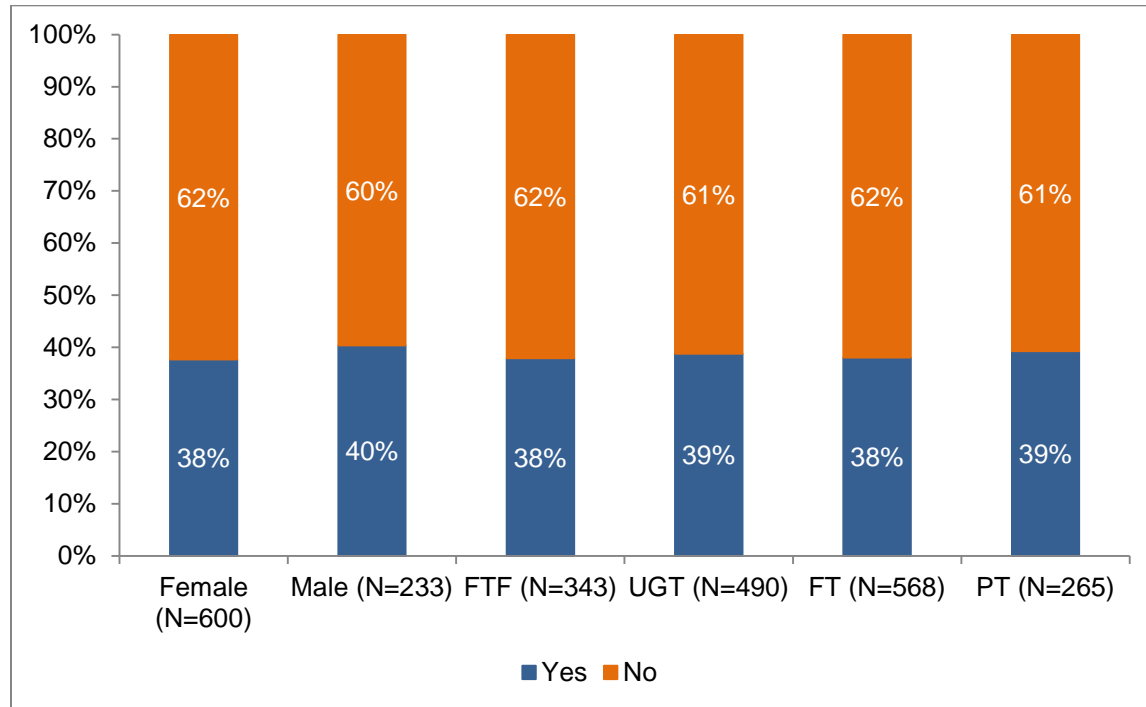
Many students reported that faculty members encouraged them to pursue graduate school, and discussed with them different options.

Sample of responses to open-ended question

- "Encouraged me to continue my education and pursue a better paying job."
- "A few of my professors have been a great inspiration in my choice to become a fellow English teacher."
- "Faculty here, made me much more interested in my field whether it be through their teaching or words of encouragement."
- "I have had some pretty amazing professors... great advice, knowledge, and mentors."
- "One professor in particular has made me so passionate and excited about my future as a social worker. Her motivation and passion for helping others only motivates me and allows me to strive to be like her."



**Chart 4. Interaction with faculty in general education courses (N=833)**



Less than half (38%) of students reported having interactions with faculty in general education courses. There is no group that reported a significantly different rate of interaction.

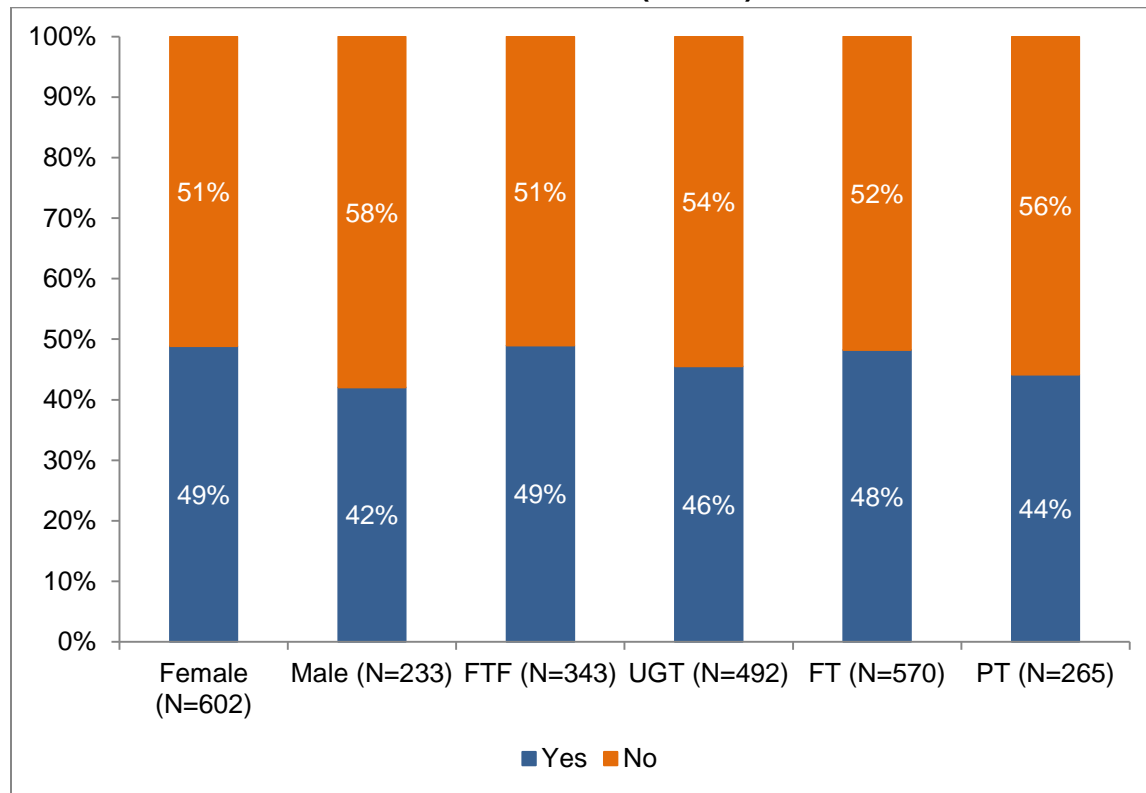
Ninety-seven percent of students (302/312) reported that their interactions with faculty members in general education courses were positive.

The words most used to describe interactions with general education faculty were helpful and encouraging.

Sample of responses to open-ended question

- “Along with the professors that I have met in my major, I also enjoyed taking other G.E. courses. Several professors in my G.E. courses have been rememberable and I can see their passion for teaching.”
- “I changed my major because of a general education course in American Studies and now am pursuing a master’s degree in it. That general education class opened my mind to the possibilities of other things with a flexible major.”
- “The door to the thing I’m immediately doing upon graduation was opened by a professor in one of my general education courses.”
- “These teachers were very helpful and more encouraging then my major classes. They actually wanted to come to class and teach.”

**Chart 5. Interactions with CSUF advisors (N=835)**



Just under half (47%) of students reported interactions with the CSU Fullerton advisors. Males were least likely to report interactions with their advisor.

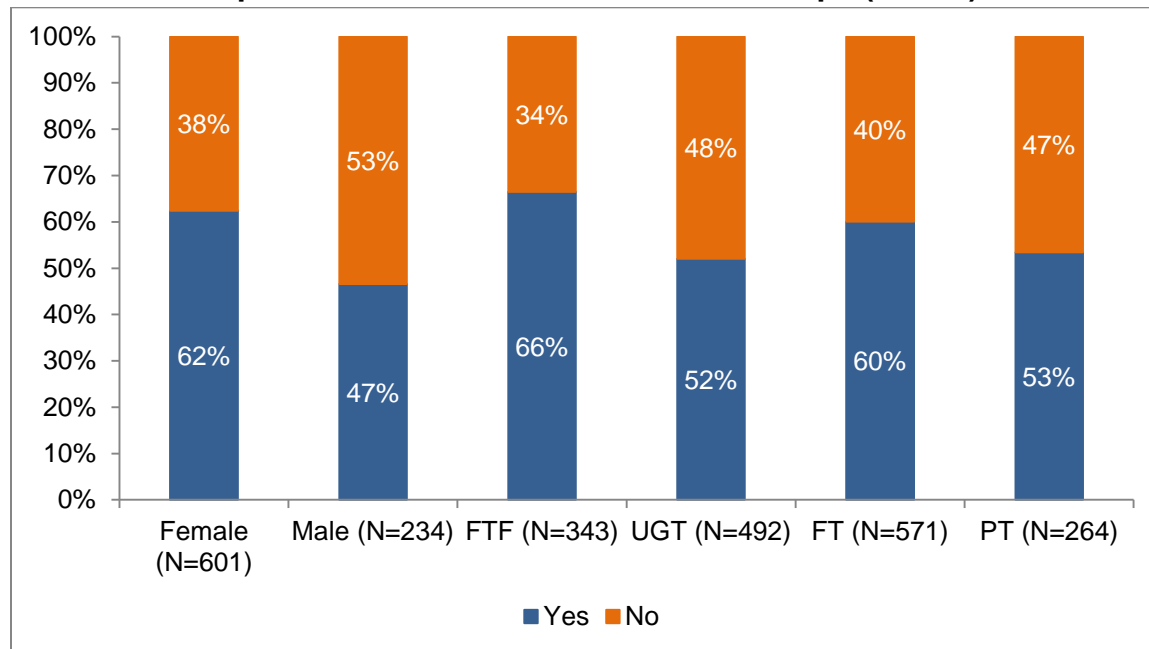
Students were less likely to report positive interactions with advisors than any other campus group. Overall, 94% (361/384) of students reported positive interactions with their advisor.

Generally, students describe the advisors as helpful and encouraging. However, a minority of students describe their advisor as not giving correct information and having difficulty contacting their advisor.

Sample of responses to open-ended question

- “gave me the tools to graduate and to formulate a plan to get to grad school.”
- “Honestly took advantage of advisors most my freshman and senior year where they helped make my 4 year plan, which was really helpful. They made it really easy to complete my accounting degree on time.”
- “My advisor has been one of the most influential people in my time at CSUF, and I would not be where I am today without him.”
- “Pushed me to stay on track and try new classes.”

**Chart 6. Participation in volunteer work and internships (N=835)**



Fifty-seven percent of student reported participation in volunteer work and internships as influential in their activity choice after graduation. Female students, students who enrolled as first-time freshmen, and students who were enrolled full-time in their last semester were more likely to identify this activity as influential.

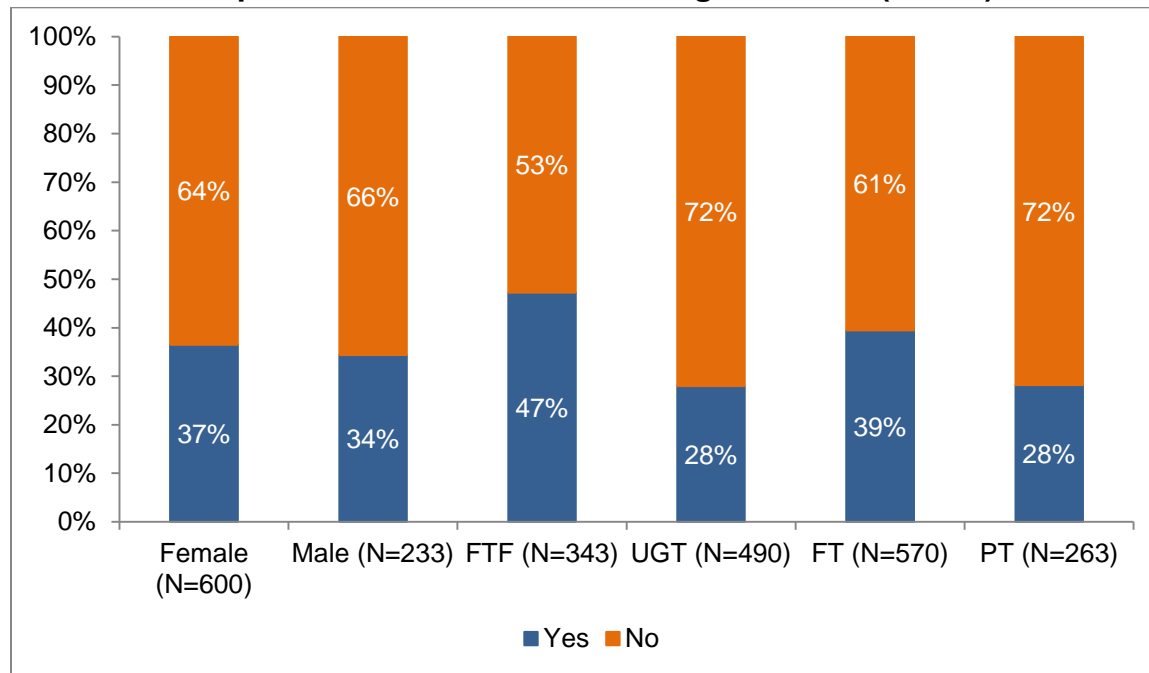
Most students (444/463, 96%) who responded to this question reported that their experience with volunteer work and internships was positive.

Students report that volunteer work and internships helped them to narrow their career interests and build their resume to make them more competitive in the job market. Some students reported obtaining full-time employment from the company that provided their internship experience.

Sample of responses to open-ended question

- “Academic internship helped me with experience and figured out what I wanted to do career wise.”
- “Doing volunteer work and an internship last summer has helped me develop some skills that are necessary to succeed in the real world, such as time management, organization, and a diligent work ethic.”
- “My current internship gives me a better onsite to the industry I want to start my career.”
- “This is truly why I am interested in continuing with nonprofit organizations.”

**Chart 7. Participation in student clubs and organizations (N=833)**



About one-third (36%) of students reported that their future plans were influenced by participation in student clubs and organizations. Students who enrolled as first-time freshmen and students who were enrolled full-time in their last semester of attendance were more likely to identify participation in these activities as influential.

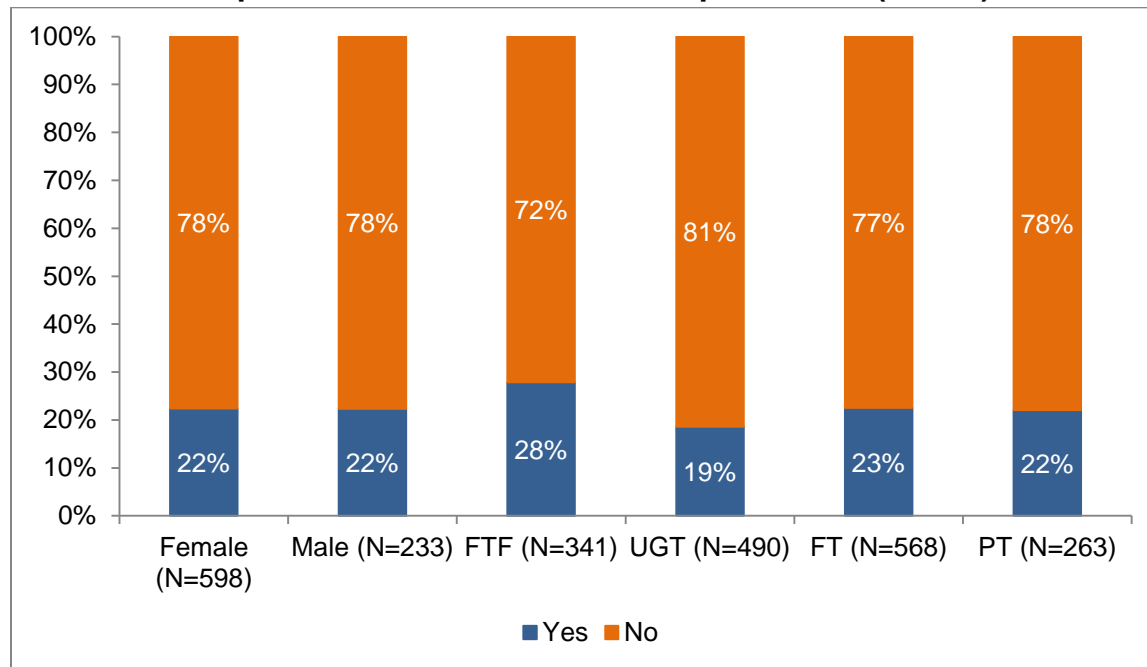
Ninety-seven percent of students (285/295) reported that this experience was positive.

There were several clubs cited by students as particularly influential to their future plans. These include the Accounting Society and the Peer Health University Network. Fraternities, sororities, and honors societies were also cited by students as influential.

**Sample of responses to open-ended question**

- "All of the networking events sponsored by Accounting Society definitely contributed to my success in finding full-time employment with a career in accounting upon graduation."
- "IT gave me responsibilities and looked good with my resume as well as being a part of an organization that helps me with my degree/ career."
- "Student organization in CSUF is like a tiny company. While everyone work efficiently, events will went smoothly; while everyone is not, it will be a disaster. Same principles applied to real life working."
- "This was my far the thing that helped shape my leadership skills, personal goals, and so much more. This in turn helped prepare me the most for my career development."

**Chart 8. Participation in or attendance at campus events (N=831)**



Less than one-fourth of students reported that participation in or attendance at campus events was influential to their future plans. First-time freshmen were more likely to cite this activity as influential.

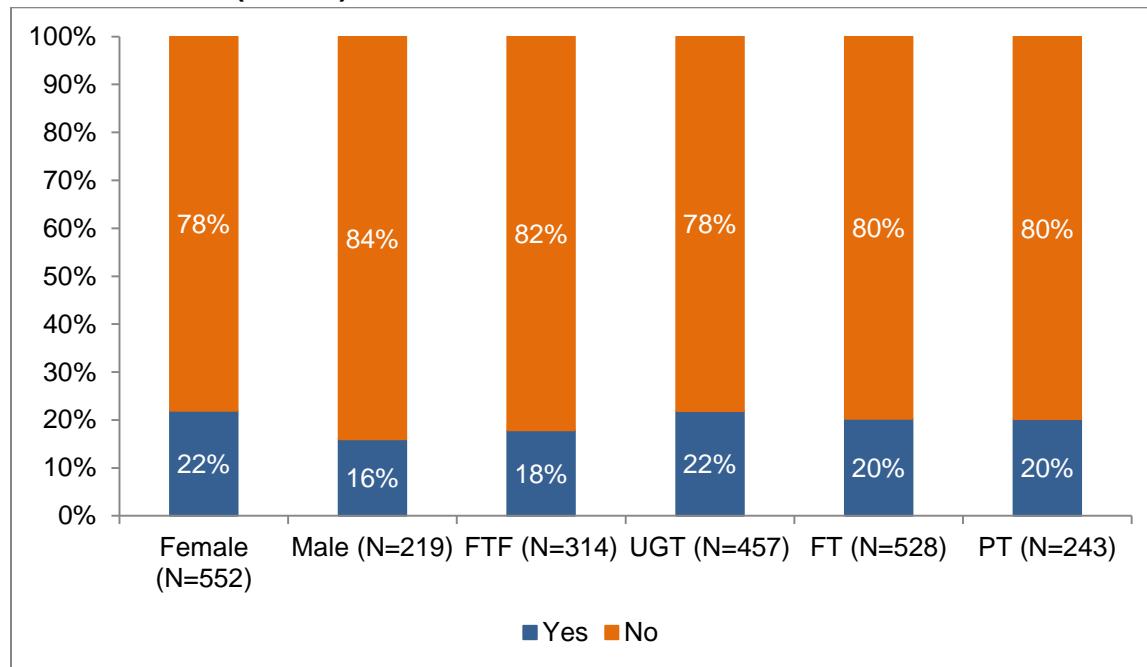
This activity had the highest percentage of students reporting a positive experience (182/185, 98.4% of students).

Students described meeting new people and networking during events as influential to their future plans. Students also described getting a better appreciation for other cultures as a result of attending events.

Sample of responses to open-ended question

- "I attended a few cultural forums/lectures and I found them motivating. It challenged my way of thought, and encouraged me to be part of the future teachers who make a difference in student's lives."
- "Playing rugby for two years has made me physically stronger and introduced me to my best friend on campus."
- "I've only been to one and it was the portfolio review for the career center last week. Very helpful. Possible job coming from that event."
- "Watching the theatre and dance performances always sparked my love for those forms of recreation, and I plan to implement them into my future jobs and recreational activities."

**Chart 9. Other (N=771)**



Twenty percent of students identified some other factor besides the preceding as influential when the students were deciding their future plans. Respondents cited various family members, their employer, and personal drive as factors.

Ninety-six percent of respondents (140/147) described these interactions as positive.

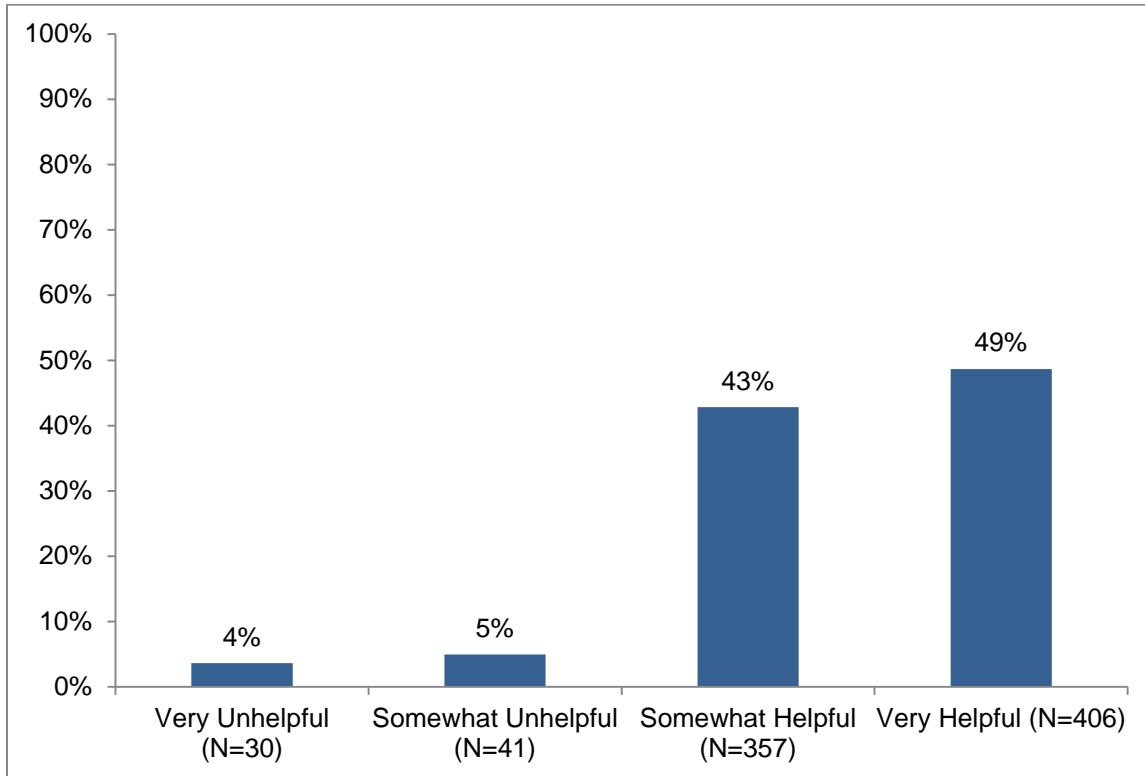
A number of students cited the recession as the impetus for returning to college.

Sample of responses to open-ended question

- "As an adult returning to school after an extended absence, I knew exactly what I wanted."
- "I am a student over 45 years old with a lot of experience in the workforce. Being denied a promotion at work for not having a degree encouraged me to graduate as soon as possible and go back to the workforce. For now I think having a bachelor is enough."
- "It is a great place lots of likeminded individuals taking the same classes and overcoming the same obstacles."
- "It's not so much of a choice. I worked for a long time in IT without a degree and excelled at it; Now all of a sudden a need a degree just to apply for my next job. Yet I already knew more than 99% of the master students I met in all classes."

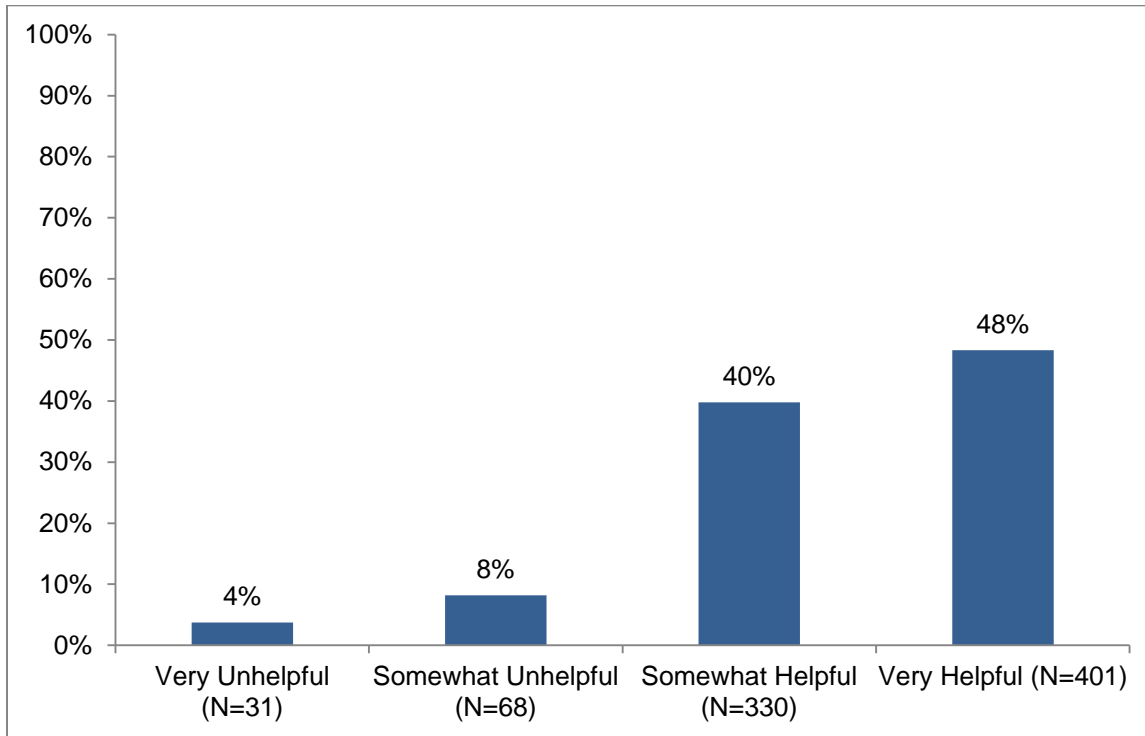
### How much has your CSUF experience helped you in preparing for the following aspects of your future?

**Chart 10. Intellectual competency (e.g. as an informed citizen)**



Most students (92%) responded that CSU Fullerton helped them be intellectually competent. Females were more likely to report the university was very helpful in this area (51%), while males were more likely to report this aspect as somewhat helpful.

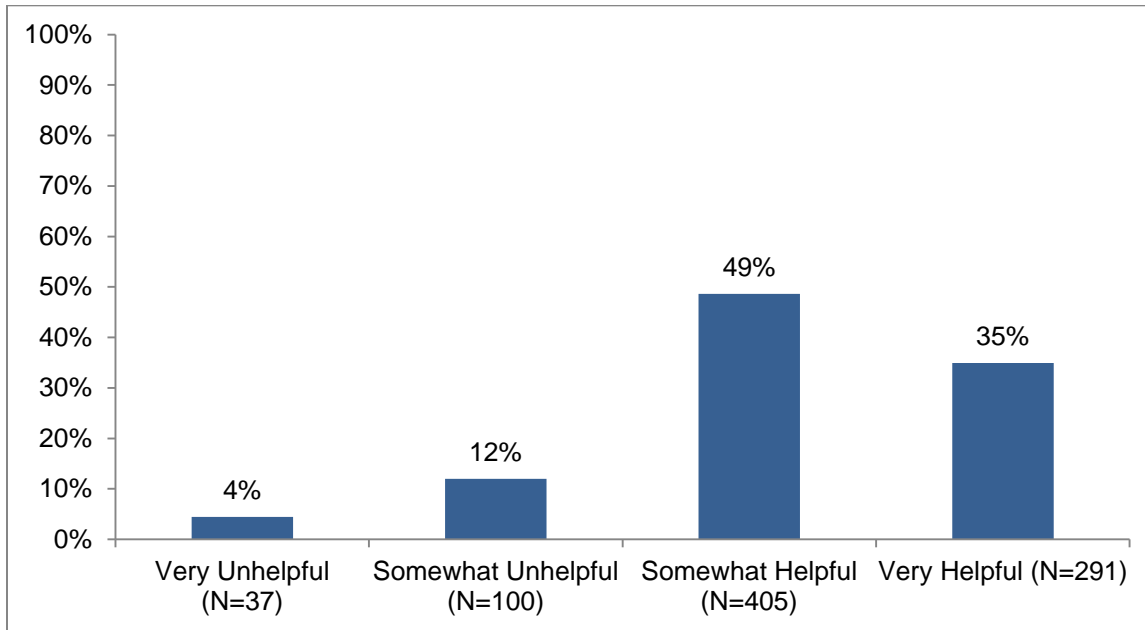
**Chart 11. Academic preparedness (e.g. pursuing graduate/professional school)**



Eighty-eight percent of students reported that CSU Fullerton was somewhat or very helpful in preparing them for academic life. There were only slight differences between groups in the answers to this question.

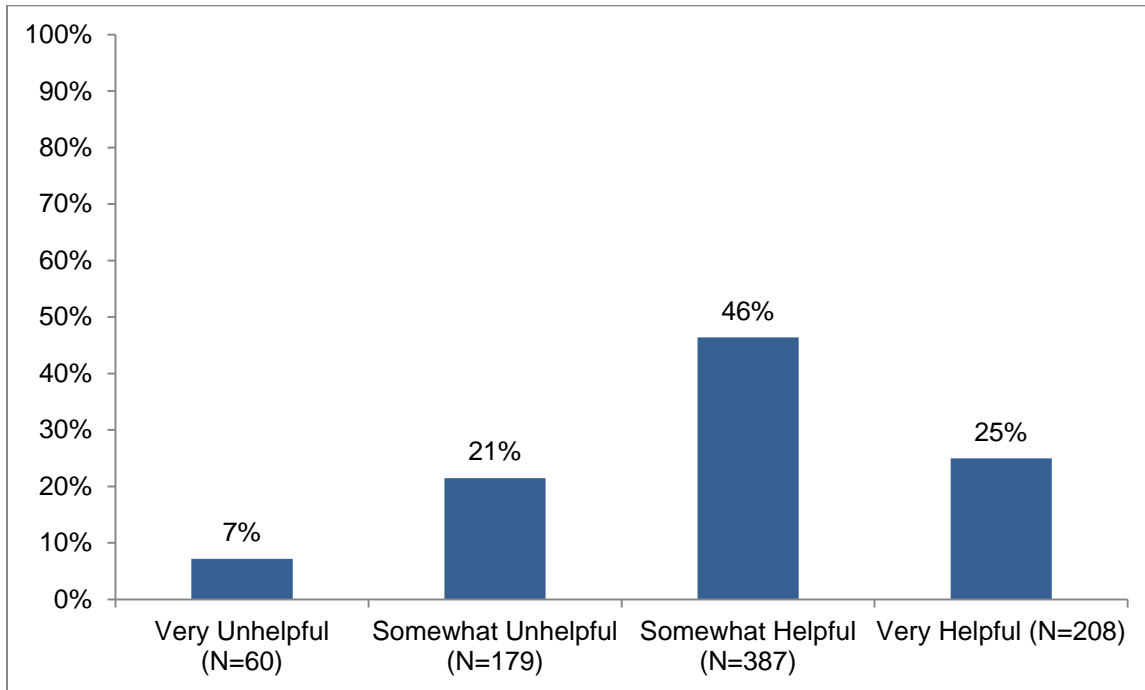


**Chart 12. Employment/career preparedness**



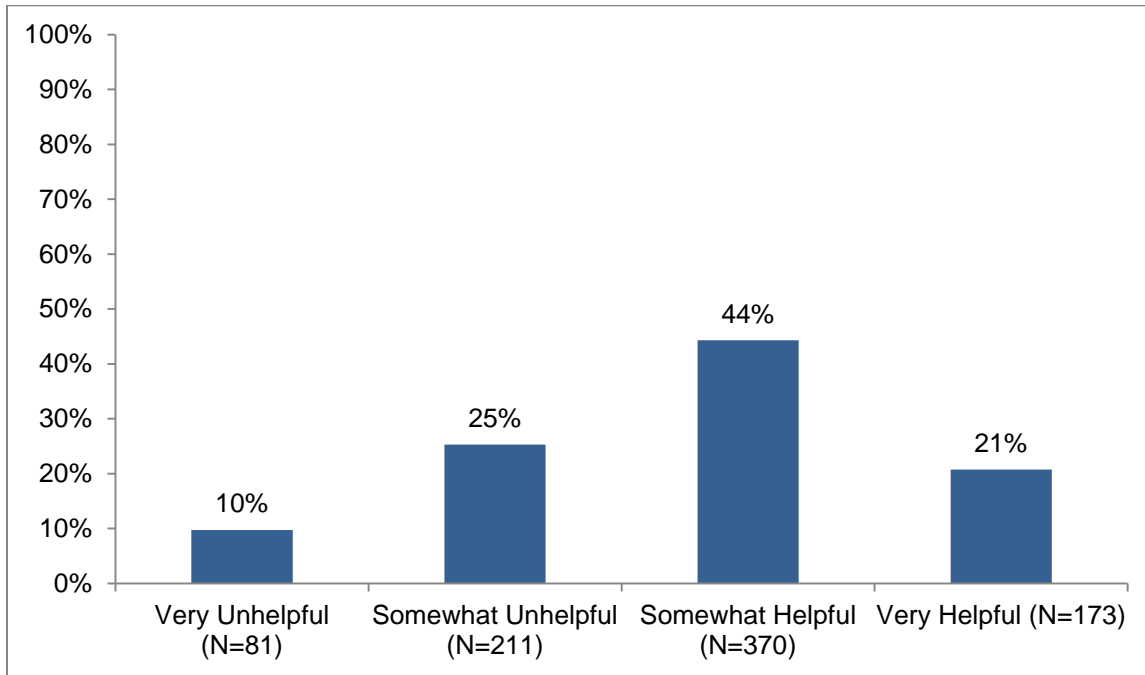
Most students (84%) responded that CSU Fullerton was somewhat or very helpful in preparing them for employment. There is no significant difference between the response groups.

**Chart 13. Social Life**



Seventy-one percent of student felt that CSU Fullerton was somewhat or very helpful in helping them prepare for their social life outside of the university. First-time freshmen are somewhat more likely to answer that the university was helpful preparing them for their social life.

**Chart 14. Personal/Family life**



Two-thirds of students (65%) stated that CSU Fullerton was somewhat or very helpful in preparing them for the personal or family life.

The final question on the survey asked students to share what they think would be most helpful for new students to get the most out of their experience as CSU Fullerton.

The question reads;

What advice would you share with new students entering in Fall 2014 to help them understand how to get the most out of their experience as a CSU Fullerton undergraduate?

The most frequent words used in the responses were “get” and “involved.” Other words appearing frequently were “join,” “help,” and “work.”

A sample of the responses to this open-ended question are below;

- “Be as involved as you can. Talk to people and take every moment for granted. You don't want to leave knowing that you could have made your experience something more.”
- “Be intentional on what you do with your time as an undergraduate. It goes by faster than what you think.”
- “Being in college is exciting and can be really fun as long as you do what you have to do in the classes. Study, pass all the courses, and you'll be a grad in no time. Join clubs and be involved but do it in a positive light and do not get behind!”
- “CSUF is the greatest educational experience in my life. I really felt like I have achieved greatness when first stepping onto campus. I had finally become proud of my school and proud of what I am and will become. "Take what you can and give nothing “
- “Get active. Work, volunteer, internship do something that will add to your resume and prepare you for the workforce after school. Build your resume. Make connections, network, network, network whether with fellow students or faculty.”
- “Know your wi-fi spots around campus, and talk to the guys in the basement of the library about connecting your phone to the network correctly. Also park in the Nutwood parking structure if all others are full, you're more likely to find a spot.”
- “Participate in clubs, do more than one internship, have side projects related to your major, become completely enveloped in your field so that employers fight over you upon graduation. Seriously consider grad school, BA degrees not worth as much anymore...”
- “Walk around our beautiful campus, we have so much to see and enjoy. If you have the time, join clubs, make friends, and dream about your future. Our experiences and choices define us. Live life and enjoy these special moments. CSUF is a part of you now.”

## Appendix 1

### Survey Questions

What is MOST LIKELY to be your PRINCIPAL activity upon graduation? (Select all that apply)

- Employment, Full-time Paid
- Employment, Part-time Paid
- Graduate or professional school, Full-time
- Graduate or professional school, Part-time Question
- Additional undergraduate coursework
- Military service
- Volunteer activity (e.g., Peace Corps)
- Starting or raising a family Question
- Other

How much has your CSUF experience helped you in preparing for the following aspects of your future?

- Intellectual competency (e.g. as an informed citizen)
- Employment/career preparedness
- Social Life
- Personal/Family Life

Please share whether and how the following experiences influenced your principal activity choice upon graduation.

- Interactions with my parents
- If "yes," is the influence POSITIVE (i.e. encouraged you to pursue your principal activity choice) or NEGATIVE (i.e. discouraged you from pursuing your principal activity choice)?
- Please share details on the influence on your principal activity choice:
  
- Interactions with my CSUF peers
- If "yes," is the influence POSITIVE (i.e. encouraged you to pursue your principal activity choice) or NEGATIVE (i.e. discouraged you from pursuing your principal activity choice)?
- Please share details on the influence on your principal activity choice:

- Interactions with faculty in my major/minor
  - If "yes," is the influence POSITIVE (i.e. encouraged you to pursue your principal activity choice) or NEGATIVE (i.e. discouraged you from pursuing your principal activity choice)?
  - Please share details on the influence on your principal activity choice:
- 
- Interactions with faculty in general education courses
  - If "yes," is the influence POSITIVE (i.e. encouraged you to pursue your principal activity choice) or NEGATIVE (i.e. discouraged you from pursuing your principal activity choice)?
  - Please share details on the influence on your principal activity choice:
- 
- Interactions with my CSUF advisor(s)
  - If "yes," is the influence POSITIVE (i.e. encouraged you to pursue your principal activity choice) or NEGATIVE (i.e. discouraged you from pursuing your principal activity choice)?
  - Please share details on the influence on your principal activity choice:
- 
- Participation in volunteer work & internships
  - If "yes," is the influence POSITIVE (i.e. encouraged you to pursue your principal activity choice) or NEGATIVE (i.e. discouraged you from pursuing your principal activity choice)?
  - Please share details on the influence on your principal activity choice:
- 
- Participation in student clubs & organizations
  - If "yes," is the influence POSITIVE (i.e. encouraged you to pursue your principal activity choice) or NEGATIVE (i.e. discouraged you from pursuing your principal activity choice)?
  - Please share details on the influence on your principal activity choice:
- 
- Participation in or attendance at campus events (e.g. sports, cultural, town halls, theatre/music/dance. etc.)

- If "yes," is the influence POSITIVE (i.e. encouraged you to pursue your principal activity choice) or NEGATIVE (i.e. discouraged you from pursuing your principal activity choice)?
- Please share details on the influence on your principal activity choice:
  
- Other
- If "yes," is the influence POSITIVE (i.e. encouraged you to pursue your principal activity choice) or NEGATIVE (i.e. discouraged you from pursuing your principal activity choice)?
- Please share details on the influence on your principal activity choice:

What advice would you share with new students entering in Fall 2014 to help them understand how to get the most out of their experience as a CSU Fullerton undergraduate?