

Future Plans of CSU Fullerton Bachelor’s Degree Candidates

The CSU, Fullerton Office of Institutional Research and Analytical Studies administered a five question web-based survey to 6,771 anticipated spring or summer 2011 Bachelor degree candidates. The first question asked was formulated by The Voluntary System of Accountability (VSA) for use in the College Portrait.

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

- Employment, full-time paid
- Employment, part-time paid
- Graduate or professional school, full-time
- Graduate or professional school, part-time
- Additional undergraduate coursework
- Military service
- Volunteer activity (e.g., Peace Corps)
- Starting or raising a family
- Other, please specify: _____

The web-based survey was open for responses for four weeks starting at the middle of April 2011. Two reminder emails were sent including a final reminder with a notice of the survey closing date. The survey generated 2,021 responses (30% response rate).

Sex Distribution

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 below details the distribution of participants and non-participants.

	Participated		Invited, did not participate		Total Invited to Participate	
	HC	%	HC	%	HC	%
MEN	674	33%	2,016	42%	2,690	40%
WOMEN	1,347	67%	2,734	58%	4,081	60%
Total	2,021	100%	4,750	100%	6,771	100%

Ethnic Distribution

Asian/Pacific Islander 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 below details the distribution of participants and non-participants.

	Participated		Invited, did not participate		Total Invited to Participate	
	HC	%	HC	%	HC	%
AmInd	6	0%	32	1%	38	1%
Black	49	2%	149	3%	198	3%
Hispanic	634	31%	1,369	29%	2,003	30%
Asian/PI	347	17%	1,073	23%	1,420	21%
White	699	35%	1,466	31%	2,165	32%
Unknown	167	8%	398	8%	565	8%
Intl	73	4%	192	4%	265	4%
Multi	46	2%	71	1%	117	2%
Total	2,021	100%	4,750	100%	6,771	100%

College of Major

Business students (CBE) responded at a lower percentage than their representation in the invited population. Health and Human Development (HHD) and Humanities and Social Sciences (HSS) students responded at a higher percentage than their representation in the invited population. The table below details the distribution of participants and non-participants.

	Participated		Invited, did not participate		Total Invited to Participate	
	HC	%	HC	%	HC	%
ARTS	109	5%	279	6%	388	6%
CBE	406	20%	1,324	28%	1,730	26%
COMM	316	16%	801	17%	1,117	16%
ECS	33	2%	118	2%	151	2%
HHD	441	22%	827	17%	1,268	19%
H&SS	638	32%	1,206	25%	1,844	27%
NSM	78	4%	195	4%	273	4%
Total	2,021	100%	4,750	100%	6,771	100%

Student Status at Initial Enrollment

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

	Participated		Invited, did not participate		Total Invited to Participate	
	HC	%	HC	%	HC	%
First-time Freshmen	642	32%	1,645	35%	2,287	34%
UG Transfer	1,379	68%	3,105	65%	4,484	66%
Total	2,021	100%	4,750	100%	6,771	100%

Units Taken in Last Enrolled Semester

Students enrolled full-time (12 or more units attempted in last enrolled semester) responded to the survey at a greater percentage than their representation in the invited population. The table below details the distribution of participants and non-participants.

	Participated		Invited, did not participate		Total Invited to Participate	
	HC	%	HC	%	HC	%
FT	1,346	67%	2,769	58%	4,115	61%
PT	675	33%	1,981	42%	2,656	39%
Total	2,021	100%	4,750	100%	6,771	100%

Survey Results

The principle activity for the majority of spring 2011 CSU Fullerton bachelor degree recipients (both men and women) will be employment (full- or part-time). Men were more likely than women to cite employment as their primary activity. Women were more likely than men to plan to attend graduate or professional school.

Response (Pick all that Apply)	Men (n=674)		Women (n=1374)		Total (n=2021)	
	Count	%	Count	%	Count	%
Employment (Full or Part-time)	551	82%	1,048	78%	1,599	79%
Start or Raise Family	46	7%	86	6%	132	7%
Military Service	22	3%	8	1%	30	1%
Volunteer Service	32	5%	119	9%	151	7%
Additional UG Coursework	41	6%	98	7%	139	7%
Graduate or professional School (Full or Part-time)	261	39%	624	46%	885	44%
Other	14	2%	24	2%	38	2%

Full-time students are less likely to cite employment and more likely to cite graduate or professional school compared to those enrolled part-time in their last semester.

Response (Pick all that Apply)	Enrolled Full-time in Last Semester (n=1346)		Enrolled Part-time in Last Semester (n=675)		Total (n=2021)	
	Count	%	Count	%	Count	%
Employment (Full or Part-time)	1,036	77%	563	83%	1,599	79%
Start or Raise Family	76	6%	56	8%	132	7%
Military Service	19	1%	11	2%	30	1%
Volunteer Service	111	8%	40	6%	151	7%
Additional UG Coursework	101	8%	38	6%	139	7%
Graduate or professional School (Full or Part-time)	611	45%	274	41%	885	44%
Other	28	2%	10	1%	38	2%

Students who entered as first-time freshmen were more likely to cite graduate or professional school than students who initially entered as undergraduate transfers.

Response (Pick all that Apply)	Admitted as First-time Freshman (n=642)		Admitted as UG Transfer (n=1379)		Total (n=2021)	
	Count	%	Count	%	Count	%
Employment (Full or Part-time)	493	77%	1,106	80%	1,599	79%
Start or Raise Family	20	3%	112	8%	132	7%
Military Service	10	2%	20	1%	30	1%
Volunteer Service	59	9%	92	7%	151	7%
Additional UG Coursework	49	8%	90	7%	139	7%
Graduate or professional School (Full or Part-time)	300	47%	585	42%	885	44%
Other	13	2%	25	2%	38	2%

For respondents who were enrolled full-time in their last semester, differences between primary activities of first-time freshmen and undergraduate transfer students almost disappear.

Response (Pick all that Apply)	Admitted as First-time Freshman (n=477)		Admitted as UG Transfer (n=869)		Total (n=2021)	
	Count	%	Count	%	Count	%
Employment (Full or Part-time)	357	75%	679	78%	1,036	77%
Start or Raise Family	13	3%	63	7%	76	6%
Military Service	8	2%	11	1%	19	1%
Volunteer Service	48	10%	63	7%	111	8%
Additional UG Coursework	41	9%	60	7%	101	8%
Graduate or professional School (Full or Part-time)	226	47%	385	44%	611	45%
Other	9	2%	19	2%	28	2%

The most frequent response for respondents who chose “Other” were ‘Uncertain’ and ‘travel’,

Responses to Questions beyond the VSA requirement

Students were asked to provide the positive and negative influences that helped/hindered career choices/future plans.

Please share the POSITIVE influences/experiences that helped with your career choice or future plans. (Select all that apply)

- | | |
|--------------------------------------|--------------------------------|
| My parent(s) | <input type="checkbox"/> |
| My CSU Fullerton friends/peers | <input type="checkbox"/> |
| Faculty in my major or minor | <input type="checkbox"/> |
| Faculty in general education courses | <input type="checkbox"/> |
| My advisor(s) | <input type="checkbox"/> |
| Volunteer work and internships | <input type="checkbox"/> |
| Student clubs and organizations | <input type="checkbox"/> |
| Campus events | <input type="checkbox"/> |
| Other, please specify | <input type="checkbox"/> _____ |

Please share the NEGATIVE influences/experiences that hindered your career choice or future plans. (Select all that apply)

- | | |
|--------------------------------------|--------------------------------|
| My parent(s) | <input type="checkbox"/> |
| My CSU Fullerton friends/peers | <input type="checkbox"/> |
| Faculty in my major or minor | <input type="checkbox"/> |
| Faculty in general education courses | <input type="checkbox"/> |
| My advisor(s) | <input type="checkbox"/> |
| Volunteer work and internships | <input type="checkbox"/> |
| Student clubs and organizations | <input type="checkbox"/> |
| Campus events | <input type="checkbox"/> |
| Other, please specify | <input type="checkbox"/> _____ |

- Graduating seniors who initially entered as freshmen noted their parents as positive influences of success (77%); next highest positive influences were friends (58%) and faculty in their major/minor (55%).
- Graduating seniors who initially entered as transfers noted that parents as positive influences of success (66% of respondents); next highest positive influence were faculty in their major/minor (55%) and friends (49%).
- Neither group of graduating seniors rated any individual item from the list as a negative influence at a rate of 15% or higher.

Students were then asked to identify how helpful CSU Fullerton was in preparing them for their future.

How helpful was the Cal State Fullerton in preparing you for your future?

	Very Unhelpful	Somewhat Unhelpful	Somewhat Helpful	Very Helpful
Academic/Intellectual Preparation	O	O	O	O
Career/Professional Life	O	O	O	O
Social/Private Life	O	O	O	O

- Among graduating seniors who initially entered as freshmen, 77% reported we were very helpful/somewhat helpful (32%/45%) in preparing them academically/intellectually for their futures; 84% reported we were very helpful/somewhat helpful (46%/38%) in preparing them for their career/professional life for their futures; and 68% reported we were very helpful/somewhat helpful (24%/44%) in preparing them for their social/private life for their futures.
- Among graduating seniors who initially entered as transfers, 76% reported we were very helpful/somewhat helpful (32%/44%) in preparing them academically/intellectually for their futures; 81% reported we were very helpful/somewhat helpful (47%/34%) in preparing them for their career/professional life for their futures; and 62% reported we were very helpful/somewhat helpful (17%/45%) in preparing them for their social/private life for their futures.

Discussion and Conclusions

The primary activity for spring 2011 CSU Fullerton bachelor degree recipients will be employment and the second most frequent primary activity will be attending graduate or professional school. This is true across sex, ethnic, units attempted in the last semester of enrollment and student type at admissions groupings. Small portions of our graduates will pursue additional undergraduate education, military or volunteer service or plan to start a family. A small portion will also pursue multiple primary activities.

Any difference in potential responses based on the sex and college of major makeup of the respondents would not change the finding that the most frequent activity of spring 2011 bachelor degree recipients will be employment and the second most frequent activity will be attending graduate or professional school.

Parents, friends, and faculty provide strong positive influences for our students. Freshman and transfer students both noted the university was helpful in preparing them for their academic/intellectual and career professional lives. A positive influence on the development of their social/private life was also noted.