

GRADUATING STUDENT SURVEY REPORT SPRING 2019



SACRAMENTO
STATE

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Graduating Student Survey – Highlights

In spring of 2019, the Office of Institutional Research, Effectiveness, and Planning administered a Graduating Student Survey in an effort to better understand student learning and to help improve the quality of college education. This survey asked students to share their views on a variety of issues covering many aspects of Sacramento State, as well as to relate their future plans.

This survey was administered to all seniors who were scheduled to graduate in the spring 2019 semester. Subsequently, **5,576** survey questionnaires were distributed in April of 2019. **1,352** of those students returned their surveys for an overall response rate of **24.2%**. The margin of error for this survey calculates to 1.9. This basically means that if 80% of the survey respondents selected a particular response option, you could be relatively "certain" (at a 95% confidence level) that between 76.4% (80% - 1.9) and 81.9 % (80% + 1.7) of all graduating seniors would have selected that same response.

When reviewing the backgrounds of the respondents, **33%** were underrepresented minorities with Hispanic being the largest group (**26%**) among all ethnic groups. Across gender groups, women were more than double men (**70%** vs. **29%**).

When asked “*If you could make your college choice over, would you still choose to enroll at Sacramento State*”, **87%** of the respondents stated either “Definitely Yes” or “Probably Yes”.

The top four **Campus Services and Facilities** with the *highest* rates of satisfaction were:
(Responses indicating “Can't Rate/Don't Know” were excluded from the analysis)

- **Library facilities and resources** – 85%
- **Recreational facilities** – 82%
- **Health Services** – 81%
- **Overall academic experience** – 81%

The top three aspects of **College Experience** with the *highest* rates of satisfaction were:

- **Racial/Ethnic diversity of the student body** – 82%
- **Courses in major field** – 81%
- **Respect for the expression of diverse beliefs** – 81%

The three **Campus Services and Facilities** with the *lowest* rates of satisfaction were as follows:

- **On-campus student housing (e.g. res. halls)** – 52%
- **The Student Housing & Residential Life office (services, support, etc.)** – 57%
- **Classroom facilities** – 61%

The three aspects of **College Experience** with the *lowest* rates of satisfaction were as follows:

- **Racial/ethnic diversity of faculty** –68%
- **Overall sense of community among students** – 69%
- **Availability of campus social activities** –69%

The majority of students appear to be genuinely satisfied with both *Campus Services and Facilities* and their *College Experience*. In addition, it is worth noting that some areas that previously had received low ratings have shown improvement between 2016 and 2019. Notable positive changes include *Student psychological services* and *Laboratory facilities and equipment*, reflecting an increase in satisfaction as high as 5% and 4%, respectively. It is remarkable that the satisfaction rating for *The Student Housing & Residential Life office* increased approximately 7% from 2016.

When asked to perform a *Self-assessment of Learning Outcomes*, graduating seniors provided ratings with respect to 15 distinct areas concerning their college careers.

The four areas of *greatest* perceived **Strength** were:

- *Ability to get along with people of different races/cultures* – 92%
- *Knowledge of a particular field or discipline* – 87%
- *Problem-solving skills* – 86%
- *Critical thinking skills* – 86%

The three areas of *greatest* perceived **Weakness** were:

- *Foreign language ability* – 35%
- *Understanding of global issues* – 15%
- *Understanding of national issues* – 12%
- *Preparedness for graduate or advanced education* – 12%

A notable positive change in **Academic and Co-curricular Activities** between 2016 and 2019 was *Posted on a course-related online discussion board* (increased by 6%).

In terms of **Campus Climate**, a majority of respondents agreed or strongly agreed to several positive statements. The four statements related to faculty and staff who “*are interested in students’ academic or personal problems*” have resulted in a 7% to 11% increase from 2016 to 2019. In addition, 75% agreed that they felt as though they saw themselves as “part of the campus community”, reflecting a positive change of 3% from 2016.

When asked to relate the extent of their personal experience to being discriminated against based upon *race/ethnicity, socio-economic status, gender, religion, sexual orientation, political affiliation, or disability*, approximately 17% of the students reported having had personal experience in this regard, reflecting no change from 2016. When asked if they had *heard faculty express stereotypes based on race/ethnicity, socio-economic status, gender, religion, sexual orientation, political affiliation, or disability affiliation in class*, 25% stated that they had, reflecting a positive change of 5% from 2016. In addition, 17% respondents reported that *there is a lot of racial tension on this campus*, which resulted in a 3% increase from 2016.

When discussing interactions among racial/ethnic groups other than their own, 72% reported that they *studied or prepared for class* with such groups; 50% *Had meaningful and honest discussions about race/ethnic relations outside of class* with such groups, and 58% had *dined or shared a meal* with such groups. Among the seven areas of positive interactions, two areas had a notable drop in such activities, including *had intellectual discussions outside of class* (8% decrease) and *studied or prepared for class* with students from racial/ethnic groups other than their own (3% decrease) compared to 2016.

When asked about **Faculty Support**, there were notable increases (ranging from 1% to 4%) in relation to the frequency of faculty support in 10 of the 13 areas compared to the results of 2016. Following are the top three areas reported by the respondents as strong faculty support:

- **52%** indicated that faculty frequently provided *Intellectual challenge and stimulation* (**2%** decrease)
- **52%** indicated that faculty frequently provided *an opportunity to discuss coursework outside of class* (no change)
- **49%** indicated that faculty frequently provided *Encouragement to pursue graduate/professional study* (**1%** decrease)

With regard to their **Future Plans** and what they planned *to be doing this upcoming fall*, the vast majority (**73%**) responded that they will be *working full-time*. **20%** will be *attending graduate/professional school full-time*, and **35%** will be *working part-time or traveling*.

When discussing the **current state of their employment plans**, **38%** of the respondents who reported that they were actively looking for employment responded that they had received a job offer. This is a decrease (**2%**) of from the result reported in 2016 (**40%**)

When asked about the **current state of their educational plans** concerning attending a graduate or professional school, **45%** of the respondents stated that they were *not applying this fall, but might apply at a future date*. Of those who had applied, **44%** stated that they had been accepted by graduate or professional schools.

Graduating Student Survey

Response Rate, Background and College Choice

	2016	2018	2019	3-Year Change
<i>Response Rate</i>				
Distributed	4,080	4,628	5,576	1,496
Returned	1,232	1,647	1,352	120
<i>Response Rate</i>	30.2%	35.6%	24.2%	-6.0% ↓
<i>Margin of Error</i>	2.3	1.7	1.9	
<i>Gender</i>				
Female	68.5%	69.3%	70.10%	1.6%
Male	29.3%	30.1%	28.7%	-0.6%
Genderqueer/Gender Non-Conforming	N/A	0.3%	0.0%	N/A
Transgender Man	N/A	0.3%	0.0%	N/A
Transgender Woman	N/A	0.0%	0.0%	N/A
Unknown	2.2%	0.0%	1.0%	-1.2%
<i>Ethnicity/Race</i>				
African American	7.1%	4.9%	4.6%	-2.5%
American Indian	0.7%	0.5%	0.6%	-0.1%
Asian	18.1%	16.6%	17.8%	-0.3%
Hispanic	24.6%	25.9%	25.7%	1.1%
Pacific Islander	1.4%	3.0%	1.9%	0.5%
<i>Underrepresented Minority</i>	33.8%	34.3%	32.8%	-1.0%
<i>All Minority</i>	51.9%	50.9%	50.6%	-1.3%
White	38.3%	37.7%	35.9%	-2.4%
Foreign	0.2%	0.1%	0.6%	0.4%
Other/Multi-racial	5.7%	7.4%	9.0%	3.3%
Declined/Missing	4.0%	3.9%	3.8%	-0.2%
<i>If you could make your choice over, would you still choose to enroll at Sacramento State?</i>				
Definitely Yes	43.3%	43.0%	46.9%	3.6%
Probably Yes	43.0%	43.3%	40.3%	-2.7%
Probably No	11.3%	11.3%	9.8%	-1.5%
Definitely No	2.4%	2.4%	2.9%	0.5%

Note: Gender and Ethnicity figures were based on both self reporting and official records. 244 respondents did not respond to questions pertaining to gender.

*Red and green arrows reflect notable changes ($> \pm 5\%$) between 2016 and 2019.

Graduating Student Survey
Satisfaction with Campus Services and Facilities

1. Please rate your satisfaction with your college in each area:

	2016	2018	2019	1/2-Year Change
General education and core curriculum courses	77.2%	75.2%	75.1%	-2.1%
Your overall academic experience	81.9%	80.0%	81.0%	-0.9%
Classroom facilities	57.3%	57.5%	60.7%	3.4%
Computer facilities/labs	75.7%	76.5%	79.5%	3.8%
Library facilities and resources	81.9%	81.0%	85.2%	3.3%
Laboratory facilities and equipment	71.3%	70.3%	75.4%	4.1%
Technology resources	78.5%	77.0%	79.8%	1.3%
Academic advising	63.3%	62.3%	62.2%	-1.1%
Tutoring or other academic assistance	61.9%	62.3%	62.2%	0.3%
On-campus student housing (e.g. res. halls)	50.6%	50.3%	51.6%	1.0%
The Student Housing & Residential Life office (services, support, etc.)	49.2%	50.9%	56.5%	7.3% ↑
The Financial Aid office	65.5%	64.7%	65.4%	-0.1%
Financial aid package	67.2%	66.9%	67.9%	0.7%
Student health services	79.5%	78.8%	81.2%	1.7%
Student psychological services	66.7%	69.8%	71.5%	4.8%
Recreational facilities	84.5%	82.0%	81.8%	-2.7%
Leadership opportunities	67.3%	64.4%	65.4%	-1.9%
Opportunities for community service	64.0%	67.0%	68.1%	4.1%

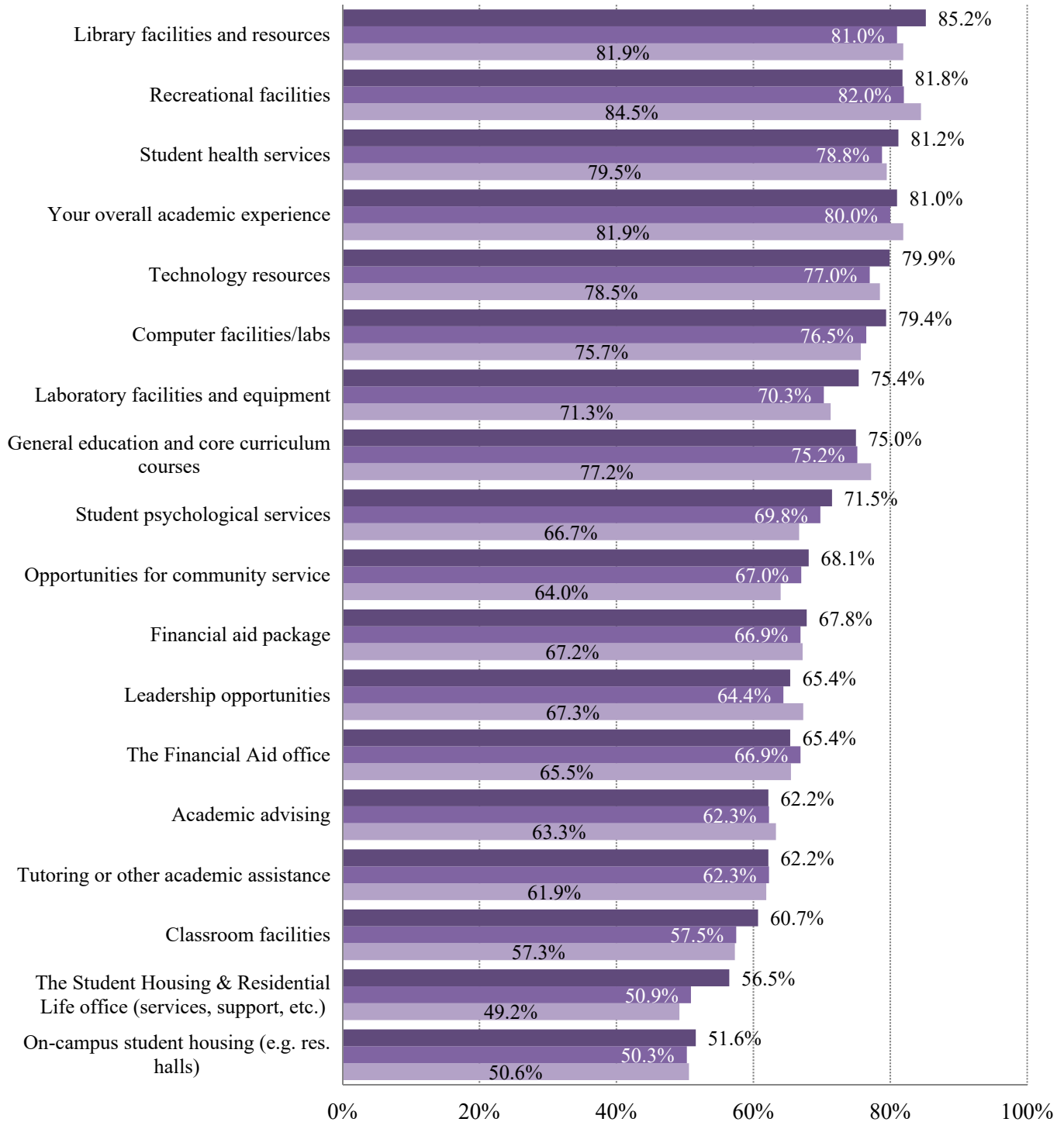
*These percentages reflect the selections from respondents who chose "Very Satisfied" or "Satisfied". Other response options were "Neutral", "Dissatisfied" and "Very Dissatisfied". Those who selected "Can't Rate/Don't Know" were excluded.

**Items highlighted in green reflect the highest category value.

***Red and green arrows reflect notable changes ($\geq \pm 5\%$) between 2016 and 2019.

Satisfaction with Campus Services and Facilities

■ 2019 ■ 2018 ■ 2016



*These percentages reflect the selections from respondents who chose "Very Satisfied" or "Satisfied". Other response options were "Neutral", "Dissatisfied" and "Very Dissatisfied". Those who selected "Can't Rate/Don't Know" were excluded.

Graduating Student Survey
Satisfaction with College Experience

2. Please rate your satisfaction with your college in each area:

	2016	2018	2019	3-Year Change
Courses in your major field	83.0%	78.0%	81.1%	-1.9%
Amount of contact with faculty	79.3%	76.3%	77.3%	-2.0%
Class size	69.4%	71.1%	74.8%	5.4% ↑
Relevance of coursework to everyday life	72.3%	69.1%	70.3%	-2.0%
Relevance of coursework to future career plans	76.0%	72.0%	72.9%	-3.1%
Overall quality of instruction	82.3%	78.6%	79.3%	-3.0%
Overall sense of community among students	67.3%	67.1%	69.4%	2.1%
Availability of campus social activities	69.1%	65.5%	69.2%	0.1%
Respect for the expression of diverse beliefs	77.8%	79.1%	81.0%	3.2%
Ability to find a faculty or staff mentor	75.1%	74.2%	76.4%	1.3%
Racial/ethnic diversity of the student body	81.4%	80.6%	82.1%	0.7%
Racial/ethnic diversity of faculty	68.0%	68.2%	68.0%	0.0%
Overall college experience	82.1%	80.0%	80.3%	-1.8%
Interaction with other students	80.4%	77.9%	76.4%	-1.5%

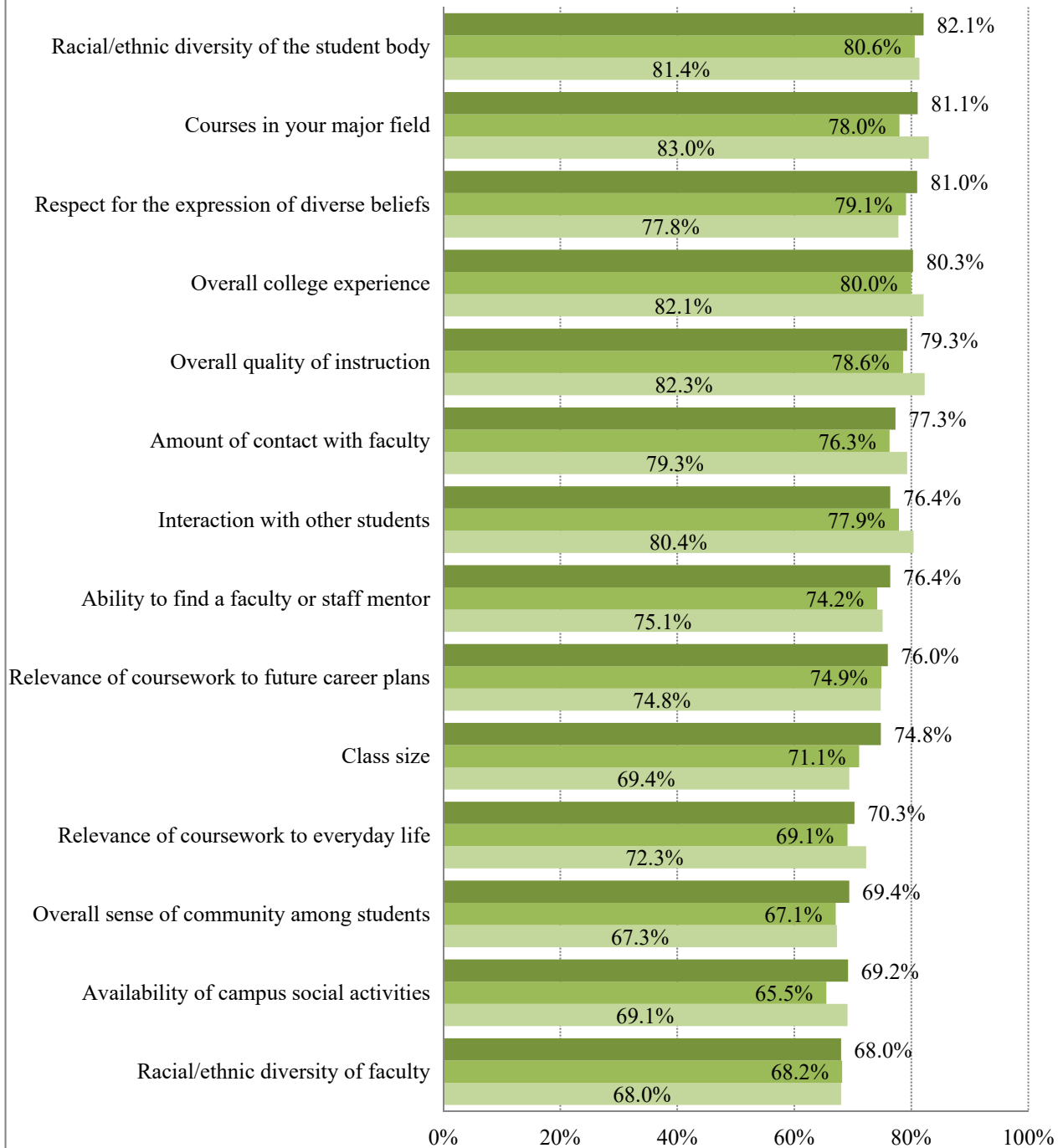
*These percentages reflect the selections from respondents who chose "Very satisfied" or "Satisfied". Other response options were "Neutral", "Dissatisfied" and "Very dissatisfied". Those who selected "Can't Rate/Don't Know" were excluded.

**Items highlighted in green reflect the highest category value.

***Red and green arrows reflect notable changes ($\geq \pm 5\%$) between 2016 and 2019.

Satisfaction with College Experience

■ 2019 ■ 2018 ■ 2016



*These percentages reflect the selections from respondents who chose "Very Satisfied" or "Satisfied". Other response options were "Neutral", "Dissatisfied" and "Very Dissatisfied". Those who selected "Can't Rate/Don't Know" were excluded.

Graduating Student Survey

Academic and Co-curricular Activities

3. Since entering college, indicate how often you:

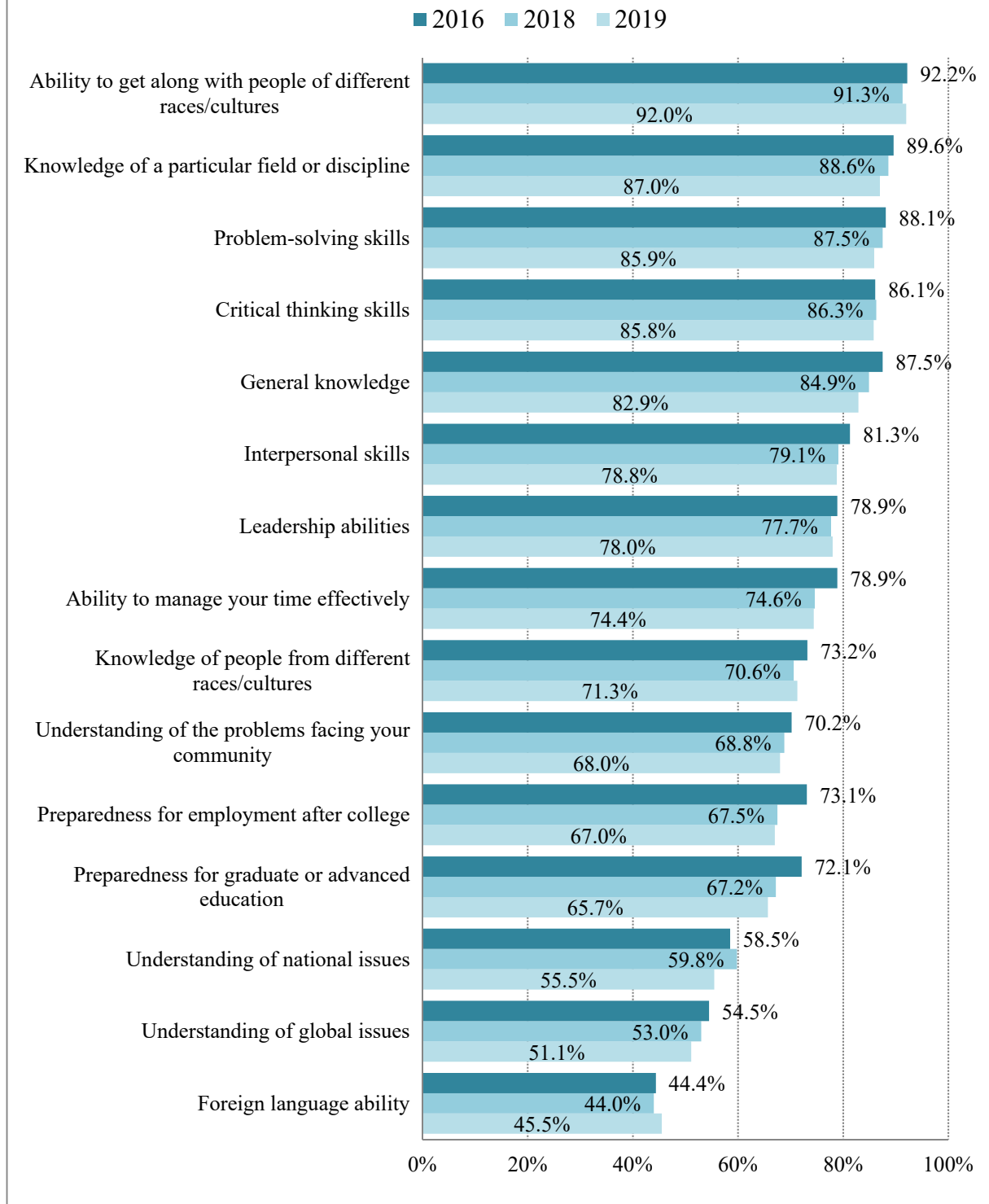
	2016	2018	2019	3-Year Change
Worked on independent study projects	43.6%	42.4%	44.8%	1.2%
Discussed course content with students outside of class	63.4%	63.4%	63.6%	0.2%
Held a full-time job (approx. 40 hours per week) while taking classes	32.6%	32.0%	34.2%	1.6%
Failed to complete homework on time	5.4%	9.3%	9.1%	3.7%
Have been bored in class	23.2%	26.8%	25.7%	2.5%
Came to class late	6.9%	9.8%	9.0%	2.1%
Studied with other students	40.4%	41.9%	40.4%	0.0%
Performed community service as part of a class	20.2%	17.7%	17.4%	-2.8%
Voted in a student election	14.0%	12.7%	12.9%	-1.1%
Posted on a course-related on-line discussion board	39.5%	41.7%	45.8%	6.3% ↑
Used the library for research or homework	55.6%	53.8%	54.8%	-0.8%
Accessed your campus' library resources electronically	65.4%	61.8%	64.7%	-0.7%
Missed class due to employment	7.2%	10.2%	9.3%	2.1%
Missed class for other reasons	8.8%	11.2%	11.1%	2.3%
Tutored another college student	14.1%	14.3%	12.3%	-1.8%
Met with an advisor/counselor about your career plans	25.7%	24.1%	25.8%	0.1%
Fell asleep in class	6.1%	9.2%	8.3%	2.2%
Had difficulty getting the courses you needed	34.7%	32.9%	30.5%	-4.2%
Asked a professor for advice after class	32.3%	31.5%	31.4%	-0.9%
Demonstrated for a cause (e.g. boycott, rally, protest)	6.2%	8.9%	7.9%	1.7%
Challenged a professor's ideas in class	7.6%	9.0%	8.4%	0.8%
Worked on a professor's research project	11.0%	10.8%	11.6%	0.6%
Communicated regularly with your professors	39.4%	36.0%	37.5%	-1.9%
Worked with classmates on group projects:				
During class	53.6%	54.6%	56.5%	2.9%
Outside of class	51.9%	52.1%	52.5%	0.6%
Took a class that required:				
One or more 10+ page papers	41.3%	39.0%	36.2%	-5.1% ↓
Multiple short papers	69.8%	69.6%	70.2%	0.4%
Made a presentation in class	67.2%	68.4%	69.7%	2.5%
Contributed to class discussions	64.1%	63.4%	64.1%	0.0%
Helped raise money for a cause or campaign	13.6%	12.5%	12.1%	-1.5%
Publicly communicated your opinion about a cause (e.g., blog, email, petition)	14.1%	16.7%	13.8%	-0.3%

*These percentages reflect the selections from respondents who chose "Frequently". Other response options were "Occasionally" or "Not at all".

**Items highlighted in green reflect the highest category value.

***Red and green arrows reflect notable changes ($\geq \pm 5\%$) between 2016 and 2019.

Self-assessment of Learning Outcomes



*These percentages reflect the selections from respondents who chose "A major strength" or "Somewhat strong". Other response options were "Average", "Somewhat weak" and "A major weakness"

Graduating Student Survey

Self-assessment of Learning Outcomes

4a. Think about your current abilities and tell us how strong you believe you are in each of the following areas:

	2016	2018	2019	3-Year Change
General knowledge	87.5%	84.9%	82.9%	-4.6%
Knowledge of a particular field or discipline	89.6%	88.6%	87.0%	-2.6%
Knowledge of people from different races/cultures	73.2%	70.6%	71.3%	-1.9%
Understanding of the problems facing your community	70.2%	68.8%	68.0%	-2.2%
Understanding of national issues	58.5%	59.8%	55.5%	-3.0%
Understanding of global issues	54.5%	53.0%	51.1%	-3.4%
Critical thinking skills	86.1%	86.3%	85.8%	-0.3%
Problem-solving skills	88.1%	87.5%	85.9%	-2.2%
Leadership abilities	78.9%	77.7%	78.0%	-0.9%
Ability to get along with people of different races/cultures	92.2%	91.3%	92.0%	-0.2%
Ability to manage your time effectively	78.9%	74.6%	74.4%	-4.5%
Foreign language ability	44.4%	44.0%	45.5%	1.1%
Interpersonal skills	81.3%	79.1%	78.8%	-2.5%
Preparedness for employment after college	73.1%	67.5%	67.0%	-6.1% ↓
Preparedness for graduate or advanced education	72.1%	67.2%	65.7%	-6.4% ↓

*These percentages reflect the selections from respondents who chose "A major strength" or "Somewhat strong". Other response options were "Average", "Somewhat weak" and "A major weakness".

4b. Think about your current abilities and tell us how weak you believe you are in each of the following areas:

	2016	2018	2019	3-Year Change
General knowledge	0.6%	0.8%	0.8%	0.2%
Knowledge of a particular field or discipline	0.7%	0.8%	1.7%	1.0%
Knowledge of people from different races/cultures	4.2%	2.9%	4.6%	0.4%
Understanding of the problems facing your community	4.4%	5.6%	6.2%	1.8%
Understanding of national issues	11.9%	9.8%	11.8%	-0.1%
Understanding of global issues	15.9%	13.1%	14.7%	-1.2%
Critical thinking skills	1.1%	1.1%	2.7%	1.6%
Problem-solving skills	0.9%	1.1%	2.1%	1.2%
Leadership abilities	4.2%	4.5%	5.9%	1.7%
Ability to get along with people of different races/cultures	0.6%	0.6%	1.2%	0.6%
Ability to manage your time effectively	4.4%	6.4%	8.1%	3.7%
Foreign language ability	33.9%	32.6%	34.5%	0.6%
Interpersonal skills	2.6%	3.3%	3.8%	1.2%
Preparedness for employment after college	8.1%	9.6%	11.1%	3.0%
Preparedness for graduate or advanced education	7.2%	9.9%	12.2%	5.0% ↑

*These percentages reflect the selections from respondents who chose "Somewhat weak" and "A major weakness". Other response options were "A major strength" or "Somewhat strong" and "Average".

**Items highlighted in green reflect the highest category value.

***Red and green arrows reflect notable changes ($> \pm 5\%$) between 2016 and 2019.

Graduating Student Survey

Campus Climate

5. Please indicate the extent to which you agree or disagree with the following statements:

	2016	2018	2019	3-Year Change
I have felt discriminated against at this institution based upon my race/ethnicity, socio-economic status, gender, religion, sexual orientation, political affiliation, or disability.	16.6%	20.0%	16.9%	0.3%
In class, I have heard faculty express stereotypes based on race/ethnicity, socio-economic status, gender, religion, sexual orientation, political affiliation, or disability.	29.7%	30.6%	25.2%	-4.5%
The admission/recruitment materials portrayed this campus accurately.		82.1%	79.5%	N/A
I see myself as part of the campus community	72.2%	73.9%	74.7%	2.5%
Faculty here are interested in students' academic problems.	82.6%	83.6%	83.5%	0.9%
Faculty here are interested in students' personal problems.	56.8%	60.3%	64.1%	7.3% ↑
Staff here are interested in students' academic problems.	76.3%	79.6%	79.6%	3.3%
Staff here are interested in students' personal problems.	51.6%	58.1%	62.9%	11.3% ↑
There is a lot of racial tension on this campus	14.0%	16.3%	16.9%	2.9%
I have been able to find a balance between academics and extracurricular activities.	72.1%	70.8%	70.1%	-2.0%
My college experiences have exposed me to diverse opinions, cultures, and values.	89.7%	90.2%	89.4%	-0.3%
If asked, I would recommend this college to others.	88.4%	87.5%	89.3%	0.9%

*These percentages reflect the selections from respondents who chose "Strongly Agree" or "Agree". Other response options were "Disagree" and "Strongly Disagree".

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Graduating Student Survey Campus Climate

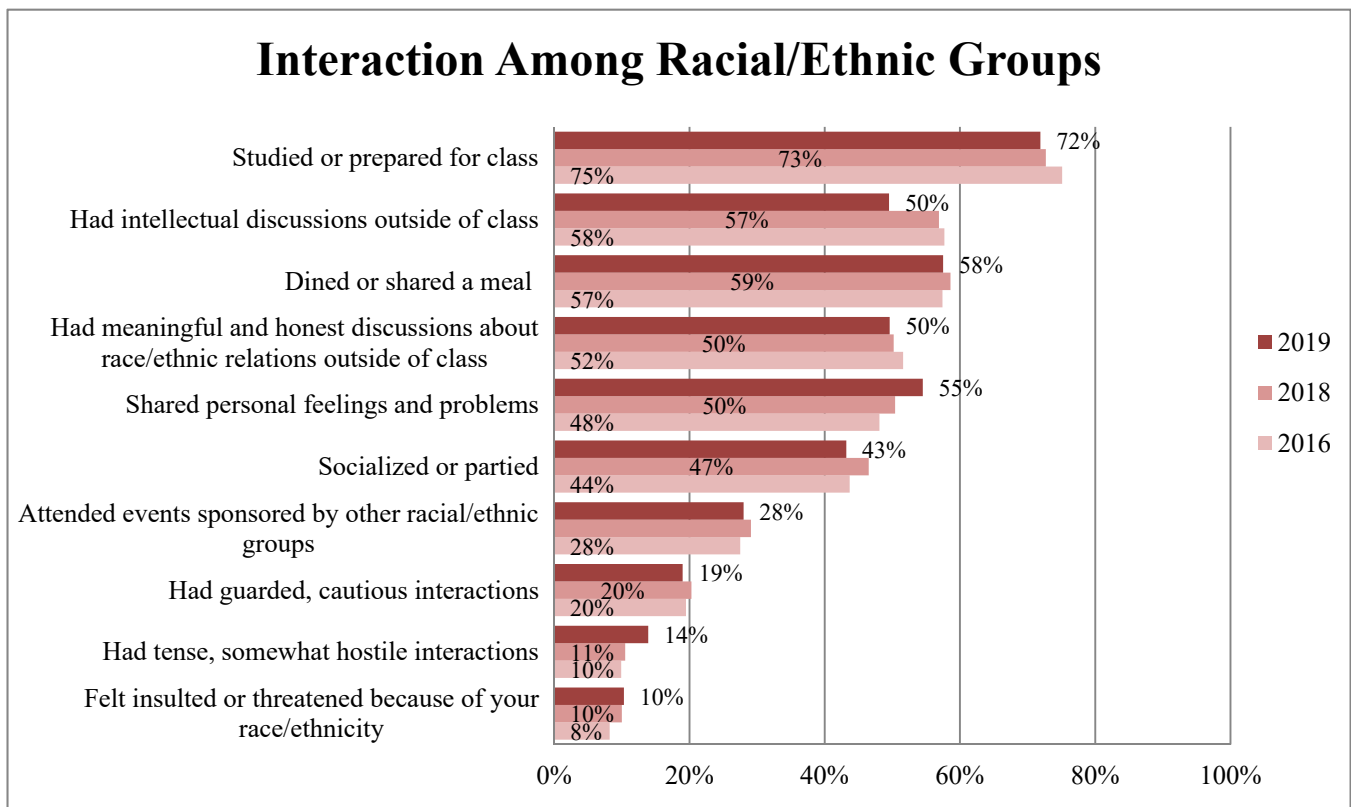
6. To what extent have you experienced the following with students from a racial/ethnic group other than your own?

	2016	2018	2019	3-Year Change
Dined or shared a meal	57.4%	58.6%	57.5%	0.1%
Had meaningful and honest discussions about race/ethnic relations outside of class	51.6%	50.2%	49.6%	-2.0%
Had guarded, cautious interactions	19.5%	20.3%	19.0%	-0.5%
Shared personal feelings and problems	48.1%	50.4%	54.5%	6.4% ↑
Had tense, somewhat hostile interactions	9.9%	10.5%	13.9%	4.0%
Had intellectual discussions outside of class	57.7%	56.9%	49.5%	-8.2% ↓
Felt insulted or threatened because of your race/ethnicity	8.2%	10.0%	10.3%	2.1%
Studied or prepared for class	75.1%	72.7%	71.9%	-3.2%
Socialized or partied	43.7%	46.5%	43.2%	-0.5%
Attended events sponsored by other racial/ethnic groups	27.5%	29.1%	28.0%	-1.1%

*These percentages reflect the selections from respondents who chose "Very Often" or "Often". Other response options were "Sometimes", "Seldom" and "Never".

**Items highlighted in green reflect the highest category value.

***Red and green arrows reflect notable changes ($\geq \pm 5\%$) between 2016 and 2019.



Graduating Student Survey

Faculty Support

7. How often have professors at your college provided you with:

	2016	2018	2019	3-Year Change
Encouragement to pursue graduate/professional study				
<i>Frequently</i>	49.8%	49.9%	49.0%	-0.8%
<i>Occasionally</i>	38.2%	38.2%	40.6%	2.4%
An opportunity to work on a research project				
<i>Frequently</i>	26.2%	25.7%	27.9%	1.7%
<i>Occasionally</i>	35.2%	37.4%	37.9%	2.7%
Advice and guidance about your educational program				
<i>Frequently</i>	42.9%	42.8%	45.1%	2.2%
<i>Occasionally</i>	46.0%	45.5%	45.0%	-1.0%
Emotional support and encouragement				
<i>Frequently</i>	33.8%	34.5%	37.9%	4.1%
<i>Occasionally</i>	44.7%	44.2%	42.3%	-2.4%
A letter of recommendation				
<i>Frequently</i>	28.9%	29.4%	27.4%	-1.5%
<i>Occasionally</i>	32.6%	34.2%	33.9%	1.3%
Honest feedback about your skills and abilities				
<i>Frequently</i>	45.0%	47.0%	48.6%	3.6%
<i>Occasionally</i>	44.1%	41.0%	39.4%	-4.7%
Help to improve your study skills				
<i>Frequently</i>	38.7%	39.4%	40.2%	1.5%
<i>Occasionally</i>	44.3%	43.7%	41.5%	-2.8%
Feedback on your academic work (outside of grades)				
<i>Frequently</i>	41.1%	42.7%	42.8%	1.7%
<i>Occasionally</i>	43.2%	40.6%	39.0%	-4.2%
Intellectual challenge and stimulation				
<i>Frequently</i>	53.6%	50.2%	52.1%	-1.5%
<i>Occasionally</i>	38.0%	42.7%	40.5%	2.5%
An opportunity to discuss coursework outside of class				
<i>Frequently</i>	52.3%	51.5%	52.1%	-0.2%
<i>Occasionally</i>	40.1%	40.9%	40.6%	0.5%
Help in achieving your professional goals				
<i>Frequently</i>	39.1%	40.7%	40.7%	1.6%
<i>Occasionally</i>	44.2%	42.7%	42.5%	-1.7%

Graduating Student Survey

Faculty Support

7. How often have professors at your college provided you with:

	2016	2018	2019	3-Year Change
An opportunity to apply classroom learning to "real-life" issues				
<i>Frequently</i>	46.6%	45.7%	47.9%	1.3%
<i>Occasionally</i>	44.4%	43.4%	41.3%	-3.1%
An opportunity to publish				
<i>Frequently</i>	13.1%	13.2%	15.1%	2.0%
<i>Occasionally</i>	20.2%	22.4%	21.7%	1.5%

*These percentages reflect the selections from respondents who chose "Frequently" or "Occasionally". The other response option was "Not at all".

**Items highlighted in green reflect the highest category value (Frequently and Occasionally combined).

***Red and green arrows reflect notable changes ($\geq \pm 5\%$) between 2016 and 2019.

Graduating Student Survey

Future Plans

	2016	2018	2019	3-Year Change
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8. What do you plan to be doing this upcoming fall?

Working full-time	72.5%	72.4%	72.8%	0.3%
Working part-time	18.3%	16.0%	15.1%	-3.2%
Attending graduate/professional school full-time	21.7%	20.9%	19.5%	-2.2%
Attending graduate/professional school part-time	5.9%	7.7%	7.4%	1.5%
Complete additional undergraduate coursework/post-baccalaureate program	11.9%	11.9%	10.9%	-1.0%
Participating in an organization like the Peace Corps, AmeriCorps, VISTA, or Teach for America	3.3%	4.2%	3.6%	0.3%
Serving in the Armed Forces	2.4%	3.2%	2.9%	0.5%
Traveling	18.2%	21.1%	20.0%	1.8%
Volunteer work	14.8%	15.4%	16.5%	1.7%
Staying at home to be with or start a family	9.9%	10.1%	9.8%	-0.1%
No current plans	5.4%	6.3%	4.5%	-0.9%

*The percentages shown reflect the selection from respondents who chose "Primary activity". The other response options were "Secondary activity" and "Will not do this".

9. If you are planning on being employed after graduation, which best describes the current state of your employment plans?

Not actively looking for a position	19.6%	19.7%	19.2%	-0.4%
Looking, but no offers yet	43.9%	47.8%	47.3%	3.4%
Received an offer for a position, but declined	1.5%	2.0%	1.3%	-0.2%
Currently considering an offer	10.7%	10.3%	10.3%	-0.4%
Accepted an offer of employment	17.9%	14.8%	16.9%	-1.0%
Not planning on employment this fall	6.4%	5.4%	5.0%	-1.4%

10. If you are planning to attend graduate or professional school, which of the following best estimates the current state of your educational plans?

Accepted and will be attending in the fall	10.2%	9.5%	7.4%	-2.8%
Accepted and deferred admission until a later date	1.3%	1.1%	0.7%	-0.6%
Placed on a waiting list, no acceptances	1.7%	1.4%	1.6%	-0.1%
Still awaiting responses, no acceptances	8.0%	8.1%	7.6%	-0.4%
Will be applying this coming fall	15.8%	14.2%	16.7%	0.9%
Not applying this fall, but might apply at a future date	44.5%	44.6%	45.2%	0.7%
No plans to apply to school now or in the future	18.5%	21.0%	20.8%	2.3%

**Red and green arrows reflect notable changes ($\geq \pm 5\%$) between 2016 and 2019.

**Items highlighted in green reflect the highest category value.

Graduating Student Survey: College Comparison - Highlights

For the purpose of college comparison all survey respondents have been grouped by the college of their self-reported degree program. Considering the variation in relation to the sample sizes and response rates among the colleges, it is important to take the Margin of Error into consideration when drawing conclusions based upon survey results.

When reviewing the backgrounds of the respondents, the College of **Education** had the highest proportion of female students (**94%**), while the College of **Engineering and Computer Science** had the highest proportion of male students (**80%**). The College of **Social Sciences and Interdisciplinary Studies** also had the highest percentage of underrepresented minority students (**43%**).

When asked “*If you could make your college choice over, would you still choose to enroll at Sacramento State*”, **94%** of the respondents from the College of **Education** stated “Definitely yes” or “Probably yes”, while **91%** of the respondents from the College of **Health and Human Services** responded in the same manner.

In relation to **Academic and Co-curricular Activities**, the frequency of reported engagement in the following activities was notable when comparing results from the seven colleges (though these activities may or may not necessarily have the highest levels of student participation):

- **83%** of the respondents from the College of **Education** reported that they had frequently “*Made a presentation in class.*” (at least **6%** higher than the results of other colleges)
- **77%** of the respondents from the College of **Business** reported that they had frequently “*Worked with classmates on group projects outside of class*” (at least **13%** higher than the results of other colleges)
- **74%** of the respondents from the College of **Education** reported that they had frequently “*Posted on a course-related online discussion board.*” (at least **24%** higher than the results of other colleges)
- **64%** of the respondents from College of **Education** reported that they had frequently “*Used the library for research or homework*” (at least **11%** higher than the results of other colleges)
- **79%** of the respondents from the College of **Engineering and Computer Science** reported that they had frequently “*Discussed course content with students outside of class*” (at least **11%** higher than the results of other colleges)

In relation to **Self-assessment of Learning Outcomes**, respondents from the College of **Health & Human Services** indicated the highest level of progress (median of 15 questions = **80%**); while respondents from the College of **Natural Sciences & Mathematics** indicated the lowest level of progress (median of 15 questions = **70%**).

With regard to **Self-assessment of Learning Outcomes**, the skill level in relation to the following attributes was notable when comparing results from the seven colleges (though these activities may or may not necessarily have the highest levels of student ratings):

The areas of *greatest* perceived **Strength** differences:

- **58%** of the respondents from the College of **Social Sciences and Interdisciplinary Studies** reported that their “*Understanding of global issues*” was an area of strength (at least **6%** higher than the ratings of other colleges)
- **66%** of the respondents from the College of **Social Sciences and Interdisciplinary Studies** reported that their “*Understanding of national issues*” was an area of strength (at least **11%** higher than the ratings of other colleges)

The areas of *greatest* perceived **Weakness**:

- **12%** of the respondents from College of **Engineering & Computer Science** reported that their “*Knowledge of people from different races/cultures*” was an area of weakness (at least **7%** higher than the ratings of other colleges)

When discussing their personal experiences concerning **Campus Climate**, some responses from the College of **Education** were higher among the seven colleges: **75%** and **73%** of the respondents “Strongly Agree” or “Agree” that “*faculty here are interested in students' academic problems*” and “*faculty here are interested in students' personal problems*”, respectively. Each rating was at least **1%** and **3%** higher than the results of other colleges, respectively. In addition, **66%** of the respondents also “Strongly Agree” or “Agree” that “*staff here are interested in students' personal problems*”, which was at least **3%** higher than the results of other colleges.

When asked about their experiences regarding interactions with “*students from a racial/ethnic group other than their own*”, there were few notable differences among the colleges with respect to student responses. However, the respondents from College of **Social Sciences & Interdisciplinary Studies** reported the highest interactions in following areas:

- Studied or prepared for class (**75%**)
- Had meaningful and honest discussions about race/ethnic relations outside of class (**54%**)
- Attended events sponsored by other racial/ethnic groups (**34%**)

The respondents from College of **Natural Sciences & Mathematics** reported the highest interactions with “*students from a racial/ethnic group other than their own*” in some different areas:

- Had intellectual discussions outside of class (**76%**)
- Shared personal feelings and problems (**59%**)

With regard to the **Frequency of Faculty Support**, respondents from the College of **Health & Human Services** gave the highest ratings to varying aspects of support frequently provided by faculty (median of 13 questions = **53%**); while respondents from the College of **Engineering & Computer Science** gave the lowest ratings (median of 13 questions = **22%**). When combining the ratings of all aspects regarding the support provided by faculty (both frequently and occasionally), College of **Education** got the highest rating among seven colleges (Median of 13 questions = **88%**).

When asked about their **Future Plans** and what they planned *to be doing in this upcoming fall*, students from the College of **Engineering &**

Computer Science had the highest percentage of respondents who planned to be “*working full-time*” (**93%**), followed by the respondents from College of **Business** and College of **Social Sciences & Interdisciplinary Studies** (**83%** and **73%**, respectively).

When discussing the **current state of their employment plans** in relation to job offerings received, students from the College of **Engineering & Computer Science** reported the most job offers (**54%**) among the seven colleges based on active job seekers (excluding those who reported "Not actively looking" or "Not planning on employment this fall"). The percentage was at least **8%** higher than the results of other colleges.

When asked about the **current state of their educational plans** concerning attending a graduate or professional school, respondents from the College of **Business** reported the highest percentage of applicants who have been accepted to a graduate school or professional school (**91%**) among the seven colleges (excluding those who reported "Will be applying this coming fall", "Not applying this fall, but might apply at a future date", or “No plans to apply to school now or in the future”), reflecting at least **25%** higher than the results of other colleges.

Graduating Student Survey
Response Rates, Background Information and College Choice

	Arts & Letters	Business	Education	Engineering & Computer Science	Health & Human Services	Natural Sciences & Mathematics	Social Sciences & Interdisciplinary Studies
<i>Sample Size</i>	166	109	99	75	288	79	269
Gender							
Male	35%	35%	6%	80%	20%	39%	23%
Female	62%	66%	94%	20%	79%	60%	76%
Genderqueer/Gender Non-Conforming	2%	0%	0%	0%	1%	1%	2%
Ethnicity/race							
Black or African American	4%	2%	3%	0%	6%	3%	8%
American Indian or Alaska Native	1%	2%	0%	0%	1%	1%	1%
Asian	16%	20%	12%	29%	22%	22%	12%
Hispanic/Latino	20%	25%	26%	16%	26%	24%	32%
Native Hawaiian or Other Pacific Islander	2%	1%	5%	3%	2%	0%	2%
<i>Underrepresented Minority</i>	27%	29%	34%	18%	34%	28%	43%
<i>All Minority</i>	42%	49%	46%	47%	56%	49%	55%
White/Caucasian	43%	42%	40%	34%	32%	38%	32%
Foreign	1%	3%	0%	1%	1%	1%	1%
Two or More Races	11%	5%	10%	12%	8%	4%	11%
Not reported	4%	2%	3%	5%	4%	9%	2%

11. If you could make your college choice over, would you still choose to enroll at Sacramento State?

Definitely yes	45.1%	39.4%	53.5%	30.7%	53.8%	45.6%	48.0%
Probably yes	36.6%	44.0%	40.4%	44.0%	36.8%	43.0%	42.0%
Probably no	14.0%	9.2%	6.1%	20.0%	6.6%	8.9%	9.3%
Definitely no	4.3%	7.3%	0.0%	5.3%	2.8%	2.5%	0.7%

*28 survey respondents did not provide their college information and an additional 6 were in special programs or CCE. Although these students were included in the university reporting they have been excluded from the reporting by college. Gender and Ethnicity figures were based on self reporting that was measured in the survey and may not reflect the campus population.

** Items highlighted in green reflect the highest category value.

Graduating Student Survey

Satisfaction with Campus Services and Facilities

1. Please rate your satisfaction with your college in each area:

	Arts & Letters	Business	Education	Engineering & Computer Science	Health & Human Services	Natural Sciences & Mathematics	Social Sciences & Interdisciplinary Studies
General education or core curriculum	78.1%	74.5%	76.8%	66.2%	74.0%	77.6%	80.9%
Your overall academic experience	81.3%	74.1%	86.7%	65.8%	82.5%	83.5%	87.0%
Classroom facilities	57.0%	61.5%	54.5%	59.2%	67.0%	69.6%	62.7%
Computer facilities/labs	71.5%	86.8%	71.3%	68.4%	81.0%	80.5%	84.2%
Library facilities and resources	81.1%	79.4%	86.5%	81.1%	86.4%	80.8%	91.9%
Laboratory facilities and equipment	72.1%	73.5%	83.5%	66.2%	79.5%	71.8%	79.7%
Technology resources	78.6%	85.8%	78.0%	66.2%	82.8%	76.7%	83.0%
Academic advising	60.1%	64.0%	62.2%	46.6%	68.0%	66.7%	65.0%
Tutoring or other academic assistance	66.7%	54.1%	60.7%	65.0%	63.7%	71.2%	66.1%
On-campus student housing (e.g. res. halls)	51.4%	43.8%	63.2%	45.5%	59.0%	57.1%	47.9%
The student Housing & Residential Life office (services, support, etc.)	60.8%	45.7%	62.9%	46.7%	64.8%	61.9%	49.5%
The Financial Aid office	61.8%	65.1%	62.8%	68.9%	70.4%	58.8%	69.4%
Financial aid package	64.9%	70.7%	66.3%	66.7%	69.8%	69.7%	68.9%
Student health services	76.2%	72.7%	84.2%	79.2%	84.7%	84.5%	80.8%
Student psychological services	70.8%	60.4%	73.1%	69.7%	80.3%	66.7%	71.5%
Recreational facilities	84.5%	77.6%	84.4%	77.3%	83.0%	86.2%	81.9%
Leadership opportunities	67.6%	58.2%	66.0%	63.0%	72.9%	72.2%	61.2%
Opportunities for community services	67.0%	62.8%	64.1%	68.1%	75.7%	73.1%	66.8%
Median	69.2%	67.9%	68.8%	66.2%	74.9%	72.0%	70.5%

*These percentages reflect the selections from respondents who chose "Very satisfied" or "Satisfied". Other response options were "Neutral", "Dissatisfied" and "Very Dissatisfied". Those who selected "Can't Rate/Don't Know" were excluded.

**Items highlighted in green reflect the highest category value.

Graduating Student Survey
Satisfaction with College Experience

2. Please rate your satisfaction with your college in each area:

	Arts & Letters	Business	Education	Engineering & Computer Science	Health & Human Services	Natural Sciences & Mathematics	Social Sciences & Interdisciplinary Studies
Courses in your major field	79.4%	72.9%	87.9%	61.8%	87.2%	89.9%	87.0%
Amount of contact with faculty	78.3%	68.8%	77.8%	65.8%	78.4%	84.6%	81.6%
Class size	72.7%	75.9%	71.7%	73.3%	78.7%	83.5%	72.8%
Relevance of coursework to everyday life	66.3%	57.9%	76.5%	48.7%	80.8%	70.9%	72.7%
Relevance of coursework to future career plans	68.9%	61.1%	79.6%	55.3%	82.3%	77.2%	74.7%
Overall quality of instruction	79.3%	65.1%	85.7%	60.5%	82.6%	88.6%	84.8%
Overall sense of community among students	70.2%	64.8%	65.6%	64.9%	72.2%	76.9%	70.7%
Availability of campus social activities	70.7%	75.5%	74.1%	60.3%	73.2%	72.1%	66.9%
Respect for the expression of diverse beliefs	77.4%	78.5%	81.3%	76.2%	83.1%	82.9%	84.6%
Ability to find a faculty or staff mentor	71.3%	71.1%	83.0%	73.5%	77.7%	83.8%	78.2%
Racial/ethnic diversity of the student body	76.1%	84.3%	88.7%	83.3%	83.0%	85.7%	82.1%
Racial/ethnic diversity of faculty	65.6%	73.3%	70.4%	70.8%	73.0%	66.2%	64.8%
Overall college experience	76.8%	75.2%	85.9%	67.1%	84.7%	86.1%	83.9%
Interaction with other students	72.0%	75.0%	76.5%	84.9%	79.4%	79.5%	76.1%
Median	72.4%	73.1%	78.7%	66.5%	80.1%	83.2%	77.2%

*These percentages reflect the selections from respondents who chose "Very Satisfied" or "Satisfied". Other response options were "Neutral", "Dissatisfied" and "Very Dissatisfied". Those who selected "Can't Rate/Don't Know" were excluded.

**Items highlighted in green reflect the highest category value.

Graduating Student Survey
Academic and Co-curricular Activities

3. Since entering college, indicate how often you:

	Arts & Letters	Business	Education	Engineering & Computer Science	Health & Human Services	Natural Sciences & Mathematics	Social Sciences & Interdisciplinary Studies
Worked on independent study projects	42.8%	57.4%	51.5%	44.7%	45.1%	43.6%	40.9%
Discussed course content with students outside of class	60.0%	66.4%	58.6%	78.9%	67.6%	69.9%	60.8%
Held a full-time job (approx. 40 hours while taking classes)	39.2%	33.0%	36.7%	32.9%	30.1%	38.0%	32.5%
Failed to complete homework on time	13.9%	7.4%	8.1%	7.9%	5.2%	13.9%	11.2%
Have been bored in class	30.7%	34.3%	23.5%	38.2%	18.1%	24.1%	23.8%
Came to class late	10.3%	8.3%	8.1%	9.2%	8.4%	10.1%	9.7%
Studied with other students	34.5%	47.2%	36.4%	51.3%	43.6%	50.6%	36.3%
Performed community service as part of a class	12.0%	9.3%	29.3%	6.6%	27.9%	11.4%	17.2%
Voted in a student election	16.6%	12.3%	10.1%	5.3%	12.0%	16.7%	15.9%
Posted on a course-related on-line discussion board	42.7%	38.0%	73.5%	18.4%	50.0%	35.9%	48.1%
Used the library for research or homework	51.2%	49.1%	64.3%	38.2%	53.5%	58.2%	63.5%
Accessed your campus' library resources electronically	72.0%	48.1%	78.8%	26.3%	64.5%	65.4%	76.0%
Missed class due to employment	11.6%	11.1%	10.2%	7.9%	7.7%	3.8%	11.2%
Missed class for other reasons	14.6%	8.4%	8.2%	5.3%	9.1%	7.8%	16.0%
Tutored another college student	9.8%	15.7%	5.1%	27.6%	12.0%	22.8%	9.4%
Met with an advisor/counselor about your career plans	26.8%	16.8%	25.3%	20.0%	29.3%	32.9%	24.4%
Fell asleep in class	8.6%	7.4%	10.2%	10.5%	9.5%	13.9%	5.3%
Had difficulty getting the courses you needed	35.4%	31.5%	40.4%	36.0%	26.0%	30.4%	28.2%
Asked a professor for advice after class	40.0%	28.7%	28.3%	30.3%	30.3%	40.5%	32.2%

Graduating Student Survey
Academic and Co-curricular Activities

3. Since entering college, indicate how often you:

	Arts & Letters	Business	Education	Engineering & Computer Science	Health & Human Services	Natural Sciences & Mathematics	Social Sciences & Interdisciplinary Studies
Demonstrated for a cause (e.g. boycott, rally, protest)	9.2%	5.5%	6.1%	5.3%	7.3%	15.4%	10.9%
Challenged a professor's ideas in class	14.7%	6.5%	7.1%	7.9%	9.8%	9.0%	7.2%
Worked on a professor's research project	12.8%	10.1%	14.3%	4.0%	13.3%	29.5%	9.1%
Communicated regularly with your professors	45.7%	33.6%	40.2%	32.0%	40.4%	47.4%	36.3%
Worked with classmates on group projects:							
During class	48.8%	65.1%	65.3%	51.3%	64.5%	55.1%	50.0%
Outside of class	43.9%	77.1%	56.1%	64.5%	54.7%	49.4%	44.0%
Took a class that required:							
One or more 10+ page papers	37.4%	46.8%	42.3%	25.0%	37.9%	36.7%	33.0%
Multiple short papers	79.1%	63.0%	79.8%	40.8%	68.3%	65.4%	75.7%
Made a presentation in class	70.9%	77.1%	82.8%	60.5%	76.9%	64.6%	60.9%
Contributed to class discussions	70.7%	59.4%	75.5%	50.0%	67.3%	55.7%	62.4%
Helped raise money for a cause or campaign	12.1%	9.5%	11.1%	15.8%	15.4%	13.9%	8.7%
Publicly communicated your opinion about a cause	16.3%	11.2%	13.1%	9.2%	15.8%	8.9%	16.9%

*These percentages reflect the selections from respondents who chose "Frequently". Other response options were "Occasionally" or "Not at all".

**Items highlighted in green reflect the highest category value.

Graduating Student Survey
Self-assessment of Learning Outcomes

4a. Think about your current abilities and tell us how strong you believe you are in each of the following areas:

	Arts & Letters	Business	Education	Engineering & Computer Science	Health & Human Services	Natural Sciences & Mathematics	Social Sciences & Interdisciplinary Studies
General knowledge	80.5%	77.6%	82.8%	76.0%	85.8%	87.0%	84.7%
Knowledge of a particular field or discipline	90.2%	81.3%	84.8%	87.8%	86.7%	89.6%	88.6%
Knowledge of people from different races/cultures	70.4%	61.5%	76.8%	56.0%	78.0%	53.2%	77.2%
Understanding of the problems facing your community	59.6%	58.1%	69.4%	53.3%	78.0%	57.1%	73.7%
Understanding of national issues	52.8%	51.5%	52.5%	52.0%	54.9%	46.8%	65.5%
Understanding of global issues	49.7%	46.7%	42.3%	50.7%	51.9%	46.8%	58.3%
Critical thinking skills	84.7%	80.2%	82.7%	90.7%	86.4%	92.2%	86.8%
Problem-solving skills	85.2%	85.7%	84.7%	94.7%	86.0%	89.6%	83.7%
Leadership abilities	75.3%	79.2%	74.7%	78.7%	80.1%	78.9%	79.4%
Ability to get along with people of different races/cultures	92.0%	87.7%	91.8%	88.0%	93.0%	96.1%	93.2%
Ability to manage your time effectively	69.9%	78.3%	68.7%	70.7%	81.8%	69.7%	73.0%
Foreign language ability	46.3%	49.5%	46.5%	42.7%	50.0%	40.8%	41.9%
Interpersonal skills	81.4%	80.2%	80.0%	74.7%	82.9%	68.4%	77.4%
Preparedness for employment after college	66.3%	67.3%	66.0%	62.7%	69.4%	70.1%	67.8%
Preparedness for graduate or advanced education	66.3%	63.8%	68.4%	60.0%	68.7%	74.0%	37.1%
Median	70.4%	77.6%	74.7%	70.7%	80.1%	70.1%	77.2%

*These percentages reflect the selections from respondents who chose "A major strength" or "Somewhat strong". Other response options were "Average", "Somewhat weak" and "A major weakness".

Graduating Student Survey
Self-assessment of Learning Outcomes

4b. Think about your current abilities and tell us how weak you believe you are in each of the following areas:

	Arts & Letters	Business	Education	Engineering & Computer Science	Health & Human Services	Natural Sciences & Mathematics	Social Sciences & Interdisciplinary Studies
General knowledge	0.0%	1.4%	1.0%	0.0%	1.2%	0.0%	0.3%
Knowledge of a particular field or discipline	0.0%	1.4%	1.0%	0.0%	0.8%	1.8%	0.7%
Knowledge of people from different races/cultures	3.6%	4.9%	1.9%	11.9%	2.8%	3.6%	4.7%
Understanding of the problems facing your community	7.2%	5.6%	2.9%	10.2%	2.8%	5.3%	3.4%
Understanding of national issues	13.8%	8.4%	16.3%	13.6%	11.2%	10.6%	11.4%
Understanding of global issues	16.2%	9.1%	22.3%	17.0%	18.3%	16.0%	14.9%
Critical thinking skills	0.0%	1.4%	1.0%	1.7%	2.4%	1.8%	0.3%
Problem-solving skills	0.0%	2.1%	1.0%	3.4%	1.2%	0.0%	0.3%
Leadership abilities	5.4%	2.8%	2.9%	6.8%	2.4%	7.1%	5.0%
Ability to get along with people of different races/cultures	1.2%	0.0%	1.9%	1.7%	0.4%	0.0%	0.3%
Ability to manage your time effectively	6.0%	3.5%	3.8%	8.5%	3.2%	5.3%	4.4%
Foreign language ability	36.6%	39.2%	28.9%	37.2%	33.8%	36.8%	31.3%
Interpersonal skills	1.8%	4.2%	1.9%	3.4%	2.8%	3.6%	2.0%
Preparedness for employment after college	9.0%	4.9%	8.8%	11.9%	5.2%	10.5%	9.4%
Preparedness for graduate or advanced education	7.2%	8.4%	2.9%	10.2%	5.5%	12.3%	7.7%
Median	5.4%	4.2%	2.9%	8.5%	2.8%	5.3%	4.4%

*These percentages reflect the selections from respondents who chose "Somewhat weak" and "A major weakness". Other response options were "A major strength", "Somewhat strong" or "Average".

**Items highlighted in green reflect the highest category value.

Graduating Student Survey

Campus Climate

	Arts & Letters	Business	Education	Engineering & Computer Science	Health & Human Services	Natural Sciences & Mathematics	Social Sciences & Interdisciplinary Studies
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5. Please indicate the extent to which you agree or disagree with the following statements:

I have felt discriminated against at this institution based upon my race/ethnicity, socio-economic status, gender, religion, sexual orientation, political affiliation or disability	14.9%	15.0%	15.3%	13.5%	14.6%	15.6%	13.6%
In class, I have heard faculty express stereotypes based on race/ethnicity, socio-economic status, gender, religion, sexual orientation, political affiliation or disability	21.1%	13.2%	28.6%	21.9%	19.9%	19.7%	25.7%
I see myself as part of the campus community.	71.2%	69.5%	69.4%	66.7%	72.6%	73.3%	69.1%
Faculty here are interested in students' academic problems.	60.4%	73.6%	74.7%	62.7%	67.8%	65.3%	73.1%
Faculty here are interested in students' personal problems.	57.1%	49.5%	72.7%	36.0%	61.3%	70.1%	60.9%
Staff here are interested in students' academic problems.	74.8%	68.2%	77.6%	64.0%	75.2%	79.2%	72.2%
Staff here are interested in students' personal problems.	53.1%	52.0%	66.3%	38.7%	57.2%	63.2%	55.1%
There is a lot of racial tension on this campus.	21.0%	10.5%	17.2%	12.0%	15.1%	6.6%	15.0%
I have been able to find a balance between academics and extracurricular activities.	69.3%	56.6%	64.6%	73.0%	65.4%	63.2%	61.0%
My college experiences have exposed me to diverse opinions, cultures, and values.	86.4%	81.3%	90.9%	65.8%	86.7%	90.8%	90.2%
If asked, I would recommend this college to others.	82.1%	81.3%	91.8%	77.3%	87.1%	89.6%	88.3%

*These percentages reflect the selections from respondents who chose "Strongly Agree" or "Agree". Other response options were "Disagree" and "Strongly Disagree".

Graduating Student Survey

Campus Climate

	Arts & Letters	Business	Education	Engineering & Computer Science	Health & Human Services	Natural Sciences & Mathematics	Social Sciences & Interdisciplinary Studies
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6. To what extent have you experienced the following with students from a racial/ethnic group other than your own?

Dined or shared a meal	63.4%	51.4%	47.5%	63.5%	56.3%	63.2%	58.1%
Had meaningful and honest discussions about race/ethnic relations outside of class	48.4%	40.9%	50.0%	41.9%	52.5%	53.9%	54.2%
Had guarded, cautious interactions	20.5%	17.0%	14.1%	9.7%	22.9%	24.0%	19.0%
Shared personal feelings and problems	44.1%	35.2%	51.5%	47.9%	50.0%	58.7%	51.7%
Had tense, somewhat hostile interactions	12.4%	10.4%	6.1%	9.5%	11.3%	10.5%	8.8%
Had intellectual discussions outside of class	51.9%	44.9%	48.5%	63.5%	51.8%	76.3%	57.4%
Felt insulted or threatened because of your race/ethnicity	15.4%	7.5%	9.1%	9.5%	10.9%	9.2%	9.1%
Studied or prepared for class	71.0%	64.8%	71.1%	70.3%	74.1%	71.1%	74.7%
Socialized or partied	47.5%	31.1%	39.8%	52.7%	43.7%	50.7%	41.6%
Attended events sponsored by other racial/ethnic groups	23.8%	16.8%	26.5%	28.8%	29.6%	31.6%	33.6%

*These percentages reflect the selections from respondents who chose "Very Often" or "Often". Other response options were "Sometimes", "Seldom" and "Never".

**Items highlighted in green reflect the highest category value.

Graduating Student Survey

Faculty Support

7. How often have professors at your college provided you with:

	Arts & Letters	Business	Education	Engineering & Computer Science	Health & Human Services	Natural Sciences & Mathematics	Social Sciences & Interdisciplinary Studies
Encouragement to pursue graduate/professional study							
<i>Frequently</i>	49.4%	28.2%	51.5%	20.3%	62.3%	62.3%	48.5%
<i>Occasionally</i>	37.0%	63.1%	41.2%	51.4%	31.3%	31.2%	43.6%
An opportunity to work on a research project							
<i>Frequently</i>	26.5%	22.6%	28.3%	18.9%	35.1%	35.1%	24.2%
<i>Occasionally</i>	27.8%	41.5%	45.5%	39.2%	34.3%	40.3%	43.4%
Advice and guidance about your educational program							
<i>Frequently</i>	45.9%	29.9%	45.5%	60.8%	56.3%	54.5%	44.5%
<i>Occasionally</i>	41.5%	57.0%	46.5%	23.0%	35.2%	41.6%	46.4%
Emotional support and encouragement							
<i>Frequently</i>	41.6%	19.2%	45.5%	4.1%	51.2%	42.1%	36.6%
<i>Occasionally</i>	38.5%	47.1%	42.4%	48.6%	36.1%	40.8%	44.5%
A letter of recommendation							
<i>Frequently</i>	28.6%	8.6%	25.5%	13.5%	38.9%	34.2%	25.4%
<i>Occasionally</i>	28.0%	33.3%	43.9%	45.9%	29.0%	38.2%	34.8%
Honest feedback about your skills and abilities							
<i>Frequently</i>	64.0%	28.3%	49.0%	20.3%	52.8%	50.0%	50.6%
<i>Occasionally</i>	32.9%	51.9%	41.8%	54.1%	34.5%	40.5%	37.5%
Help to improve your study skills							
<i>Frequently</i>	45.3%	23.8%	44.3%	25.7%	43.5%	50.0%	41.9%
<i>Occasionally</i>	35.2%	49.5%	42.3%	48.6%	39.3%	30.3%	44.2%
Feedback on your academic work (outside of grades)							
<i>Frequently</i>	54.3%	47.2%	46.4%	21.6%	46.3%	48.0%	45.5%
<i>Occasionally</i>	31.5%	23.6%	37.1%	44.6%	38.5%	36.0%	40.9%

Graduating Student Survey

Faculty Support

7. How often have professors at your college provided you with:

	Arts & Letters	Business	Education	Engineering & Computer Science	Health & Human Services	Natural Sciences & Mathematics	Social Sciences & Interdisciplinary Studies
Intellectual challenge and stimulation							
<i>Frequently</i>	58.4%	29.8%	51.5%	34.2%	59.3%	59.2%	55.1%
<i>Occasionally</i>	35.4%	63.5%	44.3%	52.1%	31.9%	36.8%	37.7%
An opportunity to discuss coursework outside of class							
<i>Frequently</i>	57.2%	36.5%	53.1%	36.5%	54.7%	61.8%	54.5%
<i>Occasionally</i>	35.8%	53.8%	42.9%	51.4%	37.9%	34.2%	38.6%
Help in achieving your professional goals							
<i>Frequently</i>	40.0%	22.1%	41.4%	23.0%	52.5%	48.7%	39.9%
<i>Occasionally</i>	39.4%	60.6%	46.5%	45.9%	38.0%	36.8%	41.1%
An opportunity to apply classroom learning to "real-life" issues							
<i>Frequently</i>	47.2%	30.2%	48.5%	28.8%	60.7%	43.4%	50.0%
<i>Occasionally</i>	37.3%	54.7%	45.5%	50.7%	31.9%	42.1%	43.2%
An opportunity to publish							
<i>Frequently</i>	16.0%	7.5%	13.1%	6.8%	21.6%	20.0%	12.8%
<i>Occasionally</i>	22.2%	22.6%	21.2%	26.0%	18.8%	25.3%	22.3%
Median (Frequently)	45.9%	28.2%	45.5%	21.6%	52.5%	48.7%	44.5%
Median (Occasionally)	35.4%	51.9%	42.9%	48.6%	34.5%	36.8%	41.1%

*These percentages reflect the selections from respondents who chose "Frequently" or "Occasionally". The other response option was "Not at all".

**Items highlighted in green reflect the highest category value.

Graduating Student Survey

Future Plans

	Arts & Letters	Business	Education	Engineering & Computer Science	Health & Human Services	Natural Sciences & Mathematics	Social Sciences & Interdisciplinary Studies
8. What do you plan to be doing in this upcoming fall?							
Working full-time	69.3%	83.3%	66.7%	93.3%	68.2%	69.9%	73.1%
Working part-time	16.9%	8.7%	18.9%	7.5%	16.0%	15.7%	15.3%
Attending graduate/professional school full-time	20.5%	9.9%	23.7%	6.9%	23.2%	29.2%	18.2%
Attending graduate/professional school part-time	8.2%	8.8%	9.6%	6.9%	8.0%	4.3%	5.5%
Complete additional undergraduate coursework/Post-baccalaureate program	10.6%	7.0%	12.9%	5.6%	14.2%	12.7%	9.5%
Participating in an organization like the Peace Corps, AmeriCorps/VISTA, or Teach for America	1.9%	2.9%	3.1%	4.2%	5.5%	2.8%	3.1%
Serving in the Armed Forces	3.1%	3.0%	2.1%	4.2%	2.9%	1.4%	3.1%
Traveling	25.0%	16.2%	22.9%	14.3%	21.2%	14.1%	18.9%
Volunteer work	13.8%	8.7%	21.1%	4.3%	22.4%	9.7%	18.2%
Staying at home to be with or start a family	9.2%	6.9%	14.4%	4.2%	12.0%	9.9%	9.1%
No current plans	12.7%	4.9%	5.6%	1.4%	5.3%	2.9%	3.6%

*The percentages shown reflect the selection from respondents who chose "Primary activity". The other response options were "Secondary activity" and "Will not do this".

Graduating Student Survey

Future Plans

	Arts & Letters	Business	Education	Engineering & Computer Science	Health & Human Services	Natural Sciences & Mathematics	Social Sciences & Interdisciplinary Studies
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9. If you are planning on being employed after graduation, which best describes the current state of your employment plans?

Not actively looking for a position	24.1%	10.0%	26.3%	4.1%	19.6%	20.5%	50.2%
Looking, but no offers yet	42.6%	46.4%	39.4%	44.6%	51.4%	42.3%	51.1%
Received an offer for a position, but declined	1.9%	0.9%	1.0%	0.0%	0.7%	2.6%	1.5%
Currently considering an offer	6.8%	11.8%	9.1%	14.9%	13.3%	7.7%	9.0%
Accepted an offer of employment	18.5%	25.5%	17.2%	36.5%	9.1%	16.7%	15.3%
Not planning on employment this fall	6.2%	5.5%	7.1%	0.0%	5.9%	10.3%	2.6%

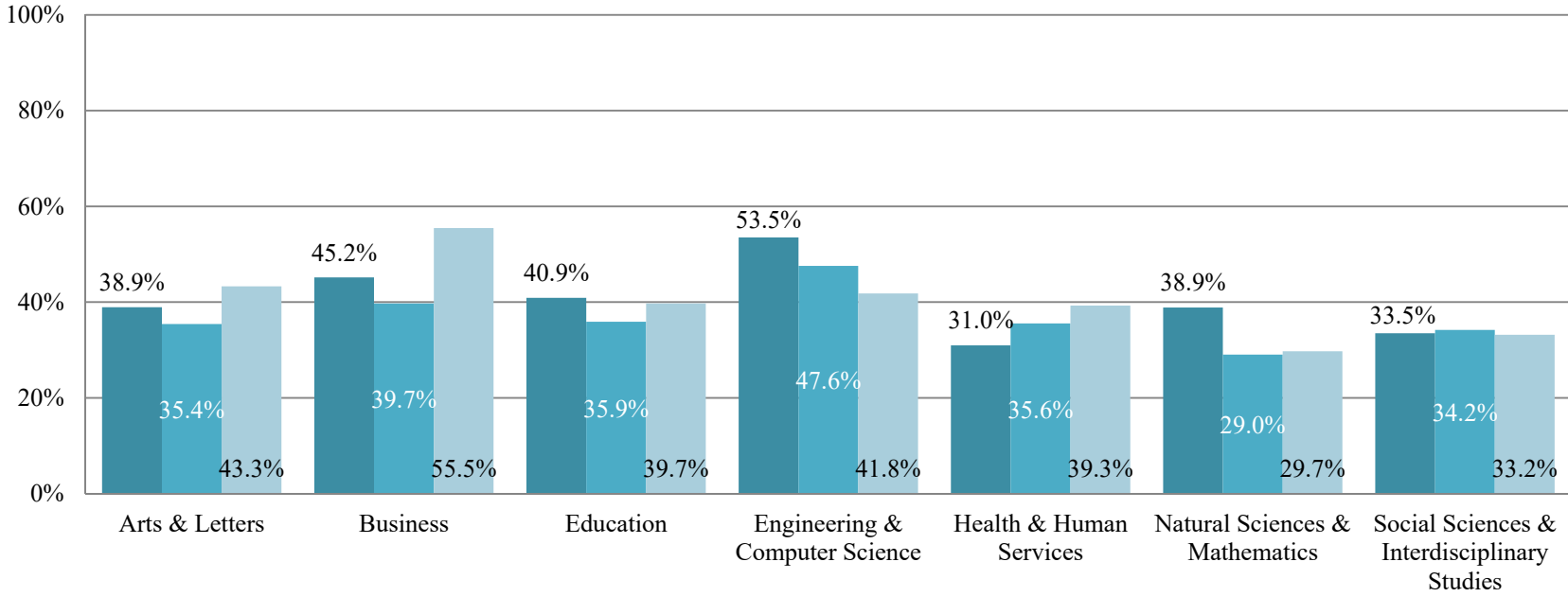
10. If you are planning to attend graduate or professional school, which of the following best estimates the current state of your educational plans?

Accepted and will be attending in the fall	5.0%	8.5%	7.1%	4.1%	6.3%	19.2%	7.1%
Accepted and deferred admission until a later date	0.6%	1.9%	0.0%	1.4%	1.0%	0.0%	0.4%
Placed on a waiting list, no acceptances	0.6%	0.9%	2.0%	0.0%	2.4%	1.3%	1.5%
Still awaiting responses, no acceptances	9.3%	0.0%	18.2%	2.7%	8.7%	3.8%	7.1%
Will be applying this coming fall	12.4%	5.7%	19.2%	9.6%	20.3%	19.2%	18.7%
Not applying this fall, but might apply at a future date	40.4%	45.3%	44.4%	49.3%	46.2%	39.7%	49.4%
No plans to apply to school now or in the future	31.7%	37.7%	9.1%	32.9%	15.0%	16.7%	15.7%

**Items highlighted in green reflect the highest category value.

Employment after Graduation

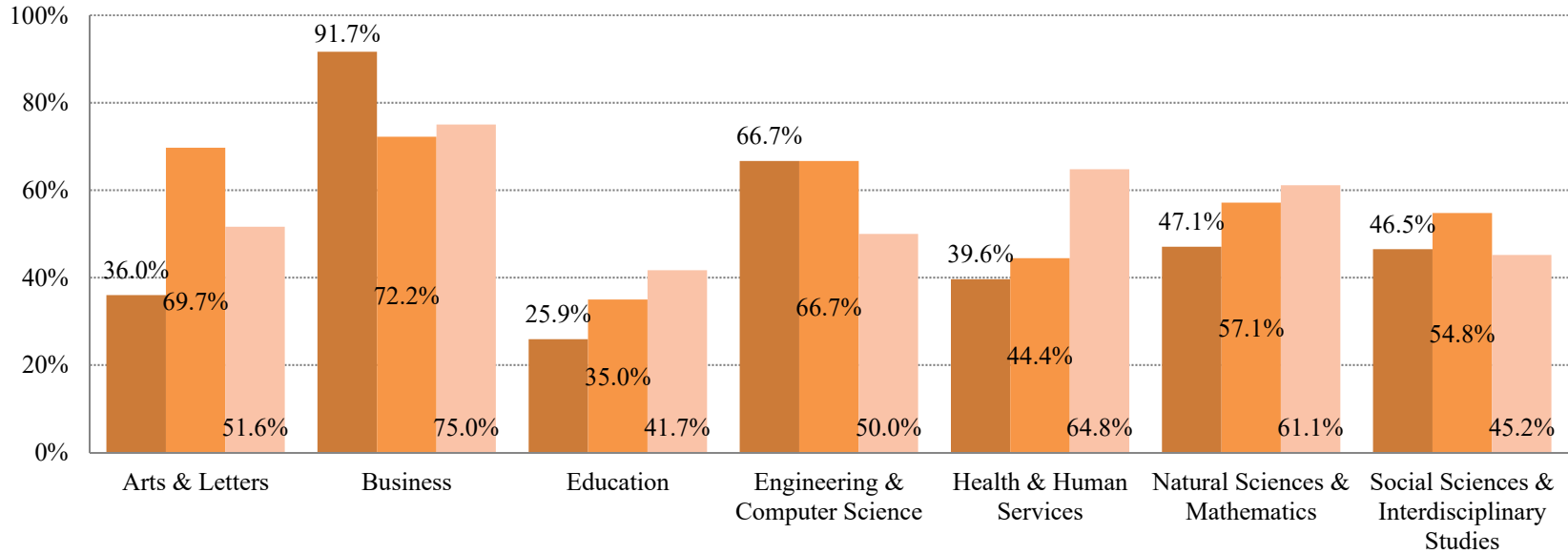
■ 2019 ■ 2018 ■ 2016



*These percentages reflect the responses from those who were actively seeking employment and had received a job offer. The other response option was "Looking, but no offers yet". Those who selected "Not actively looking" or "Not planning on employment this fall" were excluded.

Graduate/Professional School after Graduation

■ 2019 ■ 2018 ■ 2016



*These percentages reflect the responses from those who had applied to either a graduate or profession school and have been accepted. The other response option was "Still awaiting response". Those who selected "Will be applying this coming fall", "Not applying this fall, but might apply at a future date", or "No plans to apply to school now or in the future" were excluded.