



2019 Graduating Student Survey Report College of Arts & Sciences

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The Graduating Student Survey is managed and administered by the Graduating Student Survey Committee to assess the efficacy of CSUCI’s undergraduate/graduate experience and to monitor short term placement outcomes of graduates at Channel Islands. The survey is administered annually, and is available online from January to June for students when they register for the graduation ceremony. Respondents logged into MyCI before taking the survey which allowed us to prefill their ID numbers; reducing entry errors and the number of respondents that were not able to be matched up with institutional data.

A total of 1434 undergraduate and graduate students from the College of Arts and Sciences (A&S) completed the survey. This represents 92% of the A&S degrees awarded between Summer 2018 and Spring 2019. Table 1.1 shows the demographic composition of degree recipients compared to survey respondents. The A&S survey respondents did have a slightly higher percentage of female students, historically underrepresented minority students and first generation students than A&S degree recipients overall. Further, those who received Pell grants were significantly overrepresented in the survey (45% vs 33%). Arts and Science majors, along with Education majors were slightly more likely to take the survey than Business majors. Aside from Pell status, overall survey respondents do appear to be representative of degree recipients.

1.1. Arts and Sciences Survey Respondent and Population Characteristics.

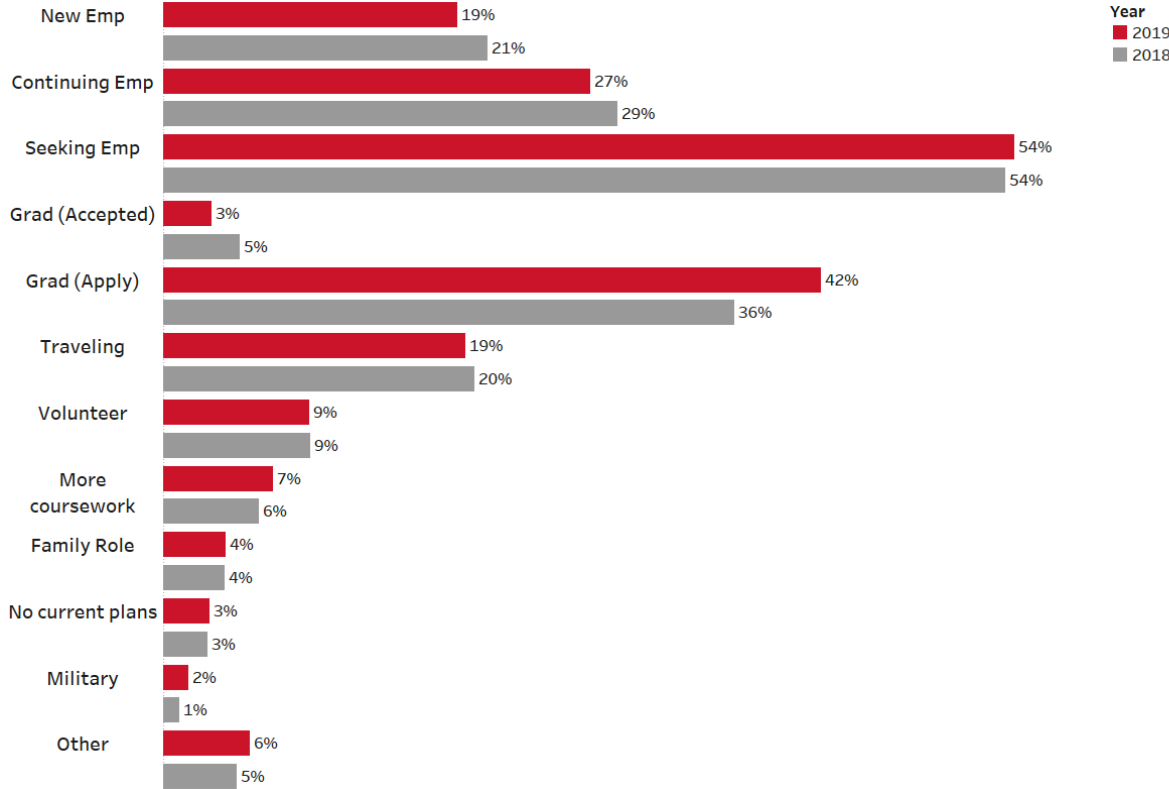
		Degree Recipients ¹		Survey Respondents	
Degree Type	Bachelors	1532	98%	1388	97%
	Masters	35	2%	41	3%
	Credentials	4	.3%	10	.3%
Gender	Female	1019	65%	950	66%
	Male	548	35%	484	34%
	Historically Underrepresented Groups	777	50%	729	51%
	First Generation	759	48%	701	49%
	Pell Recipient	511	33%	651	45%
College	School of Business	342	16%	263	14%
	School of Education	193	9%	201	11%
	College of Arts & Sciences	1567	75%	1434	76%
Total # of Degrees (All Colleges)		2102	100%	1891	100%

Figure 1.2 below shows how 2019 Arts and Sciences respondents' post-graduation plans compare to 2018.² Nineteen percent of respondents indicated that they had found new employment, a decrease of 2% from the previous year (21%); while 27% of respondents reported that they are continuing their employment, a decrease of 2% from 2018 (29%). Overall, 54% of respondents indicated that they would be seeking new employment, a 0% increase from 2018 (54%).

Three percent of respondents reported that they have been accepted to a graduate school, a statistically significant decrease of 2% ($p=.020$) from the previous year (5%); while 42% of respondents said that they plan to apply to a graduate education program, an statistically significant increase of 6% ($p=.004$) from 2018 (36%).

We see that 19% of graduates plan to travel, 9% will be volunteering, 7% plan to complete additional coursework, and 4% will be staying at home for family. Three percent are still working out their future plans, 2% will be serving in the military and 6% will be engaging in other post graduate activities.

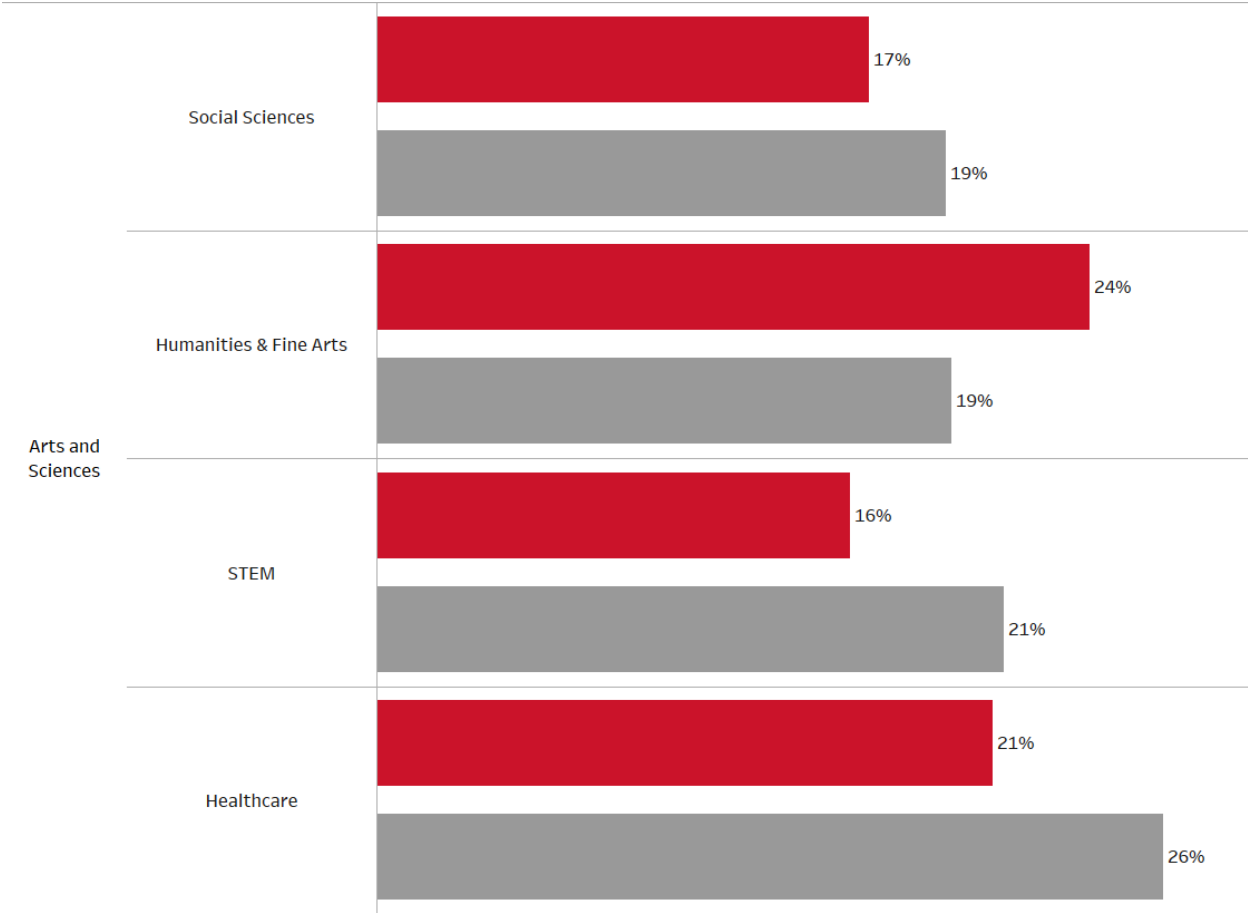
1.2. Arts and Sciences Post-Graduation Outcomes.



Employment

At the time of survey, 19% of Arts and Sciences respondents indicated that they would be starting new jobs after graduation. This figure is down 2% from 2018 (21%). Figure 1.3 below shows the rates of new employment across major groups. There are statistically significant differences in rates of new employment across major groups ($\chi^2 = 10.3, p = .016$), and between colleges ($\chi^2 = 7.38, p = .025$). Humanities and Fine Arts had the highest new employment rate at 24%, up 5% from 2018. Healthcare reported a rate of 21%, but it also reported a 5% decrease from 2018; while Social Sciences reported a rate of 17%, down 2% from 2018. STEM reported a rate of 16%, a drop of 5% from 2018.

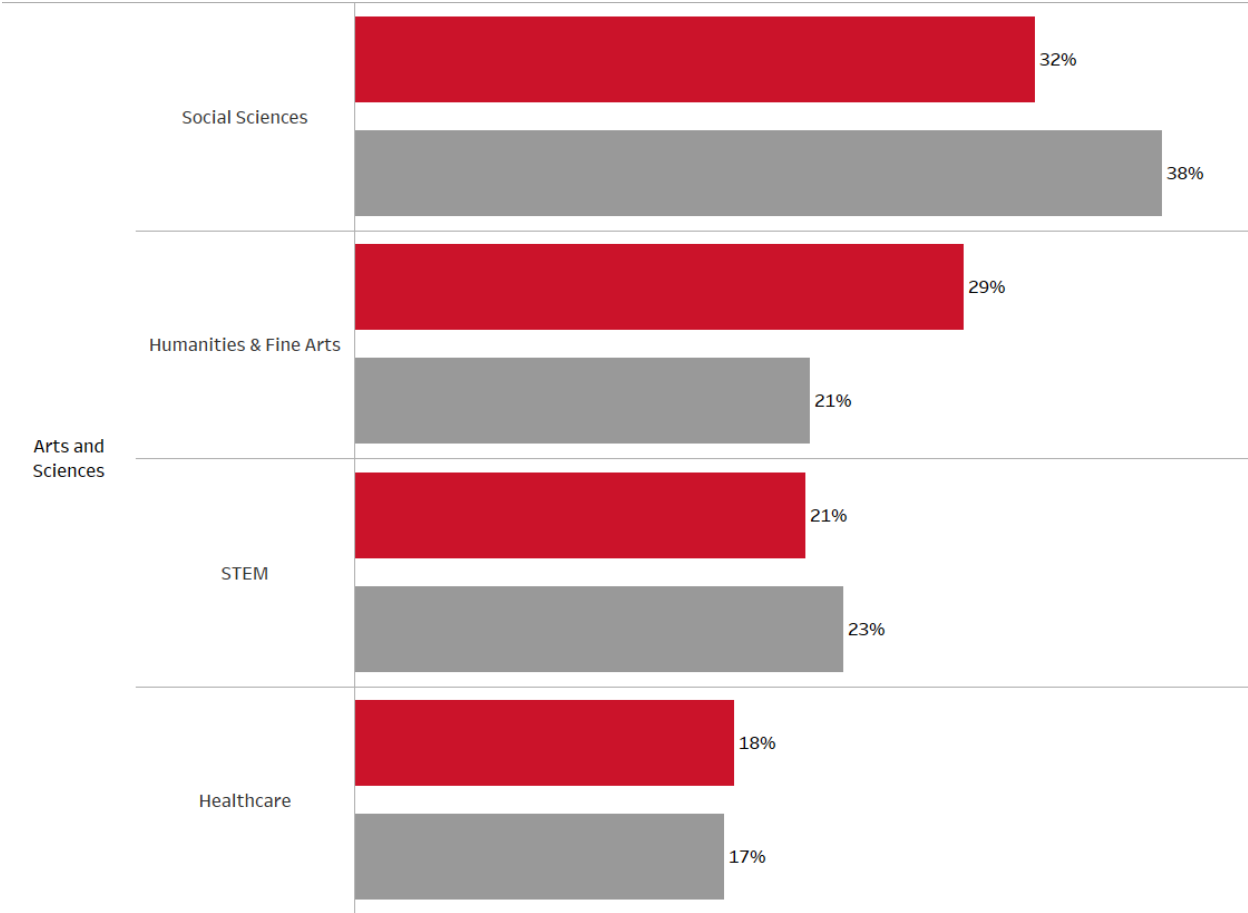
1.3. New Employment Rates across Major Groups.



Year
■ 2019
■ 2018

Figure 1.4 below shows the overall composition of those who secured new employment. We see that the largest number of jobs were secured by the Social Sciences (32%), followed by Humanities and Fine Arts (29%), STEM (21%), and Healthcare (14%). Social Sciences decreased 6% from 2018 while Humanities and Fine Arts increased their new employment rate by 8% during the same period. STEM decreased 2% from 2018 while Healthcare increased new employment by 1% during the same period.

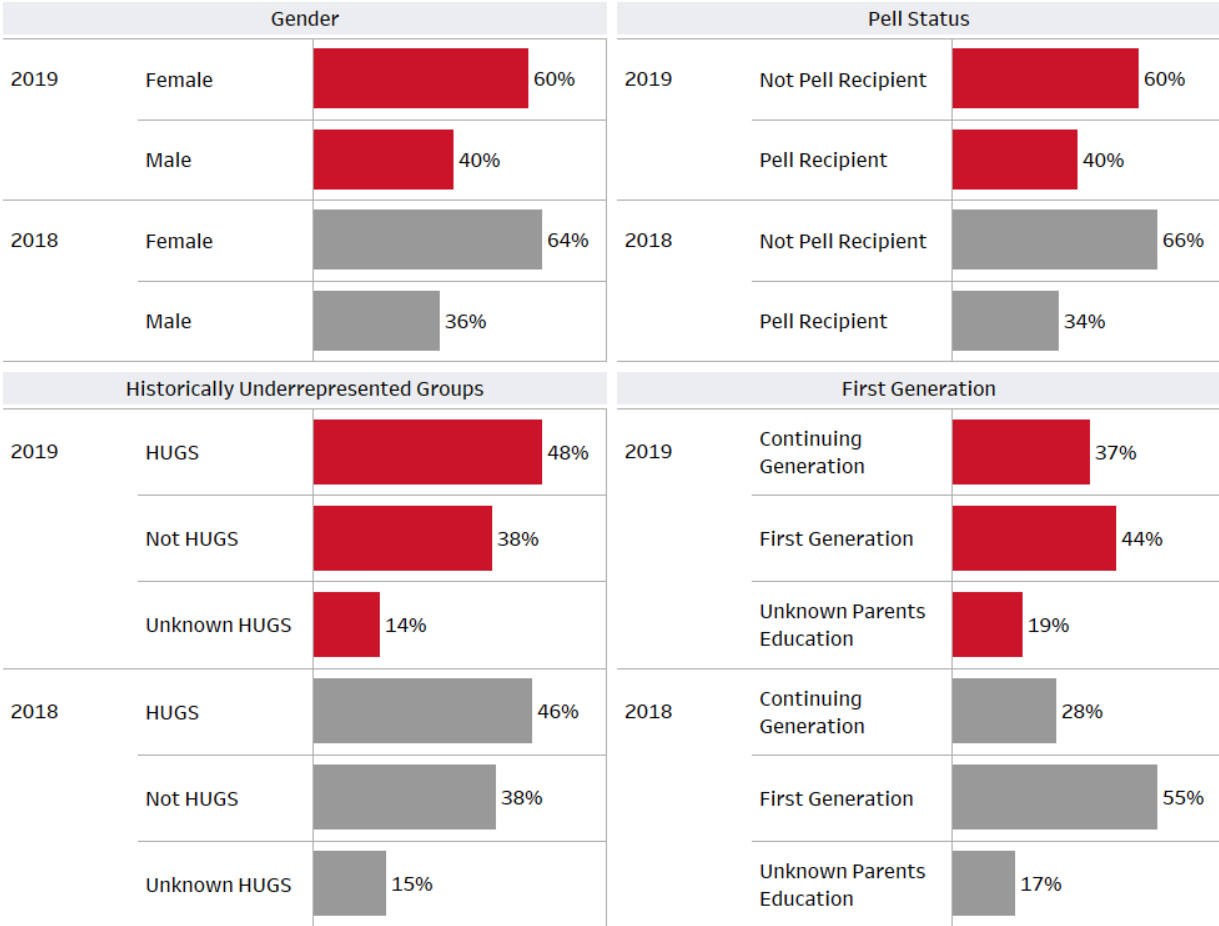
1.4. Major Group Composition of New Employment.



Year
 ■ 2019
 ■ 2018

Figure 1.6 below shows the overall demographic composition of those who secured new employment from the College of Arts and Sciences. We see that although the employment *rates* of female students are lower than male students, 64% of all new jobs were obtained by females. We also see that 48% of new jobs were obtained by students who identified as being part of historically excluded racial groups, 44% of new jobs went to those who are the first in their family to attend college, and 40% of new jobs went to students who received Pell grants while at CI.

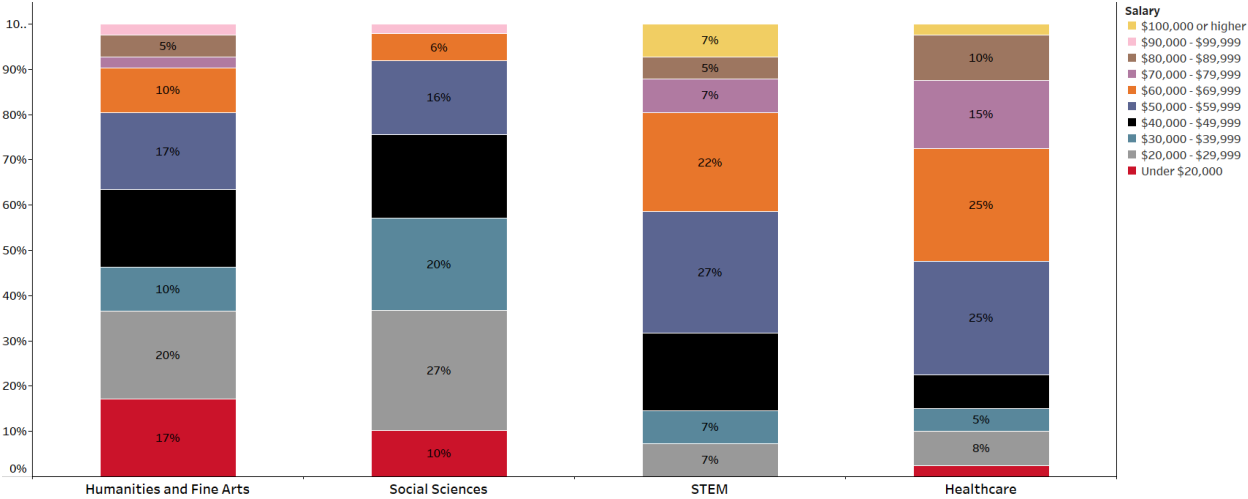
1.6. Demographic Composition of New Employment (Arts and Sciences).



When newly employed Arts and Sciences grads were asked about their starting salaries, 8% of full-time new employment offers started under \$20,000. 16% were between \$20,000 and \$30,000, 11% were between \$30,000 and \$40,000, 15% were between \$40,000 and \$50,000, 20% were between \$50,000 and \$60,000 and 15% were between \$60,000 and \$70,000. 14% of respondents reported having salaries that were \$70,000 or higher.

Figure 1.7 below shows the distribution of starting salaries by major groups. There is a statistically significant difference in new employment salaries between major groups ($\chi^2 = 61.1$, $p = .001$). Of all the major groups in the College of Arts and Sciences, 76% of healthcare graduates reported making \$50,000 or more, followed by 69% of STEM grads, 36% of humanities and fine arts grads, and 25% of social sciences grads. We do see however that female students, students from historically underrepresented groups, first generation students and students who received Pell grants reported statistically lower salaries for new employment than their counterparts.

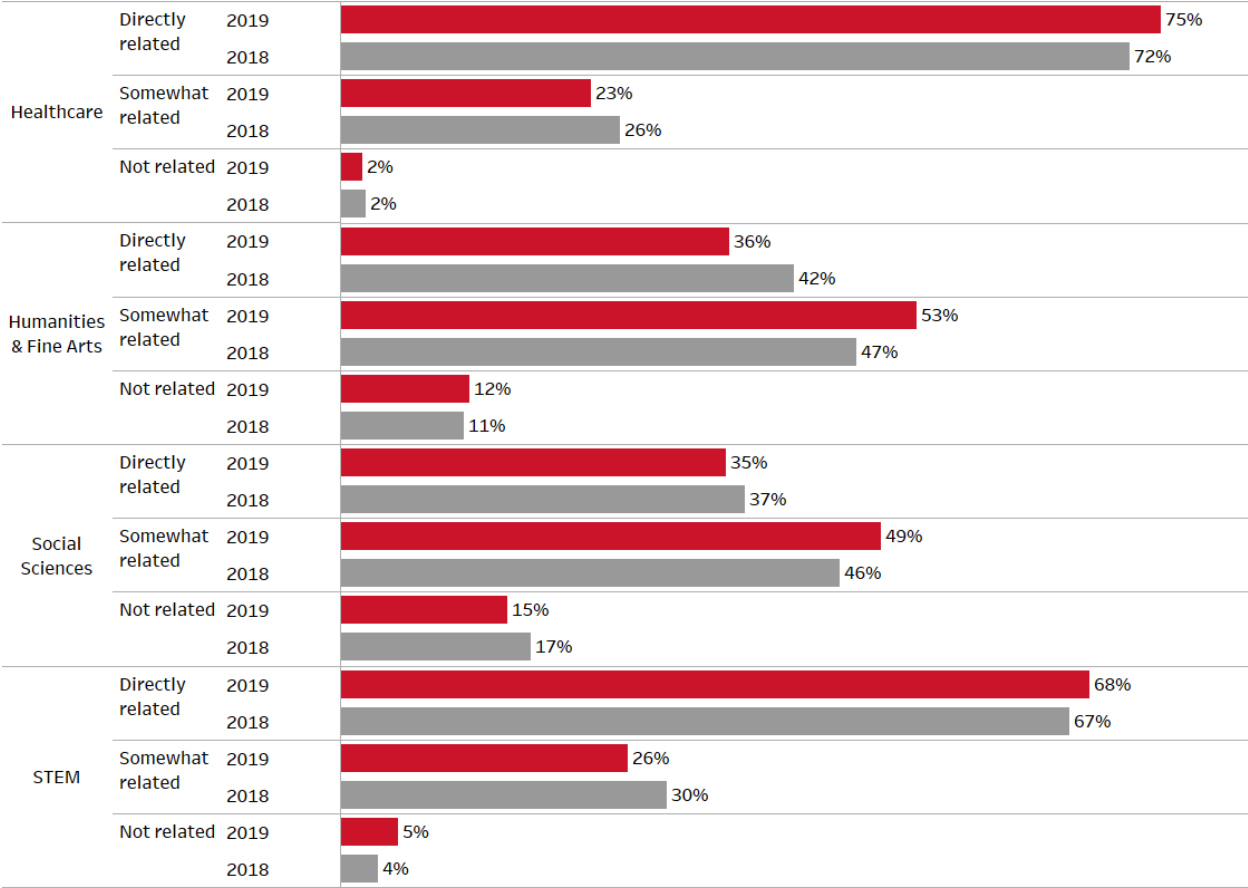
1.7. New Employment by Major Groups and Starting Salaries.



Fifty percent of Arts and Sciences respondents said that their new job was directly related to their major. Another 41% of respondents said that their new job was somewhat related to their major; for total of 90% that believe their new job is either directly or somewhat related to their area of study. Figure 1.8 below shows how these responses vary by major groups.

There are statistically significant differences across major groups in terms of whether a respondent's new employment is related to their major ($\chi^2 = 46.5, p = .000$). Healthcare graduates were the most likely to be able to directly apply their degrees to their new job (75%), followed by STEM (68%), Humanities and Fine Arts (36%), and Social Sciences (35%). The percentage of new jobs directly related to majors increased from last year for healthcare grads (+3%) and for STEM grads (+1%). The percentage of new jobs directly related to majors decreased for humanities and fine arts students (-6%) as well as for social science students (-2%). We also see that male students were statistically more likely to report that their new employment was related to their major than female students.

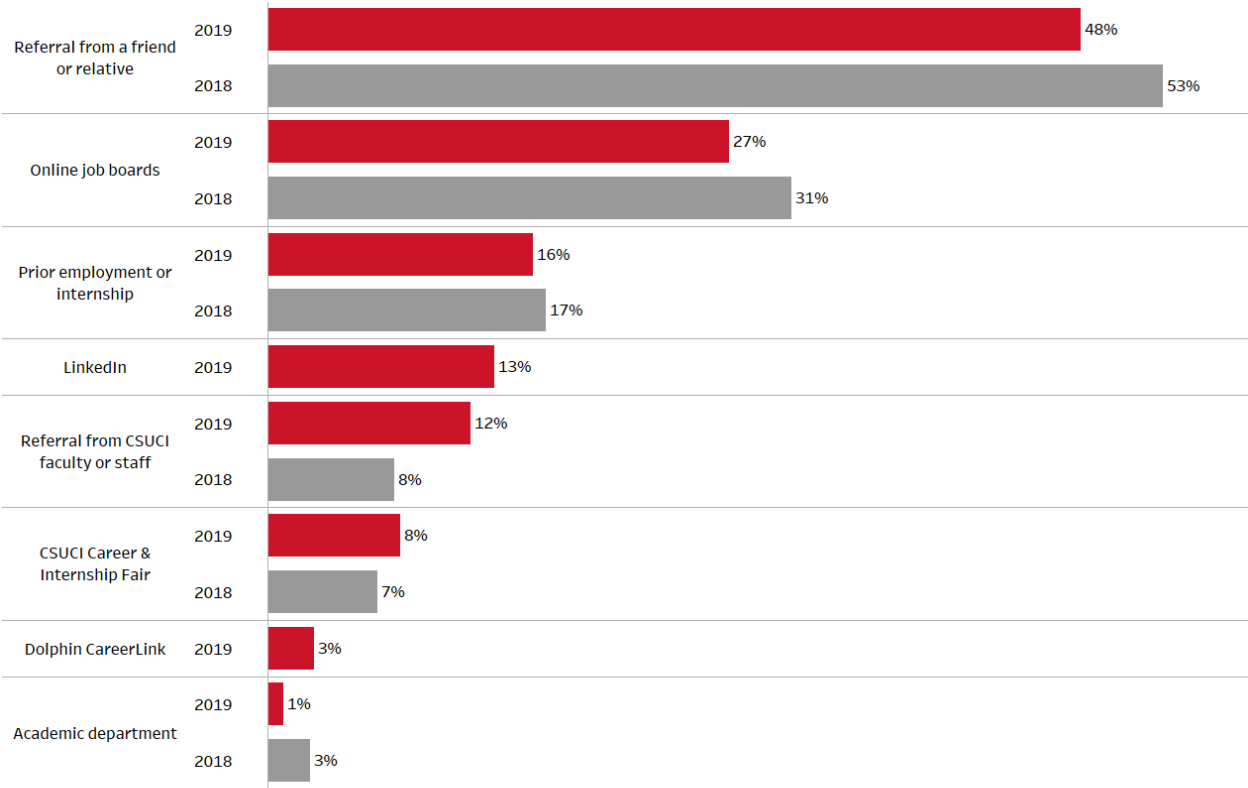
1.8. Relation of New Employment to Major.



Year
■ 2019
■ 2018

Figure 1.9 shows how respondents answered when asked how they learned about the new employment that they had secured. The most common response was personal referrals from friends or relatives (48%), followed by online job boards (27%), prior employment/internships (16%), LinkedIn (13%), personal referrals from CI faculty or staff (12%), CI Career and Internship Fair (8%), Dolphin Career Link (3%), and Academic Departments (1%). In contrast with 2018, we see that referrals decreased by 5%, online job boards decreased by 4% and prior employment decreased by 1%; while faculty referrals increased by 4%, career fair increased by 1% and academic departments decreased by 1%.

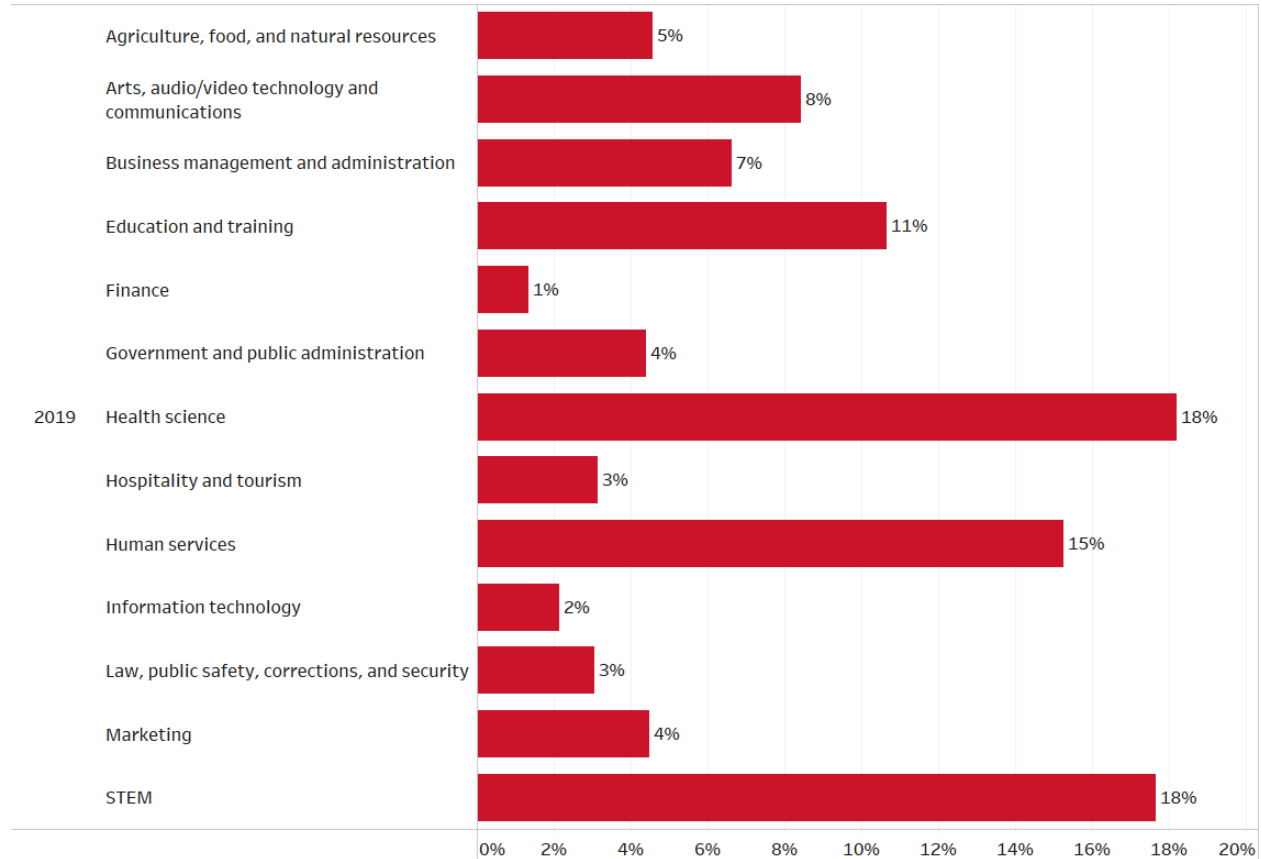
1.9. Where did you Learn about this Employment Opportunity?



Year
■ 2019
■ 2018

Respondents who indicated that they had either secured a job, were staying in their current job, or were looking for a job were asked which industry they worked or want to work for. Figure 2.1 compares how the three groups answered as a collective group.

2.1. Overall Arts and Science Major Employment by Industry Groups.

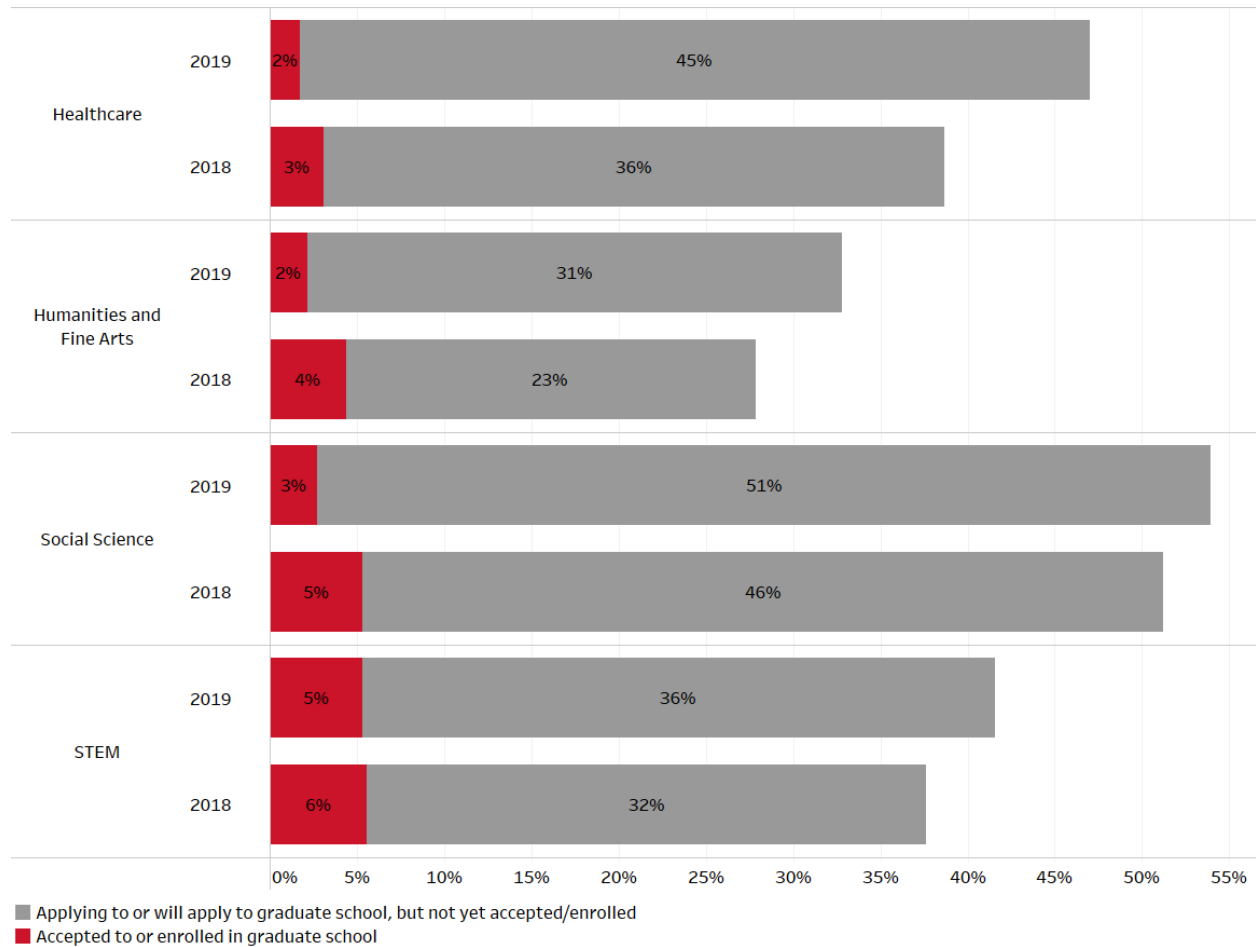


Health science and STEM were the most popular industries to have either secured new employment in, continue employment in, or to be seeking employment in (18%). Fifteen percent of respondents are estimated to be employed or are aspiring to be employed in human services, 11% in education or training, 8% in arts, audio/video technology and communication; 7% in business management and administration; and 5% in agriculture, food and natural resources. Others reported marketing, government and public administration; hospitality and tourism; law, public safety, corrections and security; information technology, finance, manufacturing, architecture and construction; and transportation, distribution and logistics as current or future possible areas of employment.

Graduate Education

Overall, 3% of Arts and Sciences respondents indicated that they have been accepted into a graduate education program, while 42% reported that they planned on applying to graduate school in the future. Details of major groups by year are shown below in Figure 2.2.

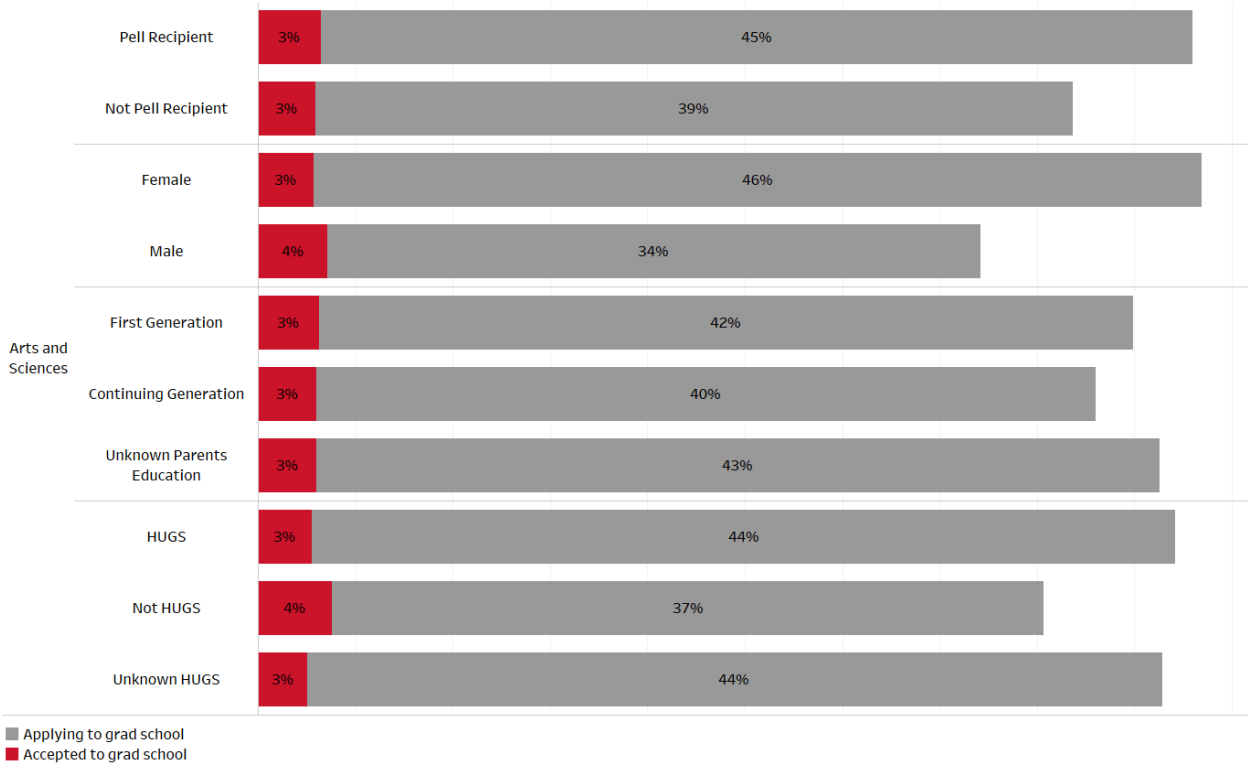
2.2. Graduate Education by Major Groups.



Rates of acceptance to graduate school by graduation vary significantly across major groups ($\chi^2 = 8.6, p = .035$) as do rates of students aspiring to apply to graduate school ($\chi^2 = 41.1, p = .000$). STEM had the highest percentage of students who had been accepted to a graduate program (5%), followed by Social Sciences (3%), Healthcare (2%), and Humanities and Fine Arts (2%). Social Sciences had the highest number of aspiring graduate students (51%), followed by Healthcare (45%), STEM (36%), and Humanities and Fine Arts (31%).

Overall, average acceptance rates for female students, students from historically underrepresented groups, first generation students and students who received Pell grants were not significantly different than their counterparts. The rates hovered around 3% for most students with the exception of males and those who do not identify as part of HUGS. Four percent of male students were accepted to graduate school by commencement in contrast to 3% of female students. We also see those students who do not identify as being part of historically excluded racial groups having a 4% acceptance rate in contrast to 3% for their counterparts.

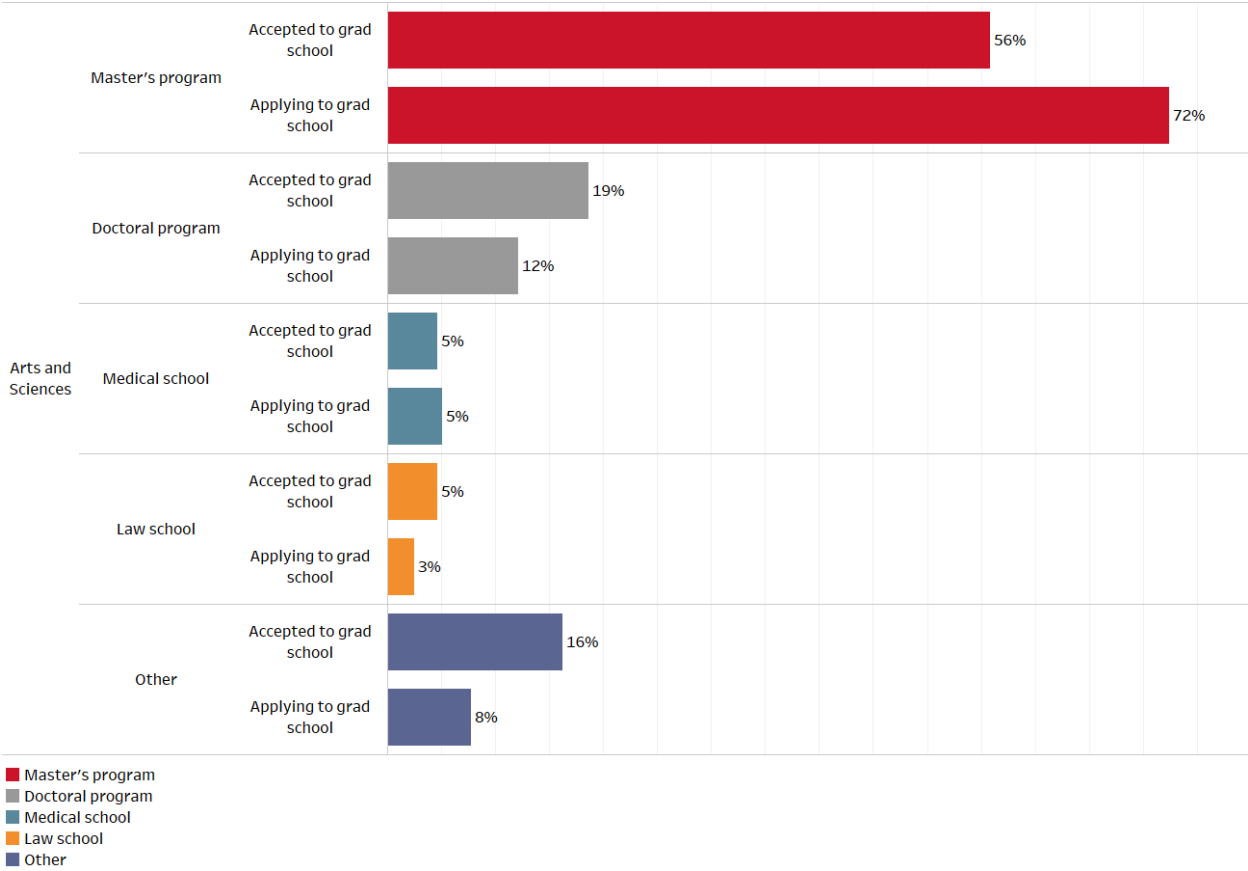
2.3. Graduate Education by Demographics.



On average, Figure 2.3 shows that the demographics of those planning to apply to graduate school are less even than those who have already been accepted to a graduate program. We see that females, HUGS, and Pell recipients were statistically less likely report having plans to attend graduate school than males, those who do not identify as HUGS and those who did not receive Pell grants.

Figure 2.4 compares Arts and Science respondents who had been accepted and respondents who plan on applying to graduate school by program type.

2.4. Type of Graduate Program for those Accepted and for those Applying to Grad School.



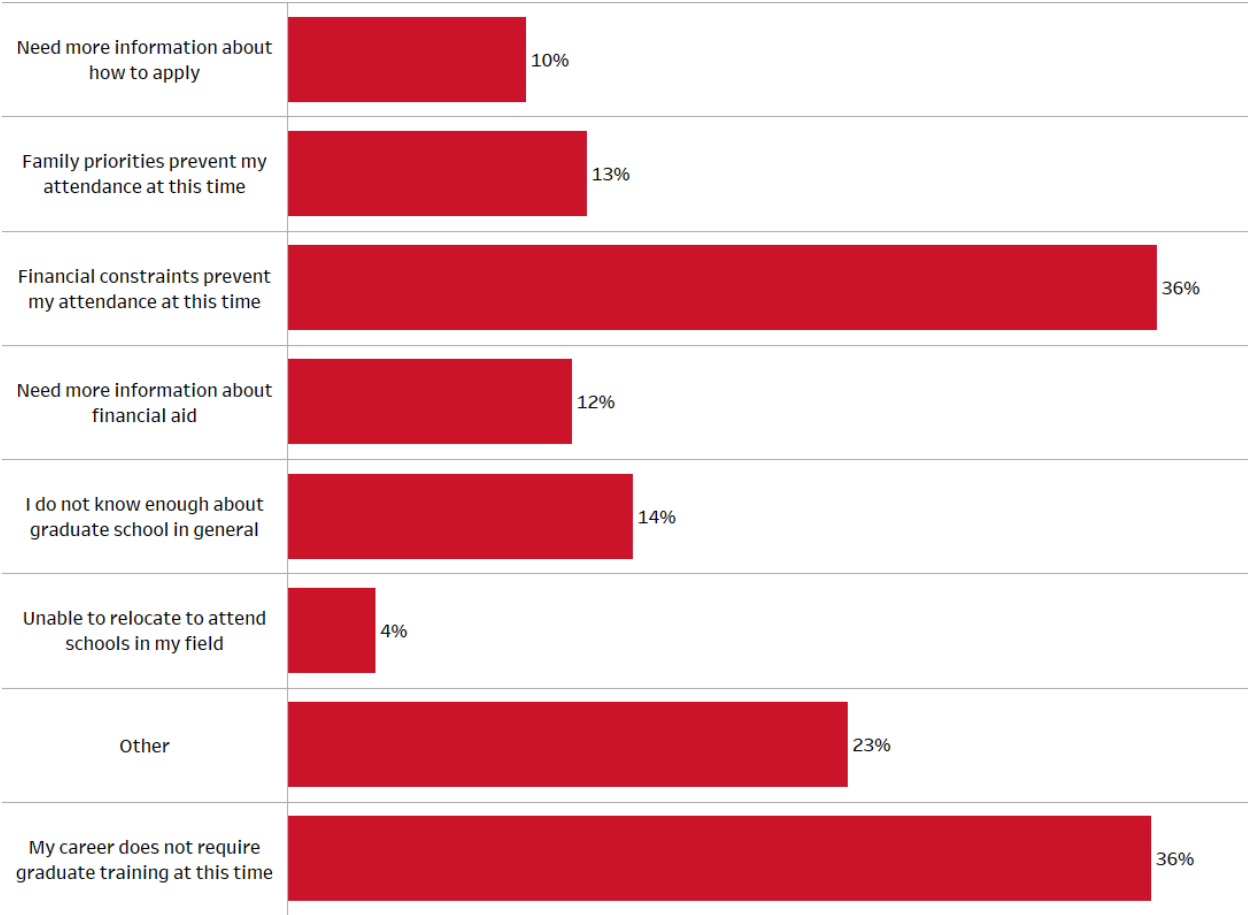
Among accepted and aspiring graduate students, masters programs were the most popular choice followed by doctoral programs, other programs, law schools and medical schools.

These respondents were also asked if they applied or will apply to CI for their graduate education. 19% of this group said that they did or that they will. STEM majors (31%) were most likely to apply at CI followed by Healthcare (24%), Social Sciences (13%) and Humanities and Fine Arts (13%).

Of the respondents who indicated that CI was not in their graduate school plans, CI not offering graduate education in their area of study (28%) was the most commonly given reason as to why they did not consider CI for graduate school. Wanting to study in a specific program elsewhere (7%), other reasons (3%), financial concerns (2%), and feeling that CI does not offer the quality of education they desire (2%) were responses provided for not attending CI.

Respondents who indicated that they were not planning on attending graduate school were asked why graduate school was not in their future plans as shown here in Figure 2.5.

2.5. Reasons for not Including Graduate School in Future Plans.



The most commonly given responses for not attending were that their career did not require graduate training (36%), financial constraints (36%), other reasons (23%), not enough knowledge about graduate school in general (18%), family priorities (15%), not enough info about financial aid (15%), not enough info on how to apply (12%), and an inability to relocate to attend (4%).

Career Development Services

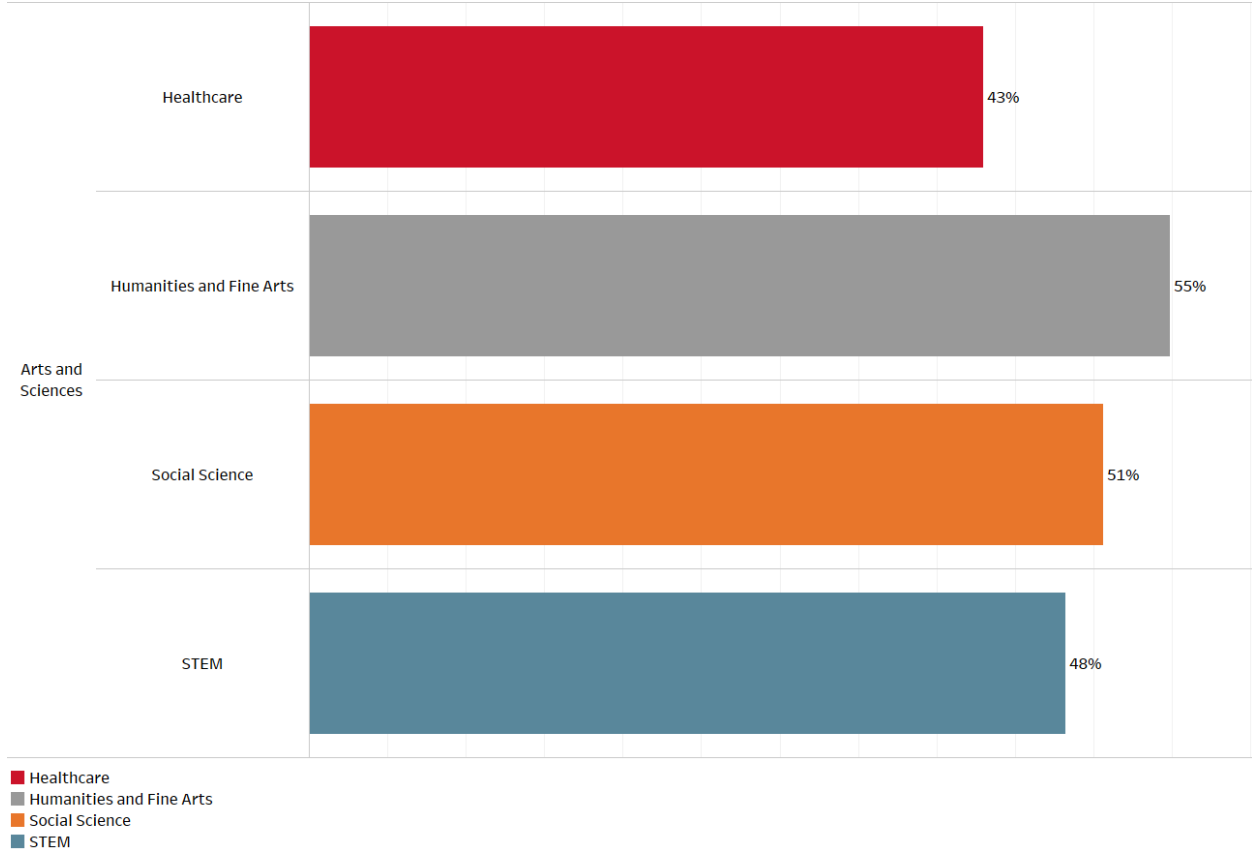
Respondents were asked how many times they had accessed Career Development Services (CDS) while they were an Arts and Science student at CI. Table 2.6 shows the distribution of the responses.

2.6. How often did you access Career Development Services?

Number of times career services accessed	N	%
0	694	50%
1	249	18%
2	193	14%
3	107	8%
4	56	4%
5	59	4%
6	12	1%
7	9	1%

50% of respondents reported having accessed Career Development Services at least once, with 32% of respondents having accessed CDS more than once. Further we see that 10% of students accessed CDS 4 time or more.

2.7. Career Development Services Usage by Major Group (1 or more times).



There are statistically significant differences across major groups in terms of whether or not a respondent utilized career services ($\chi^2 = 12.1, p = .007$). Figure 2.7 above shows that those majoring in Humanities and Fine Arts were most likely to use career services (55%), followed by Social Sciences (51%), STEM (48%), and Healthcare (43%).

2.8. Career Development Services Usage by Demographics (1 or more times).

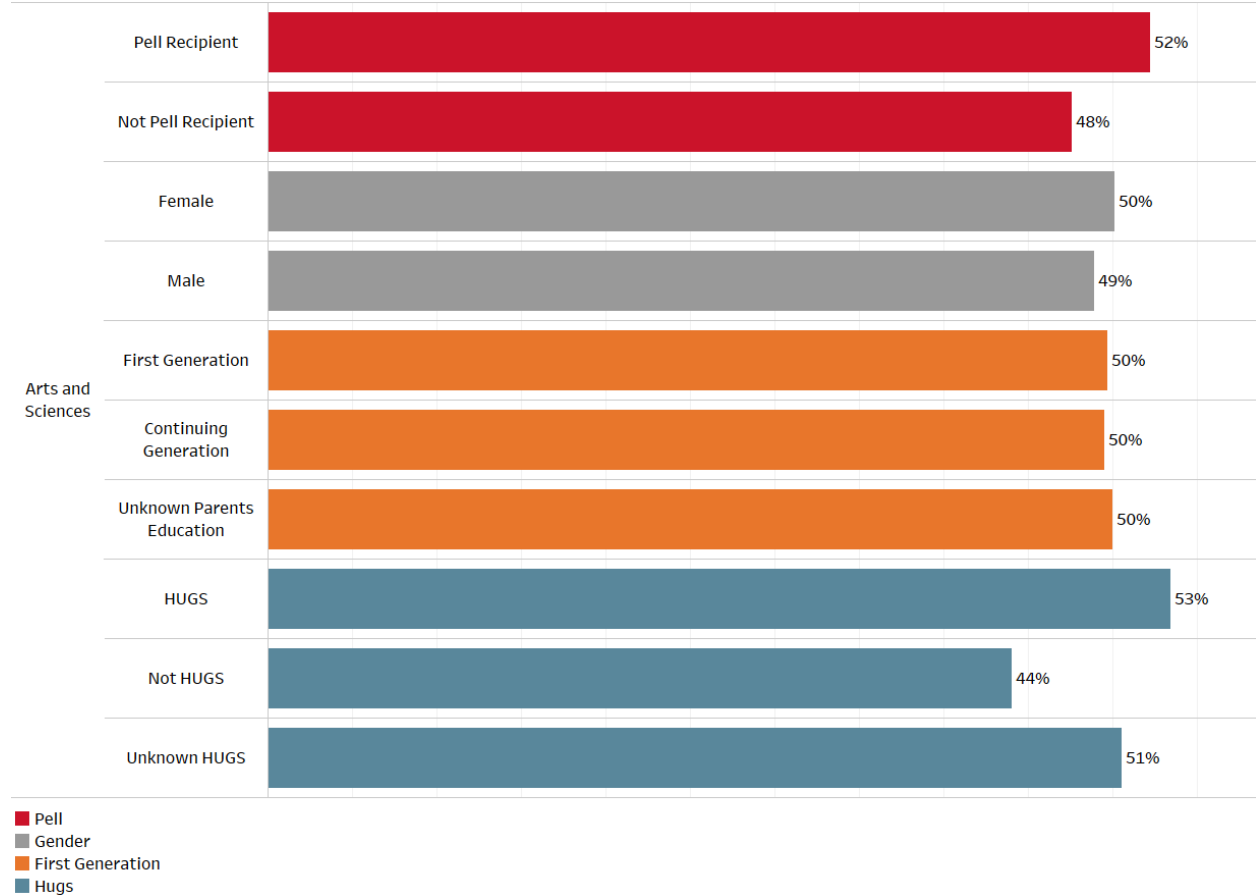


Figure 2.8 above provides a breakout of Career Development Services usage by different demographic groups. With the exception of gender and generational status, members of traditionally underserved groups and Pell recipients were statistically more likely to have accessed Career Development Services while at CI. We see the largest gap between HUGS and not HUGS students (53% vs 44%) with almost no differences in CDS usage across first generation and continuing generation students.

Table 2.9. Career Development Services Evaluation.

How useful was/were:	Useful	Not Useful	Did not use or attend
Meetings with career counselors	73%	3%	24%
Dolphin CareerLink	79%	3%	18%
Resume/cover letter review	72%	4%	24%
Job and intern search	69%	3%	28%
Career and internship fairs	68%	3%	29%
Meetings with a career resource assistant	65%	3%	32%
Career exploration	64%	4%	32%
Student employment application	64%	5%	31%
Class presentation by Career Development and Alumni Engagement	60%	3%	37%
Career assessments	61%	3%	36%
Career development workshops	59%	3%	38%
Interviewing preparation	55%	2%	42%
LinkedIn review	56%	3%	41%
Employer campus visit	55%	3%	43%
HLI Internship resources	53%	3%	44%
Graduate school application advising	51%	4%	44%

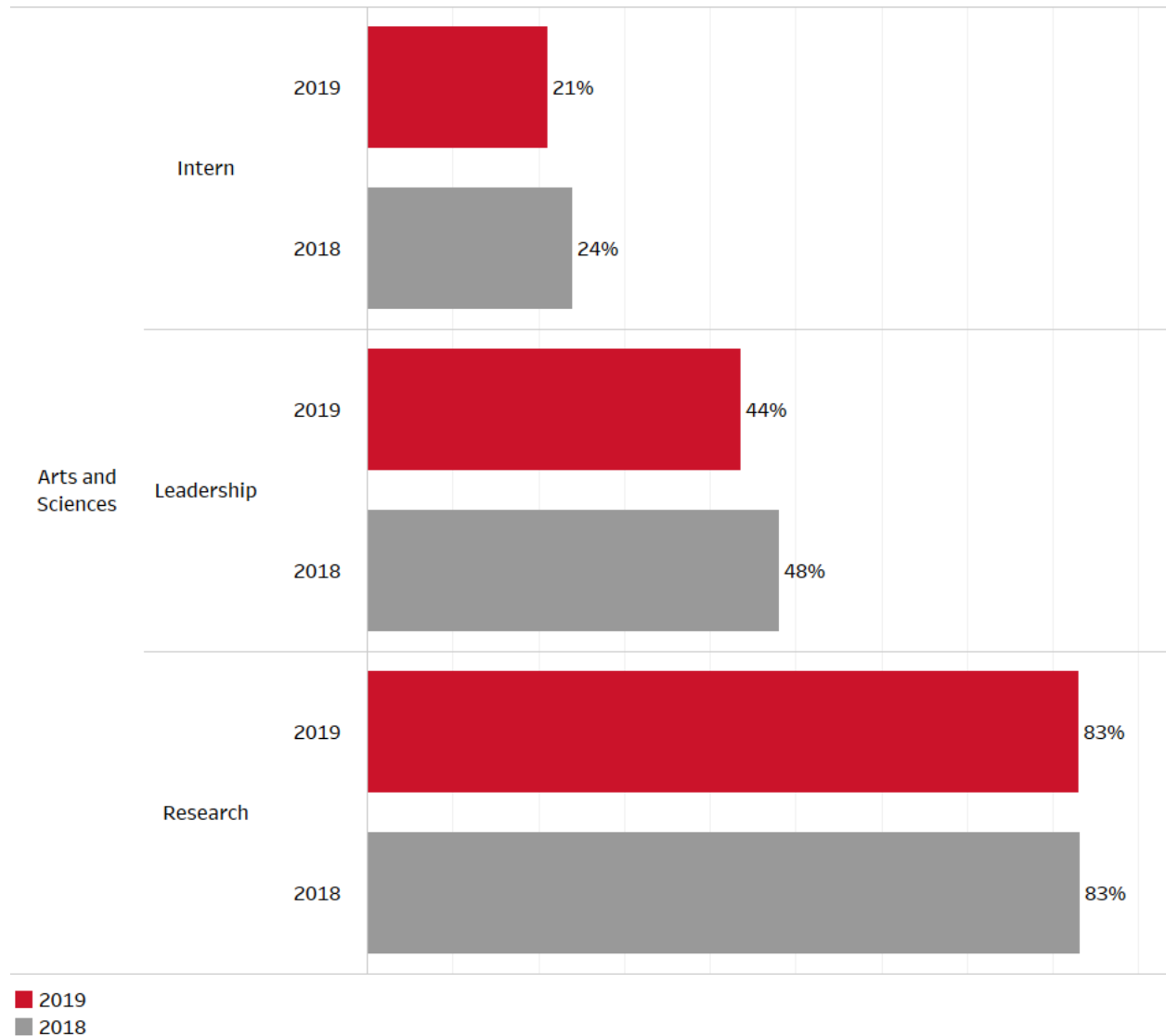
For every service offered, Arts and Sciences respondents who participated appear to be satisfied overall. Table 2.9 shows the top five most useful services were Dolphin CareerLink (79%), meetings with career counselors (73%), resume review (72%), job and intern search (69%), and career and intern fairs (68%). Further, 76% of graduates had meetings with career counselors and 82% used CareerLink. Another 76% had used Career Development Services to review their resume or cover letter and 73% of graduates had used CDS to conduct a job or intern search. Seventy one percent of graduates attended career and intern fairs while at CI.

A positive statistical correlation was found between utilizing the career center at least once and participating in leadership activities on campus, continuing employment, completing an internship and applying to graduate school.

3 Types of High Impact Learning Experiences at CI

Arts and Sciences respondents were asked if they had participated in any of the following high impact learning experiences while at CI: participation in student leadership, internships, and research projects. Figure 3.1 shows the percentage of participants in each type of learning experience.

3.1. Types of Learning Experiences.

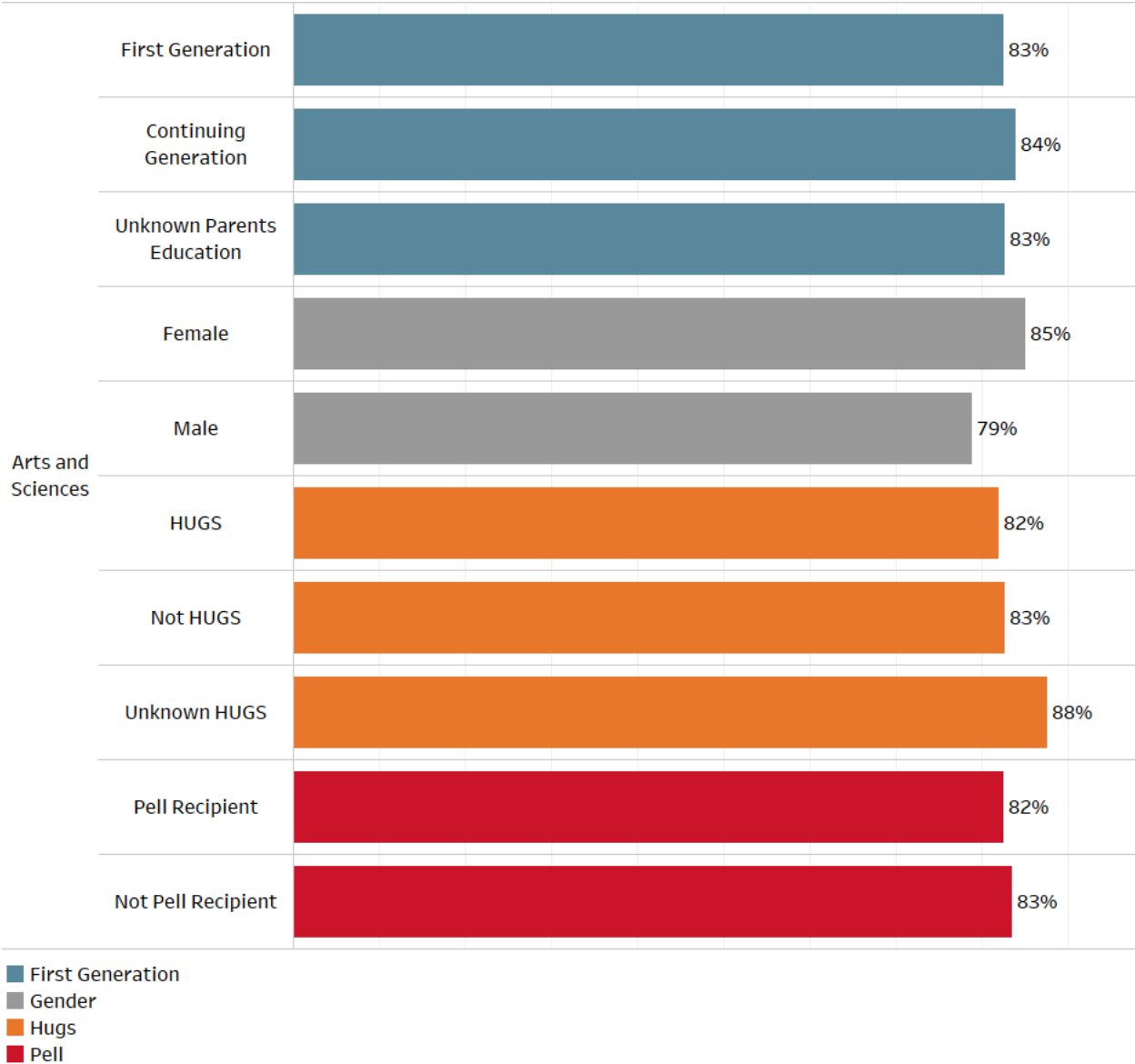


Research projects had the highest participation rates among respondents with 83% of respondents reporting that they had completed a research project while at CI. Forty four percent of graduates participated in one of the leadership opportunities available on campus and 21% completed an internship during their time at CI.

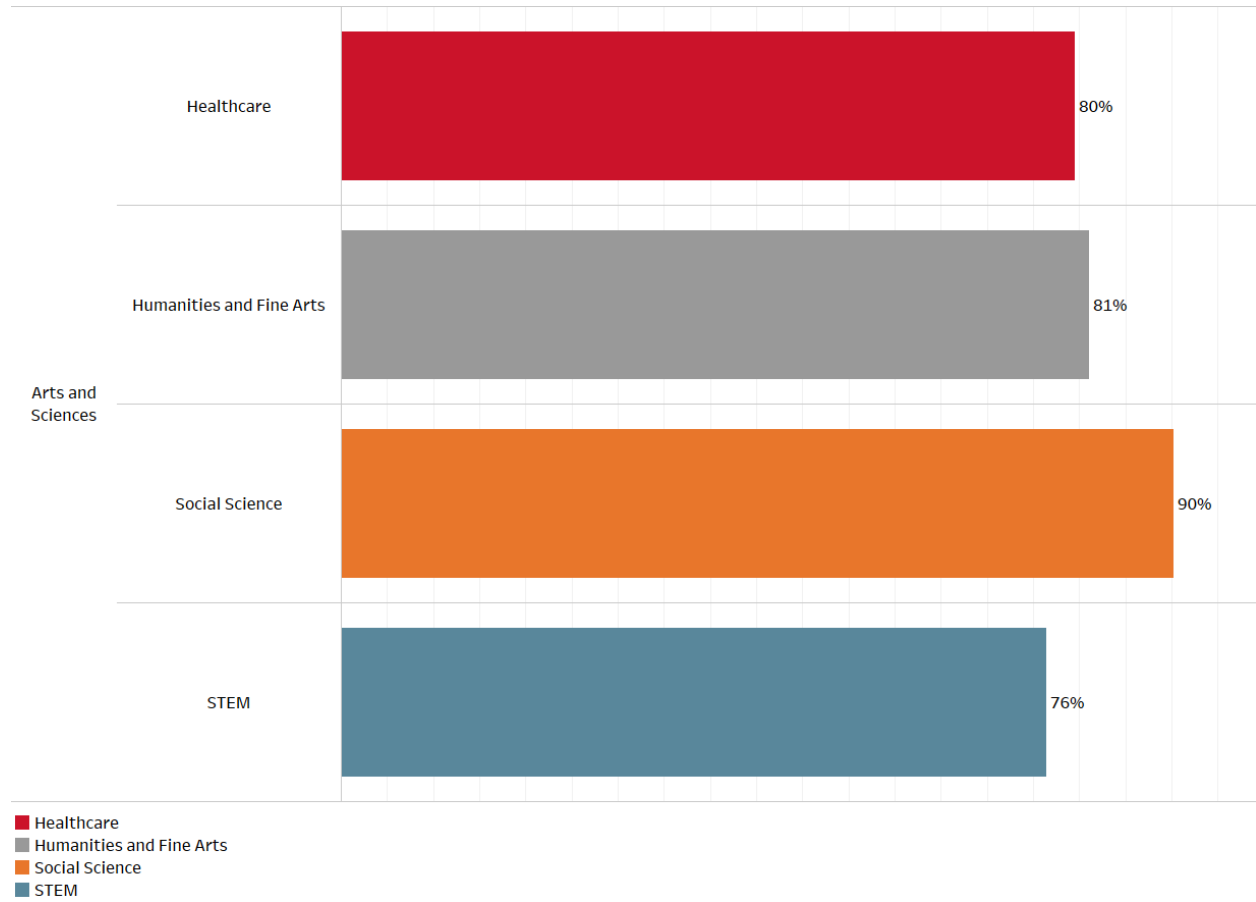
Research

Of the 83% of Arts and Sciences students engaging in research on campus, 95% were required to complete at least one research project for their coursework. Twenty five percent of students on campus conducted voluntary research with faculty, and 11% of students reported having voluntarily completed a research project with a mentor. With the exception of gender, there were no significant differences in research completion rates across demographic groups. Females were more statistically more likely than males to complete research projects. Figure 3.2 below compares the research project completion rates of different demographic groups.

3.2. Research Project Completion Rates by Major Groups.



3.3. Research Project Completion Rates by Major Group.



There are statistically significant differences in research project completion rates across major groups ($\chi^2 = 29.5, p = .000$). Figure 3.3 shows that Social Sciences graduates were the most likely to complete research project (89%), followed by Humanities and Fine Arts (80%), Healthcare (78%), and STEM (76%). Participation in a research project was found to be positively correlated with internship completion rates ($p=.015$), whether a student participated in student leadership activities ($p=.019$) and how satisfied they were with their CI experience ($p=.000$).

Arts and Science respondents who reported that they had completed a research project were asked how that research project affected the following areas: academic course selection, major selection, career plans, and graduate school decisions. Table 3.3 shows the results from these questions.

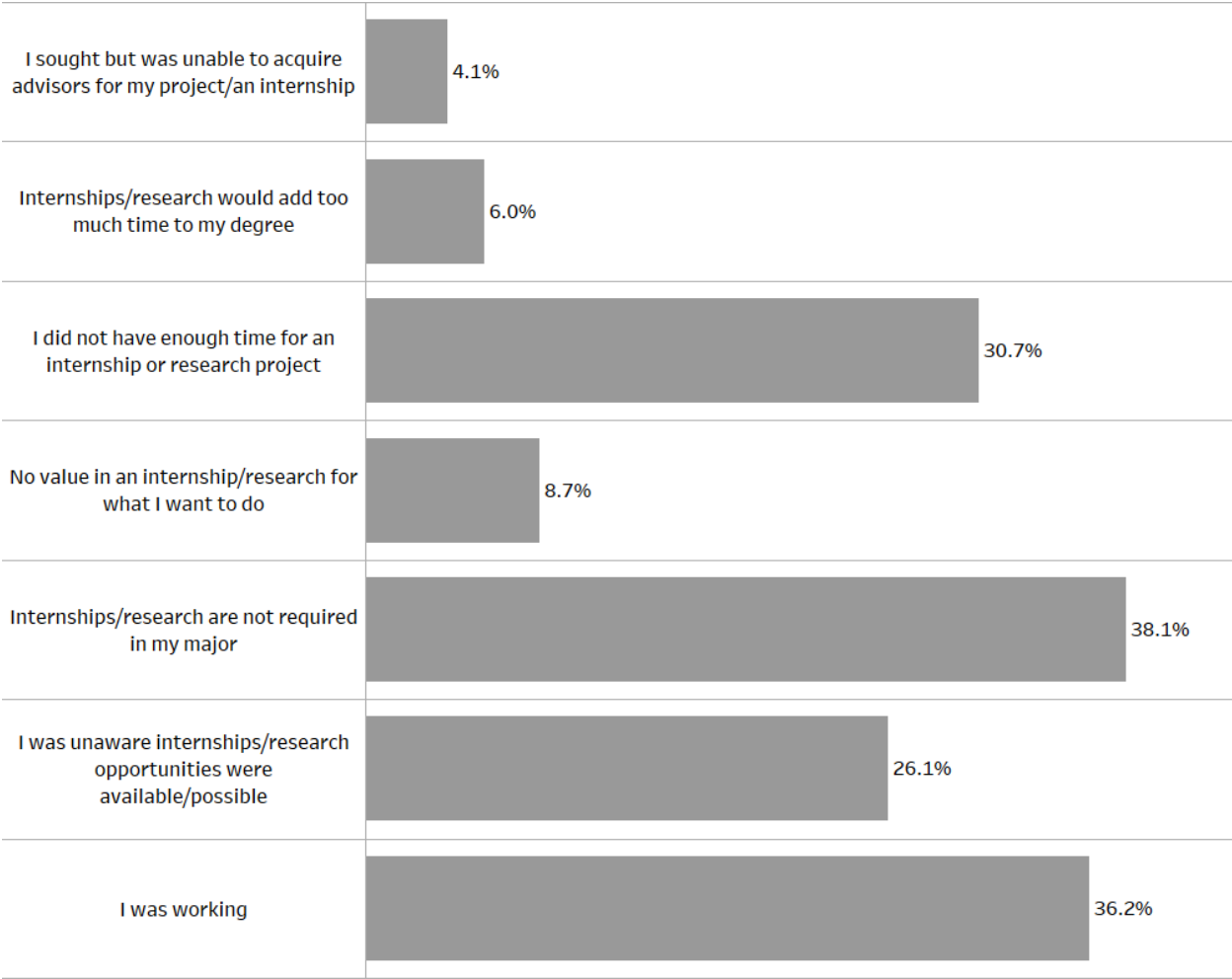
3.4. Impacts of Research Project.

	A lot	Some	Little	None
Academic Course Selection	37%	34%	9%	21%
Major Selection	33%	26%	9%	32%
Career Plans	32%	32%	13%	22%
Graduate School Decisions	26%	28%	12%	34%

For every area, at least half of the respondents indicated that completing a research project influenced their decisions. We see that research projects had the largest impact on academic course selection (37%), followed by major selection (33%), career plans (32%), and graduate school decisions (26%).

Respondents who reported not having completed a research project at CI were asked why they did not complete one. Figure 3.5 shows how respondents answered this question.

3.5. Why didn't you complete a research project while at CI (Arts and Science Majors)?

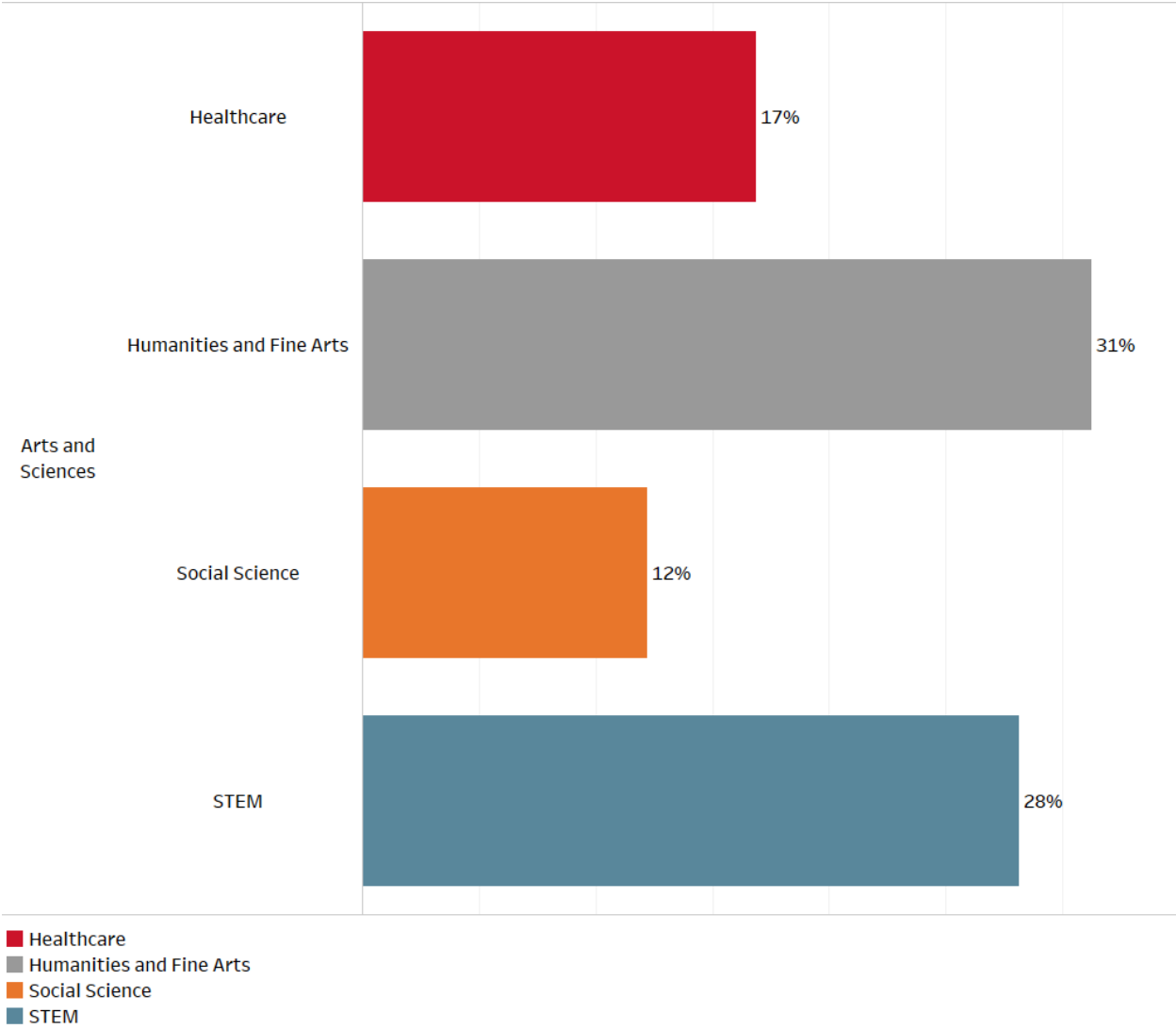


Not being required by major (48%), working (32%), being unaware of research opportunities (26%), and not having enough time (25%) were the most commonly given reasons for not completing a research project.

Internships

Overall, 21% of Arts and Sciences respondents reported having completed an internship while at CI, which is a 3% decrease from 2018. Figure 3.6 shows how different major groups compare to one another.

3.6. Internships by Major Groups.



There are statistically significant differences in internship rates across major groups ($\chi^2 = 56.7, p = .000$). Respondents in the Humanities and Fine Arts majors were the most likely to have completed an internship while at CI (31%), followed by STEM (28%), Healthcare (17%), and Social Sciences (12%).

3.7. Internships by Demographics.

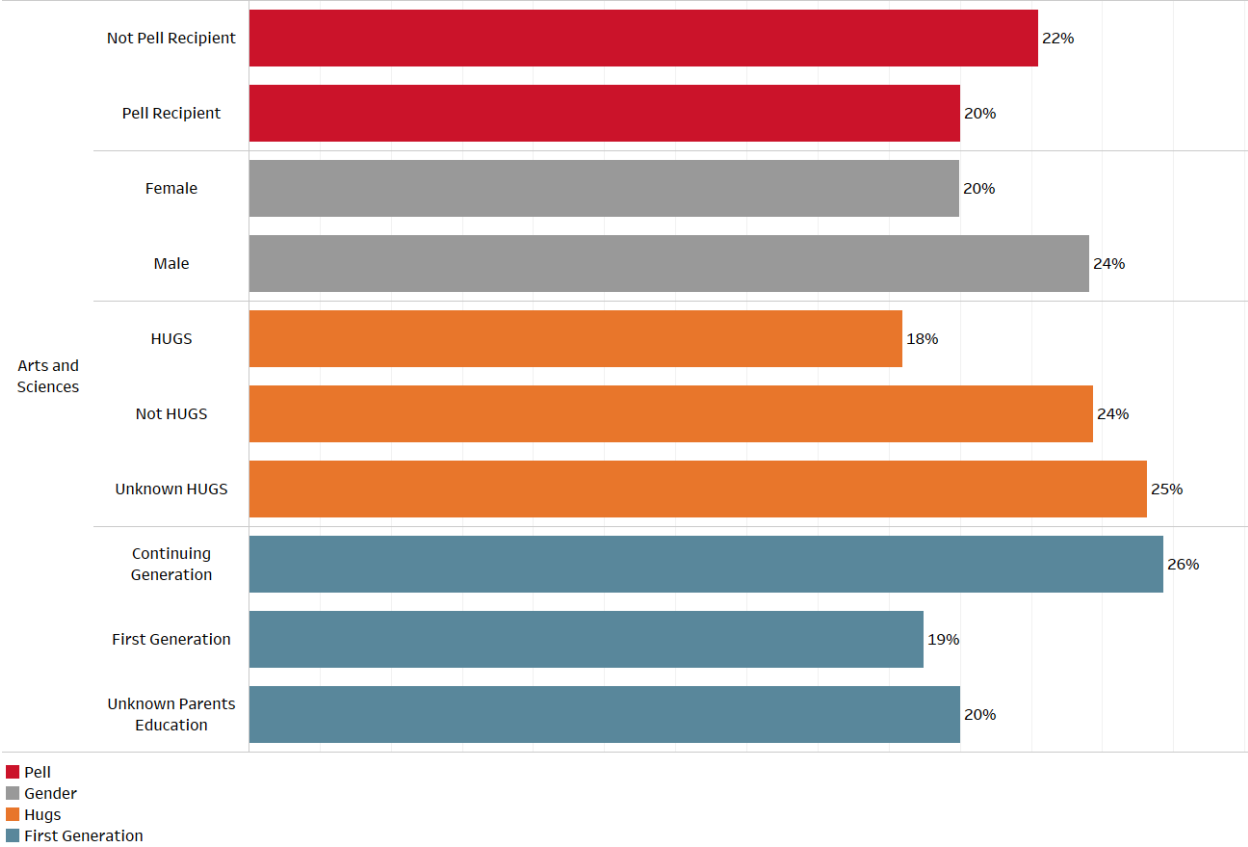


Figure 3.7 above shows how internship rates vary across demographic groups. We see that those from historically underrepresented groups are statistically less likely to complete an internship than their counterparts (18% vs 24%, $p=.009$). Internship rates across gender, generational status and Pell status were not significantly different. We see that first generation students were slightly less likely to complete internships (19% vs 26%) and female students were slightly less likely than male students to complete an internship (20% vs 24%). Rates of internship completion were similar across different Pell statuses (20% vs 22%).

Arts and Sciences respondents that reported completing an internship were asked how doing so affected other aspects of their academic career. Table 3.7 shows the results for these questions.

3.7. Impacts of Internship (Arts and Sciences).

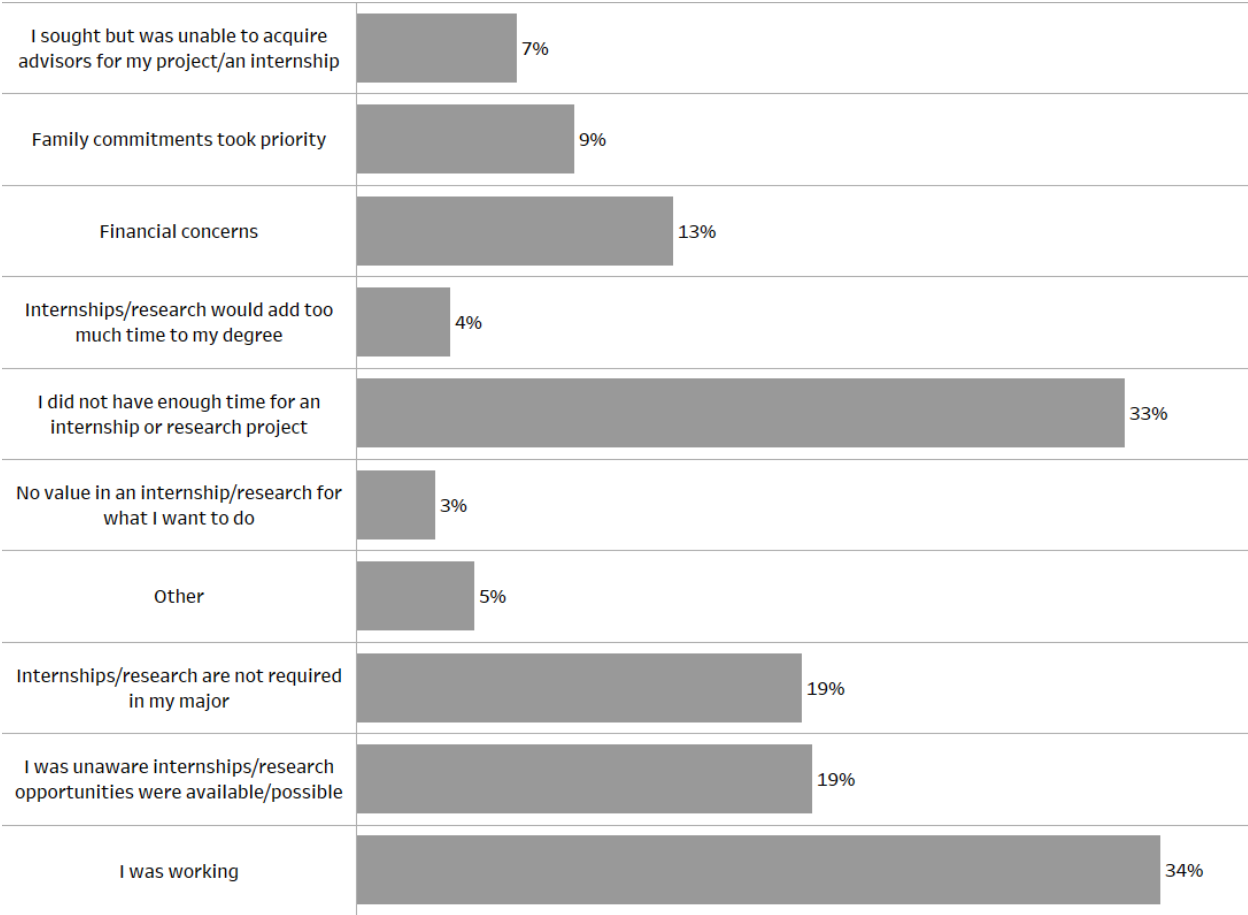
	A lot	Some	Little	None
Career Plans	52%	25%	10%	13%
Major Selection	34%	16%	9%	41%
Academic Course Selection	32%	27%	11%	30%
Graduate School Decisions	32%	25%	12%	31%

Similar to research experiences, at least half of respondents said that completing an internship affected each of the four areas asked about. The area that completing an internship most affected was a respondent’s career plans, with 77% of respondents indicating that completing an internship affected this “A lot” or “Some”. Internships also affected major selection (50%), academic course selection (59%) and graduate school decisions (56%).

Internships were positively correlated with securing new employment after graduation ($p=.037$). Those who completed internships while at CI were more likely to be accepted to graduate school ($p=.040$), complete a research project ($p=.015$), participate in leadership activities across campus ($p=.000$) and to be more satisfied with their educational experiences overall ($p=.001$).

Respondents who did not complete an internship were asked why they did not do so in Figure 3.8 below.

3.8. Why didn't you complete an internship while at CI?



Respondents most often cited that they were already working (34%), that they did not have enough time (33%), that an internship was not required by their major (19%), that they were unaware of internship opportunities (19%), and financial concerns (14%) as the most common reasons for not completing an internship.

Student Leadership

Respondents in the College of Arts and Sciences were asked whether they participated in a variety of leadership experiences on campus. 44% of respondents reported that they had. The most common type of student leadership activity reported was a volunteer or service-learning activity (32%), followed by student assistant positions (16%), and student organization leaders (13%). Table 3.9 shows the types of student leadership that respondents participated in.

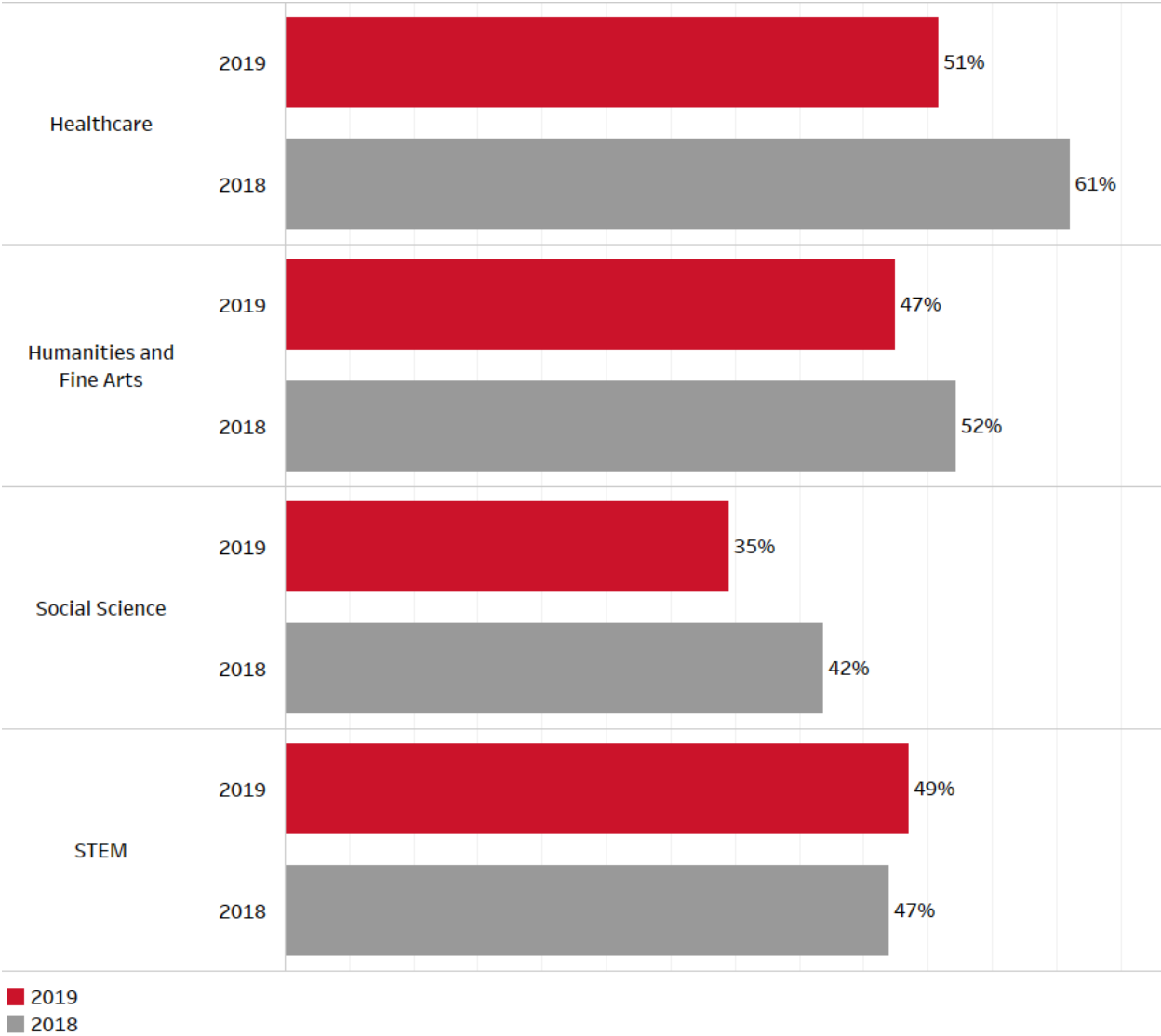
3.9. Participation in Student Leadership Activities.

Volunteer/Service-Learning Activity	447	32%
Student Assistant Position	224	16%
Student Organization Leader	185	13%
Orientation Leader	53	4%
ASI Entity Leader	31	2%
Peer Academic Success Coach	39	3%
STEM pact Mentor	28	2%
University Culture Student Engagement Mentor	28	2%
University Culture Outreach Mentor	22	2%

There is a positive statistical correlation between having participated in student leadership activities and securing new employment ($p=.023$). Graduates who participated in student leadership activities were also more likely to complete an internship ($p=.000$), to complete a research project ($p=.001$) and to continue their current employment ($p=.001$).

Figure 4.1 below shows how participation in leadership activities varies across major groups within the College of Arts and Sciences.

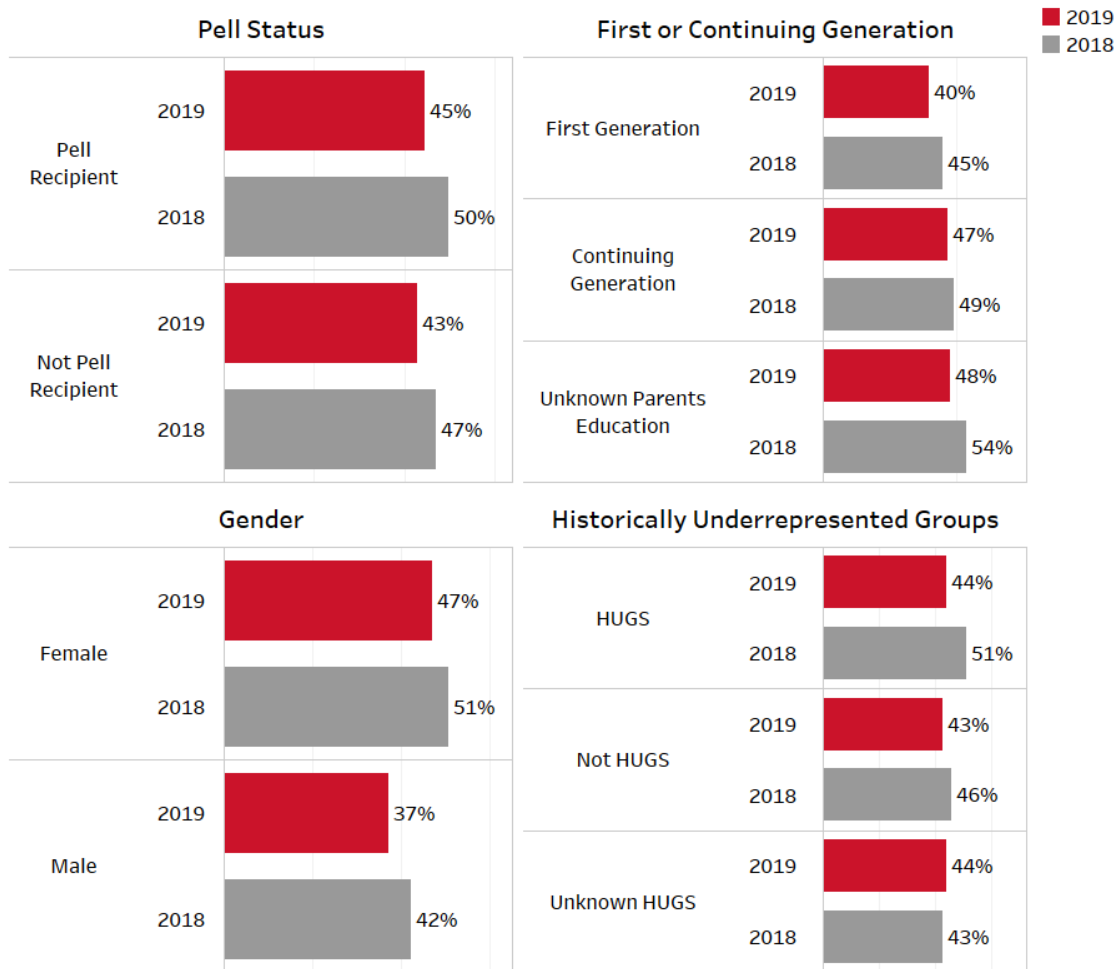
4.1. Participation in Student Leadership Activities by Major Group.



There are statistically significant differences across major groups in terms of whether a respondent participated in leadership activities ($\chi^2 = 15.6, p = .001$). As Figure 4.1 shows, Healthcare graduates were the most likely major to have participated in a student leadership experience (55%), followed by STEM (53%), Humanities and Fine Arts (53%), and Social Sciences (44%).

Figure 4.2 below shows how participation in leadership activities varies across demographic groups in the College of Arts and Sciences.

4.2. Participation in Leadership Activities by Demographics.



With the exception of gender, there were no statistical differences in leadership participation rates across demographic groups. Males (37%) were however statistically less likely than females (47%) to participate in leadership activities on campus. Continuing generation students were slightly more likely to participate in leadership activities on campus (47%) than first generation students (40%).

Assessing the Impact of Leadership Activities

The Arts and Sciences respondents that completed leadership activities were asked how doing so affected other aspects of their academic career. Leadership activities included orientation leaders, ASI entity leaders, CSUCI student organization leadership positions, student assistant positions, volunteer and service learning activities through CSUCI, University Culture Student Engagement Mentors, Peer Academic Success Coaches, University Culture Outreach Mentors, STEM pact Mentors, and Academic Advising Peer Advisors. Tables 4.3, 4.4 and 4.5 show the impact of each of the following specific subsets of leadership activities (student engagement activities, student assistant positions and volunteer or service-learning activities) on academic career choices.

4.3. Student Engagement Activity Impacts.

	A lot	Some	Little	None
Academic Course Selection	22%	29%	13%	36%
Career Plans	21%	26%	13%	40%
Major Selection	20%	24%	12%	45%
Graduate School Decisions	18%	20%	12%	50%

For all of the leadership activities except student assistant positions and volunteer or service-learning activities; academic course selection was most affected (51%), followed by career plans (47%), major selection (44%), and graduate school decisions (38%).

4.4. Student Assistant Position Impacts.

	A lot	Some	Little	None
Career Plans	37%	25%	13%	25%
Academic Course Selection	26%	28%	13%	33%
Graduate School Decisions	31%	17%	8%	43%
Major Selection	26%	17%	12%	46%

Students reported that student assistant positions had the biggest impacts on career plans (62%), followed by academic course selection (54%), graduate school decisions (48%), and major selection (43%).

4.5. Volunteer/Service-Learning Activity Impacts.

	A lot	Some	Little	None
Career Plans	30%	30%	15%	26%
Academic Course Selection	29%	30%	12%	28%
Major Selection	25%	26%	9%	39%
Graduate School Decisions	19%	23%	12%	46%

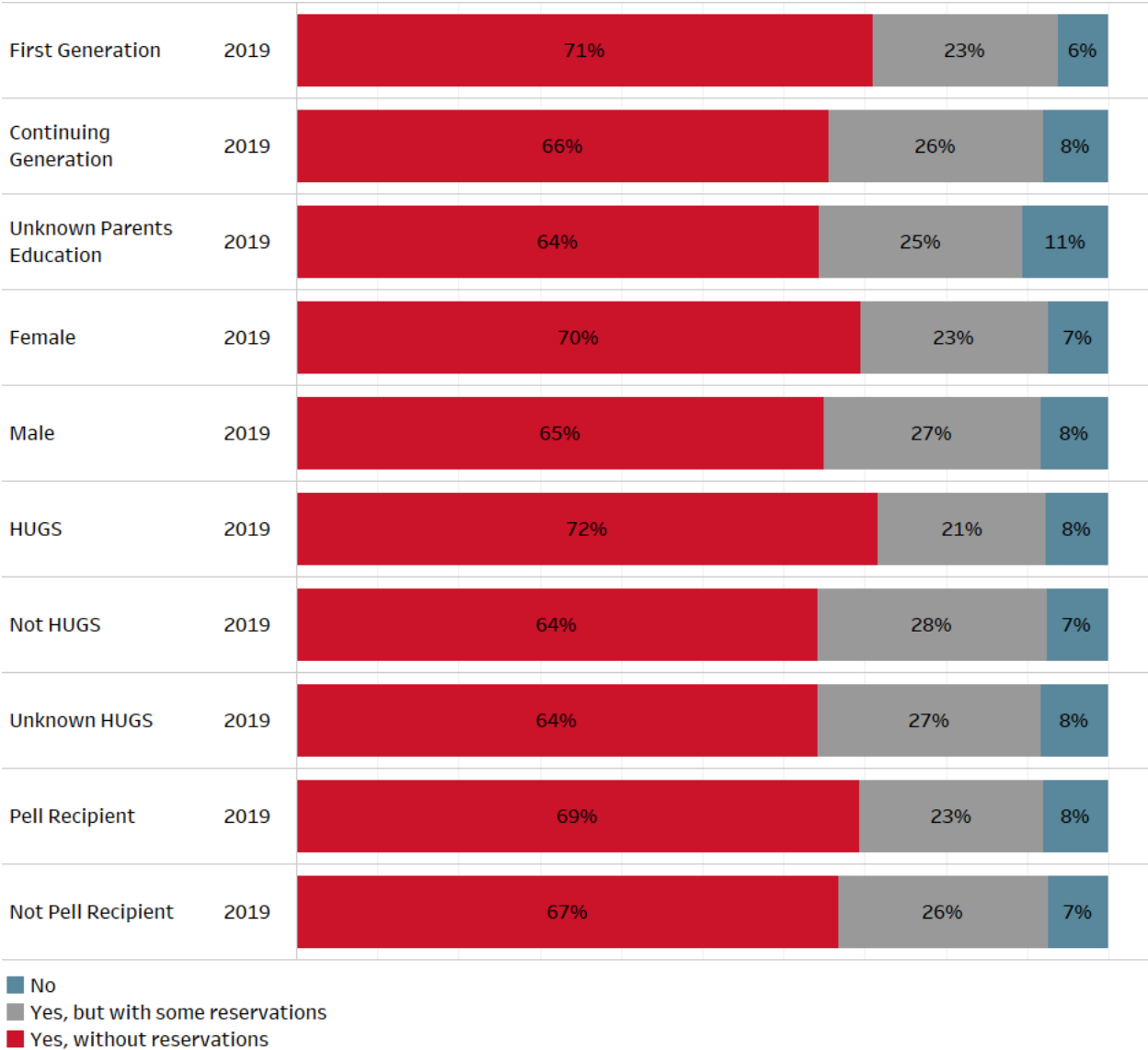
Volunteer and service-learning activities had the largest impacts on career plans (60%), followed by academic course selection (59%), major selection (51%), and graduate school decisions (40%).

Overall Satisfaction with CI

Lastly, Arts and Sciences respondents were asked if they had a chance to start over, would they have chosen CI again. Overall, 68% said that they would attend again without reservation, and another 24% said that they would attend again but with some reservations. At least 92% of all respondents reported that they would choose CI again, both with and without reservations.

Figure 4.6 below shows how rates of satisfaction vary across different demographic groups for students from the College of Arts and Sciences.

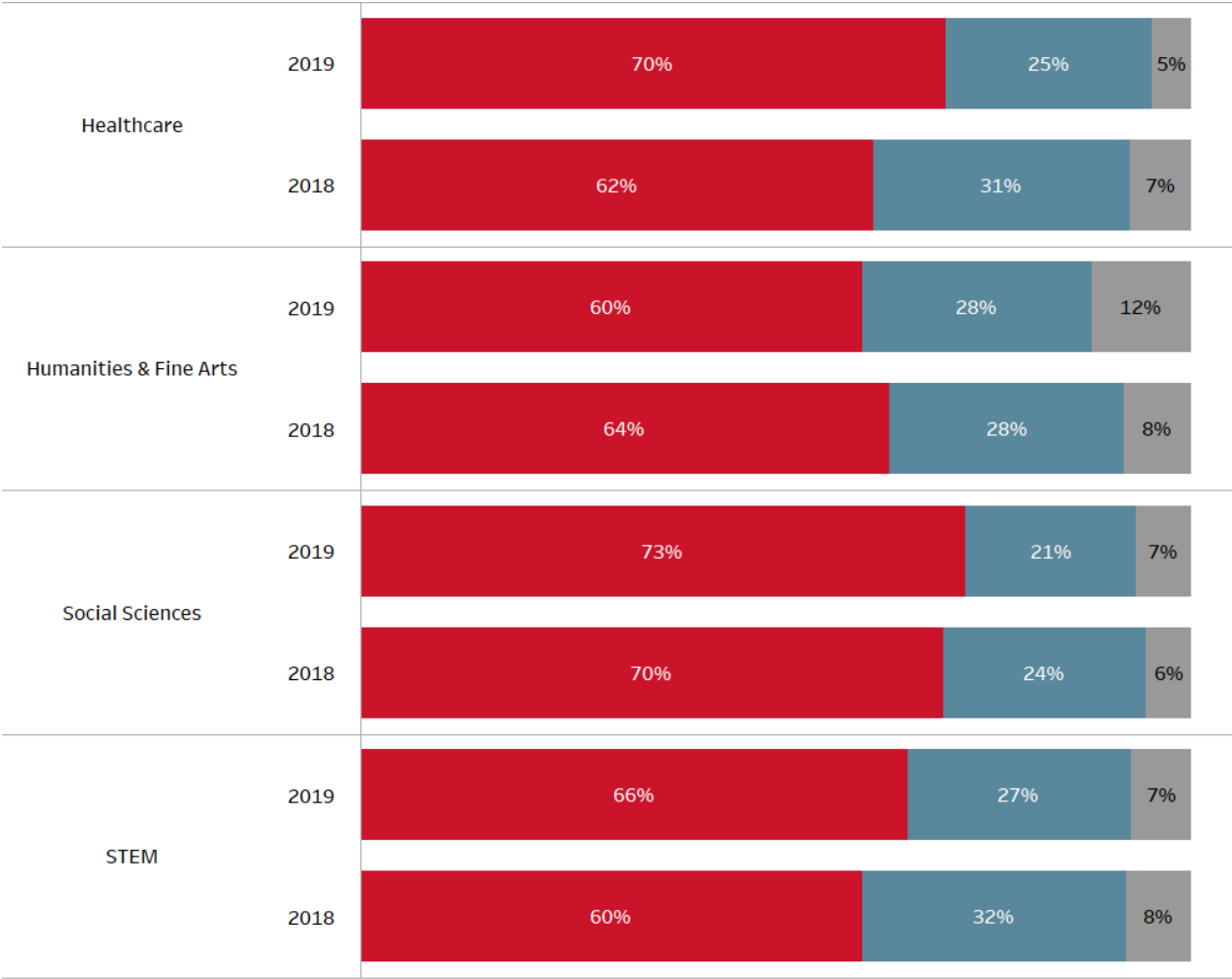
4.6. Satisfaction with CI by Demographics.



Female students, students from historically underrepresented groups, and first generation students were significantly more likely to say they would attend again without reservations than males, those who do not identify as HUGS, and those who were not the first generation in their family to go to college.

Figure 4.7 below illustrates how satisfaction rates vary across major groups within the College of Arts and Sciences.

4.7. Satisfaction with CI by Major Groups.



Enroll Again?
 No
 Yes, but with some reservations
 Yes, without reservations

There are statistically significant differences in satisfaction rates (whether a respondent would enroll again at CI) across major groups ($\chi^2 = 21.4, p = .011$). Amongst major groups, Social Science was the most satisfied with 73% of respondents reporting they would attend again without reservations, followed by Healthcare (70%), STEM (66%), and Humanities and Fine Arts (60%).

Conclusion

The 2019 Graduating Student Survey shows that the College of Arts and Sciences continues to deliver a high impact and valuable educational experience for students that leads to success after graduation. Before walking on commencement day, 19% of Arts and Science graduates had already secured new jobs, 3% of graduates have already been accepted to graduate school and 42% have plans to apply to graduate school after commencement.

Ninety percent of new employment opportunities are related to student majors and 50% of new employment offers pay \$50,000 or more. STEM, Health Sciences, Human Services, and Education are the most popular industries for new Arts and Science graduates.

We also see that 56% of those accepted to graduate school are entering into masters degree programs, 19% are entering into doctoral programs, 5% into medical school, and another 5% into law school.

Career Development Services is heavily utilized (50% have used services at least once), well evaluated (63% of students on average report it's services are helpful) and continues to show success in getting students connected with internships, student assistant positions and providing contacts for new employment.

The survey also shows that many Arts and Sciences students engaged in some of the High Impact Practices offered at CI such as student research (83%), leadership activities on campus (44%) and internships (21%).

More generally, Arts and Sciences graduates say that they are satisfied with their campus experiences, reporting a 92% satisfaction rate with CI overall. Please contact Paul Peterson for any questions about the survey analyses in this report at paul.peterson@csuci.edu or Amanda Carpenter at Amanda.carpenter@csuci.edu for any questions about the survey instrument and research.

Appendix A: Major Group Classifications

Major Group	Degree Fields Included
Humanities/Fine Arts	Art, Communication, English, History, Performing Arts, and Spanish
Healthcare	Health Science, and Healthcare
Social Science	Anthropology, Chicano/a Studies, Global Studies, International / Global Studies, Political Science, Psychology, and Sociology
STEM	Applied Physics, Biology, Biotechnology and Bioinformatics, Chemistry, Computer Science, Environmental Science and Resource Management, Environmental Studies, Information Technology, and Mathematics

End Notes

¹ Degrees awarded in Summer 2018, Fall 2018, and Spring 2019. Some individuals received degrees from multiple categories. Some individuals who completed the survey have not yet graduated.

² Respondents were able to check all that apply for post graduate outcomes question.