

Differences between Accounting Alumni who graduated before and after 2000

*The Analysis Sample*

Table 1. Survey Response Rates and Graduation Year

	Pre 2000	Post 2000
Sample Size	58	58
Response Rates	11.8	11.8
Grad Year		
1993	0.9	
1996	0.9	
1997	0.0	
1998	6.9	
1999	16.4	
2000	25.0	
2001		17.2
2002		21.6
2003		11.2

Note: response rates and graduation year in percentages. Response rates reflect the average response rate over the entire sample. Differences in response rates across the pre and post 2000 samples are not available.

The accounting department implemented several changes to the curriculum in the 1999 fall semester. These changes included the creation of the ACCT 351 communications course. The 2004 alumni survey results are split between students who graduated before and after the year 2000. This allows a comparison between alumni who participated in the 1999 curriculum changes (i.e., graduated in 2001 or later) and those who did not (i.e., graduated in 2000 or earlier). Table 1 shows the sample size and the graduation years for the pre and post 2000 samples.

This summary will focus on the differences between the pre and post 2000 samples. Statistically significant differences from the corresponding measures (e.g., mean) for the pre 2000 sample will always be marked with an asterisk --\* or \*\*-- to indicate significance at the 90 or 95 confidence level in a two-tailed test respectively.

*Typical Accounting Graduate*

Looking over the entire sample, the average alumnus is a white female who graduated at the age of 29. She was a transfer student when entering CSUN and reports that it took 4.2 years to complete her degree. Completion of the degree took seven months more than expected. She worked 24 hours a week during a typical semester and cites “working” and “courses not available” as reasons for her delayed degree completion.

She attended CSUN because of its cost, location, and program availability. She selected her college major because of its employment opportunities and subject matter. Critical thinking, problem solving, and oral communication are very important in her career. She

also indicates that written communication is extremely important for an accounting graduate. She was most satisfied with teamwork skills preparation at CSUN and least satisfied with leadership preparation.

When asked to rate her satisfaction with skills preparation in the accounting program, she was most satisfied with external financial reporting, managerial accounting applications, and teamwork. She was least satisfied with how to research GAAS and present complex accounting concepts orally.

When asked to rate her satisfaction with different aspects of her CSUN experience, she was most satisfied with career preparation from major courses and least satisfied with class availability and advisement. Her first job and current job are directly related to her college major. She did not attend graduate or professional school after leaving CSUN.

### *Differences between the Two Samples*

The following six paragraphs describe how the post 2000 sample members differ from the pre 2000 sample members.

Post 2000 graduates are more likely to be transfer students. They are four years older when they graduated from CSUN and are less likely to be Asian.

They are much more likely to cite “repeating coursework” and “poor or no advisement” as factors that delayed their degree completion. They also express less satisfaction with advisement in the accounting department.

They are less likely to mark “advice from parents or relatives” and more likely to mark “to be with friends” as reasons for choosing CSUN. They are also more likely to mark “subject matter” as a reason for selecting their college major.

They are much more likely to indicate that researching professional accounting literature is extremely important for an accounting graduate.

They are more satisfied with their CSUN preparation in oral communication and leadership skills. They are also more satisfied with their accounting skills preparation in the attest function, researching tax codes, and awareness of the global aspects of accounting.

They are more likely to indicate that they would not select CSUN again for their undergraduate education.

### *Opportunities for Improvement*

Evidence of problematic areas is offered from the post 2000 graduates' responses. These are the most recent graduates from the accounting program and they have experienced any benefits from the 1999 fall curriculum changes.

Course availability and advisement stand out as weak areas. Some 35 (24) percent of post 2000 graduates cite "courses not available" ("poor or no advisement") as a factor that delayed their degree completion. Moreover, 61 (51) percent of these alumni indicate that they are unsatisfied or very unsatisfied with course availability (advisement through the accounting department).

Leadership preparation also stands out as a weak point. Nearly 60 percent of post 2000 graduates indicate that leadership skills are very important for their careers. Yet, roughly 30 percent indicate that they were poorly or very poorly prepared in leadership.

More than 20 percent of post 2000 graduates disagree or strongly disagree that they were well prepared in the following accounting skills: present complex accounting concepts orally, write about complex accounting concepts, hit the ground running at work, research GAAP, research GAAS, and research the tax codes

### *Alumni Characteristics*

Table 2 indicates that the post 2000 graduates were more likely to be transfer students when entering CSUN. Roughly 88 percent of the post 2000 graduates were transfer students compared with only 69 percent of the pre 2000 graduates.

Table 2 also shows that there is no difference in the number of hours worked between the two samples. On average, accounting alumni worked 24 hours per week during a typical semester.

Table 2. Transfer Status and Hours Worked per Week

	Pre 2000	Post 2000
Transfer	68.5	87.7**
Hours worked per week		
none	13.8	13.8
1 - 9	5.2	3.5
10 - 19	8.6	8.6
20 - 29	34.5	34.5
30 - 39	17.2	17.2
40 - 49	19.0	22.4
50 or more	1.7	0.0
Mean hours	23.7	23.5
St dev	(13.9)	(13.2)

Note: statistics in percentages unless stated otherwise.

Table 3 indicates that the post 2000 alumni are slightly older when they graduate from CSUN. These more recent graduates are 4 years older on average.

The post 2000 sample contains slightly more females. However, this difference is not statistically significant.

The post 2000 sample is less likely to be Asian and more likely to be white. However, only the difference in Asian ethnicity is statistically significant. Lastly, the number of alumni who participated in the University’s EOP program is similar between the two samples.

Table 3. Demographic Characteristics

	Pre 2000	Post 2000
Age		
18 - 22	19.0	12.3
23 - 35	20.7	19.3
26 - 29	37.9	22.8
30 - 34	10.3	12.3
over 35	12.1	33.3
Mean age	27.1	31.1**
St dev	(5.8)	(8.9)
Female	58.6	63.8
Ethnicity		
White	50.9	59.7
Mexican	1.8	3.5
Other Latino	8.8	7.0
Asian	22.8	10.5*
Black	3.5	3.5
Other	12.3	15.8
EOP status	12.1	15.5

Note: statistics in percentages unless stated otherwise.

### *Time to Graduation*

Accounting alumni were asked how many years they had planned to complete their undergraduate degree and how many years it actually took. Their responses are described in Table 4 below.

There is little difference in the responses given by the pre and post 2000 graduates. The typical post (pre) 2000 graduate expected to complete her degree in 3.4 (3.8) years. The typical post (pre) 2000 graduate actually took 4.0 (4.3) years to complete her degree. Additionally, the mean difference in years taken and years planned is around 0.5 for both samples.

*Time to Graduation*

Table 4. Years Planned and Years Taken to Complete Degree

	Pre 2000	Post 2000
<b>Years Planned for Degree</b>		
1	1.8	0.0
2	20.0	36.0
3	18.2	12.0
4	36.4	36.0
5	10.9	14.0
6	12.7	2.0
Mean years	3.8	3.4
St dev	(1.5)	(1.3)
<b>Years Taken for Degree</b>		
1	7.3	6.0
2	10.9	12.0
3	10.9	22.0
4	23.6	20.0
5	18.2	20.0
6	14.6	12.0
7	14.6	8.0
Mean years	4.3	4.0
St dev	(2.0)	(1.8)
<b>Years Taken Minus Years Planned</b>		
-1	1.9	4.3
0	34.6	29.8
1	40.4	40.4
2	15.4	14.9
3	5.8	8.5
4	1.9	2.1
Mean years	0.5	0.6
St dev	(2.0)	(2.0)

Note: statistics in percentages unless stated otherwise.

The average accounting graduate ends up taking 6 or 7 months longer to complete her degree than she had planned. Alumni were given the list in Table 5 below and asked which of these factors contributed to taking longer than they had expected to complete their undergraduate degree. The alumni were further instructed to mark all that apply.

Looking over the entire sample, alumni most frequently cited “working” and “courses not available” as factors that delayed their degree completion. However, there are some notable, statistically significant differences between the pre and post 2000 samples.

Post 2000 graduates were three times more likely to cite “repeating coursework” as a factor that delayed their degree completion. Some 16 percent of post 2000 graduates marked this as a factor compared with only 5 percent of pre 2000 graduates.

Post 2000 graduates were twice as likely to cite “poor or no advisement” as a factor that delayed their degree completion. Roughly 24 percent of post 2000 graduates indicate that “poor or no advisement” delayed their degree completion compared with only 10 percent of pre 2000 graduates.

Table 5. Factors that Delayed Degree Completion

Factors	Pre 2000	Post 2000
Not applicable	9	14
Working	40	35
Part-time status	17	14
Personal problems	10	9
Financial difficulties	16	17
Academic difficulty	4	9
Repeating coursework	5	16*
Poor or no advisement	10	24**
Courses not available	22	35
Difficulty transfer units	12	9
Too many required courses	19	21
Change of major	9	10
Delay in selecting major	2	4
Other factors	12	17

Note: statistics in percentages.

*Selection of CSUN and College Major*

Alumni were given the list in Table 6 and asked to mark their primary reasons for choosing CSUN. Cost, location, availability of program, and academic reputation are the most frequently cited reasons for choosing CSUN.

There are some minor differences between the two samples. Post 2000 graduates were less likely to mark advice from parents or relatives and more likely to mark being with friends as reasons for choosing CSUN.

Table 6. Reasons for Choosing CSUN

Reasons	Pre 2000	Post 2000
Location	71	66
Cost	71	74
Availability of financial aid	10	21
Availability of program or major	50	67
Academic reputation	48	47
Campus size	3	5
Advice from parents or relatives	17	5**
To be with friends	2	9*
Other reasons	3	7

Note: statistics in percentages.

Alumni were given the list in Table 7 below and asked to mark their primary reasons for choosing their college major.

Employment opportunities and subject matter are by far the most commonly cited reasons for selecting college major. Post 2000 graduates were more likely to mark subject matter (55 versus 38 percent) than were pre 2000 graduates.

Table 7. Reasons for Choosing College Major

Reasons	Pre 2000	Post 2000
Subject matter	38	55*
Career center advisement	2	0
Advisor	2	0
Professor	7	7
Employment opportunities	66	76
Career or grad school prep.	10	19
Family or friends	31	26
GE courses	5	2
Other reasons	12	12

Note: statistics in percentages.

### *Importance of Various Skills*

Alumni were given the list in Table 8 (and 10) below and asked how necessary these skills are in their careers. The alumni were given three possible responses –very, somewhat, or not at all. The mean in Table 8 (and 10) was calculated by assigning the following values to the three responses; very = 3, somewhat = 2, and not at all = 1.

More than 85 percent of the entire sample indicate that critical thinking, problem solving, and oral communication are very important in their careers. Some 80 percent indicate that written communication is very important while roughly 60 percent indicate that teamwork and leadership skills are very important. Lastly, and somewhat surprisingly, only 52 percent of the alumni indicate that mathematics is very important for their career. Some 6 percent indicate that mathematics is not at all important.

There are no statistically significant differences between the pre and post 2000 samples when viewing the needed skills question.

Alumni were also asked how important the skills listed in Table 9 (and 11) are for an accounting graduate. The alumni were given four possible responses –extremely important, important, of little importance, or irrelevant. The mean in Table 9 (and 11) was calculated by assigning the following values to the four responses; extremely important = 4; important = 3; of little importance = 2; and irrelevant = 1.

Table 8. Skills Needed for the Careers of Pre 2000 Alumni

Necessary Skills	Very	Somewhat	Not at All	Mean	St dev
Critical thinking	91	7	2	2.9	(0.4)
Problem solving	86	14	0	2.9	(0.4)
Mathematics	49	44	7	2.4	(0.6)
Written comm.	77	21	2	2.8	(0.5)
Oral comm.	86	14	0	2.9	(0.4)
Teamwork	61	33	5	2.6	(0.6)
Leadership	61	37	2	2.6	(0.5)

Note: statistics in percentages unless stated otherwise.

Table 9. Importance of Skills for an Accounting Graduate –Pre 2000 Alumni

Skills	Extremely	Important	Little	Irrelevant	Mean	St dev
Research acct literature	36	43	14	7	3.1	(0.9)
Written comm.	79	16	5	0	3.7	(0.5)
Oral comm.	74	22	3	0	3.7	(0.5)
Teamwork	62	31	5	2	3.5	(0.7)

Note: statistics in percentages unless stated otherwise.

Table 10. Skills Needed for the Careers of Post 2000 Alumni

Necessary Skills	Very	Somewhat	Not at All	Mean	St dev
Critical thinking	91	9	0	2.9	(0.3)
Problem solving	89	11	0	2.9	(0.3)
Mathematics	54	40	5	2.5	(0.6)
Written comm.	82	18	0	2.8	(0.4)
Oral comm.	88	13	0	2.9	(0.3)
Teamwork	67	28	5	2.6	(0.6)
Leadership	57	41	2	2.6	(0.5)

Note: statistics in percentages unless stated otherwise.

Table 11. Importance of Skills for an Accounting Graduate –Post 2000 Alumni

Skills	Extremely	Important	Little	Irrelevant	Mean	St dev
Research acct literature	61	30	5	2	3.5**	(0.7)
Written comm.	86	12	2	0	3.8	(0.4)
Oral comm.	82	14	4	0	3.8	(0.5)
Teamwork	56	39	4	2	3.5	(0.7)

Note: statistics in percentages unless stated otherwise.

Some 82 (78) percent of *all* alumni indicate that written (oral) communication is extremely important for an accounting graduate. By contrast, only 48 (59) percent of *all* alumni indicate that the ability to research professional accounting literature (work effectively in a team) is extremely important.

There is only one statistically significant difference between the pre and post 2000 samples when viewing the accounting skills question. The post 2000 graduates were much more likely to report that the ability to research professional accounting literature is extremely important (61 versus 36 percent).

### *Satisfaction with Skills Preparation*

Alumni were provided with the list in Table 12 (and 13) and asked how well CSUN prepared them in each skill area. The alumni were given five possible responses –very well, well, poorly, very poorly, or not applicable (N/A). The mean in Table 12 (and 13) was calculated by assigning the following values to the five responses; very well = 4, well = 3, poorly = 2, very poorly = 1, and not applicable = missing.

Table 12. Satisfaction with CSUN Skills Preparation –Pre 2000 Alumni

CSUN preparation	Very Well	Well	Poorly	Very Poorly	N/A	Mean	St dev
Critical thinking	7	70	20	4	0	2.8	(0.6)
Problem solving	14	64	16	3	3	2.9	(0.7)
Mathematics	18	68	4	4	7	3.1	(0.6)
Written comm.	16	63	18	2	2	2.9	(0.7)
Oral comm.	14	59	24	2	2	2.9	(0.7)
Teamwork	30	54	12	2	2	3.1	(0.7)
Leadership	4	50	34	5	7	2.6	(0.7)

Note: statistics in percentages unless stated otherwise.

Table 13. Satisfaction with CSUN Skills Preparation –Post 2000 Alumni

CSUN preparation	Very Well	Well	Poorly	Very Poorly	N/A	Mean	St dev
Critical thinking	21	61	14	4	0	3.0	(0.7)
Problem solving	21	60	19	0	0	3.0	(0.6)
Mathematics	26	49	9	0	16	3.2	(0.6)
Written comm.	26	56	18	0	0	3.1	(0.7)
Oral comm.	30	51	18	0	2	3.1**	(0.7)
Teamwork	39	51	9	2	0	3.3	(0.7)
Leadership	21	47	26	4	2	2.9**	(0.8)

Note: statistics in percentages unless stated otherwise.

Looking over the entire sample, alumni express the greatest satisfaction for teamwork preparation. Some 87 percent indicate that they were very well or well prepared in this skill. Mathematics, written communication, critical thinking, and problem solving preparation also receive fairly high marks. Approximately 80 percent of alumni indicate that they were very well or well prepared in these areas. This is particularly important given the high need alumni place on critical thinking and problem solving.

The alumni satisfaction scores are lowest for leadership and oral communication, with only 61 and 77 percent respectively of alumni indicating that they were very well or well prepared. This result is somewhat mitigated (magnified) by the fact that alumni seem to place less (more) importance on leadership (oral communication) skills for their careers.

There are two notable differences between the pre and post 2000 samples when viewing the skills preparation questions. Post 2000 graduates are more satisfied with their preparation in oral communication and leadership skills.

Roughly 81 percent of post 2000 graduates indicate that they were very well or well prepared in oral communication compared with only 73 percent of pre 2000 graduates. Moreover, only 18 (versus 26) percent of post 2000 graduates indicate that they were poorly or very poorly prepared in oral communication. This finding suggests that the ACCT 351 COM course *may* have had a beneficial impact on the post 2000 graduates.<sup>1</sup>

The mean satisfaction score for leadership preparation is higher (2.9 versus 2.6) for the post 2000 graduates. Some 21 percent of post 2000 graduates indicate that they were very well prepared in this skill area compared to only 4 percent of the pre 2000 graduates. However, the number of post 2000 graduates (30 percent) who report that they were poorly or very poorly prepared in leadership skills is still large. This finding suggests that additional improvements are needed to better prepare students in this skill area.

Alumni were also asked whether the accounting program provided them with an understanding of the skill areas listed in Table 14 (and 15). The alumni were given five possible responses –strongly agree, agree, unsure, disagree, or strongly disagree. The mean in Table 14 (and 15) was calculated by assigning the following values to the five responses; strongly agree = 5; agree = 4; unsure = 3; disagree = 2; and strongly disagree = 1.

Looking over the entire sample, alumni appear to be most satisfied with their preparation in external financial reporting, managerial accounting applications, and teamwork. Some 87 percent strongly agree or agree that “the accounting program provided a conceptual understanding of external financial reporting” and “managerial accounting applications.” Roughly 76 percent of the alumni strongly agree or agree that “the accounting program prepared me to work as an effective team member.”

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<sup>1</sup> However, there is no statistically significant difference in the mean satisfaction score for written communication when comparing the pre and post 2000 samples.

Alumni appear to be least satisfied with their preparation in researching GAAS and in presenting complex accounting concepts orally. Only 50 percent strongly agree or agree that “the accounting program provided an understanding of how to research generally accepted auditing standards.” And only 48 percent strongly agree or agree that “the courses in the accounting program developed my ability to present complex accounting concepts orally.”

Table 14. Satisfaction with Accounting Skills Preparation –Pre 2000 Alumni

ACCT preparation	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree	Mean	St dev
External fin. reporting	23	63	5	9	0	4.0	(0.8)
Managerial acct applications	21	72	5	2	0	4.1	(0.6)
Attest function	7	37	30	21	4	3.2	(1.0)
Tax plan and prep.	19	48	9	19	5	3.6	(1.2)
Complex acct issues	19	53	11	14	4	3.7	(1.1)
Research GAAP	7	50	16	26	2	3.3	(1.0)
Research GAAS	5	41	21	29	3	3.2	(1.0)
Research tax codes	10	38	16	29	7	3.2	(1.2)
Apply to real world problems	26	50	5	16	3	3.8	(1.1)
Hit the ground running	16	38	22	21	3	3.4	(1.1)
Present complex acct concepts	5	34	24	31	5	3.0	(1.0)
Write about complex acct concepts	12	55	9	22	2	3.5	(1.0)
Ethical decision-making	21	47	21	9	3	3.7	(1.0)
Use appropriate technology	10	52	14	19	5	3.4	(1.1)
Aware of global aspects of acct	5	42	23	26	4	3.2	(1.0)
Teamwork	33	44	9	12	0	4.0	(1.0)

Note: statistics in percentages unless stated otherwise.

When comparing the two samples, almost all of the mean satisfaction scores for accounting skills preparation are higher for the post 2000 alumni. However, there are only three statistically significant differences between the samples. The post 2000 graduates appear to be more satisfied with preparation in the attest function (3.6 versus 3.2), researching tax codes (3.6 versus 3.2), and awareness of the global aspects of accounting (3.6 versus 3.2).

Table 15. Satisfaction with Accounting Skills Preparation –Post 2000 Alumni

ACCT preparation	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree	Mean	St dev
External fin. reporting	37	51	5	7	0	4.2	(0.8)
Managerial acct applications	25	55	11	9	0	4.0	(0.9)
Attest function	20	43	20	11	7	3.6*	(1.1)
Tax plan and prep.	19	61	5	11	4	3.8	(1.0)
Complex acct issues	32	44	12	12	0	3.9	(1.0)
Research GAAP	23	41	14	14	7	3.6	(1.2)
Research GAAS	18	36	23	14	7	3.4	(1.2)
Research tax codes	20	46	11	14	7	3.6*	(1.2)
Apply to real world problems	30	46	14	9	2	3.9	(1.0)
Hit the ground running	18	37	21	16	9	3.4	(1.2)
Present complex acct concepts	18	39	11	30	4	3.4	(1.2)
Write about complex acct concepts	18	37	18	25	4	3.4	(1.1)
Ethical decision-making	30	43	16	7	4	3.9	(1.0)
Use appropriate technology	23	44	18	14	2	3.7	(1.0)
Aware of global aspects of acct	19	44	18	18	2	3.6**	(1.0)
Teamwork	32	44	16	9	0	4.0	(0.9)

Note: statistics in percentages unless stated otherwise.

As mentioned previously, the post 2000 graduates have experienced any benefits from the curriculum changes that were implemented in the 1999 fall semester. Their higher mean satisfaction scores suggest that program changes may have been helpful. However, the post 2000 graduates' responses in Table 15 suggest areas where program improvement is still needed.

Summation of the columns labeled “disagree” and “strongly disagree” in Table 15, indicates that more than 20 percent of the post 2000 graduates are dissatisfied with their preparation in the following skill areas –present complex accounting concepts orally, write about complex accounting concepts, hit the ground running at work, research GAAP, research GAAS, and research the tax codes.

#### *Satisfaction with CSUN Experience*

Alumni were provided with the list in Table 16 (and 17) and asked to rate their satisfaction with various aspects of their CSUN experience. The alumni were given five possible responses –very satisfied, satisfied, unsatisfied, very unsatisfied, or not applicable (N/A). The mean in Table 16 (and 17) was calculated by assigning the following values to the five responses; very satisfied = 4, satisfied = 3, unsatisfied = 2, very unsatisfied = 1, and not applicable = missing.

Table 16. Satisfaction with Courses and Services –Pre 2000 Alumni

Satisfaction	Very Satisfied	Satisfied	Unsatisfied	Very Un-satisfied	N/A	Mean	St dev
Career prep. from CSUN experience	12	72	11	2	4	3.0	(0.6)
Career prep. from major courses	26	62	9	2	0	3.1	(0.7)
GE courses	2	73	5	0	20	3.0	(0.3)
Availability of classes	2	49	28	21	0	2.3	(0.8)
Advisement through your dept.	4	68	21	7	0	2.7	(0.7)
Advisement through college centers	2	22	20	4	53	2.5	(0.7)
Technical support services	4	57	21	2	16	2.7	(0.6)
Equipment or technology	16	63	19	2	0	2.9	(0.7)

Note: statistics in percentages unless stated otherwise.

Table 17. Satisfaction with Courses and Services –Post 2000 Alumni

Satisfaction	Very Satisfied	Satisfied	Unsatisfied	Very Un-satisfied	N/A	Mean	St dev
Career prep. from CSUN experience	13	63	14	7	4	2.8	(0.7)
Career prep. from major courses	26	54	11	7	2	3.0	(0.8)
GE courses	14	50	5	5	26	3.0	(0.7)
Availability of classes	3	36	33	28	0	2.2	(0.9)
Advisement through your dept.	2	42	32	19	5	2.3**	(0.8)
Advisement through college centers	0	29	5	9	57	2.5	(0.8)
Technical support services	7	45	16	3	29	2.8	(0.7)
Equipment or technology	21	67	9	3	0	3.1	(0.7)

Note: statistics in percentages unless stated otherwise.

The mean satisfaction scores for the entire sample suggest that alumni are most satisfied with career preparation from major courses, GE courses, and equipment or technology. The alumni are least satisfied with class availability and advisement.

Dissatisfaction with class availability and advisement is problematic. As mentioned previously, 28 (17) percent of all alumni (pre and post 2000) believe that “courses not available” (“poor or no advisement”) is a factor that delayed their graduation.

The only statistically significant difference between the pre and post 2000 samples is found in the mean satisfaction score for “advisement through your department.” The post 2000 graduates are even less satisfied with departmental advisement (2.3 versus 2.7).

Overall alumni satisfaction can be gauged by examining their answers to the question, “if you could begin your education again, would you select CSUN.” Responses appear below in Table 18. The alumni responses suggest fairly low satisfaction with their overall CSUN experience.

Only 55 percent of pre and post 2000 graduates would select CSUN again. Roughly 22 (12) percent of the post (pre) 2000 graduates would not select CSUN again and 22 (33) percent are unsure.

Table 18. Overall Satisfaction with CSUN Experience

Would you select CSUN again?		
	Pre 2000	Post 2000
Yes	55.2	55.2
No	12.1	22.4*
Don't know	32.8	22.4*

Note: statistics in percentages.

### *Alumni Outcomes*

Alumni were asked whether their first job or current job is directly related to their major. Some 88 percent of alumni obtain first jobs that are directly related to their major. Interestingly, the percentages look fairly similar for first and current jobs. Roughly 88 (83) percent of post (pre) 2000 graduates are currently employed in a job that is directly related to their major.

Alumni were also asked if their college background or major is useful (in any way) for their current job. Almost all graduates (97 to 98 percent) indicate that their college degree is helpful.

Lastly, alumni were asked if they had attended a graduate or professional school after leaving CSUN. Less than 15 percent of pre and post 2000 graduates had continued their education beyond CSUN.

Table 19. Alumni Outcomes (in percentages)

	Pre 2000	Post 2000
First job directly related to major	87.7	87.7
Current job directly related to major	82.8	87.7
Major useful for current job	98.3	96.5
Attend grad school	12.1	14.0