

Summary of 2004 Alumni Survey Results

The Survey

The COBAE undergraduate alumni survey was conducted by Institutional Research during the summer of 2004. Roughly 4,999 alumni who graduated between 1998 and 2003 were mailed a survey questionnaire and a corresponding scantron form on May 25th. Alumni were asked to complete the survey by July 14th. A postcard reminder was sent three weeks after the initial mailing. The survey responses are anonymous.

Table 1. Survey Response Rates and Graduation Year

	BSBA	ACCT	IS	ECON
Sample Size	449	117	73	21
Response Rates	14.1	11.8	11.3	11.5
Grad Year				
1998	6.6	6.9	4.2	4.8
1999	13.4	16.4	16.9	23.8
2000	15.0	25.0	18.3	9.5
2001	21.4	17.2	21.1	14.3
2002	25.2	21.6	23.9	28.6
2003	17.1	11.2	15.5	19.1

Note: sample size, response rates, and graduation year in percentages.

The response rates in Table 1 vary between 11.3 and 14.1 percent for the four undergraduate degree programs in the College of Business and Economics.

This summary presents data descriptions for all four programs. However, the discussion will focus on the BSBA degree which comprises the majority of our students and the survey respondents. Statistically significant differences from the corresponding measures (e.g., mean) for BSBA degree respondents will always be marked with an asterisk (*) to indicate significance at the 95 percent confidence level in a two-tailed test.

Alumni Characteristics

Table 2 indicates that 70.5 percent of BSBA respondents were transfer students when they entered CSUN for the first time. Additionally, most of our alumni worked for pay during a typical semester. Less than 10 percent of BSBA respondents did not work, while roughly 30 percent worked 40 or more hours per week. Nearly 83 percent worked 20 hours or more. The average number of hours worked is 27.1 for these alumni. The ACCT (ECON) respondents typically worked 3.5 (6.9) hours less than BSBA respondents.

Table 3 presents the demographic characteristics of the respondents. Please note that “age” reflects age in years at the time of graduation. The typical BSBA respondent is a white female who was 27 years old when she graduated. Almost 70 percent of our BSBA alumni are in their twenties when they graduate. However, nearly 14 (12) percent are in their early thirties (over 35).

Table 2. Transfer Status and Hours Worked per Week

	BSBA	ACCT	IS	ECON
Transfer	70.5	78.4	71.6	84.2
Hours worked per week				
none	8.8	13.8	9.9	9.5
1 - 9	1.6	4.3	0.0	14.3
10 - 19	6.8	8.6	11.3	23.8
20 - 29	32.1	34.5	32.4	23.8
30 - 39	21.3	17.2	21.1	9.5
40 - 49	26.9	20.7	22.5	19.1
50 or more	2.5	0.9	2.8	0.0
Mean hours	27.1	23.6*	26.3	20.2*
St dev	(12.8)	(13.5)	(13.2)	(14.0)

Note: statistics in percentages unless stated otherwise.

Table 3. Demographic Characteristics

	BSBA	ACCT	IS	ECON
Age				
18 - 22	15.9	15.7	10.0	19.1
23 - 35	35.8	20.0	42.9	23.8
26 - 29	22.3	30.4	24.3	28.6
30 - 34	14.1	11.3	8.6	9.5
over 35	11.9	22.6	14.3	19.1
Mean age	27.1	29.1*	27.0	28.5
St dev	(6.7)	(7.7)	(6.3)	(8.9)
Female	58.7	61.2	35.6*	42.9
Ethnicity				
White	53.4	55.3	41.7*	65.0
Mexican	10.0	2.6*	8.3	15.0
Other Latino	6.1	7.9	1.4*	0.0*
Asian	8.9	16.7*	18.1*	10.0
Black	4.3	3.5	5.6	0.0*
Other	17.3	14.0	25.0	10.0
EOP status	10.1	13.8	5.6	9.5

Note: statistics in percentages unless stated otherwise.

On average, ACCT respondents are two years older when they graduate than BSBA respondents.

Roughly 60 percent of our BSBA alumni are female. IS and ECON alumni are much less likely to be female (only 35.6 and 42.9 percent respectively). However, only the difference between BSBA and IS respondents is statistically significant.

Roughly half of the BSBA respondents are white. Almost 10 (9) percent are Mexican (Asian) American. By comparison, ACCT (IS) respondents are less likely to be Mexican American

(white or other Latino) and much more likely to be Asian. ECON respondents are less likely to be other Latino or black than BSBA respondents. Finally, 10.1 percent of the BSBA respondents participated in the University's Equal Opportunity Program (EOP) while attending CSUN.

Time to Graduation

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

Table 4. Years Planned and Years Taken to Complete Degree

	BSBA	ACCT	IS	ECON
Years Planned for Degree				
1	1.5	1.0	0.0	0.0
2	21.8	27.6	31.4	50.0
3	8.0	15.2	7.1	5.0
4	47.1	36.2	41.4	30.0
5	16.8	12.4	18.6	15.0
6	4.9	7.6	1.4	0.0
Mean years	3.7	3.5	3.5	3.1*
St dev	(1.2)	(1.3)	(1.2)	(1.2)
Years Taken for Degree				
1	4.9	6.7	4.3	10.0
2	9.7	11.4	15.7	25.0
3	14.8	16.2	18.6	20.0
4	14.3	21.9	14.3	10.0
5	28.2	19.1	25.7	10.0
6	17.0	13.3	11.4	15.0
7	11.2	11.4	10.0	10.0
Mean years	4.5	4.2	4.2	3.7*
St dev	(1.7)	(1.7)	(1.7)	(1.9)
Years Taken Minus Years Planned				
-1	3.3	3.0	1.5	5.3
0	34.5	32.3	40.3	42.1
1	36.3	40.4	37.3	26.3
2	16.8	15.2	13.4	15.8
3	4.3	7.1	7.5	5.3
4	4.8	2.0	0.0	5.3
Mean years	1.0	1.0	0.9	0.9
St dev	(1.1)	(1.0)	(0.9)	(1.2)

Note: statistics in percentages unless stated otherwise.

The typical BSBA alumni expected to complete their undergraduate degree in 3.7 years. This is a surprisingly short period of time given that 70.5 percent of these alumni were transfer students. Perhaps respondents interpreted this question to ask how many years they had planned to complete their CSUN degree.

The frequency distribution of “years planned” shows that nearly 22 percent of our BSBA alumni plan to take 5 or 6 years to graduate. This may be reasonable planning considering the large number of hours they work per week (27.1 on average). By contrast, only 15 percent of ECON respondents plan to take 5 or 6 years to graduate. These differences are confirmed by the lower mean number of years planned for ECON respondents (3.1 versus 3.7).

The typical BSBA (ECON) alumni actually took 4.5 (3.7) years to complete their degree. The mean difference in years taken and years planned suggests that our average graduate ends up taking one more year to complete their degree than they had planned.

Table 5. Factors that Delayed Degree Completion (in percentages)

Factors	BSBA	ACCT	IS	ECON
Not applicable	14	11	5	24
Working	39	37	41	29
Part-time status	12	16	10	19
Personal problems	10	9	7	10
Financial difficulties	10	16	1*	14
Academic difficulty	6	6	10	5
Repeating coursework	13	10	15	5
Poor or no advisement	17	17	14	19
Courses not available	32	28	52*	5*
Difficulty transferring units	6	10	4	19*
Too many required courses	16	20	19	10
Change of major	13	9	19	19
Delay in selecting major	3	3	5	0
Other factors	14	15	16	24

Alumni were given the list in Table 5 above 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 factors that apply.

Not surprisingly, 39 percent of BSBA respondents indicate that working delayed their degree completion. As mentioned previously, 83 (29) percent of these alumni work 20 (40) or more hours per week. It is interesting to note that many alumni do not believe working delayed their graduation. Among BSBA respondents who work 20 or more hours a week (i.e., 83 percent), 56 percent did not mark “working” as a factor that delayed graduation.¹

A large number (32 percent) of BSBA respondents also indicate that courses were not available. This is the second most frequently cited reason (after working) for a delay in degree completion. The survey did not allow respondents to distinguish between types of courses (e.g., major or general education). However, students’ displeasure with major course availability was expressed in the 2004 EBI survey responses.² Thus, we have alumni *and* last-semester seniors expressing their disappointment with this aspect of their undergraduate experience.

Courses not available shows up as an even greater problem for IS respondents, where 52 percent marked this as a factor which delayed their graduation. Alternatively, very few (i.e., 5 percent) ECON respondents marked “courses not available” as a factor.

Further investigation of this factor via cross tabs (not reported here) suggests that conflict with work schedules does not entirely explain the claim that “courses not available” delayed graduation. Of the 17.2 (82.8) percent of BSBA respondents who worked less (more) than 20 hours per week, 26.3 (32.8) percent marked “courses not available.” This 6.5 percent difference between the two groups of respondents is not statistically significant. Thus, alumni who work fewer hours express similar concerns about the availability of courses.

Roughly 17 percent of BSBA respondents indicate that “poor or no advisement” was a factor that delayed their graduation. This is the third most frequently cited reason (after working and courses not available) for a delay in degree completion. This survey question did not ask respondents to distinguish between sources of advisement (i.e., college advisement center or advisement through their department). However, students’ dissatisfaction with advisement has also been expressed in the 2004 EBI survey responses.³ Thus, we have alumni *and* last-semester seniors expressing their disappointment with this aspect of their CSUN experience.

Respondents also cite too many required courses, change of major, repeating coursework, part-time status, personal problems, and financial difficulties as factors that delayed their degree completion.

¹ Alternatively, 44 percent of BSBA respondents who worked 20 or more hours did mark “working” as a factor that delayed degree completion.

² Satisfaction with availability of courses in students’ major was our lowest question mean (i.e., 3.19 out of 7).

³ Advisement is our second lowest mean factor score (i.e., 3.83 out of 7) and it has the greatest negative difference in factor means (i.e., -0.89) from our select 6 comparison schools.

Selection of CSUN and College Major

Alumni were given the list in Table 6 and asked to mark their primary reasons for choosing CSUN. Location and cost are by far the most frequently cited reasons for BSBA respondents. Roughly 82 percent marked location and 68 percent marked cost as the primary reasons for selecting CSUN. Additionally, 39 percent indicated availability of program and 31 percent indicated academic reputation as the primary reasons for attending CSUN.

There are some notable differences for the ACCT and IS alumni. ACCT respondents are much (less) more likely to cite (location) availability of program and academic reputation than are BSBA respondents. Similarly, IS respondents are much more likely to cite availability of program as a reason for attending CSUN.

Table 6. Reasons for Choosing CSUN

Reasons	BSBA	ACCT	IS	ECON
Location	82	68*	77	86
Cost	68	72	70	71
Availability of financial aid	10	16	14	14
Availability of program or major	39	59*	58*	38
Academic reputation	31	47*	30	24
Campus size	2	4	5	5
Advice from parents or relatives	11	11	11	14
To be with friends	6	5	5	0*
Other reasons	6	5	5	10

Note: reasons for choosing CSUN in percentages.

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

Subject matter and employment opportunities are by far the most frequently cited reasons for selecting college major among BSBA respondents. Nearly 60 percent of BSBA respondents indicated that subject matter and employment opportunities are primary reasons. Additionally, 18 percent marked advice from family or friends; and 12 percent marked career or graduate school preparation as important reasons for selecting their college major.

Table 7. Reasons for Choosing College Major

Reasons	BSBA	ACCT	IS	ECON
Subject matter	59	47*	58	81*
Career center advisement	3	1	5	0
Advisor	1	1	1	0
Professor	7	7	7	24*
Employment opportunities	59	71*	79*	33*
Career or grad school prep.	12	15	5	5
Family or friends	18	28*	21	14
GE courses	3	3	1	10
Other reasons	12	12	7	19

Note: reasons for choosing college major in percentages.

There are some noteworthy differences for the ACCT, IS, and ECON alumni. The ACCT respondents are less likely to mark subject matter and more likely to mark employment opportunities and advice from family or friends as reasons for selecting their college major. Similarly, IS respondents are much more likely to cite employment opportunities as a reason for selecting their major compared with BSBA respondents.

ECON respondents are much more likely to give subject matter (81 percent) and professor (24 percent) as the primary reasons for selecting their college major. Additionally, they are much less likely to mark employment opportunities as a primary reason for their selection of economics as a major.

Importance of Various Skills

Alumni were given the list in Table 8 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 was calculated by assigning the following values to the three responses; very = 3, somewhat = 2, and not at all = 1.

More than 80 percent of BSBA respondents indicate that oral communication, critical thinking, and problem solving are very important in their careers. More than 60 percent indicate that written communication, leadership, and teamwork are very important. Lastly, and somewhat surprisingly, only 43 percent of BSBA respondents indicate that mathematics is very important for their career. Some 10 percent indicate that mathematics is not at all important.

Table 8. Skills Needed for the Careers of BSBA Alumni

Necessary Skills	Very	Somewhat	Not at all	Mean	St dev
Critical thinking	82	16	3	2.8	(0.5)
Problem solving	81	18	1	2.8	(0.4)
Mathematics	43	48	10	2.3	(0.6)
Written comm.	76	22	2	2.7	(0.5)
Oral comm.	88	11	1	2.9	(0.4)
Teamwork	63	32	6	2.6	(0.6)
Leadership	67	28	4	2.6	(0.6)

Note: statistics in percentages unless stated otherwise.

Tables 9 through 11 present the findings for ACCT, IS, and ECON respondents respectively. There are some notable differences in the importance they place on the various skills listed.

Compared with BSBA respondents, a greater percentage of ACCT respondents indicate that critical thinking, problem solving, and mathematics are very important in their careers. However, only 52 percent of ACCT respondents indicate that mathematics is very important. Overall, BSBA and ACCT respondents most frequently cite critical thinking, problem solving, and oral communication as skills that are very important.

Table 9. Skills Needed for the Careers of ACCT Alumni

Necessary Skills	Very	Somewhat	Not at all	Mean	St dev
Critical thinking	91	8	1	2.9*	(0.3)
Problem solving	88	12	0	2.9*	(0.3)
Mathematics	52	42	6	2.5*	(0.6)
Written comm.	80	19	1	2.8	(0.4)
Oral comm.	87	13	0	2.9	(0.3)
Teamwork	64	31	5	2.6	(0.6)
Leadership	59	39	2	2.6	(0.5)

Note: statistics in percentages unless stated otherwise.

Table 10. Skills Needed for the Careers of IS Alumni

Necessary Skills	Very	Somewhat	Not at all	Mean	St dev
Critical thinking	83	16	1	2.8	(0.4)
Problem solving	86	13	1	2.8	(0.4)
Mathematics	27	61	13	2.1*	(0.6)
Written comm.	75	23	3	2.7	(0.5)
Oral comm.	90	10	0	2.9	(0.3)
Teamwork	72	27	1	2.7*	(0.5)
Leadership	68	25	7	2.6	(0.6)

Note: statistics in percentages unless stated otherwise.

Compared with BSBA respondents, a greater (smaller) percentage of IS respondents indicate that teamwork (mathematics) is very important. Similar to *all* respondents, IS respondents most frequently cite oral communication, problem solving, and critical thinking as very important skills in their careers.

Table 11. Skills Needed for the Careers of ECON Alumni

Necessary Skills	Very	Somewhat	Not at all	Mean	St dev
Critical thinking	90	0	10	2.8	(0.6)
Problem solving	81	14	5	2.8	(0.5)
Mathematics	38	48	14	2.2	(0.7)
Written comm.	76	24	0	2.8	(0.4)
Oral comm.	86	14	0	2.9	(0.4)
Teamwork	52	38	10	2.4	(0.7)
Leadership	48	48	5	2.4	(0.6)

Note: statistics in percentages unless stated otherwise.

There are no statistically significant differences in the responses of BSBA and ECON respondents to the necessary skills question. Like all respondents, ECON alumni place a great deal of importance on critical thinking, oral communication, and problem solving. They also appear to place little importance on mathematics in their careers. Only 38 percent of ECON respondents indicate that mathematics is very important.

Satisfaction with Skills Preparation

Alumni were provided with the list in Table 12 (same as Tables 8-11) 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 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. BSBA Satisfaction with CSUN Skills Preparation

CSUN preparation	Very Well	Well	Poorly	Very Poorly	N/A	Mean	St dev
Critical thinking	20	66	11	2	1	3.0	(0.6)
Problem solving	25	57	15	2	2	3.1	(0.7)
Mathematics	18	59	13	2	8	3.0	(0.7)
Written comm.	28	56	13	2	1	3.1	(0.7)
Oral comm.	29	51	16	2	2	3.1	(0.7)
Teamwork	48	40	9	1	2	3.4	(0.7)
Leadership	17	48	28	3	3	2.8	(0.8)

Note: statistics in percentages unless stated otherwise.

BSBA respondents express the greatest satisfaction for teamwork preparation. Some 88 percent indicate that they were very well or well prepared in this skill. Critical thinking and written communication preparation also receive high marks. Approximately 85 percent of BSBA respondents 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. Similarly, problem solving and oral communication also receive fairly good satisfaction scores with roughly 80 percent of respondents indicating that they were very well or well prepared at CSUN.

These satisfaction scores are mirrored by the 2004 EBI survey responses. Last-semester seniors indicated the greatest satisfaction for our skills preparation in teamwork, problem solving, oral communication, and critical thinking (i.e., scores of 5.5 out of 7).

The alumni satisfaction scores are lowest for mathematics and leadership, with only 77 and 65 percent respectively of BSBA respondents indicating that they were very well or well prepared. This result is somewhat mitigated by the fact that alumni seem to place less importance on these skill areas for their careers.

Tables 13 through 15 present the findings for ACCT, IS, and ECON respondents respectively. There are a few minor differences in their satisfaction scores.

Table 13. ACCT Satisfaction with CSUN Skills Preparation

CSUN preparation	Very Well	Well	Poorly	Very Poorly	N/A	Mean	St dev
Critical thinking	14	65	17	4	0	2.9*	(0.7)
Problem solving	17	62	17	2	2	3.0	(0.7)
Mathematics	22	58	6	2	12	3.1*	(0.6)
Written comm.	21	59	18	1	1	3.0	(0.7)
Oral comm.	22	55	21	1	2	3.0	(0.7)
Teamwork	34	53	11	2	1	3.2*	(0.7)
Leadership	12	49	30	4	4	2.7	(0.7)

Note: statistics in percentages unless stated otherwise.

Alumni satisfaction scores are very similar for the ACCT and BSBA respondents. However, the mean satisfaction score for critical thinking is slightly lower as only 14 percent of ACCT (versus 20 percent of BSBA) respondents indicate that they were very well prepared.

Alternatively, the mean mathematics satisfaction score is slightly higher for ACCT alumni. Some 15 percent of BSBA respondents indicate they were poorly or very poorly prepared in math versus only 8 percent of ACCT respondents.

The mean teamwork satisfaction score is somewhat lower as only 34 percent of ACCT (versus 48 percent of BSBA) respondents indicated that they were very well prepared. However, ACCT respondents still rate their teamwork preparation highly with 87 percent indicating they were very well or well prepared.

Table 14. IS Satisfaction with CSUN Skills Preparation

CSUN preparation	Very Well	Well	Poorly	Very Poorly	N/A	Mean	St dev
Critical thinking	11	66	20	0	3	2.9*	(0.6)
Problem solving	18	55	23	1	3	2.9	(0.7)
Mathematics	11	57	19	0	13	2.9	(0.6)
Written comm.	23	59	15	1	1	3.0	(0.7)
Oral comm.	24	61	11	1	1	3.1	(0.6)
Teamwork	51	44	4	0	1	3.5	(0.6)
Leadership	11	51	27	7	3	2.7	(0.8)

Note: statistics in percentages unless stated otherwise.

The mean satisfaction score for critical thinking is slightly lower for IS alumni. Compared with 86 percent of BSBA respondents, only 77 percent of IS respondents indicate that they were very well or well prepared in this skill area.

Table 15. ECON Satisfaction with CSUN Skills Preparation

CSUN preparation	Very Well	Well	Poorly	Very Poorly	N/A	Mean	St dev
Critical thinking	38	48	10	5	0	3.2	(0.8)
Problem solving	38	52	10	0	0	3.3	(0.6)
Mathematics	33	38	14	5	10	3.1	(0.9)
Written comm.	38	48	14	0	0	3.2	(0.7)
Oral comm.	19	48	33	0	0	2.9	(0.7)
Teamwork	24	38	29	0	10	2.9*	(0.8)
Leadership	20	35	35	0	10	2.8	(0.8)

Note: statistics in percentages unless stated otherwise.

The mean satisfaction score for teamwork is lower for ECON alumni. Compared with 88 percent of BSBA respondents, only 62 percent of ECON respondents indicate that they were very well or well prepared in this skill area. Moreover, 29 percent of ECON respondents indicate that they were poorly prepared in teamwork skills. This is potentially problematic given that 52 percent of ECON respondents indicate that teamwork skills are “very” important in their careers.

Satisfaction with CSUN Experience

Alumni were provided with the list in Table 16 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 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. BSBA Satisfaction with Courses and Services

	Very Satisfied	Satisfied	Unsatisfied	Very Un-satisfied	N/A	Mean	St dev
Career prep. from CSUN experience	13	59	16	8	4	2.8	(0.8)
Career prep. from major courses	18	56	17	6	3	2.9	(0.8)
GE courses	12	62	7	2	17	3.0	(0.6)
Availability of classes	7	35	39	19	0	2.3	(0.9)
Advisement through your dept.	7	49	21	14	8	2.5	(0.8)
Advisement through college centers	4	21	13	9	52	2.4	(0.9)
Technical support services	7	45	16	3	29	2.8	(0.7)
Equipment or technology	19	68	8	2	3	3.1	(0.6)

Note: statistics in percentages unless stated otherwise.

The mean satisfaction scores for career preparation from CSUN experience and from major courses are very similar (2.8 versus 2.9) and suggest that BSBA alumni are satisfied. Roughly 56 percent of respondents are satisfied with their career preparation from major courses. However, only 18 percent are very satisfied and 23 percent are unsatisfied or very unsatisfied with career preparation in their major courses.

BSBA alumni appear to be satisfied with general education (GE) courses. Roughly 62 percent are satisfied with GE courses and the mean satisfaction score is 3.0.

Dissatisfaction with the availability of classes is shown by the low mean satisfaction score of 2.3. Almost 60 percent of BSBA respondents are unsatisfied or very unsatisfied with course availability. As mentioned previously, 32 percent of BSBA respondents believe that “courses not available” is a factor that delayed their graduation.

BSBA respondents are somewhat unsatisfied with advisement through their departments (mean = 2.5) and with advisement through the college center (mean = 2.4). Only (7) 49 percent report that they are (very) satisfied with advisement in their departments. Additionally, almost half of the BSBA respondents do not use the college advisement center (i.e., N/A = 52).⁴ Among those who use this center, 47 percent indicate that they are unsatisfied or very unsatisfied with the service.

⁴ A separate survey question (not reported here) asked alumni if they were aware of the college advisement center. Of those who answered yes (64 percent), 55 percent indicate that they did not use the center.

BSBA alumni appear to be satisfied with technical support services (mean = 2.8) and with the equipment or technology on campus (mean = 3.1). Nearly 30 percent of BSBA respondents do not use technical support services. Among those who do, 73 percent report that they are very satisfied or satisfied with this service. Additionally, 87 percent of BSBA alumni indicate that they are very satisfied or satisfied with the equipment or technology on campus.

Tables 17 through 19 present the findings for ACCT, IS, and ECON respondents respectively. There are some minor differences in their satisfaction scores.

Table 17. ACCT Satisfaction with Courses and Services

	Very Satisfied	Satisfied	Unsatisfied	Very Un-satisfied	N/A	Mean	St dev
Career prep. from CSUN experience	12	67	12	4	4	2.9	(0.7)
Career prep. from major courses	26	58	10	5	1	3.1*	(0.7)
GE courses	8	61	5	3	23	3.0	(0.6)
Availability of classes	3	43	30	24	0	2.2	(0.9)
Advisement through your dept.	3	55	27	13	3	2.5	(0.8)
Advisement through college centers	1	26	12	6	55	2.5	(0.8)
Technical support services	5	51	18	3	23	2.8	(0.6)
Equipment or technology	18	65	14	3	0	3.0	(0.7)

Note: statistics in percentages unless stated otherwise.

The ACCT respondents are slightly more satisfied with career preparation through their major courses than are BSBA respondents. Roughly 26 percent of ACCT alumni report that they are very satisfied compared with only 18 percent of BSBA alumni. This difference accounts for the somewhat higher mean satisfaction score (3.1 versus 2.9) of the ACCT alumni.

Compared with BSBA respondents, IS respondents are somewhat less satisfied with career preparation from major courses, availability of classes, and equipment or technology. Roughly 37 percent of IS (versus 23 percent of BSBA) respondents are unsatisfied or very unsatisfied with their career preparation from major courses. Consequently, the mean satisfaction score is lower for IS respondents on this item (2.7 versus 2.9).

Table 18. IS Satisfaction with Courses and Services

	Very Satisfied	Satisfied	Unsatisfied	Very Un-satisfied	N/A	Mean	St dev
Career prep. from CSUN experience	10	56	21	8	4	2.7	(0.8)
Career prep. from major courses	17	44	24	13	3	2.7*	(0.9)
GE courses	8	68	11	0	13	3.0	(0.5)
Availability of classes	0	36	38	26	0	2.1*	(0.8)
Advisement through your dept.	8	49	26	13	4	2.6	(0.8)
Advisement through college centers	3	23	15	3	56	2.6	(0.7)
Technical support services	6	68	11	1	14	2.9	(0.5)
Equipment or technology	13	63	17	8	0	2.8*	(0.8)

Note: statistics in percentages unless stated otherwise.

Table 19. ECON Satisfaction with Courses and Services

	Very Satisfied	Satisfied	Unsatisfied	Very Un-satisfied	N/A	Mean	St dev
Career prep. from CSUN experience	24	67	5	5	0	3.1	(0.7)
Career prep. from major courses	19	71	0	5	5	3.1	(0.6)
GE courses	10	86	0	5	0	3.0	(0.5)
Availability of classes	14	52	19	14	0	2.7*	(0.9)
Advisement through your dept.	24	48	0	19	10	2.8	(1.1)
Advisement through college centers	5	19	24	14	38	2.2	(0.9)
Technical support services	19	24	19	0	38	3.0	(0.8)
Equipment or technology	33	48	10	5	5	3.2	(0.8)

Note: statistics in percentages unless stated otherwise.

The mean satisfaction score of IS respondents is also lower for the availability of classes (2.1 versus 2.3). Roughly 26 percent report that they are very unsatisfied with class availability. As mentioned previously, half of the IS respondents believe that “courses not available” delayed their graduation.

IS respondents are also less satisfied with the equipment or technology on campus (2.8 versus 3.1). Only 10 percent of BSBA respondents indicate they are unsatisfied or very unsatisfied compared with 25 percent of IS respondents. Perhaps the greater technological knowledge of IS alumni raises their expectations for equipment quality.

Compared with BSBA respondents, ECON respondents are somewhat more satisfied with the availability of classes. The higher mean satisfaction score (2.7 versus 2.3) reflects the fact that 66 percent of ECON respondents are very satisfied or satisfied with class availability compared with only 42 percent of BSBA respondents.

Table 20. Overall Satisfaction with CSUN Experience

Would you select CSUN again? (in percentages)				
	BSBA	ACCT	IS	ECON
Yes	50.9	55.2	48.6	57.1
No	20.6	17.2	28.6	28.6
Don't know	28.5	27.6	22.9	14.3

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 above in Table 20. The alumni responses suggest fairly low satisfaction with their overall CSUN experience.

Only 51 percent of BSBA respondents would select CSUN again. Roughly 21 percent would not select CSUN again and 29 percent are unsure. Although the results appear to be somewhat better for ACCT and ECON respondents, these differences are not statistically significant.

Alumni who would not select CSUN again express the greatest disappointment with four aspects of their CSUN experience –course availability, department advisement, and career preparation from CSUN or major courses.

This was investigated by examining the association between overall alumni dissatisfaction and dissatisfaction with any particular aspect of their CSUN experience (e.g., items listed in Tables 16-19). Cross tabs (not reported here) indicate that among BSBA respondents who would *not* select CSUN again; 70 percent are unsatisfied or very unsatisfied with course availability, 58 percent are unsatisfied or very unsatisfied with advisement through their department, 52 percent are unsatisfied or very unsatisfied with career preparation from their general CSUN experience, and 35 percent are unsatisfied or very unsatisfied with career preparation from their major courses.

Alumni Outcomes

Alumni were asked whether their first job or current job is directly related to their major. Only 55.6 percent of BSBA respondents obtain first jobs that are directly related to their major. However, most ACCT respondents (87.7 percent) and few ECON respondents (31.6 percent) have first jobs that are directly related to their major.

Interestingly, the percentages look fairly similar for first and current jobs. Roughly 55.4 (85.2) percent of BSBA (ACCT) respondents are currently employed in a job that is directly related to their major. Alternatively, ECON respondents are more likely to have a current (versus a first) job that is directly related to their major (42.1 versus 31.6 percent).

Alumni were also asked if their college background or major is useful (in any way) for their current job. Most respondents indicate that their college degree is helpful. ACCT respondents were the most likely to indicate that their degree is helpful --97 percent versus roughly 85 percent for the other degree respondents.

Lastly, alumni were asked if they had attended a graduate or professional school after leaving CSUN. Less than 20 percent of BSBA, ACCT, or IS respondents had continued their education beyond CSUN. However, 40 percent of the ECON respondents did attend graduate or professional school.

Table 21. Alumni Outcomes (in percentages)

	BSBA	ACCT	IS	ECON
First job directly related to major	55.6	87.7*	58.3	31.6*
Current job directly related to major	55.4	85.2*	55.6	42.1
Major useful for current job	85.3	97.4*	85.9	84.2
Attend grad school	18.5	13.0	19.7	40.0*