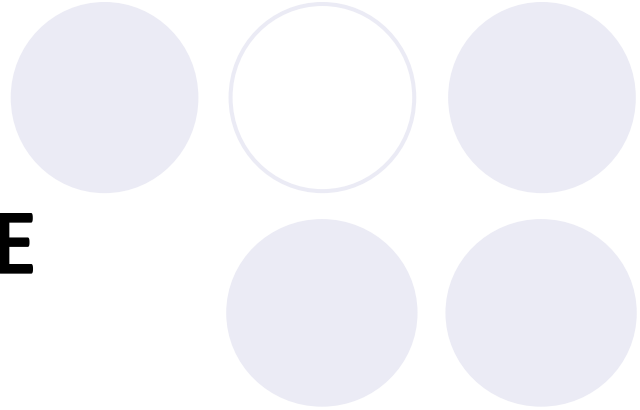

SF STATE STUDENT PULSE SURVEY



Spring 2013



Academic Planning and Development
Academic Institutional Research (air.sfsu.edu)
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SF STATE – Student Pulse Survey

Executive Summary

Teaching Methods and Learning Activities

- 62% of all respondents indicated that their professors often¹ relate class material to real-life situations or events.
- 64% agreed¹ that professors at SF State sincerely care about students being successful in their courses.
- 37% indicated that the most frequent outside-of-class study activity, other than required reading, is working on an essay or paper, followed by 22% indicating that it is doing homework involving practicing a particular skill. 32% reported that the latter provides the most effective learning for them, followed next by 16% reporting that the former is most effective.
- 79% of all respondents reported spending most of their time in class listening while the professor lectures, but only 29% indicated that this is the most effective learning activity for them.

Academic and Career Advice

- 70% of all respondents indicated that they typically interact with their professors outside of class at least once per semester.
- 47% indicated that the academic advising they receive at SF State is good¹.
- 53% of the respondents who have received career advice from a professor characterized that career advice as good.
- 78% of all respondents indicated that they plan to graduate from SF State with a bachelor's degree; 8% of all respondents reported that they plan to graduate with a bachelor's degree from another university. More specifically, 17% of the freshman respondents and 12% of the sophomore respondents indicated that they plan to earn their bachelor's degree elsewhere.

¹ Throughout this report, the percentages of responses “often,” “agreed,” and “good” include responses of “very often,” “strongly agreed,” and “very good.”

SF State Website and Information about Academic Requirements

- 79% of undergraduate respondents who were enrolled last semester reported going to the SF State website at least once last semester to find information on the *GE courses they are required to take*. 54% of the respondents rated the website's quality good.
- 87% of the students who were enrolled last semester reported using the SF State website to learn about the *courses they are required to take in their major*. 56% of the respondents rated the website's quality good.
- 40% of all respondents indicated that using the SF State website is the most effective way to get information about academic requirements, followed by 34% who indicated that consulting with advisors is most effective for them.

Commuting to Campus

- 48% of all respondents indicated that they live on campus or commute fewer than five miles; 25% indicated that they commute more than 15 miles.
- 38% of all respondents indicated that on most days they get to campus by Muni, BART, or SamTrans; 30% reported driving alone; 26% indicated that they walk, ride a bicycle, or live on campus.
- Among the 30% who indicated that they drive alone to campus, 62% reportedly do so for efficiency or convenience.
- 37% of the respondents who drive alone to campus indicated that discounts on Muni or BART passes would encourage them most to try an alternative; 19% of those who drive alone to campus indicated that none of the incentives mentioned in the survey would encourage them change the way they get to campus.

Introduction

The Student Pulse Survey is conducted by Academic Institutional Research (AIR) in the Academic Planning and Development office of San Francisco State University to examine current student attitudes towards and perceptions of various aspects of their SF State experience.

Each semester 25 survey questions are prepared. As part of the online course registration process, students encounter one set of five questions. Survey question set assignment is based on the last digit of the student identification number. Students are able to skip any question(s) they do not want to answer. The SF State Student Pulse Survey questions and response options used for Spring 2013 registration can be found in Appendix B.

Valid responses were obtained from 91% of the students enrolled in Spring 2013. The respondents were representative of the Spring 2013 SF State population in terms of age, gender, and race/ethnicity.

Tables presenting frequencies and percentages of responses by age, gender, race/ethnicity, and college for each question are available in Appendix A.

Responses to Each Survey Question

Presented below for each question is the distribution of responses² by all who answered each survey question. Also reported are any statistically significant³ differences in responses between groups of students by age⁴, gender, race/ethnicity⁵, class level, or college of major⁶.

² Because of rounding, percentages may not sum to 100%.

³ Differences were considered statistically significant if $p < .01$.

⁴ Age was grouped into two categories: 24 years of age or under and 25 years of age or over. The SF State Reentry Admission Program uses 25 years of age and older as one of its criteria. Using this criterion in the analysis of survey data may permit differentiation between the responses of traditional and non-traditional students.

⁵ The race/ethnicity categories of the Integrated Postsecondary Education Data System (IPEDS) were used. Responses from students in the race/ethnicity categories of Native American/Alaskan Native and Native Hawaiian/Other Pacific Islander were too few to include in the analysis of each survey question by race/ethnicity without distorting the results.

⁶ Responses from students in the College of Ethnic Studies were too few to include in the analysis of each survey question by college without distorting the results. Responses from students in the college category "Other" (interdisciplinary studies, special major, credential, undeclared, unclassified, American Language Institute, certificate, exchange, and other non-matriculated students) are not included in the analysis of each survey question by college.

Teaching Methods and Learning Activities

“How often do your professors relate class material to real-life situations or events?”

Six in ten respondents indicated that their professors often relate class material to real-life situations or events, followed by three in ten reporting that it is done occasionally.

Responses	Frequency	Percent
Never	93	2%
Rarely	276	6%
Occasionally	1504	31%
Often	1641	34%
Very often	1376	28%
Total	4890	100%

Age Group: Reported frequency of this was significantly greater among respondents 25 years of age or over⁷ than among those 24 years of age or under.

Gender: Reported frequency was also significantly greater among female respondents than among male respondents.

Race/Ethnicity: Asian respondents reported that their professors relate class material to real-life situations or events significantly less often compared to the frequency of this reported by Black/African American, Latino, or White respondents.

Class Level: Graduate respondents⁷ reported significantly greater frequency of this than did respondents at other class levels. Juniors also reported significantly greater frequency than did sophomores or freshmen.

College: Education respondents⁷ reported that this occurs significantly more often than did respondents with majors in other colleges. Business and Science & Engineering respondents reported that this occurs significantly less often than did students from Health & Social Sciences or Liberal & Creative Arts.

⁷ Students 25 years of age or over, White students, graduate students, and students with majors in Education are groups of students that significantly overlap each other:

- 85% of Education respondents were graduate students
- 76% of Education respondents were 25 years of age or over
- 83% of graduate students were 25 years of age or over

“How do you spend most of your time studying OUTSIDE of class NOT including reading a textbook or other required reading?”

The top two outside-of-class study activities, other than required reading, were working on an essay or paper (37%) and doing homework involving practicing a particular skill (22%).

Responses	Frequency	Percent
Working on (writing and/or researching) an essay/paper	1683	37%
Homework that involves practicing a particular skill (e.g., solving algebra equations)	1008	22%
Homework that is not practicing a particular skill	211	5%
Working on an individual project	395	9%
Working on a group project	311	7%
Studying with a group	310	7%
Preparing a class presentation	109	2%
Doing research on the internet to figure out a problem on my own	521	12%
Total	4548	100%

Age Group: Respondents 25 years of age or over were significantly more likely than were those 24 years of age or under to indicate that they spend most of their study time outside of class working on individual projects (12% vs. 7%) and were less likely to indicate that they spend it studying with a group (4% vs. 8%).

Gender: Male respondents were significantly more likely than were female respondents to report that they do research on the internet to figure out problems on their own (14% vs. 10%) and less likely to report that they work on writing and/or researching essays or papers (33% vs. 40%).

Race/Ethnicity: Asian students were significantly more likely and White students less likely than were students in other race/ethnicity categories to report studying with a group (10% of Asian vs. 5% of White respondents). Asian respondents were significantly less likely than were others to report working on an essay or paper (32% of Asian vs. 41% of White respondents).

Class Level: Freshmen were significantly more likely than were students at other class levels to report doing homework that involves practicing a particular skill (29%); sophomores were more likely to report studying with a group (10%); seniors were more likely to report working on a group project (11%); and graduate respondents were significantly more likely than were others to report working on an essay or paper (46%), working on an individual project (16%), or preparing a class presentation (6%).

College: Students with majors in Business were significantly more likely than were those from other colleges to report doing homework involving practicing a particular skill (30%) or working on a group project (15%); Education respondents were more likely to report working on an individual project (17%) or preparing a class presentation (8%); Health & Social Sciences students were more likely than were others to report working on an essay or paper (46%); Liberal & Creative Arts respondents were more likely to report working on an individual project (12%) or working on an essay or paper (48%); and students from Science & Engineering were significantly more likely than were those from other colleges to report doing homework involving practicing a particular skill (34%) or studying with a group (9%).

“Which of those activities provides the most effective learning for you?”

The most effective outside-of-class learning activity, not including required reading, was reportedly homework involving practicing a particular skill (32%), followed next by working on an essay or paper (16%), the same as the two most frequent outside-of-class learning activities but in reverse order. Studying with a group was reportedly most effective for 15% of the respondents but was the primary outside-of-class learning activity of only 7%.

Responses	Frequency	Percent
Working on (writing and/or researching) an essay/paper	711	16%
Homework that involves practicing a particular skill (e.g., solving algebra equations)	1424	32%
Homework that is not practicing a particular skill	149	3%
Working on an individual project	556	12%
Working on a group project	376	8%
Studying with a group	669	15%
Preparing a class presentation	176	4%
Doing research on the internet to figure out a problem on my own	428	10%
Total	4489	100%

Age Group: Respondents 24 years of age or under were significantly more likely than were those 25 years of age or over to indicate that studying with a group is the most effective outside-of-class learning activity (17% vs. 10%), while those 25 or over were more likely to name working on an essay or paper (21% vs. 14%) or on an individual project (16% vs. 11%).

Gender: Responses did not differ significantly by gender.

Race/Ethnicity: White respondents were significantly more likely and Asian respondents less likely than were others to report that working on an essay or paper is most effective for them (19% vs. 12%). Asian respondents were significantly more likely and White respondents less likely than were others to report that studying with a group is most effective (18% vs. 11%).

Class Level: Graduate students were significantly more likely than were respondents at other class levels to indicate that working on an essay or paper (25%), working on an individual project (18%), or preparing a class presentation is most effective for them (7%).

College: Students with Business majors were significantly more likely than were those from other colleges to indicate that working on a group project is most effective for them (12%); Education respondents were more likely to report that preparing a class presentation (12%) is most effective; Liberal & Creative Arts respondents were more likely to indicate that it is working on an essay or paper (24%); and students from Science & Engineering were more likely than were others to report that it is doing homework involving practicing a particular skill (41%).

“When you read textbooks and other assigned reading OUTSIDE of class, which of the following describes most of your reading?”

Nearly six in ten respondents indicated that they perform their required reading with a set of questions or assignments in mind.

Responses	Frequency	Percent
I read with a set of questions or assignments in mind.	2466	57%
I read without the goal of responding to questions or assignments. My goal is simply to finish the assigned reading material.	1865	43%
Total	4331	100%

Responses did not differ significantly by age group, gender, race/ethnicity, class level, or college of major.

“Think about all the courses you’ve had up to this point at SF State and then identify your level of agreement with the following statement: Professors here sincerely care about their students being successful in their courses.”

Nearly two thirds of the respondents agreed that professors care about their students’ success in their courses.

Responses	Frequency	Percent
Strongly disagree	228	5%
Disagree	199	4%
Neutral	1252	27%
Agree	2018	43%
Strongly agree	990	21%
Total	4687	100%

Age Group: Respondents 25 years of age or over indicated significantly stronger agreement than did those 24 years of age or under.

Gender: Responses did not differ significantly by gender.

Race/Ethnicity: White and Latino respondents reported significantly stronger agreement than did Asian respondents that professors sincerely care about their students’ success in their courses.

Class Level: Graduate students reported significantly stronger agreement than did respondents at other class levels.

College: Education respondents reported significantly stronger agreement than did those from Business, Health & Social Sciences, or Science & Engineering. Liberal & Creative Arts respondents reported significantly stronger agreement than did those from Business and Science & Engineering.

“How do you spend most of your time IN CLASS? Choose the most frequent class time activity in your courses.”

Eight in ten respondents reported spending most of their time in class listening while the professor lectures, followed by only 9% indicating that they engage in problem-solving activities.

Responses	Frequency	Percent
Listen while the professor lectures	3768	79%
Engage in a problem-solving activity (lab work, group work, etc.)	413	9%
Participate in group work that is not a problem-solving activity	194	4%
Respond to questions related to the subject matter	236	5%
Watch a movie or video	48	1%
Do a class presentation either individually or with a group	81	2%
Do a short assignment (less than 15 minutes)	14	<1%
Take an assessment of some kind (quiz, exam, etc.)	30	1%
Total	4784	100%

Age Group: Respondents 25 years of age or over were significantly more likely than were those 24 years of age or under to indicate that their most frequent activity in class is engaging in a problem-solving activity (12% vs. 8%).

Gender: Female respondents were significantly more likely than were male respondents to report that their most frequent classroom activity is participating in group work not involving problem solving (5% vs. 2%).

Race/Ethnicity: Responses did not differ significantly by race/ethnicity.

Class Level: Graduate students were significantly more likely than were students at other class levels to indicate that their most frequent classroom activity is engaging in a problem-solving activity (15%), participating in group work not involving problem solving (11%), responding to questions related to the subject matter (8%), or doing a class presentation (5%).

College: Education respondents were significantly less likely than were students from other colleges to indicate that listening while the professor lectures is the most frequent activity in their classes (56%) and more likely to indicate that it is, instead, engaging in a problem-solving activity (16%), participating in group work not involving problem solving (14%), or doing a class presentation (6%). Liberal & Creative Arts students were significantly more likely than were others to indicate that it is responding to questions related to the subject matter (7%) or participating in group work not involving problem solving (6%).

“Now, thinking about all of these same activities, identify the most effective learning activity for you.”

One third of the respondents indicated that problem-solving activities are most effective, followed by 29% who indicated that listening while the professor lectures is most effective.

Responses	Frequency	Percent
Listen while the professor lectures	1365	29%
Engage in a problem-solving activity (lab work, group work, etc.)	1601	34%
Participate in group work that is not a problem-solving activity	458	10%
Respond to questions related to the subject matter	589	13%
Watch a movie or video	228	5%
Do a class presentation either individually or with a group	142	3%
Do a short assignment (less than 15 minutes)	214	5%
Take an assessment of some kind (quiz, exam, etc.)	103	2%
Total	4700	100%

The following table compares the rankings of the top four class time activities by frequency (from the previous survey question) and effectiveness.

In-Class Activities	Frequency		Effectiveness	
	%	Rank	%	Rank
Listen while the professor lectures	79%	1	29%	2
Engage in a problem-solving activity (lab work, group work, etc.)	9%	2	34%	1
Respond to questions related to the subject matter	5%	3	13%	3
Participate in group work that is not a problem-solving activity	4%	4	10%	4

Age Group: Responses did not differ significantly by age group.

Gender: Responses did not differ significantly by gender.

Race/Ethnicity: Black/African American respondents were significantly more likely and Asian respondents less likely than were other respondents to report that the most effective in-class learning activity is responding to questions related to the subject matter (21% vs. 10%).

Class Level: Responses did not differ significantly by class level.

College: Liberal & Creative Arts students were significantly more likely than were those from other colleges to indicate that the most effective class time activity is responding to questions related to the subject matter (16%) or doing a class presentation (5%), while Science & Engineering students were more likely than were others to indicate that it is engaging in a problem-solving activity (40%).

“How do you spend the next-greatest amount of your time IN CLASS? Choose the second-most frequent class time activity in your courses.”

The top two second-most frequent classroom activities were the same as the top two most frequent classroom activities but in reverse order.

Responses	Frequency	Percent
Listen while the professor lectures	1088	24%
Engage in a problem-solving activity (lab work, group work, etc.)	1025	22%
Participate in group work that is not a problem-solving activity	558	12%
Respond to questions related to the subject matter	858	19%
Watch a movie or video	319	7%
Do a class presentation either individually or with a group	204	4%
Do a short assignment (less than 15 minutes)	234	5%
Take an assessment of some kind (quiz, exam, etc.)	347	8%
Total	4633	100%

Age Group: Respondents 25 years of age or over were significantly more likely than were those 24 years of age or under to indicate that the next-greatest amount of class time involves doing a class presentation (6% vs. 4%).

Gender: Responses did not differ significantly by gender.

Race/Ethnicity: Black/African American and White students were significantly more likely and Asian students less likely than were those in other race/ethnicity groups to report responding to questions related to the subject matter as the next-most frequent class time activity (26% of Black/African American and 22% of White vs. 15% of Asian respondents).

Class Level: Sophomores were significantly more likely than were students at other class levels to indicate that the next-greatest amount of class time is spent watching a movie or video (11%), while graduate students were more likely than were others to indicate that it is spent doing a class presentation (9%).

College: Science & Engineering students were significantly more likely than were students from other colleges to report that the next-most frequent classroom activity is engaging in a problem-solving activity (29%) or taking an assessment (10%), while Education students were more likely than were others to report that it is participating in group work not involving problem solving (26%).

“Now, thinking about all of these same activities, identify the second-most effective learning activity for you.”

The top four second-most frequent classroom activities were also the top four second-most effective learning activities reported by students but in a different order (see the second table below).

Responses	Frequency	Percent
Listen while the professor lectures	837	18%
Engage in a problem-solving activity (lab work, group work, etc.)	940	21%
Participate in group work that is not a problem-solving activity	648	14%
Respond to questions related to the subject matter	843	18%
Watch a movie or video	391	9%
Do a class presentation either individually or with a group	262	6%
Do a short assignment (less than 15 minutes)	402	9%
Take an assessment of some kind (quiz, exam, etc.)	266	6%
Total	4589	100%

The following table compares the rankings of the top four second-most frequent class time activities by frequency (from the previous survey question) and effectiveness.

In-Class Activities	Frequency		Effectiveness	
	%	Rank	%	Rank
Listen while the professor lectures	24%	1	18%	3
Engage in a problem-solving activity (lab work, group work, etc.)	22%	2	21%	1
Respond to questions related to the subject matter	19%	3	18%	2
Participate in group work that is not a problem-solving activity	12%	4	14%	4

Age Group: Responses did not differ significantly by age group.

Gender: Responses did not differ significantly by gender.

Race/Ethnicity: Responses did not differ significantly by race/ethnicity.

Class Level: Graduate students were significantly more likely than were students at other class levels to indicate that the second-most effective learning activity is listening while the professor lectures (23%) or doing a class presentation (11%).

College: Education students were more likely than were students from other colleges to report that the second-most effective learning activity is participating in group work not involving problem solving (24%), while Liberal & Creative Arts students were more likely than were others to indicate that it is listening while the professor lectures (22%).

“How often do you engage in conversation about course content with fellow students DURING CLASS TIME?”

Roughly four in ten respondents indicated that they often converse with other students in class about course content. Another four in ten reported doing so occasionally.

Responses	Frequency	Percent
Never	187	4%
Rarely	802	17%
Occasionally	1973	41%
Often	1204	25%
Very often	606	13%
Total	4772	100%

Age Group: Students 25 years of age or over reported conversing about course content with fellow students during class with significantly greater frequency than did those 24 years or age or under (46% doing so often or very often vs. 35%).

Gender: Female students reported doing this significantly more often than did male students.

Race/Ethnicity: Black/African American and White respondents indicated that this occurs with significantly greater frequency than did Asian respondents.

Class Level: Graduate students reported significantly greater frequency of this than did students at other class levels.

College: Education respondents reported that they converse with other students during class about class content significantly more often and Business respondents less often than did respondents from other colleges. Reported frequency of this was also significantly less among Science & Engineering students than among Liberal & Creative Arts students.

Academic and Career Advice

“Outside of responding to questions from professors in class, how often do you typically interact with your professors on average each semester (including meeting after class, visiting during office hours, meeting to get academic advising, etc.)?”

Half of the respondents indicated that they interact with their professors two to five times per semester, followed by 21% reporting interaction just once per semester. Nearly one in ten reported none, while, at the other extreme, roughly the same number (9%) reported interacting with their professors more than 10 times per semester.

Responses	Frequency	Percent
Never	427	9%
Once a semester	1028	21%
2-5 times a semester	2416	49%
6-10 times a semester	604	12%
More than 10 times a semester	436	9%
Total	4911	100%

Age Group: Respondents 25 years of age or over reported interacting with their professors with significantly greater frequency than did those 24 years or age or under.

Gender: Male students reported interacting with their professors significantly more often than did female students.

Race/Ethnicity: Black/African American and White respondents indicated that this occurs with significantly greater frequency than did Asian respondents.

Class Level: Graduate students and seniors reported significantly greater frequency of interaction with their professors than did students at other class levels.

College: Business respondents indicated that this takes place significantly less frequently than did respondents from other colleges.

“How would you characterize the advising you receive at SF State in terms of getting information about taking the right classes and overall being helpful in working towards graduation?”

Slightly less than half (47%) of the respondents indicated that the academic advising they receive at SF State is good.

Responses	Frequency	Percent
Very poor	315	7%
Poor	613	13%
Neutral	1565	33%
Good	1494	31%
Very good	782	16%
Total	4769	100%

Age Group: Respondents 25 years of age or over characterized the academic advising they receive significantly more favorably than did those 24 years of age or under.

Gender: Responses did not differ significantly by gender.

Race/Ethnicity: Responses did not differ significantly by race/ethnicity.

Class Level: Graduate students rated academic advising significantly more favorably than did respondents at other class levels.

College: Education students rated the academic advising they receive significantly more favorably than did respondents from other colleges.

“How would you characterize the career advice you receive from professors at SF State?”

Slightly more than half (53%) of the eight in ten respondents who have received career advice from a professor characterized the career advice as good.

Responses	Frequency	Percent
I have never received career advice from a professor	900	19%
Very poor	119	3%
Poor	303	6%
Neutral	1422	30%
Good	1376	29%
Very good	693	14%
Total	4813	100%

Age Group: Respondents 25 years of age or over characterized the career advice they receive from professors significantly more favorably than did those 24 years of age or under.

Gender: Responses did not differ significantly by gender.

Race/Ethnicity: Responses did not differ significantly by race/ethnicity.

Class Level: Graduate students rated the career advice they receive from professors significantly more favorably than did respondents at other class levels.

College: Education and Liberal & Creative Arts students rated the career advice they receive from professors significantly more favorably than did Business students.

“Which of the following best describes you and your future academic goals?”

Nearly eight in ten respondents indicated that they plan to graduate from SF State with a bachelor’s degree.

Responses	Frequency	Percent
I started here as a freshman and I plan to graduate with a bachelor’s degree at SF State	2069	43%
I started here as a transfer student and I plan to graduate with a bachelor’s degree at SF State	1651	35%
I started here as a freshman but I plan to graduate with a bachelor’s degree at another university	219	5%
I started here as a transfer student but I plan to graduate with a bachelor’s degree at another university	132	3%
Something else (e.g., I am a graduate student or pursuing a certificate only)	696	15%
Total	4767	100%

Eight percent (8%) of all respondents reported that they plan to graduate with a bachelor’s degree from another university. More specifically, 10% of the respondents who started here as freshmen and 7% of the respondents who started here as transfer students plan to do so. Considered instead by respondent class level, 17% of the freshman respondents and 12% of the sophomore respondents indicated that they plan to earn their bachelor’s degree from another university. This corresponds roughly to the findings in a recent SF State AIR report on student attrition (<http://air.sfsu.edu/sites/sites.sfsu.edu.air/files/Attrition%20Study.pdf>) that 20% of the freshman cohort studied left SF State after their first year of attendance, and another 11% left after their second year.

Age Group: Respondents 24 years of age or under were significantly more likely than were those 25 years of age or over to indicate that they began at SF State as freshmen and plan to graduate here with a bachelor’s degree (60% vs. 4%). Respondents 25 years of age or over were significantly more likely than were those 24 years of age or under to indicate that they started here as a transfer students and plan to graduate here with a bachelor’s degree (53% vs. 27%) or that they started here as something other than a freshman or transfer student, e.g., a graduate or certificate-only student (38% vs. 5%).

Gender: Male respondents were significantly more likely than were female respondents to indicate that they began at SF State as transfer students and plan to graduate here with a bachelor’s degree (41% vs. 30%).

Race/Ethnicity: Latino students were significantly more likely and White students less likely than were students in other race/ethnicity groups to report that they began at SF State as freshmen and plan to graduate here with a bachelor's degree (53% of Latino vs. 36% of White respondents). White students were more likely than were others to describe themselves as "something else," e.g., graduate or certificate-only students (22%).

Class Level: Freshmen (79%) and sophomores (85%) were significantly more likely than were students at higher class levels to report that they began at SF State as *freshmen* and plan to graduate here with a bachelor's degree. Juniors (53%) and seniors (58%) were significantly more likely than were those at lower class levels to report that they entered SF State as *transfer* students and plan to graduate here with a bachelor's degree. Freshmen (15%) and sophomores (11%) were significantly more likely than were upper-division students to indicate that they began here as freshmen but plan to graduate with a bachelor's degree from another university.

College: Science & Engineering students were significantly more likely than were students from other colleges to indicate that they started here as *freshmen* and intend to graduate from SF State with a bachelor's degree (49%), while Business students were more likely than were others to report that they began here as *transfer* students and plan to graduate here with a bachelor's degree (45%). Education students, of course, were largely graduate students.

SF State Website and Information about Academic Requirements

“How many times in the last semester did you go to the SF State website to learn about the GE (General Education) courses you are required to take?”

Eight in ten undergraduate respondents who were enrolled last semester reported going to the SF State website at least once last semester to find information on required GE courses. Nearly half of those reported using it at least three times during the last term.

Responses	Frequency	Percent
I was not enrolled last semester (skip the next question)	178	4%
I am a graduate student (skip the next question)	443	9%
None (skip the next question)	858	18%
1-2 times	1377	29%
3-5 times	1012	21%
More than 5 times	879	19%
Total	4747	100%

Among only the undergraduate respondents who were enrolled last semester, the following statistically significant differences between groups of students were observed:

Age Group: Respondents 24 years of age or under reported significantly more frequent use of the SF State website for information on GE course requirements than did respondents 25 years of age or over.

Gender: Reported frequency of usage did not differ significantly by gender.

Race/Ethnicity: Asian and Latino respondents reported significantly greater usage of the website for this purpose than did White respondents.

Class Level: Sophomores reported significantly more frequent use and seniors less frequent use of the SF State website for GE course information than did students at other class levels.

College: Business and Science & Engineering respondents reported significantly greater use of the website than did Health & Social Science respondents.

“How would you rate the quality of the SF State website in terms of helping you learn about the GE (General Education) courses that you are required to take in order to graduate?”

More than half of the students who reported using the SF State website for information on required GE courses rated the website’s quality good.

Responses	Frequency	Percent
Very bad	105	3%
Bad	332	8%
Neutral	1453	36%
Good	1623	40%
Very good	546	14%
Total	4059	100%

Age Group: Responses did not differ significantly by age group.

Gender: Responses did not differ significantly by gender.

Race/Ethnicity: Black/African American respondents rated the quality of the website significantly higher than did White respondents.

Class Level: Responses did not differ significantly by class level.

College: Business and Science & Engineering students rated the quality of the website significantly higher than did Liberal & Creative Arts students.

“How many times in the last semester did you go to the SF State website to learn about the courses you are required to take in your major?”

Among the students who were enrolled last semester, more than eight in ten reported using the SF State website to learn about required courses in their major. Two thirds of those who used it did so at least three times during the last term.

Responses	Frequency	Percent
I was not enrolled last semester (skip the next question)	136	3%
None (skip the next question)	613	13%
1-2 times	1384	29%
3-5 times	1356	29%
More than 5 times	1223	26%
Total	4712	100%

Age Group: Respondents 24 years of age or under reported using the website significantly more often than did those 25 years of age or over.

Gender: Responses did not differ significantly by gender.

Race/Ethnicity: Asian students reported significantly more frequent use of the SF State website for major course requirement information than did White students.

Class Level: Sophomores, juniors, and seniors reported significantly more use of the website for this than did freshmen or graduate students.

College: Science & Engineering and Business respondents reported significantly more frequent use of the website than did Liberal & Creative Arts respondents. Science & Engineering respondents also reported significantly greater use than did Education respondents.

“How would you rate the quality of the SF State website in terms of helping you learn about the courses that you are required to take in your major in order to graduate?”

More than half of the students who used the SF State website for information about required courses in their major rated the quality of the website as good.

Responses	Frequency	Percent
Very bad	113	3%
Bad	383	9%
Neutral	1450	33%
Good	1786	41%
Very good	678	15%
Total	4410	100%

Responses did not differ significantly by age group, gender, race/ethnicity, or class level.

College: Liberal & Creative Arts students rated the quality significantly lower than did those from Business, Science & Engineering, or Health & Social Sciences.

“What is the most effective way for you to find information about satisfying university program and graduation requirements?”

Four in ten respondents indicated that using the SF State website (including either university-wide or department-specific sites) is the most effective way to get information about academic requirements, followed by 34% who indicated that consulting with advisors is most effective for them.

Responses	Frequency	Percent
University website	1107	24%
Department website	742	16%
University Bulletin (Catalog)	599	13%
email reminders	560	12%
Consulting with advisors	1578	34%
Total	4586	100%

Age Group: Respondents 25 years of age or over were significantly more likely than were those 24 years of age or under to report that visiting department websites is the most effective way to find such information (24% vs. 13%). Conversely, respondents 24 years of age or under were significantly more likely than were those 25 years of age or over to report that it is most effective for them to use the University Bulletin (15% vs. 8%).

Gender: Responses did not differ significantly by gender.

Race/Ethnicity: White students were significantly more likely and Asian students less likely than were those in other race/ethnicity groups to indicate that it is most effective to consult with advisors (39% vs. 29%). Asian students were significantly more likely and White students less likely than were those in other race/ethnicity groups to report that email reminders are most effective (16% vs. 8%).

Class Level: Freshmen were significantly more likely than were students at other class levels to indicate that it is most effective to use the University website (30%) or receive email reminders (21%), while sophomores were more likely than were others to indicate that using the University Bulletin (23%) is most effective. Graduate students were significantly more likely than were others to report that going to department websites is most effective for them (38%).

College: Business students were significantly more likely than were students from other colleges to indicate that the University website is most effective (31%), while Education and Science & Engineering students were more likely than were others to report that department websites are most effective for them (32% and 22%, respectively).

Using either university-wide or department-specific websites was reported by four in ten respondents as the most effective way to obtain information about academic requirements, followed by 34% who indicated that consulting with advisors is most efficient. Responses differed significantly, however, by respondent characteristics as summarized in the table below. The most differences were seen in class level.

		University website	Department website	University Bulletin (Catalog)	email reminders	Consulting with advisors
Age Group	24 years of age or under		13%	15%		
	25 years of age or over		24%	8%		
Race/Ethnicity	Asian				16%	29%
	Black/African American					
	Latino					
	Two or More Races, non-Latino					
	White				8%	39%
Class Level	Freshman	30%	5%		21%	
	Sophomore		8%	23%		
	Junior					
	Senior				9%	
	Graduate	13%	38%	3%		
College	Business	31%	11%			
	Education		32%			
	Health & Social Sciences					
	Liberal & Creative Arts					
	Science & Engineering		22%			

Commuting to Campus

“How long does your commute to SF State take?”

Six in ten respondents indicated that their commute to SF State takes 30 minutes or less, including 11% who live on campus.

Responses	Frequency	Percent
I live on campus	519	11%
15 minutes or less, from off campus	1385	28%
16 to 30 minutes	1031	21%
31 to 45 minutes	624	13%
45 minutes to an hour	759	15%
More than an hour	618	13%
Total	4936	100%

Age Group: Nearly half of the respondents 24 years of age or under (47%) indicated that it takes 15 minutes or less from off campus or that they live on campus compared to 18% of the respondents 25 years of age or over. Respondents 25 years of age or over reported significantly more time-consuming commutes to campus than did those 24 years of age or under.

Gender: Responses did not differ significantly by gender.

Race/Ethnicity: Black/African American respondents reported significantly more time-consuming commutes to campus than did those in other race/ethnicity groups, with 44% of Black/African American respondents reporting commutes of 45 minutes or more compared to 26-28% of the respondents in other race/ethnicity groups.

Class Level: Commute times increased as class levels rose. Freshmen reported the least time-consuming commutes. Graduate students reported significantly more time-consuming commutes than did students at other class levels.

College: Responses did not differ significantly by college.

“What is the distance of your commute to campus?”⁸

Nearly half of the respondents reported that they commute less than five miles to campus or live on campus. One quarter reported commuting more than 15 miles.

Responses	Frequency	Percent
I live on campus	505	10%
1 mile or less from off campus	778	15%
2-4 miles	1181	23%
5-8 miles	866	17%
9-15 miles	482	9%
More than 15 miles	1290	25%
Total	5102	100%

Age Group: More than half of the respondents 24 years of age or under (56%) indicated that they commute less than five miles or live on campus compared to only 29% of the respondents 25 years of age or over. Respondents 25 years of age or over reported significantly longer commutes to campus than did those 24 years of age or under.

Gender: Responses did not differ significantly by gender.

Race/Ethnicity: Black/African American respondents reported significantly longer commutes to campus than did White or Latino respondents or those of two or more non-Latino races. Half (51%) of the Black/African American respondents reported commuting at least nine miles compared to 31-35% of the respondents in other race/ethnicity groups.

Class Level: Commute distances increased significantly with each increase in class level.

College: Education students reported significantly longer commutes than did students from other colleges.

⁸ This question and the next four were administered to a subset of students different from those who were given the previous question on how much time their commute takes. In other words, the responses on how much time their commute takes were not provided by the same students who reported how far they travel to campus.

“How do you commute to campus most days?”

Roughly four in ten respondents indicated that on most days they get to campus by Muni, BART, or SamTrans. Three in ten reported driving alone. About one quarter indicated that they walk, ride a bicycle, or live on campus.

Responses	Frequency	Percent
I live on campus	490	10%
I walk from off campus	628	12%
I ride a bicycle	180	4%
I ride a motorcycle	53	1%
I drive alone	1502	30%
I drive with at least one other person	244	5%
Muni/BART/SamTrans	1919	38%
Some other method	78	2%
Total	5094	100%

Age Group: Respondents 24 years of age or under were significantly more likely than were those 25 years of age or over to report living on campus (13% vs. 1%) or walking to campus (16% vs. 5%). Respondents 25 years of age or over were significantly more likely than were those 24 years of age or under to indicate that they drive alone to campus (45% vs. 23%).

Gender: Responses did not differ significantly by gender.

Race/Ethnicity: Black/African American respondents were significantly more likely than were respondents in other race/ethnicity groups to report commuting by Muni/BART/SamTrans (51%).

Class Level: Freshmen and sophomores were significantly more likely than were students at other class levels to report living on campus (37% and 15%, respectively). Sophomores were more likely than others to report walking to campus (23%), while seniors and graduate students were more likely to report driving alone to campus (36% and 44%, respectively).

College: Liberal & Creative Arts respondents were significantly more likely than were those from other colleges to report living on campus (11%), while those from Education were more likely to report driving alone to campus (59%).

“If you DRIVE ALONE to campus, what is the main reason why you drive alone?”

Among those who indicated that they drive alone to campus, four in ten reportedly do so because it saves time and is more convenient (31%) or because public transportation does not fit their schedule (11%).

Responses	Frequency	Percent
Public transportation is unavailable where I live or service is too unreliable	249	10%
Public transportation does not fit with my schedule	284	11%
Public transportation is unpleasant	156	6%
Driving saves time/is more convenient	767	31%
Need to make special trips before/after school, drive children places, transport heavy, bulky, or fragile items, or have car in case of emergency	257	10%
Disabled/health reasons	28	1%
Not interested in carpooling or no one to carpool with	113	5%
Weather is unpleasant	66	3%
Other	562	23%
Total	2482	100%

Age Group: Respondents 25 years of age or over were significantly more likely than were those 24 years of age or under to indicate that their main reason for driving alone to campus is their need to make special trips, drive children, transport heavy items, etc. (17%) or that public transportation does not fit their schedule (15%).

Gender: Responses did not differ significantly by gender.

Race/Ethnicity: White students were significantly more likely than were other students to report that they drive alone because public transportation is unavailable where they live or too unreliable (13%).

Class Level: Graduate students were significantly more likely and freshmen less likely than were students at other class levels to indicate that they drive alone because they need to make special trips, etc. (17% vs. 3%).

College: Education and Health & Social Sciences students were significantly more likely than were other students to report driving alone because they need to make special trips, etc. (19% and 14%, respectively).

“If you DRIVE ALONE to campus, what would encourage you most to try an alternative?”

Nearly four in ten respondents who drive alone to campus indicated that discounts on Muni or BART passes would most encourage them to commute by another means. Two in ten indicated that none of the possibilities mentioned would encourage them to change the way they get to campus.

Responses	Frequency	Percent
Free or discounted use of car sharing (i.e. City Car Share, Zipcar)	245	11%
More assistance with carpooling, including finding carpool partners, reserved parking for carpools, or financial incentives for carpools	271	12%
Guaranteed ride home for personal emergencies	51	2%
Discounts on Muni/BART passes	825	37%
More information on bus schedules and trip planning	71	3%
More available, secure, and/or covered bike racks or lockers	45	2%
Showers for bike riders and walkers	36	2%
None of these would encourage me to try an alternative	436	19%
Other incentive or encouragement	266	12%
Total	2246	100%

Age Group: Respondents 24 years of age or under were significantly more likely than were those 25 years of age or over to report that discounts on Muni/BART passes would encourage them to try an alternative to driving alone to campus (41% vs. 29%). Respondents 25 years of age or over were significantly more likely than were respondents 24 years of age or under to indicate that more assistance with carpooling would most encourage them to try an alternative (16% vs. 10%) or to indicate that none of the incentives mentioned would be encouraging to them (27% vs. 16%).

Gender: Responses did not differ significantly by gender.

Race/Ethnicity: Responses did not differ significantly by race/ethnicity.

Class Level: Graduate students were significantly more likely than were those at other class levels to indicate that none of the incentives mentioned would be encouraging to them (28%).

College: Education respondents were significantly more likely than were students from other colleges to indicate that none of the incentives mentioned would encourage them to change their commute (31%).

“If you DRIVE ALONE to campus, what would next-most encourage you to try an alternative?”

More than one quarter of the respondents who drive alone to campus indicated that discounts on Muni or BART passes would be the next-best encouragement to get to campus by another means, although 54% of these respondents also selected this as the most encouraging incentive. Again, two in ten indicated that none of the incentives that were mentioned in the survey would encourage them to change their commute.

Responses	Frequency	Percent
Free or discounted use of car sharing (i.e. City Car Share, Zipcar)	322	15%
More assistance with carpooling, including finding carpool partners, reserved parking for carpools, or financial incentives for carpools	231	11%
Guaranteed ride home for personal emergencies	95	4%
Discounts on Muni/BART passes	595	27%
More information on bus schedules and trip planning	110	5%
More available, secure, and/or covered bike racks or lockers	71	3%
Showers for bike riders and walkers	38	2%
None of these would encourage me to try an alternative	424	19%
Other incentive or encouragement	320	15%
Total	2206	100%

Age Group: Respondents 25 years of age or over were significantly more likely than were those 24 years of age or under to indicate that none of the incentives mentioned would be encouraging to them (25% vs. 16%).

Gender: Responses did not differ significantly by gender.

Race/Ethnicity: Responses did not differ significantly by race/ethnicity.

Class Level: Graduate students were significantly more likely than were those at other class levels to indicate that none of the incentives would be encouraging to them (29%).

College: Responses did not differ significantly by college.

Summary of Findings

Teaching Methods and Learning Activities

Six in ten respondents indicated that their professors often relate class material to real-life situations or events, followed by three in ten reporting that it is done occasionally. Nearly two thirds of the respondents agreed that professors at SF State sincerely care about students being successful in their courses. Groups of respondents significantly more likely than others in the same demographic category to indicate that their professors frequently relate class material to real-life situations or events or that professors at SF State sincerely care about students' success in their courses include respondents 25 years of age or over, graduate students, and Education students, groups of students that significantly overlap each other.

The most frequent outside-of-class study activity, other than required reading, was working on an essay or paper, which was reportedly the second-most effective outside-of-class activity. Doing homework involving practicing a particular skill was the second-most frequently reported study activity outside of class but was the most effective learning activity for the greatest number of respondents.

Eight in ten respondents reported spending most of their time in class listening while the professor lectures, but only three in ten indicated that this is the most effective learning activity for them. This was followed by less than one in ten respondents who indicated that they primarily engage in problem-solving activities in class. Yet one third of all respondents indicated that problem-solving activities are the most effective classroom activities. Groups of respondents who were significantly more likely than were others in the same demographic category to report spending most of their time in class engaged in problem-solving activities include respondents 25 years of age or over, graduate students, and Education students.

Academic and Career Advice

Half of the respondents indicated that they typically interact with their professors outside of class two to five times per semester, followed by another two in ten reporting interaction once per semester. Nearly half (47%) of the respondents indicated that the academic advising they receive at SF State is good. Slightly more than half (53%) of the respondents who have received career advice from a professor characterized the career advice as good. In other words, roughly half of the respondents characterized the advising they receive as less than good. Ideally, it would be rated higher. Respondents 25 years of age or over, graduate students, and Education students reported significantly more interaction with their professors than did younger students, those at lower class levels, or those having majors in other colleges. They also rated academic advising and the career advice they receive from professors significantly more favorably than did others in the same demographic category.

Nearly eight in ten respondents indicated that they plan to graduate from SF State with a bachelor's degree. Among only the respondents who indicated that they plan to earn a bachelor's degree, 10% of those who began at SF State and 7% of those who transferred here reported that they plan to earn their bachelor's degree at another university.

It is also interesting to note that 17% of the freshman respondents and 12% of the sophomore respondents indicated that they plan to earn their bachelor's degree from another university. This corresponds roughly to the findings in a recent SF State AIR report on student attrition (<http://air.sfsu.edu/sites/sites.sfsu.edu.air/files/Attrition%20Study.pdf>) that 20% of the freshman cohort studied left SF State after their first year of attendance, and another 11% left after their second year.

SF State Website and Information about Academic Requirements

Eight in ten undergraduate respondents who were enrolled last semester reported going to the SF State website at least once last semester to find information on the GE courses they are required to take. More than half of those reported using it at least three times during the last term. Slightly more than half of those who used the SF State website for information on required GE courses rated the website's quality good.

Among the students who were enrolled last semester, more than eight in ten reported using the SF State website to learn about the courses they are required to take in their major. Two thirds reported that they used it at least three times during the last term. Slightly more than half of the students who used the SF State website for information about required courses in their major rated the quality of the website good.

Many students are using the SF State website to obtain important academic information, but only half of the users rate its quality as good. Four in ten respondents indicated that using the SF State website (including either university-wide or department-specific sites) is the most effective way to get information about academic requirements, followed closely by 34% who indicated that consulting with advisors is most effective for them.

Commuting to Campus

Roughly four in ten respondents indicated that on most days they get to campus by Muni, BART, or SamTrans. Three in ten reported driving alone. About one quarter indicated that they walk, ride a bicycle, or live on campus. Among those who drive alone to campus, 62% reportedly do so for efficiency or convenience. Nearly four in ten respondents who drive alone to campus indicated that discounts on Muni or BART passes would encourage them most to try an alternative. Two in ten indicated that none of the incentives mentioned in the survey would encourage them to cease driving alone to campus.

Respondents who were more likely than were others in the same demographic category to report longer commutes and driving alone to campus (many driving alone because they need to make special trips, drive children, transport heavy items, etc.) included respondents 25 years of age or over, graduate students, and Education students. These respondents were more likely than were others to indicate that none of the incentives mentioned in the survey would encourage them to cease driving alone to campus.

Appendix A – Frequency and Percent of Responses by Demographic Category for All Survey Questions

Note: The college “Other” includes interdisciplinary studies, special major, credential, undeclared, unclassified, American Language Institute, certificate, exchange, and other non-matriculated students.

How often do your professors relate class material to real-life situations or events?

		Never		Rarely		Occasionally		Often		Very often		Total	
		n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	48	1.6%	150	5.2%	857	29.4%	984	33.8%	873	30.0%	2912	100.0%
	Male	45	2.3%	126	6.4%	647	32.7%	657	33.2%	503	25.4%	1978	100.0%
	Total	93	1.9%	276	5.6%	1504	30.8%	1641	33.6%	1376	28.1%	4890	100.0%
Age Group	24 years of age or under	77	2.2%	201	5.7%	1163	33.1%	1180	33.6%	893	25.4%	3514	100.0%
	25 years of age or over	16	1.2%	75	5.5%	341	24.8%	461	33.5%	483	35.1%	1376	100.0%
	Total	93	1.9%	276	5.6%	1504	30.8%	1641	33.6%	1376	28.1%	4890	100.0%
Race/Ethnicity	Asian	29	2.0%	105	7.1%	524	35.6%	489	33.3%	323	22.0%	1470	100.0%
	Black/African American	1	0.5%	10	4.9%	56	27.2%	73	35.4%	66	32.0%	206	100.0%
	Latino	23	2.1%	42	3.8%	334	30.2%	353	31.9%	355	32.1%	1107	100.0%
	Native American/Alaskan Native	0	0.0%	4	25.0%	4	25.0%	2	12.5%	6	37.5%	16	100.0%
	Native Hawaiian/Other Pacific Islander	0	0.0%	4	17.4%	9	39.1%	4	17.4%	6	26.1%	23	100.0%
	Two or More Races, Non-Latino	2	0.8%	12	4.9%	80	32.9%	85	35.0%	64	26.3%	243	100.0%
	White	22	1.6%	65	4.7%	372	27.0%	484	35.1%	437	31.7%	1380	100.0%
Total	77	1.7%	242	5.4%	1379	31.0%	1490	33.5%	1257	28.3%	4445	100.0%	
Class	Freshman	21	2.9%	31	4.3%	264	36.7%	267	37.1%	136	18.9%	719	100.0%
	Sophomore	8	1.3%	40	6.6%	231	37.9%	208	34.2%	122	20.0%	609	100.0%
	Junior	21	1.8%	69	5.8%	353	29.7%	400	33.7%	344	29.0%	1187	100.0%
	Senior	38	2.2%	121	6.9%	543	30.8%	576	32.7%	484	27.5%	1762	100.0%
	Graduate	5	0.8%	15	2.4%	113	18.4%	190	31.0%	290	47.3%	613	100.0%
	Total	93	1.9%	276	5.6%	1504	30.8%	1641	33.6%	1376	28.1%	4890	100.0%
College	Business	21	2.0%	82	7.9%	327	31.7%	376	36.4%	226	21.9%	1032	100.0%
	Education	1	0.6%	4	2.4%	15	8.8%	57	33.5%	93	54.7%	170	100.0%
	Ethnic Studies	0	0.0%	0	0.0%	3	12.5%	9	37.5%	12	50.0%	24	100.0%
	Health & Social Sciences	20	1.9%	55	5.3%	288	28.0%	329	31.9%	338	32.8%	1030	100.0%
	Liberal & Creative Arts	24	1.7%	59	4.3%	420	30.5%	464	33.7%	408	29.7%	1375	100.0%
	Science & Engineering	24	2.4%	62	6.3%	358	36.5%	304	31.0%	234	23.8%	982	100.0%
	Other	3	1.1%	14	5.1%	93	33.6%	102	36.8%	65	23.5%	277	100.0%
	Total	93	1.9%	276	5.6%	1504	30.8%	1641	33.6%	1376	28.1%	4890	100.0%

SF State Student Pulse Survey, Spring 2013

How do you spend most of your time studying OUTSIDE of class NOT including reading a textbook or other required reading?

		Working on (writing and/or researching) an essay/paper		Homework that involves practicing a particular skill (e.g., solving algebra equations)		Homework that is not practicing a particular skill		Working on an individual project		Working on a group project		Studying with a group		Preparing a class presentation		Doing research on the internet to figure out a problem on my own		Total	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	1081	39.7%	573	21.0%	128	4.7%	220	8.1%	192	7.1%	191	7.0%	76	2.8%	262	9.6%	2723	100.0%
	Male	602	33.0%	435	23.8%	83	4.5%	175	9.6%	119	6.5%	119	6.5%	33	1.8%	259	14.2%	1825	100.0%
	Total	1683	37.0%	1008	22.2%	211	4.6%	395	8.7%	311	6.8%	310	6.8%	109	2.4%	521	11.5%	4548	100.0%
Age Group	24 years of age or under	1181	36.1%	781	23.9%	165	5.0%	242	7.4%	202	6.2%	260	7.9%	72	2.2%	371	11.3%	3274	100.0%
	25 years of age or over	502	39.4%	227	17.8%	46	3.6%	153	12.0%	109	8.6%	50	3.9%	37	2.9%	150	11.8%	1274	100.0%
	Total	1683	37.0%	1008	22.2%	211	4.6%	395	8.7%	311	6.8%	310	6.8%	109	2.4%	521	11.5%	4548	100.0%
Race/Ethnicity	Asian	445	32.5%	328	23.9%	62	4.5%	111	8.1%	112	8.2%	130	9.5%	27	2.0%	156	11.4%	1371	100.0%
	Black/African American	62	31.8%	50	25.6%	5	2.6%	19	9.7%	16	8.2%	16	8.2%	5	2.6%	22	11.3%	195	100.0%
	Latino	392	38.0%	221	21.4%	41	4.0%	93	9.0%	56	5.4%	64	6.2%	31	3.0%	134	13.0%	1032	100.0%
	Native American/Alaskan Native	7	50.0%	3	21.4%	1	7.1%	0	0.0%	1	7.1%	1	7.1%	1	7.1%	0	0.0%	14	100.0%
	Native Hawaiian/Other Pacific Islander	9	47.4%	2	10.5%	0	0.0%	2	10.5%	1	5.3%	2	10.5%	2	10.5%	1	5.3%	19	100.0%
	Two or More Races, Non-Latino	89	39.4%	47	20.8%	8	3.5%	23	10.2%	18	8.0%	11	4.9%	5	2.2%	25	11.1%	226	100.0%
	White	523	40.8%	271	21.1%	70	5.5%	111	8.7%	83	6.5%	60	4.7%	24	1.9%	140	10.9%	1282	100.0%
Total	1527	36.9%	922	22.3%	187	4.5%	359	8.7%	287	6.9%	284	6.9%	95	2.3%	478	11.5%	4139	100.0%	
Class	Freshman	258	37.6%	198	28.9%	25	3.6%	44	6.4%	16	2.3%	51	7.4%	15	2.2%	79	11.5%	686	100.0%
	Sophomore	199	35.6%	144	25.8%	37	6.6%	30	5.4%	21	3.8%	56	10.0%	7	1.3%	65	11.6%	559	100.0%
	Junior	416	37.7%	265	24.0%	66	6.0%	84	7.6%	56	5.1%	73	6.6%	20	1.8%	122	11.1%	1102	100.0%
	Senior	551	33.7%	345	21.1%	71	4.3%	147	9.0%	178	10.9%	107	6.5%	36	2.2%	199	12.2%	1634	100.0%
	Graduate	259	45.7%	56	9.9%	12	2.1%	90	15.9%	40	7.1%	23	4.1%	31	5.5%	56	9.9%	567	100.0%
	Total	1683	37.0%	1008	22.2%	211	4.6%	395	8.7%	311	6.8%	310	6.8%	109	2.4%	521	11.5%	4548	100.0%
College	Business	220	23.0%	292	30.5%	52	5.4%	69	7.2%	140	14.6%	66	6.9%	19	2.0%	98	10.3%	956	100.0%
	Education	71	44.7%	18	11.3%	3	1.9%	27	17.0%	7	4.4%	4	2.5%	12	7.5%	17	10.7%	159	100.0%
	Ethnic Studies	12	57.1%	3	14.3%	0	0.0%	0	0.0%	2	9.5%	0	0.0%	1	4.8%	3	14.3%	21	100.0%
	Health & Social Sciences	439	45.7%	144	15.0%	46	4.8%	67	7.0%	64	6.7%	77	8.0%	24	2.5%	100	10.4%	961	100.0%
	Liberal & Creative Arts	603	47.7%	170	13.5%	51	4.0%	150	11.9%	62	4.9%	53	4.2%	33	2.6%	141	11.2%	1263	100.0%
	Science & Engineering	237	25.5%	319	34.3%	47	5.1%	71	7.6%	29	3.1%	87	9.4%	11	1.2%	128	13.8%	929	100.0%
	Other	101	39.0%	62	23.9%	12	4.6%	11	4.2%	7	2.7%	23	8.9%	9	3.5%	34	13.1%	259	100.0%
Total	1683	37.0%	1008	22.2%	211	4.6%	395	8.7%	311	6.8%	310	6.8%	109	2.4%	521	11.5%	4548	100.0%	

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Which of those activities provides the most effective learning for you?

		Working on (writing and/or researching) an essay/paper		Homework that involves practicing a particular skill (e.g., solving algebra equations)		Homework that is not practicing a particular skill		Working on an individual project		Working on a group project		Studying with a group		Preparing a class presentation		Doing research on the internet to figure out a problem on my own		Total	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	449	16.7%	902	33.5%	84	3.1%	352	13.1%	199	7.4%	386	14.3%	94	3.5%	227	8.4%	2693	100.0%
	Male	262	14.6%	522	29.1%	65	3.6%	204	11.4%	177	9.9%	283	15.8%	82	4.6%	201	11.2%	1796	100.0%
	Total	711	15.8%	1424	31.7%	149	3.3%	556	12.4%	376	8.4%	669	14.9%	176	3.9%	428	9.5%	4489	100.0%
Age Group	24 years of age or under	451	14.0%	1093	33.8%	113	3.5%	351	10.9%	255	7.9%	540	16.7%	114	3.5%	313	9.7%	3230	100.0%
	25 years of age or over	260	20.7%	331	26.3%	36	2.9%	205	16.3%	121	9.6%	129	10.2%	62	4.9%	115	9.1%	1259	100.0%
	Total	711	15.8%	1424	31.7%	149	3.3%	556	12.4%	376	8.4%	669	14.9%	176	3.9%	428	9.5%	4489	100.0%
Race/Ethnicity	Asian	164	11.9%	470	34.2%	38	2.8%	156	11.3%	135	9.8%	244	17.7%	44	3.2%	125	9.1%	1376	100.0%
	Black/African American	35	18.5%	56	29.6%	6	3.2%	23	12.2%	14	7.4%	33	17.5%	10	5.3%	12	6.3%	189	100.0%
	Latino	152	15.1%	341	33.9%	30	3.0%	112	11.1%	80	8.0%	165	16.4%	39	3.9%	87	8.6%	1006	100.0%
	Native American/Alaskan Native	2	13.3%	3	20.0%	1	6.7%	4	26.7%	0	0.0%	3	20.0%	0	0.0%	2	13.3%	15	100.0%
	Native Hawaiian/Other Pacific Islander	4	18.2%	6	27.3%	1	4.5%	2	9.1%	2	9.1%	1	4.5%	1	4.5%	5	22.7%	22	100.0%
	Two or More Races, Non-Latino	39	17.5%	72	32.3%	7	3.1%	30	13.5%	18	8.1%	27	12.1%	8	3.6%	22	9.9%	223	100.0%
	White	235	18.7%	366	29.1%	52	4.1%	180	14.3%	92	7.3%	144	11.4%	56	4.4%	134	10.6%	1259	100.0%
Total	631	15.4%	1314	32.1%	135	3.3%	507	12.4%	341	8.3%	617	15.1%	158	3.9%	387	9.5%	4090	100.0%	
Class	Freshman	84	12.4%	256	37.6%	27	4.0%	70	10.3%	51	7.5%	114	16.8%	20	2.9%	58	8.5%	680	100.0%
	Sophomore	68	12.1%	199	35.3%	21	3.7%	58	10.3%	39	6.9%	105	18.7%	22	3.9%	51	9.1%	563	100.0%
	Junior	170	15.8%	350	32.5%	45	4.2%	112	10.4%	76	7.1%	176	16.3%	39	3.6%	110	10.2%	1078	100.0%
	Senior	248	15.4%	508	31.5%	44	2.7%	218	13.5%	154	9.5%	227	14.1%	54	3.3%	160	9.9%	1613	100.0%
	Graduate	141	25.4%	111	20.0%	12	2.2%	98	17.7%	56	10.1%	47	8.5%	41	7.4%	49	8.8%	555	100.0%
	Total	711	15.8%	1424	31.7%	149	3.3%	556	12.4%	376	8.4%	669	14.9%	176	3.9%	428	9.5%	4489	100.0%
College	Business	90	9.4%	347	36.4%	30	3.1%	107	11.2%	112	11.8%	138	14.5%	40	4.2%	89	9.3%	953	100.0%
	Education	31	19.7%	31	19.7%	4	2.5%	27	17.2%	14	8.9%	17	10.8%	18	11.5%	15	9.6%	157	100.0%
	Ethnic Studies	6	30.0%	2	10.0%	0	0.0%	3	15.0%	3	15.0%	3	15.0%	2	10.0%	1	5.0%	20	100.0%
	Health & Social Sciences	165	17.3%	281	29.4%	36	3.8%	117	12.2%	84	8.8%	167	17.5%	28	2.9%	78	8.2%	956	100.0%
	Liberal & Creative Arts	295	24.0%	293	23.8%	40	3.2%	190	15.4%	91	7.4%	133	10.8%	58	4.7%	131	10.6%	1231	100.0%
	Science & Engineering	88	9.6%	373	40.7%	30	3.3%	90	9.8%	51	5.6%	169	18.4%	23	2.5%	92	10.0%	916	100.0%
	Other	36	14.1%	97	37.9%	9	3.5%	22	8.6%	21	8.2%	42	16.4%	7	2.7%	22	8.6%	256	100.0%
Total	711	15.8%	1424	31.7%	149	3.3%	556	12.4%	376	8.4%	669	14.9%	176	3.9%	428	9.5%	4489	100.0%	

When you read textbooks and other assigned reading OUTSIDE of class, which of the following describes most of your reading?

		I read with a set of questions or assignments in mind.		I read without the goal of responding to questions or assignments. My goal is simply to finish the assigned reading material.		Total	
		n	%	n	%	n	%
Gender	Female	1494	57.4%	1107	42.6%	2601	100.0%
	Male	972	56.2%	758	43.8%	1730	100.0%
	Total	2466	56.9%	1865	43.1%	4331	100.0%
Age Group	24 years of age or under	1709	55.0%	1401	45.0%	3110	100.0%
	25 years of age or over	757	62.0%	464	38.0%	1221	100.0%
	Total	2466	56.9%	1865	43.1%	4331	100.0%
Race/Ethnicity	Asian	738	56.0%	579	44.0%	1317	100.0%
	Black/African American	108	60.0%	72	40.0%	180	100.0%
	Latino	569	58.7%	401	41.3%	970	100.0%
	Native American/Alaskan Native	6	42.9%	8	57.1%	14	100.0%
	Native Hawaiian/Other Pacific Islander	10	50.0%	10	50.0%	20	100.0%
	Two or More Races, Non-Latino	121	55.8%	96	44.2%	217	100.0%
	White	692	56.7%	529	43.3%	1221	100.0%
Total	2244	57.0%	1695	43.0%	3939	100.0%	
Class	Freshman	364	55.0%	298	45.0%	662	100.0%
	Sophomore	299	55.7%	238	44.3%	537	100.0%
	Junior	599	56.6%	460	43.4%	1059	100.0%
	Senior	868	56.4%	670	43.6%	1538	100.0%
	Graduate	336	62.8%	199	37.2%	535	100.0%
	Total	2466	56.9%	1865	43.1%	4331	100.0%
College	Business	529	57.6%	389	42.4%	918	100.0%
	Education	95	63.8%	54	36.2%	149	100.0%
	Ethnic Studies	16	84.2%	3	15.8%	19	100.0%
	Health & Social Sciences	506	54.9%	415	45.1%	921	100.0%
	Liberal & Creative Arts	667	55.3%	540	44.7%	1207	100.0%
	Science & Engineering	526	60.1%	349	39.9%	875	100.0%
	Other	127	52.5%	115	47.5%	242	100.0%
	Total	2466	56.9%	1865	43.1%	4331	100.0%

Think about all the courses you've had up to this point at SF State and then identify your level of agreement with the following statement:
 Professors here sincerely care about their students being successful in their courses.

		Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total	
		n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	119	4.2%	107	3.8%	791	28.2%	1216	43.3%	574	20.4%	2807	100.0%
	Male	109	5.8%	92	4.9%	461	24.5%	802	42.7%	416	22.1%	1880	100.0%
	Total	228	4.9%	199	4.2%	1252	26.7%	2018	43.1%	990	21.1%	4687	100.0%
Age Group	24 years of age or under	149	4.4%	147	4.4%	988	29.3%	1487	44.2%	597	17.7%	3368	100.0%
	25 years of age or over	79	6.0%	52	3.9%	264	20.0%	531	40.3%	393	29.8%	1319	100.0%
	Total	228	4.9%	199	4.2%	1252	26.7%	2018	43.1%	990	21.1%	4687	100.0%
Race/Ethnicity	Asian	74	5.2%	63	4.4%	443	31.1%	623	43.7%	222	15.6%	1425	100.0%
	Black/African American	10	5.1%	8	4.0%	62	31.3%	73	36.9%	45	22.7%	198	100.0%
	Latino	57	5.4%	46	4.4%	268	25.4%	425	40.3%	259	24.5%	1055	100.0%
	Native American/Alaskan Native	0	0.0%	0	0.0%	7	43.8%	6	37.5%	3	18.8%	16	100.0%
	Native Hawaiian/Other Pacific Islander	1	4.8%	2	9.5%	4	19.0%	11	52.4%	3	14.3%	21	100.0%
	Two or More Races, Non-Latino	8	3.4%	10	4.3%	63	27.0%	102	43.8%	50	21.5%	233	100.0%
	White	52	4.0%	50	3.8%	297	22.7%	598	45.6%	314	24.0%	1311	100.0%
	Total	202	4.7%	179	4.2%	1144	26.9%	1838	43.2%	896	21.0%	4259	100.0%
Class	Freshman	27	3.9%	19	2.7%	197	28.2%	320	45.8%	136	19.5%	699	100.0%
	Sophomore	22	3.7%	27	4.5%	198	33.3%	276	46.4%	72	12.1%	595	100.0%
	Junior	50	4.4%	56	4.9%	335	29.3%	476	41.7%	225	19.7%	1142	100.0%
	Senior	98	5.9%	87	5.2%	445	26.6%	701	42.0%	339	20.3%	1670	100.0%
	Graduate	31	5.3%	10	1.7%	77	13.3%	245	42.2%	218	37.5%	581	100.0%
	Total	228	4.9%	199	4.2%	1252	26.7%	2018	43.1%	990	21.1%	4687	100.0%
College	Business	54	5.5%	59	6.0%	299	30.2%	427	43.1%	151	15.3%	990	100.0%
	Education	7	4.2%	4	2.4%	25	15.2%	71	43.0%	58	35.2%	165	100.0%
	Ethnic Studies	0	0.0%	2	8.7%	1	4.3%	6	26.1%	14	60.9%	23	100.0%
	Health & Social Sciences	56	5.7%	29	2.9%	267	27.0%	426	43.1%	210	21.3%	988	100.0%
	Liberal & Creative Arts	61	4.7%	48	3.7%	318	24.3%	536	41.0%	345	26.4%	1308	100.0%
	Science & Engineering	44	4.6%	45	4.8%	266	28.1%	427	45.1%	165	17.4%	947	100.0%
	Other	6	2.3%	12	4.5%	76	28.6%	125	47.0%	47	17.7%	266	100.0%
	Total	228	4.9%	199	4.2%	1252	26.7%	2018	43.1%	990	21.1%	4687	100.0%

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How do you spend most of your time IN CLASS? Choose the most frequent class time activity in your courses.

		Listen while the professor lectures		Engage in a problem-solving activity (lab work, group work, etc.)		Participate in group work that is not a problem-solving activity		Respond to questions related to the subject matter		Watch a movie or video		Do a class presentation either individually or with a group		Do a short assignment (less than 15 minutes)		Take an assessment of some kind (quiz, exam, etc.)		Total	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	2144	76.8%	245	8.8%	145	5.2%	154	5.5%	25	0.9%	51	1.8%	8	0.3%	20	0.7%	2792	100.0%
	Male	1624	81.5%	168	8.4%	49	2.5%	82	4.1%	23	1.2%	30	1.5%	6	0.3%	10	0.5%	1992	100.0%
	Total	3768	78.8%	413	8.6%	194	4.1%	236	4.9%	48	1.0%	81	1.7%	14	0.3%	30	0.6%	4784	100.0%
Age Group	24 years of age or under	2778	81.6%	255	7.5%	108	3.2%	155	4.6%	38	1.1%	42	1.2%	11	0.3%	18	0.5%	3405	100.0%
	25 years of age or over	990	71.8%	158	11.5%	86	6.2%	81	5.9%	10	0.7%	39	2.8%	3	0.2%	12	0.9%	1379	100.0%
	Total	3768	78.8%	413	8.6%	194	4.1%	236	4.9%	48	1.0%	81	1.7%	14	0.3%	30	0.6%	4784	100.0%
Race/Ethnicity	Asian	1155	80.9%	123	8.6%	49	3.4%	44	3.1%	15	1.1%	25	1.8%	3	0.2%	13	0.9%	1427	100.0%
	Black/African American	158	72.5%	29	13.3%	7	3.2%	19	8.7%	0	0.0%	3	1.4%	0	0.0%	2	0.9%	218	100.0%
	Latino	848	78.2%	102	9.4%	40	3.7%	59	5.4%	11	1.0%	15	1.4%	3	0.3%	6	0.6%	1084	100.0%
	Native American/Alaskan Native	7	50.0%	2	14.3%	1	7.1%	2	14.3%	1	7.1%	1	7.1%	0	0.0%	0	0.0%	14	100.0%
	Native Hawaiian/Other Pacific Islander	25	83.3%	3	10.0%	0	0.0%	1	3.3%	0	0.0%	1	3.3%	0	0.0%	0	0.0%	30	100.0%
	Two or More Races, Non-Latino	196	79.4%	18	7.3%	8	3.2%	13	5.3%	3	1.2%	6	2.4%	1	0.4%	2	0.8%	247	100.0%
	White	1013	78.4%	92	7.1%	68	5.3%	74	5.7%	14	1.1%	19	1.5%	6	0.5%	6	0.5%	1292	100.0%
Total	3402	78.9%	369	8.6%	173	4.0%	212	4.9%	44	1.0%	70	1.6%	13	0.3%	29	0.7%	4312	100.0%	
Class	Freshman	590	83.3%	50	7.1%	21	3.0%	32	4.5%	3	0.4%	4	0.6%	5	0.7%	3	0.4%	708	100.0%
	Sophomore	532	85.9%	37	6.0%	8	1.3%	19	3.1%	9	1.5%	5	0.8%	2	0.3%	7	1.1%	619	100.0%
	Junior	929	82.9%	69	6.2%	29	2.6%	54	4.8%	17	1.5%	15	1.3%	2	0.2%	6	0.5%	1121	100.0%
	Senior	1317	78.7%	156	9.3%	65	3.9%	78	4.7%	17	1.0%	24	1.4%	4	0.2%	12	0.7%	1673	100.0%
	Graduate	400	60.3%	101	15.2%	71	10.7%	53	8.0%	2	0.3%	33	5.0%	1	0.2%	2	0.3%	663	100.0%
	Total	3768	78.8%	413	8.6%	194	4.1%	236	4.9%	48	1.0%	81	1.7%	14	0.3%	30	0.6%	4784	100.0%
College	Business	854	84.5%	66	6.5%	24	2.4%	29	2.9%	14	1.4%	13	1.3%	4	0.4%	7	0.7%	1011	100.0%
	Education	89	56.0%	25	15.7%	22	13.8%	13	8.2%	1	0.6%	9	5.7%	0	0.0%	0	0.0%	159	100.0%
	Ethnic Studies	20	52.6%	6	15.8%	1	2.6%	8	21.1%	0	0.0%	3	7.9%	0	0.0%	0	0.0%	38	100.0%
	Health & Social Sciences	831	79.8%	89	8.5%	51	4.9%	42	4.0%	10	1.0%	11	1.1%	1	0.1%	7	0.7%	1042	100.0%
	Liberal & Creative Arts	895	72.2%	124	10.0%	72	5.8%	92	7.4%	14	1.1%	30	2.4%	5	0.4%	8	0.6%	1240	100.0%
	Science & Engineering	853	84.0%	86	8.5%	18	1.8%	33	3.2%	8	0.8%	11	1.1%	1	0.1%	6	0.6%	1016	100.0%
	Other	226	81.3%	17	6.1%	6	2.2%	19	6.8%	1	0.4%	4	1.4%	3	1.1%	2	0.7%	278	100.0%
Total	3768	78.8%	413	8.6%	194	4.1%	236	4.9%	48	1.0%	81	1.7%	14	0.3%	30	0.6%	4784	100.0%	

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Now, thinking about all of these same activities, identify the most effective learning activity for you.

		Listen while the professor lectures		Engage in a problem-solving activity (lab work, group work, etc.)		Participate in group work that is not a problem-solving activity		Respond to questions related to the subject matter		Watch a movie or video		Do a class presentation either individually or with a group		Do a short assignment (less than 15 minutes)		Take an assessment of some kind (quiz, exam, etc.)		Total	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	806	29.4%	902	32.9%	266	9.7%	347	12.6%	138	5.0%	91	3.3%	140	5.1%	54	2.0%	2744	100.0%
	Male	559	28.6%	699	35.7%	192	9.8%	242	12.4%	90	4.6%	51	2.6%	74	3.8%	49	2.5%	1956	100.0%
	Total	1365	29.0%	1601	34.1%	458	9.7%	589	12.5%	228	4.9%	142	3.0%	214	4.6%	103	2.2%	4700	100.0%
Age Group	24 years of age or under	943	28.1%	1133	33.8%	340	10.1%	419	12.5%	173	5.2%	96	2.9%	176	5.3%	72	2.1%	3352	100.0%
	25 years of age or over	422	31.3%	468	34.7%	118	8.8%	170	12.6%	55	4.1%	46	3.4%	38	2.8%	31	2.3%	1348	100.0%
	Total	1365	29.0%	1601	34.1%	458	9.7%	589	12.5%	228	4.9%	142	3.0%	214	4.6%	103	2.2%	4700	100.0%
Race/Ethnicity	Asian	408	28.9%	520	36.8%	148	10.5%	136	9.6%	67	4.7%	36	2.5%	63	4.5%	35	2.5%	1413	100.0%
	Black/African American	47	22.2%	68	32.1%	16	7.5%	44	20.8%	14	6.6%	9	4.2%	8	3.8%	6	2.8%	212	100.0%
	Latino	276	26.1%	359	33.9%	118	11.1%	139	13.1%	52	4.9%	36	3.4%	56	5.3%	23	2.2%	1059	100.0%
	Native American/Alaskan Native	8	61.5%	1	7.7%	0	0.0%	2	15.4%	1	7.7%	0	0.0%	1	7.7%	0	0.0%	13	100.0%
	Native Hawaiian/Other Pacific Islander	9	31.0%	9	31.0%	3	10.3%	3	10.3%	1	3.4%	3	10.3%	1	3.4%	0	0.0%	29	100.0%
	Two or More Races, Non-Latino	69	28.3%	76	31.1%	17	7.0%	38	15.6%	20	8.2%	12	4.9%	10	4.1%	2	0.8%	244	100.0%
	White	399	31.4%	414	32.6%	126	9.9%	175	13.8%	49	3.9%	29	2.3%	52	4.1%	27	2.1%	1271	100.0%
Total	1216	28.7%	1447	34.1%	428	10.1%	537	12.7%	204	4.8%	125	2.9%	191	4.5%	93	2.2%	4241	100.0%	
Class	Freshman	178	25.6%	256	36.9%	80	11.5%	82	11.8%	27	3.9%	21	3.0%	38	5.5%	12	1.7%	694	100.0%
	Sophomore	191	31.3%	187	30.6%	56	9.2%	73	11.9%	36	5.9%	20	3.3%	35	5.7%	13	2.1%	611	100.0%
	Junior	329	29.7%	353	31.9%	106	9.6%	141	12.7%	71	6.4%	28	2.5%	51	4.6%	29	2.6%	1108	100.0%
	Senior	489	29.8%	564	34.3%	143	8.7%	215	13.1%	74	4.5%	41	2.5%	78	4.7%	39	2.4%	1643	100.0%
	Graduate	178	27.6%	241	37.4%	73	11.3%	78	12.1%	20	3.1%	32	5.0%	12	1.9%	10	1.6%	644	100.0%
	Total	1365	29.0%	1601	34.1%	458	9.7%	589	12.5%	228	4.9%	142	3.0%	214	4.6%	103	2.2%	4700	100.0%
College	Business	305	30.5%	356	35.6%	85	8.5%	109	10.9%	48	4.8%	20	2.0%	51	5.1%	25	2.5%	999	100.0%
	Education	41	26.8%	58	37.9%	24	15.7%	15	9.8%	5	3.3%	7	4.6%	2	1.3%	1	0.7%	153	100.0%
	Ethnic Studies	4	11.1%	15	41.7%	4	11.1%	8	22.2%	4	11.1%	1	2.8%	0	0.0%	0	0.0%	36	100.0%
	Health & Social Sciences	276	27.1%	359	35.2%	107	10.5%	130	12.7%	58	5.7%	28	2.7%	40	3.9%	22	2.2%	1020	100.0%
	Liberal & Creative Arts	381	31.2%	327	26.8%	120	9.8%	193	15.8%	59	4.8%	56	4.6%	61	5.0%	25	2.0%	1222	100.0%
	Science & Engineering	285	28.6%	398	40.0%	89	8.9%	95	9.5%	43	4.3%	19	1.9%	38	3.8%	28	2.8%	995	100.0%
	Other	73	26.5%	88	32.0%	29	10.5%	39	14.2%	11	4.0%	11	4.0%	22	8.0%	2	0.7%	275	100.0%
Total	1365	29.0%	1601	34.1%	458	9.7%	589	12.5%	228	4.9%	142	3.0%	214	4.6%	103	2.2%	4700	100.0%	

SF State Student Pulse Survey, Spring 2013

How do you spend the next-greatest amount of your time IN CLASS? Choose the second-most frequent class time activity in your courses.

		Listen while the professor lectures		Engage in a problem-solving activity (lab work, group work, etc.)		Participate in group work that is not a problem-solving activity		Respond to questions related to the subject matter		Watch a movie or video		Do a class presentation either individually or with a group		Do a short assignment (less than 15 minutes)		Take an assessment of some kind (quiz, exam, etc.)		Total	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	639	23.6%	585	21.6%	338	12.5%	470	17.3%	190	7.0%	127	4.7%	146	5.4%	214	7.9%	2709	100.0%
	Male	449	23.3%	440	22.9%	220	11.4%	388	20.2%	129	6.7%	77	4.0%	88	4.6%	133	6.9%	1924	100.0%
	Total	1088	23.5%	1025	22.1%	558	12.0%	858	18.5%	319	6.9%	204	4.4%	234	5.1%	347	7.5%	4633	100.0%
Age Group	24 years of age or under	742	22.5%	727	22.0%	394	11.9%	595	18.0%	256	7.8%	123	3.7%	193	5.8%	271	8.2%	3301	100.0%
	25 years of age or over	346	26.0%	298	22.4%	164	12.3%	263	19.7%	63	4.7%	81	6.1%	41	3.1%	76	5.7%	1332	100.0%
	Total	1088	23.5%	1025	22.1%	558	12.0%	858	18.5%	319	6.9%	204	4.4%	234	5.1%	347	7.5%	4633	100.0%
Race/Ethnicity	Asian	338	24.5%	314	22.7%	184	13.3%	213	15.4%	100	7.2%	60	4.3%	78	5.6%	95	6.9%	1382	100.0%
	Black/African American	46	21.8%	36	17.1%	28	13.3%	56	26.5%	12	5.7%	10	4.7%	8	3.8%	15	7.1%	211	100.0%
	Latino	259	24.6%	246	23.4%	112	10.6%	181	17.2%	59	5.6%	44	4.2%	51	4.8%	101	9.6%	1053	100.0%
	Native American/Alaskan Native	9	64.3%	1	7.1%	1	7.1%	1	7.1%	0	0.0%	0	0.0%	1	7.1%	1	7.1%	14	100.0%
	Native Hawaiian/Other Pacific Islander	8	28.6%	4	14.3%	5	17.9%	2	7.1%	2	7.1%	2	7.1%	1	3.6%	4	14.3%	28	100.0%
	Two or More Races, Non-Latino	46	19.4%	56	23.6%	23	9.7%	44	18.6%	26	11.0%	5	2.1%	18	7.6%	19	8.0%	237	100.0%
	White	262	20.9%	282	22.5%	145	11.6%	276	22.0%	93	7.4%	62	4.9%	57	4.5%	77	6.1%	1254	100.0%
Total	968	23.2%	939	22.5%	498	11.9%	773	18.5%	292	7.0%	183	4.4%	214	5.1%	312	7.5%	4179	100.0%	
Class	Freshman	154	22.4%	164	23.8%	88	12.8%	117	17.0%	27	3.9%	22	3.2%	53	7.7%	64	9.3%	689	100.0%
	Sophomore	134	22.4%	105	17.5%	64	10.7%	118	19.7%	63	10.5%	19	3.2%	41	6.8%	55	9.2%	599	100.0%
	Junior	239	22.0%	236	21.8%	131	12.1%	197	18.2%	97	8.9%	40	3.7%	50	4.6%	95	8.8%	1085	100.0%
	Senior	391	24.1%	371	22.9%	184	11.4%	300	18.5%	119	7.3%	67	4.1%	71	4.4%	117	7.2%	1620	100.0%
	Graduate	170	26.6%	149	23.3%	91	14.2%	126	19.7%	13	2.0%	56	8.8%	19	3.0%	16	2.5%	640	100.0%
	Total	1088	23.5%	1025	22.1%	558	12.0%	858	18.5%	319	6.9%	204	4.4%	234	5.1%	347	7.5%	4633	100.0%
College	Business	231	23.8%	230	23.7%	93	9.6%	175	18.0%	63	6.5%	42	4.3%	51	5.2%	87	9.0%	972	100.0%
	Education	36	23.2%	34	21.9%	40	25.8%	23	14.8%	2	1.3%	11	7.1%	5	3.2%	4	2.6%	155	100.0%
	Ethnic Studies	11	28.9%	6	15.8%	7	18.4%	10	26.3%	1	2.6%	2	5.3%	1	2.6%	0	0.0%	38	100.0%
	Health & Social Sciences	236	23.5%	218	21.7%	136	13.5%	175	17.4%	84	8.3%	50	5.0%	44	4.4%	63	6.3%	1006	100.0%
	Liberal & Creative Arts	318	26.3%	202	16.7%	165	13.6%	253	20.9%	94	7.8%	57	4.7%	54	4.5%	66	5.5%	1209	100.0%
	Science & Engineering	202	20.5%	288	29.2%	83	8.4%	168	17.1%	51	5.2%	36	3.7%	58	5.9%	99	10.1%	985	100.0%
	Other	54	20.1%	47	17.5%	34	12.7%	54	20.1%	24	9.0%	6	2.2%	21	7.8%	28	10.4%	268	100.0%
Total	1088	23.5%	1025	22.1%	558	12.0%	858	18.5%	319	6.9%	204	4.4%	234	5.1%	347	7.5%	4633	100.0%	

SF State Student Pulse Survey, Spring 2013

Now, thinking about all of these same activities, identify the second-most effective learning activity for you.

		Listen while the professor lectures		Engage in a problem-solving activity (lab work, group work, etc.)		Participate in group work that is not a problem-solving activity		Respond to questions related to the subject matter		Watch a movie or video		Do a class presentation either individually or with a group		Do a short assignment (less than 15 minutes)		Take an assessment of some kind (quiz, exam, etc.)		Total	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	472	17.6%	539	20.1%	376	14.0%	480	17.9%	247	9.2%	166	6.2%	247	9.2%	151	5.6%	2678	100.0%
	Male	365	19.1%	401	21.0%	272	14.2%	363	19.0%	144	7.5%	96	5.0%	155	8.1%	115	6.0%	1911	100.0%
	Total	837	18.2%	940	20.5%	648	14.1%	843	18.4%	391	8.5%	262	5.7%	402	8.8%	266	5.8%	4589	100.0%
Age Group	24 years of age or under	568	17.4%	675	20.6%	473	14.5%	580	17.7%	296	9.1%	173	5.3%	316	9.7%	188	5.8%	3269	100.0%
	25 years of age or over	269	20.4%	265	20.1%	175	13.3%	263	19.9%	95	7.2%	89	6.7%	86	6.5%	78	5.9%	1320	100.0%
	Total	837	18.2%	940	20.5%	648	14.1%	843	18.4%	391	8.5%	262	5.7%	402	8.8%	266	5.8%	4589	100.0%
Race/Ethnicity	Asian	250	18.1%	276	19.9%	217	15.7%	234	16.9%	118	8.5%	74	5.3%	139	10.0%	76	5.5%	1384	100.0%
	Black/African American	33	15.6%	36	17.1%	21	10.0%	43	20.4%	26	12.3%	18	8.5%	23	10.9%	11	5.2%	211	100.0%
	Latino	158	15.2%	227	21.8%	174	16.7%	182	17.5%	91	8.8%	56	5.4%	83	8.0%	69	6.6%	1040	100.0%
	Native American/Alaskan Native	4	30.8%	3	23.1%	0	0.0%	2	15.4%	2	15.4%	0	0.0%	1	7.7%	1	7.7%	13	100.0%
	Native Hawaiian/Other Pacific Islander	6	21.4%	4	14.3%	3	10.7%	5	17.9%	3	10.7%	0	0.0%	6	21.4%	1	3.6%	28	100.0%
	Two or More Races, Non-Latino	36	15.2%	59	24.9%	23	9.7%	49	20.7%	30	12.7%	8	3.4%	22	9.3%	10	4.2%	237	100.0%
	White	260	21.2%	249	20.3%	165	13.4%	232	18.9%	82	6.7%	76	6.2%	93	7.6%	72	5.9%	1229	100.0%
Total	747	18.0%	854	20.6%	603	14.6%	747	18.0%	352	8.5%	232	5.6%	367	8.9%	240	5.8%	4142	100.0%	
Class	Freshman	125	18.2%	154	22.4%	105	15.3%	116	16.9%	53	7.7%	30	4.4%	69	10.0%	35	5.1%	687	100.0%
	Sophomore	93	15.6%	134	22.5%	82	13.8%	104	17.4%	62	10.4%	25	4.2%	64	10.7%	32	5.4%	596	100.0%
	Junior	174	16.2%	222	20.7%	162	15.1%	189	17.6%	94	8.8%	42	3.9%	114	10.6%	74	6.9%	1071	100.0%
	Senior	301	18.8%	310	19.4%	209	13.0%	315	19.7%	152	9.5%	96	6.0%	119	7.4%	100	6.2%	1602	100.0%
	Graduate	144	22.7%	120	19.0%	90	14.2%	119	18.8%	30	4.7%	69	10.9%	36	5.7%	25	3.9%	633	100.0%
	Total	837	18.2%	940	20.5%	648	14.1%	843	18.4%	391	8.5%	262	5.7%	402	8.8%	266	5.8%	4589	100.0%
College	Business	187	19.1%	206	21.1%	131	13.4%	193	19.7%	71	7.3%	43	4.4%	95	9.7%	52	5.3%	978	100.0%
	Education	22	14.6%	28	18.5%	36	23.8%	32	21.2%	11	7.3%	13	8.6%	6	4.0%	3	2.0%	151	100.0%
	Ethnic Studies	5	13.9%	5	13.9%	5	13.9%	8	22.2%	2	5.6%	8	22.2%	2	5.6%	1	2.8%	36	100.0%
	Health & Social Sciences	147	14.9%	206	20.8%	153	15.5%	173	17.5%	106	10.7%	61	6.2%	85	8.6%	58	5.9%	989	100.0%
	Liberal & Creative Arts	267	22.3%	215	18.0%	156	13.1%	238	19.9%	104	8.7%	65	5.4%	87	7.3%	63	5.3%	1195	100.0%
	Science & Engineering	173	17.9%	224	23.1%	130	13.4%	154	15.9%	71	7.3%	59	6.1%	86	8.9%	72	7.4%	969	100.0%
	Other	36	13.3%	56	20.7%	37	13.7%	45	16.6%	26	9.6%	13	4.8%	41	15.1%	17	6.3%	271	100.0%
Total	837	18.2%	940	20.5%	648	14.1%	843	18.4%	391	8.5%	262	5.7%	402	8.8%	266	5.8%	4589	100.0%	

How often do you engage in conversation about course content with fellow students DURING CLASS TIME?

		Never		Rarely		Occasionally		Often		Very often		Total	
		n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	88	3.2%	471	17.0%	1122	40.5%	709	25.6%	382	13.8%	2772	100.0%
	Male	99	5.0%	331	16.6%	851	42.6%	495	24.8%	224	11.2%	2000	100.0%
	Total	187	3.9%	802	16.8%	1973	41.3%	1204	25.2%	606	12.7%	4772	100.0%
Age Group	24 years of age or under	126	3.7%	601	17.7%	1490	43.8%	829	24.4%	354	10.4%	3400	100.0%
	25 years of age or over	61	4.4%	201	14.7%	483	35.2%	375	27.3%	252	18.4%	1372	100.0%
	Total	187	3.9%	802	16.8%	1973	41.3%	1204	25.2%	606	12.7%	4772	100.0%
Race/Ethnicity	Asian	58	4.1%	272	19.1%	644	45.2%	322	22.6%	130	9.1%	1426	100.0%
	Black/African American	7	3.2%	35	16.1%	64	29.5%	72	33.2%	39	18.0%	217	100.0%
	Latino	36	3.4%	182	17.0%	455	42.6%	257	24.0%	139	13.0%	1069	100.0%
	Native American/Alaskan Native	0	0.0%	1	7.1%	5	35.7%	5	35.7%	3	21.4%	14	100.0%
	Native Hawaiian/Other Pacific Islander	5	17.9%	2	7.1%	12	42.9%	5	17.9%	4	14.3%	28	100.0%
	Two or More Races, Non-Latino	10	3.9%	42	16.5%	110	43.3%	56	22.0%	36	14.2%	254	100.0%
	White	46	3.6%	187	14.5%	502	38.9%	361	28.0%	193	15.0%	1289	100.0%
Total	162	3.8%	721	16.8%	1792	41.7%	1078	25.1%	544	12.7%	4297	100.0%	
Class	Freshman	19	2.7%	109	15.4%	333	47.2%	183	25.9%	62	8.8%	706	100.0%
	Sophomore	30	4.9%	115	18.8%	279	45.7%	132	21.6%	55	9.0%	611	100.0%
	Junior	42	3.8%	218	19.6%	495	44.5%	264	23.7%	93	8.4%	1112	100.0%
	Senior	79	4.7%	285	17.0%	666	39.7%	445	26.5%	204	12.2%	1679	100.0%
	Graduate	17	2.6%	75	11.3%	200	30.1%	180	27.1%	192	28.9%	664	100.0%
	Total	187	3.9%	802	16.8%	1973	41.3%	1204	25.2%	606	12.7%	4772	100.0%
College	Business	55	5.4%	226	22.2%	423	41.6%	241	23.7%	73	7.2%	1018	100.0%
	Education	0	0.0%	10	6.4%	46	29.3%	50	31.8%	51	32.5%	157	100.0%
	Ethnic Studies	1	2.6%	4	10.5%	8	21.1%	16	42.1%	9	23.7%	38	100.0%
	Health & Social Sciences	36	3.5%	162	15.7%	424	41.2%	279	27.1%	128	12.4%	1029	100.0%
	Liberal & Creative Arts	37	3.0%	170	13.7%	512	41.2%	320	25.7%	205	16.5%	1244	100.0%
	Science & Engineering	44	4.4%	182	18.1%	431	42.8%	233	23.1%	118	11.7%	1008	100.0%
	Other	14	5.0%	48	17.3%	129	46.4%	65	23.4%	22	7.9%	278	100.0%
	Total	187	3.9%	802	16.8%	1973	41.3%	1204	25.2%	606	12.7%	4772	100.0%

Outside of responding to questions from professors in class, how often do you typically interact with your professors on average each semester (including meeting after class, visiting during office hours, meeting to get academic advising, etc.)?

		Never		Once a semester		2-5 times a semester		6-10 times a semester		More than 10 times a semester		Total	
		n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	269	9.3%	654	22.5%	1456	50.2%	309	10.6%	214	7.4%	2902	100.0%
	Male	158	7.9%	374	18.6%	960	47.8%	295	14.7%	222	11.1%	2009	100.0%
	Total	427	8.7%	1028	20.9%	2416	49.2%	604	12.3%	436	8.9%	4911	100.0%
Age Group	24 years of age or under	328	9.5%	776	22.4%	1739	50.2%	374	10.8%	250	7.2%	3467	100.0%
	25 years of age or over	99	6.9%	252	17.5%	677	46.9%	230	15.9%	186	12.9%	1444	100.0%
	Total	427	8.7%	1028	20.9%	2416	49.2%	604	12.3%	436	8.9%	4911	100.0%
Race/Ethnicity	Asian	152	10.5%	331	23.0%	696	48.3%	155	10.8%	107	7.4%	1441	100.0%
	Black/African American	22	9.4%	38	16.3%	108	46.4%	34	14.6%	31	13.3%	233	100.0%
	Latino	84	7.7%	248	22.7%	545	49.8%	134	12.2%	83	7.6%	1094	100.0%
	Native American/Alaskan Native	0	0.0%	0	0.0%	3	27.3%	7	63.6%	1	9.1%	11	100.0%
	Native Hawaiian/Other Pacific Islander	2	8.7%	8	34.8%	8	34.8%	4	17.4%	1	4.3%	23	100.0%
	Two or More Races, Non-Latino	24	9.2%	61	23.3%	121	46.2%	35	13.4%	21	8.0%	262	100.0%
	White	110	7.9%	257	18.6%	689	49.7%	183	13.2%	146	10.5%	1385	100.0%
Total	394	8.9%	943	21.2%	2170	48.8%	552	12.4%	390	8.8%	4449	100.0%	
Class	Freshman	90	12.4%	148	20.4%	380	52.5%	73	10.1%	33	4.6%	724	100.0%
	Sophomore	51	9.2%	128	23.0%	292	52.5%	55	9.9%	30	5.4%	556	100.0%
	Junior	104	9.1%	279	24.5%	566	49.6%	131	11.5%	61	5.3%	1141	100.0%
	Senior	152	8.4%	365	20.2%	871	48.3%	235	13.0%	181	10.0%	1804	100.0%
	Graduate	30	4.4%	108	15.7%	307	44.8%	110	16.0%	131	19.1%	686	100.0%
	Total	427	8.7%	1028	20.9%	2416	49.2%	604	12.3%	436	8.9%	4911	100.0%
College	Business	121	11.5%	239	22.7%	525	50.0%	112	10.7%	54	5.1%	1051	100.0%
	Education	8	3.9%	43	20.9%	100	48.5%	38	18.4%	17	8.3%	206	100.0%
	Ethnic Studies	1	2.6%	5	12.8%	20	51.3%	5	12.8%	8	20.5%	39	100.0%
	Health & Social Sciences	81	7.7%	232	22.1%	523	49.9%	131	12.5%	82	7.8%	1049	100.0%
	Liberal & Creative Arts	112	8.3%	259	19.1%	683	50.3%	163	12.0%	140	10.3%	1357	100.0%
	Science & Engineering	70	7.3%	192	20.1%	438	45.8%	130	13.6%	126	13.2%	956	100.0%
	Other	34	13.4%	58	22.9%	127	50.2%	25	9.9%	9	3.6%	253	100.0%
	Total	427	8.7%	1028	20.9%	2416	49.2%	604	12.3%	436	8.9%	4911	100.0%

How would you characterize the advising you receive at SF State in terms of getting information about taking the right classes and overall being helpful in working towards graduation?

		Very poor		Poor		Neutral		Good		Very good		Total	
		n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	189	6.7%	382	13.5%	938	33.2%	854	30.2%	461	16.3%	2824	100.0%
	Male	126	6.5%	231	11.9%	627	32.2%	640	32.9%	321	16.5%	1945	100.0%
	Total	315	6.6%	613	12.9%	1565	32.8%	1494	31.3%	782	16.4%	4769	100.0%
Age Group	24 years of age or under	247	7.3%	465	13.7%	1175	34.7%	1042	30.7%	460	13.6%	3389	100.0%
	25 years of age or over	68	4.9%	148	10.7%	390	28.3%	452	32.8%	322	23.3%	1380	100.0%
	Total	315	6.6%	613	12.9%	1565	32.8%	1494	31.3%	782	16.4%	4769	100.0%
Race/Ethnicity	Asian	68	4.8%	139	9.9%	532	37.8%	477	33.9%	190	13.5%	1406	100.0%
	Black/African American	15	6.4%	33	14.1%	52	22.2%	74	31.6%	60	25.6%	234	100.0%
	Latino	86	8.0%	135	12.6%	346	32.2%	312	29.1%	194	18.1%	1073	100.0%
	Native American/Alaskan Native	0	0.0%	2	18.2%	3	27.3%	2	18.2%	4	36.4%	11	100.0%
	Native Hawaiian/Other Pacific Islander	0	0.0%	3	13.6%	7	31.8%	8	36.4%	4	18.2%	22	100.0%
	Two or More Races, Non-Latino	19	7.6%	31	12.4%	87	34.9%	75	30.1%	37	14.9%	249	100.0%
	White	89	6.7%	197	14.8%	390	29.4%	424	32.0%	227	17.1%	1327	100.0%
	Total	277	6.4%	540	12.5%	1417	32.8%	1372	31.7%	716	16.6%	4322	100.0%
Class	Freshman	37	5.2%	94	13.1%	241	33.7%	242	33.8%	102	14.2%	716	100.0%
	Sophomore	51	9.4%	74	13.7%	192	35.4%	158	29.2%	67	12.4%	542	100.0%
	Junior	93	8.4%	145	13.1%	385	34.7%	347	31.3%	138	12.5%	1108	100.0%
	Senior	106	6.1%	245	14.1%	583	33.4%	522	29.9%	287	16.5%	1743	100.0%
	Graduate	28	4.2%	55	8.3%	164	24.8%	225	34.1%	188	28.5%	660	100.0%
	Total	315	6.6%	613	12.9%	1565	32.8%	1494	31.3%	782	16.4%	4769	100.0%
College	Business	66	6.4%	132	12.9%	365	35.6%	336	32.7%	127	12.4%	1026	100.0%
	Education	8	4.1%	19	9.6%	50	25.4%	61	31.0%	59	29.9%	197	100.0%
	Ethnic Studies	0	0.0%	5	13.5%	11	29.7%	9	24.3%	12	32.4%	37	100.0%
	Health & Social Sciences	60	5.9%	132	13.0%	336	33.0%	318	31.2%	173	17.0%	1019	100.0%
	Liberal & Creative Arts	96	7.3%	185	14.1%	424	32.4%	380	29.1%	223	17.0%	1308	100.0%
	Science & Engineering	63	6.8%	105	11.3%	295	31.7%	315	33.9%	152	16.3%	930	100.0%
	Other	22	8.7%	35	13.9%	84	33.3%	75	29.8%	36	14.3%	252	100.0%
	Total	315	6.6%	613	12.9%	1565	32.8%	1494	31.3%	782	16.4%	4769	100.0%

How would you characterize the career advice you receive from professors at SF State?

		I have never received career advice from a professor													
		Very poor		Poor		Neutral		Good		Very good		Total			
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	558	19.6%	65	2.3%	190	6.7%	843	29.6%	780	27.4%	413	14.5%	2849	100.0%
	Male	342	17.4%	54	2.7%	113	5.8%	579	29.5%	596	30.3%	280	14.3%	1964	100.0%
	Total	900	18.7%	119	2.5%	303	6.3%	1422	29.5%	1376	28.6%	693	14.4%	4813	100.0%
Age Group	24 years of age or under	683	20.0%	83	2.4%	218	6.4%	1030	30.2%	993	29.1%	408	11.9%	3415	100.0%
	25 years of age or over	217	15.5%	36	2.6%	85	6.1%	392	28.0%	383	27.4%	285	20.4%	1398	100.0%
	Total	900	18.7%	119	2.5%	303	6.3%	1422	29.5%	1376	28.6%	693	14.4%	4813	100.0%
Race/Ethnicity	Asian	258	18.2%	31	2.2%	80	5.6%	479	33.8%	414	29.2%	154	10.9%	1416	100.0%
	Black/African American	41	17.4%	8	3.4%	16	6.8%	55	23.4%	64	27.2%	51	21.7%	235	100.0%
	Latino	172	16.0%	26	2.4%	71	6.6%	298	27.7%	340	31.6%	168	15.6%	1075	100.0%
	Native American/Alaskan Native	0	0.0%	0	0.0%	1	9.1%	4	36.4%	1	9.1%	5	45.5%	11	100.0%
	Native Hawaiian/Other Pacific Islander	4	19.0%	0	0.0%	0	0.0%	8	38.1%	4	19.0%	5	23.8%	21	100.0%
	Two or More Races, Non-Latino	61	23.5%	7	2.7%	14	5.4%	77	29.6%	60	23.1%	41	15.8%	260	100.0%
	White	272	20.2%	34	2.5%	86	6.4%	371	27.6%	378	28.1%	204	15.2%	1345	100.0%
Total	808	18.5%	106	2.4%	268	6.1%	1292	29.6%	1261	28.9%	628	14.4%	4363	100.0%	
Class	Freshman	186	25.9%	9	1.3%	33	4.6%	209	29.1%	213	29.6%	69	9.6%	719	100.0%
	Sophomore	111	20.3%	12	2.2%	39	7.1%	191	34.9%	143	26.1%	52	9.5%	548	100.0%
	Junior	239	21.2%	29	2.6%	64	5.7%	334	29.7%	333	29.6%	127	11.3%	1126	100.0%
	Senior	276	15.7%	54	3.1%	128	7.3%	522	29.7%	504	28.7%	273	15.5%	1757	100.0%
	Graduate	88	13.3%	15	2.3%	39	5.9%	166	25.0%	183	27.6%	172	25.9%	663	100.0%
	Total	900	18.7%	119	2.5%	303	6.3%	1422	29.5%	1376	28.6%	693	14.4%	4813	100.0%
College	Business	198	19.1%	30	2.9%	76	7.3%	335	32.3%	289	27.9%	109	10.5%	1037	100.0%
	Education	30	15.2%	4	2.0%	11	5.6%	46	23.2%	57	28.8%	50	25.3%	198	100.0%
	Ethnic Studies	2	5.7%	1	2.9%	0	0.0%	10	28.6%	13	37.1%	9	25.7%	35	100.0%
	Health & Social Sciences	174	16.9%	20	1.9%	67	6.5%	319	31.0%	303	29.4%	147	14.3%	1030	100.0%
	Liberal & Creative Arts	262	19.8%	34	2.6%	68	5.2%	362	27.4%	375	28.4%	219	16.6%	1320	100.0%
	Science & Engineering	178	19.0%	24	2.6%	67	7.1%	265	28.2%	270	28.8%	135	14.4%	939	100.0%
	Other	56	22.0%	6	2.4%	14	5.5%	85	33.5%	69	27.2%	24	9.4%	254	100.0%
	Total	900	18.7%	119	2.5%	303	6.3%	1422	29.5%	1376	28.6%	693	14.4%	4813	100.0%

Which of the following best describes you and your future academic goals?

		I started here as										Total	
		I started here as a freshman and I plan to graduate with a bachelor's degree at SF State		I started here as a transfer student and I plan to graduate with a bachelor's degree at SF State		I started here as a freshman but I plan to graduate with a bachelor's degree at another university		I started here as a transfer student but I plan to graduate with a bachelor's degree at another university		Something else (e.g., I am a graduate student or pursuing a certificate only)		n	%
		n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	1306	46.2%	851	30.1%	144	5.1%	59	2.1%	467	16.5%	2827	100.0%
	Male	763	39.3%	800	41.2%	75	3.9%	73	3.8%	229	11.8%	1940	100.0%
	Total	2069	43.4%	1651	34.6%	219	4.6%	132	2.8%	696	14.6%	4767	100.0%
Age Group	24 years of age or under	2010	59.6%	910	27.0%	211	6.3%	81	2.4%	162	4.8%	3374	100.0%
	25 years of age or over	59	4.2%	741	53.2%	8	0.6%	51	3.7%	534	38.3%	1393	100.0%
	Total	2069	43.4%	1651	34.6%	219	4.6%	132	2.8%	696	14.6%	4767	100.0%
Race/Ethnicity	Asian	660	46.9%	494	35.1%	51	3.6%	53	3.8%	150	10.7%	1408	100.0%
	Black/African American	95	42.0%	84	37.2%	14	6.2%	6	2.7%	27	11.9%	226	100.0%
	Latino	571	53.1%	340	31.6%	51	4.7%	35	3.3%	79	7.3%	1076	100.0%
	Native American/Alaskan Native	1	10.0%	7	70.0%	0	0.0%	0	0.0%	2	20.0%	10	100.0%
	Native Hawaiian/Other Pacific Islander	12	60.0%	4	20.0%	2	10.0%	0	0.0%	2	10.0%	20	100.0%
	Two or More Races, Non-Latino	110	43.3%	89	35.0%	18	7.1%	7	2.8%	30	11.8%	254	100.0%
	White	484	36.1%	482	35.9%	57	4.3%	22	1.6%	296	22.1%	1341	100.0%
Total	1933	44.6%	1500	34.6%	193	4.5%	123	2.8%	586	13.5%	4335	100.0%	
Class	Freshman	547	79.3%	7	1.0%	103	14.9%	11	1.6%	22	3.2%	690	100.0%
	Sophomore	458	84.7%	11	2.0%	58	10.7%	6	1.1%	8	1.5%	541	100.0%
	Junior	451	40.0%	594	52.7%	32	2.8%	39	3.5%	11	1.0%	1127	100.0%
	Senior	608	34.6%	1027	58.5%	25	1.4%	75	4.3%	20	1.1%	1755	100.0%
	Graduate	5	0.8%	12	1.8%	1	0.2%	1	0.2%	635	97.1%	654	100.0%
	Total	2069	43.4%	1651	34.6%	219	4.6%	132	2.8%	696	14.6%	4767	100.0%
College	Business	395	38.6%	462	45.1%	49	4.8%	43	4.2%	75	7.3%	1024	100.0%
	Education	15	7.5%	10	5.0%	1	0.5%	3	1.5%	172	85.6%	201	100.0%
	Ethnic Studies	10	28.6%	18	51.4%	0	0.0%	0	0.0%	7	20.0%	35	100.0%
	Health & Social Sciences	450	44.6%	337	33.4%	54	5.3%	31	3.1%	138	13.7%	1010	100.0%
	Liberal & Creative Arts	550	41.8%	496	37.7%	56	4.3%	34	2.6%	179	13.6%	1315	100.0%
	Science & Engineering	461	48.8%	325	34.4%	32	3.4%	21	2.2%	105	11.1%	944	100.0%
	Other	188	79.0%	3	1.3%	27	11.3%	0	0.0%	20	8.4%	238	100.0%
Total	2069	43.4%	1651	34.6%	219	4.6%	132	2.8%	696	14.6%	4767	100.0%	

How many times in the last semester did you go to the SF State website to learn about the GE (General Education) courses you are required to take?

		I was not enrolled last semester (skip the next question)		I am a graduate student (skip the next question)		None (skip the next question)		1-2 times		3-5 times		More than 5 times		Total	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	113	4.0%	290	10.2%	513	18.1%	802	28.3%	573	20.2%	547	19.3%	2838	100.0%
	Male	65	3.4%	153	8.0%	345	18.1%	575	30.1%	439	23.0%	332	17.4%	1909	100.0%
	Total	178	3.7%	443	9.3%	858	18.1%	1377	29.0%	1012	21.3%	879	18.5%	4747	100.0%
Age Group	24 years of age or under	115	3.4%	87	2.6%	573	16.8%	1087	31.9%	830	24.4%	713	20.9%	3405	100.0%
	25 years of age or over	63	4.7%	356	26.5%	285	21.2%	290	21.6%	182	13.6%	166	12.4%	1342	100.0%
	Total	178	3.7%	443	9.3%	858	18.1%	1377	29.0%	1012	21.3%	879	18.5%	4747	100.0%
Race/Ethnicity	Asian	48	3.4%	78	5.6%	233	16.6%	414	29.5%	326	23.2%	306	21.8%	1405	100.0%
	Black/African American	8	3.5%	16	7.0%	37	16.3%	76	33.5%	54	23.8%	36	15.9%	227	100.0%
	Latino	40	3.7%	71	6.5%	169	15.6%	331	30.5%	246	22.7%	227	20.9%	1084	100.0%
	Native American/Alaskan Native	0	0.0%	0	0.0%	2	33.3%	2	33.3%	0	0.0%	2	33.3%	6	100.0%
	Native Hawaiian/Other Pacific Islander	0	0.0%	0	0.0%	6	31.6%	5	26.3%	3	15.8%	5	26.3%	19	100.0%
	Two or More Races, Non-Latino	12	4.7%	20	7.9%	48	18.9%	70	27.6%	55	21.7%	49	19.3%	254	100.0%
	White	36	2.8%	190	14.5%	266	20.3%	363	27.7%	258	19.7%	196	15.0%	1309	100.0%
Total	144	3.3%	375	8.7%	761	17.7%	1261	29.3%	942	21.9%	821	19.1%	4304	100.0%	
Class	Freshman	49	6.6%	2	0.3%	87	11.6%	279	37.3%	184	24.6%	146	19.5%	747	100.0%
	Sophomore	11	1.8%	1	0.2%	29	4.8%	166	27.5%	192	31.8%	204	33.8%	603	100.0%
	Junior	52	4.5%	5	0.4%	183	15.9%	372	32.3%	295	25.7%	243	21.1%	1150	100.0%
	Senior	51	3.1%	9	0.5%	480	28.9%	534	32.2%	325	19.6%	261	15.7%	1660	100.0%
	Graduate	15	2.6%	426	72.6%	79	13.5%	26	4.4%	16	2.7%	25	4.3%	587	100.0%
	Total	178	3.7%	443	9.3%	858	18.1%	1377	29.0%	1012	21.3%	879	18.5%	4747	100.0%
College	Business	40	4.1%	32	3.3%	166	16.9%	298	30.3%	227	23.1%	220	22.4%	983	100.0%
	Education	6	3.6%	112	67.1%	16	9.6%	13	7.8%	9	5.4%	11	6.6%	167	100.0%
	Ethnic Studies	1	3.2%	6	19.4%	6	19.4%	8	25.8%	7	22.6%	3	9.7%	31	100.0%
	Health & Social Sciences	37	3.5%	95	8.9%	228	21.3%	322	30.1%	207	19.3%	182	17.0%	1071	100.0%
	Liberal & Creative Arts	46	3.6%	113	8.7%	267	20.7%	355	27.5%	288	22.3%	223	17.3%	1292	100.0%
	Science & Engineering	38	4.1%	74	8.0%	145	15.7%	279	30.1%	196	21.2%	194	21.0%	926	100.0%
	Other	10	3.6%	11	4.0%	30	10.8%	102	36.8%	78	28.2%	46	16.6%	277	100.0%
	Total	178	3.7%	443	9.3%	858	18.1%	1377	29.0%	1012	21.3%	879	18.5%	4747	100.0%

How would you rate the quality of the SF State website in terms of helping you learn about the GE (General Education) courses that you are required to take in order to graduate?

		Very bad		Bad		Neutral		Good		Very good		Total	
		n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	58	2.4%	169	7.1%	876	36.6%	955	39.9%	335	14.0%	2393	100.0%
	Male	47	2.8%	163	9.8%	577	34.6%	668	40.1%	211	12.7%	1666	100.0%
	Total	105	2.6%	332	8.2%	1453	35.8%	1623	40.0%	546	13.5%	4059	100.0%
Age Group	24 years of age or under	77	2.5%	257	8.3%	1107	35.8%	1248	40.4%	400	12.9%	3089	100.0%
	25 years of age or over	28	2.9%	75	7.7%	346	35.7%	375	38.7%	146	15.1%	970	100.0%
	Total	105	2.6%	332	8.2%	1453	35.8%	1623	40.0%	546	13.5%	4059	100.0%
Race/Ethnicity	Asian	24	1.9%	73	5.9%	485	39.0%	493	39.7%	167	13.4%	1242	100.0%
	Black/African American	5	2.4%	12	5.7%	60	28.3%	89	42.0%	46	21.7%	212	100.0%
	Latino	27	2.7%	69	7.0%	334	33.7%	424	42.8%	136	13.7%	990	100.0%
	Native American/Alaskan Native	0	0.0%	1	16.7%	1	16.7%	4	66.7%	0	0.0%	6	100.0%
	Native Hawaiian/Other Pacific Islander	1	5.6%	2	11.1%	9	50.0%	5	27.8%	1	5.6%	18	100.0%
	Two or More Races, Non-Latino	2	1.0%	25	11.9%	70	33.3%	88	41.9%	25	11.9%	210	100.0%
	White	28	2.7%	116	11.3%	366	35.6%	383	37.2%	136	13.2%	1029	100.0%
	Total	87	2.3%	298	8.0%	1325	35.7%	1486	40.1%	511	13.8%	3707	100.0%
Class	Freshman	13	1.9%	45	6.5%	234	33.9%	306	44.3%	93	13.5%	691	100.0%
	Sophomore	21	3.6%	57	9.7%	183	31.2%	245	41.7%	81	13.8%	587	100.0%
	Junior	21	2.0%	92	8.7%	364	34.2%	435	40.9%	151	14.2%	1063	100.0%
	Senior	41	2.8%	121	8.1%	579	39.0%	548	36.9%	197	13.3%	1486	100.0%
	Graduate	9	3.9%	17	7.3%	93	40.1%	89	38.4%	24	10.3%	232	100.0%
	Total	105	2.6%	332	8.2%	1453	35.8%	1623	40.0%	546	13.5%	4059	100.0%
College	Business	24	2.7%	63	7.0%	283	31.4%	384	42.6%	147	16.3%	901	100.0%
	Education	3	4.1%	3	4.1%	21	28.4%	35	47.3%	12	16.2%	74	100.0%
	Ethnic Studies	0	0.0%	3	13.0%	5	21.7%	12	52.2%	3	13.0%	23	100.0%
	Health & Social Sciences	22	2.4%	64	7.0%	352	38.8%	341	37.6%	129	14.2%	908	100.0%
	Liberal & Creative Arts	36	3.3%	108	9.9%	420	38.6%	413	38.0%	110	10.1%	1087	100.0%
	Science & Engineering	15	1.9%	72	8.9%	279	34.6%	327	40.5%	114	14.1%	807	100.0%
	Other	5	1.9%	19	7.3%	93	35.9%	111	42.9%	31	12.0%	259	100.0%
	Total	105	2.6%	332	8.2%	1453	35.8%	1623	40.0%	546	13.5%	4059	100.0%

How many times in the last semester did you go to the SF State website to learn about the courses you are required to take in your major?

		I was not enrolled last semester (skip the next question)		None (skip the next question)		1-2 times		3-5 times		More than 5 times		Total	
		n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	94	3.3%	363	12.9%	820	29.1%	827	29.3%	714	25.3%	2818	100.0%
	Male	42	2.2%	250	13.2%	564	29.8%	529	27.9%	509	26.9%	1894	100.0%
	Total	136	2.9%	613	13.0%	1384	29.4%	1356	28.8%	1223	26.0%	4712	100.0%
Age Group	24 years of age or under	93	2.8%	377	11.2%	999	29.6%	1019	30.2%	890	26.3%	3378	100.0%
	25 years of age or over	43	3.2%	236	17.7%	385	28.9%	337	25.3%	333	25.0%	1334	100.0%
	Total	136	2.9%	613	13.0%	1384	29.4%	1356	28.8%	1223	26.0%	4712	100.0%
Race/Ethnicity	Asian	39	2.8%	144	10.3%	413	29.5%	384	27.5%	418	29.9%	1398	100.0%
	Black/African American	5	2.1%	30	12.9%	81	34.8%	59	25.3%	58	24.9%	233	100.0%
	Latino	31	2.9%	135	12.6%	332	30.9%	284	26.4%	292	27.2%	1074	100.0%
	Native American/Alaskan Native	0	0.0%	1	16.7%	1	16.7%	2	33.3%	2	33.3%	6	100.0%
	Native Hawaiian/Other Pacific Islander	0	0.0%	7	33.3%	2	9.5%	5	23.8%	7	33.3%	21	100.0%
	Two or More Races, Non-Latino	6	2.4%	37	14.7%	76	30.2%	68	27.0%	65	25.8%	252	100.0%
	White	33	2.6%	189	14.8%	351	27.4%	429	33.5%	279	21.8%	1281	100.0%
Total	114	2.7%	543	12.7%	1256	29.4%	1231	28.9%	1121	26.3%	4265	100.0%	
Class	Freshman	42	5.7%	133	18.0%	278	37.7%	179	24.3%	106	14.4%	738	100.0%
	Sophomore	10	1.7%	50	8.4%	171	28.7%	189	31.8%	175	29.4%	595	100.0%
	Junior	37	3.2%	93	8.2%	315	27.6%	363	31.8%	333	29.2%	1141	100.0%
	Senior	30	1.8%	173	10.3%	464	27.6%	499	29.6%	517	30.7%	1683	100.0%
	Graduate	17	3.1%	164	29.5%	156	28.1%	126	22.7%	92	16.6%	555	100.0%
	Total	136	2.9%	613	13.0%	1384	29.4%	1356	28.8%	1223	26.0%	4712	100.0%
College	Business	24	2.4%	96	9.8%	283	28.8%	305	31.1%	273	27.8%	981	100.0%
	Education	4	2.6%	35	22.6%	41	26.5%	36	23.2%	39	25.2%	155	100.0%
	Ethnic Studies	0	0.0%	7	23.3%	8	26.7%	14	46.7%	1	3.3%	30	100.0%
	Health & Social Sciences	35	3.3%	137	13.0%	284	26.9%	311	29.4%	290	27.4%	1057	100.0%
	Liberal & Creative Arts	33	2.6%	188	14.5%	409	31.6%	359	27.8%	304	23.5%	1293	100.0%
	Science & Engineering	29	3.1%	93	10.0%	253	27.3%	276	29.8%	275	29.7%	926	100.0%
	Other	11	4.1%	57	21.1%	106	39.3%	55	20.4%	41	15.2%	270	100.0%
	Total	136	2.9%	613	13.0%	1384	29.4%	1356	28.8%	1223	26.0%	4712	100.0%

How would you rate the quality of the SF State website in terms of helping you learn about the courses that you are required to take in your major in order to graduate?

		Very bad		Bad		Neutral		Good		Very good		Total	
		n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	63	2.4%	212	8.1%	865	32.9%	1094	41.6%	395	15.0%	2629	100.0%
	Male	50	2.8%	171	9.6%	585	32.8%	692	38.9%	283	15.9%	1781	100.0%
	Total	113	2.6%	383	8.7%	1450	32.9%	1786	40.5%	678	15.4%	4410	100.0%
Age Group	24 years of age or under	80	2.5%	275	8.6%	1067	33.4%	1313	41.1%	461	14.4%	3196	100.0%
	25 years of age or over	33	2.7%	108	8.9%	383	31.5%	473	39.0%	217	17.9%	1214	100.0%
	Total	113	2.6%	383	8.7%	1450	32.9%	1786	40.5%	678	15.4%	4410	100.0%
Race/Ethnicity	Asian	25	1.9%	87	6.6%	474	35.7%	556	41.9%	186	14.0%	1328	100.0%
	Black/African American	5	2.2%	17	7.5%	61	27.0%	98	43.4%	45	19.9%	226	100.0%
	Latino	23	2.3%	82	8.1%	316	31.2%	426	42.1%	165	16.3%	1012	100.0%
	Native American/Alaskan Native	0	0.0%	1	16.7%	0	0.0%	4	66.7%	1	16.7%	6	100.0%
	Native Hawaiian/Other Pacific Islander	1	5.6%	1	5.6%	7	38.9%	7	38.9%	2	11.1%	18	100.0%
	Two or More Races, Non-Latino	3	1.3%	25	10.5%	81	34.2%	91	38.4%	37	15.6%	237	100.0%
	White	36	3.0%	133	11.2%	380	32.1%	449	37.9%	186	15.7%	1184	100.0%
	Total	93	2.3%	346	8.6%	1319	32.9%	1631	40.7%	622	15.5%	4011	100.0%
Class	Freshman	12	1.8%	41	6.2%	235	35.4%	282	42.5%	93	14.0%	663	100.0%
	Sophomore	14	2.4%	64	11.2%	197	34.4%	231	40.3%	67	11.7%	573	100.0%
	Junior	30	2.7%	94	8.6%	352	32.1%	446	40.6%	176	16.0%	1098	100.0%
	Senior	41	2.5%	136	8.4%	518	32.1%	640	39.7%	278	17.2%	1613	100.0%
	Graduate	16	3.5%	48	10.4%	148	32.0%	187	40.4%	64	13.8%	463	100.0%
	Total	113	2.6%	383	8.7%	1450	32.9%	1786	40.5%	678	15.4%	4410	100.0%
College	Business	18	1.9%	66	7.0%	284	30.1%	412	43.7%	162	17.2%	942	100.0%
	Education	5	3.8%	11	8.3%	40	30.1%	55	41.4%	22	16.5%	133	100.0%
	Ethnic Studies	0	0.0%	3	11.5%	8	30.8%	12	46.2%	3	11.5%	26	100.0%
	Health & Social Sciences	29	2.9%	86	8.6%	312	31.3%	411	41.2%	160	16.0%	998	100.0%
	Liberal & Creative Arts	33	2.8%	144	12.0%	430	35.9%	439	36.7%	151	12.6%	1197	100.0%
	Science & Engineering	22	2.5%	59	6.8%	280	32.3%	358	41.2%	149	17.2%	868	100.0%
	Other	6	2.4%	14	5.7%	96	39.0%	99	40.2%	31	12.6%	246	100.0%
	Total	113	2.6%	383	8.7%	1450	32.9%	1786	40.5%	678	15.4%	4410	100.0%

What is the most effective way for you to find information about satisfying university program and graduation requirements?

		University website		Department website		University Bulletin (Catalog)		email reminders		Consulting with advisors		Total	
		n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	656	23.9%	457	16.6%	396	14.4%	322	11.7%	918	33.4%	2749	100.0%
	Male	451	24.6%	285	15.5%	203	11.1%	238	13.0%	660	35.9%	1837	100.0%
	Total	1107	24.1%	742	16.2%	599	13.1%	560	12.2%	1578	34.4%	4586	100.0%
Age Group	24 years of age or under	831	25.3%	434	13.2%	499	15.2%	437	13.3%	1081	32.9%	3282	100.0%
	25 years of age or over	276	21.2%	308	23.6%	100	7.7%	123	9.4%	497	38.1%	1304	100.0%
	Total	1107	24.1%	742	16.2%	599	13.1%	560	12.2%	1578	34.4%	4586	100.0%
Race/Ethnicity	Asian	368	26.9%	196	14.3%	194	14.2%	214	15.7%	395	28.9%	1367	100.0%
	Black/African American	66	29.2%	30	13.3%	27	11.9%	36	15.9%	67	29.6%	226	100.0%
	Latino	239	22.7%	166	15.8%	142	13.5%	134	12.7%	371	35.3%	1052	100.0%
	Native American/Alaskan Native	2	33.3%	0	0.0%	1	16.7%	0	0.0%	3	50.0%	6	100.0%
	Native Hawaiian/Other Pacific Islander	4	21.1%	3	15.8%	3	15.8%	2	10.5%	7	36.8%	19	100.0%
	Two or More Races, Non-Latino	49	20.0%	37	15.1%	40	16.3%	28	11.4%	91	37.1%	245	100.0%
	White	285	22.8%	227	18.1%	152	12.2%	102	8.2%	485	38.8%	1251	100.0%
	Total	1013	24.3%	659	15.8%	559	13.4%	516	12.4%	1419	34.1%	4166	100.0%
Class	Freshman	217	30.1%	38	5.3%	103	14.3%	150	20.8%	212	29.4%	720	100.0%
	Sophomore	159	28.0%	45	7.9%	130	22.9%	60	10.6%	173	30.5%	567	100.0%
	Junior	266	24.1%	150	13.6%	154	14.0%	140	12.7%	392	35.6%	1102	100.0%
	Senior	391	23.8%	300	18.2%	195	11.9%	152	9.2%	607	36.9%	1645	100.0%
	Graduate	74	13.4%	209	37.9%	17	3.1%	58	10.5%	194	35.1%	552	100.0%
	Total	1107	24.1%	742	16.2%	599	13.1%	560	12.2%	1578	34.4%	4586	100.0%
College	Business	295	30.6%	106	11.0%	128	13.3%	134	13.9%	300	31.2%	963	100.0%
	Education	27	17.5%	50	32.5%	4	2.6%	14	9.1%	59	38.3%	154	100.0%
	Ethnic Studies	7	24.1%	6	20.7%	2	6.9%	3	10.3%	11	37.9%	29	100.0%
	Health & Social Sciences	230	22.4%	173	16.9%	143	14.0%	135	13.2%	344	33.6%	1025	100.0%
	Liberal & Creative Arts	280	22.4%	199	15.9%	173	13.9%	125	10.0%	471	37.7%	1248	100.0%
	Science & Engineering	192	21.4%	193	21.5%	105	11.7%	108	12.0%	301	33.5%	899	100.0%
	Other	76	28.4%	15	5.6%	44	16.4%	41	15.3%	92	34.3%	268	100.0%
	Total	1107	24.1%	742	16.2%	599	13.1%	560	12.2%	1578	34.4%	4586	100.0%

SF State Student Pulse Survey, Spring 2013

How long does your commute to SF State take?

		I live on campus		15 minutes or less, from off		16 to 30 minutes		31 to 45 minutes		45 minutes to an hour		More than an hour		Total	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	337	11.5%	816	28.0%	578	19.8%	337	11.5%	486	16.7%	364	12.5%	2918	100.0%
	Male	182	9.0%	569	28.2%	453	22.4%	287	14.2%	273	13.5%	254	12.6%	2018	100.0%
	Total	519	10.5%	1385	28.1%	1031	20.9%	624	12.6%	759	15.4%	618	12.5%	4936	100.0%
Age Group	24 years of age or under	508	14.5%	1131	32.3%	679	19.4%	362	10.3%	459	13.1%	362	10.3%	3501	100.0%
	25 years of age or over	11	0.8%	254	17.7%	352	24.5%	262	18.3%	300	20.9%	256	17.8%	1435	100.0%
	Total	519	10.5%	1385	28.1%	1031	20.9%	624	12.6%	759	15.4%	618	12.5%	4936	100.0%
Race/Ethnicity	Asian	85	5.8%	459	31.4%	369	25.2%	166	11.3%	235	16.1%	149	10.2%	1463	100.0%
	Black/African American	28	11.9%	48	20.3%	30	12.7%	27	11.4%	50	21.2%	53	22.5%	236	100.0%
	Latino	151	13.7%	318	28.8%	195	17.6%	136	12.3%	152	13.7%	154	13.9%	1106	100.0%
	Native American/Alaskan Native	1	9.1%	2	18.2%	4	36.4%	1	9.1%	2	18.2%	1	9.1%	11	100.0%
	Native Hawaiian/Other Pacific Islander	4	18.2%	9	40.9%	3	13.6%	1	4.5%	4	18.2%	1	4.5%	22	100.0%
	Two or More Races, Non-Latino	42	16.1%	64	24.5%	55	21.1%	33	12.6%	35	13.4%	32	12.3%	261	100.0%
	White	177	12.8%	367	26.6%	282	20.5%	189	13.7%	199	14.4%	164	11.9%	1378	100.0%
Total	488	10.9%	1267	28.3%	938	21.0%	553	12.4%	677	15.1%	554	12.4%	4477	100.0%	
Class	Freshman	286	38.9%	165	22.4%	76	10.3%	55	7.5%	104	14.1%	49	6.7%	735	100.0%
	Sophomore	108	19.2%	195	34.7%	100	17.8%	50	8.9%	67	11.9%	42	7.5%	562	100.0%
	Junior	71	6.1%	359	31.1%	261	22.6%	141	12.2%	157	13.6%	167	14.4%	1156	100.0%
	Senior	45	2.5%	547	30.3%	431	23.9%	245	13.6%	288	16.0%	248	13.7%	1804	100.0%
	Graduate	9	1.3%	119	17.5%	163	24.0%	133	19.6%	143	21.1%	112	16.5%	679	100.0%
	Total	519	10.5%	1385	28.1%	1031	20.9%	624	12.6%	759	15.4%	618	12.5%	4936	100.0%
College	Business	88	8.4%	300	28.5%	242	23.0%	147	14.0%	158	15.0%	117	11.1%	1052	100.0%
	Education	9	4.5%	44	21.8%	49	24.3%	31	15.3%	38	18.8%	31	15.3%	202	100.0%
	Ethnic Studies	0	0.0%	6	16.2%	10	27.0%	8	21.6%	9	24.3%	4	10.8%	37	100.0%
	Health & Social Sciences	108	10.3%	311	29.5%	210	19.9%	132	12.5%	161	15.3%	131	12.4%	1053	100.0%
	Liberal & Creative Arts	162	11.8%	369	27.0%	288	21.0%	165	12.1%	208	15.2%	177	12.9%	1369	100.0%
	Science & Engineering	97	10.1%	280	29.0%	193	20.0%	115	11.9%	144	14.9%	136	14.1%	965	100.0%
	Other	55	21.3%	75	29.1%	39	15.1%	26	10.1%	41	15.9%	22	8.5%	258	100.0%
Total	519	10.5%	1385	28.1%	1031	20.9%	624	12.6%	759	15.4%	618	12.5%	4936	100.0%	

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What is the distance of your commute to campus?

		1 mile or less				More than 15 miles				Total					
		I live on campus		from off		2-4 miles		5-8 miles		9-15 miles					
		n	%	n	%	n	%	n	%	n	%	n	%		
Gender	Female	312	10.3%	471	15.6%	671	22.2%	500	16.6%	299	9.9%	764	25.3%	3017	100.0%
	Male	193	9.3%	307	14.7%	510	24.5%	366	17.6%	183	8.8%	526	25.2%	2085	100.0%
	Total	505	9.9%	778	15.2%	1181	23.1%	866	17.0%	482	9.4%	1290	25.3%	5102	100.0%
Age Group	24 years of age or under	490	13.6%	666	18.5%	871	24.2%	574	15.9%	267	7.4%	734	20.4%	3602	100.0%
	25 years of age or over	15	1.0%	112	7.5%	310	20.7%	292	19.5%	215	14.3%	556	37.1%	1500	100.0%
	Total	505	9.9%	778	15.2%	1181	23.1%	866	17.0%	482	9.4%	1290	25.3%	5102	100.0%
Race/Ethnicity	Asian	85	5.7%	239	16.1%	350	23.6%	304	20.5%	176	11.9%	329	22.2%	1483	100.0%
	Black/African American	31	12.3%	36	14.2%	34	13.4%	23	9.1%	30	11.9%	99	39.1%	253	100.0%
	Latino	150	13.2%	175	15.4%	238	20.9%	179	15.7%	80	7.0%	316	27.8%	1138	100.0%
	Native American/Alaskan Native	1	8.3%	4	33.3%	4	33.3%	1	8.3%	0	0.0%	2	16.7%	12	100.0%
	Native Hawaiian/Other Pacific Islander	4	13.3%	4	13.3%	2	6.7%	2	6.7%	3	10.0%	15	50.0%	30	100.0%
	Two or More Races, Non-Latino	35	13.6%	53	20.5%	52	20.2%	34	13.2%	26	10.1%	58	22.5%	258	100.0%
	White	170	11.9%	204	14.3%	382	26.7%	232	16.2%	120	8.4%	323	22.6%	1431	100.0%
Total	476	10.3%	715	15.5%	1062	23.1%	775	16.8%	435	9.4%	1142	24.8%	4605	100.0%	
Class	Freshman	274	38.9%	102	14.5%	90	12.8%	63	8.9%	58	8.2%	118	16.7%	705	100.0%
	Sophomore	105	15.5%	175	25.9%	152	22.5%	88	13.0%	45	6.7%	111	16.4%	676	100.0%
	Junior	65	5.6%	192	16.7%	290	25.2%	211	18.3%	114	9.9%	281	24.4%	1153	100.0%
	Senior	54	2.9%	250	13.3%	510	27.1%	354	18.8%	175	9.3%	537	28.6%	1880	100.0%
	Graduate	7	1.0%	59	8.6%	139	20.2%	150	21.8%	90	13.1%	243	35.3%	688	100.0%
	Total	505	9.9%	778	15.2%	1181	23.1%	866	17.0%	482	9.4%	1290	25.3%	5102	100.0%
College	Business	72	7.1%	160	15.7%	247	24.2%	184	18.1%	108	10.6%	248	24.3%	1019	100.0%
	Education	5	2.5%	11	5.5%	50	24.9%	46	22.9%	24	11.9%	65	32.3%	201	100.0%
	Ethnic Studies	2	6.7%	3	10.0%	6	20.0%	7	23.3%	3	10.0%	9	30.0%	30	100.0%
	Health & Social Sciences	92	8.2%	156	13.9%	261	23.2%	197	17.5%	118	10.5%	300	26.7%	1124	100.0%
	Liberal & Creative Arts	167	11.8%	230	16.3%	336	23.7%	219	15.5%	111	7.8%	352	24.9%	1415	100.0%
	Science & Engineering	101	9.9%	169	16.6%	225	22.0%	178	17.4%	95	9.3%	253	24.8%	1021	100.0%
	Other	66	22.6%	49	16.8%	56	19.2%	35	12.0%	23	7.9%	63	21.6%	292	100.0%
	Total	505	9.9%	778	15.2%	1181	23.1%	866	17.0%	482	9.4%	1290	25.3%	5102	100.0%

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How do you commute to campus most days? (Unless you selected "drive alone," skip to the end of the survey)

		I live on campus		I walk from off campus				I ride a motorcycle				I drive with at least one other person				MUNI/BART /SamTrans		Some other method		Total	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Gender	Female	306	10.1%	389	12.9%	68	2.3%	9	0.3%	855	28.3%	159	5.3%	1193	39.5%	40	1.3%	3019	100.0%		
	Male	184	8.9%	239	11.5%	112	5.4%	44	2.1%	647	31.2%	85	4.1%	726	35.0%	38	1.8%	2075	100.0%		
	Total	490	9.6%	628	12.3%	180	3.5%	53	1.0%	1502	29.5%	244	4.8%	1919	37.7%	78	1.5%	5094	100.0%		
Age Group	24 years of age or under	477	13.3%	559	15.5%	117	3.3%	22	0.6%	833	23.1%	183	5.1%	1353	37.6%	55	1.5%	3599	100.0%		
	25 years of age or over	13	0.9%	69	4.6%	63	4.2%	31	2.1%	669	44.7%	61	4.1%	566	37.9%	23	1.5%	1495	100.0%		
	Total	490	9.6%	628	12.3%	180	3.5%	53	1.0%	1502	29.5%	244	4.8%	1919	37.7%	78	1.5%	5094	100.0%		
Race/Ethnicity	Asian	86	5.7%	195	13.0%	38	2.5%	5	0.3%	452	30.2%	100	6.7%	593	39.6%	28	1.9%	1497	100.0%		
	Black/African American	34	13.1%	31	11.9%	3	1.2%	0	0.0%	53	20.4%	5	1.9%	132	50.8%	2	0.8%	260	100.0%		
	Latino	143	12.6%	143	12.6%	33	2.9%	7	0.6%	321	28.3%	38	3.3%	436	38.4%	14	1.2%	1135	100.0%		
	Native American/Alaskan Native	1	8.3%	4	33.3%	0	0.0%	1	8.3%	2	16.7%	0	0.0%	4	33.3%	0	0.0%	12	100.0%		
	Native Hawaiian/Other Pacific Islander	3	10.3%	4	13.8%	0	0.0%	0	0.0%	8	27.6%	4	13.8%	10	34.5%	0	0.0%	29	100.0%		
	Two or More Races, Non-Latino	31	12.3%	40	15.8%	9	3.6%	5	2.0%	79	31.2%	16	6.3%	71	28.1%	2	0.8%	253	100.0%		
	White	163	11.5%	168	11.9%	68	4.8%	26	1.8%	399	28.2%	71	5.0%	497	35.1%	23	1.6%	1415	100.0%		
	Total	461	10.0%	585	12.7%	151	3.3%	44	1.0%	1314	28.6%	234	5.1%	1743	37.9%	69	1.5%	4601	100.0%		
Class	Freshman	263	37.4%	91	12.9%	10	1.4%	2	0.3%	65	9.2%	22	3.1%	241	34.3%	9	1.3%	703	100.0%		
	Sophomore	101	15.0%	152	22.6%	19	2.8%	6	0.9%	98	14.6%	41	6.1%	245	36.5%	10	1.5%	672	100.0%		
	Junior	62	5.4%	158	13.6%	29	2.5%	14	1.2%	364	31.4%	54	4.7%	461	39.8%	16	1.4%	1158	100.0%		
	Senior	59	3.1%	188	10.0%	87	4.6%	21	1.1%	678	36.1%	85	4.5%	727	38.7%	33	1.8%	1878	100.0%		
	Graduate	5	0.7%	39	5.7%	35	5.1%	10	1.5%	297	43.5%	42	6.1%	245	35.9%	10	1.5%	683	100.0%		
	Total	490	9.6%	628	12.3%	180	3.5%	53	1.0%	1502	29.5%	244	4.8%	1919	37.7%	78	1.5%	5094	100.0%		
College	Business	70	6.9%	132	13.0%	23	2.3%	10	1.0%	327	32.1%	51	5.0%	393	38.6%	13	1.3%	1019	100.0%		
	Education	4	2.1%	9	4.6%	6	3.1%	2	1.0%	115	59.3%	8	4.1%	47	24.2%	3	1.5%	194	100.0%		
	Ethnic Studies	2	6.9%	2	6.9%	0	0.0%	0	0.0%	6	20.7%	1	3.4%	17	58.6%	1	3.4%	29	100.0%		
	Health & Social Sciences	91	8.1%	123	11.0%	43	3.8%	9	0.8%	385	34.3%	70	6.2%	385	34.3%	16	1.4%	1122	100.0%		
	Liberal & Creative Arts	161	11.4%	192	13.5%	47	3.3%	16	1.1%	358	25.2%	47	3.3%	575	40.6%	22	1.6%	1418	100.0%		
	Science & Engineering	98	9.6%	131	12.8%	55	5.4%	15	1.5%	256	25.1%	58	5.7%	389	38.1%	19	1.9%	1021	100.0%		
	Other	64	22.0%	39	13.4%	6	2.1%	1	0.3%	55	18.9%	9	3.1%	113	38.8%	4	1.4%	291	100.0%		
	Total	490	9.6%	628	12.3%	180	3.5%	53	1.0%	1502	29.5%	244	4.8%	1919	37.7%	78	1.5%	5094	100.0%		

SF State Student Pulse Survey, Spring 2013

If you DRIVE ALONE to campus, what is the main reason why you drive alone?

		Public transportation is unavailable where I live or service is too unreliable		Public transportation does not fit with my schedule		Public transportation is unpleasant		Driving saves time/is more convenient		Need to make special trips before/after school, drive children places, transport heavy, bulky, or fragile items, or have car in case of emergency		Disabled/health reasons		Not interested in carpooling or no one to carpool with		Weather is unpleasant		Other		Total	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	150	10.4%	166	11.5%	83	5.8%	418	29.0%	154	10.7%	18	1.2%	64	4.4%	37	2.6%	353	24.5%	1443	100.0%
	Male	99	9.5%	118	11.4%	73	7.0%	349	33.6%	103	9.9%	10	1.0%	49	4.7%	29	2.8%	209	20.1%	1039	100.0%
	Total	249	10.0%	284	11.4%	156	6.3%	767	30.9%	257	10.4%	28	1.1%	113	4.6%	66	2.7%	562	22.6%	2482	100.0%
Age Group	24 years of age or under	151	9.4%	152	9.4%	125	7.7%	487	30.2%	108	6.7%	14	0.9%	92	5.7%	50	3.1%	434	26.9%	1613	100.0%
	25 years of age or over	98	11.3%	132	15.2%	31	3.6%	280	32.2%	149	17.1%	14	1.6%	21	2.4%	16	1.8%	128	14.7%	869	100.0%
	Total	249	10.0%	284	11.4%	156	6.3%	767	30.9%	257	10.4%	28	1.1%	113	4.6%	66	2.7%	562	22.6%	2482	100.0%
Race/Ethnicity	Asian	77	9.1%	93	11.0%	64	7.6%	274	32.5%	77	9.1%	10	1.2%	34	4.0%	34	4.0%	180	21.4%	843	100.0%
	Black/African American	9	8.0%	8	7.1%	6	5.4%	30	26.8%	15	13.4%	1	0.9%	6	5.4%	2	1.8%	35	31.2%	112	100.0%
	Latino	39	7.6%	63	12.3%	31	6.0%	143	27.9%	48	9.4%	2	0.4%	33	6.4%	11	2.1%	143	27.9%	513	100.0%
	Native American/Alaskan Native	1	16.7%	0	0.0%	0	0.0%	1	16.7%	2	33.3%	0	0.0%	0	0.0%	0	0.0%	2	33.3%	6	100.0%
	Native Hawaiian/Other Pacific Islander	2	13.3%	3	20.0%	1	6.7%	5	33.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	26.7%	15	100.0%
	Two or More Races, Non-Latino	7	5.7%	21	17.1%	9	7.3%	38	30.9%	10	8.1%	5	4.1%	3	2.4%	2	1.6%	28	22.8%	123	100.0%
	White	80	13.0%	68	11.0%	32	5.2%	199	32.3%	71	11.5%	5	0.8%	27	4.4%	9	1.5%	126	20.4%	617	100.0%
Total	215	9.6%	256	11.5%	143	6.4%	690	31.0%	223	10.0%	23	1.0%	103	4.6%	58	2.6%	518	23.2%	2229	100.0%	
Class	Freshman	14	6.1%	16	7.0%	10	4.4%	56	24.6%	7	3.1%	2	0.9%	13	5.7%	11	4.8%	99	43.4%	228	100.0%
	Sophomore	25	9.7%	22	8.5%	24	9.3%	53	20.5%	19	7.4%	3	1.2%	23	8.9%	3	1.2%	86	33.3%	258	100.0%
	Junior	60	10.2%	61	10.3%	35	5.9%	186	31.5%	54	9.1%	6	1.0%	29	4.9%	20	3.4%	140	23.7%	591	100.0%
	Senior	101	9.8%	128	12.4%	78	7.6%	346	33.5%	115	11.1%	10	1.0%	39	3.8%	27	2.6%	188	18.2%	1032	100.0%
	Graduate	49	13.1%	57	15.3%	9	2.4%	126	33.8%	62	16.6%	7	1.9%	9	2.4%	5	1.3%	49	13.1%	373	100.0%
	Total	249	10.0%	284	11.4%	156	6.3%	767	30.9%	257	10.4%	28	1.1%	113	4.6%	66	2.7%	562	22.6%	2482	100.0%
College	Business	69	12.0%	58	10.1%	46	8.0%	194	33.6%	36	6.2%	7	1.2%	22	3.8%	17	2.9%	128	22.2%	577	100.0%
	Education	16	11.3%	25	17.7%	3	2.1%	47	33.3%	27	19.1%	1	0.7%	4	2.8%	3	2.1%	15	10.6%	141	100.0%
	Ethnic Studies	0	0.0%	0	0.0%	0	0.0%	5	45.5%	3	27.3%	0	0.0%	0	0.0%	1	9.1%	2	18.2%	11	100.0%
	Health & Social Sciences	46	8.0%	83	14.5%	27	4.7%	171	29.8%	80	14.0%	9	1.6%	23	4.0%	18	3.1%	116	20.2%	573	100.0%
	Liberal & Creative Arts	65	10.9%	56	9.3%	41	6.8%	179	29.9%	61	10.2%	7	1.2%	30	5.0%	12	2.0%	148	24.7%	599	100.0%
	Science & Engineering	47	9.8%	50	10.4%	33	6.9%	140	29.2%	42	8.8%	3	0.6%	27	5.6%	10	2.1%	127	26.5%	479	100.0%
	Other	6	5.9%	12	11.8%	6	5.9%	31	30.4%	8	7.8%	1	1.0%	7	6.9%	5	4.9%	26	25.5%	102	100.0%
	Total	249	10.0%	284	11.4%	156	6.3%	767	30.9%	257	10.4%	28	1.1%	113	4.6%	66	2.7%	562	22.6%	2482	100.0%

SF State Student Pulse Survey, Spring 2013

If you DRIVE ALONE to campus, what would encourage you most to try an alternative?

		Free or discounted use of car sharing (i.e. City Car Share, Zipcar)		More assistance with carpooling, including finding carpool partners, reserved parking for carpools, or financial incentives for carpools		Guaranteed ride home for personal emergencies		Discounts on MUNI/BART passes		More information on bus schedules and trip planning		More available, secure, and/or covered bike racks or lockers		Showers for bike riders and walkers		None of these would encourage me to try an alternative		Other incentive or encouragement		Total	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	134	10.2%	162	12.3%	30	2.3%	514	39.1%	41	3.1%	21	1.6%	16	1.2%	239	18.2%	156	11.9%	1313	100.0%
	Male	111	11.9%	109	11.7%	21	2.3%	311	33.3%	30	3.2%	24	2.6%	20	2.1%	197	21.1%	110	11.8%	933	100.0%
	Total	245	10.9%	271	12.1%	51	2.3%	825	36.7%	71	3.2%	45	2.0%	36	1.6%	436	19.4%	266	11.8%	2246	100.0%
Age Group	24 years of age or under	179	12.1%	149	10.1%	32	2.2%	602	40.8%	46	3.1%	33	2.2%	25	1.7%	231	15.6%	180	12.2%	1477	100.0%
	25 years of age or over	66	8.6%	122	15.9%	19	2.5%	223	29.0%	25	3.3%	12	1.6%	11	1.4%	205	26.7%	86	11.2%	769	100.0%
	Total	245	10.9%	271	12.1%	51	2.3%	825	36.7%	71	3.2%	45	2.0%	36	1.6%	436	19.4%	266	11.8%	2246	100.0%
Race/Ethnicity	Asian	106	14.0%	81	10.7%	21	2.8%	285	37.5%	23	3.0%	24	3.2%	8	1.1%	123	16.2%	88	11.6%	759	100.0%
	Black/African American	14	13.1%	6	5.6%	4	3.7%	42	39.3%	4	3.7%	2	1.9%	3	2.8%	14	13.1%	18	16.8%	107	100.0%
	Latino	44	9.1%	51	10.6%	11	2.3%	197	41.0%	12	2.5%	8	1.7%	6	1.2%	92	19.1%	60	12.5%	481	100.0%
	Native American/Alaskan Native	1	20.0%	1	20.0%	0	0.0%	1	20.0%	0	0.0%	0	0.0%	0	0.0%	1	20.0%	1	20.0%	5	100.0%
	Native Hawaiian/Other Pacific Islander	1	10.0%	2	20.0%	0	0.0%	5	50.0%	0	0.0%	0	0.0%	0	0.0%	1	10.0%	1	10.0%	10	100.0%
	Two or More Races, Non-Latino	9	8.3%	16	14.7%	3	2.8%	45	41.3%	2	1.8%	1	0.9%	2	1.8%	24	22.0%	7	6.4%	109	100.0%
	White	55	9.9%	77	13.9%	8	1.4%	181	32.7%	23	4.2%	6	1.1%	9	1.6%	132	23.8%	63	11.4%	554	100.0%
Total	230	11.4%	234	11.6%	47	2.3%	756	37.3%	64	3.2%	41	2.0%	28	1.4%	387	19.1%	238	11.8%	2025	100.0%	
Class	Freshman	26	12.6%	16	7.8%	2	1.0%	75	36.4%	6	2.9%	4	1.9%	3	1.5%	38	18.4%	36	17.5%	206	100.0%
	Sophomore	29	12.0%	22	9.1%	3	1.2%	100	41.5%	10	4.1%	8	3.3%	3	1.2%	34	14.1%	32	13.3%	241	100.0%
	Junior	61	11.3%	56	10.4%	13	2.4%	201	37.2%	21	3.9%	16	3.0%	9	1.7%	103	19.0%	61	11.3%	541	100.0%
	Senior	99	10.6%	128	13.7%	27	2.9%	353	37.7%	30	3.2%	12	1.3%	18	1.9%	171	18.2%	99	10.6%	937	100.0%
	Graduate	30	9.3%	49	15.3%	6	1.9%	96	29.9%	4	1.2%	5	1.6%	3	0.9%	90	28.0%	38	11.8%	321	100.0%
	Total	245	10.9%	271	12.1%	51	2.3%	825	36.7%	71	3.2%	45	2.0%	36	1.6%	436	19.4%	266	11.8%	2246	100.0%
College	Business	68	12.9%	65	12.4%	13	2.5%	185	35.2%	17	3.2%	14	2.7%	5	1.0%	100	19.0%	59	11.2%	526	100.0%
	Education	9	7.4%	10	8.2%	3	2.5%	40	32.8%	3	2.5%	1	0.8%	3	2.5%	38	31.1%	15	12.3%	122	100.0%
	Ethnic Studies	1	9.1%	0	0.0%	0	0.0%	8	72.7%	0	0.0%	0	0.0%	0	0.0%	1	9.1%	1	9.1%	11	100.0%
	Health & Social Sciences	55	10.6%	70	13.4%	17	3.3%	193	37.0%	13	2.5%	12	2.3%	6	1.2%	104	20.0%	51	9.8%	521	100.0%
	Liberal & Creative Arts	51	9.5%	73	13.6%	8	1.5%	180	33.6%	24	4.5%	8	1.5%	13	2.4%	113	21.1%	65	12.1%	535	100.0%
	Science & Engineering	48	11.3%	44	10.3%	6	1.4%	186	43.7%	13	3.1%	7	1.6%	9	2.1%	59	13.8%	54	12.7%	426	100.0%
	Other	13	12.4%	9	8.6%	4	3.8%	33	31.4%	1	1.0%	3	2.9%	0	0.0%	21	20.0%	21	20.0%	105	100.0%
	Total	245	10.9%	271	12.1%	51	2.3%	825	36.7%	71	3.2%	45	2.0%	36	1.6%	436	19.4%	266	11.8%	2246	100.0%

SF State Student Pulse Survey, Spring 2013

If you DRIVE ALONE to campus, what would next-most encourage you to try an alternative?

		More assistance with carpooling, including finding carpool partners, reserved parking for carpools, or financial incentives for carpools																Guaranteed ride home for personal emergencies		Discounts on MUNI/BART passes		More information on bus schedules and trip planning		More available, secure, and/or covered bike racks or lockers		Showers for bike riders and walkers		None of these would encourage me to try an alternative		Other incentive or encouragement		Total	
		Free or discounted use of car sharing (i.e. City Car Share, Zipcar)		Free or discounted use of car sharing (i.e. City Car Share, Zipcar)		Free or discounted use of car sharing (i.e. City Car Share, Zipcar)		Free or discounted use of car sharing (i.e. City Car Share, Zipcar)		Free or discounted use of car sharing (i.e. City Car Share, Zipcar)		Free or discounted use of car sharing (i.e. City Car Share, Zipcar)		Free or discounted use of car sharing (i.e. City Car Share, Zipcar)		Free or discounted use of car sharing (i.e. City Car Share, Zipcar)		Free or discounted use of car sharing (i.e. City Car Share, Zipcar)		Free or discounted use of car sharing (i.e. City Car Share, Zipcar)		Free or discounted use of car sharing (i.e. City Car Share, Zipcar)		Free or discounted use of car sharing (i.e. City Car Share, Zipcar)		Free or discounted use of car sharing (i.e. City Car Share, Zipcar)							
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%						
Gender	Female	196	15.2%	137	10.7%	58	4.5%	363	28.2%	62	4.8%	38	3.0%	10	0.8%	228	17.7%	194	15.1%	1286	100.0%												
	Male	126	13.7%	94	10.2%	37	4.0%	232	25.2%	48	5.2%	33	3.6%	28	3.0%	196	21.3%	126	13.7%	920	100.0%												
	Total	322	14.6%	231	10.5%	95	4.3%	595	27.0%	110	5.0%	71	3.2%	38	1.7%	424	19.2%	320	14.5%	2206	100.0%												
Age Group	24 years of age or under	212	14.5%	152	10.4%	71	4.9%	413	28.2%	83	5.7%	51	3.5%	25	1.7%	238	16.3%	217	14.8%	1462	100.0%												
	25 years of age or over	110	14.8%	79	10.6%	24	3.2%	182	24.5%	27	3.6%	20	2.7%	13	1.7%	186	25.0%	103	13.8%	744	100.0%												
	Total	322	14.6%	231	10.5%	95	4.3%	595	27.0%	110	5.0%	71	3.2%	38	1.7%	424	19.2%	320	14.5%	2206	100.0%												
Race/Ethnicity	Asian	122	16.1%	82	10.8%	38	5.0%	207	27.3%	44	5.8%	20	2.6%	9	1.2%	132	17.4%	104	13.7%	758	100.0%												
	Black/African American	16	15.1%	14	13.2%	4	3.8%	33	31.1%	4	3.8%	3	2.8%	2	1.9%	13	12.3%	17	16.0%	106	100.0%												
	Latino	66	13.9%	49	10.3%	15	3.2%	152	32.1%	21	4.4%	10	2.1%	10	2.1%	82	17.3%	69	14.6%	474	100.0%												
	Native American/Alaskan Native	1	20.0%	0	0.0%	0	0.0%	2	40.0%	0	0.0%	0	0.0%	0	0.0%	1	20.0%	1	20.0%	5	100.0%												
	Native Hawaiian/Other Pacific Islander	2	22.2%	1	11.1%	1	11.1%	2	22.2%	0	0.0%	0	0.0%	0	0.0%	2	22.2%	1	11.1%	9	100.0%												
	Two or More Races, Non-Latino	17	16.2%	7	6.7%	8	7.6%	25	23.8%	5	4.8%	6	5.7%	3	2.9%	18	17.1%	16	15.2%	105	100.0%												
	White	68	12.7%	61	11.4%	18	3.4%	122	22.7%	27	5.0%	18	3.4%	10	1.9%	125	23.3%	88	16.4%	537	100.0%												
Total	292	14.6%	214	10.7%	84	4.2%	543	27.2%	101	5.1%	57	2.9%	34	1.7%	373	18.7%	296	14.8%	1994	100.0%													
Class	Freshman	22	10.5%	12	5.7%	6	2.9%	65	31.0%	15	7.1%	9	4.3%	2	1.0%	36	17.1%	43	20.5%	210	100.0%												
	Sophomore	31	13.1%	26	11.0%	10	4.2%	83	35.2%	7	3.0%	8	3.4%	5	2.1%	37	15.7%	29	12.3%	236	100.0%												
	Junior	70	13.2%	58	10.9%	28	5.3%	136	25.7%	29	5.5%	15	2.8%	10	1.9%	99	18.7%	85	16.0%	530	100.0%												
	Senior	155	16.8%	108	11.7%	41	4.4%	244	26.4%	51	5.5%	30	3.2%	15	1.6%	163	17.6%	118	12.8%	925	100.0%												
	Graduate	44	14.4%	27	8.9%	10	3.3%	67	22.0%	8	2.6%	9	3.0%	6	2.0%	89	29.2%	45	14.8%	305	100.0%												
	Total	322	14.6%	231	10.5%	95	4.3%	595	27.0%	110	5.0%	71	3.2%	38	1.7%	424	19.2%	320	14.5%	2206	100.0%												
College	Business	79	15.5%	52	10.2%	27	5.3%	134	26.2%	34	6.7%	18	3.5%	7	1.4%	88	17.2%	72	14.1%	511	100.0%												
	Education	21	17.9%	11	9.4%	5	4.3%	22	18.8%	2	1.7%	3	2.6%	0	0.0%	33	28.2%	20	17.1%	117	100.0%												
	Ethnic Studies	3	27.3%	0	0.0%	1	9.1%	3	27.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	36.4%	11	100.0%												
	Health & Social Sciences	73	14.3%	48	9.4%	26	5.1%	137	26.8%	25	4.9%	17	3.3%	11	2.2%	110	21.5%	64	12.5%	511	100.0%												
	Liberal & Creative Arts	73	13.8%	59	11.1%	16	3.0%	164	30.9%	23	4.3%	17	3.2%	10	1.9%	98	18.5%	70	13.2%	530	100.0%												
	Science & Engineering	60	14.1%	55	12.9%	17	4.0%	107	25.1%	21	4.9%	11	2.6%	9	2.1%	74	17.4%	72	16.9%	426	100.0%												
	Other	13	13.0%	6	6.0%	3	3.0%	28	28.0%	5	5.0%	5	5.0%	1	1.0%	21	21.0%	18	18.0%	100	100.0%												
	Total	322	14.6%	231	10.5%	95	4.3%	595	27.0%	110	5.0%	71	3.2%	38	1.7%	424	19.2%	320	14.5%	2206	100.0%												

Appendix B – SF State Student Pulse Survey, Spring 2013

1. How often do your professors relate class material to real-life situations or events?
 - a. Never
 - b. Rarely
 - c. Occasionally
 - d. Often
 - e. Very often

2. How do you spend most of your time studying OUTSIDE of class NOT including reading a textbook or other required reading?
 - a. Working on (writing and/or researching) an essay/paper
 - b. Homework that involves practicing a particular skill (e.g., solving algebra equations)
 - c. Homework that is not practicing a particular skill
 - d. Working on an individual project
 - e. Working on a group project
 - f. Studying with a group
 - g. Preparing a class presentation
 - h. Doing research on the internet to figure out a problem on my own

3. Which of those activities provides the most effective learning for you?
 - a. Working on (writing and/or researching) an essay/paper
 - b. Homework that involves practicing a particular skill (e.g., solving algebra equations)
 - c. Homework that is not practicing a particular skill
 - d. Working on an individual project
 - e. Working on a group project
 - f. Studying with a group
 - g. Preparing a class presentation
 - h. Doing research on the internet to figure out a problem on my own

4. When you read textbooks and other assigned reading OUTSIDE of class, which of the following describes most of your reading?
 - a. I read with a set of questions or assignments in mind.
 - b. I read without the goal of responding to questions or assignments. My goal is simply to finish the assigned reading material.

5. Think about all the courses you've had up to this point at SF State and then identify your level of agreement with the following statement: Professors here sincerely care about their students being successful in their courses.
 - a. Strongly disagree
 - b. Disagree
 - c. Neutral
 - d. Agree
 - e. Strongly agree

6. How do you spend most of your time IN CLASS? Choose the most frequent class time activity in your courses.
 - a. Listen while the professor lectures
 - b. Engage in a problem-solving activity (lab work, group work, etc.)
 - c. Participate in group work that is not a problem-solving activity
 - d. Respond to questions related to the subject matter
 - e. Watch a movie or video
 - f. Do a class presentation either individually or with a group
 - g. Do a short assignment (less than 15 minutes)
 - h. Take an assessment of some kind (quiz, exam, etc.)

7. Now, thinking about all of these same activities, identify the most effective learning activity for you.
 - a. Listen while the professor lectures
 - b. Engage in a problem-solving activity (lab work, group work, etc.)
 - c. Participate in group work that is not a problem-solving activity
 - d. Respond to questions related to the subject matter
 - e. Watch a movie or video
 - f. Do a class presentation either individually or with a group
 - g. Do a short assignment (less than 15 minutes)
 - h. Take an assessment of some kind (quiz, exam, etc.)

8. How do you spend the next-greatest amount of your time IN CLASS? Choose the second-most frequent class time activity in your courses.
 - a. Listen while the professor lectures
 - b. Engage in a problem-solving activity (lab work, group work, etc.)
 - c. Participate in group work that is not a problem-solving activity
 - d. Respond to questions related to the subject matter
 - e. Watch a movie or video
 - f. Do a class presentation either individually or with a group
 - g. Do a short assignment (less than 15 minutes)
 - h. Take an assessment of some kind (quiz, exam, etc.)

9. Now, thinking about all of these same activities, identify the second-most effective learning activity for you.
- Listen while the professor lectures
 - Engage in a problem-solving activity (lab work, group work, etc.)
 - Participate in group work that is not a problem-solving activity
 - Respond to questions related to the subject matter
 - Watch a movie or video
 - Do a class presentation either individually or with a group
 - Do a short assignment (less than 15 minutes)
 - Take an assessment of some kind (quiz, exam, etc.)
10. How often do you engage in conversation about course content with fellow students DURING CLASS TIME?
- Never
 - Rarely
 - Occasionally
 - Often
 - Very often
11. Outside of responding to questions from professors in class, how often do you typically interact with your professors on average each semester (including meeting after class, visiting during office hours, meeting to get academic advising, etc.)?
- Never
 - Once a semester
 - 2-5 times a semester
 - 6-10 times a semester
 - More than 10 times a semester
12. How would you characterize the advising you receive at SF State in terms of getting information about taking the right classes and overall being helpful in working towards graduation?
- Very poor
 - Poor
 - Neutral
 - Good
 - Very good

13. How would you characterize the career advice you receive from professors at SF State?
- I have never received career advice from a professor
 - Very poor
 - Poor
 - Neutral
 - Good
 - Very good
14. Which of the following best describes you and your future academic goals?
- I started here as a freshman and I plan to graduate with a bachelor's degree at SF State
 - I started here as a transfer student and I plan to graduate with a bachelor's degree at SF State
 - I started here as a freshman but I plan to graduate with a bachelor's degree at another university
 - I started here as a transfer student but I plan to graduate with a bachelor's degree at another university
 - Something else (e.g., I am a graduate student or pursuing a certificate only)
15. How many times in the last semester did you go to the SF State website to learn about the GE (General Education) courses you are required to take?
- I was not enrolled last semester (skip the next question)
 - I am a graduate student (skip the next question)
 - None (skip the next question)
 - 1-2 times
 - 3-5 times
 - More than 5 times
16. How would you rate the quality of the SF State website in terms of helping you learn about the GE (General Education) courses that you are required to take in order to graduate?
- Very bad
 - Bad
 - Neutral
 - Good
 - Very good

17. How many times in the last semester did you go to the SF State website to learn about the courses you are required to take in your major?
- I was not enrolled last semester (skip the next question)
 - None (skip the next question)
 - 1-2 times
 - 3-5 times
 - More than 5 times
18. How would you rate the quality of the SF State website in terms of helping you learn about the courses that you are required to take in your major in order to graduate?
- Very bad
 - Bad
 - Neutral
 - Good
 - Very good
19. What is the most effective way for you to find information about satisfying university program and graduation requirements?
- University website
 - Department website
 - University Bulletin (Catalog)
 - email reminders
 - Consulting with advisors
20. How long does your commute to SF State take?
- I live on campus
 - 15 minutes or less, from off campus
 - 16 to 30 minutes
 - 31 to 45 minutes
 - 45 minutes to an hour
 - More than an hour
21. What is the distance of your commute to campus?
- I live on campus
 - 1 mile or less from off campus
 - 2-4 miles
 - 5-8 miles
 - 9-15 miles
 - More than 15 miles

22. How do you commute to campus most days? (Unless you selected “drive alone,” skip to the end of the survey)
- a. I live on campus
 - b. I walk from off campus
 - c. I ride a bicycle
 - d. I ride a motorcycle
 - e. I drive alone
 - f. I drive with at least one other person
 - g. Muni/BART/SamTrans
 - h. Some other method
23. If you DRIVE ALONE to campus, what is the main reason why you drive alone?
- a. Public transportation is unavailable where I live or service is too unreliable
 - b. Public transportation does not fit with my schedule
 - c. Public transportation is unpleasant
 - d. Driving saves time/is more convenient
 - e. Need to make special trips before/after school, drive children places, transport heavy, bulky, or fragile items, or have car in case of emergency
 - f. Disabled/health reasons
 - g. Not interested in carpooling or no one to carpool with
 - h. Weather is unpleasant
 - i. Other
24. If you DRIVE ALONE to campus, what would encourage you most to try an alternative?
- a. Free or discounted use of car sharing (i.e. City Car Share, Zipcar)
 - b. More assistance with carpooling, including finding carpool partners, reserved parking for carpools, or financial incentives for carpools
 - c. Guaranteed ride home for personal emergencies
 - d. Discounts on Muni/BART passes
 - e. More information on bus schedules and trip planning
 - f. More available, secure, and/or covered bike racks or lockers
 - g. Showers for bike riders and walkers
 - h. None of these would encourage me to try an alternative
 - i. Other incentive or encouragement

25. If you DRIVE ALONE to campus, what would next-most encourage you to try an alternative?
- a. Free or discounted use of car sharing (i.e. City Car Share, Zipcar)
 - b. More assistance with carpooling, including finding carpool partners, reserved parking for carpools, or financial incentives for carpools
 - c. Guaranteed ride home for personal emergencies
 - d. Discounts on Muni/BART passes
 - e. More information on bus schedules and trip planning
 - f. More available, secure, and/or covered bike racks or lockers
 - g. Showers for bike riders and walkers
 - h. None of these would encourage me to try an alternative
 - i. Other incentive or encouragement