

# *The Influence of Undergraduate Experiences on Post-Baccalaureate Outcomes*

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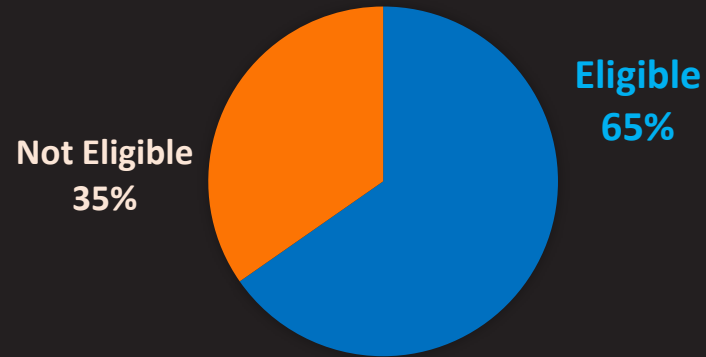
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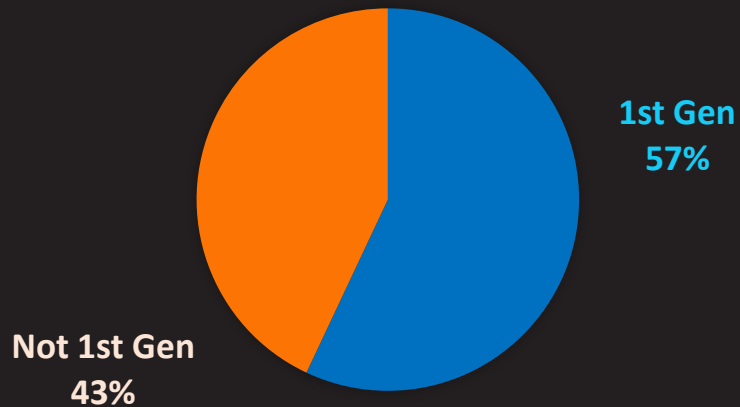


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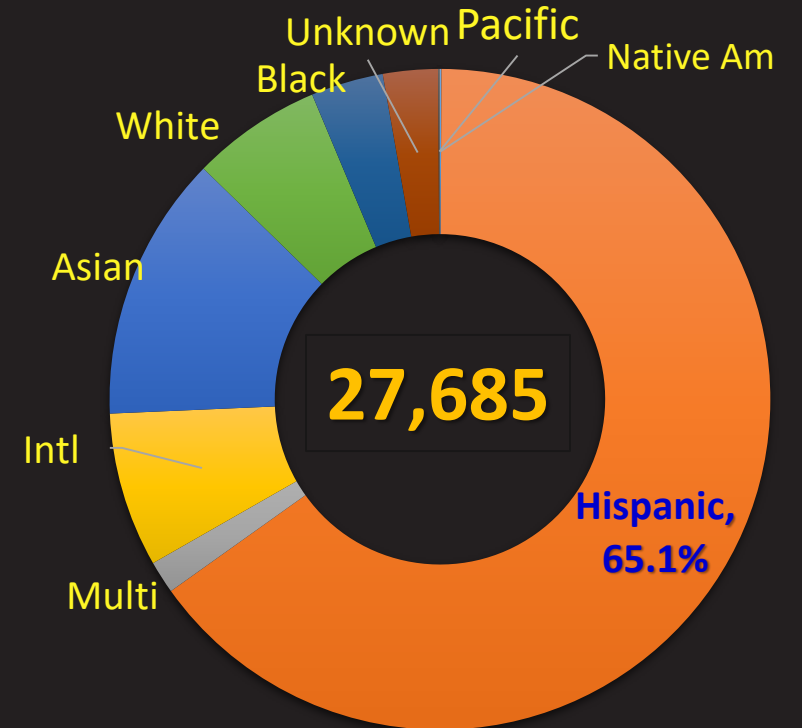
## PELL ELIGIBILITY



## 1ST GENERATION



## ETHNICITY



# Session Outline



## ***Introduction***

- Research questions



## ***Method***

- Participants
- Materials and procedure



## ***Results***

- Data analysis procedure



## ***Discussion***

- Conclusion & Implications
- Limitations & Future research



# Introduction



Only few studies exist that examine how undergraduate experience affects other outcomes such as work experience and life satisfaction.

**Alumni surveys** examine how individuals' experiences in college (e.g., *Sense of belonging*) reflect on outcomes of post-graduate experience (e.g., Job success and satisfaction)

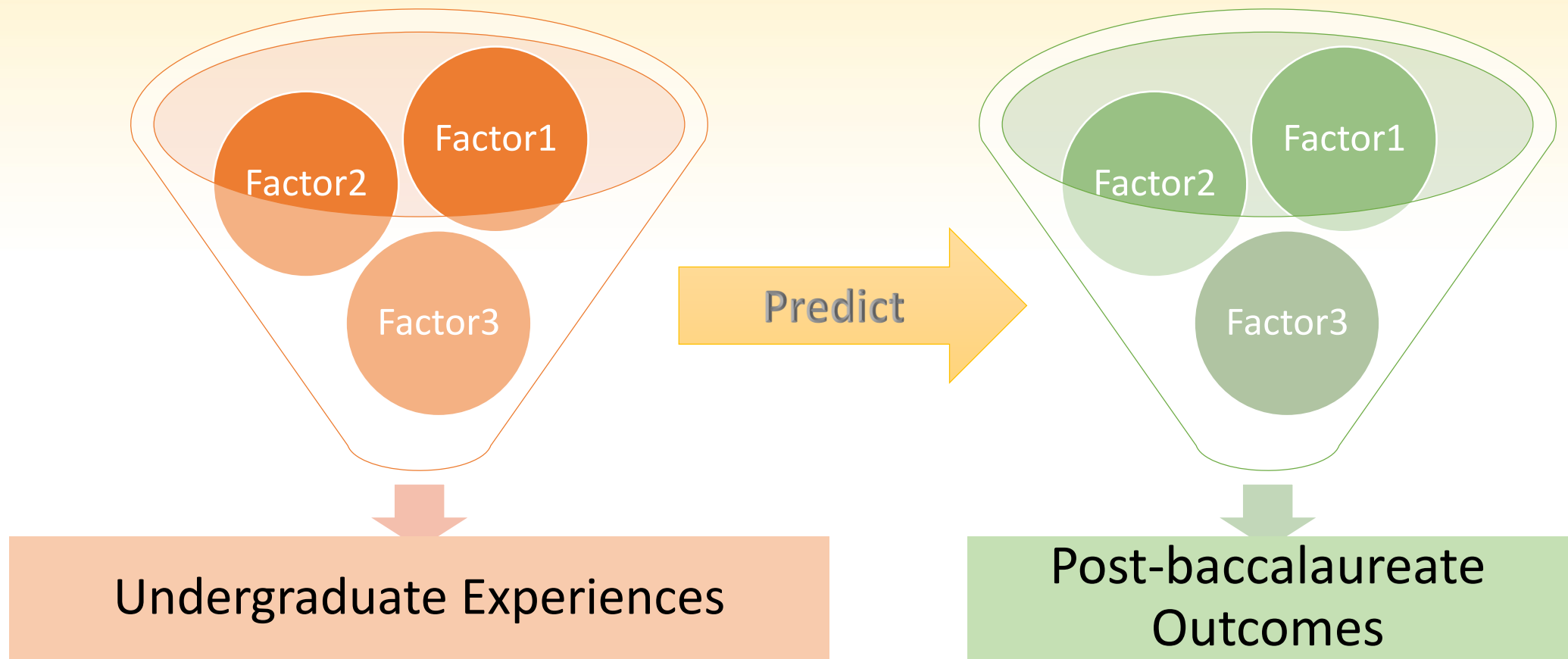
How alumni assessments of satisfaction with their **college experience** are influenced by perceived quality of their alma mater's service performance and outcomes of these performances

College experience can be accounted for a school involvement and even different **characteristics** found within ones' academic department.

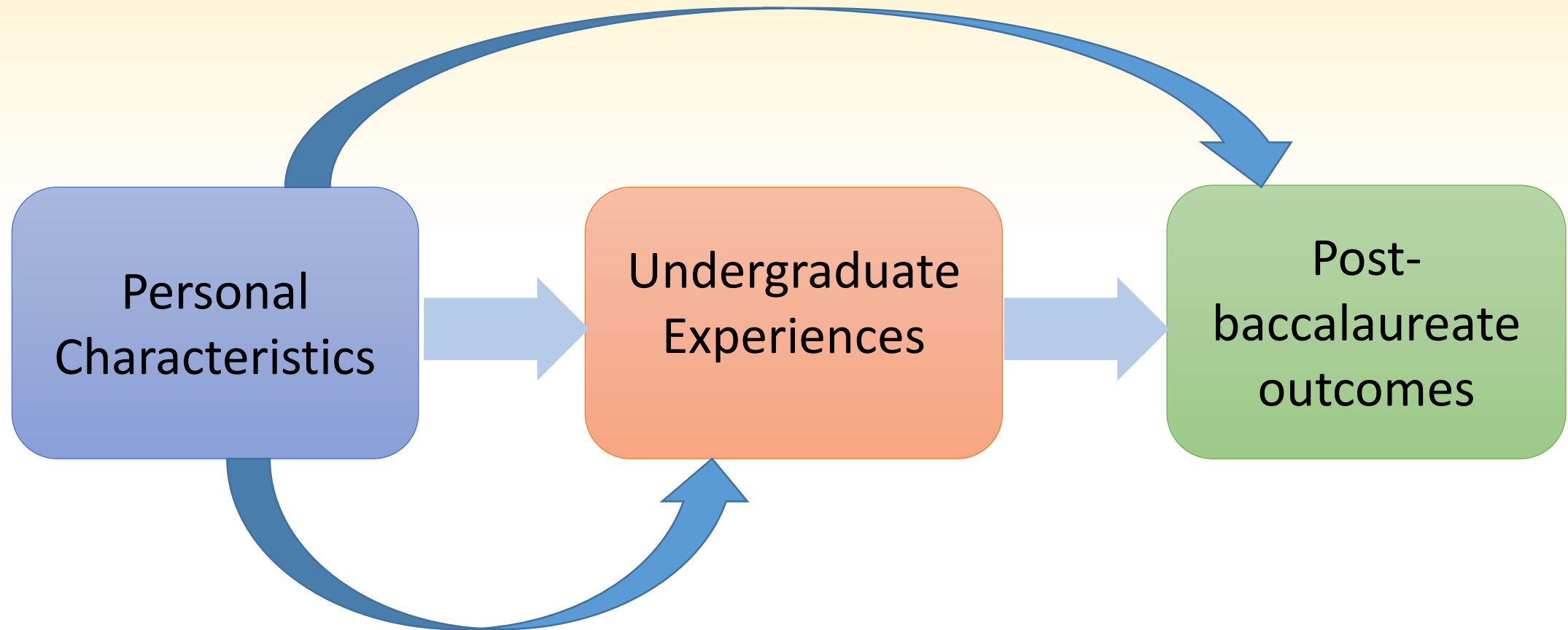
# Research Questions



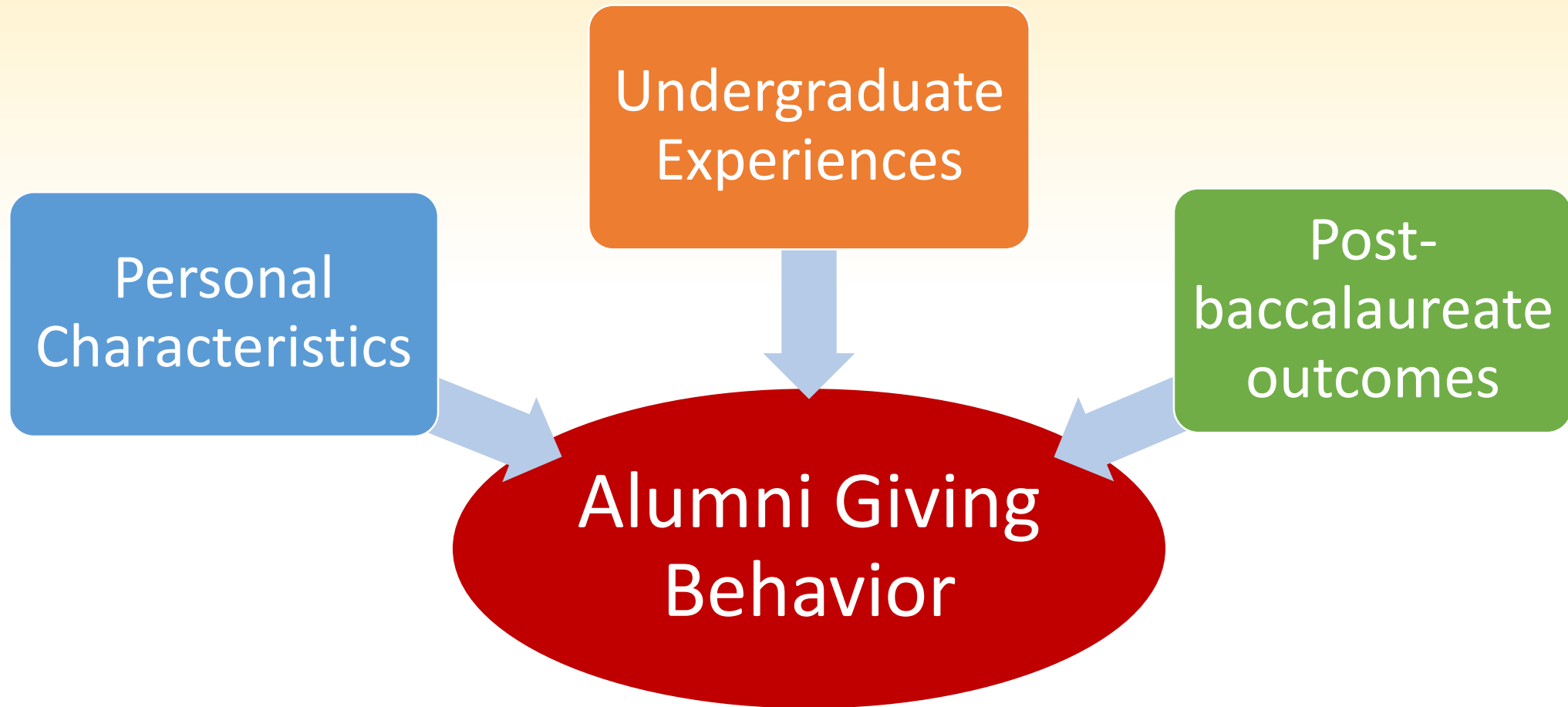
# Identify Factors within Alumni Undergraduate Experiences As Well As Long-term Post-baccalaureate Outcomes



# Understand the Relationships among Personal Characteristics, College Experiences, and Long-term Post-baccalaureate Outcomes



# How Do Personal Characteristics, Undergraduate Experiences, and Alumni Outcomes Explain Alumni Giving Behavior





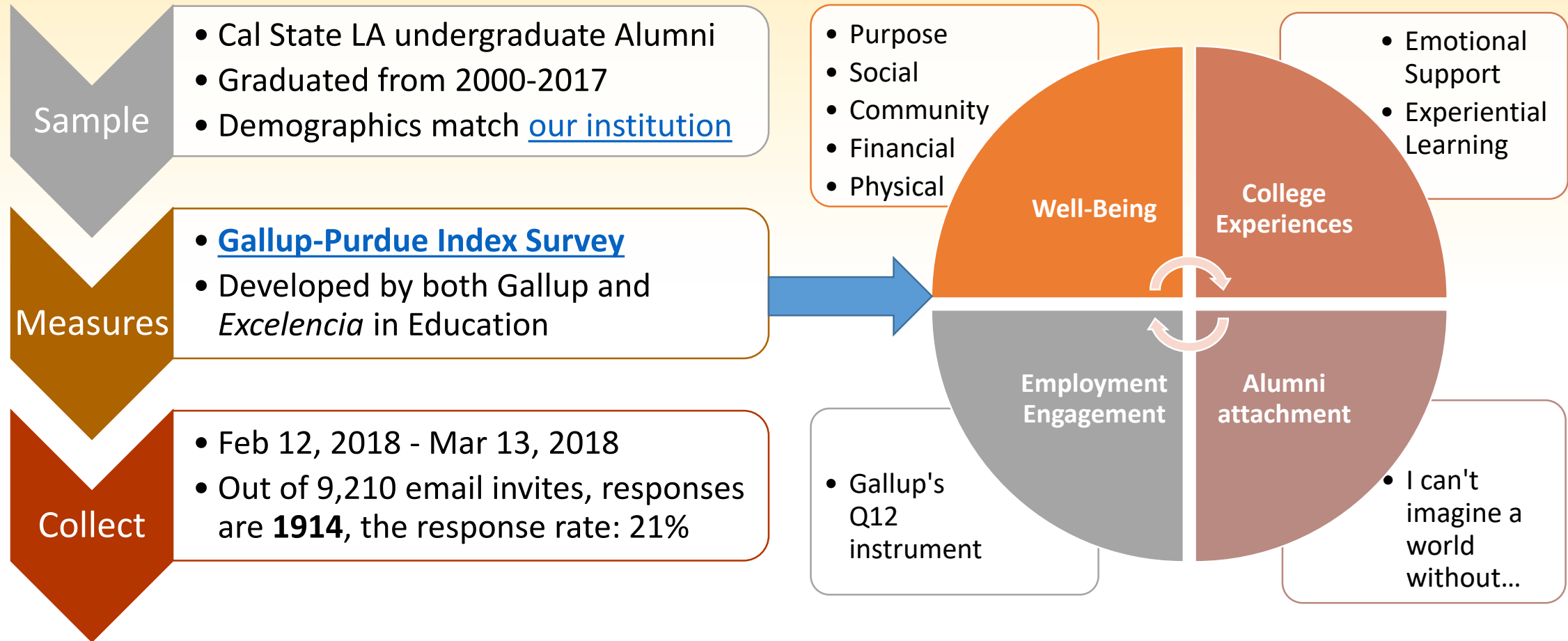
# Methods



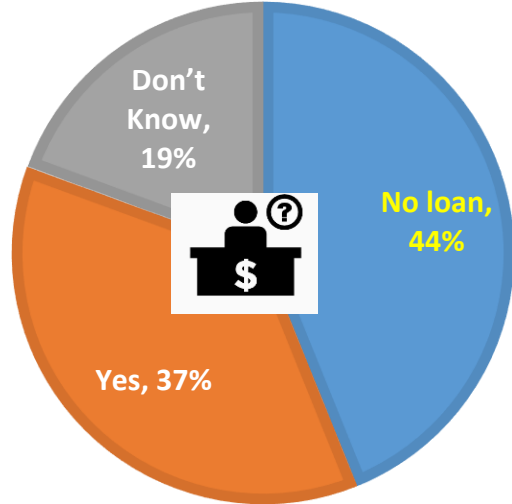
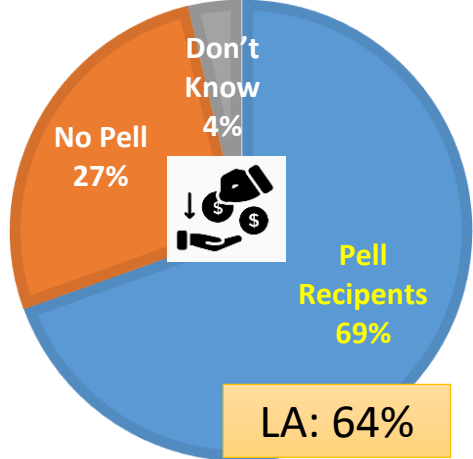
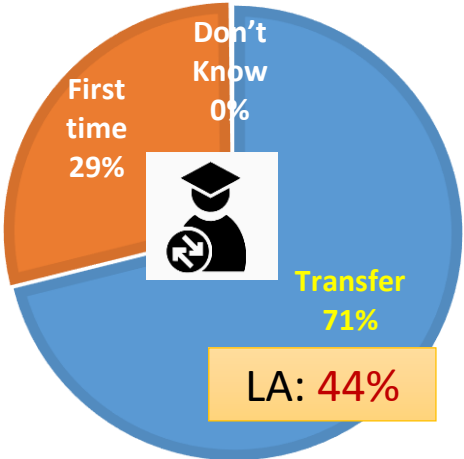
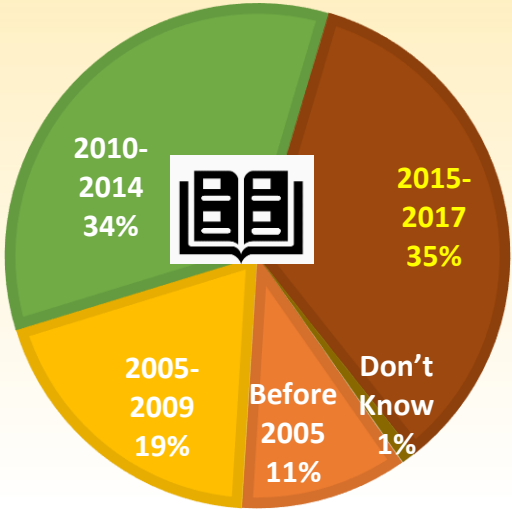
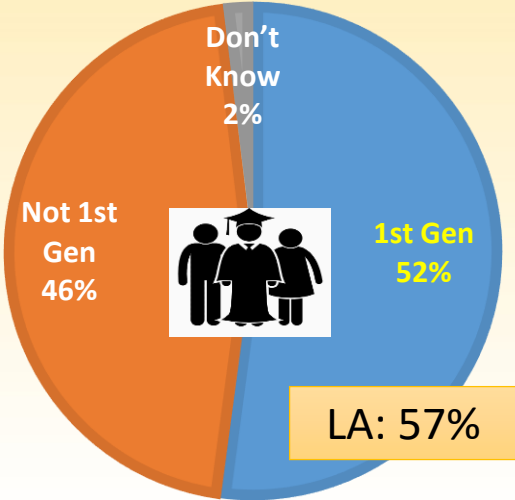
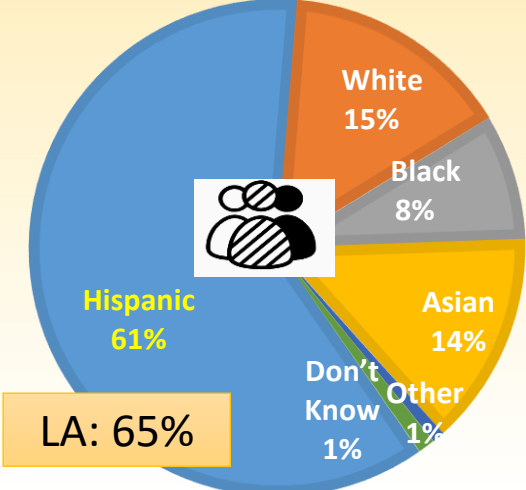
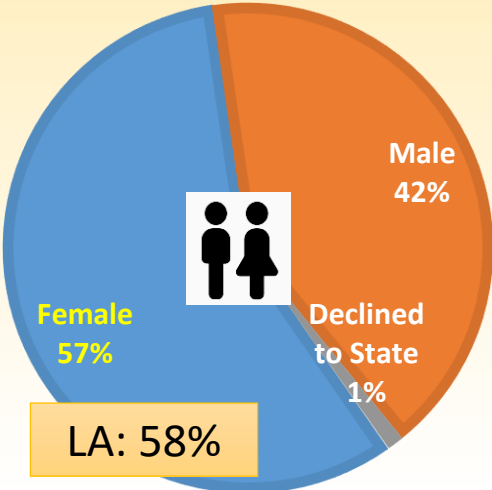
Participants and Procedures

Materials

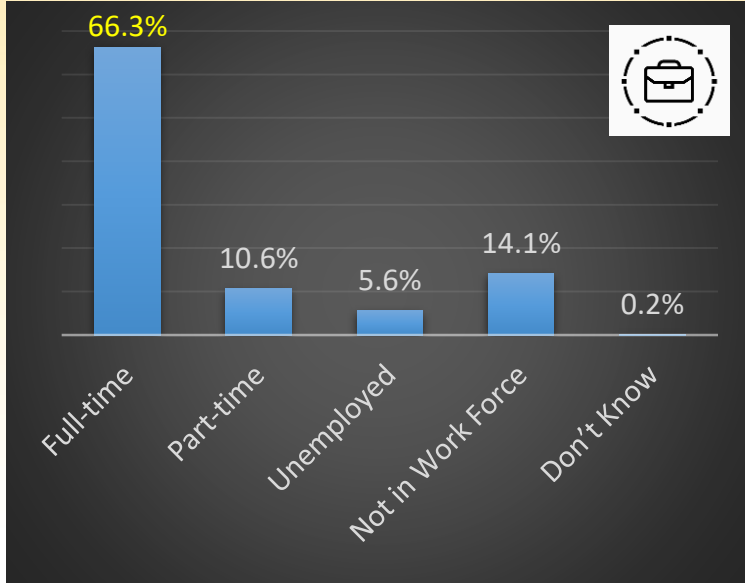
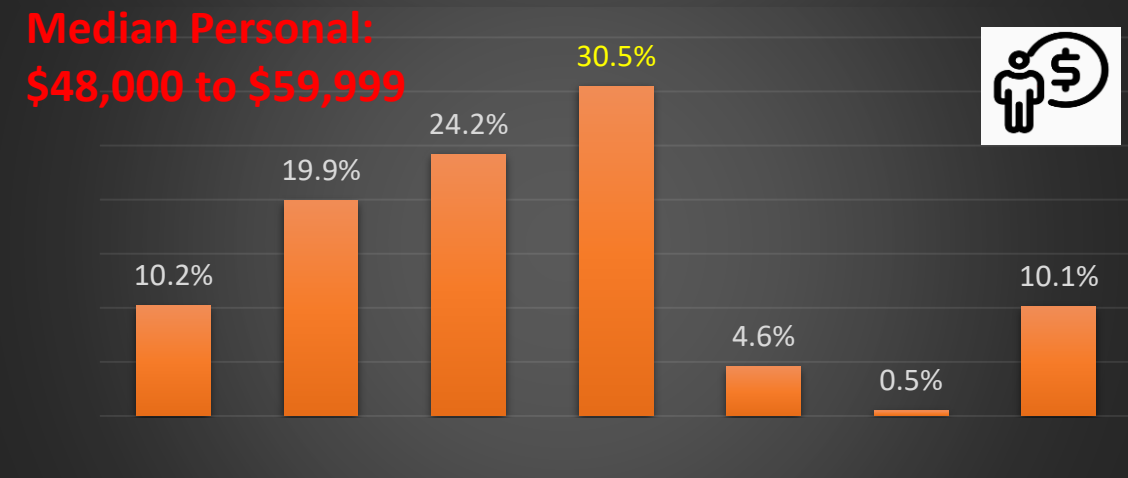
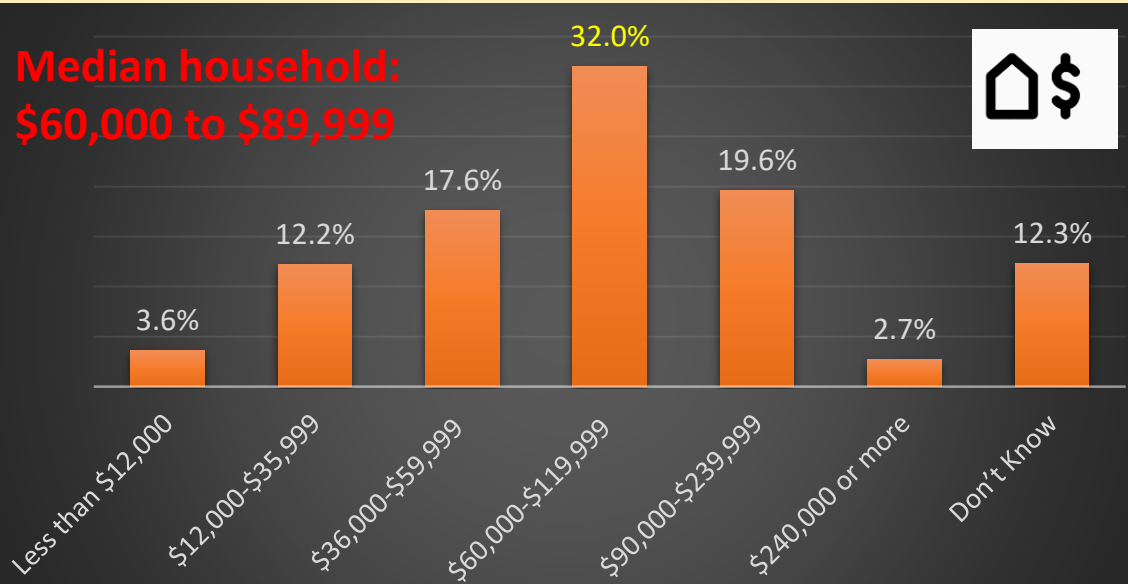
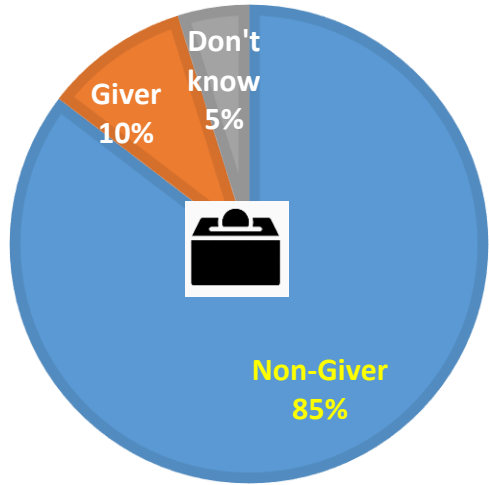
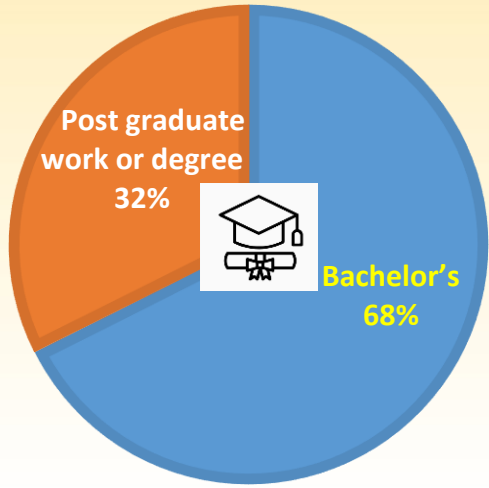
# Participants (N=1914) and Procedures



# Participant Demographics (N=1914)



# Participant Responses (N=1914)



# Results

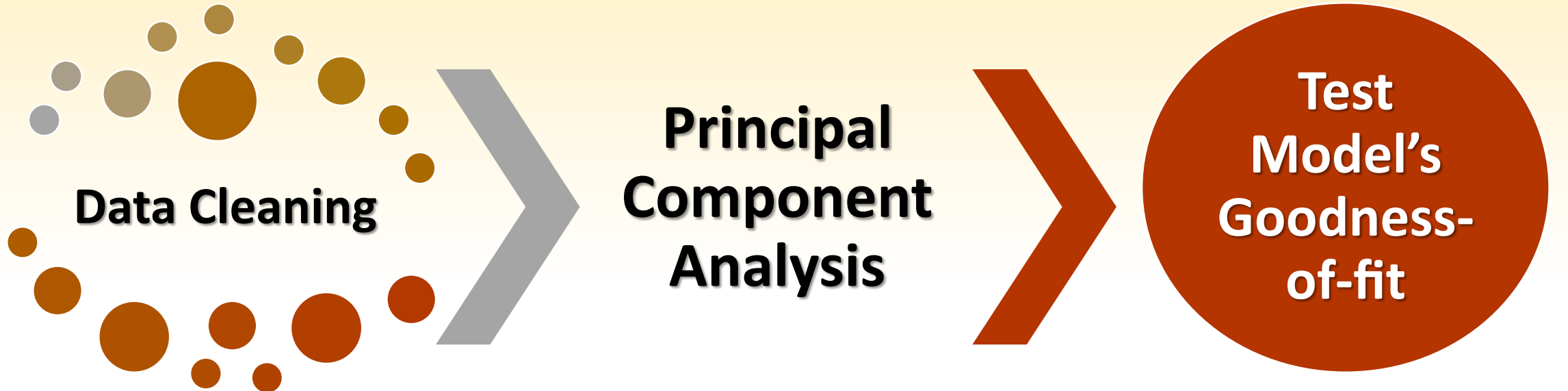


Data Analysis Procedures

Factor Analysis

Regression Analysis (Path Model)

# Data Analysis Procedures








- Verify the self-reported information
- Check assumptions
- Recode & create proxies

- Varimax orthogonal rotation method.
- Factor Loading  $>.4$
- Reliability analysis ( $\alpha >.5$ )
- Save the estimating factor score coefficients using the regression method







- Maximum likelihood estimation
- Model Evaluation Criteria
  - $\chi^2/df <3$ ,
  - CFI or IFI  $>.90$
  - RMSEA  $<.08$

# Factor Loadings for Principal Component Analysis on Undergraduate Experience Variables (62%)

## Question Items

	 Sense of Belonging	 Social activity	 Faculty Interaction	 Career Center	 Internship /Job
Cal State LA was the perfect school for people like me.	.82				
I can't imagine a world without Cal State LA.	.78				
Cal State LA prepared me well for life outside of college.	.78				
Cal State LA is passionate about the long-term success of its students.	.75				
My professors at Cal State LA cared about me as a person.	.75				
My education from Cal State LA was worth the cost.	.73				
I was challenged academically at Cal State LA.	.66				
I had at least one professor at Cal State LA who made me excited about learning.	.56				
While attending CSULA: Did you hold a leadership position in a club or organization...?		.83			
While attending CSULA: Did you participate in a student club or organization?		.81			
I was extremely active in extracurricular activities and organizations while attending Cal State LA.		.79			
While attending CSULA: Did you participate in a research project with a faculty member?			.72		
While attending Cal State LA, I worked on a project that took a semester or more to complete.			.65		
How often, did you talk to faculty or staff members at CSULA about possible career options?			.50		
While attending Cal State LA, I had a mentor who encouraged me to pursue my goals and dreams.			.49		
How easy or difficult was it for you to access career services while attending Cal State LA?				-.87	
How helpful was the career services office to you?				.82	
While attending CSULA: Did you have a paid job or internship?					.84
While attending CSULA did you have a job or internship that allowed you to apply what you were learning in the classroom?					.76
Variance Explained	25%	11%	9%	8%	7%
Reliability (Cronbach's alpha)	.90	.58	.54	.71	.49

# Factor Loadings for Principal Component Analysis on Post-Baccalaureate Outcomes Variables (60%)

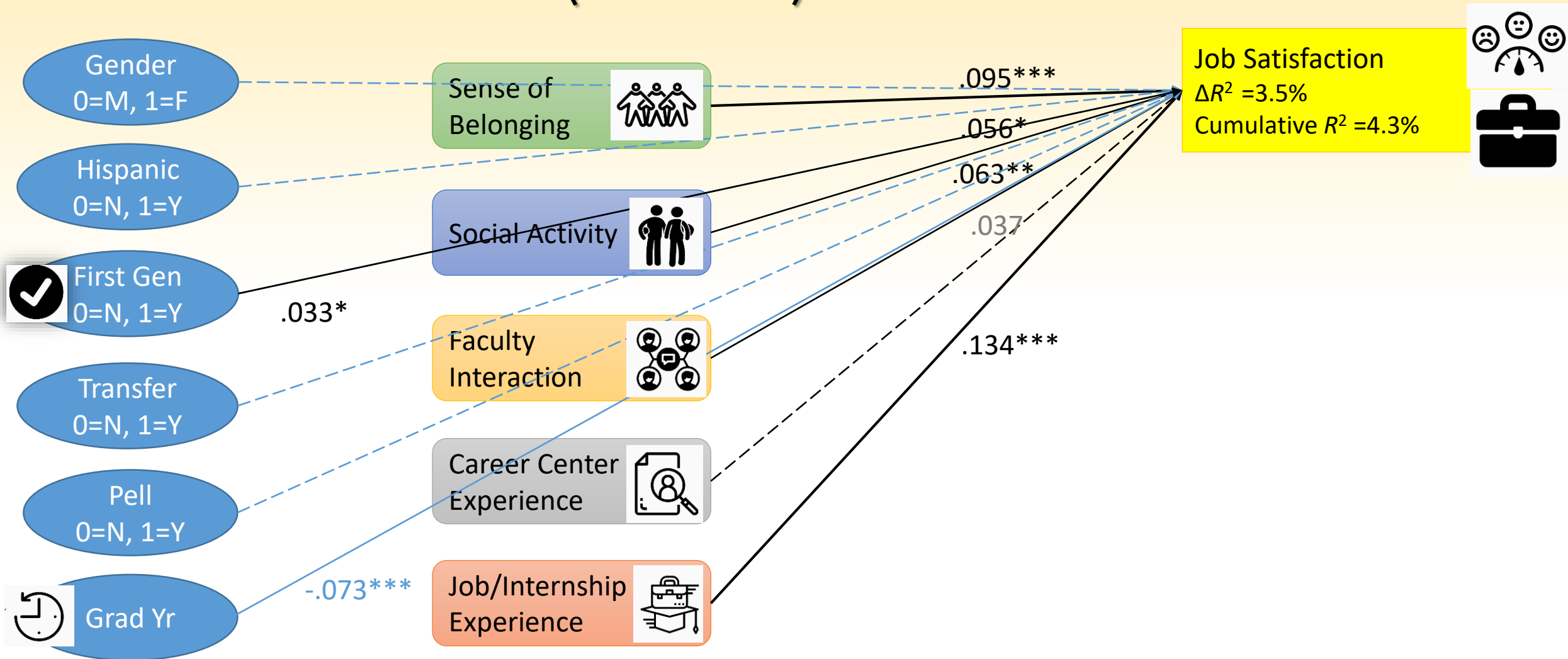
Question Items	Job Satisfaction 	Life Satisfaction 	Finance 	Institutional Attachment 	Higher Education 	Time to Degree 
My job gives me the opportunity to do work that interests me.	.89					
I am deeply interested in the work that I do.	.87					
I have the ideal job for me.	.84					
On a five-point scale, where 5 means extremely satisfied and 1 means extremely dissatisfied, how satisfied are you with your organization as a place to work?	.73					
Engagement (3-ITEM WEB Short Version)	.69					
How closely related is your current work to your undergraduate major(s)?	.52					
Ladder scale - present time		.73				
Ladder scale - 5 years from now		.69				
WB5 View Physical TSS		.67				
WB5 View Social TSS		.64				
WB5 View Purpose TSS		.61				
WB5 View Community TSS		.56				
What is your total annual HOUSEHOLD income, before taxes?			.83			
What is your total annual PERSONAL income, before taxes?			.79			
Employment Status			.70			
WB5 View Financial TSS			.51			
How likely is it that you would recommend CSULA to family, friends/colleagues?				.78		
Cal State LA provided me with the knowledge and skills I needed to be successful in the workplace				.75		
How helpful was CSULA reputation to you in obtaining a job upon graduation?				.74		
What is your highest completed level of education?					.90	
Approximately how many years did it take for you to obtain your undergraduate degree from Cal State LA?						.97
Variance Explained	19%	15%	11%	9%	5%	5%
Reliability (Cronbach's alpha)	.89	.86	.77	.67	N/A	N/A



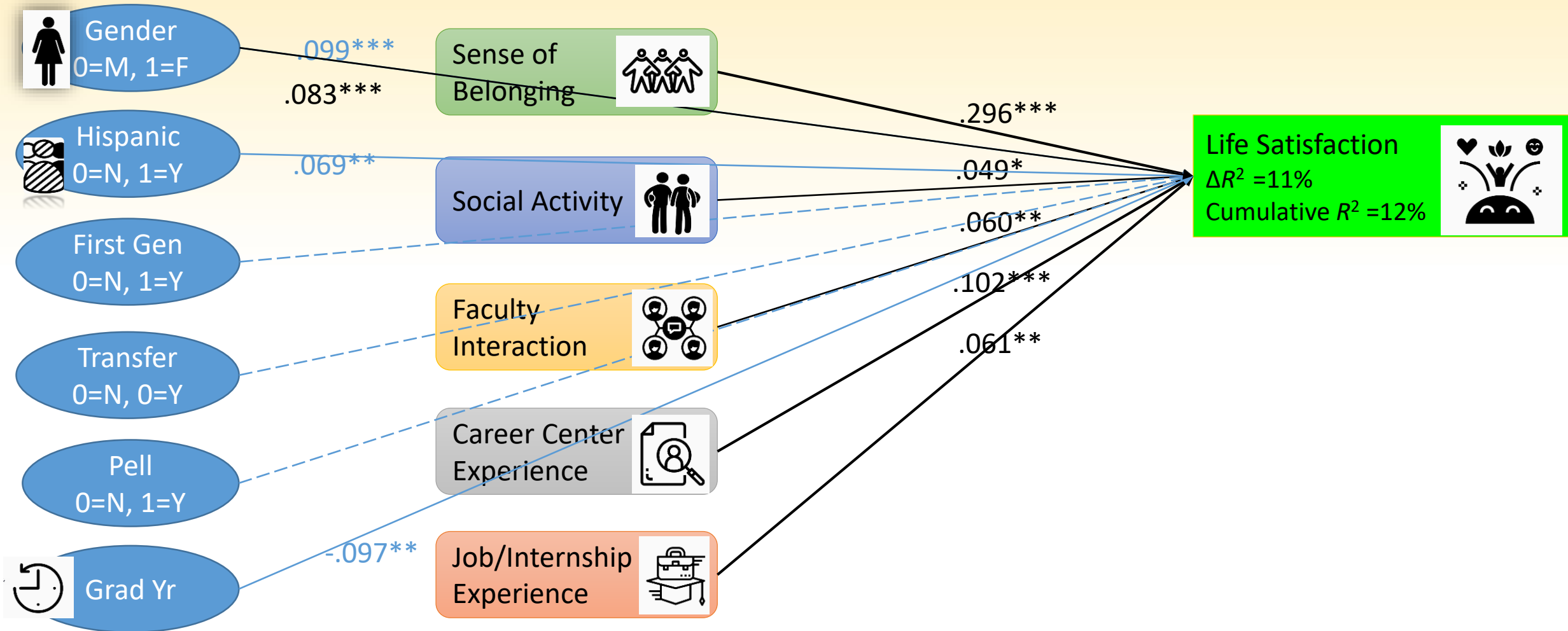
# Regression Analysis (Path Model)

Hierarchical linear regression was used to test if college experiences predicted six post-baccalaureate outcomes above and beyond the personal characteristics

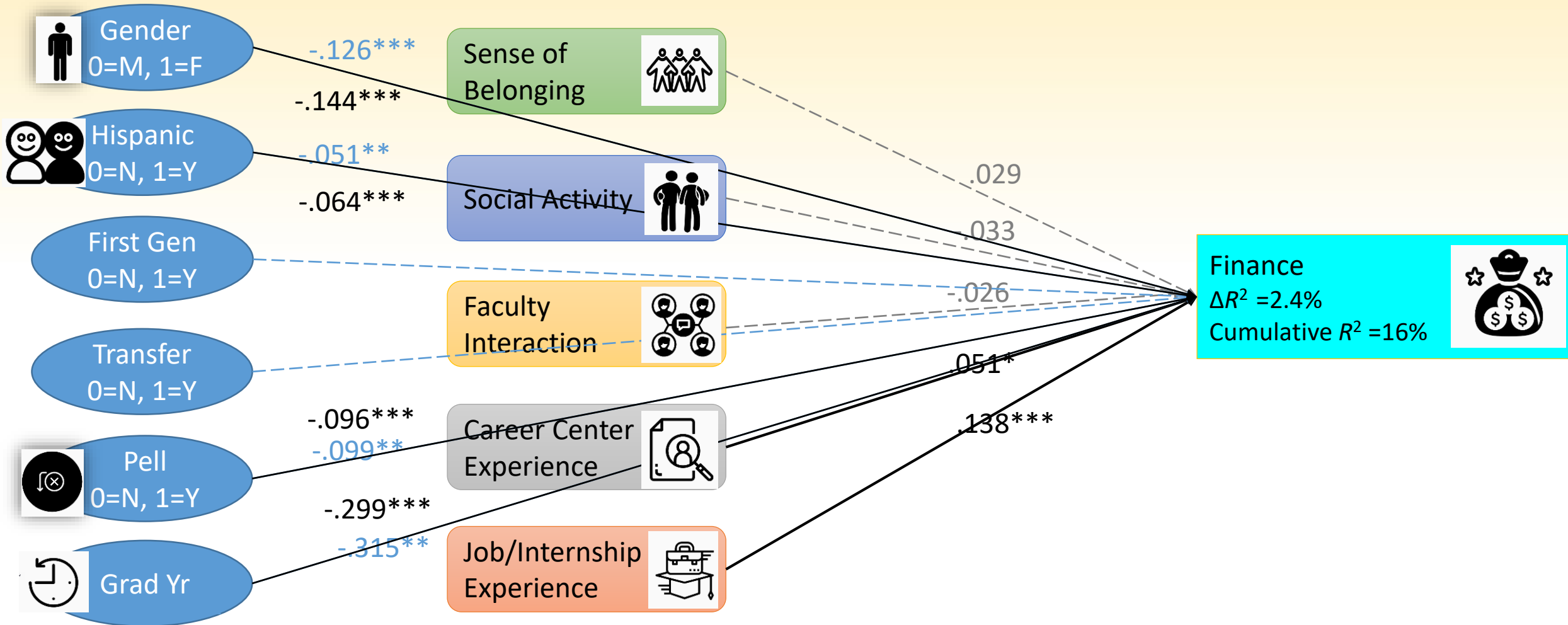
# Undergraduate Experiences Predict Job Satisfaction (N=1749)



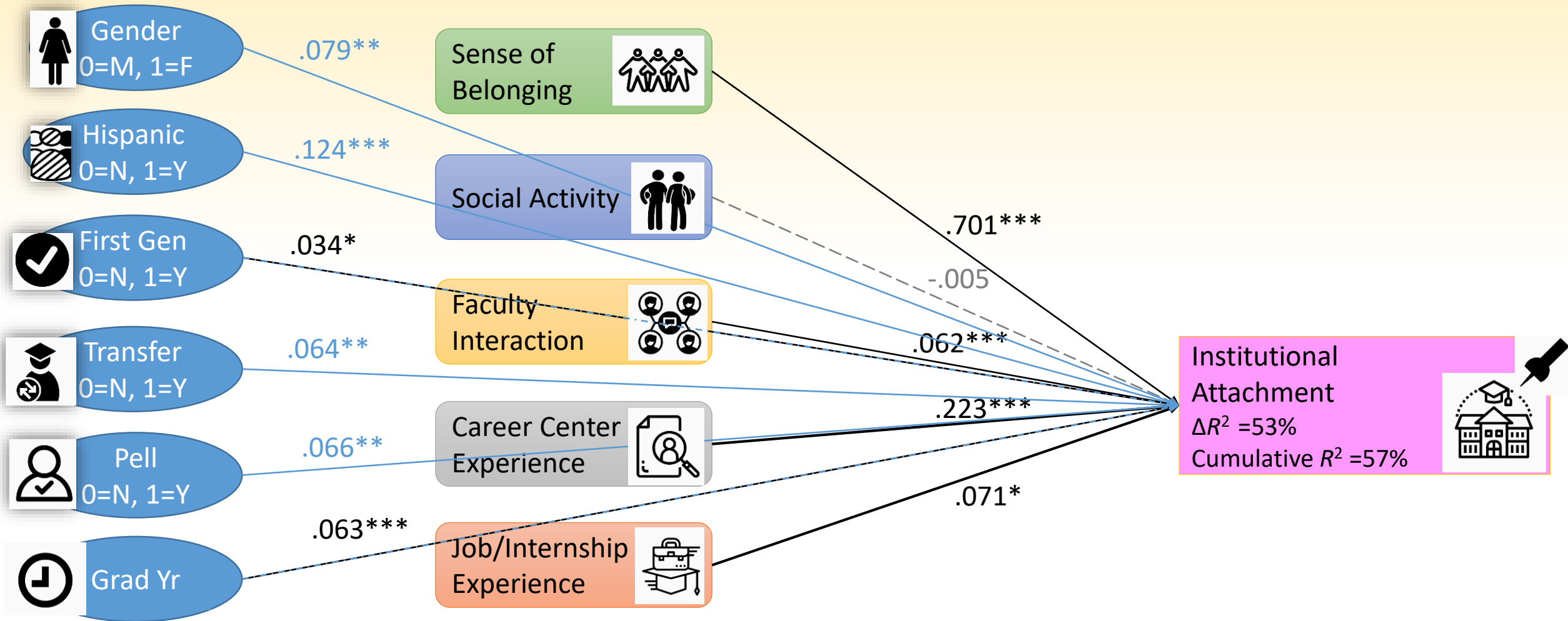
# Undergraduate Experiences Predict Life Satisfaction (N=1749)



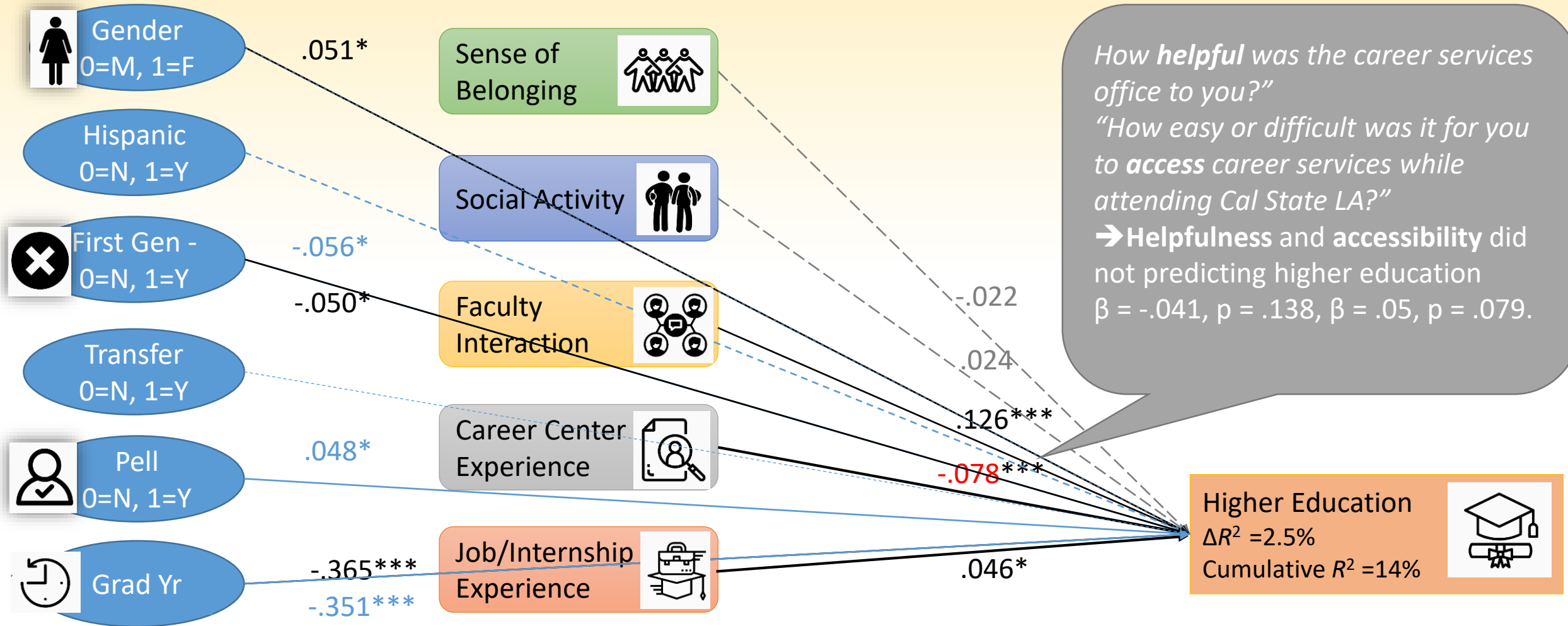
# Undergraduate Experiences Predict Finance (N=1749)



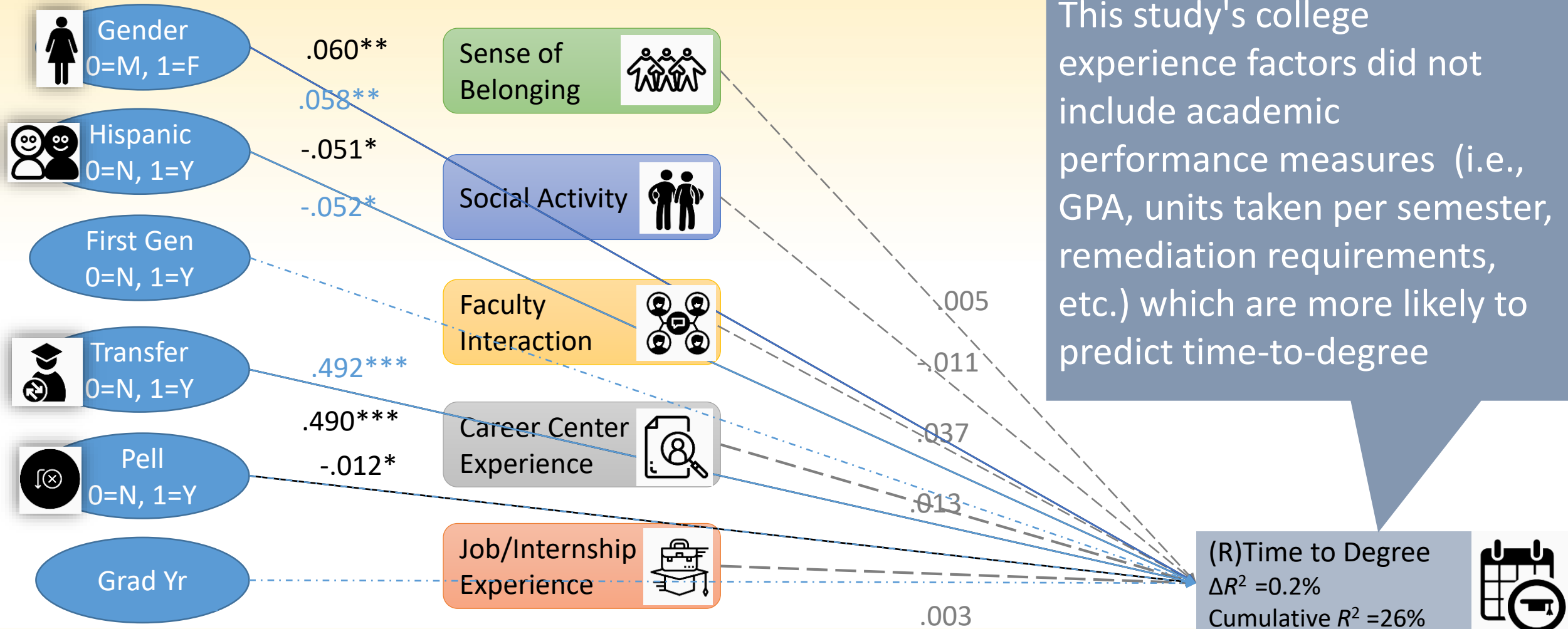
# Undergraduate Experiences Predict Institutional Attachment (N=1749)



# Undergraduate Experiences Predict Higher Education (N=1749)



# Undergraduate Experiences NOT Predict Time-to-Degree (N=1749)



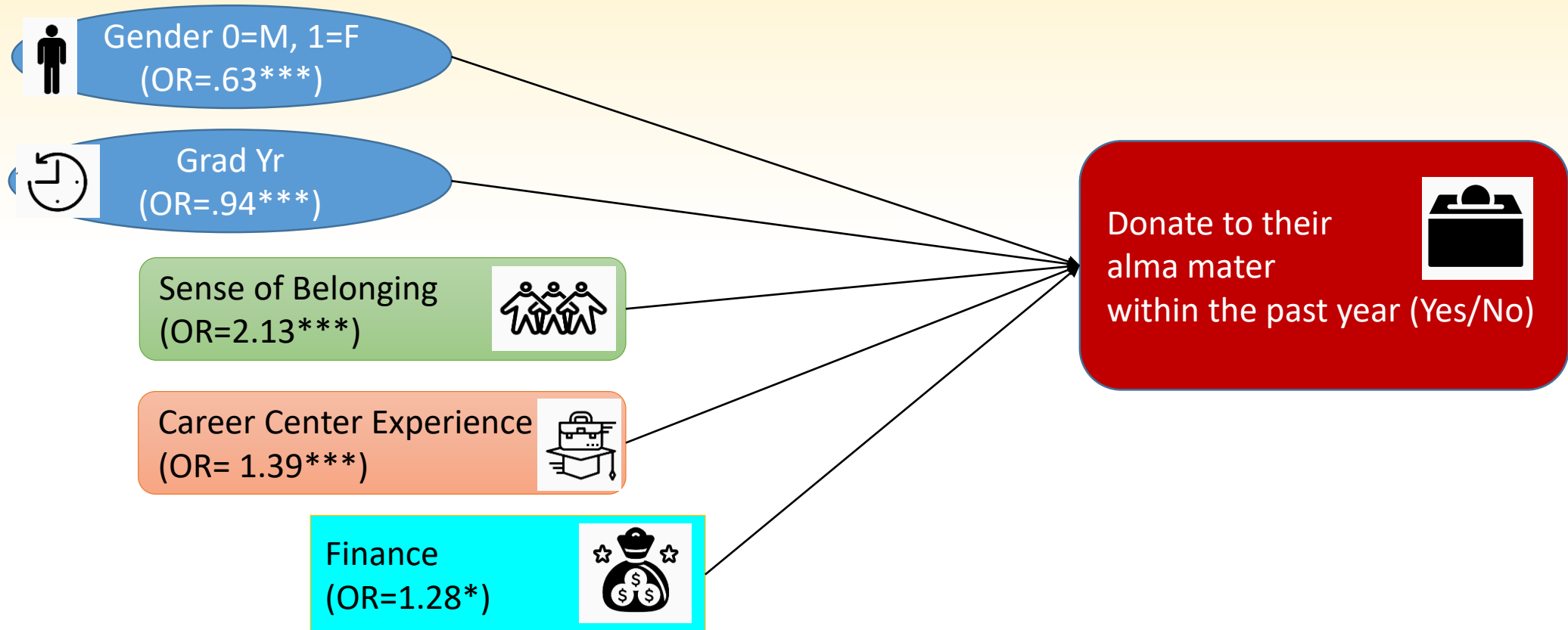
# Alumni Giving



Logistic regression was used to examine the degree to which personal characteristics, college experience, and outcomes collectively explained the variance in alumni giving (YES/NO).



# Alumni Who Are Male, Graduated Long Time Ago, & Had High Sense of Belonging, Better Career Center Experience, and Better Finance, Were More Likely to Donate to Their Alma Mater



# Discussions



Conclusions and Implications

Limitations and Future Research

# Better Students' Undergraduate Experiences, The Better Their Post-baccalaureate Outcomes

*Improve* students'  
College *experiences*  
to help alumni have  
better life after  
graduation !!

# Conclusions

- **Job Satisfaction**

: Job/Internship > Sense Belong > Early Graduation Year > Faculty Interaction > Social > 1<sup>st</sup> Gen

- **Life Satisfaction**

: Sense Belong > Career Ctr > Female > Faculty Interaction > Social

- **Finance**

: Early Graduation Year > Male > Job/Internship > Non-Pell > Non-Hispanic

- **Institutional Attachment**

: Sense Belong > Career Ctr > Job/Internship > Early Graduation Year > 1<sup>st</sup> Gen

- **Advanced Degree Pursuit**

: Early Graduation Year > Faculty Interaction > Career Ctr > Female > Non-1<sup>st</sup> Gen > Job/Internship

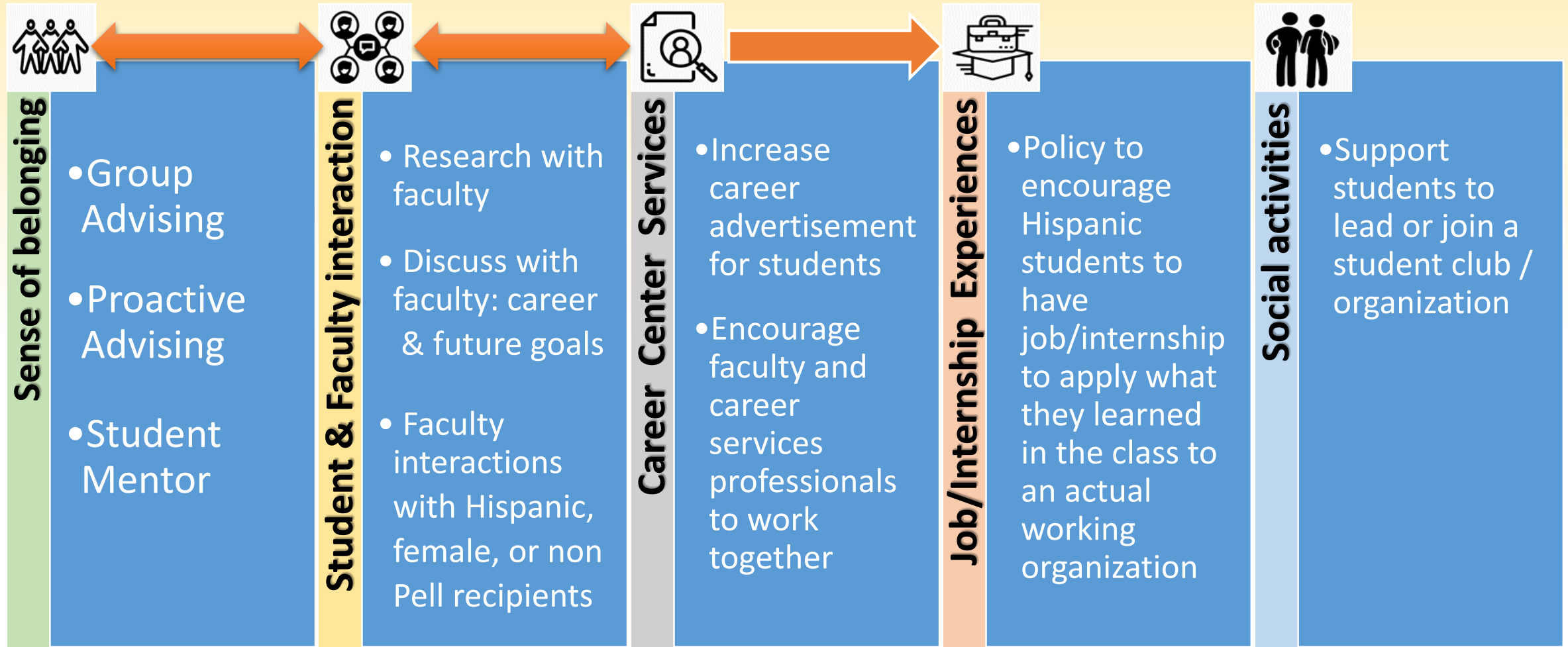
- **Time-to-degree**

: Female > Non-Hispanic > Non-Pell

- **Alumni Giving**

: Sense Belonging > Career Ctr > Male > Finance > Early Graduation Year

# Implications



# Limitations and Future Research

Response rate (21%) and respondent bias

- Can still enhance generalizability of these findings to other Hispanic-Serving institutions

Secondary data analysis could be limited to generate only certain factors by existing items

- Ex. Career center experiences
- Add a measure of academic performance and more items related to our unreliable constructs to make our model a better fit

Nature of self-reported data-validation problem

- Ex. Financial Data
- Consider using qualitative data (interviews), which may provide a richer, more in-depth perspective of the findings

This study is exploratory in nature

- Future research should attempt to replicate these findings in a wider variety of institutional settings

# Audience Q & A



# Thank you

Please remember to submit your evaluation for this session.





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# Contact Us

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