The Influence of Undergraduate Experiences on Post-Baccalaureate Outcomes

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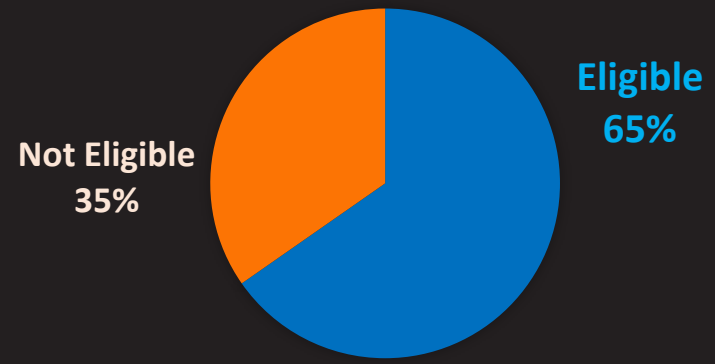
AIR Conference
May 29th 2019

CAL STATE LA
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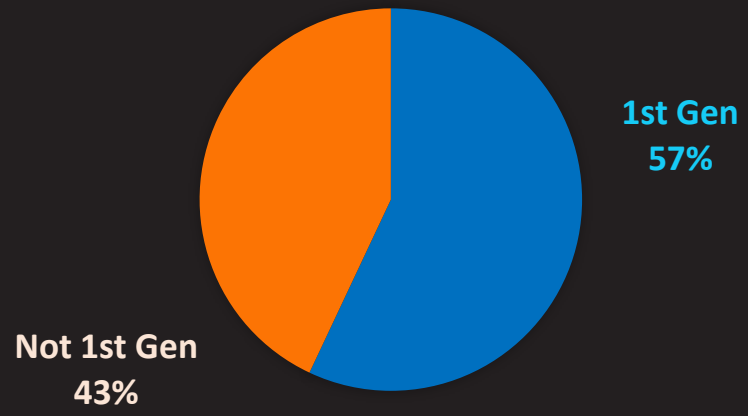
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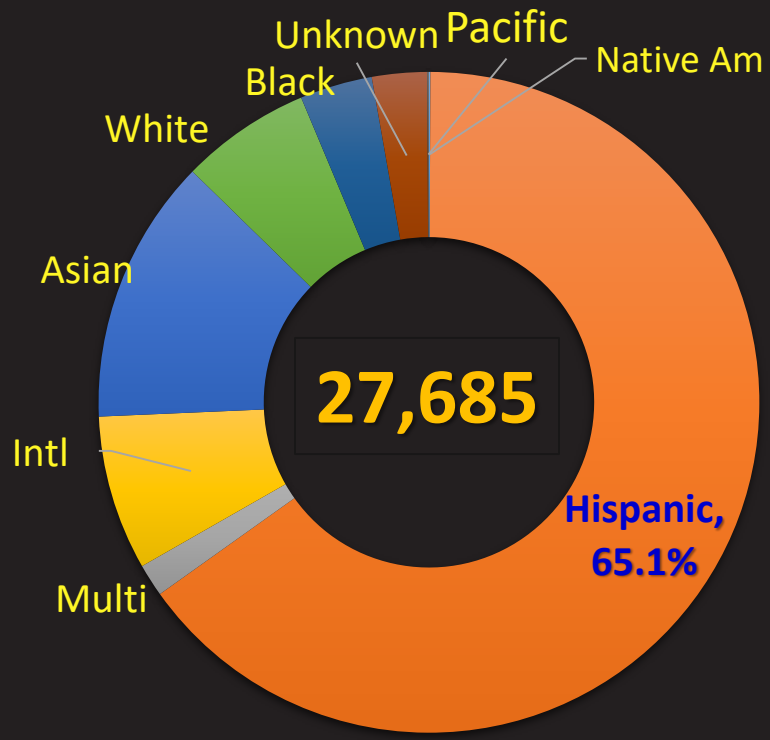
PELL ELIGIBILITY



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.

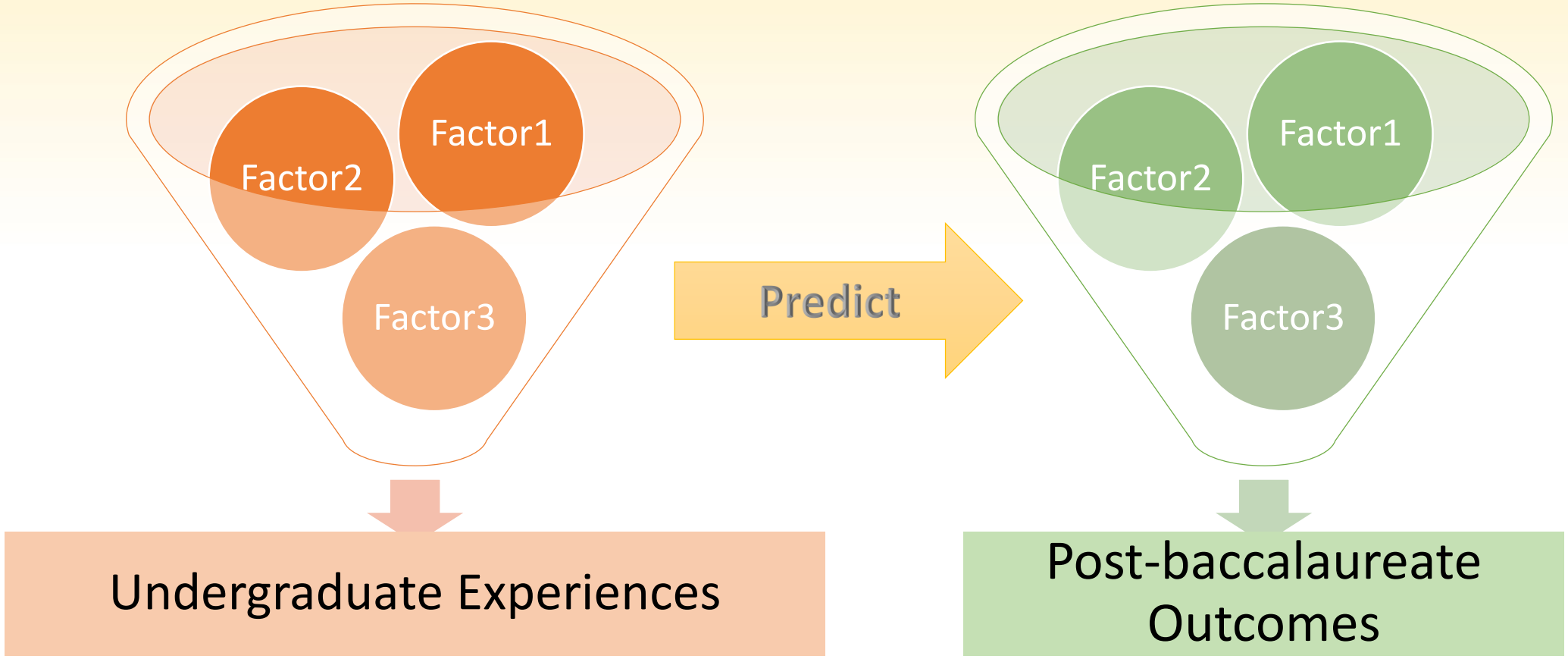
Alumni surveys examine how individuals‘ experiences in college (e.g., *Sense of belonging)* reflect on outcomes of post-graduate experience (e.g., Job success and satisfaction)

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

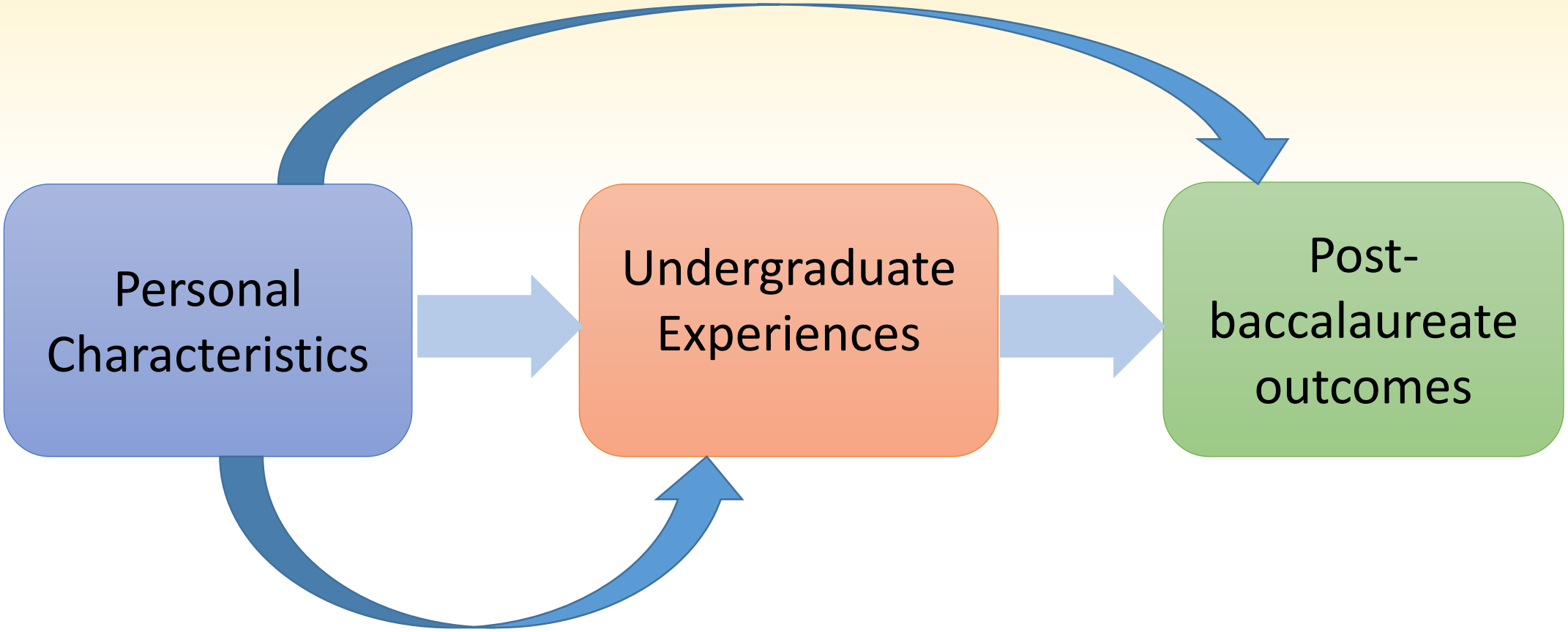
College experience can be accounted for a school involvement and even different **characteristics** found within ones' academic department.

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

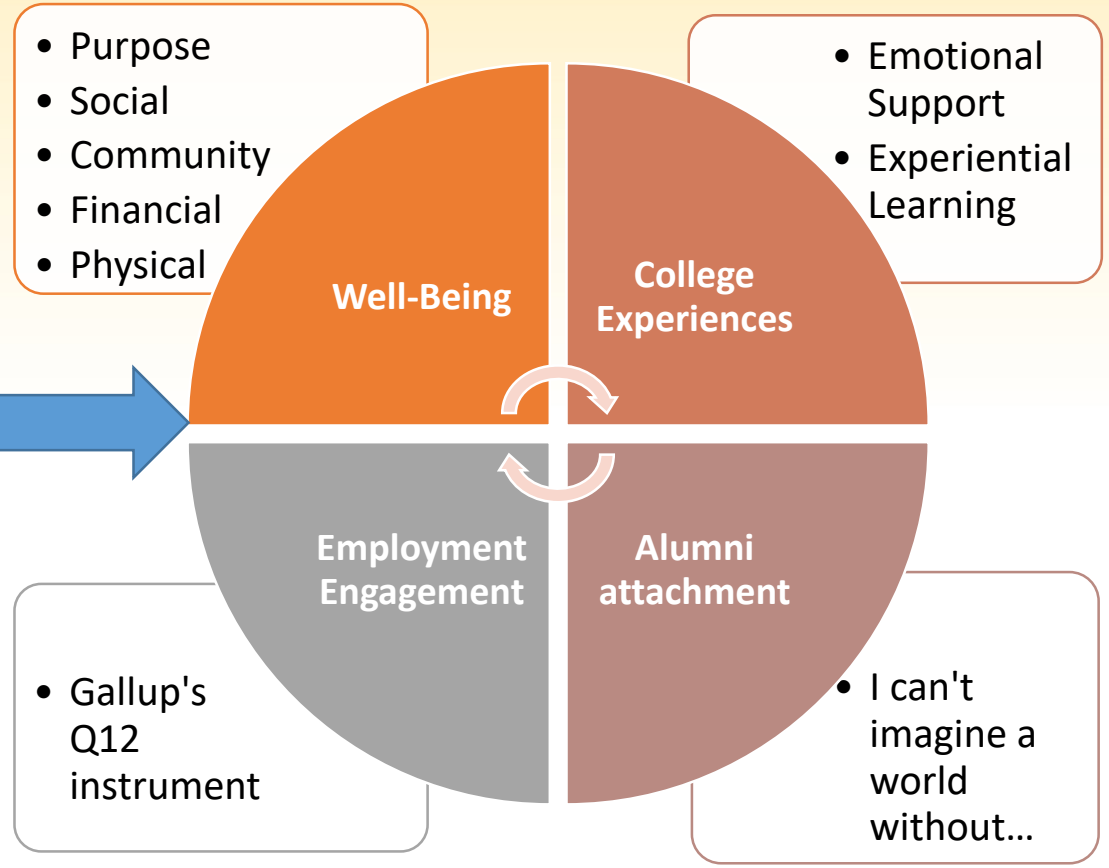
Materials

Participants (N=1914) and Procedures

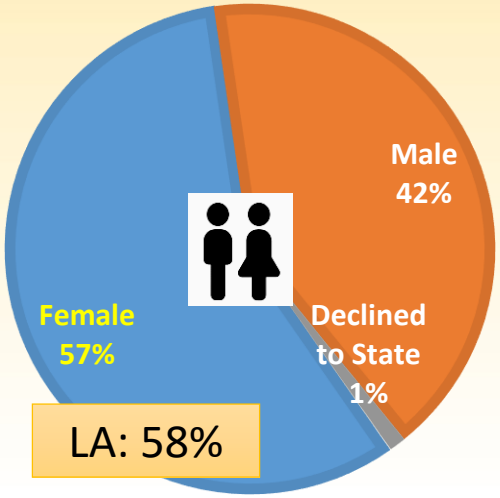
Sample
- Cal State LA undergraduate Alumni
- Graduated from 2000-2017
- Demographics match our institution

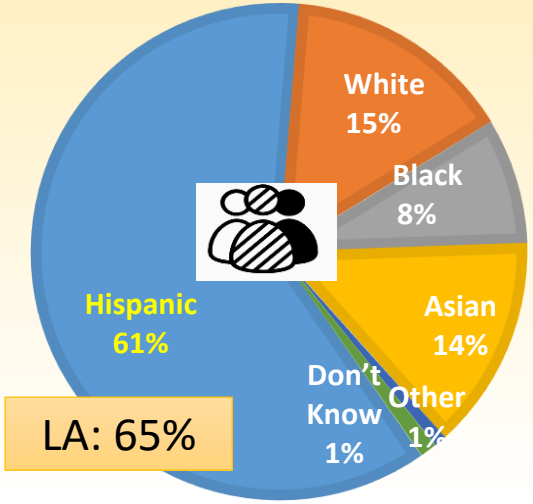
Measures
- **Gallup-Purdue Index Survey**
- Developed by both Gallup and *Excelencia* in Education

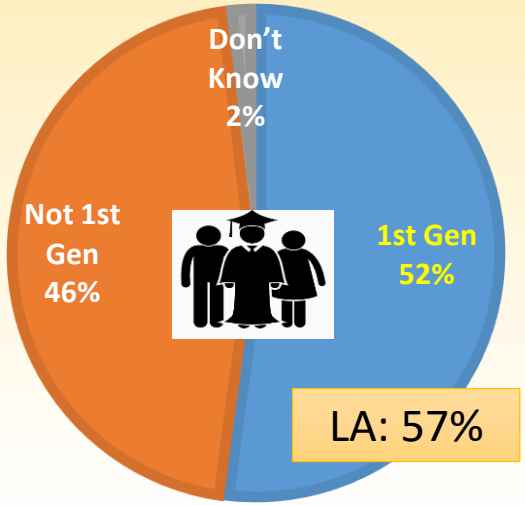
Collect
- Feb 12, 2018 - Mar 13, 2018
- Out of 9,210 email invites, responses are **1914**, the response rate: 21%

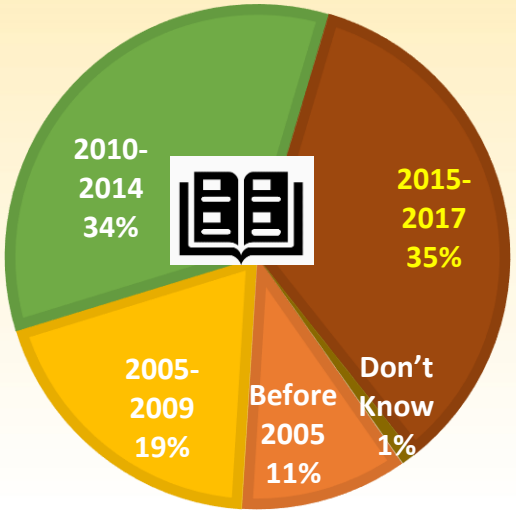


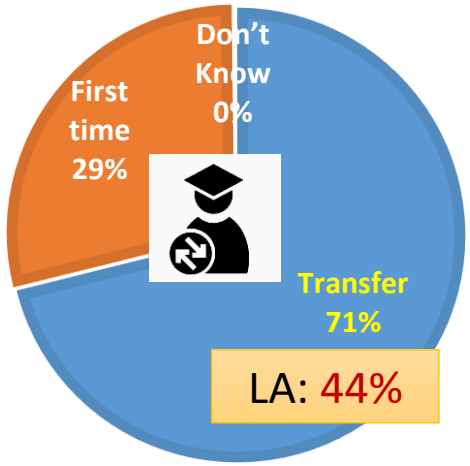
Participant Demographics (N=1914)

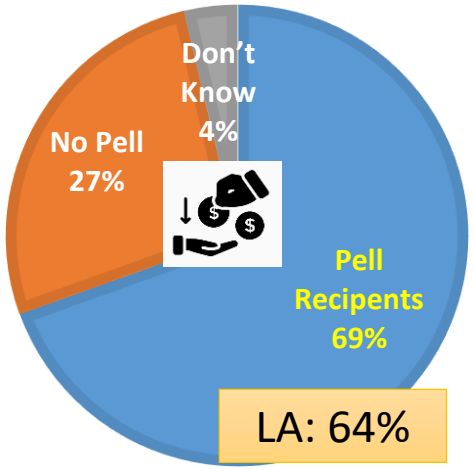


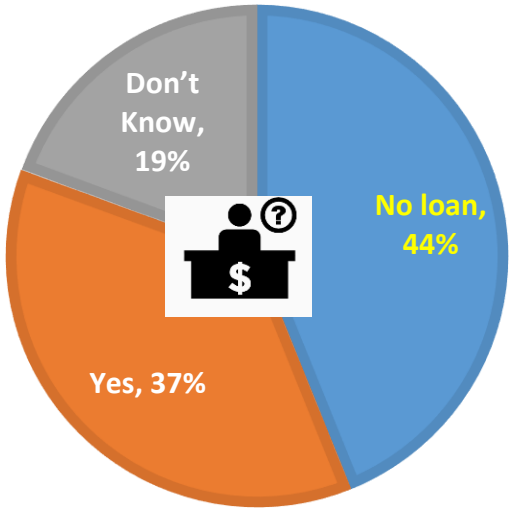




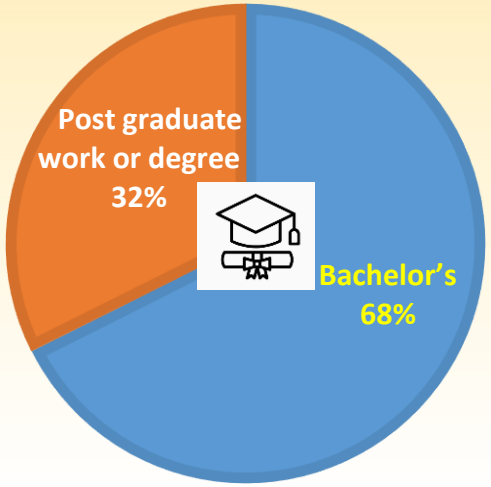


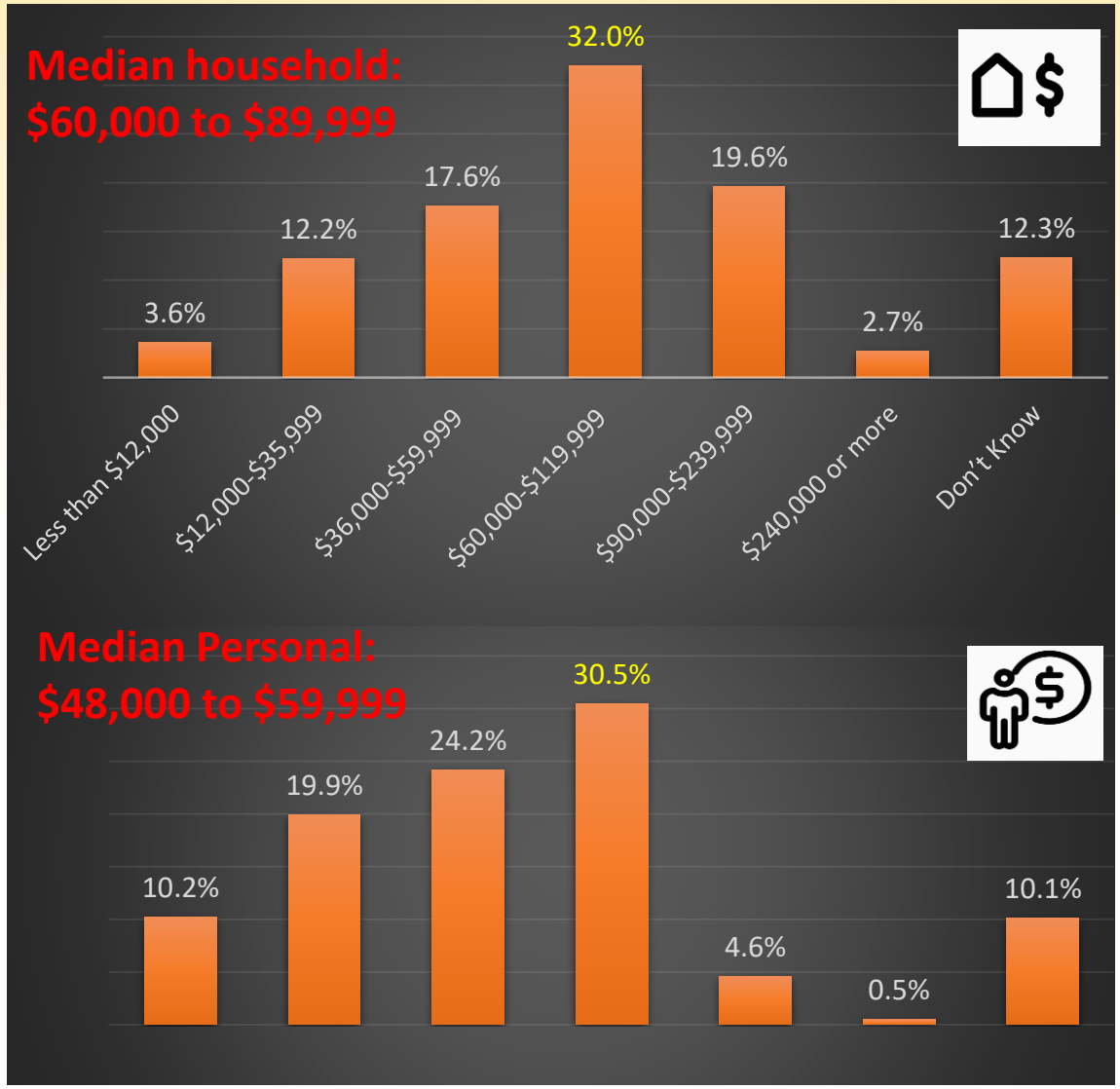


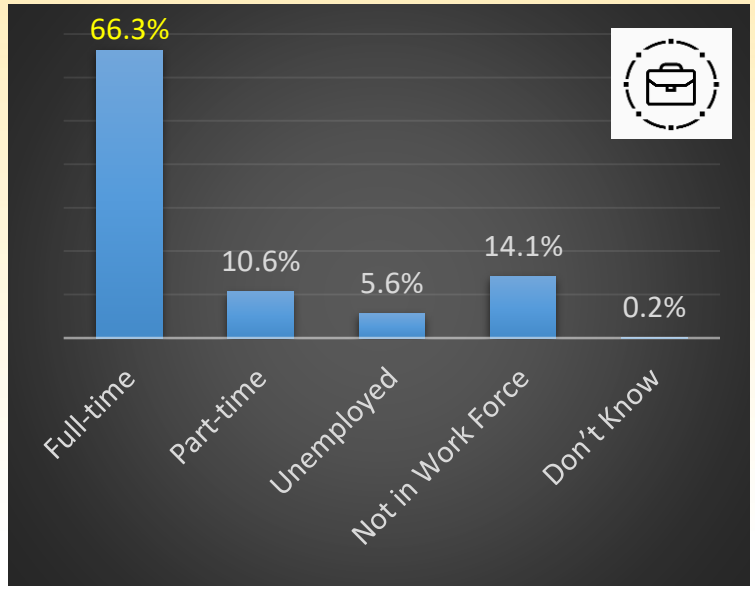


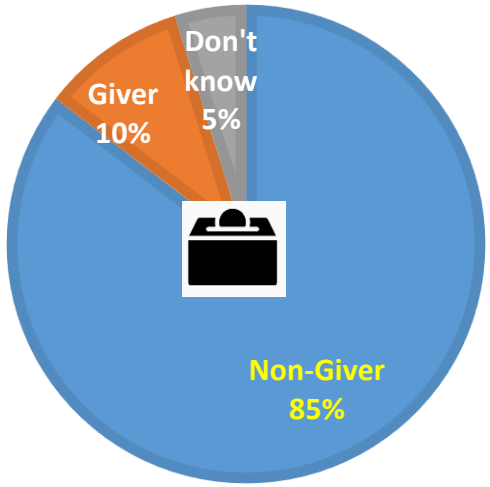


Participant Responses (N=1914)











Results



Data Analysis Procedures

Factor Analysis

Regression Analysis (Path Model)

Data Analysis Procedures



Data Cleaning

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

Principal Component Analysis

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

Test Model's Goodness-of-fit

- Maximum likelihood estimation
- Model Evaluation Criteria
  - χ^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

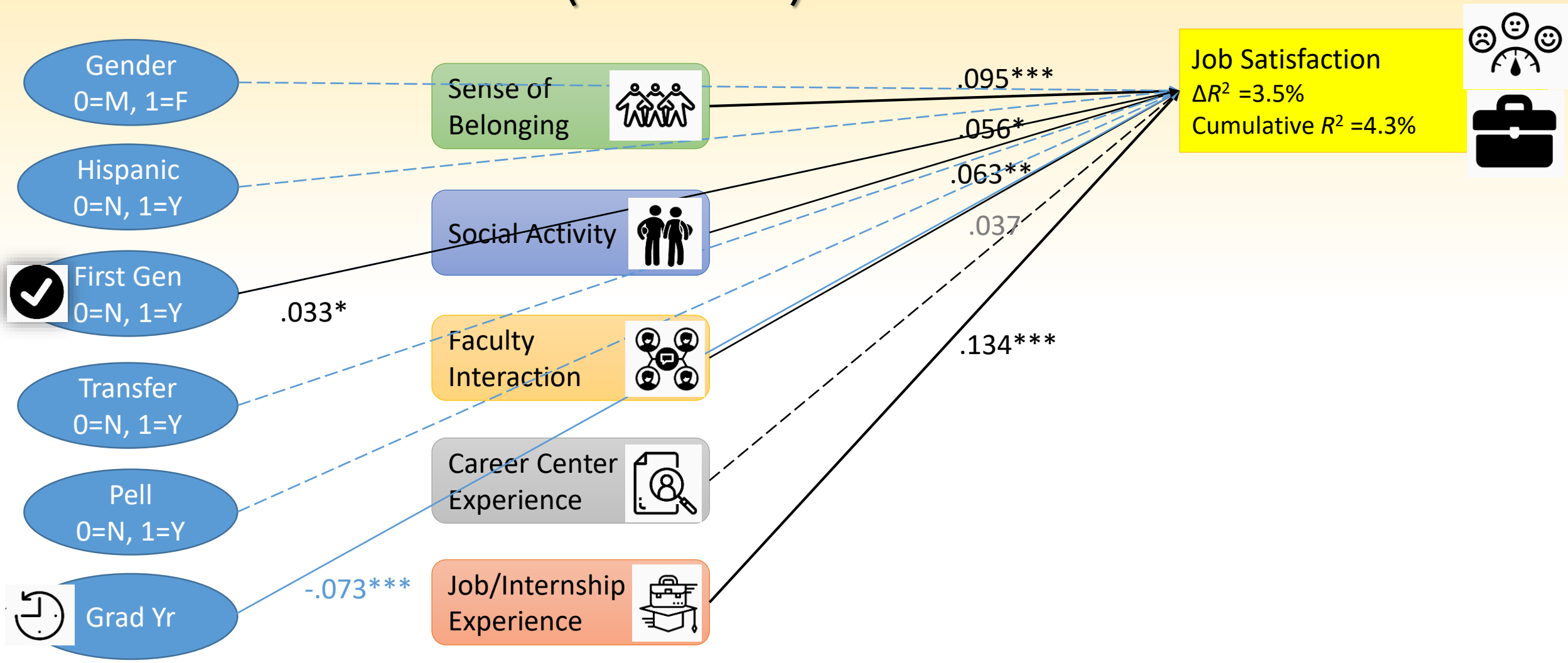
Factor Loadings for Principal Component Analysis on **Post-Baccalaureate Outcomes** Variables (60%)

Question Items	Job Satisfaction	Life Satisfaction	Finance	Institu 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

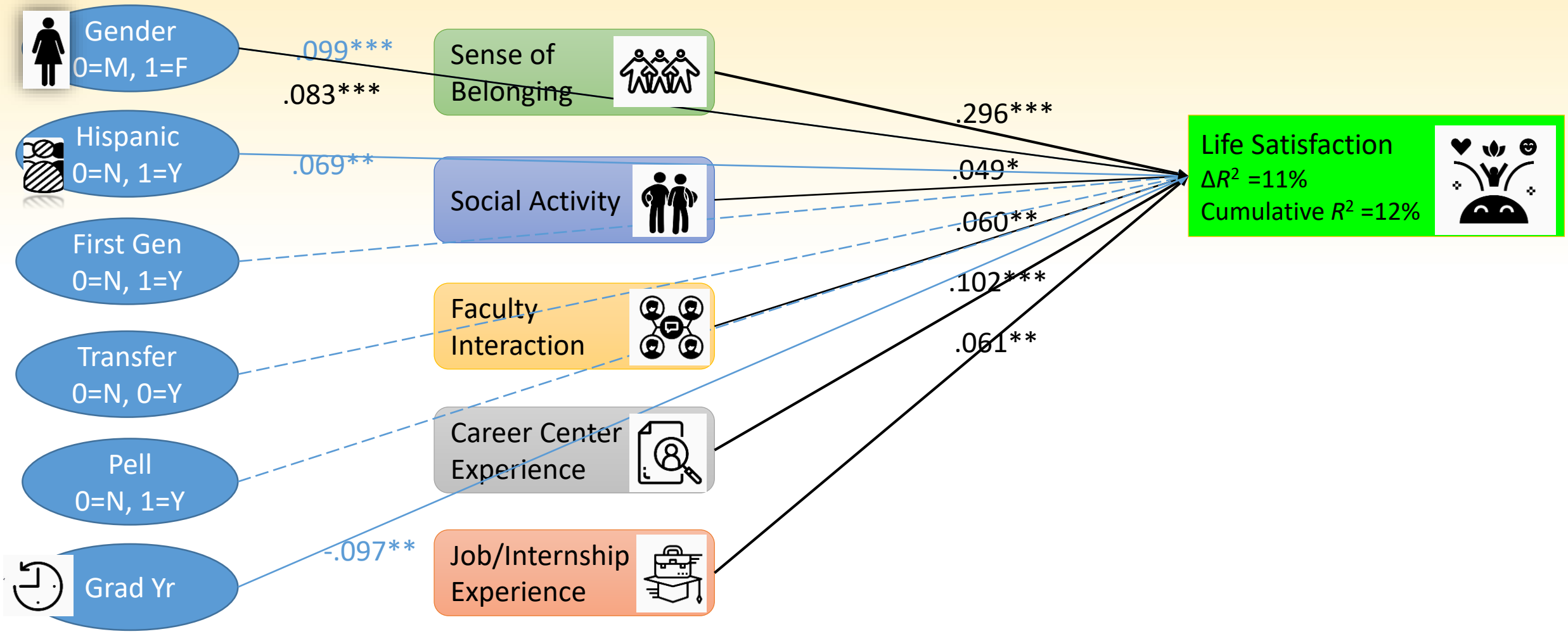
Regression Analysis (Path Model)

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

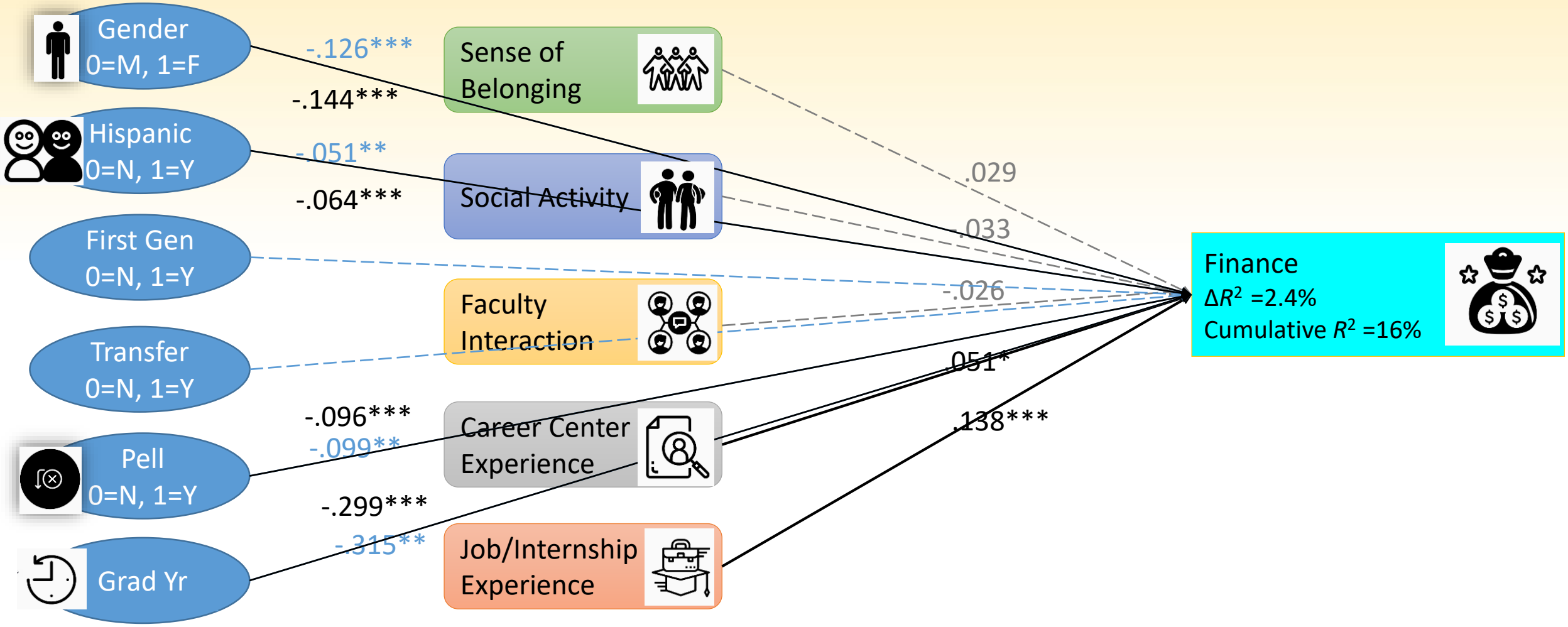
Undergraduate Experiences Predict **Job Satisfaction** (N=1749)



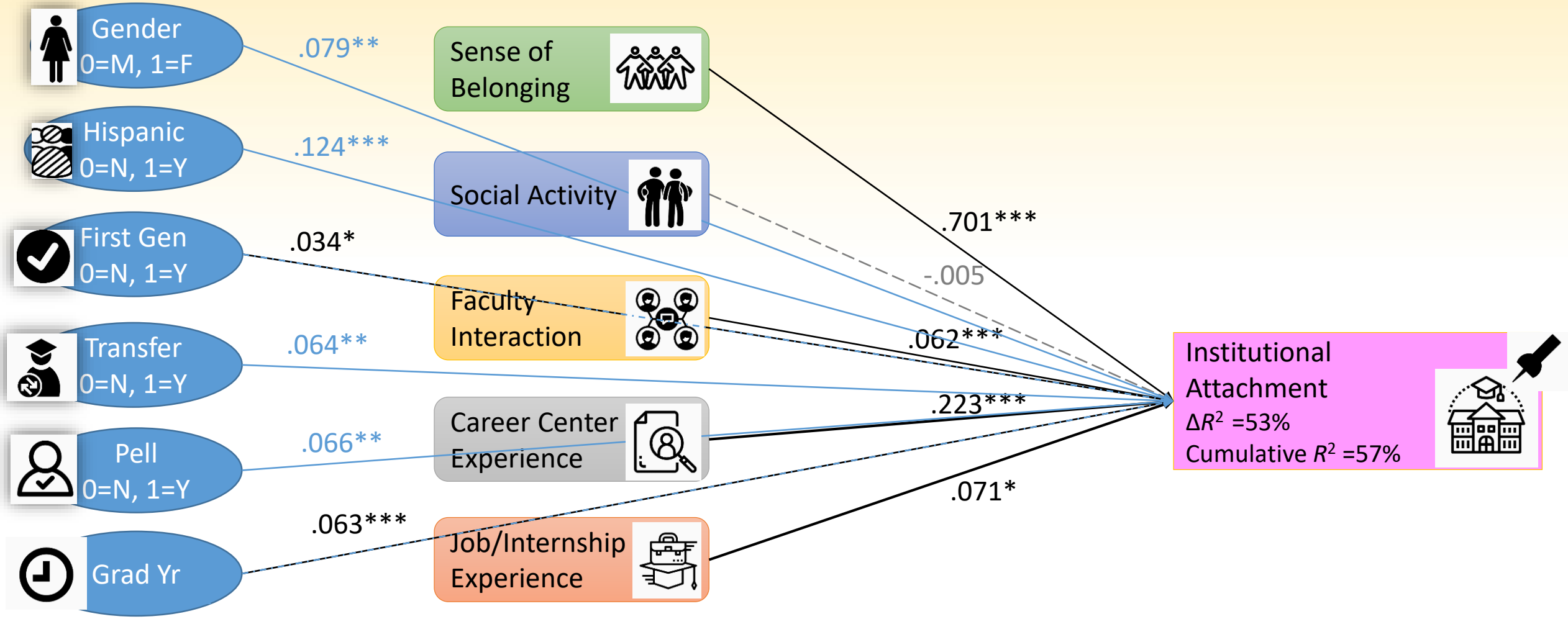
Undergraduate Experiences Predict **Life Satisfaction** (N=1749)



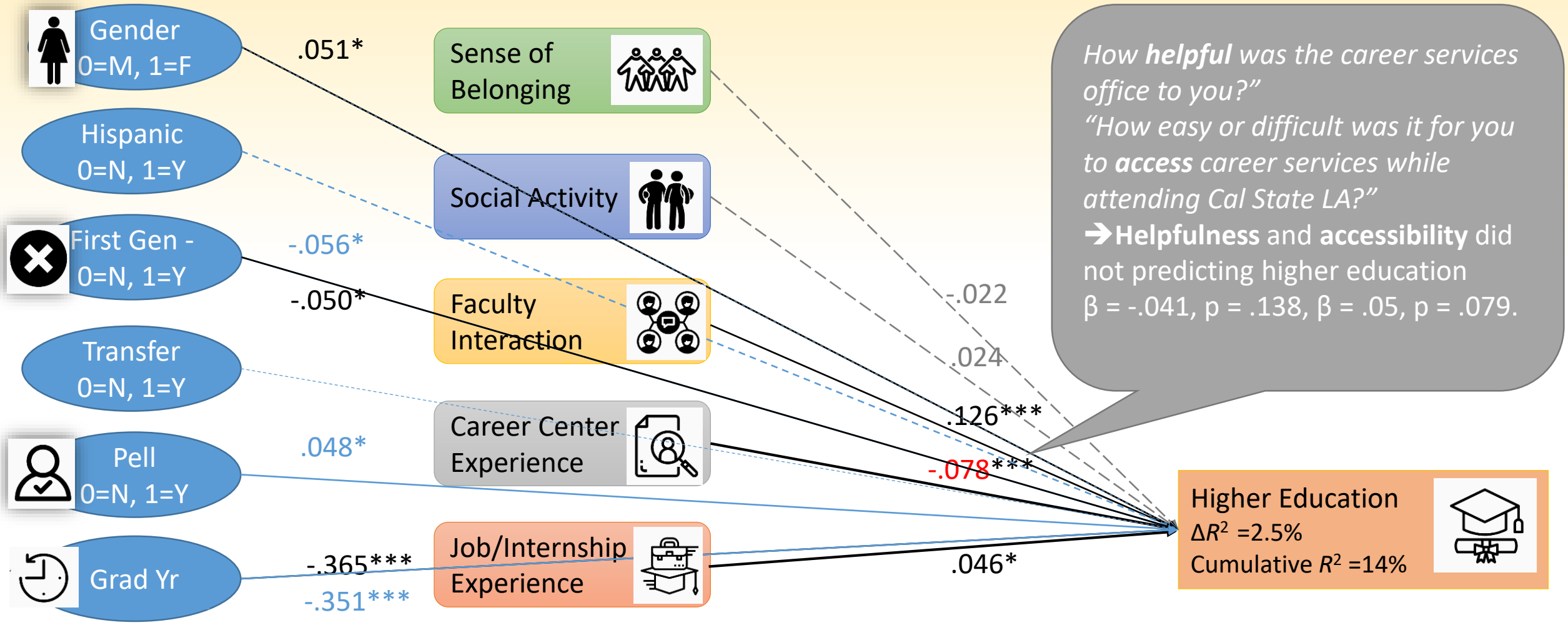
Undergraduate Experiences Predict **Finance** (N=1749)



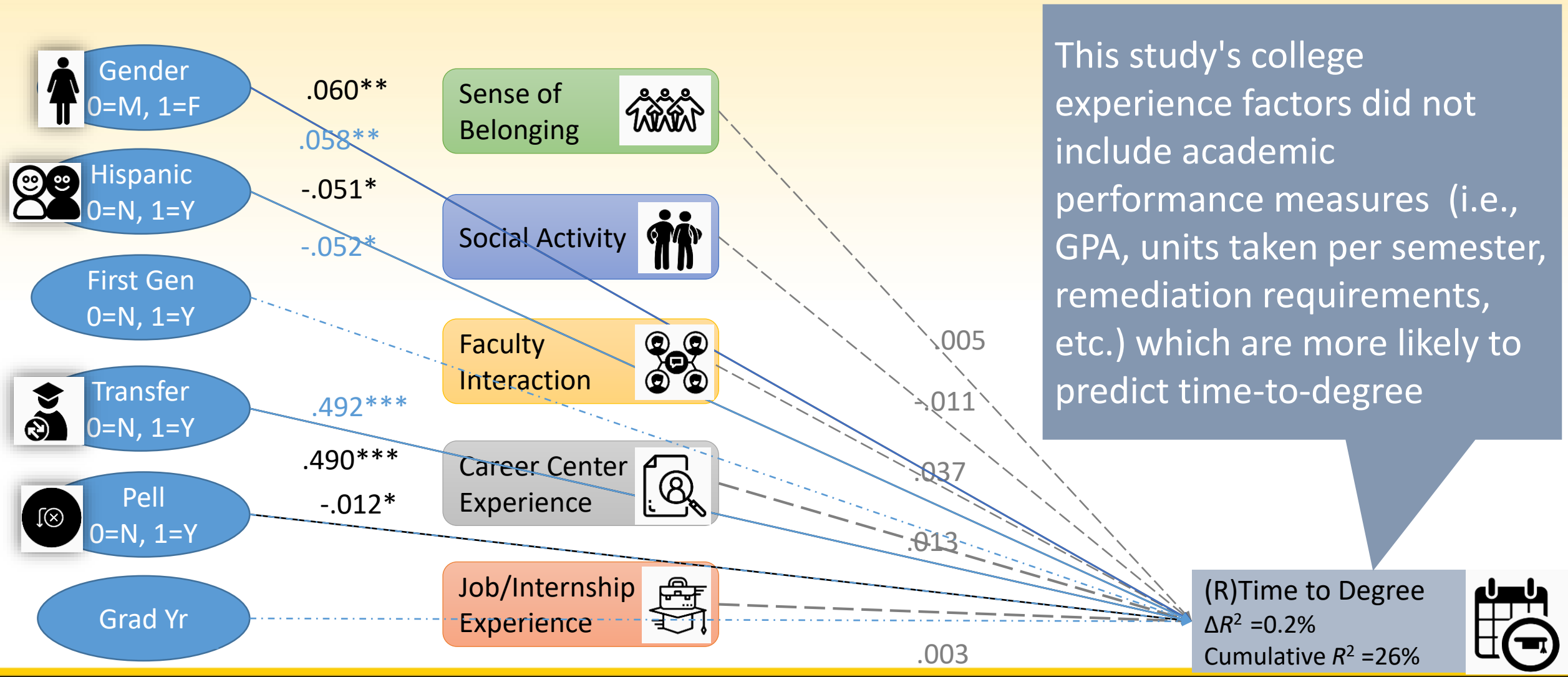
Undergraduate Experiences Predict **Institutional Attachment** (N=1749)



Undergraduate Experiences Predict **Higher Education** (N=1749)



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

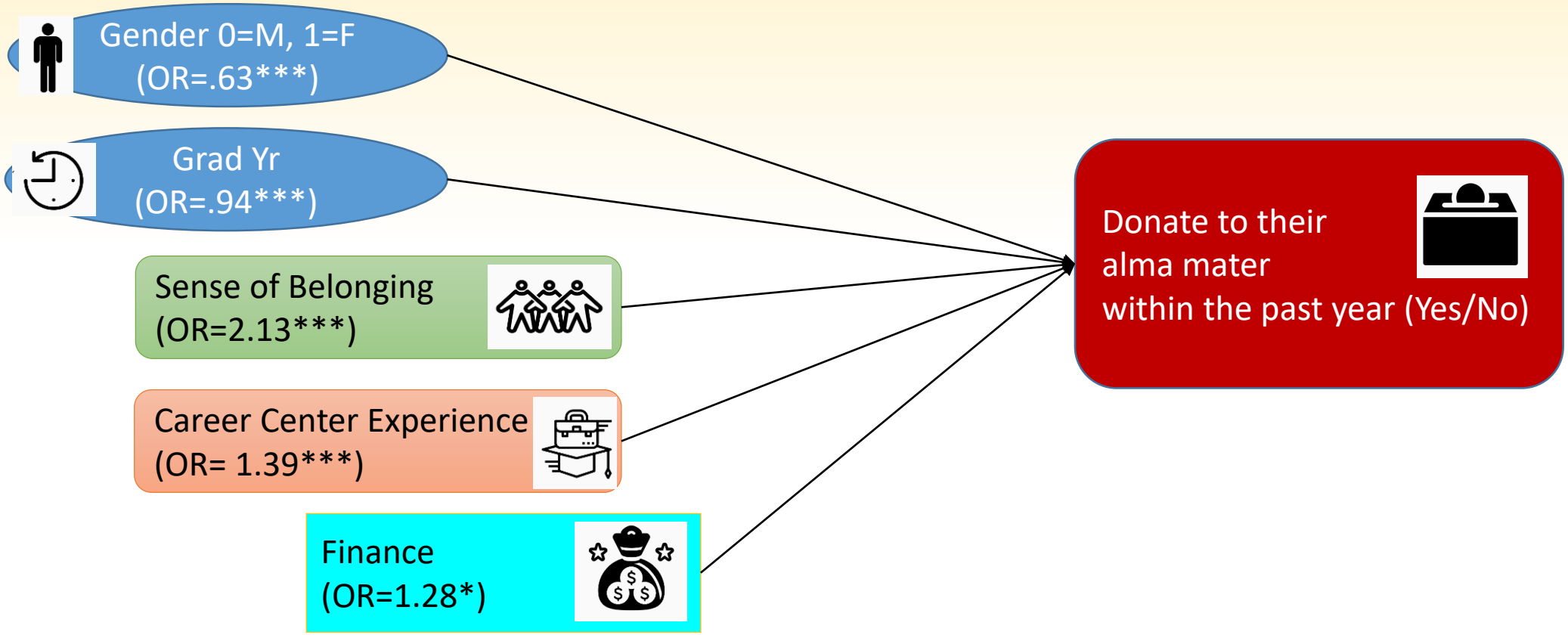


This study's college experience factors did not include academic performance measures (i.e., GPA, units taken per semester, remediation requirements, etc.) which are more likely to predict time-to-degree

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



Conclusions

- **Job Satisfaction**

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

- **Advanced Degree Pursuit**

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

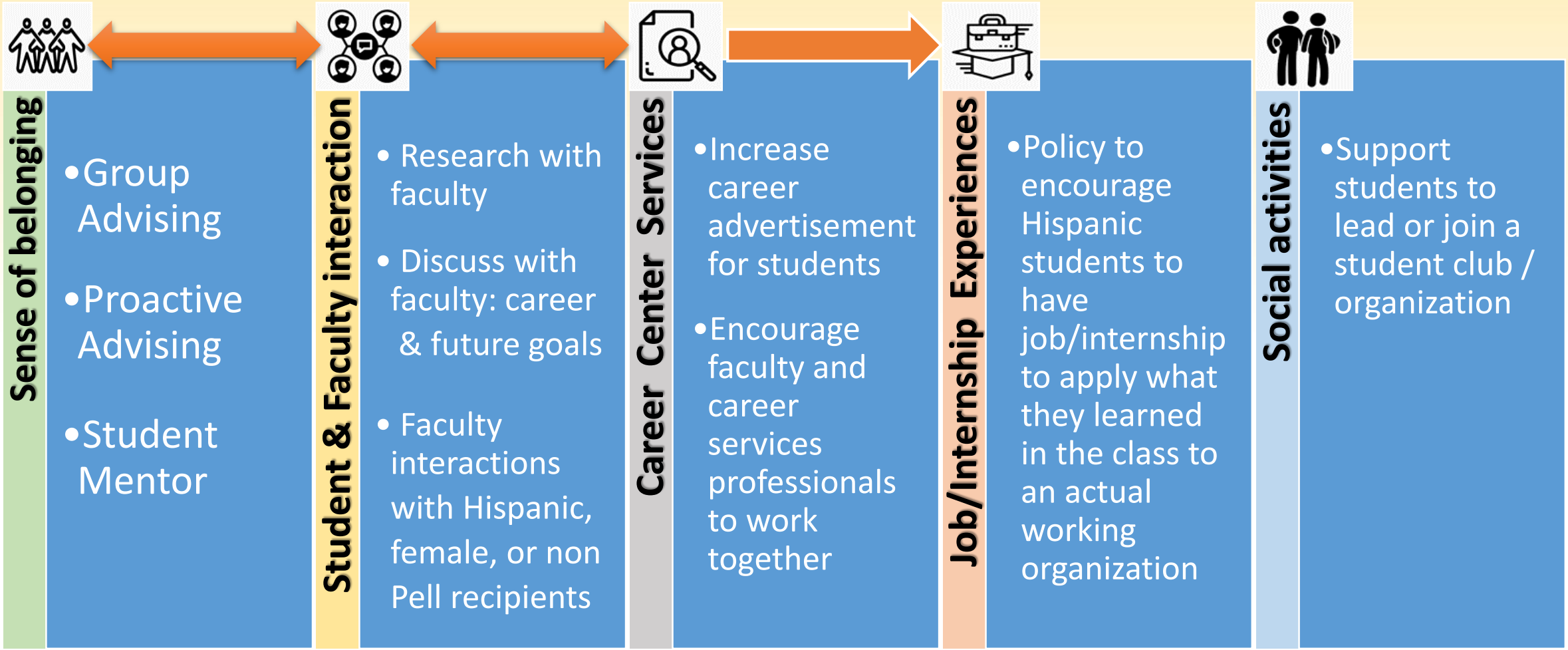
- **Time-to-degree**

  : 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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