

Based on your feedback, Dr. Ramirez, I have decided to pursue the third question I posed, which is as follows:

How many CSUS students plan on (once graduated and looking for a location to settle down in) :

A) remaining in Sacramento

B) Remaining in California("No" answers would be asked, to what state are you moving?)

C) Remaining in the United States

D) Moving abroad(and if so, where?)

I plan on asking students two additional questions:

Firstly, their major (they can just tell me the specific major which I will record). I then plan to divide up these majors into more basic categories [based on the answers given-- for instance, if I get a lot of specific majors like government I would make each specific major it's own category. On the other hand if I have lots of students coming from many various majors (art, music, business, chemistry, ect...) then I would break the majors up into their core components (arts, business, science, ect..)].

Secondly, if they were born in California. A simple Yes/No answer is all that is needed.

From these questions I will hope to find some correlation between a student's major and where a student plans on living. To reduce effect of unknown or unaccounted for variables, I thought of asking the students had been born outside California, as that may (or may not) be a contributing factor to why a student would move to another state or country.

Comment [CAR1]: Association, not correlation

As for getting a sample, I am not one-hundred percent sure the best way to get a good random sample of students at Sacramento State, and how to reduce bias in the most ways possible. Either passing the questionnaire's out in classes, or just approaching random students. A sample size of 40-50 randomly-selected students should suffice to yield reliable and accurate data. From that point on I am planning on analyzing: A) how many students plan to stay in Sacramento, California, US or move outside the US. B) If there is a strong correlation between a students major and where they plan on living once they graduate and perhaps C) if where they were born does in fact influence where they will live (though it will be hard to establish a casual relationship between these two variables). Students gender, grade (freshman, sophomore, jr. senior), and age will also be recorded. If any major trends are seen based on these categories they will also be noted.