Claremont McKenna College
College Senior Survey
2015 Results

Graduating Seniors

Claremont McKenna College
N=166

Nonsectarian 4yr Colleges
N=5,430

Higher Education Research Institute, University of California at Los Angeles
Results from the College Senior Survey (CSS) connect academic, civic, and diversity outcomes with college experiences to examine the institutional impact of:

- Academic outcomes and experiences
- Co-curricular outcomes and experiences
- Diversity
- Future plans
- Satisfaction
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A Note about CIRP Constructs

We use the CIRP constructs throughout this PowerPoint to help summarize important information about your students from the CSS.

**Constructs**

Constructs statistically aggregate questions from CIRP surveys that tap into key features of the college experience. These student traits and institutional practices contribute to learning and development in college.

**Longitudinal Constructs**

Constructs that are included in the CIRP TFS and CSS that measure change in your student population over time.
Demographics

Sex

- Male: 50.6%
- Female: 49.4%

Race/Ethnicity

- African American/Black: 1.4%
- American Indian/Alaska Native: 0.0%
- Asian/Native Hawaiian/Pacific Islander: 13.6%
- Latino: 7.1%
- White/Caucasian: 65.7%
- Other Race/Ethnicity: 1.4%
- Two or More Races/Ethnicities: 10.7%
Demographics

Primary Major (Aggregated)

- Agriculture: Men 0.0%, Women 0.0%
- Biological Science: Men 14.1%, Women 23.8%
- Business: Men 0.0%, Women 5.0%
- Education: Men 0.0%, Women 0.0%
- Engineering: Men 0.0%, Women 1.3%
- English: Men 1.3%, Women 1.3%
- Fine Arts: Men 0.0%, Women 0.0%
- History or Political Science: Men 33.3%, Women 31.3%
- Humanities: Men 12.8%, Women 13.8%
- Mathematics or Statistics: Men 1.3%, Women 0.0%
- Physical Science: Men 5.1%, Women 2.5%
- Social Science: Men 29.5%, Women 18.8%
- Other: Men 2.6%, Women 2.6%

CIRP
2015 College Senior Survey
Demographics

Overall GPA

- A or A+: 16.4% (Your Institution), 18.9% (Comparison Group)
- A-: 35.6% (Your Institution), 26.6% (Comparison Group)
- B+: 26.7% (Your Institution), 24.6% (Comparison Group)
- B: 18.5% (Your Institution), 18.4% (Comparison Group)
- B-: 2.1% (Your Institution), 6.4% (Comparison Group)
- C+: 0.7% (Your Institution), 3.9% (Comparison Group)
- C: 0.1% (Your Institution), 1.1% (Comparison Group)
- D: 0.0% (Your Institution), 0.0% (Comparison Group)
Demographics

Finances

Borrowed money to help pay for college

- **Your Institution**: 21.1%
- **Comparison Group**: 49.5%

Median Amount Borrowed

- **Your Institution**: $7,500.00
- **Comparison Group**: $26,000.00
Sources of Funding for College Expenses

- **Family resources**: 84.8% (Comparison Group), 97.8% (Your Institution)
- **Personal resources**: 63.8% (Comparison Group), 56.1% (Your Institution)
- **Aid not to be repaid**: 77.6% (Comparison Group), 47.3% (Your Institution)
- **Aid to be repaid**: 62.6% (Comparison Group), 26.8% (Your Institution)
- **Other sources**: 18.2% (Comparison Group), 7.2% (Your Institution)
Academic Outcomes and Experiences

Students develop skills, knowledge, and abilities through their experiences both in and out of the classroom.
Habits of Mind is a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.

### Construct Items

- Support your opinions with a logical argument
- Seek solutions to problems and explain them to others
- Seek alternative solutions to a problem
- Evaluate the quality or reliability of information you received
- Ask questions in class
- Take a risk because you felt you had more to gain
- Seek feedback on your academic work
- Explore topics on your own, even though it was not required for a class
- Revise your papers to improve your writing
- Look up scientific research articles and resources
- Accept mistakes as part of the learning process

### Results

<table>
<thead>
<tr>
<th>TFS</th>
<th>CSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>56.2</td>
<td>61.2</td>
</tr>
<tr>
<td>52.5</td>
<td>57.4</td>
</tr>
</tbody>
</table>
Pluralistic Orientation is a unified measure of skills and dispositions appropriate for living and working in a diverse society.

**Construct Items**
- Tolerance of others with different beliefs
- Ability to work cooperatively with diverse people
- Openness to having my own views challenged
- Ability to see the world from someone else's perspective
- Ability to discuss and negotiate controversial issues

<table>
<thead>
<tr>
<th>Graduating Seniors</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.3</td>
<td>56.5</td>
<td>54.0</td>
</tr>
<tr>
<td>52.4</td>
<td>52.7</td>
<td>52.2</td>
</tr>
</tbody>
</table>

**Graduating Seniors Men Women**

- Your Institution
- Comparison Group
Academic Self-Concept

Self-awareness and confidence in academic environments help students learn by encouraging their intellectual inquiry. *Academic Self-Concept* is a unified measure of students’ beliefs about their abilities and confidence in academic environments.

### Construct Items

- Self-rated academic ability
- Self-rated self-confidence (intellectual)
- Self-rated drive to achieve
- Self-rated mathematical ability

<table>
<thead>
<tr>
<th></th>
<th>TFS</th>
<th>CSS</th>
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</thead>
<tbody>
<tr>
<td>Your Institution</td>
<td>56.4</td>
<td>54.8</td>
</tr>
<tr>
<td>Comparison Group</td>
<td>50.3</td>
<td>50.5</td>
</tr>
</tbody>
</table>
Faculty Interaction

*Faculty Interaction: Mentorship* measures the extent to which students and faculty have mentoring relationships that foster both academic and personal support and guidance.

### Construct Items

- Help in achieving your professional goals
- Advice and guidance about your educational program
- Emotional support and encouragement
- Feedback on your academic work (outside of grades)
- An opportunity to discuss coursework outside of class
- Encouragement to pursue graduate/professional study
- Help to improve your study skills
- A letter of recommendation
- An opportunity to work on a research project
Guidance from Faculty

“How often have professors at your college provided you with…”

Advice and guidance about your educational program:
- Your Institution: 57.4% Frequently, 36.2% Occasionally
- Comparison Group: 49.2% Frequently, 44.9% Occasionally

Emotional support and encouragement:
- Your Institution: 44.7% Frequently, 44.7% Occasionally
- Comparison Group: 41.0% Frequently, 46.5% Occasionally

Feedback on your academic work (outside of grades):
- Your Institution: 51.8% Frequently, 44.7% Occasionally
- Comparison Group: 50.1% Frequently, 42.1% Occasionally
Faculty interactions in the classroom can foster students’ academic development. These items measure the extent to which students’ view of faculty actions in class reflects concern for their academic success.

- Felt that faculty provided me with feedback that helped me assess my progress in class
  - **Your Institution**: 52.7% (Frequently), 47.7% (Occasionally)
  - **Comparison Group**: 44.7% (Frequently), 47.7% (Occasionally)

- Felt that my contributions were valued in class
  - **Your Institution**: 63.9% (Frequently), 32.6% (Occasionally)
  - **Comparison Group**: 51.4% (Frequently), 43.4% (Occasionally)

- Felt that faculty encouraged me to ask questions and participate in discussions
  - **Your Institution**: 71.0% (Frequently), 26.2% (Occasionally)
  - **Comparison Group**: 64.0% (Frequently), 31.7% (Occasionally)

2015 College Senior Survey
General Interpersonal Validation

These items measure the extent to which students believe faculty and staff provide attention to their development.

- At least one faculty member has taken an interest in my development
- At least one staff member has taken an interest in my development
- Faculty believe in my potential to succeed academically
- Staff recognize my achievements
- Faculty empower me to learn here
- Staff encouraged me to get involved in campus activities

**Your Institution**
- Strongly Agree
- Agree
- Strongly Agree

**Comparison Group**
- Strongly Agree
- Agree

2015 College Senior Survey
Academic Outcomes

These items illustrate the extent to which students agree that this institution has contributed to their academic skills and abilities.

Knowledge of a particular field or discipline
- Your Institution: 40.9% (Strongly Agree), 53.4% (Agree)
- Comparison Group: 44.2% (Strongly Agree), 47.5% (Agree)

Critical thinking skills
- Your Institution: 23.4% (Strongly Agree), 76.0% (Agree)
- Comparison Group: 31.3% (Strongly Agree), 67.5% (Agree)

Problem-solving skills
- Your Institution: 25.5% (Strongly Agree), 71.9% (Agree)
- Comparison Group: 37.6% (Strongly Agree), 59.8% (Agree)

2015 College Senior Survey
Academic Enhancement Experiences

Opportunities to apply learning inside and outside the classroom augment students’ academic involvement, allowing them to make meaningful intellectual connections and communicate their knowledge to others.

- Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam) 96.9%
- Participated in an undergraduate research program 52.9%
- Participated in an internship program 92.5%
- Comparison Group 77.4% 29.6% 68.2%

Your Institution | Comparison Group
Active and Collaborative Learning

These items illustrate the extent to which students have deepened their knowledge of course material through interaction with faculty and other students.

- Integrate skills and knowledge from different sources and experiences:
  - Your Institution: 89.2% Frequently, 10.8% Occasionally
  - Comparison Group: 81.1% Frequently, 18.4% Occasionally

- Tutored another college student:
  - Your Institution: 15.7% Frequently, 41.0% Occasionally
  - Comparison Group: 16.2% Frequently, 35.7% Occasionally

- Performed community service as part of a class:
  - Your Institution: 9.0% Frequently, 21.1% Occasionally
  - Comparison Group: 12.6% Frequently, 39.5% Occasionally

2015 College Senior Survey
Active and Collaborative Learning

These items illustrate the extent to which students have furthered their knowledge of course material through interaction with faculty and other students.

- Discussed course content with students outside of class: 77.7% (Frequently) vs. 22.3% (Occasionally)
- Worked with classmates on group projects during class: 36.1% (Frequently) vs. 57.2% (Occasionally)
- Studied with other students: 42.7% (Frequently) vs. 49.8% (Occasionally)

2015 College Senior Survey
Written and Oral Communication

Effective communication skills are essential prerequisites for success in today's world, both personally and professionally.

- **Took a class that required one or more 10+ page papers**
  - Your Institution: 64.5% Frequently, 32.5% Occasionally
  - Comparison Group: 44.9% Frequently, 45.9% Occasionally

- **Took a class that required multiple short papers**
  - Your Institution: 77.1% Frequently, 22.9% Occasionally
  - Comparison Group: 75.0% Frequently, 24.0% Occasionally

- **Made a presentation in class**
  - Your Institution: 74.1% Frequently, 25.9% Occasionally
  - Comparison Group: 72.1% Frequently, 27.3% Occasionally

2015 College Senior Survey
Effective communication skills are essential prerequisites for success in today's world, both personally and professionally.

Your Institution
- Public speaking ability: 43.7%, Highest 10%: 26.7%
- Writing ability: 36.5%, Highest 10%: 30.1%

Comparison Group
- Public speaking ability: 48.1%, Highest 10%: 30.1%
- Writing ability: 44.5%, Highest 10%: 20.2%
Co-Curricular Outcomes and Experiences

Co-curricular experiences provide opportunities for students to grow intellectually, interpersonally, and emotionally.
Social Agency

Activities and beliefs equip and empower students to create a world that is equitable, just, democratic, and sustainable. Social Agency measures the extent to which students value political and social involvement as a personal goal.

Construct Items

- Participating in a community action program
- Helping to promote racial understanding
- Becoming a community leader
- Keeping up to date with political affairs
- Influencing social values
- Helping others who are in difficulty

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<thead>
<tr>
<th></th>
<th>TFS</th>
<th>CSS</th>
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</thead>
<tbody>
<tr>
<td>Your Institution</td>
<td>54.0</td>
<td>56.6</td>
</tr>
<tr>
<td>Comparison Group</td>
<td>50.5</td>
<td>54.5</td>
</tr>
</tbody>
</table>
Civic Engagement

Engaged citizens are a critical element in the functioning of our democratic society. *Civic Engagement* measures the extent to which students are motivated and involved in civic, electoral, and political activities.

**Construct Items**
- I am interested in seeking information about current social and political issues
- Publicly communicated your opinion about a cause (e.g., blog, email, petition)
- Worked on a local, state, or national political campaign
- Demonstrated for a cause (e.g., boycott, rally, protest)
- Goal: Keeping up to date with political affairs
- Goal: Influencing social values
- Helped raise money for a cause or campaign
- Performed volunteer or community service work

![Bar chart showing Civic Engagement levels for Graduating Seniors, Men, and Women, with details on the percentage of students involved in various activities.](chart.png)

- **Graduating Seniors**:
  - Your Institution: 54.1%
  - Comparison Group: 51.9%
- **Men**:
  - Your Institution: 54.0%
  - Comparison Group: 51.3%
- **Women**:
  - Your Institution: 54.2%
  - Comparison Group: 52.2%

2015 College Senior Survey
Civic Awareness

The ability to evaluate, question, and develop solutions affecting local and global communities is an important skill. Civic Awareness measures students’ understanding of the issues facing their community, nation, and the world.

Construct Items

- Understanding of national issues
- Understanding of global issues
- Understanding of the problems facing your community

2015 College Senior Survey
Leadership

Leadership measures students' beliefs about their leadership development and capability, and their experiences as a leader.

Construct Items

- Self-rated ability in leadership abilities
- Self-rating in leadership ability
- I have effectively led a group to a common purpose
- Been a leader in an organization
- Participated in leadership training
Positive Cross-Racial Interaction

Contact with diverse peers allows students to gain valuable insights about themselves and others. Positive Cross-Racial Interaction is a unified measure of students’ level of positive interaction with diverse peers.

Construct Items

- Had intellectual discussions outside of class
- Shared personal feelings and problems
- Dined or shared a meal
- Had meaningful and honest discussions about race/ethnic relations outside of class
- Studied or prepared for class
- Socialized or partied

![Bar Chart]

- Graduating Seniors: 58.9
- Men: 59.1
- Women: 58.7

Your Institution vs. Comparison Group

2015 College Senior Survey
Contact with diverse peers allows students to gain valuable insights about themselves and others. *Negative Cross-Racial Interaction* is a unified measure of students’ level of negative interaction with diverse peers.

**Construct Items**
- Had tense, somewhat hostile interactions
- Felt insulted or threatened because of your race/ethnicity
- Had guarded, cautious interactions
The campus community is a powerful source of influence on students’ development. *Sense of Belonging* measures the extent to which students feel a sense of academic and social integration on campus.

**Construct Items**
- I feel I am a member of this campus
- I feel a sense of belonging to this college
- I see myself as part of the campus community
- If asked, I would recommend this college to others
Diversity Outcomes

Contact with diverse students, faculty, and ideas allows students to gain valuable insights about themselves and others.

Knowledge of people from different races/cultures

<table>
<thead>
<tr>
<th></th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>31.6%</td>
<td>33.0%</td>
</tr>
<tr>
<td>Agree</td>
<td>59.9%</td>
<td>54.6%</td>
</tr>
</tbody>
</table>

Had a roommate of different race/ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>72.8%</td>
<td>27.2%</td>
</tr>
<tr>
<td>No</td>
<td>49.8%</td>
<td>50.2%</td>
</tr>
</tbody>
</table>
In class, I have heard faculty express stereotypes based on race/ethnicity, gender, sexual orientation, or religious affiliation.

There is a lot of racial tension on this campus.

I have felt discriminated against at this institution because of my race/ethnicity, gender, sexual orientation, or religious affiliation.

A diverse and inclusive campus environment strengthens students’ learning experiences and prepares them to participate in an increasingly diverse society.

<table>
<thead>
<tr>
<th></th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have felt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>discriminated</td>
<td>0.7%</td>
<td>6.3%</td>
</tr>
<tr>
<td>against</td>
<td>17.1%</td>
<td>33.6%</td>
</tr>
<tr>
<td>at this institution</td>
<td>11.5%</td>
<td>25.4%</td>
</tr>
<tr>
<td>because of my</td>
<td></td>
<td></td>
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<tr>
<td>race/ethnicity,</td>
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<tr>
<td>gender, sexual</td>
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<td></td>
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<tr>
<td>orientation, or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>religious</td>
<td></td>
<td></td>
</tr>
<tr>
<td>affiliation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a lot of</td>
<td>4.2%</td>
<td>3.2%</td>
</tr>
<tr>
<td>racial tension</td>
<td>24.6%</td>
<td>8.0%</td>
</tr>
<tr>
<td>on this campus</td>
<td>24.7%</td>
<td></td>
</tr>
<tr>
<td>In class, I have</td>
<td></td>
<td></td>
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<tr>
<td>heard faculty</td>
<td></td>
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<tr>
<td>express stereotypes</td>
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<td>based on race/</td>
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<tr>
<td>ethnicity, gender,</td>
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<tr>
<td>sexual orientation,</td>
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<tr>
<td>or religious</td>
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<tr>
<td>affiliation</td>
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</tbody>
</table>

2015 College Senior Survey
Satisfaction with Campus Diversity

A diverse campus—including students, faculty, and ideas—has a powerful impact on the student experience. These items gauge satisfaction with the diversity of the student body, faculty, and beliefs.

Respect for the expression of diverse beliefs

<table>
<thead>
<tr>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>39.3% Very Satisfied</td>
<td>25.6% Very Satisfied</td>
</tr>
<tr>
<td>39.3% Satisfied</td>
<td>42.8% Satisfied</td>
</tr>
</tbody>
</table>

Racial/ethnic diversity of the student body

<table>
<thead>
<tr>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.5% Very Satisfied</td>
<td>17.7% Very Satisfied</td>
</tr>
<tr>
<td>31.5% Satisfied</td>
<td>34.0% Satisfied</td>
</tr>
</tbody>
</table>

2015 College Senior Survey
Health and Wellness

Students’ physical and emotional well-being can affect many important aspects of the student experience, including academic performance and persistence. These items gauge student behaviors, attitudes, and experiences related to health and wellness.

- Felt overwhelmed by all I had to do
  - Your Institution: 64.2% Occasionally, 26.4% Frequently
  - Comparison Group: 48.8% Occasionally, 44.2% Frequently

- Felt depressed
  - Your Institution: 50.3% Occasionally, 10.9% Frequently
  - Comparison Group: 47.9% Occasionally, 15.0% Frequently

- Sought personal counseling
  - Your Institution: 22.6% Occasionally, 8.2% Frequently
  - Comparison Group: 26.0% Occasionally, 9.5% Frequently
Health and Wellness

Students’ physical and emotional well-being can affect many important aspects of the student experience, including academic performance and persistence. These items gauge student behaviors, attitudes, and experiences related to health and wellness.

![Bar chart comparing emotional and physical health of Your Institution and Comparison Group]

- Emotional health
  - Your Institution: 38.5% (Highest 10%: 24.4%, Above Average: 16.7%)
  - Comparison Group: 42.2% (Highest 10%: 24.4%, Above Average: 17.2%)

- Physical health
  - Your Institution: 34.3% (Highest 10%: 24.4%, Above Average: 17.2%)
  - Comparison Group: 34.5% (Highest 10%: 34.5%, Above Average: 34.5%)

2015 College Senior Survey
Health and Wellness

Students’ physical and emotional well-being can affect many important aspects of the student experience, including academic performance and persistence. These items gauge student behaviors, attitudes, and experiences related to health and wellness.

Drank beer
- Your Institution: 33.3%
- Comparison Group: 43.3%

Drank wine or liquor
- Your Institution: 53.1%
- Comparison Group: 36.1%

Smoked cigarettes
- Your Institution: 20.3%
- Comparison Group: 16.7%
Future Plans

This section describes students’ degree aspirations and career plans.
## Future Plans

### Planned Primary Activity Fall 2015

<table>
<thead>
<tr>
<th>Activity</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working full-time</td>
<td>82.2%</td>
<td>77.6%</td>
</tr>
<tr>
<td>Working part-time</td>
<td>21.1%</td>
<td>33.8%</td>
</tr>
</tbody>
</table>

### Current state of employment plans

- **Your Institution**
  - Not planning on employment this fall: 7.5%
  - Looking, but no offers yet: 28.4%
  - Currently considering an offer: 41.8%
- **Comparison Group**
  - Not actively looking for a position: 9.9%
  - Received an offer for a position but declined: 11.3%
  - Accepted an offer of employment: 41.4%
### Future Plans: Graduate/Professional School

#### Planned Activity Fall 2015

<table>
<thead>
<tr>
<th>Activity</th>
<th>Your Inst</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend graduate/professional school full-time</td>
<td>12.4%</td>
<td>17.7%</td>
</tr>
<tr>
<td>Attend graduate/professional school part-time</td>
<td>6.2%</td>
<td>11.7%</td>
</tr>
</tbody>
</table>

#### Current State of Educational Plans

<table>
<thead>
<tr>
<th>State</th>
<th>Your Inst</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepted and will be attending in fall</td>
<td>10.1%</td>
<td>90.8%</td>
</tr>
<tr>
<td>Still awaiting responses, no acceptances</td>
<td>1.6%</td>
<td>21.4%</td>
</tr>
<tr>
<td>No plans to apply to school now or in the future</td>
<td>10.9%</td>
<td>1.2%</td>
</tr>
</tbody>
</table>
Degree Aspirations

Highest Degree Planned to Complete at Any Institution

- Ph.D. or Ed.D.: 15.0% (Your Institution), 18.5% (Comparison Group)
- M.D., D.O., D.D.S., D.V.M.: 7.9% (Your Institution), 5.3% (Comparison Group)
- LL.B or J.D. (Law): 15.0% (Your Institution), 4.9% (Comparison Group)
- Master's (M.A., M.S., etc.): 51.4% (Your Institution), 48.2% (Comparison Group)
- B.D. or M.DIV. (Divinity): 0.0% (Your Institution), 0.1% (Comparison Group)
- Bachelor's (B.A., B.S., etc.): 8.6% (Your Institution), 19.1% (Comparison Group)
- Other, Voc. Cert., A.A. or equivalent: 0.7% (Your Institution), 2.0% (Comparison Group)
- None: 1.4% (Your Institution), 1.7% (Comparison Group)

Legend: Your Institution ▼ Comparison Group

2015 College Senior Survey
## Future Plans

### Probable Career/Occupation

<table>
<thead>
<tr>
<th>Career/Occupation</th>
<th>Your Inst</th>
<th>Comp Group</th>
<th>Your Inst</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artist</td>
<td>3.3%</td>
<td>9.9%</td>
<td>1.3%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Business</td>
<td>26.3%</td>
<td>15.5%</td>
<td>0.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Business (clerical)</td>
<td>0.7%</td>
<td>0.9%</td>
<td>7.9%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Clergy</td>
<td>0.0%</td>
<td>0.2%</td>
<td>0.0%</td>
<td>0.7%</td>
</tr>
<tr>
<td>College teacher</td>
<td>0.0%</td>
<td>2.0%</td>
<td>0.7%</td>
<td>5.6%</td>
</tr>
<tr>
<td>Doctor (MD or DDS)</td>
<td>7.9%</td>
<td>4.7%</td>
<td>5.9%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Education (elementary)</td>
<td>0.7%</td>
<td>2.7%</td>
<td>0.0%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Education (secondary)</td>
<td>0.7%</td>
<td>3.9%</td>
<td>0.0%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Engineer</td>
<td>2.0%</td>
<td>2.4%</td>
<td>42.8%</td>
<td>35.3%</td>
</tr>
<tr>
<td>Farmer or forester</td>
<td>0.0%</td>
<td>1.6%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

2015 College Senior Survey
When thinking about your career path after college, how important are the following considerations:

(Percentages combine “Essential” and “Very Important” responses)

<table>
<thead>
<tr>
<th>Issue</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work/Life balance</td>
<td>80.7%</td>
<td>89.1%</td>
</tr>
<tr>
<td>Stable, secure future</td>
<td>83.0%</td>
<td>85.6%</td>
</tr>
<tr>
<td>Availability of jobs</td>
<td>75.4%</td>
<td>77.8%</td>
</tr>
<tr>
<td>Ability to pay off debt</td>
<td>54.1%</td>
<td>74.6%</td>
</tr>
<tr>
<td>Leadership potential</td>
<td>78.5%</td>
<td>67.6%</td>
</tr>
<tr>
<td>Expression of personal values</td>
<td>73.1%</td>
<td>73.2%</td>
</tr>
<tr>
<td>Opportunity for innovation</td>
<td>70.4%</td>
<td>70.1%</td>
</tr>
<tr>
<td>Creativity and initiative</td>
<td>64.1%</td>
<td>68.0%</td>
</tr>
<tr>
<td>High income potential</td>
<td>57.0%</td>
<td>59.5%</td>
</tr>
<tr>
<td>Working for social change</td>
<td>52.2%</td>
<td>52.8%</td>
</tr>
<tr>
<td>Social recognition or status</td>
<td>41.1%</td>
<td>37.2%</td>
</tr>
</tbody>
</table>
Future Plans

Preparedness for Future Plans

Preparedness for employment after college
- Your Institution: 39.2% Strongly Agree, 49.8% Agree
- Comparison Group: 54.9% Strongly Agree, 37.9% Agree

Preparedness for graduate or advanced education
- Your Institution: 54.2% Strongly Agree, 40.0% Agree
- Comparison Group: 40.0% Strongly Agree, 48.3% Agree

2015 College Senior Survey
Satisfaction

Understanding how students perceive their college experience identifies areas that are working well and sheds light on those that need improvement.
Overall Satisfaction measures students’ satisfaction with the college experience.

### Construct Items
- Overall college experience
- If you could make your college choice over, would still choose to enroll at your current college
- Overall quality of instruction

Bar graph showing satisfaction levels by graduating seniors, men, and women.
Satisfaction with Coursework measures the extent to which students see their coursework as relevant, useful, and applicable to their academic success and future plans.

Construct Items

- Relevance of coursework to future career plans
- Relevance of coursework to everyday life
- Courses in your major field
- General education or core curriculum courses

<table>
<thead>
<tr>
<th></th>
<th>Graduating Seniors</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Institution</td>
<td>54.0</td>
<td>56.0</td>
<td>52.0</td>
</tr>
<tr>
<td>Comparison Group</td>
<td>51.3</td>
<td>50.6</td>
<td>51.7</td>
</tr>
</tbody>
</table>
Satisfaction with Academic Support and Courses

In addition to actual coursework, various support services are instrumental in shaping students’ academic experiences.

Your Institution

- Amount of contact with faculty: 31.1% Very Satisfied, 34.9% Satisfied
- Academic advising: 39.1% Very Satisfied, 40.8% Satisfied
- Tutoring or other academic assistance: 43.4% Very Satisfied, 43.3% Satisfied
- Class size: 25.8% Very Satisfied, 34.5% Satisfied
- Ability to find faculty or staff mentor: 37.3% Very Satisfied, 42.8% Satisfied

Comparison Group

- Amount of contact with faculty: 66.2% Very Satisfied, 34.4% Satisfied
- Academic advising: 55.8% Very Satisfied, 34.4% Satisfied
- Tutoring or other academic assistance: 28.0% Very Satisfied, 24.9% Satisfied
- Class size: 72.8% Very Satisfied, 59.9% Satisfied
- Ability to find faculty or staff mentor: 52.7% Very Satisfied, 40.1% Satisfied

2015 College Senior Survey
Satisfaction with Services and Community

Where students live and the support they receive are critical to shaping their college experience.

- Career-related resources and support
  - 27.5% Very Satisfied
  - 36.2% Satisfied

- Financial aid package
  - 19.4% Very Satisfied
  - 32.5% Satisfied

- Student housing
  - 34.6% Very Satisfied
  - 23.5% Satisfied

- Overall sense of community among students
  - 42.4% Very Satisfied
  - 17.6% Satisfied

- Comparison Group
  - 51.3% Very Satisfied
  - 38.0% Satisfied
Overall Satisfaction

If you could make your college choice over, would you still choose to enroll at your current college?

- Definitely Yes: 60.6%
- Probably Yes: 39.4%
- Probably No: 7.3%
- Definitely No: 4.8%
- Comparison Group:
  - Definitely Yes: 41.2%
  - Probably Yes: 29.9%
  - Probably No: 14.6%
  - Definitely No: 2.2%
For more information about HERI/CIRP Surveys

The Freshman Survey
Your First College Year Survey
Diverse Learning Environments Survey
College Senior Survey
The Faculty Survey

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