Claremont McKenna College
College Senior Survey
2019 Results

Graduating Seniors

Claremont McKenna College
N=245

Private/Nonsectarian 4yr Colleges - High Selectivity
N=2,200

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 experiences
- Co-curricular experiences
- Diversity
- Future plans
- Satisfaction
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  Race/Ethnicity
  Major
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A Note about CIRP Constructs

The CIRP constructs illustrate important information from the CSS about your students.

**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**

**Gender Identity**
- Man/Trans man: 0.0%
- Woman/Trans woman: 0.0%
- Genderqueer / Gender non-conforming: 52.2%
- Different identity: 47.8%

**Sexual Orientation**
- Heterosexual/Straight: 84.4%
- Gay: 1.2%
- Lesbian: 0.4%
- Bisexual: 8.6%
- Queer: 3.7%
- Pansexual: 1.2%
- Asexual: 0.0%
- Not Listed Above: 0.4%

2019 College Senior Survey
Demographics

Primary Major (Aggregated)

- Agriculture: 0.0% (Men/Trans men), 0.0% (Women/Trans women)
- Biological Sciences: 5.5% (Men/Trans men), 19.7% (Women/Trans women)
- Business: 11.0% (Men/Trans men), 10.7% (Women/Trans women)
- Education: 0.0% (Men/Trans men), 0.0% (Women/Trans women)
- Engineering: 1.8% (Men/Trans men), 2.5% (Women/Trans women)
- English: 0.9% (Men/Trans men), 2.5% (Women/Trans women)
- Fine Arts: 0.9% (Men/Trans men), 3.3% (Women/Trans women)
- History or Political Science: 18.3% (Men/Trans men), 18.9% (Women/Trans women)
- Arts & Humanities: 9.2% (Men/Trans men), 6.4% (Women/Trans women)
- Math or Computer Science: 7.4% (Men/Trans men), 4.6% (Women/Trans women)
- Physical Sciences: 0.8% (Men/Trans men), 4.6% (Women/Trans women)
- Social Sciences: 26.2% (Men/Trans men), 34.9% (Women/Trans women)
- Other: 6.4% (Men/Trans men), 3.3% (Women/Trans women)
Demographics

Finances

Borrowed money to help pay for college

- 37.3% Your Institution
- 49.0% Comparison Group

Median Amount Borrowed

- Your Institution: $17,000.00
- Comparison Group: $24,750.00

2019 College Senior Survey
Academic Outcomes and Experiences

Students develop skills, knowledge, and abilities through their experiences both in and out of the classroom.
**Habits of Mind**

*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**

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

<table>
<thead>
<tr>
<th></th>
<th>TFS</th>
<th>CSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>51.3</td>
<td>54.0</td>
</tr>
<tr>
<td>2020</td>
<td>49.9</td>
<td>52.4</td>
</tr>
</tbody>
</table>

*Your Institution* ■ *Comparison Group*
Pluralistic Orientation is a unified measure of skills and dispositions appropriate for living and working in a diverse society.

Construct Items

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

![Graph showing comparison between TFS and CSS scores](chart.png)

<table>
<thead>
<tr>
<th></th>
<th>TFS</th>
<th>CSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.8</td>
<td>48.6</td>
<td>54.5</td>
</tr>
<tr>
<td>50.5</td>
<td>50.5</td>
<td></td>
</tr>
</tbody>
</table>

*Your Institution* | *Comparison Group*
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**
- Encouragement to pursue graduate/professional study
- An opportunity to work on a research project
- Advice and guidance about your educational program
- Emotional support and encouragement
- A letter of recommendation
- Help to improve your study skills
- Feedback about your academic work (outside of grades)
- Encouragement to discuss coursework outside of class
- Help in achieving your professional goals
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:
  - Your Institution: 57.7% Agree, 40.5% Strongly Agree
  - Comparison Group: 54.1% Agree, 40.5% Strongly Agree

- At least one staff member has taken an interest in my development:
  - Your Institution: 60.0% Agree, 33.6% Strongly Agree
  - Comparison Group: 54.5% Agree, 37.0% Strongly Agree

- Faculty believe in my potential to succeed academically:
  - Your Institution: 53.4% Agree, 41.6% Strongly Agree
  - Comparison Group: 49.5% Agree, 45.7% Strongly Agree

- Faculty empower me to learn here:
  - Your Institution: 38.9% Agree, 56.1% Strongly Agree
  - Comparison Group: 37.6% Agree, 56.8% Strongly Agree
These items illustrate the extent to which students agree that this institution has contributed to their academic skills and abilities.

- Preparedness for graduate or advanced education: 57.2% (Strongly Agree), 35.3% (Agree) vs. 41.9% (Strongly Agree), 47.4% (Agree)
- Ability to conduct research: 63.7% (Strongly Agree), 29.8% (Agree) vs. 46.3% (Strongly Agree), 44.6% (Agree)
- Intellectual and practical skills (including inquiry and analysis, critical thinking, and information literacy): 75.8% (Strongly Agree), 23.7% (Agree) vs. 67.2% (Strongly Agree), 31.6% (Agree)
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): 97.5%
- Participated in an undergraduate research program: 50.9%
- Participated in a study abroad program: 47.2%

Comparison Groups:
- Your Institution
- Comparison Group
Co-curricular experiences provide opportunities for students to grow intellectually, interpersonally, and emotionally.
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

<table>
<thead>
<tr>
<th>Construct Items</th>
<th>TFS</th>
<th>CSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating in</td>
<td>58.4</td>
<td>50.9</td>
</tr>
<tr>
<td>a community action</td>
<td></td>
<td></td>
</tr>
<tr>
<td>program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helping to promote</td>
<td>49.3</td>
<td>50.4</td>
</tr>
<tr>
<td>racial understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Becoming a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>community leader</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keeping up to date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>with political</td>
<td></td>
<td></td>
</tr>
<tr>
<td>affairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Influencing social</td>
<td></td>
<td></td>
</tr>
<tr>
<td>values</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helping others who</td>
<td></td>
<td></td>
</tr>
<tr>
<td>are in difficulty</td>
<td></td>
<td></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

- 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

<table>
<thead>
<tr>
<th>Graduating Seniors</th>
<th>Men/Trans</th>
<th>Women/Trans</th>
<th>Genderqueer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Institution</td>
<td>Comparison Group</td>
<td>Your Institution</td>
<td>Comparison Group</td>
</tr>
<tr>
<td>51.1 51.2</td>
<td>50.9 49.2</td>
<td>51.3 52.1</td>
<td>55.3</td>
</tr>
</tbody>
</table>
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 my community

<table>
<thead>
<tr>
<th>Category</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduating Seniors</td>
<td>53.6</td>
<td>51.0</td>
</tr>
<tr>
<td>Men/Trans men</td>
<td>54.4</td>
<td>50.8</td>
</tr>
<tr>
<td>Women/Trans women</td>
<td>53.0</td>
<td>51.2</td>
</tr>
<tr>
<td>Genderqueer</td>
<td></td>
<td>48.3</td>
</tr>
</tbody>
</table>
Leadership measures students' beliefs about their leadership development and capability, and their experiences as a leader.

Construct Items

- Self-rated: Leadership ability
- I have effectively led a group to a common purpose
- Held a leadership position in an organization
- Participated in leadership training
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: 46.1% (Your Institution) vs. 44.2% (Comparison Group)
- Felt anxious: 39.2% (Your Institution) vs. 47.5% (Comparison Group)
- Felt hungry but didn’t eat because I didn’t have enough money for food: 13.6% (Your Institution) vs. 15.7% (Comparison Group)

2019 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.

Self-Rated: Emotional Health
- Your Institution: 33.2%
- Comparison Group: 42.8%

Self-Rated: Physical Health
- Your Institution: 18.3%
- Comparison Group: 35.1%

Self-Rated: Drive to achieve
- Your Institution: 44.2%
- Comparison Group: 34.6%
Diversity

The social and psychological climate on campus can impact students’ ability to benefit from their educational environment and their academic success.
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

### 2019 College Senior Survey

<table>
<thead>
<tr>
<th>Graduating Seniors</th>
<th>Men/Trans men</th>
<th>Women/Trans women</th>
<th>Genderqueer</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.3</td>
<td>53.7</td>
<td>56.6</td>
<td>53.5</td>
</tr>
<tr>
<td>52.8</td>
<td>52.4</td>
<td>53.0</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
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
Sense of Belonging

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.

<table>
<thead>
<tr>
<th>Construct Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I feel I am a member of this campus</td>
</tr>
<tr>
<td>• I feel a sense of belonging to this college</td>
</tr>
<tr>
<td>• If asked, I would recommend this college to others</td>
</tr>
</tbody>
</table>

- **Graduating Seniors**
  - Your Institution: 53.0
  - Comparison Group: 51.5

- **Men/Trans men**
  - Your Institution: 52.5
  - Comparison Group: 51.5

- **Women/Trans women**
  - Your Institution: 53.5
  - Comparison Group: 51.7

- **Genderqueer**
  - Your Institution: 46.6

![Bar chart](chart.png)
Contact with diverse students, faculty, and ideas allows students to gain valuable insights about themselves and others.

Diversity Outcomes

- My knowledge of people from different races/cultures: 44.2% Strongly Agree, 39.6% Agree
- Understanding of the problems facing my community: 44.9% Strongly Agree, 29.2% Agree
- Understanding of national issues: 50.0% Strongly Agree, 33.6% Agree
Campus Climate and Diversity

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

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

Preparedness for Future Plans

Your Institution
- Strongly Agree
- Agree

Comparison Group
- Strongly Agree
- Agree

This institution has prepared me for employment after college
- Your Institution: 63.6% Strongly Agree, 28.5% Agree
- Comparison Group: 35.4% Strongly Agree, 49.4% Agree

This institution has prepared me for graduate or advanced education
- Your Institution: 57.2% Strongly Agree, 35.3% Agree
- Comparison Group: 41.9% Strongly Agree, 47.4% Agree

2019 College Senior Survey
Future Plans: Employment

Planned Primary Activity Fall 2019
Working full-time
Working part-time

Current state of employment plans

- Your Institution:
  - Not planning on employment this fall: 7.7%
  - Not actively looking for a position: 6.3%
  - Looking, but no offers yet: 3.8%
  - Currently considering an offer: 5.8%

- Comparison Group:
  - Not planning on employment this fall: 9.9%
  - Not actively looking for a position: 9.0%
  - Looking, but no offers yet: 2.7%
  - Currently considering an offer: 8.2%
# Future Plans: Graduate/Professional School

## Planned Primary Activity Fall 2019

<table>
<thead>
<tr>
<th>Planned Activity</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend graduate/professional school full-time</td>
<td>13.3%</td>
<td>21.4%</td>
</tr>
<tr>
<td>Attend graduate/professional school part-time</td>
<td>3.1%</td>
<td>5.1%</td>
</tr>
</tbody>
</table>

## Current State of Educational Plans

<table>
<thead>
<tr>
<th>State of Plans</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepted and will be attending in fall</td>
<td>8.3%</td>
<td>16.3%</td>
</tr>
<tr>
<td>Still awaiting responses, no acceptances</td>
<td>0.5%</td>
<td>2.3%</td>
</tr>
<tr>
<td>No plans to apply to school now or in the future</td>
<td>10.2%</td>
<td>14.9%</td>
</tr>
</tbody>
</table>
### Future Plans

#### Probable Career/Occupation

<table>
<thead>
<tr>
<th>Career/Occupation</th>
<th>Your Inst</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artist</td>
<td>7.4%</td>
<td>10.6%</td>
</tr>
<tr>
<td>Business</td>
<td>38.0%</td>
<td>19.1%</td>
</tr>
<tr>
<td>Business (Clerical)</td>
<td>4.4%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Clergy</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>College Teacher</td>
<td>3.5%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Doctor (MD or DDS)</td>
<td>4.8%</td>
<td>5.6%</td>
</tr>
<tr>
<td>Education (secondary)</td>
<td>0.4%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Education (elementary)</td>
<td>0.9%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Engineer</td>
<td>11.8%</td>
<td>12.1%</td>
</tr>
<tr>
<td>Farmer or forester</td>
<td>0.0%</td>
<td>2.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career/Occupation</th>
<th>Your Inst</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health professional</td>
<td>1.3%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Homemaker (full-time)</td>
<td>0.4%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Lawyer</td>
<td>4.4%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Military (career)</td>
<td>0.4%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Nurse</td>
<td>0.0%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Research Scientist</td>
<td>2.6%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Social/Welfare/Rec Worker</td>
<td>0.9%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Skilled worker</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other choice</td>
<td>14.8%</td>
<td>13.5%</td>
</tr>
<tr>
<td>Undecided</td>
<td>3.9%</td>
<td>7.3%</td>
</tr>
</tbody>
</table>

2019 College Senior Survey
## Future Plans

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></th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work/Life balance</td>
<td>82.8%</td>
<td>85.4%</td>
</tr>
<tr>
<td>Stable, secure future</td>
<td>80.6%</td>
<td>84.2%</td>
</tr>
<tr>
<td>Availability of jobs</td>
<td>67.1%</td>
<td>71.7%</td>
</tr>
<tr>
<td>Ability to pay off debt</td>
<td>52.2%</td>
<td>64.3%</td>
</tr>
<tr>
<td>Leadership potential</td>
<td>72.5%</td>
<td>66.1%</td>
</tr>
<tr>
<td>Expression of personal values</td>
<td>68.2%</td>
<td>69.7%</td>
</tr>
<tr>
<td>Creativity and initiative</td>
<td>63.2%</td>
<td>64.2%</td>
</tr>
<tr>
<td>High income potential</td>
<td>66.2%</td>
<td>58.5%</td>
</tr>
<tr>
<td>Working for social change</td>
<td>53.5%</td>
<td>52.6%</td>
</tr>
<tr>
<td>Social recognition or status</td>
<td>37.8%</td>
<td>30.6%</td>
</tr>
<tr>
<td>Connection to college major</td>
<td>36.8%</td>
<td>49.2%</td>
</tr>
</tbody>
</table>

2019 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 you still choose to enroll at your current college
- Overall quality of instruction
Satisfaction with Coursework

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 career plans
- Relevance of coursework to everyday life
- Courses in your major field
- General education or core curriculum courses
In addition to actual coursework, various support services are instrumental in shaping students’ academic experiences.

Satisfaction with Academic Support and Courses

- **Library resources**: 43.5% (Very Satisfied) + 49.1% (Satisfied)
- **Technology resources**: 36.4% (Very Satisfied) + 33.6% (Satisfied)
- **Courses in your major field**: 47.7% (Very Satisfied) + 43.2% (Satisfied)
- **Overall quality of instruction**: 52.3% (Very Satisfied) + 43.1% (Satisfied)

*2019 College Senior Survey*
Community and the support students receive are critical to shaping their college experience.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Your Institution %</th>
<th>Comparison Group %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career-related resources and support</td>
<td>29.4%</td>
<td>19.0%</td>
</tr>
<tr>
<td>Availability of campus social activities</td>
<td>50.7%</td>
<td>33.8%</td>
</tr>
<tr>
<td>Student psychological services</td>
<td>32.6%</td>
<td>42.3%</td>
</tr>
<tr>
<td>Overall sense of community among students</td>
<td>45.3%</td>
<td>35.8%</td>
</tr>
</tbody>
</table>

- Very Satisfied
- Satisfied

2019 College Senior Survey
I will give this college money as an alum

22.7% Strongly Agree
45.9% Agree

I plan to remain engaged with this college (e.g. campus events, fundraising, admissions)

26.0% Strongly Agree
47.0% Agree

Your Institution
- Strongly Agree
  - 22.7%
- Agree
  - 45.9%

Comparison Group
- Strongly Agree
  - 26.0%
- Agree
  - 47.0%

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2019 College Senior Survey
For more information about HERI/CIRP Surveys

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

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