




# HEDS Graduating Student Survey 2022 Comparison Report Claremont McKenna College

## Table of Contents

Released 11/18/2022

In this report, we review the responses of students at your institution who took the 2022 HEDS Graduating Student Survey and compare them to the responses of students at other institutions who took this survey. 

This report consists of a series of worksheets in which we summarize the survey data with different levels of detail. The first worksheet provides broad information about students' academic experiences, as well as their readiness for, and worries about, life after college. The next nine worksheets provide more detailed information on different elements of these broad areas. These worksheets also include comparative data for students with different identities and different academic majors. The final three worksheets include more demographic information about the students who took the survey, technical information about the survey and calculations in this report, and a review of HEDS' policies for sharing data from this survey.

You can use the Table of Contents (see below) to navigate this report. Click on the underlined names below to jump to the worksheet you would like to view.

<a href="#"><u>Summary</u></a>
<a href="#"><u>Good Teaching and High-Quality Interactions with Faculty</u></a>
<a href="#"><u>Academic Challenge and High Expectations</u></a>
<a href="#"><u>Interactional Diversity</u></a>
<a href="#"><u>Intellectual Outcomes</u></a>
<a href="#"><u>Civic Outcomes</u></a>
<a href="#"><u>College Activities</u></a>
<a href="#"><u>Readiness and Satisfaction</u></a>
<a href="#"><u>Information about Respondents</u></a>
<a href="#"><u>Technical Information</u></a>
<a href="#"><u>Data Sharing Practices</u></a>



## HEDS Graduating Student Survey 2022 Comparison Report Claremont McKenna College

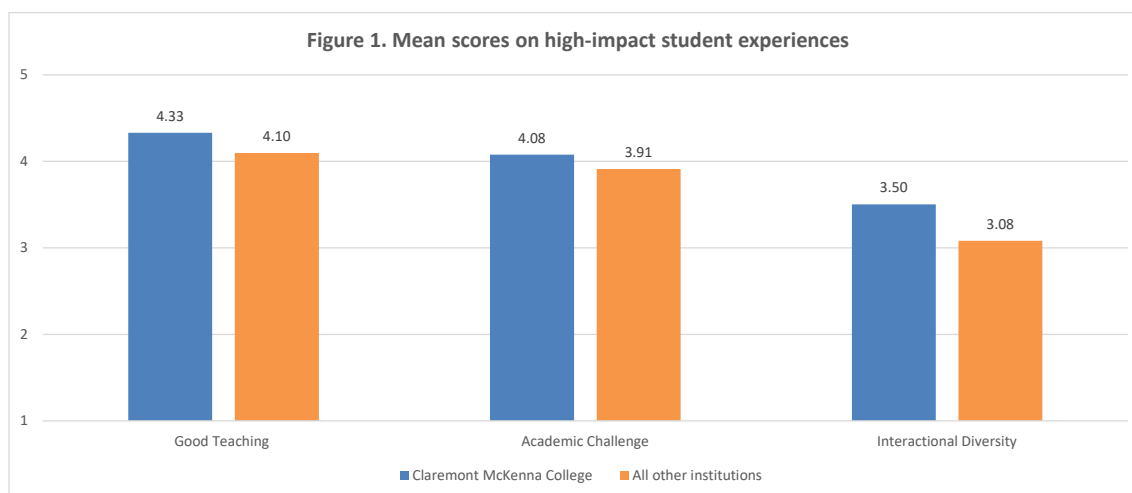
### Summary

This worksheet includes overall information about your students' academic experiences, as well as their readiness for, and worries about, life after college.

In Figure 1 we show students' mean scores on the extent to which they experienced good teaching and high quality interactions with faculty, academic challenge and high expectations, and interactional diversity. Students who have higher means scores on these measures are more likely to grow on a range of outcomes including critical thinking, moral reasoning, interest in engaging in challenging intellectual work, and interest in interacting with people different from themselves.

Figure 2 includes data from an overall measure of how worried students are about life after college. Higher scores mean that students worry more often about things like starting a successful career, paying off student loans, and maintaining work-life balance. Figure 3 shows students' overall sense of how much their college experience contributed to their development on intellectual and civic outcomes, and Figures 4-6 show data on students' satisfaction with their college education, whether they would attend the same college again, and whether they feel prepared for four different aspects of post-college life.

Below Figures 1-3, we show effect sizes for the comparisons between your institution's mean scores and those of all other institutions.<sup>1</sup> We only calculate effect sizes when the mean is based on groups of 10 or more people. For more details on effect sizes, see the Technical Information tab.



Good Teaching  
Academic Challenge

▲▲ Medium positive difference  
▲ Small positive difference

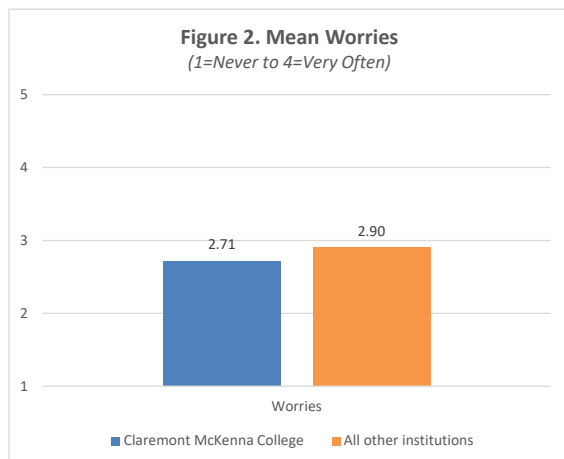
Figure 1.

Interactional Diversity

▲▲ Medium positive difference

\*Scores on how often students experienced Good Teaching ranged from 1=Strongly disagree to 5=Strongly agree.

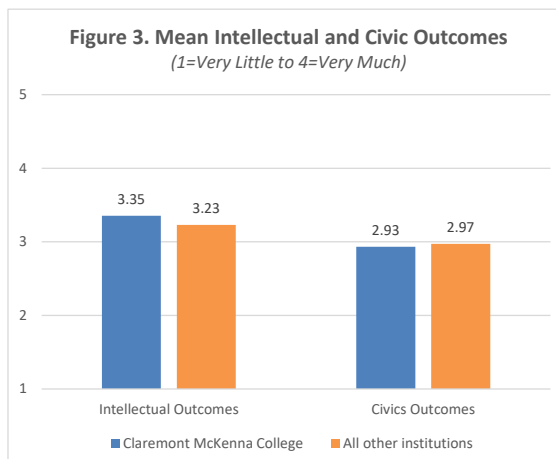
Scores on how often students experienced Academic Challenge and Interactional Diversity ranged from 1=Never to 5=Very often.



Worries

Figure 2

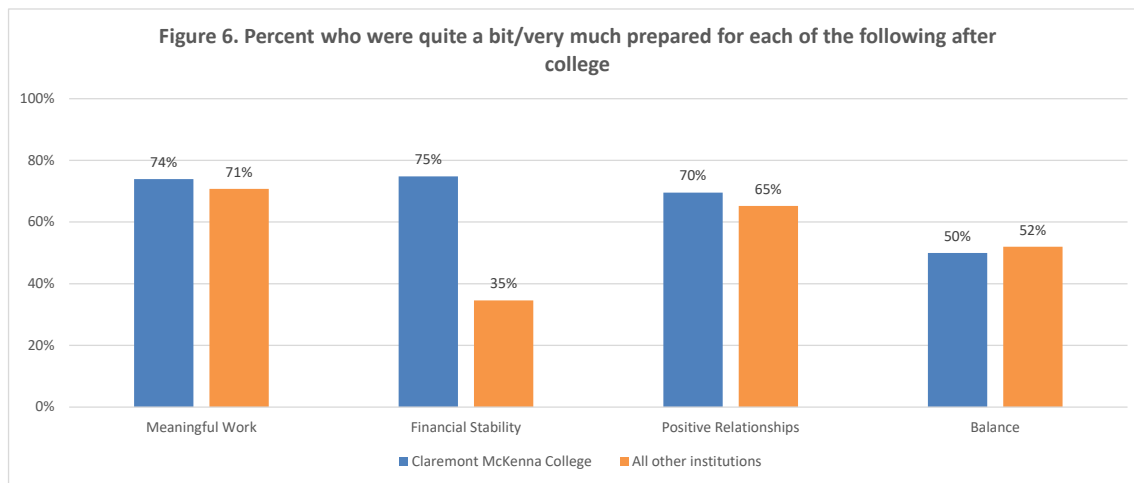
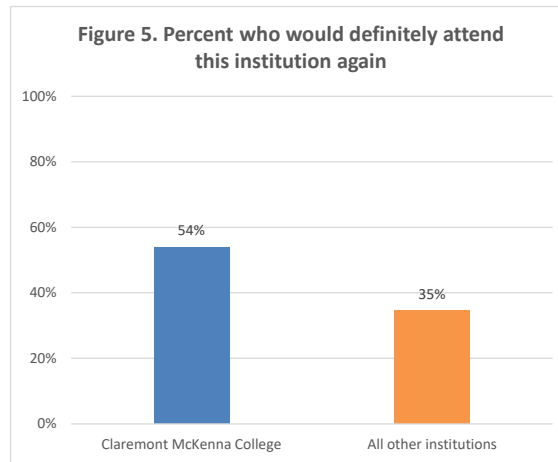
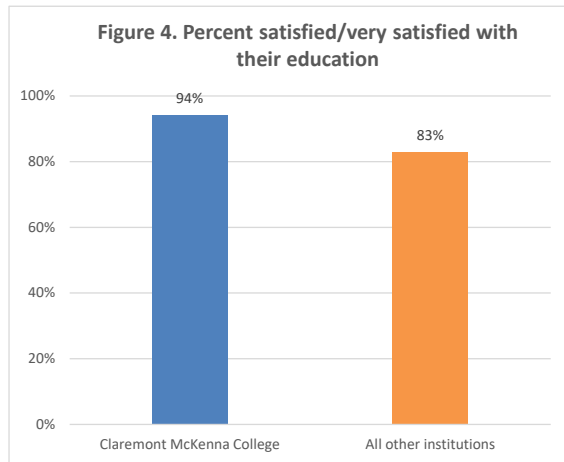
▼ Small negative difference



Intellectual Outcomes

Figure 3

▲ Small positive difference



<sup>1</sup> ▲▲▲ Large positive difference   ▲▲ Medium positive difference   ▲ Small positive difference   ≈ No difference

▼ Small negative difference   ▼▼ Medium negative difference   ▼▼▼ Large negative difference

Please note, the colors for the Worries Indicator are flipped because lower scores are ideal.

We only calculate effect size when  $n \geq 10$  for both the institution and comparison groups. For more information on how we calculate effect sizes, please see the Technical Information tab.



## HEDS Graduating Student Survey 2022 Comparison Report Claremont McKenna College

### Good Teaching and High-Quality Interactions with Faculty

This tab includes three tables on the Good Teaching and High-Quality Interactions with Faculty indicator. Table 1 includes the nine statements from the survey that were combined to create the indicator and the proportion of graduating students who had a high score on the indicator. Table 2 compares your graduating students' responses on this indicator to those of graduating students from all other participating institutions. Table 3 provides comparative responses to each statement in the indicator.

**Table 1: Good Teaching and High-Quality Interactions with Faculty**

1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly agree

Below are statements about your view of your faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each. (Q1)

Most faculty with whom I have had contact at this institution were...

Genuinely interested in students.

Interested in helping students grow in more than just academic areas.

Good at providing prompt and useful feedback.

Willing to spend time outside of class to discuss issues of interest and importance to students.

Below are statements about your contact and interactions with faculty at this institution. Please indicate the extent to which you agree or disagree with each. (Q2)

My nonclassroom interactions with faculty have had a positive influence on my personal growth, values, and attitudes.

My nonclassroom interactions with faculty have had a positive influence on my intellectual growth and interest in ideas.

My nonclassroom interactions with faculty have had a positive influence on my career goals and aspirations.

I developed a close, personal relationship with at least one faculty member.

I am satisfied with the opportunities I had to meet and interact informally with faculty members.

52% of Claremont McKenna College graduating students had a high score on this indicator responding "Strongly Agree" or "Agree" to all nine statements.

**Table 2: Good Teaching and High-Quality Interactions with Faculty by Gender, Race/Ethnicity, and Parental Education**

	Claremont McKenna College Graduating Students				All Other Graduating Students	
	Mean	Effect Size <sup>1</sup>	High Scores <sup>2</sup> %	Effect Size	Mean	% High Scores
<b>Respondents by Gender</b>						
Men (cisgender)	4.20	▲	48%	▲	4.06	35%
Women (cisgender)	4.34	▲▲	52%	▼	4.13	63%
Nonbinary and/or Transgender	-		-		4.19	3%
<b>Respondents by Race/Ethnicity</b>						
American Indian or Alaska Native	-		-		-	-
Asian	4.32		9%		4.32	5%
Black or African American	-		-		4.02	6%
Native Hawaiian or other Pacific Islander	-		-		-	-
White	4.29	▲	56%	▼▼	4.12	73%
Hispanic or Latino/a	4.32		10%		3.94	7%
Not a U.S. citizen or permanent resident	4.29	≡	11%	▲	4.33	6%
Two or more races	4.40		9%		4.02	3%
<b>Respondents by Parental Education</b>						
First Generation	4.26	▲▲	18%	≡	4.01	17%
Continuing Generation	4.28	▲	82%	≡	4.13	83%

<sup>1</sup> ▲▲▲ Large positive difference ▲▲ Medium positive difference ▲ Small positive difference ≡ No difference ▼ Small negative difference ▼▼ Medium negative difference  
▼▼▼ Large negative difference

We only calculate effect size when n ≥ 10 for both the institution and comparison groups. For more information on how we calculate effect sizes, please see the Technical Information tab.

<sup>2</sup>The High Scores % shows the proportion of graduating students who responded "Strongly agree" or "Agree" to all indicator statements.

Table 3: Responses to Statements in the Good Teaching and High-Quality Interactions with Faculty Indicator			
		CMC Graduating Students	All Other Graduating Students
		%	%
Below are statements about your views of your faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.			
Most faculty with whom I have had contact at this institution were...(Q1)			
Genuinely interested in students.	Strongly agree	58%	43%
	Agree	38%	47%
	Neither agree nor disagree	4%	7%
	Disagree	0%	2%
	Strongly disagree	1%	1%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Interested in helping students grow in more than just academic areas.	Strongly agree	44%	34%
	Agree	45%	48%
	Neither agree nor disagree	9%	12%
	Disagree	1%	4%
	Strongly disagree	1%	1%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Good at providing prompt and useful feedback.	Strongly agree	38%	25%
	Agree	49%	54%
	Neither agree nor disagree	11%	14%
	Disagree	1%	5%
	Strongly disagree	1%	1%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Willing to spend time outside of class to discuss issues of interest and importance to students.	Strongly agree	59%	40%
	Agree	32%	46%
	Neither agree nor disagree	6%	10%
	Disagree	1%	3%
	Strongly disagree	2%	1%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Below are statements about your contact and interactions with faculty at this institution. Please indicate the extent to which you agree or disagree with each. (Q2)			
My nonclassroom interactions with faculty have had a positive influence on my personal growth, values, and attitudes.	Strongly agree	50%	37%
	Agree	36%	43%
	Neither agree nor disagree	12%	15%
	Disagree	1%	3%
	Strongly disagree	1%	1%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
My nonclassroom interactions with faculty have had a positive influence on my intellectual growth and interest in ideas.	Strongly agree	55%	36%
	Agree	34%	44%
	Neither agree nor disagree	9%	16%
	Disagree	1%	3%
	Strongly disagree	1%	1%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
My nonclassroom interactions with faculty have had a positive influence on my career goals and aspirations.	Strongly agree	45%	33%
	Agree	35%	41%
	Neither agree nor disagree	15%	20%
	Disagree	3%	4%
	Strongly disagree	1%	2%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
I developed a close, personal relationship with at least one faculty member.	Strongly agree	51%	45%
	Agree	35%	33%
	Neither agree nor disagree	7%	11%
	Disagree	6%	7%
	Strongly disagree	1%	3%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
I am satisfied with the opportunities to meet and interact informally with faculty members.	Strongly agree	45%	34%
	Agree	40%	43%
	Neither agree nor disagree	12%	16%
	Disagree	3%	6%
	Strongly disagree	1%	2%
	<b>Total</b>	<b>100%</b>	<b>100%</b>



## HEDS Graduating Student Survey 2022 Comparison Report Claremont McKenna College

### Academic Challenge and High Expectations

This tab includes three tables on the [Academic Challenge and High Expectations](#) indicator. Table 1 includes the 14 statements from the survey that were combined to create the indicator and the proportion of graduating students who had a high score on the indicator. Table 2 compares your graduating students' responses on this indicator to those of graduating students from all other participating institutions. Table 3 provides comparative responses to each statement in the indicator.

**Table 1: Academic Challenge and High Expectations**

1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often

Below are statements about experiences you may have had in your classes at this institution. About how often have you experienced each?

(Q3)

- Faculty posed challenging ideas in class.
- Faculty asked me to show how a particular course concept could be applied to an actual problem or situation.
- Faculty asked me to point out any fallacies in ideas, principles, or points of view presented in the course.
- Faculty asked me to argue for or against a particular point of view.
- Faculty challenged my ideas in class.
- Students challenged each other's ideas in class.

Below are descriptions of the types of exams or assignments you may have had in your classes at this institution. About how often have you undertaken each? (Q4)

- Wrote essays.
- Completed assignments or projects in which I solved problems.
- Made oral presentations.
- Used course content to address a problem not presented in the course.
- Compared or contrasted topics or ideas from a course.
- Pointed out the strengths and weaknesses of a particular argument or point of view.
- Argued for or against a particular point of view and defended my argument.
- Connected what I learned in multiple courses.

19% of Claremont McKenna College graduating students had a high score on this indicator responding "Very often" or "Often" to all 14 statements.

**Table 2: Academic Challenge and High Expectations by Gender, Race/Ethnicity, and Parental Education**

	Claremont McKenna College Graduating Students				All Other Graduating Students	
	Mean	Effect Size <sup>1</sup>	High Scores <sup>2</sup>		Mean	% High Scores
<b>Respondents by Gender</b>						
Men (cisgender)	3.99	▲	48%	▲	3.84	35%
Women (cisgender)	4.14	▲▲	52%	▼	3.96	63%
Nonbinary and/or Transgender	-		-		3.85	3%
<b>Respondents by Race/Ethnicity</b>						
American Indian or Alaska Native	-		-		-	-
Asian	4.21		9%		4.03	5%
Black or African American	-		-		3.94	6%
Native Hawaiian or other Pacific Islander	-		-		-	-
White	4.08	▲▲	56%	▼▼	3.90	73%
Hispanic or Latino/a	4.14		10%		3.94	7%
Not a U.S. citizen or permanent resident	4.22	▲▲▲	11%	▲	3.95	6%
Two or more races	3.65		9%		3.95	3%
<b>Respondents by Parental Education</b>						
First Generation	4.08	▲	18%	≡	3.97	17%
Continuing Generation	4.06	▲	82%	≡	3.90	83%

<sup>1</sup> ▲▲▲ Large positive difference    ▲▲ Medium positive difference    ▲ Small positive difference    ≡ No difference    ▼ Small negative difference    ▼▼ Medium negative difference  
 ▼▼ Large negative difference

We only calculate effect size when  $n \geq 10$  for both the institution and comparison groups. For more information on how we calculate effect sizes, please see the Technical Information tab.

<sup>2</sup> % High Scores shows the proportion of graduating students who responded "Very often" or "Often" to all indicator statements.

Table 3: Responses to Statements in the Academic Challenge and High Expectations Indicator			
		CMC Graduating Students	All Other Graduating Students
		%	%
Below are statements about experiences you may have had in your classes at this institution. About how often have you experienced each? (Q3)			
Faculty posed challenging ideas in class.	Very often	49%	27%
	Often	40%	53%
	Sometimes	10%	18%
	Rarely	0%	1%
	Never	1%	0%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Faculty asked me to show how a particular course concept could be applied to an actual problem or situation.	Very often	35%	28%
	Often	47%	43%
	Sometimes	13%	23%
	Rarely	4%	5%
	Never	1%	1%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Faculty asked me to point out any fallacies in ideas, principles, or points of view presented in the course.	Very often	30%	23%
	Often	40%	39%
	Sometimes	22%	27%
	Rarely	6%	8%
	Never	1%	2%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Faculty asked me to argue for or against a particular point of view.	Very often	34%	25%
	Often	37%	37%
	Sometimes	24%	28%
	Rarely	5%	8%
	Never	1%	2%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Faculty challenged my ideas in class.	Very often	30%	22%
	Often	41%	37%
	Sometimes	25%	32%
	Rarely	4%	8%
	Never	1%	1%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Students challenged each other's ideas in class.	Very often	32%	20%
	Often	37%	37%
	Sometimes	23%	33%
	Rarely	8%	9%
	Never	1%	2%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Below are descriptions of the types of exams or assignments you may have had in your classes at this institution. About how often have you undertaken each? (Q4)			
Wrote essays.	Very often	58%	55%
	Often	30%	30%
	Sometimes	11%	13%
	Rarely	1%	2%
	Never	0%	0%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Completed assignments or projects in which I solved problems.	Very often	50%	38%
	Often	37%	34%
	Sometimes	11%	21%
	Rarely	2%	6%
	Never	0%	1%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Made oral presentations.	Very often	31%	30%
	Often	31%	41%
	Sometimes	34%	25%
	Rarely	4%	3%
	Never	0%	0%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Used course content to address a problem not presented in the course.	Very often	25%	22%
	Often	31%	33%
	Sometimes	32%	32%
	Rarely	11%	10%

	Never	1%	2%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Compared or contrasted topics or ideas from a course.	Very often	35%	32%
	Often	36%	41%
	Sometimes	23%	22%
	Rarely	5%	4%
	Never	1%	0%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Pointed out the strengths and weaknesses of a particular argument or point of view.	Very often	38%	30%
	Often	41%	39%
	Sometimes	20%	24%
	Rarely	1%	6%
	Never	0%	1%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Argued for or against a particular point of view and defended my argument.	Very often	38%	31%
	Often	35%	36%
	Sometimes	24%	24%
	Rarely	2%	7%
	Never	0%	1%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Connected what I learned in multiple courses.	Very often	38%	43%
	Often	37%	37%
	Sometimes	24%	16%
	Rarely	2%	3%
	Never	0%	1%
	<b>Total</b>	<b>100%</b>	<b>100%</b>



## HEDS Graduating Student Survey 2022 Comparison Report Claremont McKenna College

### Interactional Diversity

This tab includes three tables on the *Interactional Diversity* indicator. Table 1 includes the six statements from the survey that were combined to create the indicator and the proportion of graduating students who had a high score on the indicator. Table 2 compares your graduating students' responses on this indicator to those of graduating students from all other participating institutions. Table 3 provides comparative responses to each statement in the indicator.

Table 1: Interactional Diversity	
<i>1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Very often</i>	
How often have you had the following experiences at this institution? (Q5)	
Attended a debate or lecture on a current political/social issue.	
Participated in a diversity or cultural awareness workshop.	
Had discussions about intergroup relations with students differing from you in gender, national origin, political views, race, religion, sexuality, or values.	
Had serious discussions with other students about different lifestyles and customs.	
Had serious discussions with faculty or staff whose political, social, or religious opinions were different from your own.	
Had serious discussions with students whose political, social, or religious opinions were different from your own.	
	14% of Claremont McKenna College graduating students had a high score on this indicator responding "Very often" or "Often" to all six statements.

Table 2: Interactional Diversity by Gender, Race/Ethnicity, and Parental Education						
	Claremont McKenna College Graduating Students				All Other Graduating Students	
	Mean	Effect Size <sup>1</sup>	High Scores <sup>2</sup> %	Effect Size	Mean	% High Scores
<b>Respondents by Gender</b>						
Men (cisgender)	3.45	▲▲	48%	▲	3.03	35%
Women (cisgender)	3.52	▲▲	52%	▼	3.08	63%
Nonbinary and/or Transgender	-		-		3.28	3%
<b>Respondents by Race/Ethnicity</b>						
American Indian or Alaska Native	-		-		-	-
Asian	3.94		9%		3.19	5%
Black or African American	-		-		3.19	6%
Native Hawaiian or other Pacific Islander	-		-		-	-
White	3.43	▲▲	56%	▼▼	3.02	73%
Hispanic or Latino/a	3.39		10%		3.11	7%
Not a U.S. citizen or permanent resident	3.37	≡	11%	▲	3.34	6%
Two or more races	3.19		9%		3.10	3%
<b>Respondents by Parental Education</b>						
First Generation	3.44	▲▲	18%	≡	3.12	17%
Continuing Generation	3.50	▲▲	82%	≡	3.07	83%

<sup>1</sup>▲▲▲ Large positive difference ▲▲ Medium positive difference ▲ Small positive difference ≡ No difference ▼ Small negative difference ▼▼ Medium negative difference  
▼▼▼ Large negative difference

We only calculate effect size when  $n \geq 10$  for both the institution and comparison groups. For more information on how we calculate effect sizes, please see the Technical Information tab.

<sup>2</sup>% High Scores shows the proportion of graduating students who responded "Very often" or "Often" to all indicator statements.

Table 3: Responses to Statements in the Interactional Diversity Indicator			
		CMC Graduating Students	All Other Graduating Students
		%	%
How often have you had the following experiences at this institution? (Q5)			
Attended a debate or lecture on a current political/social issue.	Very often	25%	10%
	Often	26%	15%
	Sometimes	27%	30%
	Rarely	16%	28%
	Never	6%	17%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Participated in a diversity or cultural awareness workshop.	Very often	16%	11%
	Often	19%	18%
	Sometimes	32%	31%
	Rarely	21%	23%

	Never	13%	17%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Had discussions about intergroup relations with students differing from you in gender, national origin, political views, race, religion, sexuality, or values.	Very often	25%	20%
	Often	38%	30%
	Sometimes	26%	30%
	Rarely	9%	14%
	Never	3%	7%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Had serious discussions with other students about different lifestyles and customs.	Very often	33%	19%
	Often	37%	32%
	Sometimes	18%	31%
	Rarely	9%	14%
	Never	2%	5%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Had serious discussions with faculty or staff whose political, social, or religious opinions were different from your own.	Very often	18%	11%
	Often	20%	18%
	Sometimes	32%	31%
	Rarely	20%	24%
	Never	9%	15%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Had serious discussions with students whose political, social, or religious opinions were different from your own.	Very often	27%	16%
	Often	31%	25%
	Sometimes	30%	32%
	Rarely	10%	20%
	Never	2%	7%
	<b>Total</b>	<b>100%</b>	<b>100%</b>



## HEDS Graduating Student Survey 2022 Comparison Report Claremont McKenna College

### Intellectual Outcomes

This tab includes three tables on the *Intellectual Outcomes* indicator. Table 1 includes the ten statements from the survey that were combined to create the indicator and the proportion of graduating students who had a high score on the indicator. Table 2 compares your graduating students' responses on this indicator to those of graduating students from all other participating institutions. Table 3 provides comparative responses to each statement in the indicator.

**Table 1: Intellectual Outcomes**

1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? (Q6)	36% of Claremont McKenna College graduating students had a high score on this indicator, responding "Very much" or "Quite a bit" to all ten statements.
Careful reading	
Critical thinking	
Creative thinking	
Information literacy	
Quantitative literacy	
Effective writing	
Effective speaking	
Teamwork	
Problem solving	
Integrative thinking	

**Table 2: Intellectual Outcomes by Gender, Race/Ethnicity, and Parental Education**

	Claremont McKenna College Graduating Students				All Other Graduating Students	
	Mean	Effect Size <sup>1</sup>	High Scores <sup>2</sup> %	Effect Size	Mean	% High Scores
<b>Respondents by Gender</b>						
Men (cisgender)	3.28	▲	48%	▲	3.12	35%
Women (cisgender)	3.42	▲	52%	▼	3.30	63%
Nonbinary and/or Transgender	-		-		3.28	3%
<b>Respondents by Race/Ethnicity</b>						
American Indian or Alaska Native	-		-		-	-
Asian	3.28		9%		3.40	5%
Black or African American	-		-		3.24	6%
Native Hawaiian or other Pacific Islander	-		-		-	-
White	3.43	▲▲	56%	▼▼	3.22	73%
Hispanic or Latino/a	3.28		10%		3.24	7%
Not a U.S. citizen or permanent resident	3.47	▲▲	11%	▲	3.32	6%
Two or more races	3.09		9%		3.28	3%
<b>Respondents by Parental Education</b>						
First Generation	3.28	≡	18%	≡	3.27	17%
Continuing Generation	3.37	▲	82%	≡	3.23	83%

<sup>1</sup> ▲▲▲ Large positive difference   ▲▲ Medium positive difference   ▲ Small positive difference   ≡ No difference   ▼ Small negative difference   ▼▼ Medium negative difference  
▼▼▼ Large negative difference

We only calculate effect size when  $n \geq 10$  for both the institution and comparison groups. For more information on how we calculate effect sizes, please see the Technical Information tab.

<sup>2</sup>% High Scores shows the proportion of graduating students who responded "Very much" or "Quite a bit" to all indicator statements.

Table 3: Responses to Statements in the Intellectual Outcomes Indicator			
		CMC Graduating Students	All Other Graduating Students
		%	%
<b>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? (Q6)</b>			
<b>Careful reading:</b> Comprehension and analysis of written texts within and across genres.	Very much	52%	45%
	Quite a bit	37%	38%
	Some	11%	15%
	Very little	0%	3%
	<b>Total</b>	100%	100%
<b>Critical thinking:</b> Examination of ideas, evidence, and assumptions before accepting or formulating a conclusion.	Very much	66%	53%
	Quite a bit	28%	35%
	Some	6%	9%
	Very little	0%	2%
	<b>Total</b>	100%	100%
<b>Creative thinking:</b> Developing or combining ideas, images, or expertise in innovative ways.	Very much	40%	44%
	Quite a bit	33%	37%
	Some	24%	16%
	Very little	3%	4%
	<b>Total</b>	100%	100%
<b>Information literacy:</b> Locating, evaluating, and using information effectively and responsibly for a particular purpose.	Very much	55%	48%
	Quite a bit	36%	39%
	Some	9%	12%
	Very little	0%	2%
	<b>Total</b>	100%	100%
<b>Quantitative literacy:</b> Seeking, understanding, and using quantitative information appropriately to solve problems or make arguments.	Very much	57%	42%
	Quite a bit	30%	37%
	Some	9%	17%
	Very little	4%	4%
	<b>Total</b>	100%	100%
<b>Effective writing:</b> Conveying accurate and compelling content in clear, expressive, and audience-appropriate prose.	Very much	60%	49%
	Quite a bit	31%	35%
	Some	9%	13%
	Very little	0%	3%
	<b>Total</b>	100%	100%
<b>Effective speaking:</b> Conveying accurate and compelling content in clear, expressive, and audience-appropriate oral presentations.	Very much	42%	38%
	Quite a bit	39%	39%
	Some	15%	19%
	Very little	5%	4%
	<b>Total</b>	100%	100%
<b>Teamwork:</b> Contributing to a team, facilitating the work of team members, and fostering a constructive team climate.	Very much	45%	39%
	Quite a bit	33%	38%
	Some	21%	19%
	Very little	1%	5%
	<b>Total</b>	100%	100%
<b>Problem solving:</b> Designing, evaluating, and implementing a strategy to answer questions or achieve a goal.	Very much	53%	44%
	Quite a bit	37%	38%
	Some	10%	15%
	Very little	0%	3%
	<b>Total</b>	100%	100%
<b>Integrative thinking:</b> The habit of connecting ideas and experiences, and the ability to transfer learning to novel situations.	Very much	46%	43%
	Quite a bit	38%	39%
	Some	14%	16%
	Very little	2%	2%
	<b>Total</b>	100%	100%



## HEDS Graduating Student Survey 2022 Comparison Report Claremont McKenna College

### Civic Outcomes

This tab includes three tables on the Civic Outcomes indicator. Table 1 includes the three statements from the survey that were combined to create the indicator and the proportion of graduating students who had a high score on the indicator. Table 2 compares your graduating students' responses on this indicator to those of graduating students from all other participating institutions. Table 3 provides comparative responses to each statement in the indicator.

**Table 1: Civic Outcomes**

1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much

<p>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? (Q6)</p> <p>Civic engagement</p> <p>Intercultural knowledge and competence</p> <p>Ethical reasoning</p>	<p>41% of Claremont McKenna College graduating students had a high score on this indicator, responding "Very much" or "Quite a bit" to all three statements.</p>
---	--

**Table 2: Civic Outcomes by Gender, Race/Ethnicity, and Parental Education**

	Claremont McKenna College Graduating				All Other Graduating	
	Mean	Effect Size <sup>1</sup>	High Scores <sup>2</sup>	%	Effect Size	% High Scores
<b>Respondents by Gender</b>						
Men (cisgender)	3.01	▲	48%	▲	2.85	35%
Women (cisgender)	3.00	±	52%	▼	3.04	63%
Nonbinary and/or Transgender	-		-		3.10	3%
<b>Respondents by Race/Ethnicity</b>						
American Indian or Alaska Native	-		-		-	-
Asian	3.25		9%		3.22	5%
Black or African American	-		-		2.96	6%
Native Hawaiian or other Pacific Islander	-		-		-	-
White	3.01	±	56%	▼▼	2.95	73%
Hispanic or Latino/a	3.11		10%		3.00	7%
Not a U.S. citizen or permanent resident	3.03	▼	11%	▲	3.13	6%
Two or more races	2.63		9%		2.97	3%
<b>Respondents by Parental Education</b>						
First Generation	2.78	▼▼	18%	±	3.08	17%
Continuing Generation	3.06	▲	82%	±	2.96	83%

<sup>1</sup> ▲▲▲ Large positive difference    ▲▲ Medium positive difference    ▲ Small positive difference    ± No difference    ▼ Small negative difference    ▼▼ Medium negative difference    ▼▼▼ Large negative difference

We only calculate effect size when n ≥ 10 for both the institution and comparison groups. For more information on how we calculate effect sizes, please see the Technical Information tab.

<sup>2</sup>% High Scores shows the proportion of graduating students who responded "Very much" or "Quite a bit" to all indicator statements.

**Table 3: Responses to Statements in the Civic Outcomes Indicator**

		CMC Graduating Students	All Other Graduating Students
		%	%
<b>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? (Q6)</b>			
<b>Civic engagement:</b> Promoting the quality of life in a community, through both political and nonpolitical processes.	Very much	31%	28%
	Quite a bit	28%	32%
	Some	24%	27%
	Very little	17%	13%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
<b>Intercultural knowledge and competence:</b> Information, skills, and commitments that support effective and appropriate interactions in a variety of cultural contexts.	Very much	37%	36%
	Quite a bit	38%	38%
	Some	18%	21%
	Very little	6%	5%
	<b>Total</b>	<b>100%</b>	<b>100%</b>

<b>Ethical reasoning:</b> Recognizing ethical issues, examining different ethical perspectives, and considering the ramifications of alternative actions.	Very much	35%	40%
	Quite a bit	40%	36%
	Some	17%	20%
	Very little	8%	4%
	<b>Total</b>	<b>100%</b>	<b>100%</b>



# HEDS Graduating Student Survey 2022 Comparison Report Claremont McKenna College

## College Activities

Responses to Questions about Activities in College			
		CMC Graduating Students	All Other Graduating Students
		%	%
To what extent has your experience with each of the following at this institution contributed to your learning and personal development? (Q7)			
Student or campus government	Very much	3%	6%
	Quite a bit	9%	7%
	Some	19%	10%
	Very little	19%	13%
	Have not experienced	50%	64%
	<b>Total</b>	100%	100%
Intercollegiate athletics	Very much	34%	21%
	Quite a bit	2%	6%
	Some	9%	7%
	Very little	4%	5%
	Have not experienced	51%	60%
	<b>Total</b>	100%	100%
Intramural or club sports	Very much	16%	11%
	Quite a bit	11%	10%
	Some	20%	13%
	Very little	12%	11%
	Have not experienced	40%	55%
	<b>Total</b>	100%	100%
Student publications	Very much	8%	8%
	Quite a bit	8%	9%
	Some	17%	15%
	Very little	20%	15%
	Have not experienced	47%	53%
	<b>Total</b>	100%	100%
Performing arts/music	Very much	4%	13%
	Quite a bit	7%	11%
	Some	17%	16%
	Very little	16%	13%
	Have not experienced	56%	48%
	<b>Total</b>	100%	100%
Political organizations or clubs	Very much	14%	8%
	Quite a bit	17%	10%
	Some	15%	16%
	Very little	11%	14%
	Have not experienced	43%	52%

	<b>Total</b>	<b>100%</b>	<b>100%</b>
Community service	Very much	10%	14%
	Quite a bit	11%	17%
	Some	20%	28%
	Very little	19%	14%
	Have not experienced	41%	26%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Sorority/fraternity	Very much	1%	16%
	Quite a bit	4%	7%
	Some	2%	6%
	Very little	5%	5%
	Have not experienced	88%	66%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Religious groups	Very much	6%	5%
	Quite a bit	6%	5%
	Some	9%	10%
	Very little	14%	12%
	Have not experienced	66%	67%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Internships (paid or unpaid)	Very much	59%	24%
	Quite a bit	14%	17%
	Some	16%	18%
	Very little	2%	7%
	Have not experienced	9%	34%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Service organizations (on or off campus)	Very much	19%	14%
	Quite a bit	10%	14%
	Some	12%	22%
	Very little	15%	11%
	Have not experienced	45%	39%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Multicultural student groups	Very much	18%	11%
	Quite a bit	13%	13%
	Some	20%	19%
	Very little	12%	11%
	Have not experienced	36%	45%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Working with faculty on research	Very much	26%	18%
	Quite a bit	17%	14%
	Some	17%	15%
	Very little	10%	9%
	Have not experienced	31%	44%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
Study abroad	Very much	7%	12%
	Quite a bit	5%	6%
	Some	4%	6%
	Very little	3%	3%
	Have not experienced	81%	74%
	<b>Total</b>	<b>100%</b>	<b>100%</b>

On-campus employment	Very much	48%	27%
	Quite a bit	22%	17%
	Some	19%	16%
	Very little	5%	7%
	Have not experienced	6%	34%
	<b>Total</b>	100%	100%
Off-campus employment	Very much	22%	19%
	Quite a bit	12%	16%
	Some	9%	15%
	Very little	8%	9%
	Have not experienced	49%	41%
	<b>Total</b>	100%	100%
Independent study	Very much	17%	20%
	Quite a bit	15%	14%
	Some	16%	14%
	Very little	9%	7%
	Have not experienced	44%	46%
	<b>Total</b>	100%	100%



# HEDS Graduating Student Survey 2022 Comparison Report Claremont McKenna College

## Readiness and Satisfaction

Responses to Questions about Post-college Readiness and Satisfaction with College			
		CMC Graduating Students	All Other Graduating Students
		%	%
As you think about living a successful life after college, how important are each of the following? (Q9)			
Meaningful work	Very important	75%	71%
	Moderately important	24%	24%
	Slightly important	2%	4%
	Not important	0%	1%
	<b>Total</b>	100%	100%
Financial stability	Very important	82%	78%
	Moderately important	14%	19%
	Slightly important	4%	2%
	Not important	0%	1%
	<b>Total</b>	100%	100%
Positive relationships	Very important	90%	85%
	Moderately important	10%	13%
	Slightly important	0%	2%
	Not important	0%	0%
	<b>Total</b>	100%	100%
Balance	Very important	75%	80%
	Moderately important	20%	16%
	Slightly important	5%	3%
	Not important	0%	0%
	<b>Total</b>	100%	100%
How much has your time at this institution prepared you for the following? (Q10)			
Meaningful work	Very much	31%	30%
	Quite a bit	43%	41%
	Some	20%	22%
	Very little	6%	5%
	Not at all	0%	3%
	<b>Total</b>	100%	100%
Financial stability	Very much	44%	12%
	Quite a bit	30%	22%
	Some	21%	35%
	Very little	3%	20%
	Not at all	1%	10%
	<b>Total</b>	100%	100%
Positive relationships	Very much	40%	31%
	Quite a bit	30%	34%
	Some	28%	25%
	Very little	1%	6%
	Not at all	2%	4%
	<b>Total</b>	100%	100%

Balance	Very much	24%	21%
	Quite a bit	26%	31%
	Some	37%	31%
	Very little	11%	11%
	Not at all	3%	6%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
<b>Overall, how satisfied have you been with your undergraduate education at this institution? (Q13)</b>			
Very satisfied		49%	30%
Satisfied		46%	53%
Neither satisfied nor dissatisfied		6%	11%
Dissatisfied		0%	5%
Very dissatisfied		0%	1%
<b>Total</b>		<b>100%</b>	<b>100%</b>
<b>If you had it to do all over again, would you choose to attend this institution? (Q14)</b>			
Definitely		54%	35%
Probably		26%	34%
Not sure		15%	16%
Probably not		5%	9%
Definitely not		0%	6%
<b>Total</b>		<b>100%</b>	<b>100%</b>



# HEDS Graduating Student Survey 2022 Comparison Report Claremont McKenna College

## Information about Respondents

Responses to Questions about Demographics Information		
	CMC Graduating Students	All Other Graduating Students
	%	%
<b>What is the field of study of your undergraduate major(s)? (Check all that apply) (Q25)</b>		
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	12%	17%
Business and Management (e.g., Accounting, Business Administration, Finance, Marketing)	24%	15%
Communications (e.g., Journalism, Mass Communication, Speech, Speech Pathology)	0%	7%
Education (e.g., Elementary Education, Secondary Education, Special Education)	0%	5%
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	2%	1%
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	0%	9%
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	0%	8%
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	24%	14%
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	10%	11%
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Sociology)	60%	33%
Other field of study	2%	6%
<b>Number of Graduating Students Who Responded to This Question</b>		
<b>What is the highest level of education completed by either of your parents or the person/people who raised you? (Q26)</b>		
Did not complete high school	7%	3%
High school diploma	10%	12%
Postsecondary school other than college	2%	2%
Some college or associate's degree	8%	12%
Bachelor's degree	19%	31%
Graduate school	54%	40%
Do not know	0%	0%
<b>Total</b>	<b>100%</b>	<b>100%</b>
<b>First-generation status based on "26. What is the highest level of education completed by either of your parents or the person/people who raised you?"</b>		
First Generation	18%	17%
Continuing Generation	82%	83%
<b>Total</b>	<b>100%</b>	<b>100%</b>
<b>What is your gender? (Q27)</b>		
Man	48%	35%
Woman	52%	62%

Nonbinary	0%	3%
<b>Total</b>	<b>100%</b>	<b>100%</b>
<b>Are you transgender? (Q28)</b>		
Yes	0%	1%
No	100%	99%
<b>Total</b>	<b>100%</b>	<b>100%</b>
<b>Gender identity calculated from "27. What is your gender?" and "28. Are you transgender?"</b>		
<i>Please note, to be included in this calculation, respondents had to respond to both questions.</i>		
Man (cisgender)	48%	35%
Woman (cisgender)	52%	63%
Non-binary and/or transgender	0%	3%
<b>Total</b>	<b>100%</b>	<b>100%</b>
<b>What is your citizenship status? (Q29)</b>		
Not a U.S. citizen or permanent resident	10%	7%
U.S. permanent resident but not a U.S. citizen	0%	1%
U.S. citizen	90%	92%
<b>Total</b>	<b>100%</b>	<b>100%</b>
<b>Are you Hispanic or Latino/a? (Q30)</b>		
No	82%	89%
Yes	18%	11%
<b>Total</b>	<b>100%</b>	<b>100%</b>
<b>Please indicate the race or races with which you identify. (Choose one or more) (Q31)</b>		
American Indian or Alaska Native	1%	1%
Asian	30%	11%
Black or African American	3%	9%
Native Hawaiian or other Pacific Islander	1%	1%
White	78%	82%
<b>Number of Graduating Students Who Responded to This Question</b>		
<b>Race and ethnicity based on "29. What is your citizenship status?," "30. Are you Hispanic or Latino/a?," and "31. Please indicate the race or races with which you identify. (Choose one or more)"</b>		
<i>Please note, to be included in this calculation, respondents had to respond to all three questions.</i>		
Not a U.S. citizen or permanent resident	11%	6%
Hispanic or Latino/a	10%	7%
American Indian or Alaska Native	0%	0%
Asian	9%	5%
African American/Black	3%	6%
Native Hawaiian or other Pacific Islander	0%	0%
White	56%	73%
Two or more races	9%	3%
<b>Total</b>	<b>100%</b>	<b>100%</b>
<b>How do you attend classes at this institution? (Q32)</b>		
Primarily or entirely online	26%	19%
Split between on campus and online	0%	3%
Primarily or entirely on campus	74%	79%
<b>Total</b>	<b>100%</b>	<b>100%</b>
<b>Which of the following best describes where you are currently living? (Q33)</b>		
Dormitory or other campus housing (not a fraternity or sorority house)	86%	56%
Fraternity or sorority house (including college-owned housing)	0%	7%
Residence (house, apartment, etc.) within walking distance to your institution	8%	14%
Residence (house, apartment, etc.) farther than walking distance to your institution, but in the United States	6%	20%
In another country	0%	1%
A living arrangement not listed above	0%	2%
<b>Total</b>	<b>100%</b>	<b>100%</b>

<b>Are you a part-time or full-time student at this institution? (Q34)</b>		
Part-time	3%	3%
Full-time	97%	97%
<b>Total</b>	<b>100%</b>	<b>100%</b>
<b>Did you receive a Pell Grant? (Q35)</b>		
<i>Please note, some institutions supplied this information in the participant list and some asked it as a question. Both methods are displayed in the following frequencies.</i>		
Yes	20%	25%
No	80%	75%
<b>Total</b>	<b>100%</b>	<b>100%</b>



## HEDS Graduating Student Survey 2022 Comparison Report Claremont McKenna College

### Technical Information

This report summarizes data from 14 institutions (listed below) that administered the 2022 HEDS Graduating Student Survey. The average response rate was 37%.

Participating Institutions and Number of Responses		
	# of Respondents <sup>1</sup>	Response Rate <sup>2</sup>
American University of Paris	20	11%
Claremont McKenna College	160	41%
Dominican University of California	62	17%
Earlham College	117	55%
Gettysburg College	268	45%
Goucher College	55	26%
Haverford College	110	36%
Illinois Wesleyan University	84	22%
Lawrence University	106	26%
McDaniel College	182	55%
Muhlenberg College	153	35%
Ramapo College of New Jersey	435	38%
St. Francis College	56	15%
St. Lawrence University	518	93%

<sup>1</sup>Respondents include students who answered at least one question.

<sup>2</sup>We calculated the response rate by dividing an institution's number of respondents, by the number of emails delivered through Qualtrics.

### Indicators Used in this Report

This report includes information on five indicators that provide data on graduating students' academic experiences, as well as their readiness for, and worries about, life after college. The indicators and their reliabilities are:

- Good Teaching and High Quality Interactions with Faculty - 9 statements - Cronbach's  $\alpha = .92$
- Academic Challenge and High Expectations - 14 statements - Cronbach's  $\alpha = .89$
- Interactional Diversity - 6 statements - Cronbach's  $\alpha = .87$
- Worries - 8 statements - Cronbach's  $\alpha = .81$
- Career Readiness Competencies - 8 statements - Cronbach's  $\alpha = .89$
- Intellectual Outcomes - 10 statements - Cronbach's  $\alpha = .91$
- Civic Outcomes - 3 statements - Cronbach's  $\alpha = .85$

We only calculate indicator scores when students answered every question in the indicator.

### Calculating Means

Please note, we only show means for groups of five or more people.

### Calculating Effect Sizes

Effect size measures the magnitude of the difference between the results for one group and the results for another group. We calculated effect sizes for key comparisons rather than using tests of statistical significance. We have so many comparisons that using a test of significance for each comparison would increase the likelihood of a Type I error should the null hypothesis be correct in any of the comparisons. Unfortunately, correcting this would dramatically reduce the power of our comparisons, thereby increasing the chance of Type II errors if the differences result from more than random influences. So, we have calculated effect sizes to guide assessing the magnitude of the differences between groups. When we compared the mean of two groups, we used Cohen's  $d$ . When we compared two percentages, we used Cohen's  $h$ , which uses an arcsine transformation to derive the effect size. (See Cohen, 1988, Statistical Power Analyses for the Behavioral Sciences, page 180.) We only calculated Cohen's  $d$  and  $h$  when  $n \geq 10$  in each cell in the comparison.

Following the practice of the National Survey of Student Engagement (see [http://www.rpajournal.com/dev/wp-content/uploads/2019/02/RPA\\_Summer\\_Fall\\_Issue\\_2018\\_A2.pdf](http://www.rpajournal.com/dev/wp-content/uploads/2019/02/RPA_Summer_Fall_Issue_2018_A2.pdf)), we used the following thresholds for small, medium, and large effect sizes for both Cohen's  $d$  and  $h$ :

- \* Large – 0.5
- \* Medium – 0.3
- \* Small – 0.1

### Demographic Calculations Used Throughout this Report

#### Gender

This information comes from Question 27, "What is your gender?" and Question 28, "Are you transgender?" We combined students

who selected "Yes" for Question 28, regardless of what they selected for Question 27, with students who selected "Non-binary" for Question 27 into one group, "Non-binary and/or transgender." We added a "(cisgender)" label to those who selected "Man" or "Woman" for Question 27 and did not identify as transgender. We do not include respondents who selected "Prefer not to respond" in this calculation.

#### ***Race/ethnicity***

We use responses from Question 29 ("What is your citizenship status?"), Question 30 ("Are you Hispanic or Latino/a?"), and Question 31 ("Please indicate the race or races with which you identify. (Choose one or more)") to create the race/ethnicity categories so that they align with the race/ethnicity categories from IPEDS: <https://nces.ed.gov/ipeds/report-your-data/race-ethnicity-definitions>. Students who indicated that they were not a U.S. citizen or permanent resident in Question 29 were categorized as such, regardless of their responses to Questions 30 and 31. Students who indicated that they were Hispanic or Latino/a were categorized as such, regardless of their response to Question 31. Students who selected multiple races for Question 31 were categorized as "Two or more races." Students who selected one race for Question 31 were categorized accordingly. Students had to respond to all 3 questions to be categorized, and do not include respondents who selected "Prefer not to respond" in this calculation.

We then collapsed the IPEDS categories as follows:

#### ***U.S. People of Color:***

American Indian/Alaska Native

Asian

African American/Black

Native Hawaiian/Pacific Islander

Hispanic/Latino

Two or more races


#### ***U.S. White:***

White

#### ***International:***

Not a U.S. citizen or permanent resident

#### ***Parent(s) Education Level***

This information comes from Question 26, "What is the highest level of education completed by either of your parents or the person/people who raised you?" We've labeled students who selected "Did not finish high school" or "High school diploma" as "First-generation." We labeled students who selected "Postsecondary school other than college," "Some college or associate's degree," "Bachelor's degree," or "Graduate school" as "Continuing-generation". We do not include students who selected "Do not know" or "Prefer not to respond" in this calculation. 

#### **Outcomes**

Institutions that participated in this survey could choose to ask students about either their growth on the American Association of Colleges and Universities (AAC&U) Essential Learning Outcomes or the National Association of Colleges and Employers (NACE) Career Readiness Competencies. Institutions that used the AAC&U outcomes can see this data on the Intellectual and Civic Outcomes worksheets. Institutions that used the NACE competencies can see this data on the Career Readiness worksheet.



**HEDS Graduating Student Survey  
2022 Comparison Report  
Claremont McKenna College**

**Data Sharing Practices**

You can share this report without any restrictions. The report aggregates data from institutions besides your own and therefore does not identify data from other individual institutions.