



HEDS Graduating Student Survey 2023 Comparison Report Claremont McKenna College

Table of Contents

Released 12/19/2023

In this report, we review the responses of 136 students at Claremont McKenna College who took the 2023 HEDS Graduating Student Survey and compare them to the responses of students at other institutions who took this survey in 2022 and 2023.

The worksheets in this report summarize the survey data with different levels of detail, from a high-level overview of the survey's key results to detailed data on students' responses to the six indicators in the survey as well as on other measures of institutional impact.

You can use the Table of Contents below to see a description of what each worksheet covers and to navigate the report. Click on the underlined names to jump to the worksheet you would like to view.

[Summary](#)

A high-level comparative summary of the key outcome indicators and measures from the survey, including students' exposure to high-impact experiences, readiness for and worries about life after college, and overall satisfaction with their education.

[Good Teaching and High-Quality Interactions with Faculty](#)

A combination of overall and detailed measures of the quality of your students' interactions with faculty, inside and outside of class.

[Academic Challenge and High Expectations](#)

A combination of overall and detailed measures of the intellectual challenge your students experienced in their academic work.

[Interactional Diversity](#)

A combination of overall and detailed measures of how often students had formative interactions with people with different identities, ideas, and perspectives from their own.

Worries
A combination of overall and detailed measures of what students are worrying about as they approach graduation.
Intellectual Outcomes
Summary of your students' reports on the extent to which they've grown on a set of intellectual outcomes from the American Association of Colleges and Universities (AAC&U).
Civic Outcomes
Summary of your students' reports on the extent to which they've grown on a set of civic outcomes from the American Association of Colleges and Universities (AAC&U).
College Activities
Data on the extent to which students perceive that various activities in college contributed to their learning and personal development.
Readiness and Satisfaction
Data on the extent to which students perceive that their institution has prepared them for success after college and their satisfaction with their undergraduate education.
Postgraduate Activities
Data on your students' plans following graduation.
Information about Respondents
Detailed demographic information about the students who took this survey.
Technical Information
Information including the response rate for the survey, a list of institutions that participated in the survey, and details about how we calculated the indicators and other variables in this report.
Data Sharing Practices
Information about how you may share this report.



HEDS Graduating Student Survey 2023 Comparison Report Claremont McKenna College

[Back to Table](#)

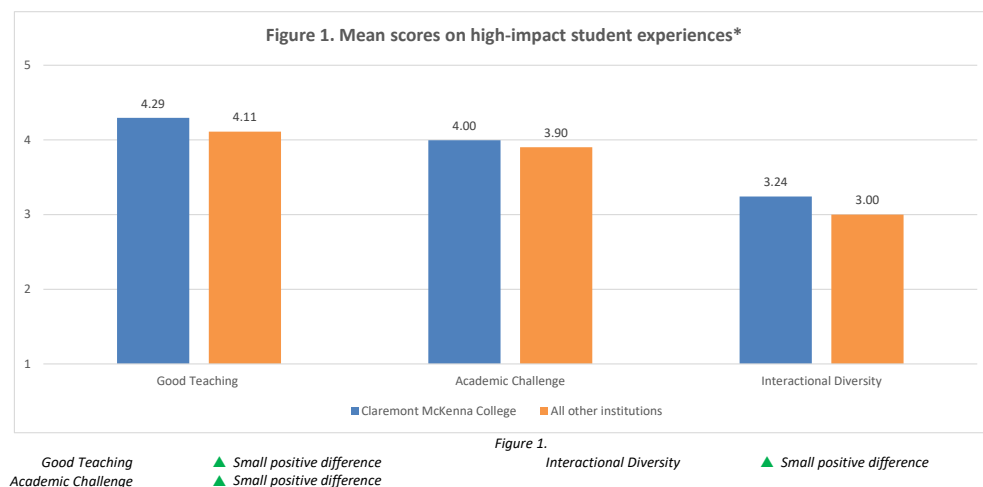
Summary

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.

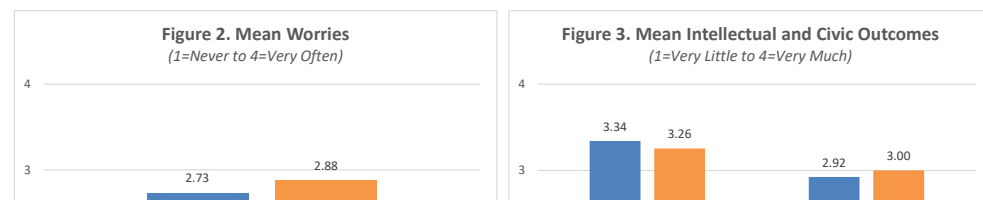
Figure 2 includes data from an overall measure of how worried students are about life after college. Higher scores mean that students worry more often about things like starting a successful career, paying off student loans, and maintaining work-life balance. Figure 3 shows students' overall sense of 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.¹ 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.



*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.



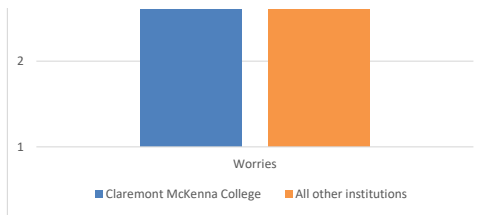


Figure 2
Worries
▼ Small negative difference

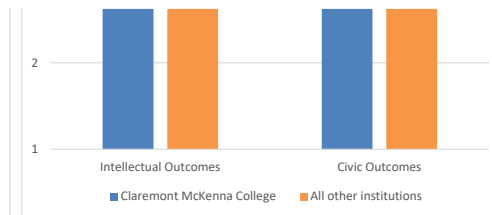
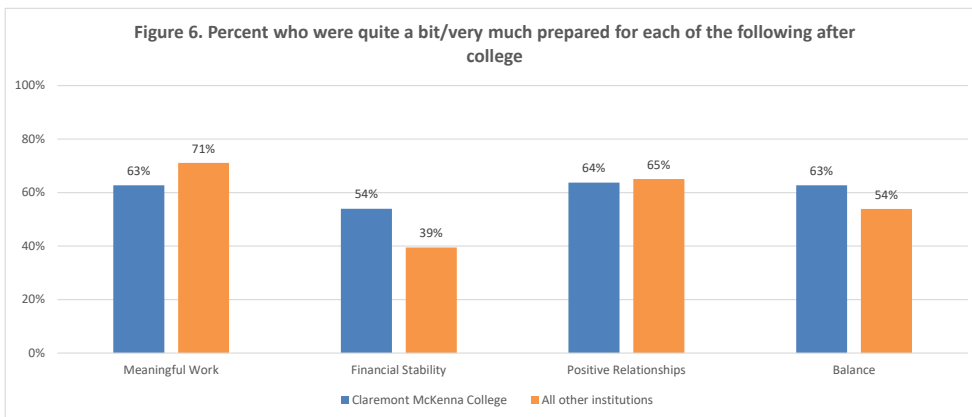
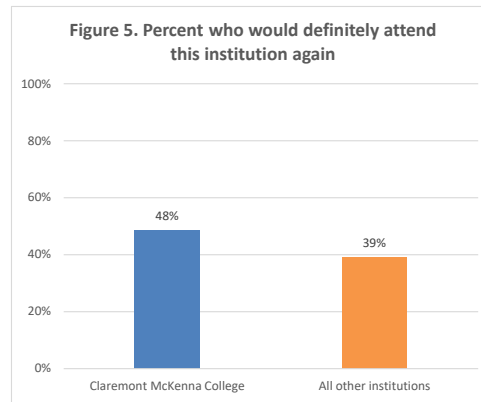
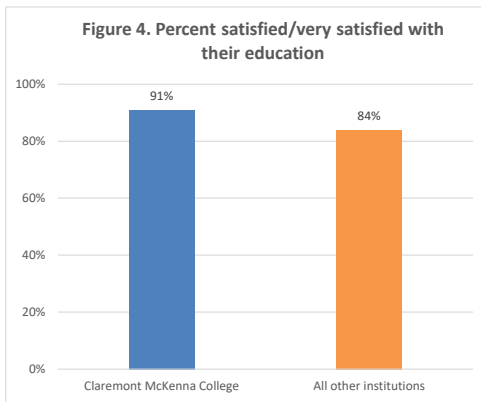


Figure 3
Intellectual Outcomes
Civic Outcomes
▲ Small positive difference
= No difference



¹ ▲▲▲ 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 2023 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

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.

23% 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, Major, and Parental Education

	Claremont McKenna College Graduating Students				All Other Graduating Students		
	n	Mean	Effect Size ¹	% High Scores ²	n	Mean	% High Scores
Respondents by Gender							
Men (cisgender)	35	4.05	▲▲	31%	1,658	3.87	19%
Women (cisgender)	58	3.97	▬	19%	2,840	3.95	19%
Nonbinary and/or Transgender	1	-	-	-	171	3.87	13%
Respondents by Race/Ethnicity							
American Indian or Alaska Native	0	-	-	-	7	3.28	0%
Asian	17	3.93	▬	35%	244	3.93	25%
Black or African American	5	-	-	-	328	3.98	20%
Native Hawaiian or other Pacific Islander	0	-	-	-	6	3.86	33%
White	33	3.94	▬	18%	3,269	3.92	19%
Hispanic or Latino/a	6	4.31	▲	17%	485	3.85	16%
Not a U.S. citizen or permanent resident	17	4.32	▲▲▲	29%	256	3.89	17%
Two or more races	4	-	-	-	139	3.88	15%
Respondents by Major							
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	15	3.86	▬	40%	582	3.91	22%
Business and Management (e.g., Accounting, Business Administration, Finance, Communications (e.g., Journalism, Mass Communication, Speech, Speech)	6	3.90	-	17%	451	3.83	21%
Education (e.g., Elementary Education, Secondary Education, Special Education)	1	-	-	-	151	3.94	21%
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	0	-	-	-	157	3.85	21%
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	0	-	-	-	55	3.54	9%
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	0	-	-	-	213	3.71	9%
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	0	-	-	-	315	3.90	22%
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	3	-	-	-	310	4.02	19%
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Other	2	-	-	-	352	3.75	13%
Two or more majors	29	3.93	▼	14%	1,120	3.99	19%
First Generation	4	-	-	-	297	3.80	18%
Continuing Generation	33	4.14	▲▲	15%	1,238	3.97	18%
Respondents by Parental Education							
First Generation	16	3.97	▬	25%	1,013	3.93	21%
Continuing Generation	77	3.99	▲	21%	4,182	3.91	18%

▲▲▲ 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.

² % 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

		Claremont McKenna College Graduating Students		All Other Graduating Students	
		n	%	n	%
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	36	32%	1,706	29%
	Often	61	55%	2,911	49%
	Sometimes	14	13%	1,193	20%
	Rarely	0	0%	114	2%
	Never	0	0%	42	1%
	Total	111	100%	5,966	100%
Faculty asked me to show how a particular course concept could be applied to an actual problem or situation.	Very often	39	35%	1,785	30%
	Often	52	47%	2,470	41%
	Sometimes	14	13%	1,362	23%
	Rarely	6	5%	278	5%
	Never	0	0%	68	1%
	Total	111	100%	5,963	100%
Faculty asked me to point out any fallacies	Very often	34	31%	1,459	25%

In ideas, principles, or points of view presented in the course.	Often	41	37%	2,329	39%
	Sometimes	26	24%	1,580	27%
	Rarely	7	6%	452	8%
	Never	2	2%	135	2%
	Total	110	100%	5,955	100%
Faculty asked me to argue for or against a particular point of view.	Very often	34	31%	1,539	26%
	Often	41	37%	2,141	36%
	Sometimes	30	27%	1,587	27%
	Rarely	5	5%	509	9%
	Never	1	1%	171	3%
	Total	111	100%	5,947	100%
Faculty challenged my ideas in class.	Very often	28	25%	1,338	23%
	Often	45	41%	2,099	35%
	Sometimes	30	27%	1,899	32%
	Rarely	8	7%	480	8%
	Never	0	0%	127	2%
	Total	111	100%	5,943	100%
Students challenged each other's ideas in class.	Very often	27	24%	1,304	22%
	Often	46	41%	2,068	35%
	Sometimes	34	31%	1,897	32%
	Rarely	4	4%	519	9%
	Never	0	0%	128	2%
	Total	111	100%	5,916	100%
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	60	56%	3,164	54%
	Often	28	26%	1,685	29%
	Sometimes	15	14%	808	14%
	Rarely	4	4%	168	3%
	Never	0	0%	30	1%
	Total	107	100%	5,855	100%
Completed assignments or projects in which I solved problems.	Very often	50	47%	2,384	41%
	Often	34	32%	2,047	35%
	Sometimes	17	16%	1,083	18%
	Rarely	6	6%	309	5%
	Never	0	0%	32	1%
	Total	107	100%	5,855	100%
Made oral presentations.	Very often	39	37%	1,703	29%
	Often	37	35%	2,224	38%
	Sometimes	23	22%	1,559	27%
	Rarely	7	7%	321	5%
	Never	0	0%	45	1%
	Total	106	100%	5,852	100%
Used course content to address a problem not presented in the course.	Very often	22	21%	1,332	23%
	Often	30	28%	1,868	32%
	Sometimes	42	40%	1,941	33%
	Rarely	11	10%	591	10%
	Never	1	1%	114	2%
	Total	106	100%	5,846	100%
Compared or contrasted topics or ideas from a course.	Very often	28	26%	1,911	33%
	Often	47	44%	2,387	41%
	Sometimes	26	24%	1,273	22%
	Rarely	6	6%	235	4%
	Never	0	0%	45	1%
	Total	107	100%	5,851	100%
Pointed out the strengths and weaknesses of a particular argument or point of view.	Very often	38	36%	1,776	30%
	Often	43	40%	2,263	39%
	Sometimes	22	21%	1,392	24%
	Rarely	4	4%	341	6%
	Never	0	0%	74	1%
	Total	107	100%	5,846	100%
Argued for or against a particular point of view and defended my argument.	Very often	43	40%	1,822	31%
	Often	39	36%	2,084	36%
	Sometimes	20	19%	1,385	24%
	Rarely	5	5%	426	7%
	Never	0	0%	117	2%
	Total	107	100%	5,834	100%
Connected what I learned in multiple courses.	Very often	36	34%	2,473	43%
	Often	53	50%	2,092	36%
	Sometimes	13	12%	994	17%
	Rarely	5	5%	211	4%
	Never	0	0%	47	1%
	Total	107	100%	5,817	100%



HEDS Graduating Student Survey 2023 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.

66% 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, Major, and Parental Education

	Claremont McKenna College Graduating Students				All Other Graduating Students		
	n	Mean	Effect Size ¹	% High Scores ²	n	Mean	% High Scores
Respondents by Gender							
Men (cisgender)	36	4.35	▲▲	72%	1,681	4.12	51%
Women (cisgender)	55	4.20	■	60%	2,880	4.16	50%
Nonbinary and/or Transgender	1	-	-	-	171	4.03	46%
Respondents by Race/Ethnicity							
American Indian or Alaska Native	0	-	-	-	6	3.67	62%
Asian	17	4.26	▲	65%	249	4.14	48%
Black or African American	4	-	-	-	336	4.09	33%
Native Hawaiian or other Pacific Islander	0	-	-	-	7	3.98	53%
White	34	4.46	▲▲	74%	3,320	4.13	46%
Hispanic or Latino/a	6	4.31	-	83%	489	4.08	57%
Not a U.S. citizen or permanent resident	17	4.37	▲	65%	260	4.29	50%
Two or more races	4	-	-	-	142	4.08	46%
Respondents by Major							
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	13	4.25	▲	69%	604	4.15	51%
Business and Management (e.g., Accounting, Business Administration, Finance, Communications (e.g., Journalism, Mass Communication, Speech, Speech Education (e.g., Elementary Education, Secondary Education, Special Education)	6	4.26	-	67%	456	3.97	46%
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	1	-	-	-	153	4.10	46%
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	0	-	-	-	160	4.14	51%
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	0	-	-	-	51	4.20	61%
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	0	-	-	-	219	4.07	47%
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	0	-	-	-	322	4.05	52%
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Other	2	-	-	-	312	4.21	54%
Two or more majors	2	-	-	-	355	4.17	50%
First Generation	31	4.31	▲	71%	1,143	4.11	46%
Continuing Generation	4	-	-	-	297	4.06	46%
Two or more majors	33	4.26	▲	61%	1,244	4.19	52%
Respondents by Parental Education							
First Generation	15	4.18	▲	53%	1,031	4.09	49%
Continuing Generation	78	4.29	▲	68%	4,241	4.14	50%

▲▲▲ 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.

Table 3: Responses to Statements in the Good Teaching and High-Quality Interactions with Faculty Indicator

		Claremont McKenna College Graduating		All Other Graduating Students	
		n	%	n	%
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	60	51%	2,756	45%
	Agree	51	43%	2,804	45%
	Neither agree nor disagree	4	3%	421	7%
	Disagree	3	3%	129	2%
	Strongly disagree	0	0%	56	1%
	Total	118	100%	6,166	100%
Interested in helping students grow in more than just academic areas.	Strongly agree	47	39%	2,311	38%
	Agree	59	50%	2,788	45%
	Neither agree nor disagree	9	8%	729	12%
	Disagree	4	3%	256	4%

	Strongly disagree	0	0%	71	1%
	Total	119	100%	6,155	100%
Good at providing prompt and useful feedback.	Strongly agree	39	33%	1,824	30%
	Agree	68	58%	3,185	52%
	Neither agree nor disagree	6	5%	803	13%
	Disagree	3	3%	267	4%
	Strongly disagree	1	1%	73	1%
	Total	117	100%	6,152	100%
Willing to spend time outside of class to discuss issues of interest and importance to students.	Strongly agree	68	58%	2,463	40%
	Agree	43	36%	2,732	45%
	Neither agree nor disagree	5	4%	721	12%
	Disagree	2	2%	155	3%
	Strongly disagree	0	0%	65	1%
	Total	118	100%	6,136	100%
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	51	47%	2,281	38%
	Agree	47	43%	2,485	42%
	Neither agree nor disagree	11	10%	953	16%
	Disagree	0	0%	172	3%
	Strongly disagree	0	0%	74	1%
	Total	109	100%	5,965	100%
My nonclassroom interactions with faculty have had a positive influence on my intellectual growth and interest in ideas.	Strongly agree	49	45%	2,205	37%
	Agree	50	46%	2,555	43%
	Neither agree nor disagree	9	8%	964	16%
	Disagree	1	1%	165	3%
	Strongly disagree	0	0%	67	1%
	Total	109	100%	5,956	100%
My nonclassroom interactions with faculty have had a positive influence on my career goals and aspirations.	Strongly agree	47	43%	2,110	35%
	Agree	47	43%	2,333	39%
	Neither agree nor disagree	12	11%	1,161	20%
	Disagree	2	2%	249	4%
	Strongly disagree	1	1%	95	2%
	Total	109	100%	5,948	100%
I developed a close, personal relationship with at least one faculty member.	Strongly agree	49	45%	2,536	43%
	Agree	41	38%	1,895	32%
	Neither agree nor disagree	12	11%	825	14%
	Disagree	6	6%	483	8%
	Strongly disagree	1	1%	204	3%
	Total	109	100%	5,943	100%
I am satisfied with the opportunities to meet and interact informally with faculty members.	Strongly agree	39	36%	2,081	35%
	Agree	46	42%	2,439	41%
	Neither agree nor disagree	15	14%	929	16%
	Disagree	8	7%	368	6%
	Strongly disagree	1	1%	102	2%
	Total	109	100%	5,919	100%

HEDS Graduating Student Survey 2023 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

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

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,
- 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, Major, and Parental Education

	Claremont McKenna College Graduating Students				All Other Graduating Students		
	n	Mean	Effect Size ¹	% High Scores ²	n	Mean	% High Scores
Respondents by Gender							
Men (cisgender)	36	3.34	▲▲	17%	1,690	2.98	14%
Women (cisgender)	58	3.11	▲	10%	2,881	3.01	12%
Nonbinary and/or Transgender	1	-	-	-	172	3.25	9%
Respondents by Race/Ethnicity							
American Indian or Alaska Native	0	-	-	-	6	2.42	0%
Asian	17	3.04	▼	12%	252	3.14	19%
Black or African American	5	-	-	-	340	3.11	17%
Native Hawaiian or other Pacific Islander	0	-	-	-	6	3.39	33%
White	35	3.28	▲▲	14%	3,314	2.99	10%
Hispanic or Latino/a	6	3.33	-	17%	490	2.83	14%
Not a U.S. citizen or permanent resident	16	3.42	▲	19%	263	3.29	19%
Two or more races	4	-	-	-	139	2.94	9%
Respondents by Major							
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	15	2.91	▬	13%	591	2.95	10%
Business and Management (e.g., Accounting, Business Administration, Finance, Communications (e.g., Journalism, Mass Communication, Speech, Speech	6	3.03	-	17%	459	2.82	16%
Education (e.g., Elementary Education, Secondary Education, Special Education)	1	-	-	-	154	3.04	16%
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	0	-	-	-	159	2.84	18%
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	0	-	-	-	55	2.46	13%
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	0	-	-	-	215	2.78	5%
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	0	-	-	-	325	2.75	12%
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	3	-	-	-	313	3.22	13%
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Other	2	-	-	-	357	2.79	8%
Two or more majors	31	3.39	▲	16%	1,149	3.15	13%
Other	4	-	-	-	303	2.88	12%
Two or more majors	33	3.25	▲	12%	1,244	3.17	11%
Respondents by Parental Education							
First Generation	16	3.28	▲	6%	1,041	2.99	15%
Continuing Generation	79	3.18	▲	13%	4,239	3.02	11%

¹ ▲▲▲ 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.

² % 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

		Claremont McKenna College Graduating		All Other Graduating Students	
		n	%	n	%
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	17	16%	627	11%
	Often	16	15%	901	15%
	Sometimes	40	37%	1,633	28%
	Rarely	28	26%	1,495	26%
	Never	6	6%	1,198	20%
	Total	107	100%	5,854	100%
Participated in a diversity or cultural awareness workshop.	Very often	12	11%	630	11%
	Often	17	16%	955	16%
	Sometimes	44	41%	1,673	29%
	Rarely	19	18%	1,313	22%
	Never	15	14%	1,271	22%
	Total	107	100%	5,842	100%
Had discussions about intergroup relations with students differing from you in gender, national origin, political views, race, religion, sexuality, or values.	Very often	19	18%	1,119	19%
	Often	32	30%	1,552	27%
	Sometimes	39	36%	1,714	29%
	Rarely	12	11%	829	14%
	Never	5	5%	630	11%
	Total	107	100%	5,844	100%
Had serious discussions with other students about different lifestyles and customs.	Very often	22	21%	1,126	19%
	Often	39	36%	1,681	29%
	Sometimes	31	29%	1,776	30%
	Rarely	15	14%	795	14%

	Never	0	0%	457	8%
	Total	107	100%	5,835	100%
Had serious discussions with faculty or staff whose political, social, or religious opinions were different from your own.	Very often	9	8%	671	11%
	Often	31	29%	1,053	18%
	Sometimes	26	25%	1,661	28%
	Rarely	29	27%	1,391	24%
	Never	11	10%	1,061	18%
	Total	106	100%	5,837	100%
Had serious discussions with students whose political, social, or religious opinions were different from your own.	Very often	18	17%	882	15%
	Often	33	31%	1,403	24%
	Sometimes	32	30%	1,776	30%
	Rarely	19	18%	1,108	19%
	Never	5	5%	659	11%
	Total	107	100%	5,828	100%

HEDS Graduating Student Survey 2023 Comparison Report Claremont McKenna College

Worries

This tab includes three tables on the *Worries* indicator. Table 1 includes the eight 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: Worries

1 = *Never*; 2 = *Sometimes*; 3 = *Often*; 4 = *Very often*

How often do you worry about the following? (Q8)

- Successfully starting a career that aligns with my long-term goals
- Settling for a job I don't enjoy because it pays the bills
- Getting into the graduate school I need to take the next step in my career
- Paying off my student loans after college
- Creating balance between work, family, friends, and my personal interests/hobbies
- Maintaining my mental and physical health and well-being
- Knowing how to do "life stuff" (e.g., managing my finances, finding a good place to live, getting the right kinds of insurance)
- National/global issues that impact society at large (e.g., climate change, the political environment, social inequality, COVID-19)

10% of Claremont McKenna College graduating students had a high score on this indicator responding "Very often" or "Often" to all eight statements.

Table 2: Worries by Gender, Race/Ethnicity, Major, and Parental Education

	Claremont McKenna College Graduating Students				All Other Graduating Students		
	n	Mean	Effect Size ¹	% High Scores ²	n	Mean	% High Scores
Respondents by Gender							
Men (cisgender)	34	2.42	▼▼	9%	1,688	2.70	13%
Women (cisgender)	59	2.94	▬	10%	2,857	2.95	17%
Nonbinary and/or Transgender	1	-	-	-	171	3.17	20%
Respondents by Race/Ethnicity							
American Indian or Alaska Native	0	-	-	-	7	2.57	14%
Asian	16	2.63	▼▼▼	0%	247	3.01	26%
Black or African American	5	-	-	-	330	3.02	24%
Native Hawaiian or other Pacific Islander	0	-	-	-	7	3.04	43%
White	34	2.49	▼▼▼	6%	3,310	2.86	13%
Hispanic or Latino/a	6	2.92	-	17%	486	2.93	20%
Not a U.S. citizen or permanent resident	17	3.01	▲▲	12%	260	2.74	12%
Two or more races	4	-	-	-	139	2.85	14%
Respondents by Major							
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	15	2.85	▼	13%	599	2.99	21%
Business and Management (e.g., Accounting, Business Administration, Finance, Marketing)	6	2.46	-	0%	451	2.75	16%
Communications (e.g., Journalism, Mass Communication, Speech, Speech Pathology)	1	-	-	-	153	2.86	15%
Education (e.g., Elementary Education, Secondary Education, Special Education)	0	-	-	-	154	2.81	17%
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	0	-	-	-	57	2.80	18%
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	0	-	-	-	214	2.93	12%
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	0	-	-	-	317	2.80	17%
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	3	-	-	-	307	2.99	16%
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	2	-	-	-	347	2.73	11%
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Sociology)	31	2.82	▼	13%	1,144	2.92	17%
Other	4	-	-	-	297	2.85	14%
Two or more majors	33	2.72	▼▼	6%	1,250	2.91	14%
Respondents by Parental Education							
First Generation	16	2.88	▼	13%	1,026	3.00	23%
Continuing Generation	78	2.70	▼	8%	4,221	2.85	14%

▲▲▲ 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.

²% 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 Worries Indicator

		Claremont McKenna College		All Other Graduating	
		Graduating Students		Students	
		n	%	n	%
How often do you worry about the following? (Q8)					
Successfully starting a career that aligns with my long-term goals	Never	7	7%	353	6%
	Sometimes	27	26%	1,206	21%
	Often	24	23%	1,585	28%
	Very often	45	44%	2,499	44%
	Total	103	100%	5,643	100%
Settling for a job I don't enjoy because it pays the bills	Never	25	24%	868	15%
	Sometimes	24	23%	1,462	26%
	Often	26	25%	1,419	25%
	Very often	28	27%	1,882	33%
	Total	103	100%	5,631	100%
Getting into the graduate school I need to take the next step in my career	Never	22	21%	1,607	29%
	Sometimes	25	24%	1,446	26%
	Often	27	26%	1,166	21%
	Very often	29	28%	1,408	25%
	Total	103	100%	5,627	100%
Paying off my student loans after college	Never	67	65%	1,885	33%
	Sometimes	13	13%	1,139	20%
	Often	10	10%	955	17%
	Very often	13	13%	1,648	29%

	Total	103	100%	5,627	100%
Creating balance between work, family, friends, and my personal interests/hobbies	Never	7	7%	365	6%
	Sometimes	25	25%	1,201	21%
	Often	35	34%	1,749	31%
	Very often	35	34%	2,316	41%
	Total	102	100%	5,631	100%
Maintaining my mental and physical health and well-being	Never	3	3%	250	4%
	Sometimes	16	16%	1,013	18%
	Often	35	34%	1,567	28%
	Very often	49	48%	2,795	50%
	Total	103	100%	5,625	100%
Knowing how to do "life stuff" (e.g., managing my finances, finding a good place to live, getting the right kinds of insurance)	Never	8	8%	310	6%
	Sometimes	27	26%	1,114	20%
	Often	35	34%	1,612	29%
	Very often	33	32%	2,592	46%
	Total	103	100%	5,628	100%
National/global issues that impact society at large (e.g., climate change, the political environment, social inequality, COVID-19)	Never	7	7%	484	9%
	Sometimes	29	28%	1,545	28%
	Often	43	42%	1,663	30%
	Very often	24	23%	1,921	34%
	Total	103	100%	5,613	100%
Other worry or concern (students could write in something else they were worried about):	Never	29	66%	1,890	68%
	Sometimes	8	18%	278	10%
	Often	1	2%	222	8%
	Very often	6	14%	398	14%
	Total	44	100%	2,788	100%

HEDS Graduating Student Survey 2023 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)

Careful reading
Critical thinking
Creative thinking
Information literacy
Quantitative literacy
Effective writing
Effective speaking
Teamwork
Problem solving
Integrative thinking

48% of Claremont McKenna College graduating students had a high score on this indicator, responding "Very much" or "Quite a bit" to all ten statements.

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

	Claremont McKenna College Graduating Students				All Other Graduating Students		
	n	Mean	Effect Size ¹	% High Scores ²	n	Mean	% High Scores
Respondents by Gender							
Men (cisgender)	35	3.37	▲	54%	1,120	3.21	45%
Women (cisgender)	53	3.31	▬	42%	1,995	3.33	53%
Nonbinary and/or Transgender	1	-	-	-	121	3.20	39%
Respondents by Race/Ethnicity							
American Indian or Alaska Native	0	-	-	-	5	-	-
Asian	17	3.21	▬	41%	195	3.26	55%
Black or African American	5	-	-	-	223	3.27	51%
Native Hawaiian or other Pacific Islander	0	-	-	-	7	2.99	43%
White	34	3.35	▲	47%	2,302	3.27	48%
Hispanic or Latino/a	5	-	-	-	379	3.30	52%
Not a U.S. citizen or permanent resident	15	3.62	▲▲	60%	164	3.43	61%
Two or more races	4	-	-	-	114	3.26	43%
Respondents by Major							
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	15	3.29	▬	60%	453	3.33	58%
Business and Management (e.g., Accounting, Business Administration, Finance, Communications (e.g., Journalism, Mass Communication, Speech, Speech)	6	3.18	-	67%	331	3.17	52%
Education (e.g., Elementary Education, Secondary Education, Special Education)	1	-	-	-	84	3.18	49%
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	0	-	-	-	122	3.24	55%
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	0	-	-	-	28	3.33	57%
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	0	-	-	-	159	3.09	32%
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	0	-	-	-	254	3.22	53%
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	2	-	-	-	206	3.28	40%
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Other	1	-	-	-	244	3.24	41%
Two or more majors	30	3.32	▬	40%	840	3.29	49%
Continuing Generation	4	-	-	-	195	3.15	45%
First Generation	31	3.40	▬	42%	853	3.35	48%
Respondents by Parental Education							
First Generation	14	3.29	▬	36%	741	3.30	52%
Continuing Generation	75	3.33	▲	48%	3,001	3.27	48%

▲▲▲ 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.

²% 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

		Claremont McKenna College Graduating		All Other Graduating Students	
		n	%	n	%
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? (Q6)					
Careful reading: Comprehension and analysis of written texts within and across genres.	Very much	55	53%	1,958	48%
	Quite a bit	35	34%	1,457	35%
	Some	11	11%	585	14%
	Very little	2	2%	113	3%
	Total	103	100%	4,113	100%
Critical thinking: Examination of ideas, evidence, and assumptions before accepting or formulating a conclusion.	Very much	62	61%	2,327	57%
	Quite a bit	34	34%	1,334	32%
	Some	4	4%	374	9%
	Very little	1	1%	70	2%
	Total	101	100%	4,105	100%
Creative thinking: Developing or combining ideas, images, or expertise in innovative ways.	Very much	41	41%	1,871	46%
	Quite a bit	33	33%	1,432	35%
	Some	24	24%	671	16%
	Very little	3	3%	129	3%
	Total	101	100%	4,103	100%
Information literacy: Locating, evaluating, and using information effectively and responsibly for a particular purpose.	Very much	62	62%	2,069	50%
	Quite a bit	30	30%	1,458	36%
	Some	8	8%	483	12%

	Very little	0	0%	92	2%
	Total	100	100%	4,102	100%
Quantitative literacy: Seeking, understanding, and using quantitative information appropriately to solve problems or make arguments.	Very much	54	53%	1,819	44%
	Quite a bit	32	32%	1,430	35%
	Some	11	11%	685	17%
	Very little	4	4%	165	4%
	Total	101	100%	4,099	100%
Effective writing: Conveying accurate and compelling content in clear, expressive, and audience-appropriate prose.	Very much	57	56%	2,132	52%
	Quite a bit	31	30%	1,324	32%
	Some	13	13%	519	13%
	Very little	1	1%	121	3%
	Total	102	100%	4,096	100%
Effective speaking: Conveying accurate and compelling content in clear, expressive, and audience-appropriate oral presentations.	Very much	50	49%	1,674	41%
	Quite a bit	34	33%	1,483	36%
	Some	15	15%	749	18%
	Very little	3	3%	187	5%
	Total	102	100%	4,093	100%
Teamwork: Contributing to a team, facilitating the work of team members, and fostering a constructive team climate.	Very much	41	41%	1,685	41%
	Quite a bit	39	39%	1,420	35%
	Some	21	21%	782	19%
	Very little	0	0%	209	5%
	Total	101	100%	4,096	100%
Problem solving: Designing, evaluating, and implementing a strategy to answer questions or achieve a goal.	Very much	50	49%	1,949	48%
	Quite a bit	41	40%	1,448	35%
	Some	10	10%	576	14%
	Very little	1	1%	117	3%
	Total	102	100%	4,090	100%
Integrative thinking: The habit of connecting ideas and experiences, and the ability to transfer learning to novel situations.	Very much	46	45%	1,865	46%
	Quite a bit	40	39%	1,457	36%
	Some	15	15%	630	15%
	Very little	1	1%	119	3%
	Total	102	100%	4,071	100%



HEDS Graduating Student Survey 2023 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	
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? (Q6)	51% of Claremont McKenna College graduating students had a high score on this indicator, responding "Very much" or "Quite a bit" to all three statements.
Civic engagement	
Intercultural knowledge and competence	
Ethical reasoning	

Table 2: Civic Outcomes by Gender, Race/Ethnicity, Major, and Parental Education						
	Claremont McKenna College Graduating Students				All Other Graduating Students	
	n	Mean	Effect Size ¹	% High Scores ²	n	Mean
Respondents by Gender						
Men (cisgender)	35	2.93	±	57%	1,129	2.92
Women (cisgender)	58	2.90	▼	47%	2,021	3.08
Nonbinary and/or Transgender	1	-	-	-	122	3.03
Respondents by Race/Ethnicity						
American Indian or Alaska Native	0	-	-	-	5	-
Asian	17	2.84	▼▼	53%	197	3.07
Black or African American	5	-	-	-	232	3.01
Native Hawaiian or other Pacific Islander	0	-	-	-	7	3.00
White	34	2.88	▼	53%	2,314	2.99
Hispanic or Latino/a	6	3.33	±	83%	390	3.02
Not a U.S. citizen or permanent resident	17	3.24	±	53%	165	3.22
Two or more races	4	-	-	-	115	2.92
Respondents by Major						
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science,	15	2.73	▼	47%	458	2.99
Business and Management (e.g., Accounting, Business Administration, Finance,	6	2.83	-	67%	330	2.94
Communications (e.g., Journalism, Mass Communication, Speech, Speech	1	-	-	-	87	3.00
Education (e.g., Elementary Education, Secondary Education, Special Education)	0	-	-	-	126	3.03
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering,	0	-	-	-	28	3.04
Mechanical Engineering)	0	-	-	-	161	2.80
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	0	-	-	-	256	3.01
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	0	-	-	-	210	3.00
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	2	-	-	-	247	2.74
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy,	2	-	-	-	853	3.11
Chemistry, Earth Sciences, Physics)	31	2.92	▼	55%	200	2.86
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology,	4	-	-	-	865	3.09
Other	34	2.96	▼	44%		
Two or more majors						
Respondents by Parental Education						
First Generation	15	2.76	▼▼	47%	759	3.08
Continuing Generation	79	2.92	±	51%	3,031	3.00

¹▲▲▲ 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.
²% 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					
		Claremont McKenna College Graduating Students		All Other Graduating Students	
		n	%	n	%
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? (Q6)					
Civic engagement: Promoting the quality of life in a community, through both political and nonpolitical processes.	Very much	32	31%	1,285	31%
	Quite a bit	26	25%	1,222	30%
	Some	35	34%	1,079	26%
	Very little	9	9%	499	12%
	Total	102	100%	4,085	100%
Intercultural knowledge and competence: Information, skills, and commitments that support effective and appropriate interactions in a variety of cultural contexts.	Very much	35	34%	1,570	38%
	Quite a bit	32	31%	1,423	35%
	Some	28	27%	852	21%
	Very little	7	7%	243	6%
	Total	102	100%	4,088	100%
Ethical reasoning: Recognizing ethical issues, examining different ethical perspectives, and considering the ramifications of alternative actions.	Very much	36	35%	1,725	42%
	Quite a bit	41	40%	1,414	35%
	Some	19	19%	757	19%
	Very little	6	6%	190	5%
	Total	102	100%	4,086	100%



HEDS Graduating Student Survey 2023 Comparison Report Claremont McKenna College

College Activities

Responses to Questions about Activities in College					
		Claremont McKenna College Graduating Students		All Other Graduating Students	
		n	%	n	%
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	7	7%	394	7%
	Quite a bit	9	9%	349	6%
	Some	14	14%	589	10%
	Very little	17	17%	689	12%
	Have not experienced	56	54%	3,664	64%
	Total	103	100%	5,685	100%
Intercollegiate athletics	Very much	25	24%	1,136	20%
	Quite a bit	13	13%	370	7%
	Some	5	5%	452	8%
	Very little	8	8%	323	6%
	Have not experienced	52	50%	3,393	60%
	Total	103	100%	5,674	100%
Intramural or club sports	Very much	12	12%	657	12%
	Quite a bit	11	11%	565	10%
	Some	21	21%	791	14%
	Very little	16	16%	574	10%
	Have not experienced	42	41%	3,095	54%
	Total	102	100%	5,682	100%
Student publications	Very much	4	4%	476	8%
	Quite a bit	7	7%	477	8%
	Some	17	17%	860	15%
	Very little	18	17%	776	14%
	Have not experienced	57	55%	3,093	54%
	Total	103	100%	5,682	100%
Performing arts/music	Very much	4	4%	754	13%
	Quite a bit	8	8%	584	10%
	Some	14	14%	862	15%
	Very little	17	17%	752	13%
	Have not experienced	60	58%	2,735	48%
	Total	103	100%	5,687	100%
Political organizations or clubs	Very much	12	12%	476	8%
	Quite a bit	13	13%	550	10%
	Some	13	13%	825	15%
	Very little	9	9%	728	13%
	Have not experienced	56	54%	3,107	55%
	Total	103	100%	5,686	100%
Community service	Very much	9	9%	799	14%
	Quite a bit	9	9%	928	16%
	Some	23	23%	1,510	27%
	Very little	25	25%	773	14%
	Have not experienced	36	35%	1,670	29%
	Total	102	100%	5,680	100%
Sorority/fraternity	Very much	0	0%	821	14%

	Quite a bit	2	2%	396	7%
	Some	4	4%	336	6%
	Very little	0	0%	316	6%
	Have not experienced	97	94%	3,801	67%
	Total	103	100%	5,670	100%
Religious groups	Very much	4	4%	368	6%
	Quite a bit	8	8%	312	5%
	Some	5	5%	594	10%
	Very little	15	15%	653	11%
	Have not experienced	70	69%	3,754	66%
	Total	102	100%	5,681	100%
Internships (paid or unpaid)	Very much	49	48%	1,300	23%
	Quite a bit	27	26%	939	16%
	Some	14	14%	882	15%
	Very little	3	3%	395	7%
	Have not experienced	10	10%	2,175	38%
	Total	103	100%	5,691	100%
Service organizations (on or off campus)	Very much	11	11%	791	14%
	Quite a bit	9	9%	750	13%
	Some	17	17%	1,147	20%
	Very little	16	16%	654	11%
	Have not experienced	50	49%	2,345	41%
	Total	103	100%	5,687	100%
Multicultural student groups	Very much	24	23%	667	12%
	Quite a bit	16	16%	691	12%
	Some	17	17%	1,052	18%
	Very little	11	11%	618	11%
	Have not experienced	35	34%	2,660	47%
	Total	103	100%	5,688	100%
Working with faculty on research	Very much	26	25%	1,055	19%
	Quite a bit	22	21%	734	13%
	Some	14	14%	832	15%
	Very little	7	7%	485	9%
	Have not experienced	34	33%	2,574	45%
	Total	103	100%	5,680	100%
Study abroad	Very much	19	19%	998	18%
	Quite a bit	4	4%	330	6%
	Some	1	1%	315	6%
	Very little	3	3%	176	3%
	Have not experienced	75	74%	3,862	68%
	Total	102	100%	5,681	100%
On-campus employment	Very much	50	50%	1,444	25%
	Quite a bit	19	19%	870	15%
	Some	10	10%	803	14%
	Very little	8	8%	339	6%
	Have not experienced	14	14%	2,222	39%
	Total	101	100%	5,678	100%
Off-campus employment	Very much	17	17%	1,158	20%
	Quite a bit	23	22%	817	14%
	Some	17	17%	842	15%
	Very little	10	10%	491	9%
	Have not experienced	36	35%	2,376	42%
	Total	103	100%	5,684	100%
Independent study	Very much	16	16%	1,148	20%
	Quite a bit	11	11%	844	15%
	Some	13	13%	759	13%
	Very little	13	13%	353	6%
	Have not experienced	50	49%	2,571	45%
	Total	103	100%	5,675	100%



HEDS Graduating Student Survey 2023 Comparison Report Claremont McKenna College

Readiness and Satisfaction

Responses to Questions about Post-college Readiness and Satisfaction with College					
		Claremont McKenna College Graduating		All Other Graduating Students	
		n	%	n	%
As you think about living a successful life after college, how important are each of the following? (Q9)					
Meaningful work	Very important	79	77%	4,015	71%
	Moderately important	20	19%	1,341	24%
	Slightly important	4	4%	220	4%
	Not important	0	0%	47	1%
	Total	103	100%	5,623	100%
Financial stability	Very important	81	79%	4,325	77%
	Moderately important	18	17%	1,110	20%
	Slightly important	2	2%	152	3%
	Not important	2	2%	33	1%
	Total	103	100%	5,620	100%
Positive relationships	Very important	92	89%	4,676	83%
	Moderately important	9	9%	772	14%
	Slightly important	2	2%	141	3%
	Not important	0	0%	26	0%
	Total	103	100%	5,615	100%
Balance	Very important	78	76%	4,471	80%
	Moderately important	21	20%	915	16%
	Slightly important	4	4%	185	3%
	Not important	0	0%	28	1%
	Total	103	100%	5,599	100%
How much has your time at this institution prepared you for the following? (Q10)					
Meaningful work	Very much	42	41%	1,834	33%
	Quite a bit	22	22%	2,170	39%
	Some	3	3%	1,222	22%
	Very little	1	1%	267	5%
	Not at all	34	33%	139	2%
	Total	102	100%	5,632	100%
Financial stability	Very much	27	26%	924	16%
	Quite a bit	28	27%	1,297	23%
	Some	2	2%	1,867	33%
	Very little	3	3%	1,005	18%
	Not at all	42	41%	535	10%
	Total	102	100%	5,628	100%
Positive relationships	Very much	33	32%	1,835	33%
	Quite a bit	32	31%	1,823	32%
	Some	4	4%	1,371	24%

Balance	Very little	1	1%	380	7%
	Not at all	32	31%	214	4%
	Total	102	100%	5,623	100%
	Very much	29	28%	1,349	24%
	Quite a bit	35	34%	1,668	30%
	Some	9	9%	1,692	30%
	Very little	4	4%	592	11%
	Not at all	25	25%	298	5%
	Total	102	100%	5,599	100%
Overall, how satisfied have you been with your undergraduate education at this institution? (Q13)					
Very satisfied		46	46%	1,972	35%
Satisfied		44	44%	2,734	49%
Neither satisfied nor dissatisfied		7	7%	586	10%
Dissatisfied		1	1%	227	4%
Very dissatisfied		1	1%	88	2%
Total		99	100%	5,607	100%
If you had it to do all over again, would you choose to attend this institution? (Q14)					
Definitely		48	48%	2,198	39%
Probably		34	34%	1,757	31%
Not sure		12	12%	848	15%
Probably not		4	4%	499	9%
Definitely not		1	1%	302	5%
Total		99	100%	5,604	100%



HEDS Graduating Student Survey 2023 Comparison Report Claremont McKenna College

Postgraduate Activities

Responses to Questions about Postgraduate Activities				
	Claremont McKenna College Graduating Students		All Other Graduating Students	
	n	%	n	%
Please indicate the ONE activity that you consider your PRIMARY plan after you graduate. (Q15)				
Employment or internship, full time paid	70	71%	3,056	55%
Employment or internship, part time paid	1	1%	249	4%
Graduate or professional school, full time	19	19%	1,408	25%
Graduate or professional school, part time	0	0%	145	3%
Additional undergraduate course work	1	1%	117	2%
Military service	1	1%	32	1%
Volunteer or national service (Peace Corps, AmeriCorps, Teach for	1	1%	64	1%
Starting or raising a family	0	0%	21	0%
Traveling	3	3%	130	2%
Undecided	3	3%	244	4%
Other activity	0	0%	117	2%
Total	99	100%	5,583	100%
Please indicate ALL OTHER activities that you plan to be doing after you graduate. (Check all that apply) (Q16)				
Employment or internship, full time paid	26	32%	1,819	36%
Employment or internship, part time paid	13	16%	983	20%
Graduate or professional school, full time	31	38%	1,358	27%
Graduate or professional school, part time	8	10%	740	15%
Additional undergraduate course work	3	4%	253	5%
Military service (National Guard, Reserves, etc.)	3	4%	71	1%
Volunteer or national service (Peace Corps, AmeriCorps, Teach for	4	5%	471	9%
Starting or raising a family	17	21%	1,115	22%
Traveling	54	67%	2,599	52%
Undecided	6	7%	622	12%
Other activity	3	4%	181	4%
Number of Graduating Students Who Responded to This Question	81		5,011	
Which of the following BEST describes the current state of your employment plans? Exclude search for summer-only employment. (Q17)				
Graduating students who selected "Employment or internship, full-time or part-time paid" in Question 15 received this question.				
Accepted a position	51	73%	1,265	39%
Offered a position and refused; still searching for preferred position	0	0%	120	4%
Considering one or more specific offers	4	6%	267	8%
Currently searching for a position or waiting for an offer	12	17%	1,150	35%
Will begin searching for a position after graduation	3	4%	481	15%
Total	70	100%	3,283	100%
Please indicate the one degree or certificate you plan to start working towards this fall in graduate or professional school. (Q18)				
Graduating students who selected "Graduate or professional school, full-time or part-time" in Question 15 or Question 16 received this question.				
Second Bachelor's Degree	0	0%	98	4%

Master's Degree in Arts and Sciences (e.g., MA, MS, MFA)		9	22%	952	38%
Master of Business Administration (MBA)		3	7%	191	8%
Other Master's Degree (e.g., MSW, MSE, MSN, MAT, MPA)		5	12%	341	14%
Law Degree (JD or LLB)		4	10%	173	7%
Medical Degree (e.g., MD, DO, DDS, DVM, PharmD)		8	20%	216	9%
PhD		5	12%	199	8%
Other Doctoral Degree (e.g., EdD, PsyD, DBA)		2	5%	33	1%
Certificate		0	0%	101	4%
Other Degree		5	12%	192	8%
Total		41	100%	2,496	100%
If you are planning to attend graduate or professional school at any point in the future, which of the following BEST describes your educational plans? (Q19)					
Graduating students who DID NOT select "Graduate or professional school, full time or part time" in Question 15 or Question 16 received this question.					
Accepted and deferring enrollment until later		0	0%	100	4%
Will be applying this coming fall		3	7%	152	6%
Not applying this fall, but might apply at a future date		28	65%	1,129	48%
No plans to apply to school now or in the future		12	28%	971	41%
Total		43	100%	2,352	100%
Which of the following graduate or professional degrees or certificates do you plan/hope to pursue at some point in the future? (Check all that apply) (Q20)					
Graduating students who saw Question 19 and DID NOT select "No plans to apply to school now or in the future" received this question.					
Second Bachelor's Degree		1	3%	151	7%
Master's Degree in Arts and Sciences (e.g., MA, MS, MFA)		8	27%	1,058	48%
Master's of Business Administration (MBA)		17	57%	406	18%
Other Master's Degree (e.g., MSW, MSE, MSN, MAT, MPA)		2	7%	333	15%
Law Degree (JD or LLB)		5	17%	219	10%
Medical Degree (e.g., MD, DO, DDS, DVM, PharmD)		4	13%	173	8%
PhD		3	10%	473	21%
Other Doctoral Degree (e.g., EdD, PsyD, DBA)		2	7%	110	5%
Certificate		0	0%	107	5%
Other Degree		0	0%	85	4%
Number of Graduating Students Who Responded to This Question		30		2,227	
What is the first job you are pursuing directly upon graduation? (Choose one) (Q21)					
Q21 and Q22 only appear to students who selected "Employment or internship, full-time or part-time paid" in Q15.					
Art, Design, and Entertainment	Architect	0	0%	13	0%
	Artist	0	0%	29	1%
	Entertainer	0	0%	13	0%
	Gallery worker	0	0%	8	0%
	Graphic designer	0	0%	36	1%
	Interior designer	0	0%	4	0%
	Museum curator	1	2%	10	0%
	Music/film industry	0	0%	56	2%
	Photographer	0	0%	8	0%
	Other Art, Design, and Entertainment	0	0%	60	2%
Communications and Media	Broadcasting	0	0%	8	0%
	Editor	0	0%	9	0%
	Journalist	0	0%	15	1%
	Media production	0	0%	26	1%
	Public relations	0	0%	28	1%
	Publisher	1	2%	5	0%
	Writer	0	0%	17	1%

	Other Communications and Media	1	2%	60	2%
Community and Social Service	Clergy	0	0%	3	0%
	Community organizer	0	0%	9	0%
	Philanthropy or nonprofit worker	0	0%	20	1%
	Social activist	0	0%	6	0%
	Social work	0	0%	43	1%
	Other Community and Social Service	1	2%	28	1%
Education and Library	Librarian or archivist	0	0%	8	0%
	Preschool/elementary/middle school/high school/secondary administration	0	0%	12	0%
	Preschool/elementary/middle school/high school/secondary teacher	0	0%	163	6%
	Postsecondary	1	2%	6	0%
	Postsecondary teacher or researcher	0	0%	13	0%
	School counselor	0	0%	10	0%
	Other Education and Library	0	0%	25	1%
Health Care	Clinical psychology/psychiatry	0	0%	31	1%
	Dentist	0	0%	4	0%
	Dietician	0	0%	0	0%
	Nurse	0	0%	124	4%
	Optometrist	1	2%	0	0%
	Pharmacist	0	0%	1	0%
	Physical/occupational/speech therapy	0	0%	10	0%
	Physician	0	0%	14	0%
	Veterinarian	0	0%	3	0%
	Other Health Care	0	0%	129	4%
Law and Government	Diplomat	1	2%	0	0%
	Foreign service	0	0%	8	0%
	Government worker	0	0%	42	1%
	International relations	1	2%	14	0%
	Judge	2	3%	1	0%
	Lawyer	1	2%	9	0%
	Other legal services	1	2%	39	1%
	Politics	0	0%	18	1%
	Public policy	16	25%	24	1%
	Other Law and Government	1	2%	28	1%
Management, Business, and Financial	Accounting	1	2%	52	2%
	Actuary	4	6%	4	0%
	Advertising	1	2%	25	1%
	Executive	0	0%	6	0%
	Finance	1	2%	197	7%
	Human resources	7	11%	28	1%
	Insurance	0	0%	28	1%
	Management	0	0%	50	2%
	Real estate	0	0%	31	1%

	Recruiting	0	0%	15	1%
	Retail services	0	0%	14	0%
	Sales	0	0%	82	3%
	Other Management, Business, and Financial	0	0%	129	4%
Natural Resources	Agricultural worker	1	2%	12	0%
	Conservationist	0	0%	27	1%
	Environmental scientist	4	6%	23	1%
	Other Natural Resources	3	5%	15	1%
Protection Services	Law enforcement officer	0	0%	13	0%
	Military occupations	0	0%	5	0%
	Other Protection Services	0	0%	1	0%
Science, Technology, and Engineering	Computer programmer/analyst	1	2%	119	4%
	Engineer	0	0%	39	1%
	Information systems	3	5%	23	1%
	Lab technician	4	6%	67	2%
	Scientific researcher	0	0%	90	3%
	Other Science, Technology, and Engineering	4	6%	59	2%
Service and Recreational	Chef	0	0%	2	0%
	Food service industry	0	0%	11	0%
	Hospitality	0	0%	2	0%
	Sports and recreation	0	0%	22	1%
	Travel/tourism	0	0%	3	0%
	Other Service and Recreational	0	0%	10	0%
Undecided		0	0%	257	9%
Other		0	0%	251	8%
Total		63	100%	2,962	100%
To what extent does your first job after graduation align with your long-term career interests? (Q22)					
Very much		24	35%	1,158	36%
Quite a bit		24	35%	997	31%
Some		17	25%	765	24%
Very little		2	3%	159	5%
Not at all		1	1%	119	4%
Total		68	100%	3,198	100%
What is the total amount that you and/or your family have borrowed to finance your undergraduate education? (Q23)					
No loans		65	67%	2,292	42%
Less than \$5,000		4	4%	179	3%
\$5,000-\$9,999		5	5%	246	4%
\$10,000-\$14,999		5	5%	234	4%
\$15,000-\$19,999		6	6%	229	4%
\$20,000-\$29,999		2	2%	602	11%
\$30,000-\$39,999		1	1%	223	4%
\$40,000-\$49,999		1	1%	131	2%
\$50,000-\$59,999		2	2%	165	3%
\$60,000-\$69,999		1	1%	96	2%
\$70,000-\$79,999		0	0%	86	2%
\$80,000-\$89,999		0	0%	75	1%
\$90,000-\$99,999		0	0%	44	1%
\$100,000 or more		1	1%	133	2%
Borrowed money, but don't know the amount		4	4%	770	14%

Total	97	100%	5,505	100%
Approximately what proportion of your total loan amount are you personally responsible for paying? (Q24)				
<i>Graduating students who selected "No Loans" in Q23 did not see this question.</i>				
All	21	64%	1,630	50%
Most	5	15%	526	16%
About half	0	0%	238	7%
Some, but less than half	2	6%	244	8%
None	1	3%	219	7%
Unsure	4	12%	373	12%
Total	33	100%	3,230	100%



HEDS Graduating Student Survey 2023 Comparison Report Claremont McKenna College

Information about Respondents

Responses to Questions about Demographics Information				
	Claremont McKenna College Graduating		All Other Graduating Students	
	n	%	n	%
What is the field of study of your undergraduate major(s)? (Check all that apply) (Q25)				
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	19	20%	919	17%
Business and Management (e.g., Accounting, Business Administration, Finance, Marketing)	19	20%	724	13%
Communications (e.g., Journalism, Mass Communication, Speech, Speech	1	1%	277	5%
Education (e.g., Elementary Education, Secondary Education, Special Education)	0	0%	313	6%
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	0	0%	82	2%
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	1	1%	445	8%
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	1	1%	475	9%
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	14	15%	719	13%
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	13	14%	597	11%
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology,	55	57%	1,854	34%
Other field of study	10	10%	473	9%
Number of Graduating Students Who Responded to This Question	96		5,418	
What is the highest level of education completed by either of your parents or the person/people who raised you? (Q26)				
Did not complete high school	8	8%	229	4%
High school diploma	8	8%	797	15%
Postsecondary school other than college	0	0%	91	2%
Some college or associate's degree	9	9%	652	12%
Bachelor's degree	21	22%	1,530	28%
Graduate school	50	52%	2,057	38%
Do not know	0	0%	58	1%
Total	96	100%	5,414	100%

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?"				
First Generation	16	17%	1,059	20%
Continuing Generation	80	83%	4,306	80%
Total	96	100%	5,365	100%
What is your gender? (Q27)				
Man	37	38%	1,947	36%
Woman	59	61%	3,265	61%
Nonbinary	1	1%	181	3%
Total	97	100%	5,393	100%
Are you transgender? (Q28)				
Yes	0	0%	547	10%
No	97	100%	4,756	90%
Total	97	100%	5,303	100%
Gender identity calculated from "27. What is your gender?" and "28. Are you transgender?"				
<i>Please note, to be included in this calculation, respondents had to respond to both questions.</i>				
Man (cisgender)	36	38%	1,724	36%
Woman (cisgender)	59	61%	2,923	61%
Non-binary and/or transgender	1	1%	174	4%
Total	96	100%	4,821	100%
What is your citizenship status? (Q29)				
Not a U.S. citizen or permanent resident	17	18%	308	6%
U.S. permanent resident but not a U.S. citizen	2	2%	80	1%
U.S. citizen	78	80%	5,081	93%
Total	97	100%	5,469	100%
Are you Hispanic or Latino/a? (Q30)				
No	80	83%	4,497	85%
Yes	16	17%	811	15%
Total	96	100%	5,308	100%
Please indicate the race or races with which you identify. (Choose one or more) (Q31)				
American Indian or Alaska Native	1	1%	50	1%
Asian	36	37%	538	10%
Black or African American	9	9%	529	10%
Native Hawaiian or other Pacific Islander	0	0%	25	0%
White	49	50%	4,055	77%
Number of Graduating Students Who Responded to This Question	98		5,291	

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)"				
<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	17	20%	267	5%
Hispanic or Latino/a	6	7%	498	10%
American Indian or Alaska Native	0	0%	7	0%
Asian	17	20%	254	5%
African American/Black	5	6%	347	7%
Native Hawaiian or other Pacific Islander	0	0%	7	0%
White	35	42%	3,361	69%
Two or more races	4	5%	143	3%
Total	84	100%	4,884	100%
How do you attend classes at this institution? (Q32)				
Primarily or entirely online	0	0%	572	10%
Split between on campus and online	16	16%	663	12%
Primarily or entirely on campus	82	84%	4,227	77%
Total	98	100%	5,462	100%
Which of the following best describes where you are currently living? (Q33)				
Dormitory or other campus housing (not a fraternity or sorority house)	79	81%	2,385	45%
Fraternity or sorority house (including college-owned housing)	0	0%	340	6%
Residence (house, apartment, etc.) within walking distance to your institution	11	11%	1,272	24%
Residence (house, apartment, etc.) farther than walking distance to your institution, but in the United States	6	6%	1,222	23%
In another country	0	0%	26	0%
A living arrangement not listed above	1	1%	103	2%
Total	97	100%	5,348	100%
Are you a part-time or full-time student at this institution? (Q34)				
Part-time	3	3%	334	6%
Full-time	91	97%	5,010	94%
Total	94	100%	5,344	100%
Did you receive a Pell Grant? (Q35)				
<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	0	0%	1,237	29%
No	0	0%	3,087	71%
Total	0	0%	4,324	100%

Number of Respondents who Selected "Prefer Not to Respond" on Demographics Questions				
	Claremont McKenna College Graduating		All Other Graduating Students	
	n	%	n	%
What is the field of study of your undergraduate major(s)? (Check all that apply) (Q25)				
Selected a Field of Study	96	99%	5,418	99%
Selected "Prefer not to respond"	1	1%	81	1%
What is the highest level of education completed by either of your parents or the person/people who raised you? (Q26)				
Selected an Education Level	96	100%	5,414	98%
Selected "Prefer not to respond"	0	0%	109	2%
What is your gender? (Q27)				
Selected a Gender	97	100%	5,393	98%
Selected "Prefer not to respond"	0	0%	120	2%
Are you transgender? (Q28)				
Selected a Response	97	100%	5,303	97%
Selected "Prefer not to respond"	0	0%	155	3%
What is your citizenship status? (Q29)				
Selected a Citizenship Status	97	100%	5,469	99%
Selected "Prefer not to respond"	0	0%	53	1%
Are you Hispanic or Latino/a? (Q30)				
Selected a Response	96	100%	5,308	98%
Selected "Prefer not to respond"	0	0%	109	2%
Please indicate the race or races with which you identify. (Choose one or more) (Q31)				
Selected One or More Races	98	92%	5,291	93%
Selected "Prefer not to respond"	8	8%	399	7%
How do you attend classes at this institution? (Q32)				
Selected a Class Format	98	100%	5,462	99%
Selected "Prefer not to respond"	0	0%	54	1%
Which of the following best describes where you are currently living? (Q33)				
Selected a Living Situation	97	100%	5,348	98%
Selected "Prefer not to respond"	0	0%	135	2%
Are you a part-time or full-time student at this institution? (Q34)				
Selected a Response	94	100%	5,344	98%
Selected "Prefer not to respond"	0	0%	137	2%
Did you receive a Pell Grant? (Q35)				
Selected a Response	0	0%	4,324	94%
Selected "Prefer not to respond"	0	0%	296	6%



HEDS Graduating Student Survey 2023 Comparison Report Claremont McKenna College

Technical Information

This report summarizes data from 24 institutions (listed below) that administered the HEDS Graduating Student Survey in 2022 and/or 2023.

	Claremont McKenna	All 2022-2023 Institutions	
	n	Response Rate	n
All Student Respondents	136	N/A	6,538
Average institutional response rate = 41% Institutional response rates range from 10-93%.			

Notes about response rate data in the above table:

- Respondents include students who answered at least one question.
- We calculate the response rate by dividing the number of respondents by the number of invited participants. We can't calculate response rates for institutions that used a general link for their survey administrations because we don't know how many students were invited to take the survey. Therefore, we can only calculate response rates when institutions use email or authentication administration methods.
- The n value in the "All 2022-2023 Institutions" section of the table reflects the total number of respondents across all institutions, regardless of the administration method institutions used.

Participating Institutions
American University of Paris
Claremont McKenna College
Clark University
Colgate University
County College of Morris
Dominican University of California
Earlham College
Gettysburg College
Goucher College
Guilford College
Haverford College
Hobart William Smith Colleges
Illinois Wesleyan University
Imperial Valley College
Indian River State College
Lawrence University
McDaniel College
Muhlenberg College
Purdue University Fort Wayne
Ramapo College of New Jersey
St Francis College
St Lawrence University
Ursinus College
William Woods University

Indicators Used in this Report

This report includes several indicators that provide data on graduating students' exposure to high-impact experiences while in college, as well as their readiness for, and worries about, life after college. These indicators are made up of multiple statements. 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 NACE competencies can see this data on the Career Readiness worksheet. Institutions that used the AAC&U outcomes can see this data on the Intellectual and Civic Outcomes worksheets. The indicators in this report and their reliabilities are:

- Good Teaching and High Quality Interactions with Faculty - 9 statements - Cronbach's α = .92
- Academic Challenge and High Expectations - 14 statements - Cronbach's α = .90
- Interactional Diversity - 6 statements - Cronbach's α = .89
- Worries - 8 statements - Cronbach's α = .82
- (NACE) Career Readiness Competencies - 8 statements - Cronbach's α = .89
- (AAC&U) Intellectual Outcomes - 10 statements - Cronbach's α = .92
- (AAC&U) Civic Outcomes - 3 statements - Cronbach's α = .86

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), 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 we 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 applicable

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.■



**HEDS Graduating Student Survey
2023 Comparison Report
Claremont McKenna College**

[Back to Table of Contents](#)

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.