



HEDS Graduating Student Survey 2024 Comparison Report Claremont McKenna College

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In this report, we review the responses of your graduating students who took the 2024 HEDS Graduating Student Survey and compare them to the responses of graduating students at other institutions who took this survey in 2022, 2023, and/or 2024.

The worksheets in this report summarize the survey data with varying levels of detail, from a high-level overview of the survey's key results to detailed data on students' responses to the indicators in the survey as well as on other measures of institutional impact. Throughout the report, we highlight comparisons by students' gender, broad racial/ethnic identity, major, and first-generation status.

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.

[Interactions with Diversity](#)

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

Successful Life Outcomes and College Satisfaction

Data on the extent to which students perceive that their institution has prepared them for a successful life after college and their level of 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 about the response rate for 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.

If you have any questions about this report, please contact us at GraduatingSurvey@hedsconsortium.org.



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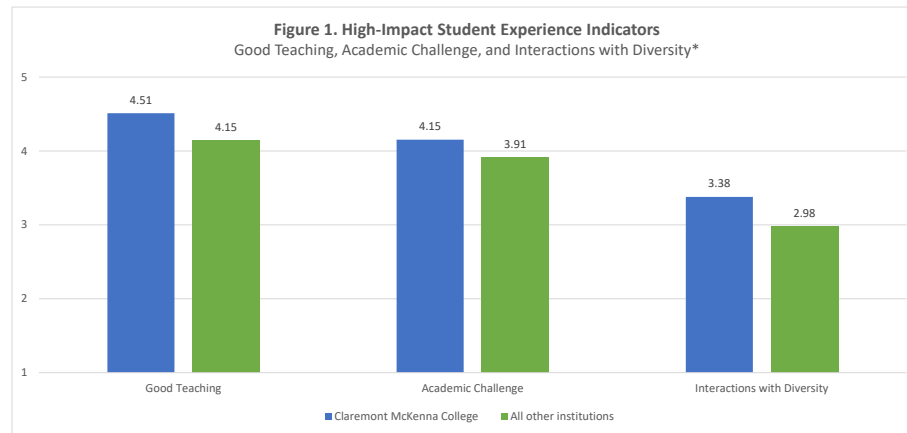
Summary

This worksheet includes a summary of the overall data from your survey, including your graduating students' exposure to high-impact student experiences while in college, as well as their readiness for, and worries about, life after college.

In Figure 1 we show the extent to which students' experienced good teaching and high-quality interactions with faculty, academic challenge and high faculty expectations, and interactions with diversity while attending college. Students with higher means 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

Figure 2 includes data from an overall measure of how worried students are about life after college. Higher means indicate that students worry more often about things like starting a successful career, paying off student loans, and maintaining a work-life balance. Figure 3 shows students' overall sense of how much their undergraduate experience has contributed to their development on key intellectual and civic outcomes. Finally, 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 a successful post-college life.

Below Figures 1-3, we show effect sizes for the comparisons between your institution's mean and those of all other institutions.¹



Good Teaching
Academic Challenge

↑↑↑ Large positive difference
↑↑ Medium positive difference

Figure 1.

Interactions with Diversity

↑↑ Medium positive difference

*Means on Good Teaching range from 1=Strongly disagree to 5=Strongly agree.

Means on Academic Challenge and Interactions with Diversity range from 1=Never to 5=Very often.

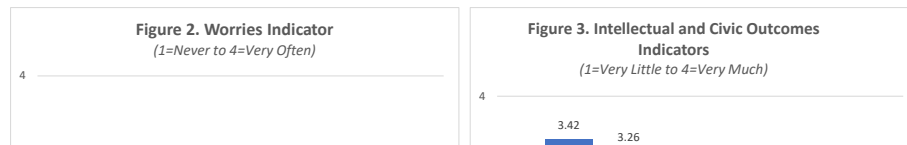
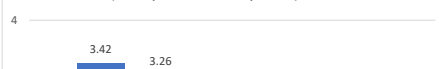


Figure 3. Intellectual and Civic Outcomes Indicators
(1=Very Little to 4=Very Much)



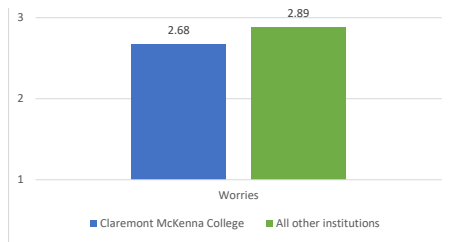


Figure 2
Worries
↓↓ Medium negative difference

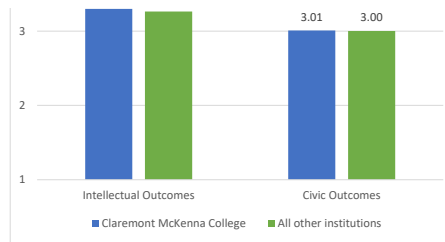


Figure 3
Intellectual Outcomes
Civic Outcomes
↑ Small positive difference
≈ No difference

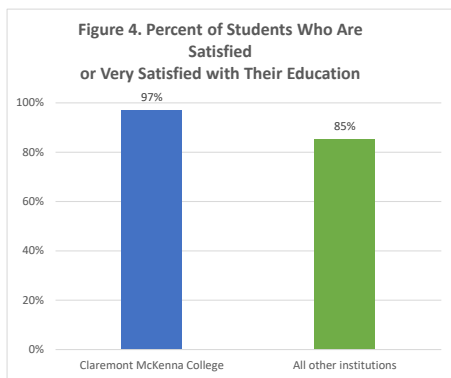


Figure 4. Percent of Students Who Are Satisfied or Very Satisfied with Their Education

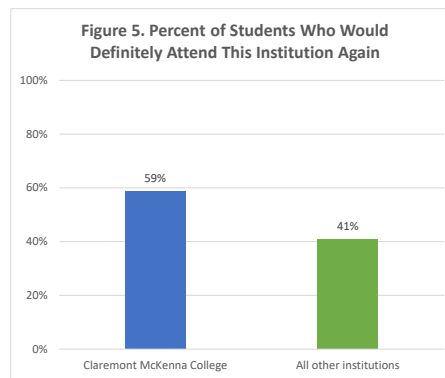


Figure 5. Percent of Students Who Would Definitely Attend This Institution Again

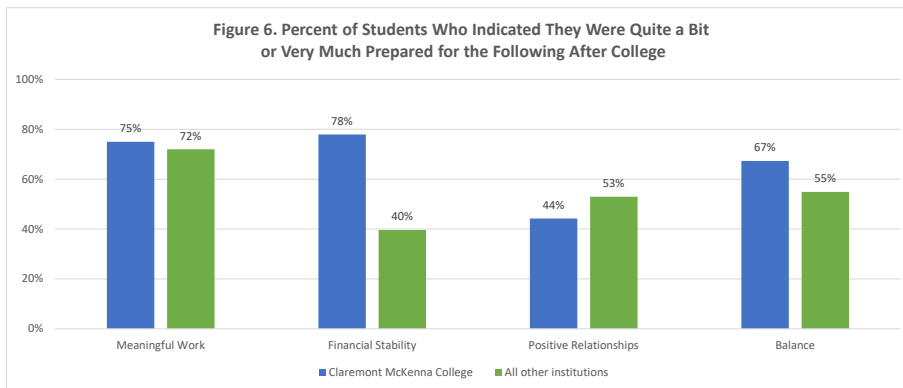


Figure 6. Percent of Students Who Indicated They Were Quite a Bit or Very Much Prepared for the Following After College

¹ The arrows measure "effect size," which is the magnitude of the difference between the mean score for your students and the mean score for students at all other institutions.

↑↑↑ 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, mean, and percentages when $n \geq 10$ for both your institution and the comparison group. For more information on how we calculate effect sizes, please



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Good Teaching and High-Quality Interactions with Faculty Indicator

This worksheet summarizes data on the *Good Teaching and High-Quality Interactions with Faculty* indicator. This indicator measures how strongly graduating students believe their faculty cared about them and were invested in their success. We calculate this by averaging the level of agreement that a student has with the nine statements below. Below are statements about your views of your undergraduate faculty's interest in teaching and students. Please indicate the extent to which you agree or disagree with each.

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

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 during your undergraduate experience at this institution. Please indicate the extent to which you agree or disagree with each.

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

- My nonclassroom interactions with faculty had a positive influence on my personal growth, values, and attitudes.
- My nonclassroom interactions with faculty had a positive influence on my intellectual growth and interest in ideas.
- My nonclassroom interactions with faculty had a positive influence on my career goals and aspirations.
- I developed a close, personal relationship with at least one faculty member.
- I was satisfied with the opportunities to meet and interact informally with faculty members.

Table 1 shows the overall level of good teaching experienced by different groups of students at your institution. Higher means indicate higher levels of good teaching. We show comparisons between these groups at your institution and their counterparts at other institutions using arrows. Arrows pointing down indicate that members of a group at your institution, on average, experienced lower levels of good teaching than their counterparts at other institutions; arrows pointing up indicate higher levels of good teaching. An “≈” sign indicates that the groups are roughly the same. We also compare the proportion of students at your institution who had high scores on this indicator to the proportion of students with high scores at other institutions. (For more details on means, effect sizes, and high scores, see notes below Table 1 and/or the Technical Information tab.)

Table 2 provides detail on the level of agreement students had with each of the statements in this indicator.

Table 1: Good Teaching and High-Quality Interactions with Faculty by Demographic Categories							
	Claremont McKenna College				All Other Institutions		
	n	Mean ¹	Effect Size ²	% High Scores ³	n	Mean	% High Scores
Overall Results							
Good Teaching and High-Quality Interactions with Faculty Indicator	123	4.51	↑↑↑	68%	10,223	4.15	50%
Results by Gender							
Men	58	4.44	↑↑	67%	3,193	4.13	51%
Women	39	4.59	↑↑↑	67%	5,609	4.18	51%
Nonbinary	2				336	4.10	49%
Results by Broad Racial/Ethnic Identities							
International	9	4.41			462	4.25	58%
People of Color	48	4.57	↑↑↑	75%	2,803	4.13	48%
White	42	4.46	↑↑	62%	5,745	4.17	51%
Results by Major							
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	8	4.40			1,034	4.18	53%
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)	5	4.69			876	4.06	50%
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	0				239	4.10	49%
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	0				304	4.25	57%
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	0				168	4.09	46%
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	0				364	4.11	48%
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	1				568	4.10	52%
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Other	5	5.00			494	4.23	53%
Two or more majors	4				555	4.18	49%
Continuing generation	38	4.46	↑↑	61%	1,908	4.14	47%
First generation	5	4.56			560	4.11	47%
	33	4.54	↑↑	67%	2,084	4.21	53%
Results by First-generation Status							
Continuing generation	79	4.50	↑↑	65%	7,280	4.16	51%
First generation	18	4.56	↑↑↑	83%	1,710	4.14	51%

¹ We only show means for groups of five (5) or more people.

² "Effect size" measures the magnitude of the difference between the mean score for your students and the mean score for students at all other institutions. We only calculate effect size when the mean at your institution includes 10 or more people.

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

↓ Small negative difference ↓↓ Medium negative difference ↓↓↓ Large negative difference

³ The High Scores % shows the proportion of graduating students who responded "Strongly agree" or "Agree" to all indicator statements. We only show this for groups of five (5) or more.

Table 2: Level of Agreement with Statements in the Good Teaching and High-Quality Interactions with Faculty Indicator

		Claremont McKenna College		All Other Institutions	
		n	%	n	%
Q1. 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...					
Genuinely interested in students.	Strongly agree	89	63%	4,968	46%
	Agree	51	36%	4,883	45%
	Neither agree nor disagree	1	1%	687	6%
	Disagree	0	0%	204	2%
	Strongly disagree	0	0%	88	1%
	Total	141	100%	10,830	100%
Interested in helping students grow in more than just academic areas.	Strongly agree	69	49%	4,245	39%
	Agree	61	43%	4,812	45%
	Neither agree nor disagree	10	7%	1,238	11%
	Disagree	1	1%	411	4%
	Strongly disagree	0	0%	107	1%
	Total	141	100%	10,813	100%
Good at providing prompt and useful feedback.	Strongly agree	63	45%	3,375	31%
	Agree	72	51%	5,508	51%
	Neither agree nor disagree	5	4%	1,402	13%
	Disagree	1	1%	412	4%
	Strongly disagree	0	0%	103	1%
	Total	141	100%	10,800	100%
Willing to spend time outside of class to discuss issues of interest and importance to students.	Strongly agree	90	64%	4,538	42%
	Agree	49	35%	4,680	43%
	Neither agree nor disagree	2	1%	1,185	11%
	Disagree	0	0%	274	3%
	Strongly disagree	0	0%	99	1%
	Total	141	100%	10,776	100%
Q2. 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.					
My nonclassroom interactions with faculty have had a positive influence on my personal growth, values, and attitudes.	Strongly agree	74	60%	4,148	40%
	Agree	41	33%	4,302	41%
	Neither agree nor disagree	7	6%	1,590	15%
	Disagree	1	1%	287	3%
	Strongly disagree	0	0%	104	1%
	Total	123	100%	10,431	100%
My nonclassroom interactions with faculty have had a positive influence on my intellectual growth and interest in ideas.	Strongly agree	77	63%	4,057	39%
	Agree	41	33%	4,397	42%
	Neither agree nor disagree	4	3%	1,597	15%
	Disagree	1	1%	270	3%
	Strongly disagree	0	0%	96	1%
	Total	123	100%	10,417	100%
My nonclassroom interactions with faculty have had a positive influence on my career goals and aspirations.	Strongly agree	70	57%	3,907	38%
	Agree	42	34%	4,045	39%
	Neither agree nor disagree	10	8%	1,919	18%
	Disagree	1	1%	387	4%
	Strongly disagree	0	0%	138	1%
	Total	123	100%	10,396	100%
I developed a close, personal relationship with at least one faculty member.	Strongly agree	71	58%	4,565	44%
	Agree	41	33%	3,273	32%
	Neither agree nor disagree	8	7%	1,421	14%
	Disagree	3	2%	816	8%
	Strongly disagree	0	0%	309	3%
	Total	123	100%	10,384	100%
I am satisfied with the opportunities to meet and interact informally with faculty members.	Strongly agree	69	56%	3,818	37%
	Agree	42	34%	4,207	41%
	Neither agree nor disagree	10	8%	1,565	15%
	Disagree	2	2%	595	6%
	Strongly disagree	0	0%	151	1%
	Total	123	100%	10,336	100%



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Academic Challenge and High Faculty Expectations Indicator

This worksheet summarizes data on the *Academic Challenge and High Faculty Expectations* Indicator. This indicator measures how often students encountered faculty who had high academic expectations of them and how often they worked on challenging assignments. We calculate this by averaging students' responses to the 14 statements below.

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

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

- 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 done each?

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

- 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.

Table 1 shows the overall level of academic challenge and high faculty expectations experienced by different groups of students at your institution. Higher means indicate higher levels of exposure to challenging assignments and high faculty expectations. We show comparisons between these groups at your institution and their counterparts at other institutions using arrows. Arrows pointing down indicate that members of a group at your institution, on average, experienced lower levels of academic challenge and faculty expectations than their counterparts at other institutions; arrows pointing up indicate higher levels of academic challenge and faculty expectations. An “≈” sign indicates that the groups are roughly the same. We also compare the proportion of students at your institution who had high scores on this indicator to the proportion of students with high scores at other institutions. (For more details on means, effect sizes, and high scores, see notes below Table 1 and/or the Technical Information tab.)

Table 2 provides detail on how students answered each of the questions in this indicator.

Table 1: Academic Challenge and High Faculty Expectations by Demographic Categories

	Claremont McKenna College				All Other Institutions		
	n	Mean ¹	Effect Size ²	% High Scores ³	n	Mean	% High Scores
Overall Results							
Academic Challenge and High Faculty Expectations Indicator	115	4.15	↑↑	18%	9,898	3.91	19%
Results by Gender							
Men	58	4.12	↑↑	17%	3,143	3.85	18%
Women	39	4.18	↑↑	15%	5,541	3.96	19%
Nonbinary	2				332	3.87	13%
Results by Broad Racial/Ethnic Identities							
International	9	3.75			454	3.91	18%
People of Color	48	4.16	↑↑	10%	2,762	3.90	19%
White	42	4.21	↑↑	24%	5,671	3.93	19%
Results by Major							
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	8	3.72			1,007	3.92	21%
Business and Management (e.g., Accounting, Business Administration, Finance, Communications (e.g., Journalism, Mass Communication, Speech, Speech	5	4.17			866	3.87	21%
Education (e.g., Elementary Education, Secondary Education, Special Education)	0				232	3.95	23%
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	0				295	3.92	22%
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	0				174	3.57	8%
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	0				358	3.75	11%
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	1				560	3.91	22%
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	5	4.37			486	4.04	21%
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Other	4				551	3.76	12%
Two or more majors	38	4.20	↑↑	24%	1,877	3.99	19%
	5	4.20			563	3.84	20%
	33	4.20	↑↑	15%	2,069	3.97	18%

Results by First-generation Status							
Continuing generation	79	4.12	↑↑	16%	7,183	3.92	18%
First generation	18	4.27	↑↑↑	11%	1,692	3.94	22%

¹ We only show means for groups of five (5) or more people.

² "Effect size" measures the magnitude of the difference between the mean score for your students and the mean score for students at all other institutions. We only calculate effect size when the mean at your institution includes 10 or more people.

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference = No difference

↓ Small negative difference ↓↓ Medium negative difference ↓↓↓ Large negative difference

³ The High Scores % shows the proportion of graduating students who responded "Very often" or "Often" to all indicator statements. We only show this for groups of five (5) or more.

Table 2: Responses to Statements in the Academic Challenge and High Faculty Expectations Indicator					
		Claremont McKenna College		All Other Institutions	
		n	%	n	%
Q3. Below are statements about experiences you may have had in your classes at this institution. About how often have you experienced each?					
Faculty posed challenging ideas in class.	Very often	58	47%	3,033	29%
	Often	54	44%	5,081	49%
	Sometimes	10	8%	2,064	20%
	Rarely	1	1%	186	2%
	Never	0	0%	64	1%
	Total	123	100%	10,428	100%
Faculty asked me to show how a particular course concept could be applied to an actual problem or situation.	Very often	52	42%	3,262	31%
	Often	57	46%	4,293	41%
	Sometimes	13	11%	2,331	22%
	Rarely	1	1%	436	4%
	Never	0	0%	98	1%
	Total	123	100%	10,420	100%
Faculty asked me to point out any fallacies in ideas, principles, or points of view presented in the course.	Very often	50	41%	2,624	25%
	Often	44	36%	4,052	39%
	Sometimes	23	19%	2,695	26%
	Rarely	6	5%	816	8%
	Never	0	0%	215	2%
	Total	123	100%	10,402	100%
Faculty asked me to argue for or against a particular point of view.	Very often	50	41%	2,708	26%
	Often	42	34%	3,683	35%
	Sometimes	24	20%	2,824	27%
	Rarely	7	6%	889	9%
	Never	0	0%	289	3%
	Total	123	100%	10,393	100%
Faculty challenged my ideas in class.	Very often	43	35%	2,431	23%
	Often	42	34%	3,634	35%
	Sometimes	33	27%	3,283	32%
	Rarely	5	4%	828	8%
	Never	0	0%	212	2%
	Total	123	100%	10,388	100%
Students challenged each other's ideas in class.	Very often	46	37%	2,320	22%
	Often	45	37%	3,608	35%
	Sometimes	28	23%	3,298	32%
	Rarely	3	2%	917	9%
	Never	1	1%	201	2%
	Total	123	100%	10,344	100%
Q4. 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 done each?					
Wrote essays.	Very often	70	60%	5,370	53%
	Often	30	26%	2,995	29%
	Sometimes	13	11%	1,449	14%
	Rarely	3	3%	346	3%
	Never	0	0%	48	0%
	Total	116	100%	10,208	100%
Completed assignments or projects in which I solved problems.	Very often	44	38%	4,295	42%
	Often	45	39%	3,564	35%
	Sometimes	22	19%	1,822	18%
	Rarely	5	4%	482	5%
	Never	0	0%	47	0%
	Total	116	100%	10,210	100%
Made oral presentations.	Very often	37	32%	3,045	30%
	Often	43	37%	3,880	38%
	Sometimes	27	23%	2,619	26%
	Rarely	9	8%	583	6%
	Never	0	0%	79	1%
	Total	116	100%	10,206	100%
Used course content to address a problem	Very often	27	23%	2,349	23%

not presented in the course.	Often	44	38%	3,280	32%
	Sometimes	36	31%	3,364	33%
	Rarely	9	8%	1,012	10%
	Never	0	0%	189	2%
	Total	116	100%	10,194	100%
Compared or contrasted topics or ideas from a course.	Very often	47	41%	3,309	32%
	Often	49	42%	4,197	41%
	Sometimes	19	16%	2,212	22%
	Rarely	1	1%	406	4%
	Never	0	0%	72	1%
	Total	116	100%	10,196	100%
Pointed out the strengths and weaknesses of a particular argument or point of view.	Very often	50	43%	3,098	30%
	Often	47	41%	3,929	39%
	Sometimes	16	14%	2,435	24%
	Rarely	2	2%	616	6%
	Never	0	0%	103	1%
	Total	115	100%	10,181	100%
Argued for or against a particular point of view and defended my argument.	Very often	52	45%	3,112	31%
	Often	49	42%	3,645	36%
	Sometimes	14	12%	2,499	25%
	Rarely	1	1%	740	7%
	Never	0	0%	172	2%
	Total	116	100%	10,168	100%
Connected what I learned in multiple courses.	Very often	50	43%	4,369	43%
	Often	42	36%	3,679	36%
	Sometimes	23	20%	1,695	17%
	Rarely	1	1%	330	3%
	Never	0	0%	65	1%
	Total	116	100%	10,138	100%



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Interactions with Diversity Indicator

This worksheet summarizes data on the *Interactions with Diversity* Indicator. This indicator measures how often graduating students interacted with people different from themselves and learned about or debated ideas different from their own. We calculate this by averaging students' responses to the six statements below.

How often have you had the following experiences at this institution?

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

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.

Table 1 shows the overall level of interactions with diversity experienced by different groups of students at your institution. Higher means indicate higher levels of interaction with diverse people and ideas. We show comparisons between these groups at your institution and their counterparts at other institutions using arrows. Arrows pointing down indicate that members of a group at your institution, on average, experienced lower levels of interactions with diversity than their counterparts at other institutions; arrows pointing up indicate higher levels of interactions with diversity. An “≈” sign indicates that the groups are roughly the same. We also compare the proportion of students at your institution who had high scores on this indicator to the proportion of students with high scores at other institutions. (For more details on means, effect sizes, and high scores, see notes below Table 1 and/or the Technical Information tab.)

Table 2 provides detail on how students responded to each of the statements in this indicator.

Table 1: Interactions with Diversity by Demographic Categories							
	Claremont McKenna College				All Other Institutions		
	n	Mean ¹	Effect Size ²	% High Scores ³	n	Mean	% High Scores
Overall Results							
Interactions with Diversity Indicator	116	3.38	↑↑	12%	10,068	2.98	12%
Results by Gender							
Men	58	3.22	↑↑	9%	3,211	2.92	13%
Women	39	3.52	↑↑↑	13%	5,629	3.00	11%
Nonbinary	2				336	3.24	10%
Results by Broad Racial/Ethnic Identities							
International	9	2.69			463	3.24	17%
People of Color	48	3.34	↑↑	8%	2,830	2.94	14%
White	42	3.53	↑↑↑	14%	5,754	2.98	10%
Results by Major							
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	8	2.83			1,026	2.96	11%
Business and Management (e.g., Accounting, Business Administration, Finance, Communications (e.g., Journalism, Mass Communication, Speech, Speech	5	3.60			882	2.79	14%
Education (e.g., Elementary Education, Secondary Education, Special Education)	0				240	3.08	16%
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	0				301	2.82	16%
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	0				176	2.32	6%
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	0				362	2.81	6%
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	1				571	2.75	13%
	5	4.13			495	3.26	13%

Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	4			555	2.75	7%	
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Other	38	3.46	↑↑	13%	1,921	3.15	12%
	5	3.33			574	2.80	11%
Two or more majors	33	3.32	↑	9%	2,089	3.16	11%
Results by First-generation Status							
Continuing generation	79	3.34	↑↑	9%	7,294	3.00	11%
First generation	18	3.36	↑↑	11%	1,729	2.94	15%

¹ We only show means for groups of five (5) or more people.

² "Effect size" measures the magnitude of the difference between the mean score for your students and the mean score for students at all other institutions. We only calculate effect size when the mean at your institution includes 10 or more people.

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference = No difference

↓ Small negative difference ↓↓ Medium negative difference ↓↓↓ Large negative difference

³ The High Scores % shows the proportion of graduating students who responded "Very often" or "Often" to all indicator statements. We only show this for groups of five (5) or more.

Table 2: Responses to Statements in the Interactions with Diversity Indicator					
		Claremont McKenna College		All Other Institutions	
		n	%	n	%
Q5. How often have you had the following experiences at this institution?					
Attended a debate or lecture on a current political/social issue.	Very often	25	22%	1,128	11%
	Often	27	23%	1,524	15%
	Sometimes	32	28%	2,820	28%
	Rarely	22	19%	2,542	25%
	Never	10	9%	2,198	22%
	Total	116	100%	10,212	100%
Participated in a diversity or cultural awareness workshop.	Very often	12	10%	1,085	11%
	Often	18	16%	1,577	15%
	Sometimes	35	30%	2,876	28%
	Rarely	30	26%	2,331	23%
	Never	21	18%	2,330	23%
	Total	116	100%	10,199	100%
Had discussions about intergroup relations with students differing from you in gender, national origin, political views, race, religion, sexuality, or values.	Very often	27	23%	1,939	19%
	Often	30	26%	2,655	26%
	Sometimes	35	30%	2,920	29%
	Rarely	20	17%	1,469	14%
	Never	4	3%	1,209	12%
	Total	116	100%	10,192	100%
Had serious discussions with other students about different lifestyles and customs.	Very often	34	29%	2,020	20%
	Often	39	34%	2,903	29%
	Sometimes	33	28%	3,052	30%
	Rarely	8	7%	1,370	13%
	Never	2	2%	838	8%
	Total	116	100%	10,183	100%
Had serious discussions with faculty or staff whose political, social, or religious opinions were different from your own.	Very often	22	19%	1,182	12%
	Often	24	21%	1,789	18%
	Sometimes	34	29%	2,849	28%
	Rarely	26	22%	2,393	24%
	Never	10	9%	1,957	19%
	Total	116	100%	10,170	100%
Had serious discussions with students whose political, social, or religious opinions were different from your own.	Very often	31	27%	1,578	16%
	Often	43	37%	2,364	23%
	Sometimes	26	22%	3,107	31%
	Rarely	13	11%	1,883	19%
	Never	3	3%	1,227	12%
	Total	116	100%	10,159	100%



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Worries Indicator

This worksheet summarizes data on the Worries Indicator. This indicator measures how often graduating students worry about various aspects of their life after college, from finding the right job to knowing how to manage their finances or maintain their mental health. We calculate this by averaging students' responses to the eight statements below.

How often do you worry about the following?

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

- 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)

Table 1 shows the overall level of worry experienced by different groups of students at your institution. Higher means indicate that your students worry more about life after college. We show comparisons between groups of students at your institution and their counterparts at other institutions using arrows. Arrows pointing down indicate that members of a group at your institution, on average, worried less than their counterparts at other institutions; arrows pointing up indicate that your students worried more. An "≈" sign indicates that the groups are roughly the same. We also compare the proportion of students at your institution who had high scores on this indicator to the proportion of students with high scores at other institutions. (For more details on means, effect sizes, and high scores, see notes below Table 1 and/or the Technical Information tab.)

Table 2 provides detail on how students responded to each of the statements in this indicator.

Table 1: Worries by Demographic Categories

	Claremont McKenna College				All Other Institutions		
	n	Mean ¹	Effect Size ²	% High Scores ³	n	Mean	% High Scores
Overall Results							
Worries Indicator	102	2.68	↓↓	7%	9,634	2.89	17%
Results by Gender							
Men	57	2.52	↓	4%	3,207	2.72	14%
Women	38	2.87	↓	11%	5,595	2.96	18%
Nonbinary	2				339	3.13	18%
Results by Broad Racial/Ethnic Identities							
International	8	2.47			462	2.78	12%
People of Color	48	2.80	↓	10%	2,806	2.97	22%
White	41	2.55	↓↓	2%	5,750	2.86	14%
Results by Major							
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	8	2.84			1,037	2.99	21%
Business and Management (e.g., Accounting, Business Administration, Finance, Communications (e.g., Journalism, Mass Communication, Speech, Speech	5	2.50			874	2.74	16%
Education (e.g., Elementary Education, Secondary Education, Special Education)	0				238	2.84	18%
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	0				298	2.79	16%
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	0				177	2.70	12%
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	0				360	2.96	12%
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	1				561	2.82	16%
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	5	2.80			488	3.03	19%
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Other	4				545	2.76	12%
Two or more majors	38	2.61	↓↓	8%	1,916	2.93	18%
	4				567	2.85	15%
	32	2.68	↓↓	6%	2,095	2.91	15%
Results by First-generation Status							
Continuing generation	77	2.63	↓↓	4%	7,278	2.86	15%
First generation	18	2.78	↓↓	11%	1,714	2.99	22%

¹ We only show means for groups of five (5) or more people.

² "Effect size" measures the magnitude of the difference between the mean score for your students and the mean score for students at all other institutions. We only calculate effect size when the mean at your institution includes 10 or more people.

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

↓ Small negative difference ↓↓ Medium negative difference ↓↓↓ Large negative difference

³ The High Scores % shows the proportion of graduating students who responded "Very often" or "Often" to all indicator statements. We only show this for groups of five (5) or more.

Table 2: Responses to Statements in the Worries Indicator

		Claremont McKenna College		All Other Institutions	
		n	%	n	%
Q8. How often do you worry about the following?					
Successfully starting a career that aligns with my long-term goals	Never	7	7%	587	6%
	Sometimes	29	28%	2,031	21%
	Often	25	24%	2,673	28%
	Very often	43	41%	4,280	45%
	Total	104	100%	9,571	100%
Settling for a job I don't enjoy because it pays the bills	Never	21	20%	1,463	15%
	Sometimes	28	27%	2,460	26%
	Often	29	28%	2,349	25%
	Very often	26	25%	3,287	34%
	Total	104	100%	9,559	100%
Getting into the graduate school I need to take the next step in my career	Never	27	26%	2,674	28%
	Sometimes	32	31%	2,446	26%
	Often	22	21%	1,964	21%
	Very often	23	22%	2,466	26%
	Total	104	100%	9,550	100%
Paying off my student loans after college	Never	55	53%	3,099	32%
	Sometimes	26	25%	1,871	20%
	Often	7	7%	1,579	17%
	Very often	16	15%	3,003	31%
	Total	104	100%	9,552	100%
Creating balance between work, family, friends, and my personal interests/hobbies	Never	7	7%	586	6%
	Sometimes	23	22%	2,027	21%
	Often	29	28%	2,936	31%
	Very often	44	43%	4,004	42%
	Total	103	100%	9,553	100%
Maintaining my mental and physical health and well-being	Never	8	8%	456	5%
	Sometimes	21	20%	1,718	18%
	Often	31	30%	2,676	28%
	Very often	43	42%	4,691	49%
	Total	103	100%	9,541	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	12	12%	550	6%
	Sometimes	30	29%	1,893	20%
	Often	24	24%	2,652	28%
	Very often	36	35%	4,446	47%
	Total	102	100%	9,541	100%
National/global issues that impact society at large (e.g., climate change, the political environment, social inequality)	Never	10	10%	914	10%
	Sometimes	37	36%	2,658	28%
	Often	26	25%	2,689	28%
	Very often	30	29%	3,258	34%
	Total	103	100%	9,519	100%
Other worry or concern (students could write in something else they were worried about):	Never	35	78%	3,245	67%
	Sometimes	5	11%	485	10%
	Often	1	2%	390	8%
	Very often	4	9%	727	15%
	Total	45	100%	4,847	100%



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Intellectual Outcomes Indicator

This worksheet summarizes data on the *Intellectual Outcomes* Indicator. This indicator measures the extent to which students believe their institution contributed to their development of ten key intellectual and practical skills. These ten skills are based on the American Association of Colleges and Universities' Essential Learning Outcomes. We calculate this by averaging students' responses to the ten statements below.

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in

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

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

Table 1 shows the extent to which different groups of students reported that their experiences at your institution contributed to their development of essential skills and knowledge. We compare these groups at your institution with their counterparts at other institutions using arrows. Arrows pointing down indicate that, on average, members of a group at your institution report less overall proficiency in these skills than their counterparts at other institutions. Arrows pointing up indicate your students reported more proficiency in these skills. An "=" sign indicates that the groups are roughly the same. We also compare the proportion of students at your institution who had high scores on this indicator to the proportion of students with high scores at other institutions. (For more details on means, effect sizes, and high scores, see notes below Table 1 and/or the Technical Information tab.)

Table 2 provides detail on how students responded to each of these statements in this indicator.

Table 1: Intellectual Outcomes by Demographic Categories							
	Claremont McKenna College				All Other Institutions		
	n	Mean ¹	Effect Size ²	% High Scores ³	n	Mean	% High Scores
Overall Results							
Intellectual Outcomes Indicator	107	3.42	↑	49%	6,591	3.26	49%
Results by Gender							
Men	57	3.39	↑	49%	2,113	3.20	47%
Women	38	3.54	↑↑	53%	3,770	3.32	51%
Nonbinary	2				243	3.22	41%
Results by Broad Racial/Ethnic Identities							
International	9	3.13			302	3.41	60%
People of Color	47	3.50	↑↑	57%	1,848	3.26	50%
White	41	3.41	↑	41%	3,901	3.27	48%
Results by Major							
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	8	3.25			753	3.32	56%
Business and Management (e.g., Accounting, Business Administration, Finance, Communications (e.g., Journalism, Mass Communication, Speech, Speech Pathology)	4				581	3.20	54%
	0				127	3.24	52%
Education (e.g., Elementary Education, Secondary Education, Special Education)	0				178	3.29	58%
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	0				55	3.30	49%
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	0				253	3.11	34%
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	1				390	3.24	54%
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	5	3.38			333	3.33	43%
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	4				364	3.20	39%
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Other	37	3.45	↑	46%	1,386	3.30	50%
	5	3.52			352	3.13	45%
Two or more majors	33	3.45	↑	58%	1,367	3.35	49%

Results by First-generation Status						
Continuing generation	78	3.40	↑	45%	4,918	3.28 49%
First generation	17	3.61	↑↑	71%	1,098	3.31 53%

¹ We only show means for groups of five (5) or more people.

² "Effect size" measures the magnitude of the difference between the mean score for your students and the mean score for students at all other institutions. We only calculate effect size when the mean at your institution includes 10 or more people.

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference = No difference

↓ Small negative difference ↓↓ Medium negative difference ↓↓↓ Large negative difference

³ The High Scores % shows the proportion of graduating students who responded "Very much" or "Quite a bit" to all indicator statements. We only show this for groups of five (5) or more.

Table 2: Responses to Statements in the Intellectual Outcomes Indicator					
		Claremont McKenna College		All Other Institutions	
		n	%	n	%
Q6. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?					
Careful reading: Comprehension and analysis of written texts within and across genres.	Very much	60	55%	3,185	47%
	Quite a bit	41	38%	2,429	36%
	Some	6	6%	986	15%
	Very little	2	2%	167	2%
	Total	109	100%	6,767	100%
Critical thinking: Examination of ideas, evidence, and assumptions before accepting or formulating a conclusion.	Very much	70	64%	3,824	57%
	Quite a bit	37	34%	2,204	33%
	Some	2	2%	620	9%
	Very little	0	0%	106	2%
	Total	109	100%	6,754	100%
Creative thinking: Developing or combining ideas, images, or expertise in innovative ways.	Very much	51	47%	3,057	45%
	Quite a bit	38	35%	2,373	35%
	Some	16	15%	1,117	17%
	Very little	4	4%	206	3%
	Total	109	100%	6,753	100%
Information literacy: Locating, evaluating, and using information effectively and responsibly for a particular purpose.	Very much	70	64%	3,416	51%
	Quite a bit	26	24%	2,423	36%
	Some	13	12%	776	11%
	Very little	0	0%	135	2%
	Total	109	100%	6,750	100%
Quantitative literacy: Seeking, understanding, and using quantitative information appropriately to solve problems or make arguments.	Very much	60	55%	3,023	45%
	Quite a bit	27	25%	2,351	35%
	Some	17	16%	1,117	17%
	Very little	5	5%	252	4%
	Total	109	100%	6,743	100%
Effective writing: Conveying accurate and compelling content in clear, expressive, and audience-appropriate prose.	Very much	68	63%	3,496	52%
	Quite a bit	33	31%	2,228	33%
	Some	7	6%	847	13%
	Very little	0	0%	171	3%
	Total	108	100%	6,742	100%
Effective speaking: Conveying accurate and compelling content in clear, expressive, and audience-appropriate oral presentations.	Very much	58	53%	2,806	42%
	Quite a bit	31	28%	2,438	36%
	Some	17	16%	1,213	18%
	Very little	3	3%	275	4%
	Total	109	100%	6,732	100%
Teamwork: Contributing to a team, facilitating the work of team members, and fostering a constructive team climate.	Very much	54	50%	2,798	42%
	Quite a bit	39	36%	2,365	35%
	Some	16	15%	1,266	19%
	Very little	0	0%	307	5%
	Total	109	100%	6,736	100%
Problem solving: Designing, evaluating, and implementing a strategy to answer questions or achieve a goal.	Very much	62	57%	3,206	48%
	Quite a bit	39	36%	2,427	36%
	Some	8	7%	932	14%
	Very little	0	0%	163	2%
	Total	109	100%	6,728	100%
Integrative thinking: The habit of connecting ideas and experiences, and the ability to transfer learning to novel situations.	Very much	58	54%	3,086	46%
	Quite a bit	32	30%	2,396	36%
	Some	18	17%	1,029	15%
	Very little	0	0%	180	3%
	Total	108	100%	6,691	100%



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Civic Outcomes Indicator

This worksheet summarizes data on the Civic Outcomes Indicator. This indicator measures the extent to which students report that their institution prepared them for important practices, knowledge, and commitments necessary for being engaged citizens. The questions in this indicator are based on a subset of essential learning outcomes from the American Association of Colleges and Universities (AAC&U). We calculate this indicator by averaging students' responses to the three statements below.

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in

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

Civic engagement

Intercultural knowledge and competence

Ethical reasoning

Table 1 shows the extent to which different groups of students at your institution reported that their experiences have prepared them for their civic responsibilities. We compare these groups at your institution with their counterparts at other institutions using arrows. Arrows pointing down indicate that, on average, members of a group at your institution report being less prepared for their civic responsibilities than their counterparts at other institutions. Arrows pointing up indicate your students are more prepared for civic responsibilities. An “≈” sign indicates that the groups are roughly the same. We also compare the proportion of students at your institution who had high scores on this indicator to the proportion of students with high scores at other institutions. (For more details on means, effect sizes, and high scores, see notes below Table 1 and/or the Technical Information tab.)

Table 2 provides detail on how students responded to each of the statements in this indicator.

Table 1: Civic Outcomes by Demographic Categories							
	Claremont McKenna College				All Other Institutions		
	n	Mean ¹	Effect Size ²	% High Scores ³	n	Mean	% High Scores
Overall Results							
Civic Outcomes Indicator	109	3.01	≈	52%	6,692	3.00	54%
Results by Gender							
Men	58	2.93	≈	52%	2,138	2.91	51%
Women	39	3.16	↑	59%	3,825	3.06	56%
Nonbinary	2				244	3.06	55%
Results by Broad Racial/Ethnic Identities							
International	9	2.56			307	3.17	61%
People of Color	48	3.03	≈	54%	1,891	3.01	55%
White	42	3.08	↑	57%	3,929	2.99	54%
Results by Major							
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	8	2.79			762	2.95	53%
Business and Management (e.g., Accounting, Business Administration, Finance, Communications (e.g., Journalism, Mass Communication, Speech, Speech	5	3.20			583	2.94	55%
Communications (e.g., Journalism, Mass Communication, Speech, Speech	0				131	3.08	61%
Education (e.g., Elementary Education, Secondary Education, Special Education)	0				183	3.06	60%
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	0				55	2.93	51%
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	0				256	2.85	44%
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	1				395	3.01	58%
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	5	3.33			338	3.05	50%
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	4				370	2.68	38%
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Other	38	3.02	↓	58%	1,409	3.11	58%
Other	5	3.33			357	2.86	50%
Two or more majors	33	3.01	↓	55%	1,386	3.10	57%
Results by First-generation Status							
Continuing generation	79	2.95	≈	52%	4,970	3.00	54%
First generation	18	3.26	↑	61%	1,124	3.07	59%

¹ We only show means for groups of five (5) or more people.

² "Effect size" measures the magnitude of the difference between the mean score for your students and the mean score for students at all other institutions. We only calculate effect size when the mean at your institution includes 10 or more people.

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference

↓ Small negative difference ↓↓ Medium negative difference ↓↓↓ Large negative difference

³ The High Scores % shows the proportion of graduating students who responded "Very much" or "Quite a bit" to all indicator statements. We only show this for groups of five (5) or more.

Table 2: Responses to Statements in the Civic Outcomes Indicator

		Claremont McKenna College		All Other Institutions	
		n	%	n	%
Q6. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?					
Civic engagement: Promoting the quality of life in a community, through both political and nonpolitical processes.	Very much	27	25%	2,095	31%
	Quite a bit	39	36%	2,035	30%
	Some	32	29%	1,794	27%
	Very little	11	10%	800	12%
	Total	109	100%	6,724	100%
Intercultural knowledge and competence: Information, skills, and commitments that support effective and appropriate interactions in a variety of cultural contexts.	Very much	46	42%	2,573	38%
	Quite a bit	35	32%	2,334	35%
	Some	23	21%	1,438	21%
	Very little	5	5%	377	6%
	Total	109	100%	6,722	100%
Ethical reasoning: Recognizing ethical issues, examining different ethical perspectives, and considering the ramifications of alternative actions.	Very much	45	41%	2,813	42%
	Quite a bit	38	35%	2,360	35%
	Some	24	22%	1,246	19%
	Very little	2	2%	300	4%
	Total	109	100%	6,719	100%



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College Activities

This worksheet provides detail on the extent to which students felt that different activities in college contributed to their learning and personal development.

Impact of College Activities on Learning and Personal Development					
		Claremont McKenna College		All Other Institutions	
		n	%	n	%
Q7. To what extent has your experience with each of the following at this institution contributed to your learning and personal development?					
Student or campus government	Very much	7	7%	702	7%
	Quite a bit	5	5%	606	6%
	Some	20	19%	1,030	10%
	Very little	21	20%	1,238	13%
	Have not experienced	53	50%	6,303	64%
	Total	106	100%	9,879	100%
Intercollegiate athletics	Very much	33	31%	1,972	20%
	Quite a bit	5	5%	639	6%
	Some	7	7%	787	8%
	Very little	3	3%	594	6%
	Have not experienced	58	55%	5,873	60%
	Total	106	100%	9,865	100%
Intramural or club sports	Very much	20	19%	1,180	12%
	Quite a bit	12	11%	941	10%
	Some	26	25%	1,299	13%
	Very little	10	9%	1,000	10%
	Have not experienced	38	36%	5,453	55%
	Total	106	100%	9,873	100%
Student publications	Very much	9	8%	839	9%
	Quite a bit	4	4%	817	8%
	Some	18	17%	1,504	15%
	Very little	19	18%	1,313	13%
	Have not experienced	56	53%	5,395	55%
	Total	106	100%	9,868	100%
Performing arts/music	Very much	9	8%	1,314	13%
	Quite a bit	6	6%	939	10%
	Some	14	13%	1,473	15%
	Very little	15	14%	1,269	13%
	Have not experienced	62	58%	4,884	49%
	Total	106	100%	9,879	100%
Political organizations or clubs	Very much	11	10%	909	9%
	Quite a bit	10	9%	959	10%

	Some	18	17%	1,385	14%
	Very little	15	14%	1,243	13%
	Have not experienced	52	49%	5,387	55%
	Total	106	100%	9,883	100%
Community service	Very much	13	12%	1,410	14%
	Quite a bit	12	11%	1,602	16%
	Some	18	17%	2,497	25%
	Very little	18	17%	1,322	13%
	Have not experienced	45	42%	3,038	31%
	Total	106	100%	9,869	100%
Sorority/fraternity	Very much	0	0%	1,367	14%
	Quite a bit	0	0%	603	6%
	Some	0	0%	544	6%
	Very little	2	2%	535	5%
	Have not experienced	104	98%	6,745	69%
	Total	106	100%	9,794	100%
Religious groups	Very much	6	6%	685	7%
	Quite a bit	4	4%	566	6%
	Some	6	6%	1,042	11%
	Very little	7	7%	1,172	12%
	Have not experienced	83	78%	6,405	65%
	Total	106	100%	9,870	100%
Internships (paid or unpaid)	Very much	55	52%	2,452	25%
	Quite a bit	26	25%	1,597	16%
	Some	14	13%	1,473	15%
	Very little	3	3%	657	7%
	Have not experienced	8	8%	3,716	38%
	Total	106	100%	9,895	100%
Service organizations (on or off campus)	Very much	15	14%	1,405	14%
	Quite a bit	11	10%	1,289	13%
	Some	15	14%	1,885	19%
	Very little	15	14%	1,124	11%
	Have not experienced	49	47%	4,178	42%
	Total	105	100%	9,881	100%
Multicultural student groups	Very much	11	10%	1,187	12%
	Quite a bit	18	17%	1,172	12%
	Some	19	18%	1,773	18%
	Very little	12	11%	1,096	11%
	Have not experienced	46	43%	4,647	47%
	Total	106	100%	9,875	100%
Working with faculty on research	Very much	28	26%	1,877	19%
	Quite a bit	21	20%	1,252	13%
	Some	17	16%	1,427	14%
	Very little	6	6%	836	8%
	Have not experienced	34	32%	4,482	45%
	Total	106	100%	9,874	100%
Study abroad	Very much	32	30%	1,941	20%
	Quite a bit	6	6%	618	6%
	Some	3	3%	550	6%
	Very little	2	2%	285	3%

	Have not experienced	63	59%	6,478	66%
	Total	106	100%	9,872	100%
On-campus employment	Very much	46	43%	2,548	26%
	Quite a bit	24	23%	1,458	15%
	Some	19	18%	1,316	13%
	Very little	4	4%	553	6%
	Have not experienced	13	12%	3,999	41%
	Total	106	100%	9,874	100%
Off-campus employment	Very much	23	22%	2,176	22%
	Quite a bit	16	15%	1,429	14%
	Some	8	8%	1,430	14%
	Very little	7	7%	828	8%
	Have not experienced	52	49%	4,012	41%
	Total	106	100%	9,875	100%
Independent study	Very much	12	12%	2,004	20%
	Quite a bit	19	18%	1,466	15%
	Some	12	12%	1,348	14%
	Very little	8	8%	619	6%
	Have not experienced	53	51%	4,434	45%
	Total	104	100%	9,871	100%



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Successful Life Outcomes and College Satisfaction

This worksheet provides details about the extent to which students perceive that their institution has prepared them for a successful life after college as well as details about their level of college satisfaction.

HEDS conducted focus groups with over 500 students at 12 institutions across the country to learn how students think about a successful life and how college is, or is not, helping them achieve that life. Students consistently described four dimensions of a successful life: meaningful work, financial security, fulfilling relationships, and balance (see references below).

Table 1 provides detail on how important students felt those four aspects of a successful life are and how much they believe your institution has prepared them to achieve these aspects of a successful life.

Table 2 provides detail on graduating students' level of satisfaction with their education and your institution.

Table 1: Responses to Questions about Preparation for a Successful Life After College					
		Claremont McKenna College		All Other Institutions	
		n	%	n	%
Q9. As you think about living a successful life after college, how important are each of the following?					
Meaningful work	Very important	81	78%	6,985	72%
	Moderately important	21	20%	2,309	24%
	Slightly important	2	2%	383	4%
	Not important	0	0%	79	1%
	Total	104	100%	9,756	100%
Financial stability	Very important	75	72%	7,608	78%
	Moderately important	28	27%	1,825	19%
	Slightly important	1	1%	266	3%
	Not important	0	0%	50	1%
	Total	104	100%	9,749	100%
Positive relationships	Very important	89	86%	8,150	84%
	Moderately important	13	13%	1,315	14%
	Slightly important	2	2%	231	2%
	Not important	0	0%	42	0%
	Total	104	100%	9,738	100%
Balance	Very important	76	74%	7,776	80%
	Moderately important	20	19%	1,571	16%
	Slightly important	6	6%	304	3%
	Not important	1	1%	45	0%
	Total	103	100%	9,696	100%
Q10. How much has your time at this institution prepared you for the following?					
Meaningful work	Very much	42	40%	3,282	34%
	Quite a bit	36	35%	3,748	38%

	Some	26	25%	2,019	21%
	Very little	0	0%	469	5%
	Not at all	0	0%	252	3%
	Total	104	100%	9,770	100%
Financial stability	Very much	45	43%	1,650	17%
	Quite a bit	36	35%	2,214	23%
	Some	21	20%	3,221	33%
	Very little	2	2%	1,741	18%
	Not at all	0	0%	930	10%
	Total	104	100%	9,756	100%
Positive relationships	Very much	46	44%	3,276	34%
	Quite a bit	0	0%	1,889	19%
	Some	0	0%	1,407	14%
	Very little	57	55%	2,810	29%
	Not at all	1	1%	365	4%
	Total	104	100%	9,747	100%
Balance	Very much	36	35%	2,424	25%
	Quite a bit	34	33%	2,905	30%
	Some	21	20%	2,903	30%
	Very little	11	11%	968	10%
	Not at all	2	2%	509	5%
	Total	104	100%	9,709	100%

Table 2: Responses to Questions about Satisfaction with Education and Institution

	Claremont McKenna College		All Other Institutions	
	n	%	n	%
Q13. Overall, how satisfied have you been with your undergraduate education at this institution?				
Very satisfied	46	46%	3,507	36%
Satisfied	50	51%	4,748	49%
Neither satisfied nor dissatisfied	1	1%	953	10%
Dissatisfied	1	1%	354	4%
Very dissatisfied	1	1%	133	1%
Total	99	100%	9,695	100%
Q14. If you had it to do all over again, would you choose to attend this institution?				
Definitely	58	59%	3,946	41%
Probably	28	28%	2,981	31%
Not sure	9	9%	1,469	15%
Probably not	2	2%	798	8%
Definitely not	2	2%	499	5%
Total	99	100%	9,693	100%

References:

Blaich, C., & Wise, K. (2021). It's Time to Bring Students Into the Conversation About Student Success. *Change: The Magazine of Higher Learning*, 53 (6), 4–11. <https://doi.org/10.1080/00091383.2021.1987786>



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Postgraduate Activities

This worksheet provides information about your students' plans following graduation.

Responses to Questions about Postgraduate Activities				
	Claremont McKenna College		All Other Institutions	
	n	%	n	%
Q15. Please indicate the ONE activity that you consider your PRIMARY plan after you graduate.				
Employment or internship, full time paid	67	68%	5,257	54%
Employment or internship, part time paid	2	2%	446	5%
Graduate or professional school, full time	15	15%	2,442	25%
Graduate or professional school, part time	0	0%	243	3%
Additional undergraduate course work	0	0%	250	3%
Military service	1	1%	51	1%
Volunteer or national service (Peace Corps, AmeriCorps, Teach for	1	1%	102	1%
Starting or raising a family	0	0%	44	0%
Traveling	4	4%	203	2%
Undecided	7	7%	400	4%
Other activity	2	2%	208	2%
Total	99	100%	9,646	100%
Q16. Please indicate ALL OTHER activities that you plan to be doing after you graduate.				
<i>Students select all that apply.</i>				
Employment or internship, full time paid	26	30%	3,129	36%
Employment or internship, part time paid	15	17%	1,823	21%
Graduate or professional school, full time	36	42%	2,361	27%
Graduate or professional school, part time	10	12%	1,285	15%
Additional undergraduate course work	1	1%	459	5%
Military service (National Guard, Reserves, etc.)	1	1%	134	2%
Volunteer or national service (Peace Corps, AmeriCorps, Teach for	4	5%	779	9%
Starting or raising a family	16	19%	1,948	22%
Traveling	50	58%	4,498	52%
Undecided	8	9%	1,015	12%
Other activity	6	7%	317	4%
Number of Respondents	86		8,706	
Q17. Which of the following BEST describes the current state of your employment plans? Exclude search for summer-only employment.				
<i>Graduating students who selected "Employment or internship, full-time or part-time paid" in Q15 received this question.</i>				
Accepted a position	46	67%	2,124	38%
Offered a position and refused; still searching for preferred position	3	4%	189	3%
Considering one or more specific offers	3	4%	451	8%
Currently searching for a position or waiting for an offer	14	20%	2,074	37%

Will begin searching for a position after graduation		3	4%	822	15%
Total		69	100%	5,660	100%
Q18. Please indicate the one degree or certificate you plan to start working towards this fall in graduate or professional school. <i>Graduating students who selected "Graduate or professional school, full-time or part-time" in Q15 or Q16 received this question.</i>					
Second Bachelor's Degree		0	0%	251	6%
Master's Degree in Arts and Sciences (e.g., MA, MS, MFA)		8	23%	1,701	38%
Master of Business Administration (MBA)		4	11%	364	8%
Other Master's Degree (e.g., MSW, MSE, MSN, MAT, MPA)		2	6%	605	13%
Law Degree (JD or LLB)		5	14%	280	6%
Medical Degree (e.g., MD, DO, DDS, DVM, PharmD)		8	23%	358	8%
PhD		1	3%	344	8%
Other Doctoral Degree (e.g., EdD, PsyD, DBA)		1	3%	66	1%
Certificate		2	6%	190	4%
Other Degree		4	11%	346	8%
Total		35	100%	4,505	100%
Q19. 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? <i>Graduating students who DID NOT select "Graduate or professional school, full time or part time" in Q15 or Q16 received this question.</i>					
Accepted and deferring enrollment until later		1	2%	186	5%
Will be applying this coming fall		4	8%	292	7%
Not applying this fall, but might apply at a future date		27	56%	1,961	48%
No plans to apply to school now or in the future		16	33%	1,673	41%
Total		48	100%	4,112	100%
Q20. 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) <i>Graduating students who saw Q19 and DID NOT select "No plans to apply to school now or in the future" received this question.</i>					
Second Bachelor's Degree		0	0%	259	8%
Master's Degree in Arts and Sciences (e.g., MA, MS, MFA)		11	34%	1,529	46%
Master's of Business Administration (MBA)		16	50%	646	20%
Other Master's Degree (e.g., MSW, MSE, MSN, MAT, MPA)		1	3%	475	14%
Law Degree (JD or LLB)		11	34%	301	9%
Medical Degree (e.g., MD, DO, DDS, DVM, PharmD)		1	3%	226	7%
PhD		4	13%	592	18%
Other Doctoral Degree (e.g., EdD, PsyD, DBA)		0	0%	143	4%
Certificate		0	0%	154	5%
Other Degree		1	3%	143	4%
Number of Respondents		32		3,251	
Q21. What is the first job you are pursuing directly upon graduation? (Choose one) <i>Q21 and Q22 only appear to students who selected "Employment or internship, full-time or part-time paid" in Q15.</i>					
Art, Design, and Entertainment	Architect	0	0%	15	0%
	Artist	0	0%	48	1%
	Entertainer	0	0%	34	1%
	Gallery worker	0	0%	13	0%
	Graphic designer	1	2%	54	1%
	Interior designer	0	0%	9	0%
	Museum curator	1	2%	17	0%
	Music/film industry	4	6%	80	2%

	Photographer	0	0%	9	0%
	Other Art, Design, and Entertainment	0	0%	105	2%
Communications and Media	Broadcasting	0	0%	11	0%
	Editor	0	0%	16	0%
	Journalist	0	0%	23	0%
	Media production	0	0%	35	1%
	Public relations	0	0%	48	1%
	Publisher	0	0%	7	0%
	Writer	0	0%	25	0%
	Other Communications and Media	2	3%	95	2%
Community and Social Service	Clergy	0	0%	4	0%
	Community organizer	0	0%	16	0%
	Philanthropy or nonprofit worker	0	0%	31	1%
	Social activist	0	0%	6	0%
	Social work	0	0%	70	1%
	Other Community and Social Service	1	2%	53	1%
Education and Library	Librarian or archivist	0	0%	18	0%
	Preschool/elementary/middle school/high school/secondary administration	0	0%	30	1%
	Preschool/elementary/middle school/high school/secondary teacher	2	3%	307	6%
	Postsecondary administration/staff	0	0%	12	0%
	Postsecondary teacher or researcher	0	0%	23	0%
	School counselor	0	0%	14	0%
	Other Education and Library	1	2%	63	1%
Health Care	Clinical psychology/psychiatry	0	0%	48	1%
	Dentist	0	0%	6	0%
	Dietician	0	0%	0	0%
	Nurse	0	0%	189	4%
	Optometrist	1	2%	1	0%
	Pharmacist	0	0%	1	0%
	Physical/occupational/speech therapy	0	0%	19	0%
	Physician	0	0%	19	0%
	Veterinarian	0	0%	5	0%
	Other Health Care	3	5%	221	4%
Law and Government	Diplomat	0	0%	1	0%
	Foreign service	0	0%	12	0%
	Government worker	1	2%	77	2%
	International relations	0	0%	23	0%
	Judge	0	0%	3	0%
	Lawyer	0	0%	21	0%
	Other legal services	0	0%	63	1%
	Politics	1	2%	31	1%
	Public policy	2	3%	53	1%

	Other Law and Government	5	8%	51	1%
Management, Business, and Financial	Accounting	0	0%	90	2%
	Actuary	0	0%	11	0%
	Advertising	1	2%	47	1%
	Executive	0	0%	8	0%
	Finance	15	23%	302	6%
	Human resources	0	0%	54	1%
	Insurance	1	2%	40	1%
	Management	2	3%	100	2%
	Real estate	1	2%	44	1%
	Recruiting	0	0%	18	0%
	Retail services	0	0%	20	0%
	Sales	1	2%	124	2%
	Other Management, Business, and Financial	11	17%	219	4%
Natural Resources	Agricultural worker	0	0%	16	0%
	Conservationist	0	0%	40	1%
	Environmental scientist	0	0%	51	1%
	Other Natural Resources	0	0%	33	1%
Protection Services	Law enforcement officer	0	0%	17	0%
	Military occupations	0	0%	5	0%
	Other Protection Services	0	0%	5	0%
Science, Technology, and Engineering	Computer programmer/analyst	4	6%	175	3%
	Engineer	0	0%	107	2%
	Information systems	0	0%	37	1%
	Lab technician	0	0%	114	2%
	Scientific researcher	0	0%	168	3%
	Other Science, Technology, and Engineering	4	6%	132	3%
Service and Recreational	Chef	0	0%	2	0%
	Food service industry	0	0%	22	0%
	Hospitality	0	0%	6	0%
	Sports and recreation	0	0%	33	1%
	Travel/tourism	0	0%	7	0%
	Other Service and Recreational	0	0%	21	0%
Undecided		0	0%	294	6%
Other		1	2%	579	11%
Total		66	100%	5,076	100%
Q22. To what extent does your first job after graduation align with your long-term career interests?					
Very much		30	44%	2,049	37%
Quite a bit		20	29%	1,721	31%
Some		16	24%	1,294	24%
Very little		2	3%	240	4%
Not at all		0	0%	180	3%
Total		68	100%	5,484	100%
Q23. What is the total amount that you and/or your family have borrowed to finance your undergraduate education?					
No loans		50	52%	3,895	41%
Less than \$5,000		1	1%	313	3%
\$5,000-\$9,999		7	7%	401	4%
\$10,000-\$14,999		2	2%	411	4%

\$15,000-\$19,999	5	5%	400	4%
\$20,000-\$29,999	9	9%	1,038	11%
\$30,000-\$39,999	3	3%	371	4%
\$40,000-\$49,999	2	2%	238	3%
\$50,000-\$59,999	3	3%	289	3%
\$60,000-\$69,999	0	0%	193	2%
\$70,000-\$79,999	0	0%	141	1%
\$80,000-\$89,999	2	2%	138	1%
\$90,000-\$99,999	0	0%	70	1%
\$100,000 or more	0	0%	246	3%
Borrowed money, but don't know the amount	13	13%	1,363	14%
Total	97	100%	9,507	100%
Q24. Approximately what proportion of your total loan amount are you personally responsible for paying?				
<i>Graduating students who selected "No Loans" in Q23 did not see this question.</i>				
All	20	43%	2,841	51%
Most	7	15%	929	17%
About half	4	9%	395	7%
Some, but less than half	6	13%	412	7%
None	5	11%	382	7%
Unsure	4	9%	661	12%
Total	46	100%	5,620	100%



**HEDS Graduating Student Survey
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Claremont McKenna College**

Information about Respondents

On this worksheet, we provide more detail on the demographics of your graduating students.

Table 1 includes the responses to the demographic questions in our survey along with any HEDS calculated variables. We've listed the calculated variables below the questions we used to derive those calculations. For more information about how we calculate these variables, see the Technical Information tab.

Table 2 shows the number of respondents who selected "Prefer not to respond" for each question.

Table 1: Responses to Demographic Questions and HEDS Calculated Demographic Variables				
	Claremont McKenna College		All Other Institutions	
	n	%	n	%
Q25. What is the field of study of your undergraduate major(s)? (Check all that apply)				
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	15	15%	1,547	17%
Business and Management (e.g., Accounting, Business Administration, Finance, Marketing)	17	17%	1,338	14%
Communications (e.g., Journalism, Mass Communication, Speech, Speech Pathology)	1	1%	452	5%
Education (e.g., Elementary Education, Secondary Education, Special Education)	0	0%	539	6%
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	2	2%	232	2%
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	5	5%	740	8%
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	2	2%	812	9%
Humanities (e.g., Classics, English, Modern Languages & Literature, Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	18	18%	1,196	13%
	9	9%	936	10%
Social Sciences (e.g., Anthropology, Economics, Political Science, Other field of study	60	61%	3,107	33%
	8	8%	898	10%
Number of Respondents	99		9,345	
Q26. What is the highest level of education completed by either of your parents or those who raised you?				
<i>Some of these response options were new on the 2024 survey, so comparisons for this question only include one year of data.</i>				
Did not finish high school	6	6%	164	4%
High school diploma or GED	12	12%	540	15%
Attended college but did not complete degree	2	2%	260	7%
Associate's degree (AA, AS, etc.)	1	1%	267	7%
Bachelor's degree (BA, BS, etc.)	30	31%	1,042	28%
Master's degree (MA, MBA, MS, etc.)	30	31%	986	27%
Doctoral or professional degree (PhD, JD, MD, etc.)	16	16%	452	12%
Total	97	100%	3,711	100%
First-generation Status calculated by HEDS based on responses to Q26.				
Continuing generation	79	81%	7,410	81%
First generation	18	19%	1,763	19%

Total	97	100%	9,173	100%
Q27. What is your gender?				
Man	58	59%	3,276	35%
Woman	39	39%	5,709	61%
Nonbinary, please self describe	2	2%	342	4%
Total	99	100%	9,327	100%
Q28. Are you transgender?				
Yes	0	0%	123	1%
No	96	98%	8,960	97%
Unsure	2	2%	125	1%
Total	98	100%	9,208	100%
Q29. What is your citizenship status?				
Not a U.S. citizen or permanent resident	9	9%	474	5%
U.S. permanent resident but not a U.S. citizen	2	2%	134	1%
U.S. citizen	88	89%	8,854	94%
Total	99	100%	9,462	100%
Q30. Which of the following racial or ethnic categories applies to your identity? (Check all that apply)				
<i>Some of these response options were new on the 2024 survey, so comparisons for this question only include one year of data.</i>				
African	0	0%	66	2%
African American/Black	3	3%	362	10%
Alaska Native	0	0%	5	0%
Asian	12	12%	200	5%
Asian American	14	14%	76	2%
Caribbean/West Indian	2	2%	61	2%
Hispanic or Latino/a	18	18%	544	15%
Latin American	5	5%	96	3%
Middle Eastern	6	6%	59	2%
Native American/American Indian	0	0%	38	1%
Native Hawaiian or other Pacific Islander	2	2%	10	0%
South Asian	6	6%	42	1%
Southeast Asian	2	2%	39	1%
White	57	58%	2,668	72%
Some other race or ethnicity	9	9%	474	5%
Number of Respondents	42	42%	5,831	63%
Broad Racial/Ethnic Identities calculated by HEDS based on responses to Q29 and Q30.				
International	9	9%	474	5%
People of Color	48	48%	2,886	31%
White	42	42%	5,831	63%
Total	99	100%	9,191	100%
Q31. How do you attend classes at this institution?				
Primarily or entirely online	0	0%	814	9%
Split between on campus and online	10	10%	1,199	13%
Primarily or entirely on campus	89	90%	6,967	78%
Total	99	100%	8,980	100%
Q32. Which of the following best describes where you are currently living?				
<i>The first two response options were hidden for nonresidential institutions.</i>				
Dormitory or other campus housing (not a fraternity or sorority house)	84	85%	4,075	44%
Fraternity or sorority house (including college-owned housing)	0	0%	525	6%
Residence (house, apartment, etc.) within walking distance to your	13	13%	2,209	24%
Residence (house, apartment, etc.) farther than walking distance to your institution, but in the United States	2	2%	2,254	24%
In another country	0	0%	35	0%

A living arrangement not listed above	0	0%	160	2%
Total	99	100%	9,258	100%
Q33. Are you a part-time or full-time student at this institution?				
Part-time	4	4%	639	7%
Full-time	94	96%	8,601	93%
Total	98	100%	9,240	100%
Q34. Have you ever received a Pell Grant during your time at college?				
Yes	23	24%	2,209	34%
No	74	76%	4,358	66%
Total	97	100%	6,567	100%

Table 2: Number of Respondents who Selected "Prefer Not to Respond" on Demographics Questions				
	Claremont McKenna College		All Other Institutions	
	n	%	n	%
Q25. What is the field of study of your undergraduate major(s)? (Check all that apply)				
Selected a Field of Study	99	100%	9,345	99%
Selected "Prefer not to respond"	0	0%	141	1%
Q26. What is the highest level of education completed by either of your parents or those who raised you? <i>Some of these response options were new on the 2024 survey, so comparisons for this question only include one year of data.</i>				
Selected an Education Level	97	98%	3,711	97%
Selected "Prefer not to respond"	2	2%	106	3%
Q27. What is your gender?				
Selected a Gender	99	100%	9,327	98%
Selected "Prefer not to respond"	0	0%	210	2%
Q28. Are you transgender?				
Selected a Response	98	99%	9,208	97%
Selected "Prefer not to respond"	1	1%	241	3%
Q29. What is your citizenship status?				
Selected a Citizenship Status	99	100%	9,462	99%
Selected "Prefer not to respond"	0	0%	90	1%
Q30. Which of the following racial or ethnic categories applies to your identity? (Check all that apply) <i>Some of these response options were new on the 2024 survey, so comparisons for this question only include one year of data.</i>				
Selected One or More Races	99	100%	3,703	98%
Selected "Prefer not to respond"	0	0%	87	2%
Q31. How do you attend classes at this institution?				
Selected a Class Format	99	100%	8,980	99%
Selected "Prefer not to respond"	0	0%	81	1%
Q32. Which of the following best describes where you are currently living?				
Selected a Living Situation	99	100%	9,258	98%
Selected "Prefer not to respond"	0	0%	219	2%
Q33. Are you a part-time or full-time student at this institution?				
Selected a Response	98	100%	9,240	98%
Selected "Prefer not to respond"	0	0%	221	2%
Q34. Have you ever received a Pell Grant during your time at college?				
Selected a Response	97	98%	6,567	92%
Selected "Prefer not to respond"	2	2%	589	8%



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Technical Information

This report summarizes data from 34 institutions that administered the HEDS Graduating Student Survey in 2022, 2023, and/or 2024.

	Claremont McKenna College		All 2022–2024 Institutions	
	n	Response Rate	n	Response Rate
All Student	141	40%	11,076	Average institutional response rate = 42% Institutional response rates range from 3-93%.

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 2022-2024 Institutions" section of the table reflects the total number of respondents across all institutions, regardless of the administration method institutions used.

Comparison Group

The "All Other Institutions" comparison group includes all institutions (*including yours*) that participated in the survey in prior years, plus all institutions (*except yours*) in the current year.

Best File Format for Viewing This Report

In order to see the effect size symbols in this report correctly formatted, please save this file as an .xlsx document rather than an .xls document.

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. For the educational outcomes, institutions that participated in this survey could choose to ask students a question based on 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 Outcomes 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 $\alpha = 0.91$
- Academic Challenge and High Faculty Expectations - 14 statements - Cronbach's $\alpha = 0.90$
- Interactions with Diversity - 6 statements - Cronbach's $\alpha = 0.89$
- Worries - 8 statements - Cronbach's $\alpha = 0.81$
- (NACE) Career Readiness Competencies - 8 statements - Cronbach's $\alpha = 0.90$
- (AAC&U) Intellectual Outcomes - 10 statements - Cronbach's $\alpha = 0.92$
- (AAC&U) Civic Outcomes - 3 statements - Cronbach's $\alpha = 0.85$

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

Calculating Means and High Score Percentages

Please note, we only show means and high score percentages for groups of 10 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

Changes to the Survey Instrument in 2024

Determining Pell Status

In the 2022 and 2023 survey administrations, institutions had the option of adding whether a student had received a Pell Grant in their participant list or asking it as a question on the survey. Most institutions chose to ask the survey question. Based on this, we added "Q34. Have you ever received a Pell Grant during your time at college?" as a standard question on the 2024 survey. We are only using student responses to the survey question to determine their Pell status on the "Information about Respondents" worksheet in this report. In the comparison data, we omit the handful of institutions from those earlier administrations that did not use a question to determine if a student had a Pell Grant.

Demographic Calculations Used Throughout this Report

First-generation Status

This information comes from "Q26. What is the highest level of education completed by either of your parents or those 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 "Attended college but did not complete degree," "Associate's degree," "Bachelor's degree," or "Master's degree" or "Doctoral or professional degree" as "Continuing generation." We do not include students who selected "Prefer not to respond" in this calculation.

Broad Racial/Ethnic Category

This information comes from "Q29. What is your citizenship status?" and "Q30. Which of the following racial or ethnic categories applies to your identity? (Check all that apply)". Students had to answer both questions in order to be included in the calculations for "People of Color" and "White." We labeled students according to the citizenship status and races and/or ethnicities they selected as follows:

<p>International, calculated by:</p> <p><u>Student selected</u> Q29: Not a U.S. citizen or permanent resident</p> <p>Q30: Responses, or lack thereof, to this question do not affect this category. All students who selected "Not a U.S. citizen or permanent resident" in Q29 are categorized as "International" regardless of their reported race/ethnicity.</p>	<p>People of Color, calculated by:</p> <p><u>Student selected</u> Q29: U.S. citizen <u>or</u> U.S. permanent resident but not a U.S. citizen</p> <p>Q30: any of</p> <ul style="list-style-type: none">• African• African American/Black• Alaska Native• Asian• Asian American• Caribbean/West Indian• Hispanic or Latino/a• Latin American• Middle Eastern• Native American/American Indian• Native Hawaiian or other Pacific Islander• South Asian• Southeast Asian• Some other race or ethnicity <p><u>or</u></p> <ul style="list-style-type: none">• Any two or more races (including White)	<p>White, calculated by:</p> <p><u>Student selected</u> Q29: U.S. citizen <u>or</u> U.S. permanent resident but not a U.S. citizen <u>and</u> Q30: White <i>No other race/ethnicity must be selected.</i></p>
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2024 Survey Instrument

You can view the full survey instrument here:
[2024 HEDS Graduating Student Survey](#)



HEDS Graduating Student Survey 2024 Comparison Report Claremont McKenna College

Participating Institutions

Below we provide a list of the institutions that administered the HEDS Graduating Student Survey in 2022, 2023, and/or 2024 and are included in this report.

Participating Institutions from 2022–2024
American University of Paris
Claremont McKenna College
Clark University
Colgate University
Concordia University Texas
County College of Morris
Dominican University of California
Earlham College
Eckerd College
Georgian Court University
Gettysburg College
Goucher College
Greensboro College
Guilford College
Haverford College
Hobart and William Smith Colleges
Illinois Wesleyan University
Imperial Valley College
Indian River State College
Lawrence University
Manor College
McDaniel College
Mercer University
Muhlenberg College
Purdue University Fort Wayne
Ramapo College of New Jersey

Saint Vincent College
Sarah Lawrence College
Scripps College
St. Francis College
St. Lawrence University
Ursinus College
Whitman College
William Woods University



**HEDS Graduating Student Survey
2024 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 or people.