



HEDS Graduating Student Survey
2025 Comparison Report
Claremont McKenna College

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In this report, we review the responses of your graduating students who took the 2025 HEDS Graduating Student Survey and compare them to the responses of graduating students at other institutions who took this survey in 2023, 2024, and/or 2025.

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.

<u>Summary</u>
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.
<u>Good Teaching and High-Quality Interactions with Faculty</u>
A combination of overall and detailed measures of the quality of your students' interactions with faculty, inside and outside of class.
<u>Academic Challenge and High Expectations</u>
A combination of overall and detailed measures of the intellectual challenge your students experienced in their academic work.
<u>Interactions with Diversity</u>
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.



HEDS Graduating Student Survey 2025 Comparison Report Claremont McKenna College

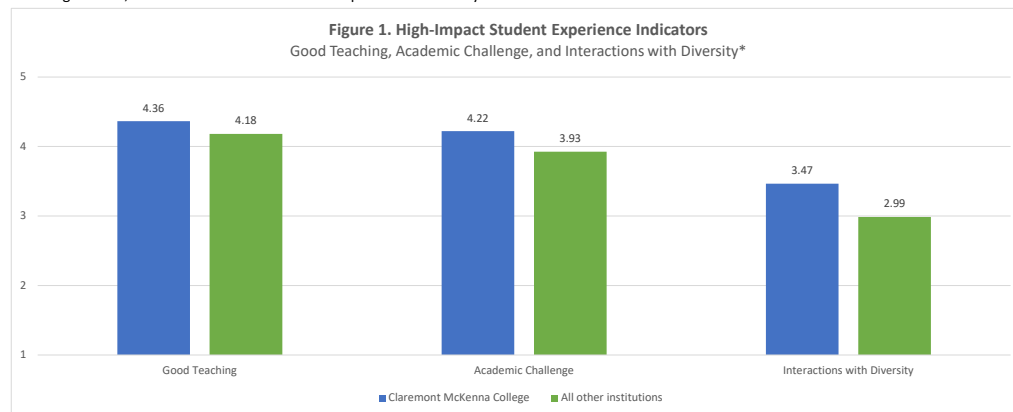
Summary

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

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

↑ Small positive difference
↑↑ Medium positive difference

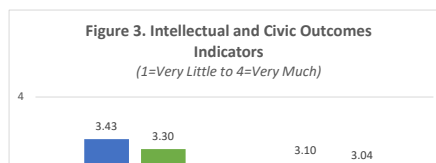
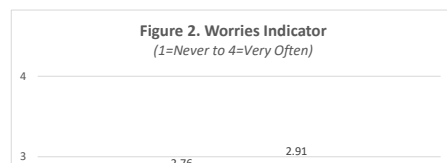
Figure 1.

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.



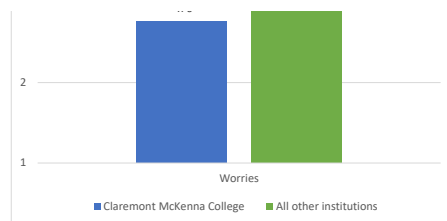


Figure 2
Worries
↓ Small negative difference

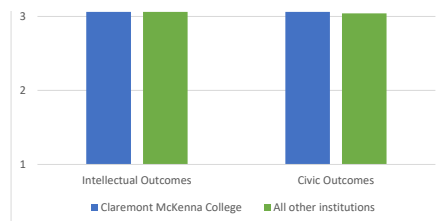
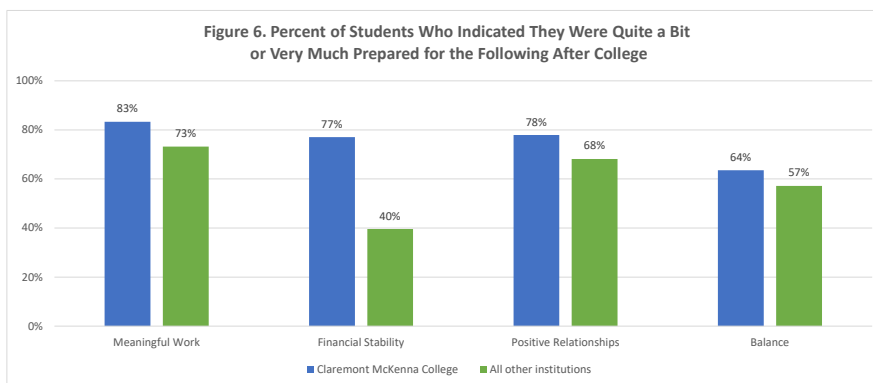
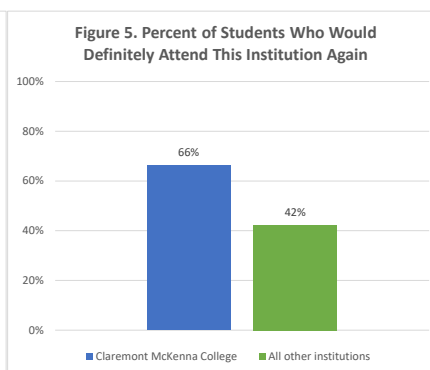
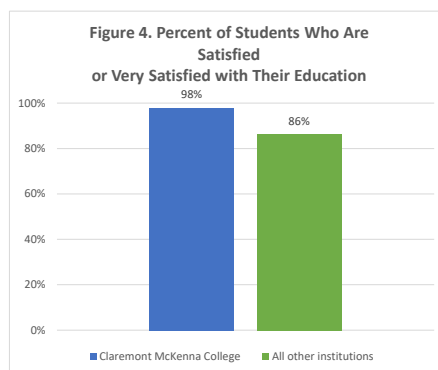


Figure 3
Intellectual Outcomes
Civic Outcomes
↑ Small positive difference
= No difference



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	105	4.36	↑	59%	12,288	4.18	52%
Results by Gender							
Men	43	4.32	↑	58%	3,896	4.18	53%
Women	49	4.42	↑↑	65%	6,679	4.21	53%
Nonbinary	2				423	4.13	51%
Results by Broad Racial/Ethnic Identities							
International	0				567	4.23	57%
People of Color	0				3,478	4.17	50%
White	0				6,827	4.21	54%
Results by Major							
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	7	4.14			1,306	4.22	55%
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)	1	4.43			256	4.16	55%
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	0				380	4.26	58%
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	0				196	4.08	48%
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	0				425	4.17	53%
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	0				693	4.15	51%
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	6	4.19			555	4.26	55%
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Other	4				647	4.20	49%
Two or more majors	33	4.35	↑	55%	2,258	4.18	50%
	2				707	4.13	49%
	34	4.40	↑	68%	2,454	4.25	55%
Results by First-generation Status							
Continuing generation	72	4.39	↑	60%	5,978	4.22	54%
First generation	18	4.22	≈	56%	1,486	4.21	52%

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 ten (10) 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	66	59%	6,144	47%
	Agree	43	39%	5,775	44%
	Neither agree nor disagree	2	2%	760	6%
	Disagree	0	0%	221	2%
	Strongly disagree	0	0%	89	1%
	Total	111	100%	12,989	100%
Interested in helping students grow in more than just academic areas.	Strongly agree	54	49%	5,348	41%
	Agree	50	45%	5,683	44%
	Neither agree nor disagree	6	5%	1,403	11%
	Disagree	1	1%	426	3%
	Strongly disagree	0	0%	107	1%
	Total	111	100%	12,967	100%
Good at providing prompt and useful feedback.	Strongly agree	41	37%	4,265	33%
	Agree	62	56%	6,532	50%
	Neither agree nor disagree	6	5%	1,620	13%
	Disagree	2	2%	431	3%
	Strongly disagree	0	0%	106	1%
	Total	111	100%	12,954	100%
Willing to spend time outside of class to discuss issues of interest and importance to students.	Strongly agree	58	52%	5,567	43%
	Agree	49	44%	5,571	43%
	Neither agree nor disagree	4	4%	1,392	11%
	Disagree	0	0%	296	2%
	Strongly disagree	0	0%	99	1%
	Total	111	100%	12,925	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	48	46%	5,152	41%
	Agree	49	47%	5,204	42%
	Neither agree nor disagree	7	7%	1,788	14%
	Disagree	1	1%	290	2%
	Strongly disagree	0	0%	102	1%
	Total	105	100%	12,536	100%
My nonclassroom interactions with faculty have had a positive influence on my intellectual growth and interest in ideas.	Strongly agree	51	49%	5,063	40%
	Agree	46	44%	5,279	42%
	Neither agree nor disagree	6	6%	1,794	14%
	Disagree	2	2%	284	2%
	Strongly disagree	0	0%	96	1%
	Total	105	100%	12,516	100%
My nonclassroom interactions with faculty have had a positive influence on my career goals and aspirations.	Strongly agree	45	43%	4,930	39%
	Agree	43	41%	4,860	39%
	Neither agree nor disagree	14	13%	2,149	17%
	Disagree	3	3%	422	3%
	Strongly disagree	0	0%	132	1%
	Total	105	100%	12,493	100%
I developed a close, personal relationship with at least one faculty member.	Strongly agree	52	50%	5,621	45%
	Agree	36	34%	3,926	31%
	Neither agree nor disagree	8	8%	1,682	13%
	Disagree	9	9%	917	7%
	Strongly disagree	0	0%	338	3%
	Total	105	100%	12,484	100%
I am satisfied with the opportunities to meet and interact informally with faculty members.	Strongly agree	48	46%	4,811	39%
	Agree	46	44%	5,059	41%
	Neither agree nor disagree	8	8%	1,779	14%
	Disagree	3	3%	620	5%
	Strongly disagree	0	0%	159	1%
	Total	105	100%	12,428	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	103	4.22	↑↑	32%	11,876	3.93	19%
Results by Gender							
Men	43	4.18	↑↑↑	37%	3,831	3.87	19%
Women	49	4.27	↑↑	27%	6,597	3.97	20%
Nonbinary	2				414	3.88	12%
Results by Broad Racial/Ethnic Identities							
International	0				558	3.90	18%
People of Color	0				3,410	3.92	19%
White	0				6,752	3.95	19%
Results by Major							
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	7	3.98			1,275	3.95	21%
Business and Management (e.g., Accounting, Business Administration, Finance, Communications (e.g., Journalism, Mass Communication, Speech, Speech	7	4.37			1,098	3.88	21%
Education (e.g., Elementary Education, Secondary Education, Special Education)	1				251	3.98	25%
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	0				371	3.94	23%
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	0				202	3.59	9%
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	0				419	3.78	11%
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	0				683	3.88	21%
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	6	4.10			547	4.07	21%
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Other	4				644	3.74	11%
Two or more majors	33	4.24	↑↑	33%	2,216	4.01	20%
	2				709	3.83	19%
	34	4.24	↑↑	26%	2,432	3.99	19%

Results by First-generation Status							
Continuing generation	72	4.18	↑↑	24%	5,882	3.94	18%
First generation	18	4.32	↑↑↑	56%	1,472	3.96	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 ten (10) 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	41	39%	3,636	29%
	Often	53	50%	6,055	48%
	Sometimes	11	10%	2,533	20%
	Rarely	0	0%	228	2%
	Never	0	0%	75	1%
	Total	105	100%	12,527	100%
Faculty asked me to show how a particular course concept could be applied to an actual problem or situation.	Very often	37	35%	4,032	32%
	Often	45	43%	5,145	41%
	Sometimes	21	20%	2,748	22%
	Rarely	2	2%	474	4%
	Never	0	0%	119	1%
	Total	105	100%	12,518	100%
Faculty asked me to point out any fallacies in ideas, principles, or points of view presented in the course.	Very often	33	31%	3,255	26%
	Often	44	42%	4,857	39%
	Sometimes	21	20%	3,199	26%
	Rarely	7	7%	949	8%
	Never	0	0%	235	2%
	Total	105	100%	12,495	100%
Faculty asked me to argue for or against a particular point of view.	Very often	43	41%	3,319	27%
	Often	47	45%	4,421	35%
	Sometimes	15	14%	3,321	27%
	Rarely	0	0%	1,087	9%
	Never	0	0%	342	3%
	Total	105	100%	12,490	100%
Faculty challenged my ideas in class.	Very often	40	38%	2,984	24%
	Often	45	43%	4,379	35%
	Sometimes	18	17%	3,879	31%
	Rarely	2	2%	974	8%
	Never	0	0%	261	2%
	Total	105	100%	12,477	100%
Students challenged each other's ideas in class.	Very often	39	37%	2,829	23%
	Often	43	41%	4,365	35%
	Sometimes	20	19%	3,885	31%
	Rarely	3	3%	1,099	9%
	Never	0	0%	239	2%
	Total	105	100%	12,417	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	66	64%	6,326	52%
	Often	29	28%	3,612	29%
	Sometimes	7	7%	1,803	15%
	Rarely	1	1%	447	4%
	Never	0	0%	67	1%
	Total	103	100%	12,255	100%
Completed assignments or projects in which I solved problems.	Very often	53	51%	5,237	43%
	Often	42	41%	4,358	36%
	Sometimes	6	6%	2,086	17%
	Rarely	2	2%	528	4%
	Never	0	0%	54	0%
	Total	103	100%	12,263	100%
Made oral presentations.	Very often	43	42%	3,828	31%
	Often	39	38%	4,696	38%
	Sometimes	18	17%	2,979	24%
	Rarely	3	3%	663	5%
	Never	0	0%	96	1%
	Total	103	100%	12,262	100%
Used course content to address a problem	Very often	32	31%	2,918	24%

not presented in the course.	Often	32	31%	3,951	32%
	Sometimes	32	31%	3,994	33%
	Rarely	7	7%	1,163	10%
	Never	0	0%	214	2%
	Total	103	100%	12,240	100%
Compared or contrasted topics or ideas from a course.	Very often	43	42%	4,022	33%
	Often	44	43%	5,066	41%
	Sometimes	15	15%	2,601	21%
	Rarely	1	1%	461	4%
	Never	0	0%	90	1%
	Total	103	100%	12,240	100%
Pointed out the strengths and weaknesses of a particular argument or point of view.	Very often	51	50%	3,752	31%
	Often	40	39%	4,714	39%
	Sometimes	10	10%	2,919	24%
	Rarely	1	1%	717	6%
	Never	1	1%	125	1%
	Total	103	100%	12,227	100%
Argued for or against a particular point of view and defended my argument.	Very often	46	45%	3,692	30%
	Often	44	43%	4,397	36%
	Sometimes	12	12%	3,041	25%
	Rarely	1	1%	876	7%
	Never	0	0%	204	2%
	Total	103	100%	12,210	100%
Connected what I learned in multiple courses.	Very often	44	43%	5,337	44%
	Often	33	32%	4,424	36%
	Sometimes	25	24%	2,000	16%
	Rarely	1	1%	348	3%
	Never	0	0%	69	1%
	Total	103	100%	12,178	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	102	3.47	↑↑	13%	12,103	2.99	13%
Results by Gender							

Men	43	3.38	↑↑	14%	3,910	2.92	14%
Women	48	3.48	↑↑	8%	6,713	3.01	12%
Nonbinary	2				423	3.27	9%
Results by Broad Racial/Ethnic Identities							
International	0				571	3.16	16%
People of Color	0				3,503	2.95	14%
White	0				6,845	2.99	11%
Results by Major							
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	7	3.10			1,302	3.00	13%
Business and Management (e.g., Accounting, Business Administration, Finance, Communications (e.g., Journalism, Mass Communication, Speech, Speech	7	3.00			1,121	2.80	13%
Education (e.g., Elementary Education, Secondary Education, Special Education)	1				260	3.09	16%
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	0				378	2.82	13%
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	0				205	2.38	8%
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	0				427	2.89	7%
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	0				693	2.71	12%
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	6	3.08			559	3.25	13%
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	4				647	2.70	6%
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology,	32	3.50	↑↑	6%	2,267	3.16	13%
Other	2				726	2.82	13%
Two or more majors	34	3.57	↑↑	18%	2,457	3.16	11%
Results by First-generation Status							
Continuing generation	72	3.38	↑↑	10%	5,996	3.00	11%
First generation	18	3.44	↑↑	17%	1,505	2.99	16%

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 ten (10) 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	20	19%	1,384	11%
	Often	18	17%	1,851	15%
	Sometimes	45	44%	3,375	28%
	Rarely	17	17%	3,027	25%
	Never	3	3%	2,626	21%
	Total	103	100%	12,263	100%
Participated in a diversity or cultural awareness workshop.	Very often	10	10%	1,343	11%
	Often	18	17%	1,851	15%
	Sometimes	34	33%	3,433	28%
	Rarely	29	28%	2,811	23%
	Never	12	12%	2,815	23%
	Total	103	100%	12,253	100%
Had discussions about intergroup relations with students differing from you in gender, national origin, political views, race, religion, sexuality, or values.	Very often	29	28%	2,392	20%
	Often	35	34%	3,121	25%
	Sometimes	22	22%	3,497	29%
	Rarely	14	14%	1,764	14%
	Never	2	2%	1,467	12%
	Total	102	100%	12,241	100%
Had serious discussions with other students about different lifestyles and customs.	Very often	33	32%	2,483	20%
	Often	34	33%	3,451	28%
	Sometimes	29	28%	3,679	30%
	Rarely	4	4%	1,596	13%
	Never	2	2%	1,025	8%
	Total	102	100%	12,234	100%
Had serious discussions with faculty or staff whose political, social, or religious opinions were different from your own.	Very often	18	18%	1,502	12%
	Often	25	25%	2,142	18%
	Sometimes	30	29%	3,378	28%
	Rarely	21	21%	2,853	23%
	Never	8	8%	2,343	19%
	Total	102	100%	12,218	100%
Had serious discussions with students whose political, social, or religious opinions were different from your own.	Very often	30	29%	1,897	16%
	Often	32	31%	2,809	23%
	Sometimes	27	26%	3,725	31%
	Rarely	9	9%	2,224	18%
	Never	4	4%	1,540	13%
	Total	102	100%	12,195	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	95	2.76	↓	11%	11,544	2.91	18%
Results by Gender							
Men	41	2.60	↓	7%	3,894	2.75	16%
Women	49	2.83	↓	12%	6,653	2.98	19%
Nonbinary	2				426	3.15	21%
Results by Broad Racial/Ethnic Identities							
International	0				567	2.87	16%
People of Color	0				3,461	2.99	23%
White	0				6,823	2.87	16%
Results by Major							
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	7	2.80			1,303	3.02	22%
Business and Management (e.g., Accounting, Business Administration, Finance, Communications (e.g., Journalism, Mass Communication, Speech, Speech	6	2.23			1,110	2.75	19%
Education (e.g., Elementary Education, Secondary Education, Special Education)	1				254	2.86	22%
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	0				377	2.79	18%
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	0				204	2.74	14%
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	0				421	3.00	14%
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	0				684	2.81	16%
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	6	2.67			549	3.05	21%
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Other	4				641	2.81	13%
Two or more majors	32	2.77	↓	6%	2,246	2.94	20%
	2				717	2.88	18%
	34	2.76	↓	9%	2,463	2.94	16%
Results by First-generation Status							
Continuing generation	70	2.74	↓	4%	5,963	2.90	18%
First generation	18	2.76	↓↓	28%	1,494	3.02	25%

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 ten (10) 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	Very often	40	42%	5,314	45%
	Often	31	32%	3,317	28%
	Sometimes	20	21%	2,445	21%
	Never	5	5%	676	6%
	Total	96	100%	11,752	100%
Settling for a job I don't enjoy because it pays the bills	Very often	26	27%	4,075	35%
	Often	16	17%	2,926	25%
	Sometimes	33	34%	2,975	25%
	Never	21	22%	1,763	15%
	Total	96	100%	11,739	100%
Getting into the graduate school I need to take the next step in my career	Very often	28	29%	3,340	28%
	Often	25	26%	2,571	22%
	Sometimes	22	23%	2,969	25%
	Never	21	22%	2,843	24%
	Total	96	100%	11,723	100%
Paying off my student loans after college	Very often	17	18%	3,804	32%
	Often	15	16%	2,029	17%
	Sometimes	13	14%	2,219	19%
	Never	51	53%	3,663	31%
	Total	96	100%	11,715	100%
Creating balance between work, family, friends, and my personal interests/hobbies	Very often	36	38%	4,941	42%
	Often	31	32%	3,537	30%
	Sometimes	24	25%	2,521	22%
	Never	5	5%	716	6%
	Total	96	100%	11,715	100%
Maintaining my mental and physical health and well-being	Very often	38	40%	5,606	48%
	Often	33	34%	3,316	28%
	Sometimes	22	23%	2,172	19%
	Never	3	3%	614	5%
	Total	96	100%	11,708	100%
Knowing how to do "life stuff" (e.g., managing my finances, finding a good place to live, getting the right kinds of insurance)	Very often	33	35%	5,283	45%
	Often	31	33%	3,354	29%
	Sometimes	23	24%	2,344	20%
	Never	8	8%	717	6%
	Total	95	100%	11,698	100%
National/global issues that impact society at large (e.g., climate change, the political environment, social inequality)	Very often	31	33%	4,235	36%
	Often	28	29%	3,211	27%
	Sometimes	29	31%	3,069	26%
	Never	7	7%	1,166	10%
	Total	95	100%	11,681	100%
Other worry or concern (students could write in something else they were worried about):	Very often	1	4%	907	15%
	Often	4	14%	496	8%
	Sometimes	3	11%	623	10%
	Never	20	71%	3,961	66%
	Total	28	100%	5,987	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 the

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	99	3.43	↑	55%	7,767	3.30	51%
Results by Gender							
Men	42	3.43	↑↑	55%	2,609	3.25	50%

Women	49	3.48	↑	57%	4,321	3.35	53%
Nonbinary	2				317	3.23	40%
Results by Broad Racial/Ethnic Identities							
International	0				394	3.40	61%
People of Color	0				2,192	3.30	52%
White	0				4,595	3.31	50%
Results by Major							
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	6	3.32			973	3.35	57%
Business and Management (e.g., Accounting, Business Administration, Finance, Communications (e.g., Journalism, Mass Communication, Speech, Speech	7	3.47			699	3.24	56%
Education (e.g., Elementary Education, Secondary Education, Special Education)	1				127	3.36	59%
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	0				180	3.34	56%
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	0				73	3.31	55%
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	0				292	3.15	37%
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	0				410	3.26	54%
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	6	3.45			398	3.39	46%
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	4				436	3.22	42%
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Other	33	3.43	↑	55%	1,620	3.34	52%
Other	2				412	3.13	45%
Two or more majors	34	3.46	↑	50%	1,640	3.37	51%
Results by First-generation Status							
Continuing generation	71	3.44	↑	55%	3,871	3.31	51%
First generation	18	3.47	↑	50%	785	3.37	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 ten (10) 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	64	63%	3,875	49%
	Quite a bit	30	30%	2,830	36%
	Some	7	7%	1,093	14%
	Very little	0	0%	173	2%
	Total	101	100%	7,971	100%
Critical thinking: Examination of ideas,	Very much	73	72%	4,619	58%

evidence, and assumptions before accepting or formulating a conclusion.	Quite a bit	25	25%	2,528	32%
	Some	3	3%	699	9%
	Very little	0	0%	112	1%
	Total	101	100%	7,958	100%
Creative thinking: Developing or combining ideas, images, or expertise in innovative ways.	Very much	46	46%	3,747	47%
	Quite a bit	35	35%	2,730	34%
	Some	18	18%	1,272	16%
	Very little	2	2%	208	3%
	Total	101	100%	7,957	100%
Information literacy: Locating, evaluating, and using information effectively and responsibly for a particular purpose.	Very much	61	61%	4,214	53%
	Quite a bit	31	31%	2,728	34%
	Some	8	8%	880	11%
	Very little	0	0%	135	2%
	Total	100	100%	7,957	100%
Quantitative literacy: Seeking, understanding, and using quantitative information appropriately to solve problems or make arguments.	Very much	56	55%	3,691	46%
	Quite a bit	33	33%	2,730	34%
	Some	12	12%	1,274	16%
	Very little	0	0%	259	3%
	Total	101	100%	7,954	100%
Effective writing: Conveying accurate and compelling content in clear, expressive, and audience-appropriate prose.	Very much	60	59%	4,172	53%
	Quite a bit	33	33%	2,639	33%
	Some	8	8%	965	12%
	Very little	0	0%	165	2%
	Total	101	100%	7,941	100%
Effective speaking: Conveying accurate and compelling content in clear, expressive, and audience-appropriate oral presentations.	Very much	55	54%	3,510	44%
	Quite a bit	27	27%	2,825	36%
	Some	17	17%	1,332	17%
	Very little	2	2%	272	3%
	Total	101	100%	7,939	100%
Teamwork: Contributing to a team, facilitating the work of team members, and fostering a constructive team climate.	Very much	46	46%	3,453	43%
	Quite a bit	36	36%	2,767	35%
	Some	17	17%	1,415	18%
	Very little	1	1%	304	4%
	Total	100	100%	7,939	100%
Problem solving: Designing, evaluating, and implementing a strategy to answer questions or achieve a goal.	Very much	56	56%	3,921	49%
	Quite a bit	38	38%	2,818	36%
	Some	6	6%	1,034	13%
	Very little	0	0%	157	2%
	Total	100	100%	7,930	100%
Integrative thinking: The habit of connecting ideas and experiences, and the ability to transfer learning to novel situations.	Very much	47	47%	3,763	48%
	Quite a bit	39	39%	2,782	35%
	Some	12	12%	1,135	14%
	Very little	2	2%	197	3%
	Total	100	100%	7,877	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	100	3.10	≈	56%	7,891	3.04	56%
Results by Gender							
Men	43	2.98	≈	47%	2,640	2.96	53%
Women	49	3.27	↑	67%	4,392	3.10	59%
Nonbinary	2				317	3.06	55%
Results by Broad Racial/Ethnic Identities							
International	0				402	3.16	61%
People of Color	0				2,231	3.05	57%
White	0				4,642	3.03	56%
Results by Major							
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	7	3.05			992	3.01	55%
Business and Management (e.g., Accounting, Business Administration, Finance, Communications (e.g., Journalism, Mass Communication, Speech, Speech	7	3.00			706	2.96	57%
Communications (e.g., Journalism, Mass Communication, Speech, Speech	1				131	3.21	67%
Education (e.g., Elementary Education, Secondary Education, Special Education)	0				183	3.10	61%
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	0				73	2.89	51%
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	0				295	2.93	49%
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	0				418	3.01	59%
Humanities (e.g., Classics, English, Modern Languages & Literature, Philosophy)	6	3.06			407	3.14	56%
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	4				442	2.72	38%
Social Sciences (e.g., Anthropology, Economics, Political Science, Psychology, Other	33	3.21	≈	58%	1,639	3.14	61%
Other	2				418	2.90	50%
Two or more majors	34	3.04	↓	56%	1,663	3.13	59%
Results by First-generation Status							
Continuing generation	72	3.04	≈	54%	3,912	3.05	57%
First generation	18	3.24	↑	61%	802	3.12	61%

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 ten (10) 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	44	44%	2,587	33%
	Quite a bit	25	25%	2,431	31%
	Some	24	24%	2,067	26%
	Very little	7	7%	838	11%
	Total	100	100%	7,923	100%
Intercultural knowledge and competence: Information, skills, and commitments that support effective and appropriate interactions in a variety of cultural contexts.	Very much	45	45%	3,141	40%
	Quite a bit	31	31%	2,736	35%
	Some	21	21%	1,635	21%
	Very little	3	3%	411	5%
	Total	100	100%	7,923	100%
Ethical reasoning: Recognizing ethical issues, examining different ethical perspectives, and considering the ramifications of alternative actions.	Very much	40	40%	3,438	43%
	Quite a bit	34	34%	2,788	35%
	Some	17	17%	1,389	18%
	Very little	9	9%	305	4%
	Total	100	100%	7,920	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	11	11%	925	8%
	Quite a bit	6	6%	768	6%
	Some	15	15%	1,306	11%
	Very little	23	23%	1,481	12%
	Have not experienced	44	44%	7,374	62%
	Total	99	100%	11,854	100%
Intercollegiate athletics	Very much	27	28%	2,434	21%
	Quite a bit	5	5%	805	7%
	Some	2	2%	975	8%
	Very little	7	7%	741	6%
	Have not experienced	57	58%	6,890	58%
	Total	98	100%	11,845	100%
Intramural or club sports	Very much	16	16%	1,499	13%
	Quite a bit	15	15%	1,139	10%
	Some	16	16%	1,637	14%
	Very little	12	12%	1,210	10%
	Have not experienced	40	40%	6,363	54%
	Total	99	100%	11,848	100%
Student publications	Very much	11	11%	1,052	9%
	Quite a bit	8	8%	1,017	9%
	Some	13	13%	1,879	16%
	Very little	22	22%	1,591	13%
	Have not experienced	44	45%	6,306	53%
	Total	98	100%	11,845	100%
Performing arts/music	Very much	9	9%	1,696	14%
	Quite a bit	8	8%	1,125	9%
	Some	12	12%	1,841	16%
	Very little	20	21%	1,507	13%
	Have not experienced	48	49%	5,681	48%
	Total	97	100%	11,850	100%
Political organizations or clubs	Very much	13	13%	1,165	10%
	Quite a bit	8	8%	1,162	10%

	Some	12	12%	1,740	15%
	Very little	28	28%	1,447	12%
	Have not experienced	38	38%	6,339	53%
	Total	99	100%	11,853	100%
Community service	Very much	12	12%	1,769	15%
	Quite a bit	9	9%	1,956	17%
	Some	21	21%	2,961	25%
	Very little	17	17%	1,536	13%
	Have not experienced	39	40%	3,620	31%
	Total	98	100%	11,842	100%
Sorority/fraternity	Very much	3	3%	1,565	13%
	Quite a bit	1	1%	694	6%
	Some	1	1%	654	6%
	Very little	4	4%	639	6%
	Have not experienced	88	91%	8,055	69%
	Total	97	100%	11,607	100%
Religious groups	Very much	2	2%	870	7%
	Quite a bit	3	3%	710	6%
	Some	6	6%	1,237	10%
	Very little	21	21%	1,442	12%
	Have not experienced	66	67%	7,586	64%
	Total	98	100%	11,845	100%
Internships (paid or unpaid)	Very much	52	53%	3,123	26%
	Quite a bit	22	22%	1,942	16%
	Some	14	14%	1,701	14%
	Very little	2	2%	746	6%
	Have not experienced	9	9%	4,362	37%
	Total	99	100%	11,874	100%
Service organizations (on or off campus)	Very much	15	15%	1,721	15%
	Quite a bit	12	12%	1,576	13%
	Some	12	12%	2,253	19%
	Very little	17	17%	1,334	11%
	Have not experienced	42	43%	4,968	42%
	Total	98	100%	11,852	100%
Multicultural student groups	Very much	16	16%	1,516	13%
	Quite a bit	9	9%	1,441	12%
	Some	21	21%	2,143	18%
	Very little	22	22%	1,323	11%
	Have not experienced	31	31%	5,416	46%
	Total	99	100%	11,839	100%
Working with faculty on research	Very much	25	26%	2,310	19%
	Quite a bit	15	15%	1,528	13%
	Some	11	11%	1,725	15%
	Very little	13	13%	1,016	9%
	Have not experienced	34	35%	5,274	44%
	Total	98	100%	11,853	100%
Study abroad	Very much	37	38%	2,812	24%
	Quite a bit	12	12%	834	7%
	Some	1	1%	707	6%
	Very little	1	1%	359	3%

	Have not experienced	47	48%	7,142	60%
	Total	98	100%	11,854	100%
On-campus employment	Very much	54	55%	3,220	27%
	Quite a bit	20	20%	1,744	15%
	Some	6	6%	1,505	13%
	Very little	8	8%	654	6%
	Have not experienced	10	10%	4,727	40%
	Total	98	100%	11,850	100%
Off-campus employment	Very much	20	20%	2,709	23%
	Quite a bit	11	11%	1,703	14%
	Some	15	15%	1,744	15%
	Very little	9	9%	987	8%
	Have not experienced	44	44%	4,704	40%
	Total	99	100%	11,847	100%
Independent study	Very much	15	15%	2,456	21%
	Quite a bit	17	17%	1,849	16%
	Some	9	9%	1,648	14%
	Very little	10	10%	728	6%
	Have not experienced	47	48%	5,160	44%
	Total	98	100%	11,841	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	67	70%	8,368	71%
	Moderately important	27	28%	2,758	24%
	Slightly important	2	2%	478	4%
	Not important	0	0%	101	1%
	Total	96	100%	11,705	100%
Financial stability	Very important	72	76%	9,111	78%
	Moderately important	19	20%	2,173	19%
	Slightly important	4	4%	339	3%
	Not important	0	0%	71	1%
	Total	95	100%	11,694	100%
Positive relationships	Very important	85	89%	9,720	83%
	Moderately important	10	10%	1,592	14%
	Slightly important	1	1%	293	3%
	Not important	0	0%	67	1%
	Total	96	100%	11,672	100%
Balance	Very important	74	77%	9,227	79%
	Moderately important	17	18%	1,949	17%
	Slightly important	5	5%	361	3%
	Not important	0	0%	79	1%
	Total	96	100%	11,616	100%
Q10. How much has your time at this institution prepared you for the following?					
Meaningful work	Very much	45	47%	4,119	35%
	Quite a bit	35	36%	4,464	38%

	Some	12	13%	2,350	20%
	Very little	3	3%	509	4%
	Not at all	1	1%	279	2%
	Total	96	100%	11,721	100%
Financial stability	Very much	42	44%	2,036	17%
	Quite a bit	32	33%	2,595	22%
	Some	17	18%	3,966	34%
	Very little	4	4%	2,085	18%
	Not at all	1	1%	1,020	9%
	Total	96	100%	11,702	100%
Positive relationships	Very much	41	43%	4,133	35%
	Quite a bit	33	35%	3,837	33%
	Some	17	18%	2,611	22%
	Very little	2	2%	735	6%
	Not at all	2	2%	377	3%
	Total	95	100%	11,693	100%
Balance	Very much	29	30%	3,100	27%
	Quite a bit	32	33%	3,559	31%
	Some	21	22%	3,355	29%
	Very little	11	11%	1,102	9%
	Not at all	3	3%	527	5%
	Total	96	100%	11,643	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	58	61%	4,365	38%
Satisfied	35	37%	5,690	49%
Neither satisfied nor dissatisfied	1	1%	1,071	9%
Dissatisfied	1	1%	355	3%
Very dissatisfied	0	0%	159	1%
Total	95	100%	11,640	100%
Q14. If you had it to do all over again, would you choose to attend this institution?				
Definitely	63	66%	4,925	42%
Probably	26	27%	3,512	30%
Not sure	4	4%	1,717	15%
Probably not	1	1%	943	8%
Definitely not	1	1%	550	5%
Total	95	100%	11,647	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.				
Additional undergraduate education	4	4%	450	4%
Paid employment or internship, full-time or part-time	65	70%	6,473	56%
Graduate or professional school, full-time or part-time	14	15%	3,416	29%
Military service	0	0%	61	1%
Volunteer or national service (Peace Corps, AmeriCorps, Teach for	1	1%	108	1%
Starting or raising a family	1	1%	60	1%
Traveling	0	0%	251	2%
Undecided	4	4%	502	4%
Other activity	4	4%	263	2%
Total	93	100%	11,584	100%
Q16. Please indicate ALL OTHER activities that you plan to be doing after you graduate. (Select all that apply)				
<i>Some of these response options were new on the 2025 survey, so comparisons for this question only include one year of data.</i>				
Additional undergraduate education	6	7%	329	9%
Paid employment or internship, full-time or part-time	31	38%	1,683	47%
Graduate or professional school, full-time or part-time	39	48%	1,422	39%
Military service (National Guard, Reserves, etc.)	3	4%	68	2%
Volunteer or national service (Peace Corps, AmeriCorps, Teach for	5	6%	381	11%
Starting or raising a family	32	39%	904	25%
Traveling	57	70%	1,885	52%
Undecided	7	9%	477	13%
Other activity	3	4%	146	4%
Number of Respondents	82	100%	3,619	100%
Q17. Which of the following BEST describes the current state of your employment plans? Exclude search for temporary summer employment.				
<i>Graduating students who selected "Paid employment or internship, full-time or part-time" in Q15 received this question.</i>				
Accepted a position	43	66%	2,301	36%
Offered a position and refused; still searching for preferred position	0	0%	221	3%
Considering one or more specific offers	2	3%	506	8%
Currently searching for a position or waiting for an offer	16	25%	2,462	38%
Will begin searching for a position after graduation	4	6%	935	15%
Total	65	100%	6,425	100%

Q18. Please indicate the one degree or certificate you plan to be working towards this fall.
Graduating students who selected "Additional undergraduate education" or "Graduate or professional school, full-time or part-time" in Q15 or Q16 received this question.

Bachelor's Degree was new on the 2025 survey, so comparisons for this answer only include one year of data.

Bachelor's Degree	2	5%	367	6%
Second Bachelor's Degree	2	5%	272	5%
Master's Degree in Arts and Sciences (e.g., MA, MS, MFA)	9	21%	2,152	37%
Master of Business Administration (MBA)	7	16%	418	7%
Other Master's Degree (e.g., MSW, MSE, MSN, MAT, MPA)	2	5%	724	12%
Law Degree (JD or LLB)	5	12%	326	6%
Medical Degree (e.g., MD, DO, DDS, DVM, PharmD)	6	14%	415	7%
PhD	7	16%	386	7%
Other Doctoral Degree (e.g., EdD, PsyD, DBA)	0	0%	81	1%
Certificate	1	2%	263	5%
Other Degree	2	5%	411	7%
Total	43	100%	5,815	100%

Q19. If you are planning to continue your education at any point in the future, which of the following BEST describes your educational plans?

Graduating students who DID NOT select "Additional undergraduate education" or "Graduate or professional school, full-time or part-time" in Q15 or Q16 received this question.

Accepted and deferring enrollment until later	0	0%	203	4%
Will be applying this coming fall	0	0%	304	7%
Not applying this fall, but might apply at a future date	25	68%	2,125	47%
No plans to apply to school now or in the future	12	32%	1,917	42%
Total	37	100%	4,549	100%

Q20. Which of the following degrees or certificates do you plan/hope to pursue at some point in the future? (Select all that apply)

Graduating students who saw Q19 and DID NOT select "No plans to continue education now or in the future" received this question.

Bachelor's Degree	2	8%	130	19%
Second Bachelor's Degree	0	0%	243	10%
Master's Degree in Arts and Sciences (e.g., MA, MS, MFA)	10	40%	1,148	46%
Master's of Business Administration (MBA)	16	64%	557	22%
Other Master's Degree (e.g., MSW, MSE, MSN, MAT, MPA)	3	12%	335	13%
Law Degree (JD or LLB)	10	40%	206	8%
Medical Degree (e.g., MD, DO, DDS, DVM, PharmD)	0	0%	112	5%
PhD	5	20%	302	12%
Other Doctoral Degree (e.g., EdD, PsyD, DBA)	0	0%	80	3%
Certificate	0	0%	115	5%
Other Degree	0	0%	118	5%
Number of Respondents	25	100%	2,487	100%

Q21. In what area is the first job you are pursuing directly upon graduation? (Choose one)

Q21 and Q22 only appear to students who selected "Paid Employment or internship, full-time or part-time" in Q15.

Some of these response options were new on the 2025 survey, so comparisons for this question only include one year of data.

Art, Design, and Entertainment	1	2%	144	7%
Communications and Media	6	9%	141	7%
Community and Social Service	0	0%	111	5%
Education and Library	2	3%	210	10%
Health Care	1	2%	204	10%
Law and Government	13	20%	142	7%
Management, Business, and Financial	35	54%	442	22%

Natural Resources	0	0%	130	6%
Protection Services	0	0%	17	1%
Science, Technology, and Engineering	5	8%	312	15%
Service and Recreational	0	0%	74	4%
Other	2	3%	109	5%
Total	65	100%	2,036	100%
Q22. To what extent does your first job after graduation align with your long-term career interests?				
Very much	26	40%	2,232	36%
Quite a bit	21	32%	2,020	33%
Some	15	23%	1,495	24%
Very little	1	2%	254	4%
Not at all	2	3%	211	3%
Total	65	100%	6,212	100%
Q23. What is the total amount that you and/or your family have borrowed to finance your undergraduate education?				
No loans	53	57%	4,492	39%
Less than \$5,000	5	5%	384	3%
\$5,000-\$9,999	3	3%	461	4%
\$10,000-\$14,999	5	5%	477	4%
\$15,000-\$19,999	6	6%	483	4%
\$20,000-\$29,999	5	5%	1,298	11%
\$30,000-\$39,999	2	2%	457	4%
\$40,000-\$49,999	1	1%	308	3%
\$50,000-\$59,999	2	2%	357	3%
\$60,000-\$69,999	2	2%	235	2%
\$70,000-\$79,999	1	1%	158	1%
\$80,000-\$89,999	0	0%	168	1%
\$90,000-\$99,999	0	0%	76	1%
\$100,000 or more	1	1%	308	3%
Borrowed money, but don't know the amount	7	8%	1,766	15%
Total	93	100%	11,428	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	23	58%	3,469	50%
Most	3	8%	1,184	17%
About half	3	8%	446	6%
Some, but less than half	3	8%	502	7%
None	6	15%	474	7%
Unsure	2	5%	849	12%
Total	40	100%	6,924	100%



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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)? (Select all that apply)				
Biological Sciences (e.g., Biology, Biochemistry, Environmental Science, Neuroscience/Biopsychology)	14	15%	1,914	17%
Business and Management (e.g., Accounting, Business Administration, Finance, Marketing)	16	17%	1,640	15%
Communications (e.g., Journalism, Mass Communication, Speech, Speech Pathology)	4	4%	514	5%
Education (e.g., Elementary Education, Secondary Education, Special Education)	0	0%	673	6%
Engineering (e.g., Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering)	3	3%	272	2%
Fine and Performing Arts (e.g., Architecture, Art, Dance, Music, Theatre)	0	0%	855	8%
Health Sciences (e.g., Exercise Science, Nursing, Pharmacy, Public Health)	1	1%	966	9%
Humanities (e.g., Classics, English, Modern Languages & Literature, etc.)	20	21%	1,407	13%
Physical Sciences, Mathematics, and Computer Science (e.g., Astronomy, Chemistry, Earth Sciences, Physics)	11	12%	1,063	9%
Social Sciences (e.g., Anthropology, Economics, Political Science, etc.)	59	63%	3,648	33%
Other field of study	6	6%	1,125	10%
Number of Respondents	94		11,216	
Q26. Are you a part-time or full-time student at this institution?				
Part-time	3	3%	789	7%
Full-time	91	97%	10,375	93%
Total	94	100%	11,164	100%
Q27. How do you attend classes at this institution?				
Primarily or entirely online	0	0%	523	5%
Split between on campus and online	0	0%	1,520	14%
Primarily or entirely on campus	94	100%	8,839	81%
Total	94	100%	10,882	100%
Q28. 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)	86	91%	5,052	45%
Fraternity or sorority house (including college-owned housing)	0	0%	603	5%
Residence (house, apartment, etc.) within walking distance to your	4	4%	2,668	24%
Residence (house, apartment, etc.) farther than walking distance to your institution, but in the United States	4	4%	2,617	24%
In another country	0	0%	37	0%
A living arrangement not listed above	0	0%	149	1%
Total	94	100%	11,126	100%
Q29. What is your gender?				
Man	43	46%	3,984	36%
Woman	49	52%	6,805	61%
Nonbinary, please self describe	2	2%	433	4%
Total	94	100%	11,222	100%
Q30. Are you transgender?				
Yes	1	1%	238	2%
No	91	99%	10,736	97%
Unsure	0	0%	129	1%
Total	92	100%	11,103	100%
Q31. What is your citizenship status?				
Not a U.S. citizen or permanent resident	0	0%	581	5%
U.S. permanent resident but not a U.S. citizen	0	0%	168	1%
U.S. citizen	0	0%	10,625	93%
Total	0	0%	11,374	100%
Q32. What is your race and/or ethnicity? (Select all that apply)				
<i>Some of these response options were new on the 2025 survey, so comparisons for this question only include one year of data.</i>				
American Indian or Alaskan Native	1	1%	51	1%
Asian	36	39%	340	9%
Black or African American	6	7%	333	9%
Hispanic or Latino/a	20	22%	579	15%
Middle Eastern or Northern African	2	2%	51	1%
Native Hawaiian or Pacific Islander	0	0%	8	0%
White	41	45%	2,809	74%
Some other race or ethnicity	0	0%	26	1%
Number of Respondents	92		3,819	
Broad Racial/Ethnic Identities calculated by HEDS based on responses to Q31 and Q32.				
International	0	0%	581	5%
People of Color	0	0%	3,568	32%
White	0	0%	6,939	63%
Total	0	0%	11,088	100%
Q33. 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 two years of data.</i>				
Did not finish high school	6	7%	330	4%
High school diploma or GED	12	13%	1,200	16%
Attended college but did not complete degree	1	1%	494	6%
Associate's degree (AA, AS, etc.)	1	1%	505	7%
Bachelor's degree (BA, BS, etc.)	30	33%	2,210	29%
Master's degree (MA, MBA, MS, etc.)	26	29%	1,995	26%
Doctoral or professional degree (PhD, JD, MD, etc.)	14	16%	875	11%
Total	90	100%	7,609	100%
First-generation Status calculated by HEDS based on responses to Q33.				

Continuing generation	72	80%	6,079	80%
First generation	18	20%	1,530	20%
Total	90	100%	7,609	100%
Q34. Have you ever received a Pell Grant during your time at college?				
<i>Some of these response options were new on the 2025 survey, so comparisons for this question only include one year of data.</i>				
Yes	23	26%	1,119	29%
No	61	68%	2,023	53%
Unsure	6	7%	656	17%
Total	90	100%	3,798	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 Response	94	100%	11,216	98%
Selected "Prefer not to respond"	0	0%	175	2%
Q26. Are you a part-time or full-time student at this institution?				
Selected a Response	94	100%	11,164	98%
Selected "Prefer not to respond"	0	0%	254	2%
Q27. How do you attend classes at this institution?				
Selected a Response	94	100%	10,882	99%
Selected "Prefer not to respond"	0	0%	105	1%
Q28. Which of the following best describes where you are currently living?				
Selected a Response	94	100%	11,126	98%
Selected "Prefer not to respond"	0	0%	263	2%
Q29. What is your gender?				
Selected a Response	94	99%	11,222	98%
Selected "Prefer not to respond"	1	1%	268	2%
Q30. Are you transgender?				
Selected a Response	92	99%	11,103	97%
Selected "Prefer not to respond"	1	1%	306	3%
Q31. What is your citizenship status?				
Selected a Response	0	0%	11,374	99%
Selected "Prefer not to respond"	0	0%	131	1%
Q32. What is your race and/or ethnicity? (Select all that apply)				
<i>Some of these response options were new on the 2025 survey, so comparisons for this question only include one year of data.</i>				
Selected a Response	111	100%	4,255	98%
Selected "Prefer not to respond"	0	0%	93	2%
Q33. 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 a Response	90	99%	7,609	97%
Selected "Prefer not to respond"	1	1%	227	3%
Q34. Have you ever received a Pell Grant during your time at college?				
Selected a Response	90	100%	3,798	98%
Selected "Prefer not to respond"	0	0%	80	2%



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Technical Information

This report summarizes data from 40 institutions that administered the HEDS Graduating Student Survey in 2023, 2024, and/or 2025.

	Claremont McKenna College		All 2023–2025 Institutions	
	n	Response Rate	n	Response Rate
All Student	111	30%	13,209	Average institutional response rate = 46% Institutional response rates range from 3-96%.

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 2023-2025 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 $\alpha = 0.90$
- 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 $\alpha = 0.84$
- (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

In this report, we summarize data in various ways. In the Frequency tables (Table 1 in worksheets 2-6, and all tables in worksheets 7-10), we show the number of people who selected each response to a question, along with the percentage that response represents out of the total responses. These percentages are shown regardless of the number of people who answered the question. However, in tables or graphs where we are combining and summarizing data to show trends, we follow some rules:

- In the figures on the Summary worksheet, we only show means and high score percentages for groups of 10 or more people.
- In the Indicator tables (Table 1 on worksheets 2-6), we only show means for groups of 5 or more people and high score percentages for groups of 10 or more.

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

Exceptions to Three Years of Comparison Data

We have updated and standardized some of our questions in this survey to improve the quality of your comparison data. These changes mean that for a handful of questions and calculations in this report, the comparison data will not include a full three years.

Questions with **two years** of comparison data (2024 and 2025):
- Q33. What is the highest level of education completed by either of your parents or those who raised you?

Questions with **one year** of comparison data (2025):
- Q16. Please indicate ALL OTHER activities that you plan to be doing after you graduate. (Select all that apply)
- Q18. Please indicate the one degree or certificate you plan to be working towards this fall.
- Q21. In what area is the first job you are pursuing directly upon graduation? (Choose one)
- Q32. Which of the following racial or ethnic categories applies to your identity?
- Q34. Have you ever received a Pell Grant during your time at college?

Changes to the Survey Instrument in 2025

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)".

International , calculated by: <u>Student selected</u> Q29: Not a U.S. citizen or permanent 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.	People of Color , calculated by: <u>Student selected</u> Q29: U.S. citizen Q30: any of • American Indian, Alaskan Native • Asian • Black or African American • Hispanic or Latino/a • Middle Eastern/Northern African • Hawaiian Pacific Islander • White or Caucasian • Some other race or ethnicity or • Any two or more races (including White)	White , calculated by: <u>Student selected</u> Q29: U.S. citizen Q30: White No other race/ethnicity must be selected.
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2025 Survey Instrument
You can view the full survey instrument here:
[2025 HEDS Graduating Student Survey](#)



HEDS Graduating Student Survey 2025 Comparison Report Claremont McKenna College

Participating Institutions

Below we provide a list of the institutions that administered the HEDS Graduating Student Survey in 2023, 2024, and/or 2025 and are included in this report.

Participating Institutions from 2023–2025
Adams State University
Claremont McKenna College
Clark University
Colgate University
Concordia University Texas
Cottey College
County College of Morris
Dominican University of California
Eckerd College
Emory & Henry University
Georgian Court University
Gettysburg College
Goucher College
Greensboro College
Guilford College
Gustavus Adolphus College
Hobart and William Smith Colleges
Illinois Wesleyan University
Imperial Valley College
Indian River State College
Keuka College
Lawrence University
Manor College
Massachusetts College of Liberal Arts
McDaniel College
Mercer University

Muhlenberg College
Principia College
Purdue University Fort Wayne
Saint Vincent College
Salem State University
San Francisco Bay University
Sarah Lawrence College
Scripps College
St. Francis College
St. Lawrence University
Texas Lutheran University
Ursinus College
Whitman College
William Woods University



**HEDS Graduating Student Survey
2025 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.