University of California-San Diego
College Senior Survey
2015 Results

Graduating Seniors

University of California-San Diego
N=463

Public Universities, Public 4yr Colleges
N=2,498
Results from the College Senior Survey (CSS) connect academic, civic, and diversity outcomes with college experiences to examine the institutional impact of:

- Academic outcomes and experiences
- Co-curricular outcomes and experiences
- Diversity
- Future plans
- Satisfaction
Table of Contents

• Demographics
  - Sex and Race/Ethnicity
  - Major
  - GPA
  - Finances

• Academic Outcomes and Experiences
  - Habits of Mind
  - Pluralistic Orientation
  - Academic Self-Concept
  - Faculty Interaction: Mentorship
  - Guidance from Faculty
  - Academic Validation
  - General Interpersonal Validation
  - Academic Outcomes
  - Academic Enhancement Experiences
  - Active and Collaborative Learning
  - Written and Oral Communication

• Co-Curricular Outcomes and Experiences
  - Social Agency
  - Civic Engagement
  - Civic Awareness
  - Leadership
  - Positive Cross-Racial Interaction
  - Negative Cross-Racial Interaction
  - Sense of Belonging
  - Diversity
  - Health and Wellness

• Future Plans

• Satisfaction
  - Overall Satisfaction
  - Satisfaction with Coursework
  - Satisfaction with Academic Support and Courses
  - Satisfaction with Services and Community
A Note about CIRP Constructs

We use the CIRP constructs throughout this PowerPoint to help summarize important information about UCSD students from the CSS.

Constructs

Constructs statistically aggregate questions from CIRP surveys that tap into key features of the college experience. These student traits and institutional practices contribute to learning and development in college.

Longitudinal Constructs

Constructs that are included in the CIRP TFS and CSS that measure change in the student population over time.
Demographics

Overall GPA

- A or A+: 15.5% UCSD, 19.1% Public Universities
- A-: 21.1% UCSD, 18.4% Public Universities
- B+: 22.2% UCSD, 19.9% Public Universities
- B: 23.8% UCSD, 22.8% Public Universities
- B-: 9.6% UCSD, 9.2% Public Universities
- C+: 5.3% UCSD, 7.7% Public Universities
- C: 2.4% UCSD, 2.7% Public Universities
- D: 0.0% UCSD, 0.1% Public Universities

UCSD vs. Public Universities
Demographics

Finances

Borrowed money to help pay for college

- UCSD: 35.0%
- Public Universities: 50.8%

Median Amount Borrowed

- UCSD: $15,000.00
- Public Universities: $20,000.00
Sources of Funding for College Expenses

- **Family resources**
  - UCSD: 72.7%
  - Public Universities: 68.3%

- **Personal resources**
  - UCSD: 75.1%
  - Public Universities: 77.9%

- **Aid not to be repaid**
  - UCSD: 59.9%
  - Public Universities: 67.8%

- **Aid to be repaid**
  - UCSD: 53.1%
  - Public Universities: 61.7%

- **Other sources**
  - UCSD: 12.5%
  - Public Universities: 15.1%
Academic Outcomes and Experiences

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

*Habits of Mind* is a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.

**Construct Items**

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

<table>
<thead>
<tr>
<th></th>
<th>TFS</th>
<th>CSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCSD</td>
<td>50.3</td>
<td>48.6</td>
</tr>
<tr>
<td>Public Universities</td>
<td>50.2</td>
<td>51.1</td>
</tr>
</tbody>
</table>
**Pluralistic Orientation**

Pluralistic Orientation is a unified measure of skills and dispositions appropriate for living and working in a diverse society.

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

**Construct Items**

<table>
<thead>
<tr>
<th>Graduating Seniors</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCSD 52.0</td>
<td>52.7</td>
<td>51.3</td>
</tr>
<tr>
<td>Public Universities 51.9</td>
<td>52.7</td>
<td>51.5</td>
</tr>
</tbody>
</table>

Graduating Seniors | Men | Women |
Self-awareness and confidence in academic environments help students learn by encouraging their intellectual inquiry. *Academic Self-Concept* is a unified measure of students’ beliefs about their abilities and confidence in academic environments.

**Construct Items**
- Self-rated academic ability
- Self-rated self-confidence (intellectual)
- Self-rated drive to achieve
- Self-rated mathematical ability

<table>
<thead>
<tr>
<th></th>
<th>TFS 49.9</th>
<th>CSS 49.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCSD</td>
<td>48.4</td>
<td></td>
</tr>
<tr>
<td>Public Universities</td>
<td>49.3</td>
<td></td>
</tr>
</tbody>
</table>
Faculty Interaction

*Faculty Interaction: Mentorship* measures the extent to which students and faculty have mentoring relationships that foster both academic and personal support and guidance.

### Construct Items
- Help in achieving your professional goals
- Advice and guidance about your educational program
- Emotional support and encouragement
- Feedback on your academic work (outside of grades)
- An opportunity to discuss coursework outside of class
- Encouragement to pursue graduate/professional study
- Help to improve your study skills
- A letter of recommendation
- An opportunity to work on a research project

<table>
<thead>
<tr>
<th>Graduating Seniors</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCSD: 47.6</td>
<td>Public: 50.6</td>
<td>Public: 49.8</td>
</tr>
<tr>
<td>UCSD: 47.8</td>
<td>Public: 51.0</td>
<td>Public: 47.4</td>
</tr>
</tbody>
</table>

UCSD vs Public Universities

*Return to contents*
Guidance from Faculty

“How often have professors at your college provided you with…”

- Advice and guidance about your educational program
  - UCSD: 49.9% Frequently, 19.3% Occasionally
  - Public Universities: 47.6% Frequently, 47.3% Occasionally

- Emotional support and encouragement
  - UCSD: 46.0% Frequently, 14.4% Occasionally
  - Public Universities: 46.0% Frequently, 32.4% Occasionally

- Feedback on your academic work (outside of grades)
  - UCSD: 37.6% Frequently, 17.2% Occasionally
  - Public Universities: 49.7% Frequently, 37.6% Occasionally
Faculty interactions in the classroom can foster students’ academic development. These items measure the extent to which students’ view of faculty actions in class reflects concern for their academic success.

- **49.9%** at UCSD felt that faculty provided feedback that helped them assess their progress in class compared to **32.5%** at public universities.
- **12.6%** at UCSD felt that their contributions were valued in class, while **55.1%** at public universities felt similarly.
- **37.2%** at UCSD felt that faculty encouraged them to ask questions and participate in discussions, compared to **51.1%** at public universities.

**UCSD**
- Frequently
- Occasionally

**Public Universities**
- Frequently
- Occasionally
General Interpersonal Validation

These items measure the extent to which students believe faculty and staff provide attention to their development.

- At least one faculty member has taken an interest in my development
- At least one staff member has taken an interest in my development
- Faculty believe in my potential to succeed academically
- Staff recognize my achievements
- Faculty empower me to learn here
- Staff encouraged me to get involved in campus activities

UCSD
- Strongly Agree
- Agree
- Strongly Agree
- Agree

Public Universities
- Strongly Agree
- Agree
- Strongly Agree
- Agree
### Academic Outcomes

These items illustrate the extent to which students agree that this institution has contributed to their academic skills and abilities.

<table>
<thead>
<tr>
<th>Knowledge of a particular field or discipline</th>
<th>Critical thinking skills</th>
<th>Problem-solving skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCSD: 40.9%</td>
<td>UCSD: 45.8%</td>
<td>UCSD: 55.1%</td>
</tr>
<tr>
<td>Strongly Agree: 53.4%</td>
<td>Strongly Agree: 51.2%</td>
<td>Strongly Agree: 39.7%</td>
</tr>
<tr>
<td>Agree: 47.5%</td>
<td>Agree: 44.2%</td>
<td>Agree: 48.4%</td>
</tr>
<tr>
<td>Public Universities: 39.8%</td>
<td>Public Universities: 47.5%</td>
<td>Public Universities: 48.4%</td>
</tr>
<tr>
<td>Strongly Agree: 58.2%</td>
<td>Strongly Agree: 47.5%</td>
<td>Strongly Agree: 47.5%</td>
</tr>
<tr>
<td>Agree: 48.4%</td>
<td>Agree: 55.1%</td>
<td>Agree: 58.2%</td>
</tr>
</tbody>
</table>
Academic Enhancement Experiences

Opportunities to apply learning inside and outside the classroom augment students’ academic involvement, allowing them to make meaningful intellectual connections and communicate their knowledge to others.

- Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam): 35.8% (UCSD), 57.9% (Public Universities)
- Participated in an undergraduate research program: 39.7% (UCSD), 20.9% (Public Universities)
- Participated in an internship program: 58.3% (UCSD), 54.5% (Public Universities)
Active and Collaborative Learning

These items illustrate the extent to which students have deepened their knowledge of course material through interaction with faculty and other students.

Integrate skills and knowledge from different sources and experiences:
- UCSD: 68.8% Frequently, 26.6% Occasionally
- Public Universities: 74.6% Frequently, 24.0% Occasionally

Tutored another college student:
- UCSD: 14.6% Frequently, 45.7% Occasionally
- Public Universities: 9.7% Frequently, 38.2% Occasionally

Performed community service as part of a class:
- UCSD: 6.3% Frequently, 27.9% Occasionally
- Public Universities: 15.3% Frequently, 36.6% Occasionally
Active and Collaborative Learning

These items illustrate the extent to which students have furthered their knowledge of course material through interaction with faculty and other students.

- Discussed course content with students outside of class:
  - UCSD: 55.4% (Frequently), 39.0% (Occasionally)
  - Public Universities: 63.9% (Frequently), 32.7% (Occasionally)

- Worked with classmates on group projects during class:
  - UCSD: 23.0% (Frequently), 64.2% (Occasionally)
  - Public Universities: 48.0% (Frequently), 46.6% (Occasionally)

- Studied with other students:
  - UCSD: 35.1% (Frequently), 52.4% (Occasionally)
  - Public Universities: 34.4% (Frequently), 52.8% (Occasionally)
Effective communication skills are essential prerequisites for success in today's world, both personally and professionally.

- **Took a class that required one or more 10+ page papers**
  - UCSD: 60.1%
  - Public Universities: 53.4%

- **Took a class that required multiple short papers**
  - UCSD: 49.4%
  - Public Universities: 29.3%

- **Made a presentation in class**
  - UCSD: 67.2%
  - Public Universities: 33.8%
Written and Oral Communication

Effective communication skills are essential prerequisites for success in today's world, both personally and professionally.

- Public speaking ability:
  - UCSD: 31.5% (Above Average)
  - Public Universities: 32.6% (Above Average)

- Writing ability:
  - UCSD: 15.3% (Above Average)
  - Public Universities: 16.2% (Above Average)
Co-Curricular Outcomes and Experiences

Co-curricular experiences provide opportunities for students to grow intellectually, interpersonally, and emotionally.
Social Agency

Activities and beliefs equip and empower students to create a world that is equitable, just, democratic, and sustainable. Social Agency measures the extent to which students value political and social involvement as a personal goal.

Construct Items

- Participating in a community action program
- Helping to promote racial understanding
- Becoming a community leader
- Keeping up to date with political affairs
- Influencing social values
- Helping others who are in difficulty

<table>
<thead>
<tr>
<th></th>
<th>TFS</th>
<th>CSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCSD</td>
<td>48.9</td>
<td>51.8</td>
</tr>
<tr>
<td>Public Universities</td>
<td>49.0</td>
<td>53.2</td>
</tr>
</tbody>
</table>
Engaged citizens are a critical element in the functioning of our democratic society. *Civic Engagement* measures the extent to which students are motivated and involved in civic, electoral, and political activities.

**Construct Items**

- I am interested in seeking information about current social and political issues
- Publicly communicated your opinion about a cause (e.g., blog, email, petition)
- Worked on a local, state, or national political campaign
- Demonstrated for a cause (e.g., boycott, rally, protest)
- Goal: Keeping up to date with political affairs
- Goal: Influencing social values
- Helped raise money for a cause or campaign
- Performed volunteer or community service work
Civic Awareness

The ability to evaluate, question, and develop solutions affecting local and global communities is an important skill. *Civic Awareness* measures students’ understanding of the issues facing their community, nation, and the world.

**Construct Items**

- Understanding of national issues
- Understanding of global issues
- Understanding of the problems facing your community

### Graduating Seniors

- UCSD: 43.0
- Public Universities: 44.4

### Men

- UCSD: 43.2
- Public Universities: 44.9

### Women

- UCSD: 42.9
- Public Universities: 44.2
Leadership measures students' beliefs about their leadership development and capability, and their experiences as a leader.

Construct Items

- Self-rated ability in leadership abilities
- Self-rating in leadership ability
- I have effectively led a group to a common purpose
- Been a leader in an organization
- Participated in leadership training
Contact with diverse peers allows students to gain valuable insights about themselves and others. *Positive Cross-Racial Interaction* is a unified measure of students’ level of positive interaction with diverse peers.

### Construct Items
- Had intellectual discussions outside of class
- Shared personal feelings and problems
- Dined or shared a meal
- Had meaningful and honest discussions about race/ethnic relations outside of class
- Studied or prepared for class
- Socialized or partied

---

**Positive Cross-Racial Interaction**

Graduating Seniors: 54.3
Men: 53.8
Women: 54.7
Contact with diverse peers allows students to gain valuable insights about themselves and others. *Negative Cross-Racial Interaction* is a unified measure of students’ level of negative interaction with diverse peers.

### Construct Items
- Had tense, somewhat hostile interactions
- Felt insulted or threatened because of your race/ethnicity
- Had guarded, cautious interactions
Sense of Belonging

The campus community is a powerful source of influence on students’ development. *Sense of Belonging* measures the extent to which students feel a sense of academic and social integration on campus.

**Construct Items**
- I feel I am a member of this campus
- I feel a sense of belonging to this college
- I see myself as part of the campus community
- If asked, I would recommend this college to others

![Bar chart showing the sense of belonging among graduating seniors, men, and women at UCSD and public universities.](chart.png)
Diversity Outcomes

Contact with diverse students, faculty, and ideas allows students to gain valuable insights about themselves and others.

Knowledge of people from different races/cultures

- UCSD: 60.5% Agree, 26.1% Strongly Agree
- Public Universities: 57.6% Agree, 29.1% Strongly Agree

Had a roommate of different race/ethnicity

- UCSD: 83.8% Yes, 16.2% No
- Public Universities: 53.6% Yes, 46.4% No
In class, I have heard faculty express stereotypes based on race/ethnicity, gender, sexual orientation, or religious affiliation.

There is a lot of racial tension on this campus.

I have felt discriminated against at this institution because of my race/ethnicity, gender, sexual orientation, or religious affiliation.

A diverse and inclusive campus environment strengthens students’ learning experiences and prepares them to participate in an increasingly diverse society.
A diverse campus—including students, faculty, and ideas—has a powerful impact on the student experience. These items gauge satisfaction with the diversity of the student body, faculty, and beliefs.

**Satisfaction with Campus Diversity**

- **Respect for the expression of diverse beliefs**
  - UCSD: 45.2% Satisfied, 17.0% Very Satisfied
  - Public Universities: 46.1% Satisfied, 29.1% Very Satisfied

- **Racial/ethnic diversity of the student body**
  - UCSD: 32.2% Satisfied, 9.6% Very Satisfied
  - Public Universities: 39.1% Satisfied, 21.5% Very Satisfied

Bar charts illustrate the percentage of students at UCSD and public universities who are satisfied with respect for diverse beliefs and racial/ethnic diversity.
Students’ physical and emotional well-being can affect many important aspects of the student experience, including academic performance and persistence. These items gauge student behaviors, attitudes, and experiences related to health and wellness.

- **Felt overwhelmed by all I had to do**
  - UCSD: 31.6%
  - Public Universities: 41.7%

- **Felt depressed**
  - UCSD: 14.7%
  - Public Universities: 12.9%

- **Sought personal counseling**
  - UCSD: 6.4%
  - Public Universities: 5.9%
Health and Wellness

Students’ physical and emotional well-being can affect many important aspects of the student experience, including academic performance and persistence. These items gauge student behaviors, attitudes, and experiences related to health and wellness.

UCSD
- Emotional health: 30.5% (Highest 10%), 13.6% (Above Average), 15.1% (Above Average)
- Physical health: 31.6% (Highest 10%), 11.9% (Above Average), 13.4% (Above Average)

Public Universities
- Emotional health: 35.8% (Highest 10%), 15.1% (Above Average), 11.9% (Above Average)
- Physical health: 33.0% (Highest 10%), 13.4% (Above Average), 13.0% (Above Average)
Students’ physical and emotional well-being can affect many important aspects of the student experience, including academic performance and persistence. These items gauge student behaviors, attitudes, and experiences related to health and wellness.

- **Drank beer**
  - UCSD:
    - Frequently: 18.4%
    - Occasionally: 47.8%
  - Public Universities:
    - Frequently: 21.1%
    - Occasionally: 47.5%

- **Drank wine or liquor**
  - UCSD:
    - Frequently: 16.7%
    - Occasionally: 55.3%
  - Public Universities:
    - Frequently: 20.8%
    - Occasionally: 59.1%

- **Smoked cigarettes**
  - UCSD:
    - Frequently: 2.4%
    - Occasionally: 8.4%
  - Public Universities:
    - Frequently: 4.4%
    - Occasionally: 10.9%
Future Plans

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

## Planned Primary Activity Fall 2015

<table>
<thead>
<tr>
<th>Activity</th>
<th>UCSD</th>
<th>Public Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working full-time</td>
<td>60.6%</td>
<td>75.8%</td>
</tr>
<tr>
<td>Working part-time</td>
<td>32.8%</td>
<td>35.9%</td>
</tr>
</tbody>
</table>

## Current state of employment plans

- **Your Institution**
  - Not planning on employment this fall: 17.4%
  - Not actively looking for a position: 11.9%
  - Looking, but no offers yet: 16.9%
  - Received an offer for a position but declined: 1.5%
  - Currently considering an offer: 3.2%

- **Comparison Group**
  - Not planning on employment this fall: 49.1%
  - Not actively looking for a position: 9.0%
  - Looking, but no offers yet: 16.2%
  - Received an offer for a position but declined: 2.3%
  - Currently considering an offer: 8.9%
  - Accepted an offer of employment: 22.5%
# Future Plans: Graduate/Professional School

<table>
<thead>
<tr>
<th>Planned Activity Fall 2015</th>
<th>UCSD</th>
<th>Public Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend graduate/professional school full-time</td>
<td>41.4%</td>
<td>22.3%</td>
</tr>
<tr>
<td>Attend graduate/professional school part-time</td>
<td>8.5%</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current State of Educational Plans</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepted and will be attending in fall</td>
<td>39.7%</td>
<td>89.0%</td>
</tr>
<tr>
<td>Still awaiting responses, no acceptances</td>
<td>2.4%</td>
<td>24.5%</td>
</tr>
<tr>
<td>No plans to apply to school now or in the future</td>
<td>15.0%</td>
<td>0.8%</td>
</tr>
</tbody>
</table>
Degree Aspirations

Highest Degree Planned to Complete at Any Institution

- Ph.D. or Ed.D.: 17.6% (UCSD), 15.1% (Public Universities)
- M.D., D.O., D.D.S., D.V.M.: 14.8% (UCSD), 14.8% (Public Universities)
- LL.B or J.D. (Law): 4.1% (UCSD), 2.4% (Public Universities)
- Master's (M.A., M.S., etc.): 43.8% (UCSD), 48.6% (Public Universities)
- B.D. or M.DIV. (Divinity): 1.1% (UCSD), 0.2% (Public Universities)
- Bachelor's (B.A., B.S., etc.): 13.2% (UCSD), 24.4% (Public Universities)
- Other, Voc. Cert., A.A. or equivalent: 5.0% (UCSD), 3.3% (Public Universities)
- None: 2.2% (UCSD), 2.2% (Public Universities)

UCSD versus Public Universities
## Future Plans

### Probable Career/Occupation

<table>
<thead>
<tr>
<th>Occupation</th>
<th>UCSD</th>
<th>Public Univ.</th>
<th>UCSD</th>
<th>Public Univ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artist</td>
<td>4.1%</td>
<td>4.5%</td>
<td>8.6%</td>
<td>8.1%</td>
</tr>
<tr>
<td>Business</td>
<td>9.8%</td>
<td>13.3%</td>
<td>0.2%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Business (clerical)</td>
<td>0.5%</td>
<td>0.8%</td>
<td>2.4%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Clergy</td>
<td>0.7%</td>
<td>0.2%</td>
<td>0.5%</td>
<td>0.8%</td>
</tr>
<tr>
<td>College teacher</td>
<td>2.1%</td>
<td>1.8%</td>
<td>2.6%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Doctor (MD or DDS)</td>
<td>15.0%</td>
<td>4.0%</td>
<td>6.7%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Education (elementary)</td>
<td>0.7%</td>
<td>8.4%</td>
<td>1.9%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Education (secondary)</td>
<td>2.4%</td>
<td>7.8%</td>
<td>0.2%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Engineer</td>
<td>12.4%</td>
<td>4.2%</td>
<td>28.4%</td>
<td>31.7%</td>
</tr>
<tr>
<td>Farmer or forester</td>
<td>0.7%</td>
<td>0.9%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Health professional</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homemaker (full-time)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lawyer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Military (career)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research scientist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social, welfare, recreation worker</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skilled worker</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>28.4%</td>
<td>31.7%</td>
</tr>
<tr>
<td>Undecided</td>
<td></td>
<td></td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
Future Plans

When thinking about your career path after college, how important are the following considerations:

(Percentages combine “Essential” and “Very Important” responses)

<table>
<thead>
<tr>
<th>Consideration</th>
<th>UCSD</th>
<th>Public Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work/Life balance</td>
<td>86.4%</td>
<td>93.1%</td>
</tr>
<tr>
<td>Stable, secure future</td>
<td>84.9%</td>
<td>88.8%</td>
</tr>
<tr>
<td>Availability of jobs</td>
<td>76.4%</td>
<td>85.9%</td>
</tr>
<tr>
<td>Ability to pay off debt</td>
<td>71.9%</td>
<td>83.4%</td>
</tr>
<tr>
<td>Leadership potential</td>
<td>55.7%</td>
<td>68.0%</td>
</tr>
<tr>
<td>Expression of personal values</td>
<td>64.6%</td>
<td>71.8%</td>
</tr>
<tr>
<td>Opportunity for innovation</td>
<td>65.5%</td>
<td>70.0%</td>
</tr>
<tr>
<td>Creativity and initiative</td>
<td>53.1%</td>
<td>63.4%</td>
</tr>
<tr>
<td>High income potential</td>
<td>61.1%</td>
<td>60.6%</td>
</tr>
<tr>
<td>Working for social change</td>
<td>43.9%</td>
<td>52.7%</td>
</tr>
<tr>
<td>Social recognition or status</td>
<td>34.8%</td>
<td>35.2%</td>
</tr>
</tbody>
</table>
Future Plans

Preparedness for Future Plans

<table>
<thead>
<tr>
<th>Preparedness for employment after college</th>
<th>Preparedness for graduate or advanced education</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCSD</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>18.8%</td>
<td>44.0%</td>
</tr>
</tbody>
</table>
Satisfaction

Understanding how students perceive their college experience identifies areas that are working well and sheds light on those that need improvement.
Overall Satisfaction measures students’ satisfaction with the college experience.

Construct Items

• Overall college experience
• If you could make your college choice over, would still choose to enroll at your current college
• Overall quality of instruction

Graduating Seniors: UCSD 48.5, Public Universities 51.0
Men: UCSD 48.1, Public Universities 50.0
Women: UCSD 48.9, Public Universities 51.5
Satisfaction with Coursework measures the extent to which students see their coursework as relevant, useful, and applicable to their academic success and future plans.

Construct Items

- Relevance of coursework to future career plans
- Relevance of coursework to everyday life
- Courses in your major field
- General education or core curriculum courses

The chart shows the satisfaction scores for Graduating Seniors, Men, and Women, comparing UCSD with Public Universities.
Satisfaction with Academic Support and Courses

In addition to actual coursework, various support services are instrumental in shaping students’ academic experiences.

- **Amount of contact with faculty**: 37.3% Very Satisfied, 40.3% Satisfied
- **Academic advising**: 34.1% Very Satisfied, 38.1% Satisfied
- **Tutoring or other academic assistance**: 38.9% Very Satisfied, 42.2% Satisfied
- **Class size**: 33.6% Very Satisfied, 38.7% Satisfied
- **Ability to find faculty or staff mentor**: 34.7% Very Satisfied, 38.8% Satisfied
Satisfaction with Services and Community

Where students live and the support they receive are critical to shaping their college experience.

- Career-related resources and support:
  - UCSD: 11.1% Very Satisfied, 27.8% Satisfied, 36.7% Unsatisfied
  - Public Universities: 20.9% Very Satisfied, 32.4% Satisfied, 37.6% Unsatisfied

- Financial aid package:
  - UCSD: 16.1% Very Satisfied, 45.1% Satisfied, 40.9% Unsatisfied
  - Public Universities: 12.5% Very Satisfied, 32.2% Satisfied, 38.4% Unsatisfied

- Overall sense of community among students:
  - UCSD: 31.8% Very Satisfied
  - Public Universities: 38.4% Very Satisfied
Overall Satisfaction

If you could make your college choice over, would you still choose to enroll at your current college?

- **Definitely Yes**: UCSD 42.5%, Public Universities 46.5%
- **Probably Yes**: UCSD 40.5%, Public Universities 39.1%
- **Probably No**: UCSD 12.2%, Public Universities 10.8%
- **Definitely No**: UCSD 4.8%, Public Universities 3.7%
The more we get to know our students, the better we can understand their needs.

For more information about HERI/CIRP Surveys at UCSD

The Freshman Survey
Your First College Year Survey
Diverse Learning Environments Survey
College Senior Survey

Please contact:

srandi@ucsd.edu
858-534-2382
studentresearch.ucsd.edu