

University of California-San Diego

College Senior Survey

2019 Results

Graduating Seniors

University of California-San Diego
N=391

Public 4yr Colleges
N=2,119

THE COLLEGE EXPERIENCE

Results from the College Senior Survey (CSS) connect academic, civic, and diversity outcomes with college experiences to examine the institutional impact of:

- Academic experiences
- Co-curricular experiences
- Diversity
- Future plans
- Satisfaction

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A Note about CIRP Constructs

The CIRP constructs illustrate important information from the CSS about your students.

Constructs

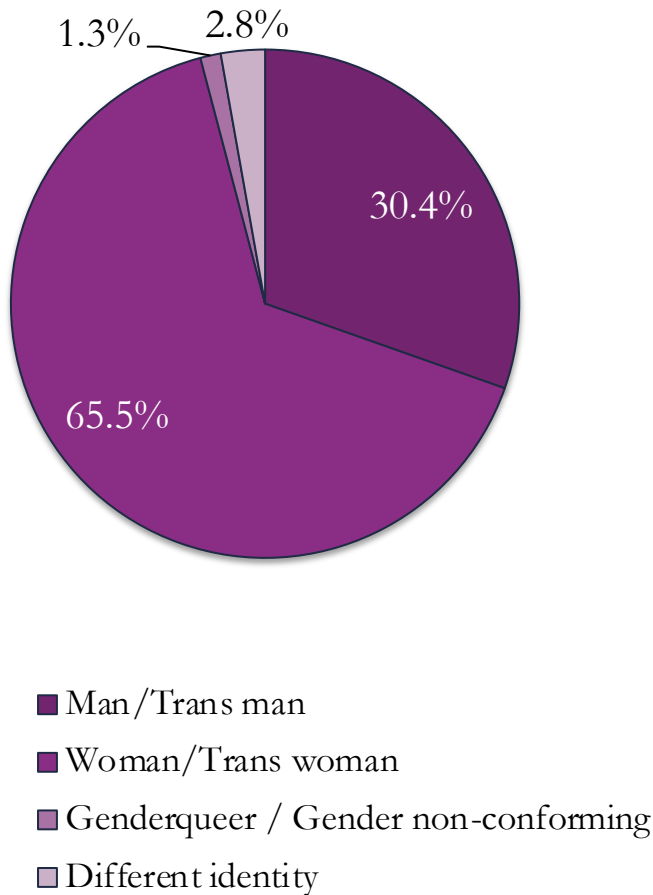
Constructs statistically aggregate questions from CIRP surveys that tap into key features of the college experience. These student traits and institutional practices contribute to learning and development in college.

Longitudinal Constructs

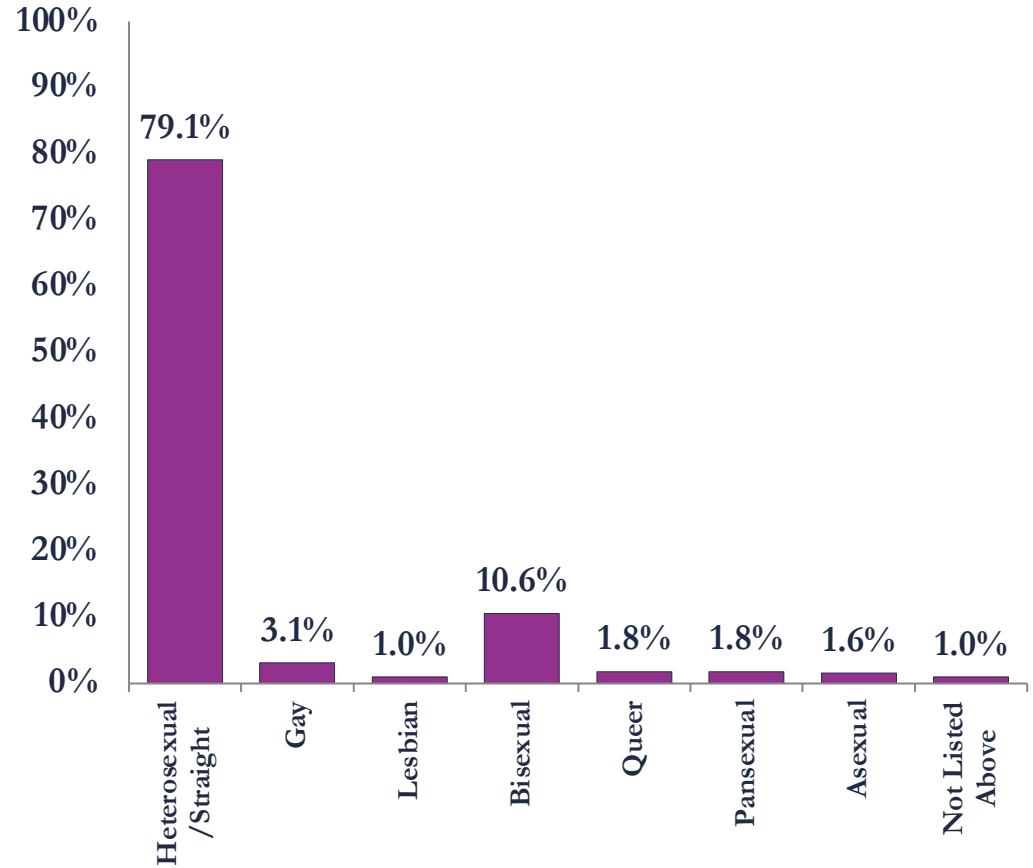
Constructs that are included in the CIRP TFS and CSS that measure change in your student population over time.

Demographics

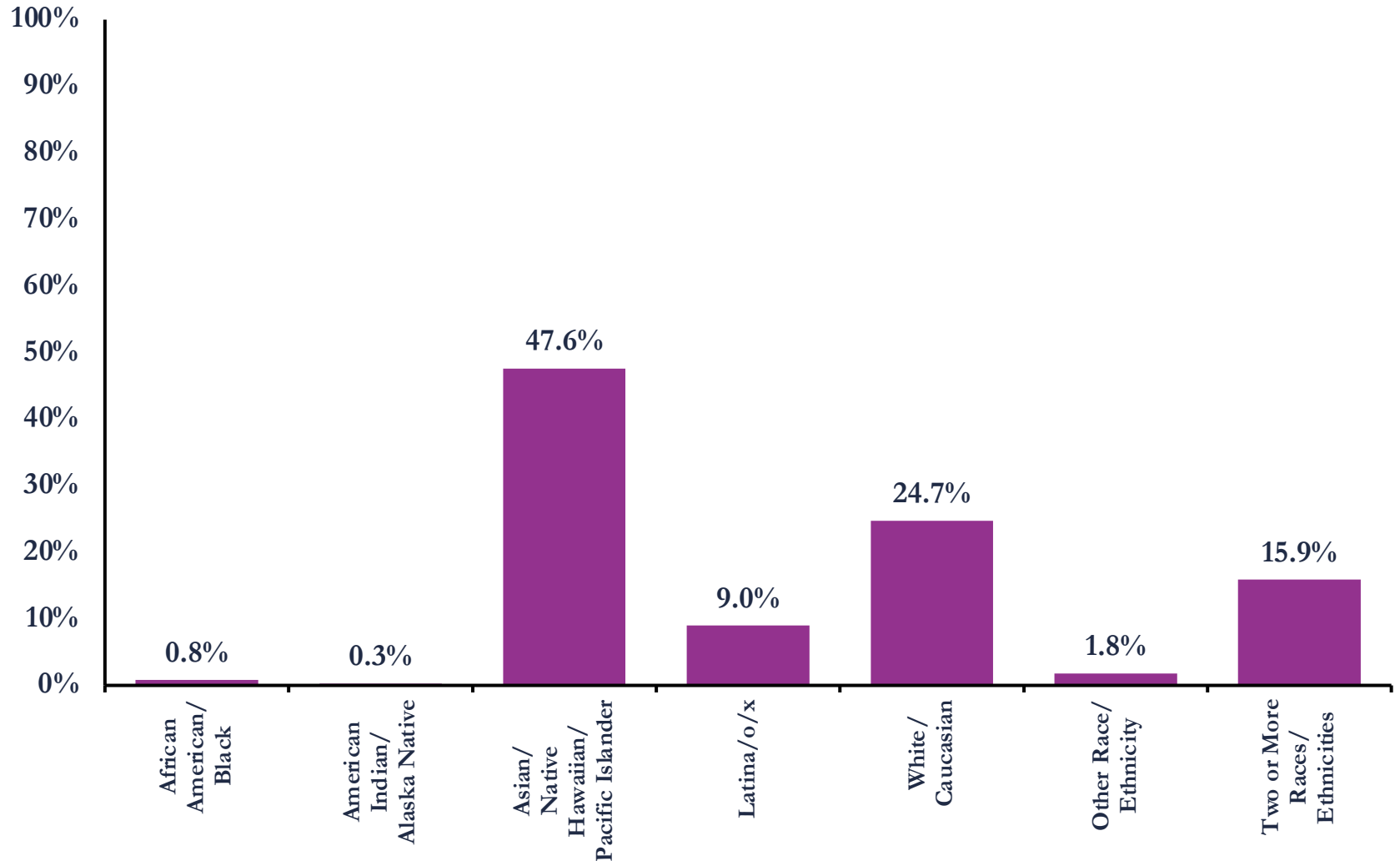
Gender Identity



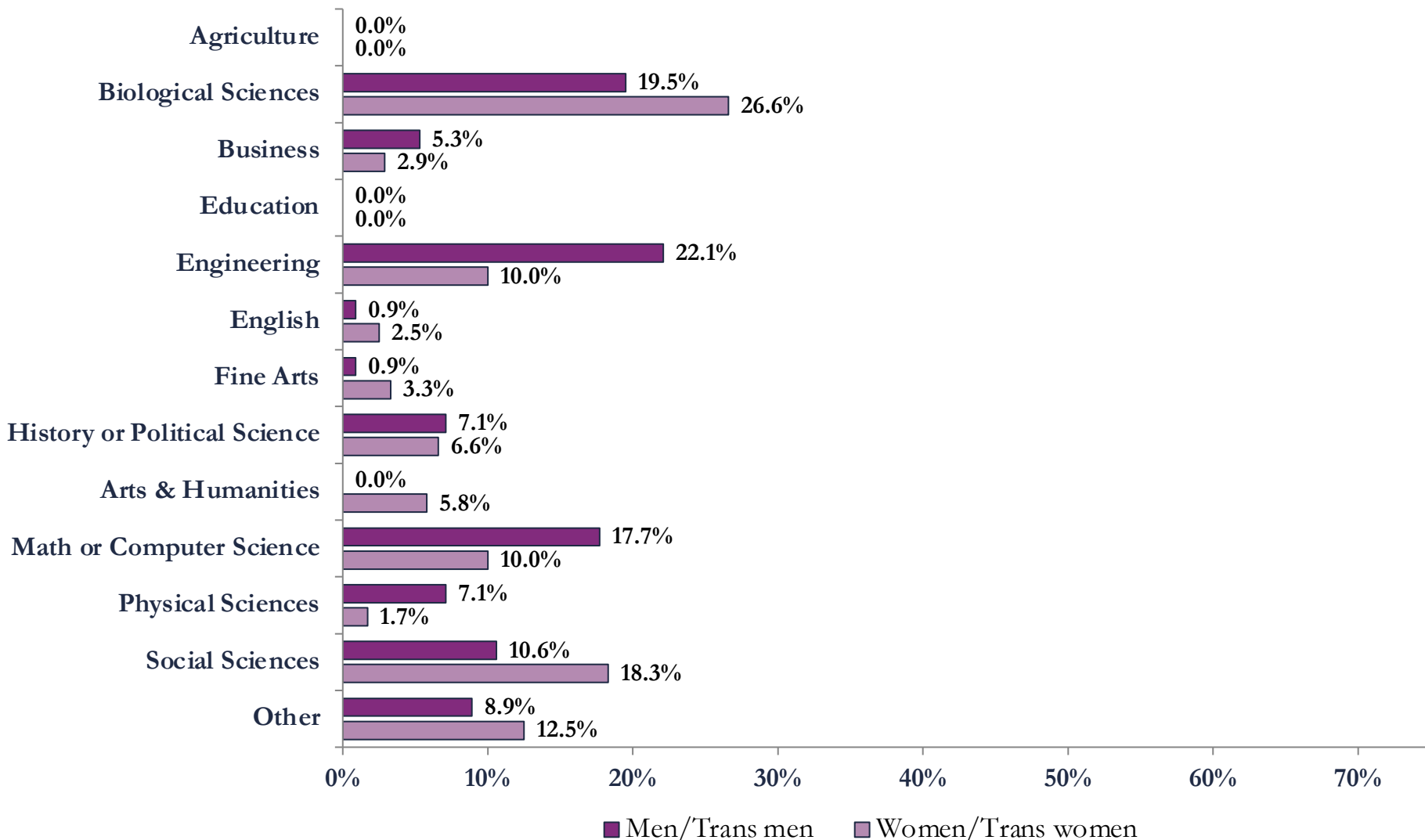
Sexual Orientation



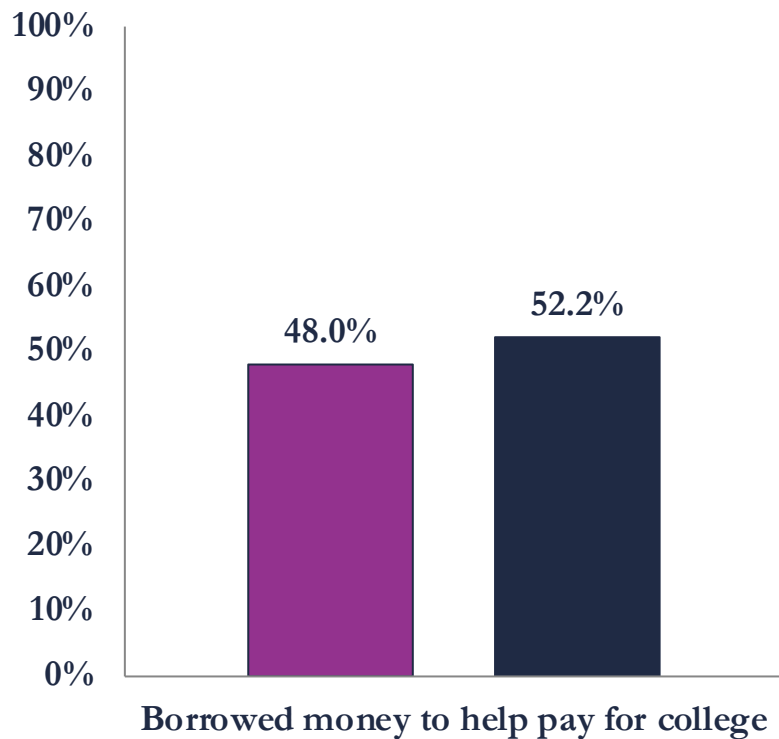
Race/Ethnicity



Primary Major (Aggregated)



Finances



Median Amount Borrowed

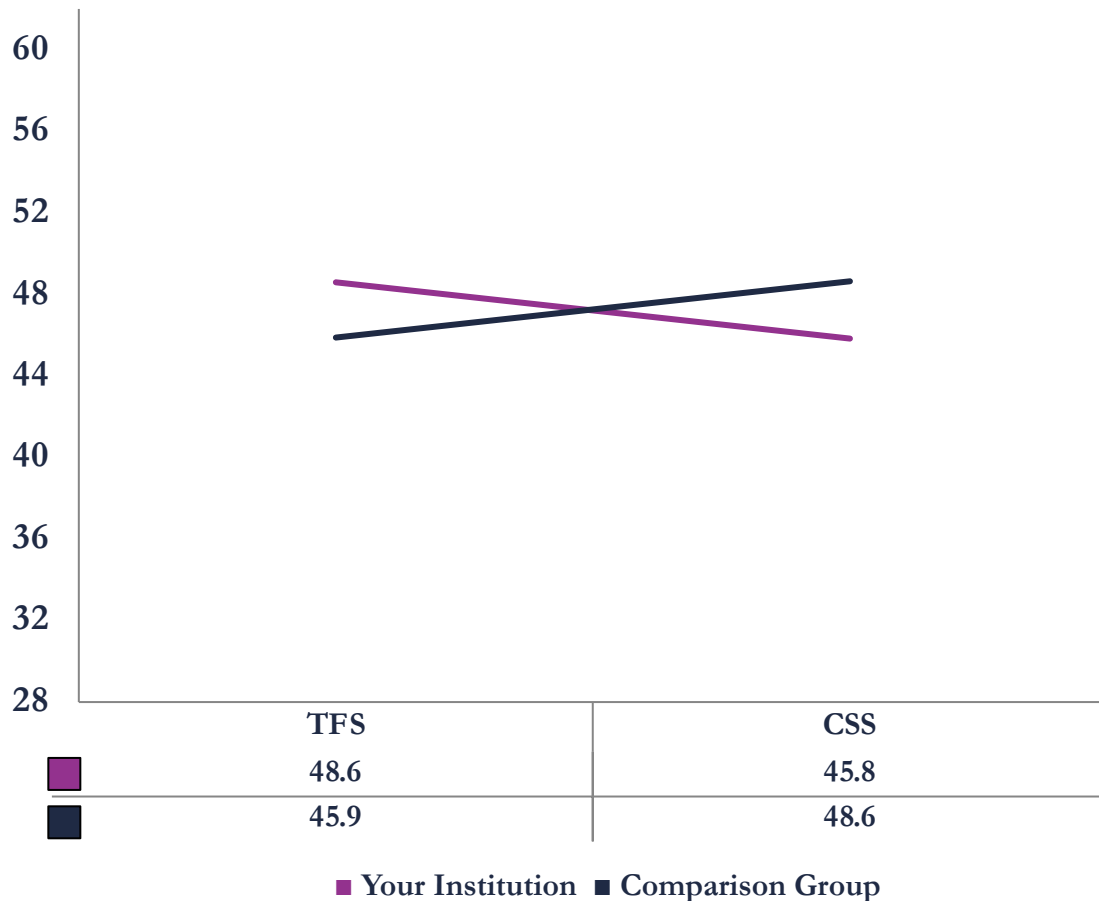
Your Institution	\$20,000.00
Comparison Group	\$15,000.00

■ Your Institution ■ Comparison Group

Academic Outcomes and Experiences

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

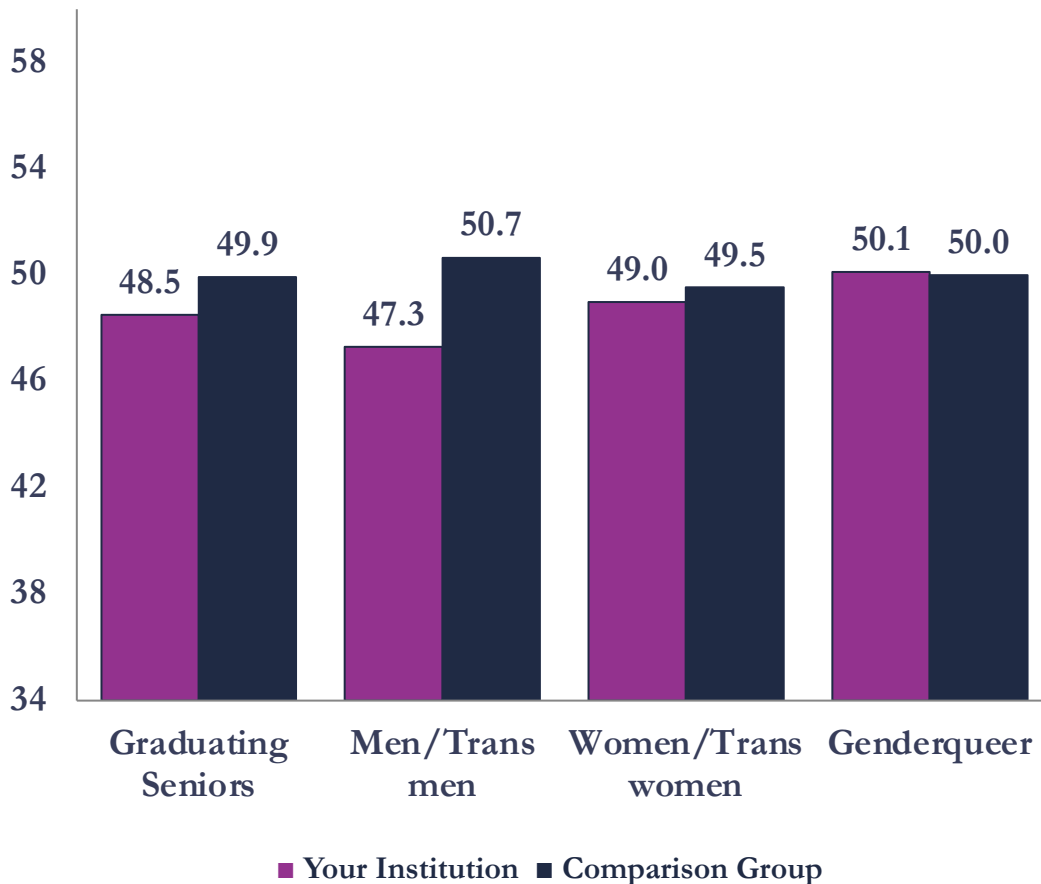
***Habits of Mind* is a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.**



Construct Items

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

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

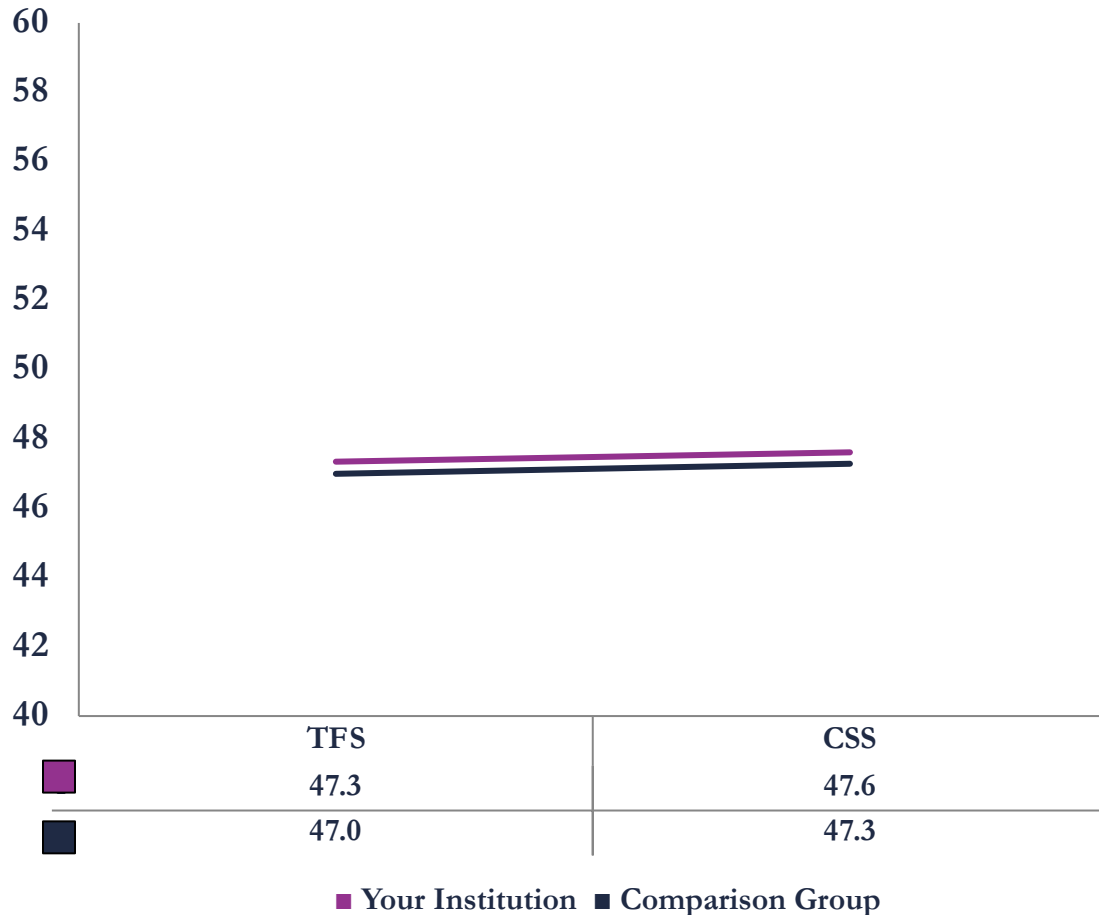


Construct Items

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

Academic Self-Concept

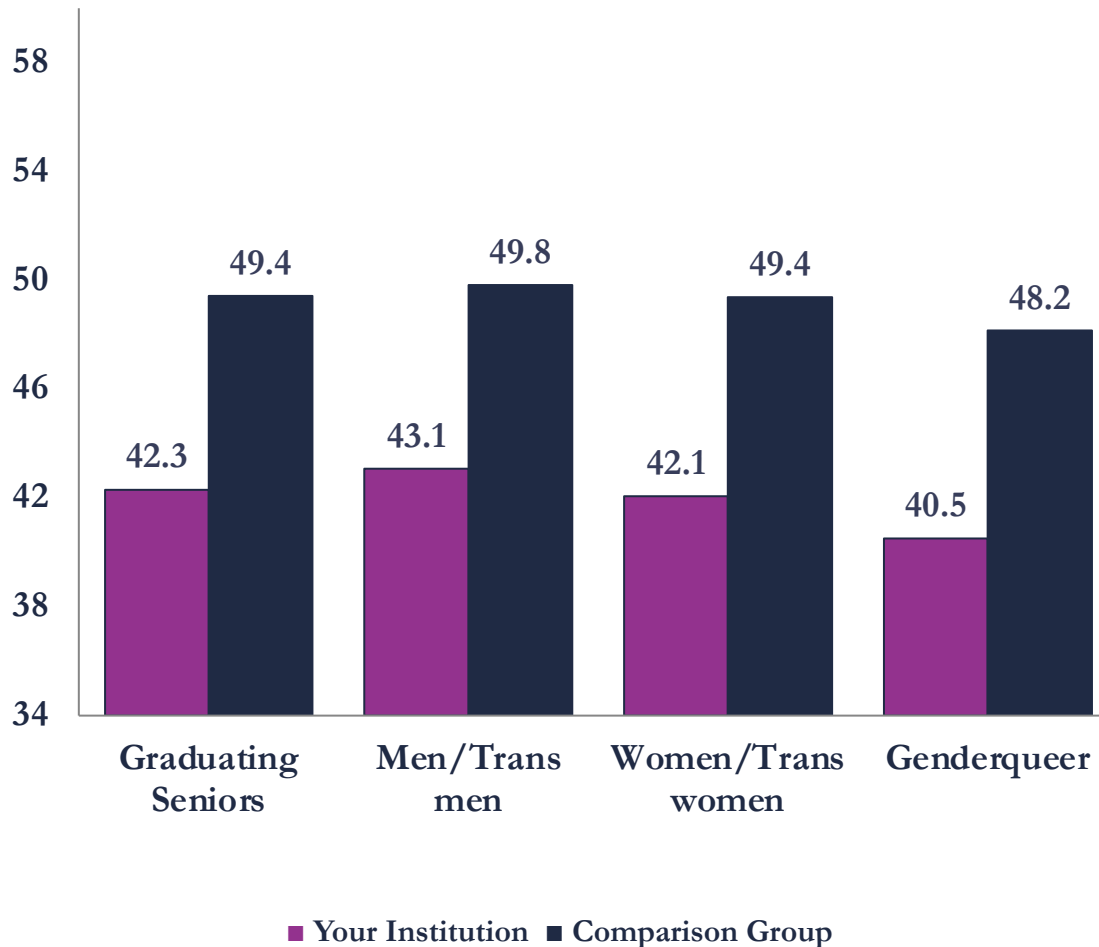
Self-awareness and confidence in academic environments help students learn by encouraging their intellectual inquiry. *Academic Self-Concept* is a unified measure of students' beliefs about their abilities and confidence in academic environments.



Construct Items

- Self-rated: Academic Ability
- Self-rated: Self-Confidence (Intellectual)
- Self-rated: Drive to Achieve
- Self-rated: Mathematical Ability

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

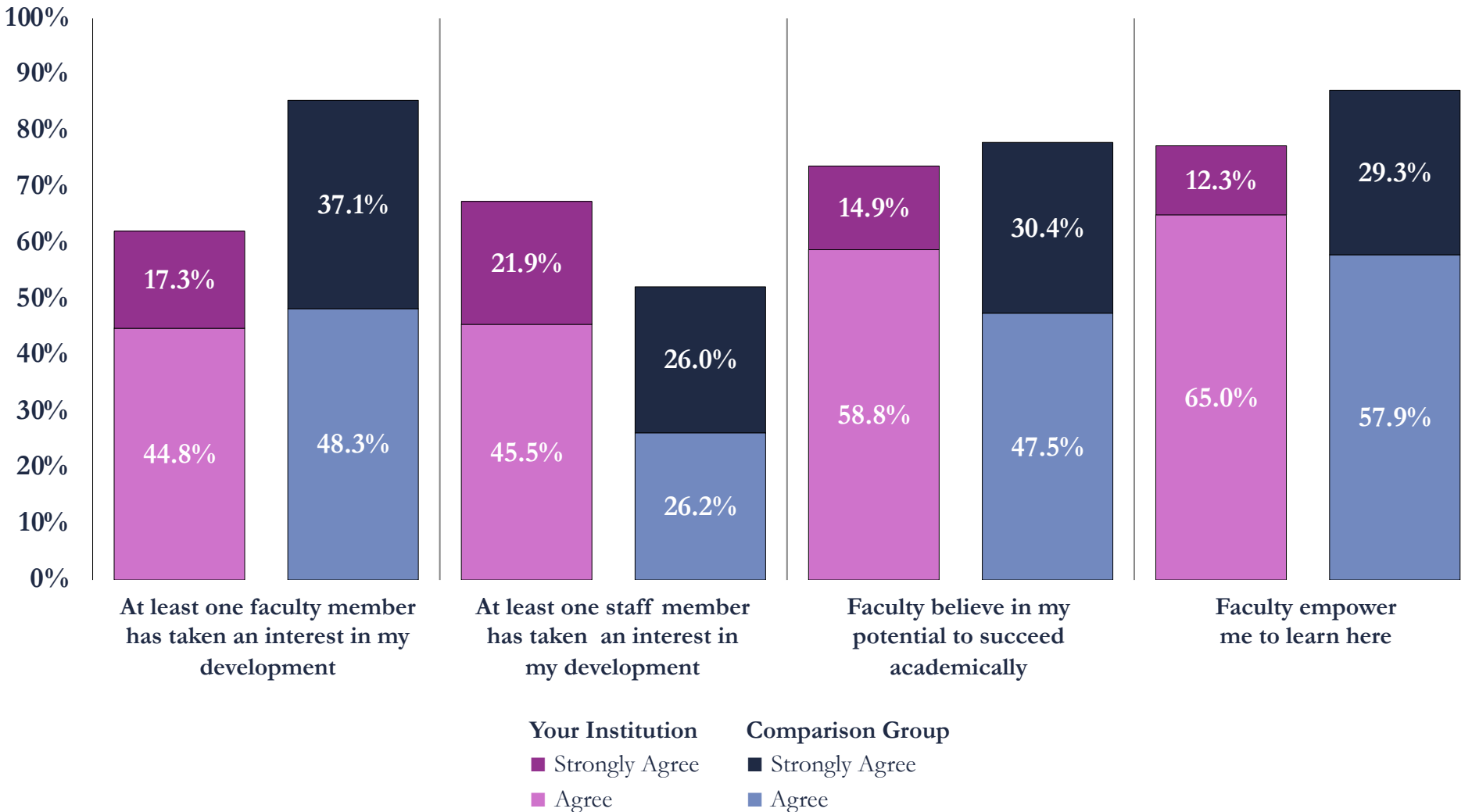


Construct Items

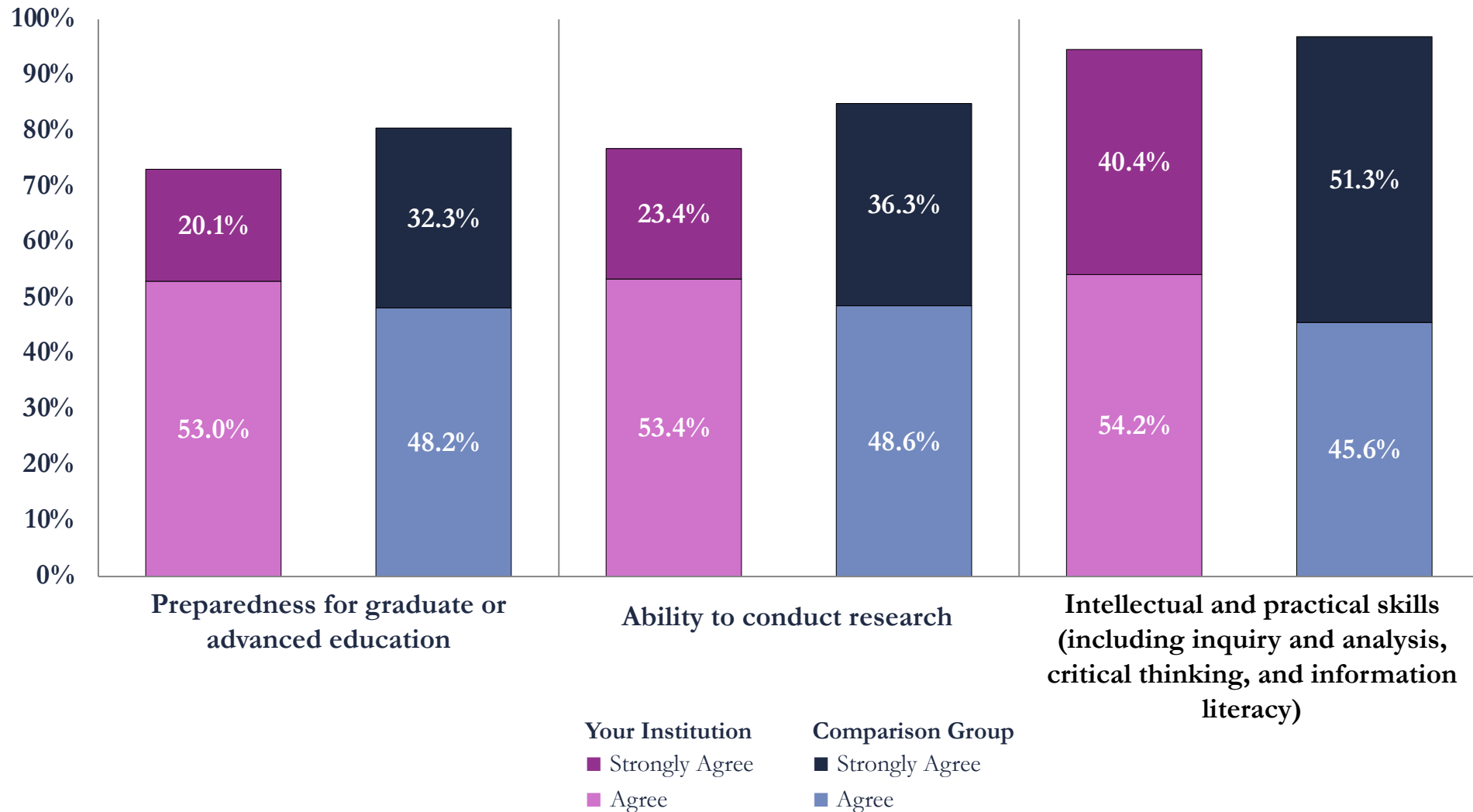
- Encouragement to pursue graduate/professional study
- An opportunity to work on a research project
- Advice and guidance about your educational program
- Emotional support and encouragement
- A letter of recommendation
- Help to improve your study skills
- Feedback about your academic work (outside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



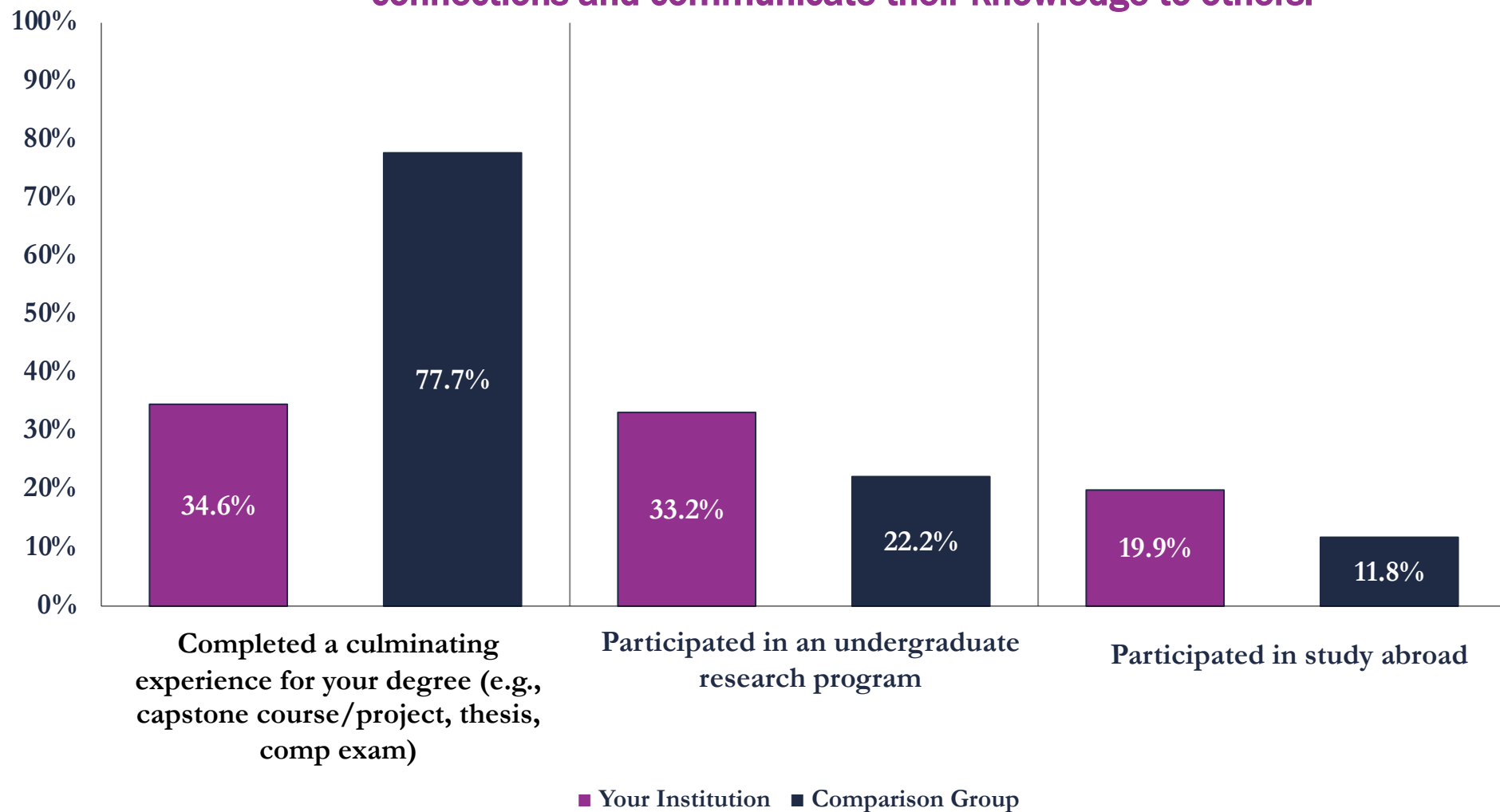
These items measure the extent to which students believe faculty and staff provide attention to their development.



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



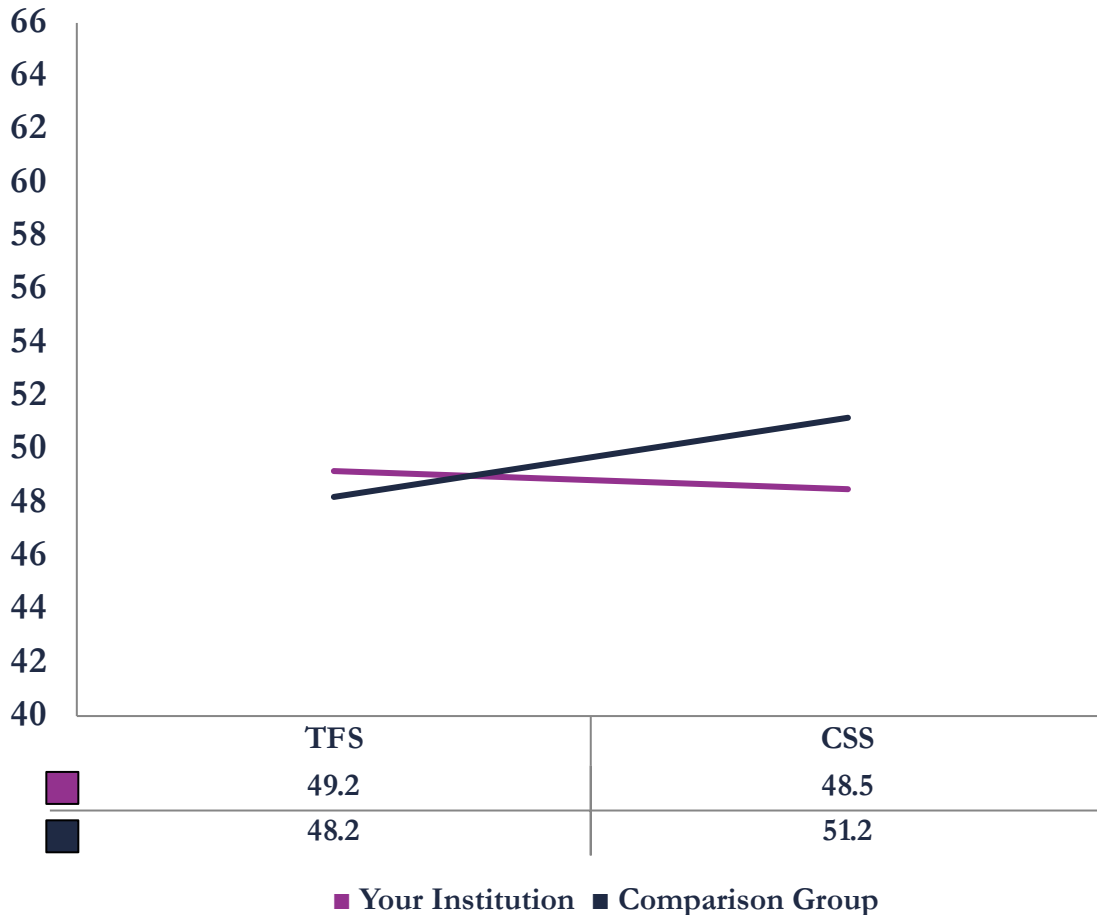
Opportunities to apply learning inside and outside the classroom augment students' academic involvement, allowing them to make meaningful intellectual connections and communicate their knowledge to others.



Co-Curricular Outcomes and Experiences

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

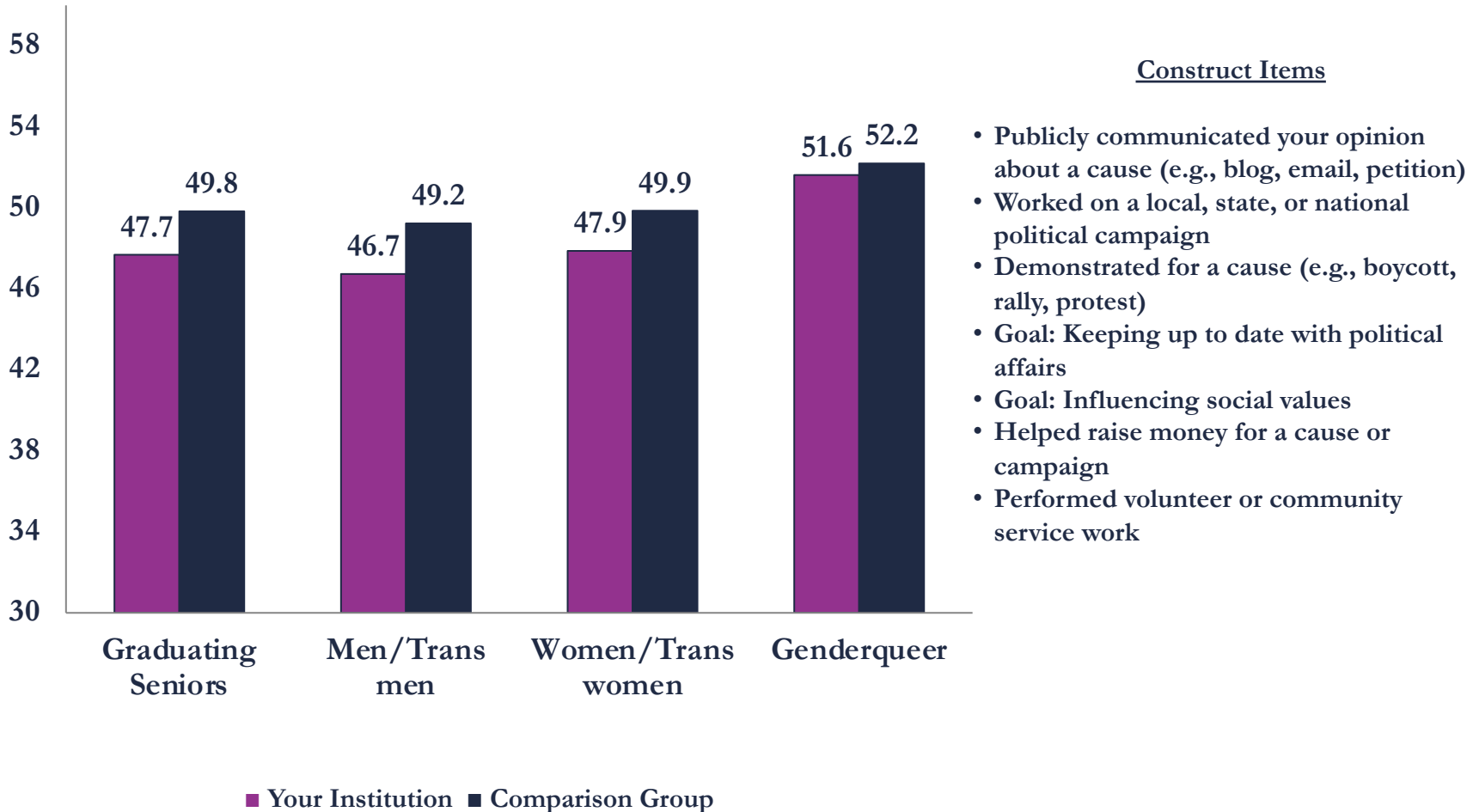
Activities and beliefs equip and empower students to create a world that is equitable, just, democratic, and sustainable. *Social Agency* measures the extent to which students value political and social involvement as a personal goal.



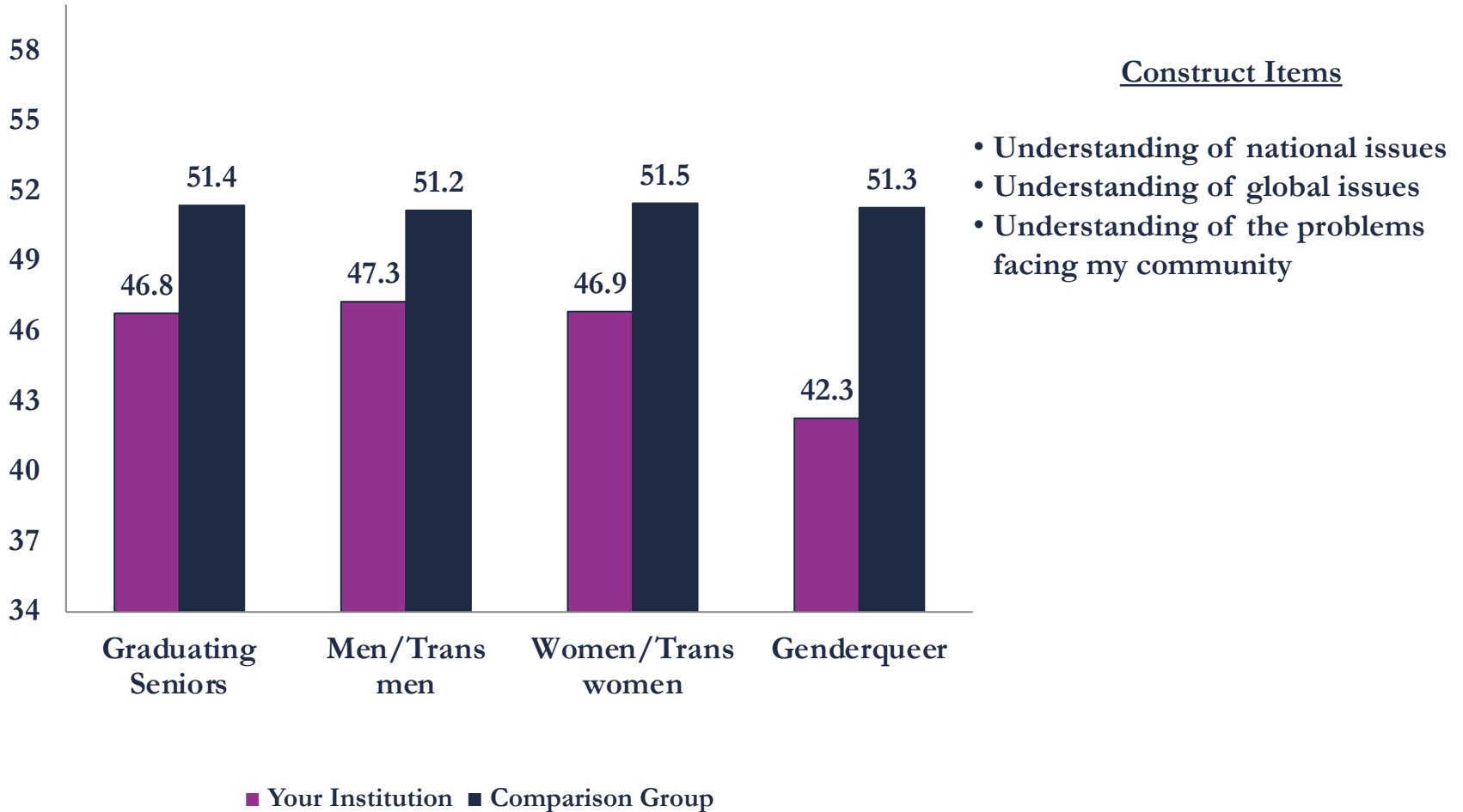
Construct Items

- 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

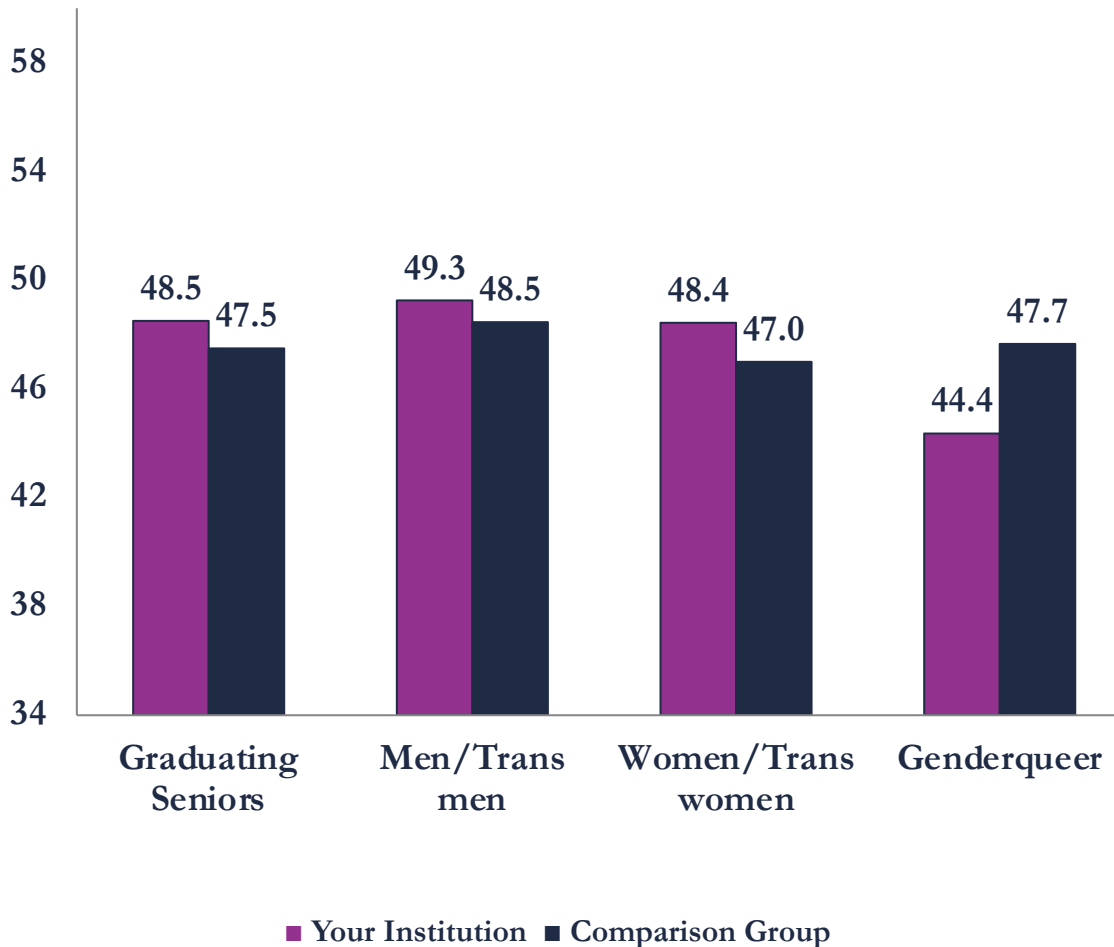
Engaged citizens are a critical element in the functioning of our democratic society. *Civic Engagement* measures the extent to which students are motivated and involved in civic, electoral, and political activities.



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.



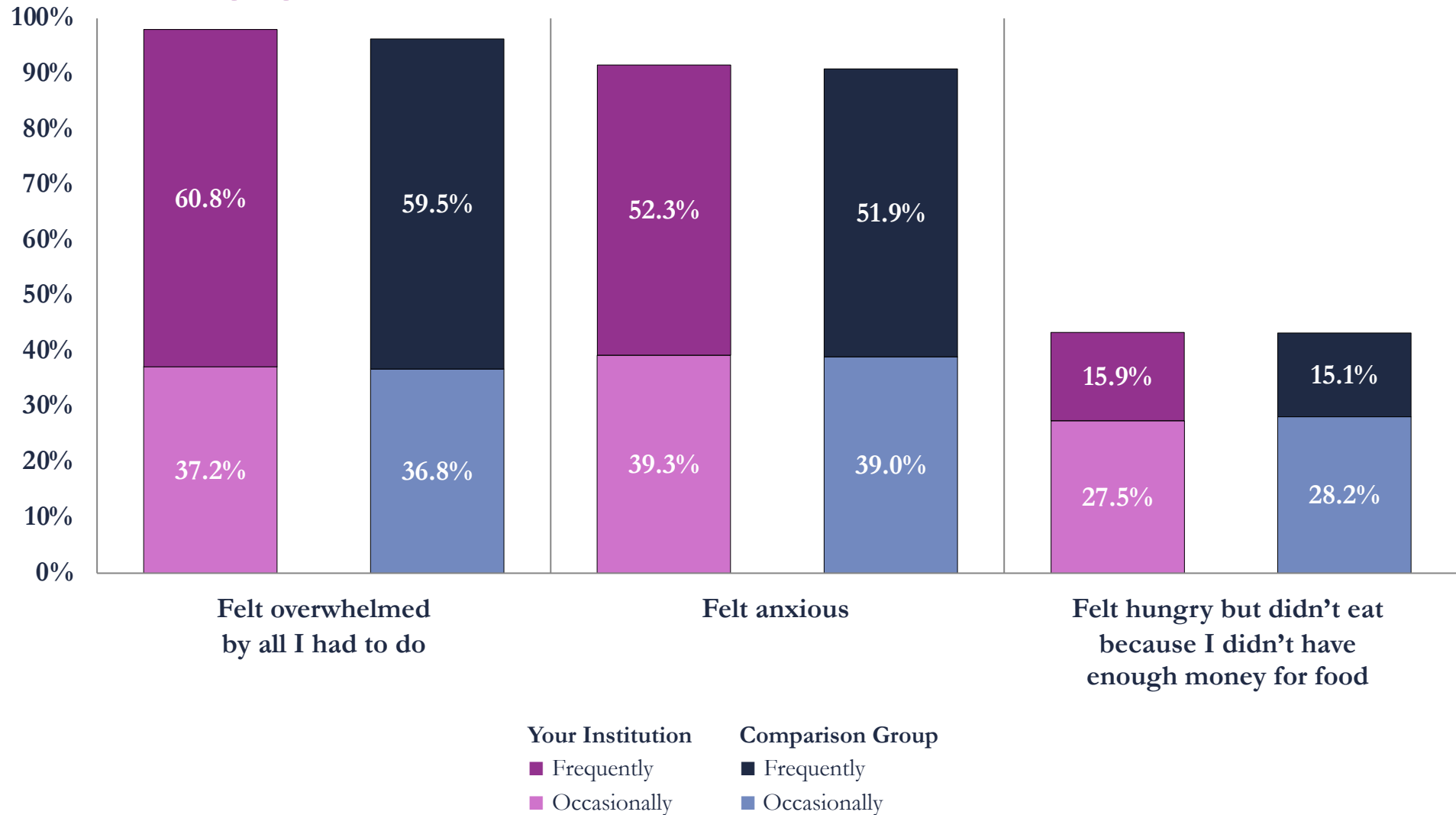
Leadership measures students' beliefs about their leadership development and capability, and their experiences as a leader.



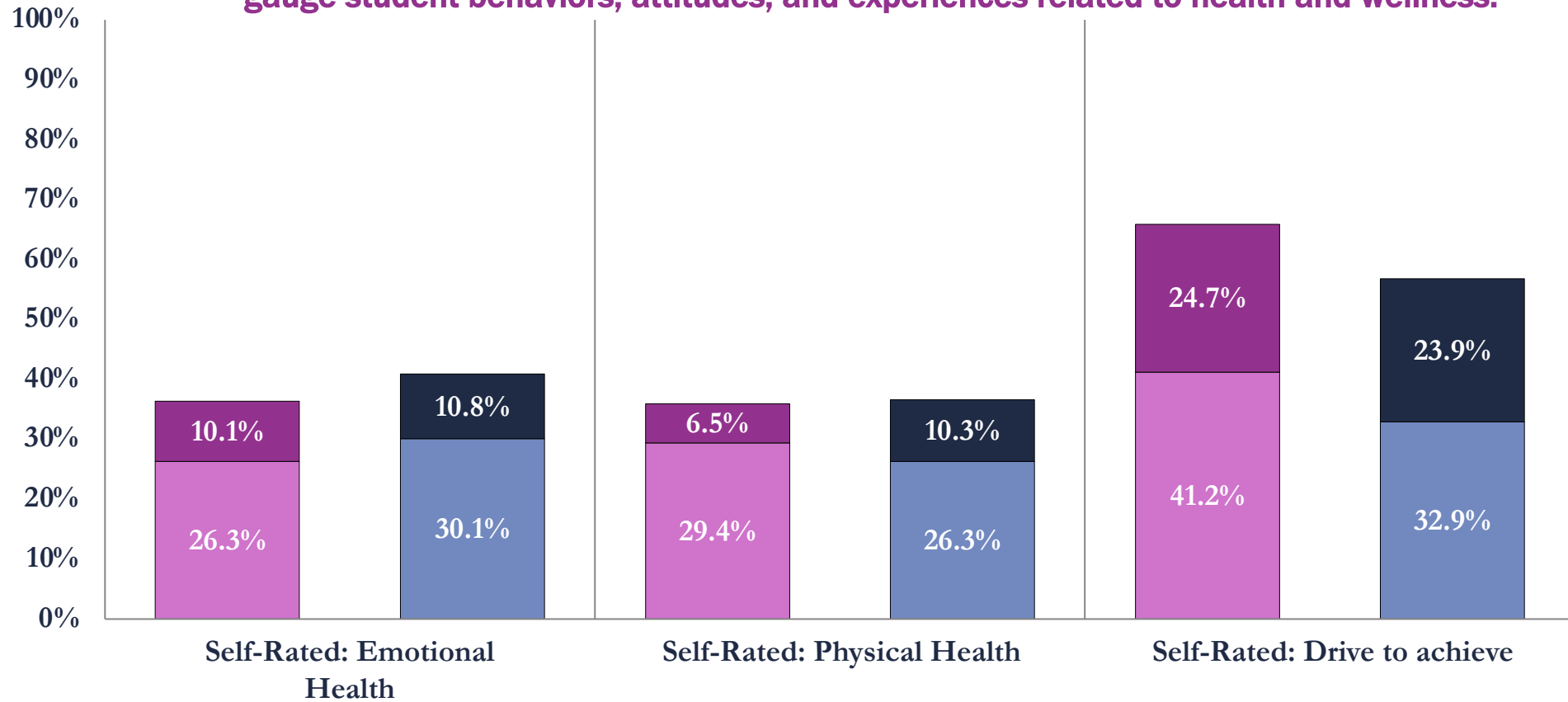
Construct Items

- Self-rated: Leadership ability
- I have effectively led a group to a common purpose
- Held a leadership position in an organization
- Participated in leadership training

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.



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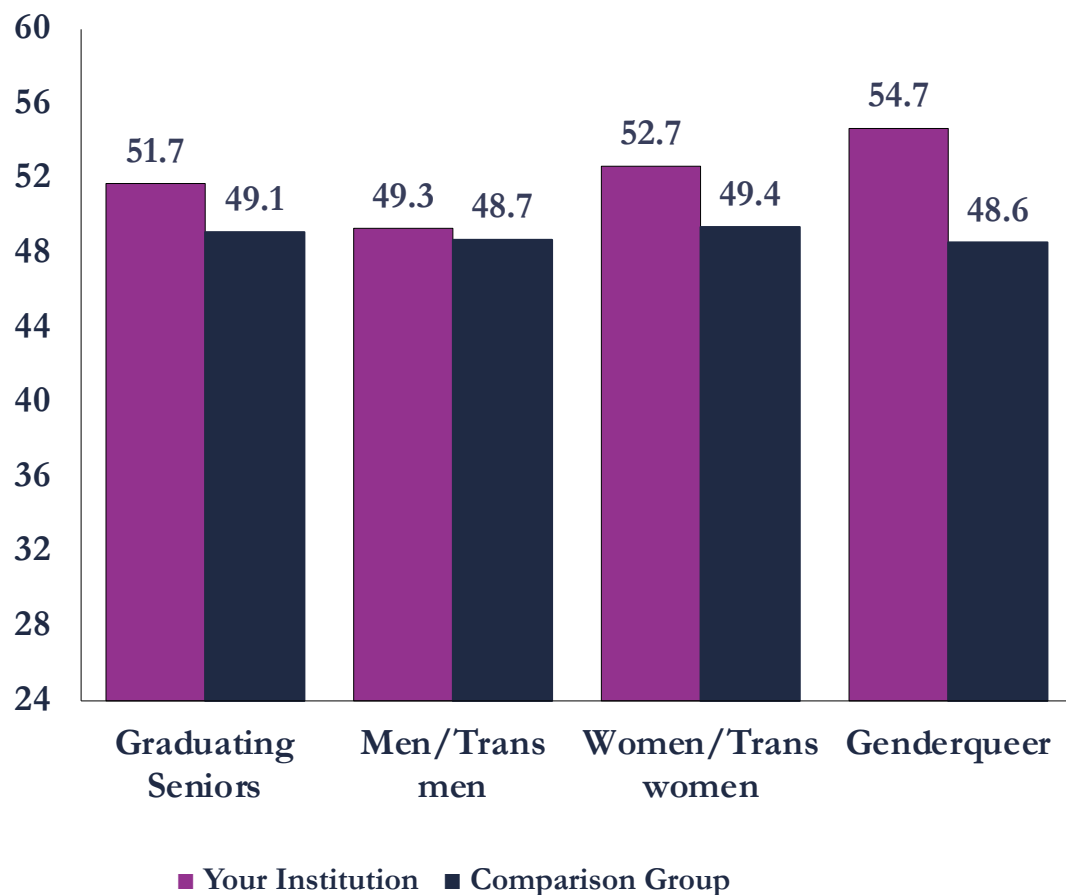
Your Institution
■ Highest 10%
■ Above Average

Comparison Group
■ Highest 10%
■ Above Average

Diversity

The social and psychological climate on campus can impact students' ability to benefit from their educational environment and their academic success.

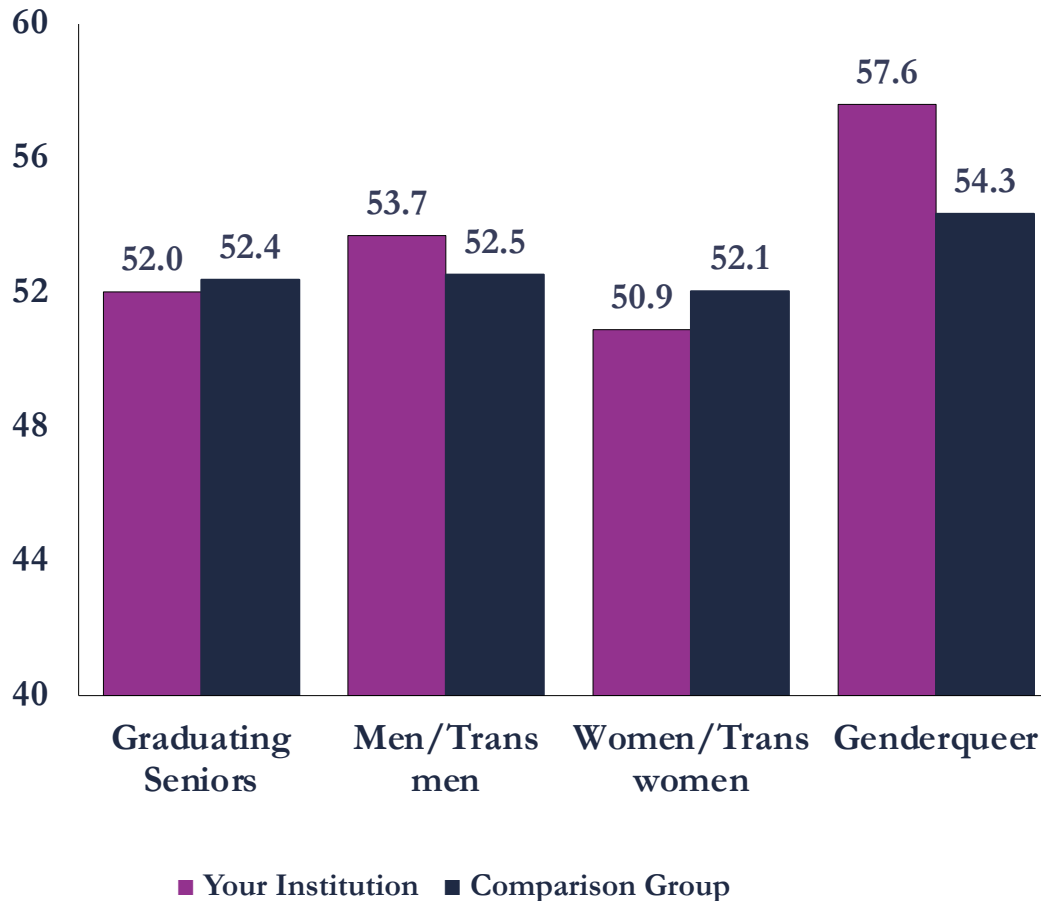
Contact with diverse peers allows students to gain valuable insights about themselves and others. *Positive Cross-Racial Interaction* is a unified measure of students' level of positive interaction with diverse peers.



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

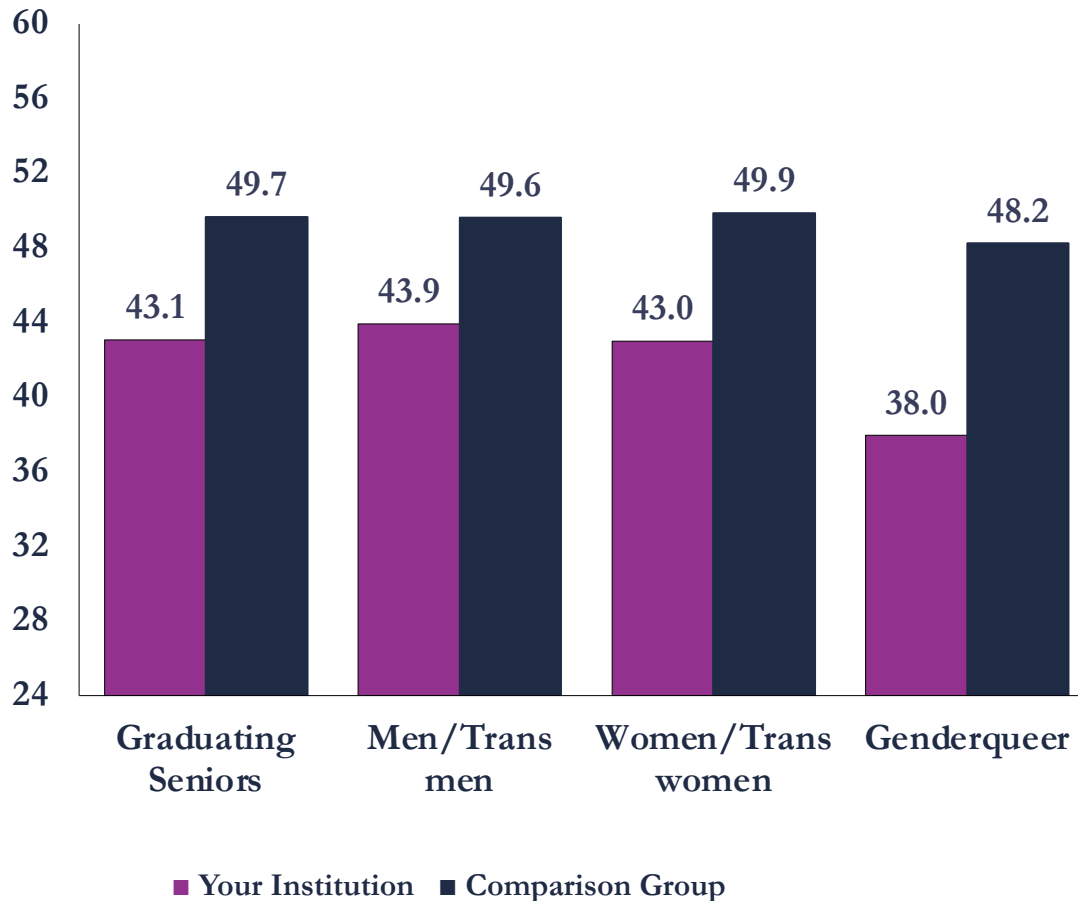
Contact with diverse peers allows students to gain valuable insights about themselves and others. *Negative Cross-Racial Interaction* is a unified measure of students' level of negative interaction with diverse peers.



Construct Items

- Had tense, somewhat hostile interactions
- Felt insulted or threatened because of your race/ethnicity
- Had guarded, cautious interactions

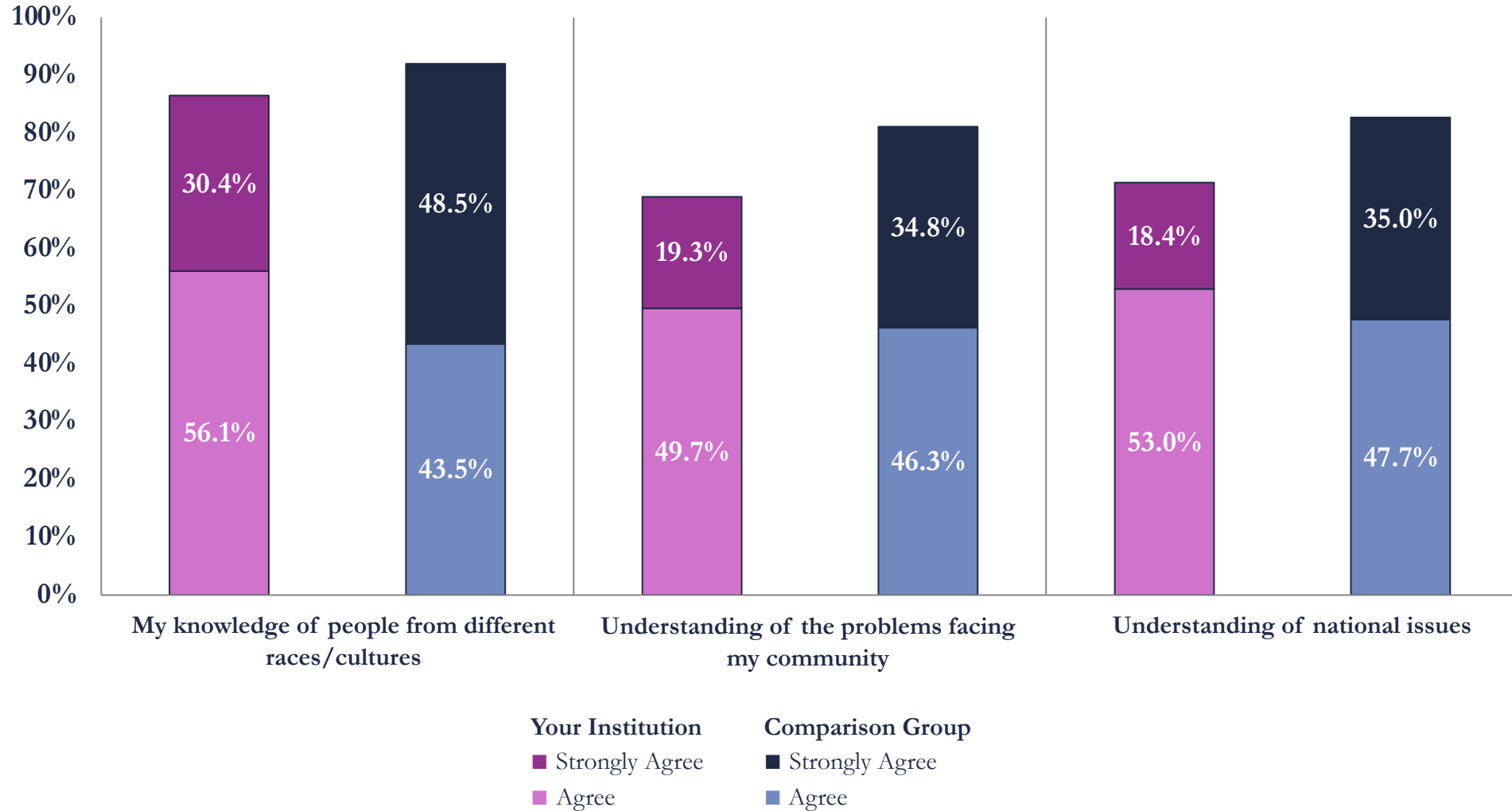
The campus community is a powerful source of influence on students' development. *Sense of Belonging* measures the extent to which students feel a sense of academic and social integration on campus.



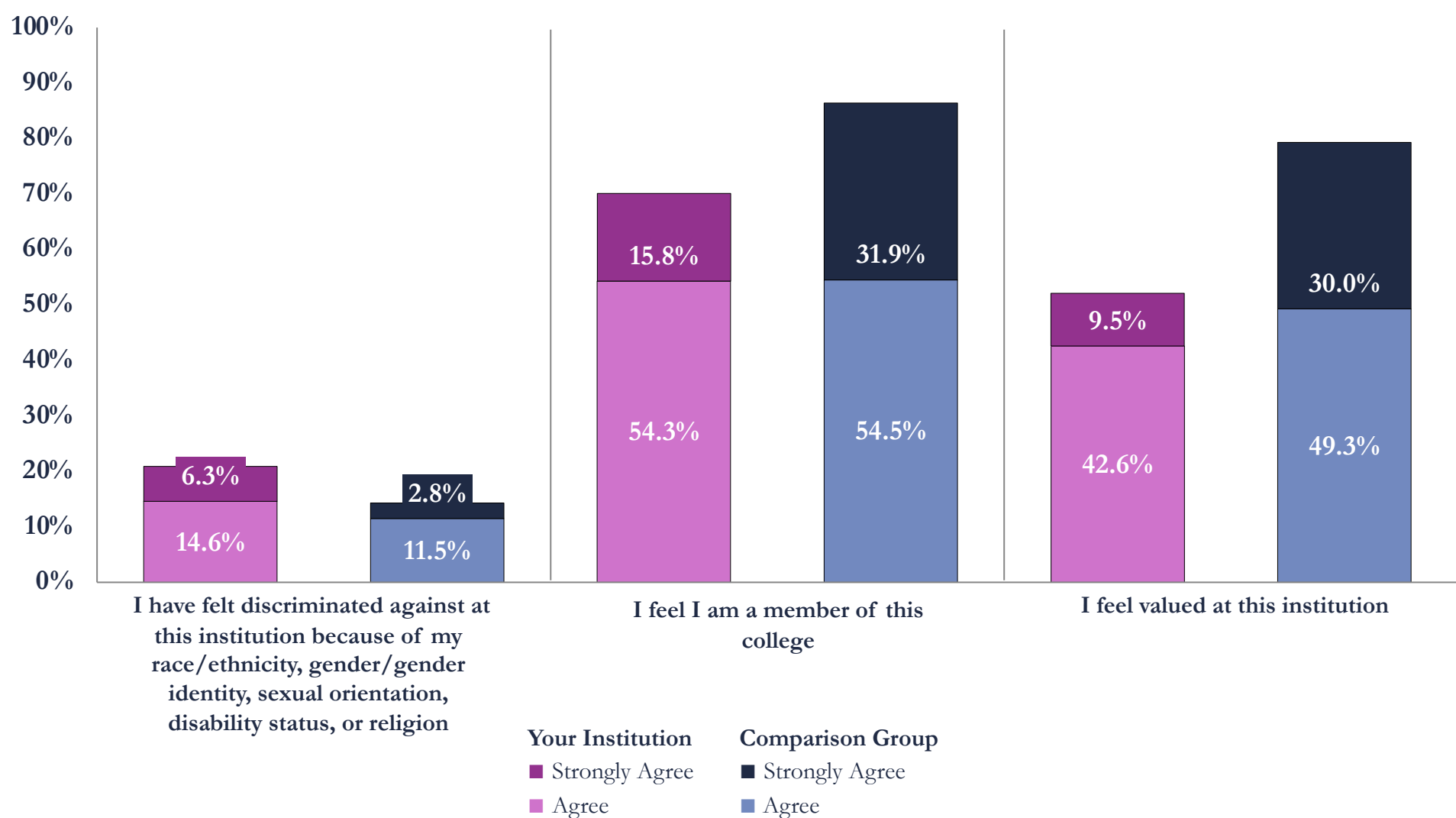
Construct Items

- I feel I am a member of this campus
- I feel a sense of belonging to this college
- If asked, I would recommend this college to others

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



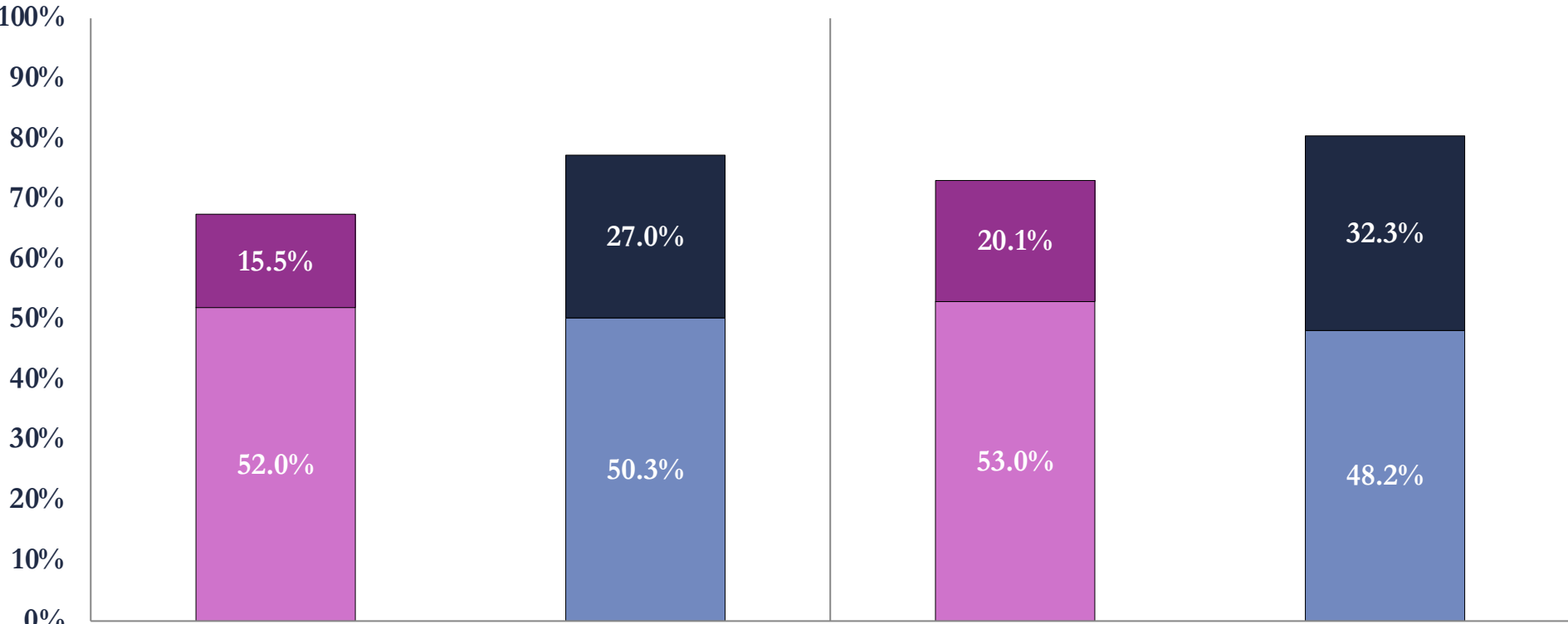
A diverse and inclusive campus environment strengthens students' learning experiences and prepares them to participate in an increasingly diverse society.



Future Plans

This section describes students' degree aspirations and career plans.

Preparedness for Future Plans



This institution has prepared me for employment after college

This institution has prepared me for graduate or advanced education

- Your Institution**
- Strongly Agree
- Agree
- Comparison Group**
- Strongly Agree
- Agree

Future Plans: Employment

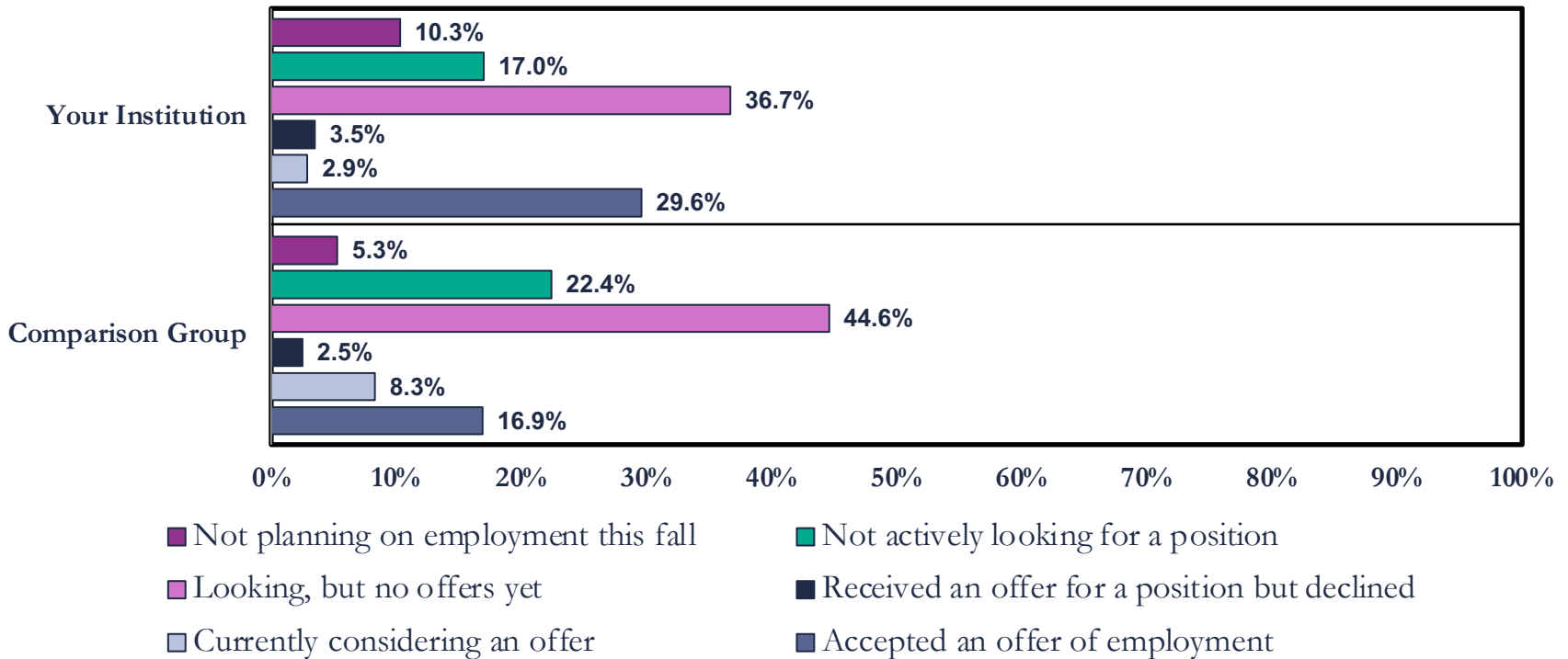
Planned Primary Activity Fall 2019

Working full-time

Working part-time

Your Inst	Comp Group
69.0%	72.6%
32.6%	44.3%

Current state of employment plans



Future Plans: Graduate/Professional School

<u>Planned Primary Activity Fall 2019</u>	Your Institution	Comparison Group
Attend graduate/professional school full-time	25.2%	25.7%
Attend graduate/professional school part-time	5.4%	12.5%
<u>Current State of Educational Plans</u>		
Accepted and will be attending in fall	18.7%	12.5%
Still awaiting responses, no acceptances	1.9%	5.7%
No plans to apply to school now or in the future	13.5%	15.6%

Probable Career/Occupation

<u>Career/Occupation</u>	<u>Your Inst</u>	<u>Comp Group</u>	<u>Career/Occupation</u>	<u>Your Inst</u>	<u>Comp Group</u>
Artist	4.4%	7.7%	Health professional	12.0%	12.6%
Business	8.7%	13.6%	Homemaker (full-time)	0.0%	0.4%
Business (Clerical)	1.6%	4.3%	Lawyer	4.1%	1.5%
Clergy	0.0%	0.1%	Military (career)	0.5%	1.9%
College Teacher	3.6%	4.1%	Nurse	1.1%	2.1%
Doctor (MD or DDS)	9.3%	2.2%	Research Scientist	7.7%	3.7%
Education (secondary)	1.4%	2.2%	Social/Welfare/Rec Worker	1.4%	6.2%
Education (elementary)	0.3%	7.1%	Skilled worker	0.5%	3.8%
Engineer	24.9%	8.3%	Other choice	11.2%	12.1%
Farmer or forester	0.0%	1.0%	Undecided	7.4%	5.3%

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

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

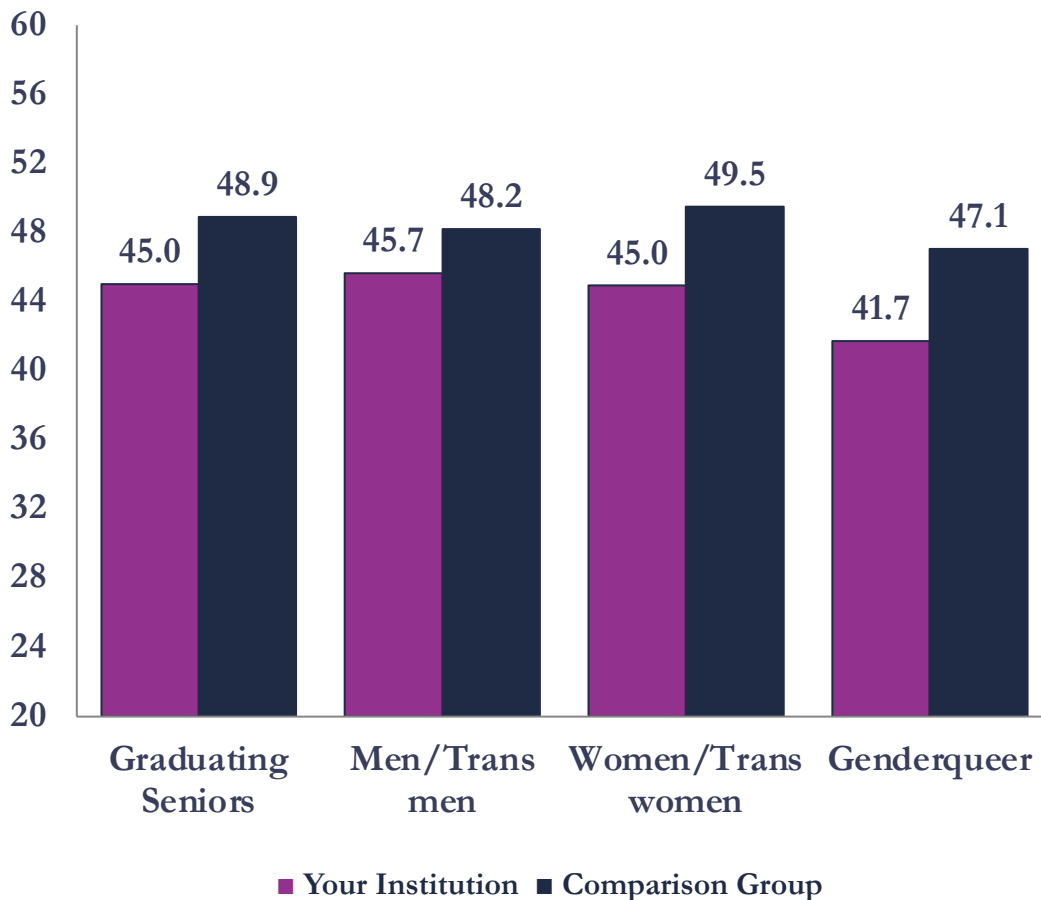
	Your Institution	Comparison Group
Work/Life balance	84.4%	88.7%
Stable, secure future	86.1%	90.4%
Availability of jobs	74.7%	71.5%
Ability to pay off debt	67.9%	80.5%
Leadership potential	56.3%	66.9%
Expression of personal values	60.5%	78.4%
Creativity and initiative	54.6%	67.6%
High income potential	65.7%	65.5%
Working for social change	46.7%	47.4%
Social recognition or status	28.9%	46.3%
Connection to college major	46.6%	66.9%

Satisfaction

Understanding how students perceive their college experience identifies areas that are working well and sheds light on those that need improvement.

Overall Satisfaction

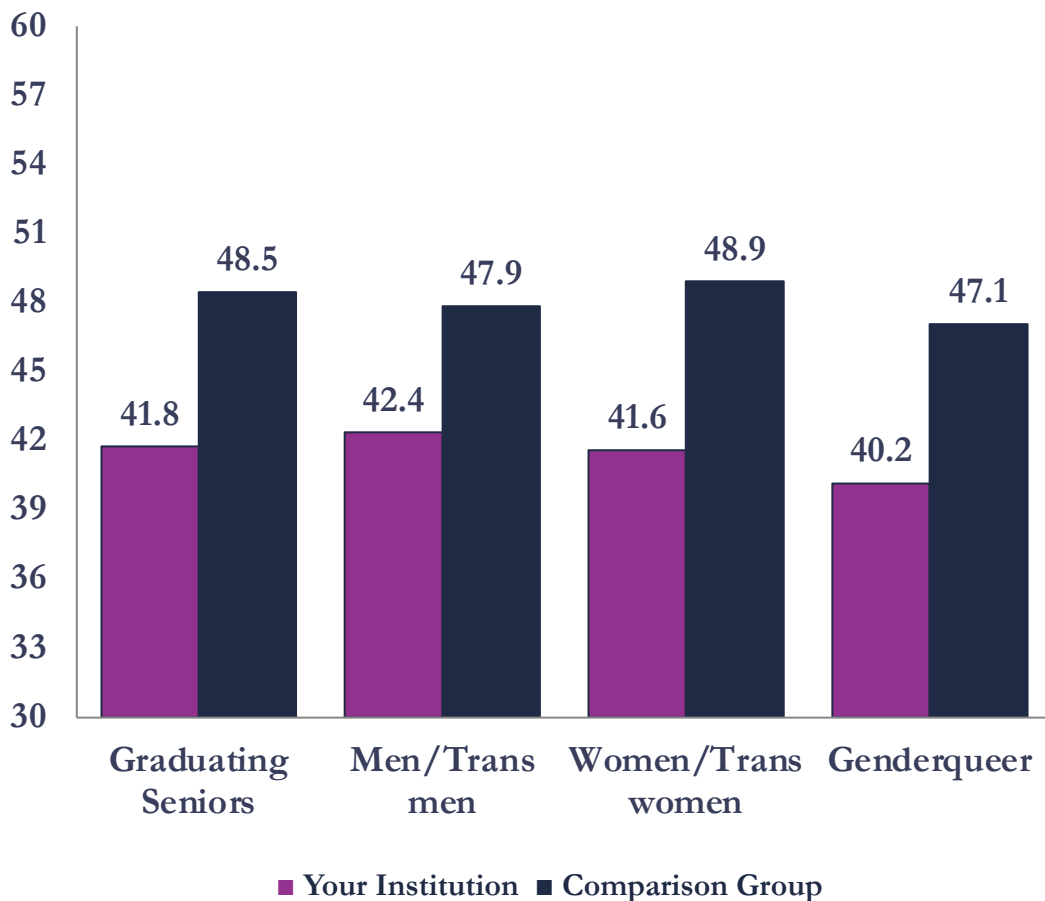
Overall Satisfaction measures students' satisfaction with the college experience.



Construct Items

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

Satisfaction with Coursework measures the extent to which students see their coursework as relevant, useful, and applicable to their academic success and future plans.



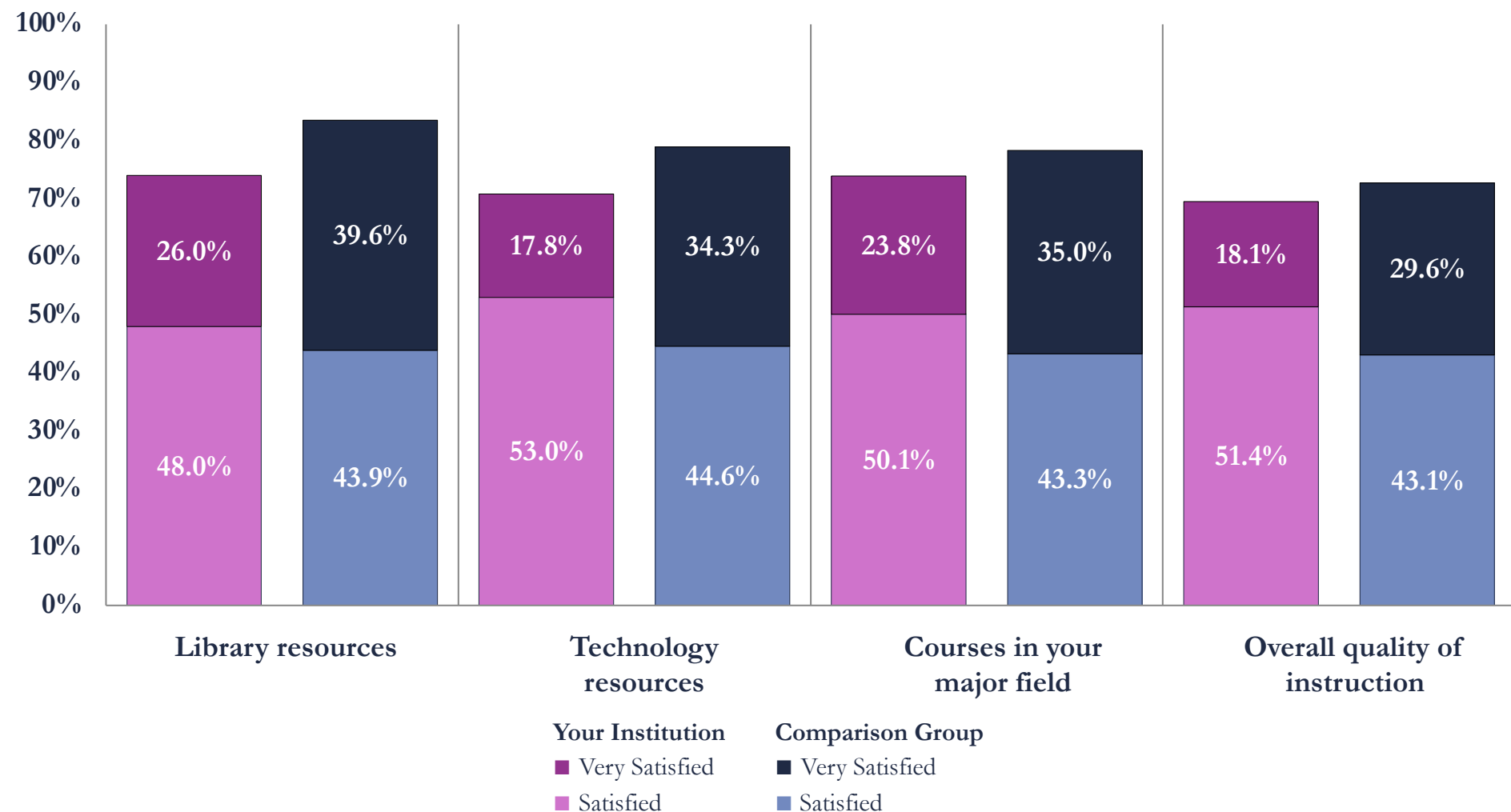
Construct Items

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

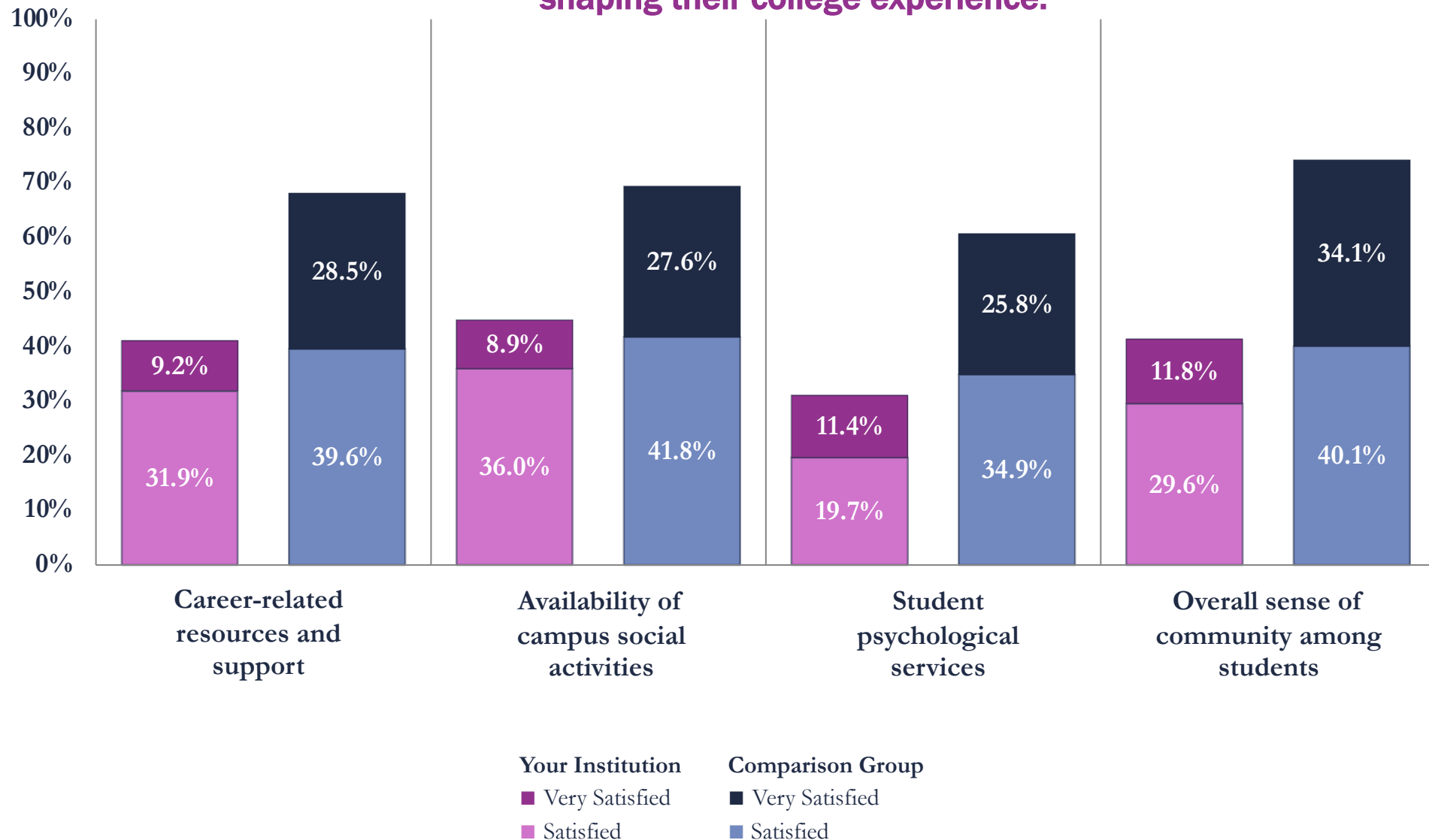
Satisfaction with Academic Support



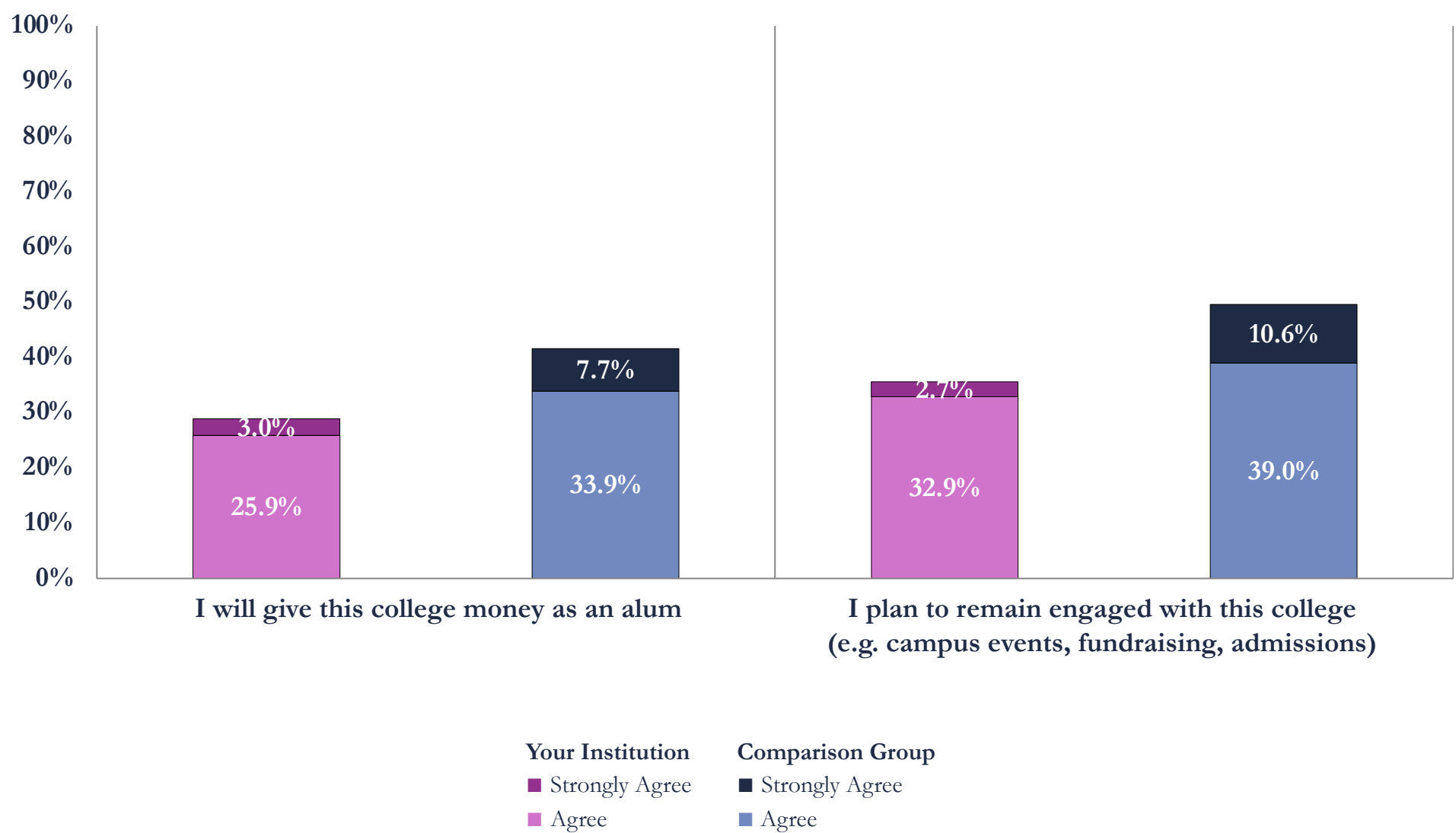
In addition to actual coursework, various support services are instrumental in shaping students' academic experiences.



Community and the support students receive are critical to shaping their college experience.



Alumni Engagement



The more you get to know your students, the better you can understand their needs.

For more information about HERI/CIRP Surveys

The Freshman Survey
Your First College Year Survey
Diverse Learning Environments Survey
College Senior Survey
Staff Climate Survey
The Faculty Survey

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