

University of California-San Diego

College Senior Survey

2021 Results

Graduating Seniors

University of California-San Diego
N=160

Public Universities
N=858

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
- COVID-19 pandemic

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A Note about CIRP Constructs

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

Constructs

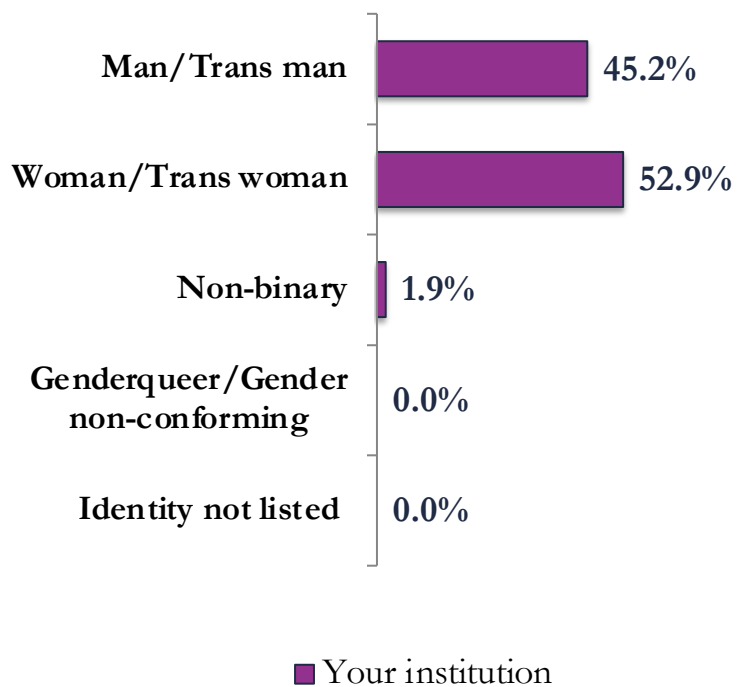
Constructs statistically aggregate questions from CIRP surveys that tap into key features of the college experience. These student traits and institutional practices contribute to learning and development in college.

Longitudinal Constructs

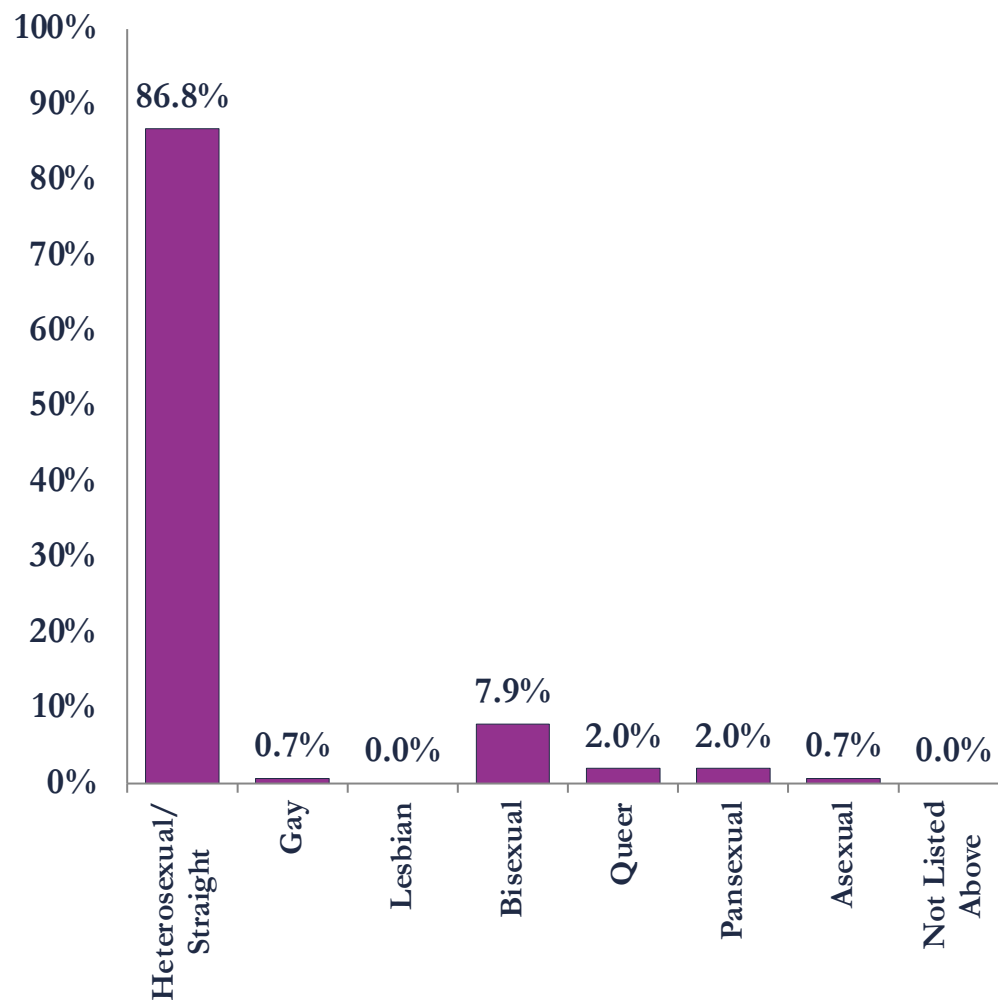
Constructs that are included on both the CIRP Freshman Survey (TFS) and College Senior Survey (CSS) measure change over time for students who took both surveys.

Demographics

Gender Identity

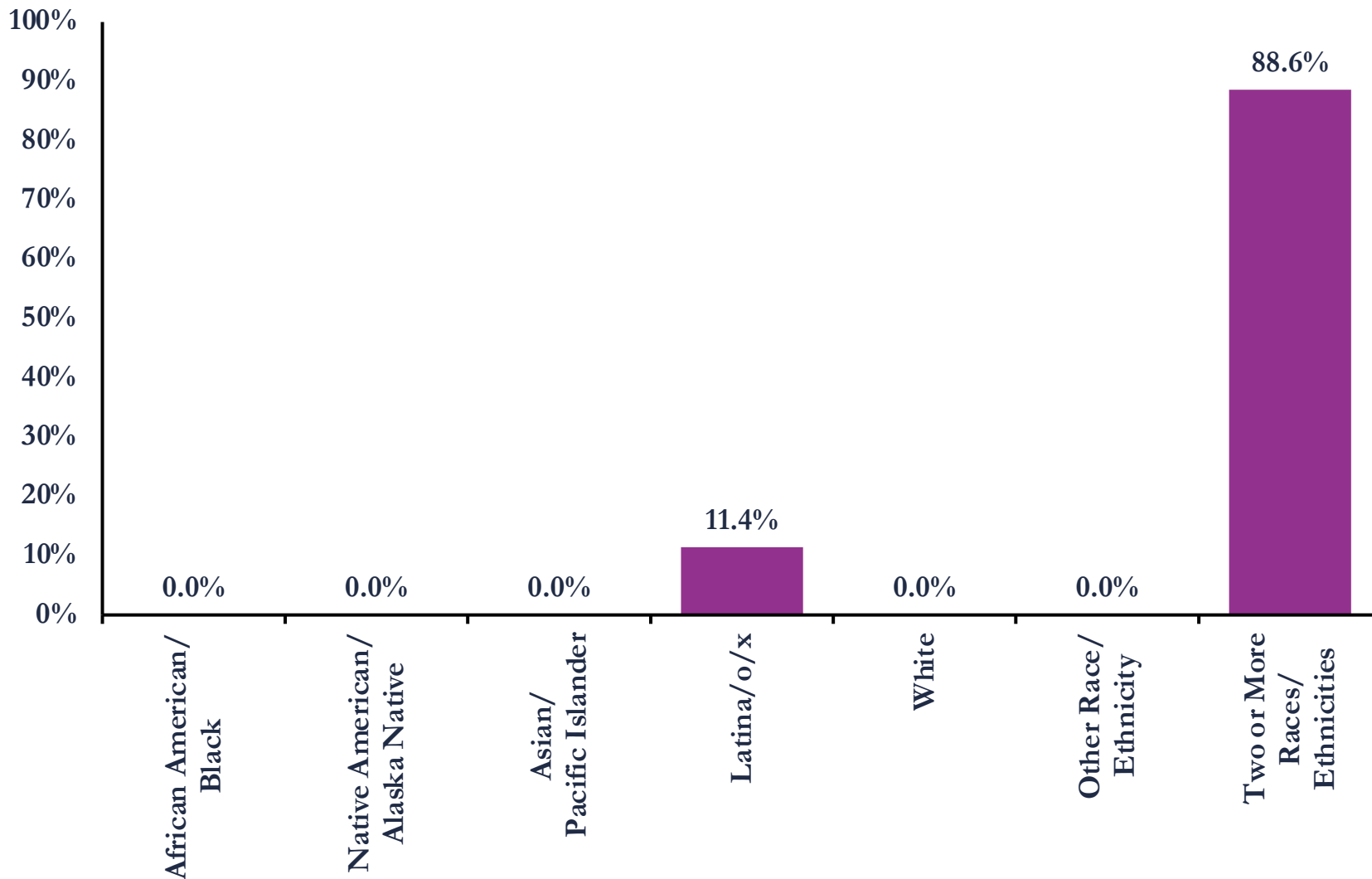


Sexual Orientation



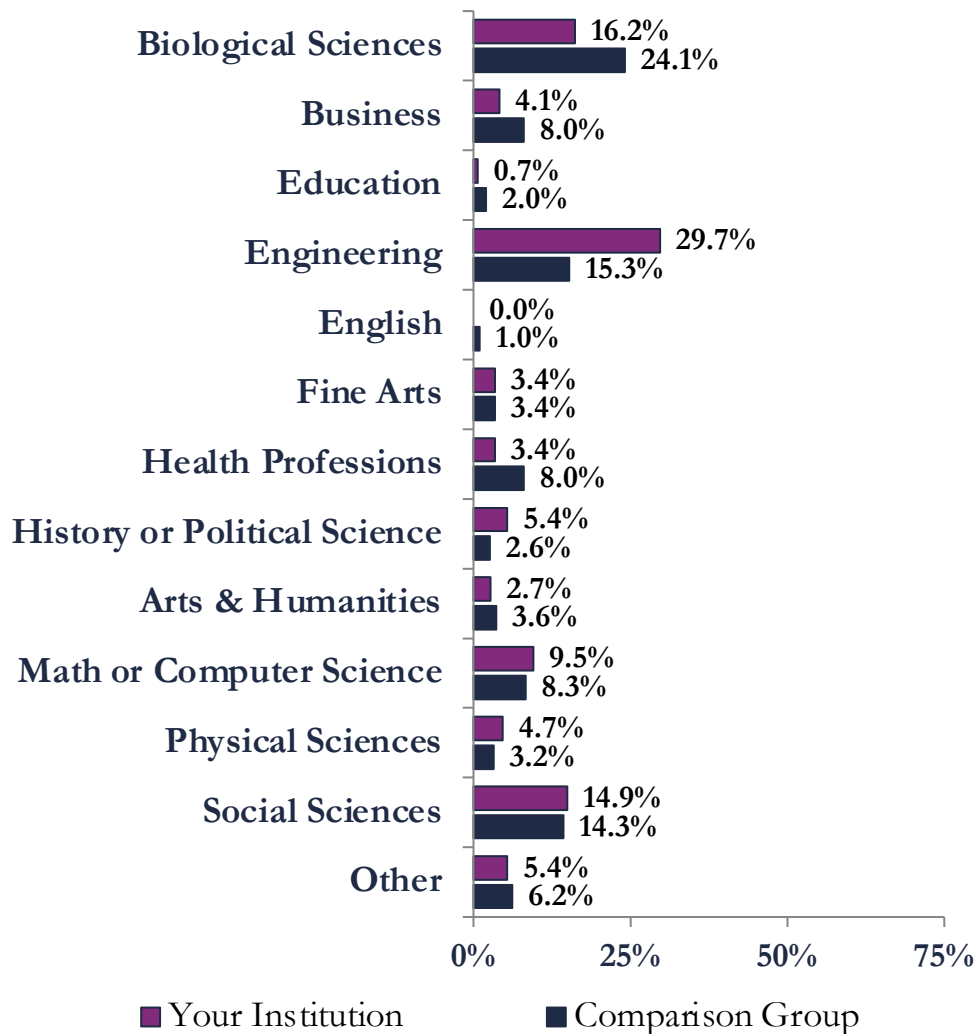
Demographics

Race/Ethnicity

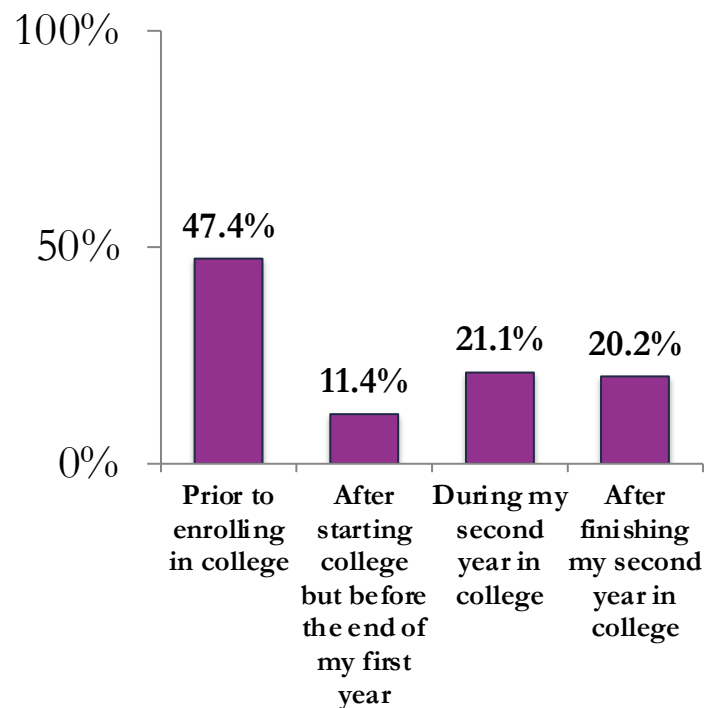


Demographics

Primary Major (Aggregated)



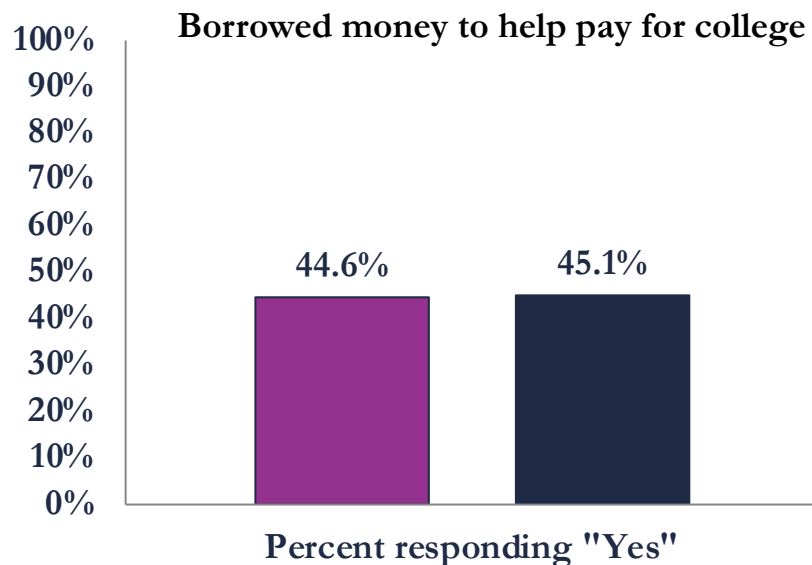
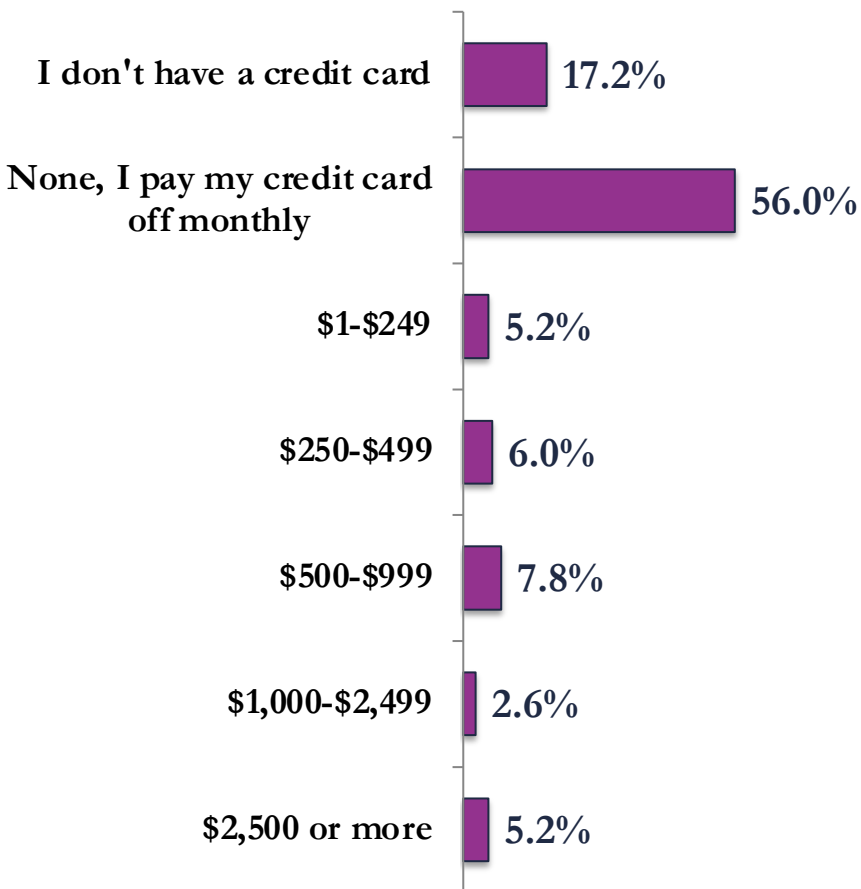
When did you decide to pursue your current academic major?



Demographics

Finances

Monthly Credit Card Debt



Median Amount Borrowed

Your Institution	\$14,000
Comparison Group	\$20,000

Academic Outcomes and Experiences

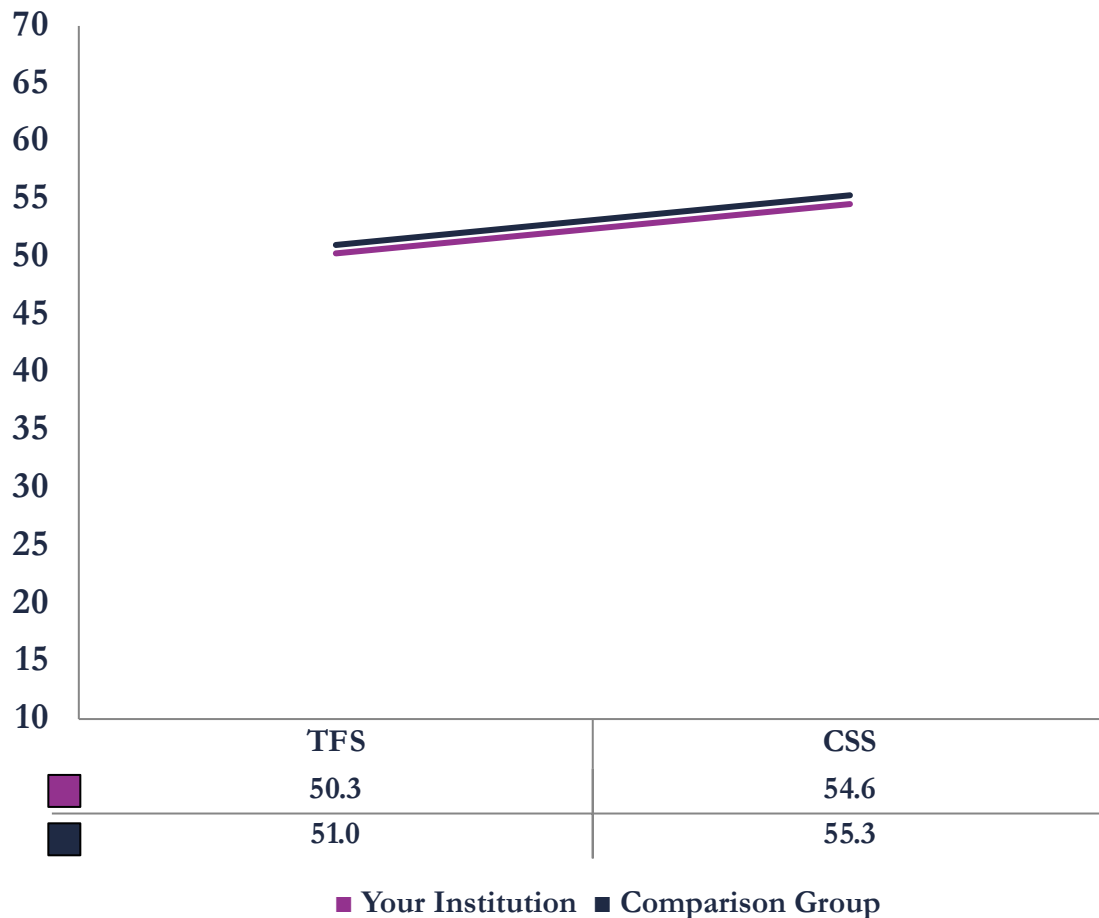
Students develop skills, knowledge, and abilities through their experiences both in and out of the classroom.

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.

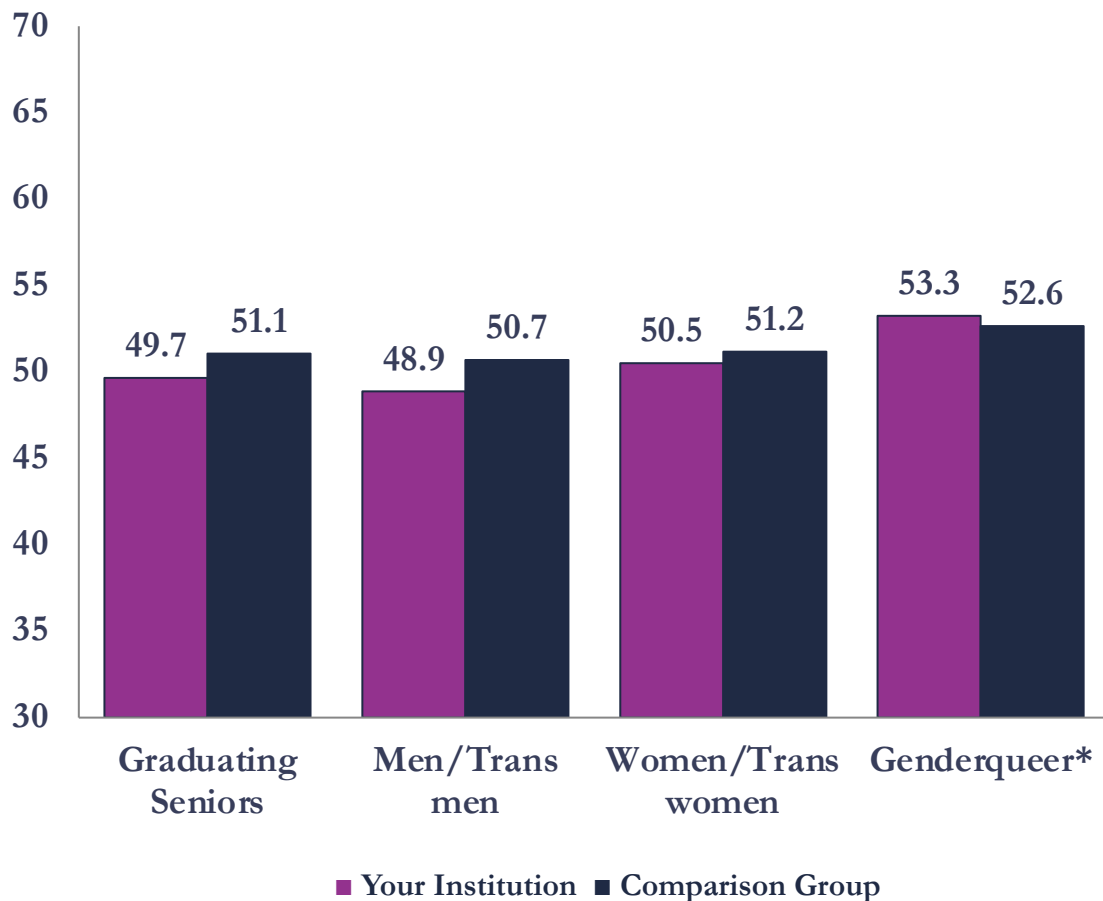
Construct Items

- Seek solutions to problems and explain them to others
- Support your opinions with a logical argument
- Look up scientific research articles and resources
- Accept mistakes as part of the learning process
- Explore topics on your own, even though it was not required for a class



Pluralistic Orientation

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



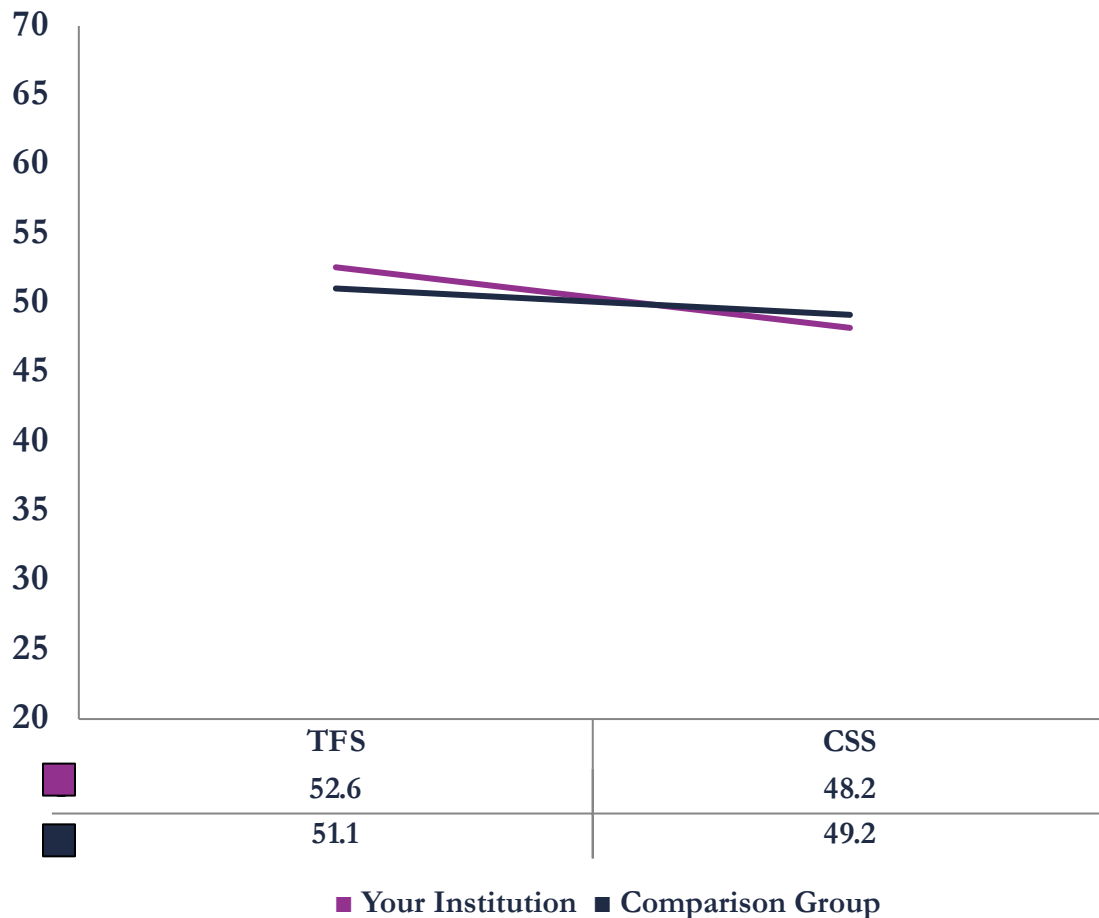
Construct Items

- 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

* Includes non-binary, genderqueer, gender non-conforming, identity not listed above

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.

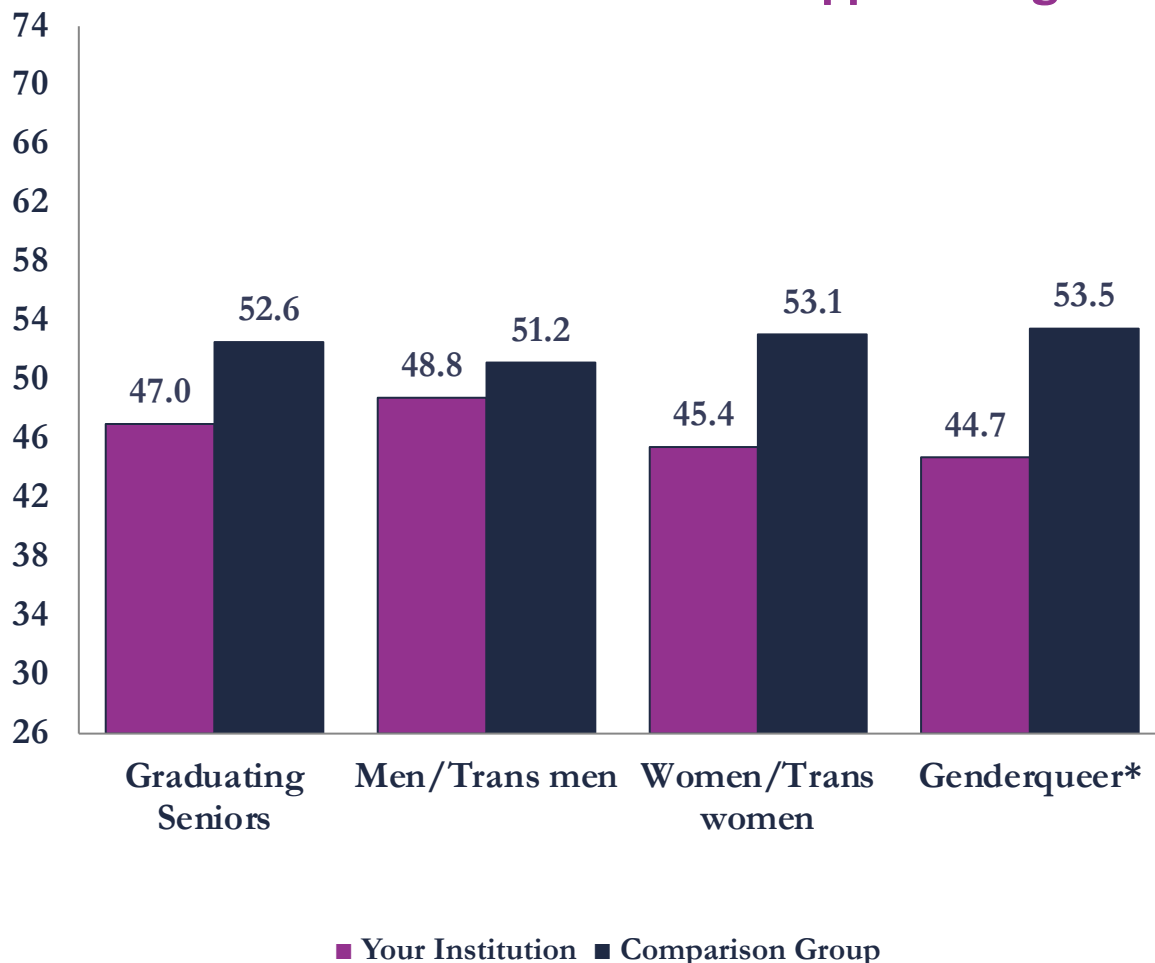


Construct Items

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

Faculty Interaction: Mentorship

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



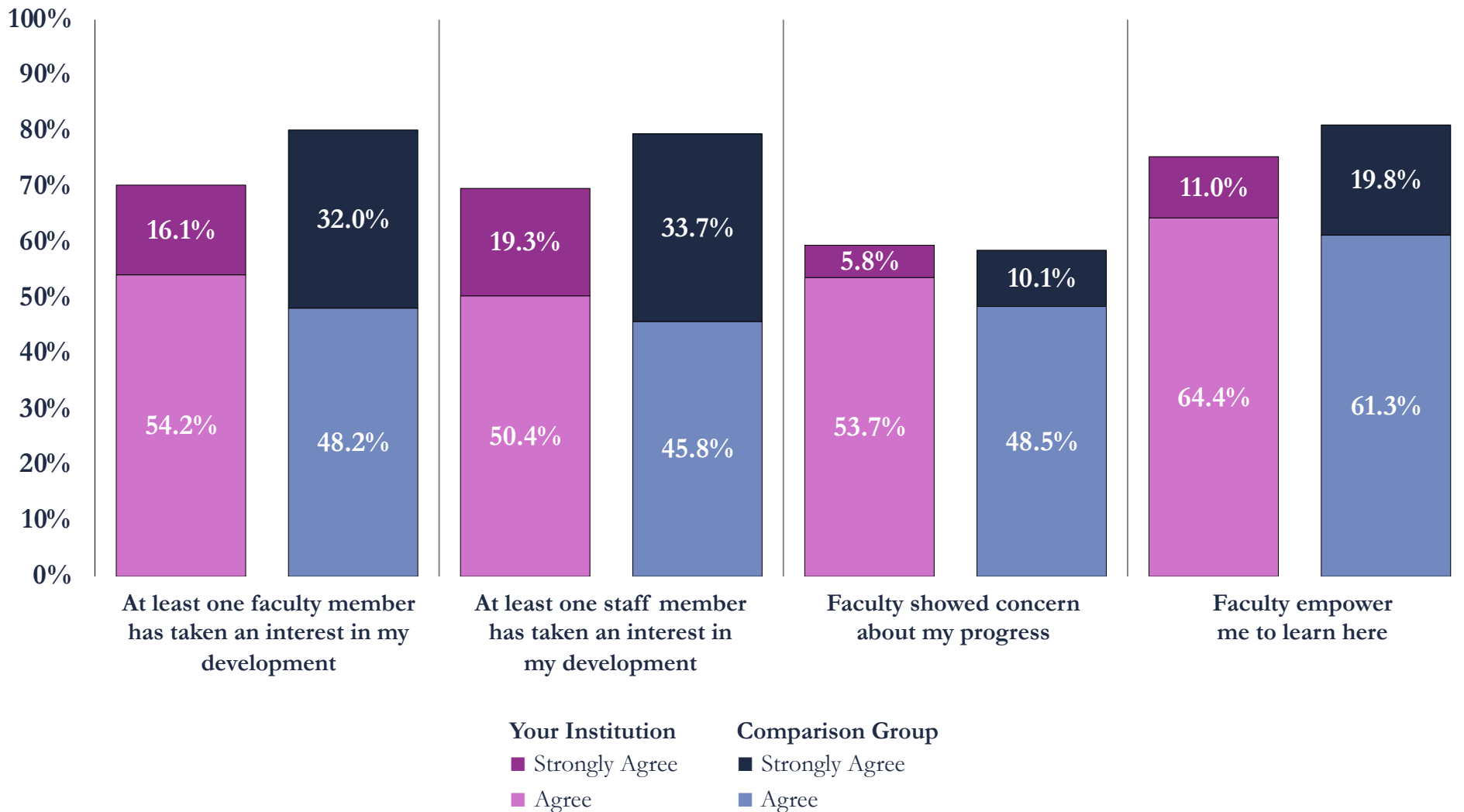
Construct Items

- 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 on your academic work (outside of grades)
- Encouragement to discuss coursework outside of class
- Help in achieving your professional goals

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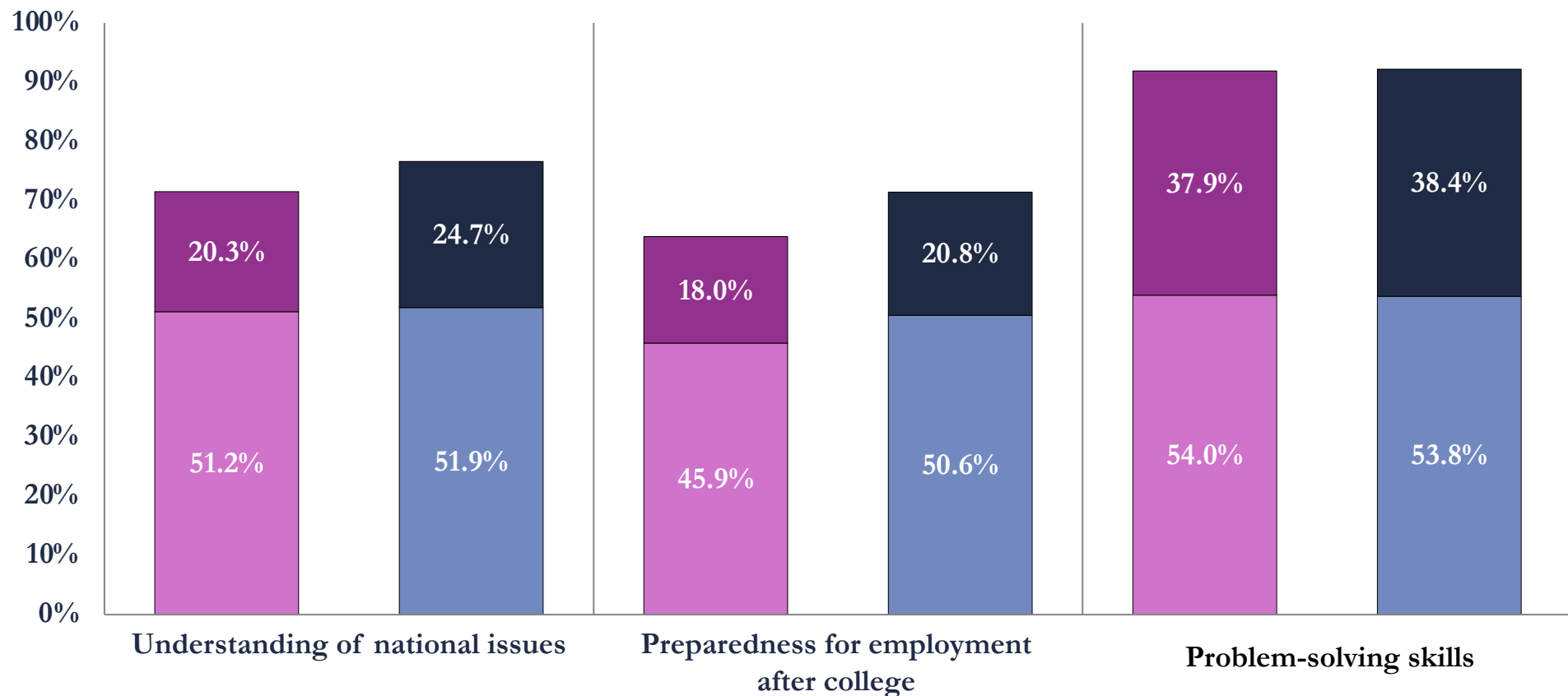
General Interpersonal Validation

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



Academic Outcomes

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



Your Institution
 ■ Strongly Agree
 ■ Agree

Comparison Group
 ■ Strongly Agree
 ■ Agree

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.

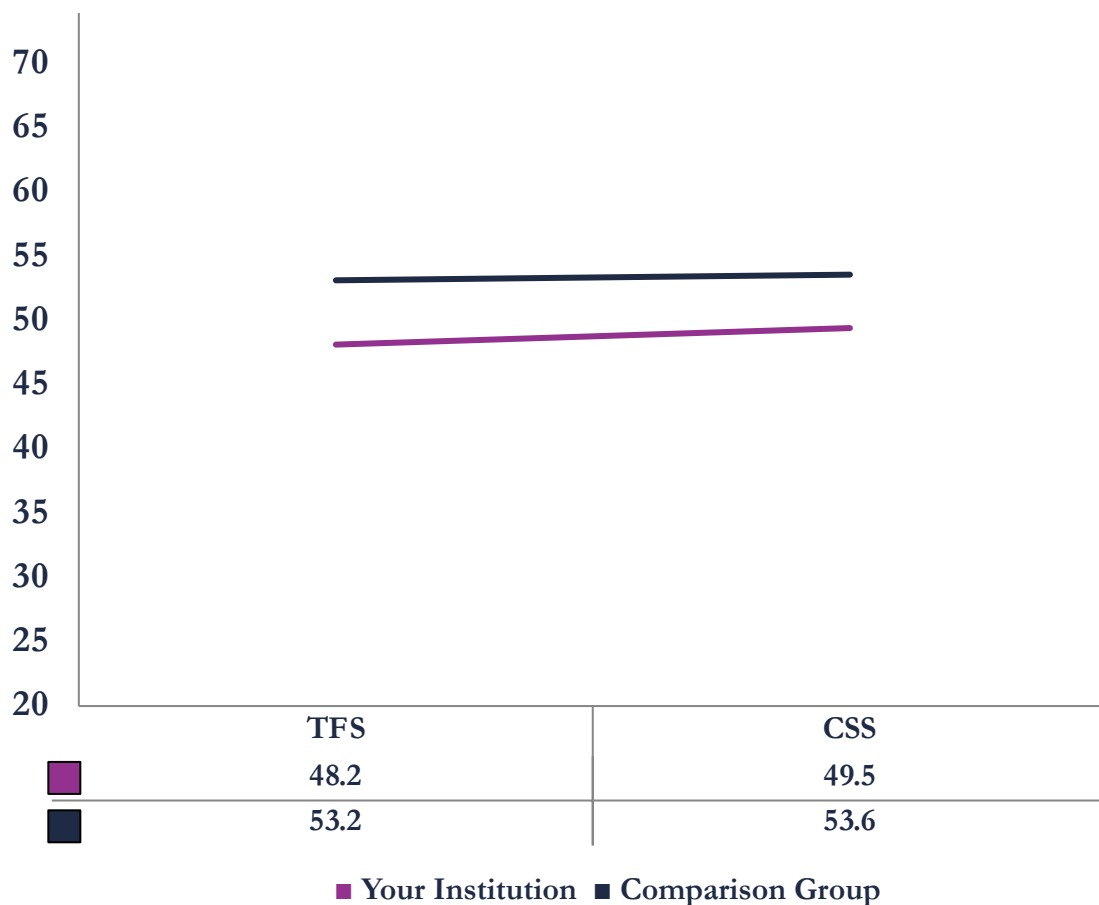


Co-Curricular Outcomes and Experiences

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 personal goals.

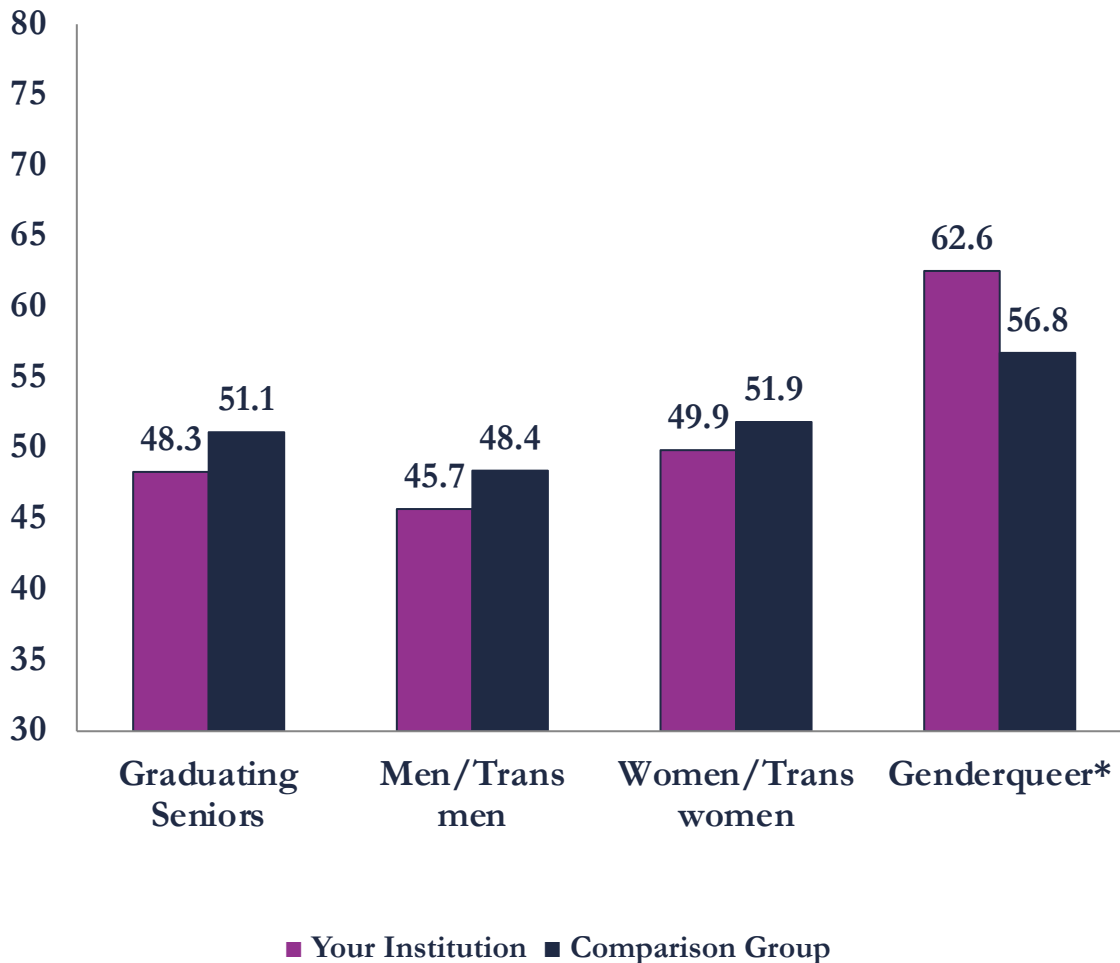


Construct Items

- 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

Civic Engagement

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.



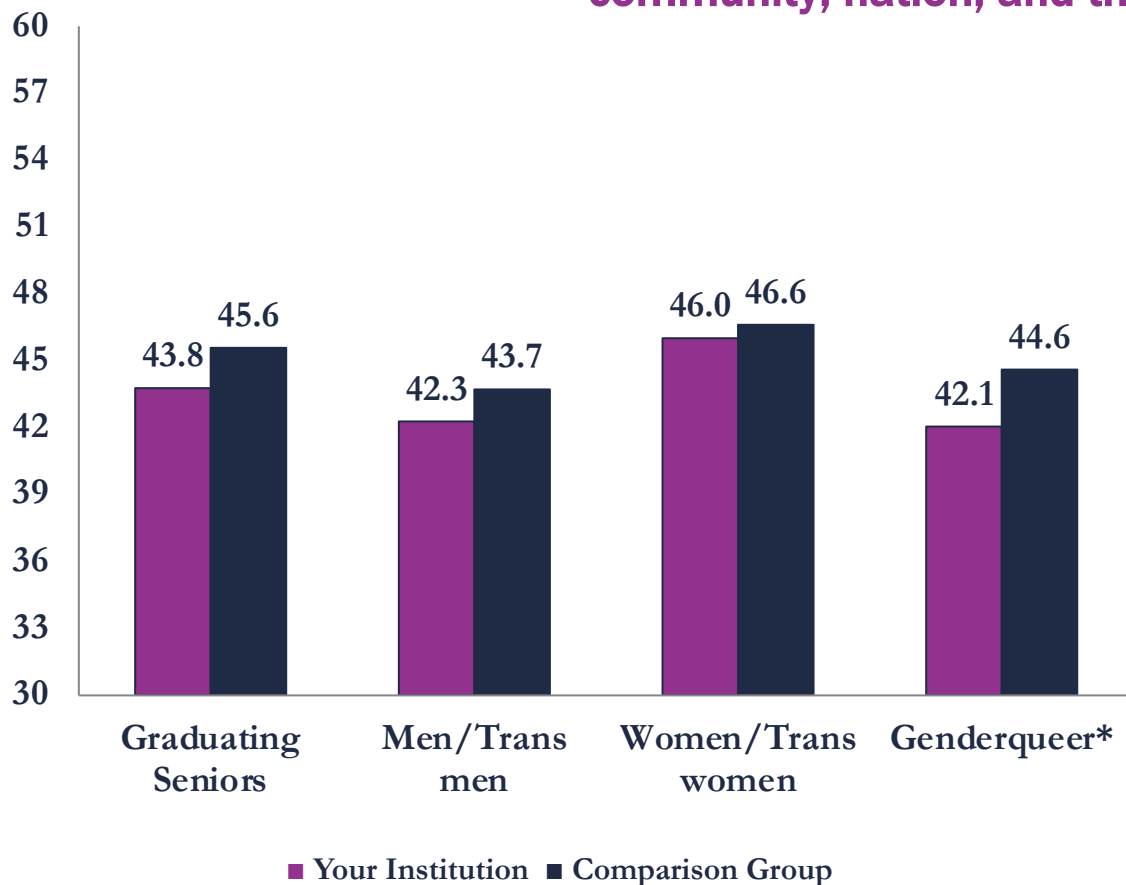
Construct Items

- Demonstrated for a cause (e.g., boycott, rally, protest)
- Worked on a local, state, or national political campaign
- Helped raise money for a cause or campaign
- Publicly communicated your opinion about a cause (e.g., blog, email, petition)
- Influencing social values
- Keeping up to date with political affairs

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Civic Awareness

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



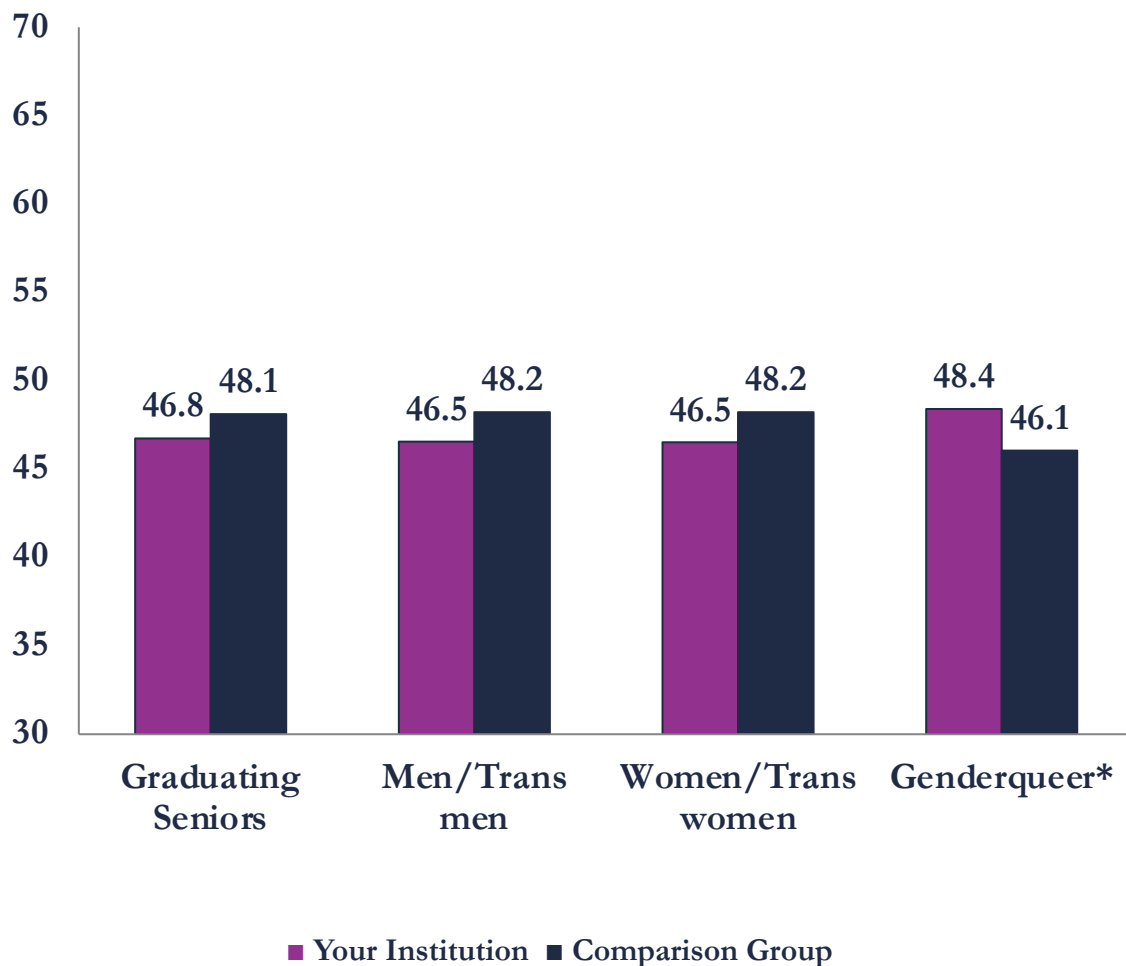
Construct Items

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

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Leadership

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



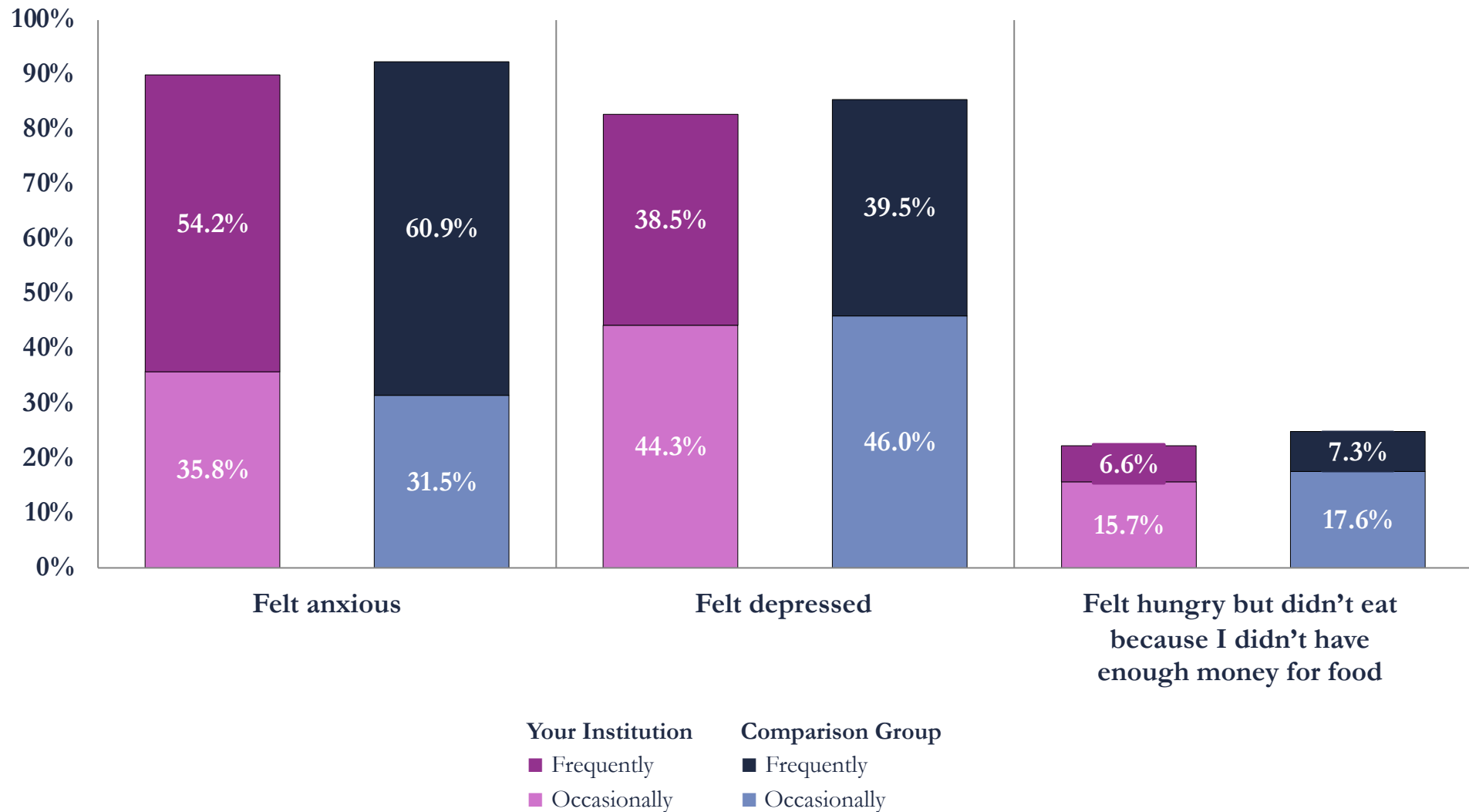
Construct Items

- 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

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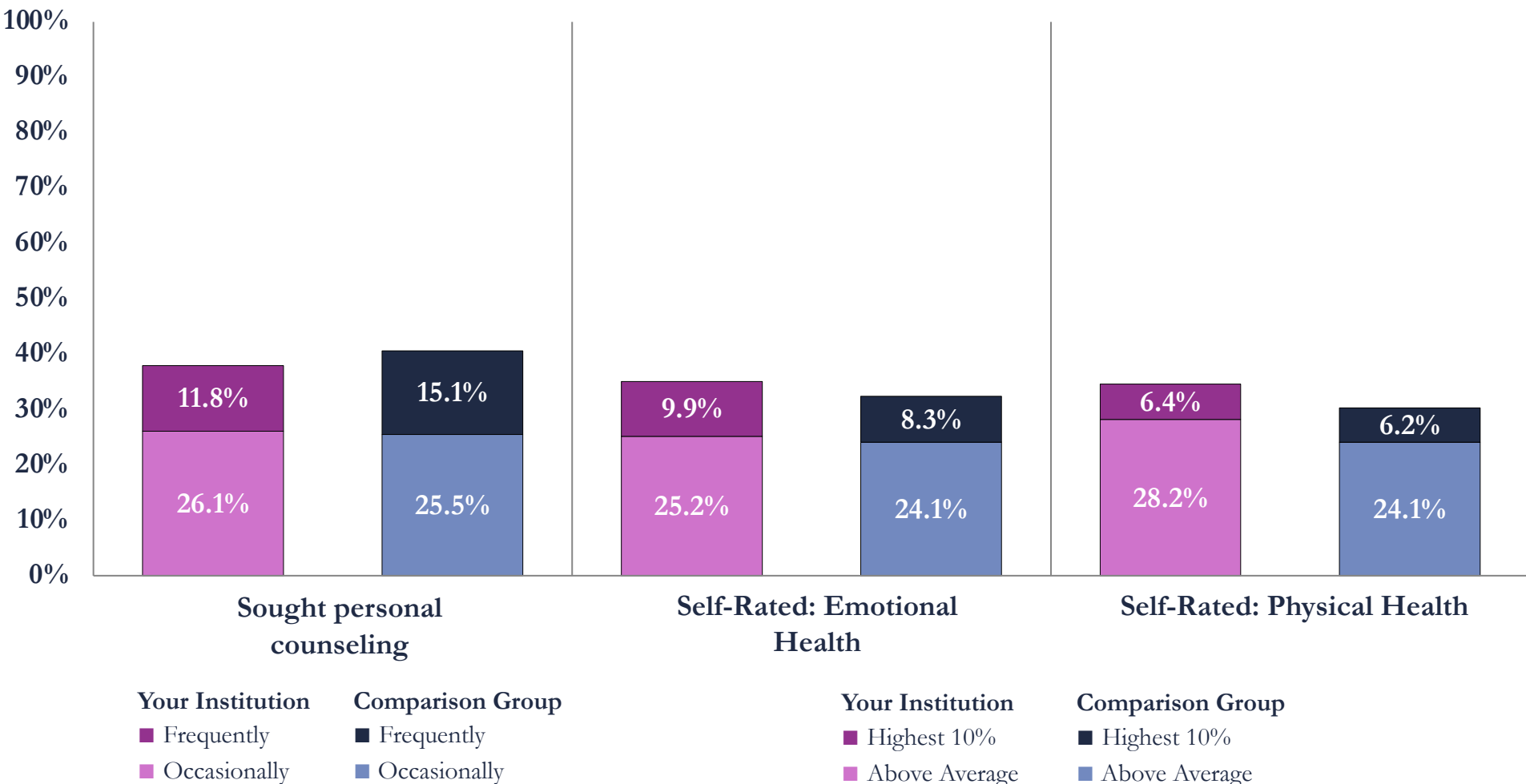
Health and Wellness

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.



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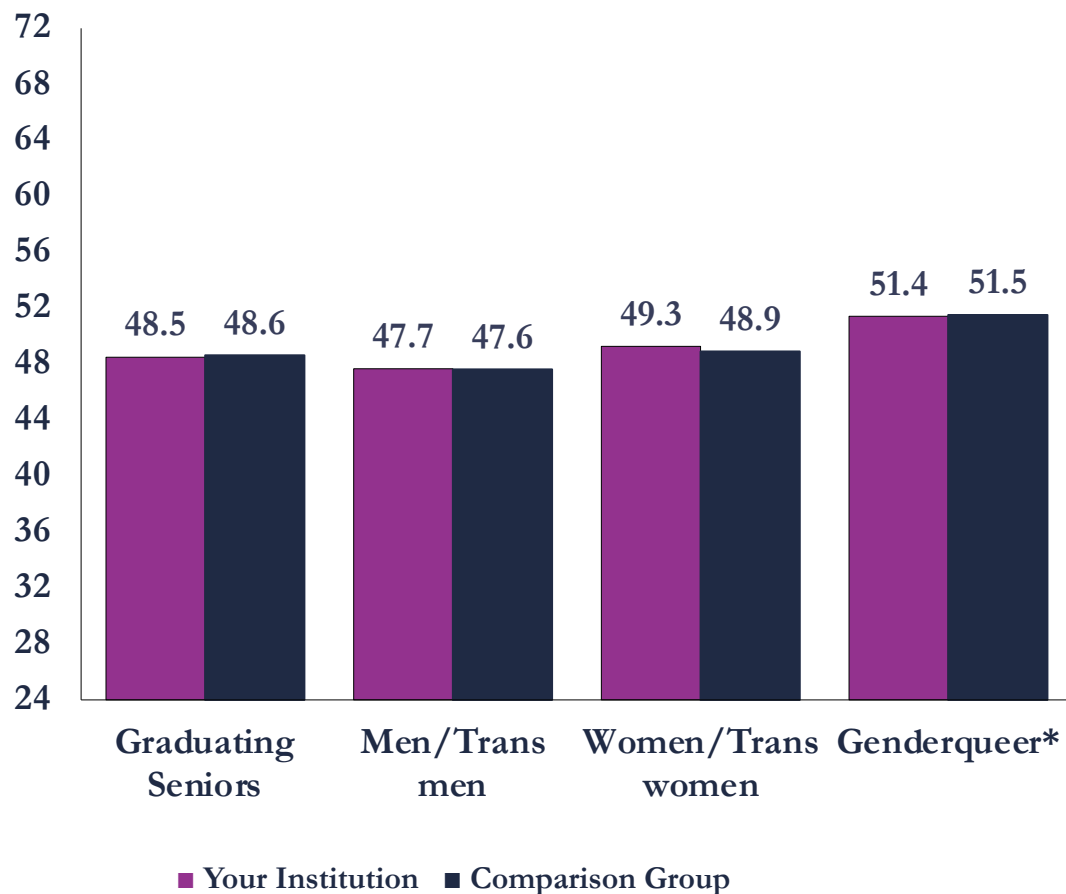


Diversity

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

Positive Cross-Racial Interaction

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.



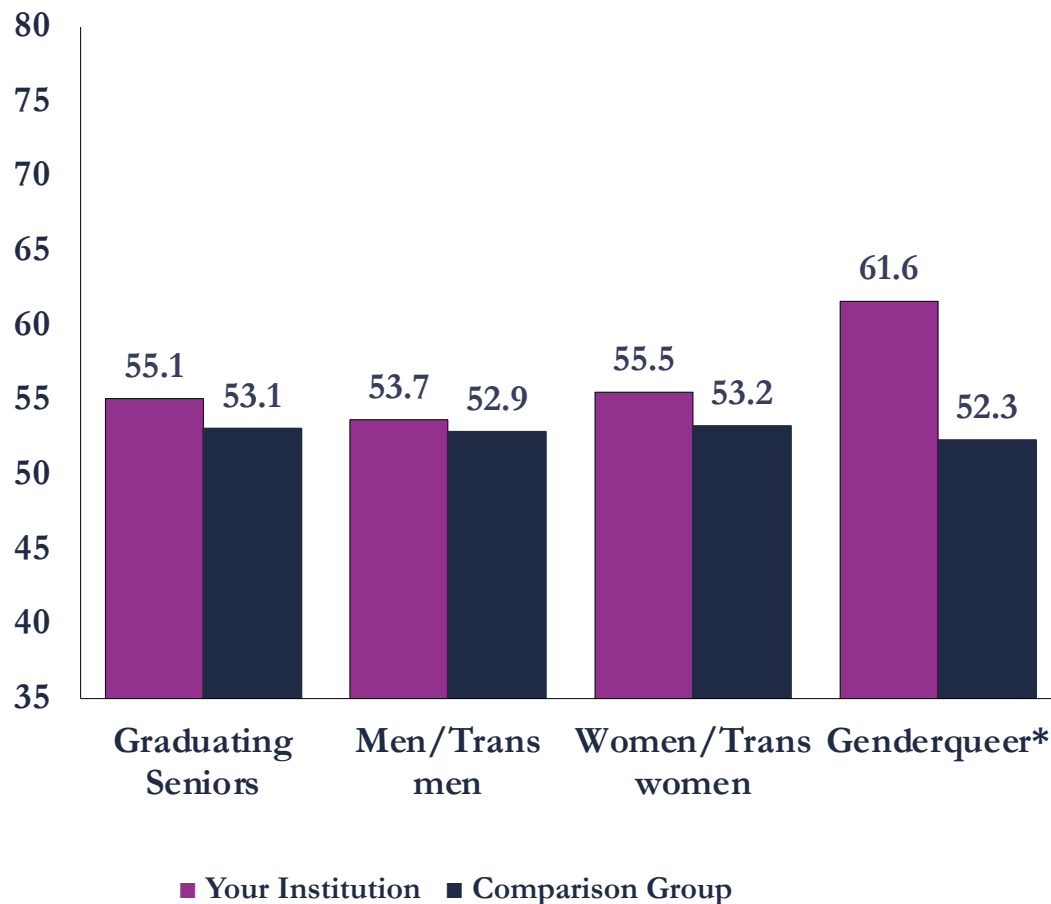
Construct Items

- Shared personal feelings and problems
- Had meaningful and honest discussions about race/ethnic relations outside of class
- Socialized or partied

* Includes non-binary, genderqueer, gender non-conforming, identity not listed above

Negative Cross-Racial Interaction

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.



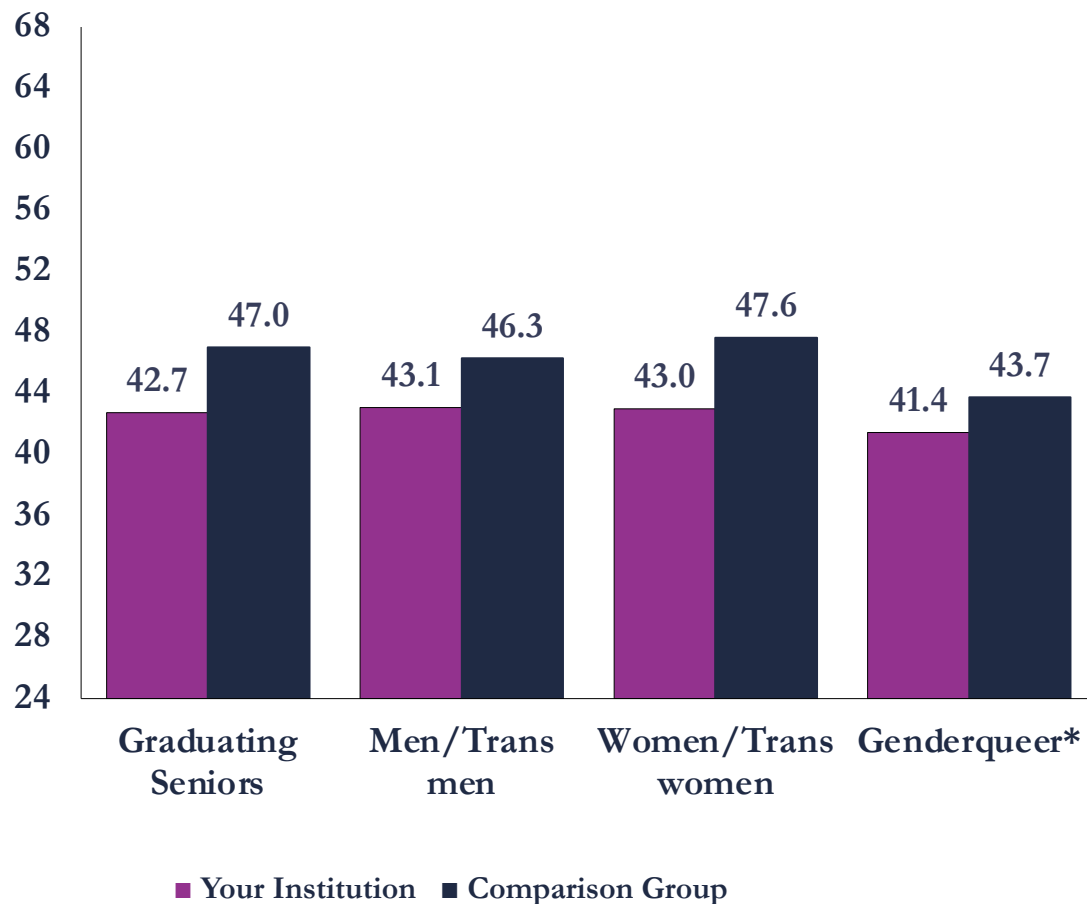
Construct Items

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

* Includes non-binary, genderqueer, gender non-conforming, identity not listed above

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.



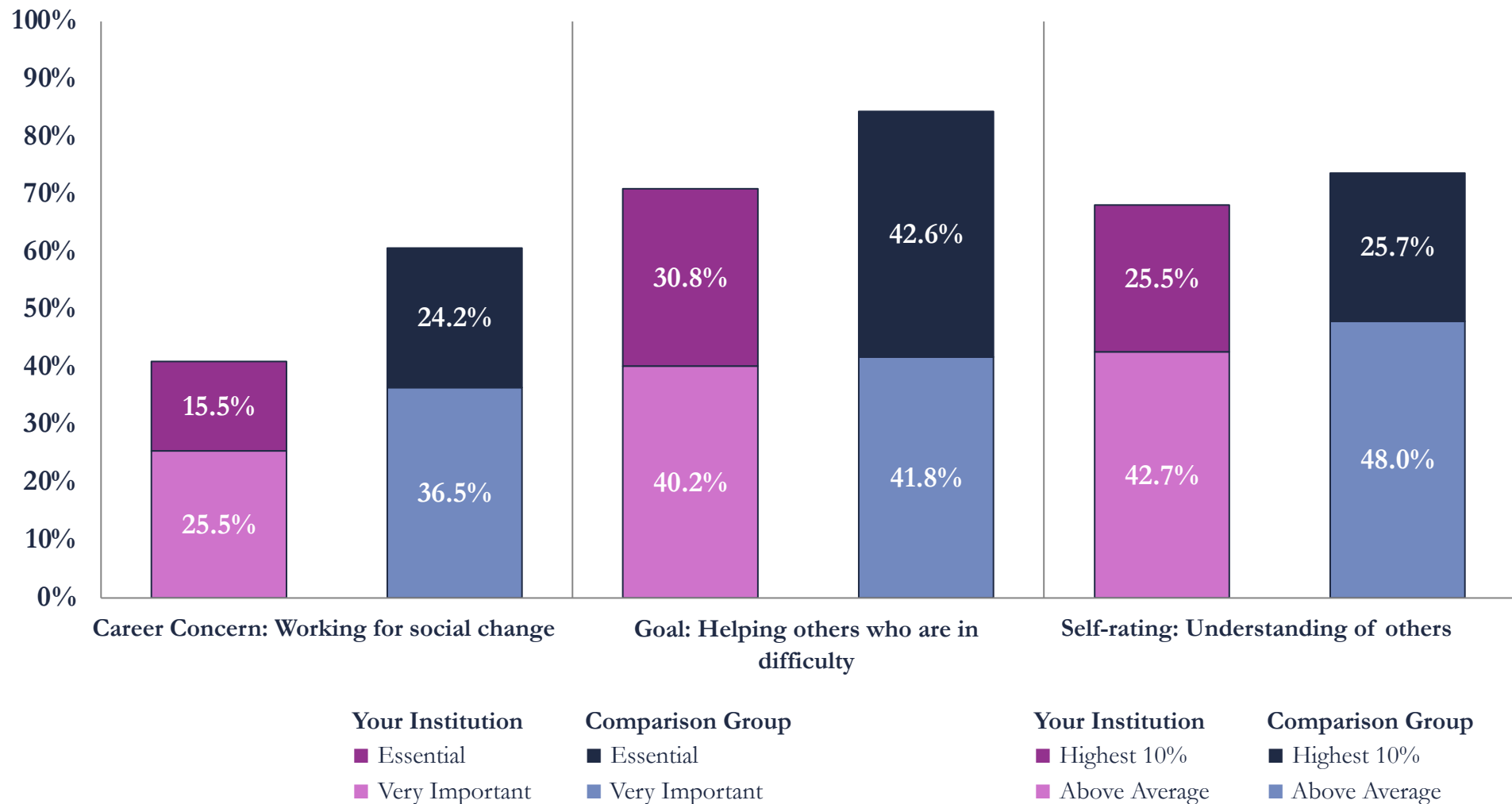
Construct Items

- I feel I am a member of this college
- I feel a sense of belonging to this campus
- I will give this college money as an alum
- If asked, I would recommend this college to others

* Includes non-binary, genderqueer, gender non-conforming, identity not listed above

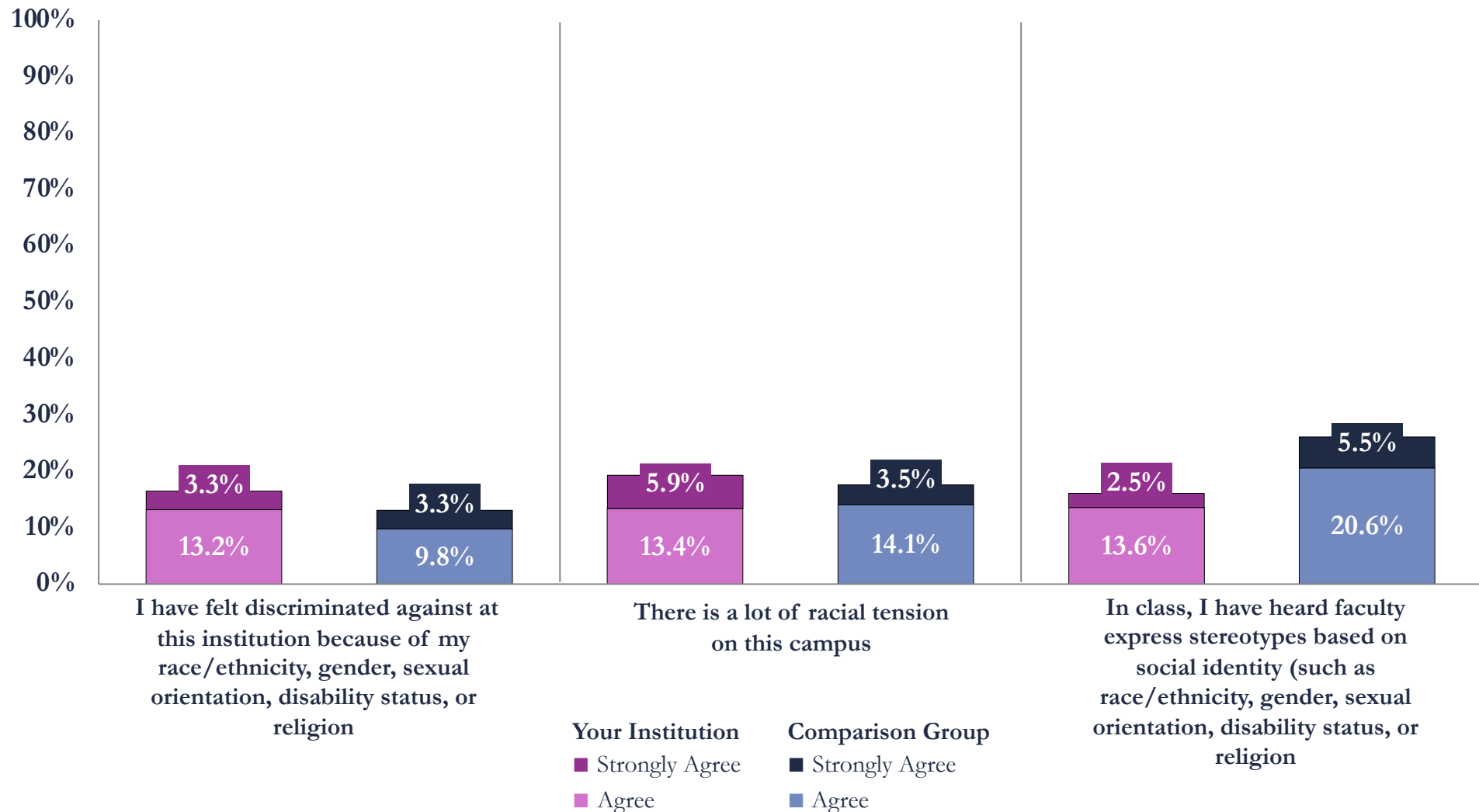
Diversity Outcomes

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



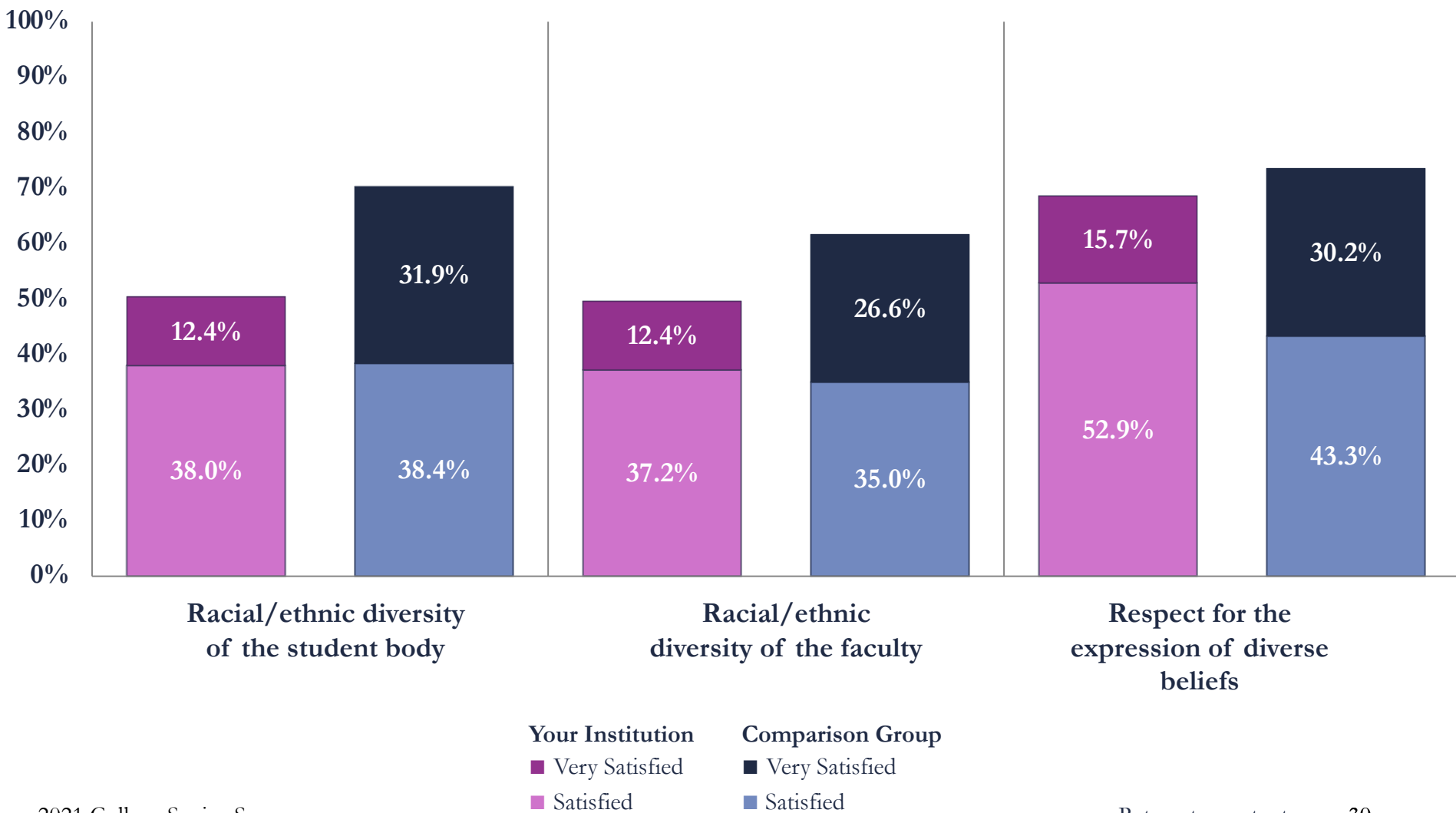
Campus Climate and Diversity

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



Satisfaction with Diversity

A diverse campus – including students, faculty, and ideas – has a powerful impact on the student experience. These items gauge students’ satisfaction with the diversity of faculty, student body, and beliefs.



Future Plans

This section describes students' degree aspirations and career plans.

Future Plans: Graduate/ Professional School

<u>Planned Primary Activity Fall 2021</u>	Your Institution	Comparison Group
Attend graduate/professional school full-time	33.3%	33.6%
Attend graduate/professional school part-time	9.1%	11.5%
 <u>Current State of Educational Plans</u>		
Accepted and will be attending in fall	28.2%	20.1%
Accepted and deferred admission until a later date	1.8%	1.6%
Placed on waiting list, no acceptances	0.9%	1.2%
Still awaiting responses, no acceptances	3.6%	7.3%
Will be applying this coming fall	6.4%	15.5%
Not applying this fall, but might apply at a future date	40.0%	39.2%
No plans to apply to school now or in the future	19.1%	15.0%

Future Plans: Employment

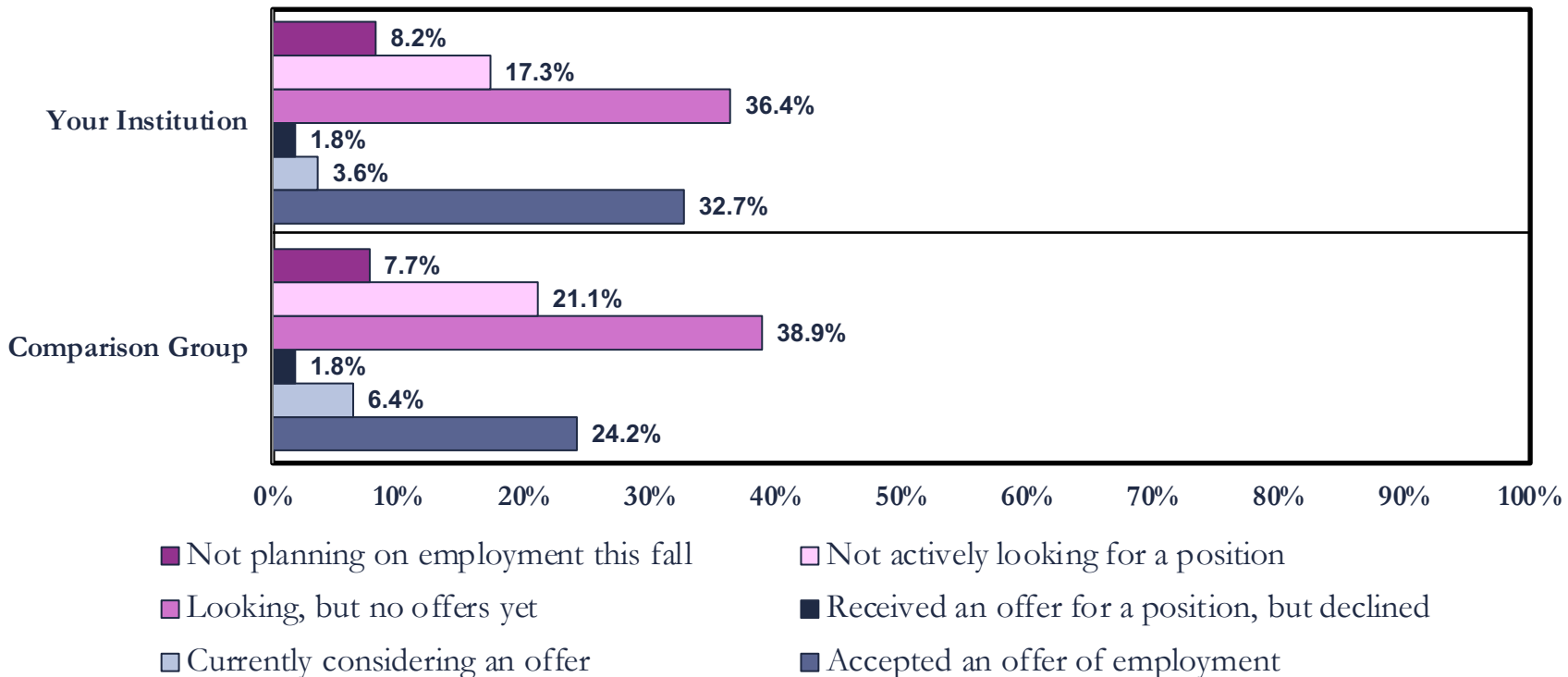
Planned Primary Activity Fall 2021

Working full-time

Working part-time

Your Inst	Comp Group
58.9%	69.0%
39.1%	35.7%

Current state of employment plans



Future Plans

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	4.3%	3.9%	Health professional	8.0%	9.7%
Business	8.0%	9.6%	Homemaker (full-time)	0.0%	0.0%
Business (Clerical)	0.7%	0.2%	Lawyer	4.3%	1.6%
Clergy	0.0%	0.0%	Military (career)	0.0%	0.1%
Educators	4.3%	6.6%	Nurse	0.7%	2.9%
Education Administrator	2.2%	0.9%	Research Scientist	13.8%	9.0%
Doctor (MD, DDS or DVM)	6.5%	14.2%	Social Welfare/Rec Worker	0.7%	3.2%
Engineer	21.7%	12.6%	Skilled worker	0.0%	0.4%
IT Professional	8.7%	8.2%	Other choice	8.7%	10.0%
Farmer or forester	0.0%	0.4%	Undecided	7.2%	6.4%

Future Plans

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

(Percentages responding “Essential” or “Very Important” responses)

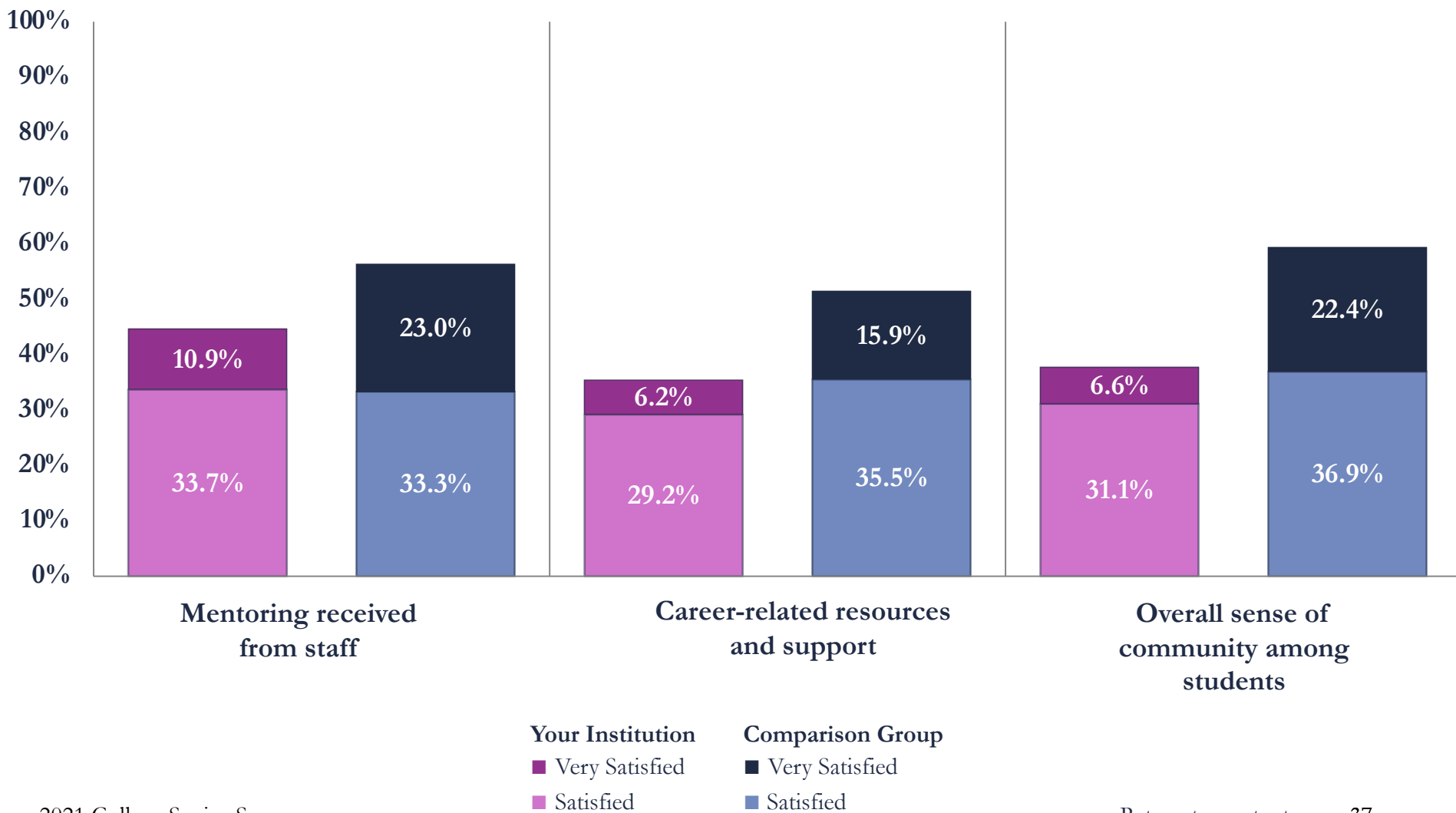
	Your Institution	Comparison Group
Work/Life balance	85.5%	89.2%
Stable, secure future	93.6%	92.0%
Availability of jobs	77.3%	82.8%
Ability to pay off debt	71.5%	75.3%
Leadership potential	51.8%	58.3%
Expression of personal values	56.4%	71.5%
Creativity and initiative	51.3%	60.4%
High income potential	77.4%	71.1%
Working for social change	41.0%	60.7%
Social recognition or status	30.0%	31.8%
Connection to college major	44.1%	59.4%

Satisfaction

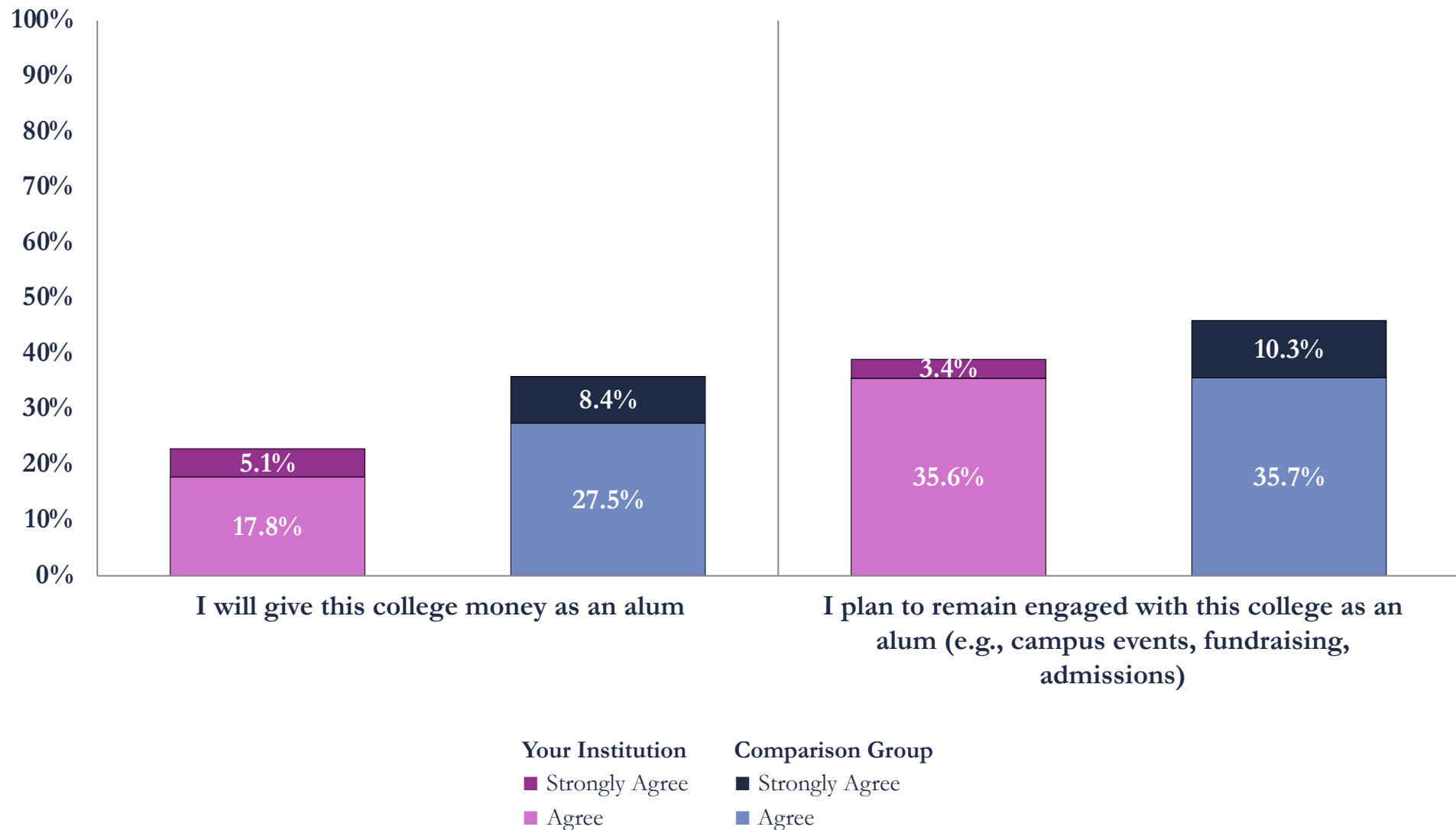
Understanding how students perceive their college experience identifies areas that are working well and sheds light on those that need improvement.

Satisfaction with Services and Community

The support students receive and their community are critical to shaping their college experience.



Alumni Engagement

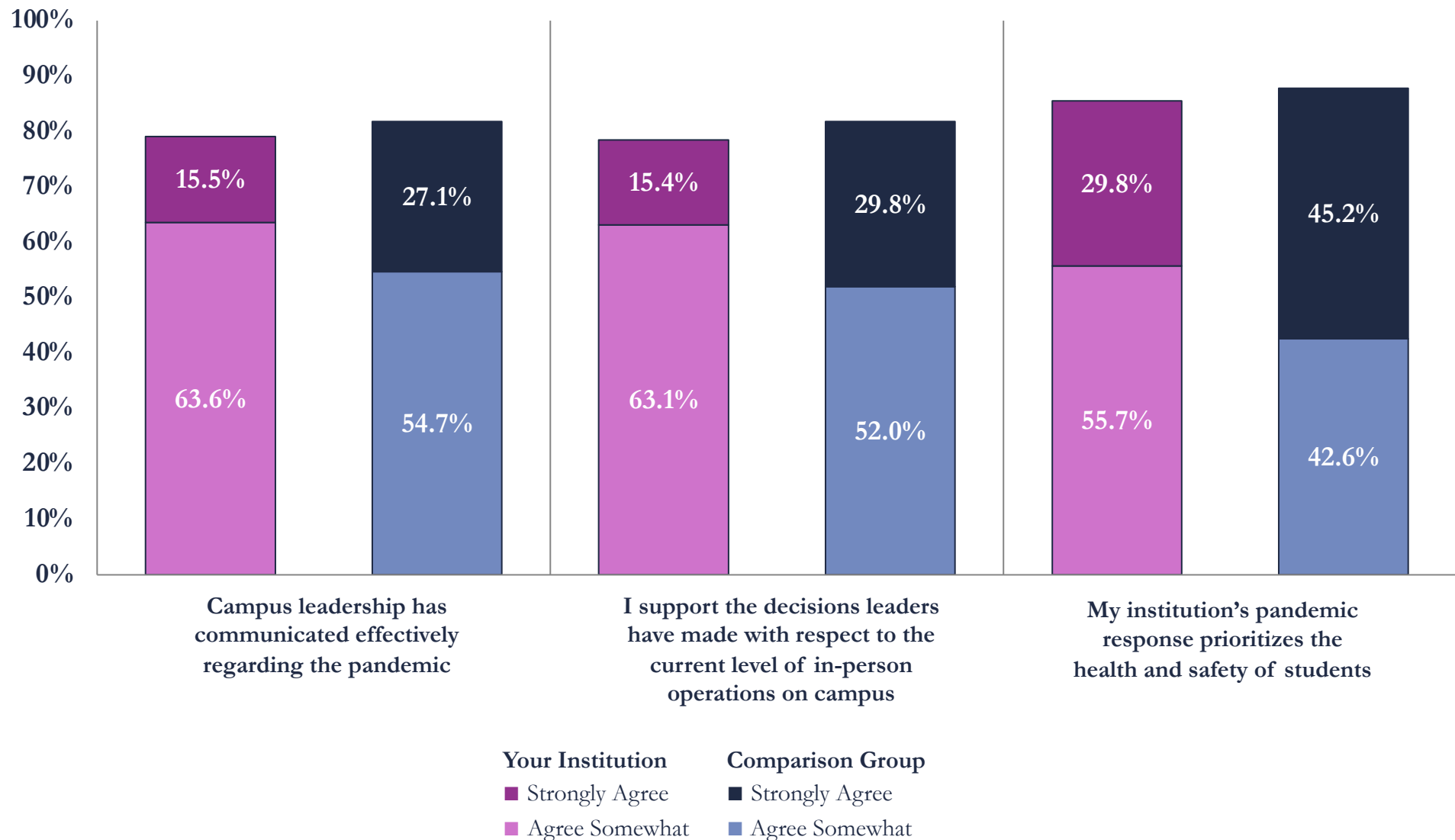


COVID-19 Pandemic

Understanding how both colleges and students have responded to the COVID-19 pandemic is essential to having a more complete picture of how these seniors experienced their final two years of college.

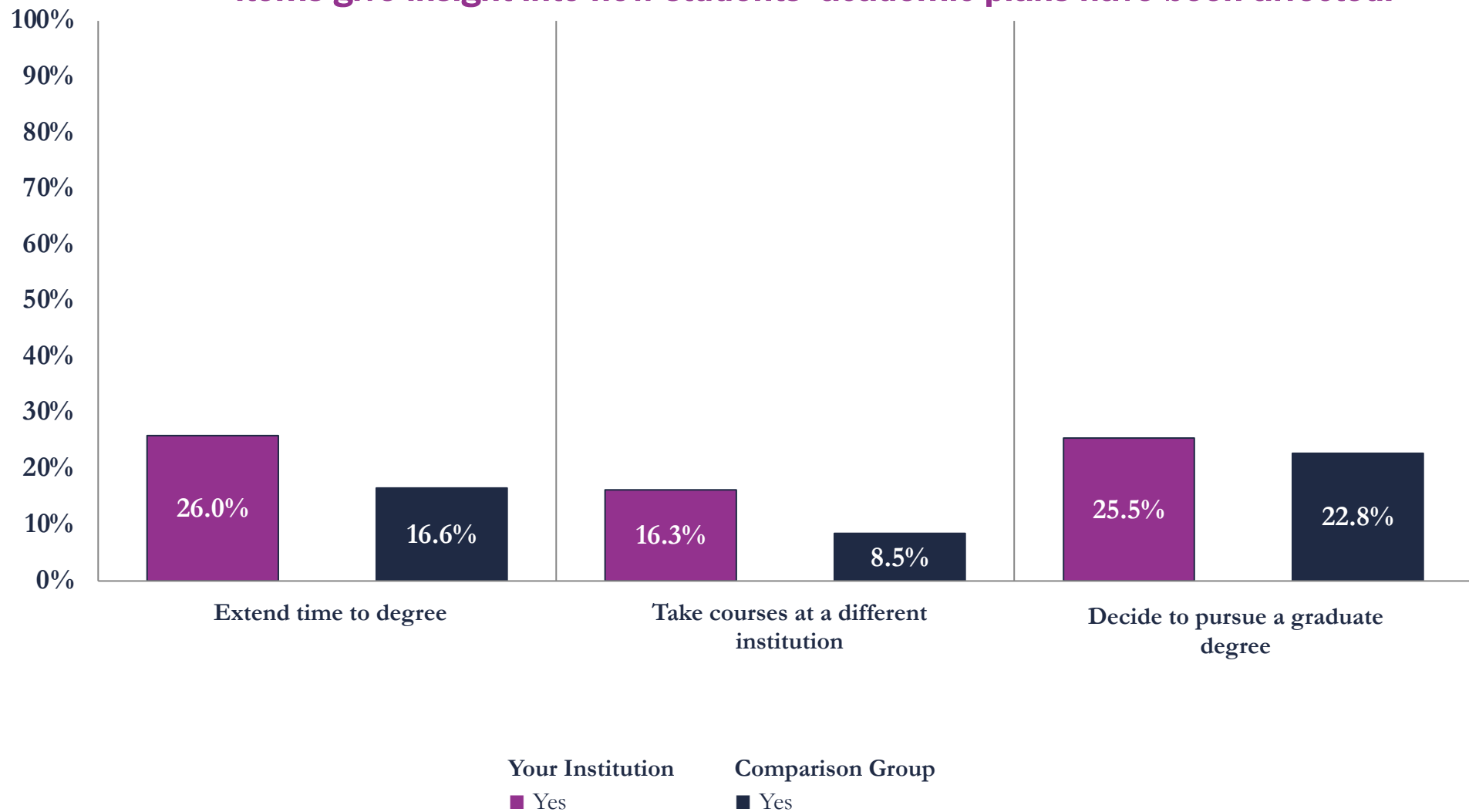
Agreement with Institutional Response

These items gauge the extent to which students agree with their institution's response to the COVID-19 pandemic.



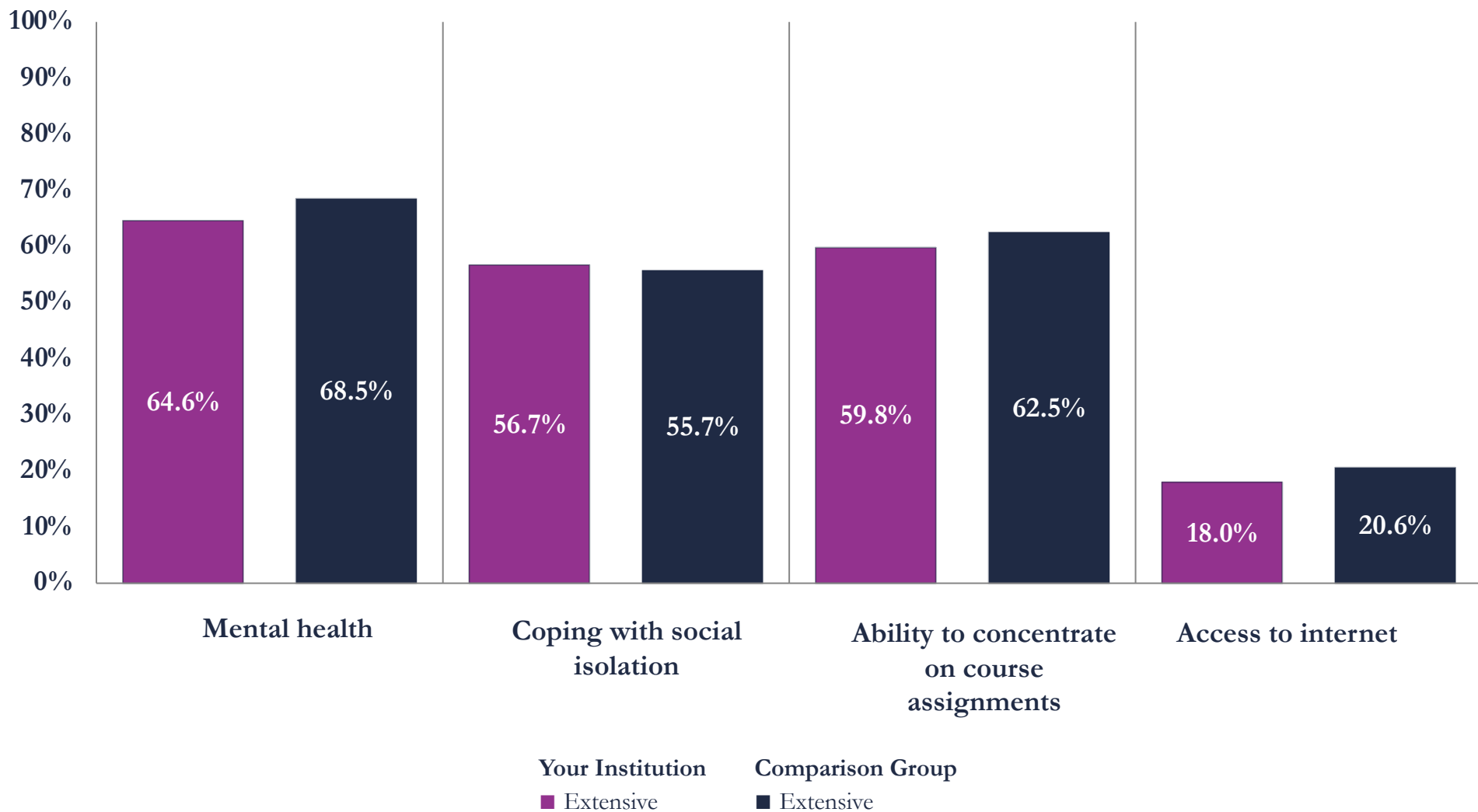
Academic Decisions

The COVID-19 pandemic has altered some students' academic journeys. These items give insight into how students' academic plans have been affected.



Sources of Stress

Many sources of stress have become more salient during the pandemic.



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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