

**University of California-San Diego**  
**College Senior Survey**  
**2023 Results**

**Graduating Seniors**

**University of California-San Diego**  
**N=594**

**Public Universities**  
**N=1,616**

# THE COLLEGE EXPERIENCE

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

- Academic outcomes and experiences
- Co-curricular outcomes and 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

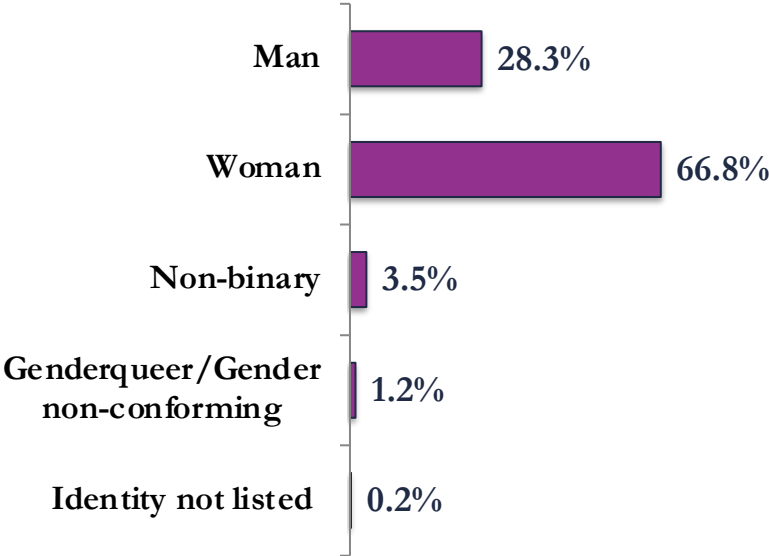
Constructs statistically aggregate questions from CIRP surveys that tap into key features of the college experience. These student traits and institutional practices contribute to learning and development in college.

## Longitudinal Constructs

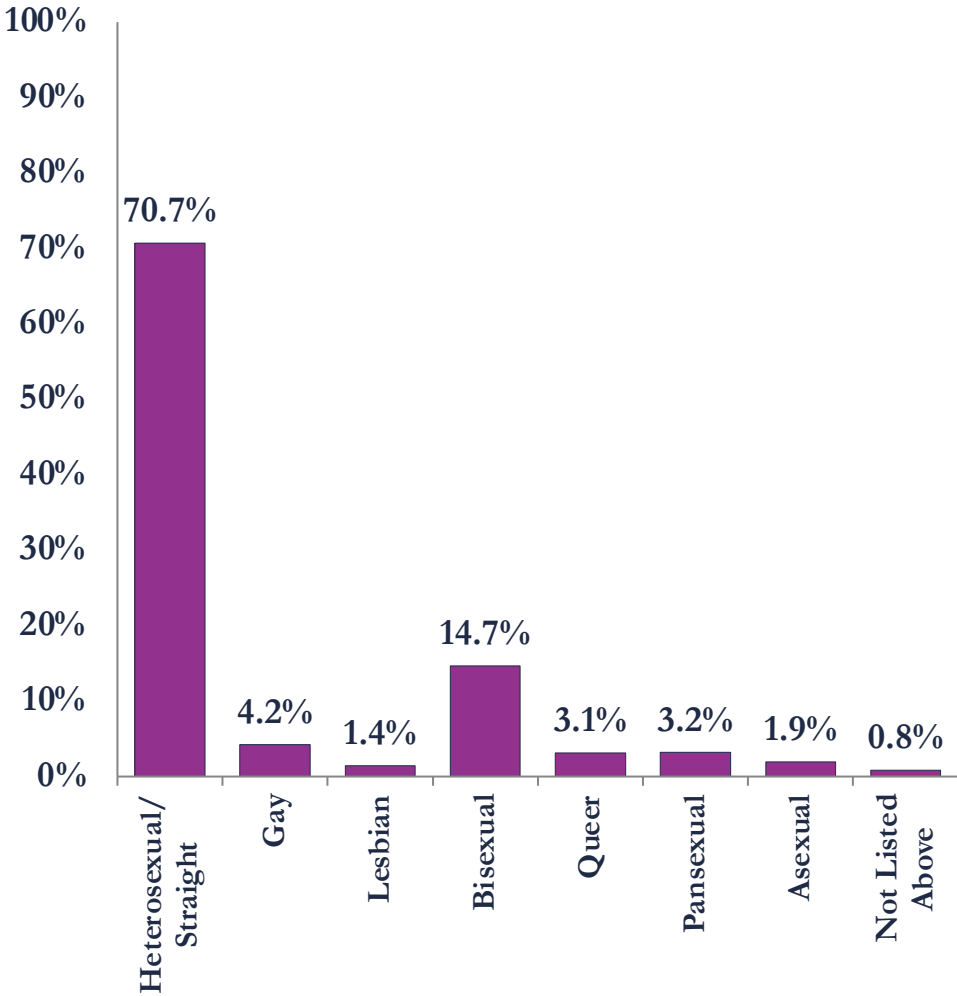
Constructs that are included on both the CIRP Freshman Survey (TFS) and College Senior Survey (CSS) measure change over time for students who took both surveys.

# Demographics

## Gender Identity

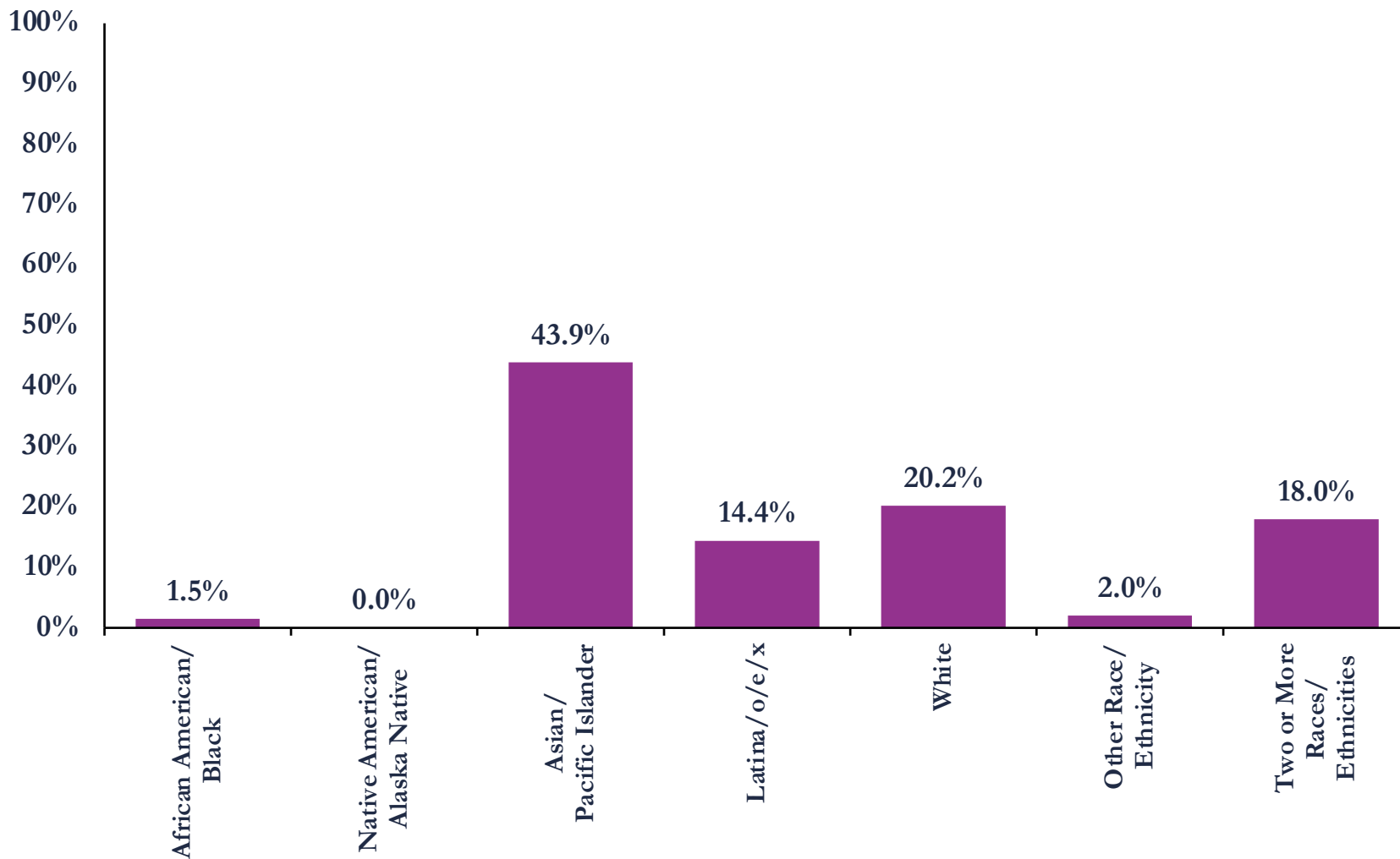


## Sexual Orientation



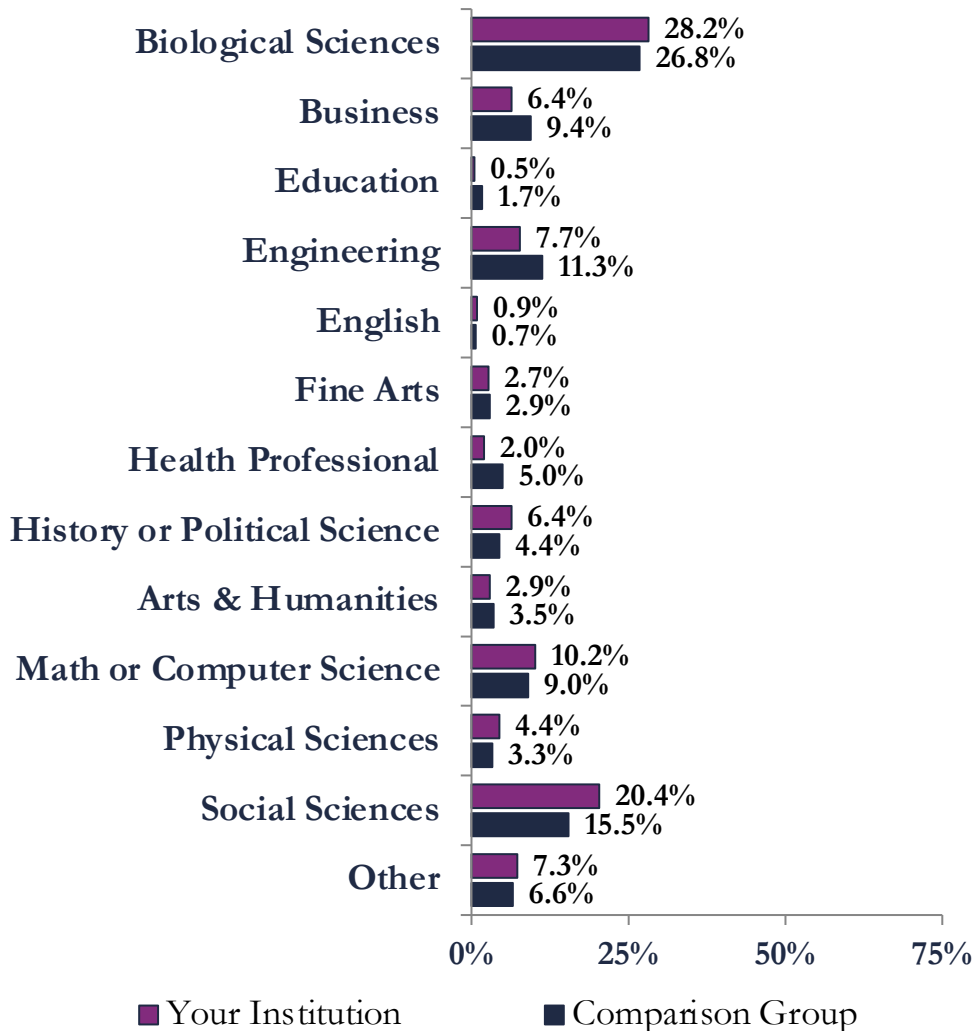
# Demographics

## Race/Ethnicity

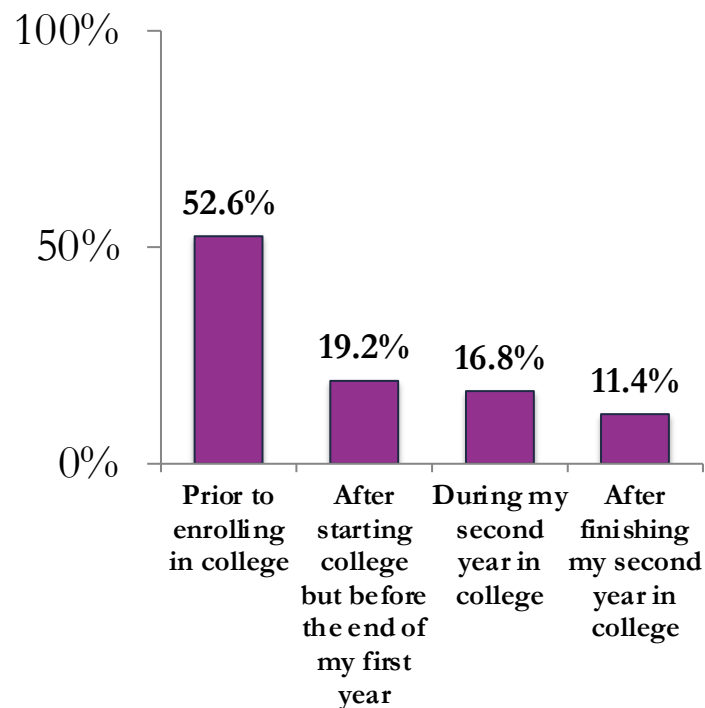


# Demographics

## Primary Major (Aggregated)



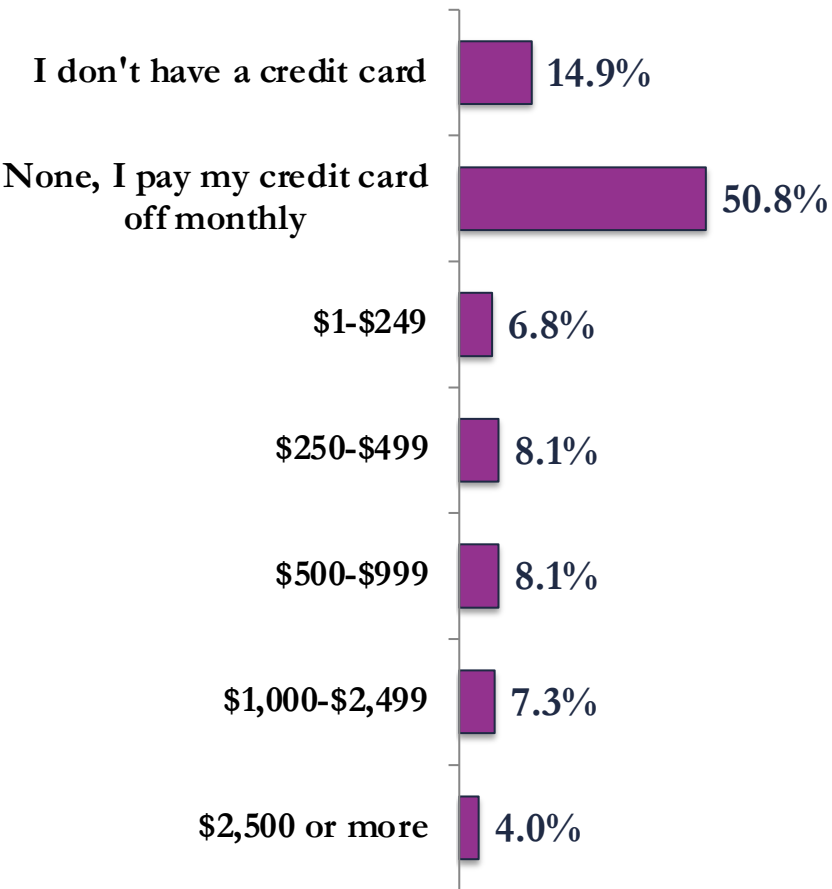
## When did you decide to pursue your current academic major?



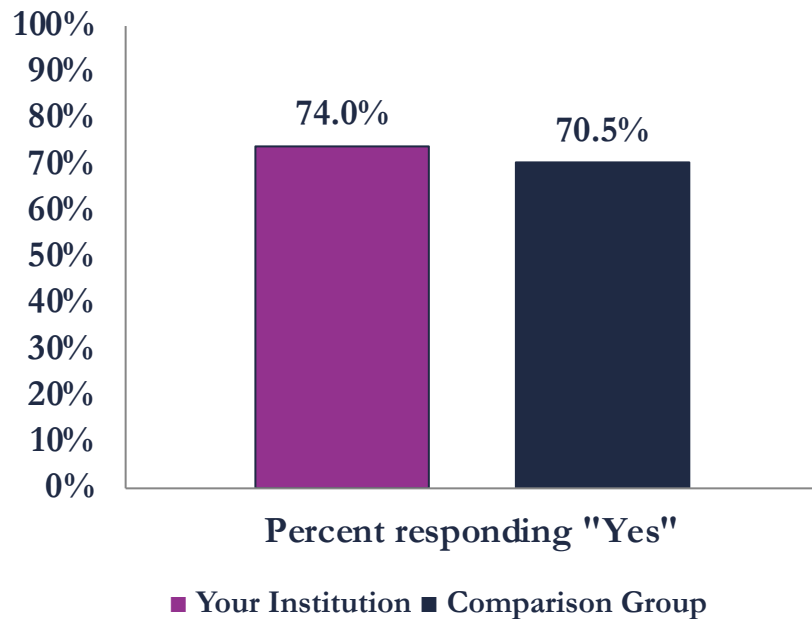
# Demographics

## Finances

### Monthly Credit Card Debt



### Borrowed money to help pay for college



### Median Amount Borrowed

Your Institution	\$15,000
Comparison Group	\$20,000

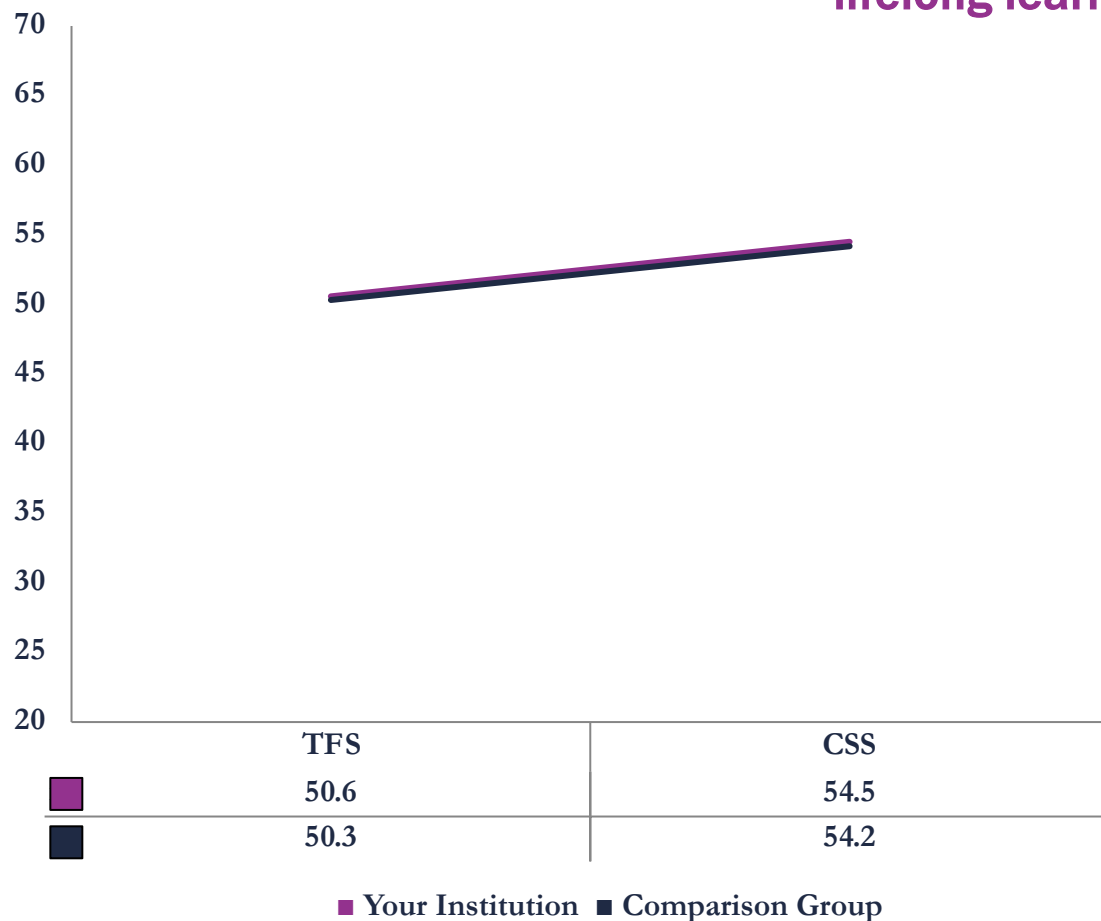


# Academic Outcomes and Experiences

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.*



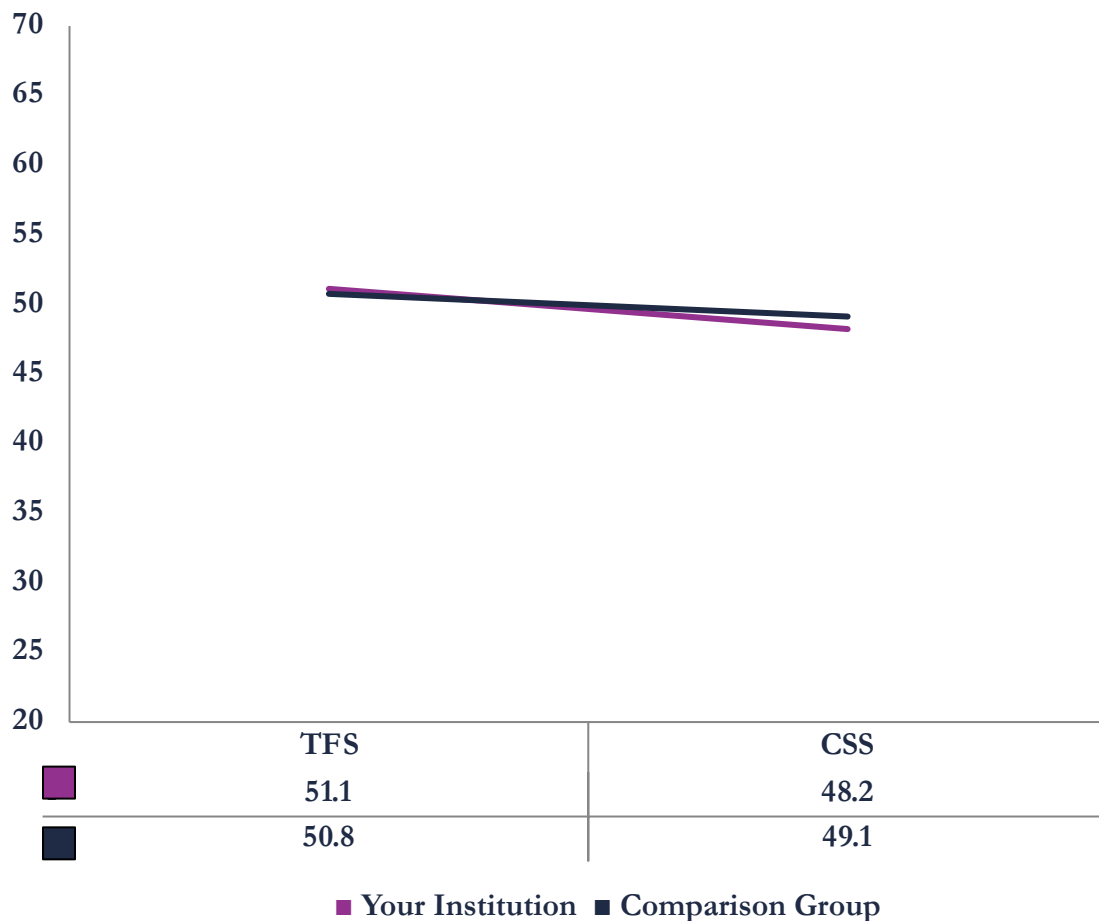
## Construct Items

- 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.



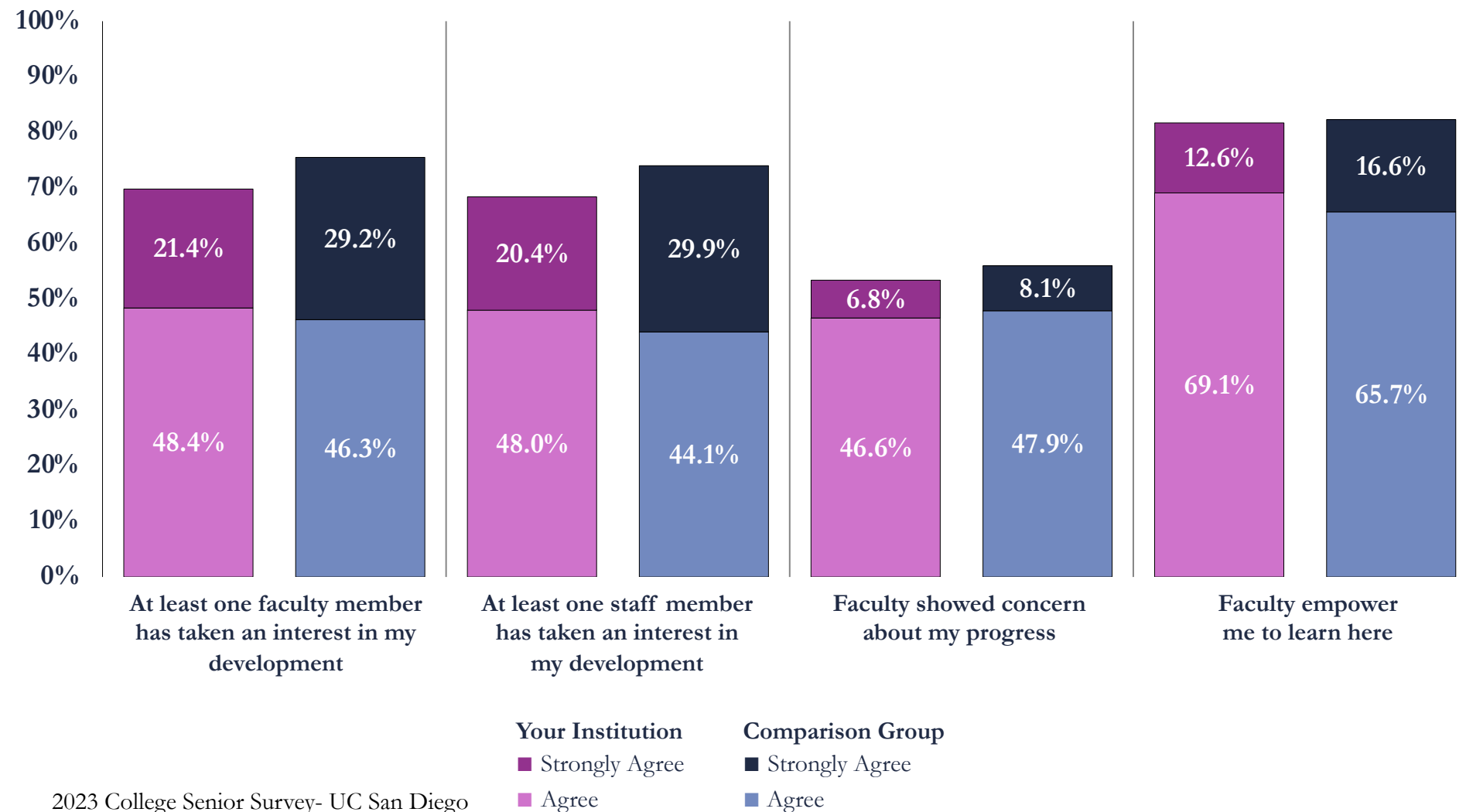
## Construct Items

- 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

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

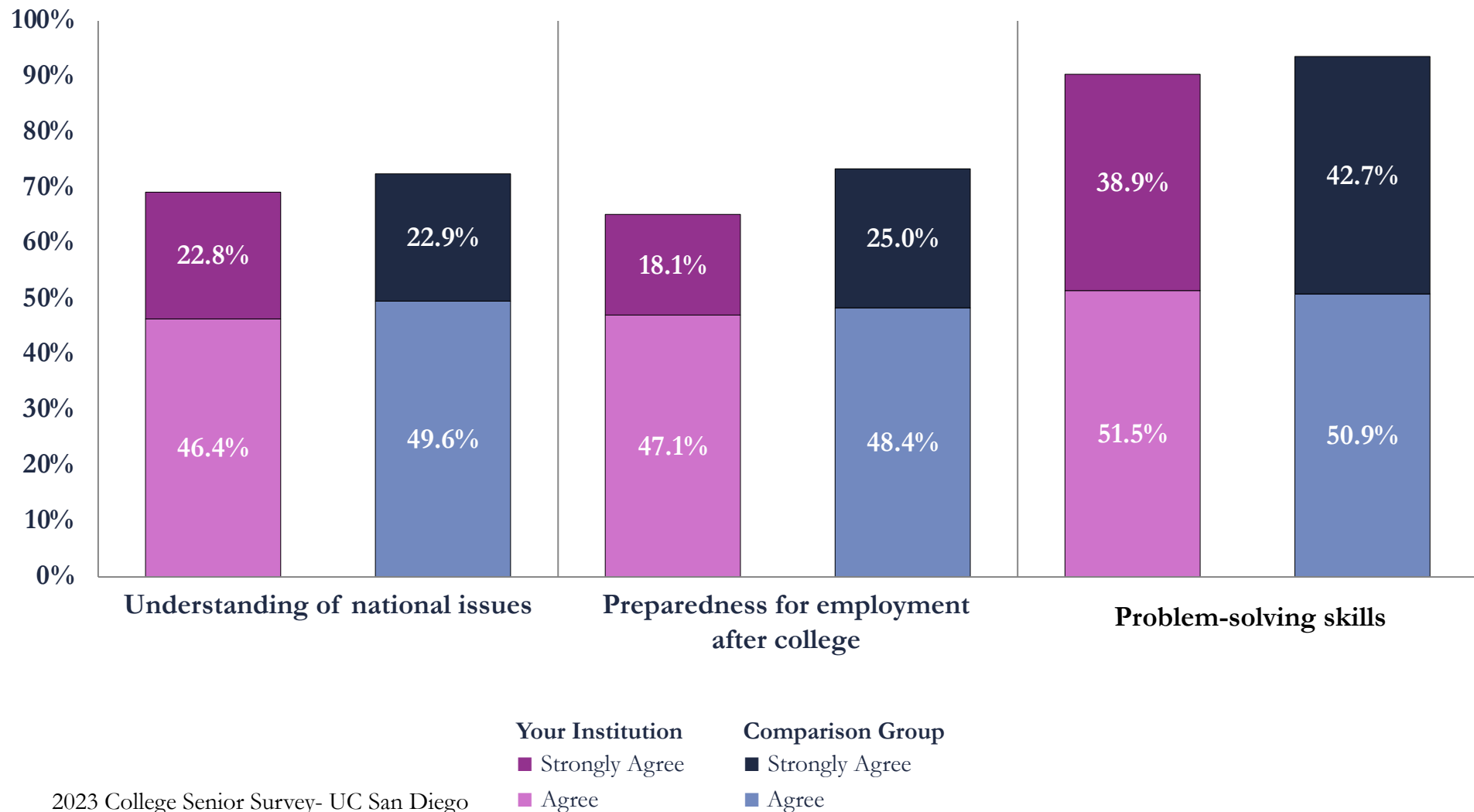
# General Interpersonal Validation

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



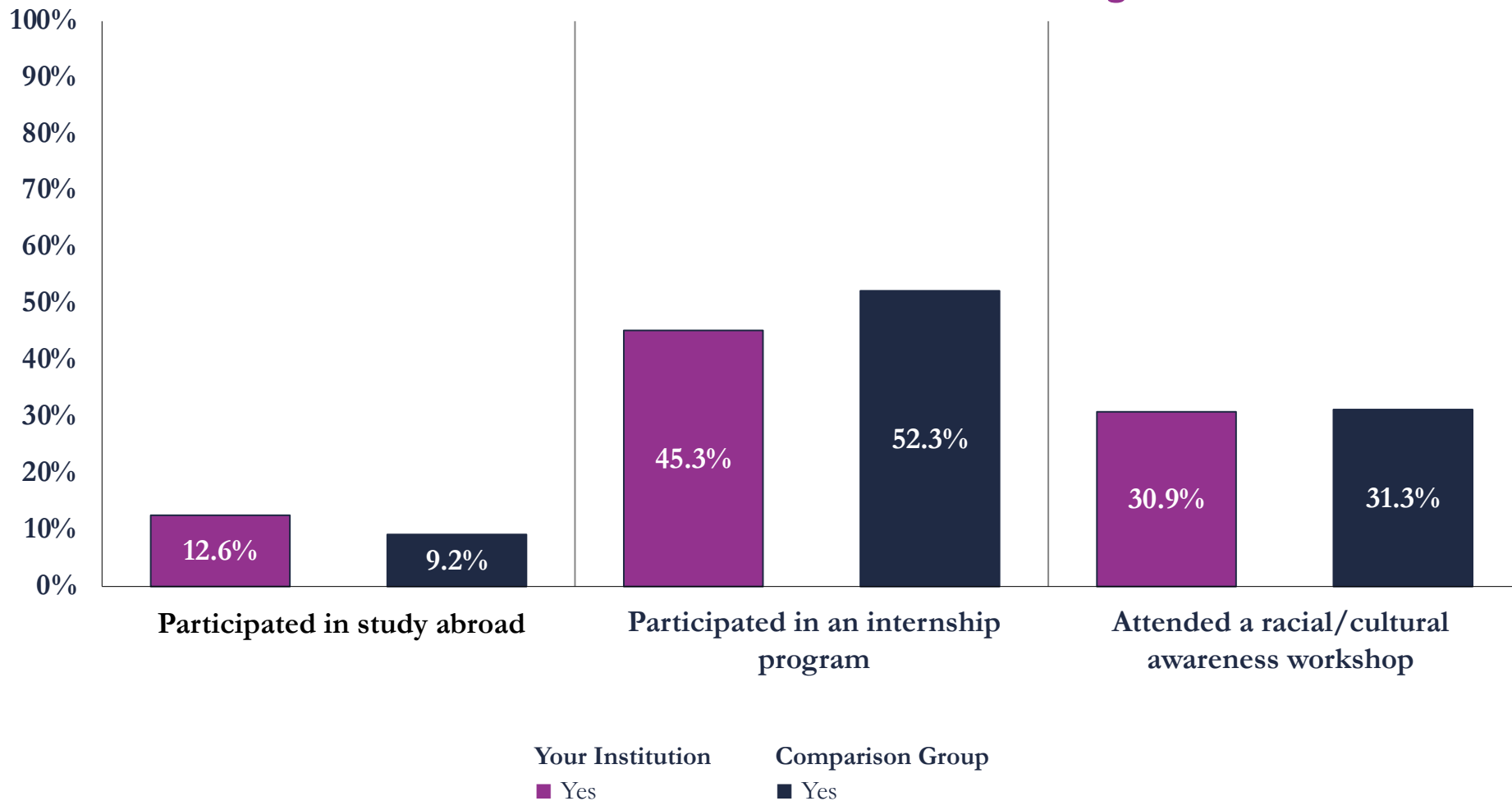
# Academic Outcomes

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



# 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.



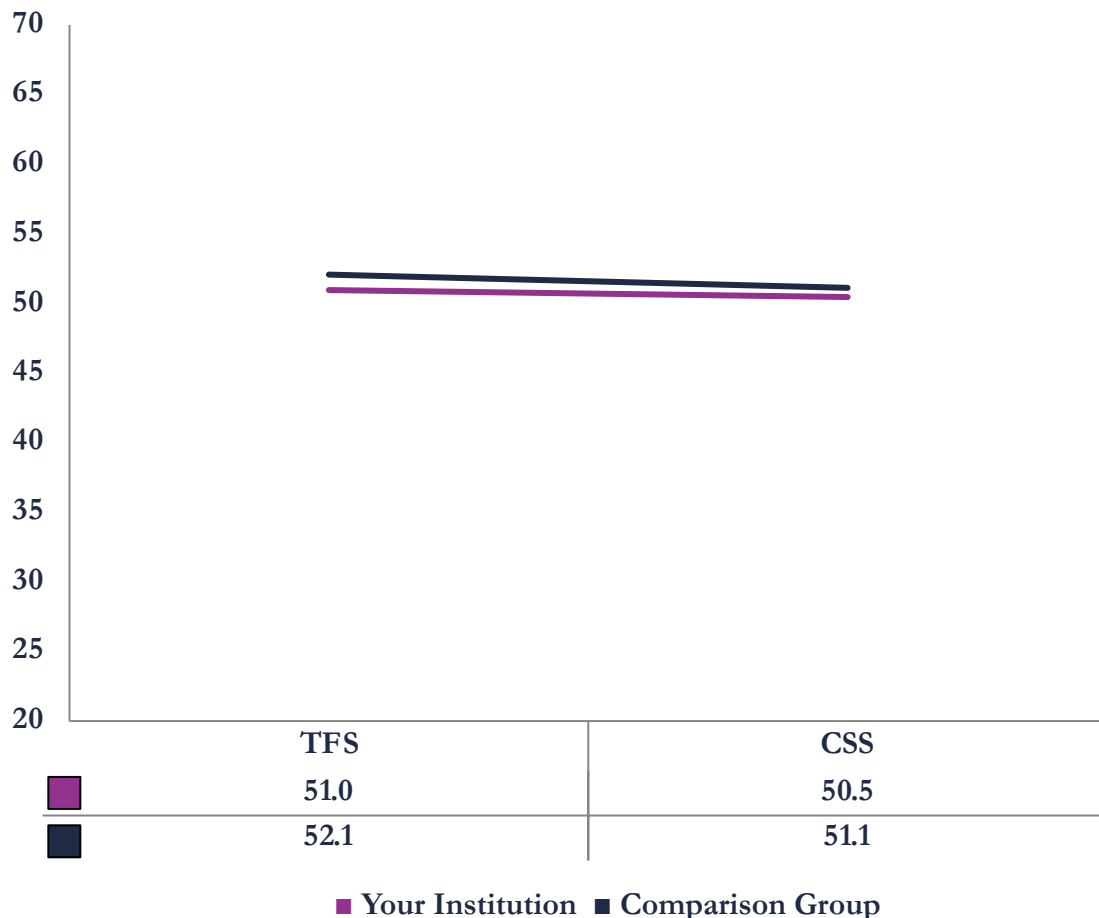


# Co-Curricular Outcomes and Experiences

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.

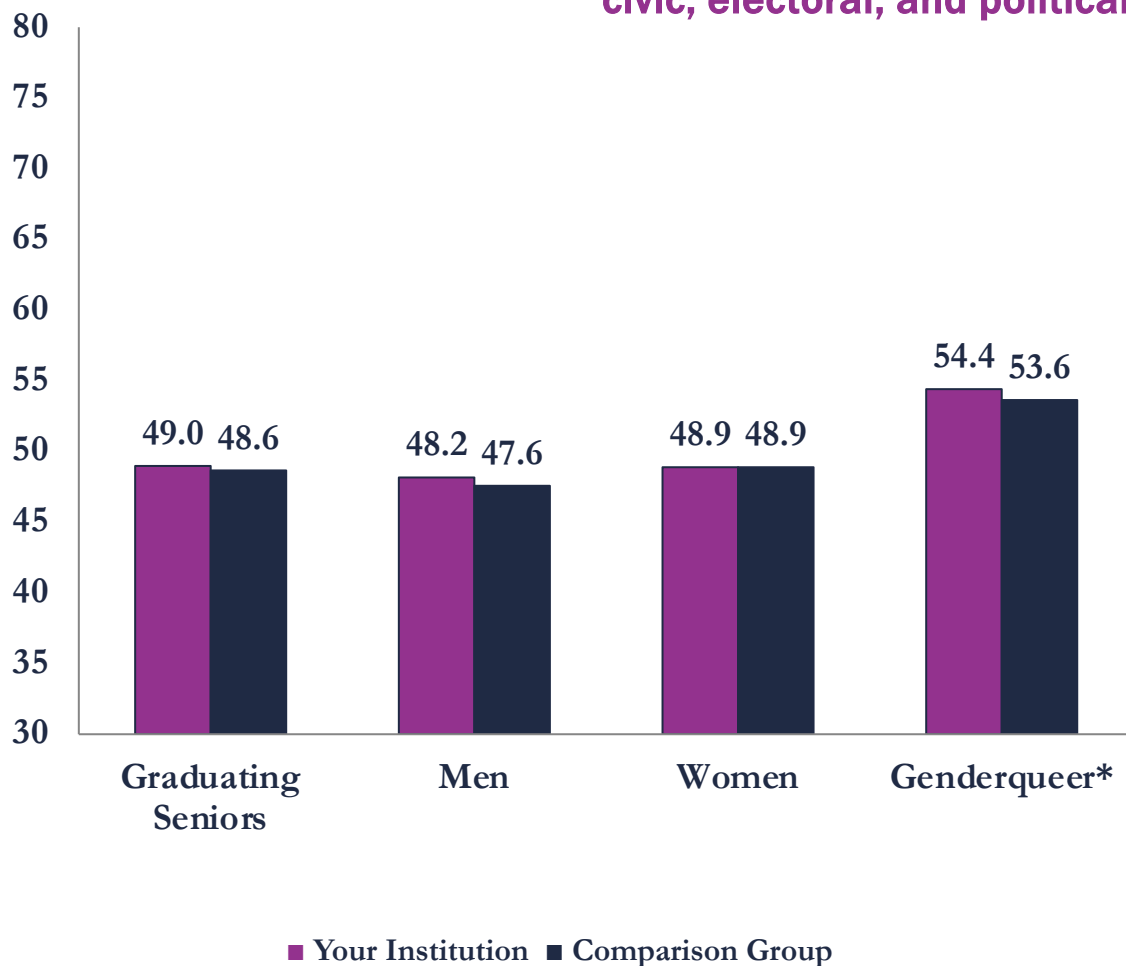


## Construct Items

- 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.



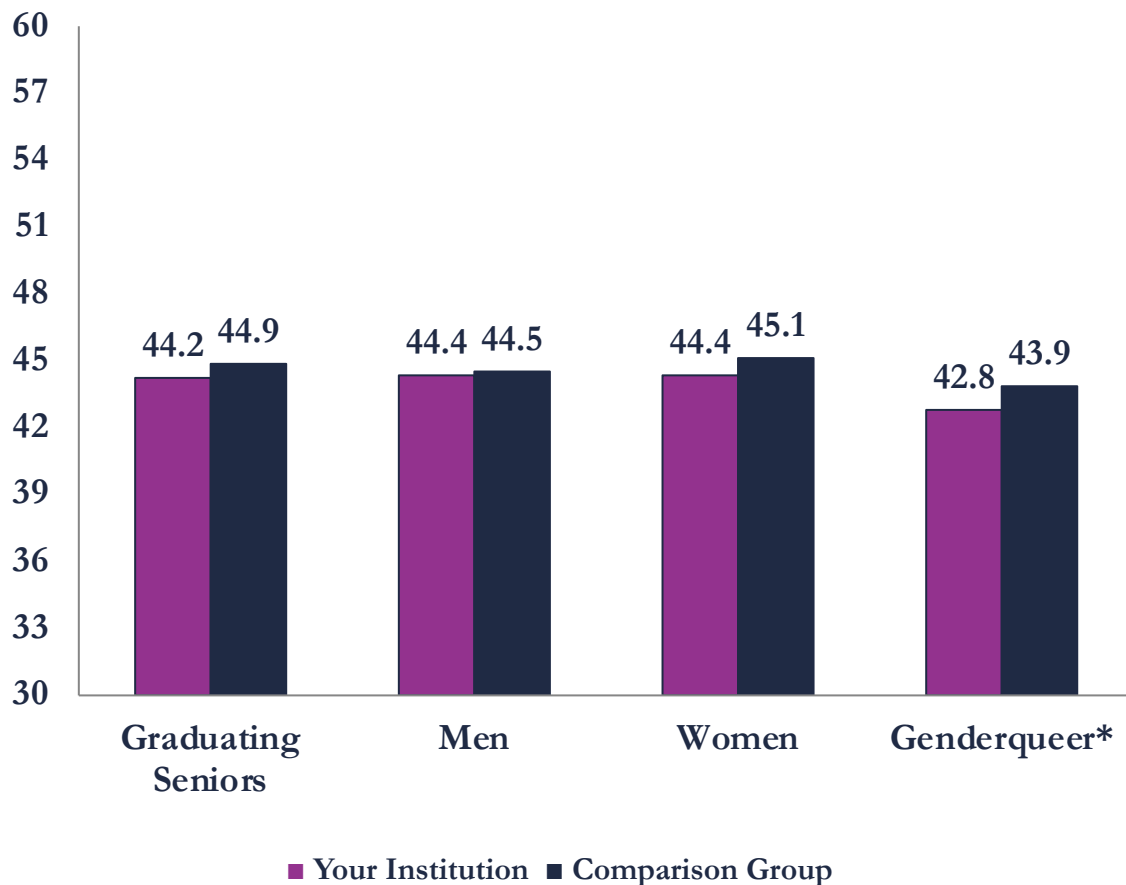
## Construct Items

- 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

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

# 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.



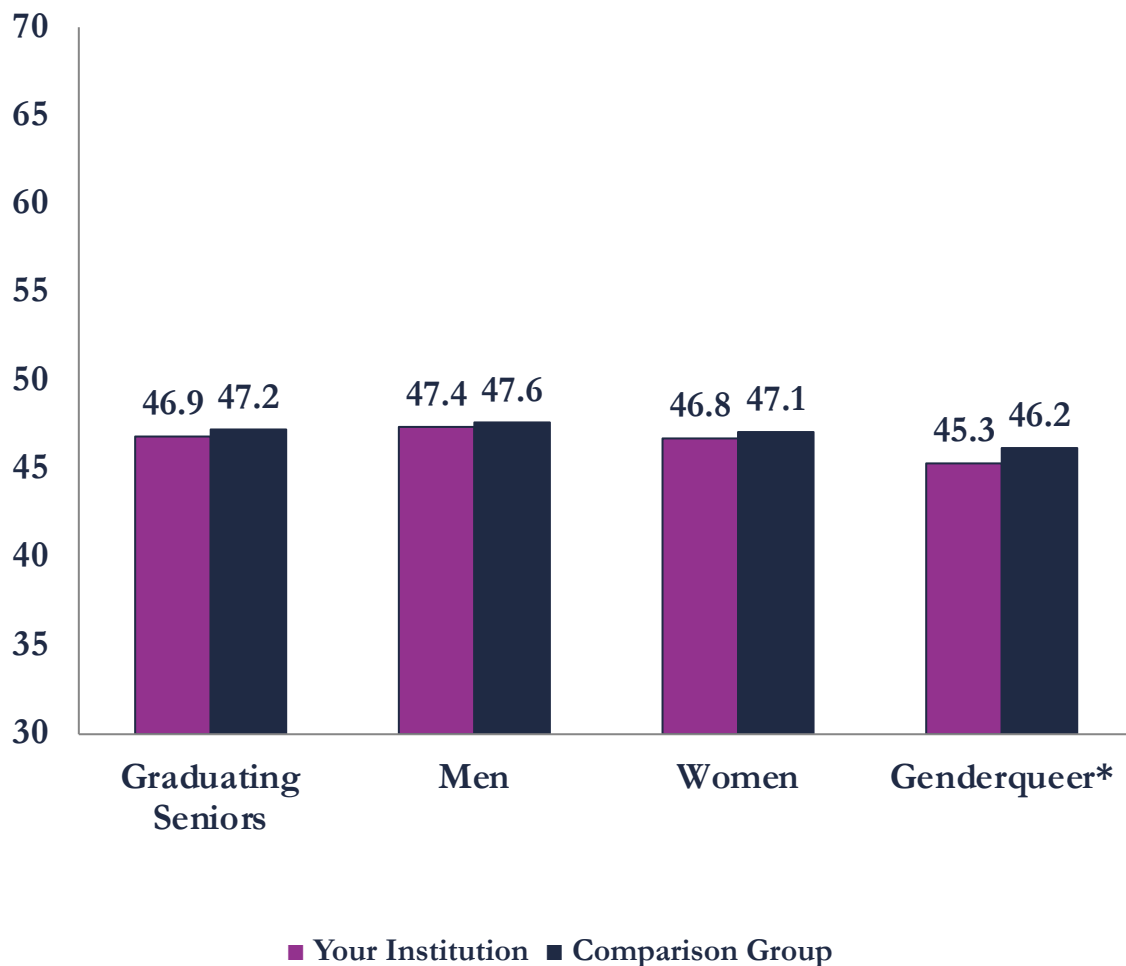
## Construct Items

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

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

# Leadership

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



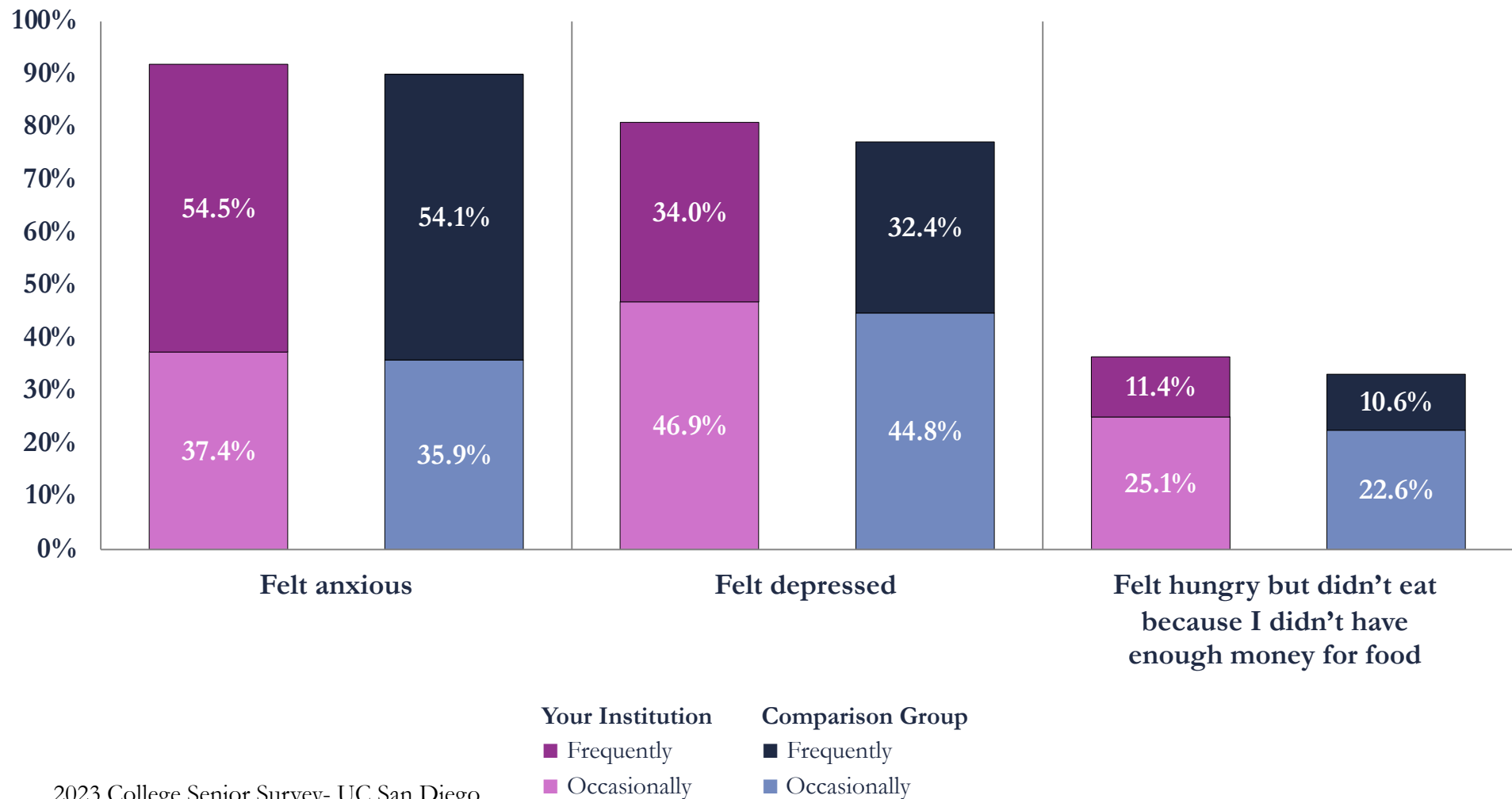
## Construct Items

- 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

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

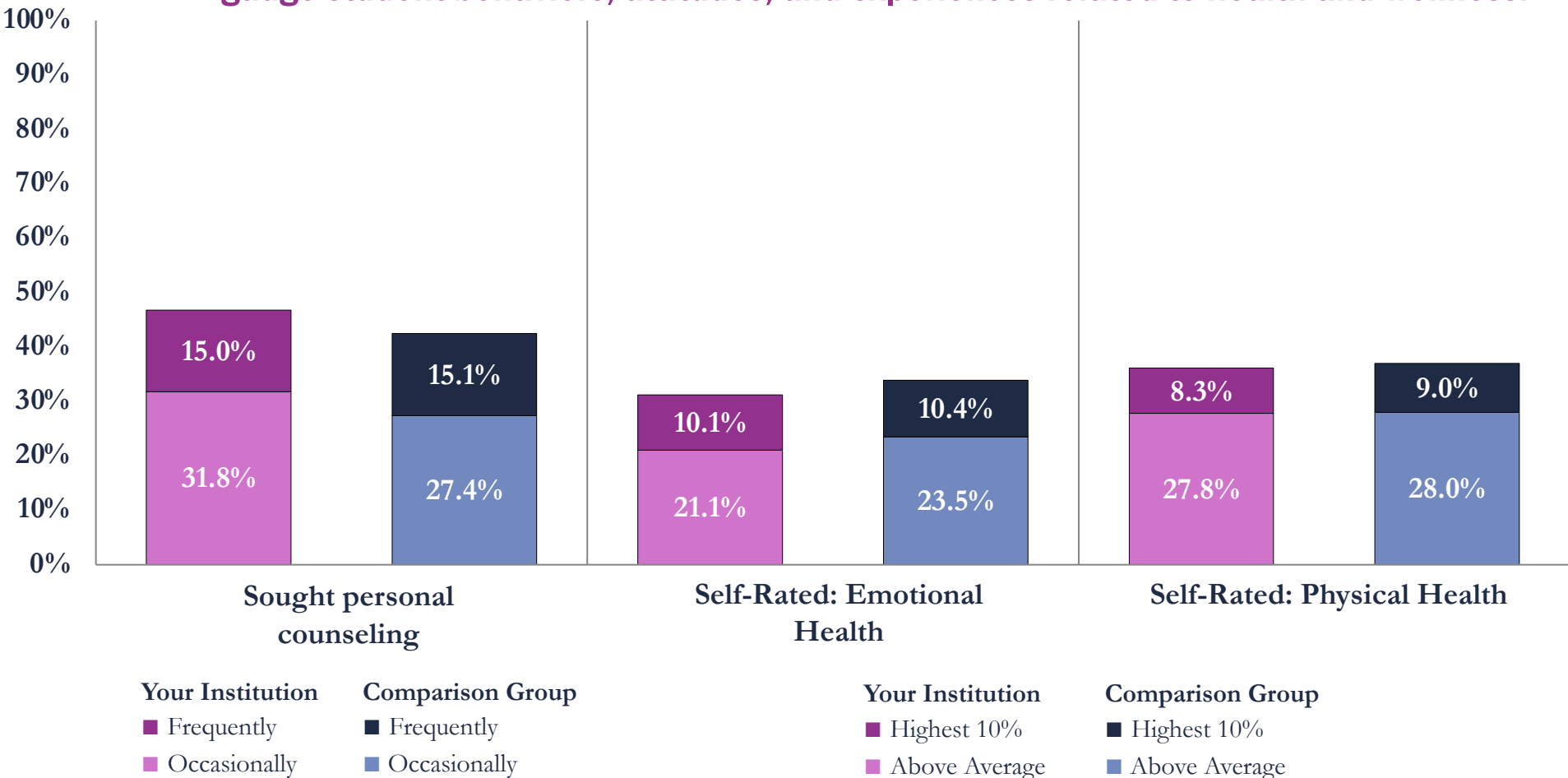
# Health and Wellness

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.



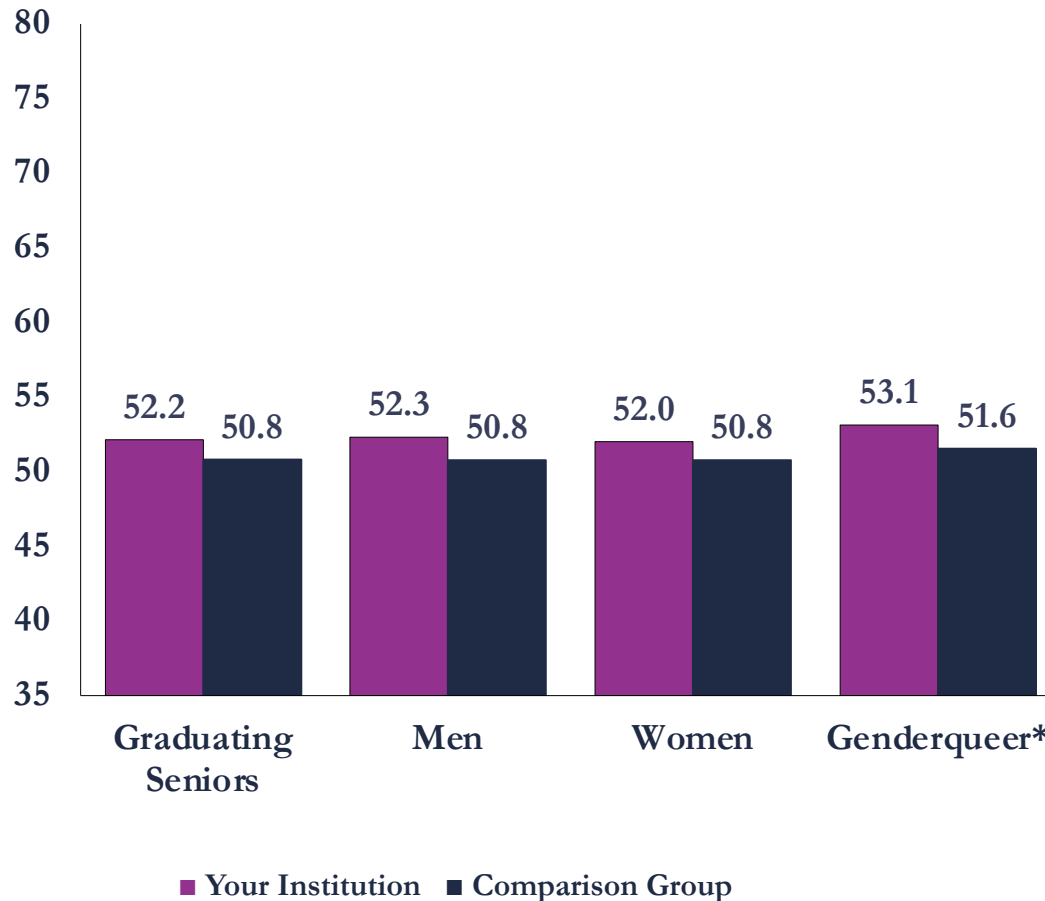
## Construct Items

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

\* 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.



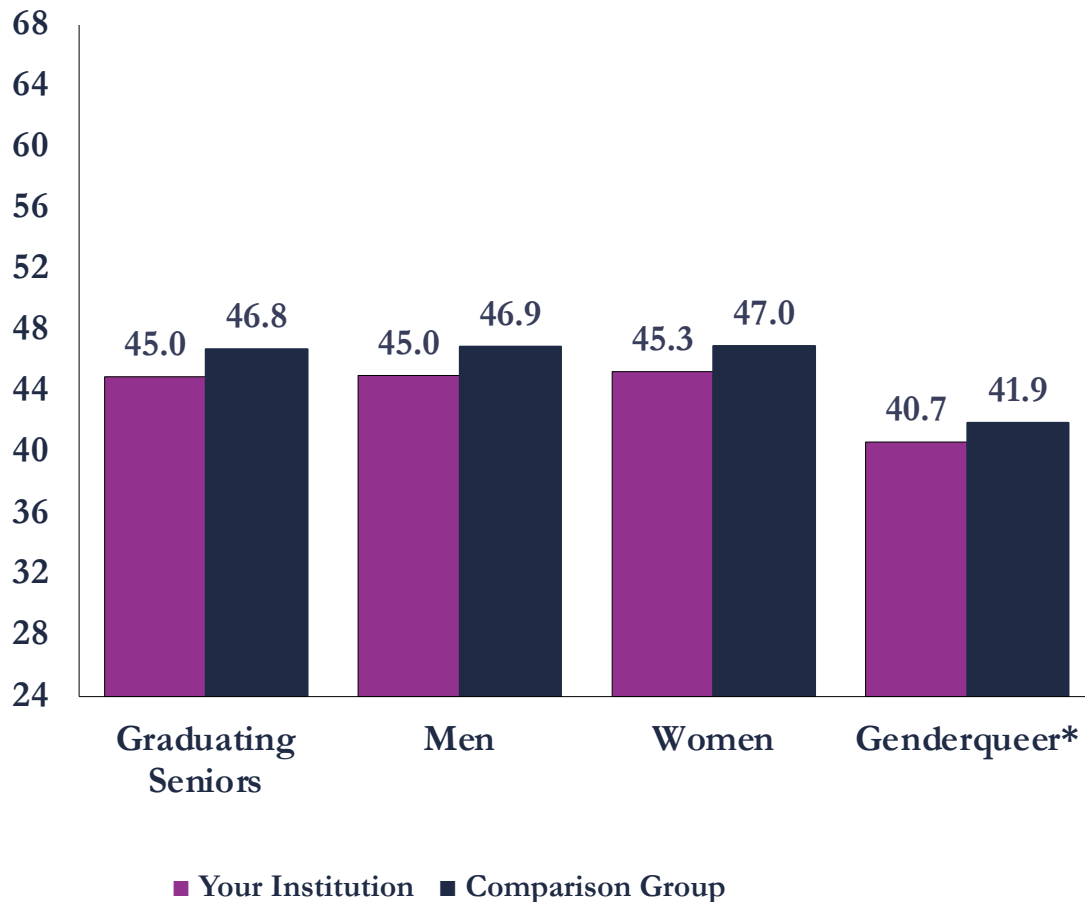
## Construct Items

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



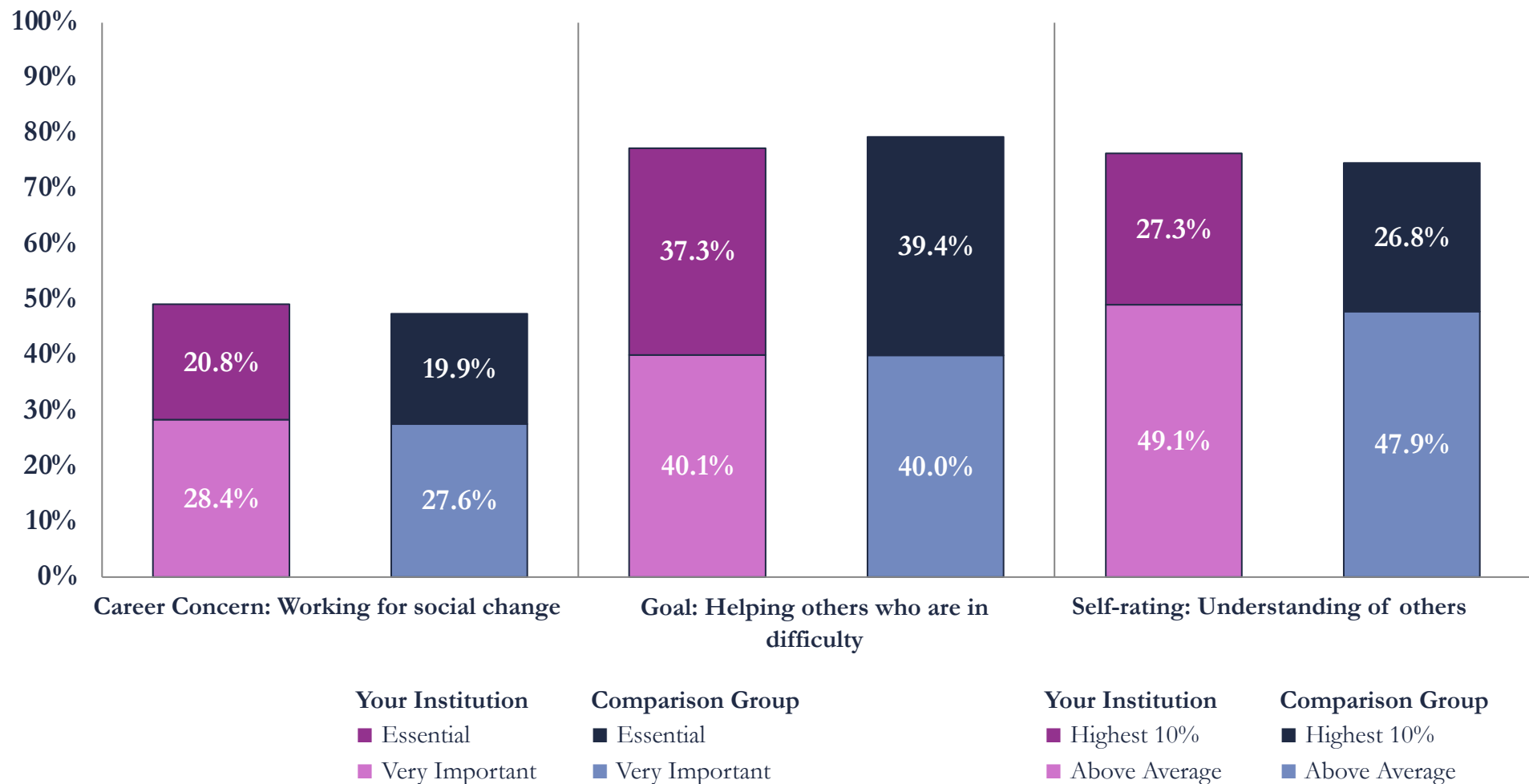
## Construct Items

- 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.



**Your Institution**  
 ■ Very Satisfied  
 ■ Satisfied

**Comparison Group**  
 ■ Very Satisfied  
 ■ Satisfied

# Future Plans

**This section describes students' degree aspirations and career plans.**

# Future Plans: Graduate/ Professional School

<u>Planned Activity Fall 2023</u>	Your Institution	Comparison Group
Attend graduate/professional school full-time	28.4%	30.8%
Attend graduate/professional school part-time	6.7%	9.5%
<u>Current State of Educational Plans</u>		
Accepted and will be attending in fall	20.3%	19.8%
Accepted and deferred admission until a later date	0.5%	1.0%
Placed on waiting list, no acceptances	1.4%	1.1%
Still awaiting responses, no acceptances	3.8%	4.9%
Will be applying this coming fall	18.3%	18.3%
Not applying this fall, but might apply at a future date	42.2%	38.2%
No plans to apply to school now or in the future	13.5%	16.6%



# Future Plans: Employment

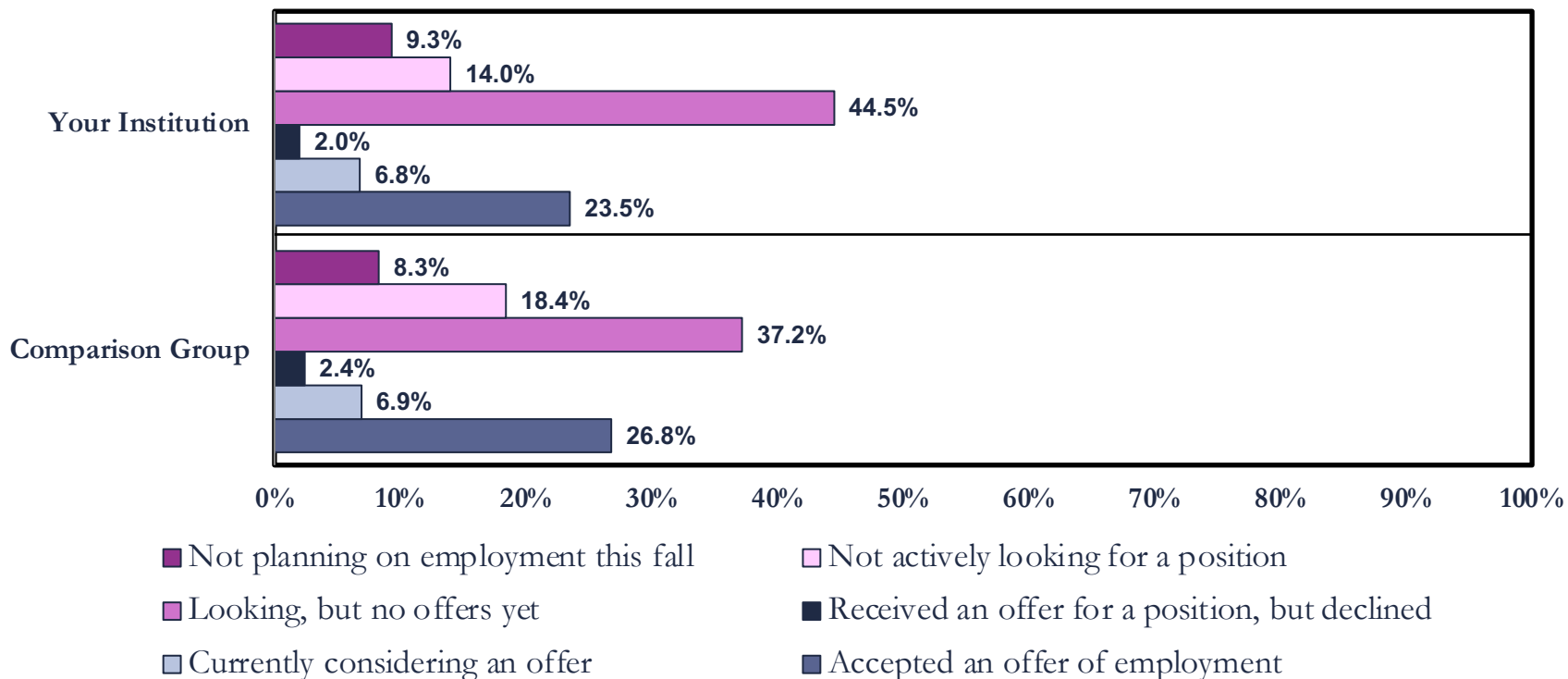
## Planned Activity Fall 2023

Working full-time

Working part-time

Your Inst	Comp Group
68.0%	70.0%
42.0%	36.2%

## 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	2.9%	3.3%	Health professional	11.9%	11.2%
Business	11.1%	11.5%	Homemaker (full-time)	0.0%	0.0%
Business (Clerical)	0.9%	0.4%	Lawyer	3.5%	3.1%
Clergy	0.0%	0.0%	Military (career)	0.4%	0.5%
Educators	6.9%	5.8%	Nurse	1.6%	2.6%
Education Administrator	1.8%	1.5%	Research Scientist	9.9%	8.6%
Doctor (MD, DDS or DVM)	10.6%	12.4%	Social/Welfare/Rec Worker	2.0%	2.9%
Engineer	6.9%	10.1%	Skilled worker	0.2%	0.1%
IT Professional	11.3%	9.2%	Other choice	12.0%	11.5%
Farmer or Forester	0.7%	0.9%	Undecided	5.3%	4.3%

# Future Plans: Career Considerations

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

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

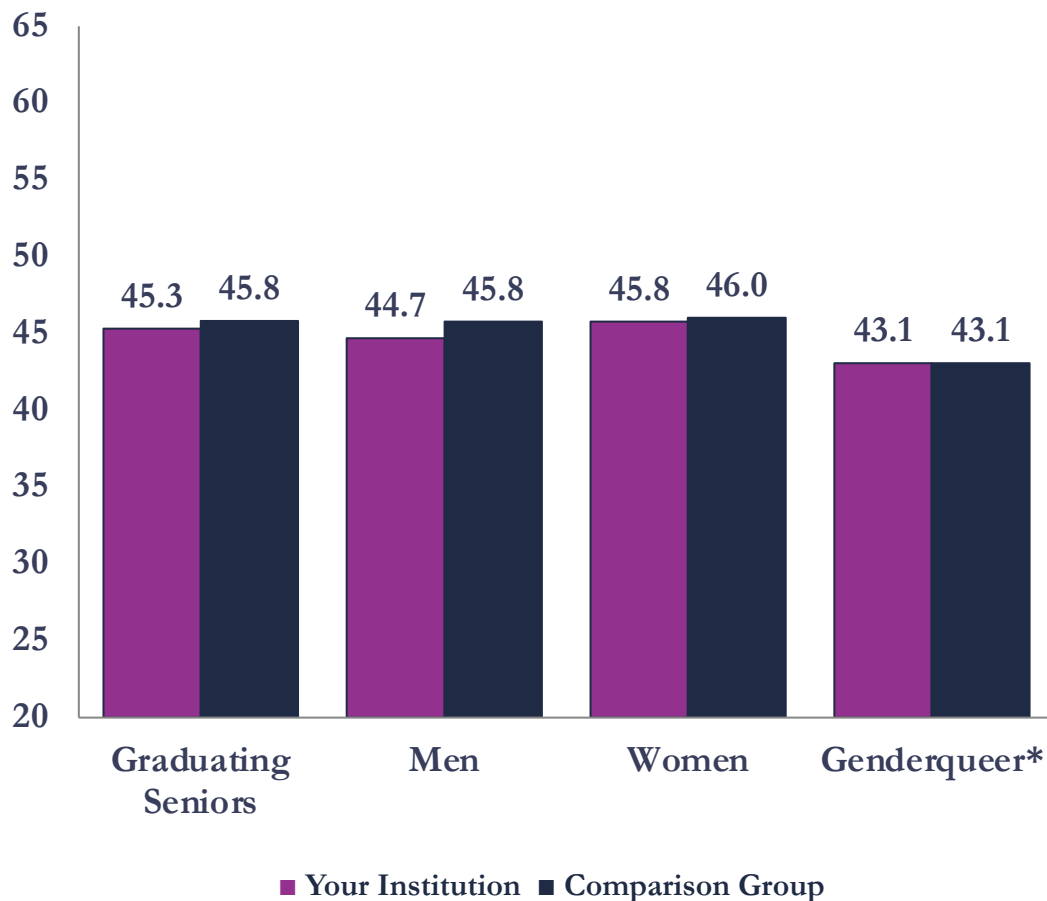
	Your Institution	Comparison Group
Work/life balance	89.4%	90.8%
Stable, secure future	89.0%	93.0%
Availability of jobs	77.9%	83.4%
Ability to pay off debt	69.9%	74.1%
Leadership potential	55.2%	58.2%
Expression of personal values	64.6%	63.9%
Creativity and initiative	58.6%	57.3%
High income potential	73.3%	77.6%
Working for social change	49.2%	47.5%
Social recognition or status	30.9%	30.1%
Connection to college major	52.2%	58.1%

# 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.



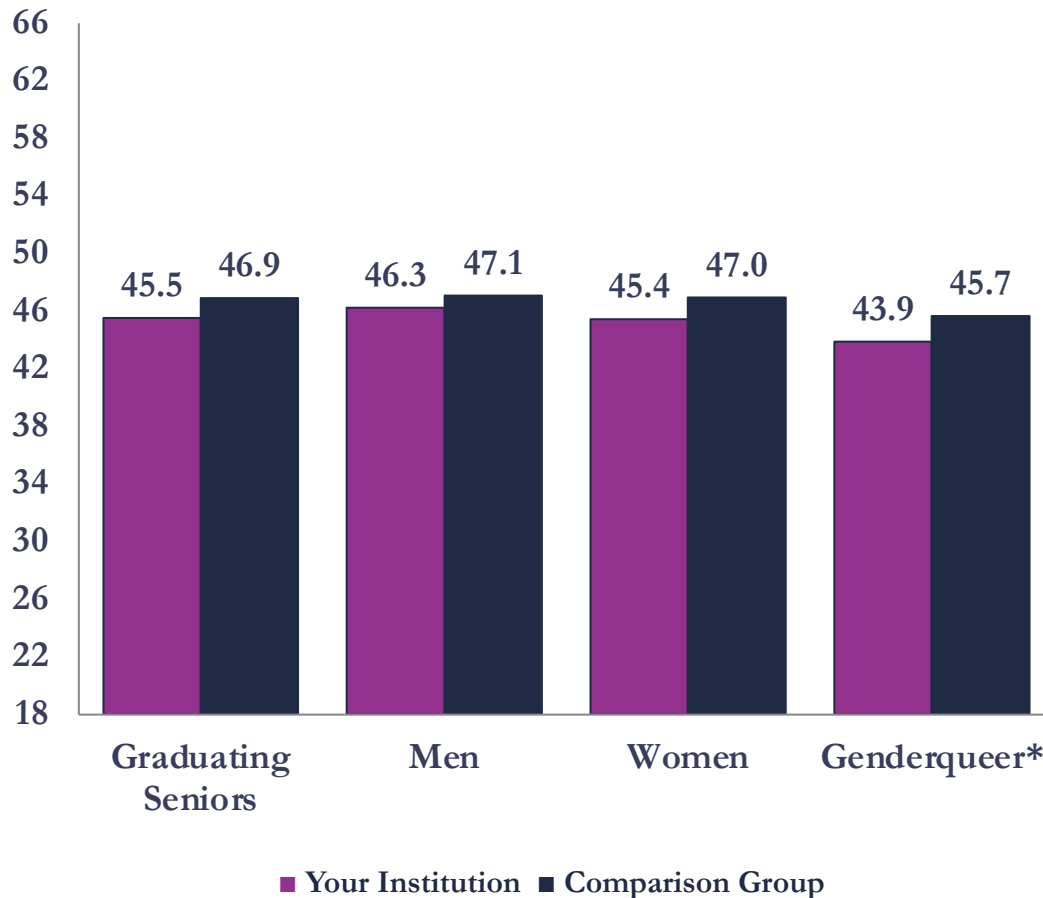
## Construct Items

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

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

# Satisfaction With Coursework

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



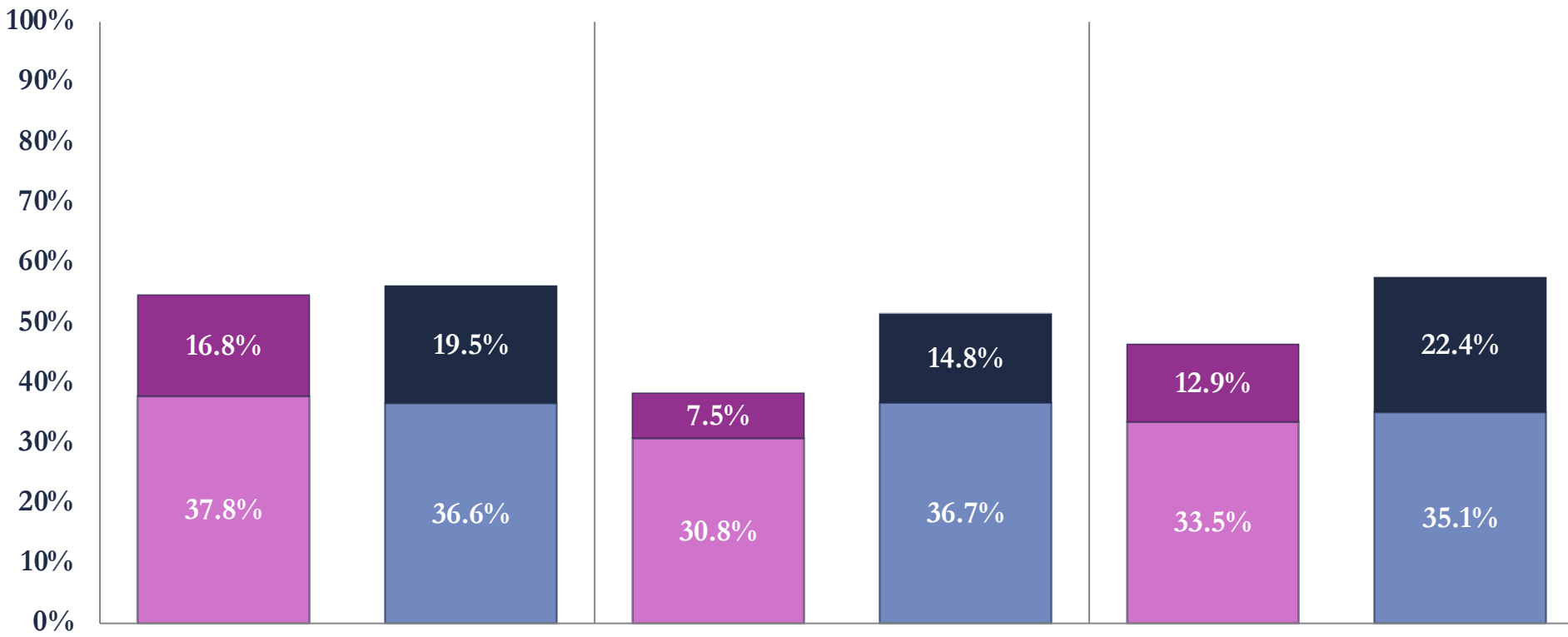
## Construct Items

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

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

# Satisfaction With Services and Community

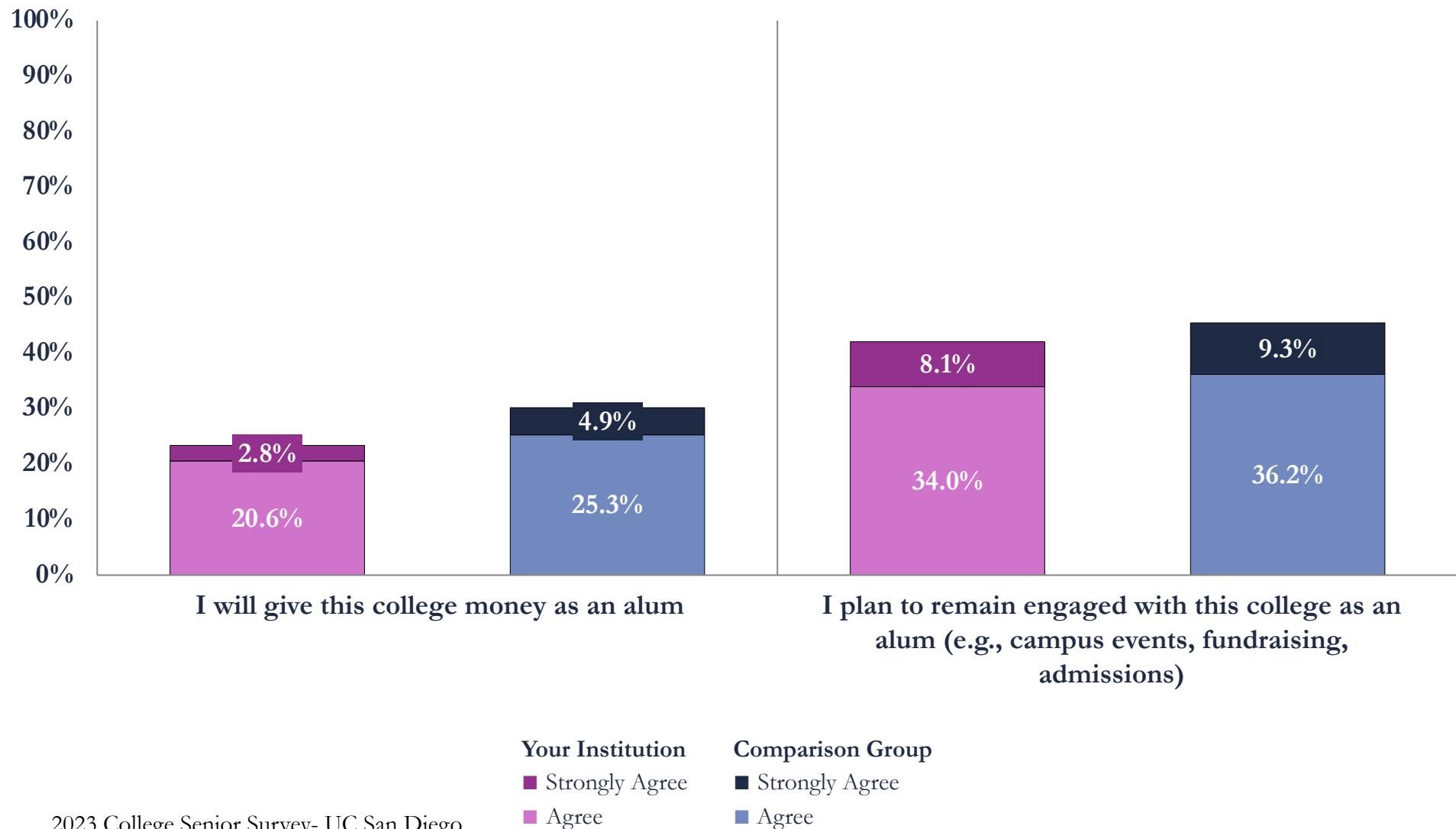
The support students receive and their community are critical to shaping their college experience.



**Your Institution**  
 ■ Very Satisfied  
 ■ Satisfied

**Comparison Group**  
 ■ Very Satisfied  
 ■ Satisfied

# Alumni Engagement



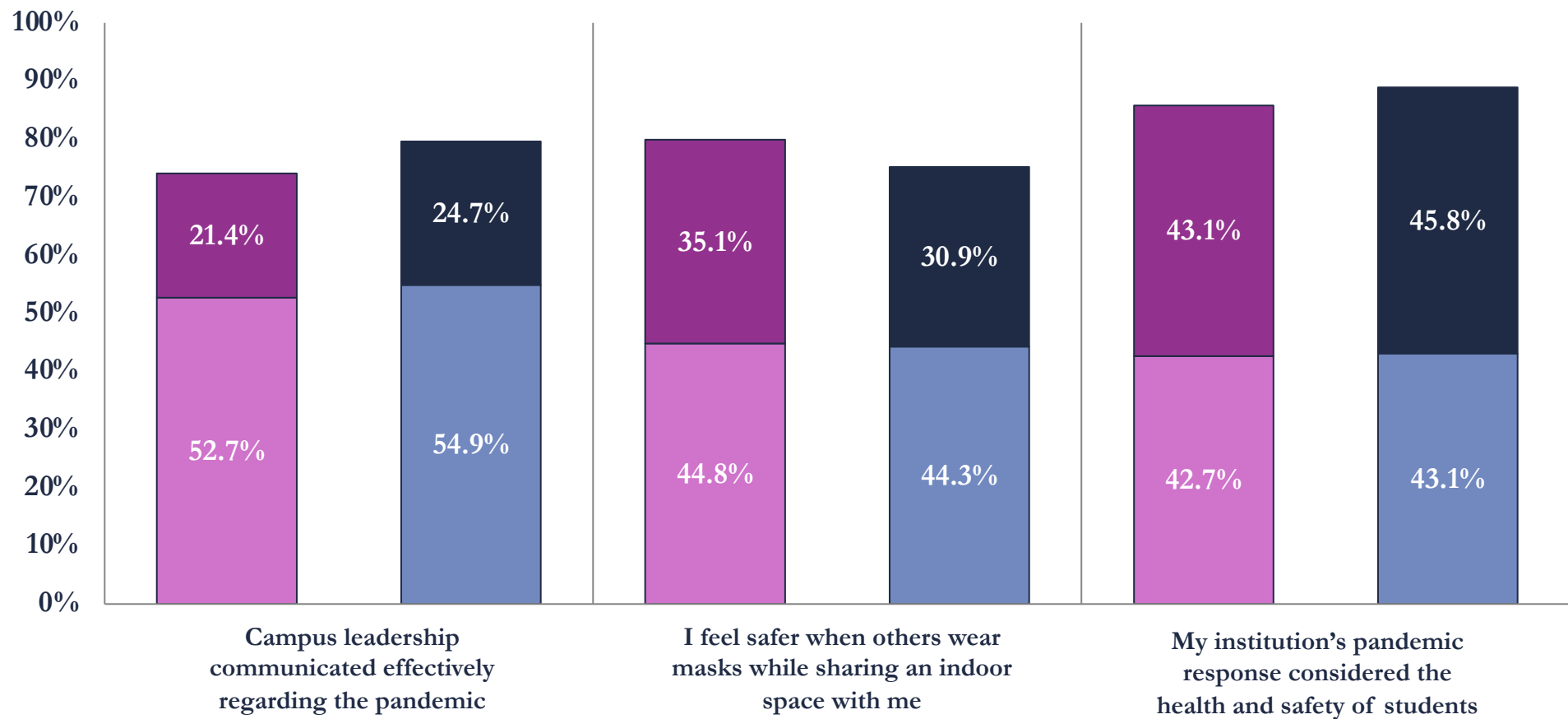


# COVID-19 Pandemic

Understanding how both colleges and students have responded to the COVID-19 pandemic is essential to having a more complete picture of these seniors' college experience.

# Agreement With Institutional Response

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



**Your Institution**

- Strongly Agree
- Agree Somewhat

**Comparison Group**

- Strongly Agree
- Agree Somewhat

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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