



# Stetson University College Senior Survey 2016 Results

**Graduating Seniors**

**Stetson University**  
**N=202**

**Nonsectarian 4yr Colleges**  
**N=5,773**

*Higher Education Research Institute, University of California at Los Angeles*

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# 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 institutional impact of:**

- **Academic outcomes and experiences**
- **Co-curricular outcomes and experiences**
- **Diversity**
- **Future plans**
- **Satisfaction**

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- 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 your students from the CSS.

## Constructs

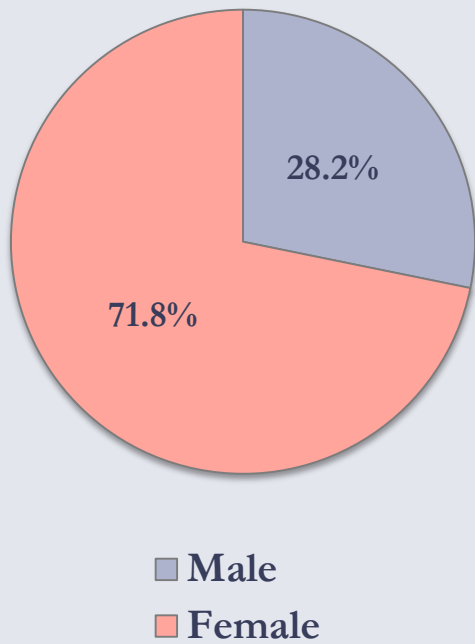
Constructs statistically aggregate questions from CIRP surveys that tap into key features of the college experience. These student traits and institutional practices contribute to learning and development in college.

## Longitudinal Constructs

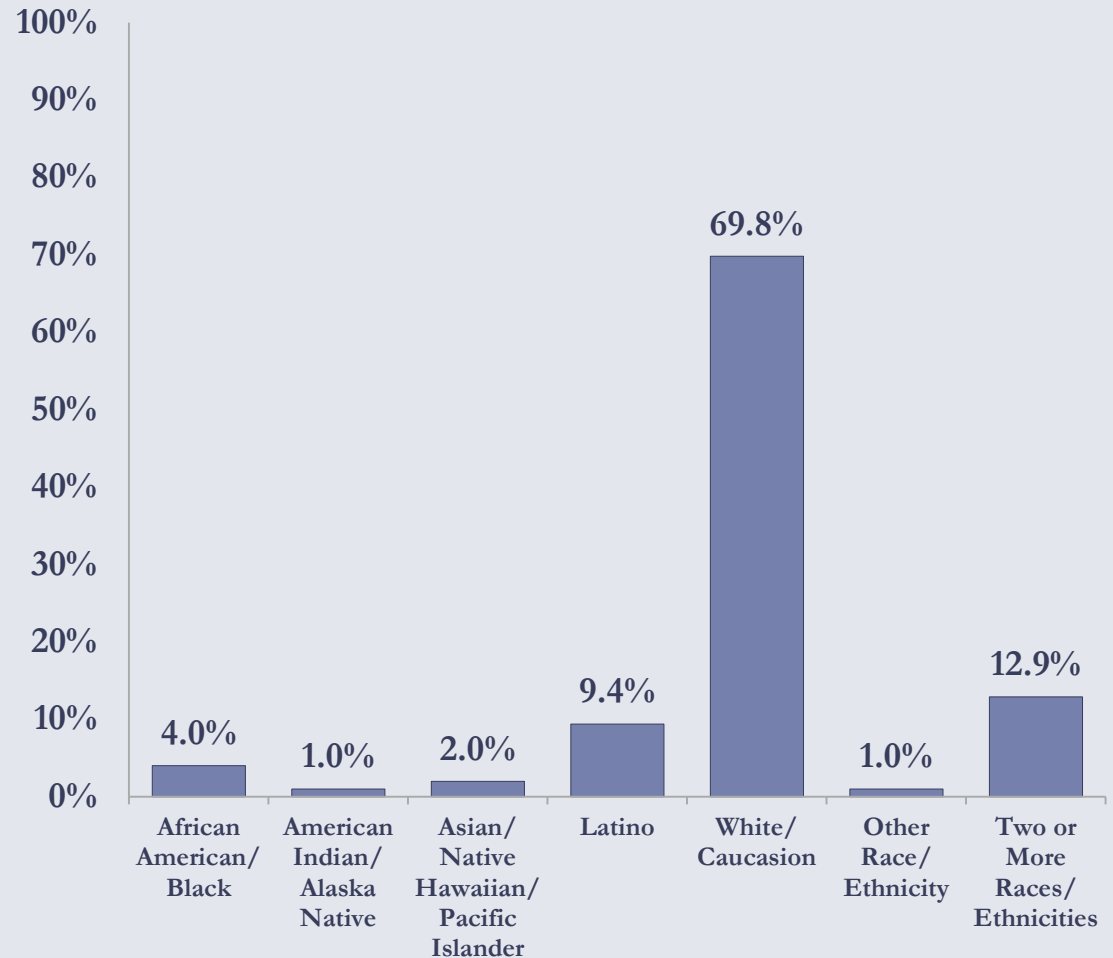
Constructs that are included in the CIRP TFS and CSS that measure change in your student population over time.

# Demographics

## Sex

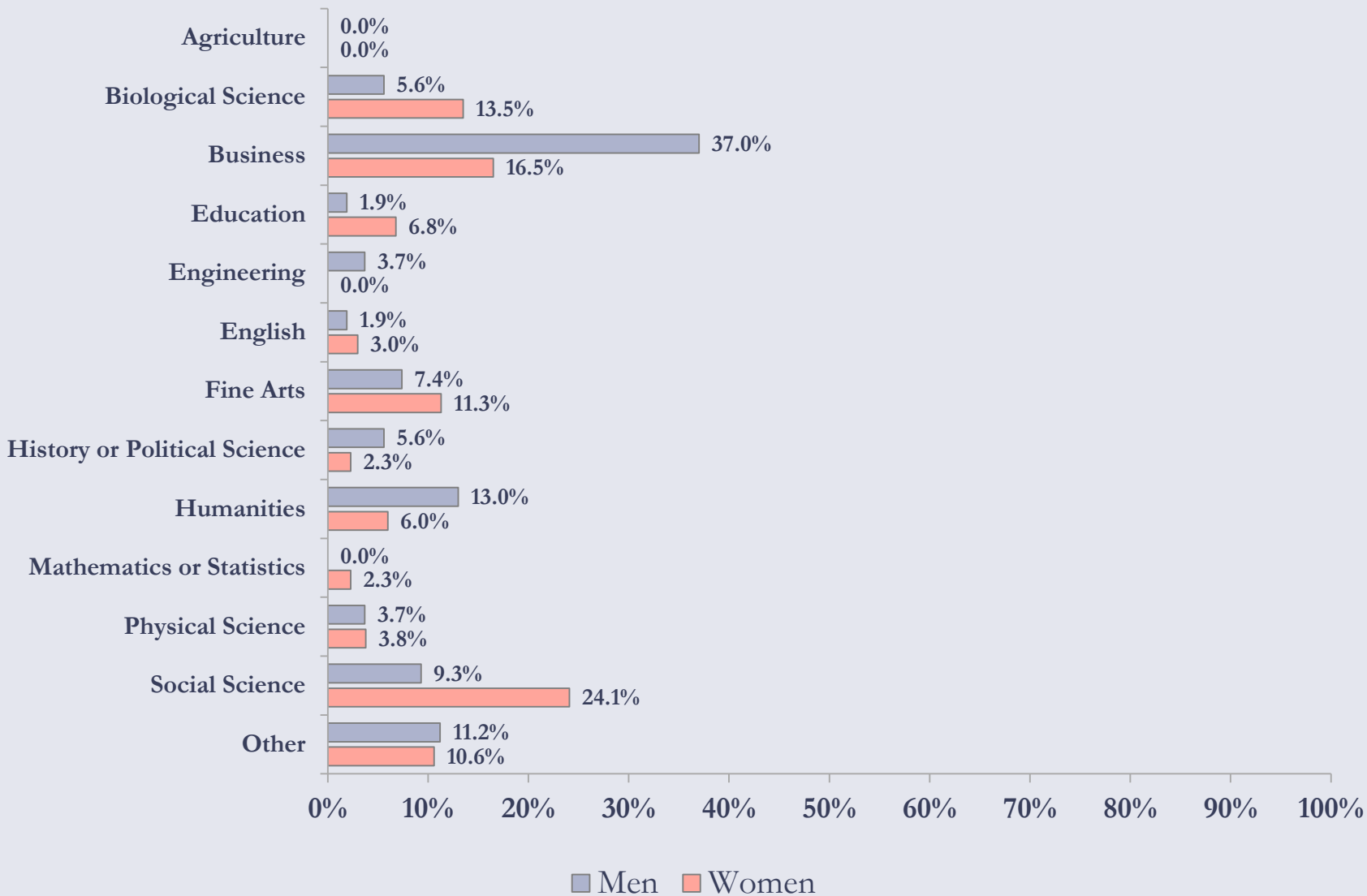


## Race/Ethnicity



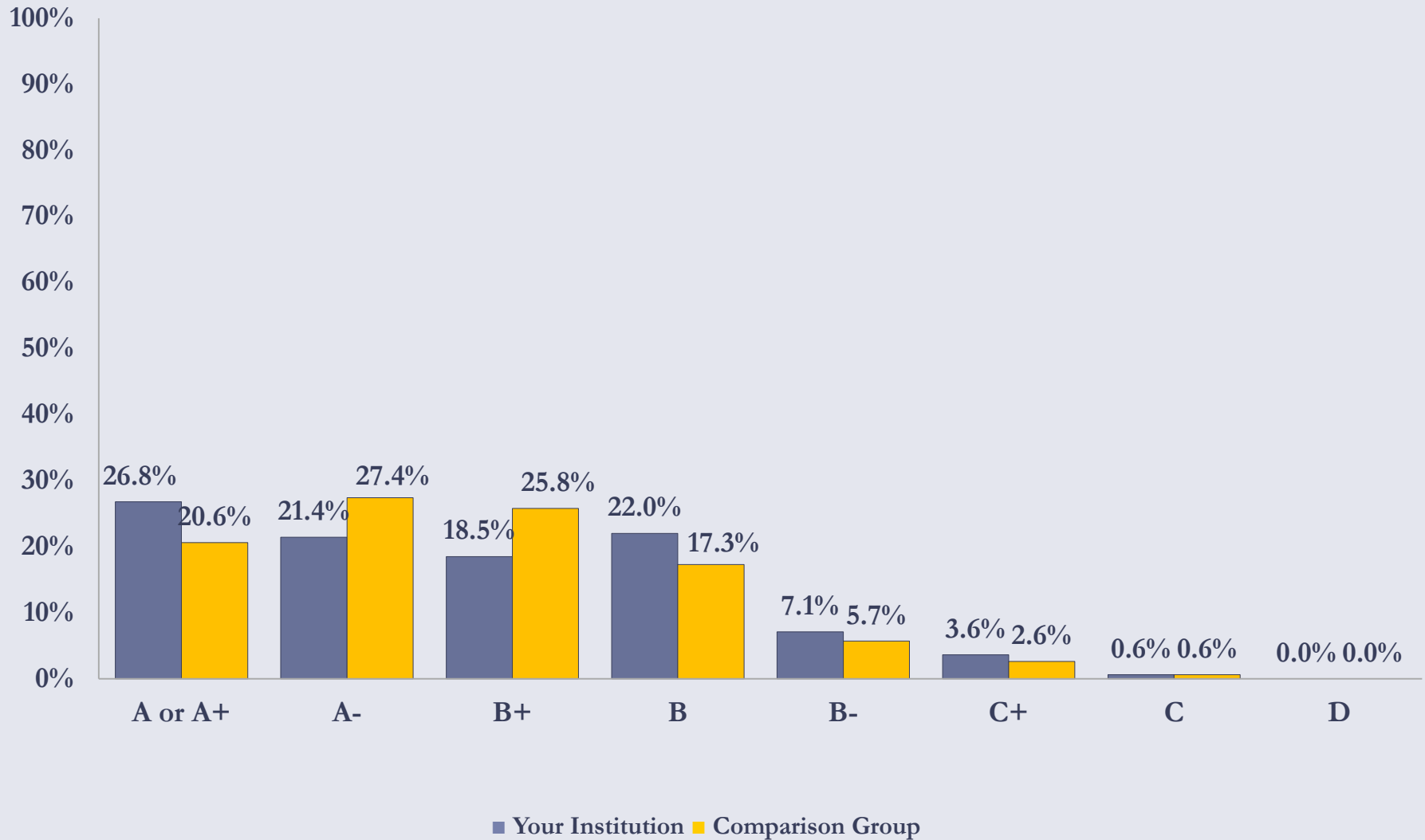
# Demographics

## Primary Major (Aggregated)



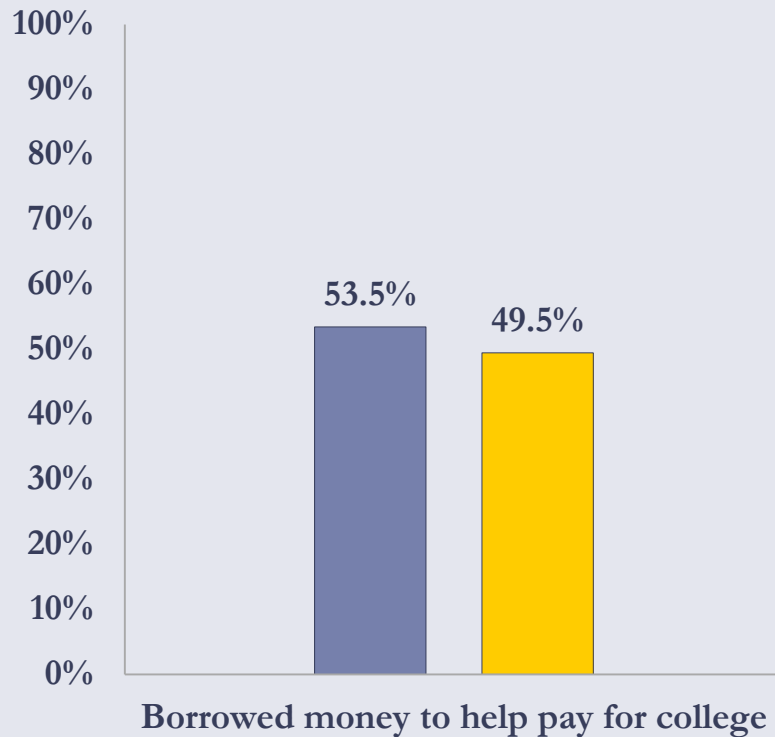
# Demographics

## Overall GPA



# Demographics

## Finances



### Median Amount Borrowed

Your Institution	\$27,000.00
Comparison Group	\$30,000.00

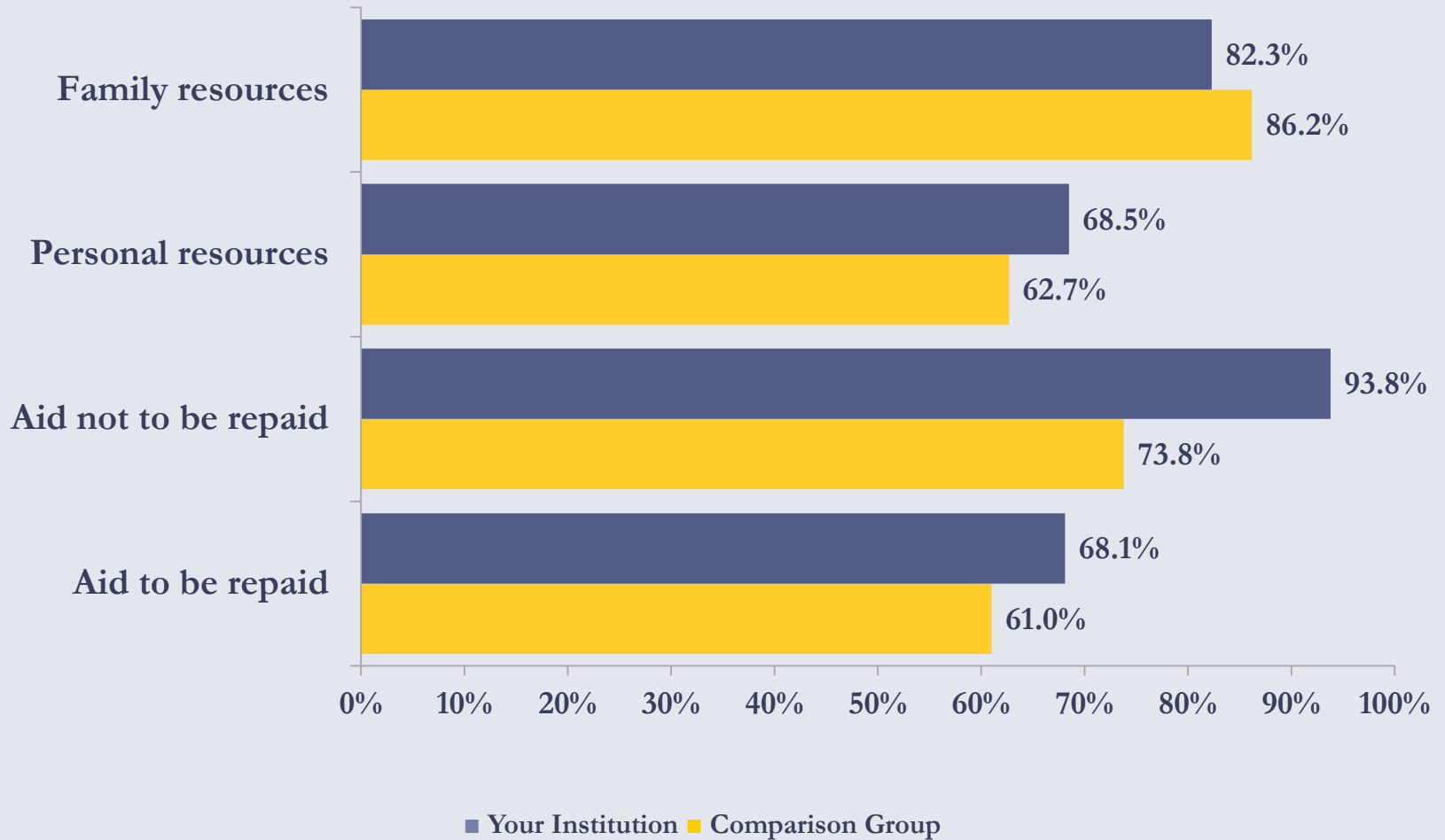
■ Your Institution ■ Comparison Group



# Demographics

## Finances

Sources of Funding for College Expenses



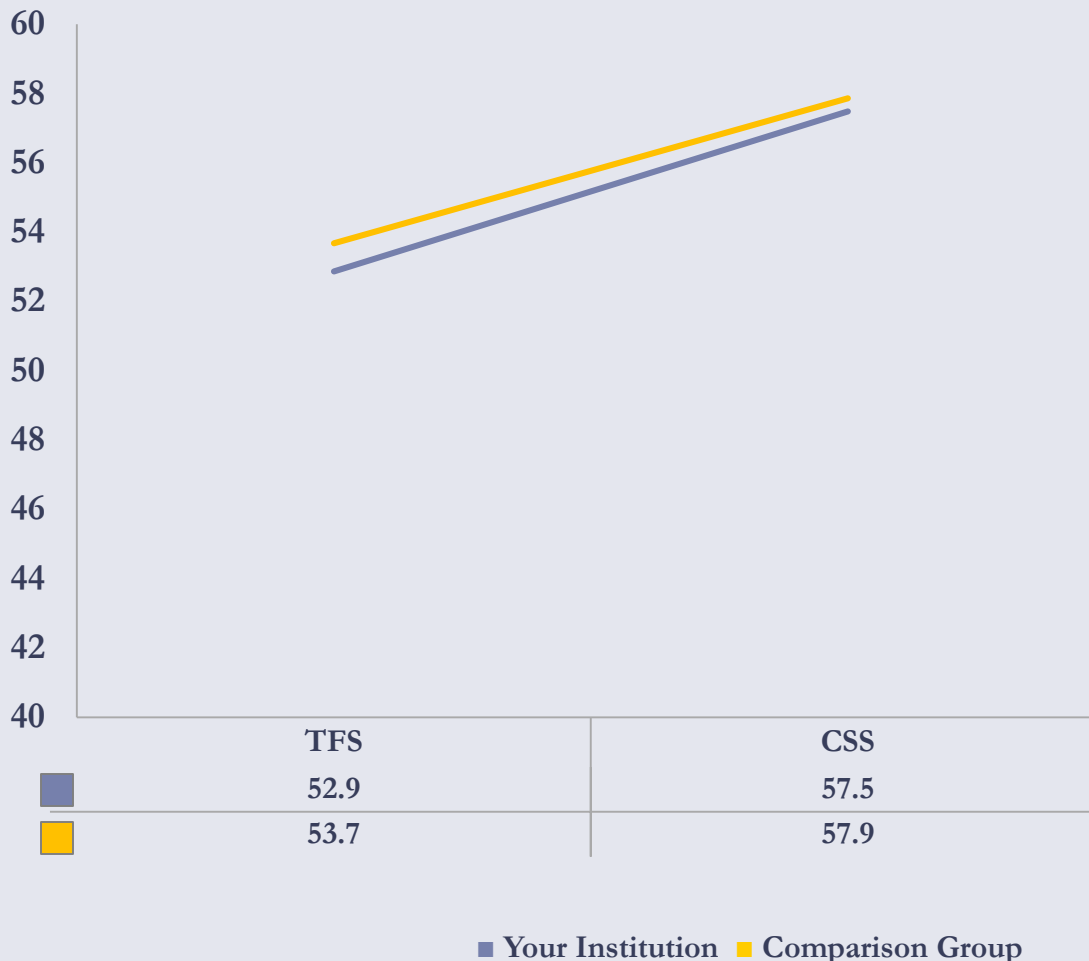


# Academic Outcomes and Experiences

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

# Pluralistic Orientation

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



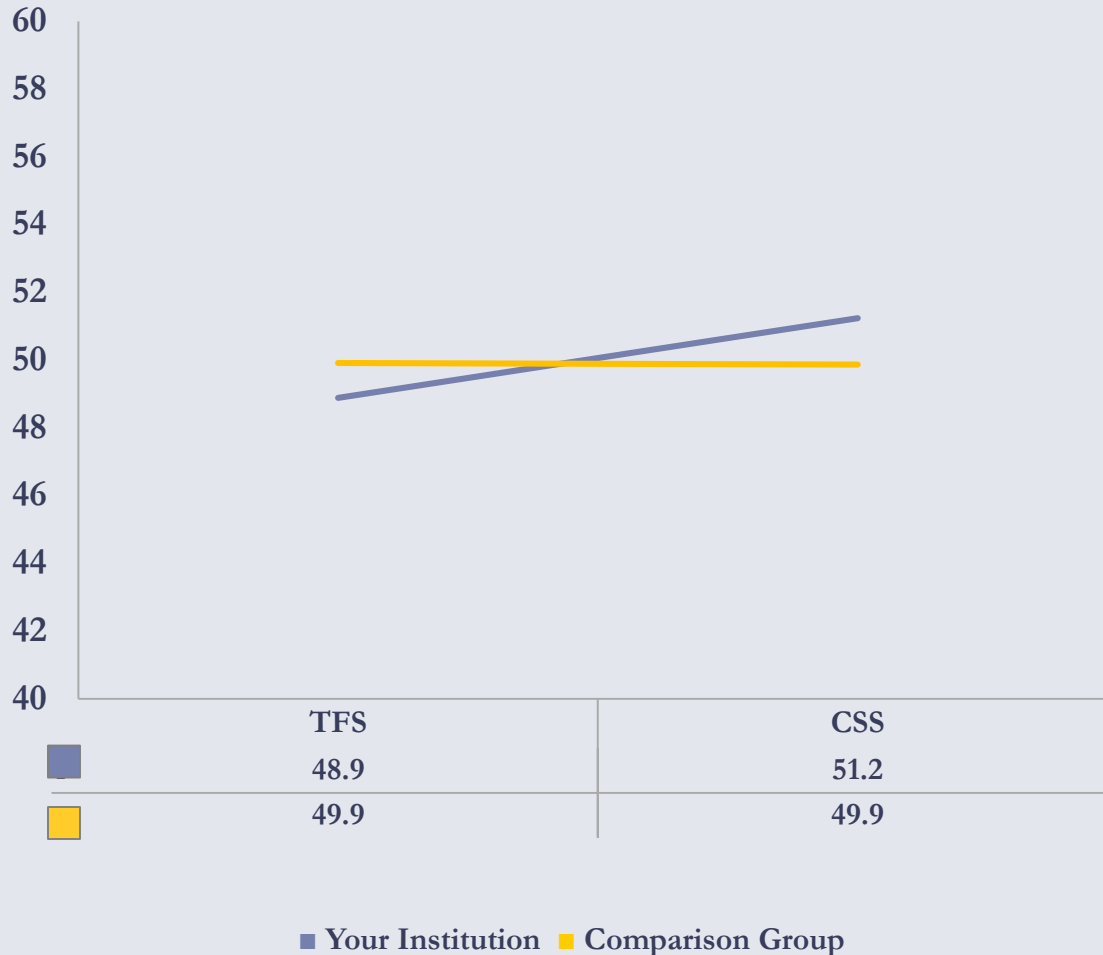
### Construct Items

- 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

■ Your Institution ■ Comparison Group

# 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.

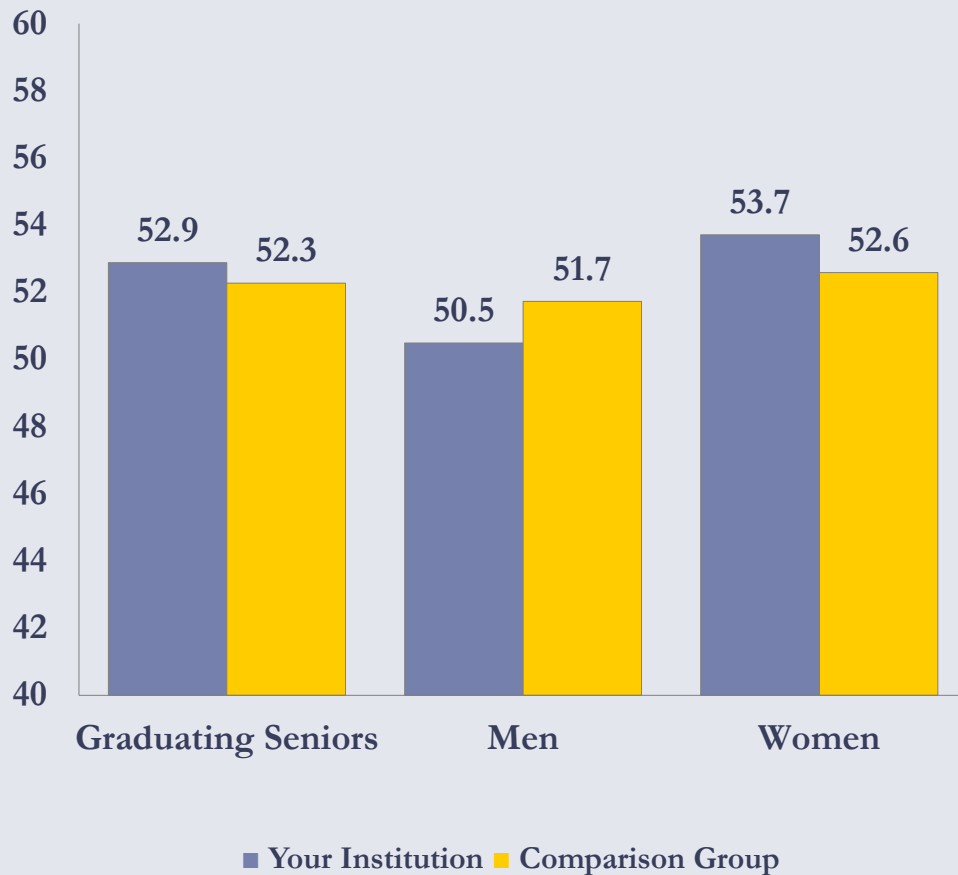


### Construct Items

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

# Faculty Interaction

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

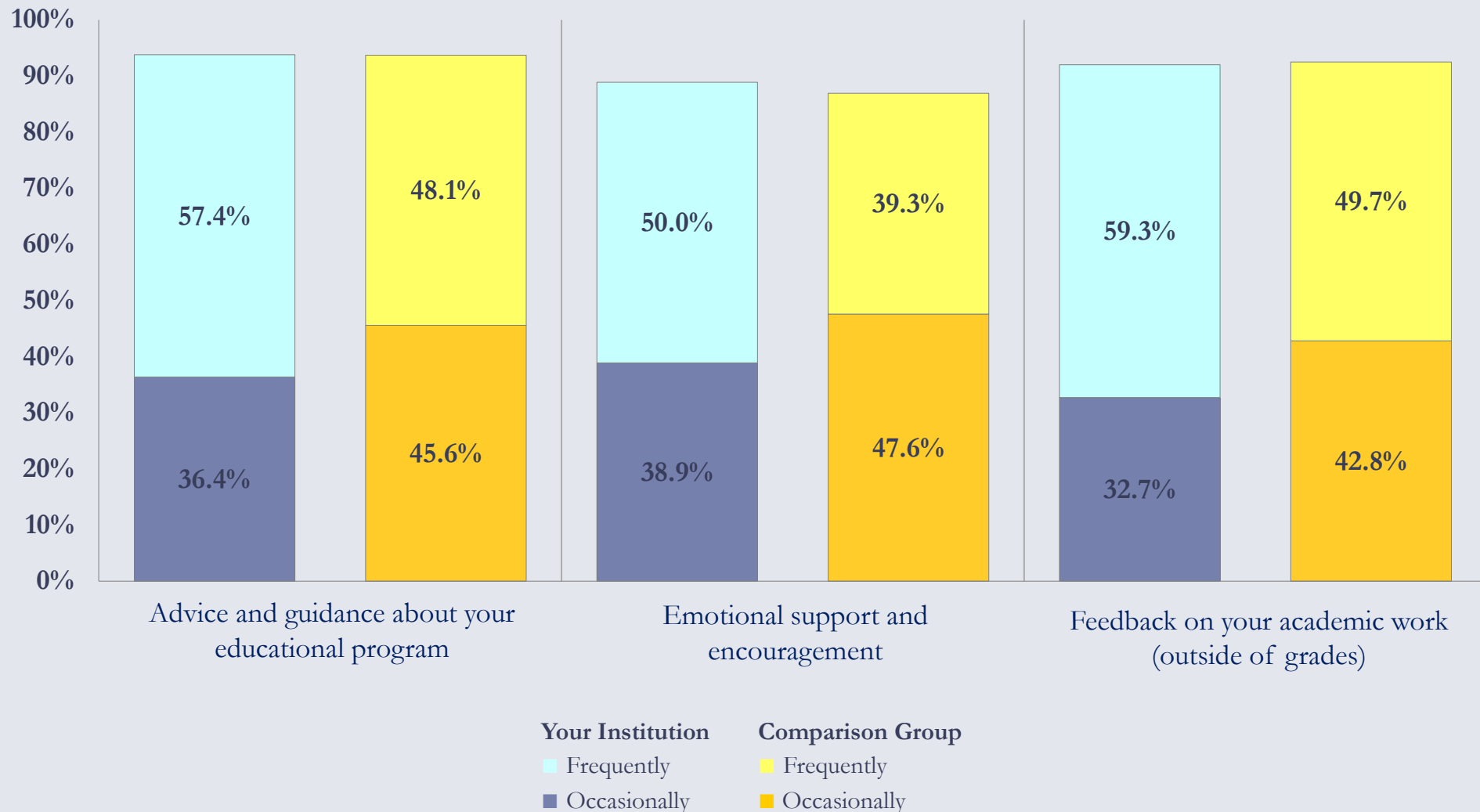


## Construct Items

- 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

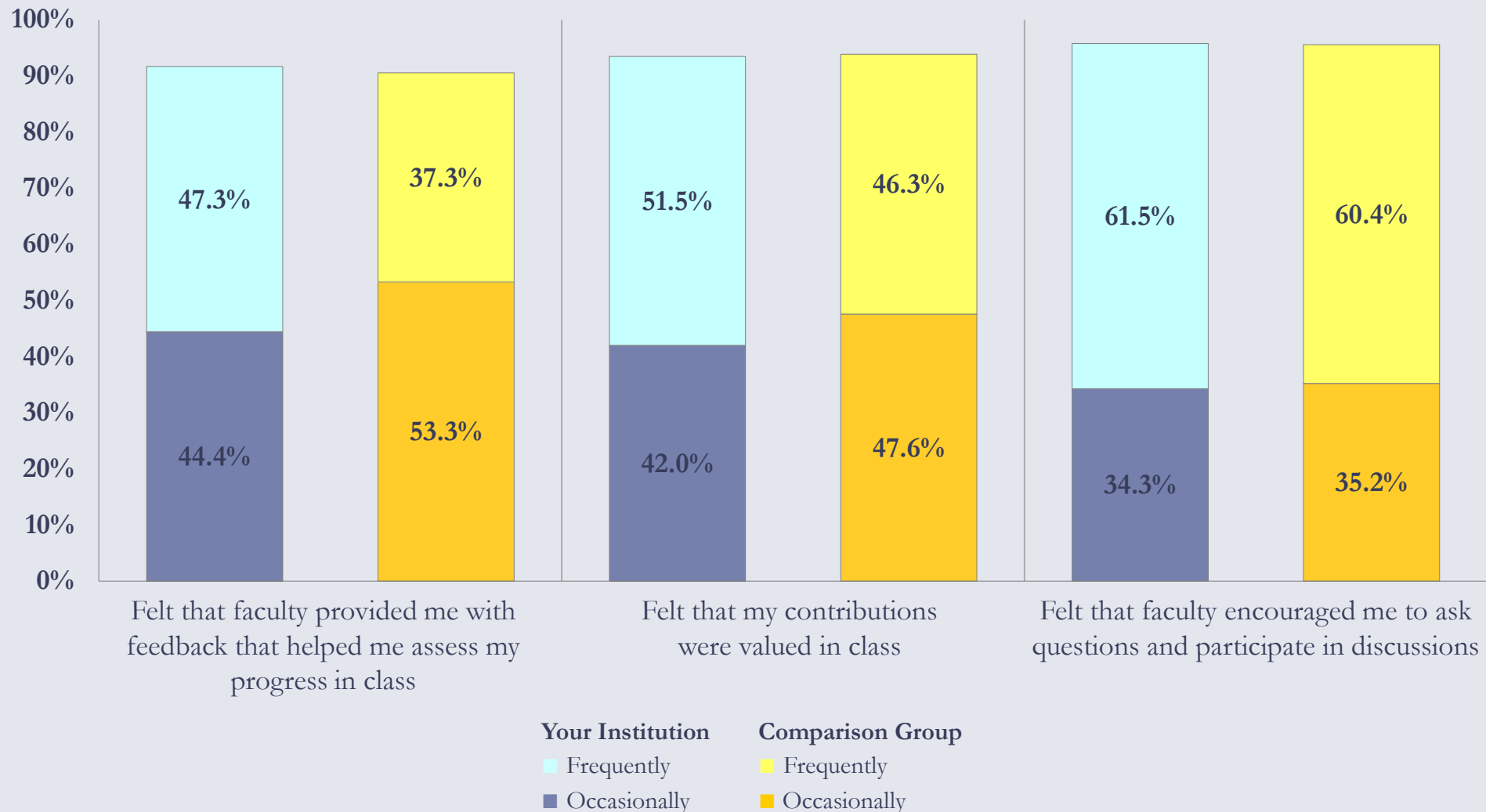
# Guidance from Faculty

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



# Academic Validation

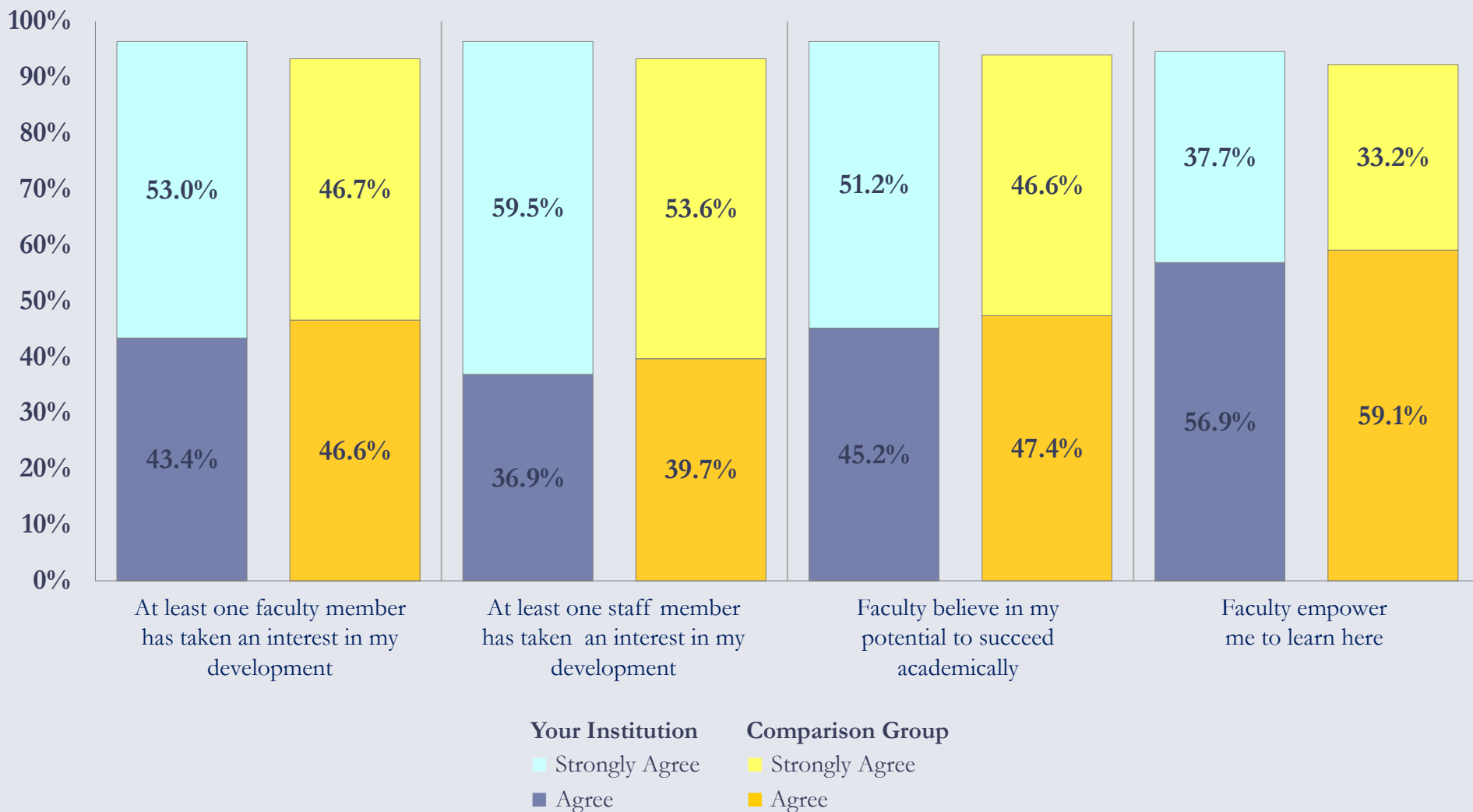
Faculty interactions in the classroom can foster students' academic development. These items measure the extent to which students' view of faculty actions in class reflects concern for their academic success.





# General Interpersonal Validation

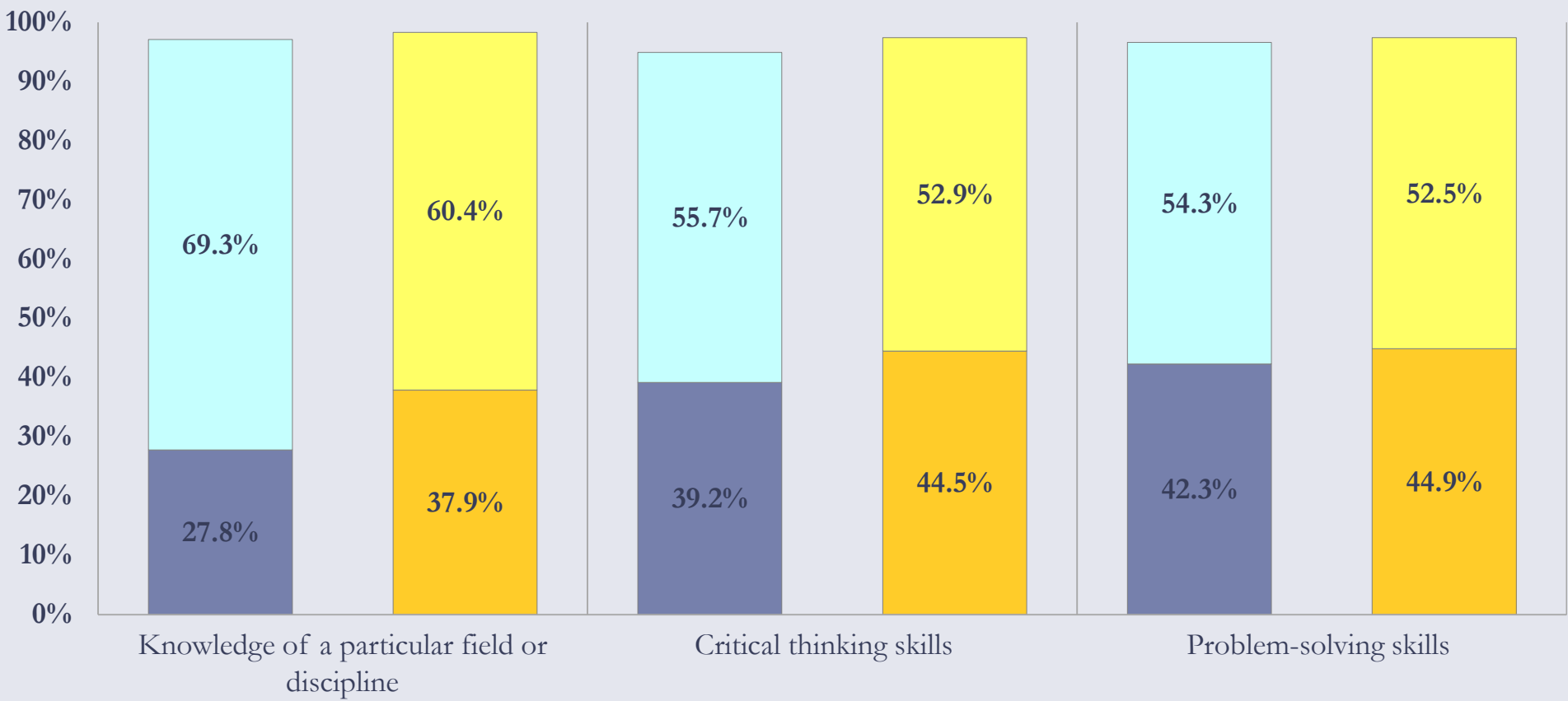
These items measure the extent to which students believe faculty and staff provide attention to their development.





# Academic Outcomes

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

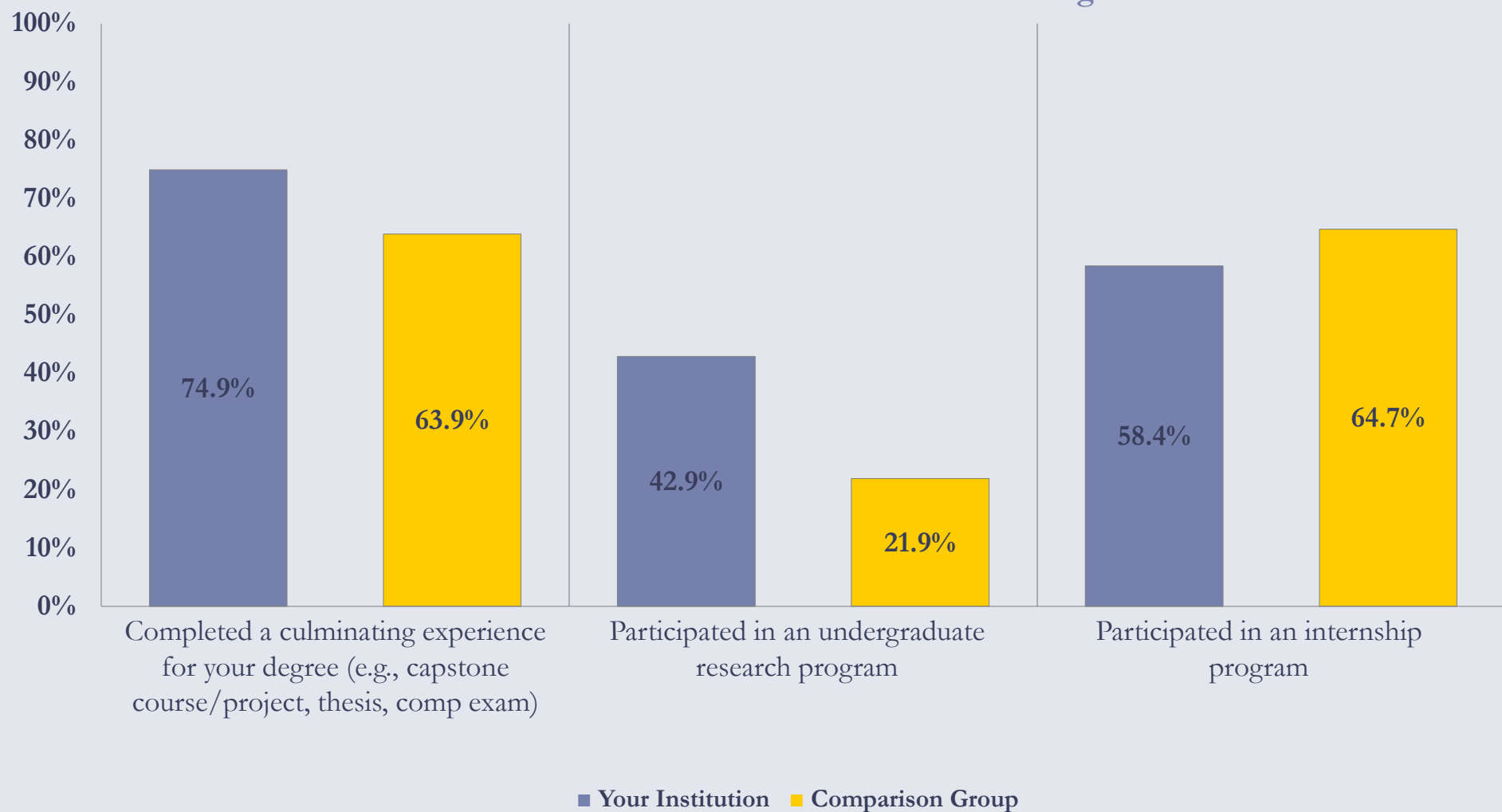


**Your Institution**  
Strongly Agree  
Agree

**Comparison Group**  
Strongly Agree  
Agree

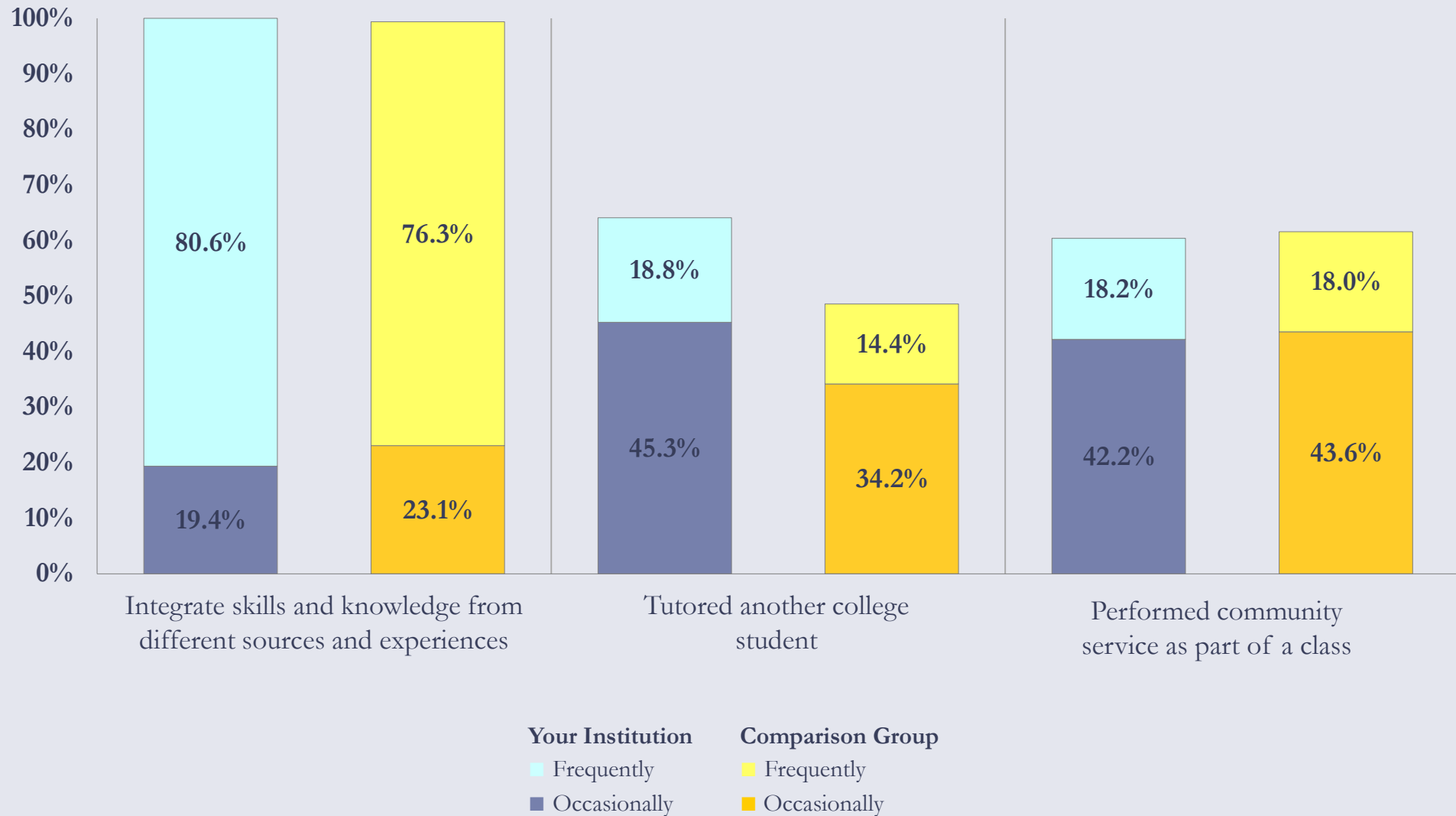
# Academic Enhancement Experiences

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.



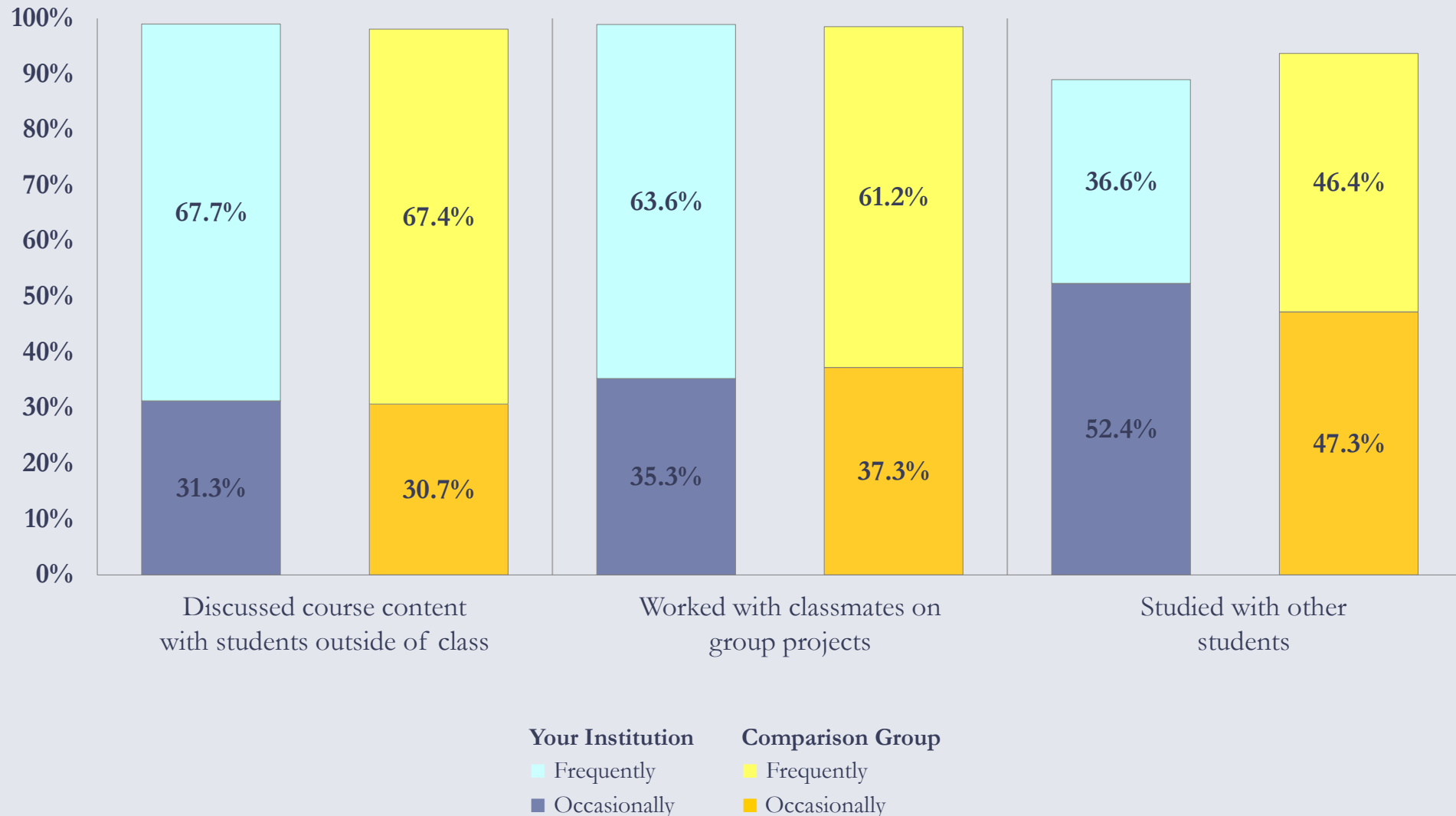
# Active and Collaborative Learning

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



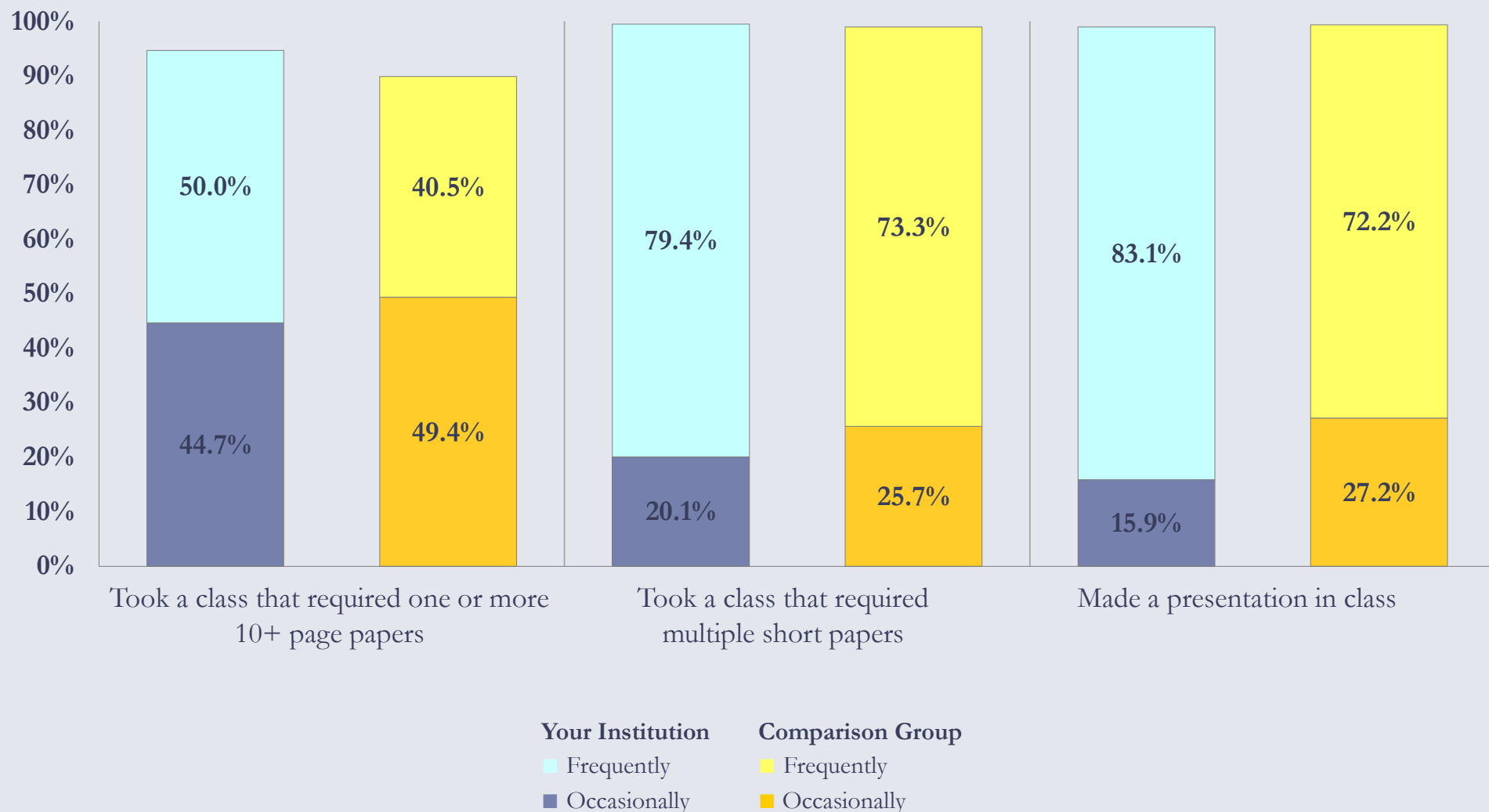
# Active and Collaborative Learning

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



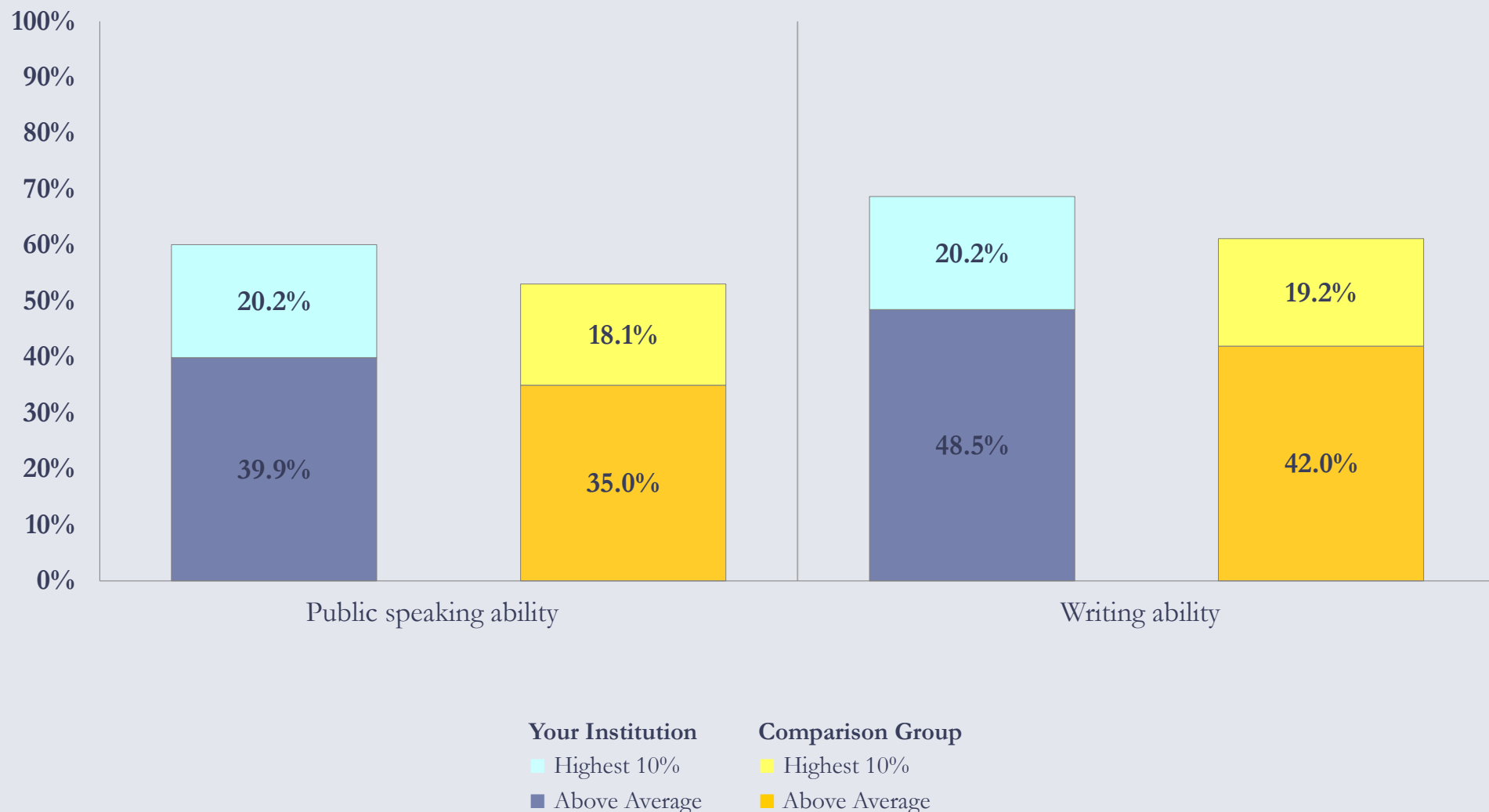
# Written and Oral Communication

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



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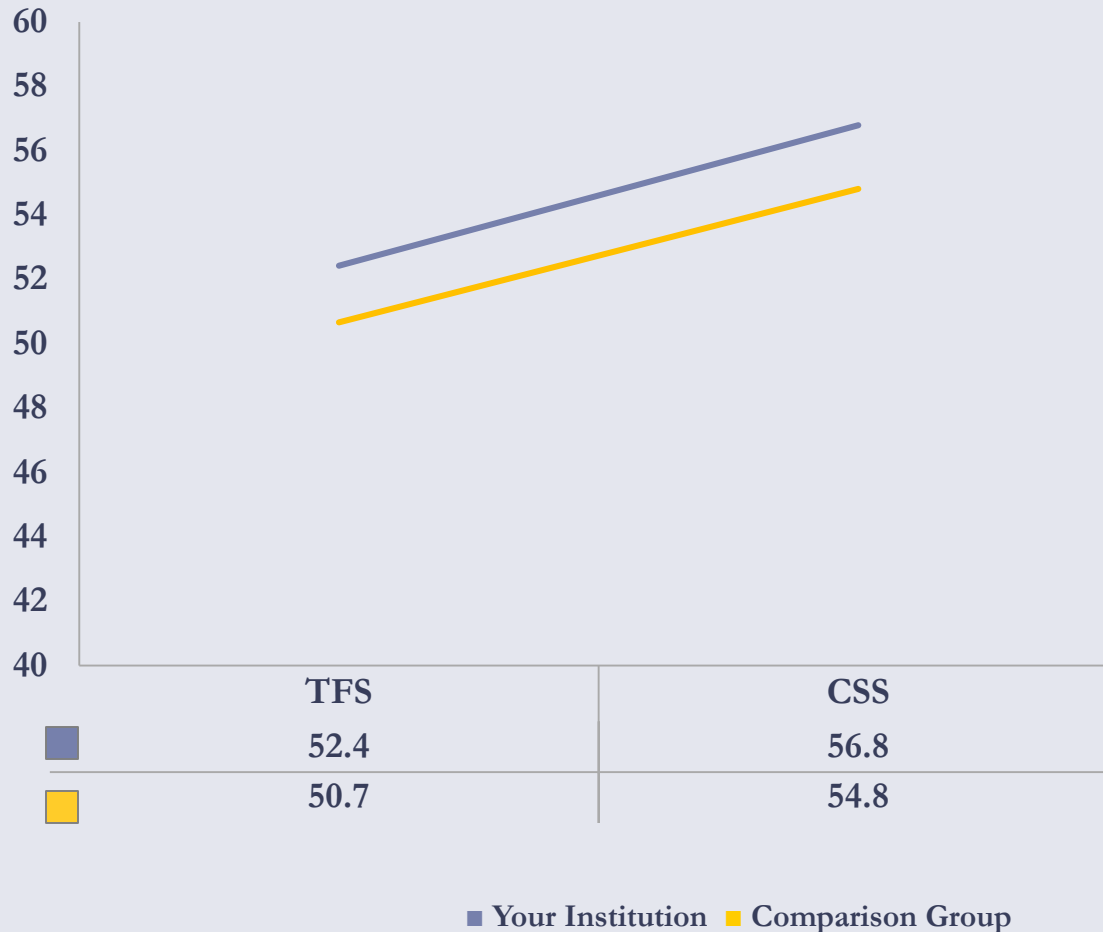
# Co-Curricular Outcomes and Experiences

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.

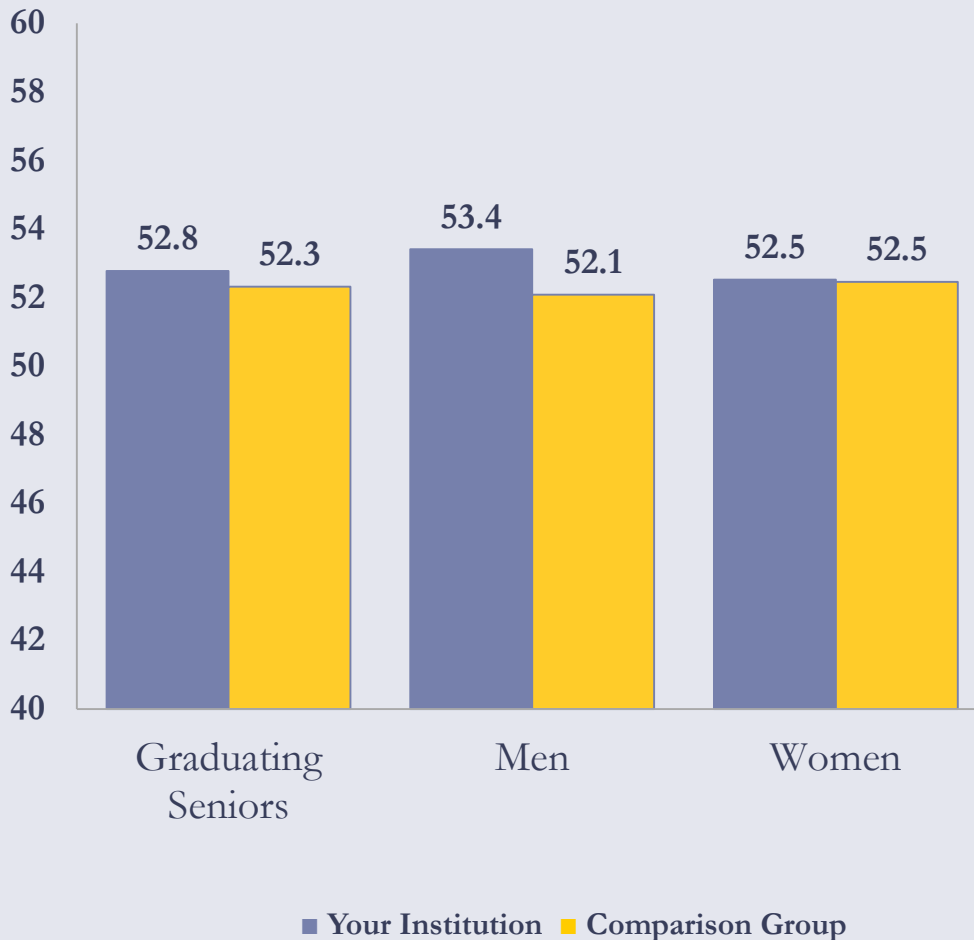


### Construct Items

- 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

# 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.

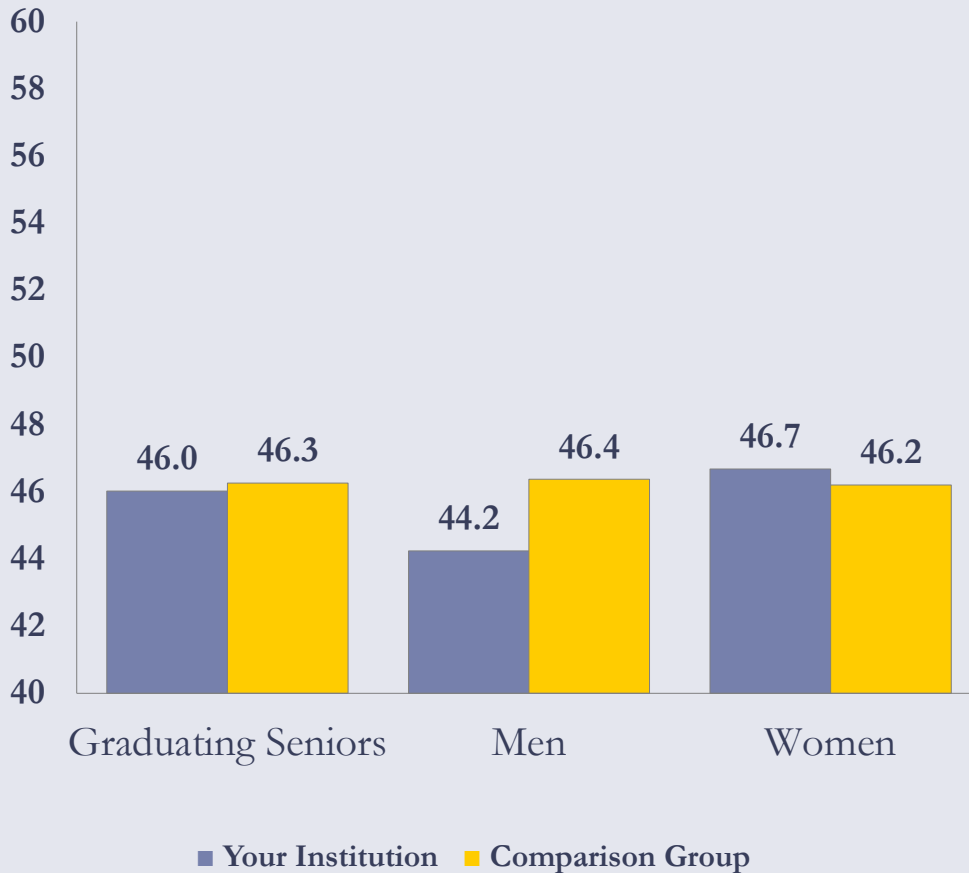


### Construct Items

- 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.

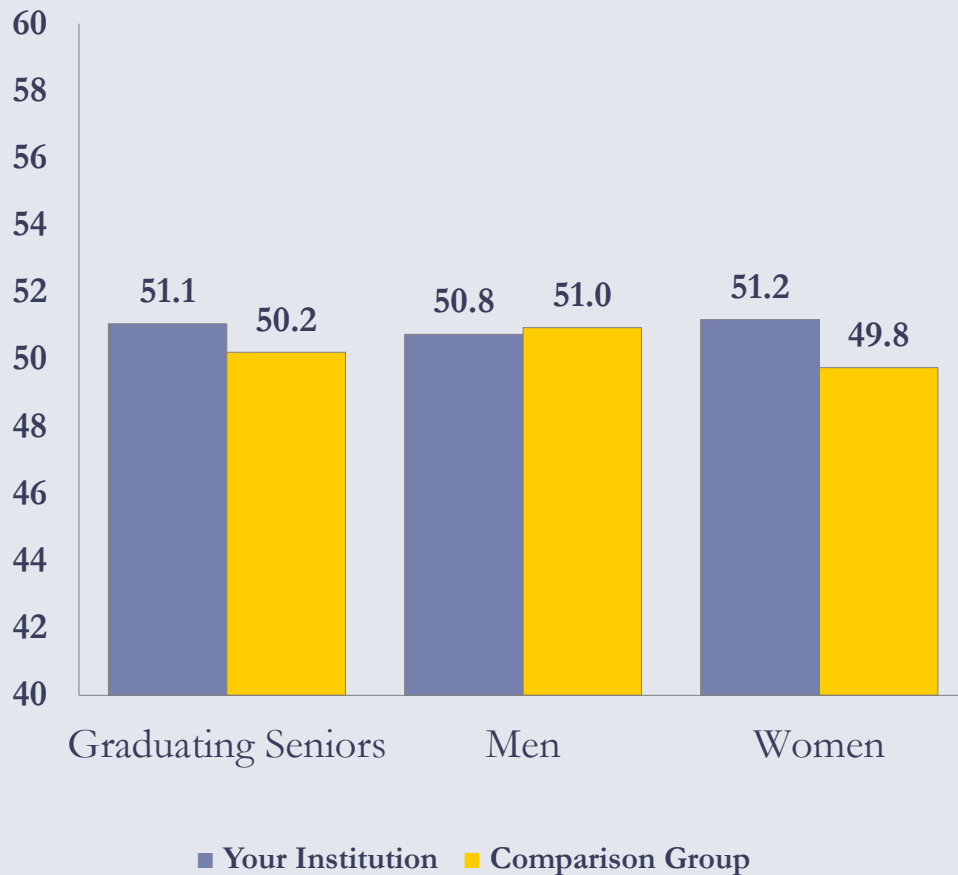


### Construct Items

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

# Leadership

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

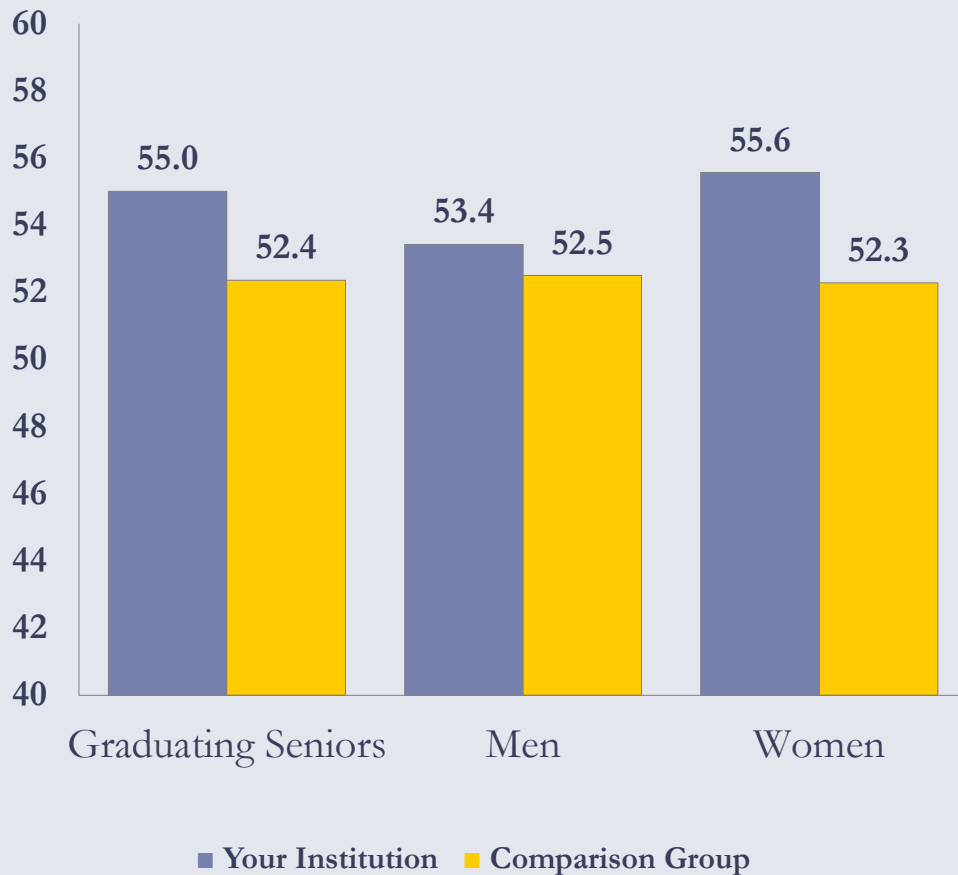


### Construct Items

- 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

# 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.

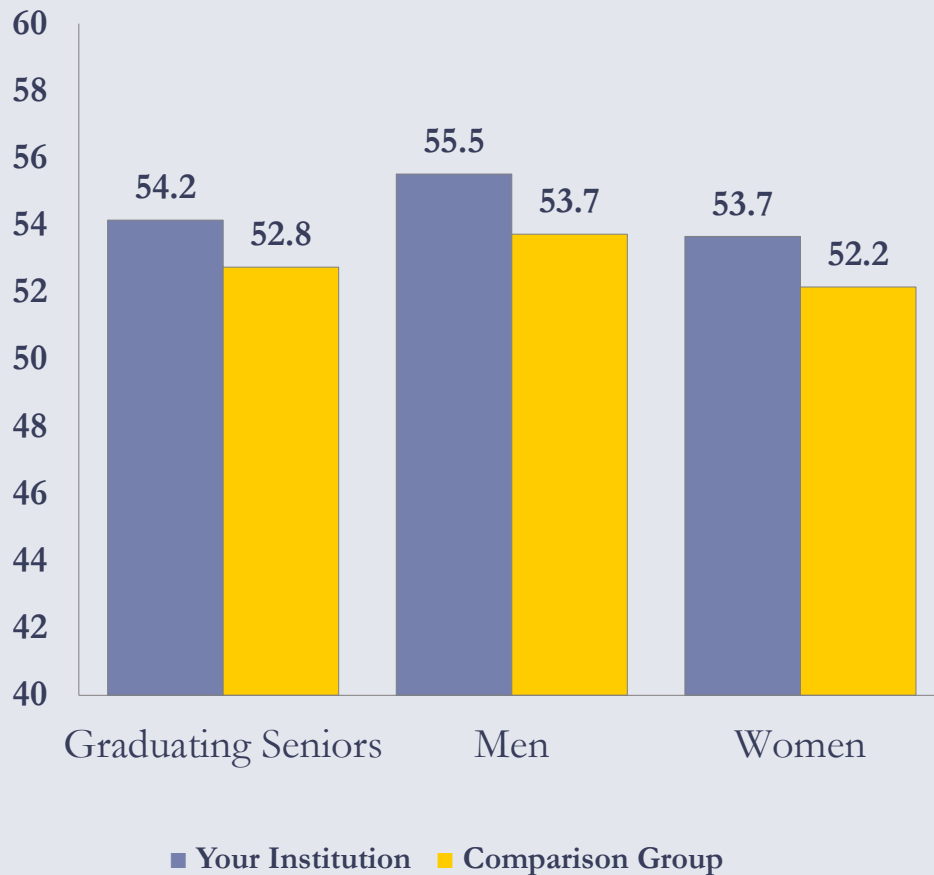


### Construct Items

- 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

# 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.

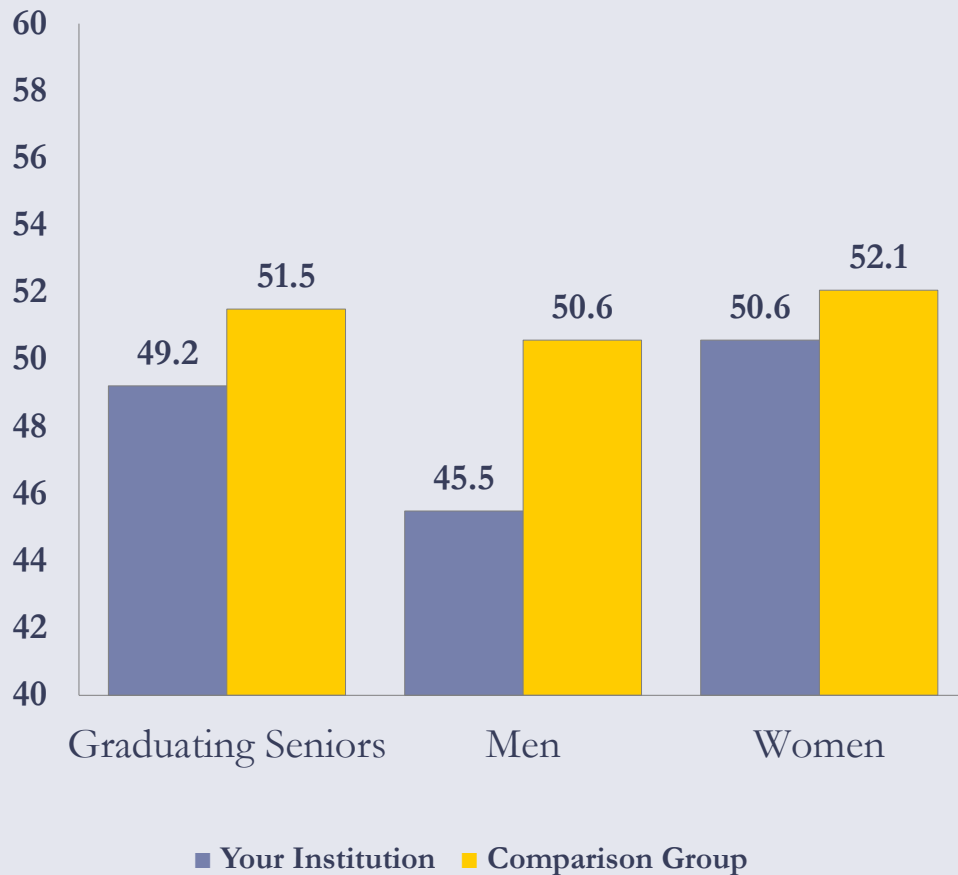


## Construct Items

- Had 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.

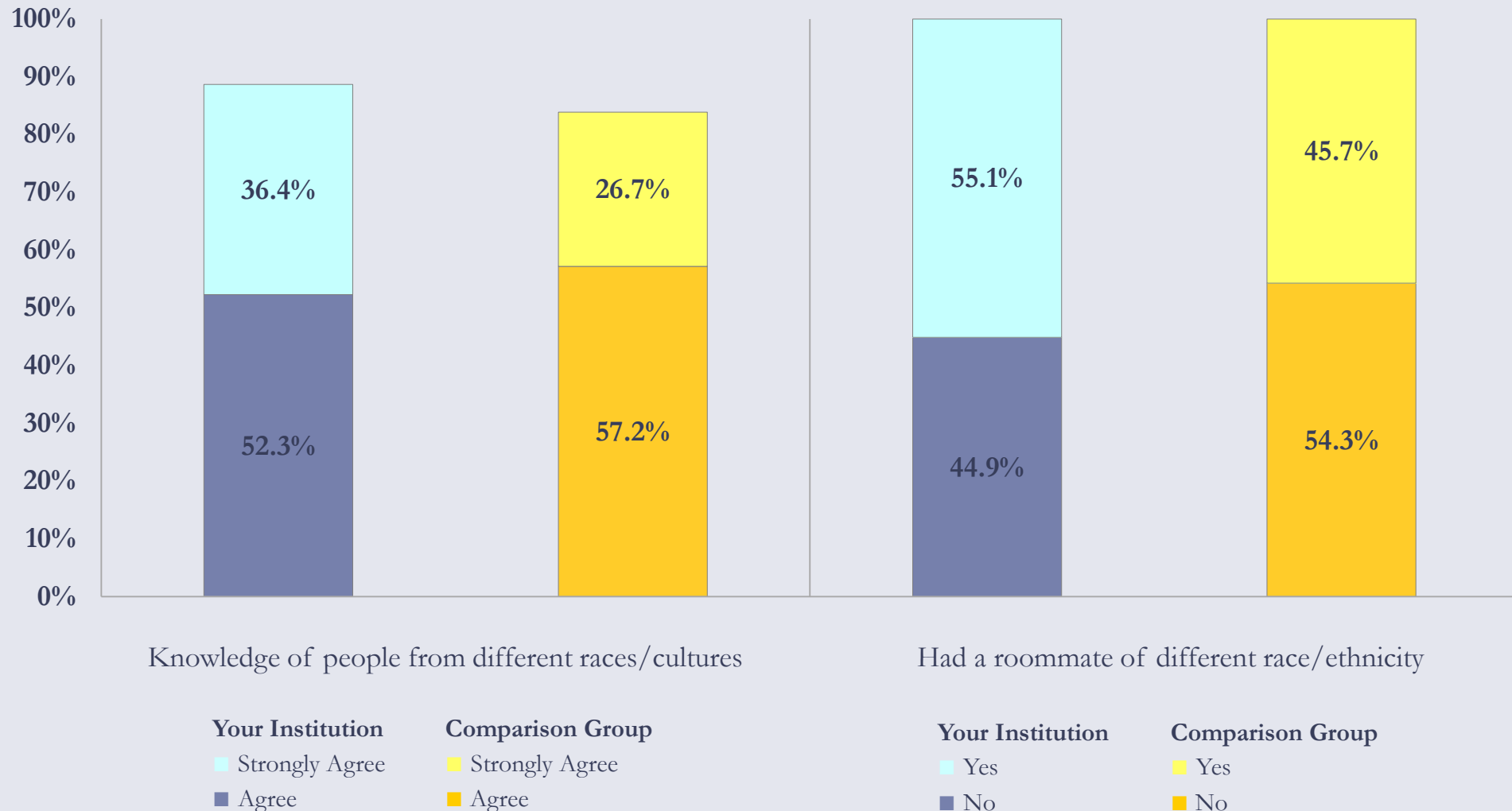


### Construct Items

- 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

# Diversity Outcomes

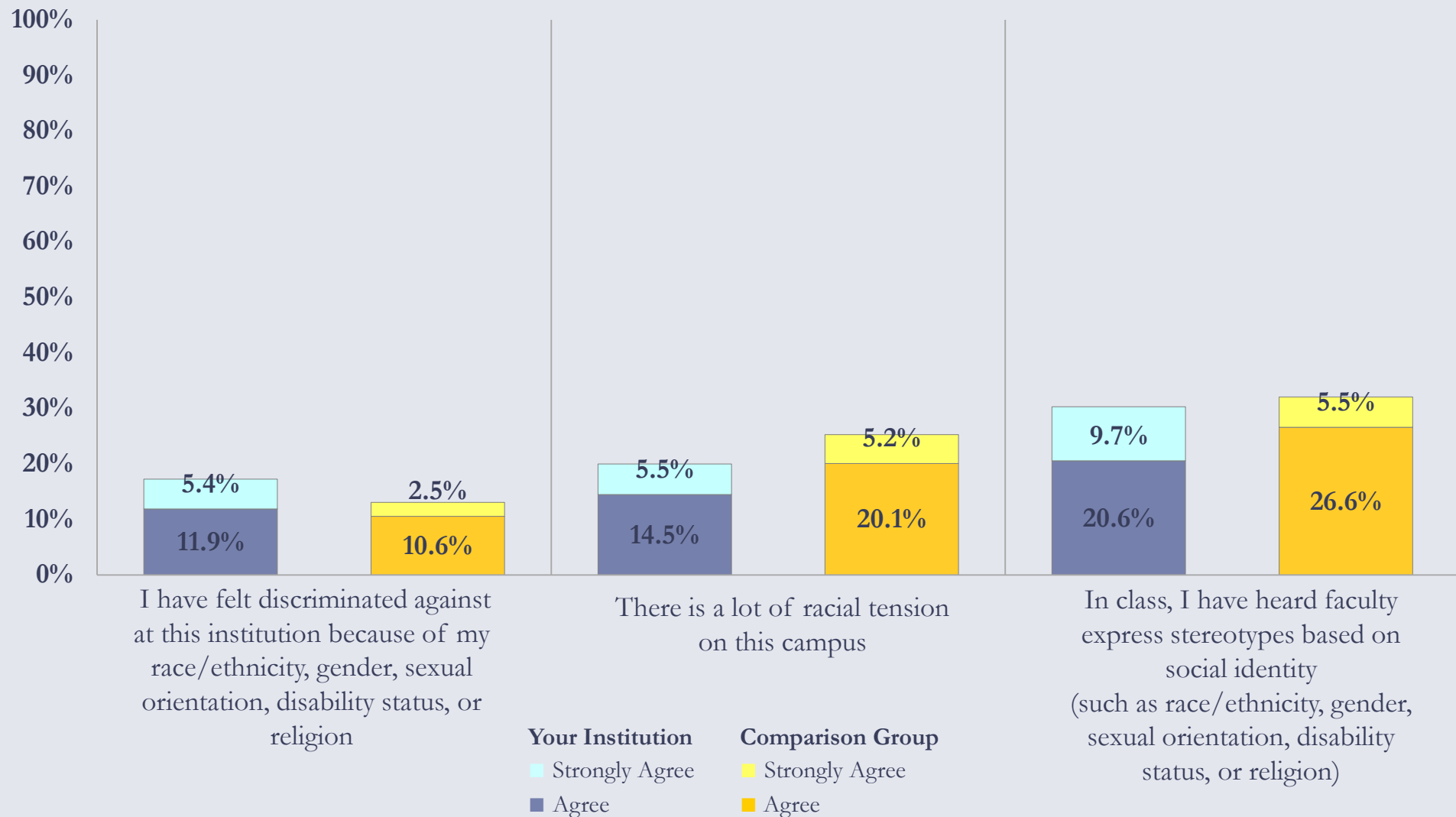
Contact with diverse students, faculty, and ideas allows students to gain valuable insights about themselves and others.





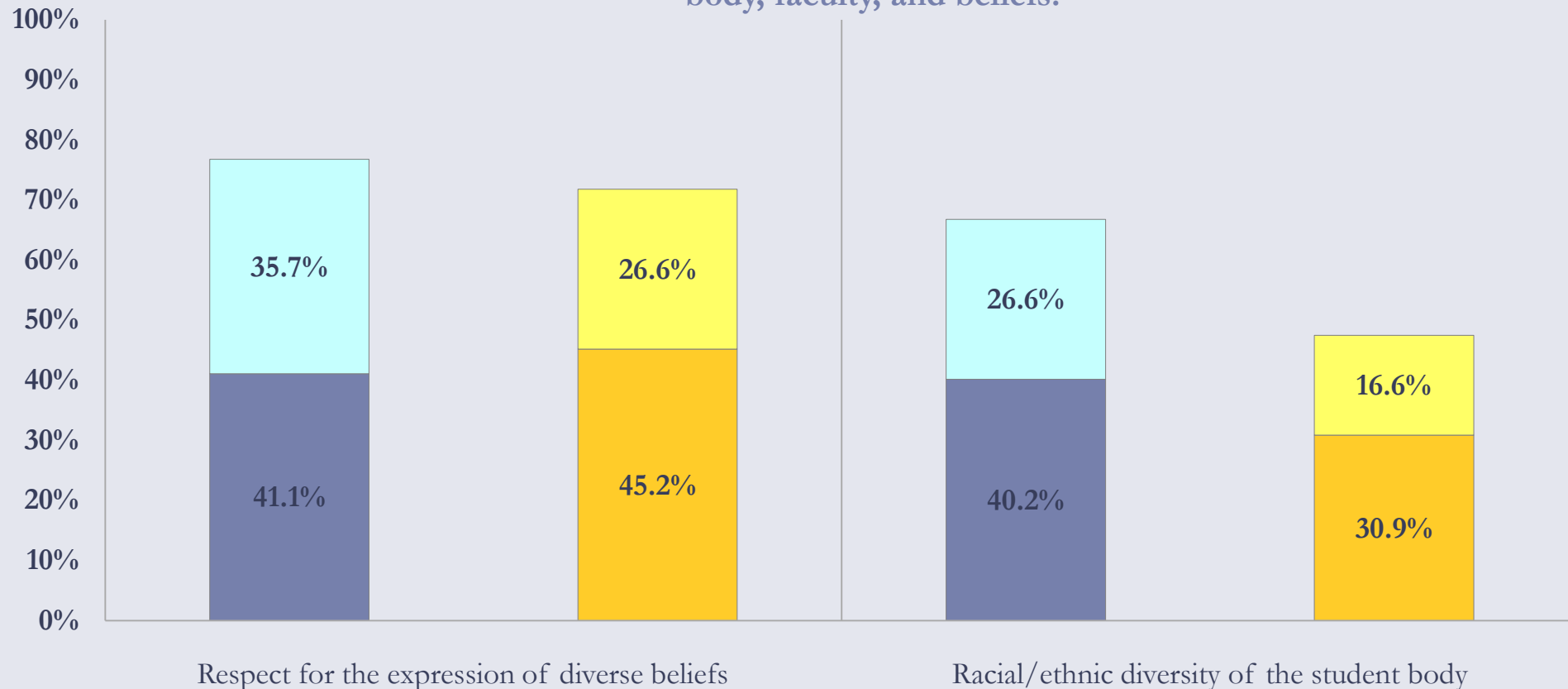
# Campus Climate and Diversity

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



# Satisfaction with Campus Diversity

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.

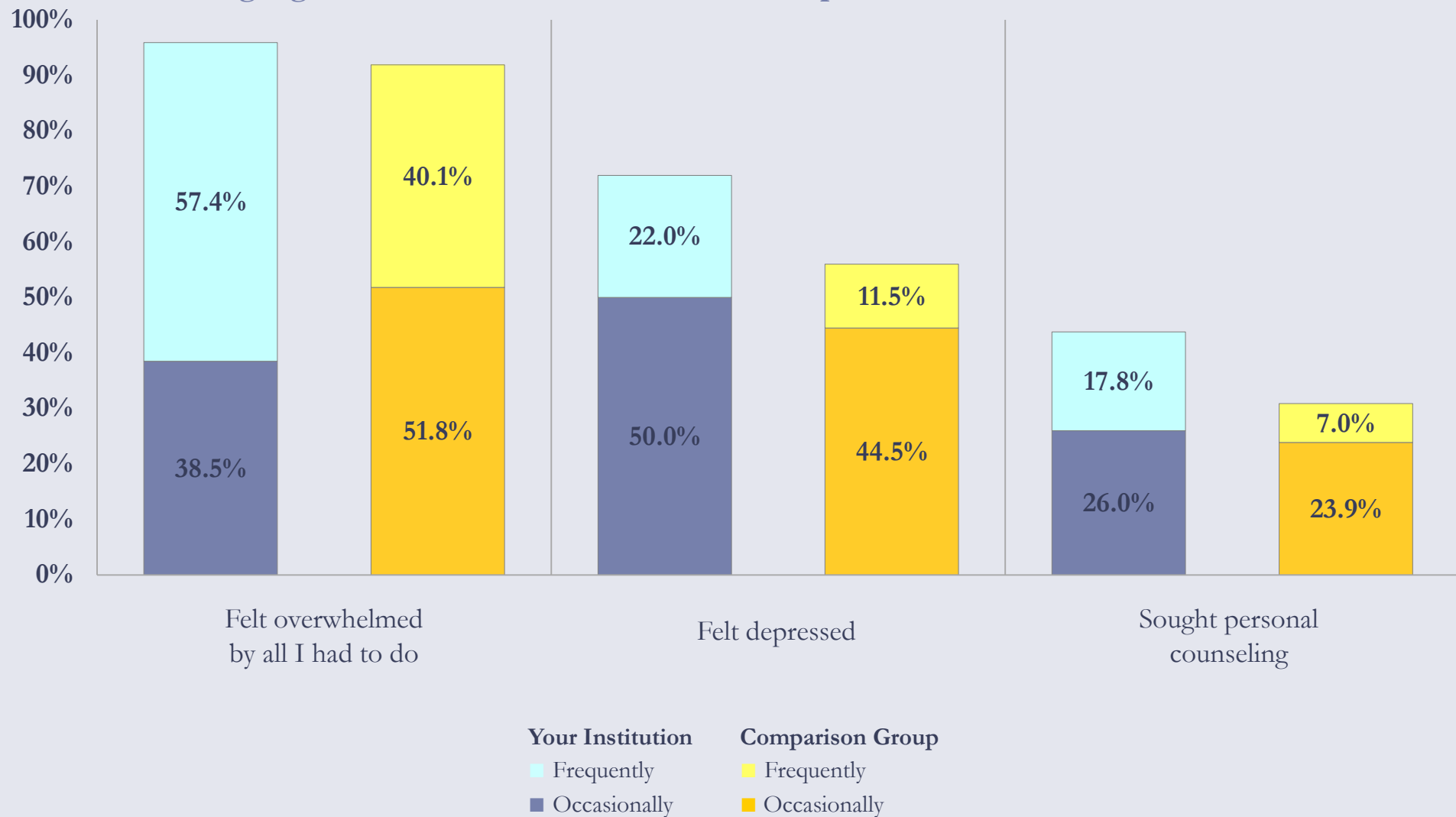


**Your Institution**  
■ Very Satisfied  
■ Satisfied

**Comparison Group**  
■ Very Satisfied  
■ Satisfied

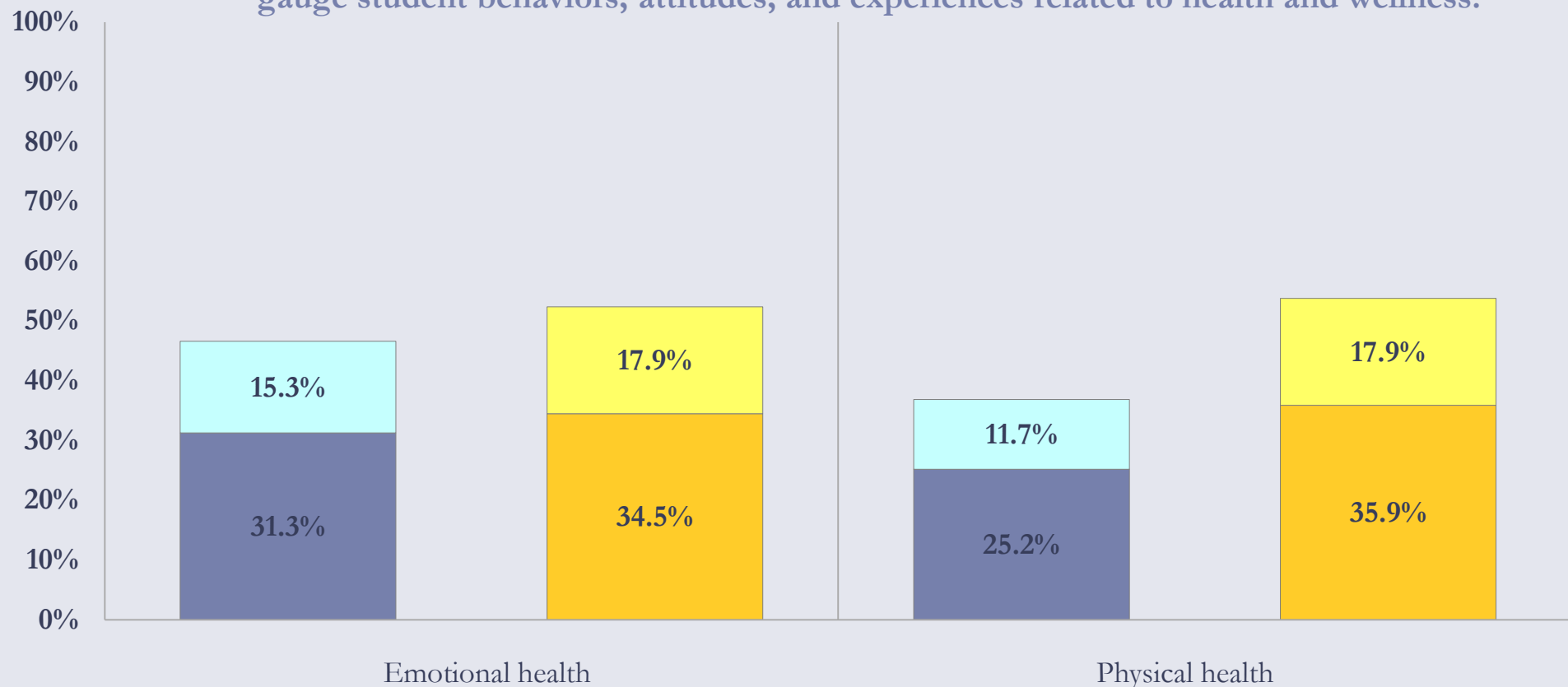
# Health and Wellness

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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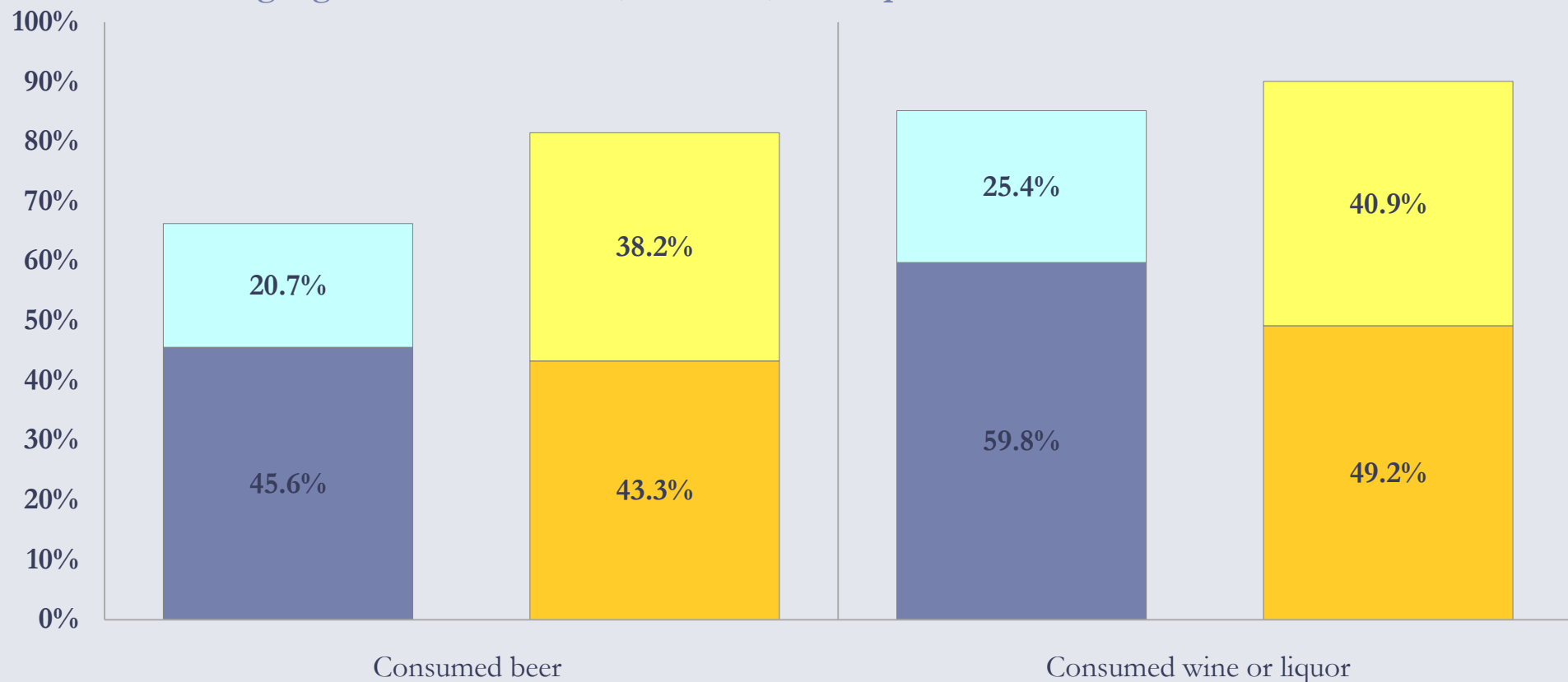


**Your Institution**  
■ Highest 10%  
■ Above Average

**Comparison Group**  
■ Highest 10%  
■ Above Average

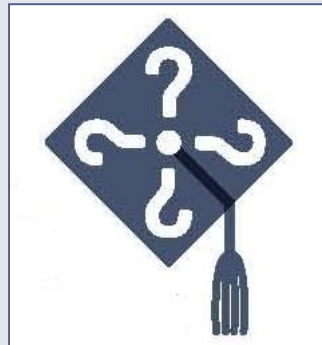
# Health and Wellness

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.



**Your Institution**  
 Frequently (Cyan)  
 Occasionally (Dark Blue)

**Comparison Group**  
 Frequently (Yellow)  
 Occasionally (Orange)



## Future Plans

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

# Future Plans

## Planned Primary Activity Fall 2016

Working full-time

Your

Comp

Inst

Group

63.5%

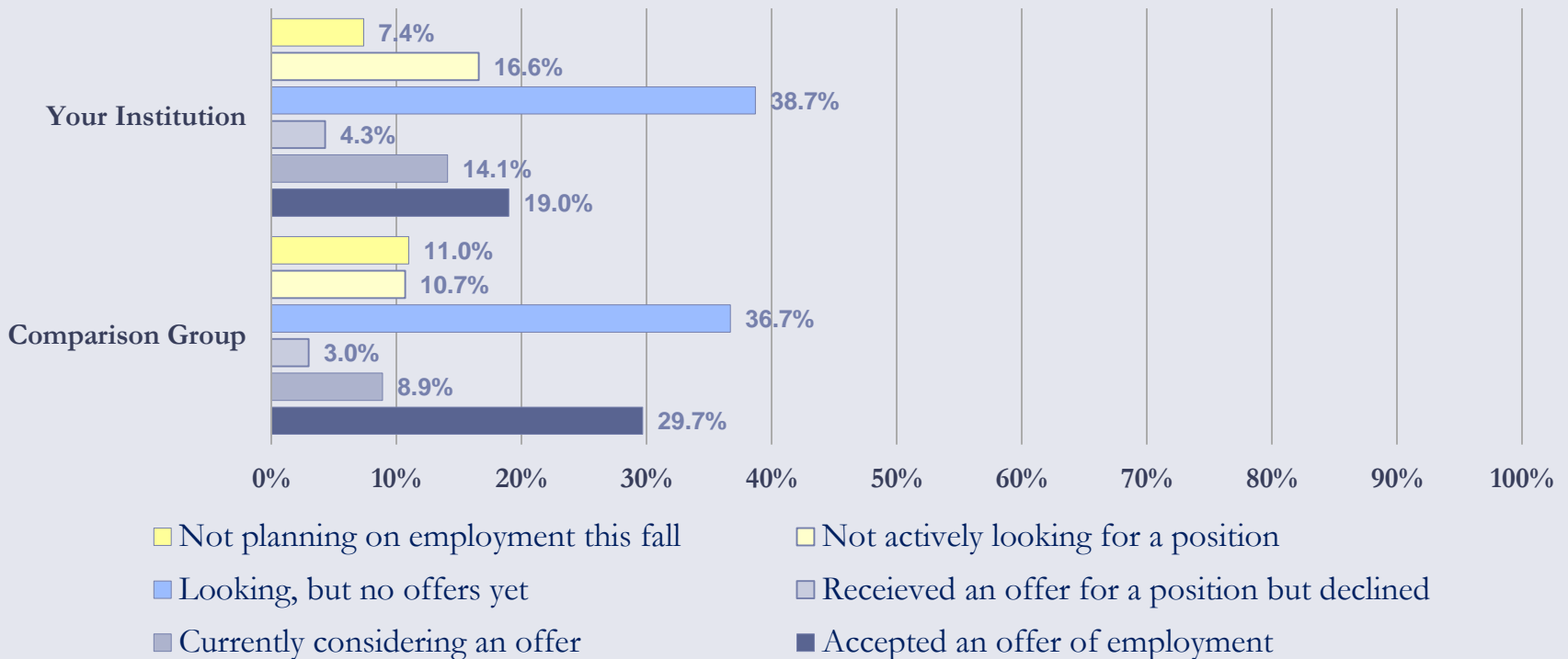
76.1%

Working part-time

46.0%

25.2%

## Current state of employment plans





# Future Plans: Graduate/Professional School

## Planned Activity Fall 2016

Attend graduate/professional school full-time  
Attend graduate/professional school part-time

Your Inst

Comp Group

38.8%

25.8%

9.6%

10.1%

## Current State of Educational Plans

Accepted and will be attending in fall  
Still awaiting responses, no acceptances  
No plans to apply to school now or in the future

22.7%

16.9%

11.7%

4.2%

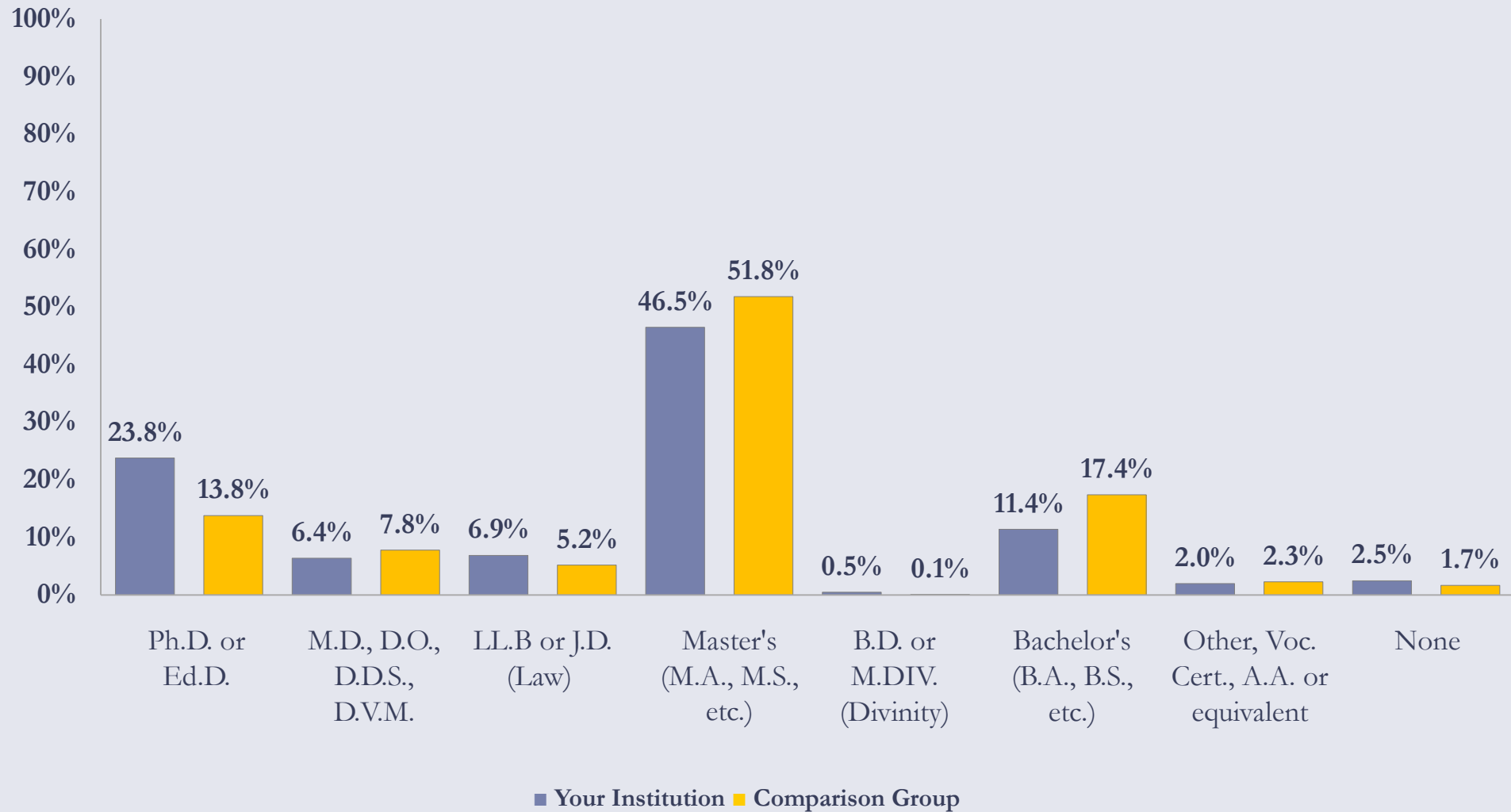
11.0%

16.9%



# Degree Aspirations

## Highest Degree Planned to Complete at Any Institution





# Future Plans

## Probable Career/Occupation

	<u>Your</u> <u>Inst</u>	<u>Comp</u> <u>Group</u>		<u>Your</u> <u>Inst</u>	<u>Comp</u> <u>Group</u>
Artist	10.2%	4.3%	Health professional	4.3%	4.8%
Business	19.8%	24.2%	Homemaker (full-time)	0.0%	0.2%
Business (clerical)	0.5%	1.9%	Lawyer	5.9%	3.9%
Clergy	0.5%	0.3%	Military (career)	0.5%	0.8%
College teacher	4.3%	1.1%	Nurse	1.1%	7.5%
Doctor (MD or DDS)	7.0%	7.7%	Research scientist	5.3%	2.2%
Education (elementary)	5.9%	2.9%	Social, welfare, recreation worker	1.6%	2.1%
Education (secondary)	0.5%	3.4%	Skilled worker	0.5%	0.1%
Engineer	0.5%	4.8%	Other	31.0%	27.1%
Farmer or forester	0.5%	0.5%	Undecided	0.0%	0.0%

# Future Plans

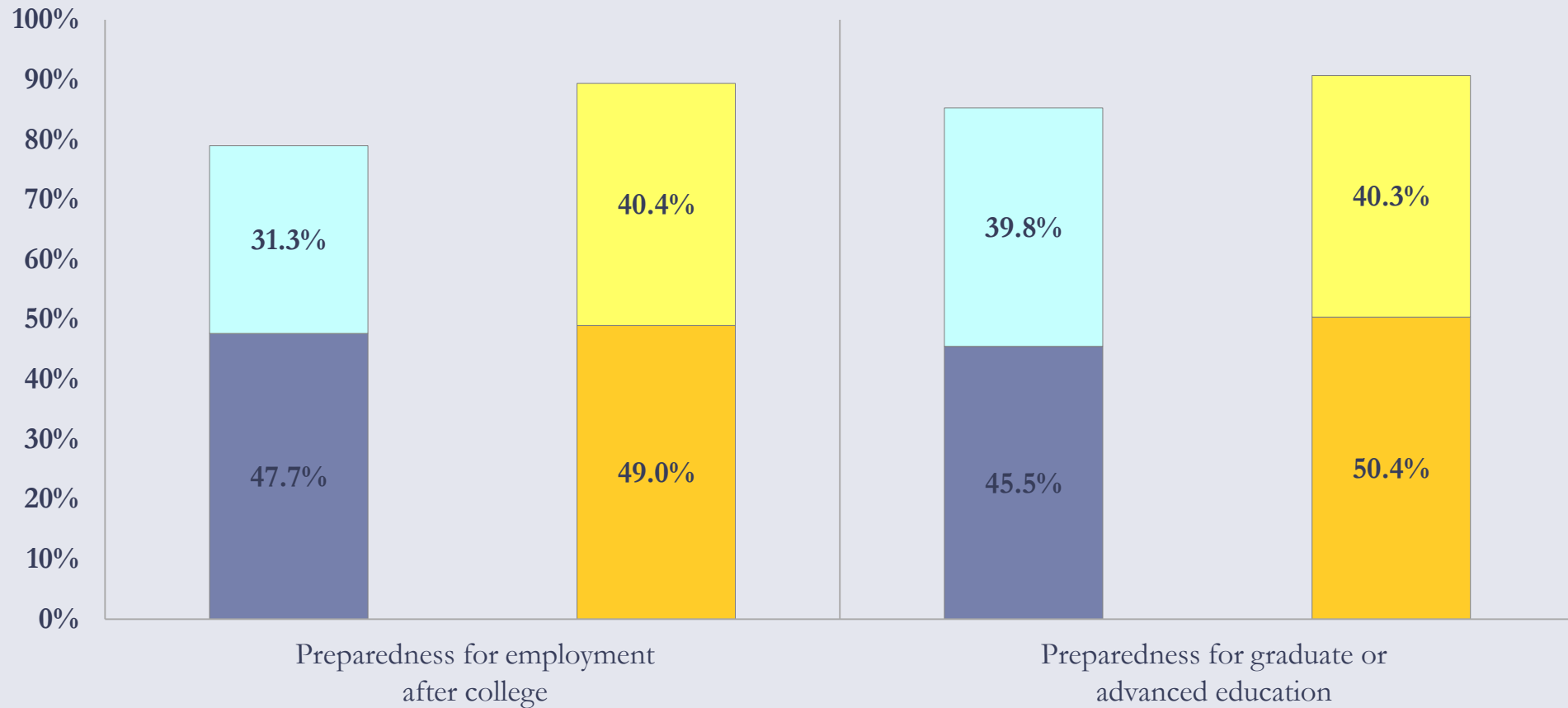
When thinking about your career path after college,  
how important are the following considerations:

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

	Your Institution	Comparison Group
Work/Life balance	90.8%	90.3%
Stable, secure future	87.2%	89.4%
Availability of jobs	84.7%	81.2%
Ability to pay off debt	84.7%	78.1%
Leadership potential	74.8%	75.6%
Expression of personal values	80.2%	72.5%
Creativity and initiative	71.6%	64.3%
High income potential	60.7%	67.3%
Working for social change	62.0%	51.1%
Social recognition or status	40.1%	41.1%

# Future Plans

## Preparedness for Future Plans



**Your Institution**  
 Strongly Agree  
 Agree

**Comparison Group**  
 Strongly Agree  
 Agree

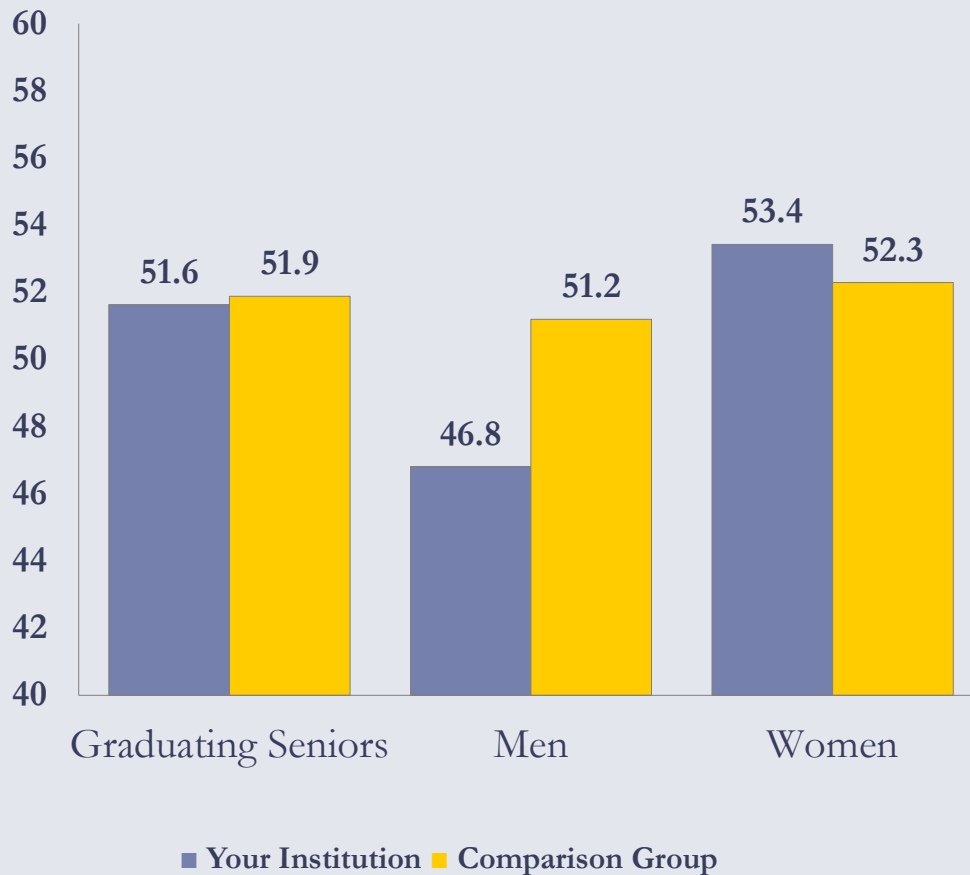


## Satisfaction

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.

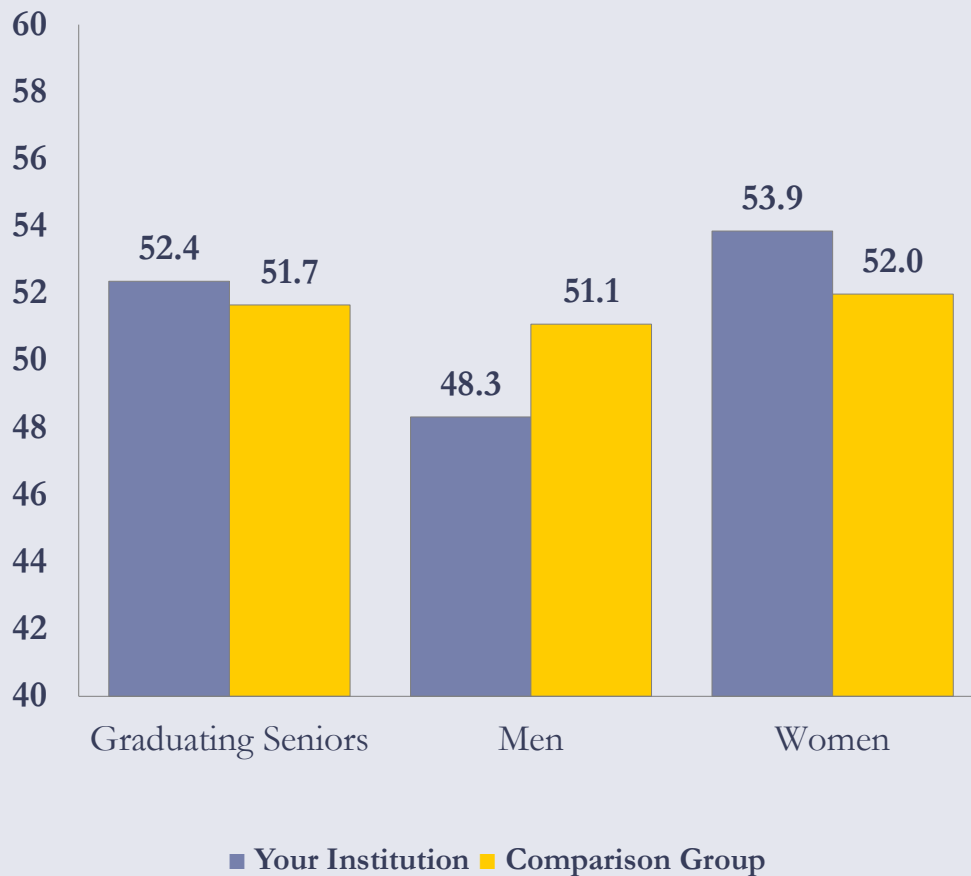


### Construct Items

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

# 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.

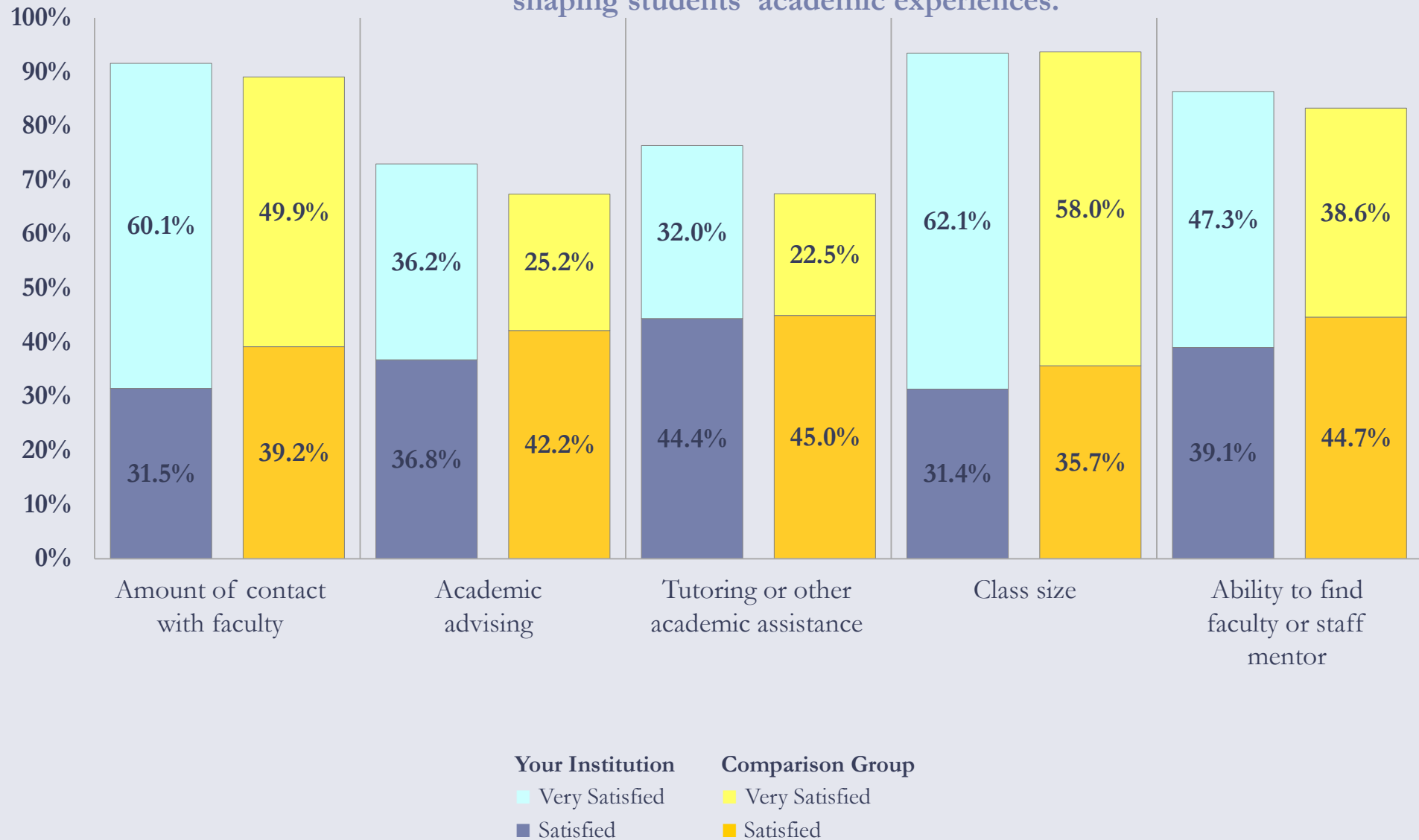


### Construct Items

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

# Satisfaction with Academic Support and Courses

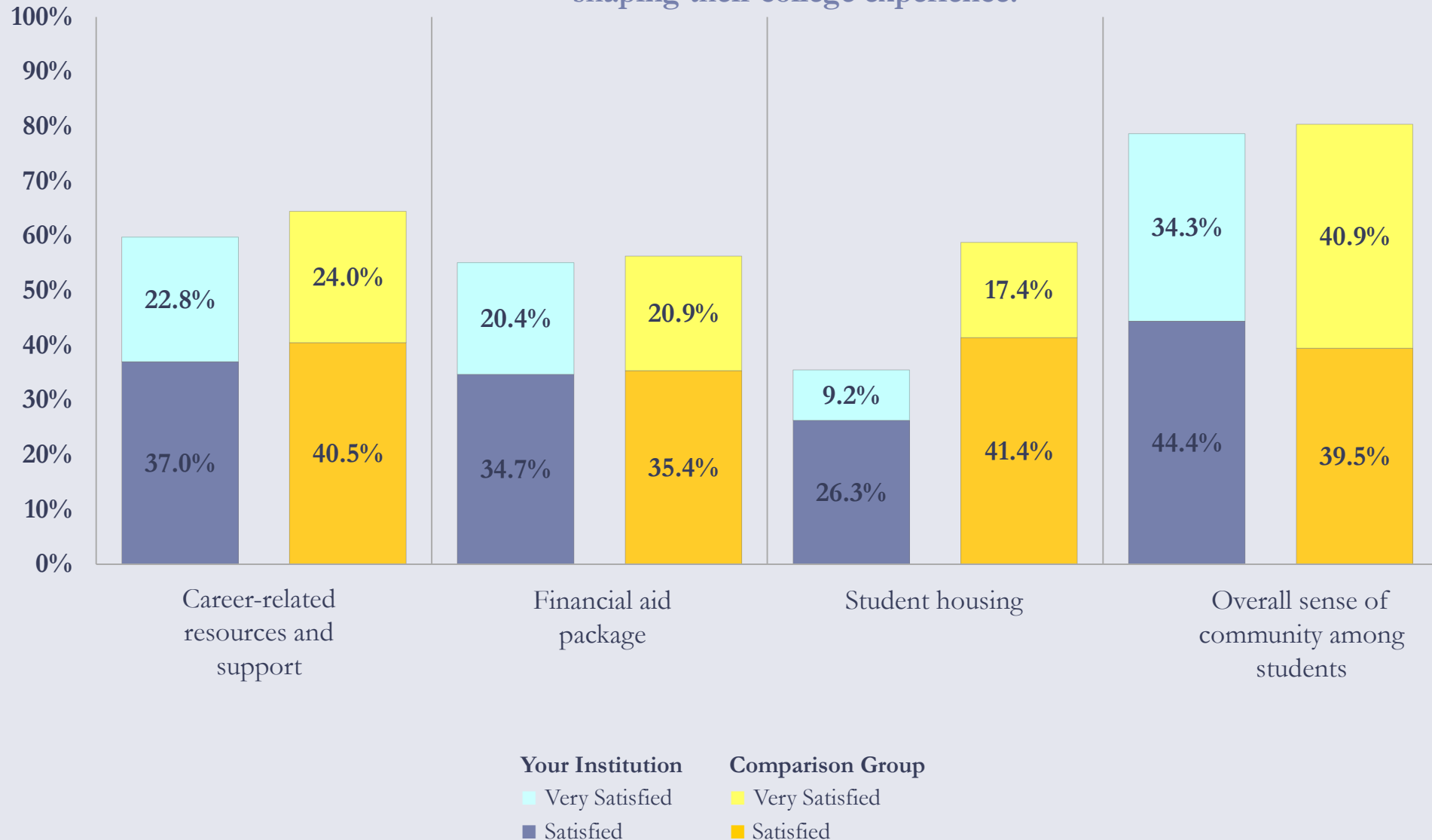
In addition to actual coursework, various support services are instrumental in shaping students' academic experiences.





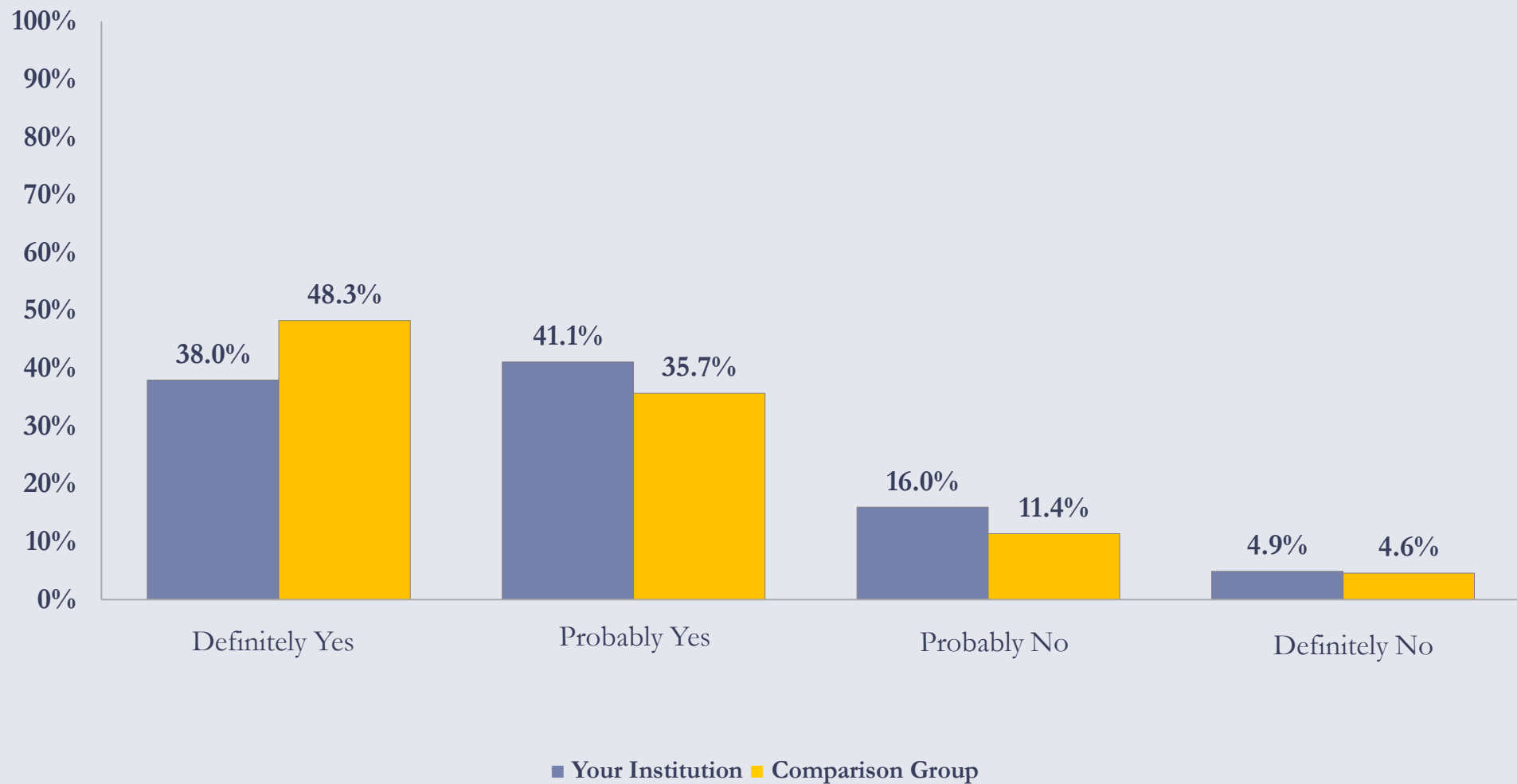
# Satisfaction with Services and Community

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



# Overall Satisfaction

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





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  
The Faculty Survey

**Please contact:**  
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**www.heri.ucla.edu**