Stetson University
College Senior Survey
2019 Results

Graduating Seniors
Stetson University
N=143

All private non-sectarian four-year colleges
N=2,907

Higher Education Research Institute, University of California at Los Angeles
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
Table of Contents

• Demographics
  Gender Identity and Sexual Orientation
  Race/Ethnicity
  Major
  Finances

• Academic Outcomes and Experiences
  Habits of Mind
  Pluralistic Orientation
  Academic Self-Concept
  Faculty Interaction: Mentorship
  General Interpersonal Validation
  Academic Outcomes
  Academic Enhancement Experiences

• Co-Curricular Outcomes and Experiences
  Social Agency
  Civic Engagement
  Civic Awareness
  Leadership
  Health and Wellness

• Diversity
  Positive Cross-Racial Interaction
  Negative Cross-Racial Interaction
  Sense of Belonging
  Diversity Outcomes
  Campus Climate and Diversity

• Future Plans
  Preparedness for Future Plans
  Employment
  Graduate/Professional School
  Probable Career/Occupation
  Career Considerations

• Satisfaction
  Overall Satisfaction
  Satisfaction with Coursework
  Satisfaction with Academic Support and Courses
  Satisfaction with Services and Community
  Alumni Engagement
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

- Man/Trans man: 69.9%
- Woman/Trans woman: 30.1%
- Genderqueer / Gender non-conforming: 0.0%
- Different identity: 0.0%

Sexual Orientation

- Heterosexual/Straight: 77.5%
- Gay: 3.5%
- Lesbian: 2.8%
- Bisexual: 9.9%
- Queer: 1.4%
- Pansexual: 1.4%
- Asexual: 2.1%
- Not Listed Above: 1.4%
Demographics

Race/Ethnicity

- African American/Black: 6.3%
- American Indian/Alaska Native: 0.0%
- Asian/Native Hawaiian/Pacific Islander: 5.6%
- Latina/o/x: 5.6%
- White/Caucasian: 62.9%
- Other Race/Ethnicity: 1.4%
- Two or More Races/Ethnicities: 18.2%
Demographics

Finances

Borrowed money to help pay for college

- 63.4% Your Institution
- 54.3% Comparison Group

Median Amount Borrowed

<table>
<thead>
<tr>
<th>Your Institution</th>
<th>$30,000.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparison Group</td>
<td>$25,000.00</td>
</tr>
</tbody>
</table>
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

- 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

![Graph showing comparison of TFS and CSS scores for Habits of Mind](chart.png)

<table>
<thead>
<tr>
<th></th>
<th>TFS</th>
<th>CSS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>48.3</td>
<td>50.7</td>
</tr>
<tr>
<td></td>
<td>49.6</td>
<td>51.9</td>
</tr>
</tbody>
</table>

- **Your Institution**
- **Comparison Group**

---

2019 College Senior Survey
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

<table>
<thead>
<tr>
<th></th>
<th>TFS</th>
<th>CSS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>47.8</td>
<td>50.6</td>
</tr>
<tr>
<td></td>
<td>48.7</td>
<td>50.2</td>
</tr>
</tbody>
</table>

- Your Institution
- Comparison Group
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 about your academic work (outside of grades)
- Encouragement to discuss coursework outside of class
- Help in achieving your professional goals
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**
  - Your Institution: 48.0% Strongly Agree, 52.9% Agree
  - Comparison Group: 48.8% Strongly Agree, 54.2% Agree

- **At least one staff member has taken an interest in my development**
  - Your Institution: 41.7% Strongly Agree, 41.3% Agree
  - Comparison Group: 40.9% Strongly Agree, 37.5% Agree

- **Faculty believe in my potential to succeed academically**
  - Your Institution: 48.4% Strongly Agree, 48.4% Agree
  - Comparison Group: 48.5% Strongly Agree, 46.0% Agree

- **Faculty empower me to learn here**
  - Your Institution: 32.3% Strongly Agree, 61.4% Agree
  - Comparison Group: 37.2% Strongly Agree, 56.0% Agree
Academic Outcomes

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

- **Preparedness for graduate or advanced education**
  - **Your Institution**: 50.0% Strongly Agree, 47.2% Agree
  - **Comparison Group**: 30.6% Strongly Agree, 40.6% Agree

- **Ability to conduct research**
  - **Your Institution**: 40.3% Strongly Agree, 47.8% Agree
  - **Comparison Group**: 45.1% Strongly Agree, 45.5% Agree

- **Intellectual and practical skills (including inquiry and analysis, critical thinking, and information literacy)**
  - **Your Institution**: 55.6% Strongly Agree, 63.8% Agree
  - **Comparison Group**: 40.6% Strongly Agree, 34.4% 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.

- Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam): 79.7% (Your Institution) vs. 80.2% (Comparison Group)
- Participated in an undergraduate research program: 40.7% (Your Institution) vs. 39.1% (Comparison Group)
- Participated in study abroad: 32.6% (Your Institution) vs. 46.0% (Comparison Group)

2019 College Senior Survey
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

<table>
<thead>
<tr>
<th></th>
<th>TFS</th>
<th>CSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Institution</td>
<td>50.4</td>
<td>48.4</td>
</tr>
<tr>
<td>Comparison Group</td>
<td>49.6</td>
<td>50.1</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

- 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

2019 College Senior Survey

Graduating Seniors: 49.1, 50.8
Men/Trans men: 48.7, 48.8
Women/Trans women: 49.3, 51.7
Genderqueer: 56.4
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 my community

<table>
<thead>
<tr>
<th>Graduating Seniors</th>
<th>Men/Trans men</th>
<th>Women/Trans women</th>
<th>Genderqueer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Institution</td>
<td>Comparison Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>48.6</td>
<td>48.1</td>
<td>48.9</td>
<td>50.2</td>
</tr>
<tr>
<td>50.6</td>
<td>50.4</td>
<td>50.8</td>
<td></td>
</tr>
</tbody>
</table>

2019 College Senior Survey
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
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.

<table>
<thead>
<tr>
<th>Metric</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felt overwhelmed by all I had to do</td>
<td>50.4%</td>
<td>45.1%</td>
</tr>
<tr>
<td></td>
<td>51.4%</td>
<td>43.2%</td>
</tr>
<tr>
<td>Felt anxious</td>
<td>46.6%</td>
<td>42.1%</td>
</tr>
<tr>
<td></td>
<td>47.3%</td>
<td>42.9%</td>
</tr>
<tr>
<td>Felt hungry but didn’t eat because I didn’t have enough money for food</td>
<td>11.3%</td>
<td>6.3%</td>
</tr>
<tr>
<td></td>
<td>28.6%</td>
<td>17.5%</td>
</tr>
</tbody>
</table>

2019 College Senior Survey
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.

Self-Rated: Emotional Health
- Your Institution: 26.4%
- Comparison Group: 27.2%

Self-Rated: Physical Health
- Your Institution: 27.3%
- Comparison Group: 34.0%

Self-Rated: Drive to achieve
- Your Institution: 14.7%
- Comparison Group: 34.3%
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

- 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

---

![Bar chart showing Positive Cross-Racial Interaction scores for different groups]

- Graduating Seniors: 50.5 (Your Institution), 52.1 (Comparison Group)
- Men/Trans men: 49.1 (Your Institution), 51.6 (Comparison Group)
- Women/Trans women: 51.2 (Your Institution), 52.2 (Comparison Group)
- Genderqueer: 53.0 (Comparison Group)
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

![Bar chart showing comparison between Your Institution and Comparison Group for different categories: Graduating Seniors, Men/Trans men, Women/Trans women, Genderqueer. The percentages range from 49.9 to 53.6.](chart.png)

- Graduating Seniors: Your Institution 49.9, Comparison Group 49.7
- Men/Trans men: Your Institution 51.3, Comparison Group 50.1
- Women/Trans women: Your Institution 49.2, Comparison Group 49.2
- Genderqueer: 53.6
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

---

Your Institution  Comparison Group

<table>
<thead>
<tr>
<th>Graduating Seniors</th>
<th>Men/Trans men</th>
<th>Women/Trans women</th>
<th>Genderqueer</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.7</td>
<td>47.3</td>
<td>49.4</td>
<td>47.4</td>
</tr>
<tr>
<td>51.0</td>
<td>51.3</td>
<td>51.1</td>
<td></td>
</tr>
</tbody>
</table>
Diversity Outcomes

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

- **My knowledge of people from different races/cultures**
  - Your Institution: 39.1% Strongly Agree, 47.6% Agree
  - Comparison Group: 39.1% Strongly Agree

- **Understanding of the problems facing my community**
  - Your Institution: 26.9% Strongly Agree, 44.0% Agree
  - Comparison Group: 28.7% Strongly Agree

- **Understanding of national issues**
  - Your Institution: 26.1% Strongly Agree, 48.5% Agree
  - Comparison Group: 32.0% Strongly Agree, 51.3% Agree

2019 College Senior Survey
Campus Climate and Diversity

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

I feel valued at this institution
I feel I am a member of this college
I have felt discriminated against at this institution because of my race/ethnicity, gender/gender identity, sexual orientation, disability status, or religion

Your Institution
■ Strongly Agree
■ Agree

Comparison Group
■ Strongly Agree
■ Agree

2019 College Senior Survey
Future Plans

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

Preparedness for Future Plans

This institution has prepared me for employment after college

- Your Institution: 24.6% Strongly Agree, 53.0% Agree, 49.7% Total
- Comparison Group: 30.6% Strongly Agree, 50.0% Agree, 47.2% Total

This institution has prepared me for graduate or advanced education

- Your Institution: 34.3% Strongly Agree, 30.6% Agree, 40.6% Total
- Comparison Group: 30.6% Strongly Agree, 40.6% Agree, 47.2% Total

2019 College Senior Survey
Future Plans: Employment

Planned Primary Activity Fall 2019

Working full-time

Working part-time

Current state of employment plans

- Not planning on employment this fall
- Not actively looking for a position
- Looking, but no offers yet
- Received an offer for a position but declined
- Currently considering an offer
- Accepted an offer of employment
## Future Plans: Graduate/Professional School

<table>
<thead>
<tr>
<th>Planned Primary Activity Fall 2019</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend graduate/professional school full-time</td>
<td>25.7%</td>
<td>22.9%</td>
</tr>
<tr>
<td>Attend graduate/professional school part-time</td>
<td>9.3%</td>
<td>6.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current State of Educational Plans</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepted and will be attending in fall</td>
<td>12.6%</td>
<td>16.3%</td>
</tr>
<tr>
<td>Still awaiting responses, no acceptances</td>
<td>6.3%</td>
<td>3.2%</td>
</tr>
<tr>
<td>No plans to apply to school now or in the future</td>
<td>18.0%</td>
<td>15.2%</td>
</tr>
</tbody>
</table>
## Future Plans

### Probable Career/Occupation

<table>
<thead>
<tr>
<th>Career/Occupation</th>
<th>Your Inst</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artist</td>
<td>7.2%</td>
<td>10.7%</td>
</tr>
<tr>
<td>Business</td>
<td>29.0%</td>
<td>19.1%</td>
</tr>
<tr>
<td>Business (Clerical)</td>
<td>3.6%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Clergy</td>
<td>0.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>College Teacher</td>
<td>5.8%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Doctor (MD or DDS)</td>
<td>8.0%</td>
<td>5.2%</td>
</tr>
<tr>
<td>Education (secondary)</td>
<td>2.9%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Education (elementary)</td>
<td>2.9%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Engineer</td>
<td>3.6%</td>
<td>10.4%</td>
</tr>
<tr>
<td>Farmer or forester</td>
<td>0.7%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Health professional</td>
<td>10.1%</td>
<td>7.2%</td>
</tr>
<tr>
<td>Homemaker (full-time)</td>
<td>0.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Lawyer</td>
<td>5.8%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Military (career)</td>
<td>0.7%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Nurse</td>
<td>0.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Research Scientist</td>
<td>3.6%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Social/Welfare/Rec Worker</td>
<td>1.4%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Skilled worker</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other choice</td>
<td>12.3%</td>
<td>13.7%</td>
</tr>
<tr>
<td>Undecided</td>
<td>2.2%</td>
<td>6.9%</td>
</tr>
</tbody>
</table>

2019 College Senior Survey
## 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></th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work/Life balance</td>
<td>85.5%</td>
<td>85.6%</td>
</tr>
<tr>
<td>Stable, secure future</td>
<td>90.9%</td>
<td>84.4%</td>
</tr>
<tr>
<td>Availability of jobs</td>
<td>76.6%</td>
<td>73.0%</td>
</tr>
<tr>
<td>Ability to pay off debt</td>
<td>73.8%</td>
<td>68.2%</td>
</tr>
<tr>
<td>Leadership potential</td>
<td>70.0%</td>
<td>67.1%</td>
</tr>
<tr>
<td>Expression of personal values</td>
<td>62.1%</td>
<td>69.5%</td>
</tr>
<tr>
<td>Creativity and initiative</td>
<td>61.2%</td>
<td>63.2%</td>
</tr>
<tr>
<td>High income potential</td>
<td>66.6%</td>
<td>59.4%</td>
</tr>
<tr>
<td>Working for social change</td>
<td>36.0%</td>
<td>51.6%</td>
</tr>
<tr>
<td>Social recognition or status</td>
<td>27.5%</td>
<td>29.9%</td>
</tr>
<tr>
<td>Connection to college major</td>
<td>55.8%</td>
<td>50.9%</td>
</tr>
</tbody>
</table>
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 you 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 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.

<table>
<thead>
<tr>
<th>Service</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library resources</td>
<td>54.6%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Technology resources</td>
<td>48.3%</td>
<td>46.7%</td>
</tr>
<tr>
<td>Courses in your major field</td>
<td>49.5%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Overall quality of instruction</td>
<td>46.7%</td>
<td>41.8%</td>
</tr>
</tbody>
</table>

2019 College Senior Survey
Community and the support students receive are critical to shaping their college experience.
I will give this college money as an alum

- Your Institution: 6.3% Strongly Agree, 36.2% Agree, 47.7%
- Comparison Group: 11.9% Strongly Agree, 36.5%, 46.2%

I plan to remain engaged with this college (e.g. campus events, fundraising, admissions)

- Your Institution: 13.1% Strongly Agree, 47.7%
- Comparison Group: 15.6% Strongly Agree, 46.2%
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

Please contact:
heri@ucla.edu
(310) 825-1925
www.heri.ucla.edu