

**Stetson University**  
**College Senior Survey**  
**2019 Results**

Graduating Seniors

Stetson University  
N=143

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

# 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 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

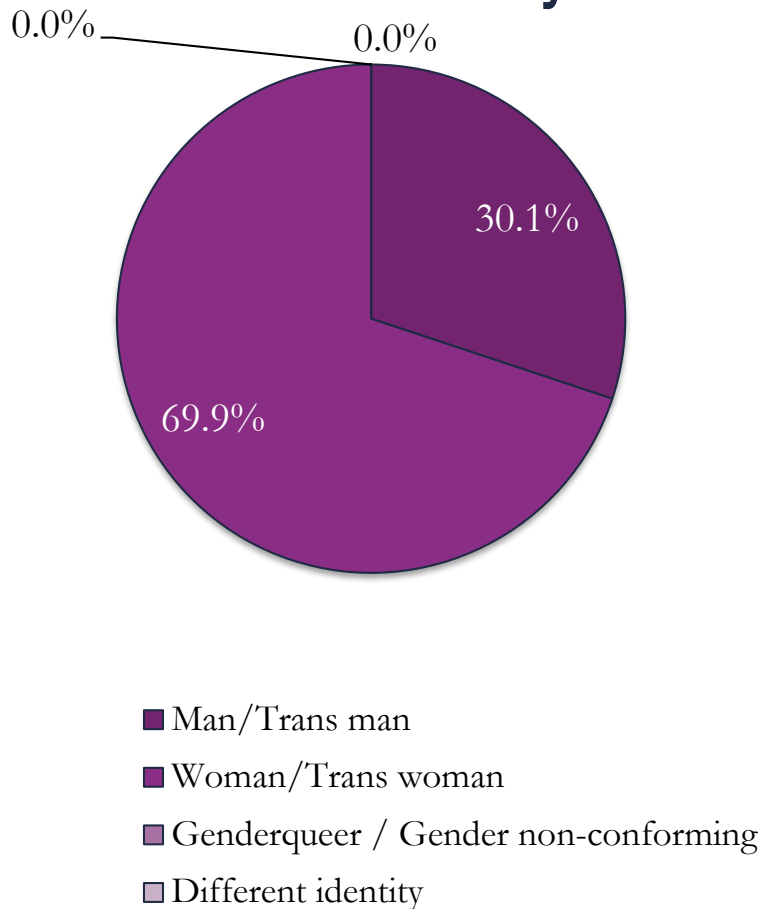
Constructs statistically aggregate questions from CIRP surveys that tap into key features of the college experience. These student traits and institutional practices contribute to learning and development in college.

## Longitudinal Constructs

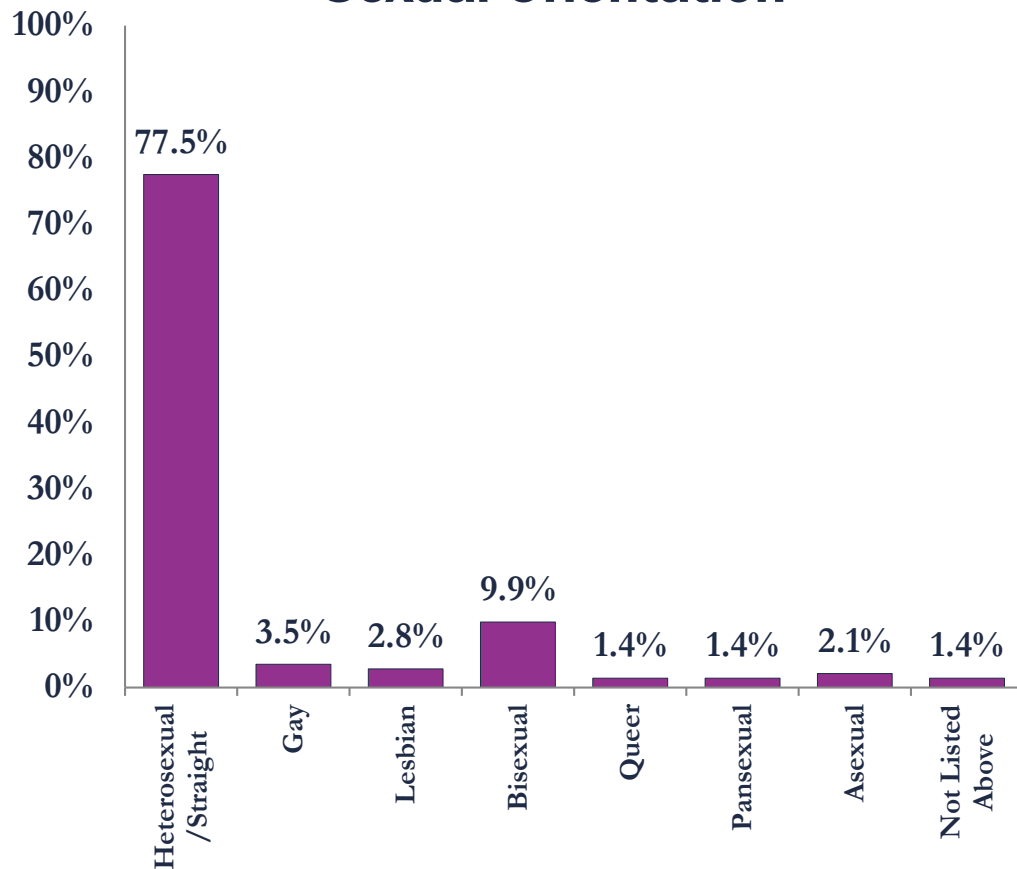
Constructs that are included in the CIRP TFS and CSS that measure change in your student population over time.

# Demographics

## Gender Identity

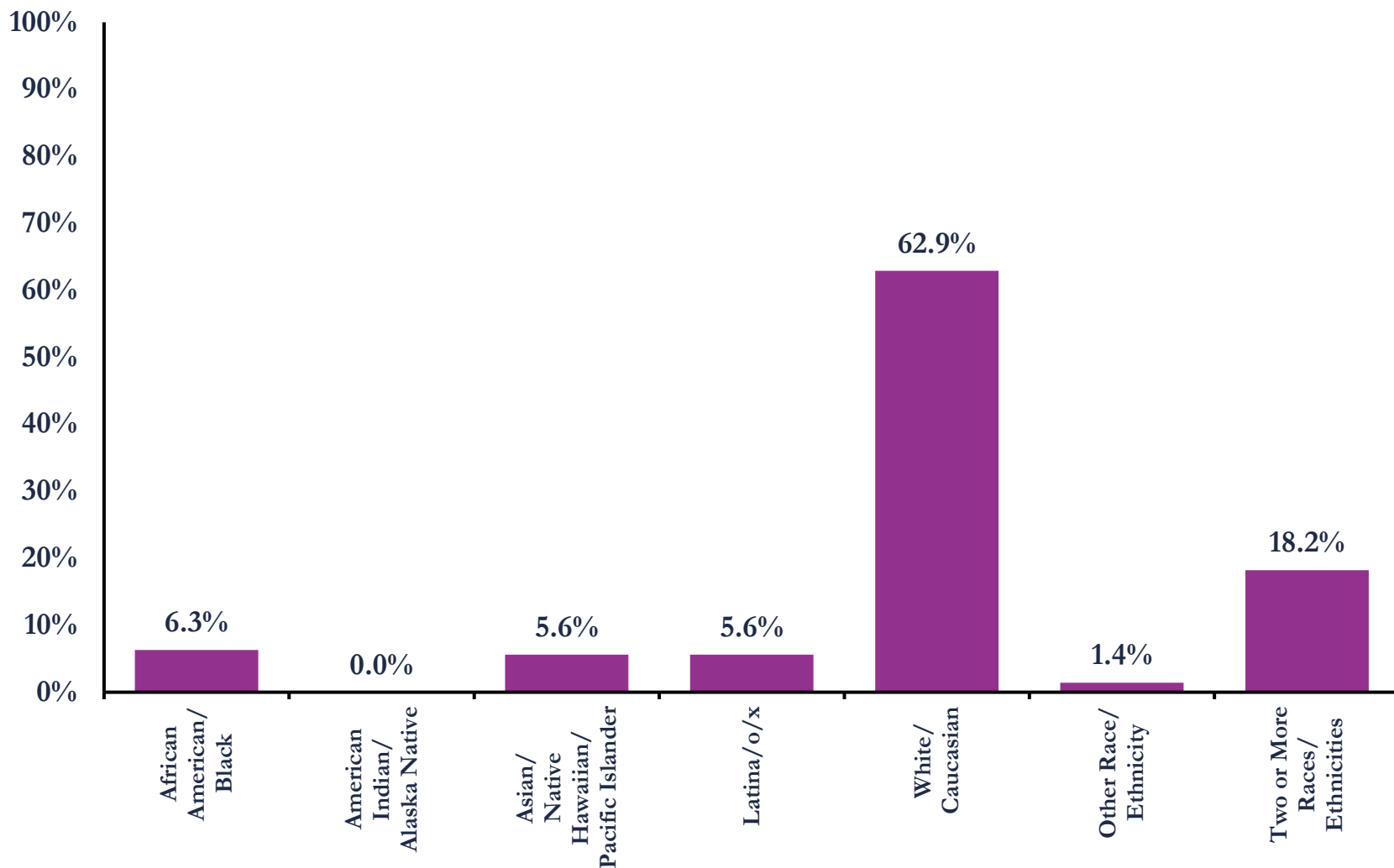


## Sexual Orientation



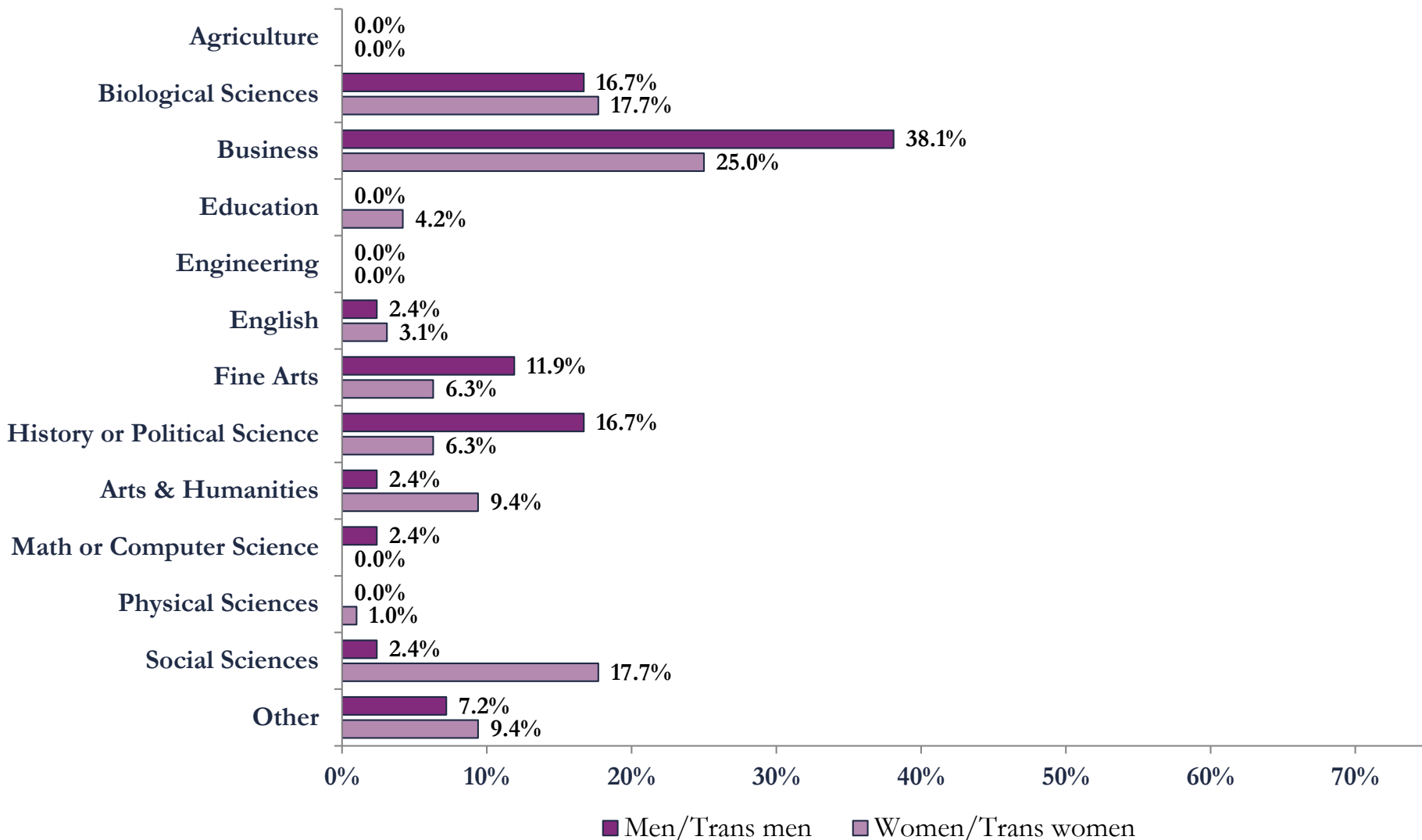
# Demographics

## Race/Ethnicity



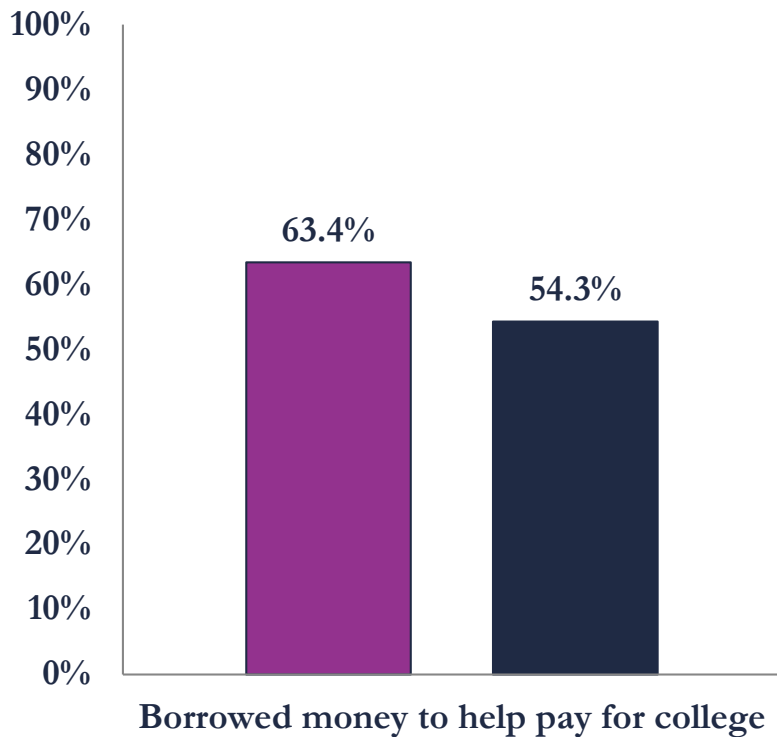
# Demographics

## Primary Major (Aggregated)



# Demographics

## Finances



Median Amount Borrowed

Your Institution	\$30,000.00
Comparison Group	\$25,000.00

■ Your Institution ■ Comparison Group

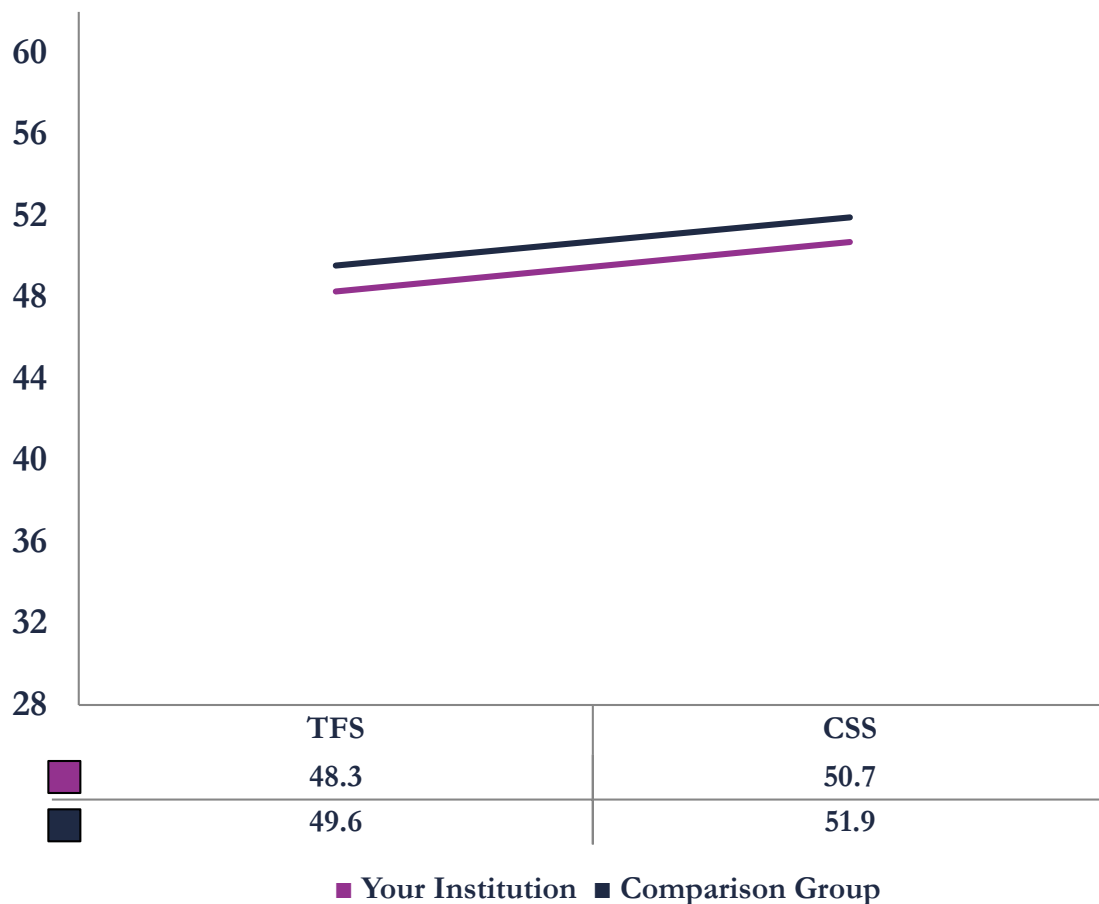


# Academic Outcomes and Experiences

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

# Habits of Mind

*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.

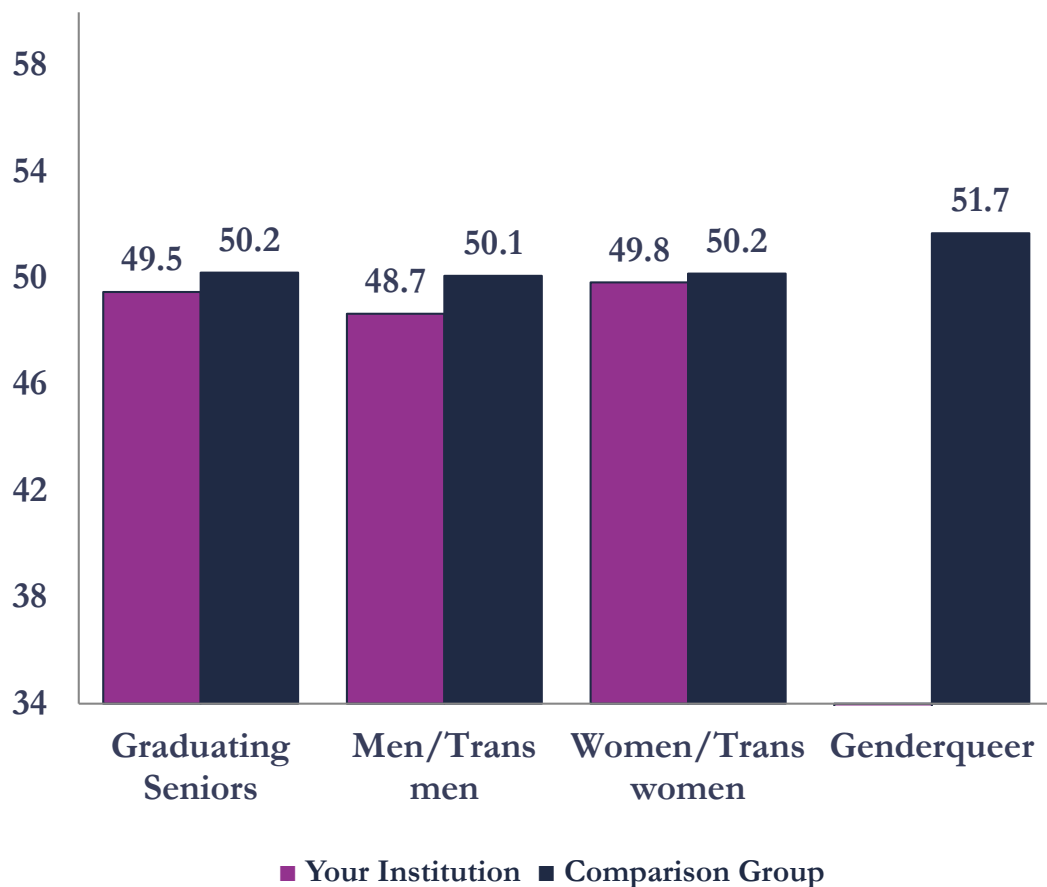


## Construct Items

- 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

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

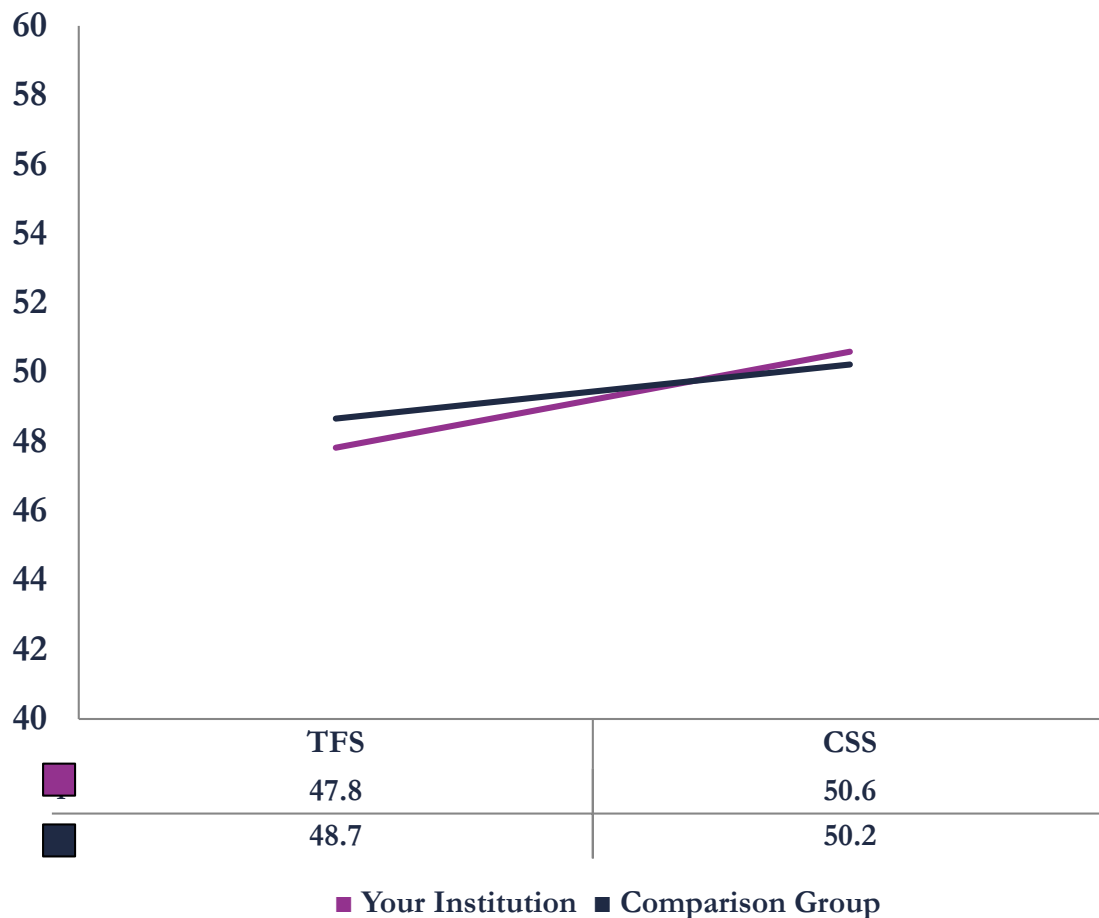


## Construct Items

- 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.

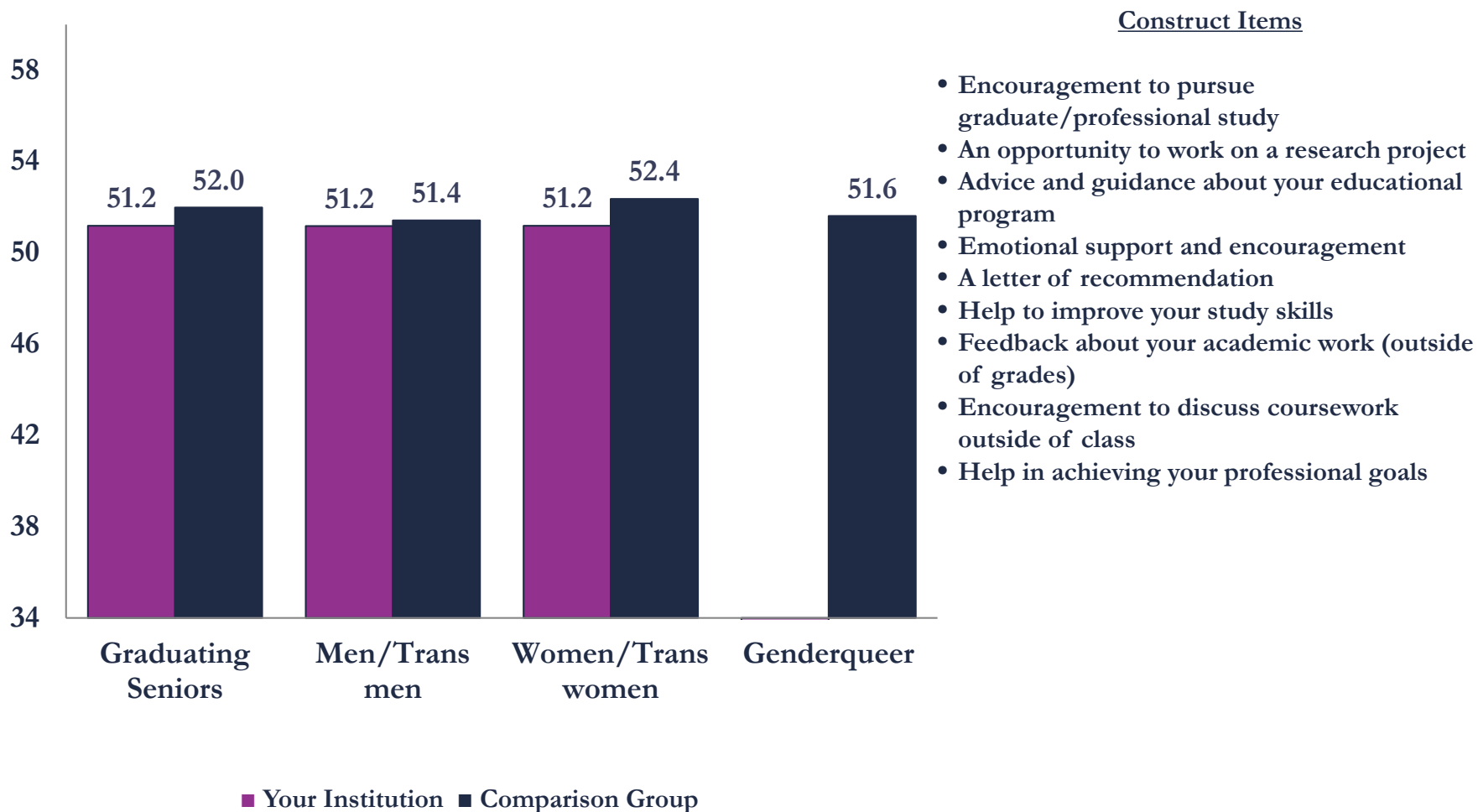


## Construct Items

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

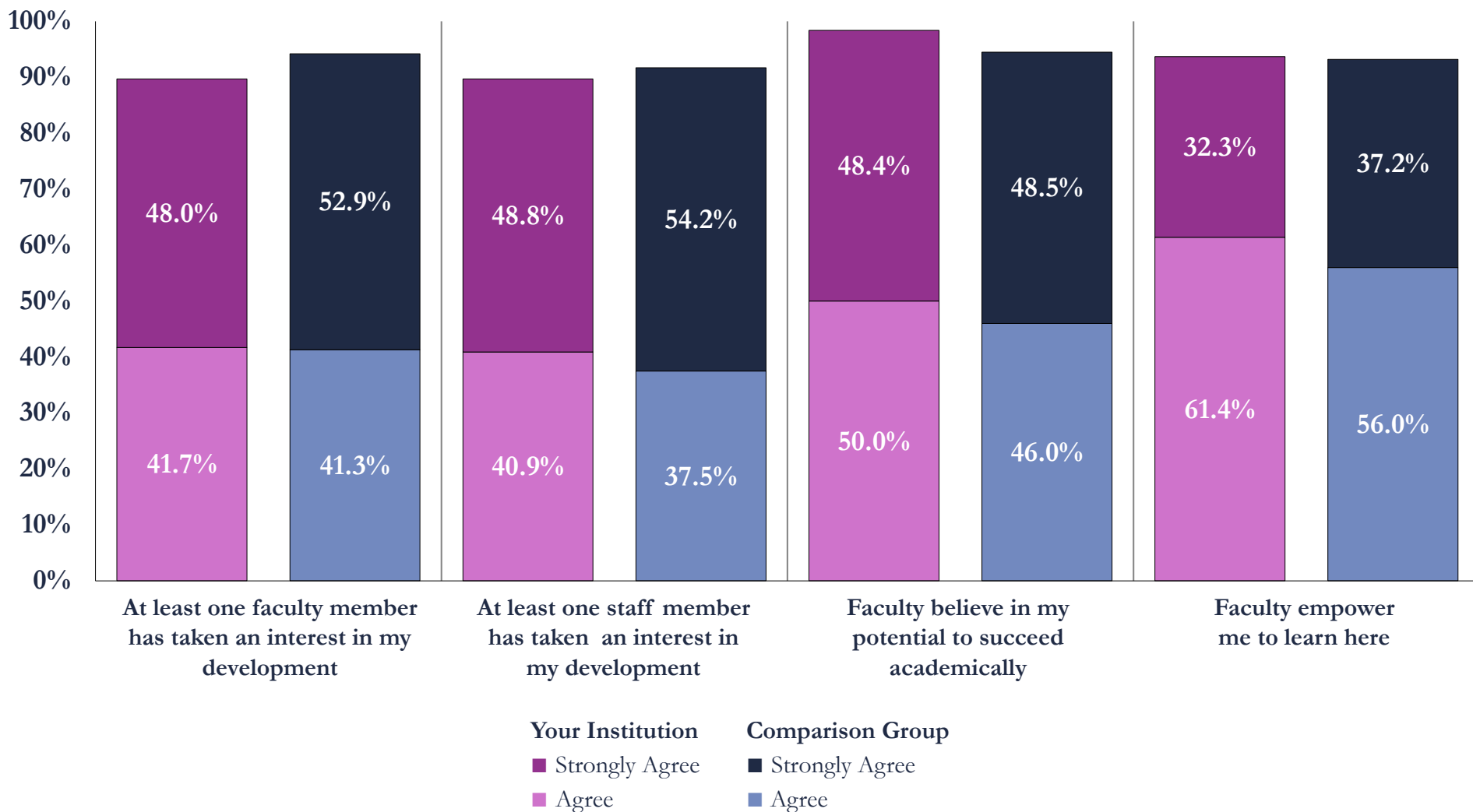
# Faculty Interaction: Mentorship

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



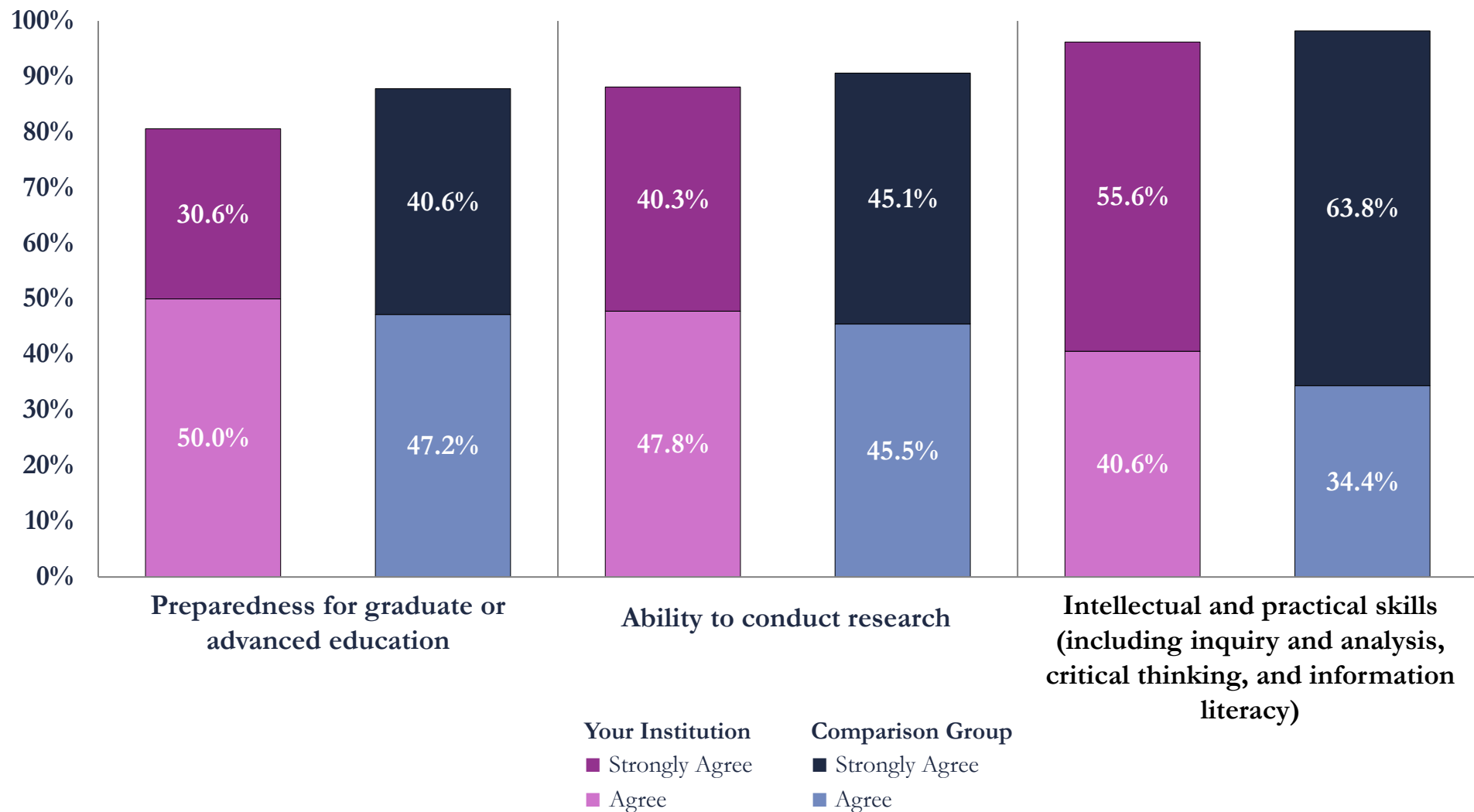
# General Interpersonal Validation

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



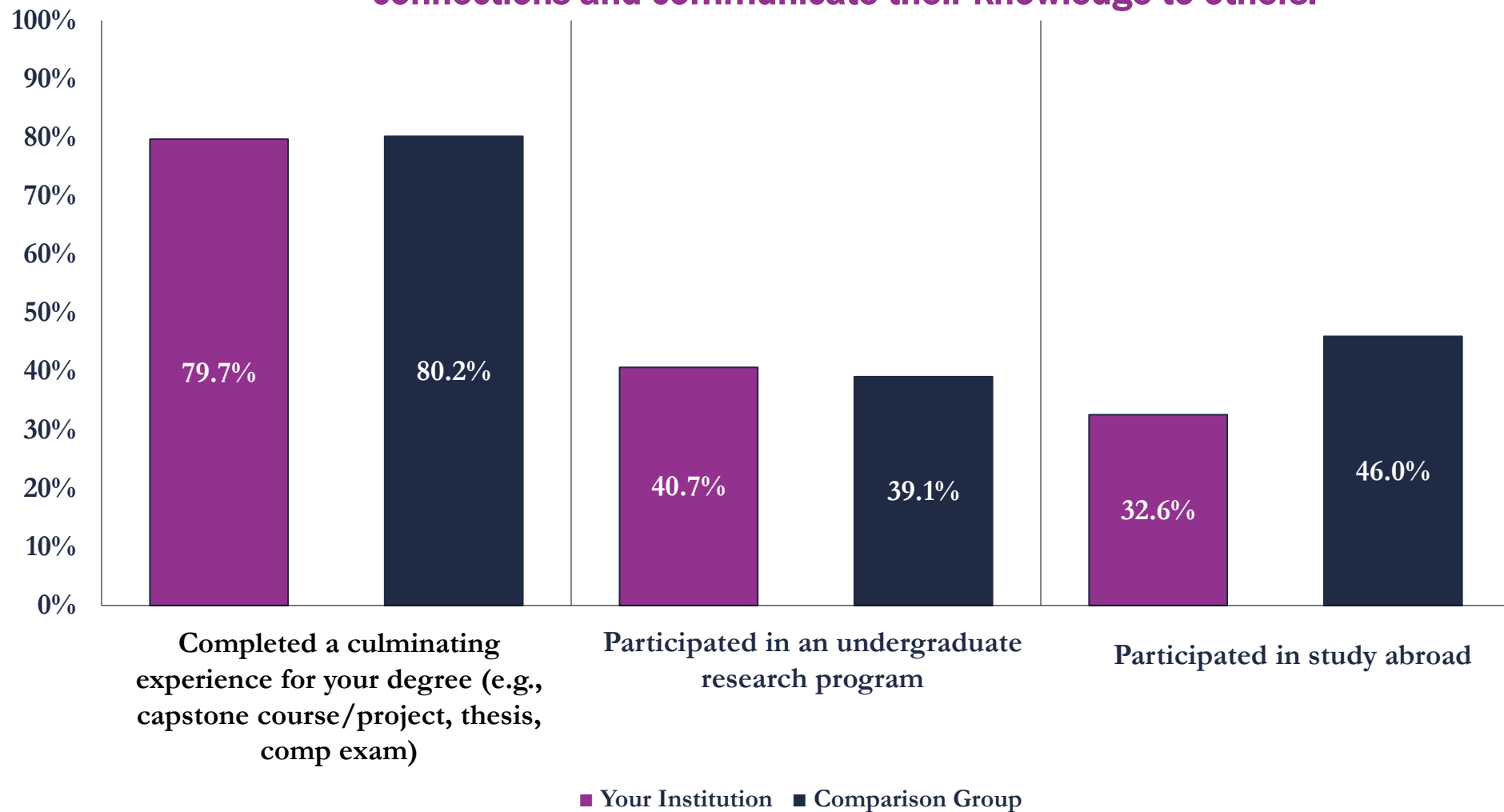
# Academic Outcomes

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.



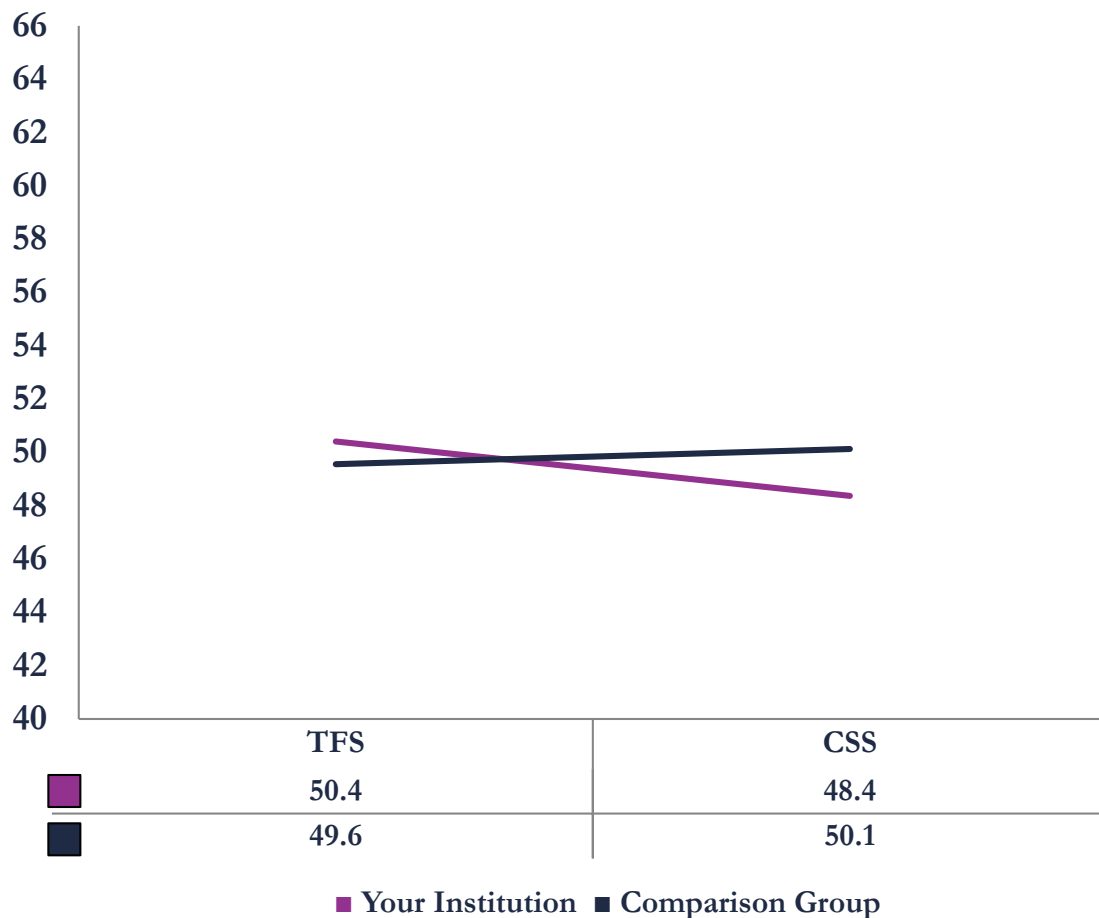


# Co-Curricular Outcomes and Experiences

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 a personal goal.

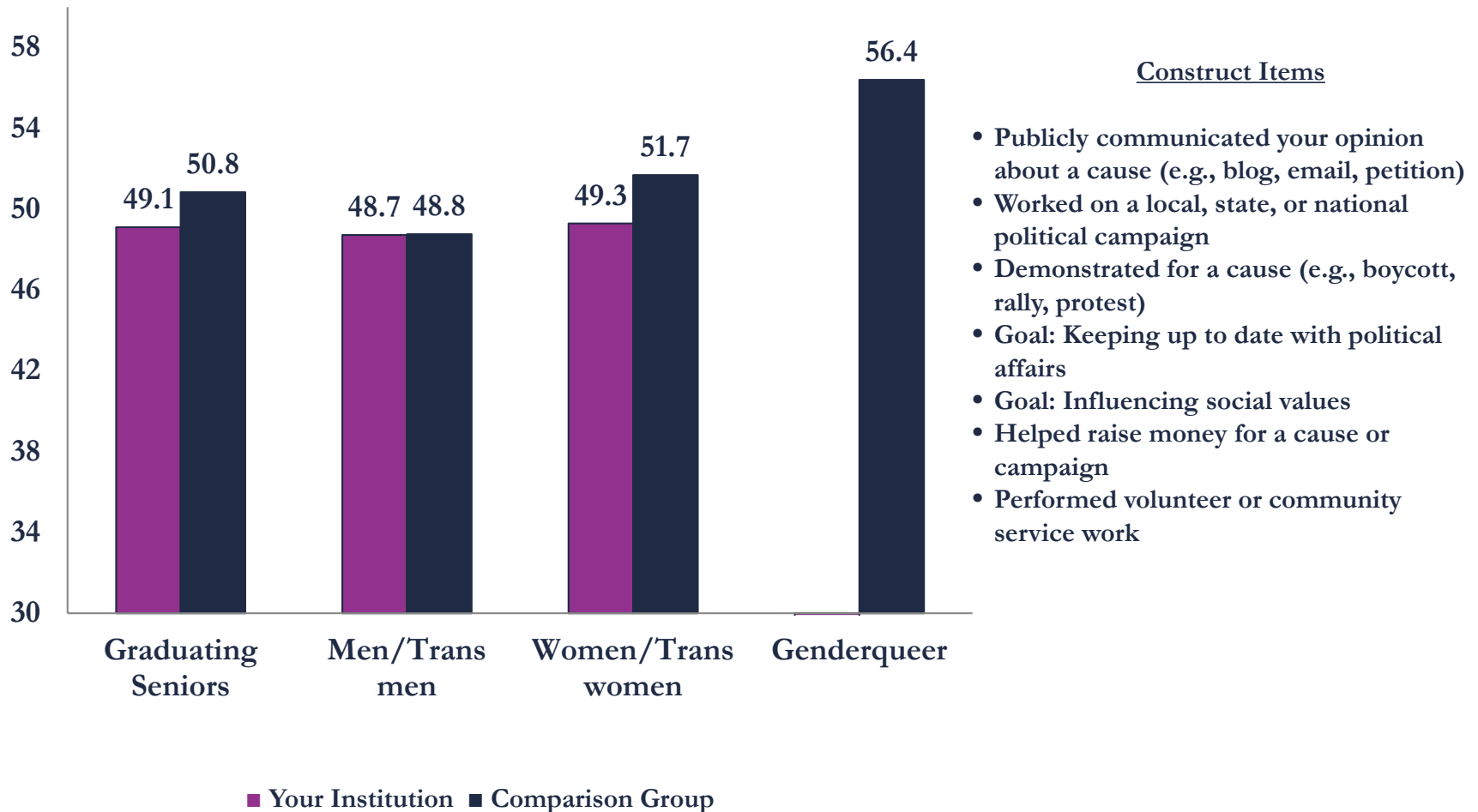


## Construct Items

- 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

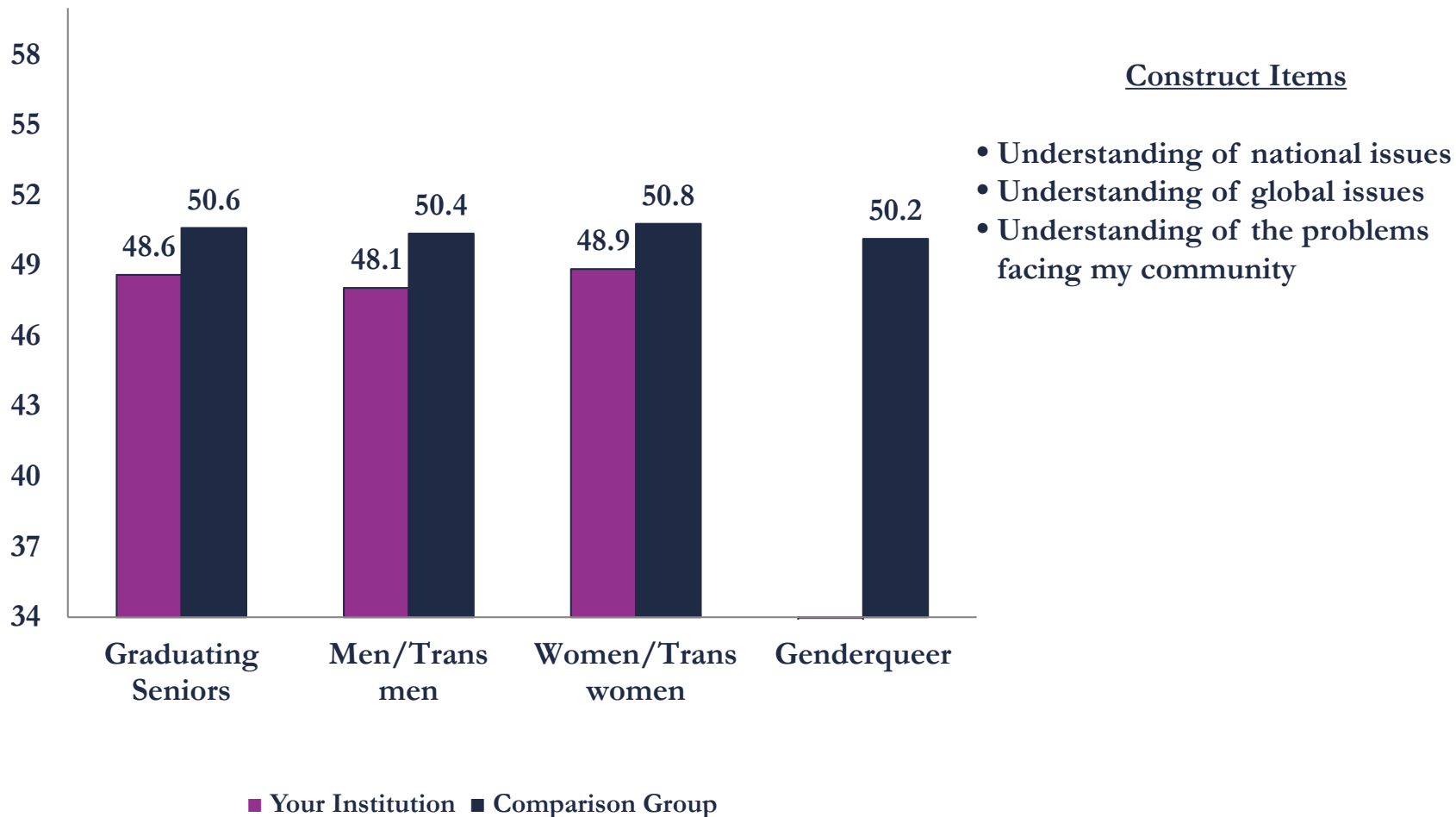
# Civic Engagement

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.



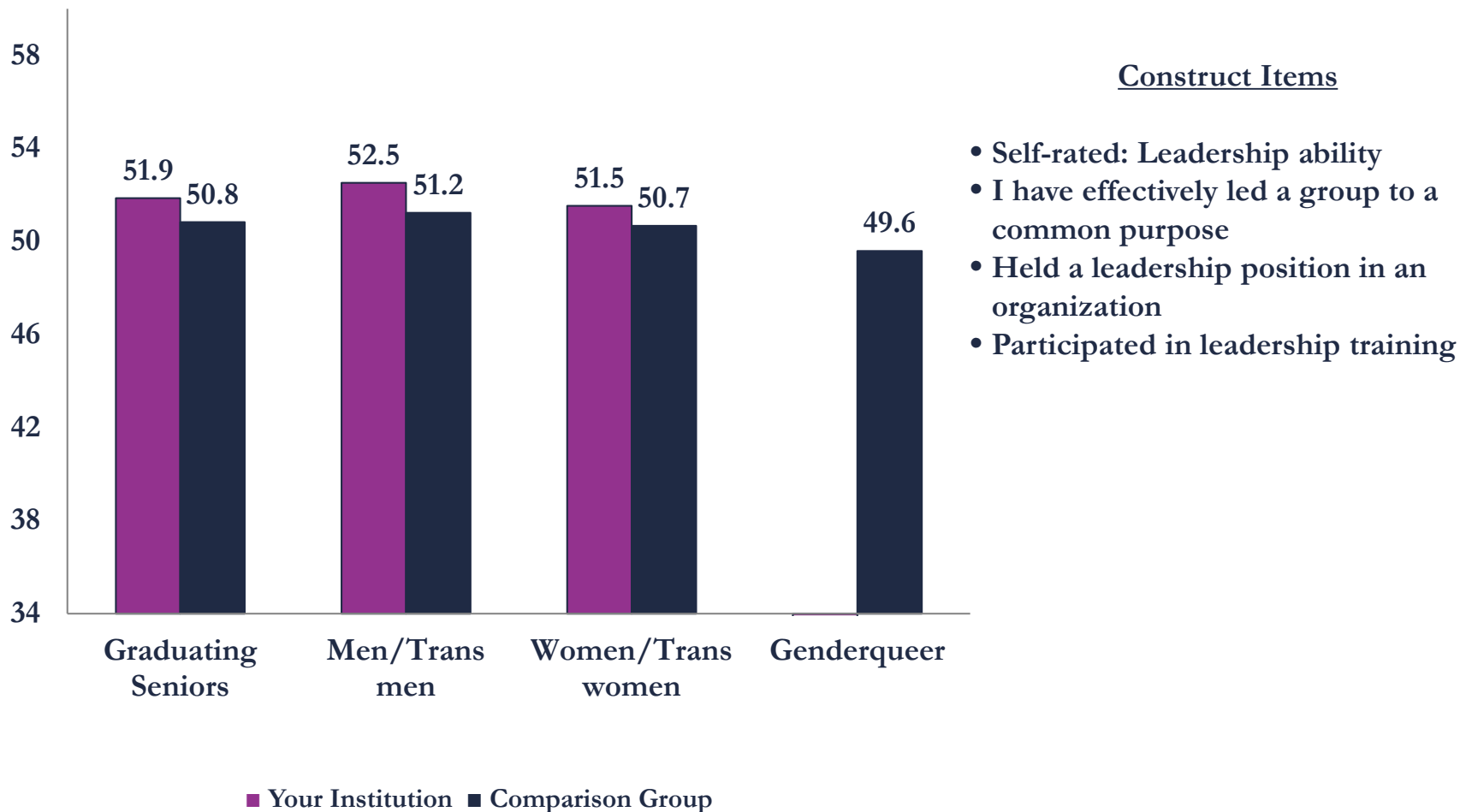
# Civic Awareness

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.



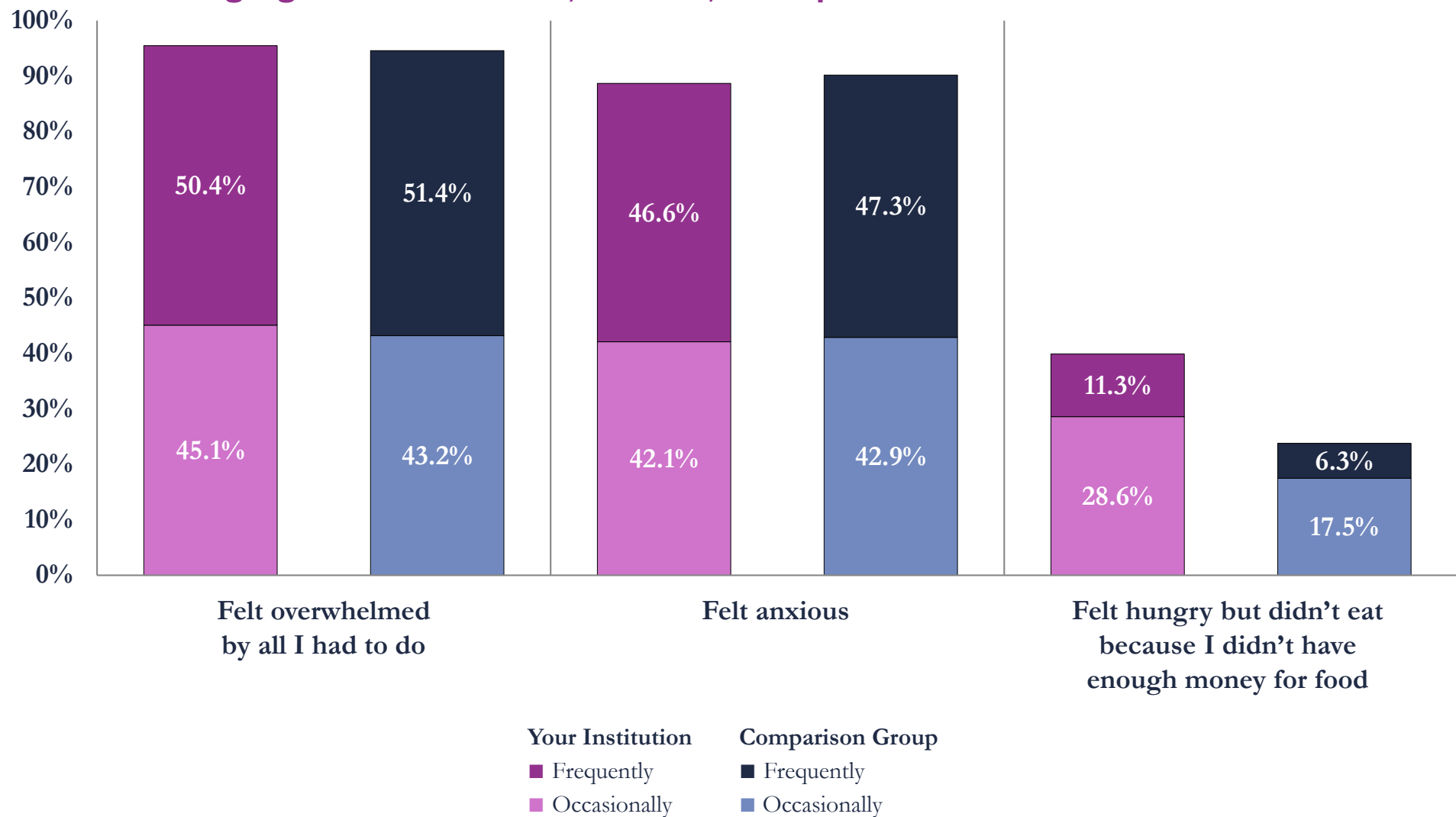
# Leadership

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



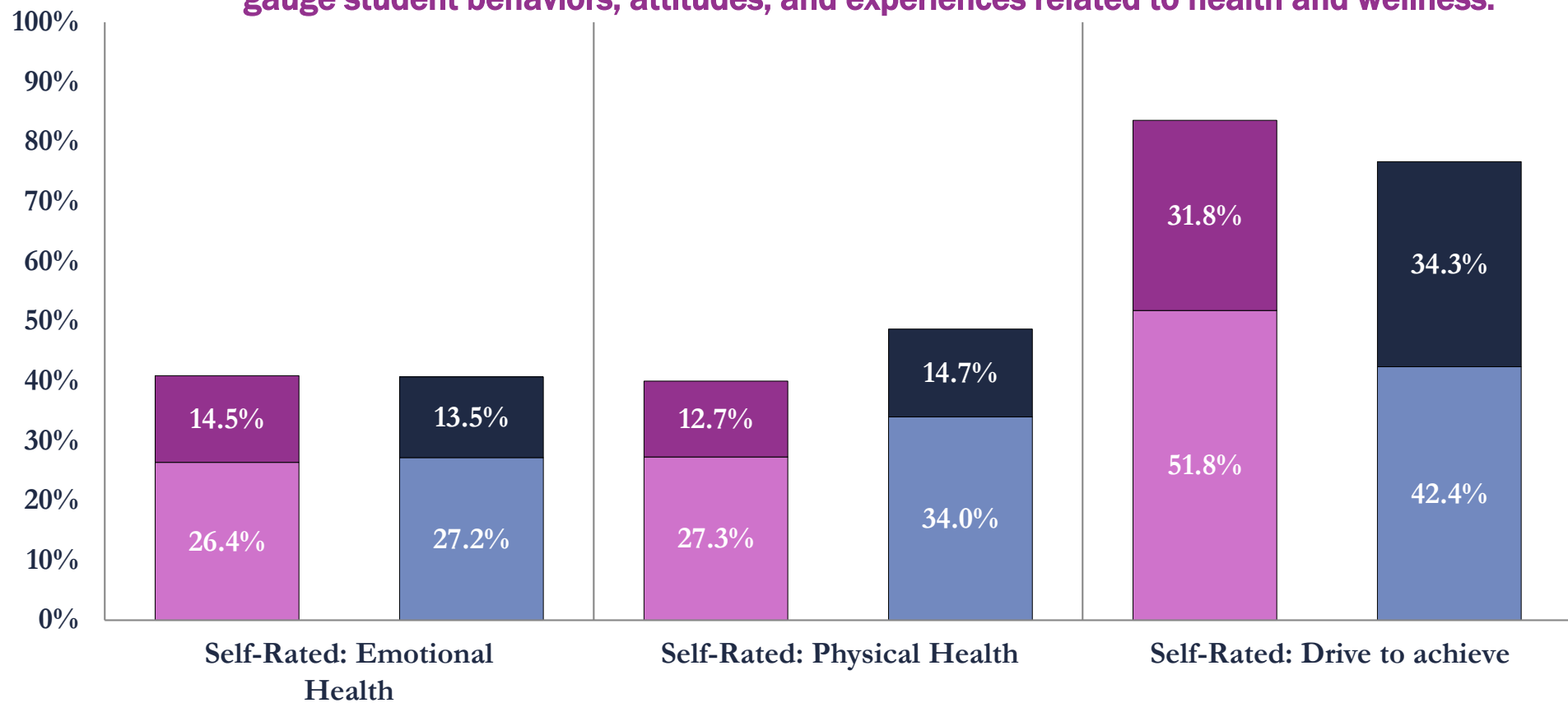
# Health and Wellness

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

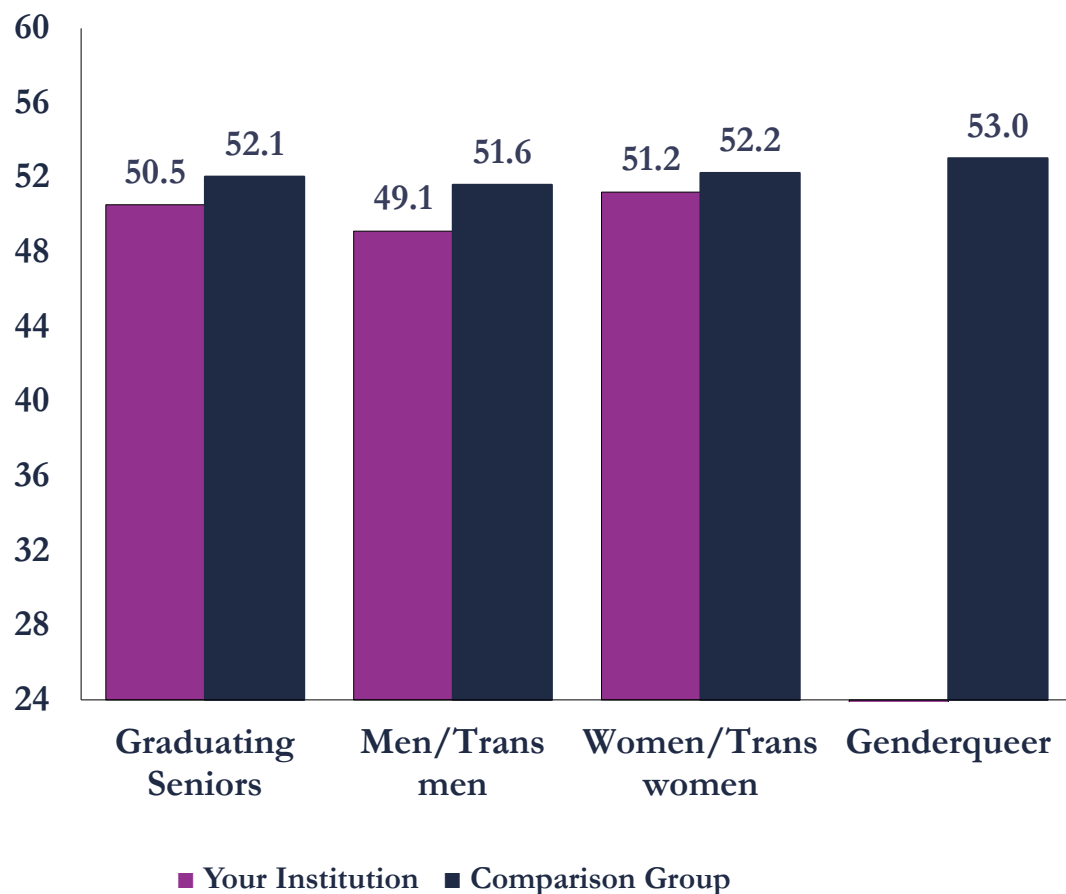
# Diversity

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.

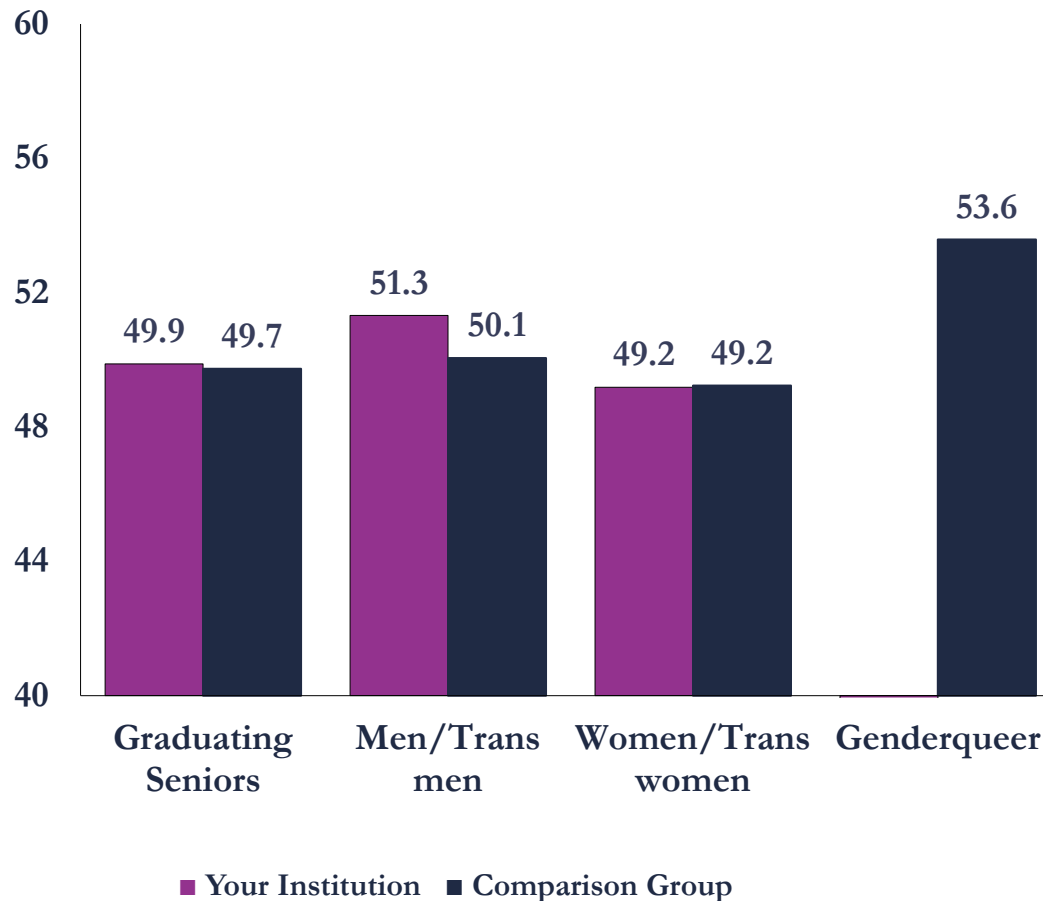


## Construct Items

- 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

# 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.

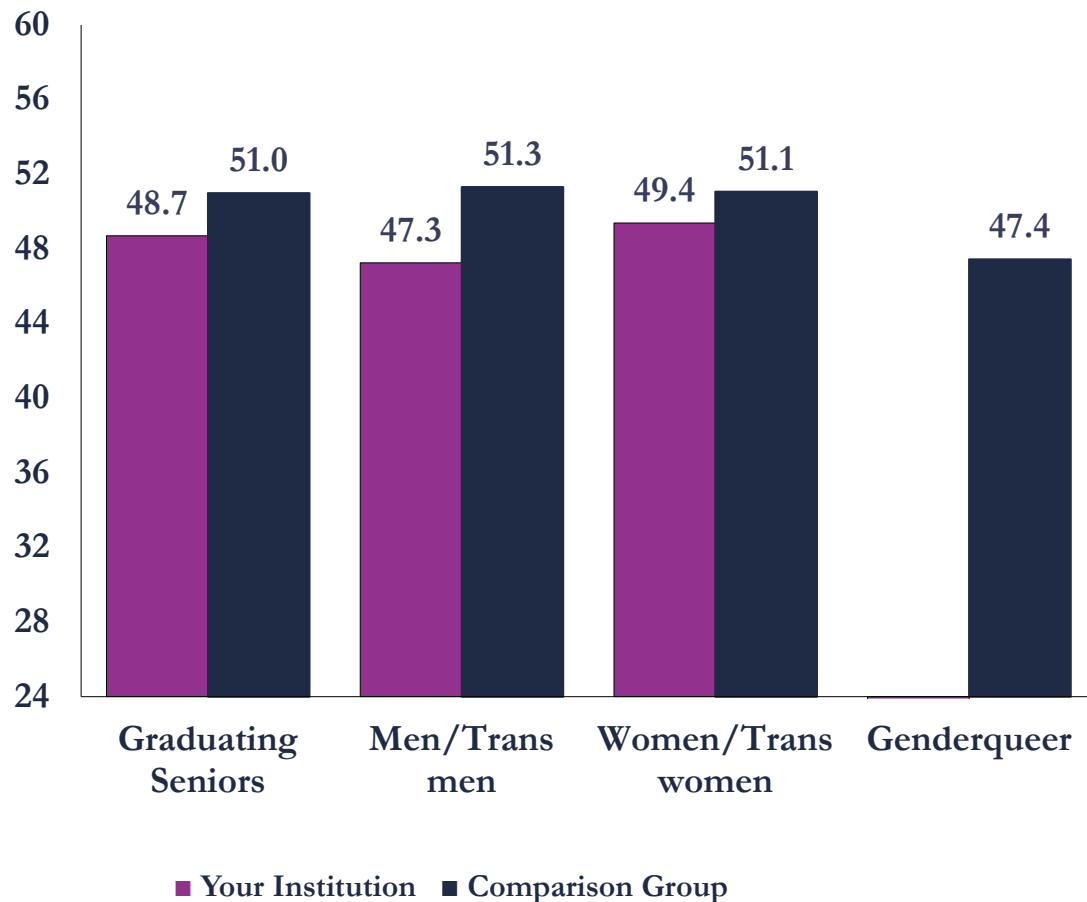


## Construct Items

- 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.

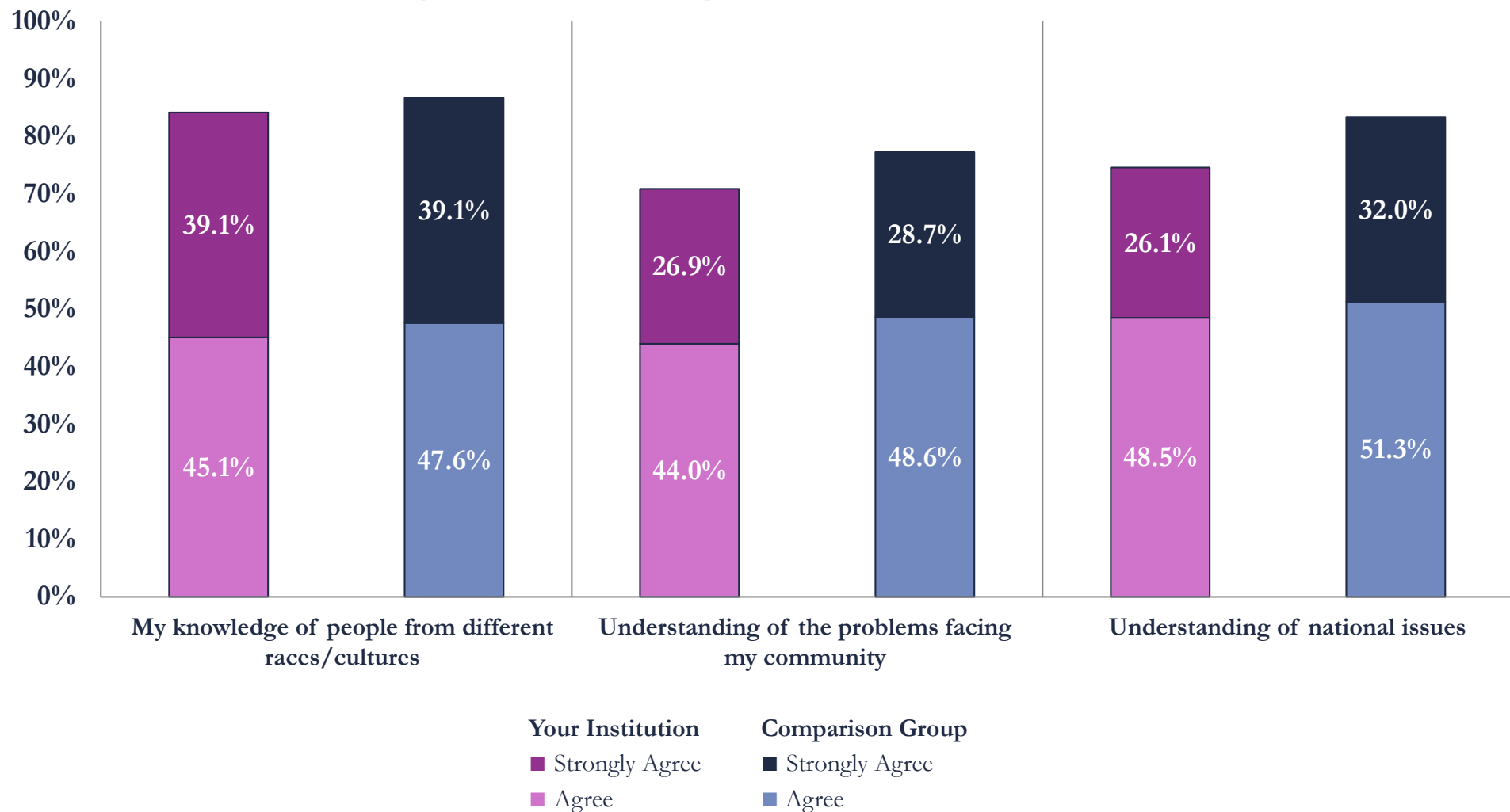


## Construct Items

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

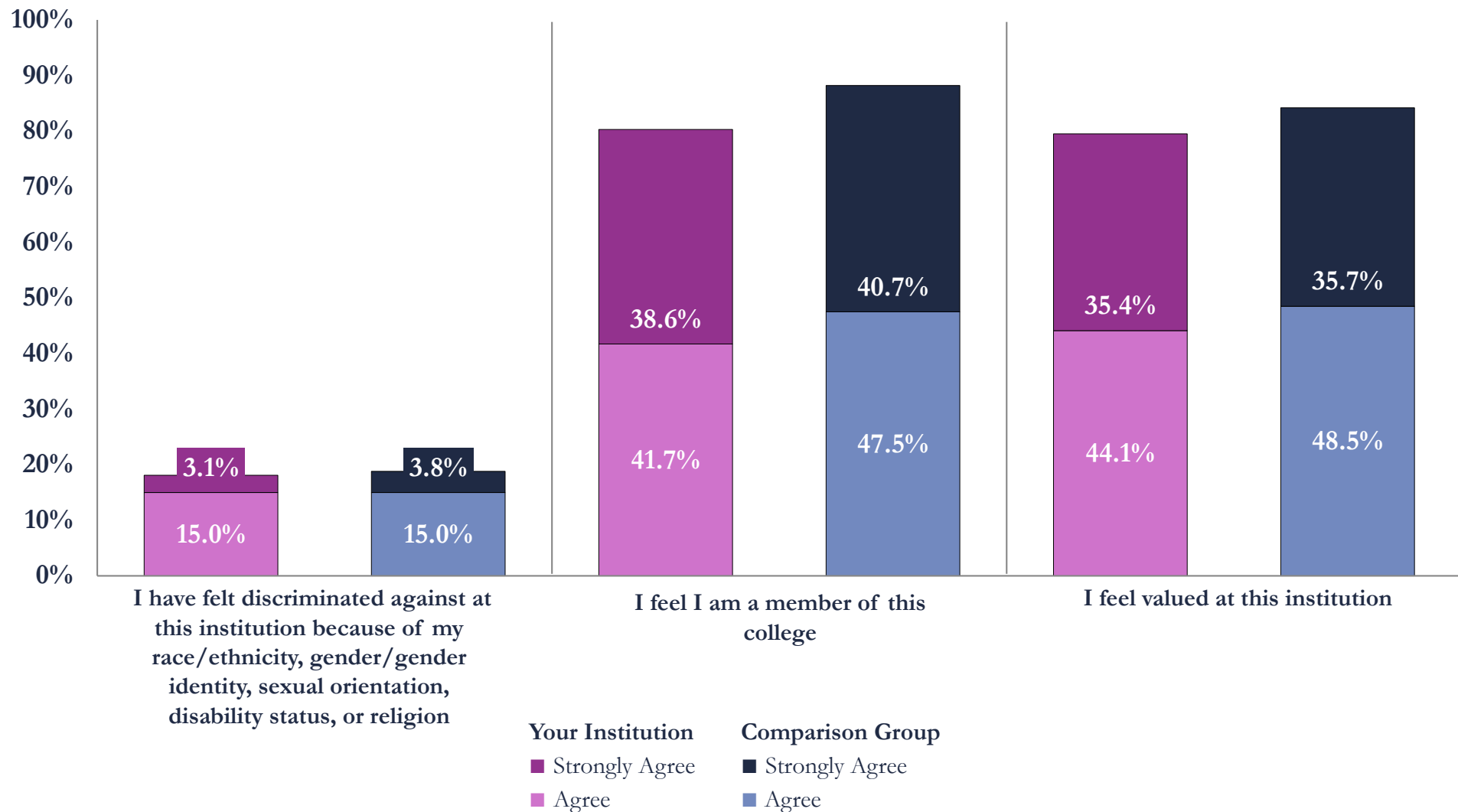
# Diversity Outcomes

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.

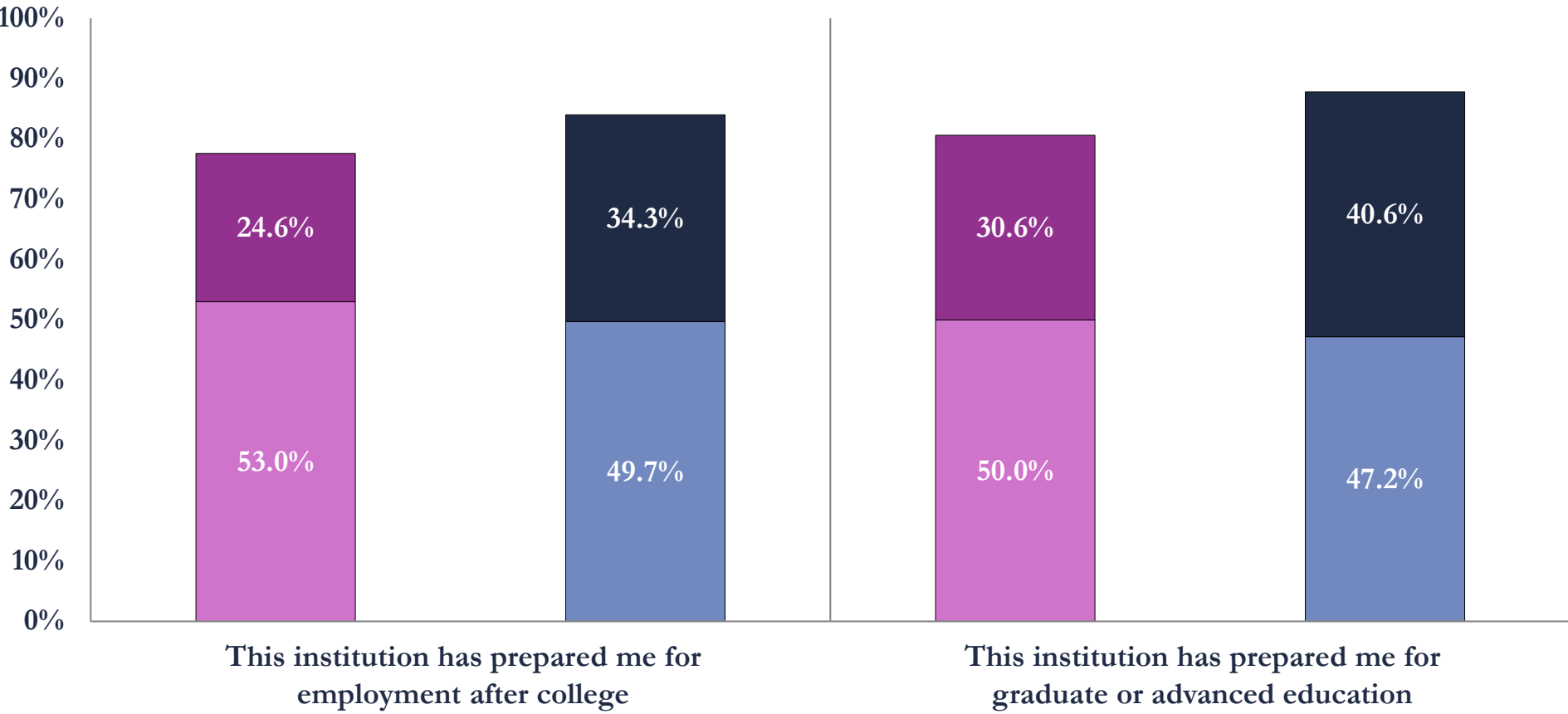


# Future Plans

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

# Future Plans

## Preparedness for Future Plans



**Your Institution**  
 ■ Strongly Agree  
 ■ Agree

**Comparison Group**  
 ■ Strongly Agree  
 ■ Agree

# Future Plans: Employment

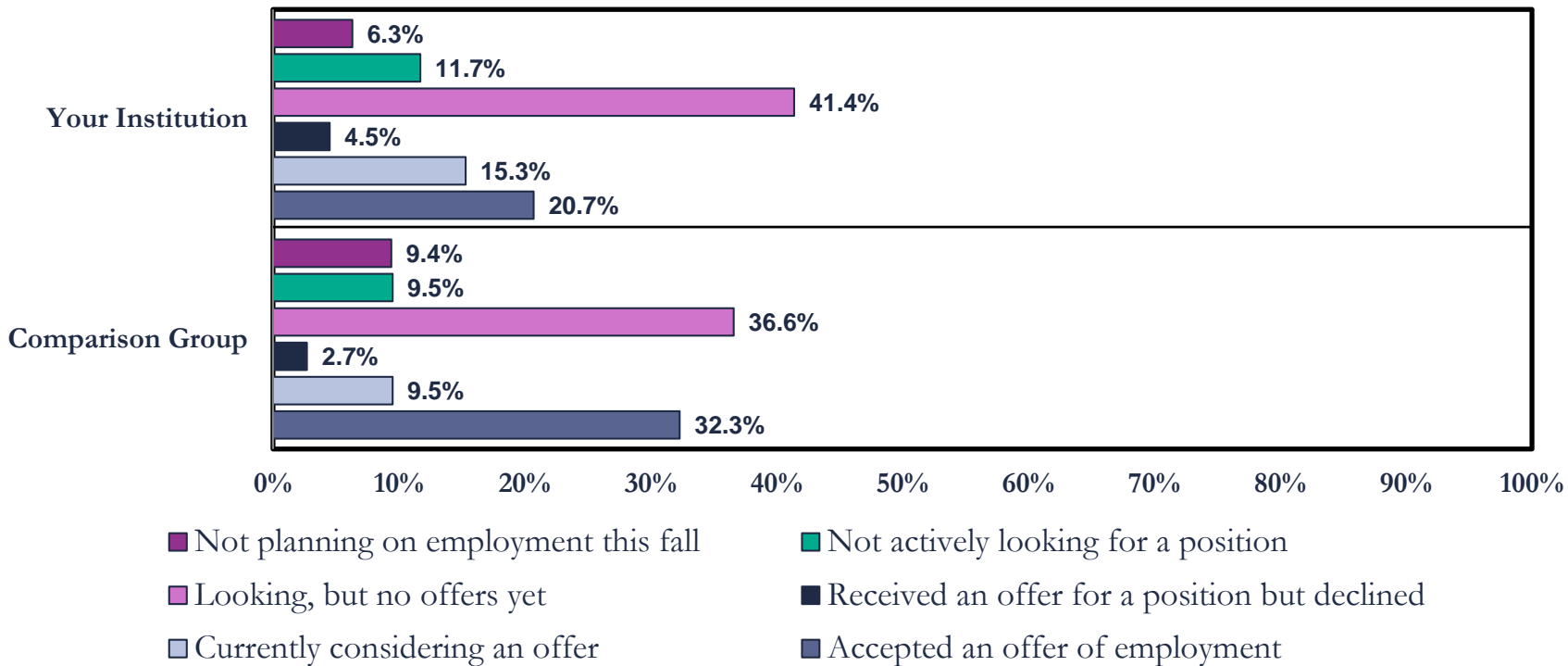
## Planned Primary Activity Fall 2019

Working full-time

Working part-time

Your Inst	Comp Group
82.9%	75.4%
36.1%	29.9%

## 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	25.7%	22.9%
Attend graduate/professional school part-time	9.3%	6.7%
<u>Current State of Educational Plans</u>		
Accepted and will be attending in fall	12.6%	16.3%
Still awaiting responses, no acceptances	6.3%	3.2%
No plans to apply to school now or in the future	18.0%	15.2%

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

# Future Plans

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

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

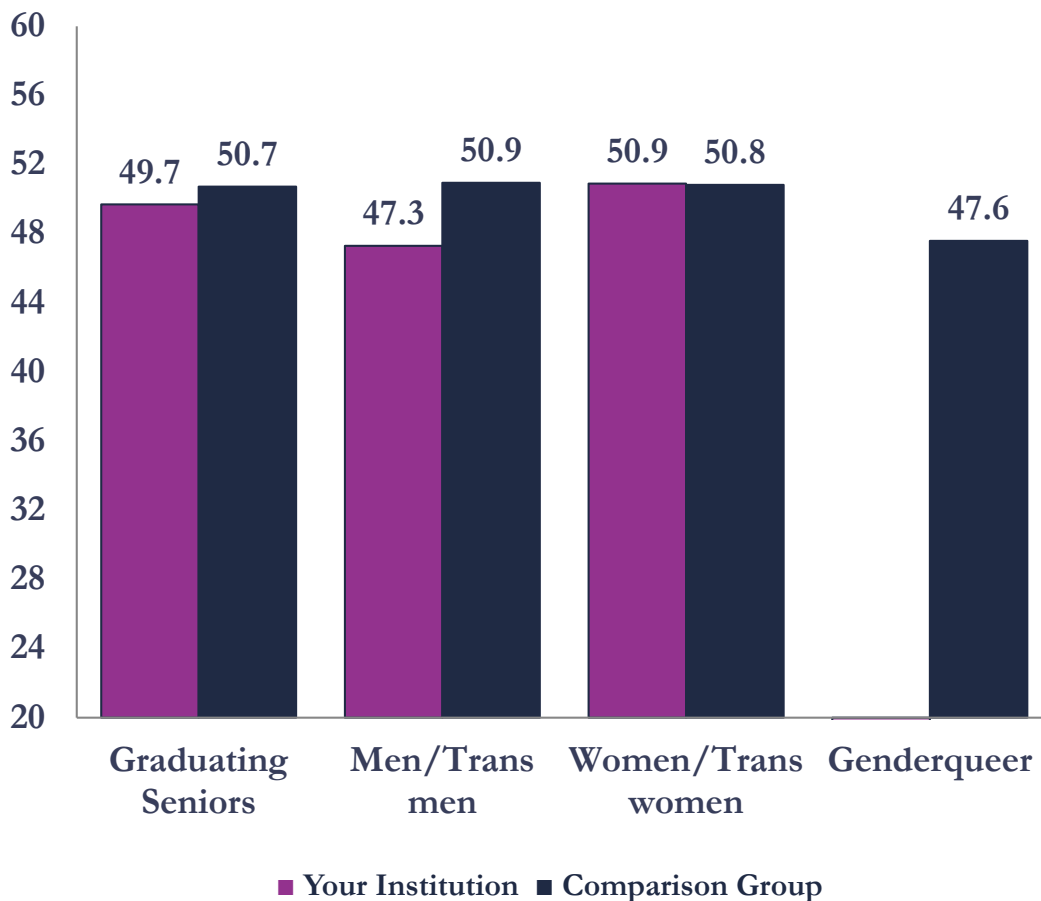
	Your Institution	Comparison Group
Work/Life balance	85.5%	85.6%
Stable, secure future	90.9%	84.4%
Availability of jobs	76.6%	73.0%
Ability to pay off debt	73.8%	68.2%
Leadership potential	70.0%	67.1%
Expression of personal values	62.1%	69.5%
Creativity and initiative	61.2%	63.2%
High income potential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

# 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.

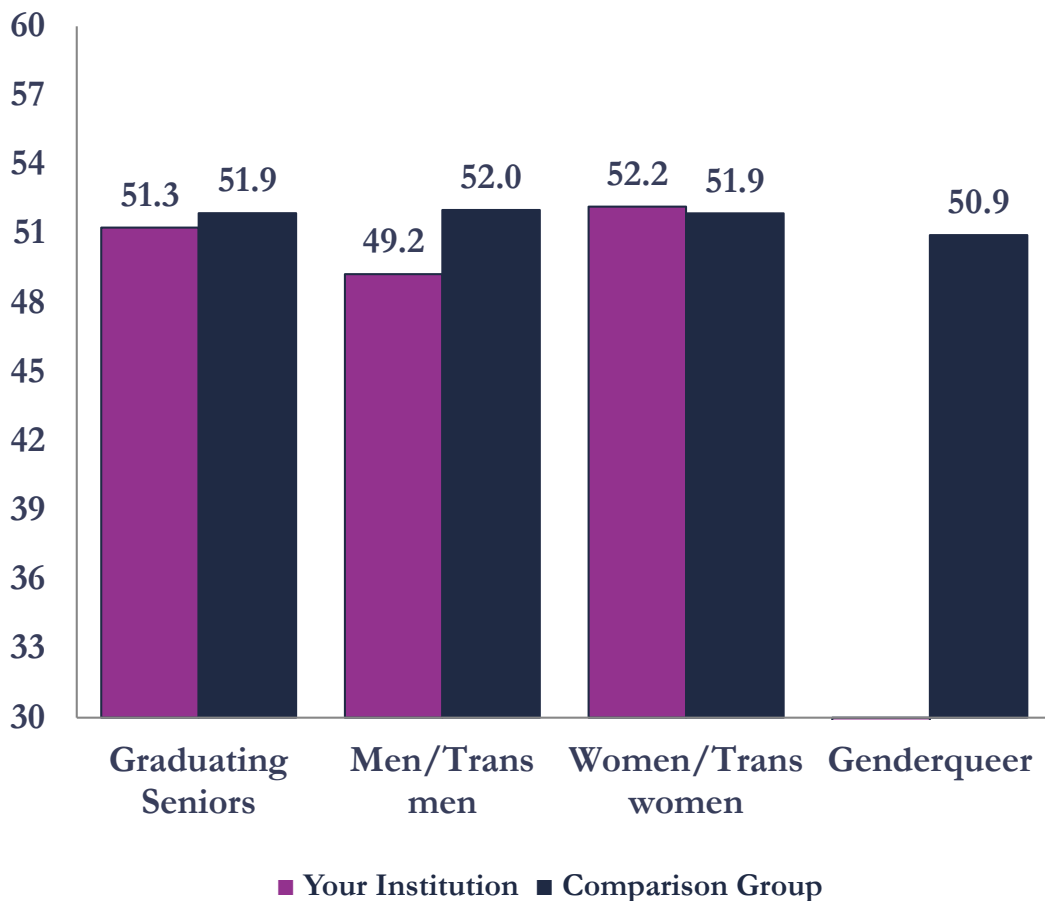


## Construct Items

- 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

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

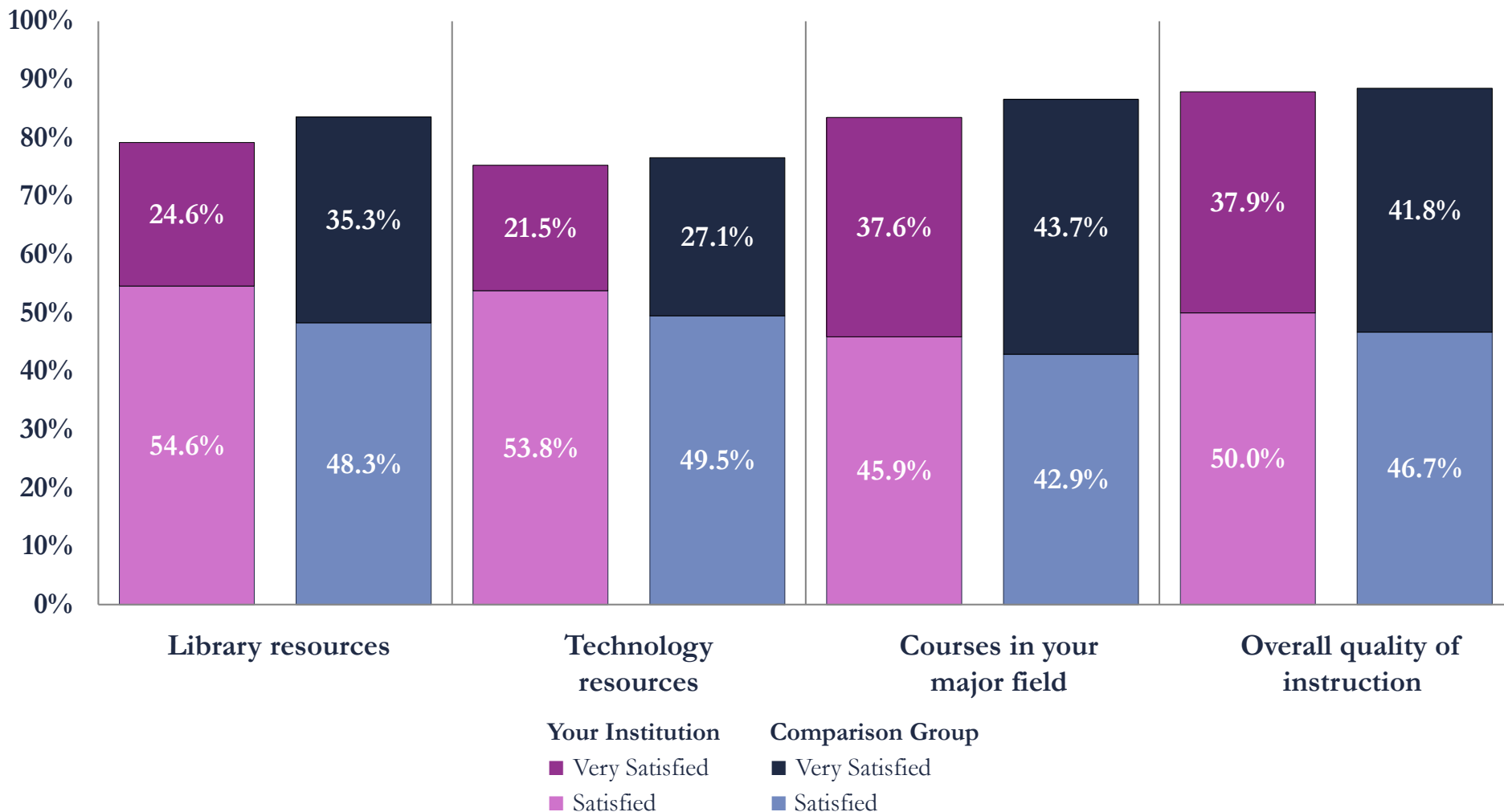


## Construct Items

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

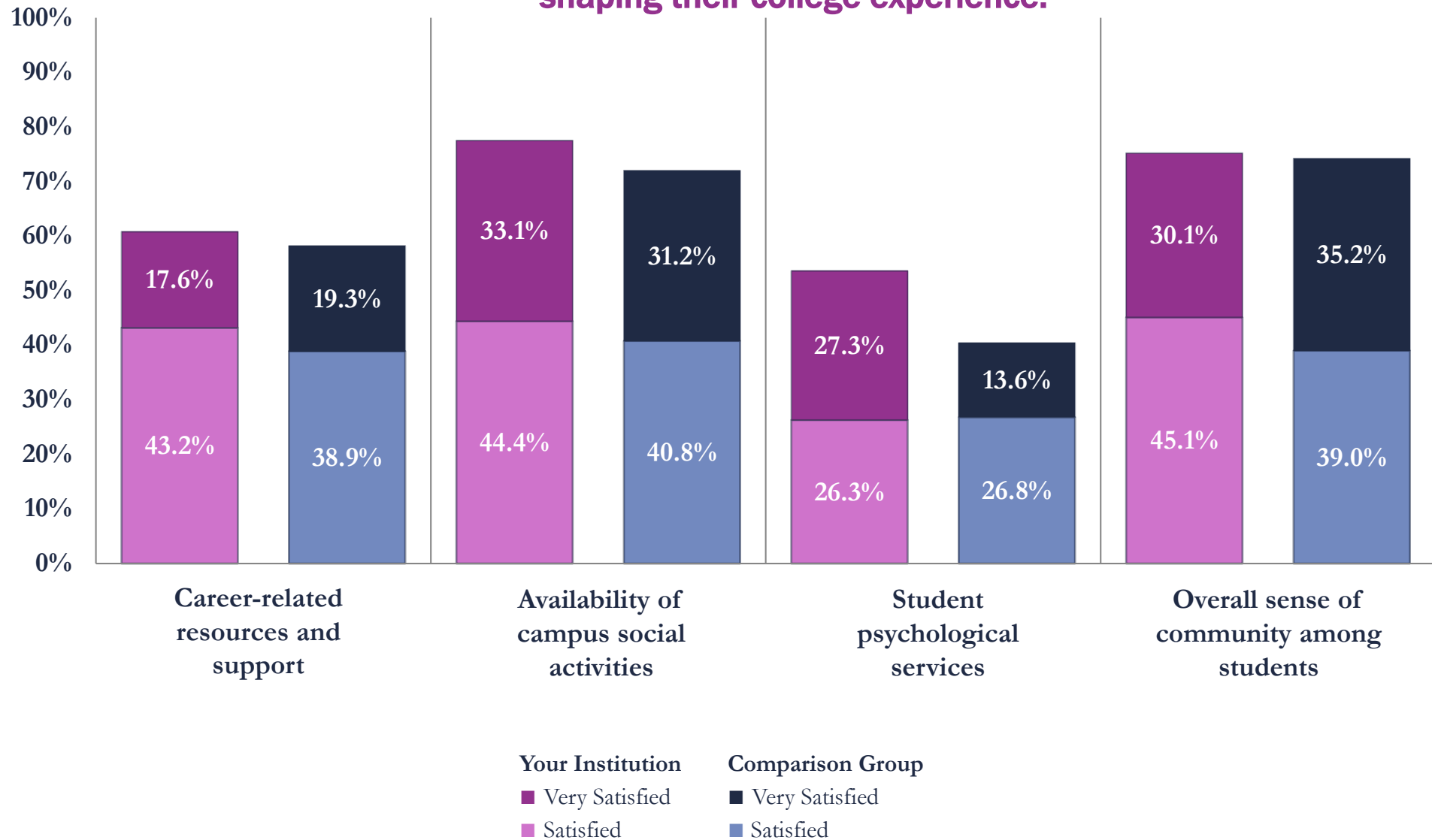
# Satisfaction with Academic Support and Courses

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



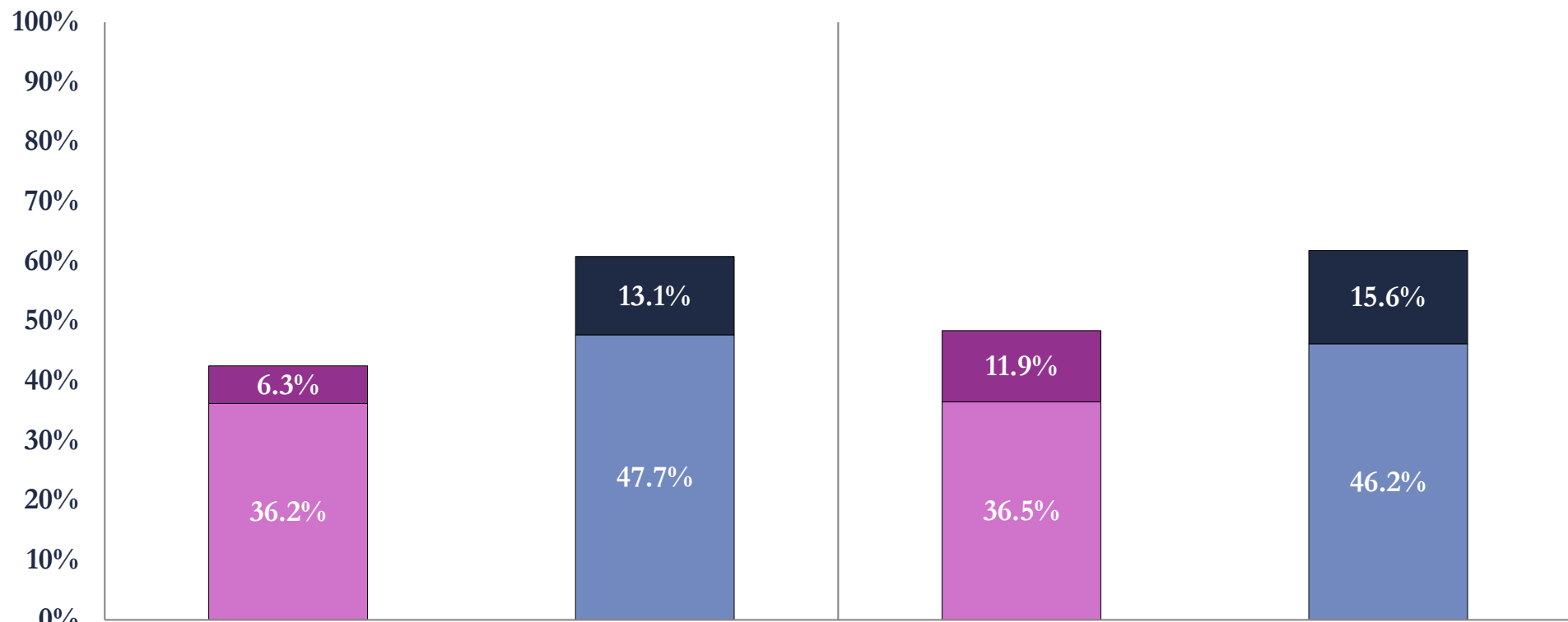
# Satisfaction with Services and Community

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





# Alumni Engagement



I will give this college money as an alum

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

**Your Institution**

■ Strongly Agree

■ Agree

**Comparison Group**

■ Strongly Agree

■ Agree

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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