University of North Dakota
College Senior Survey
2013 Results

Graduating Seniors
University of North Dakota
N=119
Public Universities
N=1,105

Higher Education Research Institute, University of California at Los Angeles

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 outcomes and experiences
- Co-curricular outcomes and experiences
- Diversity
- Future plans
- Satisfaction
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  - Satisfaction with Coursework
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**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

Overall GPA

- A or A+: 37.0% (Your Institution) vs. 36.0% (Comparison Group)
- A-: 21.0% vs. 21.0%
- B+: 28.4% vs. 15.1%
- B: 15.1% vs. 18.2%
- B-: 13.4% vs. 5.8%
- C+: 5.9% vs. 5.9%
- C: 5.3% vs. 5.3%
- D: 0.8% vs. 0.0%

Demographics

Finances

- Borrowed money to help pay for college: 73.1% (Your Institution) vs. 65.4% (Comparison Group)

Median Amount Borrowed

- Your Institution: $28,000.00
- Comparison Group: $24,000.00
Demographics

Sources of Funding for College Expenses

- Family resources: 68.1% (Your Institution), 74.9% (Comparison Group)
- Personal resources: 14.3% (Your Institution), 14.2% (Comparison Group)
- Aid not to be repaid: 83.1% (Your Institution), 87.5% (Comparison Group)
- Aid to be repaid: 68.1% (Your Institution), 68.8% (Comparison Group)
- Other sources: 0% (Your Institution), 10% (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**

- 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

![Graph](image)

<table>
<thead>
<tr>
<th></th>
<th>TFS</th>
<th>CSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Institution</td>
<td>51.6</td>
<td>54.0</td>
</tr>
<tr>
<td>Comparison Group</td>
<td>51.4</td>
<td>53.3</td>
</tr>
</tbody>
</table>

2013 College Senior Survey

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 views challenged
- Ability to see the world from someone else's perspective
- Ability to discuss and negotiate controversial issues

![Graph](image)

<table>
<thead>
<tr>
<th>Graduating Seniors</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.7</td>
<td>52.1</td>
<td>50.5</td>
</tr>
</tbody>
</table>

2013 College Senior Survey
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.

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

<table>
<thead>
<tr>
<th>Construct Items</th>
<th>TFS</th>
<th>CSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>52.6</td>
<td>53.2</td>
<td></td>
</tr>
<tr>
<td>52.0</td>
<td>51.6</td>
<td></td>
</tr>
</tbody>
</table>

Your Institution | Comparison Group

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.

- 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

<table>
<thead>
<tr>
<th>Construct Items</th>
<th>Graduating Seniors</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.5</td>
<td>49.9</td>
<td>47.5</td>
<td>48.7</td>
</tr>
</tbody>
</table>

Your Institution | Comparison Group
Guidance from Faculty

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

- Advice and guidance about your educational program
  - Your Institution: Frequently 53.8%, Occasionally 46.2%
  - Comparison Group: Frequently 43.7%, Occasionally 56.6%

- Emotional support and encouragement
  - Your Institution: Frequently 42.9%, Occasionally 57.1%
  - Comparison Group: Frequently 49.1%, Occasionally 40.9%

- Honest feedback about your skills and abilities
  - Your Institution: Frequently 47.9%, Occasionally 52.1%
  - Comparison Group: Frequently 44.9%, Occasionally 55.1%

- Intellectual challenge and stimulation
  - Your Institution: Frequently 41.2%, Occasionally 58.8%
  - Comparison Group: Frequently 45.0%, Occasionally 55.0%

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.

- Felt that faculty provided me with feedback that helped me assess my progress in class
  - Your Institution: Frequently 45.4%, Occasionally 54.6%
  - Comparison Group: Frequently 43.7%, Occasionally 56.3%

- Felt that my contributions were valued in class
  - Your Institution: Frequently 49.6%, Occasionally 50.4%
  - Comparison Group: Frequently 47.5%, Occasionally 52.5%

- Felt that faculty encouraged me to ask questions and participate in discussions
  - Your Institution: Frequently 58.0%, Occasionally 42.0%
  - Comparison Group: Frequently 57.9%, Occasionally 42.1%
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
At least one staff member has taken an interest in my development
Faculty believe in my potential to succeed academically
Staff recognize my achievements
Faculty empower me to learn here
Staff encouraged me to get involved in campus activities

Your Institution
Strongly Agree
Agree
Comparison Group
Strongly Agree
Agree

2013 College Senior Survey

Academic Outcomes

These items illustrate important academic skills and abilities and how these skills compare to your comp group.

General knowledge
Knowledge of a particular field or discipline
Critical thinking skills
Problem-solving skills

Your Institution
A Major Strength
Somewhat Strong
Comparison Group
A Major Strength
Somewhat Strong

2013 College Senior Survey
**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)**
  - Your Institution: 84.0%
  - Comparison Group: 64.0%
  - 23.5%
  - 26.6%

- **Participated in an undergraduate research program**
  - 46.2%
  - 49.2%

- **Participated in an internship program**
  - 0%
  - 10%

2013 College Senior Survey

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**Additional Enhancement Experiences**

These items reflect your senior cohort's expectations for participation in academic enhancement experiences, as measured by their responses to the CIRP Freshman Survey, as well as their actual participation, as measured by the CIRP Senior Survey.

- **Participated in student clubs/groups**
  - Your Institution: 42.0%
  - Comparison Group: 58.0%
  - 18.0%
  - 18.0%

- **Participated in a study-abroad program**
  - 2.0%
  - 2.0%

- **Performed volunteer or community service work**
  - 44.0%
  - 34.0%

2013 College Senior Survey
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.

1. Integrate skills and knowledge from different sources and experiences
   - Your Institution: Frequently 80.7%, Occasionally 19.3%
   - Comparison Group: Frequently 80.6%, Occasionally 18.7%

2. Tutored another college student
   - Your Institution: Frequently 10.1%, Occasionally 90.9%
   - Comparison Group: Frequently 9.8%, Occasionally 10.2%

3. Performed community service as part of a class
   - Your Institution: Frequently 42.0%, Occasionally 58.0%
   - Comparison Group: Frequently 40.5%, Occasionally 59.5%

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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.

1. Discussed course content with students outside of class
   - Your Institution: Frequently 77.3%, Occasionally 22.7%
   - Comparison Group: Frequently 71.0%, Occasionally 29.0%

2. Worked with classmates on group projects during class
   - Your Institution: Frequently 47.1%, Occasionally 52.9%
   - Comparison Group: Frequently 44.8%, Occasionally 55.2%

3. Studied with other students
   - Your Institution: Frequently 45.4%, Occasionally 54.6%
   - Comparison Group: Frequently 42.4%, Occasionally 57.6%

2013 College Senior Survey
Written and Oral Communication

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

Took a class that required one or more 10+ page papers

- Your Institution: 37.8% (Frequently) 53.8% (Occasionally)
- Comparison Group: 33.1% (Frequently) 65.8% (Occasionally)

Took a class that required multiple short papers

- Your Institution: 69.7% (Frequently) 29.4% (Occasionally)
- Comparison Group: 68.0% (Frequently) 31.4% (Occasionally)

Made a presentation in class

- Your Institution: 58.0% (Frequently) 41.2% (Occasionally)
- Comparison Group: 65.8% (Frequently) 33.3% (Occasionally)

2013 College Senior Survey
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

<table>
<thead>
<tr>
<th></th>
<th>TFS</th>
<th>CSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating</td>
<td>48.2</td>
<td>50.3</td>
</tr>
<tr>
<td>Promoting</td>
<td>48.3</td>
<td>51.3</td>
</tr>
</tbody>
</table>

Your Institution    Comparison Group
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

<table>
<thead>
<tr>
<th>Graduating Seniors</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.9</td>
<td>49.3</td>
<td>48.0</td>
</tr>
<tr>
<td>49.6</td>
<td>49.5</td>
<td>49.1</td>
</tr>
</tbody>
</table>

2013 College Senior Survey

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

<table>
<thead>
<tr>
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<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.9</td>
<td>52.1</td>
<td>46.7</td>
</tr>
<tr>
<td>51.8</td>
<td>47.3</td>
<td></td>
</tr>
</tbody>
</table>

2013 College Senior Survey
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

<table>
<thead>
<tr>
<th></th>
<th>Graduating Seniors</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Institution</td>
<td>50.1</td>
<td>49.8</td>
<td>50.0</td>
</tr>
<tr>
<td>Comparison Group</td>
<td>50.0</td>
<td>50.6</td>
<td>50.2</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Graduating Seniors</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Institution</td>
<td>47.8</td>
<td>51.3</td>
<td>51.4</td>
</tr>
<tr>
<td>Comparison Group</td>
<td>47.0</td>
<td>48.4</td>
<td>51.3</td>
</tr>
</tbody>
</table>

2013 College Senior Survey
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 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 college
- 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.

<table>
<thead>
<tr>
<th></th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of people from different races/cultures</td>
<td>34.5%</td>
<td>39.5%</td>
</tr>
<tr>
<td>Ability to get along with people of different races/cultures</td>
<td>28.6%</td>
<td>28.6%</td>
</tr>
</tbody>
</table>

**Campus Climate and Diversity**

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

<table>
<thead>
<tr>
<th></th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have felt discriminated against at this institution because of my race/ethnicity, gender, sexual orientation, or religious affiliation</td>
<td>6.7%</td>
<td>11.1%</td>
</tr>
<tr>
<td>There is a lot of racial tension on this campus</td>
<td>3.9%</td>
<td>6.9%</td>
</tr>
<tr>
<td>In class, I have heard faculty express stereotypes based on race/ethnicity, gender, sexual orientation, or religious affiliation</td>
<td>2.3%</td>
<td>2.3%</td>
</tr>
</tbody>
</table>
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.

- **Respect for the expression of diverse beliefs**
  - **Your Institution**: Very Satisfied 54.6%, Satisfied 46.8%
  - **Comparison Group**: Very Satisfied 47.9%, Satisfied 44.3%

- **Racial/ethnic diversity of the student body**
  - **Your Institution**: Very Satisfied 19.3%, Satisfied 27.9%
  - **Comparison Group**: Very Satisfied 9.2%, Satisfied 19.6%

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.

- **Felt overwhelmed by all I had to do**
  - **Your Institution**: Frequently 61.3%, Occasionally 58.3%
  - **Comparison Group**: Frequently 48.7%, Occasionally 48.5%

- **Felt depressed**
  - **Your Institution**: Frequently 7.6%, Occasionally 7.7%

- **Sought personal counseling**
  - **Your Institution**: Frequently 3.5%, Occasionally 16.0%
  - **Comparison Group**: Frequently 19.2%
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.

### Emotional health
- **Your Institution**
  - Highest 10%
  - Above Average
- **Comparison Group**
  - Highest 10%
  - Above Average

### Physical health
- **Your Institution**
  - Highest 10%
  - Above Average
- **Comparison Group**
  - Highest 10%
  - Above Average

#### 2013 College Senior Survey

- Drank wine or liquor
  - Your Institution: 34.6%
  - Comparison Group: 16.0%

- Smoked cigarettes
  - Your Institution: 11.9%
  - Comparison Group: 14.4%

- Drank beer
  - Your Institution: 34.6%
  - Comparison Group: 16.0%
Future Plans

This section describes students’ degree aspirations and career plans.

Planned Primary Activity Fall 2013

- Working full-time: 67.2% (Your), 69.5% (Comp Inst, Group)
- Working part-time: 2.6% (Your), 4.9% (Comp Inst, Group)

Current state of employment plans

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

Planned Primary Activity Fall 2013

<table>
<thead>
<tr>
<th>Activity</th>
<th>Your Inst</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending graduate/professional school full-time</td>
<td>26.5%</td>
<td>18.1%</td>
</tr>
<tr>
<td>Attending graduate/professional school part-time</td>
<td>0.0%</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

Current State of Educational Plans

<table>
<thead>
<tr>
<th>State</th>
<th>Your Inst</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepted and will be attending in fall</td>
<td>22.0%</td>
<td>18.0%</td>
</tr>
<tr>
<td>Still awaiting responses, no acceptances</td>
<td>6.8%</td>
<td>3.3%</td>
</tr>
<tr>
<td>No plans to apply to school now or in the future</td>
<td>20.3%</td>
<td>16.9%</td>
</tr>
</tbody>
</table>

Degree Aspirations

Highest Degree Planned to Complete at Any Institution

- Ph.D. or Ed.D. 23.2% (Your Inst), 21.8% (Comparison Group)
- M.D., D.O., D.D.S., D.V.M. 9.8% (Your Inst), 6.1% (Comparison Group)
- LL.B. or J.D. 3.6% (Your Inst), 3.4% (Comparison Group)
- Master’s (M.A., M.S., etc.) 48.4% (Your Inst)
- B.D. or M.DIV. (Divinity) 0.0% (Your Inst)
- Bachelor’s (B.A., B.S., etc.) 17.9% (Your Inst), 13.1% (Comparison Group)
- Other, Voc. Cert., A.A. or equivalent 4.5% (Your Inst), 3.7% (Comparison Group)
- None 3.6% (Your Inst), 3.1% (Comparison Group)
# Future Plans

## Probable Career/Occupation

<table>
<thead>
<tr>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artist</td>
<td>2.5% 4.2%</td>
</tr>
<tr>
<td>Business</td>
<td>11.8% 9.6%</td>
</tr>
<tr>
<td>Business (clerical)</td>
<td>0.8% 0.5%</td>
</tr>
<tr>
<td>Clergy</td>
<td>0.0% 0.4%</td>
</tr>
<tr>
<td>College teacher</td>
<td>3.4% 1.4%</td>
</tr>
<tr>
<td>Doctor (MD or DDS)</td>
<td>10.9% 5.0%</td>
</tr>
<tr>
<td>Education (elementary)</td>
<td>3.4% 12.2%</td>
</tr>
<tr>
<td>Education (secondary)</td>
<td>2.5% 7.2%</td>
</tr>
<tr>
<td>Engineer</td>
<td>9.2% 6.9%</td>
</tr>
<tr>
<td>Farmer or forester</td>
<td>0.8% 0.9%</td>
</tr>
<tr>
<td>Health professional</td>
<td>5.9% 5.6%</td>
</tr>
<tr>
<td>Homemaker (full-time)</td>
<td>0.0% 0.1%</td>
</tr>
<tr>
<td>Lawyer</td>
<td>2.5% 2.5%</td>
</tr>
<tr>
<td>Military (career)</td>
<td>0.0% 0.5%</td>
</tr>
<tr>
<td>Nurse</td>
<td>6.7% 4.7%</td>
</tr>
<tr>
<td>Research scientist</td>
<td>1.7% 3.8%</td>
</tr>
<tr>
<td>Social, welfare, recreation worker</td>
<td>2.5% 2.8%</td>
</tr>
<tr>
<td>Skilled worker</td>
<td>0.0% 0.2%</td>
</tr>
<tr>
<td>Other</td>
<td>31.3% 24.2%</td>
</tr>
<tr>
<td>Undecided</td>
<td>4.2% 7.4%</td>
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</tbody>
</table>

# 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>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work/Life balance</td>
<td>94.2% 90.7%</td>
</tr>
<tr>
<td>Stable, secure future</td>
<td>94.9% 88.5%</td>
</tr>
<tr>
<td>Availability of jobs</td>
<td>89.1% 83.0%</td>
</tr>
<tr>
<td>Ability to pay off debt</td>
<td>81.6% 75.2%</td>
</tr>
<tr>
<td>Leadership potential</td>
<td>71.4% 68.0%</td>
</tr>
<tr>
<td>Expression of personal values</td>
<td>60.5% 63.3%</td>
</tr>
<tr>
<td>Opportunity for innovation</td>
<td>63.0% 61.8%</td>
</tr>
<tr>
<td>Creativity and initiative</td>
<td>62.1% 60.8%</td>
</tr>
<tr>
<td>High income potential</td>
<td>69.0% 53.1%</td>
</tr>
<tr>
<td>Working for social change</td>
<td>38.6% 44.3%</td>
</tr>
<tr>
<td>Social recognition or status</td>
<td>31.9% 31.4%</td>
</tr>
</tbody>
</table>

2013 College Senior Survey
Future Plans

Preparedness for Future Plans

<table>
<thead>
<tr>
<th></th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparedness for employment after college</td>
<td>40.3% A Major Strength</td>
<td>30.9% A Major Strength</td>
</tr>
<tr>
<td>Preparedness for graduate or advanced education</td>
<td>31.9% Somewhat Strong</td>
<td>41.4% Somewhat Strong</td>
</tr>
<tr>
<td></td>
<td>33.6% Somewhat Strong</td>
<td>34.5% Somewhat Strong</td>
</tr>
<tr>
<td></td>
<td>32.2% Somewhat Strong</td>
<td>36.7% Somewhat Strong</td>
</tr>
</tbody>
</table>

2013 College Senior Survey

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

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2013 College Senior Survey
Satisfaction with Academic Support and Courses

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

- **Amount of contact with faculty**
  - Your Institution: 41.2%, Comparison Group: 42.7%
  - Your Institution: 37.8%, Comparison Group: 27.7%

- **Academic advising**
  - Your Institution: 41.2%, Comparison Group: 41.1%
  - Your Institution: 37.8%, Comparison Group: 27.7%

- **Tutoring or other academic assistance**
  - Your Institution: 19.1%, Comparison Group: 22.0%
  - Your Institution: 13.6%, Comparison Group: 13.6%

- **Class size**
  - Your Institution: 48.3%, Comparison Group: 48.3%
  - Your Institution: 43.0%, Comparison Group: 43.0%

- **Ability to find faculty or staff mentor**
  - Your Institution: 27.5%, Comparison Group: 27.5%
  - Your Institution: 21.2%, Comparison Group: 21.2%

Satisfaction with Services and Community

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

- **Career counseling and advising**
  - Your Institution: 19.1%, Comparison Group: 22.0%
  - Your Institution: 43.6%, Comparison Group: 43.6%

- **Job placement services for students**
  - Your Institution: 13.4%, Comparison Group: 13.4%
  - Your Institution: 29.3%, Comparison Group: 29.3%

- **Financial aid package**
  - Your Institution: 13.6%, Comparison Group: 13.6%
  - Your Institution: 36.9%, Comparison Group: 36.9%

- **Student housing**
  - Your Institution: 16.0%, Comparison Group: 16.0%
  - Your Institution: 45.0%, Comparison Group: 45.0%

- **Overall sense of community among students**
  - Your Institution: 24.4%, Comparison Group: 24.4%
  - Your Institution: 47.1%, Comparison Group: 47.1%
Overall Satisfaction

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

- Definitely Yes: 47.1%
- Probably Yes: 34.7%
- Probably No: 9.2%
- Definitely No: 1.7%

Your Institution
Comparison Group

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

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