An Infographic Newsletter of the Institutional Research Office

CLASS OF 2015 GRADUATING SENIORS

Each year thousands of students across the United States complete the College Senior Survey, a national survey from the Higher Education Research Institute at UCLA. The results in this newsletter profile Chapman University’s graduating class of 2015. Over 400 graduating seniors completed the survey online resulting in a 26% response rate.

WHAT YEAR DID YOU ENTER CHAPMAN?

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 or earlier</td>
<td>5.5%</td>
</tr>
<tr>
<td>2011</td>
<td>62.5%</td>
</tr>
<tr>
<td>2012</td>
<td>16.9%</td>
</tr>
<tr>
<td>2013 or later</td>
<td>15.0%</td>
</tr>
</tbody>
</table>

OVERALL SATISFACTION
Percent reporting “Very Satisfied” or “Satisfied”

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class size</td>
<td>95%</td>
</tr>
<tr>
<td>Amount of contact with faculty</td>
<td>93%</td>
</tr>
<tr>
<td>Courses in major field</td>
<td>90%</td>
</tr>
<tr>
<td>Overall college experience</td>
<td>89%</td>
</tr>
<tr>
<td>Overall quality of instruction</td>
<td>87%</td>
</tr>
<tr>
<td>Relevance of coursework to future career plans</td>
<td>73%</td>
</tr>
</tbody>
</table>

LIFE AFTER COLLEGE

26.2% Held a full-time job while taking classes

65% Had a roommate of a different race/ethnicity
53% Took an ethnic studies course
40% Attended a racial/cultural awareness workshop
26% Took a women’s studies course
20% Participated in an ethnic/racial student organization

EXTRA-CURRICULAR

- Played club, intramural, or recreational sports: 34.3%
- Participated in study-abroad: 35.3%
- Joined a social fraternity or sorority: 44.8%
- Been a leader in an organization: 57.3%
- Participated in an internship program: 76.0%

DIVERSITY-RELATED

- 76% Plan to work full time after graduation
- 81% Feel prepared for employment
- 85% Feel prepared for graduate school
- 22% Plan to attend graduate school full time after graduation

FACULTY-STUDENT INTERACTION
Percent reporting professors “Frequently” provided them with:

- Opportunities to discuss coursework outside of class: 56%
- Encouragement to pursue graduate/professional study: 47%
- Opportunities to apply classroom learning to ‘real-life’ issues: 47%
- Feedback on academic work (outside of grades): 44%
WHAT IS IMPORTANT TO SENIORS WHEN CONSIDERING A CAREER PATH?

Percent reporting “Essential” or “Very Important”

- 89.9% Work/life balance
- 87.1% Stable, secure future
- 77.3% Expression of personal values
- 76.7% Availability of jobs
- 75.7% Ability to pay off debt
- 72.7% Creativity and initiative
- 70.2% Opportunity for innovation
- 70.0% Leadership potential

CIVIC ENGAGEMENT

- 76% Performed volunteer work while in college
- 71% Voted in a national, state or local election
- 59% Planned to engage in volunteer work after graduating
- 56% Helped raise money for a cause or a campaign
- 50% Performed community service as part of class

DIVERSITY-RELATED STRENGTHS

Percent reporting “Highest 10%” or “Above Average”

- 91% Ability to work cooperatively with diverse people
- 89% Tolerance of others with different beliefs
- 88% Ability to see the world from someone else’s perspective
- 70% Ability to discuss and negotiate controversial issues

SENSE OF BELONGING & INCLUSION

Percent reporting “Strongly Agree” or “Agree”

- 87% Felt valued at Chapman University
- 79% Felt a sense of belonging to campus
- 31% Heard faculty in class express stereotypes based on race/ethnicity, gender, sexual orientation, or religious affiliation
- 27% Felt there was a lot of racial tension on campus
- 16% Felt discriminated against at Chapman because of race/ethnicity, gender, sexual orientation, or religious affiliation

91% of seniors would recommend Chapman to others, if asked

CHAPMAN UNIVERSITY CONTRIBUTED TO MY:

Percent reporting “Strongly Agree” or “Agree”

- 99.2% Knowledge of a particular field or discipline
- 97.8% Problem-solving skills
- 97.7% Critical-thinking skills
- 94.7% Ability to work as part of a team
- 91.7% Interpersonal skills
- 79.0% Knowledge of people from different races/cultures
- 78.0% Ability to conduct research

Prepared by: Chapman’s Institutional Research Office
chapman.edu/crio