



# CHAPMAN UNIVERSITY

# SNAPSHOT

January 2019

AN INFOGRAPHIC NEWSLETTER OF THE INSTITUTIONAL RESEARCH OFFICE

## 2018 COLLEGE SENIOR SURVEY (CSS)

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 2018. Over 372 graduating seniors completed the survey online resulting in a 23% response rate.

### INSECURITY, INSTABILITY, AND CHALLENGES WHILE IN COLLEGE

Percent reporting "Frequently"



- 21.1%** Felt depressed
- 13.6%** Sought personal counseling
- 6.0%** Felt hungry but didn't eat because I didn't have enough money for food
- 5.1%** Missed class due to employment
- 4.9%** Contributed money to help support my family

Since entering college:

- 25.0%** Held a full-time job while taking classes
- 1.7%** Been homeless for at least one month

### FACULTY-STUDENT INTERACTION

Percent reporting professors "Frequently" provided them with:

- 64.5%** Encouragement to ask questions and participate in discussions
- 55.0%** Encouragement to discuss coursework outside of class
- 50.8%** Feedback on academic work (outside of grades)
- 50.8%** Encouragement to pursue graduate/professional study
- 50.2%** Advice and guidance about educational programs
- 47.1%** Help in achieving professional goals

### CIVIC ENGAGEMENT

Percent reporting "Occasionally" or "Frequently"



- 78.1%** Voted in a national, state or local election
- 71.5%** Performed volunteer work while in college
- 61.6%** Helped raise money for a cause or a campaign
- 49.4%** Performed community service as part of a class

### ACTIVITIES DURING COLLEGE



- 72.2%** Participated in an internship program
- 62.9%** Been a leader in an organization
- 62.4%** Had a roommate of a different race/ethnicity
- 41.9%** Joined a social fraternity or sorority
- 36.1%** Participated in study abroad
- 35.9%** Attended a racial/cultural awareness workshop
- 24.0%** Played club, intramural, or recreational sports
- 22.7%** Participated in an undergraduate research program
- 14.0%** Participated in an ethnic/racial student organization

### LIFE AFTER COLLEGE



- 72.1%** Plan to work full time after graduation
- 83.8%** Feel prepared for employment
- 24.8%** Plan to attend graduate school full time after graduation
- 87.3%** Feel prepared for graduate school

### WHAT IS IMPORTANT TO SENIORS WHEN CONSIDERING A CAREER PATH?

Percent reporting "Very Important" or "Essential"

- |   |   |   |                                      |
|---|---|---|--------------------------------------|
| <b>87.5%</b><br>Work/life balance       | <b>86.2%</b><br>Stable, secure future     | <b>78.2%</b><br>Expression of personal values | <b>71.6%</b><br>Availability of jobs |
| <b>71.6%</b><br>Ability to pay off debt | <b>71.5%</b><br>Creativity and initiative | <b>70.2%</b><br>Leadership potential          |                                      |

### OVERALL SATISFACTION

Percent reporting "Satisfied" or "Very Satisfied"



- |                            |  |  |  |  |
|----------------------------|--|--|--|--|
| <b>98.1%</b><br>Class size | <b>91.7%</b><br>Amount of contact with faculty | <b>90.3%</b><br>Overall college experience | <b>89.1%</b><br>Courses in major field | <b>89.5%</b><br>Overall quality of instruction |
|----------------------------|--|--|--|--|

Chapman University is a student-centered institution

## 71.7%

Percent reporting "Agree" or "Strongly Agree"

## DIVERSITY-RELATED STRENGTHS

Percent reporting "Somewhat Strong" or "A Major Strength"

**95.8%**

Ability to work cooperatively with diverse people



**92.3%**

Ability to see the world from someone else's perspective

**92.0%**

Tolerance of others with different beliefs



## DIVERSITY-RELATED BELIEFS

Percent reporting "Agree" or "Strongly Agree"

**60%**

Chapman University is an institution that values diversity



Percent reporting "Very Descriptive"

**41%**

There is respect for other expressions of diverse values and beliefs at Chapman University



## SENSE OF BELONGING AND INCLUSION

Percent reporting "Agree" or "Strongly Agree"

**91%**

Felt like a member of Chapman University

**88%**

Felt valued at Chapman University

**80%**

Felt a sense of belonging to campus

**32%**

Felt there was a lot of racial tension on campus

**10%**

Felt discriminated against at Chapman because of race/ethnicity, gender, sexual orientation, disability status, or religion

## CAREER GOALS

Percent reporting "Very Important" or "Essential"

**57.4%** Obtaining recognition from my colleagues for contribution to my special field

**52.0%** Becoming a community leader

**25.2%** Writing original works

**22.8%** Creating artistic work



## CHAPMAN UNIVERSITY CONTRIBUTED TO MY:

Percent reporting "Agree" or "Strongly Agree"

**97.9%** Knowledge of a particular field or discipline

**97.1%** Problem-solving skills

**96.7%** Intellectual and practical skills

**94.6%** Ability to work as a part of a team

**92.5%** Interpersonal skills

**82.4%** Ability to conduct research

**79.8%** Knowledge of people from different races/cultures

## WILL YOU PURSUE A SCIENCE-RELATED RESEARCH CAREER?

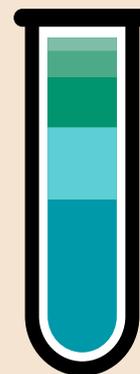
**4.8%** Definitely yes

**14.3%** Uncertain

**48.3%** Definitely no

**9.1%** Probably yes

**23.5%** Probably no



## SCIENCE SELF-CONCEPT

Percent reporting "Agree Somewhat" or "Strongly Agree"

**47.9%** I derive great personal satisfaction from working on a team that is doing important research

**21.9%** I feel like I belong in the field of science

**21.7%** I have a strong sense of belonging to a community of scientists

**20.8%** I think of myself as a scientist