2019 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 2019. Over 263 graduating seniors completed the survey online resulting in a 17% response rate.

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

- 99.0% Class size
- 93.3% Courses in major field
- 93.2% Overall quality of instruction
- 90.6% Amount of contact with faculty
- 88.6% Overall college experience

**ACTIVITIES DURING COLLEGE**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percent Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had a roommate of a different race/ethnicity</td>
<td>73.9%</td>
</tr>
<tr>
<td>Participated in an internship program</td>
<td>71.1%</td>
</tr>
<tr>
<td>Been a leader in an organization</td>
<td>63.2%</td>
</tr>
<tr>
<td>Joined a fraternity or sorority</td>
<td>45.6%</td>
</tr>
<tr>
<td>Participated in study abroad</td>
<td>40.1%</td>
</tr>
<tr>
<td>Attended a racial/cultural awareness workshop</td>
<td>29.8%</td>
</tr>
<tr>
<td>Played club, intramural or recreational sports</td>
<td>25.2%</td>
</tr>
<tr>
<td>Participated in an undergraduate research program</td>
<td>20.3%</td>
</tr>
<tr>
<td>Participated in an ethnic/racial student organization</td>
<td>13.5%</td>
</tr>
</tbody>
</table>

**LIFE AFTER COLLEGE**

- 65.2% Plan to work full-time after graduation
- 87.5% Feel prepared for employment (Percent reporting “Agree” or “Strongly Agree”)
- 24.4% Plan to attend graduate school full time after graduation
- 89.5% Feel prepared for graduate school (Percent reporting “Agree” or “Strongly Agree”)

**CHAPMAN UNIVERSITY CONTRIBUTED TO MY:**
Percent reporting “Agree” or “Strongly Agree”

- 98.5% Intellectual and practical skills
- 96.0% Problem-solving skills
- 84.5% Ability to conduct research
- 82.5% Understanding of global issues
- 81.5% Knowledge of people from different races/cultures

**INSECURITY, INSTABILITY AND CHALLENGES WHILE IN COLLEGE**
Percent reporting “Frequently”

- 55.7% Felt overwhelmed by all I had to do
- 53.4% Felt anxious
- 26.8% Felt depressed
- 18.0% Sought personal counseling
- 6.8% Felt hungry but didn’t eat because I didn’t have enough money for food
- 4.2% Contributed money to help support my family
- 3.1% Missed class due to employment

Since entering college:

- 16.8% Held a full-time job while taking classes
- 1.3% Been homeless for at least one month

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

- 62.3% Encouragement to ask questions and participate in discussions
- 52.0% Encouragement to discuss coursework outside of class
- 50.9% Feedback on academic work (outside of grades)
- 47.4% Help in achieving professional goals
- 46.9% Encouragement to pursue graduate/professional study
- 44.6% Advice and guidance about educational programs

Percent reporting “Frequently”:

- 62.1% Seeking feedback on their academic work
- 47.6% Communicating regularly with professors

**CIVIC ENGAGEMENT**

- 79.1% Voted in a national, state or local election

Percent reporting “Occasionally” or “Frequently”

- 58.8% Performed volunteer work while in college
- 45.0% Helped raise money for a cause or a campaign
- 44.1% Performed community service as part of a class

**AN INFOGRAPHIC NEWSLETTER OF THE INSTITUTIONAL RESEARCH AND DECISION SUPPORT (IRADS) OFFICE**
DIVERSITY-RELATED STRENGTHS
Percent reporting “Somewhat Strong” or “A Major Strength”

- 96% Ability to work cooperatively with diverse people
- 91% Ability to see the world from someone else’s perspective
- 90% Tolerance of others with different beliefs

DIVERSITY-RELATED BELIEFS
Chapman University is an institution that values diversity

- 60% Percent reporting “Agree” or “Strongly Agree”
- 43% Percent reporting “Very Descriptive”

SENSE OF BELONGING AND INCLUSION
Percent reporting “Agree” or “Strongly Agree”

- 86% Felt like a member of Chapman University
- 86% Felt valued at Chapman University
- 80% Felt a sense of belonging to campus
- 35% Felt there was a lot of racial tension on campus

WILL YOU PURSUE A SCIENCE-RELATED RESEARCH CAREER?

- 7.1% Definitely yes
- 16.5% Uncertain
- 25.3% Probably no
- 42.9% Definitely no

WHAT IS IMPORTANT TO SENIORS WHEN CONSIDERING A CAREER PATH?
Percent reporting “Very Important” or “Essential”

- 90.3% Stable, secure future
- 87.3% Work/life balance
- 77.1% Availability of jobs
- 74.1% Ability to pay off debt
- 72.9% Expression of personal values
- 69.7% Creativity and initiative
- 65.7% Leadership potential

CAREER GOALS
Percent reporting “Very Important” or “Essential”

- 69.1% Obtaining recognition from my colleagues for contribution to my special field
- 40.8% Becoming a community leader
- 29.8% Creating artistic work
- 26.1% Writing original works

CAREER PLANNING:

<table>
<thead>
<tr>
<th>MEN</th>
<th>WOMEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>36.9%</td>
<td>29.7%</td>
</tr>
<tr>
<td>19.7%</td>
<td>22.5%</td>
</tr>
</tbody>
</table>

SCIENCE SELF-CONCEPT
Percent reporting “Agree Somewhat” or “Strongly Agree”

- 53.3% I derive great personal satisfaction from working on a team that is doing important research
- 25.7% I have a strong sense of belonging to a community of scientists
- 25.3% I think of myself as a scientist
- 24.5% I feel like I belong in the field of science

Prepared by: Chapman’s Institutional Research and Decision Support (IRADS)
Chapman.edu/irads