2022 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 2022. The CSS was administered in spring 2022. Over 248 graduating seniors completed the survey online, resulting in a 13% response rate.

**ACTIVITIES DURING COLLEGE**

Percent reporting “Yes”

- 66.0% Had a roommate of a different race/ethnicity
- 61.0% Participated in an internship program
- 61.2% Held a leadership position in an organization
- 39.2% Joined a fraternity or sorority
- 29.3% Attended a racial/cultural awareness workshop
- 11.6% Participated in study abroad
- 21.8% Participated in an undergraduate research program

**DIVERSITY-RELATED STRENGTHS**

Percent reporting “Somewhat Strong” or “A Major Strength” on a 5-point scale

- 94.1% Ability to work cooperatively with diverse people
- 89.0% Ability to see the world from someone else’s perspective
- 83.1% Tolerance of others with different beliefs

**FACULTY-STEUDENT INTERACTION**

Percent reporting professors “Frequently” on a 3-point scale provided them with:

- 48.3% Encouragement to discuss coursework outside of class
- 57.4% Encouragement to ask questions and participate in discussions
- 52.4% Help in achieving professional goals
- 47.6% Feedback on academic work (outside of grades)
- 48.6% Encouragement to pursue graduate/professional study
- 42.1% Advice and guidance about educational programs

**CAMPUS CLIMATE**

Percent reporting “Agree” or “Strongly Agree” on a 5-point scale

- 46.7% Chapman University is an institution that values diversity
- 73.0% Faculty members at Chapman University make an effort to create inclusive and welcoming classroom environments

Percent reporting “Very Descriptive” on a 3-point scale

- 26.5% There is respect for other expressions of diverse values and beliefs at Chapman University

**CHAPMAN UNIVERSITY CONTRIBUTED TO MY...**

Percent reporting “Agree” or “Strongly Agree” on a 4-point scale

- 93.1% Intellectual and practical skills
- 91.3% Problem-solving skills
- 82.6% Ability to conduct research
- 73.7% Understanding of global issues
- 72.7% Understanding of national issues
- 70.8% Knowledge of people from different races/cultures

**SENS OF BELONGING AND INCLUSION**

Percent reporting “Agree” or “Strongly Agree” on a 4-point scale

- 82.2% Felt like a member of Chapman University
- 76.3% Felt valued at Chapman University
- 71.7% Felt a sense of belonging to Chapman University
- 41.4% Felt there was a lot of racial tension on campus

**CIVIC ENGAGEMENT**

Percent reporting “Yes”

- 87.8% Voted in a national, state or local election

Percent reporting “Occasionally” or “Frequently” on a 3-point scale

- 90.4% Discussed politics
- 57.0% Performed volunteer or community service work
- 54.9% Helped raise money for a cause or campaign

**MENTAL HEALTH, INSECURITY AND CHALLENGES WHILE IN COLLEGE**

Percent reporting “Frequently” on a 3-point scale

- 69.0% Felt overwhelmed by all I had to do
- 62.2% Felt anxious
- 38.9% Felt depressed
- 17.4% Sought personal counseling
- 7.1% Contributed money to help support my family
- 7.7% Felt hungry but didn’t eat because I didn’t have enough money for food

Since entering college:

Percent reporting “Yes”

- 19.0% Held a full-time job (approx. 40 hrs) while taking classes
- 2.1% Been homeless for at least one month
LIFE AFTER COLLEGE
Percent reporting “Yes”

73.2% Plan to work full-time after graduation
81.9% Feel prepared for employment
(Percent reporting “Agree” or “Strongly Agree”)
27.7% Plan to attend graduate school full-time after graduation
82.6% Feel prepared for graduate or advanced education
(Percent reporting “Agree” or “Strongly Agree”)

WHAT IS IMPORTANT TO SENIORS WHEN CONSIDERING A CAREER PATH?
Percent reporting “Very Important” or “Essential” on a 4-point scale

- 91.9% Work/life balance
- 94.1% Stable, secure future
- 76.3% Expression of personal values
- 83.8% Availability of jobs
- 70.4% Ability to pay off debt
- 68.9% Leadership potential
- 69.9% Creativity and initiative
- 78.0% High income potential

CAREER GOALS
Percent reporting “Very Important” or “Essential” on a 4-point scale

- 53.2% Obtaining recognition from my colleagues for contribution to my special field
- 49.0% Becoming a community leader
- 29.6% Creating artistic work
- 25.9% Writing original works (poems, novels, etc.)

WILL YOU PURSUE A SCIENCE-RELATED RESEARCH CAREER?

- 6.4% Definitely yes
- 10.7% Probably yes
- 15.0% Uncertain
- 40.7% Definitely no
- 27.1% Probably no

ARTIST SELF-CONCEPT
Percent reporting “Agree Somewhat” or “Strongly Agree” on a 5-point scale

- 40.6% I think of myself as an artist
- 34.4% I have a strong sense of belonging to a community of artists

RESEARCH AND CREATIVE ACTIVITY

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<th>Frequency</th>
<th>Occasionally</th>
<th>Not at all</th>
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<tr>
<td>26.1%</td>
<td>30.6%</td>
<td>29.0%</td>
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58.8% Satisfaction with the encouragement and support you received from Chapman faculty to do research and/or participate in creative activities.
(Percent reporting “Satisfied” or “Very Satisfied” on a 5-point scale)

ALUMNI ENGAGEMENT
Percent reporting “Agree” or “Strongly Agree” on a 4-point scale

- 38.0% I will give Chapman University money as an alum
- 58.3% I plan to remain engaged with Chapman as an alum (e.g., campus events, fundraising, admissions)

SCIENCE SELF-CONCEPT
Percent reporting “Agree Somewhat” or “Strongly Agree” on a 5-point scale

- 54.2% I derive great personal satisfaction from working on a team that is doing important research
- 29.3% I feel like I belong in the field of science
- 26.4% I have a strong sense of belonging to a community of scientists
- 25.7% I think of myself as a scientist

SATISFACTION
Percent reporting “Satisfied” or “Very Satisfied” on a 5-point scale

- 76.4% Overall college experience

Percent reporting “Strongly Agree” or “Agree” on a 4-point scale

- 82.1% If asked, I would recommend this college to others

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