



SNAPSHOT

February 2020

AN INFOGRAPHIC NEWSLETTER OF THE INSTITUTIONAL RESEARCH AND DECISION SUPPORT (IRADS) OFFICE

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.

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



ACTIVITIES DURING COLLEGE

- 73.9%** Had a roommate of a different race/ethnicity
- 71.1%** Participated in an internship program
- 63.2%** Been a leader in an organization
- 45.6%** Joined a fraternity or sorority
- 40.1%** Participated in study abroad
- 29.8%** Attended a racial/cultural awareness workshop
- 25.2%** Played club, intramural or recreational sports
- 20.3%** Participated in an undergraduate research program
- 13.5%** Participated in an ethnic/racial student organization

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



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

Chapman University is a student-centered institution

69.5%

Percent reporting "Agree" or "Strongly Agree"

If asked, I would recommend this college to others

92.0%

Percent reporting "Agree" or "Strongly Agree"

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"



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

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

10%

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

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



WILL YOU PURSUE A SCIENCE-RELATED RESEARCH CAREER?

7.1% Definitely yes
16.5% Uncertain
42.9% Definitely no
8.2% Probably yes
25.3% Probably no



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:

MEN WOMEN

Spent 3 hours or more a week career planning (job searches, networking, etc.)

36.9% **29.7%**

Met frequently with an advisor/counselor about career plans

19.7% **22.5%**

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