

Dalton State College College Senior Survey 2018 Results

Graduating Seniors

Dalton State College
N=25

Public 4yr Colleges
N=460

Higher Education Research Institute, University of California at Los Angeles

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THE COLLEGE EXPERIENCE

Results from the College Senior Survey (CSS) connect academic, civic, and diversity outcomes with college experiences to examine the institutional impact of:

- Academic experiences
- Co-curricular experiences
- Diversity
- Future plans
- Satisfaction

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- Satisfaction with Campus Diversity

- Satisfaction with Services and Community

A Note about CIRP Constructs

The CIRP constructs illustrate important information from the CSS about your students.

Constructs

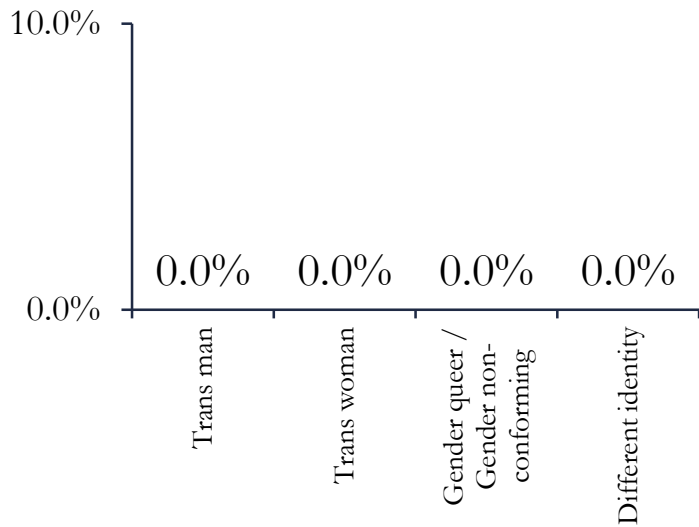
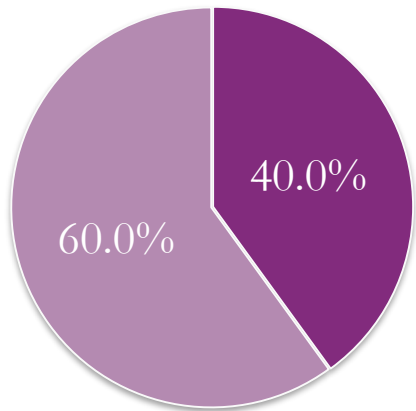
Constructs statistically aggregate questions from CIRP surveys that tap into key features of the college experience. These student traits and institutional practices contribute to learning and development in college.

Longitudinal Constructs

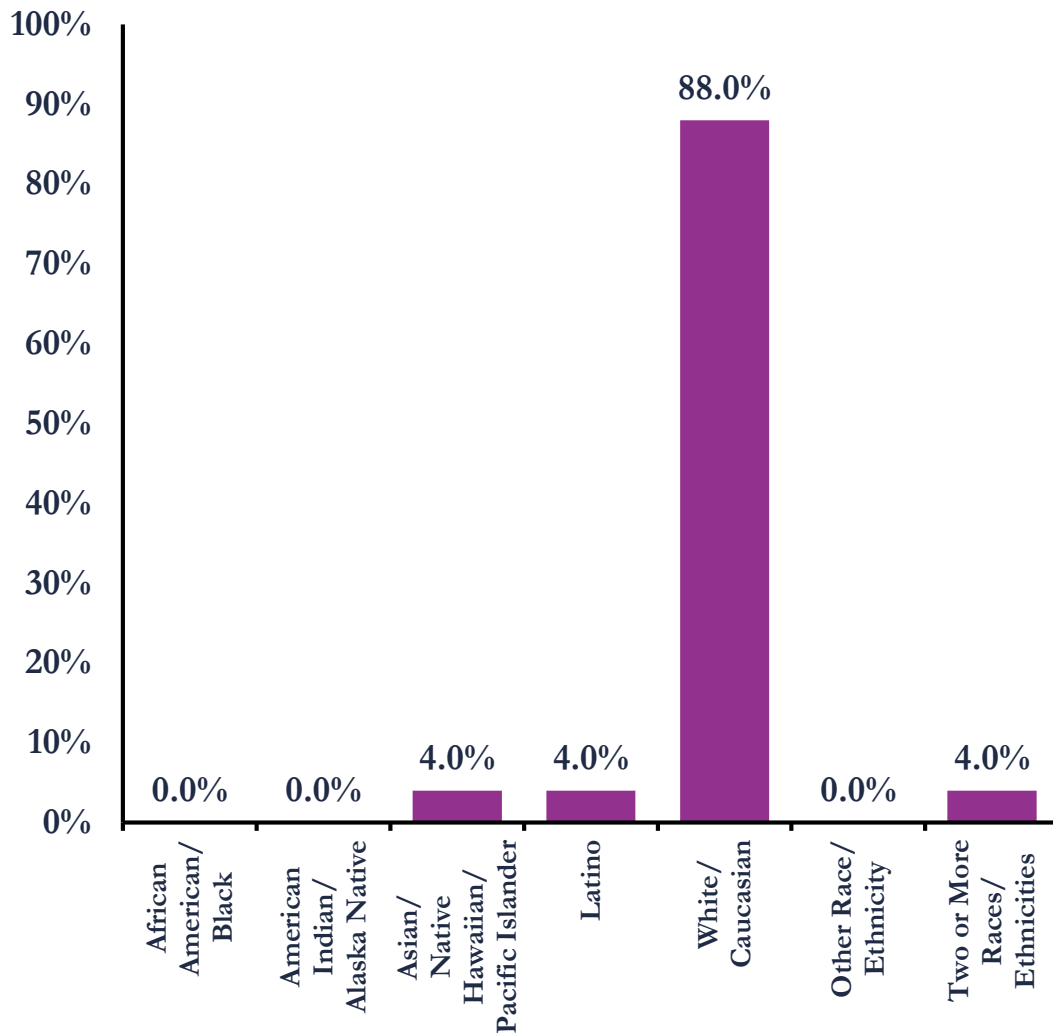
Constructs that are included in the CIRP TFS and CSS that measure change in your student population over time.

Demographics

Gender Identity

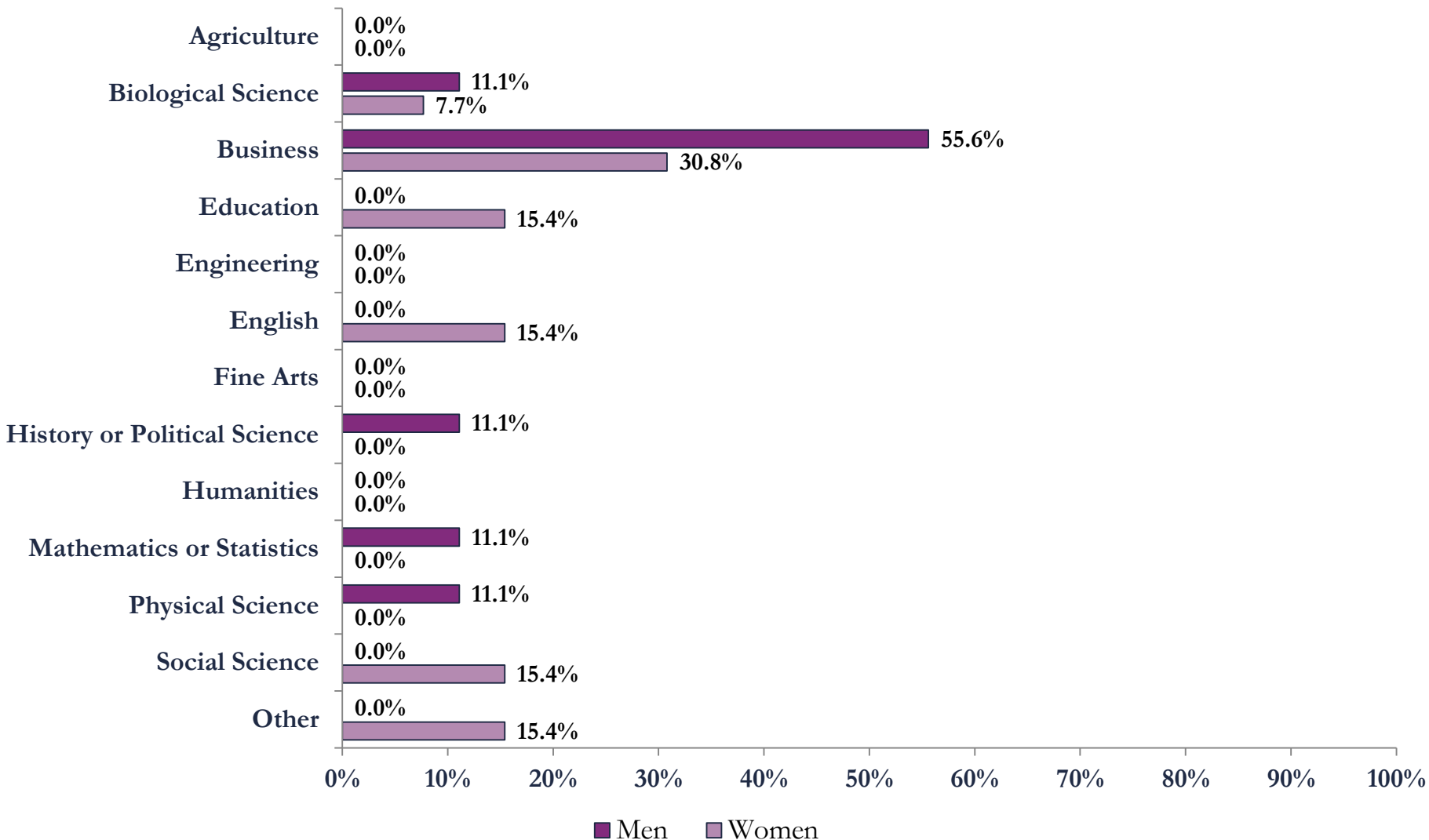


Race/Ethnicity



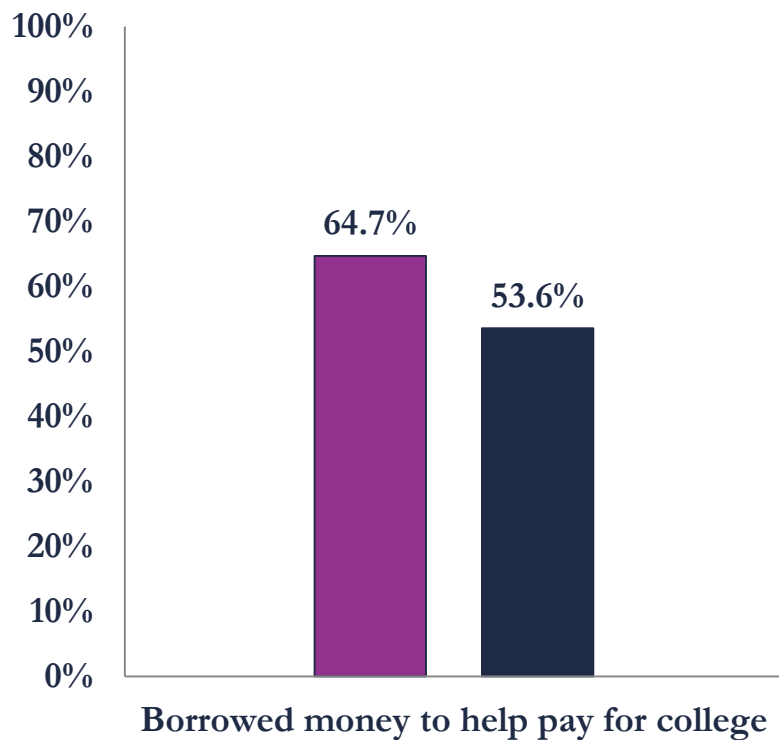
Demographics

Primary Major (Aggregated)



Demographics

Finances

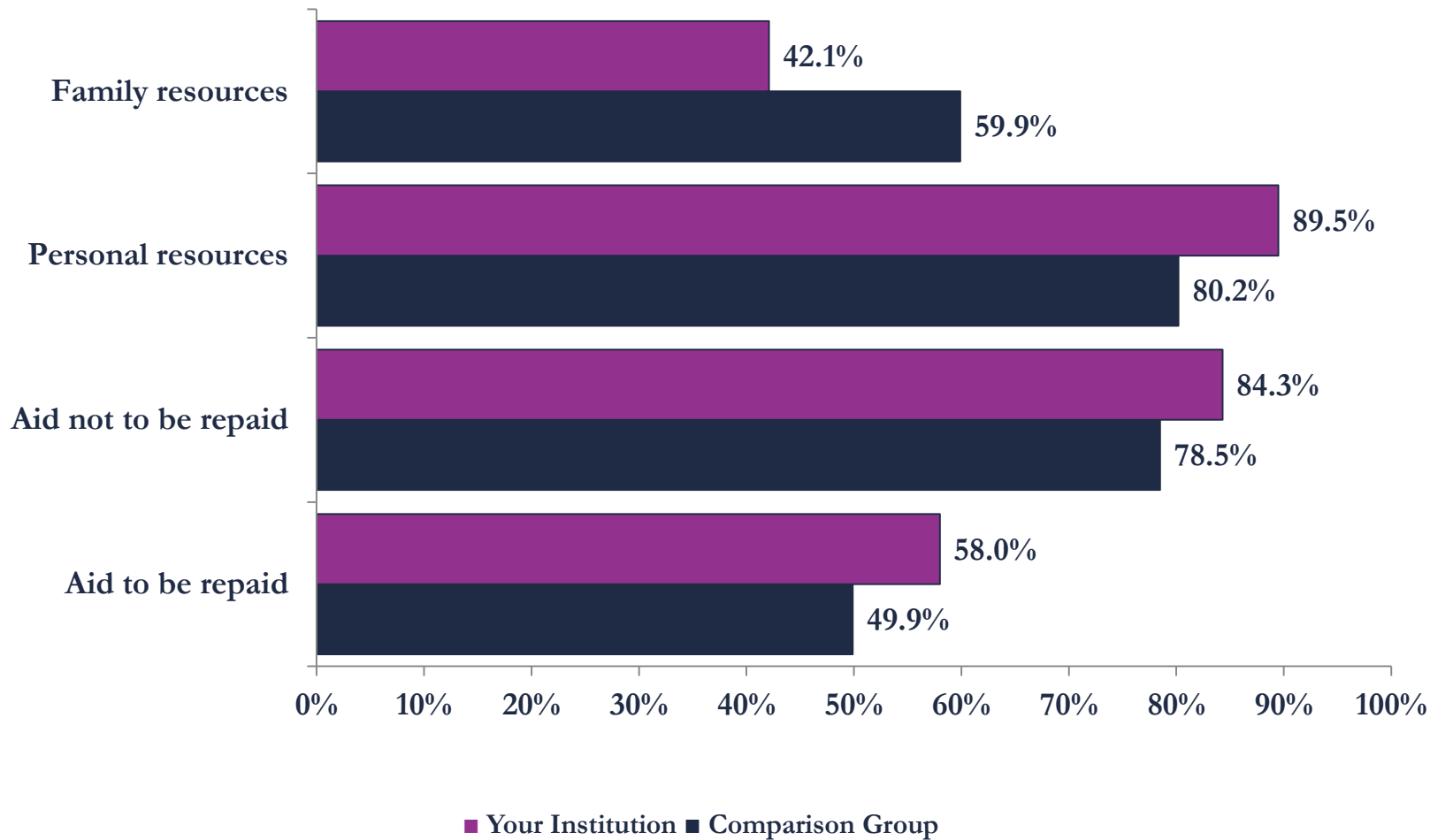


Your Institution	\$25,000.00
Comparison Group	\$15,000.00

■ Your Institution ■ Comparison Group

Demographics

Finances: Sources of Funding for College Expenses

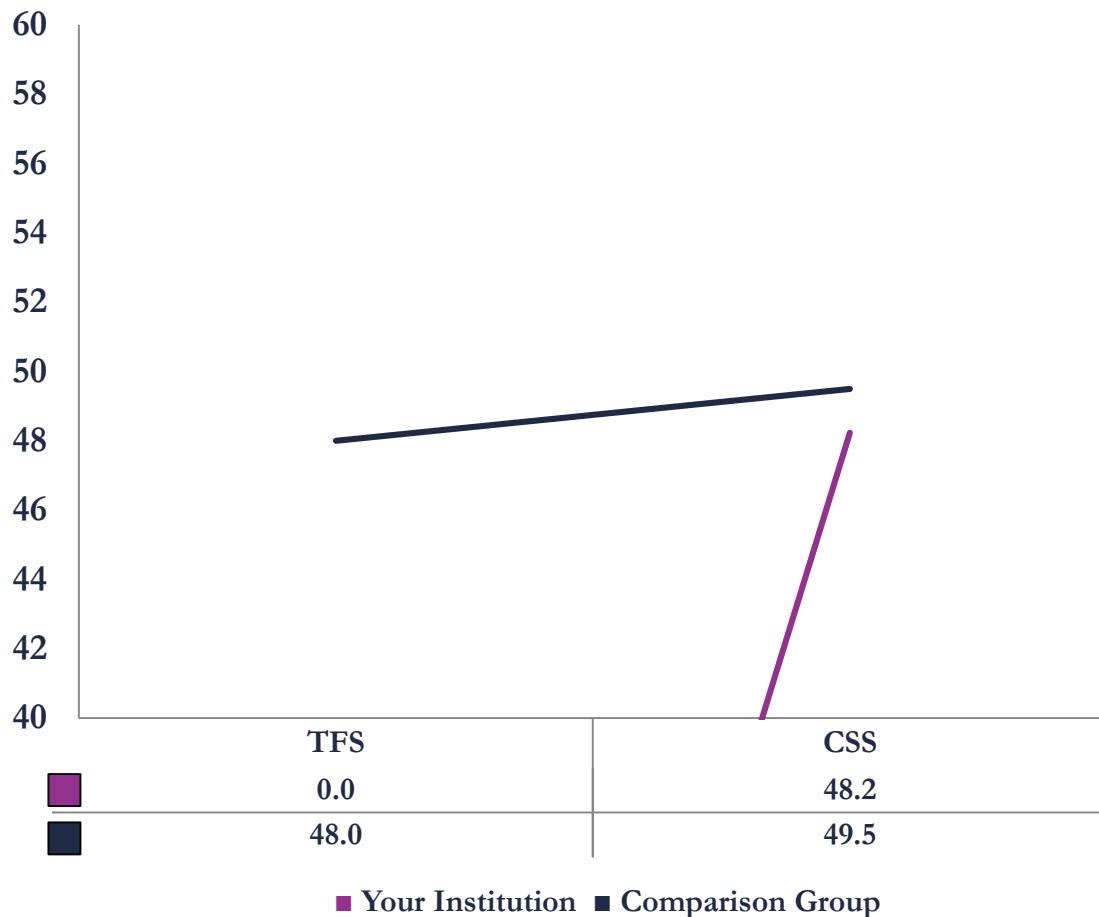


Academic Outcomes and Experiences

Students develop skills, knowledge, and abilities through their experiences both in and out of the classroom.

Habits of Mind

Habits of Mind is a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.

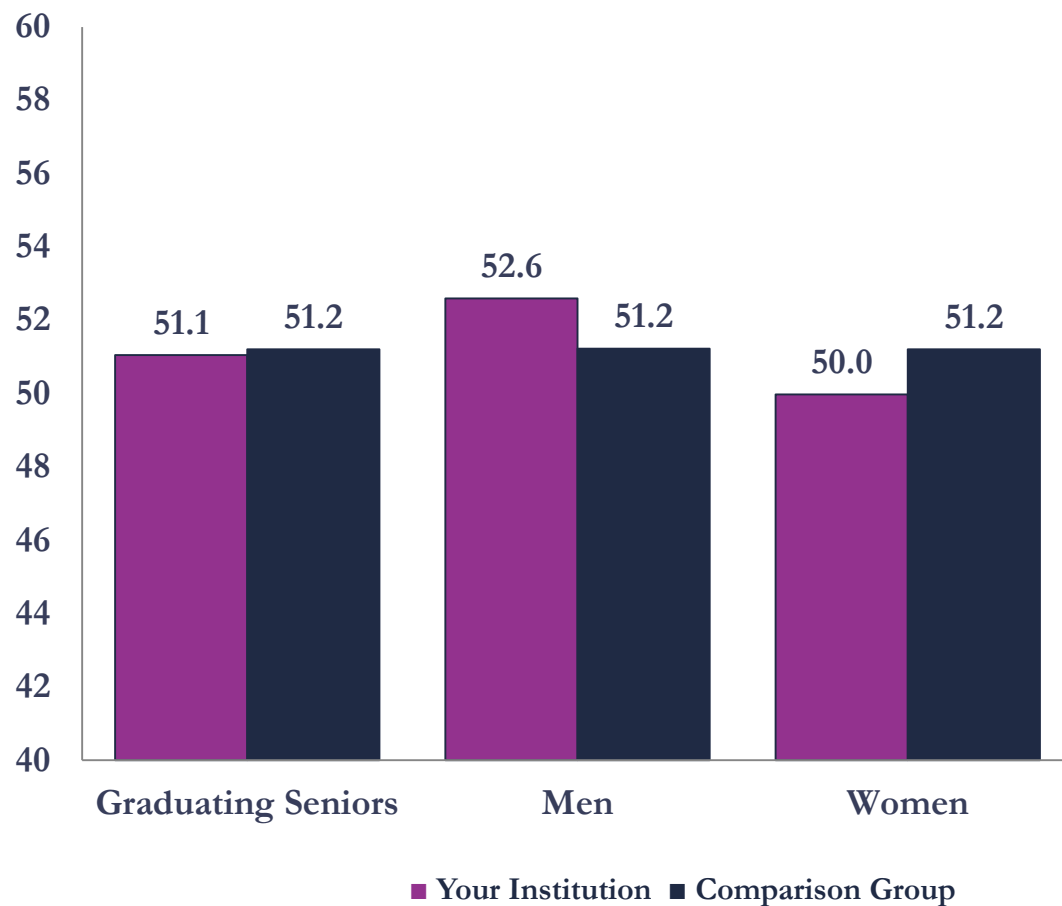


Construct Items

- Ask questions in class
- Support your opinions with a logical argument
- Seek solutions to problems and explain them to others
- Revise your papers to improve your writing
- Evaluate the quality or reliability of information you received
- Take a risk because you felt you had more to gain
- Seek alternative solutions to a problem
- Look up scientific research articles and resources
- Explore topics on your own, even though it was not required for a class
- Seek feedback on your academic work
- Accept mistakes as part of the learning process
- Integrate skills and knowledge from difference sources and experiences

Pluralistic Orientation

Pluralistic Orientation is a unified measure of skills and dispositions appropriate for living and working in a diverse society.

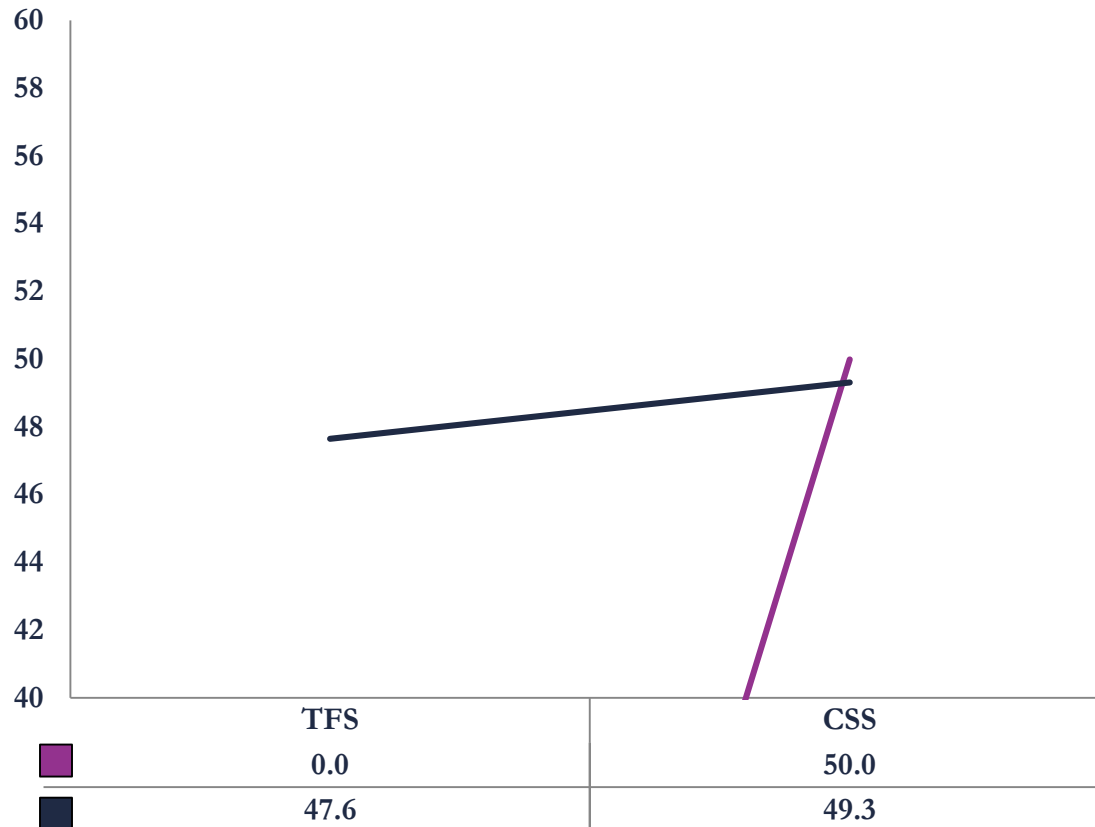


Construct Items

- Ability to see the world from someone else's perspective
- Tolerance of others with different beliefs
- Openness to having my own views challenged
- Ability to discuss and negotiate controversial issues
- Ability to work cooperatively with diverse people

Academic Self-Concept

Self-awareness and confidence in academic environments help students learn by encouraging their intellectual inquiry. *Academic Self-Concept* is a unified measure of students' beliefs about their abilities and confidence in academic environments.



Construct Items

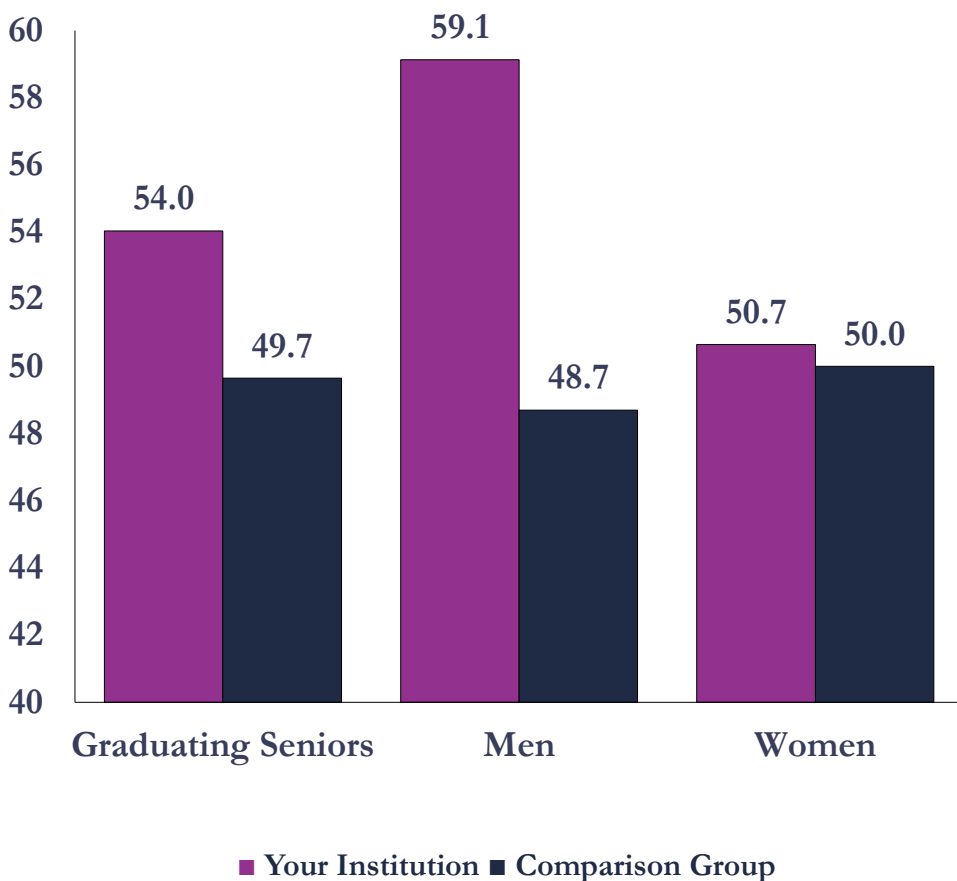
- Self-rated: Academic Ability
- Self-rated: Self-Confidence (Intellectual)
- Self-rated: Drive to Achieve
- Self-rated: Mathematical Ability

■ Your Institution ■ Comparison Group

Faculty Interaction

Faculty Interaction: Mentorship measures the extent to which students and faculty have mentoring relationships that foster both academic and personal support and guidance.

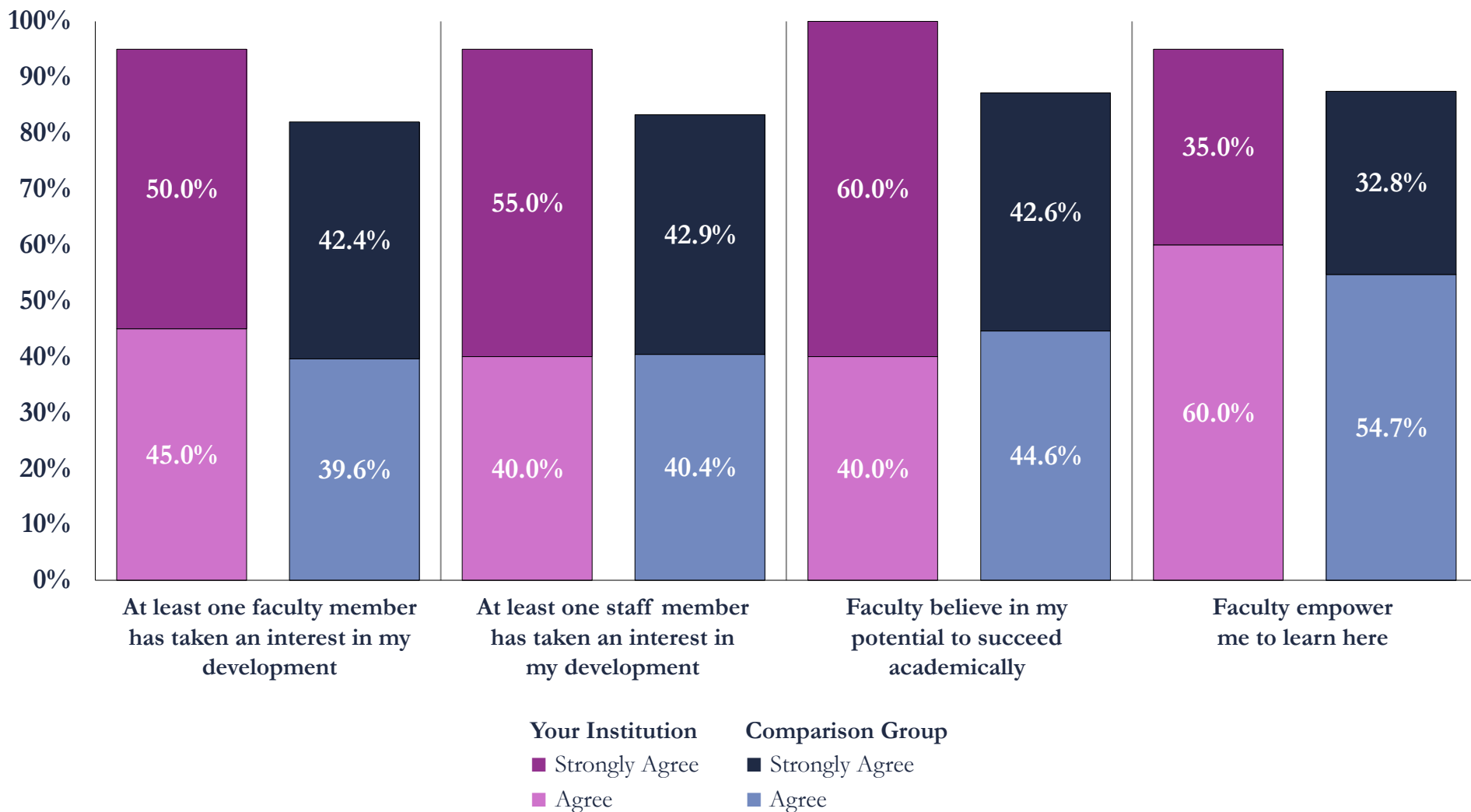
Construct Items



- Encouragement to pursue graduate/professional study
- An opportunity to work on a research project
- Advice and guidance about your educational program
- Emotional support and encouragement
- A letter of recommendation
- Help to improve your study skills
- Feedback about your academic work (outside of grades)
- Encouragement to discuss coursework outside of class
- Help in achieving your professional goals

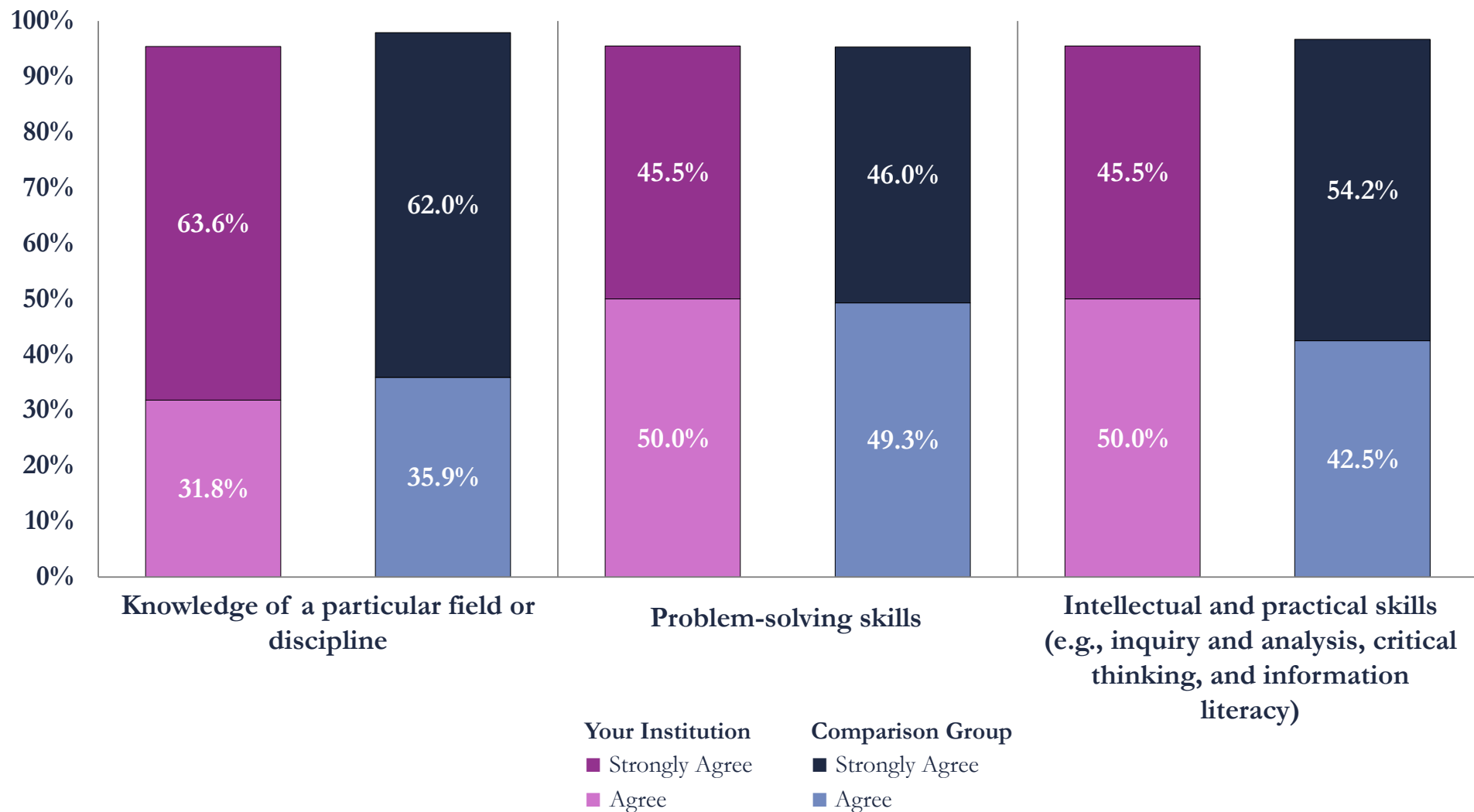
General Interpersonal Validation

These items measure the extent to which students believe faculty and staff provide attention to their development.



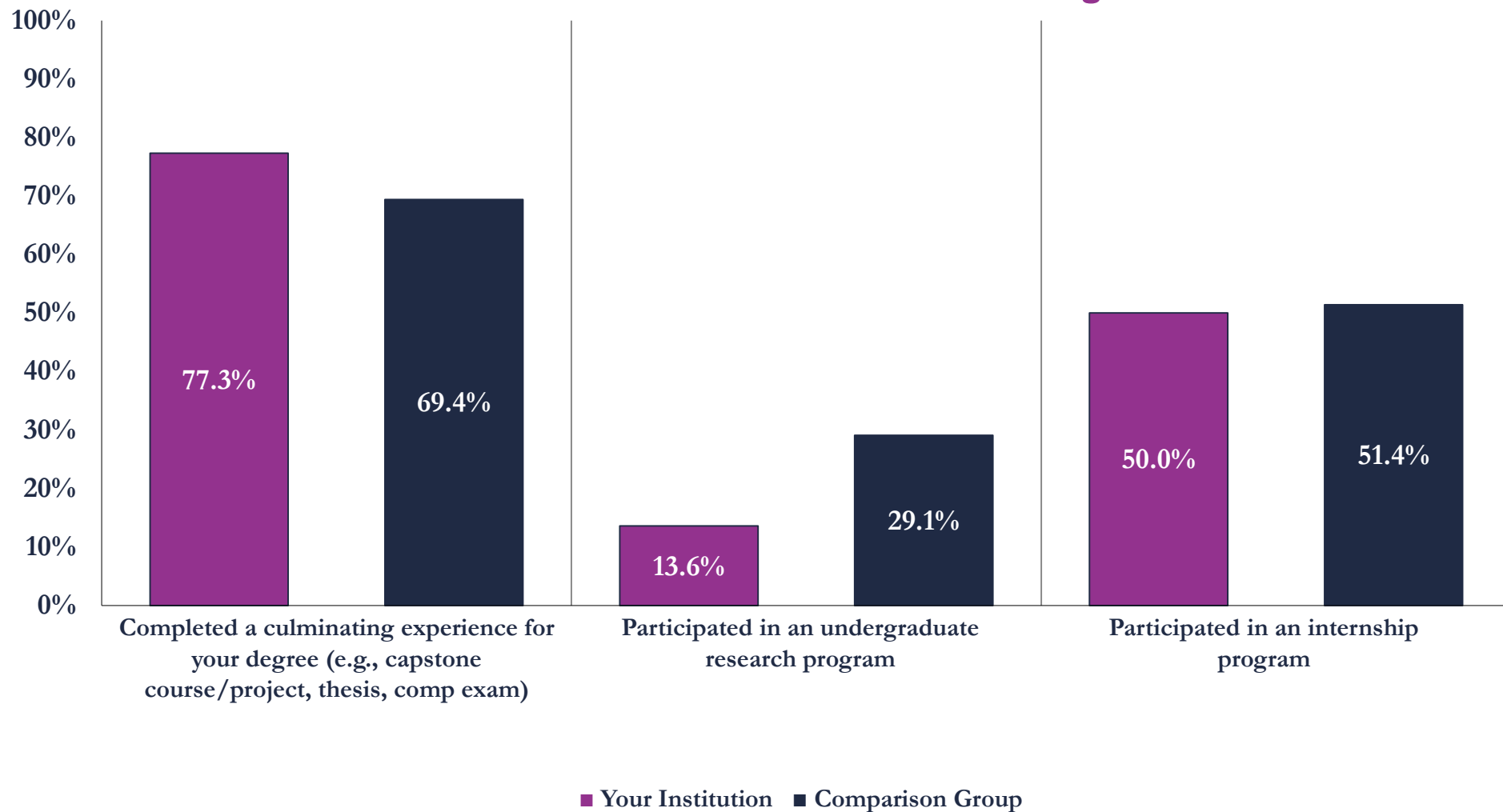
Academic Outcomes

These items illustrate the extent to which students agree that this institution has contributed to their academic skills and abilities.



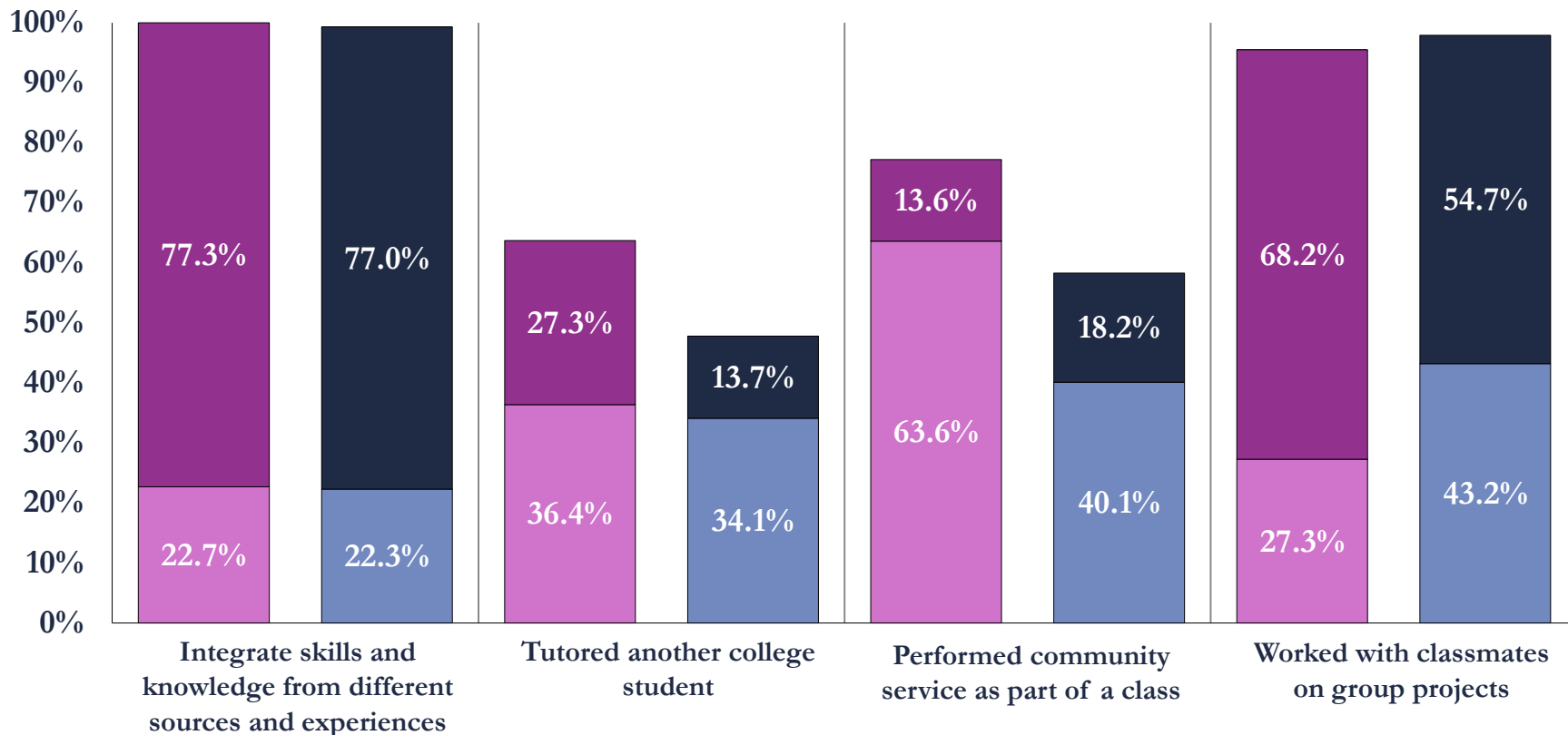
Academic Enhancement Experiences

Opportunities to apply learning inside and outside the classroom augment students' academic involvement, allowing them to make meaningful intellectual connections and communicate their knowledge to others.



Active and Collaborative Learning

These items illustrate the extent to which students have deepened their knowledge of course material through interaction with faculty and other students.



Your Institution

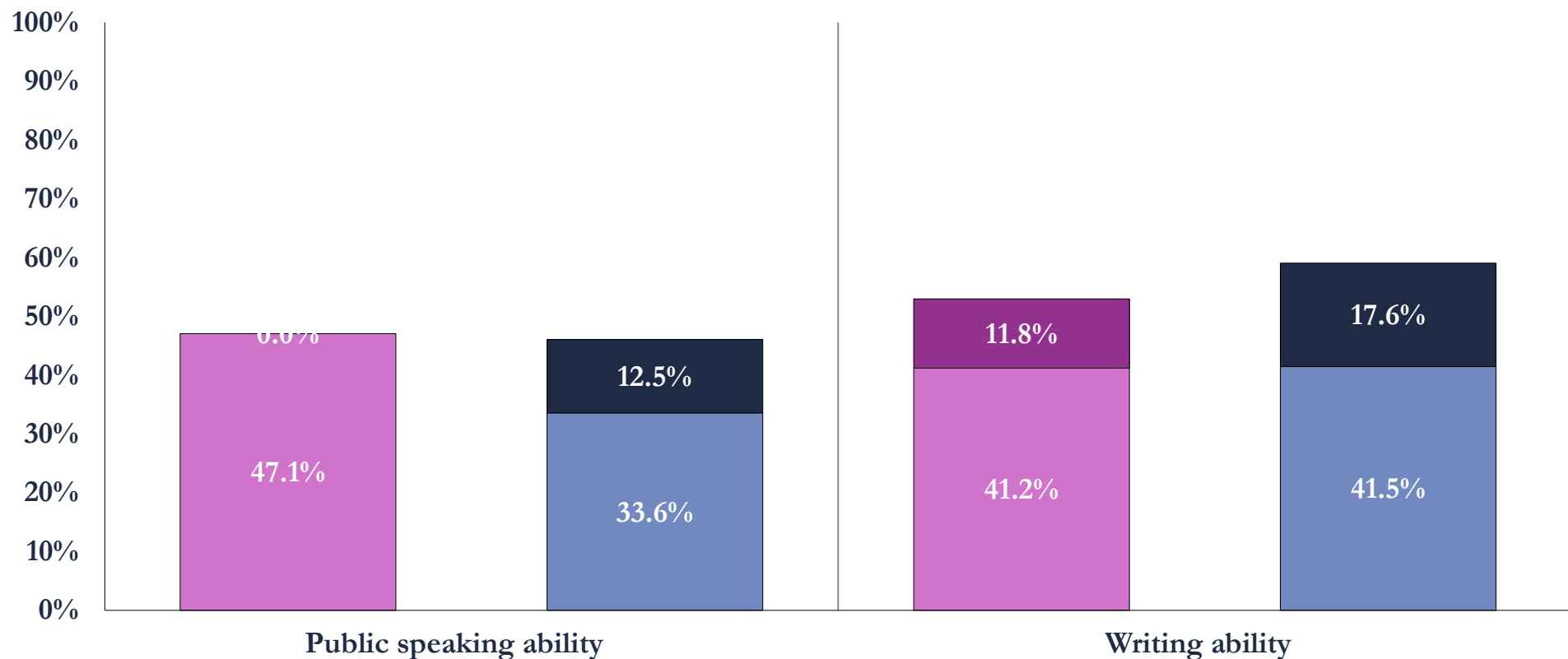
- Frequently
- Occasionally

Comparison Group

- Frequently
- Occasionally

Written and Oral Communication

Effective communication skills are essential prerequisites for success in today's world, both personally and professionally.



Your Institution
 ■ Highest 10%
 ■ Above Average

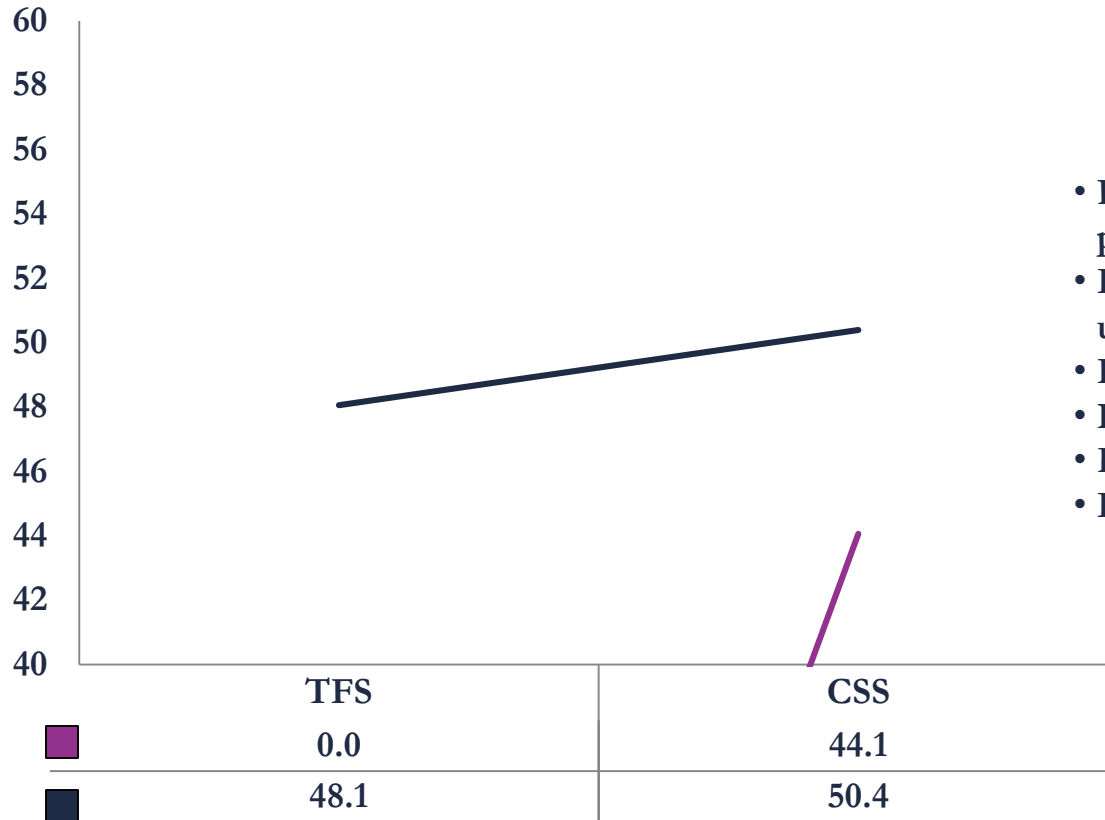
Comparison Group
 ■ Highest 10%
 ■ Above Average

Co-Curricular Outcomes and Experiences

Co-curricular experiences provide opportunities for students to grow intellectually, interpersonally, and emotionally.

Social Agency

Activities and beliefs equip and empower students to create a world that is equitable, just, democratic, and sustainable. *Social Agency* measures the extent to which students value political and social involvement as a personal goal.



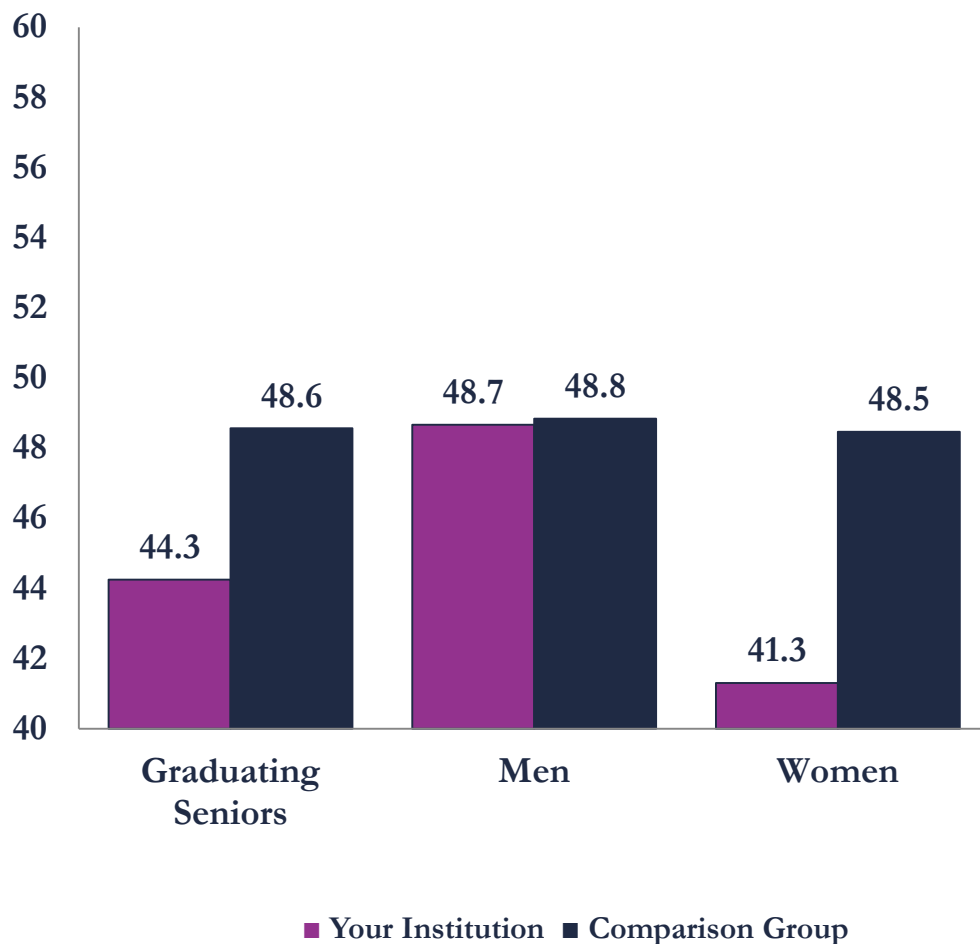
Construct Items

- Participating in a community action program
- Helping to promote racial understanding
- Becoming a community leader
- Keeping up to date with political affairs
- Influencing social values
- Helping others who are in difficulty

■ Your Institution ■ Comparison Group

Civic Engagement

Engaged citizens are a critical element in the functioning of our democratic society. *Civic Engagement* measures the extent to which students are motivated and involved in civic, electoral, and political activities.



Construct Items

- I am interested in seeking information about current social and political issues
- Publicly communicated your opinion about a cause (e.g., blog, email, petition)
- Worked on a local, state, or national political campaign
- Demonstrated for a cause (e.g., boycott, rally, protest)
- Goal: Keeping up to date with political affairs
- Goal: Influencing social values
- Helped raise money for a cause or campaign
- Performed volunteer or community service work

Civic Awareness

The ability to evaluate, question, and develop solutions affecting local and global communities is an important skill. *Civic Awareness* measures students' understanding of the issues facing their community, nation, and the world.

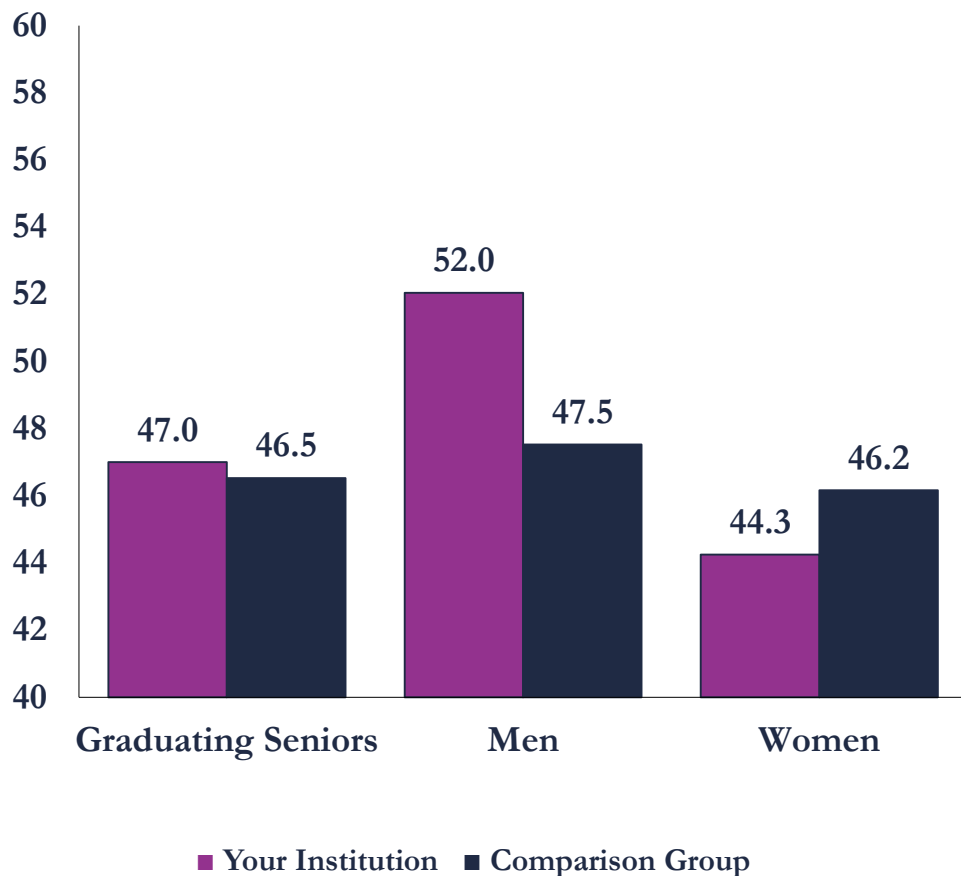


Construct Items

- Understanding of national issues
- Understanding of global issues
- Understanding of the problems facing your community

Leadership

Leadership measures students' beliefs about their leadership development and capability, and their experiences as a leader.

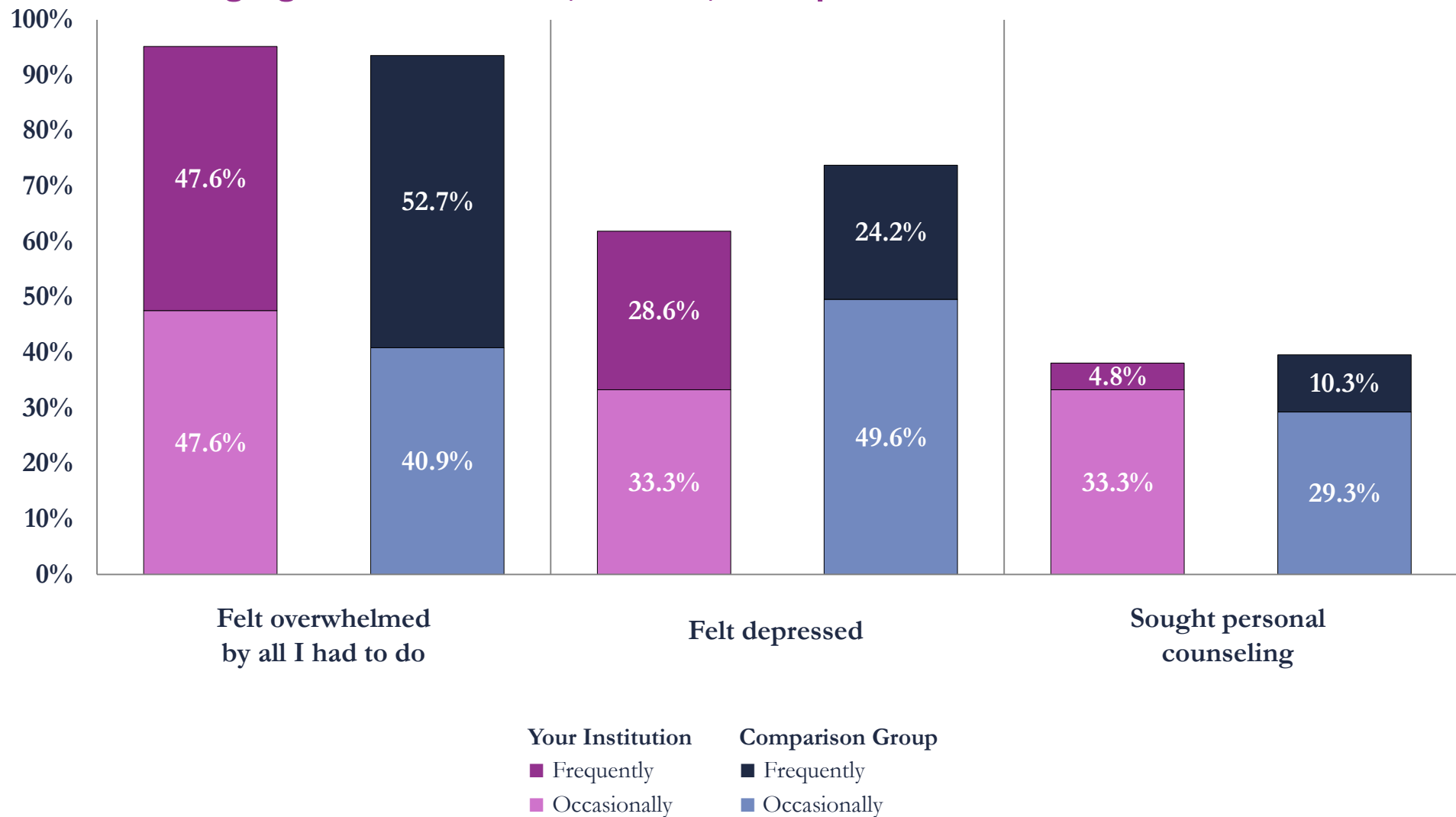


Construct Items

- Self-rated: Leadership ability
- I have effectively led a group to a common purpose
- Held a leadership position in an organization
- Participated in leadership training

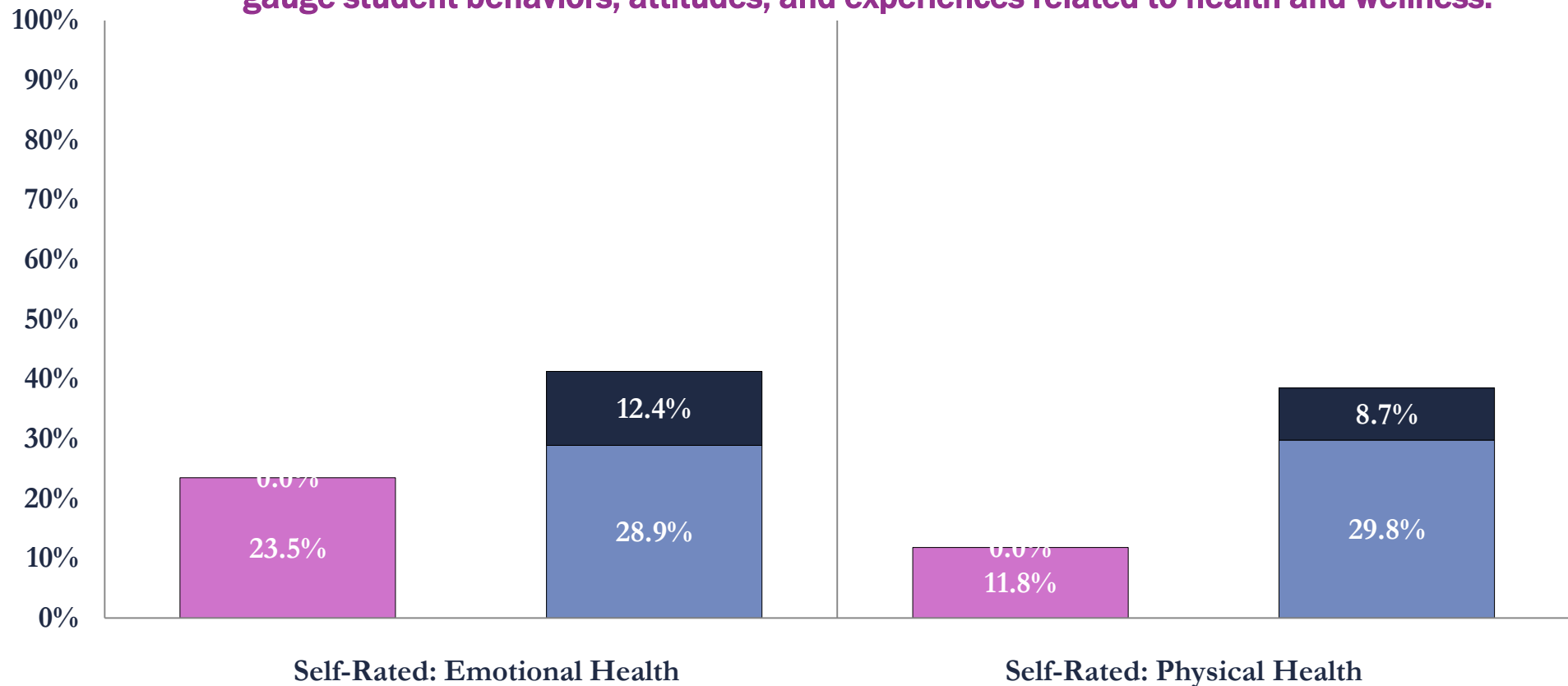
Health and Wellness

Students' physical and emotional well-being can affect many important aspects of the student experience, including academic performance and persistence. These items gauge student behaviors, attitudes, and experiences related to health and wellness.



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Your Institution
 ■ Highest 10%
 ■ Above Average

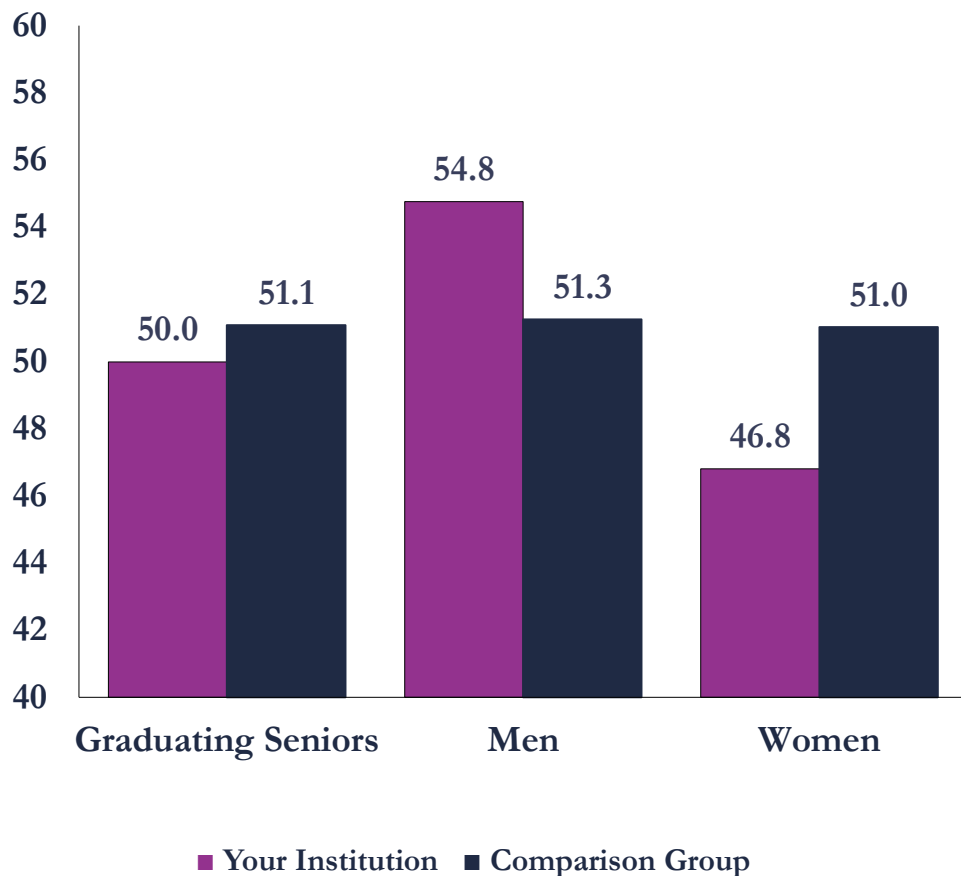
Comparison Group
 ■ Highest 10%
 ■ Above Average

Diversity

The social and psychological climate on campus can impact students' ability to benefit from their educational environment and their academic success.

Positive Cross-Racial Interaction

Contact with diverse peers allows students to gain valuable insights about themselves and others. *Positive Cross-Racial Interaction* is a unified measure of students' level of positive interaction with diverse peers.

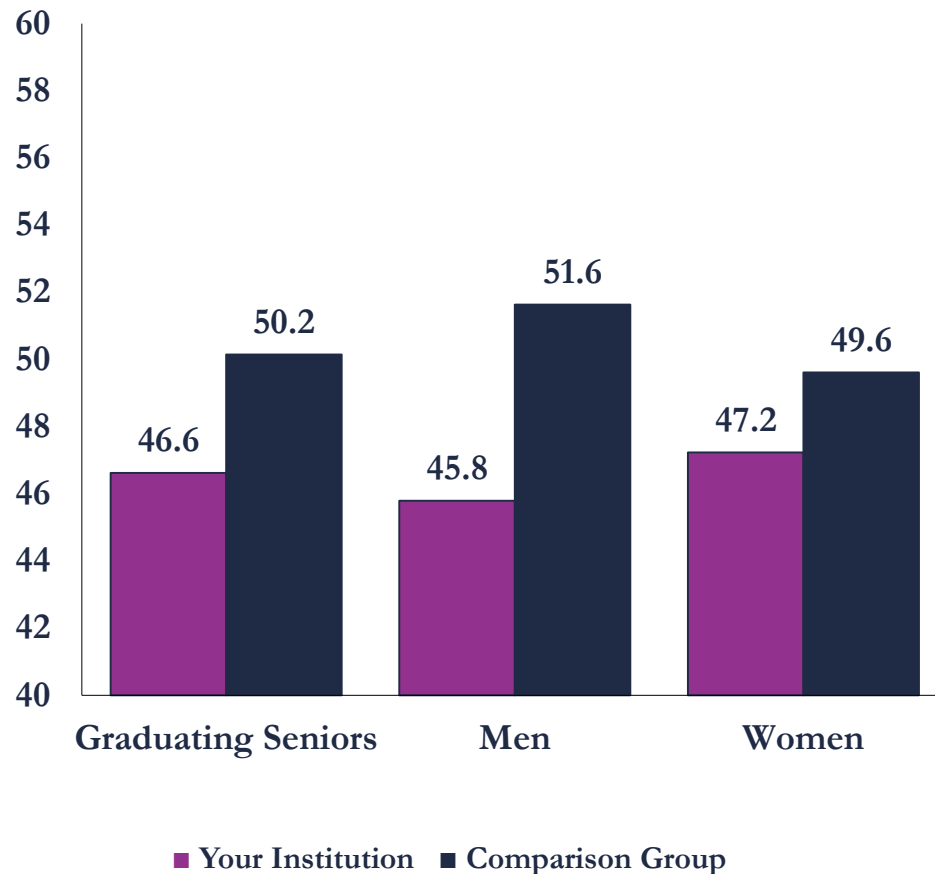


Construct Items

- Had intellectual discussions outside of class
- Shared personal feelings and problems
- Dined or shared a meal
- Had meaningful and honest discussions about race/ethnic relations outside of class
- Pursued (by), date, or otherwise intimately involved
- Studied or prepared for class
- Socialized or partied

Negative Cross-Racial Interaction

Contact with diverse peers allows students to gain valuable insights about themselves and others. *Negative Cross-Racial Interaction* is a unified measure of students' level of negative interaction with diverse peers.

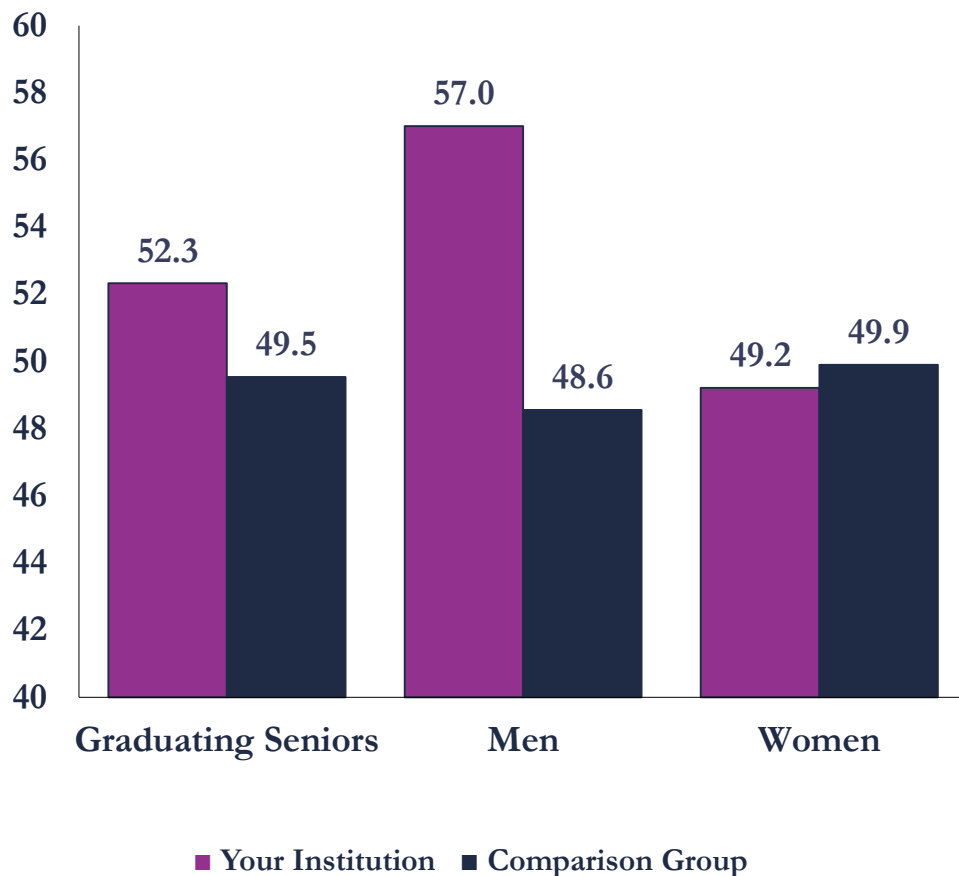


Construct Items

- Had tense, somewhat hostile interactions
- Felt insulted or threatened because of your race/ethnicity
- Had guarded, cautious interactions
- Felt ignored or invisible because of my race/ethnicity

Sense of Belonging

The campus community is a powerful source of influence on students' development. *Sense of Belonging* measures the extent to which students feel a sense of academic and social integration on campus.

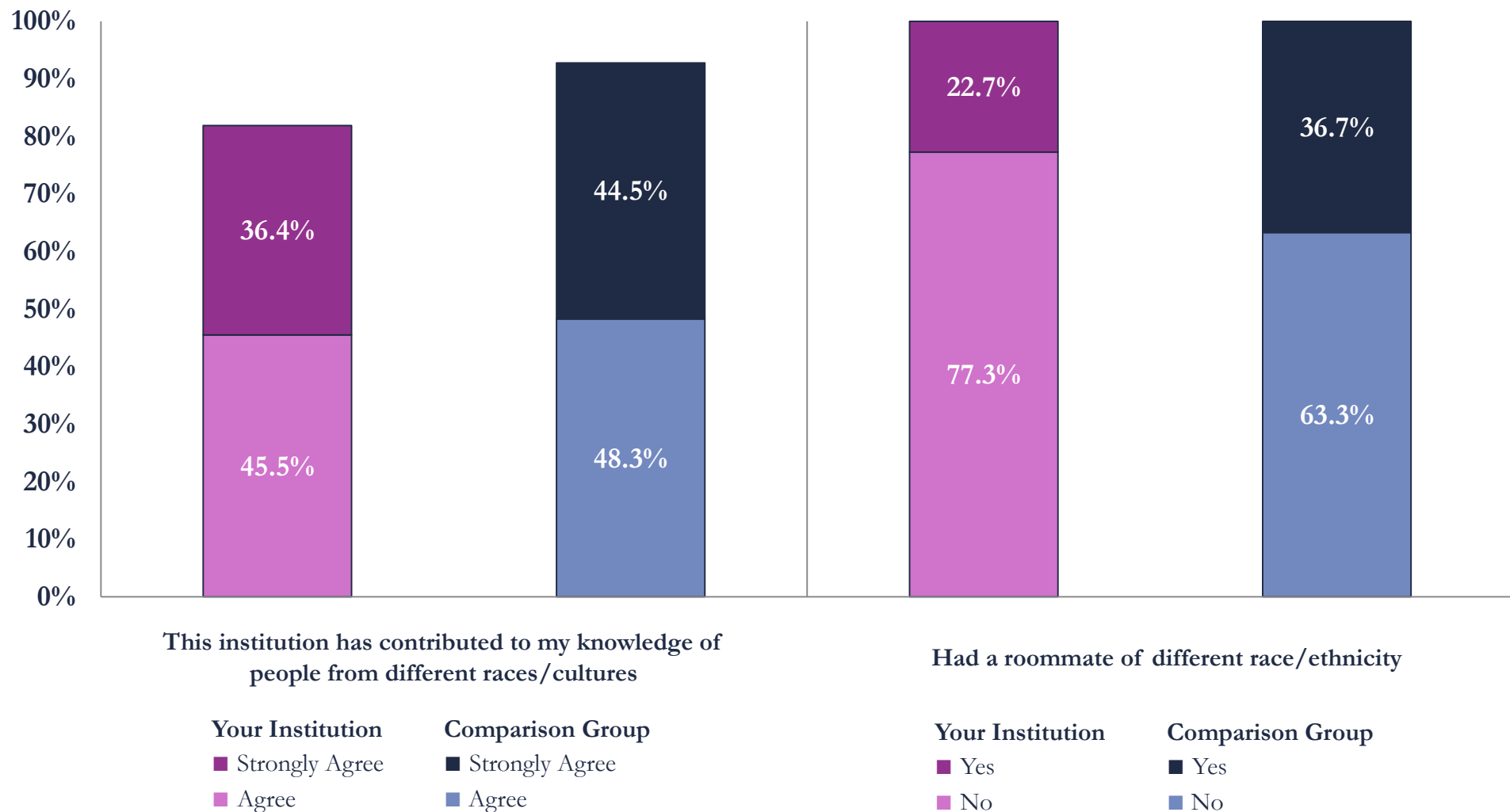


Construct Items

- I feel I am a member of this campus
- I feel a sense of belonging to this college
- If asked, I would recommend this college to others

Diversity Outcomes

Contact with diverse students, faculty, and ideas allows students to gain valuable insights about themselves and others.



Campus Climate and Diversity

A diverse and inclusive campus environment strengthens students' learning experiences and prepares them to participate in an increasingly diverse society.

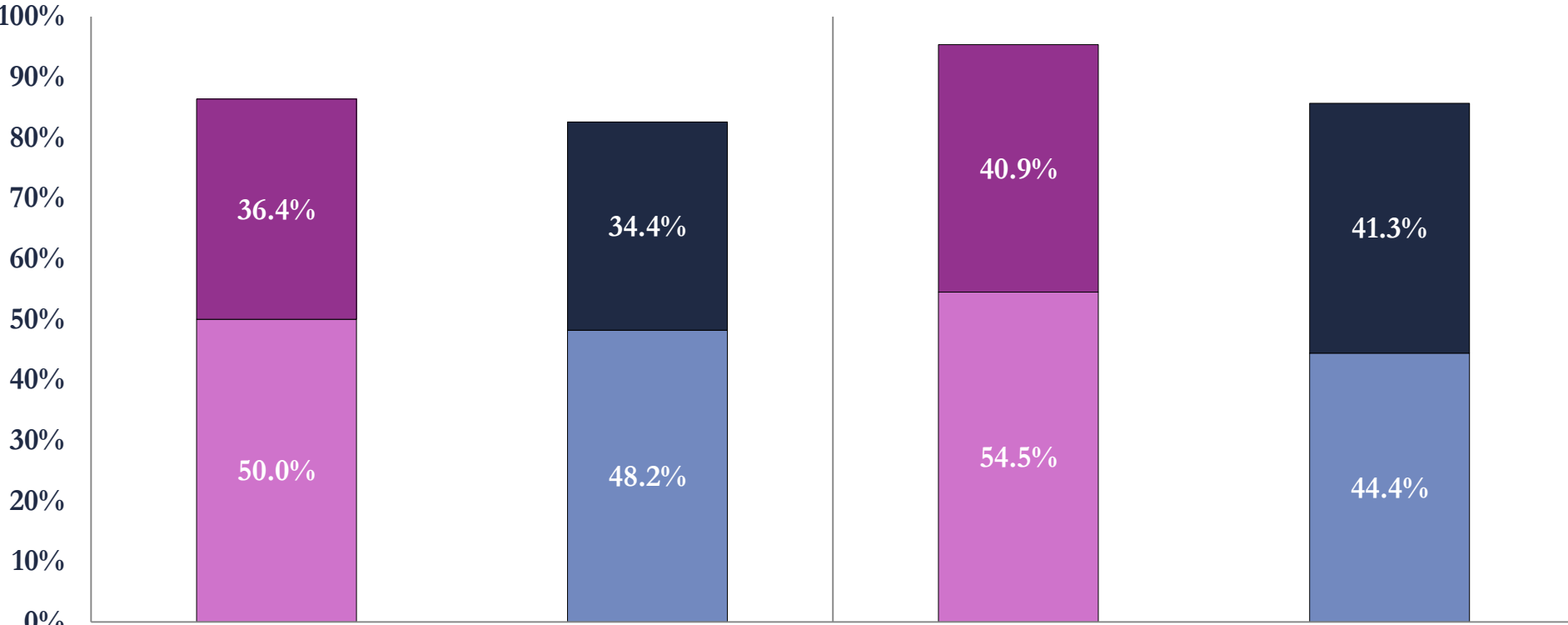


Future Plans

This section describes students' degree aspirations and career plans.

Future Plans

Preparedness for Future Plans



This institution has prepared me for employment after college

This institution has prepared me for graduate or advanced education

Your Institution
■ Strongly Agree
■ Agree

Comparison Group
■ Strongly Agree
■ Agree

Future Plans: Employment

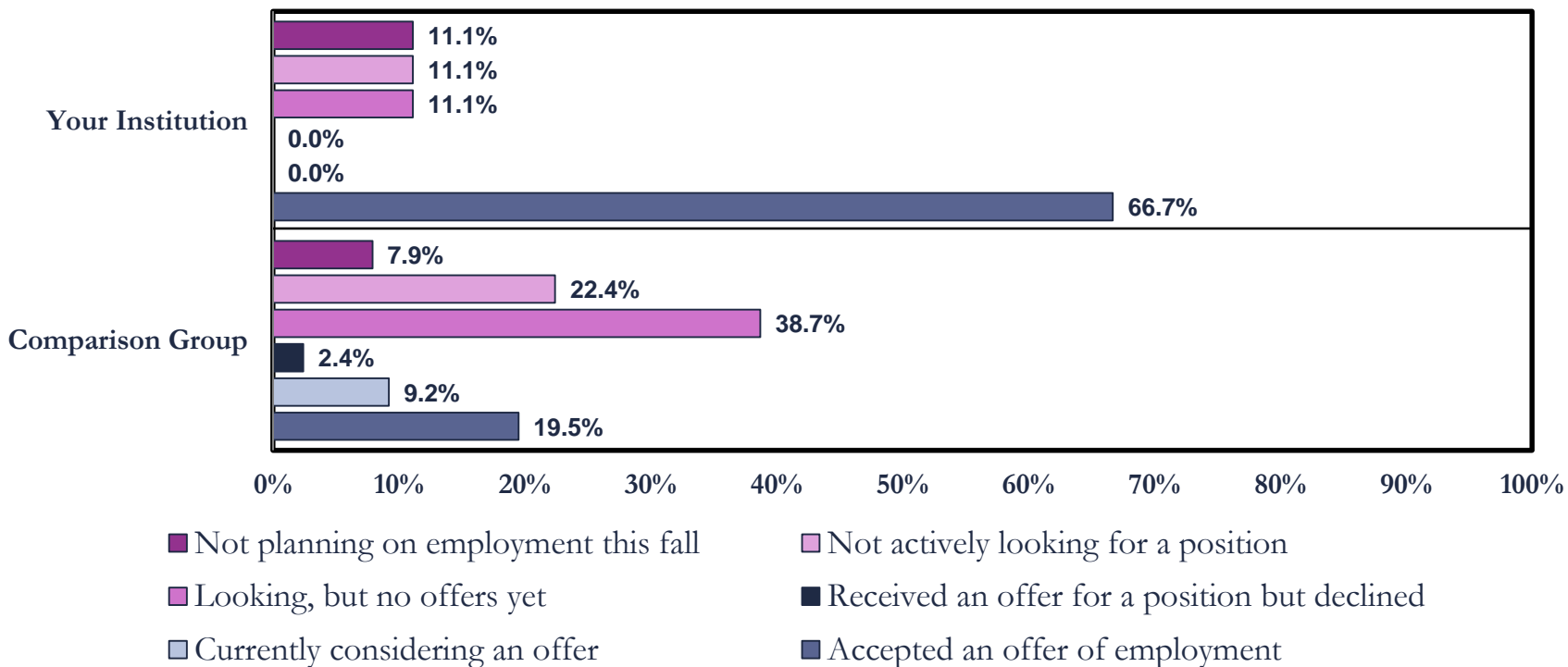
Planned Primary Activity Fall 2018

Working full-time

Working part-time

Your Inst	Comp Group
81.3%	68.9%
18.8%	45.2%

Current state of employment plans



Future Plans: Graduate/Professional School

<u>Planned Activity Fall 2018</u>	Your Institution	Comparison Group
Attend graduate/professional school full-time	17.6%	30.4%
Attend graduate/professional school part-time	12.5%	11.1%
<u>Current State of Educational Plans</u>		
Accepted and will be attending in fall	16.7%	18.9%
Still awaiting responses, no acceptances	0.0%	5.9%
No plans to apply to school now or in the future	0.0%	10.7%

Future Plans

Probable Career/Occupation

<u>Career/Occupation</u>	<u>Your Inst</u>	<u>Comp Group</u>
Artist	0.0%	1.6%
Business	22.7%	12.9%
Business (clerical)	13.6%	3.9%
Clergy	0.0%	0.0%
College Faculty	0.0%	6.2%
Doctor (MD or DDS)	0.0%	5.3%
Education (elementary)	9.1%	9.9%
Education (secondary)	13.6%	3.0%
Engineer	4.5%	6.2%
Farmer or Forester	0.0%	0.5%

<u>Career/Occupation</u>	<u>Your Inst</u>	<u>Comp Group</u>
Health professional	9.1%	13.3%
Homemaker (full-time)	0.0%	0.0%
Lawyer/Judge	4.5%	0.7%
Military (career)	0.0%	1.1%
Nurse	0.0%	2.8%
Research Scientist	9.1%	6.7%
Social/Welfare/Rec Worker	4.5%	3.2%
Skilled worker	0.0%	0.0%
Other choice	4.5%	17.2%
Undecided	4.5%	5.5%

Future Plans

When thinking about your career path after college,
how important are the following considerations:

(Percentages combine “Essential” and “Very Important” responses)

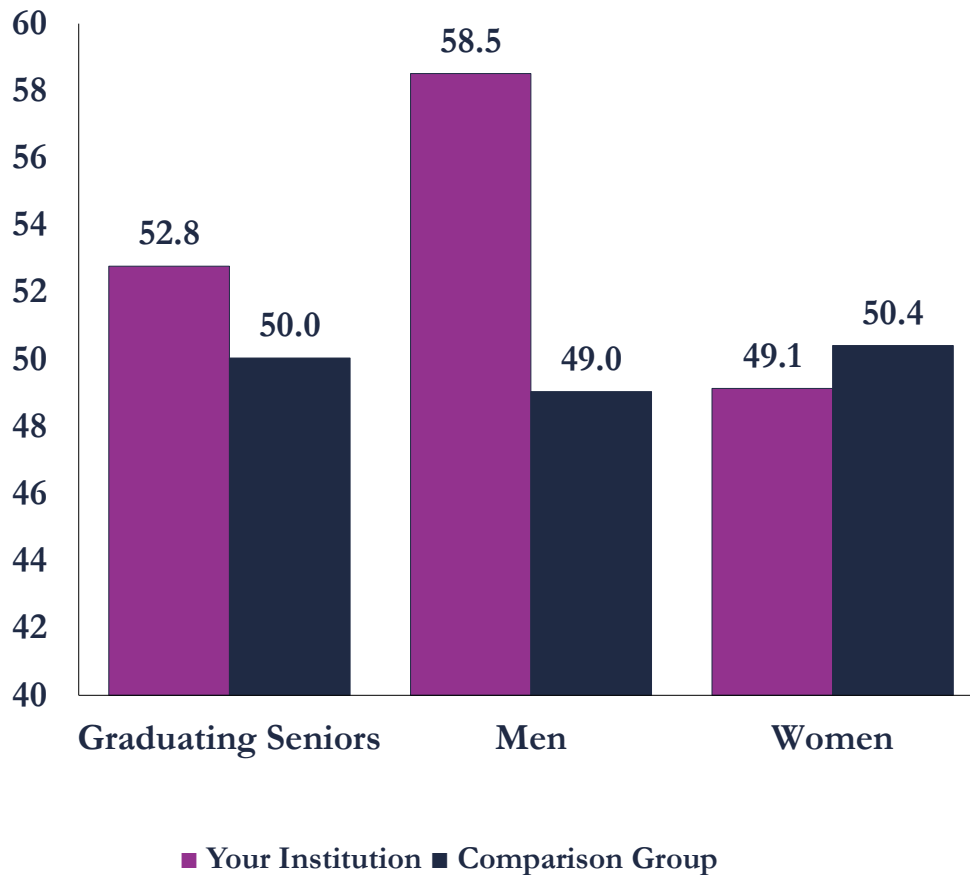
	Your Institution	Comparison Group
Work/Life balance	82.3%	88.0%
Stable, secure future	88.2%	91.4%
Availability of jobs	64.7%	83.5%
Ability to pay off debt	82.4%	81.5%
Leadership potential	47.0%	65.3%
Expression of personal values	47.1%	68.7%
Creativity and initiative	53.0%	58.8%
High income potential	29.4%	69.9%
Working for social change	35.3%	55.5%
Social recognition or status	0.0%	30.6%
Connection to college major	76.5%	72.5%

Satisfaction

Understanding how students perceive their college experience identifies areas that are working well and sheds light on those that need improvement.

Overall Satisfaction

Overall Satisfaction measures students' satisfaction with the college experience.

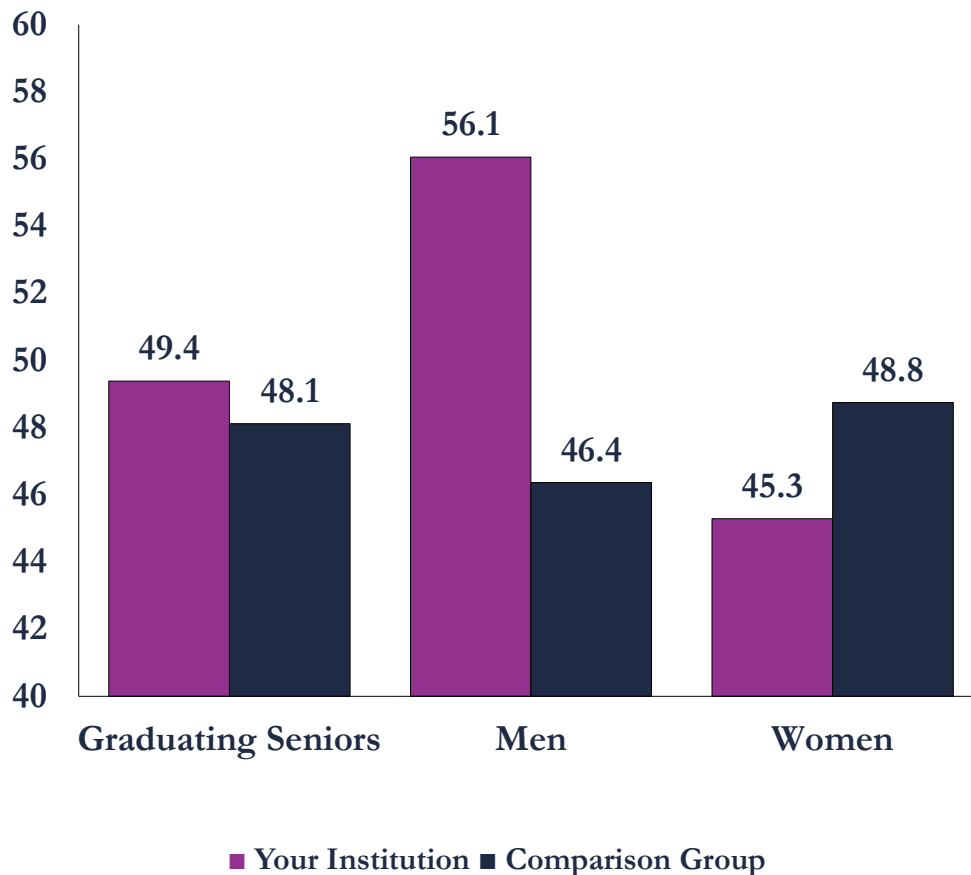


Construct Items

- Overall college experience
- If you could make your college choice over, would still choose to enroll at your current college
- Overall quality of instruction

Satisfaction with Coursework

Satisfaction with Coursework measures the extent to which students see their coursework as relevant, useful, and applicable to their academic success and future plans.

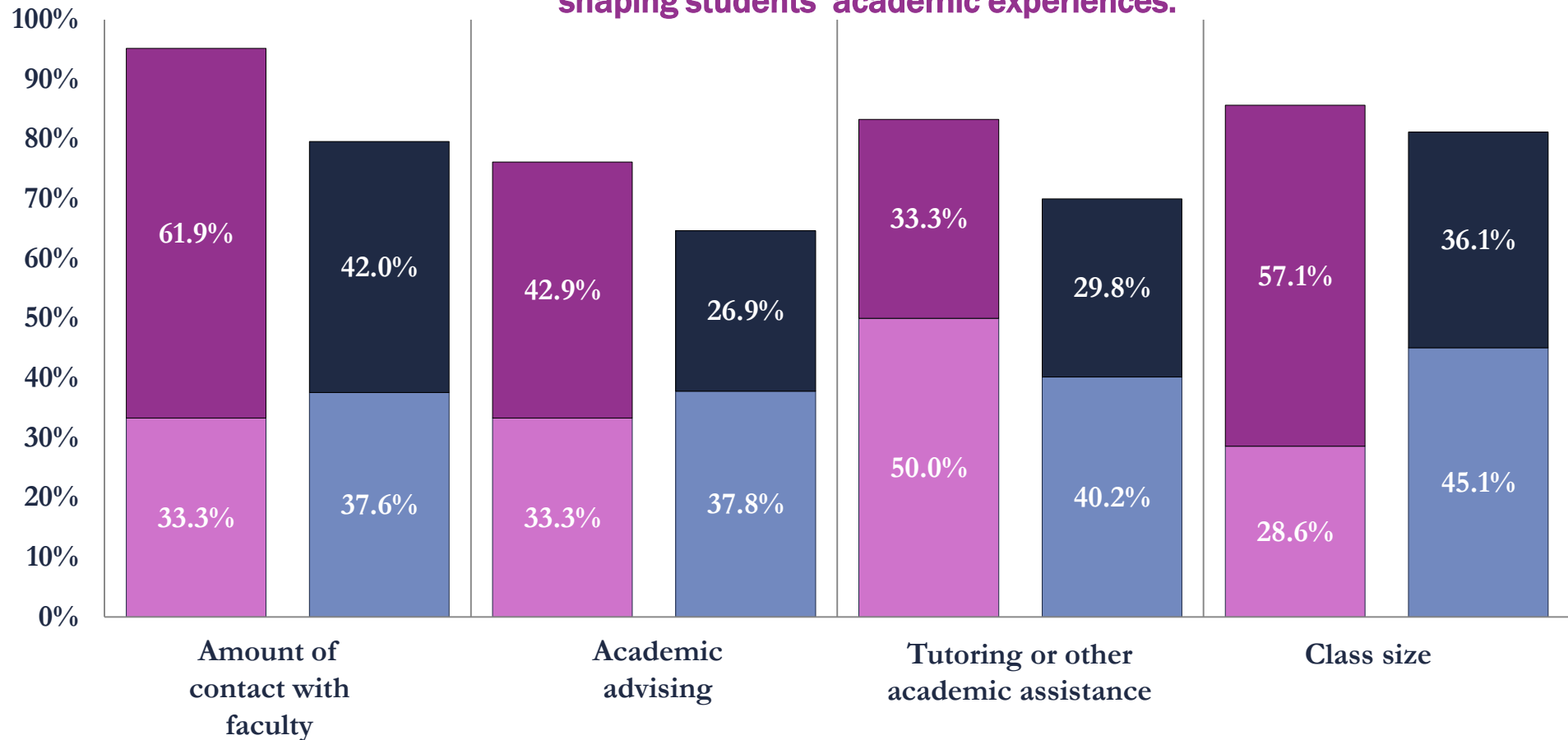


Construct Items

- Relevance of coursework to career plans
- Relevance of coursework to everyday life
- Courses in your major field
- General education or core curriculum courses

Satisfaction with Academic Support and Courses

In addition to actual coursework, various support services are instrumental in shaping students' academic experiences.

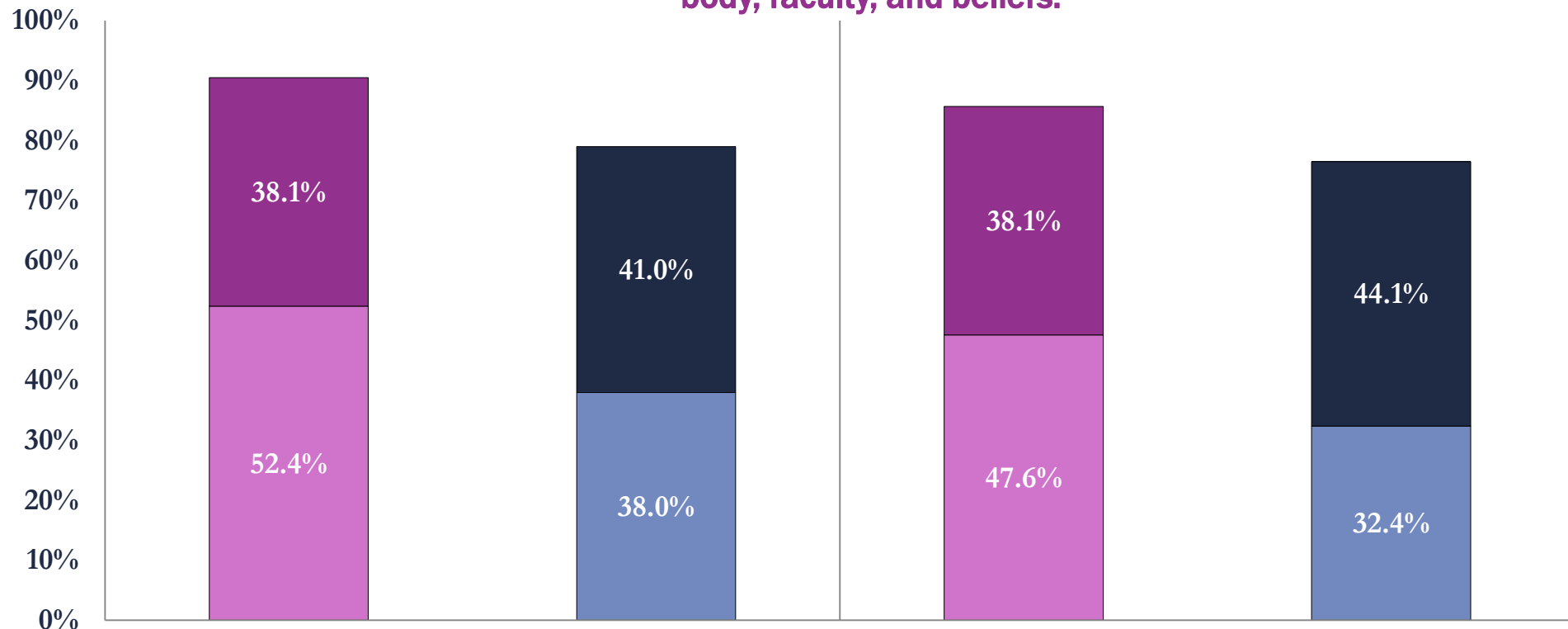


Your Institution
 ■ Very Satisfied
 ■ Satisfied

Comparison Group
 ■ Very Satisfied
 ■ Satisfied

Satisfaction with Campus Diversity

A diverse campus—including students, faculty, and ideas—has a powerful impact on the student experience. These items gauge satisfaction with the diversity of the student body, faculty, and beliefs.



Respect for the expression of diverse beliefs

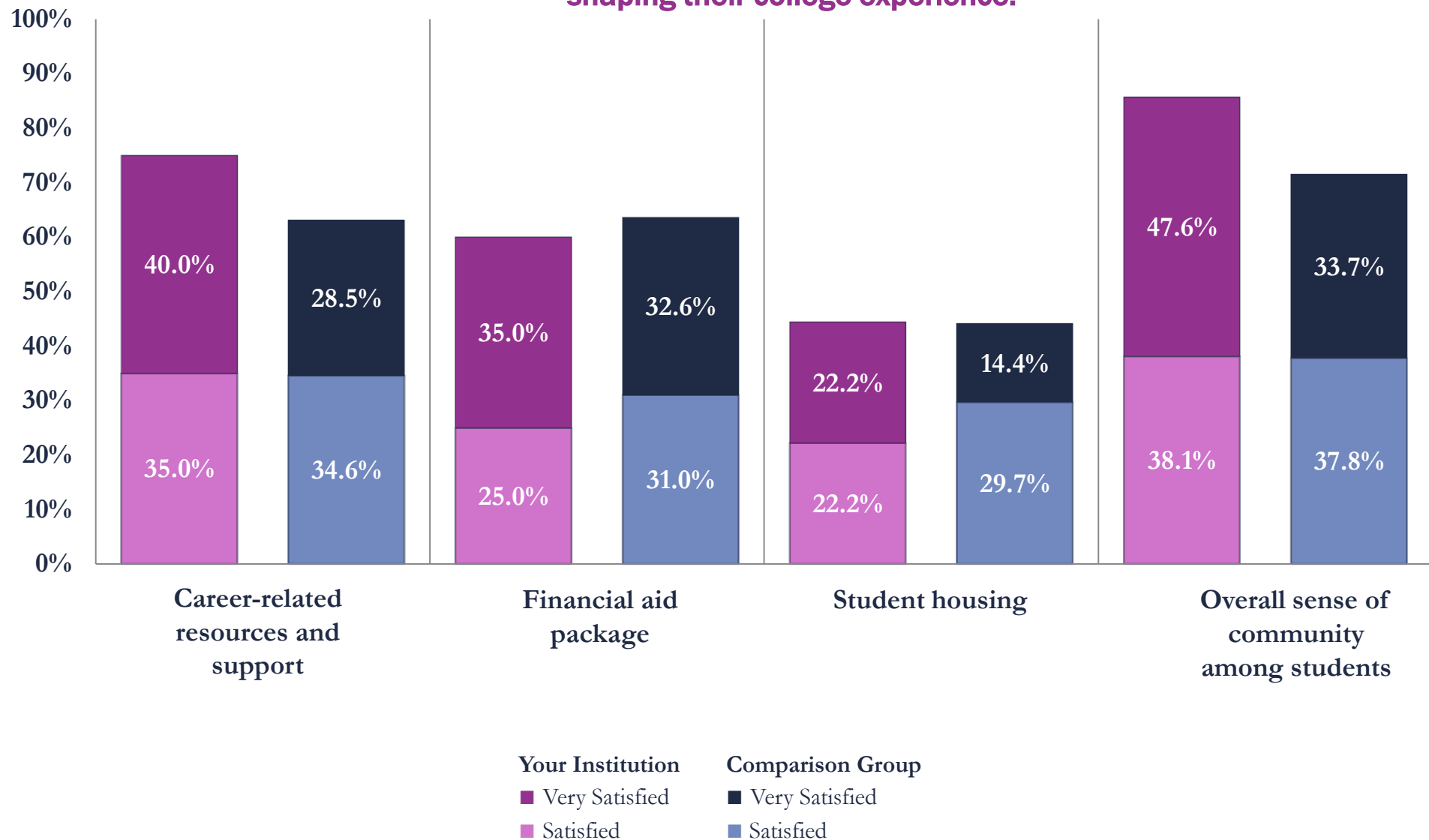
Racial/ethnic diversity of the student body

Your Institution
 ■ Very Satisfied
 ■ Satisfied

Comparison Group
 ■ Very Satisfied
 ■ Satisfied

Satisfaction with Services and Community

Where students live and the support they receive are critical to shaping their college experience.



The more you get to know your students, the better you can understand their needs.

For more information about HERI/CIRP Surveys

The Freshman Survey
Your First College Year Survey
Diverse Learning Environments Survey
College Senior Survey
Staff Climate Survey
The Faculty Survey

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