Dalton State College
College Senior Survey
2017 Results

Graduating Seniors

Dalton State College
N=24

Public 4yr Colleges
N=958

Higher Education Research Institute, University of California at Los Angeles
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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  Major
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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

Sex

- Male: 37.5%
- Female: 62.5%

Race/Ethnicity

- African American/Black: 8.3%
- American Indian/Alaska Native: 0.0%
- Asian/Native Hawaiian/Pacific Islander: 0.0%
- Latino: 16.7%
- White/Caucasian: 70.8%
- Other Race/Ethnicity: 0.0%
- Two or More Races/Ethnicities: 4.2%

2017 College Senior Survey
Demographics

Primary Major (Aggregated)

Agriculture
- Men: 0.0%
- Women: 0.0%

Biological Science
- Men: 11.1%
- Women: 7.1%

Business
- Men: 55.6%
- Women: 21.4%

Education
- Men: 0.0%
- Women: 7.1%

Engineering
- Men: 0.0%
- Women: 0.0%

English
- Men: 0.0%
- Women: 7.1%

Fine Arts
- Men: 0.0%
- Women: 0.0%

History or Political Science
- Men: 0.0%
- Women: 7.1%

Humanities
- Men: 0.0%
- Women: 14.3%

Mathematics or Statistics
- Men: 0.0%
- Women: 7.1%

Physical Science
- Men: 0.0%
- Women: 11.1%

Social Science
- Men: 0.0%
- Women: 7.1%

Other
- Men: 0.0%
- Women: 11.1%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Men Women

2017 College Senior Survey
Demographics

Finances

Borrowed money to help pay for college

- 68.8% Your Institution
- 53.6% Comparison Group

Median Amount Borrowed

- Your Institution: $20,000.00
- Comparison Group: $20,000.00
Demographics

Finances: Sources of Funding for College Expenses

- Family resources: 50.1% (Your Institution), 67.4% (Comparison Group)
- Personal resources: 64.8% (Your Institution), 79.3% (Comparison Group)
- Aid not to be repaid: 70.6% (Your Institution), 68.3% (Comparison Group)
- Aid to be repaid: 47.1% (Your Institution), 49.1% (Comparison Group)

- Aid to be repaid: 47.1% (Your Institution), 49.1% (Comparison Group)
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

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

<table>
<thead>
<tr>
<th></th>
<th>TFS</th>
<th>CSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>41.7</td>
<td>52.0</td>
</tr>
<tr>
<td>c</td>
<td>48.5</td>
<td>50.8</td>
</tr>
</tbody>
</table>

- Your Institution
- Comparison Group
Pluralistic Orientation is a unified measure of skills and dispositions appropriate for living and working in a diverse society.

Construct Items

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

<table>
<thead>
<tr>
<th></th>
<th>TFS</th>
<th>CSS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Your Institution</strong></td>
<td>38.7</td>
<td>54.4</td>
</tr>
<tr>
<td><strong>Comparison Group</strong></td>
<td>46.7</td>
<td>50.4</td>
</tr>
</tbody>
</table>

2017 College Senior Survey
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

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

2017 College Senior Survey
General Interpersonal Validation

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

- **At least one faculty member has taken an interest in my development**: 68.4% (Strongly Agree) + 31.6% (Agree)
- **At least one staff member has taken an interest in my development**: 84.2% (Strongly Agree) + 15.8% (Agree)
- **Faculty believe in my potential to succeed academically**: 78.9% (Strongly Agree) + 21.1% (Agree)
- **Faculty empower me to learn here**: 57.9% (Strongly Agree) + 42.1% (Agree)
Academic Outcomes

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

Knowledge of a particular field or discipline

- Your Institution: 30.4%
- Comparison Group: 40.0%

Critical thinking skills

- Your Institution: 47.8%
- Comparison Group: 41.0%

Problem-solving skills

- Your Institution: 54.3%
- Comparison Group: 39.1%
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.

- Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam): 73.9% (Your Institution), 50.2% (Comparison Group)
- Participated in an undergraduate research program: 34.8% (Your Institution), 22.7% (Comparison Group)
- Participated in an internship program: 47.8% (Your Institution), 54.0% (Comparison Group)
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.

- Integrate skills and knowledge from different sources and experiences: 91.3% (Your Institution), 75.4% (Comparison Group)
- Tutored another college student: 17.4% (Your Institution), 39.1% (Comparison Group)
- Performed community service as part of a class: 36.4% (Your Institution), 18.2% (Comparison Group)
- Worked with classmates on group projects: 52.2% (Your Institution), 60.0% (Comparison Group)

2017 College Senior Survey
Effective communication skills are essential prerequisites for success in today's world, both personally and professionally.
Co-curricular experiences provide opportunities for students to grow intellectually, interpersonally, and emotionally.
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

<table>
<thead>
<tr>
<th></th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>TFS</td>
<td>72.8</td>
<td>49.7</td>
</tr>
<tr>
<td>CSS</td>
<td>48.6</td>
<td>53.5</td>
</tr>
</tbody>
</table>

2016 College Senior Survey
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

Bar chart showing data for Graduating Seniors, Men, and Women, with comparison to Your Institution and Comparison Group.
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.

- Felt overwhelmed by all I had to do
  - Your Institution: 57.4% (Frequently), 38.0% (Occasionally)
  - Comparison Group: 40.9% (Frequently), 45.4% (Occasionally)

- Felt depressed
  - Your Institution: 27.3% (Frequently), 54.5% (Occasionally)
  - Comparison Group: 4.5% (Frequently), 45.4% (Occasionally)

- Sought personal counseling
  - Your Institution: 18.2% (Frequently), 23.7% (Occasionally)
  - Comparison Group: 2.0% (Frequently), 9.3% (Occasionally)
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.

Self-rated Emotional health

- 38.9%
- 16.7%
- 13.1%

Self-rated Physical health

- 27.8%
- 5.6%
- 28.0%

Your Institution
- Highest 10%
- Above Average

Comparison Group
- Highest 10%
- Above Average
Diversity
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
- Studied or prepared for class
- Socialized or partied
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
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

<table>
<thead>
<tr>
<th></th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduating Seniors</td>
<td>53.3</td>
<td>55.4</td>
</tr>
<tr>
<td>Men</td>
<td>48.4</td>
<td>48.3</td>
</tr>
<tr>
<td>Women</td>
<td>52.0</td>
<td>48.4</td>
</tr>
</tbody>
</table>

2017 College Senior Survey
Contact with diverse students, faculty, and ideas allows students to gain valuable insights about themselves and others.

This institution has contributed to my knowledge of people from different races/cultures

- **Your Institution**
  - Strongly Agree: 39.1%
  - Agree: 43.5%

- **Comparison Group**
  - Strongly Agree: 38.4%
  - Agree: 50.7%

Had a roommate of different race/ethnicity

- **Your Institution**
  - Yes: 26.1%
  - No: 73.9%

- **Comparison Group**
  - Yes: 42.4%
  - No: 57.6%
In class, I have heard faculty express stereotypes based on social identity (such as race/ethnicity, gender, sexual orientation, disability status, or religion).
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
- Your Institution: 65.2% Strongly Agree, 30.4% Agree
- Comparison Group: 27.8% Strongly Agree, 46.9% Agree

This institution has prepared me for graduate or advanced education
- Your Institution: 65.2% Strongly Agree, 30.4% Agree
- Comparison Group: 32.5% Strongly Agree, 47.4% Agree

Your Institution
- Strongly Agree
- Agree

Comparison Group
- Strongly Agree
- Agree
Future Plans: Employment

Planned Primary Activity Fall 2017

<table>
<thead>
<tr>
<th>Activity</th>
<th>Your Inst</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working full-time</td>
<td>82.4%</td>
<td>73.5%</td>
</tr>
<tr>
<td>Working part-time</td>
<td>11.8%</td>
<td>42.9%</td>
</tr>
<tr>
<td>Not planning on employment this fall</td>
<td>5.9%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not actively looking for a position</td>
<td>11.8%</td>
<td>9.6%</td>
</tr>
<tr>
<td>Looking, but no offers yet</td>
<td>17.6%</td>
<td>17.4%</td>
</tr>
<tr>
<td>Received an offer for a position but declined</td>
<td>58.8%</td>
<td>41.1%</td>
</tr>
<tr>
<td>Currently considering an offer</td>
<td>0.0%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Accepted an offer of employment</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

2017 College Senior Survey
## Future Plans: Graduate/Professional School

### Planned Activity Fall 2017

<table>
<thead>
<tr>
<th>Planned Activity</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend graduate/professional school full-time</td>
<td>17.6%</td>
<td>26.7%</td>
</tr>
<tr>
<td>Attend graduate/professional school part-time</td>
<td>29.4%</td>
<td>13.2%</td>
</tr>
</tbody>
</table>

### Current State of Educational Plans

<table>
<thead>
<tr>
<th>State of Plans</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepted and will be attending in fall</td>
<td>17.6%</td>
<td>13.3%</td>
</tr>
<tr>
<td>Still awaiting responses, no acceptances</td>
<td>5.9%</td>
<td>6.7%</td>
</tr>
<tr>
<td>No plans to apply to school now or in the future</td>
<td>11.8%</td>
<td>15.5%</td>
</tr>
</tbody>
</table>
## Future Plans

### Probable Career/Occupation

<table>
<thead>
<tr>
<th>Career/Occupation</th>
<th>Your Inst</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artist</td>
<td>5.0%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Business</td>
<td>25.0%</td>
<td>16.6%</td>
</tr>
<tr>
<td>Business (Clerical)</td>
<td>0.0%</td>
<td>1.1%</td>
</tr>
<tr>
<td>College Teacher</td>
<td>0.0%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Doctor (MD or DDS)</td>
<td>0.0%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Education (secondary)</td>
<td>15.0%</td>
<td>10.9%</td>
</tr>
<tr>
<td>Engineer</td>
<td>5.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Government</td>
<td>0.0%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Health professional</td>
<td>5.0%</td>
<td>7.9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career/Occupation</th>
<th>Your Inst</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homemaker (full-time)</td>
<td>0.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Lawyer</td>
<td>0.0%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Military (career)</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Nurse</td>
<td>10.0%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Research scientist</td>
<td>0.0%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Social/welfare/rec worker</td>
<td>0.0%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Skilled worker</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other choice</td>
<td>30.0%</td>
<td>19.9%</td>
</tr>
<tr>
<td>Undecided</td>
<td>5.0%</td>
<td>6.1%</td>
</tr>
</tbody>
</table>
# Future Plans

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

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

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work/Life balance</td>
<td>94.2%</td>
<td>91.4%</td>
</tr>
<tr>
<td>Stable, secure future</td>
<td>94.1%</td>
<td>90.5%</td>
</tr>
<tr>
<td>Availability of jobs</td>
<td>82.3%</td>
<td>84.6%</td>
</tr>
<tr>
<td>Ability to pay off debt</td>
<td>87.6%</td>
<td>78.3%</td>
</tr>
<tr>
<td>Leadership potential</td>
<td>64.7%</td>
<td>66.3%</td>
</tr>
<tr>
<td>Expression of personal values</td>
<td>64.7%</td>
<td>70.5%</td>
</tr>
<tr>
<td>Creativity and initiative</td>
<td>58.8%</td>
<td>61.1%</td>
</tr>
<tr>
<td>High income potential</td>
<td>52.9%</td>
<td>66.4%</td>
</tr>
<tr>
<td>Working for social change</td>
<td>47.1%</td>
<td>58.5%</td>
</tr>
<tr>
<td>Social recognition or status</td>
<td>43.8%</td>
<td>37.3%</td>
</tr>
<tr>
<td>Connection to college major</td>
<td>88.2%</td>
<td>68.3%</td>
</tr>
</tbody>
</table>
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 future career plans
- Relevance of coursework to everyday life
- Courses in your major field
- General education or core curriculum courses
In addition to actual coursework, various support services are instrumental in shaping students’ academic experiences.

- **Amount of contact with faculty**: During the course, 68.2% of students were very satisfied with their contact with faculty, while 18.2% were satisfied. The comparison group showed 42.0% very satisfied and 31.8% satisfied.
- **Academic advising**: 45.5% of students were very satisfied with academic advising, and 22.8% were satisfied. The comparison group had 31.8% very satisfied and 29.7% satisfied.
- **Tutoring or other academic assistance**: 33.3% of students were very satisfied, and 38.9% were satisfied. The comparison group had 26.5% very satisfied and 37.4% satisfied.
- **Class size**: 63.6% of students were very satisfied with their class size, while 31.8% were satisfied. The comparison group had 44.3% very satisfied and 42.0% satisfied.

2017 College Senior Survey
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

Your Institution
- Very Satisfied: 50.0%
- Satisfied: 27.3%

Comparison Group
- Very Satisfied: 34.5%
- Satisfied: 40.6%

Racial/ethnic diversity of the student body

Your Institution
- Very Satisfied: 45.5%
- Satisfied: 36.4%

Comparison Group
- Very Satisfied: 33.8%
- Satisfied: 35.7%
Satisfaction with Services and Community

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

- Career-related resources and support: 36.4% (Your Institution), 33.3% (Comparison Group)
- Financial aid package: 42.9% (Your Institution), 31.8% (Comparison Group)
- Student housing: 27.7% (Your Institution), 28.6% (Comparison Group)
- Overall sense of community among students: 45.5% (Your Institution), 29.4% (Comparison Group)

2017 College Senior Survey
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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