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
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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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

Finances

Borrowed money to help pay for college

- 64.7% for Your Institution
- 53.6% for Comparison Group

Median Amount Borrowed

- Your Institution: $25,000.00
- Comparison Group: $15,000.00
Demographics

**Finances: Sources of Funding for College Expenses**

- **Family resources**
  - Your Institution: 42.1%
  - Comparison Group: 59.9%

- **Personal resources**
  - Your Institution: 89.5%
  - Comparison Group: 80.2%

- **Aid not to be repaid**
  - Your Institution: 84.3%
  - Comparison Group: 78.5%

- **Aid to be repaid**
  - Your Institution: 58.0%
  - Comparison Group: 49.9%

The chart above shows the percentage of students receiving financial aid that is to be repaid or not to be repaid. The purple bars represent the percentage of students at your institution, while the blue bars represent the comparison group. The data is taken from the 2018 College Senior Survey.
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 different sources and experiences
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

![Graph showing TFS and CSS scores for Your Institution and 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

[Bar chart showing comparison between 'Your Institution' and 'Comparison Group' for Graduating Seniors, Men, and Women on constructs like encouragement, opportunity to work on research projects, and advice and guidance.]
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: Your Institution 50.0%, Comparison Group 42.4%
- At least one staff member has taken an interest in my development: Your Institution 45.0%, Comparison Group 39.6%
- Faculty believe in my potential to succeed academically: Your Institution 60.0%, Comparison Group 42.9%
- Faculty empower me to learn here: Your Institution 35.0%, Comparison Group 54.7%
Academic Outcomes

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

Your Institution
- Strongly Agree
- Agree

Comparison Group
- Strongly Agree
- Agree

Knowledge of a particular field or discipline
- Your Institution: 63.6%
- Comparison Group: 62.0%

Problem-solving skills
- Your Institution: 45.5%
- Comparison Group: 46.0%

Intellectual and practical skills (e.g., inquiry and analysis, critical thinking, and information literacy)
- Your Institution: 50.0%
- Comparison Group: 54.2%
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.

- Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam): 77.3% (Your Institution), 69.4% (Comparison Group)
- Participated in an undergraduate research program: 13.6% (Your Institution), 29.1% (Comparison Group)
- Participated in an internship program: 50.0% (Your Institution), 51.4% (Comparison Group)

Legend:
- Your Institution
- 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
  - Your Institution: 77.3%
  - Comparison Group: 77.0%
- Tutored another college student
  - Your Institution: 27.3%
  - Comparison Group: 36.4%
- Performed community service as part of a class
  - Your Institution: 13.6%
  - Comparison Group: 63.6%
- Worked with classmates on group projects
  - Your Institution: 27.3%
  - Comparison Group: 54.7%
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 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

<table>
<thead>
<tr>
<th></th>
<th>TFS</th>
<th>CSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Institution</td>
<td>0.0</td>
<td>44.1</td>
</tr>
<tr>
<td>Comparison Group</td>
<td>48.1</td>
<td>50.4</td>
</tr>
</tbody>
</table>
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
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 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: 47.6% (Frequently), 52.7% (Occasionally)
  - Comparison Group: 40.9% (Frequently), 33.3% (Occasionally)

- Felt depressed:
  - Your Institution: 28.6% (Frequently), 33.3% (Occasionally)
  - Comparison Group: 24.2% (Frequently), 49.6% (Occasionally)

- Sought personal counseling:
  - Your Institution: 4.8% (Frequently), 10.3% (Occasionally)
  - Comparison Group: 33.3% (Frequently), 29.3% (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

- Your Institution:
  - Highest 10%: 0.0%
  - Above Average: 23.5%

- Comparison Group:
  - Highest 10%: 0.0%
  - Above Average: 12.4%

Self-Rated: Physical Health

- Your Institution:
  - Highest 10%: 11.8%
  - Above Average: 28.9%

- Comparison Group:
  - Highest 10%: 28.9%
  - Above Average: 29.8%
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
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
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
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

<table>
<thead>
<tr>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Agree</td>
<td>Agree</td>
</tr>
</tbody>
</table>

Had a roommate of different race/ethnicity

<table>
<thead>
<tr>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

2018 College Senior Survey
In class, I have heard faculty express stereotypes based on social identity (such as race/ethnicity, gender, sexual orientation, disability status, or religion).

I have felt discriminated against at this institution because of my race/ethnicity, gender, sexual orientation, disability status, or religion.

There is a lot of racial tension on this campus.

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:
- Your Institution: 50.0%
- Comparison Group: 48.2%

This institution has prepared me for graduate or advanced education:
- Your Institution: 40.9%
- Comparison Group: 41.3%
Future Plans: Employment

Planned Primary Activity Fall 2018

Working full-time

- Your Institution: 81.3%
- Comparison Group: 68.9%

Working part-time

- Your Institution: 18.8%
- Comparison Group: 45.2%

Current state of employment plans

- **Your Institution**
  - Not planning on employment this fall: 11.1%
  - Not actively looking for a position: 0.0%
  - Looking, but no offers yet: 7.9%
  - Received an offer for a position but declined: 22.4%
  - Currently considering an offer: 11.1%
  - Accepted an offer of employment: 9.2%

- **Comparison Group**
  - Not planning on employment this fall: 66.7%
  - Not actively looking for a position: 0.0%
  - Looking, but no offers yet: 9.2%
  - Received an offer for a position but declined: 19.5%
  - Currently considering an offer: 22.4%
  - Accepted an offer of employment: 19.5%
# Future Plans: Graduate/Professional School

<table>
<thead>
<tr>
<th>Planned Activity Fall 2018</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>30.4%</td>
</tr>
<tr>
<td>Attend graduate/professional school part-time</td>
<td>12.5%</td>
<td>11.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current State of Educational Plans</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepted and will be attending in fall</td>
<td>16.7%</td>
<td>18.9%</td>
</tr>
<tr>
<td>Still awaiting responses, no acceptances</td>
<td>0.0%</td>
<td>5.9%</td>
</tr>
<tr>
<td>No plans to apply to school now or in the future</td>
<td>0.0%</td>
<td>10.7%</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>0.0%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Business</td>
<td>22.7%</td>
<td>12.9%</td>
</tr>
<tr>
<td>Business (clerical)</td>
<td>13.6%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Clergy</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>College Faculty</td>
<td>0.0%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Doctor (MD or DDS)</td>
<td>0.0%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Education (elementary)</td>
<td>9.1%</td>
<td>9.9%</td>
</tr>
<tr>
<td>Education (secondary)</td>
<td>13.6%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Engineer</td>
<td>4.5%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Farmer or Forester</td>
<td>0.0%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career/Occupation</th>
<th>Your Inst</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health professional</td>
<td>9.1%</td>
<td>13.3%</td>
</tr>
<tr>
<td>Homemaker (full-time)</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Lawyer/Judge</td>
<td>4.5%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Military (career)</td>
<td>0.0%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Nurse</td>
<td>0.0%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Research Scientist</td>
<td>9.1%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Social/Welfare/Rec Worker</td>
<td>4.5%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Skilled worker</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other choice</td>
<td>4.5%</td>
<td>17.2%</td>
</tr>
<tr>
<td>Undecided</td>
<td>4.5%</td>
<td>5.5%</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></th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work/Life balance</td>
<td>82.3%</td>
<td>88.0%</td>
</tr>
<tr>
<td>Stable, secure future</td>
<td>88.2%</td>
<td>91.4%</td>
</tr>
<tr>
<td>Availability of jobs</td>
<td>64.7%</td>
<td>83.5%</td>
</tr>
<tr>
<td>Ability to pay off debt</td>
<td>82.4%</td>
<td>81.5%</td>
</tr>
<tr>
<td>Leadership potential</td>
<td>47.0%</td>
<td>65.3%</td>
</tr>
<tr>
<td>Expression of personal values</td>
<td>47.1%</td>
<td>68.7%</td>
</tr>
<tr>
<td>Creativity and initiative</td>
<td>53.0%</td>
<td>58.8%</td>
</tr>
<tr>
<td>High income potential</td>
<td>29.4%</td>
<td>69.9%</td>
</tr>
<tr>
<td>Working for social change</td>
<td>35.3%</td>
<td>55.5%</td>
</tr>
<tr>
<td>Social recognition or status</td>
<td>0.0%</td>
<td>30.6%</td>
</tr>
<tr>
<td>Connection to college major</td>
<td>76.5%</td>
<td>72.5%</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 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

![Graph showing satisfaction with coursework by gender and institution type](image)
Satisfaction with Academic Support and Courses

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

- **Amount of contact with faculty**
  - Your Institution: 33.3% Very Satisfied, 42.0% Satisfied
  - Comparison Group: 42.9% Very Satisfied, 37.6% Satisfied

- **Academic advising**
  - Your Institution: 33.3% Very Satisfied, 42.9% Satisfied
  - Comparison Group: 37.8% Very Satisfied, 26.9% Satisfied

- **Tutoring or other academic assistance**
  - Your Institution: 33.3% Very Satisfied, 26.9% Satisfied
  - Comparison Group: 50.0% Very Satisfied, 29.8% Satisfied

- **Class size**
  - Your Institution: 57.1% Very Satisfied, 28.6% Satisfied
  - Comparison Group: 45.1% Very Satisfied, 36.1% Satisfied

2018 College Senior Survey
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**: 38.1%
- **Comparison Group**: 41.0%

### Racial/ethnic diversity of the student body
- **Your Institution**: 38.1%
- **Comparison Group**: 32.4%

2018 College Senior Survey
Where students live and the support they receive are critical to shaping their college experience.

- **Career-related resources and support**
  - Your Institution: 40.0%
  - Comparison Group: 28.5%

- **Financial aid package**
  - Your Institution: 35.0%
  - Comparison Group: 25.0%

- **Student housing**
  - Your Institution: 32.6%
  - Comparison Group: 22.2%

- **Overall sense of community among students**
  - Your Institution: 47.6%
  - Comparison Group: 33.7%
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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