



CIRP College Senior Survey 2017 Selected Items Related to Societal Impact & Application

Demographics and Response Rates

Responses	179
Male	92
Female	87
Comparison Group:	7 Private, Nonsectarian 4-Year Colleges (Very High Selectivity) (n = 2,226)
Longitudinal:	163 matched pairs from first to senior year

Background:

The CIRP Senior Survey (CSS) focuses on a broad range of outcomes and post-college goals and plans, including academic achievement and engagement, student-faculty interaction, cognitive and affective development, student goals and values, satisfaction with college, degree aspirations and experience, and employment and advanced education plans. This report is focused on items on the CSS that relate to the student learning outcome of *societal impact and application*. Results are first presented for HMC seniors in comparison with seniors at the group of institutions listed above as “Comparison Group.” Second, results are paired with the CIRP Freshman Survey to provide longitudinal data on students’ growth during their undergraduate experience. This can be used to understand the impact of Harvey Mudd College.

HMC participates in the CSS survey annually each spring and surveys all seniors.

The results of the senior survey are used throughout the campus in departmental program reviews to evaluate growth and development on student learning outcomes; in Career Services to establish anticipated career and graduate school activities; and by the College overall in accreditation and assessment activities.

Highlights:

The CSS contains several items that relate to societal impact and application, and as highlighted above, contains a longitudinal profile that allows us to examine changes from first year to senior year.

- HMC seniors reported being interested in seeking information about current social and political issues at about the same rate as their peers, yet they were statistically significantly lower on all other questions related to societal impact and application.
- HMC seniors reported performing less community service as part of a class than they reported in their first year at HMC.

SENIORS				
	<u>HMC</u>	<u>Peer</u>	<u>Comp</u>	<u>Sig</u>
	n = 179	n = 2,226		
Please indicate your agreement with each of the following statements. This institution has contributed to my:				
<i>1=Strongly disagree, 2=Disagree, 3=Agree, 4=Strongly agree</i>				
Understanding of the problems facing your community	2.78	3.06	▼	p < .001
Understanding of national issues	2.69	3.10	▼	p < .001
Understanding of global issues	2.69	3.12	▼	p < .001
Please indicate your agreement with each of the following statements:				
<i>1=Strongly disagree, 2=Disagree, 3=Agree, 4=Strongly agree</i>				
I am interested in seeking information about current social and political issues	3.09	3.03		
Since entering college how often have you:				
<i>1 = Not at All, 2 = Occasionally, 3 = Frequently</i>				
Performed community service as part of a class	1.28	1.67	▼	p < .001
Publicly communicated your opinion about a cause (e.g., blog, email, petition)	1.57	1.85	▼	p < .001
How often have professors at your college provided you with:				
<i>1=Not at All, 2=Occasionally, 3=Frequently</i>				
An opportunity to apply classroom learning to 'real-life' issues	2.17	2.31	▼	p < .01
When thinking about your career path after college, how important are the following considerations:				
<i>1=Not important, 2=Somewhat important, 3=Very important, 4=Essential</i>				
Working for social change	2.51	2.69	▼	p < .05

LONGITUDINAL (2011-2014 first-years and 2017 seniors)					
N= 163	<u>HMC</u> <u>FY</u>	<u>HMC</u> <u>SR</u>	<u>Change</u>	<u>Diff</u>	<u>Sig</u>
Indicate how often you:					
<i>1 = Not at All, 2 = Occasionally, 3 = Frequently</i>					
Performed community service as part of a class	1.59	1.29	-0.30	▼	p < .001