



CIRP College Senior Survey 2023

Selected Items Related to Societal Impact and Application

Demographics and Response Rates

Responses	163
Men/ Trans Men	73
Women/Trans Women	77
Genderqueer	13

Comparison Group:	6 Private, Nonsectarian 4-Year Colleges (High Selectivity) (n = 450)
Longitudinal:	158 matched pairs from first to senior year (93%)

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 comparison institutions listed above. 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 in the spring as part of a survey rotation in [selected years](#) and surveys all seniors (graduating and non-graduating).

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 Student Affairs to understand the impact of the co-curriculum; in Career Services to establish anticipated career and graduate school activities; and by the College overall in accreditation and assessment activities.

Highlights:

- Overall, HMC seniors lag behind our peers across several items, and do not show growth from first to senior year.
- HMC seniors reported a significantly lower level of understanding of both “global” and “national” issues compared to their peers.
- HMC seniors were significantly less likely to “perform community service as part of a class, and “performing volunteer or community service work” than their peers at comparison schools.
- HMC seniors reported “performing volunteer or community service work” less than they did when they were first year students.

SENIORS				
	<u>HMC</u>	<u>Comp</u>	<u>Diff</u>	<u>Sig</u>
	n = 163	n = 450		
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	2.70	2.88		
Understanding of national issues	2.73	2.96	▼	p < .01
Understanding of global issues	2.84	3.03	▼	p < .01
In the past year, how often did you:				
<i>1 = Not at All, 2 = Occasionally, 3 = Frequently</i>				
Performed volunteer or community service work	1.34	1.59	▼	p < .001
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	1.15	1.39	▼	p < .001
Publicly communicated your opinion about a cause (e.g., blog,	1.57	1.65		
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	2.48	2.57		

LONGITUDINAL (2017-2020 first-years and 2023 seniors)					
	<u>HMC</u>				
n = 158	<u>FY</u>	<u>HMC 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 volunteer or community service work	2.15	1.34	-0.81	▼	p < .001
Publicly communicated your opinion about a cause	1.51	1.58	-0.07		
In the past, how often did you:					
<i>1 = Not at All, 2 = Occasionally, 3 = Frequently</i>					
Demonstrated for a cause (e.g., boycott, rally, protest)	1.43	1.43	0.0		
Helped raise money for a cause or campaign	1.31	1.35	-0.04		