All seniors registered for graduation in December, April, and August are asked to participate in a web-based survey via email. A comprehensive analysis of the survey results has been produced by the BYU Institutional Assessment and Analysis Department. This summary of the Senior Survey results, developed by the FHSS Advisement Center, is targeted to new or incoming FHSS students. It is abbreviated to provide an overview of average survey results across departments, over topics that students ask advisors about most frequently. The following is an overview of these averaged results for the college.

**Post Graduate Activity** – What do students do when they graduate?

*Employment:* About half of reporting FHSS students anticipate being employed in a full-time job during the first year after graduation. A little less than half of these students plan on employment in an area related to their major; the other half in an unrelated area. The average FHSS student received between 0 and 1 job offer. Students entered jobs in a variety of industries. The main industries were Health Care and Social Assistance (19%), Educational Services (18%), and Professional Services (11%). Starting salary for reporting FHSS students averaged between “less than $30,000” and “$30,001-$40,000.”

*Graduate School:* About a fifth of reporting FHSS students were planning to pursue a graduate or professional degree. These students averaged between 1 and 2 offers of admission across the college (closer to 2 offers).

**Faculty Interaction** – Are faculty members responsive to students?
Generally, the average FHSS student surveyed initiated interaction with faculty between “several times a semester” and “several times a month.” Reporting students indicate their efforts to interact with faculty are meaningful on average between “about half of the time” and “most of the time.” It should be noted, however, that there is no defined concept of factors that categorize an interaction as “meaningful.” Students felt they knew an average of 1-2 professors well enough that they would feel comfortable asking them for letters of reference.

**Major Area of Study** – What are the classes like?

*Critical Thinking:* 85% of reporting students said they participated in a course involving critical thinking. Critical thinking exercises took place “more than three-fourths” of the class periods during the term. This critical thinking was between “somewhat” and “quite” typical of other courses in the majors.

*Gospel Principles:* 83% of reporting students said they participated in a course involving gospel discussion. This type of discussion took place a little more than half of the class periods during the term. This was between “somewhat” and “quite” typical of other courses in the majors.

*Learning Outcomes:* 43% of reporting students were aware of Expected Learning Outcomes for their major. 85% of these students agreed with the following statement: “My academic experiences helped me to achieve the learning outcomes for my major.” 65% of students did not use Expected Learning Outcomes information in making educational or career decisions.

**IMPORTANT NOTE:** the sample sizes are very small for many of these observations. Thus, there is a possibility that the observed and actual outcomes are different.
Major Selection: 64% of reporting students would “probably” or “definitely” choose the same major again if they were to start college over.

IMPORTANT NOTE: the sample sizes are very small for many of these observations. Thus, there is a possibility that the observed and actual outcomes are different.