University of California-San Diego
Your First College Year Survey
2013 Results

First-time, Full-time Freshmen
University of California-San Diego
N=1,238

Public Universities
N=2,579
THE FIRST YEAR IS A BIG DEAL

Results from the Your First College Year Survey (YFCY) offer a window into the first-year experience, providing important information on UCSD students’:

- Adjustment to college
- Academic outcomes and experiences
- Co-curricular experiences
- Satisfaction
- Overall growth
Table of Contents

• **Demographics**
  - Race/Ethnicity
  - Sex and Housing Type

• **Adjustment to College**
  - Academic Adjustment
  - Sense of Belonging
  - Navigational Action

• **Academic Outcomes and Experiences**
  - Habits of Mind
  - Academic Self-Concept
  - Pluralistic Orientation
  - Faculty Interaction: Contact and Communication
  - Academic Disengagement
  - Academic Validation
  - General Interpersonal Validation
  - Academic Outcomes
  - Academic Enhancement Experiences
  - Active and Collaborative Learning

• **Co-Curricular Experiences**
  - Civic Engagement
    - Social Agency
    - Civic Engagement
    - Civic Awareness
  - Diversity and Campus Climate
    - Positive Cross-Racial Interaction
    - Negative Cross-Racial Interaction
    - Diversity
    - Campus Climate
  - Health and Wellness

• **Satisfaction**
  - Satisfaction with Coursework
  - Overall Satisfaction
  - Satisfaction with Academic Support
  - Satisfaction with Services and Community
  - Future Plans
A Note about CIRP Constructs

We use the CIRP Constructs throughout this PowerPoint to help summarize important information about UCSD students from the YFCY.

Constructs

Constructs statistically aggregate the results from CIRP questions that tap into key aspects of the college experience. They focus on student traits and institutional practices contributing to students’ academic and social development.

Longitudinal Constructs

Constructs that are included in the CIRP TFS and YFCY that measure change in the UCSD student population over time.
Demographics

Race/Ethnicity

- African American/Black: 1.1%
- American Indian/Alaska Native: 0.0%
- Asian/Native Hawaiian/Pacific Islander: 55.7%
- Latino: 7.4%
- White/Caucasian: 20.3%
- Other Race/Ethnicity: 2.6%
- Two or More Races/Ethnicities: 13.0%
Demographics

Race/Ethnicity

- White/Caucasian: 21.4%
- African American/Black: 2.0%
- American Indian/Alaska Native: 0.3%
- Asian American/Asian/Pacific Islander: 53.8%
- Mexican/Chicano/Puerto Rican/Other Latino: 13.7%
- Other ethnicity/Two or More: 8.7%

Bar chart showing the distribution of race/ethnicity among UCSD 12 First-Time Freshmen and 2013 YFCY UCSD.
Demographics

Sex

- Male: 42.8%
- Female: 57.2%

Housing

- Residence Halls: 66.6%
- Special Interest Housing: 8.1%
- With Family: 5.6%
- All Other Responses: 19.6%
Demographics

Gender

- Male: 50.9% UCSD 12 First-Time Freshmen, 42.8% 2013 YFCY UCSD
- Female: 49.1% UCSD 12 First-Time Freshmen, 57.2% 2013 YFCY UCSD
Adjustment to College

Students’ ability to adjust academically and socially plays a large role in student success, retention, and satisfaction.
Academic Adjustment

*Academic Adjustment* measures the ease with which students adjust to the academic demands of college.

### Construct Items
- Adjust to the academic demands of college
- Develop effective study skills
- Manage your time effectively
- Understand what your professors expect of you academically
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 college
- I feel a sense of belonging to this campus
- I see myself as part of the campus community
- If asked, I would recommend this college to others
Navigational Action

These items illustrate how often students participated in institutional programs or engaged in activities that would help them successfully traverse the institution.

<table>
<thead>
<tr>
<th></th>
<th>UC San Diego</th>
<th>Public Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising</td>
<td>66.2% (F) / 13.4% (O)</td>
<td>68.4% (F) / 18.9% (O)</td>
</tr>
<tr>
<td>Study skills advising</td>
<td>8.3% (F) / 23.2% (O)</td>
<td>7.2% (F) / 24.4% (O)</td>
</tr>
<tr>
<td>Writing center</td>
<td>5.8% (F) / 27.5% (O)</td>
<td>4.2% (F) / 22.1% (O)</td>
</tr>
</tbody>
</table>
Navigational Action

These items illustrate how often students participated in institutional programs or engaged in activities that would help them successfully traverse the institution.

- Participated in an academic support program: 14.3% (UC San Diego) vs. 11.9% (Public Universities)
- Taken a course or first-year seminar designed to help student adjust to college-level academics: 17.2% (UC San Diego) vs. 27.1% (Public Universities)
- Taken a course or first-year seminar designed to help students adjust to college life: 14.6% (UC San Diego) vs. 25.9% (Public Universities)
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 opinion with 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 academic work
- Explore topics on your own, even though it was not required for a class
- Accept mistakes as part of the learning process
- Revise your papers to improve your writing
- Look up scientific research articles and resources

<table>
<thead>
<tr>
<th></th>
<th>TFS</th>
<th>YFCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC San Diego</td>
<td>50.2</td>
<td>46.2</td>
</tr>
<tr>
<td>Yellow</td>
<td>51.2</td>
<td>47.8</td>
</tr>
</tbody>
</table>

UC San Diego  Public Universities
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 mathematical ability
- Self-rated self-confidence (intellectual)
- Self-rated drive to achieve

<table>
<thead>
<tr>
<th></th>
<th>TFS</th>
<th>YFCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.1</td>
<td>46.3</td>
<td></td>
</tr>
<tr>
<td>50.5</td>
<td>48.1</td>
<td></td>
</tr>
</tbody>
</table>
Pluralistic Orientation measures 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
- Ability to discuss and negotiate controversial issues
- Openness to having my views challenged
- Ability to see the world from someone else's perspective

<table>
<thead>
<tr>
<th></th>
<th>TFS</th>
<th>YFCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC San Diego</td>
<td>50.8</td>
<td>51.4</td>
</tr>
<tr>
<td>Public Universities</td>
<td>50.9</td>
<td>51.4</td>
</tr>
</tbody>
</table>
Faculty Interaction

*Faculty Interaction: Contact and Communication* measures the amount and type of interactions students have with faculty that are appropriate for the first year of college, as well as satisfaction with these issues.

### Construct Items
- Communicated regularly with your professors
- Asked a professor for advice after class
- Received advice/guidance about your educational program from your professor
- Amount of contact with faculty
- Faculty during office hours
- Faculty outside of class or office hours

![Bar chart showing faculty interaction scores for All FTFT, Men, and Women]
Academic Disengagement measures the extent to which students engage in behaviors that are inconsistent with academic success.

Construct Items
- Come late to class
- Skipped class
- Turned in course assignment(s) late
- Turned in course assignments that did not reflect your best work
- Fell asleep in class
Faculty interactions in the classroom can foster students’ academic development. These items measure the extent to which students’ view of faculty actions in class reflects concern for their academic success.
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
- Faculty empower me to learn here
- Faculty believe in my potential to succeed academically

<table>
<thead>
<tr>
<th>UC San Diego</th>
<th>Public Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>8.5%</td>
<td>48.5%</td>
</tr>
</tbody>
</table>

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

Return to contents
General Interpersonal Validation

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

- At least one staff member has taken an interest in my development
- Staff recognize my achievements
- Staff encouraged me to get involved in campus activities

UC San Diego
- Strongly Agree
- Agree

Public Universities
- Strongly Agree
- Agree
Academic Outcomes

These items illustrate students’ views of their academic skills and abilities.

- General knowledge: 20.7% A Major Strength, 47.2% Somewhat Strong
- Knowledge of a particular field or discipline: 21.0% A Major Strength, 47.6% Somewhat Strong
- Critical thinking skills: 23.4% A Major Strength, 42.1% Somewhat Strong
- Problem-solving skills: 24.6% A Major Strength, 44.4% Somewhat Strong
Academic Outcomes

These items illustrate important academic experiences and how students compare to their peers.

- That your courses inspired you to think in new ways:
  - UC San Diego: 31.9% (Frequently), 58.2% (Occasionally)
  - Public Universities: 38.9% (Frequently), 53.2% (Occasionally)

- Applied concepts from courses to everyday life:
  - UC San Diego: 12.2% (Frequently), 64.3% (Occasionally)
  - Public Universities: 19.0% (Frequently), 64.6% (Occasionally)
Academic Enhancement Experiences

Opportunities to apply learning inside and outside the classroom deepen students’ academic involvement, allowing them to make meaningful intellectual connections and communicate their knowledge to others.

UC San Diego
- Worked on a professor’s research project: 2.5% (Frequently), 8.9% (Occasionally)
- Made a presentation in class: 52.8% (Frequently), 4.1% (Occasionally)
- Received tutoring: 37.3% (Frequently), 6.4% (Occasionally)
- Contributed to class discussions: 25.2% (Frequently), 30.7% (Occasionally)

Public Universities
- Worked on a professor’s research project: 9.0% (Frequently), 9.0% (Occasionally)
- Made a presentation in class: 64.0% (Frequently)
- Received tutoring: 31.8% (Occasionally)
- Contributed to class discussions: 63.4% (Occasionally)
Active and Collaborative Learning

These items illustrate the extent to which students are deepening their knowledge of course material through interaction with faculty and other students.

<table>
<thead>
<tr>
<th>Activity</th>
<th>UC San Diego</th>
<th>Public Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate skills and knowledge from different sources and experiences</td>
<td>60.8%</td>
<td>65.9%</td>
</tr>
<tr>
<td>Tutored another student</td>
<td>37.1%</td>
<td>32.8%</td>
</tr>
<tr>
<td>Studied with other students</td>
<td>57.5%</td>
<td>57.5%</td>
</tr>
<tr>
<td>Discussed course content with students outside of class</td>
<td>41.6%</td>
<td>46.8%</td>
</tr>
</tbody>
</table>
Active and Collaborative Learning

These items illustrate the extent to which students are deepening their knowledge of course material through interaction with faculty and other students.

- Worked with classmates on group projects: During class
  - UC San Diego: 57.2%
  - Public Universities: 61.8%
- Worked with classmates on group projects: Outside of class
  - UC San Diego: 60.4%
  - Public Universities: 62.6%
Co-Curricular Experiences

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>YFCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC San Diego</td>
<td>49.2</td>
<td>51.8</td>
</tr>
<tr>
<td>Public Universities</td>
<td>49.2</td>
<td>51.9</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**
- Publicly communicated your opinion about a cause
- I am interested in seeking information about current social and political issues
- Worked on a local, state, or national political campaign
- Demonstrated for a cause
- Keeping up to date with political affairs
- Influencing social values
- Helped raise money for a cause or campaign
- Performed volunteer work
Civic Awareness

The ability to evaluate, question, and develop solutions affecting their 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

![Graph showing Civic Awareness scores for All FTFT, Men, and Women at UC San Diego and Public Universities.](image)
Positive Cross-Racial Interaction

Contact with diverse students 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.

<table>
<thead>
<tr>
<th>Construct Items</th>
<th>UC San Diego</th>
<th>Public Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had intellectual discussions outside of class</td>
<td>54.7</td>
<td>52.5</td>
</tr>
<tr>
<td>Shared personal feelings and problems</td>
<td>54.5</td>
<td>52.1</td>
</tr>
<tr>
<td>Dined or shared a meal</td>
<td>52.1</td>
<td>52.7</td>
</tr>
<tr>
<td>Had meaningful and honest discussions about race/ethnic relations outside of class</td>
<td>54.8</td>
<td>52.7</td>
</tr>
<tr>
<td>Studied or prepared for class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socialized or partied</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Negative Cross-Racial Interaction

Contact with diverse students 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.

<table>
<thead>
<tr>
<th>Construct Items</th>
<th>All FTFT</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Had tense, somewhat hostile interactions</td>
<td>52.9</td>
<td>53.6</td>
<td>52.3</td>
</tr>
<tr>
<td>• Felt insulted or threatened because of your race/ethnicity</td>
<td>51.0</td>
<td>51.8</td>
<td>50.5</td>
</tr>
<tr>
<td>• Had guarded, cautious interactions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Construct Items**

- Had tense, somewhat hostile interactions
- Felt insulted or threatened because of your race/ethnicity
- Had guarded, cautious interactions
Campus Climate and Diversity

A diverse and inclusive campus environment strengthens students’ learning experience and prepares them to participate in an increasingly diverse society.

- I have felt discriminated against based on my race/ethnicity, gender, sexual orientation, or religious affiliation
- There is a lot of racial tension on this campus
- In class, I have heard faculty express stereotypes
- My college experiences have exposed me to diverse opinions, cultures, and values

**UC San Diego**
- Strongly Agree
- Agree

**Public Universities**
- Strongly Agree
- Agree

- 2.0% Strongly Agree, 15.7% Agree for UC San Diego
- 3.0% Strongly Agree, 17.2% Agree for UC San Diego
- 4.9% Strongly Agree, 23.7% Agree for UC San Diego
- 28.8% Strongly Agree, 62.5% Agree for Public Universities
- 1.7% Strongly Agree, 11.7% Agree for UC San Diego
- 1.9% Strongly Agree, 13.0% Agree for UC San Diego
- 4.4% Strongly Agree, 20.6% Agree for UC San Diego
- 30.8% Strongly Agree, 58.8% Agree for Public Universities

[Graph showing percentages]
Satisfaction with Campus Diversity

A diverse campus – including students, faculty, and ideas – has a powerful impact on the student experience. These items gauge students’ satisfaction with the diversity of faculty, student body, and beliefs.

- **Racial/ethnic diversity of faculty**:
  - UC San Diego: 40.1% Very Satisfied, 6.2% Satisfied
  - Public Universities: 9.7% Very Satisfied

- **Racial/ethnic diversity of student body**: 41.4% Very Satisfied, 33.8% Satisfied, 10.9% Satisfied

- **Respect for the expression of diverse beliefs**: 58.6% Very Satisfied, 15.1% Satisfied, 22.5% Satisfied
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 you had to do: UC San Diego 51.1%, Public Universities 52.9%
- Felt depressed: UC San Diego 19.1%, Public Universities 17.1%
- Lonely or homesick: UC San Diego 17.8%, Public Universities 16.6%
- Isolated from campus life: UC San Diego 19.4%, Public Universities 16.4%
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.

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>UC San Diego</th>
<th>Public Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsafe on this campus</td>
<td>2.1%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Worried about your health</td>
<td>25.0%</td>
<td>24.7%</td>
</tr>
<tr>
<td>Had adequate sleep</td>
<td>45.3%</td>
<td>42.9%</td>
</tr>
<tr>
<td>Maintained a healthy diet</td>
<td>61.1%</td>
<td>56.9%</td>
</tr>
<tr>
<td>Frequently</td>
<td>23.3%</td>
<td>29.3%</td>
</tr>
<tr>
<td>Occasionally</td>
<td>58.2%</td>
<td>55.0%</td>
</tr>
</tbody>
</table>

Note: The percentages for each survey item represent the proportion of students who indicated the corresponding behavior or attitude frequently, occasionally, or never.
Health and Wellness

Since entering this college, have you sought personal counseling?

- UC San Diego: 23.3%
- Public Universities: 22.0%

Since entering college, how often have you utilized the following services?

- Student Health Services:
  - UC San Diego: 37.1%
  - Public Universities: 42.6%

- Psychological Services:
  - UC San Diego: 3.1%
  - Public Universities: 3.3%
Since entering this college, how often have you drank:

- Beer
  - UC San Diego: 26.0% Frequently, 5.6% Occasionally
  - Public Universities: 30.5% Frequently, 10.1% Occasionally

- Wine or Liquor
  - UC San Diego: 30.4% Frequently, 7.1% Occasionally
  - Public Universities: 34.1% Frequently, 13.1% Occasionally

How many times in the past two weeks, if any, have you had five or more alcoholic drinks in a row?

- UC San Diego
  - Three or more: 4.4% Frequently, 11.0% Occasionally
  - Twice: 6.0% Frequently, 7.3% Occasionally
  - Once: 8.3% Frequently, 10.1% Occasionally

- Public Universities
  - Three or more: 8.3% Frequently
  - Twice: 7.3% Frequently
  - Once: 10.1% Frequently
Satisfaction

Understanding how students perceive their college experience identifies areas that are working well and sheds light on those that need improvement.
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.

![Bar chart showing satisfaction with coursework for different groups and universities.](chart.png)

**Construct Items**

- Relevance of coursework to future career plans
- Relevance of coursework to everyday life
- General education or core curriculum courses
- First-year programs
Overall Satisfaction

*Overall Satisfaction* is a unified measure of students’ satisfaction with the college experience.

- **Construct Items**
  - Overall college experience
  - If given choice again, would still choose to enroll at current institution
  - Overall academic experience
  - Overall quality of instruction

Bar chart showing:
- All FTFT: 45.9 (UC San Diego) vs. 48.0 (Public Universities)
- Men: 46.1 (UC San Diego) vs. 47.6 (Public Universities)
- Women: 45.7 (UC San Diego) vs. 48.2 (Public Universities)
Satisfaction with Academic Support and Courses

Gauges use of and satisfaction with campus academic support structures and types of coursework required in general education.

- **Academic advising**
  - UC San Diego: 17.2% Very Satisfied, 23.4% Satisfied
  - Public Universities: 42.1% Very Satisfied, 40.1% Satisfied

- **Class size**
  - UC San Diego: 30.0% Very Satisfied, 3.2% Satisfied
  - Public Universities: 30.0% Very Satisfied, 42.2% Satisfied

- **First-year programs**
  - UC San Diego: 16.2% Very Satisfied, 20.0% Satisfied
  - Public Universities: 39.3% Very Satisfied, 37.0% Satisfied

- **Library facilities**
  - UC San Diego: 49.7% Very Satisfied, 4.7% Satisfied
  - Public Universities: 30.7% Very Satisfied, 35.7% Satisfied
Satisfaction with Academic Support and Courses

Gauges use of and satisfaction with campus academic support structures and types of coursework required in general education.
Satisfaction with Academic Support and Courses

Gauges use of and satisfaction with campus academic support structures and types of coursework required in general education.

UC San Diego
- Very Satisfied
- Satisfied

Public Universities
- Very Satisfied
- Satisfied

- Relevance of coursework to everyday life
  - 4.3% Very Satisfied
  - 34.8% Satisfied
  - 8.1% Very Satisfied
  - 42.7% Satisfied

- Relevance of coursework to future plans
  - 8.7% Very Satisfied
  - 42.3% Satisfied
  - 14.7% Very Satisfied
  - 44.8% Satisfied
Satisfaction with Services and Community

Where students live, how they are oriented to the campus, and the support they receive during the first year are important determinants of their college experience. These items gauge use of and satisfaction with campus services and general community.

- Financial aid package: 16.6% Very Satisfied, 30.4% Satisfied
- Orientation for new students: 17.3% Very Satisfied, 40.3% Satisfied
- Student housing: 18.9% Very Satisfied, 45.7% Satisfied

UC San Diego: Very Satisfied: 16.6%, Satisfied: 30.4%
Public Universities: Very Satisfied: 15.4%, Satisfied: 46.1%
Future Plans

If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?

- **Definitely Yes**: 34.0% (UC San Diego) 43.4% (Public Universities)
- **Probably Yes**: 39.4% (UC San Diego) 36.2% (Public Universities)
- **Probably No**: 14.2% (UC San Diego) 10.0% (Public Universities)
- **Definitely No**: 5.2% (UC San Diego) 3.7% (Public Universities)
Future Plans

What do you think you will be doing in Fall 2013?

- 95.4% Attending This Institution
- 94.2% Attending Another Institution
- 1.5% Don't Know/Have Not Decided Yet
- 3.0% Not Attending Any Institution
- 3.7% UC San Diego
- 0.1% Public Universities

Return to contents
The more you get to know UCSD students, the better you can understand their needs.

For more information about CIRP Surveys

The Freshmen Survey
Your First College Year Survey
College Senior Survey

srandi@ucsd.edu

studentresearch.ucsd.edu