University of California - San Diego
Your First College Year Survey
2014 Results

First-time, Full-time Freshmen

University of California - San Diego
N= 874

Public Universities
N= 1,875
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
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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 your student population over time.
Demographics

Race/Ethnicity

- African American/Black: 0.7%
- American Indian/Alaska Native: 0.1%
- Asian/Native Hawaiian/Pacific Islander: 50.6%
- Latino: 11.3%
- White/Caucasian: 21.8%
- Other Race/Ethnicity: 3.1%
- Two or More Races/Ethnicities: 12.4%
Demographics

Race/Ethnicity

- White/Caucasian: 20.8%
- African American/Black: 2.3%
- American Indian/Alaska Native: 0.4%
- Asian American/Asian/Pacific Islander: 52.1%
- Mexican/Chicano/Puerto Rican/Other Latino: 15.8%
- Other ethnicity/Two or More: 8.6%
- Total: 100.0%

Percentage of UCSD 13 First-Time Freshmen 2014 YFCY UCSD

UCSD 13 First-Time Freshmen

2014 YFCY UCSD
Demographics

Sex

- Male: 38.9%
- Female: 61.1%

Housing

- Residence Halls: 72.6%
- Special Interest Housing: 16.8%
- With Family: 5.7%
- All Other Responses: 4.8%
Demographics

Gender

50.0% Male
38.9% Male
50.0% Female
61.1% Female

UCSD 13 First-Time Freshmen
2014 YFCY UCSD

Percentage
Adjustment to College

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

- Academic advising: 69.9% (Frequently), 12.1% (Occasionally)
- Study skills advising: 5.5% (Frequently), 24.7% (Occasionally), 7.0% (Frequently), 22.5% (Occasionally)
- Writing center: 5.9% (Frequently), 25.6% (Occasionally), 6.2% (Frequently), 26.0% (Occasionally)

UC San Diego vs. Public Universities

UC San Diego
- Frequently
- Occasionally

Public Universities
- Frequently
- Occasionally
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**: 11.7%
- **Taken a course or first-year seminar designed to help students adjust to college-level academics**: 15.5%
- **Taken a course or first-year seminar designed to help students adjust to college life**: 14.0%

**UC San Diego**
- Yes

**Public Universities**
- Yes
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

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<thead>
<tr>
<th></th>
<th>TFS</th>
<th>YFCY</th>
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<tbody>
<tr>
<td>Score</td>
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<td>46.6</td>
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<tr>
<td>Score</td>
<td>50.7</td>
<td>48.7</td>
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</table>

UC San Diego vs. 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

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<tr>
<th></th>
<th>TFS</th>
<th>YFCY</th>
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<tbody>
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<tr>
<td>academic ability</td>
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<tr>
<td>ability</td>
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<td>drive to</td>
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<tr>
<td>achieve</td>
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UC San Diego  □
Public Universities  □
**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

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<th></th>
<th>TFS</th>
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<tr>
<td></td>
<td>52.1</td>
<td>51.9</td>
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<td></td>
<td>52.7</td>
<td>52.8</td>
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</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

### Graph

<table>
<thead>
<tr>
<th></th>
<th>All FTFT</th>
<th>Men</th>
<th>Women</th>
</tr>
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<tbody>
<tr>
<td>UC San Diego</td>
<td>42.4</td>
<td>42.7</td>
<td>42.2</td>
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<tr>
<td>Public Universities</td>
<td>45.5</td>
<td>45.4</td>
<td>45.5</td>
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</tbody>
</table>
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.

**Academic Validation**

- That faculty provided me with feedback that helped me assess my progress in class: 64.6% frequently, 19.7% occasionally.
- That my contributions were valued in class: 61.8% frequently, 18.1% occasionally.
- That faculty encouraged me to ask questions and participate in discussions: 55.1% frequently, 46.2% occasionally.

**UC San Diego**
- Frequently: 64.6%
- Occasionally: 19.7%

**Public Universities**
- Frequently: 55.1%
- Occasionally: 46.9%
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**: 47.5% (Strongly Agree), 17.1% (Agree), 9.2% Other
- **Faculty empower me to learn here**: 66.8% (Strongly Agree), 14.1% (Agree), 8.4% Other
- **Faculty believe in my potential to succeed academically**: 62.6% (Strongly Agree), 16.7% (Agree), 9.0% Other

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

**Public Universities**
- Strongly Agree
- Agree
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: 45.9% Strong, 18.5% Not Strong
- Knowledge of a particular field or discipline: 47.6% Strong, 24.1% Not Strong
- Critical thinking skills: 46.7% Strong, 23.4% Not Strong
- Problem-solving skills: 43.8% Strong, 28.6% Not Strong

UC San Diego
- A Major Strength
- Somewhat Strong

Public Universities
- A Major Strength
- 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: 53.2%
- Public Universities: 36.5%

Applied concepts from courses to everyday life
- UC San Diego: 13.9%
- Public Universities: 18.3%
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.

- Worked on a professor’s research project: UC San Diego 3.5%, 8.9%; Public Universities 4.3%, 9.9%
- Made a presentation in class: UC San Diego 54.9%, 62.8%; Public Universities 5.7%, 10.9%
- Received tutoring: UC San Diego 36.4%, 32.4%; Public Universities 8.2%, 7.2%
- Contributed to class discussions: UC San Diego 26.3%, 32.2%; Public Universities 64.1%, 61.6%
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.

- Integrate skills and knowledge from different sources and experiences:
  - UC San Diego: 38.2% Frequently, 35.6% Occasionally
  - Public Universities: 42.1% Frequently, 40.7% Occasionally

- Tutored another student:
  - UC San Diego: 10.0% Frequently, 8.9% Occasionally
  - Public Universities: 56.0% Frequently, 55.8% Occasionally

- Studied with other students:
  - UC San Diego: 35.8% Frequently, 36.2% Occasionally
  - Public Universities: 56.0% Frequently, 55.8% Occasionally

- Discussed course content with students outside of class:
  - UC San Diego: 41.2% Frequently, 43.5% Occasionally
  - Public Universities: 52.5% Frequently, 51.2% 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.

- Worked with classmates on group projects:
  - During class: 53.4% (UC San Diego) vs. 18.4% (Public Universities)
  - Outside of class: 58.1% (UC San Diego) vs. 18.1% (Public Universities)

UC San Diego:  
- Frequently:  
- Occasionally:

Public Universities:  
- Frequently:  
- Occasionally:
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>TFS</th>
<th>YFCY</th>
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<tbody>
<tr>
<td>49.0</td>
<td>50.5</td>
</tr>
<tr>
<td>48.8</td>
<td>51.1</td>
</tr>
</tbody>
</table>

UC San Diego

Public Universities
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

<table>
<thead>
<tr>
<th></th>
<th>UC San Diego</th>
<th>Public Universities</th>
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</thead>
<tbody>
<tr>
<td>All FTFT</td>
<td>48.6</td>
<td>50.3</td>
</tr>
<tr>
<td>Men</td>
<td>50.3</td>
<td>51.5</td>
</tr>
<tr>
<td>Women</td>
<td>47.6</td>
<td>47.8</td>
</tr>
</tbody>
</table>

UC San Diego  
Public Universities
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.

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
- Studied or prepared for class
- Socialized or partied

<table>
<thead>
<tr>
<th>All FTFT</th>
<th>Men</th>
<th>Women</th>
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</thead>
<tbody>
<tr>
<td>53.2</td>
<td>52.6</td>
<td>53.6</td>
</tr>
<tr>
<td>51.3</td>
<td>51.1</td>
<td>51.3</td>
</tr>
</tbody>
</table>

UC San Diego

Public Universities
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.

**Construct Items**

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

![Bar chart showing negative cross-racial interaction levels by gender and university type]

- All FTFT: 53.1 vs. 53.5
- Men: 51.2 vs. 52.0
- Women: 52.8 vs. 50.7

- UC San Diego
- Public Universities
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:
  - UC San Diego: 15.7% Strongly Agree, 12.3% Agree
  - Public Universities: 16.1% Strongly Agree, 14.6% Agree

- There is a lot of racial tension on this campus:
  - UC San Diego: 2.9% Strongly Agree, 3.2% Agree
  - Public Universities: 14.6% Strongly Agree, 24.3% Agree

- In class, I have heard faculty express stereotypes:
  - UC San Diego: 4.1% Strongly Agree, 3.9% Agree
  - Public Universities: 58.6% Strongly Agree, 22.2% Agree

- My college experiences have exposed me to diverse opinions, cultures, and values:
  - UC San Diego: 30.2% Strongly Agree, 29.8% Agree
  - Public Universities: 54.7% Strongly Agree, 29.8% Agree
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: 34.1%
  - Public Universities: 37.0%

- **Racial/ethnic diversity of student body**
  - UC San Diego: 30.2%
  - Public Universities: 31.7%

- **Respect for the expression of diverse beliefs**
  - UC San Diego: 10.5%
  - Public Universities: 10.2%

- **Very Satisfied**
  - UC San Diego: 31.7%
  - Public Universities: 31.7%

- **Satisfied**
  - UC San Diego: 31.7%
  - Public Universities: 31.7%

- **Very Satisfied**
  - UC San Diego: 17.5%
  - Public Universities: 18.8%

- **Satisfied**
  - UC San Diego: 18.8%
  - Public Universities: 50.6%
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: 51.2% (Frequently) ■ 49.0% (Occasionally)
  - Public Universities: 50.6% (Frequently) ■ 48.0% (Occasionally)

- Felt depressed:
  - UC San Diego: 18.4% ■ 16.5%
  - Public Universities: 18.6% ■ 17.4%

- Lonely or homesick:
  - UC San Diego: 55.7% ■ 53.1%
  - Public Universities: 50.3% ■ 44.4%

- Isolated from campus life:
  - UC San Diego: 18.5% ■ 17.7%
  - Public Universities: 18.5% ■ 17.7%
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.

- Unsafe on this campus: 33.4% frequently, 25.2% occasionally
- Worried about your health: 11.5% frequently, 9.1% occasionally
- Had adequate sleep: 58.3% frequently, 57.9% occasionally
- Maintained a healthy diet: 64.2% frequently, 60.1% occasionally

UC San Diego
- Frequent
- Occasionally

Public Universities
- Frequent
- Occasionally
Since entering this college, have you sought personal counseling?

Yes

- UC San Diego: 23.1%
- Public Universities: 18.8%

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

Student Health Services

- UC San Diego:
  - Frequently: 42.4%
  - Occasionally: 6.6%
- Public Universities:
  - Frequently: 15.9%
  - Occasionally: 3.1%

Psychological Services

- UC San Diego:
  - Frequently: 42.8%
- Public Universities:
  - Frequently: 7.3%
  - Occasionally: 3.2%
Health and Wellness

Since entering this college, how often have you drank:

- **Beer**
  - UC San Diego: 31.3%
  - Public Universities: 33.0%
  - UC San Diego: 9.5%
  - Public Universities: 9.8%
  - UC San Diego: 36.5%
  - Public Universities: 37.1%

- **Wine or Liquor**
  - UC San Diego: 12.7%
  - Public Universities: 7.4%

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: 6.1%
  - Twice: 7.6%
  - Once: 11.8%

- **Public Universities**
  - Three or more: 8.0%
  - Twice: 12.8%
  - Once: 10.0%
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 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 future career plans
- Relevance of coursework to everyday life
- General education or core curriculum courses
- First-year programs

![Bar chart showing satisfaction with coursework for All FTFT, Men, and Women at UC San Diego and Public Universities.](image-url)
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
Satisfaction with Academic Support and Courses

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising</td>
<td>19.5%</td>
<td>42.7%</td>
</tr>
<tr>
<td>Class size</td>
<td>4.4%</td>
<td>23.2%</td>
</tr>
<tr>
<td>First-year programs</td>
<td>17.4%</td>
<td>42.0%</td>
</tr>
<tr>
<td>Library facilities</td>
<td>25.8%</td>
<td>51.9%</td>
</tr>
</tbody>
</table>

UC San Diego
- Very Satisfied
- Satisfied

Public Universities
- Very Satisfied
- Satisfied

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Satisfaction with Academic Support and Courses

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

- Amount of contact with faculty:
  - UC San Diego: 7.6% (Very Satisfied), 32.6% (Satisfied)
  - Public Universities: 12.0% (Very Satisfied), 42.1% (Satisfied)

- Your overall academic experience:
  - UC San Diego: 12.9% (Very Satisfied), 52.1% (Satisfied)
  - Public Universities: 22.1% (Very Satisfied), 51.9% (Satisfied)

- Overall quality of instruction:
  - UC San Diego: 11.7% (Very Satisfied), 46.7% (Satisfied)
  - Public Universities: 16.7% (Very Satisfied), 52.6% (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.

<table>
<thead>
<tr>
<th>Relevance of coursework to everyday life</th>
<th>Relevance of coursework to future career plans</th>
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<tbody>
<tr>
<td>UC San Diego</td>
<td>Public Universities</td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>Very Satisfied</td>
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<tr>
<td>Satisfied</td>
<td>Satisfied</td>
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</tbody>
</table>

- UC San Diego:
  - Very Satisfied: 5.8%
  - Satisfied: 32.5%
  - Total: 38.2%

- Public Universities:
  - Very Satisfied: 8.5%
  - Satisfied: 41.4%
  - Total: 42.3%
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**: 13.7% Very Satisfied, 34.1% Satisfied, 42.6% Overall Satisfied
- **Orientation for new students**: 15.4% Very Satisfied, 44.1% Satisfied, 42.6% Overall Satisfied
- **Student housing**: 7.2% Very Satisfied, 27.1% Satisfied, 35.7% Overall Satisfied
If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?

- **Definitely Yes**
  - UC San Diego: 33.1%
  - Public Universities: 39.5%

- **Probably Yes**
  - UC San Diego: 40.1%
  - Public Universities: 37.1%

- **Probably No**
  - UC San Diego: 14.2%
  - Public Universities: 12.5%

- **Definitely No**
  - UC San Diego: 6.1%
  - Public Universities: 5.9%
Future Plans

What do you think you will be doing in Fall 2014?

- 95.6% Attending This Institution
- 93.7% Attending Another Institution
- 2.3% Don't Know/Have Not Decided Yet
- 0.3% Not Attending Any Institution

- 3.6% UC San Diego
- 2.4% Public Universities
The more you get to know your 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