University of California-San Diego
Your First College Year Survey
2016 Results

First-time, Full-time Freshmen
University of California-San Diego
N= 578

Public Universities
N= 3,041

2016 Your First College Year Survey
Student Research & Information, Institutional Research, Academic Affairs
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 UC San Diego students’:

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

Student Research & Information, Institutional Research, Academic Affairs
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A Note about CIRP Constructs

We use the CIRP Constructs throughout this PowerPoint to help summarize important information about UC San Diego 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 UC San Diego student population over time.
Demographics

Race/Ethnicity

- African American/Black: 0.9%
- American Indian/Alaska Native: 0.0%
- Asian/Native Hawaiian/Pacific Islander: 55.4%
- Latino: 7.4%
- White/Caucasian: 20.7%
- Other Race/Ethnicity: 1.1%
- Two or More Races/Ethnicities: 14.6%
Demographics

Sex
- Male: 39.3%
- Female: 60.7%

Housing
- Residence Halls: 68.2%
- Special Interest Housing: 18.0%
- With Family: 9.3%
- All Other Responses: 4.5%
Demographics

Gender

Percentage

Male  
UCSD 15 First-Time Freshmen: 51.2%  
2016 YFCY UCSD: 39.3%

Female  
UCSD 15 First-Time Freshmen: 48.8%  
2016 YFCY UCSD: 60.7%
Financing College

Economic factors play an important role in students’ decisions about college.
Financing College

The percentage of students with at least some funds from these various sources.

- **Family resources**: 85.9% (UC San Diego), 82.0% (Public Universities)
- **Personal resources**: 41.3%, 46.5%
- **Aid not to be repaid**: 58.4%, 73.9%
- **Aid to be repaid**: 40.1%, 50.8%
Financing College

Do you have any concern about your ability to finance your college education?

None

- UC San Diego: 23.7%
- Public Universities: 23.8%

Some

- UC San Diego: 57.8%
- Public Universities: 55.9%

Major

- UC San Diego: 18.4%
- Public Universities: 20.4%
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

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<table>
<thead>
<tr>
<th>All FTFT</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC San Diego</td>
<td>45.5</td>
<td>45.6</td>
</tr>
<tr>
<td>Public Universities</td>
<td>48.8</td>
<td>49.2</td>
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</table>
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

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**Sense of Belonging Scores**

- **All FTFT**:
  - UC San Diego: 43.9
  - Public Universities: 47.1

- **Men**:
  - UC San Diego: 42.8
  - Public Universities: 46.8

- **Women**:
  - UC San Diego: 44.5
  - Public Universities: 47.2
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:
- UC San Diego: 66.3%
- Public Universities: 69.2%

Study skills advising:
- UC San Diego: 21.3%
- Public Universities: 27.4%

Writing center:
- UC San Diego: 6.3%
- Public Universities: 5.8%
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: 15.6%
- Taken a course or first year seminar designed to help students adjust to college-level academics: 40.5%
- Taken a course or first-year seminar designed to help students adjust to college life: 40.6%

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 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>
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<th>TFS</th>
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<tr>
<td>UC San Diego</td>
<td>50.8</td>
<td>47.2</td>
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<tr>
<td>Public Universities</td>
<td>51.4</td>
<td>49.1</td>
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</table>
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
**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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<thead>
<tr>
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<tr>
<td>UC San Diego</td>
<td>53.2</td>
<td>53.3</td>
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<tr>
<td>Public Universities</td>
<td>54.0</td>
<td>54.1</td>
</tr>
</tbody>
</table>
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
**Academic Disengagement**

**Academic Disengagement** measures the extent to which students engage in behaviors that are inconsistent with academic success.

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<tr>
<th>All FTFT</th>
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<tr>
<td>52.8</td>
<td>53.1</td>
<td>52.5</td>
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<tr>
<td>50.6</td>
<td>51.1</td>
<td>50.2</td>
</tr>
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**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

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*UC San Diego* | *Public Universities*
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.

- **That faculty provided me with feedback that helped me assess my progress in class**
  - UC San Diego: 64.5% Frequently, 30.9% Occasionally
  - Public Universities: 57.5% Frequently, 58.9% Occasionally

- **That my contributions were valued in class**
  - UC San Diego: 19.1% Frequently, 30.9% Occasionally
  - Public Universities: 58.9% Frequently, 54.8% Occasionally

- **That faculty encouraged me to ask questions and participate in discussions**
  - UC San Diego: 35.1% Frequently, 46.2% Occasionally
  - Public Universities: 55.6% Frequently, 46.1% Occasionally
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

UC San Diego
- Strongly Agree
- Agree

Public Universities
- Strongly Agree
- Agree
Academic Outcomes

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

- Intellectual and practical skills: 64.2% Strongly Agree, 59.9% Agree
- Knowledge of a particular field or discipline: 31.1% Strongly Agree, 61.4% Agree
- Critical thinking skills: 19.6% Strongly Agree, 64.9% Agree
- Problem-solving skills: 20.3% Strongly Agree, 63.9% Agree
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: 53.4% Frequently, 35.8% Occasionally
  - Public Universities: 51.3% Frequently, 37.5% Occasionally
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.
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: 57.4%
  - Public Universities: 64.2%

- **Studied with other students**
  - UC San Diego: 34.5%
  - Public Universities: 55.4%

- **Discussed course content with students outside of class**
  - UC San Diego: 35.7%
  - Public Universities: 44.5%
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:
  - UC San Diego:
    - Frequently: 66.3%
    - Occasionally: 13.2%
  - Public Universities:
    - Frequently: 63.1%
    - Occasionally: 25.4%
Co-Curricular Experiences

Co-curricular experiences provide opportunities for students to grow intellectually, interpersonally, and emotionally.
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

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<tr>
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<td>50.1</td>
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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

- All FTFT
  - UC San Diego: 52.6
  - Public Universities: 53.4

- Men
  - UC San Diego: 50.6
  - Public Universities: 51.4

- Women
  - UC San Diego: 53.8
  - Public Universities: 54.7
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

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<thead>
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<th>Men</th>
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<tbody>
<tr>
<td>UC San Diego</td>
<td>47.5</td>
<td>47.0</td>
<td>47.7</td>
</tr>
<tr>
<td>Public Universities</td>
<td>49.1</td>
<td>48.8</td>
<td>49.3</td>
</tr>
</tbody>
</table>
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

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![Bar chart showing Positive Cross-Racial Interaction scores for different groups](chart.png)

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<thead>
<tr>
<th></th>
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<th>Public Universities</th>
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<tbody>
<tr>
<td>All FTFT</td>
<td>52.8</td>
<td>52.1</td>
</tr>
<tr>
<td>Men</td>
<td>51.2</td>
<td>51.0</td>
</tr>
<tr>
<td>Women</td>
<td>53.8</td>
<td>52.7</td>
</tr>
</tbody>
</table>
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

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![Bar Chart](chart.png)

<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>53.0</td>
<td>52.0</td>
</tr>
<tr>
<td>Men</td>
<td>53.3</td>
<td>52.2</td>
</tr>
<tr>
<td>Women</td>
<td>52.8</td>
<td>51.8</td>
</tr>
</tbody>
</table>
A diverse and inclusive campus environment strengthens students’ learning experience and prepares them to participate in an increasingly diverse society.
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.

<table>
<thead>
<tr>
<th>Category</th>
<th>UC San Diego</th>
<th>Public Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racial/ethnic diversity of faculty</td>
<td>37.4% Very Satisfied, 5.5% Satisfied</td>
<td>48.5% Very Satisfied, 13.9% Satisfied</td>
</tr>
<tr>
<td>Racial/ethnic diversity of student body</td>
<td>30.3% Very Satisfied, 5.4% Satisfied</td>
<td>38.8% Very Satisfied, 18.8% Satisfied</td>
</tr>
<tr>
<td>Respect for the expression of diverse beliefs</td>
<td>23.4% Very Satisfied, 51.5% Satisfied</td>
<td></td>
</tr>
</tbody>
</table>
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: 48.8% (UC San Diego), 48.8% (Public Universities)
- Felt depressed: 23.4% (UC San Diego), 23.1% (Public Universities)
- Lonely or homesick: 21.2% (UC San Diego), 17.3% (Public Universities)
- Isolated from campus life: 46.5% (UC San Diego), 19.1% (Public Universities)
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>Category</th>
<th>UC San Diego</th>
<th>Public Universities</th>
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<tbody>
<tr>
<td>Unsafe on this campus</td>
<td>1.5%</td>
<td>27.6%</td>
</tr>
<tr>
<td>Worried about your health</td>
<td>17.2%</td>
<td>47.5%</td>
</tr>
<tr>
<td>Had adequate sleep</td>
<td>24.0%</td>
<td>55.5%</td>
</tr>
<tr>
<td>Maintained a healthy diet</td>
<td>22.6%</td>
<td>59.7%</td>
</tr>
</tbody>
</table>

- **Frequently**: Dark color
- **Occasionally**: Light color

![Chart showing percentages of students' experiences](chart)
Since entering this college, have you sought personal counseling?

- UC San Diego: 24.6%
- Public Universities: 21.0%

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

- **Student Health Services**
  - UC San Diego: 39.3% (Frequently), 6.8% (Occasionally)
  - Public Universities: 38.9% (Frequently), 15.3% (Occasionally)

- **Psychological Services**
  - UC San Diego: 7.0% (Frequently), 15.3% (Occasionally)
  - Public Universities: 6.5% (Frequently), 15.3% (Occasionally)
Health and Wellness

Since entering this college, how often have you consumed:

- Beer
  - UC San Diego: 
    - Frequently: 29.5%
    - Occasionally: 7.1%
  - Public Universities: 
    - Frequently: 28.1%
    - Occasionally: 8.5%

- Wine or Liquor
  - UC San Diego: 
    - Frequently: 9.4%
    - Occasionally: 32.9%
  - Public Universities: 
    - Frequently: 35.1%
    - Occasionally: 11.1%
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
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.

- **Academic advising**: 16.4% Very Satisfied, 42.0% Satisfied, 39.8% Neutral, 27.2% Dissatisfied
- **Class size**: 3.8% Very Satisfied, 27.2% Satisfied, 47.3% Neutral, 22.8% Dissatisfied
- **First-year programs**: 14.8% Very Satisfied, 36.7% Satisfied, 35.2% Neutral, 23.0% Dissatisfied
- **Library resources**: 25.0% Very Satisfied, 51.8% Satisfied, 36.0% Neutral, 25.0% Dissatisfied
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: 33.6%, 6.4%
  - Public Universities: 45.2%

- **Your overall academic experience**
  - UC San Diego: 49.8%, 13.2%
  - Public Universities: 51.0%

- **Overall quality of instruction**
  - UC San Diego: 50.1%
  - Public Universities: 52.3%
Satisfaction with Academic Support and Courses

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

- **Relevance of coursework to everyday life**:
  - UC San Diego: 4.4% Very Satisfied, 34.1% Satisfied, 41.8% Total Satisfaction
  - Public Universities: 10.8% Very Satisfied, 8.6% Satisfied, 19.4% Total Satisfaction

- **Relevance of coursework to future career plans**:
  - UC San Diego: 4.4% Very Satisfied, 39.8% Satisfied, 44.2% Total Satisfaction
  - Public Universities: 8.6% Very Satisfied, 16.2% Satisfied, 24.8% Total Satisfaction
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.

<table>
<thead>
<tr>
<th>Service</th>
<th>UC San Diego</th>
<th>Public Universities</th>
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<tbody>
<tr>
<td>Financial aid package</td>
<td></td>
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</tr>
<tr>
<td>Satisfaction</td>
<td>15.9%</td>
<td>19.4%</td>
</tr>
<tr>
<td>Orientation for new students</td>
<td>29.0%</td>
<td>31.1%</td>
</tr>
<tr>
<td>Student housing</td>
<td>14.4%</td>
<td>34.1%</td>
</tr>
<tr>
<td>Overall satisfaction</td>
<td>23.2%</td>
<td>40.5%</td>
</tr>
<tr>
<td>Overall satisfaction</td>
<td>9.5%</td>
<td>32.2%</td>
</tr>
<tr>
<td>Overall satisfaction</td>
<td>19.0%</td>
<td>37.2%</td>
</tr>
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</table>
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**: 46.2%
- **Probably Yes**: 40.9%
- **Probably No**: 16.3%
- **Definitely No**: 6.4%

For both UC San Diego and Public Universities:
- **Definitely Yes**: 0.0% and 0.1%
- **Probably Yes**: 40.9% and 12.5%
- **Probably No**: 16.3% and 5.3%
- **Definitely No**: 6.4% and 5.3%
Future Plans

What do you think you will be doing in Fall 2016?

- **Attending This Institution**: 94.8%
- **Attending Another Institution**: 1.7%
- **Don't Know/Have Not Decided Yet**: 3.1%
- **Not Attending Any Institution**: 0.5%

![Chart showing future plans with data points for UC San Diego and Public Universities]
Future Plans

Do you plan to do any of the following this summer?

- Take courses at this institution: 30.5%
- Take courses at another institution: 21.6%
- Work for pay: 77.6%
- Participate in internship: 27.7%
- Travel: 64.1%
The more you get to know your students, the better you can understand their needs.

For more information about HERI/CIRP Surveys at UCSD

The Freshman Survey
Your First College Year Survey
Diverse Learning Environments Survey
College Senior Survey

Please contact:
srandi@ucsd.edu
858-534-2382
studentresearch.ucsd.edu