University of California-San Diego
Your First College Year Survey
2017 Results

First-time, Full-time Freshmen
University of California-San Diego
N=1,120

Public Universities and Public 4yr Colleges
N=2,454
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 your 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 your 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

Sex

- Male: 35.4%
- Female: 64.6%

Race/Ethnicity

- African American/Black: 1.5%
- American Indian/Alaska Native: 0.0%
- Asian/Native Hawaiian/Pacific Islander: 50.2%
- Latino: 13.8%
- White/Caucasian: 18.7%
- Other Race/Ethnicity: 1.1%
- Two or More Races/Ethnicities: 14.6%
Demographics - Gender

- Women: 64.6% (UCSD 16 First-Time Freshmen), 53.3% (2017 YFCY UCSD)
- Men: 46.1% (UCSD 16 First-Time Freshmen), 35.4% (2017 YFCY UCSD)
- Data Unavailable: 0.6%

1 Students who report gender identities as female or trans-female are reported here as women; students who report gender identities as male or trans-male are reported as men. Students who report gender identities as genderqueer/gender non-conforming or different identity are reported according to sex assigned at birth: females reported as women; males reported as men. For more information, see https://lgbt.ucsd.edu/education/FAQs.html.
Demographics

Sexual Orientation

- Heterosexual: 85.4%
- Gay: 2.0%
- Lesbian: 0.9%
- Bisexual: 7.3%
- Queer: 1.7%
- Other: 2.7%

Housing

- Residence Halls: 46.9%
- Special Interest Housing: 25.4%
- With Family: 20.7%
- All Other Responses: 7.1%
Financing College

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

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

![Bar chart showing the percentage of students with funds from various sources.]

- Aid to be repaid: 43.1% UC San Diego, 49.5% Public Universities
- Aid not to be repaid: 62.6% UC San Diego, 66.6% Public Universities
- Personal resources: 43.8% UC San Diego, 49.8% Public Universities
- Family resources: 83.9% UC San Diego, 79.9% Public Universities

![Bar chart showing the percent indicating "Major" concerns.]

- UC San Diego: 19.6%
- Public Universities: 19.6%
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.

- Adjust to the academic demands of college
- Develop effective study skills
- Manage your time effectively
- Understand what your professors expect of you academically

![Bar chart showing academic adjustment scores for All FTFT, Men, and Women for UC San Diego and Public Universities.](chart.png)
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: 9.7% frequently, 64.4% occasionally
  - Public Universities: 11.4% frequently, 67.8% occasionally

- **Study skills advising**
  - UC San Diego: 4.3% frequently, 25.6% occasionally
  - Public Universities: 6.2% frequently, 31.4% occasionally

- **Financial aid advising**
  - UC San Diego: 4.5% frequently, 33.2% occasionally
  - Public Universities: 5.7% frequently, 35.6% 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: 24.5% (UC San Diego) vs. 18.7% (Public Universities)
- Enrolled in a formal program where a group of students takes two or more courses together (e.g., FIG, learning community, linked courses): 5.9% (UC San Diego) vs. 11.7% (Public Universities)
- Taken a course or first-year seminar designed to help students adjust to college: 23.3% (UC San Diego) vs. 39.0% (Public Universities)
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

<table>
<thead>
<tr>
<th>Construct</th>
<th>UC San Diego</th>
<th>Public Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>All FTFT</td>
<td>49.4</td>
<td>50.0</td>
</tr>
<tr>
<td>Men</td>
<td>49.4</td>
<td>49.7</td>
</tr>
<tr>
<td>Women</td>
<td>49.4</td>
<td>50.2</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: 50.5% (UC San Diego) / 51.4% (Public Universities)
- Felt depressed: 44.1% (UC San Diego) / 44.5% (Public Universities)
- Lonely or homesick: 55.5% (UC San Diego) / 52.5% (Public Universities)
- Isolated from campus life: 22.5% (UC San Diego) / 19.8% (Public Universities)
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**: UC San Diego 2.8%, Public Universities 2.5%
- **Worried about your health**: UC San Diego 46.4%, Public Universities 42.6%
- **Had adequate sleep**: UC San Diego 20.9%, Public Universities 18.5%
- **Maintained a healthy diet**: UC San Diego 60.9%, Public Universities 62.2%
Since entering this college, have you sought personal counseling?

- UC San Diego: 27.2%
- Public Universities: 21.1%

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

- Student Health Services:
  - UC San Diego: 37.5%
  - Public Universities: 38.6%
  - UC San Diego: 17.2%
  - Public Universities: 16.8%
- Student Psychological:
  - UC San Diego: 5.6%
  - Public Universities: 5.9%
  - UC San Diego: 3.7%
  - Public Universities: 3.7%
Academic Outcomes and Experiences

Students develop skills, knowledge, and abilities through their experiences both in and out of the classroom.
**Academic Self-Concept**

*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

![Graph showing Academic Self-Concept scores for UC San Diego and Public Universities](image-url)
**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
- 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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<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>47.5</td>
</tr>
<tr>
<td>Public Universities</td>
<td>50.1</td>
<td>47.4</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
- Amount of contact with faculty
- Faculty during office hours
- Faculty outside of class or office hours
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: 62.8% frequently, 22.7% occasionally
  - Public Universities: 58.2% frequently, 30.1% occasionally

- That my contributions were valued in class:
  - UC San Diego: 59.1% frequently, 20.1% occasionally
  - Public Universities: 59.1% frequently, 20.1% occasionally

- That faculty encouraged me to ask questions and participate in discussions:
  - UC San Diego: 53.3% frequently, 44.5% occasionally
  - Public Universities: 58.9% frequently, 48.0% 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**
  - UC San Diego: 41.0% Strongly Agree, 13.3% Agree
  - Public Universities: 65.4% Strongly Agree, 11.0% Agree

- **Faculty empower me to learn here**
  - UC San Diego: 65.4% Strongly Agree, 11.0% Agree
  - Public Universities: 66.3% Strongly Agree, 12.8% Agree

- **At least one staff member has taken an interest in my development**
  - UC San Diego: 43.0% Strongly Agree, 20.9% Agree
  - Public Universities: 46.0% Strongly Agree, 20.9% Agree
**Academic Disengagement** measures the extent to which students engage in behaviors that are inconsistent with academic success.

**Construct Items**
- Been 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

![Bar chart showing academic disengagement rates for different groups](chart)
Academic Outcomes

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

- Knowledge of a particular field or discipline: 62.3% (UC San Diego) vs. 62.1% (Public Universities)
- Ability to conduct research: 57.3% (UC San Diego) vs. 61.0% (Public Universities)
- Ability to work as part of a team: 58.3% (UC San Diego) vs. 62.6% (Public Universities)
- Problem-solving skills: 65.7% (UC San Diego) vs. 67.3% (Public Universities)
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.

- Made a presentation in class: 57.9% frequently, 61.5% occasionally
- Contributed to class discussions: 23.8% frequently, 66.4% occasionally, 26.7% occasionally
- Received tutoring: 9.7% frequently, 41.4% occasionally, 38.8% occasionally
- Worked on a professor’s research project: 7.0% frequently, 9.3% occasionally, 16.3% occasionally

UC San Diego vs. Public Universities:

- UC San Diego frequently: 4.4%, occasionally: 11.1%
- Public Universities frequently: 26.7%, occasionally: 23.8%
Active and Collaborative Learning

These items illustrate the extent to which students have deepened 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>Received advice/counseling from another student</td>
<td>61.7%</td>
<td>67.7%</td>
</tr>
<tr>
<td>Studied with other students</td>
<td>33.7%</td>
<td>68.6%</td>
</tr>
<tr>
<td>Discussed course content with students outside of class</td>
<td>37.8%</td>
<td>55.4%</td>
</tr>
<tr>
<td>Worked with classmates on group projects</td>
<td>12.3%</td>
<td>13.8%</td>
</tr>
</tbody>
</table>

UC San Diego: Frequently (blue), Occasionally (yellow)
Public Universities: Frequently (dark blue), Occasionally (light blue)
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
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 (e.g., boycott, rally, protest)
- 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

47.2 49.0 47.3 49.1 47.1 48.9
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

Student Research & Information, Institutional Research, Academic Affairs
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>
</tr>
</thead>
<tbody>
<tr>
<td>50.1</td>
<td>49.4</td>
<td>50.4</td>
</tr>
<tr>
<td>48.6</td>
<td>48.3</td>
<td>48.8</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
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, religion, or disability status: UC San Diego 16.4%, 14.1%; Public Universities 4.3%, 3.4%.
- There is a lot of racial tension on this campus: UC San Diego 19.7%, 17.1%; Public Universities 4.9%, 4.2%.
- In class, I have heard faculty express stereotypes: UC San Diego 19.2%, 20.8%; Public Universities 5.7%, 5.9%.
- Sexual violence is prevalent on this campus: UC San Diego 18.2%, 23.8%; Public Universities 1.9%. 
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: 39.6% Very Satisfied, 42.7% Satisfied, 9.5% Other
- Racial/ethnic diversity of student body: 35.3% Very Satisfied, 41.0% Satisfied, 16.2% Other
- Respect for the expression of diverse beliefs: 51.5% Very Satisfied, 52.4% Satisfied, 18.2% Other

UC San Diego and Public Universities comparison.
Understanding how students perceive their college experience identifies areas that are working well and sheds light on those that need improvement.
Satisfaction with Courses

Satisfaction with Courses 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 (e.g., first-year seminar, learning community, linked courses, common book)
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: 43.4% Very Satisfied, 24.0% Satisfied
  - Public Universities: 18.3% Very Satisfied, 24.0% Satisfied

- Class size
  - UC San Diego: 16.8% Very Satisfied, 5.6% Satisfied
  - Public Universities: 16.7% Very Satisfied, 32.8% Satisfied

- First-year programs
  - UC San Diego: 38.3% Very Satisfied, 41.6% Satisfied
  - Public Universities: 18.8% Very Satisfied, 37.6% Satisfied

- Library resources
  - UC San Diego: 24.4% Very Satisfied, 51.1% Satisfied
  - Public Universities: 28.5% Very Satisfied, 50.5% 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.

- Amount of contact with faculty
- Your overall academic experience
- Overall quality of instruction

UC San Diego
- Very Satisfied
- Satisfied

Public Universities
- Very Satisfied
- Satisfied

<table>
<thead>
<tr>
<th>Category</th>
<th>UC San Diego</th>
<th>Public Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of contact with faculty</td>
<td>36.9%</td>
<td>53.8%</td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>7.7%</td>
<td>13.9%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>43.8%</td>
<td>55.3%</td>
</tr>
<tr>
<td>Your overall academic experience</td>
<td>50.6%</td>
<td>15.8%</td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>15.8%</td>
<td></td>
</tr>
<tr>
<td>Satisfied</td>
<td>52.3%</td>
<td></td>
</tr>
<tr>
<td>Overall quality of instruction</td>
<td>60.0%</td>
<td></td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>19.0%</td>
<td></td>
</tr>
<tr>
<td>Satisfied</td>
<td>53.8%</td>
<td></td>
</tr>
</tbody>
</table>
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
- UC San Diego: 28.5%
- Public Universities: 30.0%

Orientation for new students
- UC San Diego: 13.9%
- Public Universities: 17.8%

Student housing
- UC San Diego: 36.3%
- Public Universities: 41.3%
Future Plans

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

- Take courses at this institution: UC San Diego 31.6%, Public Universities 29.8%
- Take courses at another institution: UC San Diego 27.0%, Public Universities 27.7%
- Work for pay: UC San Diego 80.1%
- Participate in internship: UC San Diego 29.5%, Public Universities 24.1%
- Travel: UC San Diego 62.6%, Public Universities 67.3%
Future Plans

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

<table>
<thead>
<tr>
<th>Choice</th>
<th>UC San Diego</th>
<th>Public Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely Yes</td>
<td>36.0%</td>
<td>38.0%</td>
</tr>
<tr>
<td>Probably Yes</td>
<td>39.3%</td>
<td>39.5%</td>
</tr>
<tr>
<td>Probably No</td>
<td>13.0%</td>
<td>11.2%</td>
</tr>
<tr>
<td>Definitely No</td>
<td>5.3%</td>
<td>4.5%</td>
</tr>
</tbody>
</table>
Overall Satisfaction

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

### Construct Items

- Overall college experience
- If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?
- Overall academic experience
- Overall quality of instruction

![Bar Chart](chart.png)

- **All FTFT**
  - UC San Diego: 47.7
  - Public Universities: 49.0
- **Men**
  - UC San Diego: 48.0
  - Public Universities: 48.7
- **Women**
  - UC San Diego: 47.5
  - Public Universities: 49.2
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

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