
University of California-San Diego

Your First College Year Survey

2023 Results

First-time, Full-time Freshmen

University of California-San Diego
N=653

Baccalaureate Institutions - High Selectivity (> 1,200)
N=1,111

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
- Diversity and campus climate
- Satisfaction

Table of Contents

Demographics

- Gender Identity and Sexual Orientation
- Race/Ethnicity and Housing
- Financing College

Adjustment to College

- Academic Adjustment
- Sense of Belonging
- Navigational Action
- Health and Wellness

Academic Outcomes and Experiences

- Habits of Mind
- Academic Self-Concept
- Academic Disengagement
- Faculty Interaction
- General Interpersonal Validation

Co-Curricular Experiences

- Social Agency
- Civic Engagement
- Civic Awareness
- Pluralistic Orientation

Diversity and Campus Climate

- Positive Cross-Racial Interaction
- Negative Cross-Racial Interaction
- Campus Climate and Diversity
- Satisfaction with Campus Diversity

Satisfaction

- Satisfaction with Coursework
- Satisfaction with Academic Support and Courses
- Satisfaction with Services and Community
- Overall Satisfaction

COVID-19 Pandemic

- Sources of Stress

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

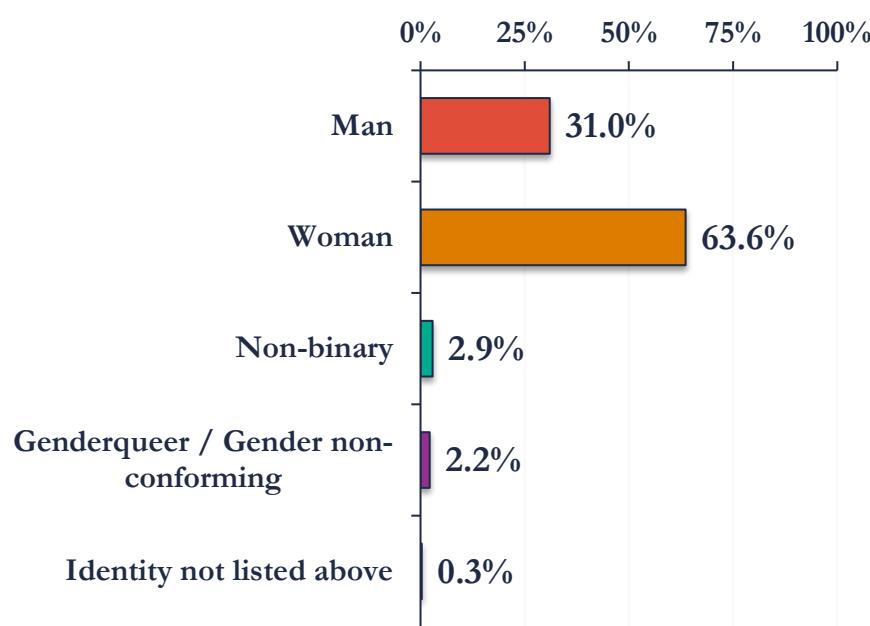
Constructs statistically aggregate the results from CIRP questions that tap into key aspects of the college experience. They focus on student traits and institutional practices contributing to students' academic and social development.

Longitudinal Constructs

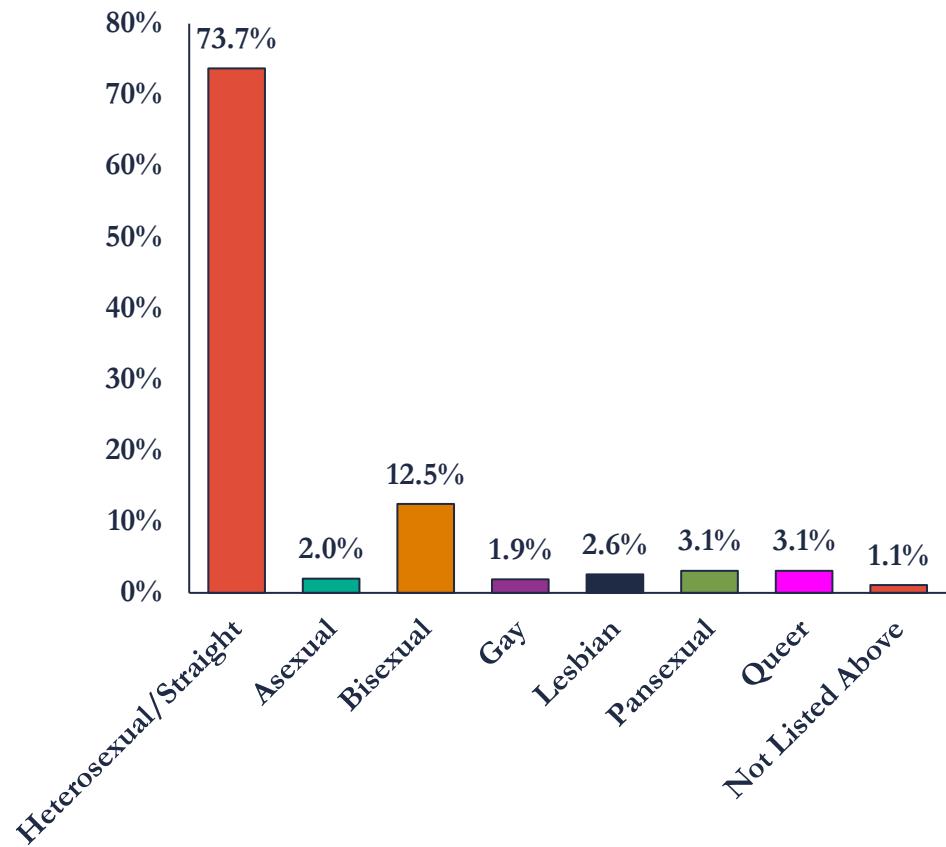
These are constructs that are included on both the CIRP TFS and YFCY that measure change in your student population over time.

Demographics

Gender Identity

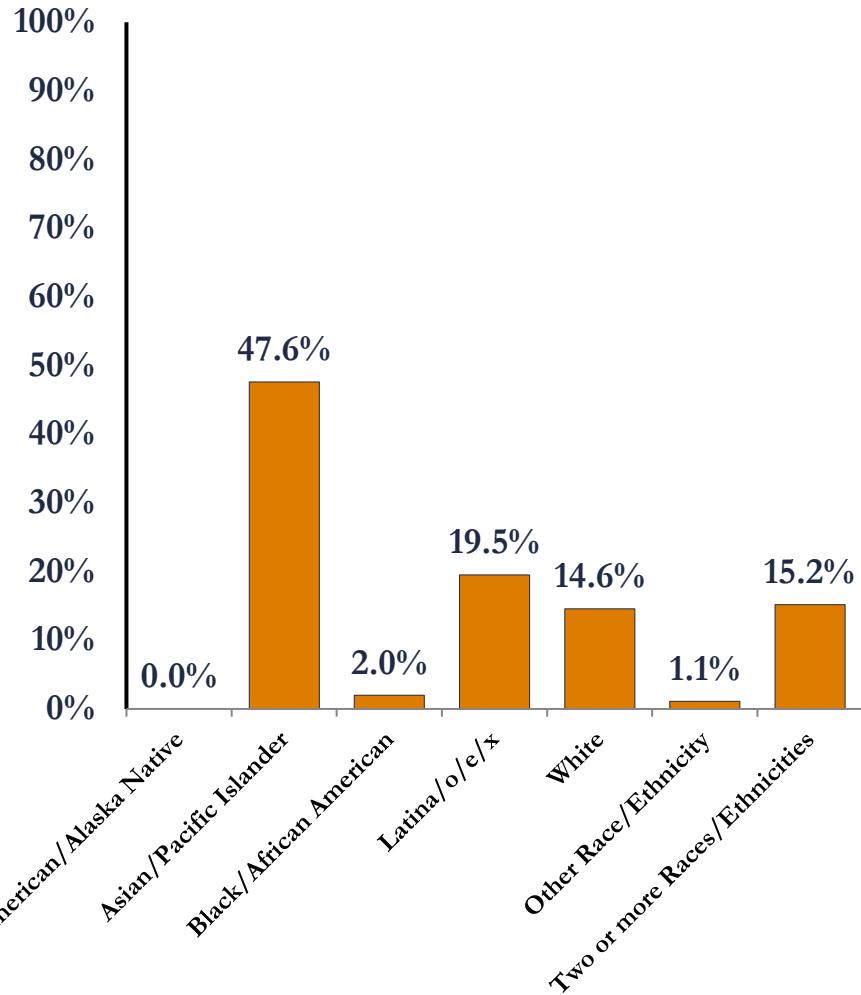


Sexual Orientation

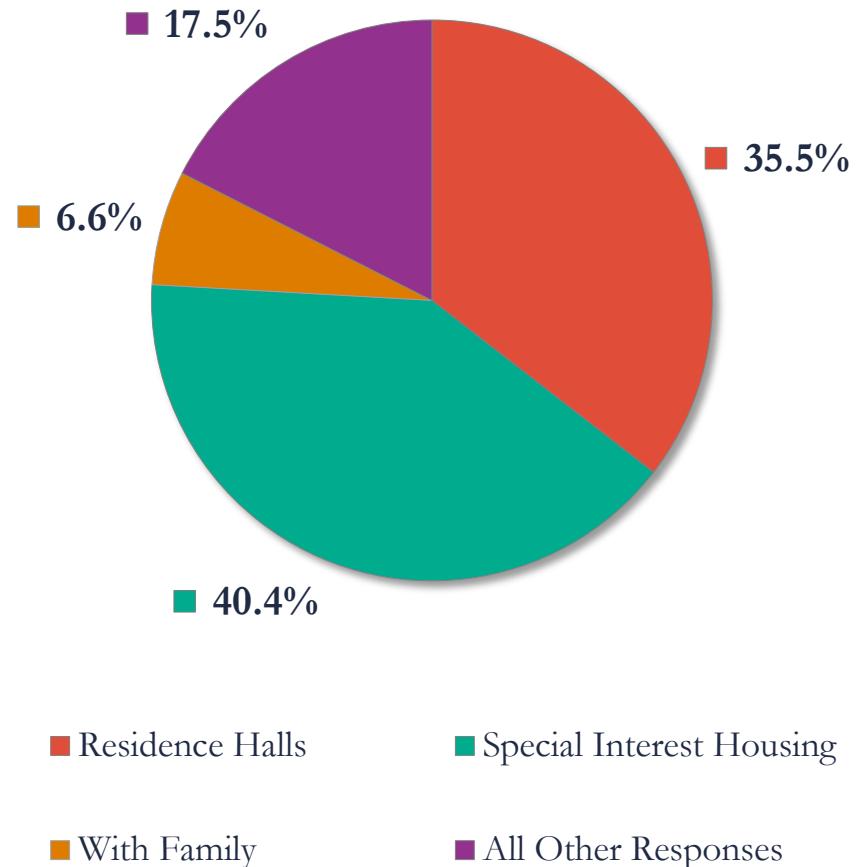


Demographics

Race/Ethnicity

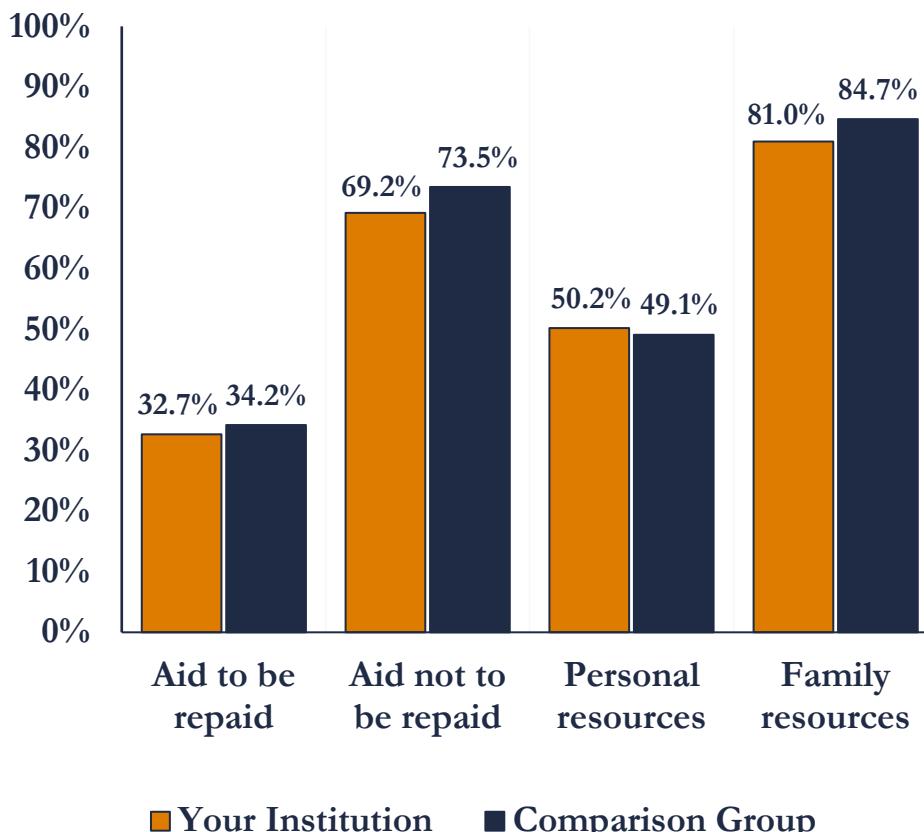


Housing

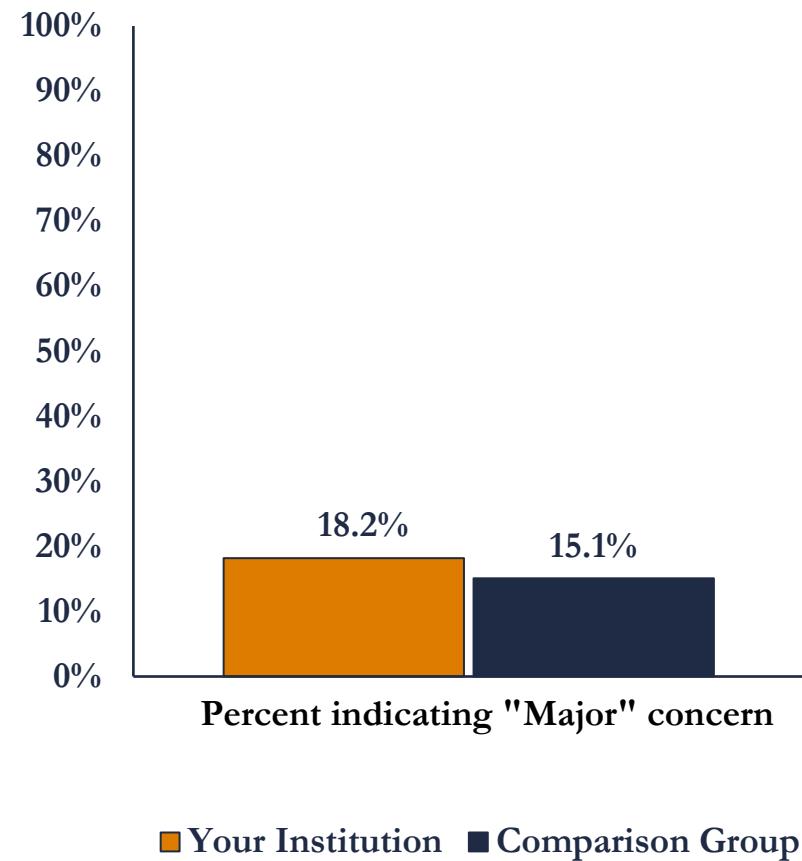


Financing College

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?

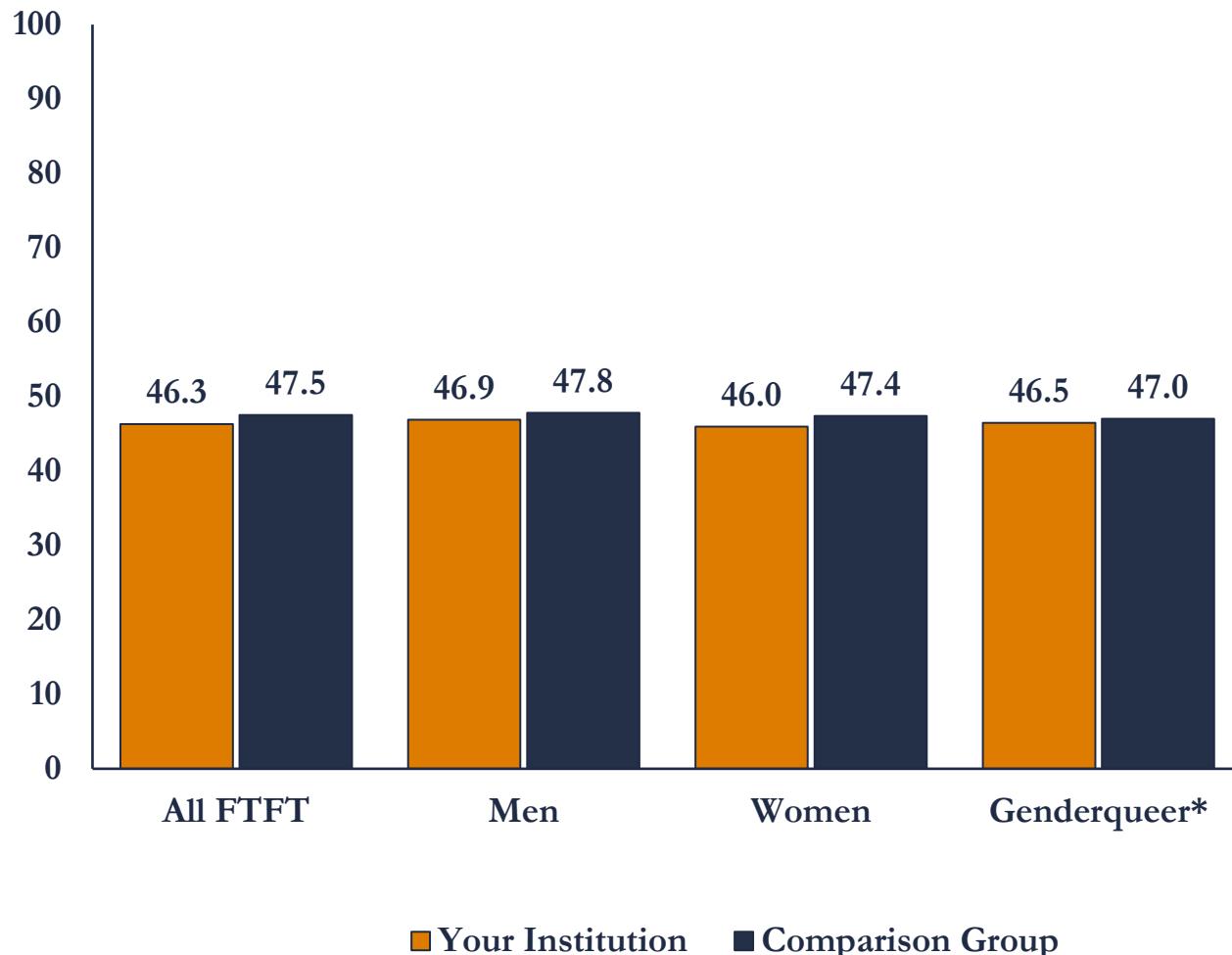


Adjustment to College

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.



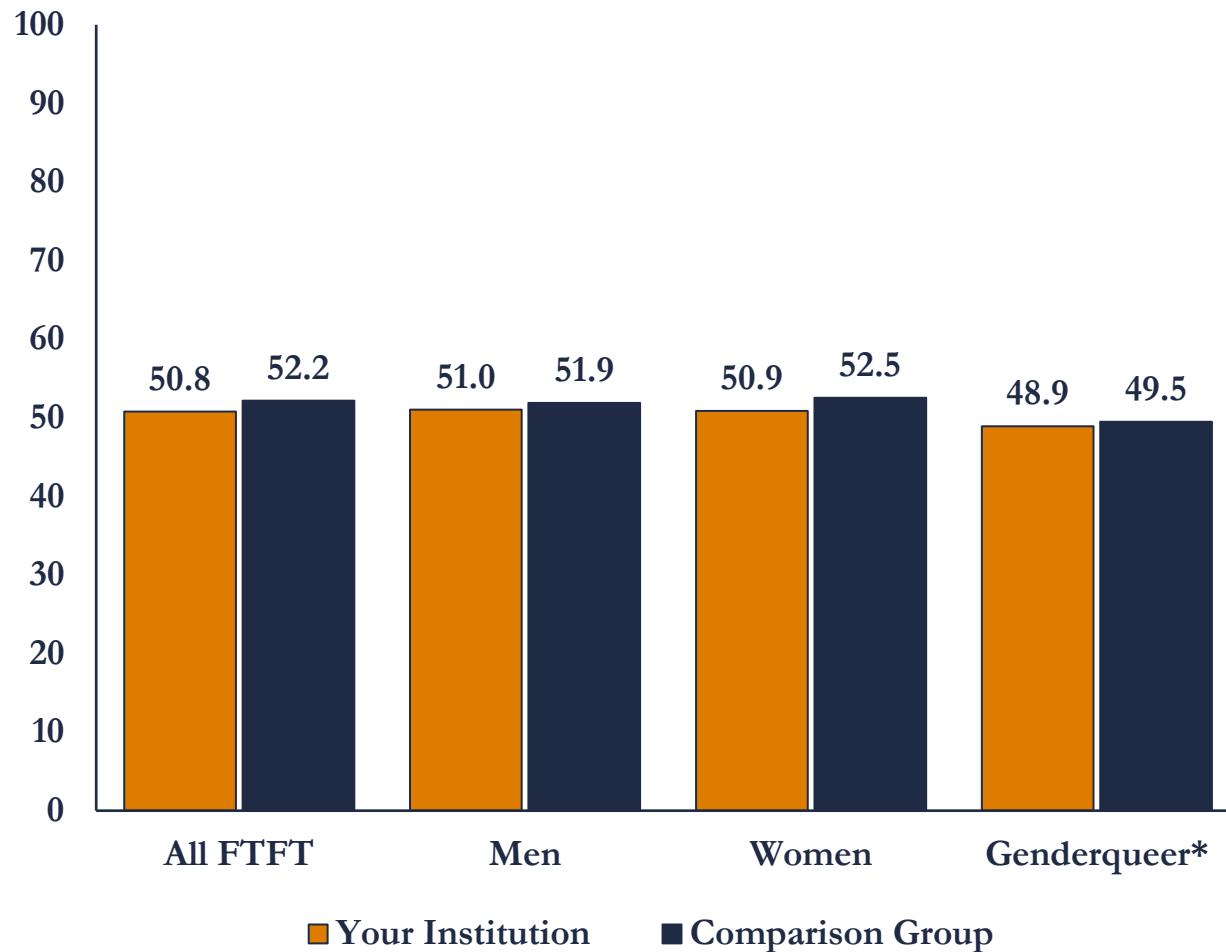
Construct Items

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

* Includes non-binary, genderqueer, gender non-conforming, identity not listed above

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.



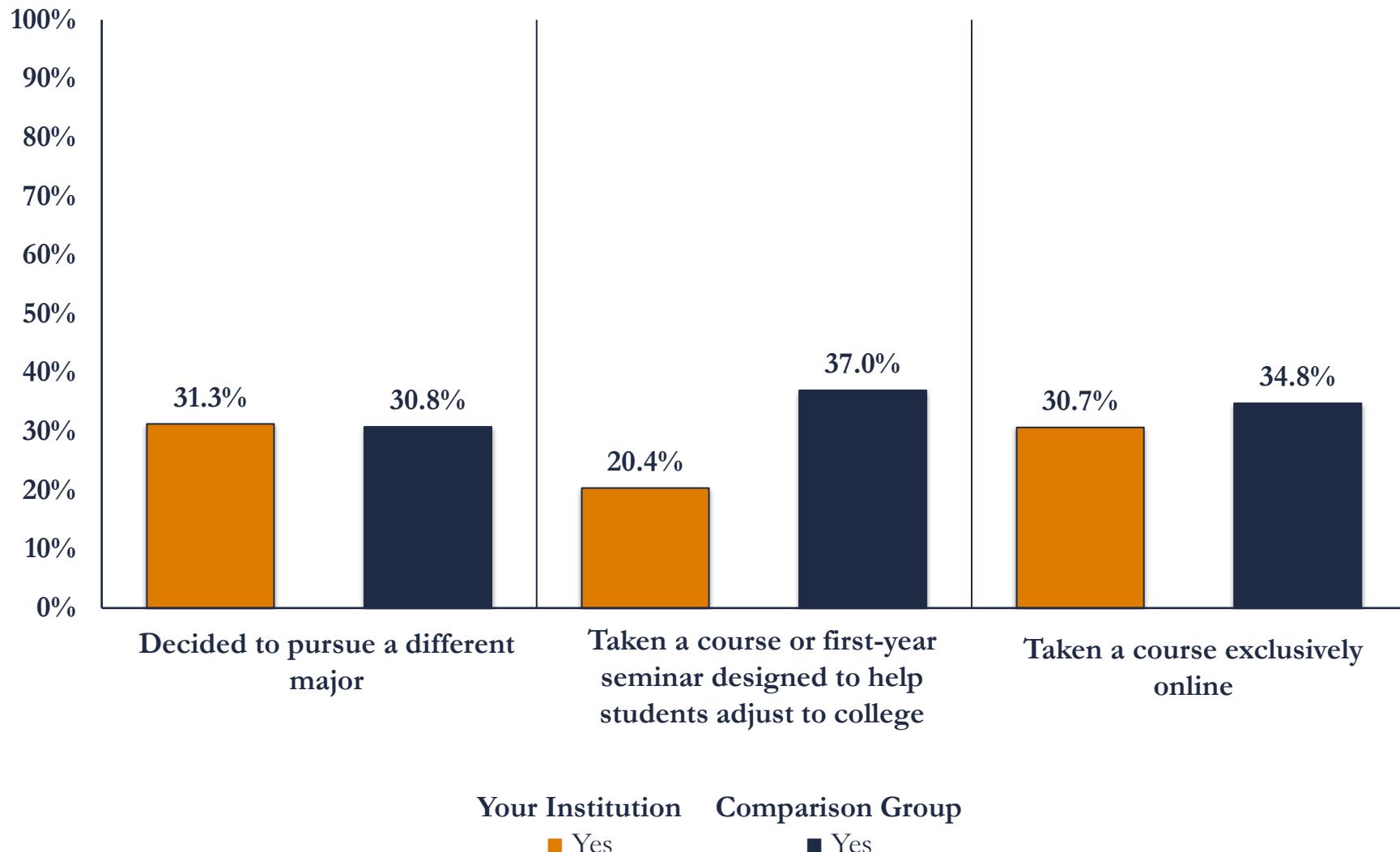
Construct Items

- 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

* Includes non-binary, genderqueer, gender non-conforming, identity not listed above

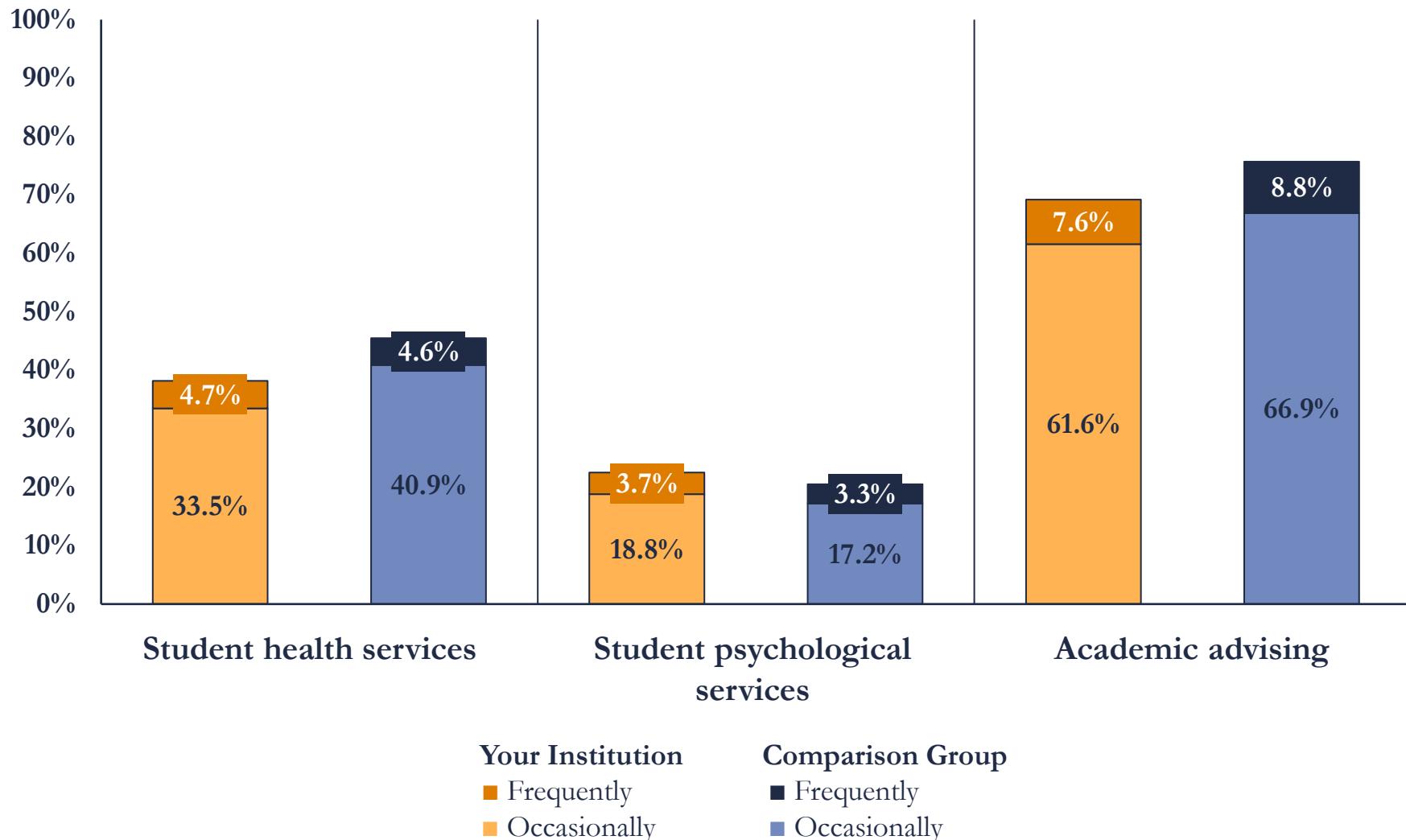
Navigational Action

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



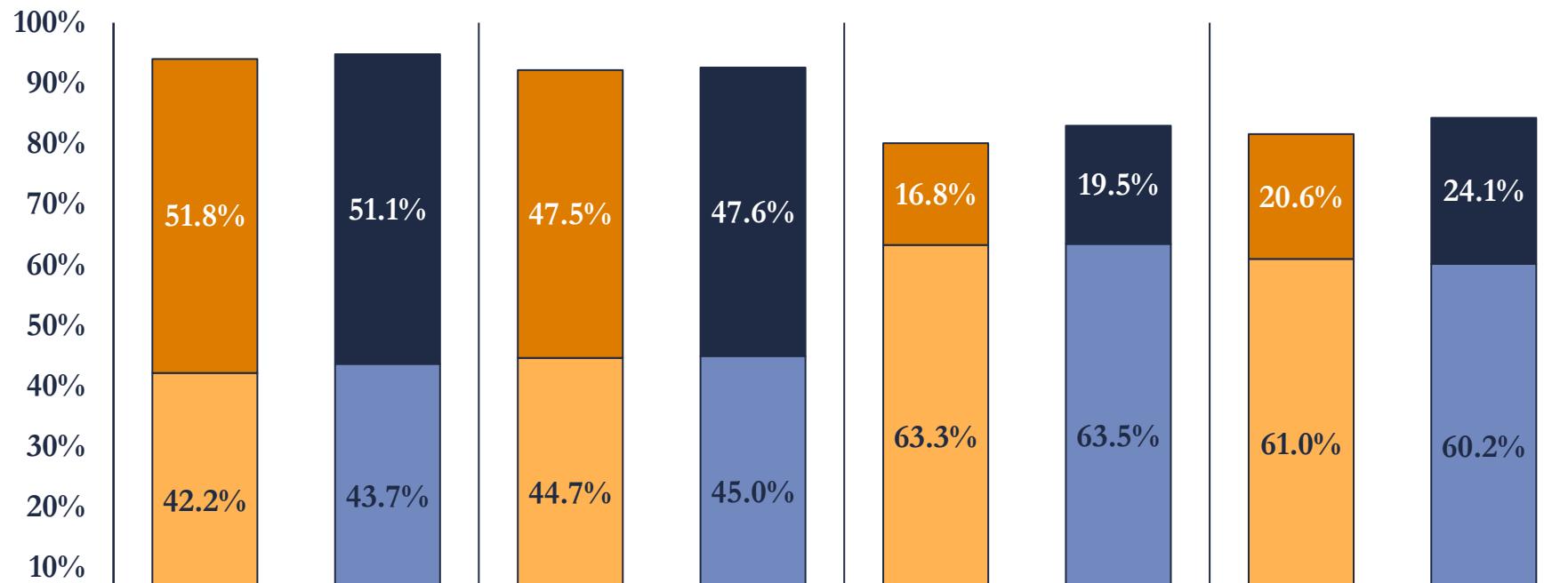
Navigation Action

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



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.



Your Institution
■ Frequently
■ Occasionally

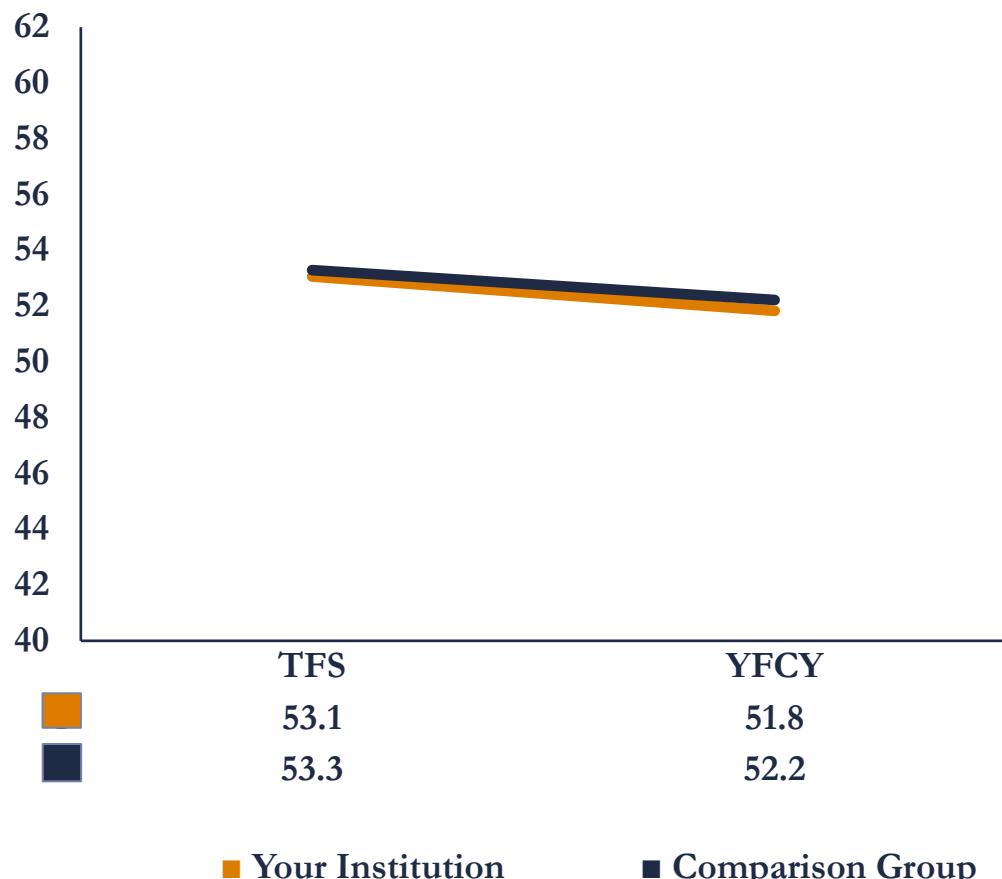
Comparison Group
■ Frequently
■ Occasionally

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.

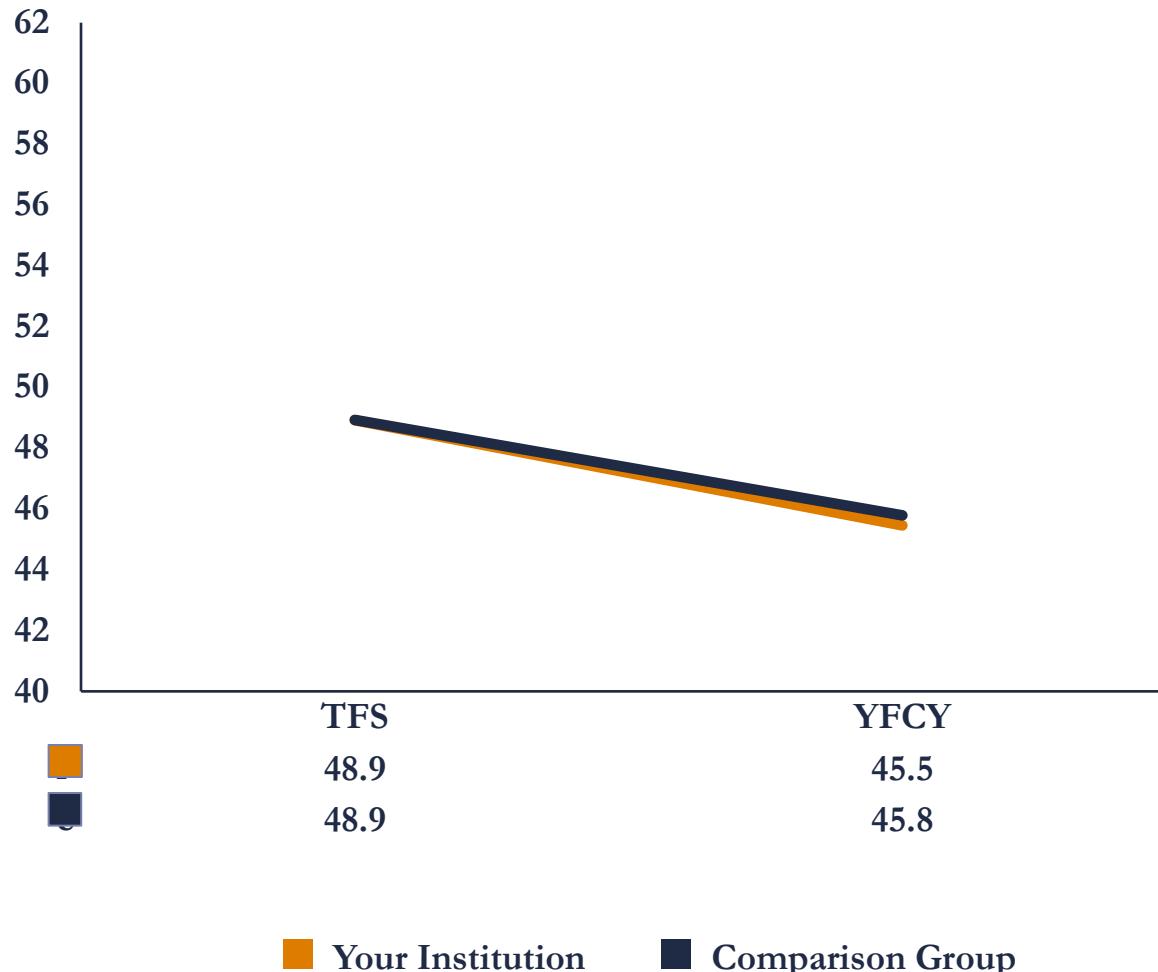


Construct Items

- Support your opinions with a logical argument
- Seek solutions to problems and explain them to others
- Explore topics on your own, even though it was not required for a class
- Accept mistakes as part of the learning process
- Look up scientific research articles and resources

Academic Self-Concept

Academic Self-Concept is a unified measure of students' beliefs about their abilities and confidence in academic environments.

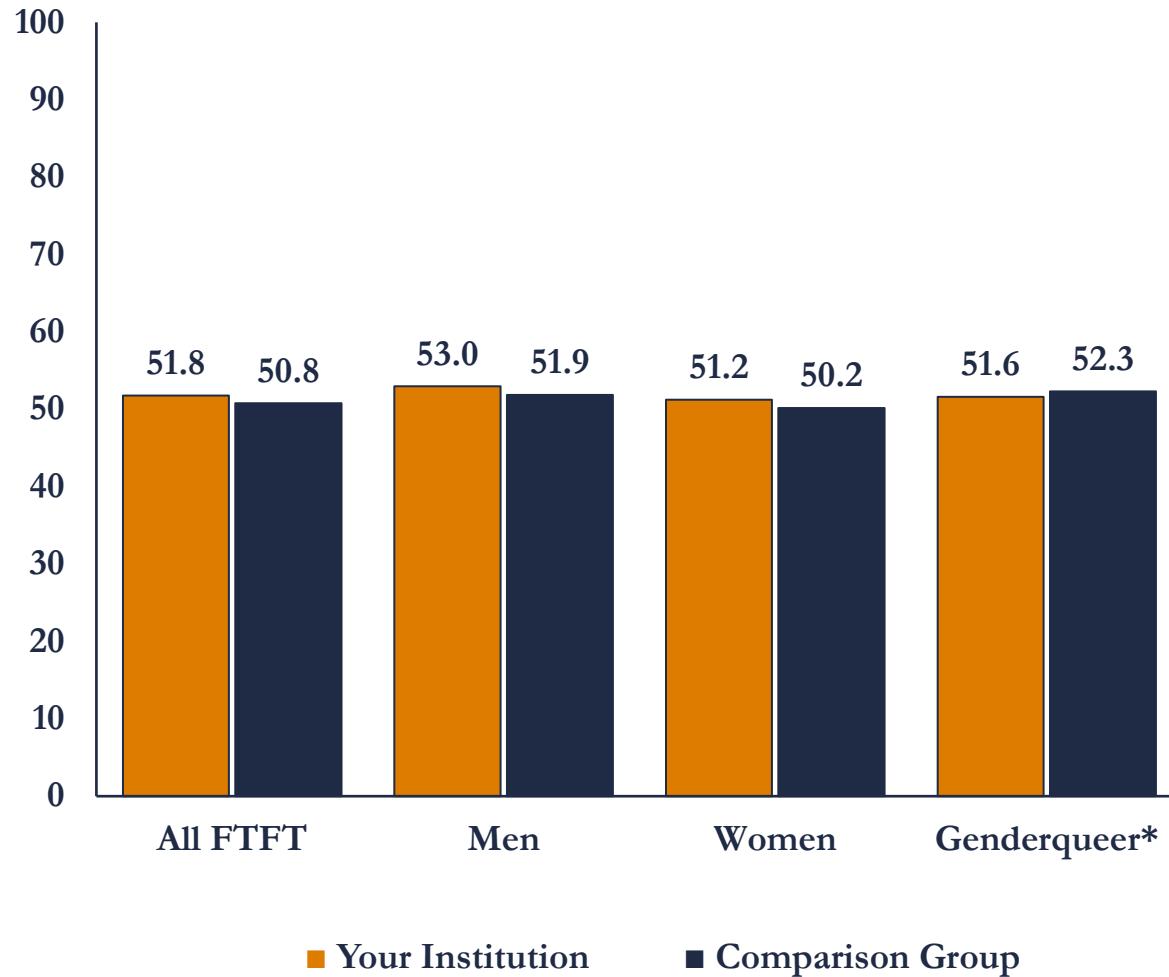


Construct Items

- Self-rated academic ability
- Self-rated mathematical ability
- Self-rated self-confidence (intellectual)
- Self-rated drive to achieve

Academic Disengagement

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



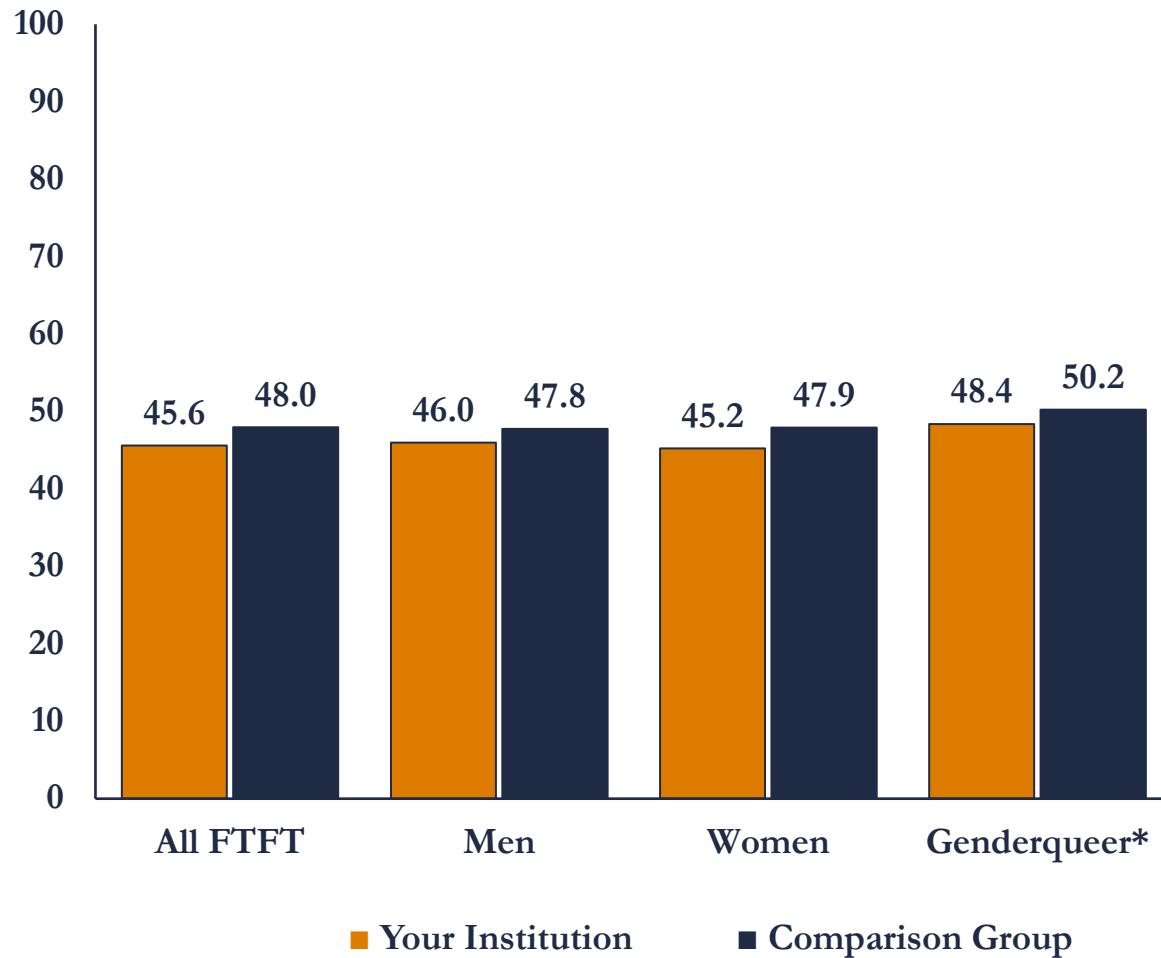
Construct Items

- Been late to class
- Turned in course assignment(s) late
- Turned in course assignments that did not reflect your best work

* Includes non-binary, genderqueer, gender non-conforming, identity not listed above

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

Since entering this college, how often have you:

- Communicated regularly with your professors
- Asked a professor for advice after class

Please rate your satisfaction with your college in each area:

- Amount of contact with faculty

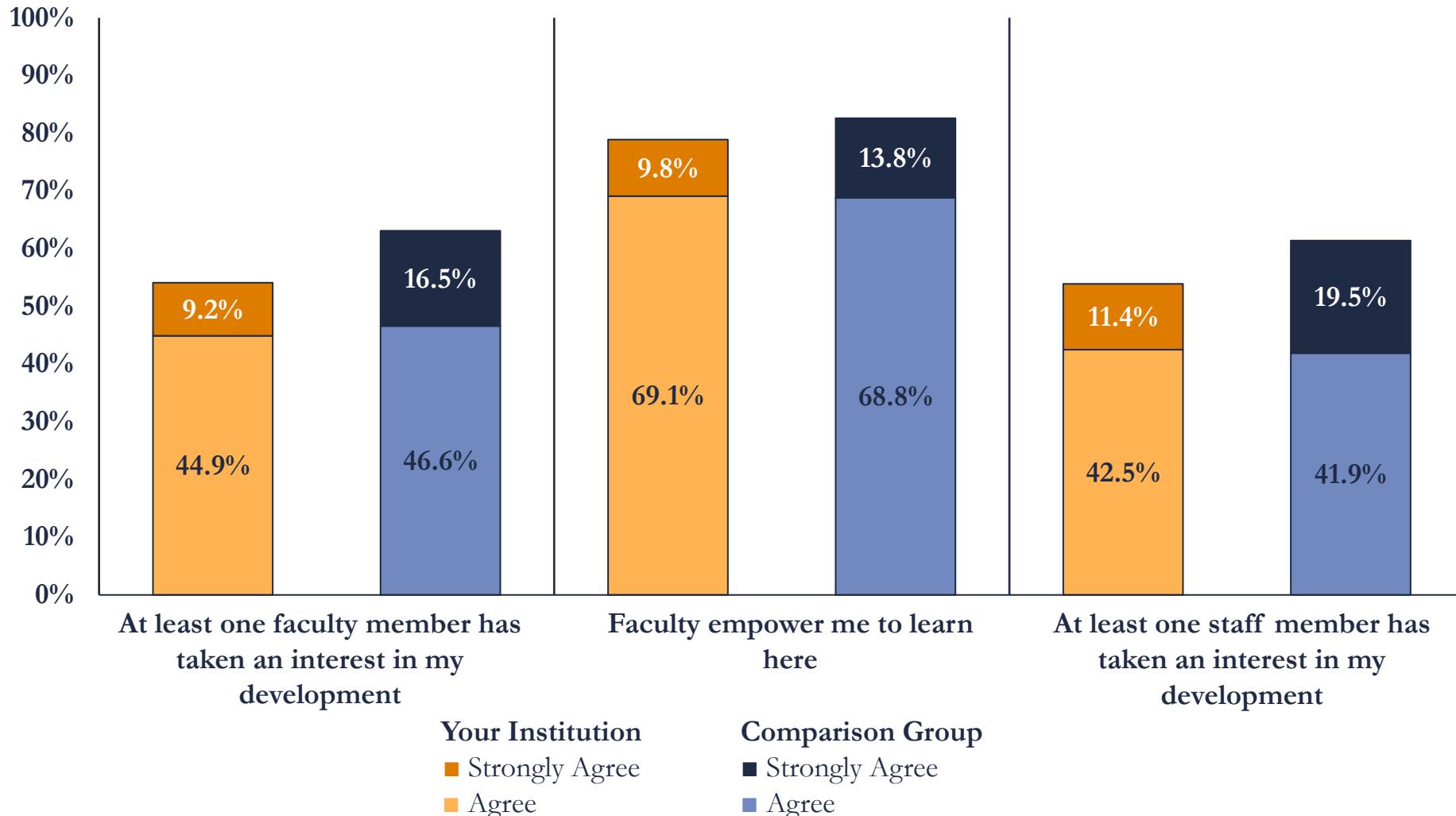
Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, text, or in person):

- Faculty during office hours
- Faculty outside of class or office hours

* Includes non-binary, genderqueer, gender non-conforming, identity not listed above

General Interpersonal Validation

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

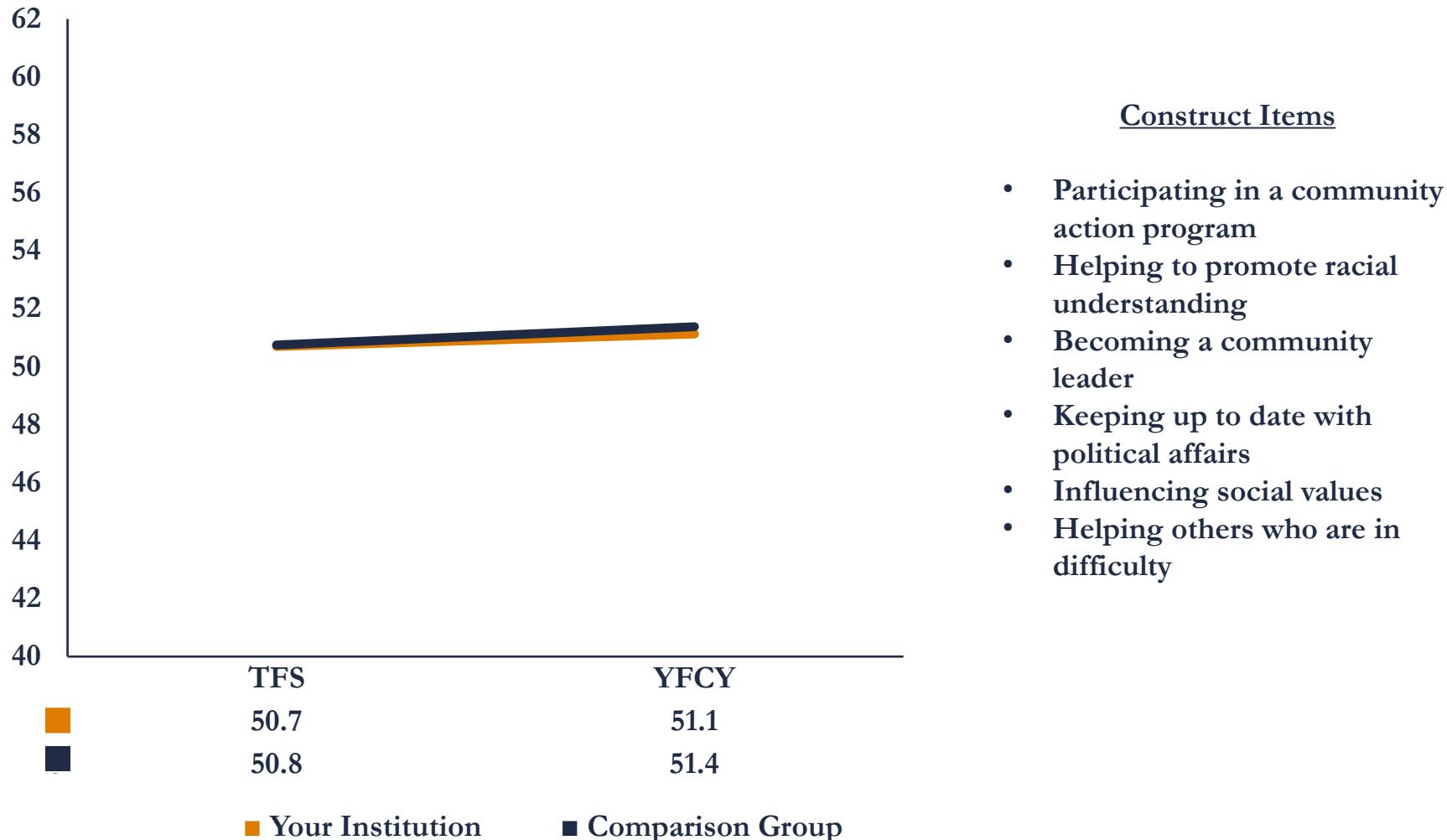


Co-curricular Experiences

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

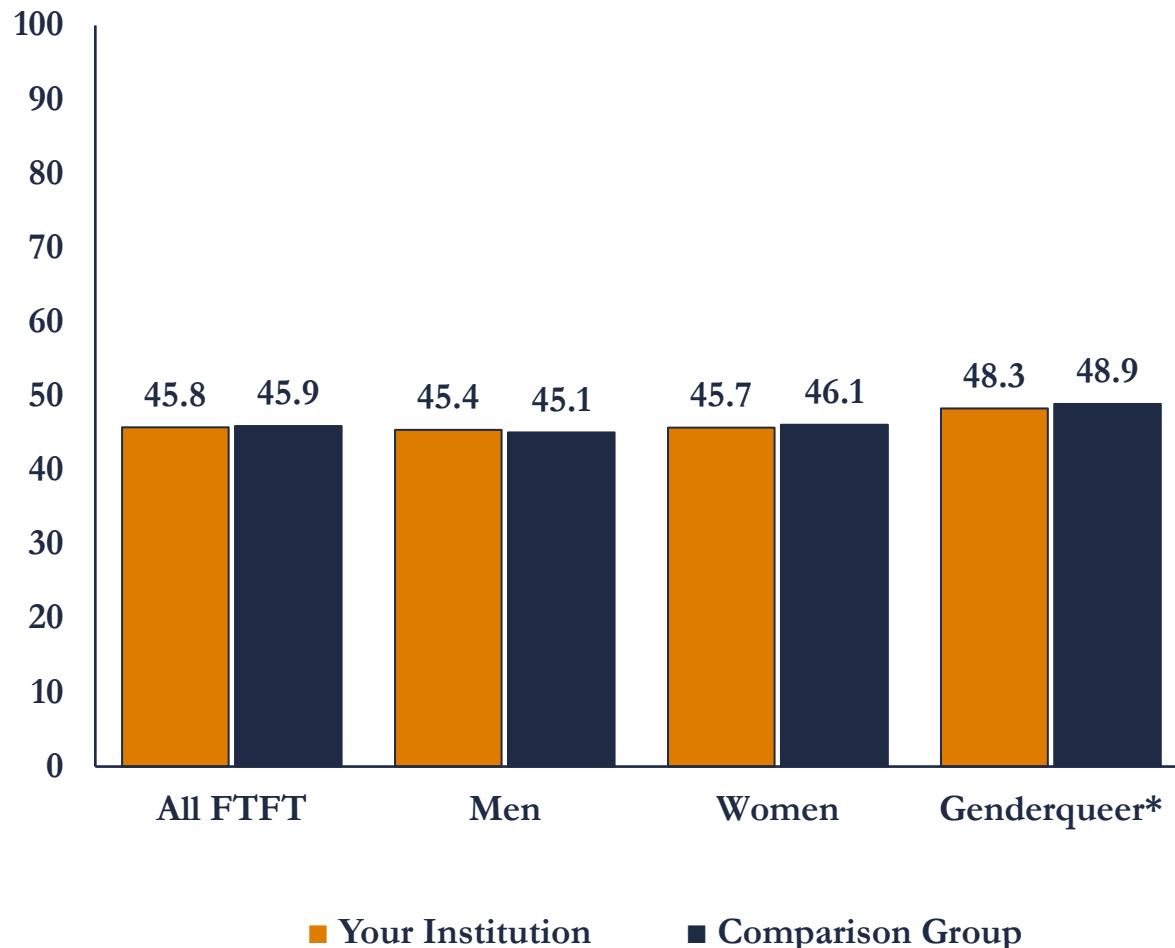
Social Agency

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 personal goals.



Civic Engagement

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.



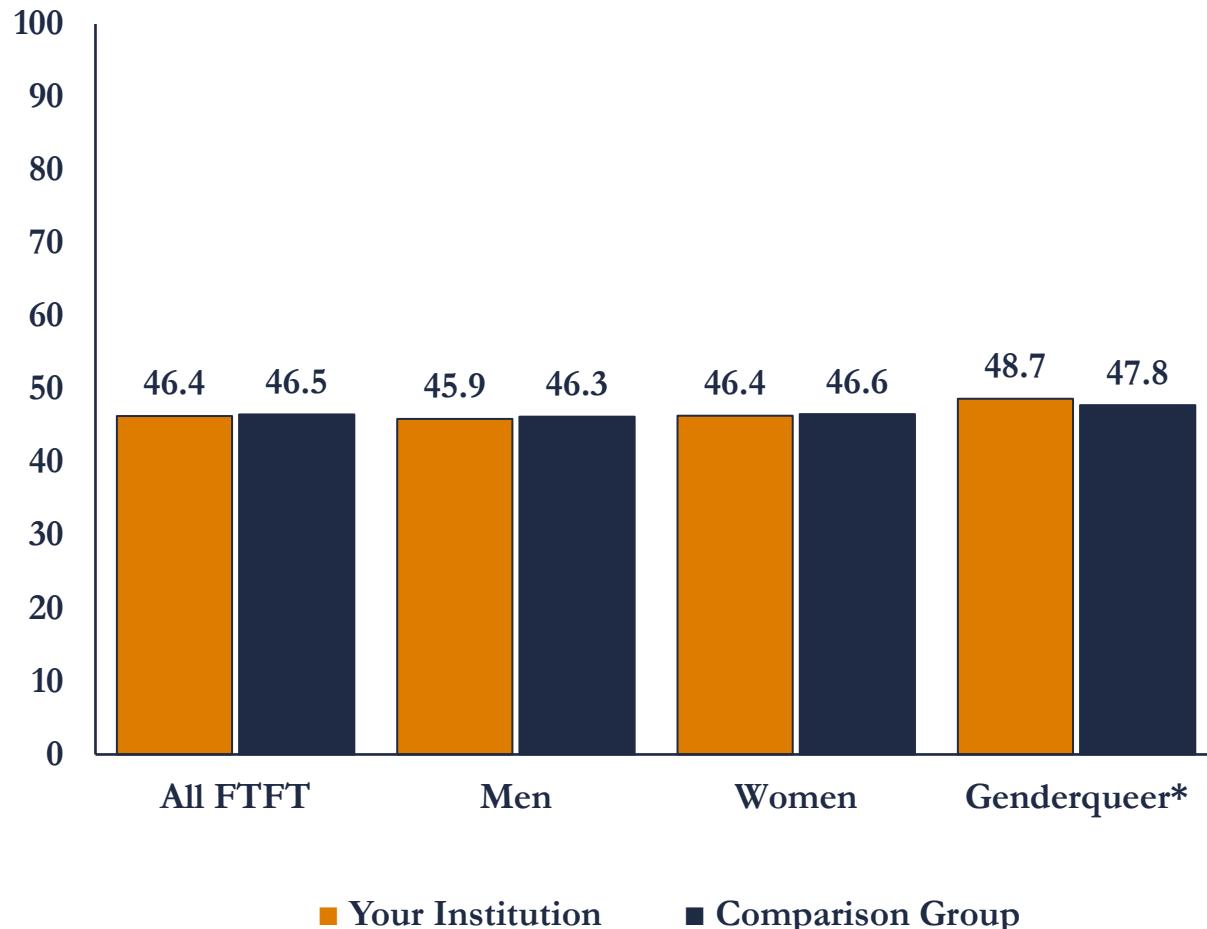
Construct Items

- Publicly communicated your opinion about a cause (e.g., blog, email, petition)
- Worked on a local, state, or national political campaign
- Keeping up to date with political affairs
- Influencing social values
- Helped raise money for a cause or campaign
- Performed volunteer work
- Demonstrated for a cause (e.g., boycott, rally, protest)

* Includes non-binary, genderqueer, gender non-conforming, identity not listed above

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.



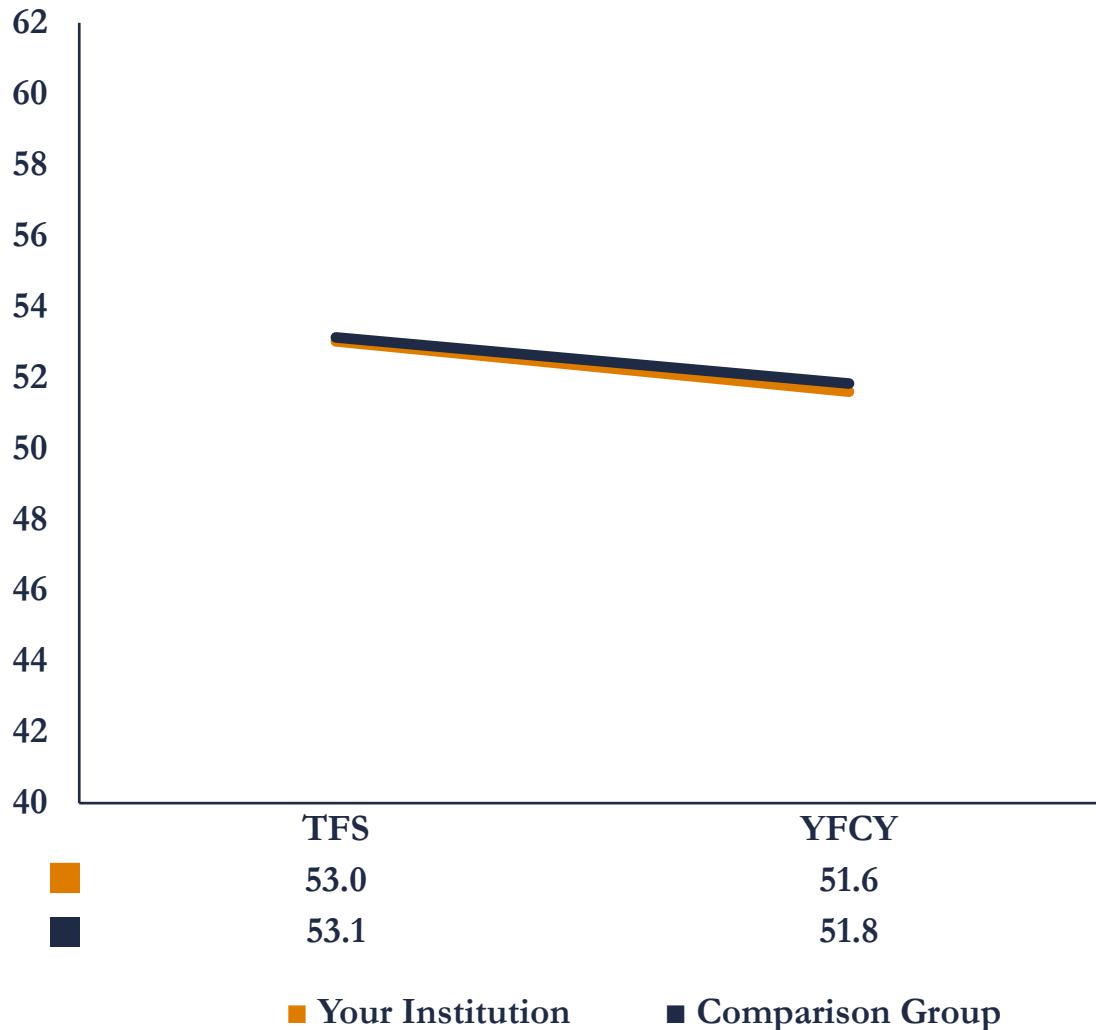
Construct Items

- Understanding of national issues
- Understanding of global issues
- Understanding the problems facing my community

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Pluralistic Orientation

Pluralistic Orientation measures skills and dispositions appropriate for living and working in a diverse society.



Construct Items

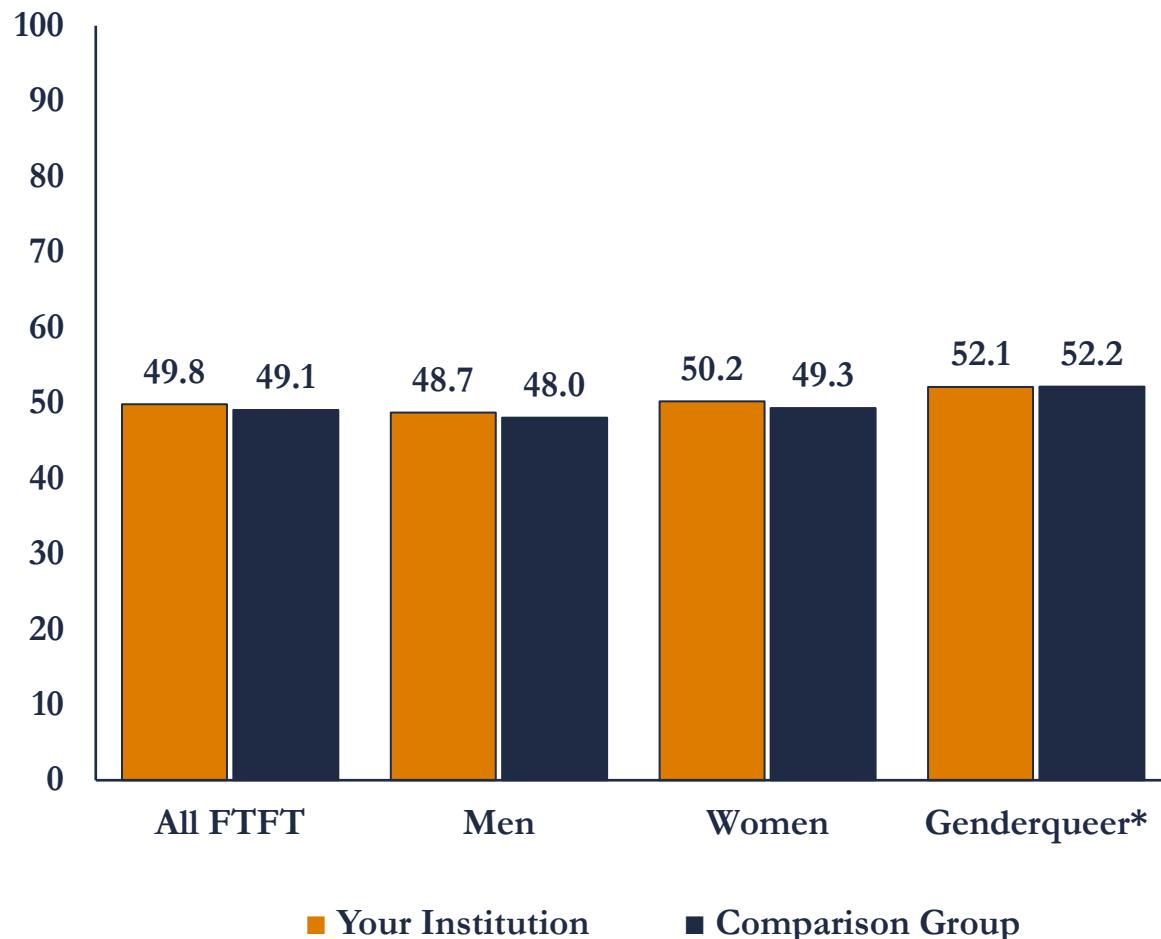
- Tolerance of others with different beliefs
- Ability to work cooperatively with diverse people
- Ability to discuss and negotiate controversial issues
- Openness to having my views challenged
- Ability to see the world from someone else's perspective

Diversity and Campus Climate

The social and psychological climate on campus can impact students' ability to benefit from their educational environment and their academic success.

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.



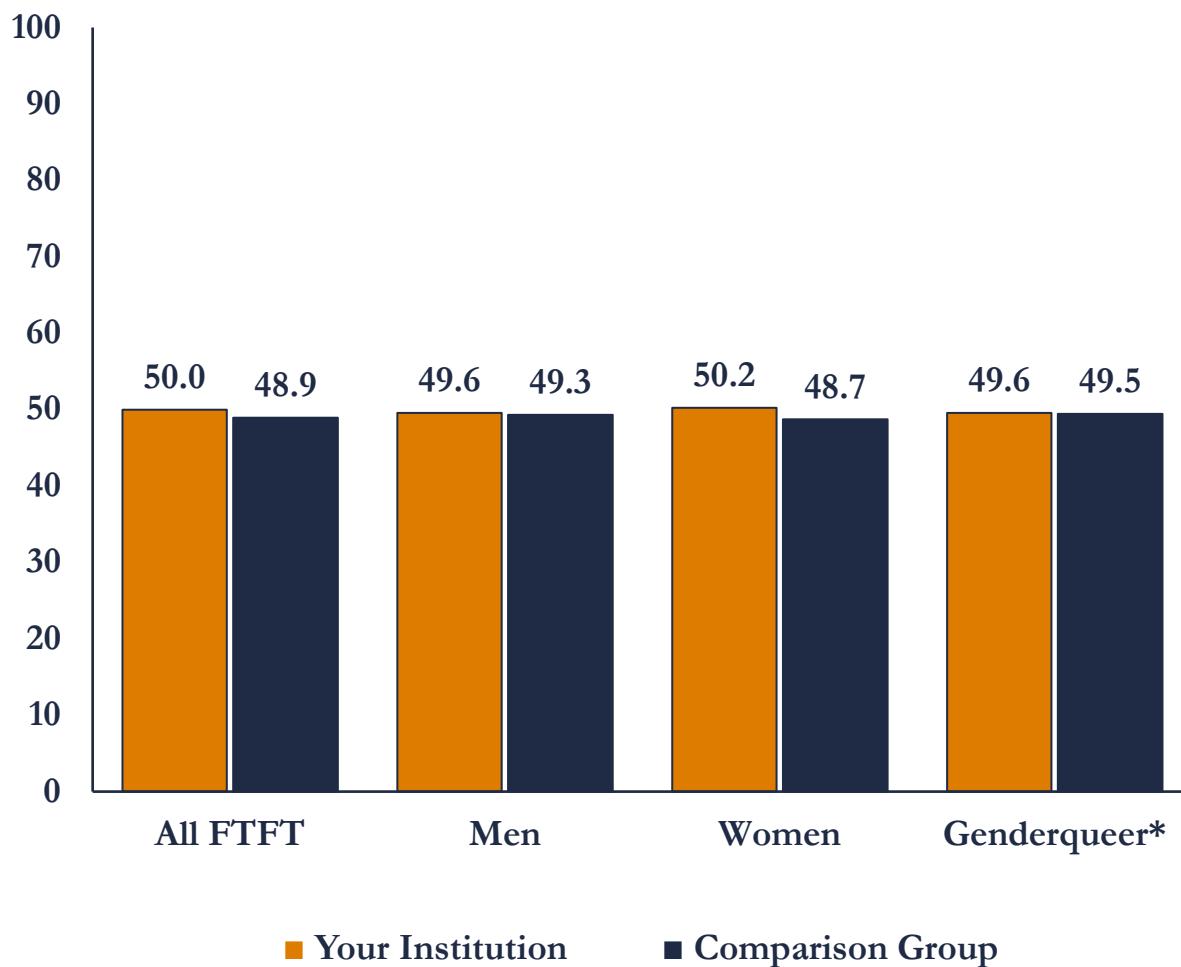
Construct Items

- Shared personal feelings and problems
- Had meaningful and honest discussions about race/ethnic relations outside of class
- Socialized or partied
- Dined or shared a meal
- Had intellectual discussions outside of class
- Studied or prepared for class

* Includes non-binary, genderqueer, gender non-conforming, identity not listed above

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.



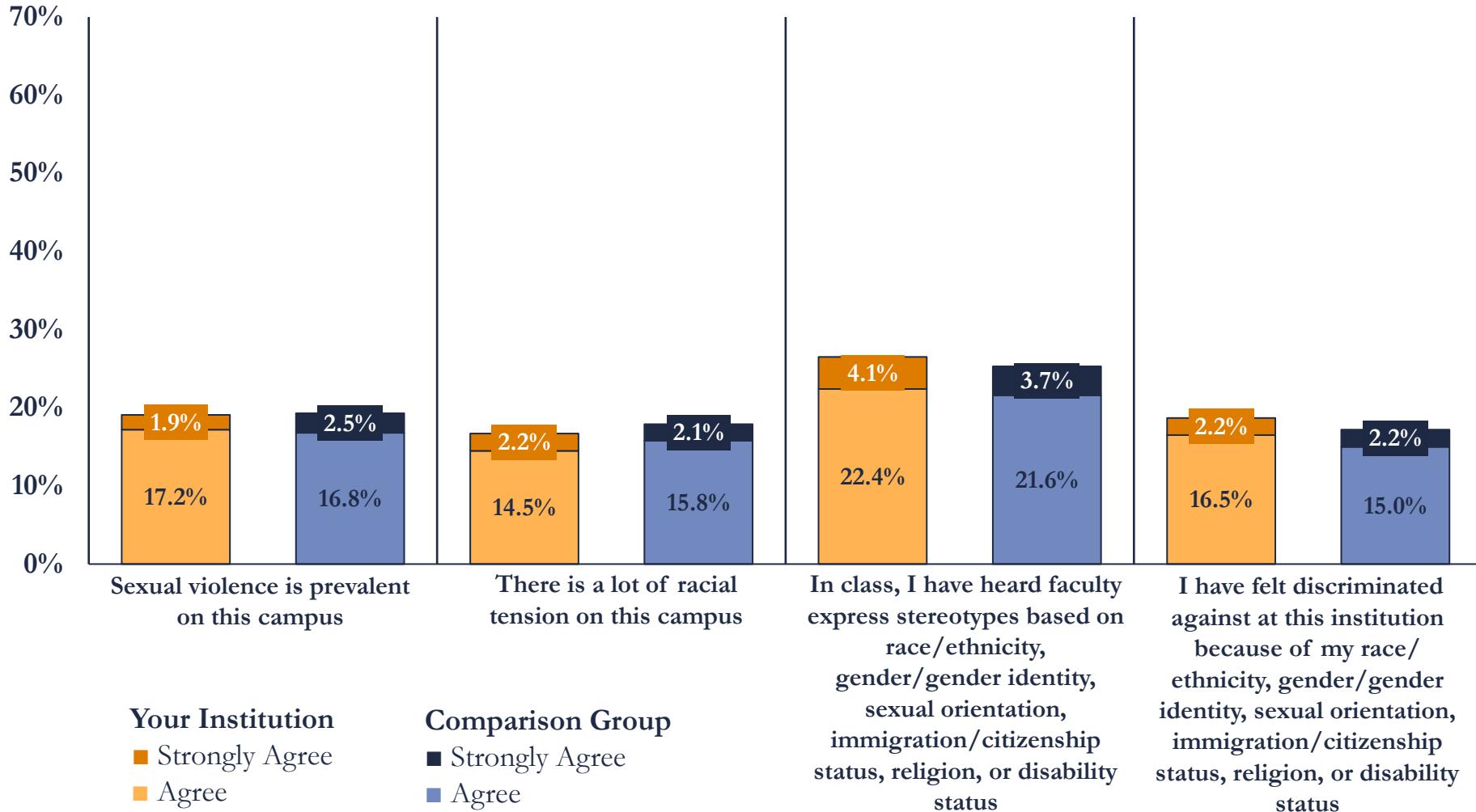
Construct Items

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

* Includes non-binary, genderqueer, gender non-conforming, identity not listed above

Campus Climate and Diversity

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



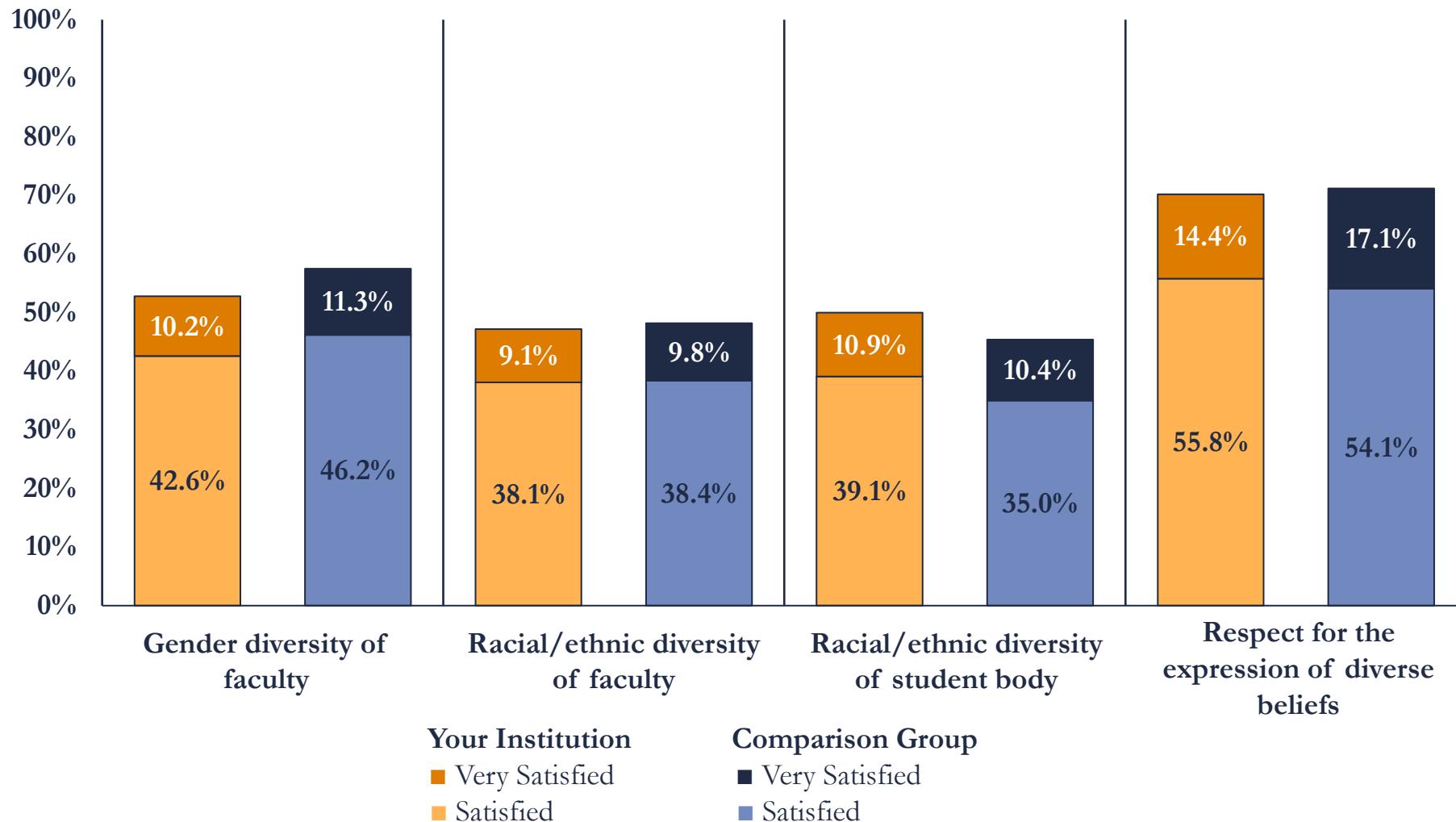
Your Institution
■ Strongly Agree
■ Agree

Comparison Group
■ Strongly Agree
■ Agree

In class, I have heard faculty express stereotypes based on race/ethnicity, gender/gender identity, sexual orientation, immigration/citizenship status, religion, or disability status

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.

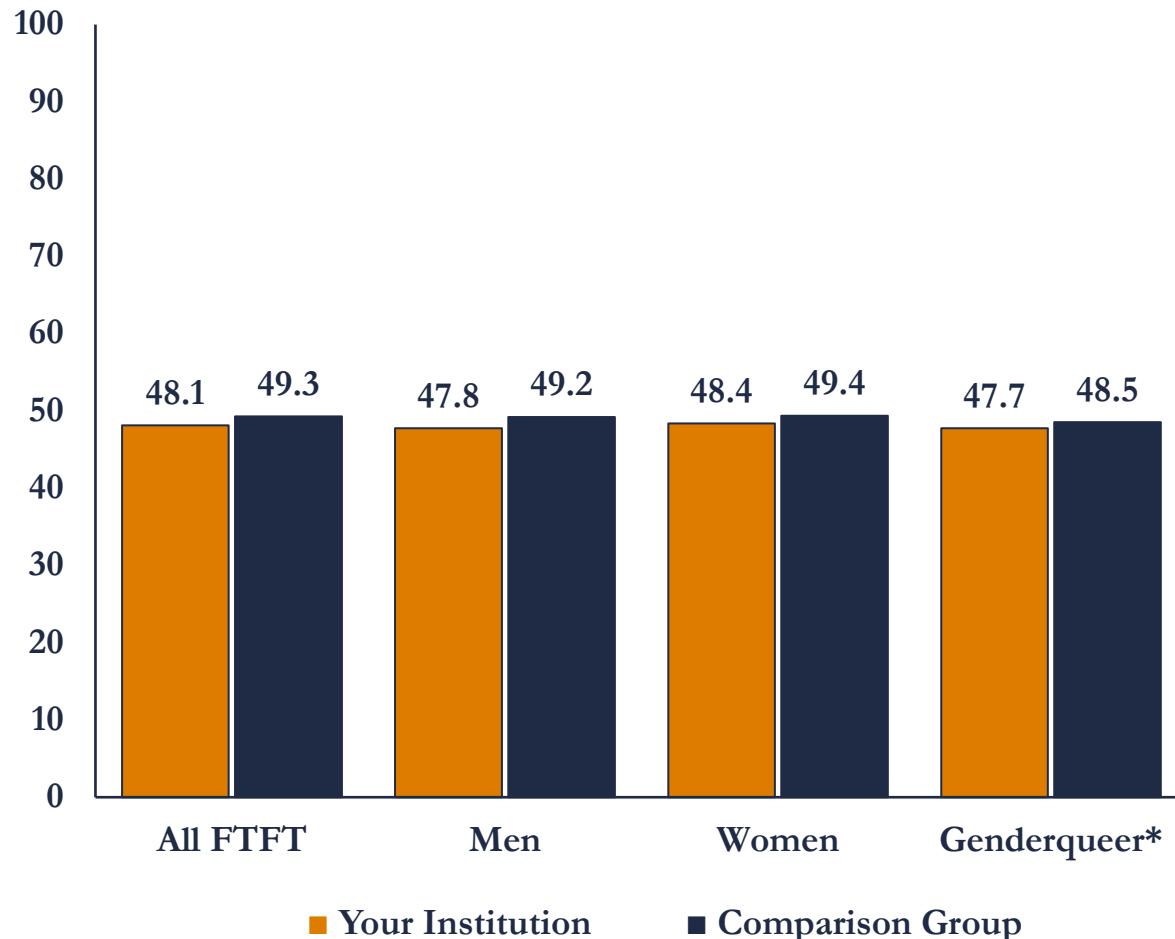


Satisfaction

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.



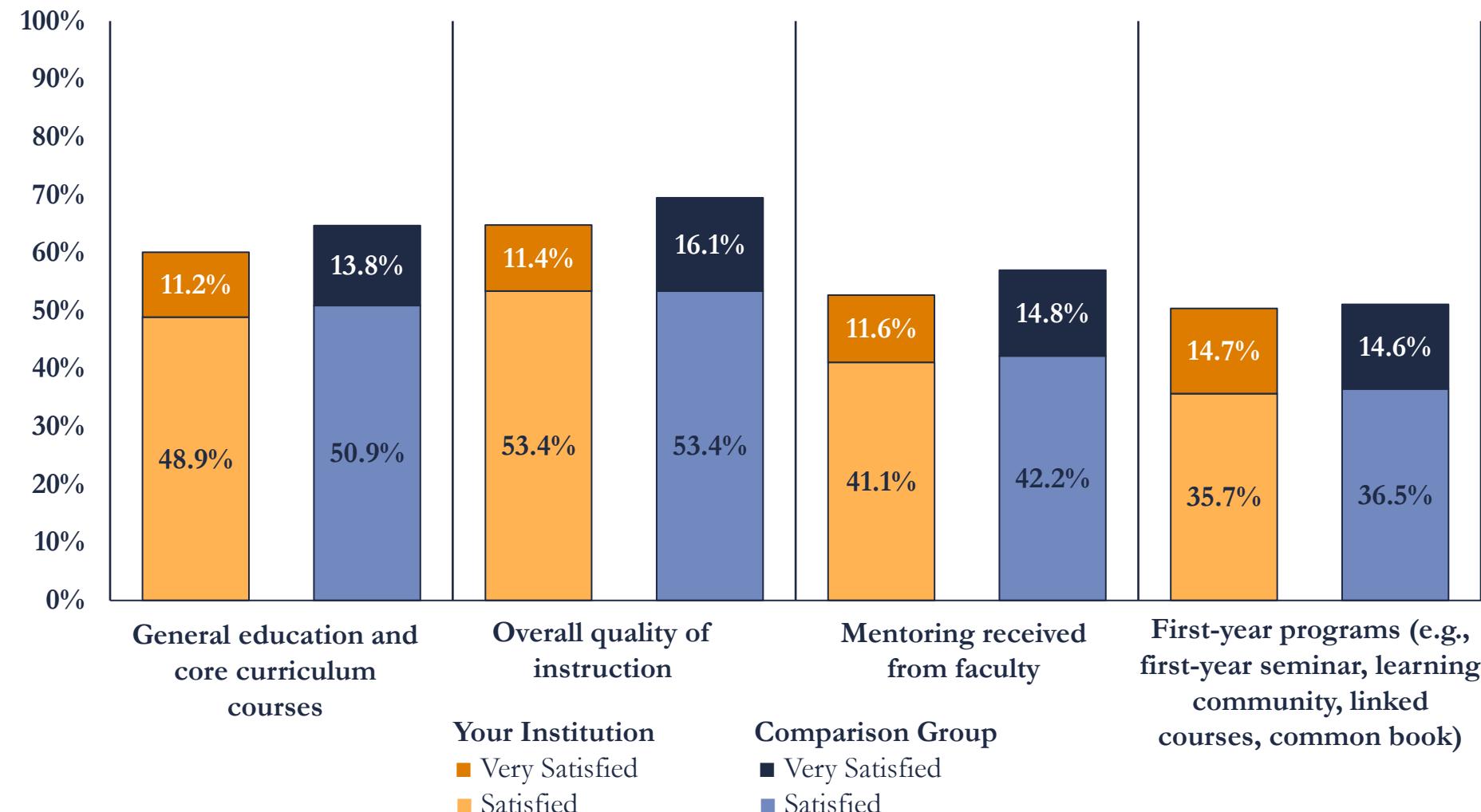
Construct Items

- 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)

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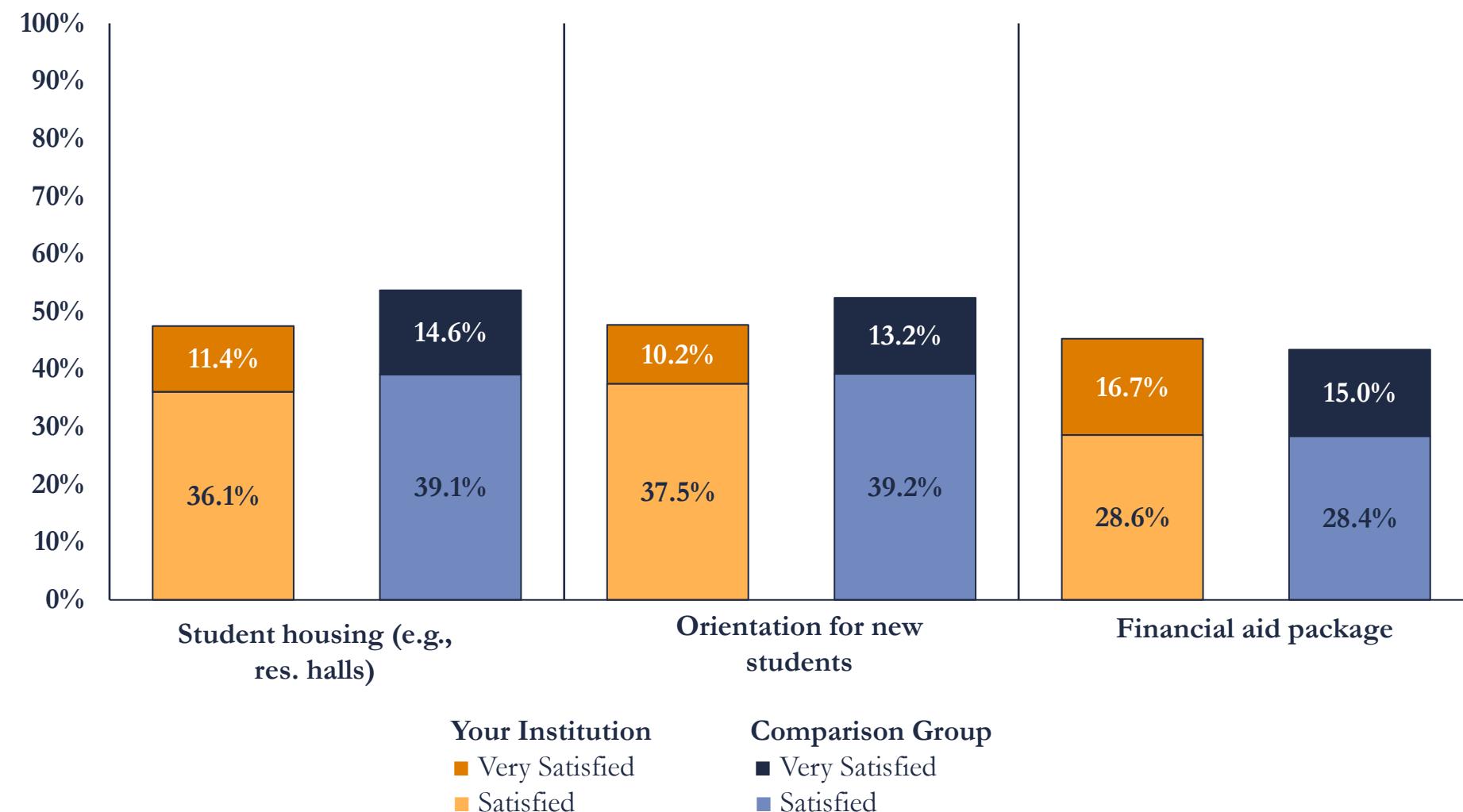
Satisfaction with Academic Support and Courses

These items gauge the use of and satisfaction with campus academic support structures and types of coursework required in general education.



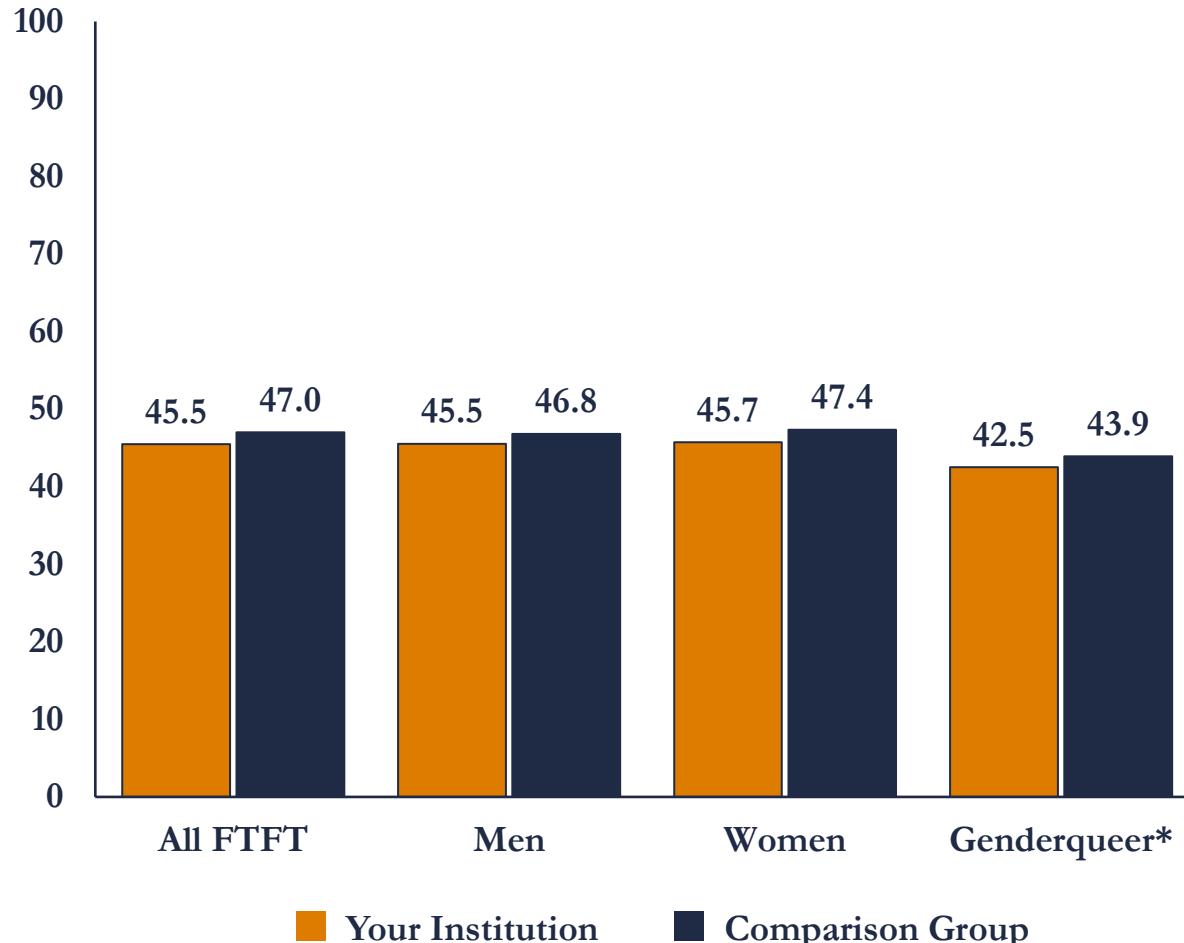
Satisfaction with Services and Community

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.



Overall Satisfaction

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



Construct Items

- Your overall academic experience
- Overall college experience
- Overall quality of instruction
- If given the choice, would you still choose to enroll at your current (or most recent) college?

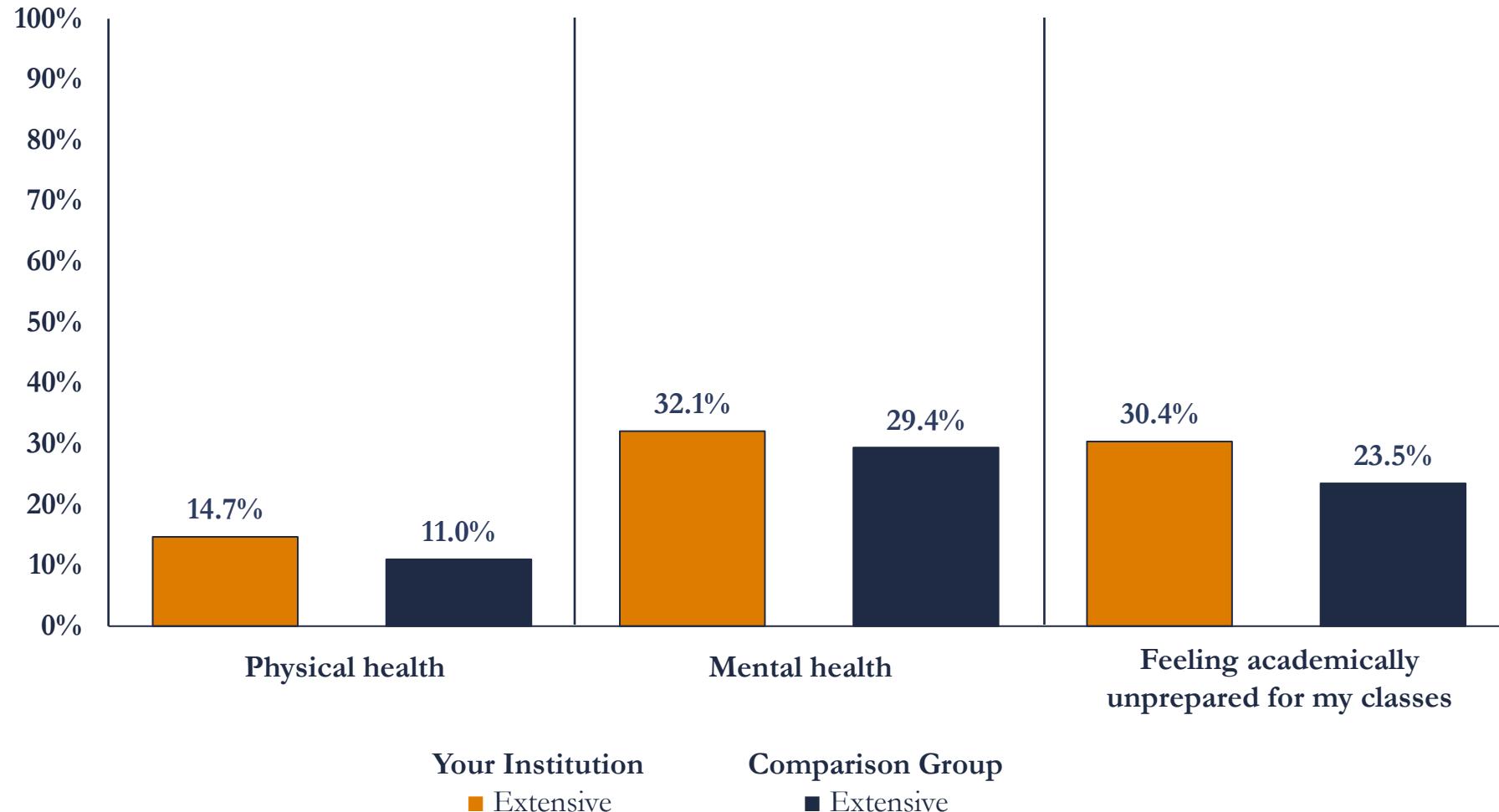
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COVID-19 Pandemic

**Understanding how students have been
impacted by the ongoing COVID-19 pandemic
is essential.**

Sources of Stress

Many sources of stress have become especially salient during the pandemic.



The more you get to know your students,
the better you can understand their needs.

For more information about
HERI/CIRP Surveys

The Freshman Survey
Your First College Year Survey
Diverse Learning Environments Survey
College Senior Survey
Staff Climate Survey
The Faculty Survey

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