Earlham College
Your First College Year Survey
2013 Results

First-time, Full-time Freshmen

Earlham College
N=65

Other Religious 4yr Colleges
N=3,373

Higher Education Research Institute, University of California at Los Angeles
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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  - Sex and Housing Type

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    - Civic Engagement
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  - Health and Wellness

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  - 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 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

Race/Ethnicity

- African American/Black: 10.8%
- American Indian/Alaska Native: 0.0%
- Asian/Native Hawaiian/Pacific Islander: 10.8%
- Latino: 3.1%
- White/Caucasian: 63.1%
- Other Race/Ethnicity: 3.1%
- Two or More Races/Ethnicities: 9.2%
Demographics

Sex
- Male: 35.4%
- Female: 64.6%

Housing
- Residence Halls: 76.9%
- Special Interest Housing: 18.5%
- With Family: 4.6%
- All Other Responses: 0.0%
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
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.

<table>
<thead>
<tr>
<th>Construct Items</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel I am a member of this college</td>
<td>51.5</td>
<td>49.7</td>
</tr>
<tr>
<td>I feel a sense of belonging to this campus</td>
<td>50.9</td>
<td>48.6</td>
</tr>
<tr>
<td>I see myself as part of the campus community</td>
<td>51.8</td>
<td>50.4</td>
</tr>
<tr>
<td>If asked, I would recommend this college to others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All FTFT  Men  Women
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>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising</td>
<td>Study skills advising</td>
</tr>
<tr>
<td>Frequently</td>
<td>Occasionally</td>
</tr>
<tr>
<td>23.1%</td>
<td>18.9%</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**
  - Your Institution: 10.9%
  - Comparison Group: 12.1%

- **Taken a course or first year seminar designed to help student adjust to college-level academics**
  - Your Institution: 78.5%
  - Comparison Group: 49.4%

- **Taken a course or first-year seminar designed to help students adjust to college life**
  - Your Institution: 60.0%
  - Comparison Group: 51.4%
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>51.9</td>
<td></td>
<td>50.8</td>
</tr>
<tr>
<td>50.8</td>
<td></td>
<td>49.2</td>
</tr>
</tbody>
</table>
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>Your Institution</td>
<td>47.3</td>
<td>45.4</td>
</tr>
<tr>
<td>Comparison Group</td>
<td>47.7</td>
<td>46.5</td>
</tr>
</tbody>
</table>
Pluralistic Orientation measures skills and dispositions appropriate for living and working in a diverse society.

- 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>Construct Items</th>
<th>TFS</th>
<th>YFCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Institution</td>
<td>52.1</td>
<td>54.7</td>
</tr>
<tr>
<td>Comparison Group</td>
<td>50.3</td>
<td>50.4</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
- 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.

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.

- That faculty provided me with feedback that helped me assess my progress in class
- That my contributions were valued in class
- That faculty encouraged me to ask questions and participate in discussions

**Your Institution**
- Frequently
- Occasionally

**Comparison Group**
- Frequently
- Occasionally

<table>
<thead>
<tr>
<th></th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>That faculty provided me with feedback that helped me assess my progress in class</td>
<td>44.6%</td>
<td>62.8%</td>
</tr>
<tr>
<td>That my contributions were valued in class</td>
<td>50.5%</td>
<td>33.6%</td>
</tr>
<tr>
<td>That faculty encouraged me to ask questions and participate in discussions</td>
<td>64.6%</td>
<td>78.5%</td>
</tr>
</tbody>
</table>
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

- **Your Institution:**
  - Strongly Agree: 50.0%
  - Agree: 58.1%

- **Comparison Group:**
  - Strongly Agree: 34.4%
  - Agree: 62.5%

Faculty empower me to learn here

- **Your Institution:**
  - Strongly Agree: 24.4%
  - Agree: 65.8%

- **Comparison Group:**
  - Strongly Agree: 35.9%
  - Agree: 62.5%

Faculty believe in my potential to succeed academically

- **Your Institution:**
  - Strongly Agree: 31.3%
  - Agree: 61.1%

- **Comparison Group:**
  - Strongly Agree: 31.3%
  - Agree: 61.1%
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
  - **Your Institution**
    - 50.0% Strongly Agree
    - 51.4% Agree
  - **Comparison Group**
    - 43.8% Strongly Agree
    - 51.4% Agree

- Staff recognize my achievements
  - **Your Institution**
    - 78.1% Strongly Agree
    - 15.6% Agree
  - **Comparison Group**
    - 68.8% Strongly Agree
    - 15.6% Agree

- Staff encouraged me to get involved in campus activities
  - **Your Institution**
    - 14.4% Strongly Agree
    - 18.2% Agree
  - **Comparison Group**
    - 18.2% Strongly Agree
    - 57.6% Agree
Academic Outcomes

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

<table>
<thead>
<tr>
<th></th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>General knowledge</td>
<td>46.9%</td>
<td>50.9%</td>
</tr>
<tr>
<td>Knowledge of a particular field or discipline</td>
<td>29.7%</td>
<td>26.8%</td>
</tr>
<tr>
<td>Critical thinking skills</td>
<td>37.5%</td>
<td>27.2%</td>
</tr>
<tr>
<td>Problem-solving skills</td>
<td>32.8%</td>
<td>27.8%</td>
</tr>
</tbody>
</table>

Your Institution
- A Major Strength
- Somewhat Strong

Comparison Group
- 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: Your Institution 58.5% (Frequently); Comparison Group 41.4% (Occasionally)
- Applied concepts from courses to everyday life: Your Institution 38.5% (Frequently); Comparison Group 69.2% (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.

![Bar chart showing the percentage of students who engaged in various academic enhancement experiences at their institution and the comparison group.](chart)

- **Worked on a professor’s research project**
  - Your Institution: 1.5% Frequently, 15.4% Occasionally
  - Comparison Group: 0% Frequently, 10% Occasionally

- **Made a presentation in class**
  - Your Institution: 16.9% Frequently, 75.4% Occasionally
  - Comparison Group: 20.4% Frequently, 70.9% Occasionally

- **Received tutoring**
  - Your Institution: 10.8% Frequently, 30.8% Occasionally
  - Comparison Group: 7.5% Frequently, 37.0% Occasionally

- **Contributed to class discussions**
  - Your Institution: 60.0% Frequently, 40.0% Occasionally
  - Comparison Group: 43.1% Frequently, 54.2% 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.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate skills and knowledge from different sources and experiences</td>
<td>73.8%</td>
<td>60.1%</td>
</tr>
<tr>
<td>Tutored another student</td>
<td>26.2%</td>
<td>37.9%</td>
</tr>
<tr>
<td>Studied with other students</td>
<td>7.7%</td>
<td>32.3%</td>
</tr>
<tr>
<td>Discussed course content with students outside of class</td>
<td>40.0%</td>
<td>56.9%</td>
</tr>
<tr>
<td></td>
<td>37.3%</td>
<td>55.8%</td>
</tr>
<tr>
<td></td>
<td>52.3%</td>
<td>46.2%</td>
</tr>
<tr>
<td></td>
<td>47.2%</td>
<td>49.2%</td>
</tr>
</tbody>
</table>

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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:
  - Your Institution: 18.5% Frequently, 70.8% Occasionally
  - Comparison Group: 20.2% Frequently, 68.4% Occasionally
- Outside of class:
  - Your Institution: 28.1% Frequently, 65.6% Occasionally
  - Comparison Group: 22.4% Frequently, 68.7% 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></th>
<th>TFS</th>
<th>YFCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Institution</td>
<td>54.1</td>
<td>56.1</td>
</tr>
<tr>
<td>Comparison Group</td>
<td>50.0</td>
<td>52.1</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.

![Bar chart showing Civic Awareness scores for different groups.](chart.png)

**Construct Items**
- Understanding of national issues
- Understanding of global issues
- Understanding of the problems facing your community

*Your Institution* ❄️ *Comparison Group*
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.

![Bar chart showing positive cross-racial interaction scores for All FTFT, Men, and Women. The scores are as follows:

- All FTFT: 54.8
- Men: 55.6
- Women: 54.4

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](chart.png)
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

All FTFT  | Men | Women
---|---|---
53.5 | 55.3 | 52.6
50.3 | 51.8 | 49.3
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

<table>
<thead>
<tr>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.6% Strongly Agree</td>
<td>43.8% Strongly Agree</td>
</tr>
<tr>
<td>10.9% Agree</td>
<td>30.5% Agree</td>
</tr>
<tr>
<td>2.0% Strongly Agree</td>
<td>0% Strongly Agree</td>
</tr>
<tr>
<td>8.3% Agree</td>
<td>57.0% Agree</td>
</tr>
</tbody>
</table>

There is a lot of racial tension on this campus

<table>
<thead>
<tr>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0% Strongly Agree</td>
<td>53.1% Strongly Agree</td>
</tr>
<tr>
<td>17.5% Agree</td>
<td>4.7% Agree</td>
</tr>
</tbody>
</table>

In class, I have heard faculty express stereotypes

<table>
<thead>
<tr>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1% Strongly Agree</td>
<td>18.8% Strongly Agree</td>
</tr>
<tr>
<td>18.2% Agree</td>
<td>18.2% Agree</td>
</tr>
</tbody>
</table>

My college experiences have exposed me to diverse opinions, cultures, and values

<table>
<thead>
<tr>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.7% Strongly Agree</td>
<td>57.0% Strongly Agree</td>
</tr>
<tr>
<td>43.8% Agree</td>
<td>30.5% Agree</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th></th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racial/ethnic diversity of faculty</td>
<td>20.3%</td>
<td>39.1%</td>
</tr>
<tr>
<td></td>
<td>39.1%</td>
<td></td>
</tr>
<tr>
<td>Racial/ethnic diversity of student body</td>
<td>28.6%</td>
<td>42.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12.4%</td>
</tr>
<tr>
<td>Respect for the expression of diverse beliefs</td>
<td>36.9%</td>
<td>50.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>23.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50.8%</td>
</tr>
</tbody>
</table>
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
- Felt overwhelmed by all you had to do: 38.5% Frequently, 58.5% Occasionally
- Felt depressed: 13.8% Frequently, 66.2% Occasionally
- Lonely or homesick: 12.3% Frequently, 73.8% Occasionally
- Isolated from campus life: 13.8% Frequently, 47.7% Occasionally

Comparison Group
- Felt overwhelmed by all you had to do: 39.0% Frequently, 55.3% Occasionally
- Felt depressed: 11.8% Frequently, 44.5% Occasionally
- Lonely or homesick: 11.3% Frequently, 53.6% Occasionally
- Isolated from campus life: 9.3% Frequently, 36.2% Occasionally
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.
Since entering this college, have you sought personal counseling?

- **Your Institution**: 32.3%
- **Comparison Group**: 20.8%

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

- **Student Health Services**
  - **Frequently**: 66.2%
  - **Occasionally**: 44.5%

- **Psychological Services**
  - **Frequently**: 29.2%
  - **Occasionally**: 4.9%
Health & Wellness

Since entering this college, how often have you drank:

- Beer
  - Your Institution: 29.2%
  - Comparison Group: 26.4%

- Wine or Liquor
  - Your Institution: 41.5%
  - Comparison Group: 30.9%

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

- Your Institution
  - Three or more: 10.8%
  - Twice: 12.3%
  - Occasionally: 13.2%
  - Once: 0%

- Comparison Group
  - Three or more: 11.7%
  - Twice: 8.3%
  - Occasionally: 11.7%
  - Once: 9.6%
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.

<table>
<thead>
<tr>
<th>Construct Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Relevance of coursework to future career plans</td>
</tr>
<tr>
<td>• Relevance of coursework to everyday life</td>
</tr>
<tr>
<td>• General education or core curriculum courses</td>
</tr>
<tr>
<td>• First-year programs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Constructs</th>
<th>All FTFT</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance of coursework to future career plans</td>
<td>48.7</td>
<td>47.8</td>
<td></td>
</tr>
<tr>
<td>Relevance of coursework to everyday life</td>
<td>48.6</td>
<td>46.9</td>
<td></td>
</tr>
<tr>
<td>General education or core curriculum courses</td>
<td>48.8</td>
<td>48.4</td>
<td></td>
</tr>
<tr>
<td>First-year programs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Your Institution* | *Comparison Group*
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

<table>
<thead>
<tr>
<th>All FTFT</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.6</td>
<td>48.5</td>
<td>50.2</td>
</tr>
<tr>
<td>49.2</td>
<td>48.0</td>
<td>50.0</td>
</tr>
</tbody>
</table>

Your Institution  Comparison Group
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>Service</th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising</td>
<td>41.5% Very Satisfied</td>
<td>42.8% Very Satisfied</td>
</tr>
<tr>
<td></td>
<td>29.2% Satisfied</td>
<td>29.8% Satisfied</td>
</tr>
<tr>
<td>Class size</td>
<td>60.0% Very Satisfied</td>
<td>49.4% Very Satisfied</td>
</tr>
<tr>
<td></td>
<td>26.2% Satisfied</td>
<td>33.7% Satisfied</td>
</tr>
<tr>
<td>First-year programs</td>
<td>43.1% Very Satisfied</td>
<td>37.8% Very Satisfied</td>
</tr>
<tr>
<td></td>
<td>20.0% Satisfied</td>
<td>19.3% Satisfied</td>
</tr>
<tr>
<td>Library facilities</td>
<td>48.4% Very Satisfied</td>
<td>49.4% Very Satisfied</td>
</tr>
<tr>
<td></td>
<td>32.8% Satisfied</td>
<td>31.2% Satisfied</td>
</tr>
</tbody>
</table>
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 Institution: 61.5%
  - Comparison Group: 53.1%
- Your overall academic experience
  - Your Institution: 55.4%
  - Comparison Group: 30.8%
- Overall quality of instruction
  - Your Institution: 24.6%
  - Comparison Group: 24.4%
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
  - Your Institution: 53.8%
  - Comparison Group: 47.0%

- Relevance of coursework to future plans
  - Your Institution: 23.8%
  - Comparison Group: 50.8%
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>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial aid package</td>
<td>Very Satisfied: 37.9%</td>
<td>Very Satisfied: 39.3%</td>
</tr>
<tr>
<td>Orientation for new students</td>
<td>Very Satisfied: 28.1%</td>
<td>Very Satisfied: 42.8%</td>
</tr>
<tr>
<td>Student housing</td>
<td>Very Satisfied: 15.4%</td>
<td>Very Satisfied: 46.2%</td>
</tr>
</tbody>
</table>
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></th>
<th>Your Institution</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely Yes</td>
<td>43.1%</td>
<td>45.5%</td>
</tr>
<tr>
<td>Probably Yes</td>
<td>43.1%</td>
<td>32.6%</td>
</tr>
<tr>
<td>Probably No</td>
<td>4.6%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Definitely No</td>
<td>3.1%</td>
<td>5.6%</td>
</tr>
</tbody>
</table>

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Future Plans

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

- **Attending This Institution**: 90.8%
- **Attending Another Institution**: 4.6%
- **Don't Know/Have Not Decided Yet**: 4.6%
- **Not Attending Any Institution**: 0.0%

Comparison Group:
- **Attending Another Institution**: 88.6%
- **Don't Know/Have Not Decided Yet**: 5.0%
- **Not Attending Any Institution**: 0.4%
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
The Faculty Survey

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