



Tarleton State University

Your First College Year Survey

2014 Results

First-time, Full-time Freshmen

Tarleton State University

N=458

Public 4yr Colleges

N=1,542

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

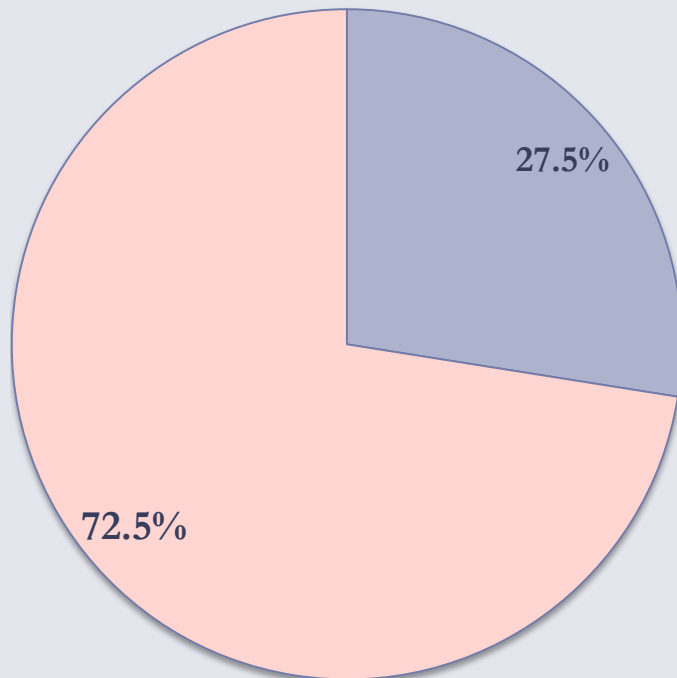
Constructs that are included in the CIRP TFS and YFCY that measure change in your student population over time.

Demographics



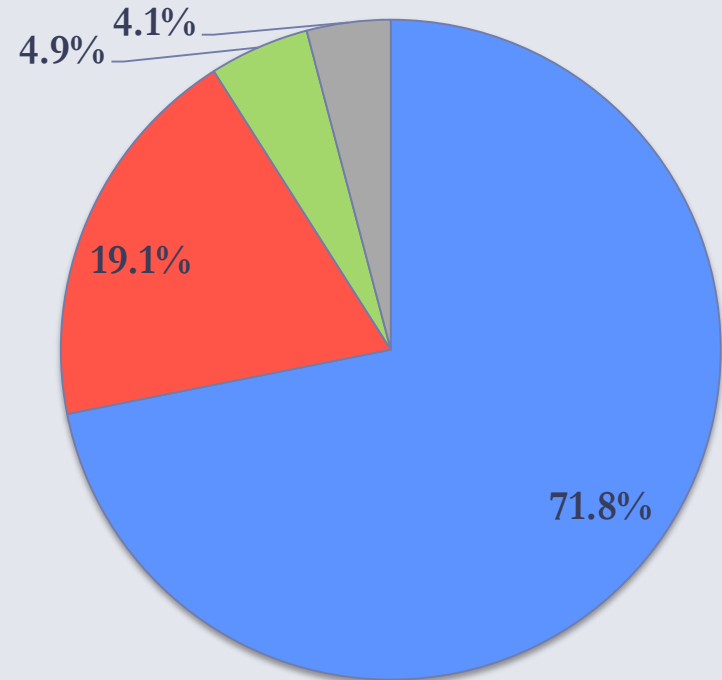
Demographics

Sex



- Male
- Female

Housing



- Residence Halls
- Special Interest Housing
- With Family
- All Other Responses



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.

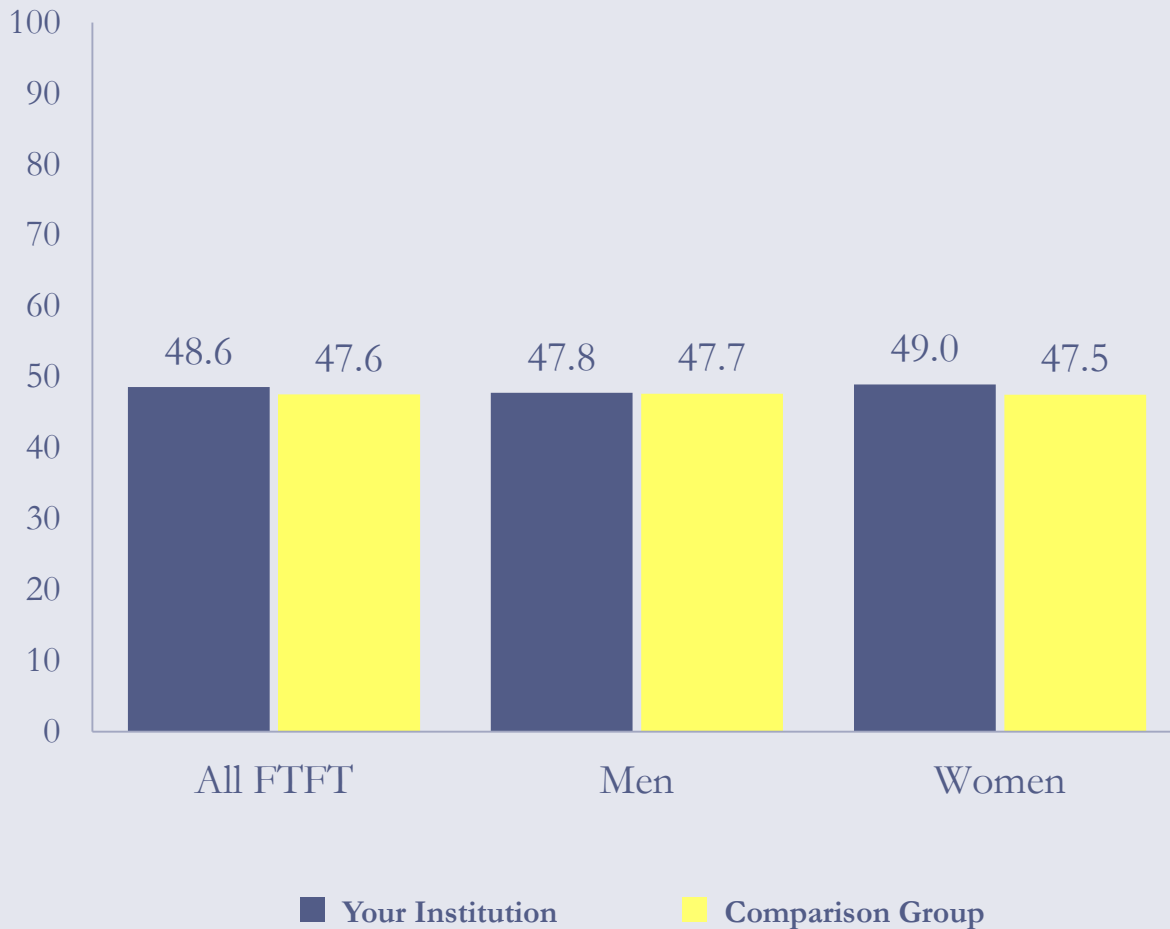


Construct Items

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

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.

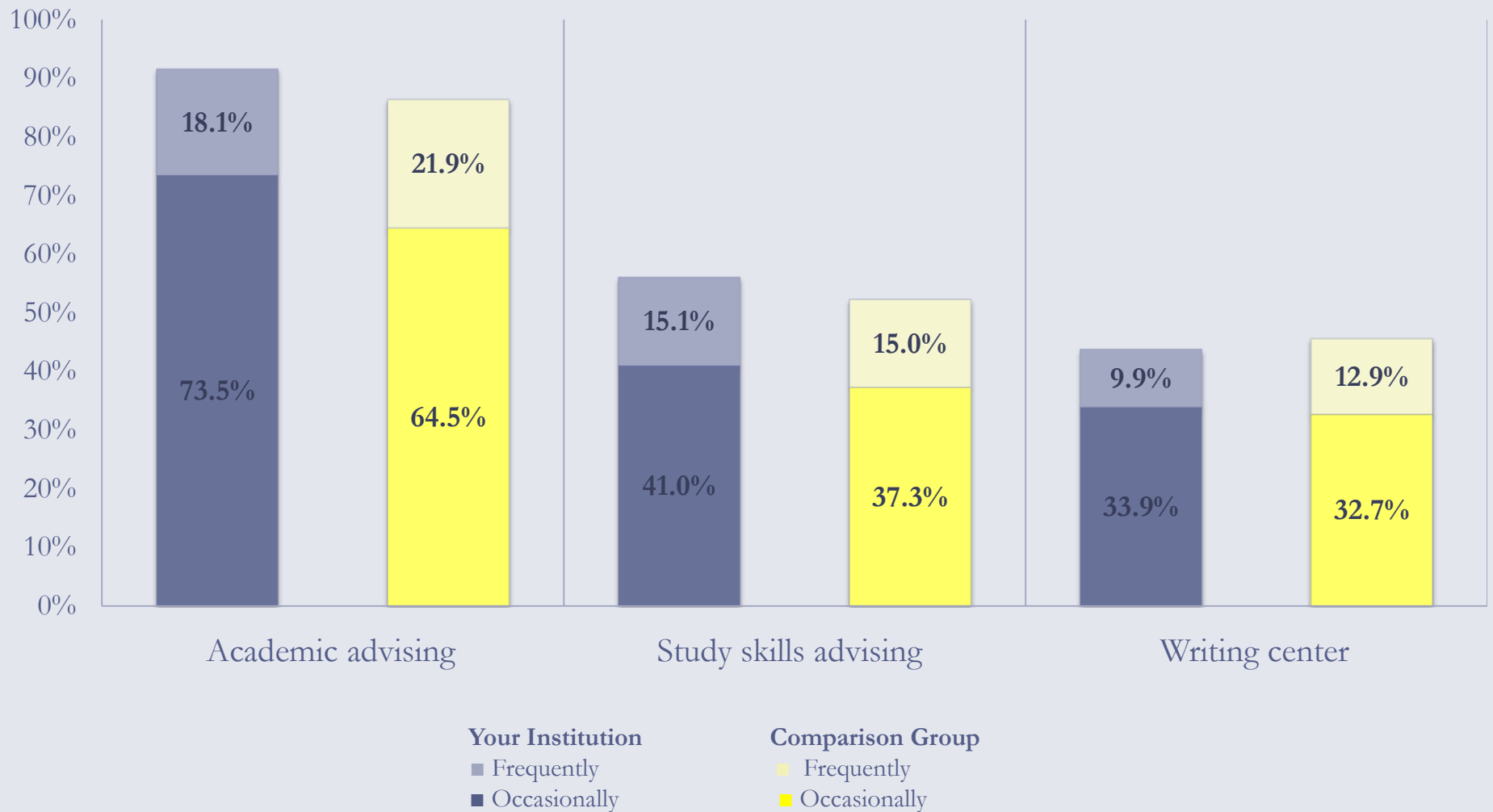


Construct Items

- 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

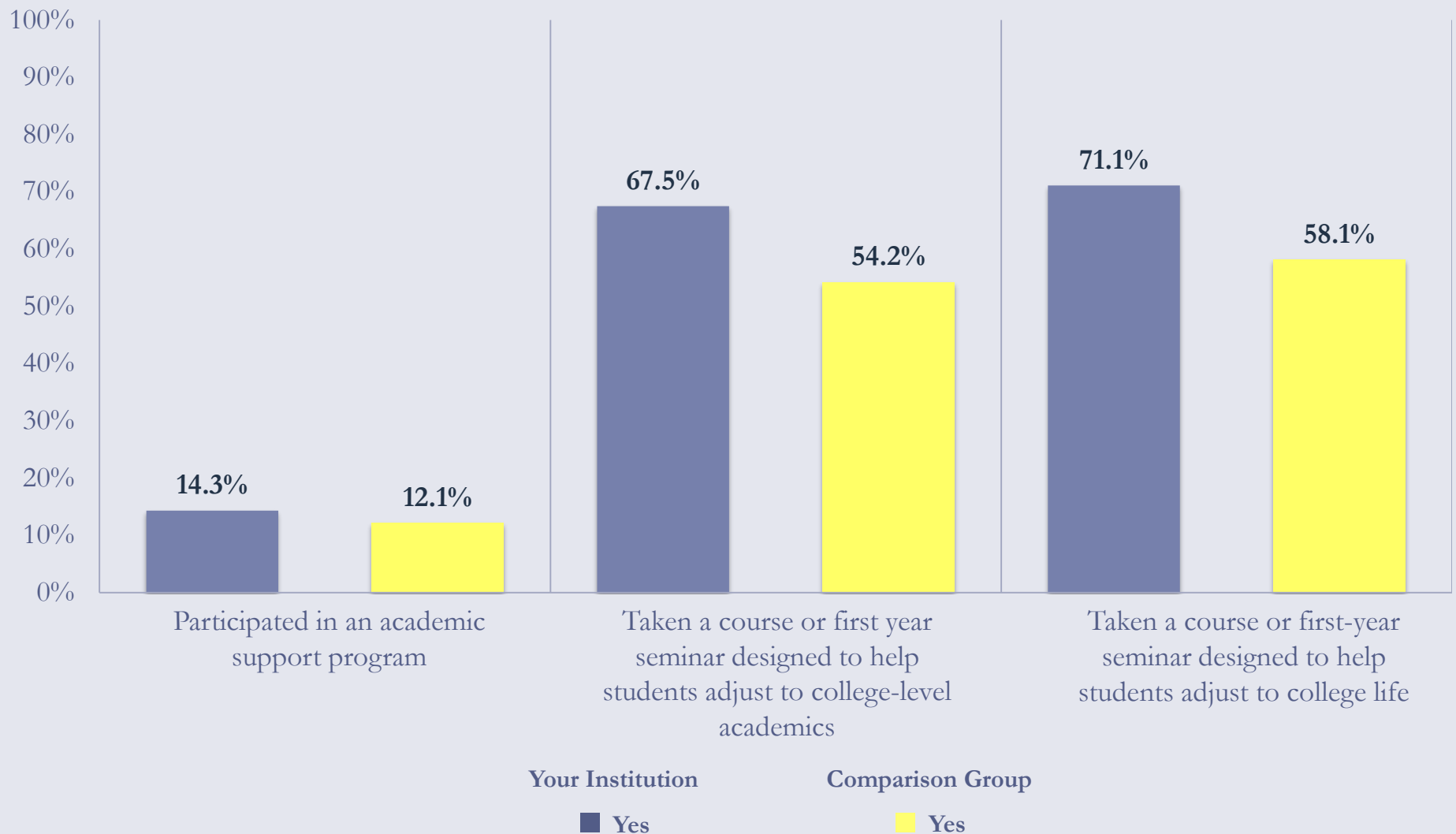
Navigational Action

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



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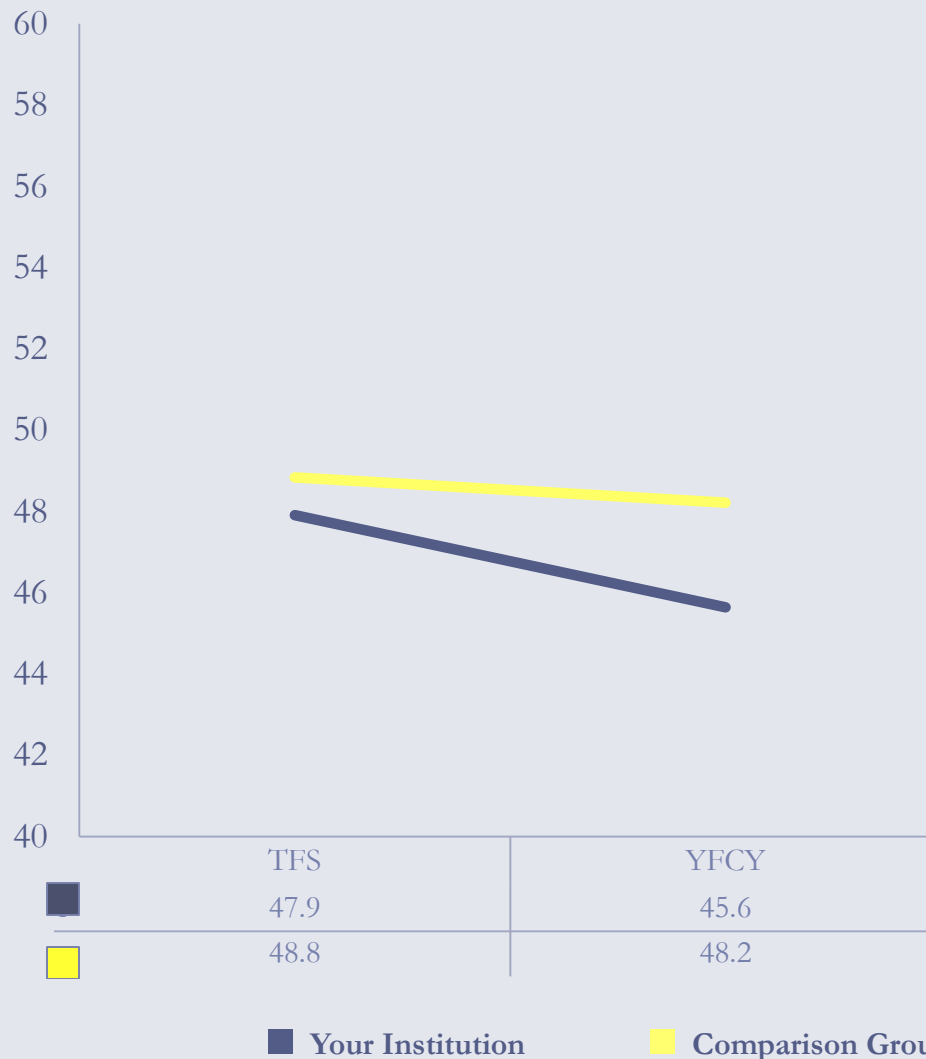


Academic Outcomes and Experiences

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.

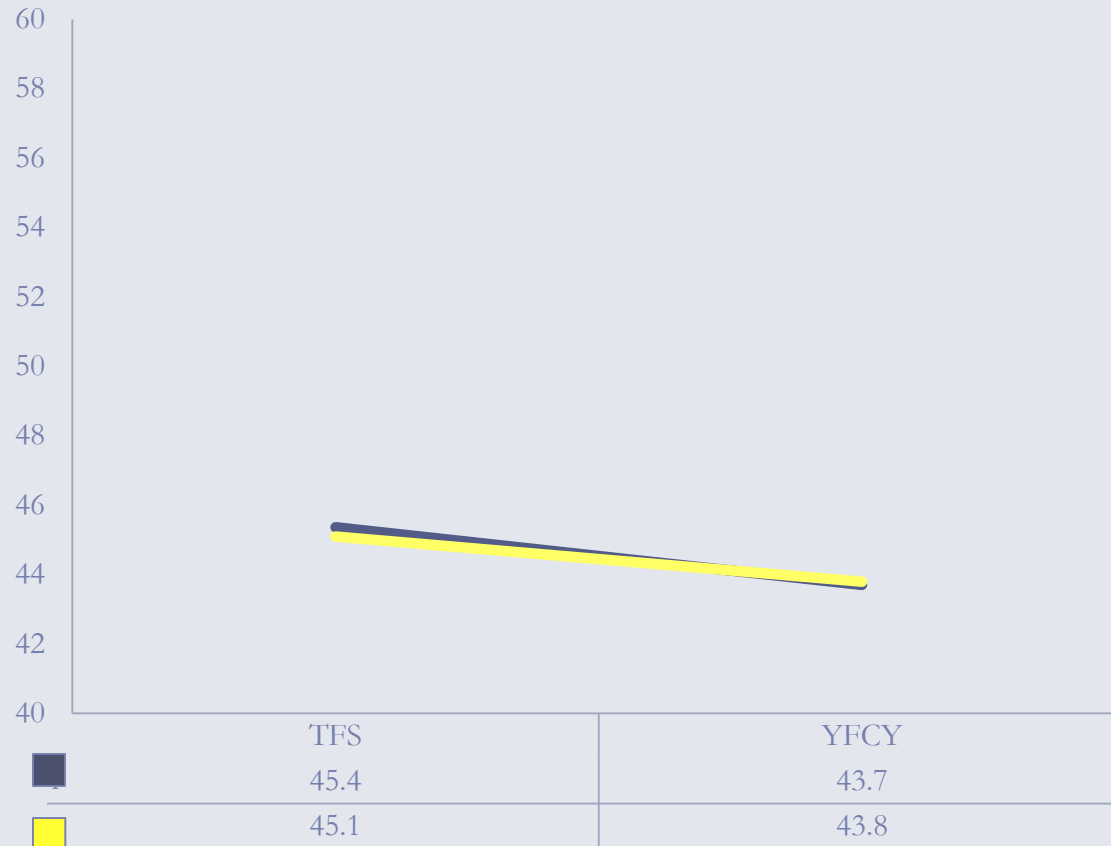


Construct Items

- 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

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

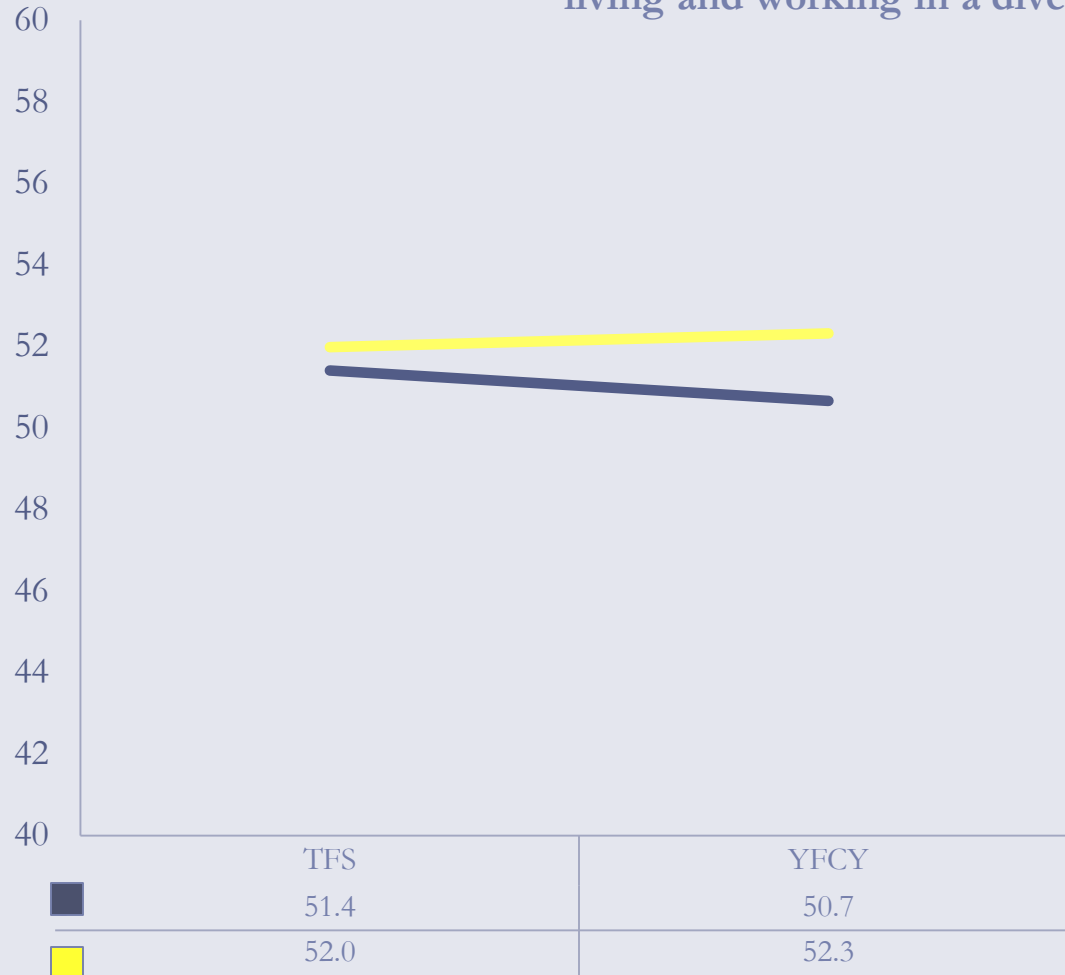
- Self-rated academic ability
- Self-rated mathematical ability
- Self-rated self-confidence (intellectual)
- Self-rated drive to achieve

■ Your Institution

■ Comparison Group

Pluralistic Orientation

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



Construct Items

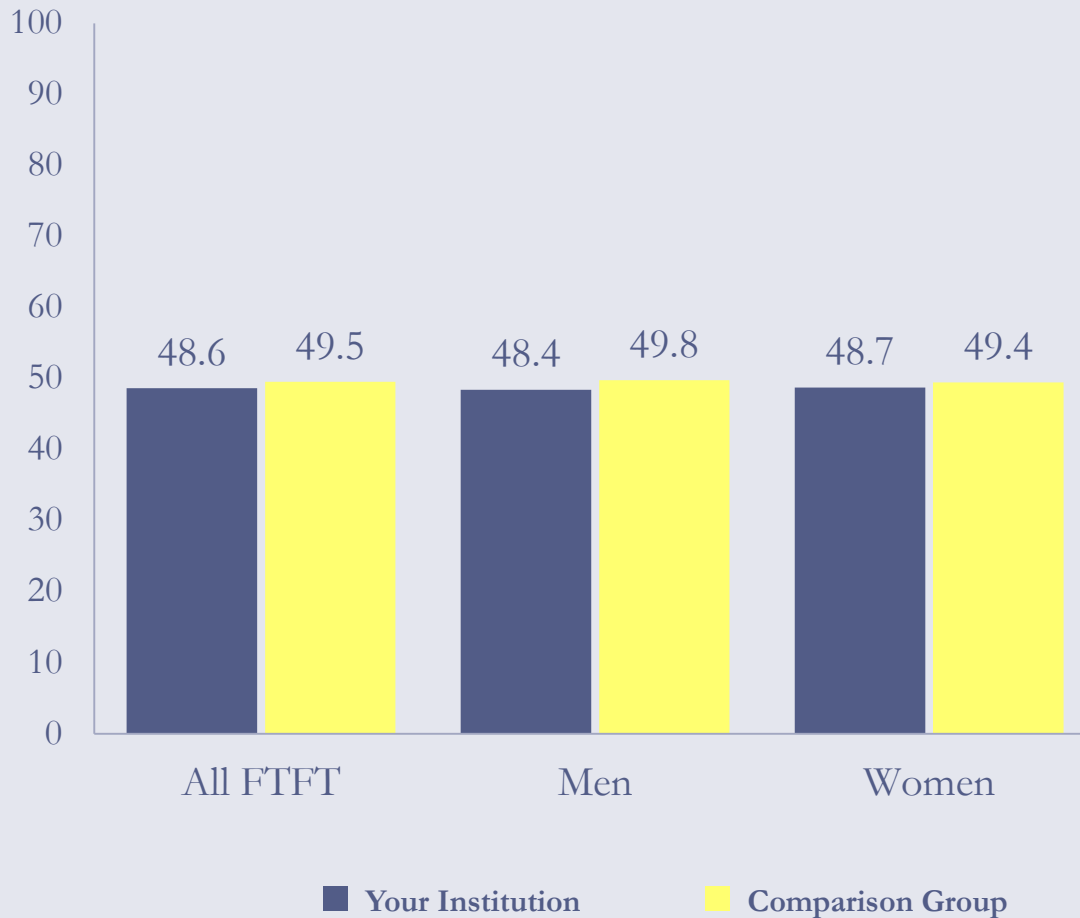
- Tolerance of others with different beliefs
- Ability to work cooperatively with diverse people
- Ability to discuss and negotiate controversial issues
- Openness to having my views challenged
- Ability to see the world from someone else's perspective

■ Your Institution

■ Comparison Group

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.

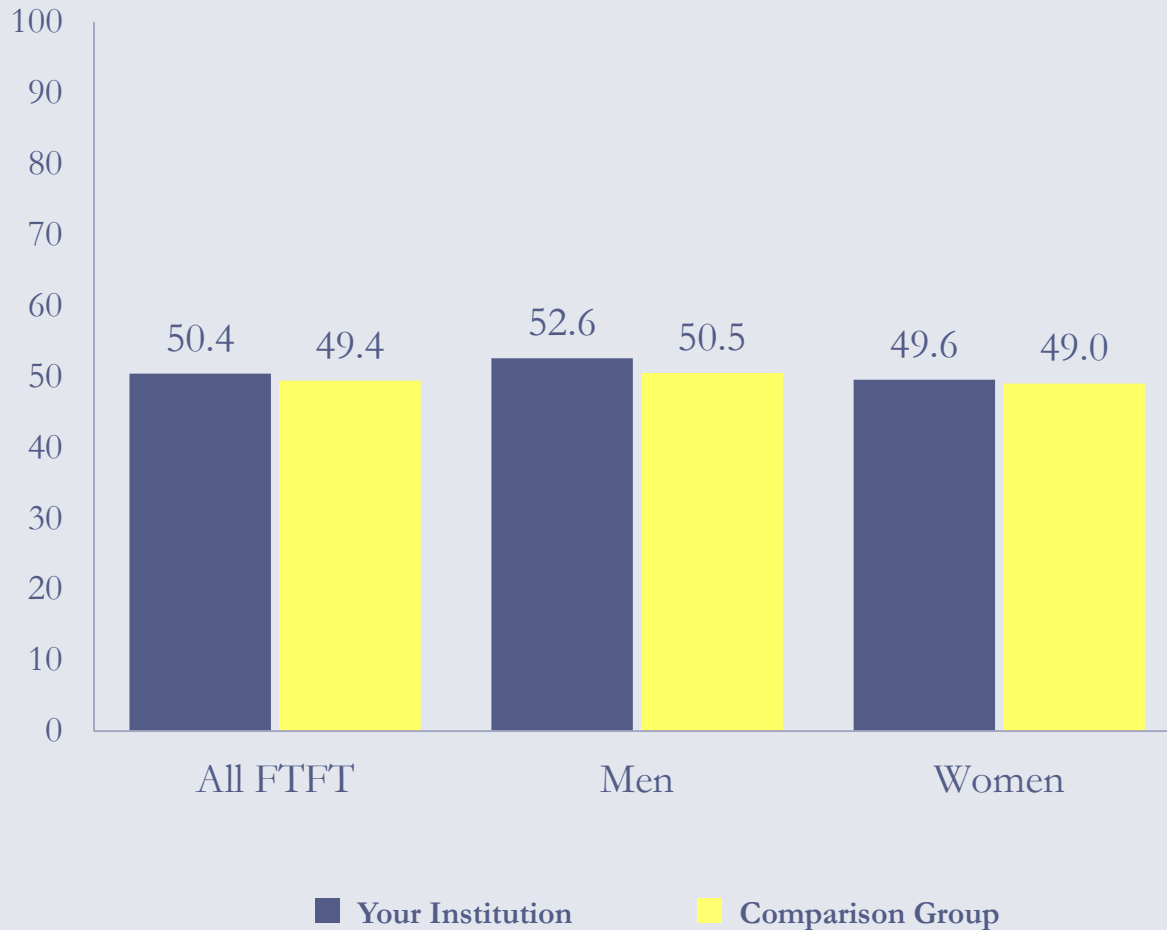


Construct Items

- 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

Academic Disengagement

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

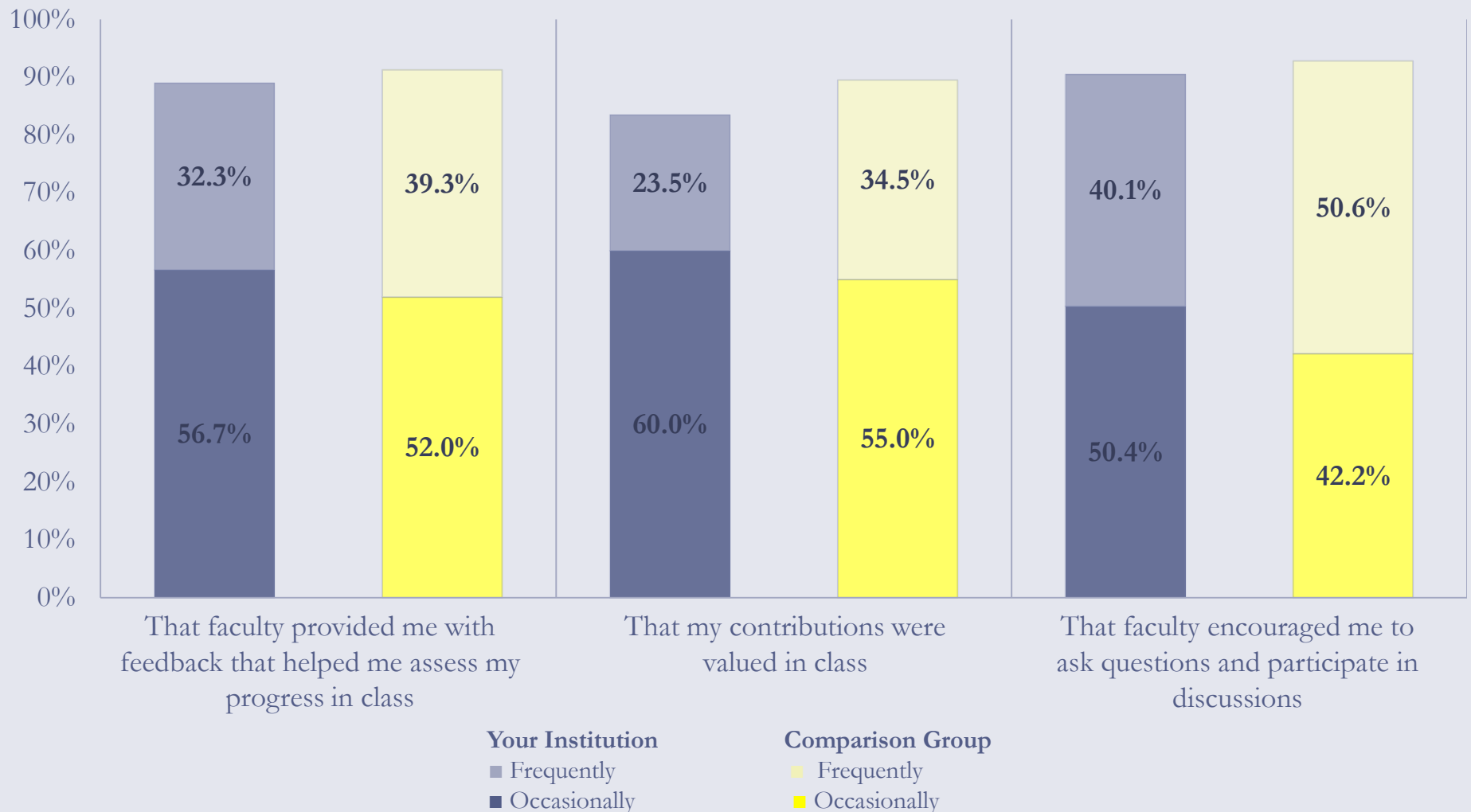


Construct Items

- 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

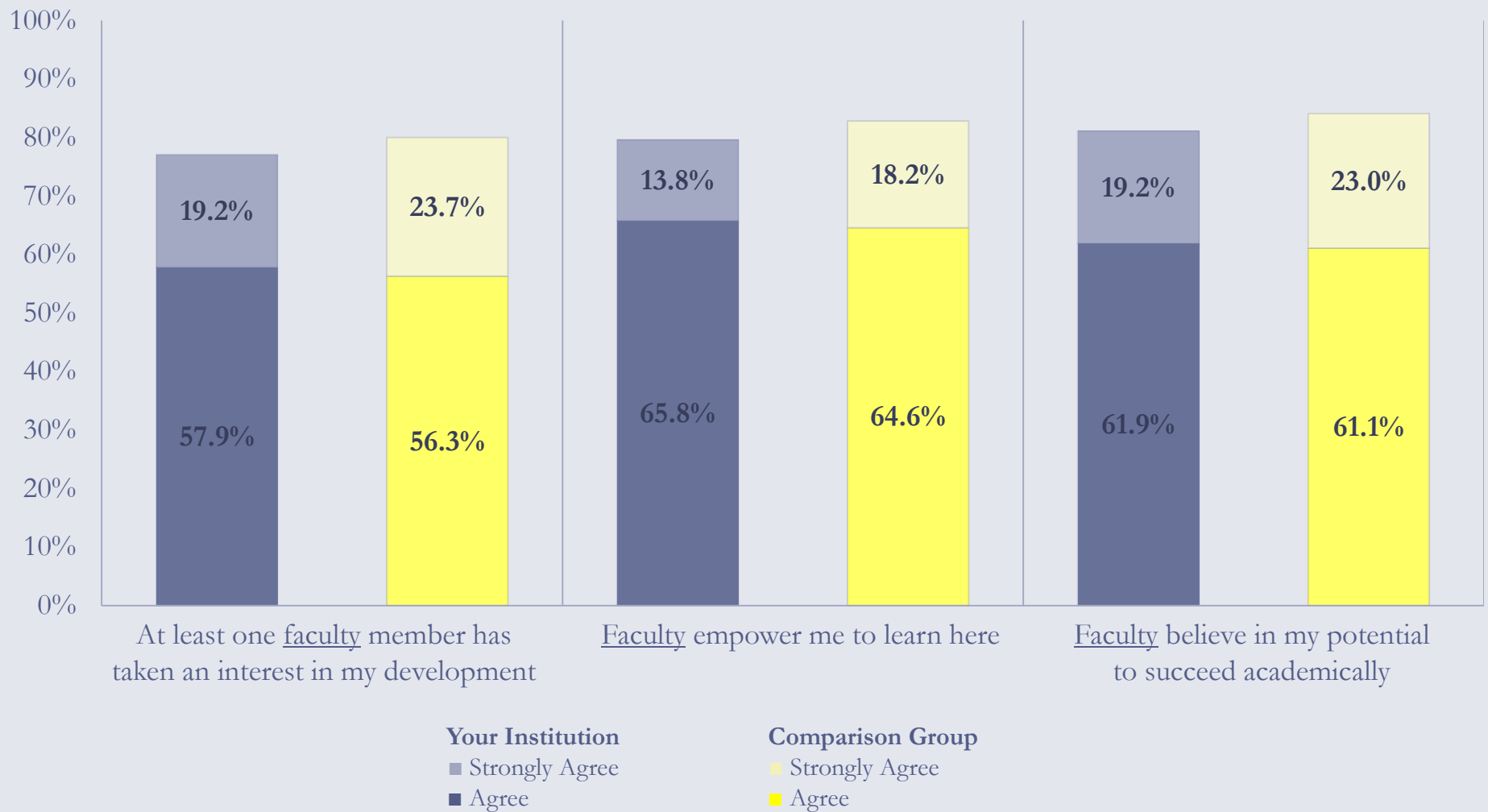
Academic Validation

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.



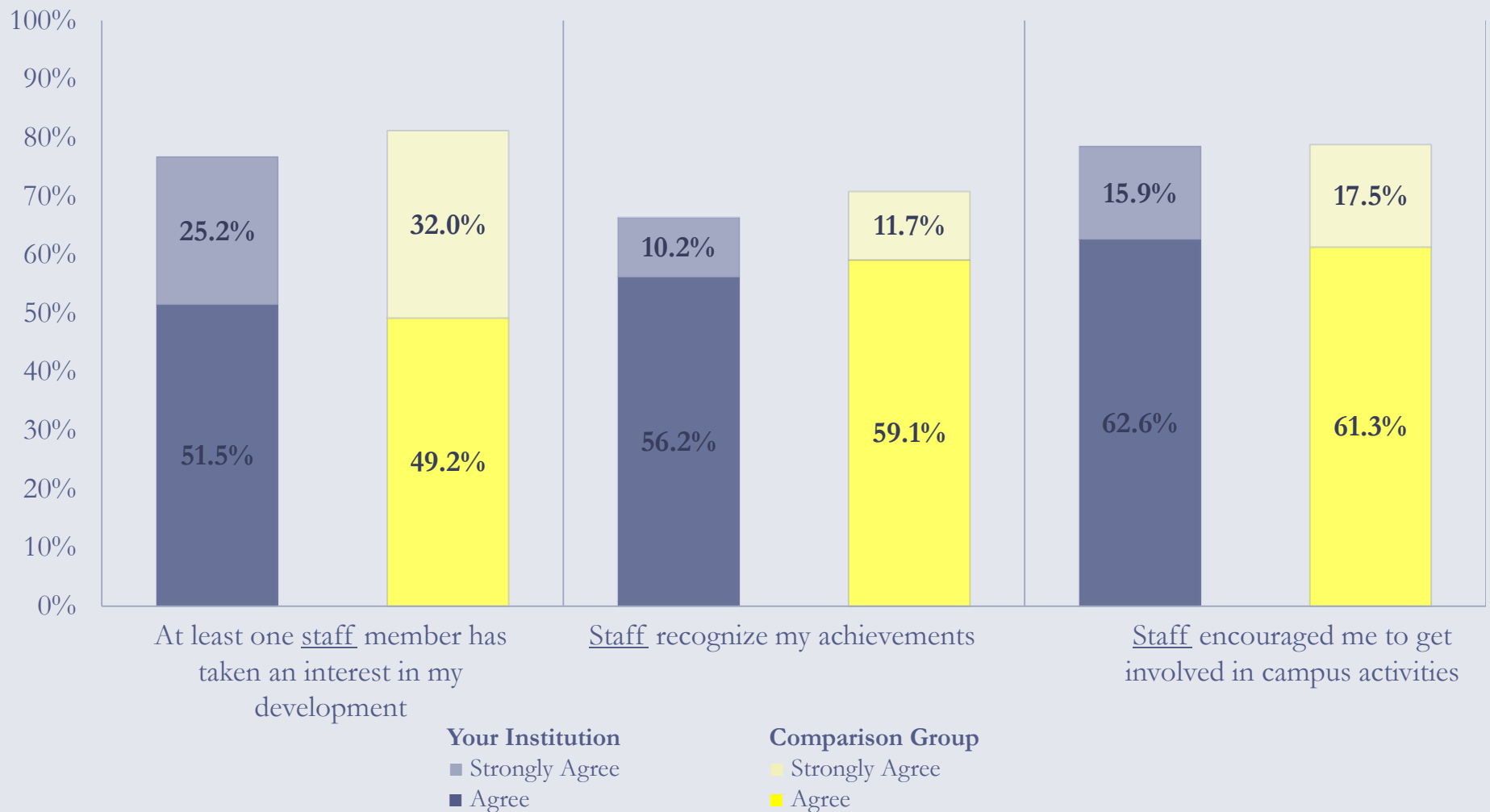
General Interpersonal Validation

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



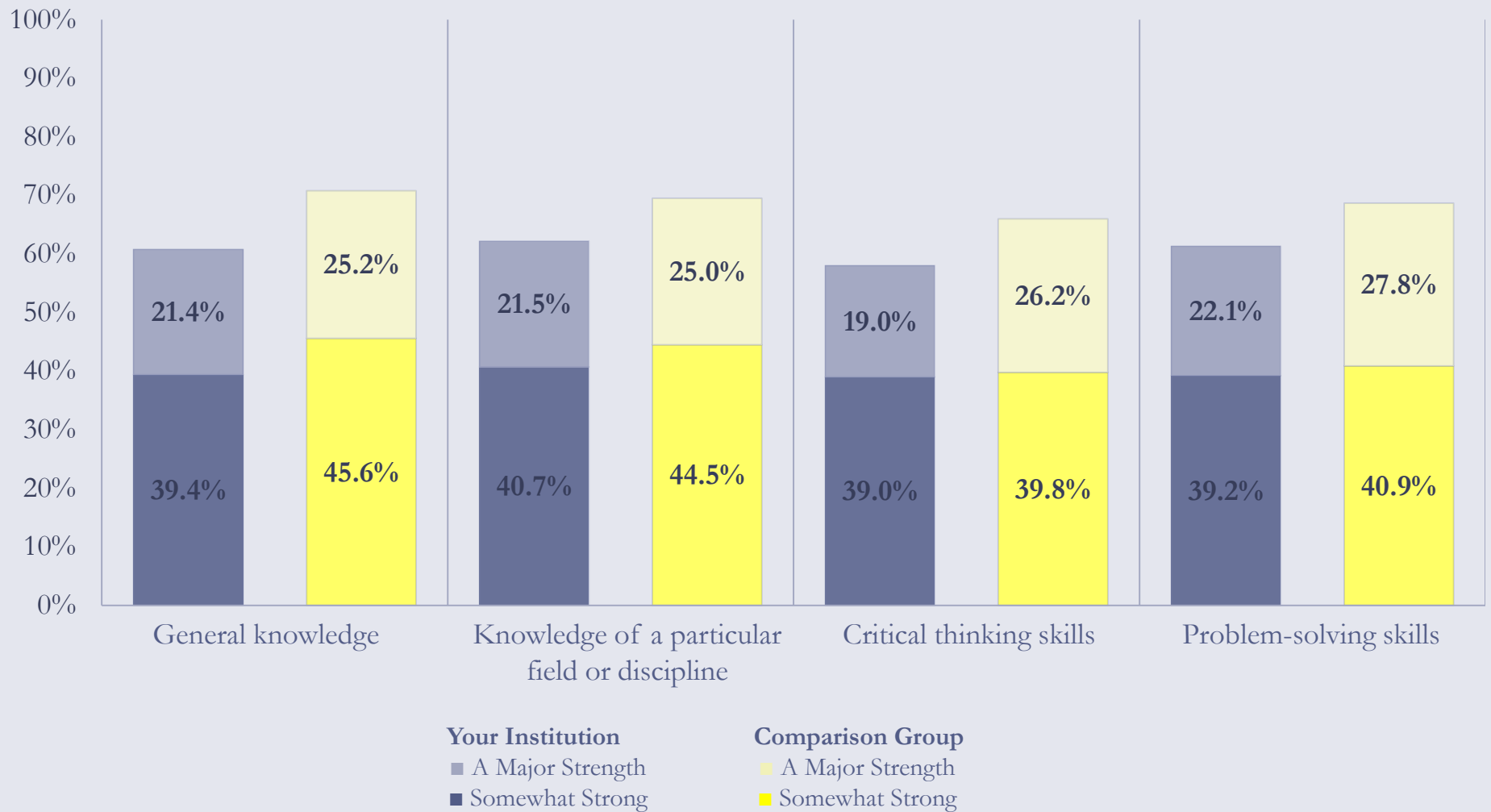
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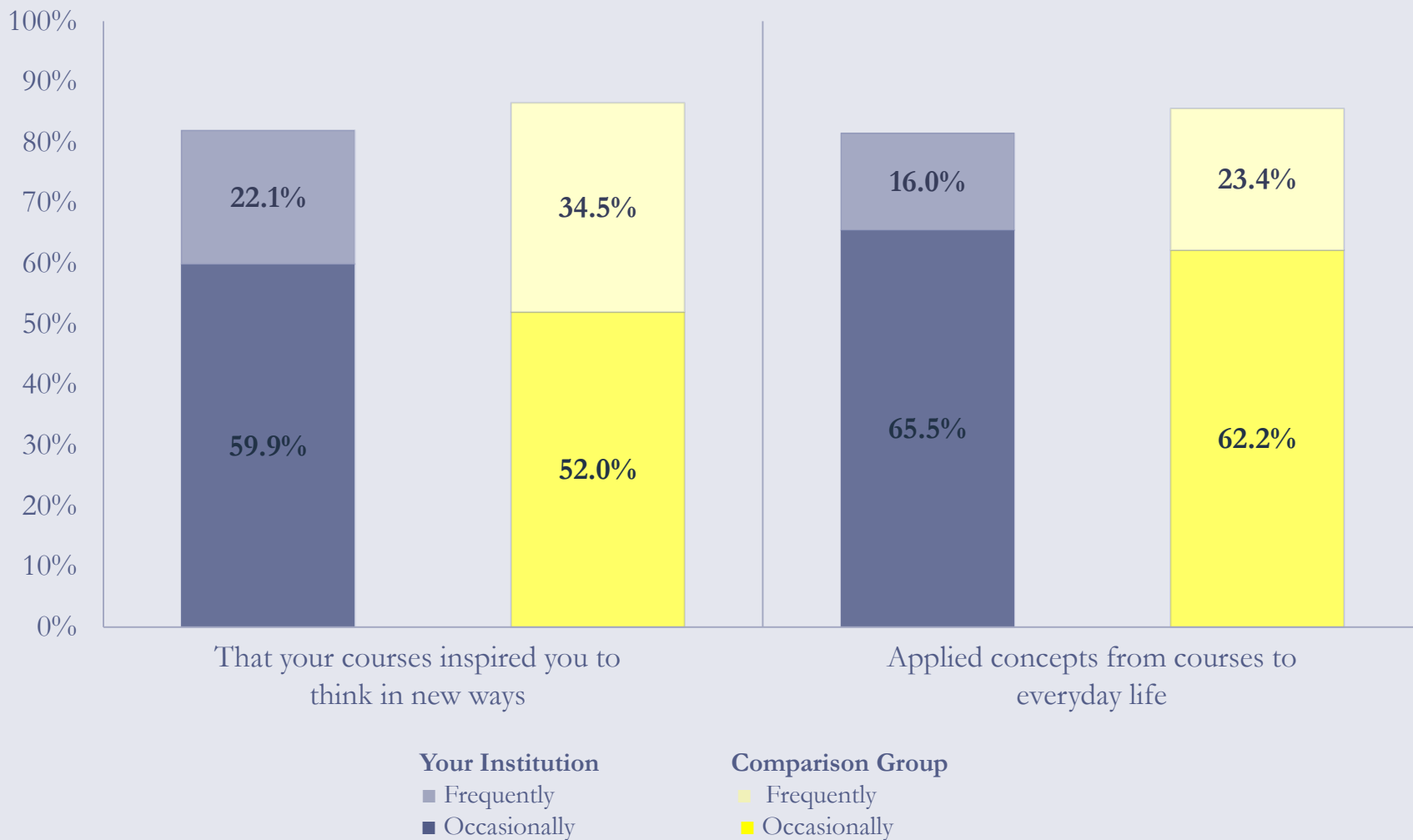
Academic Outcomes

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



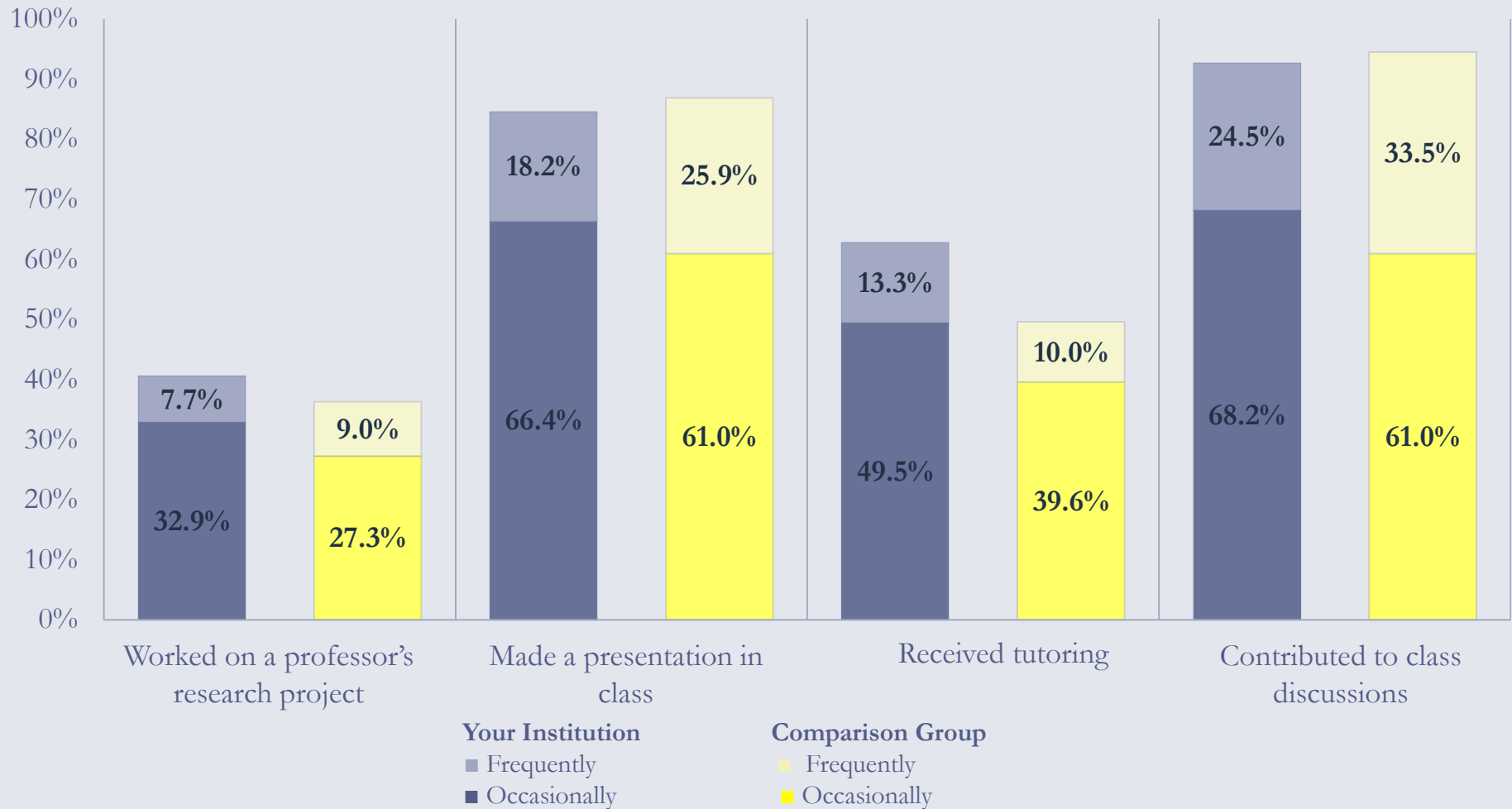
Academic Outcomes

These items illustrate important academic experiences and how students compare to their peers.



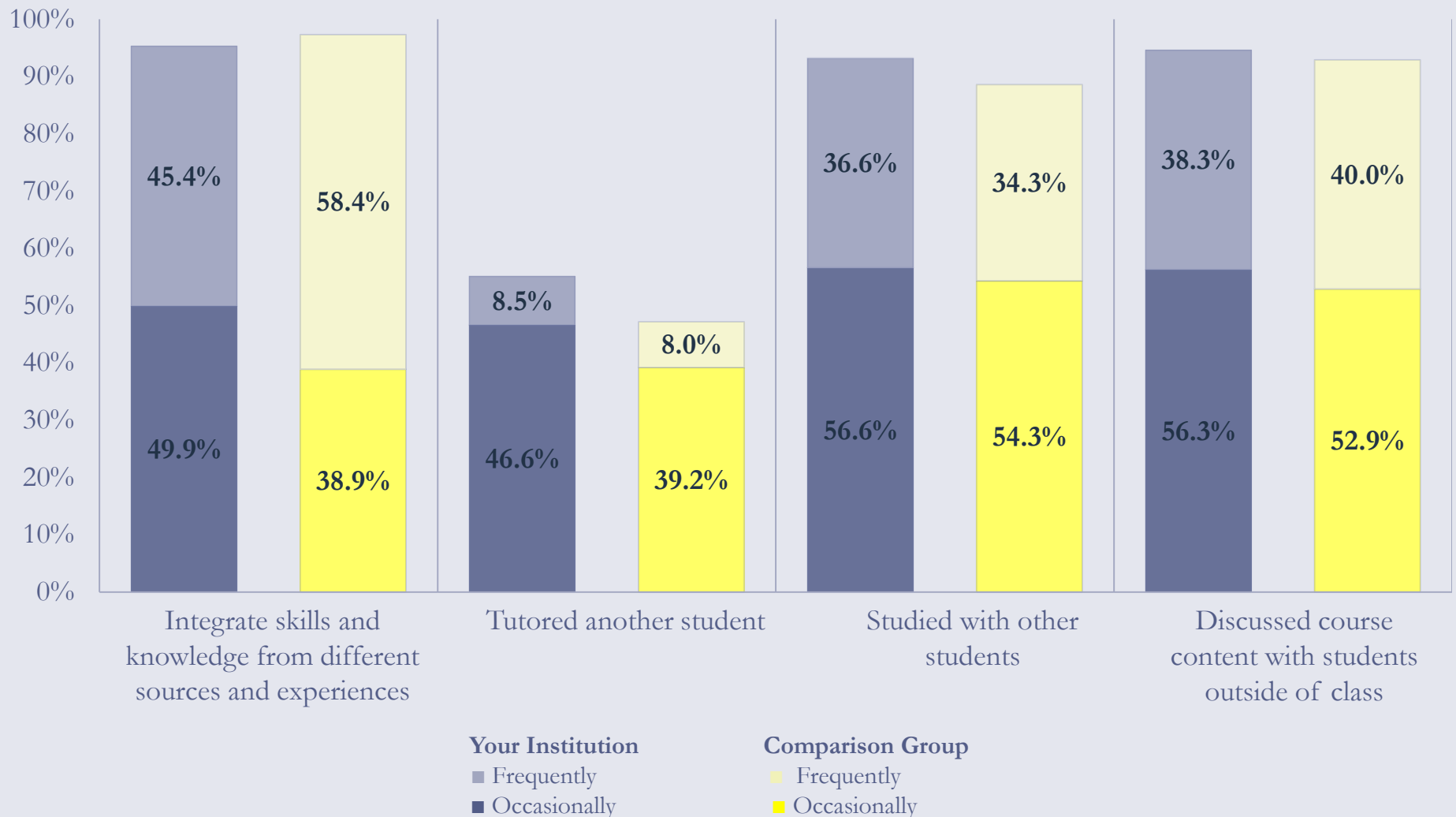
Academic Enhancement Experiences

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.



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.



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Your Institution
 ■ Frequently
 ■ Occasionally

Comparison Group
 ■ Frequently
 ■ Occasionally

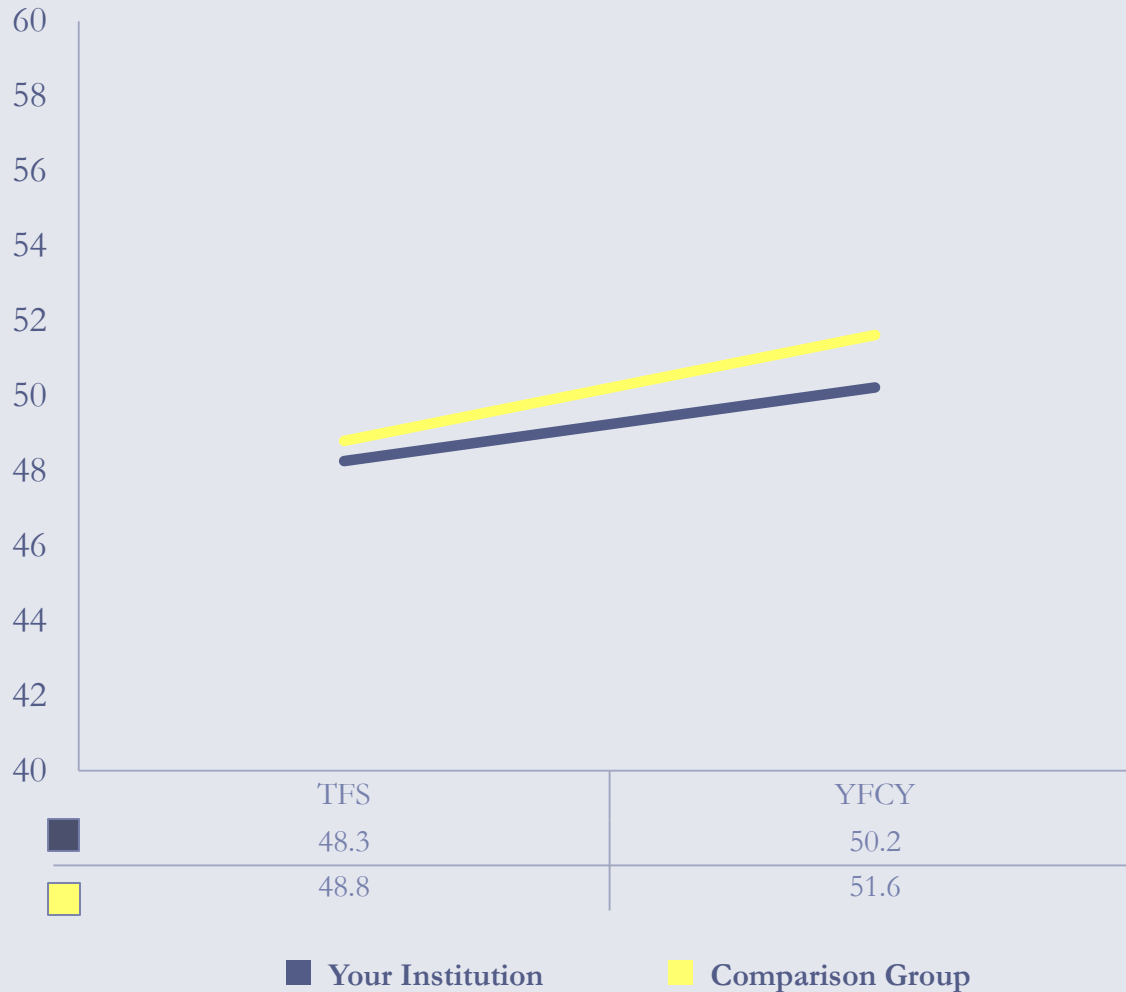


Co-Curricular Experiences

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.

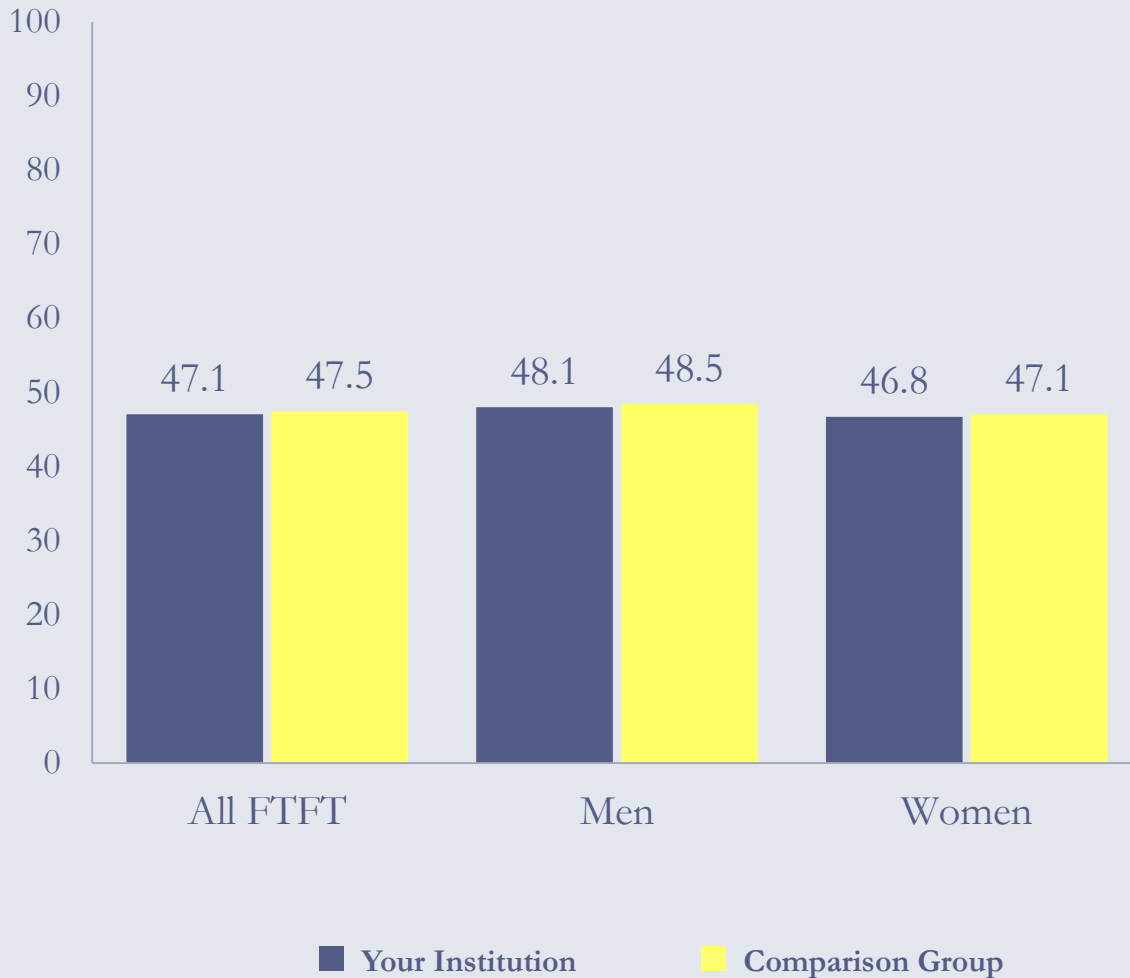


Construct Items

- 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

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.

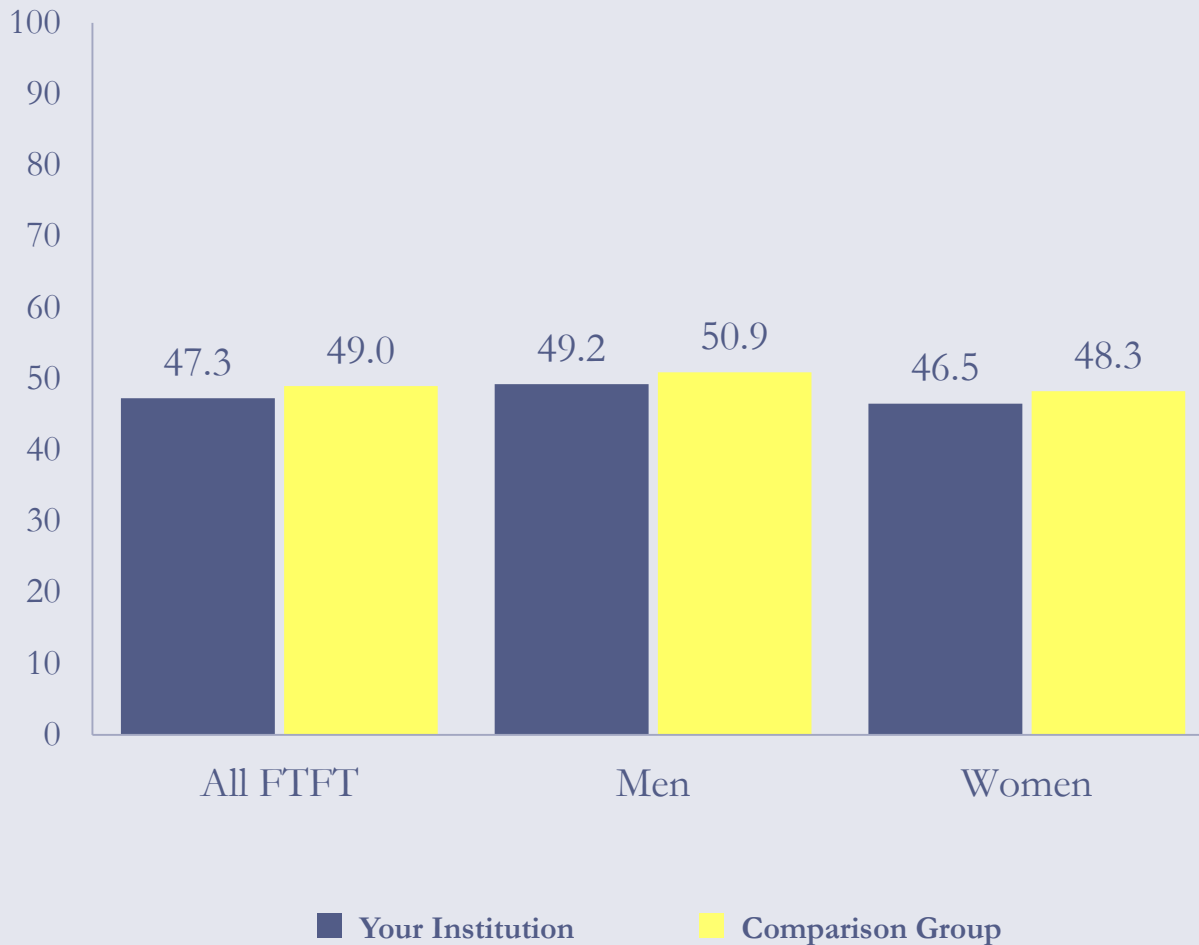


Construct Items

- Publicly communicated your opinion about a cause
- 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.

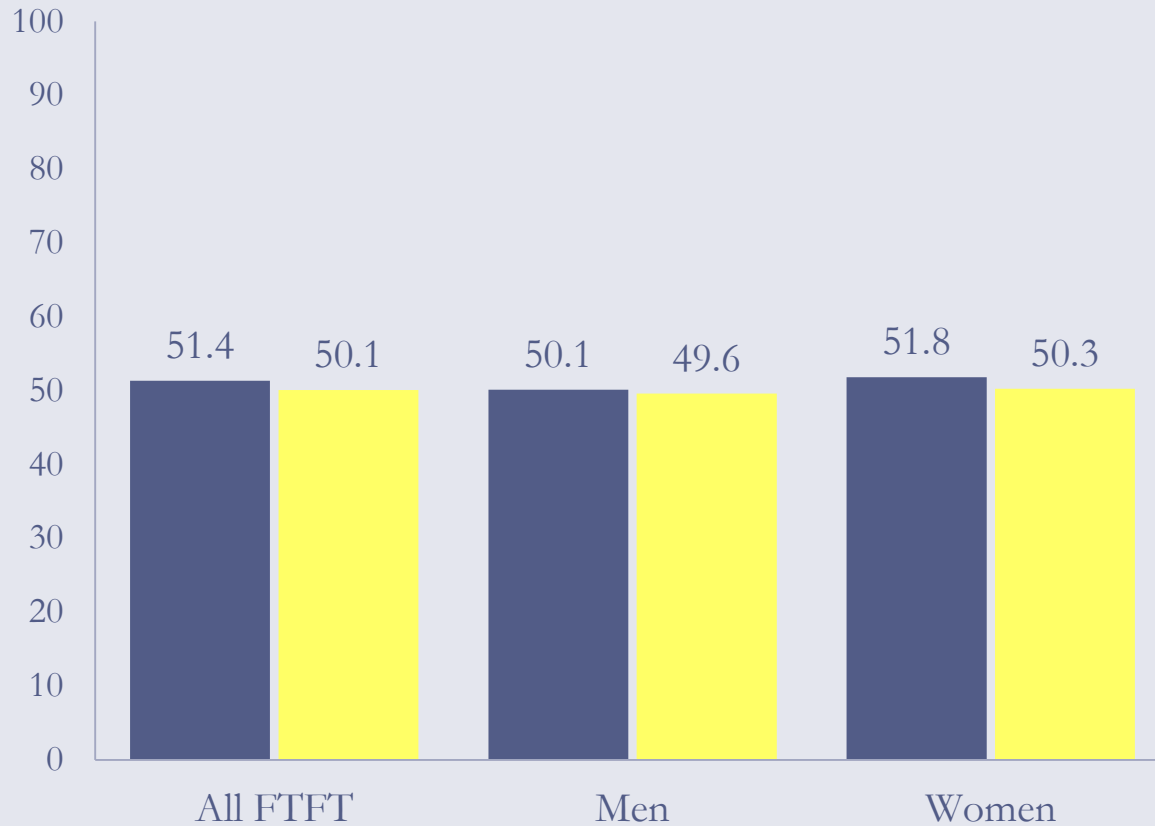


Construct Items

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

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.



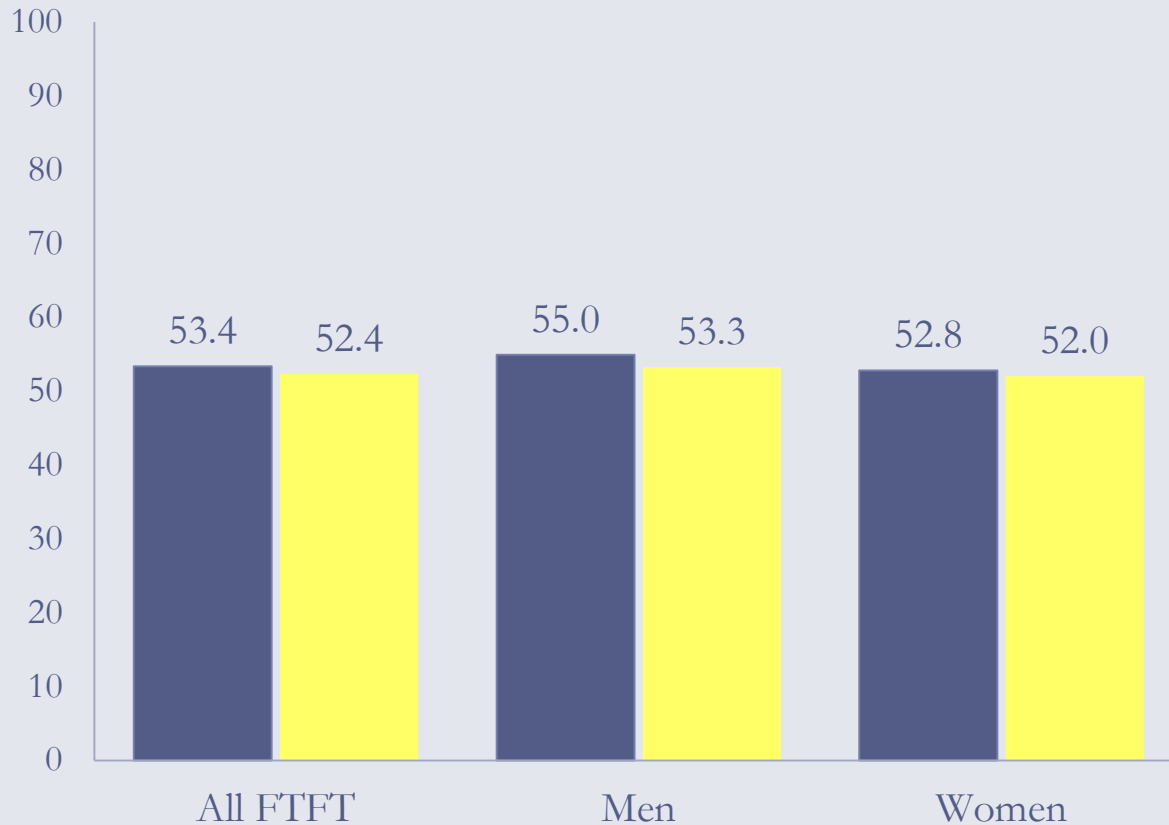
Construct Items

- 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

■ Your Institution ■ Comparison Group

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

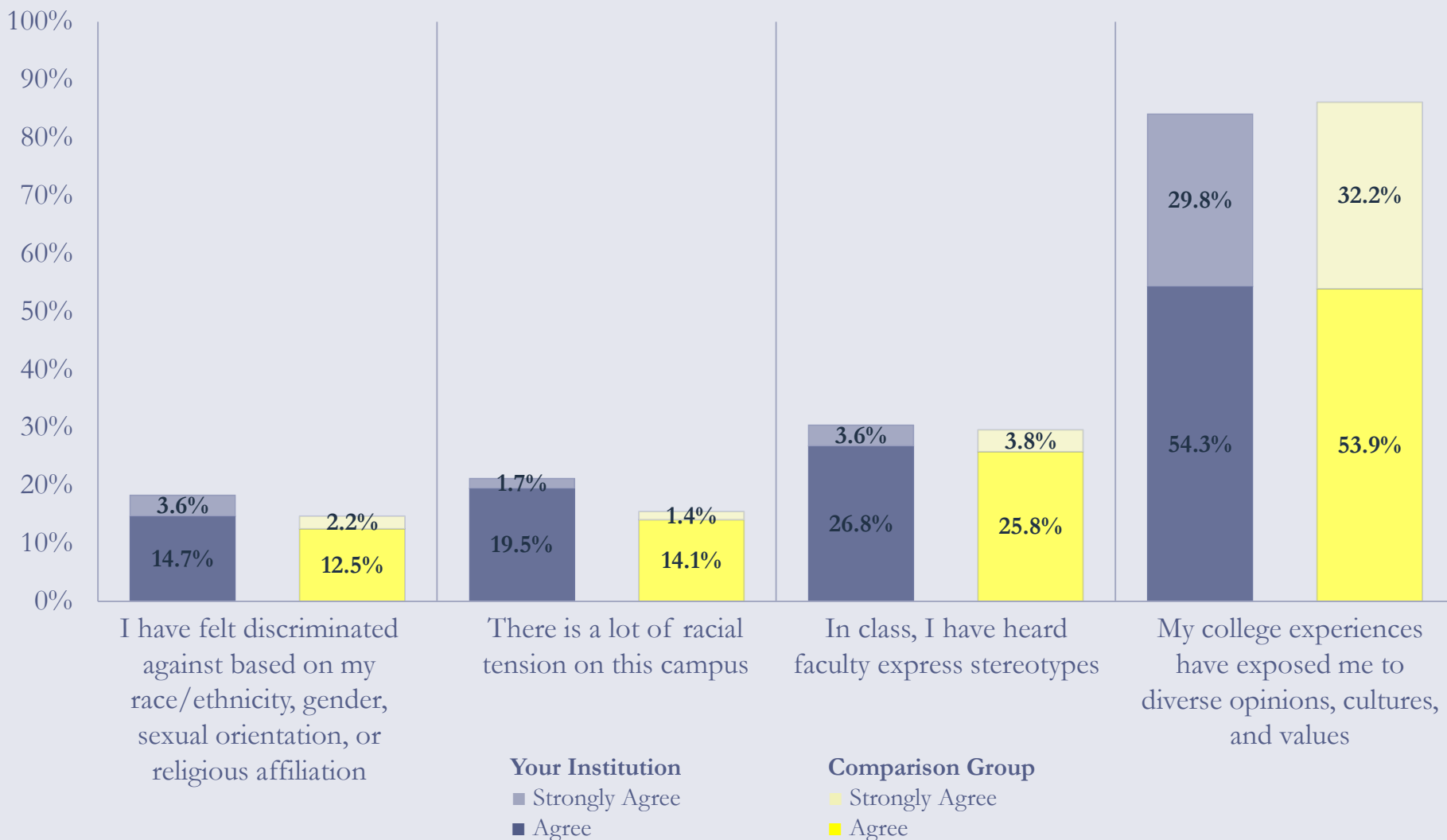
- Had tense, somewhat hostile interactions
- Felt insulted or threatened because of your race/ethnicity
- Had guarded, cautious interactions

■ Your Institution

■ Comparison Group

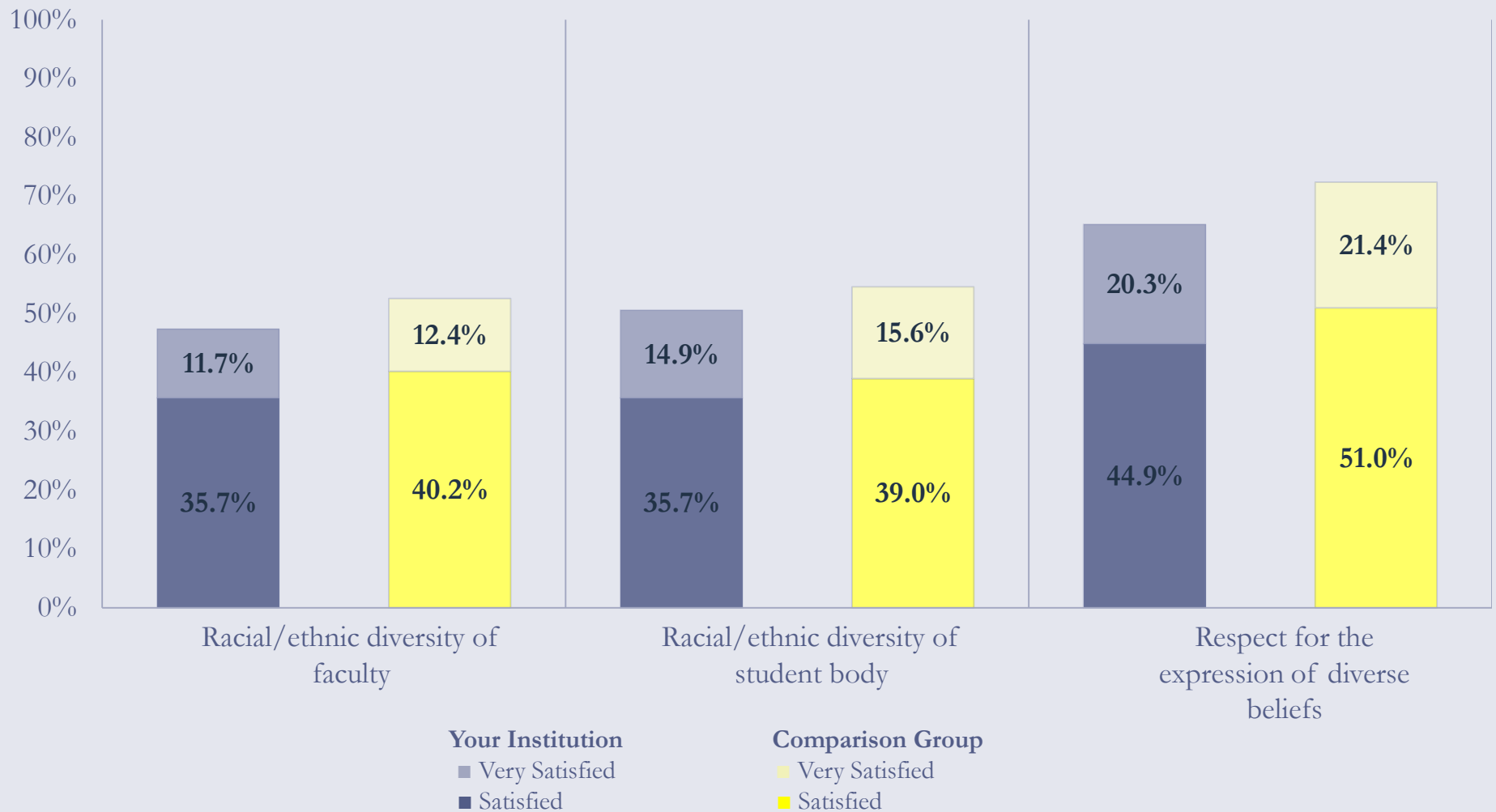
Campus Climate and Diversity

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



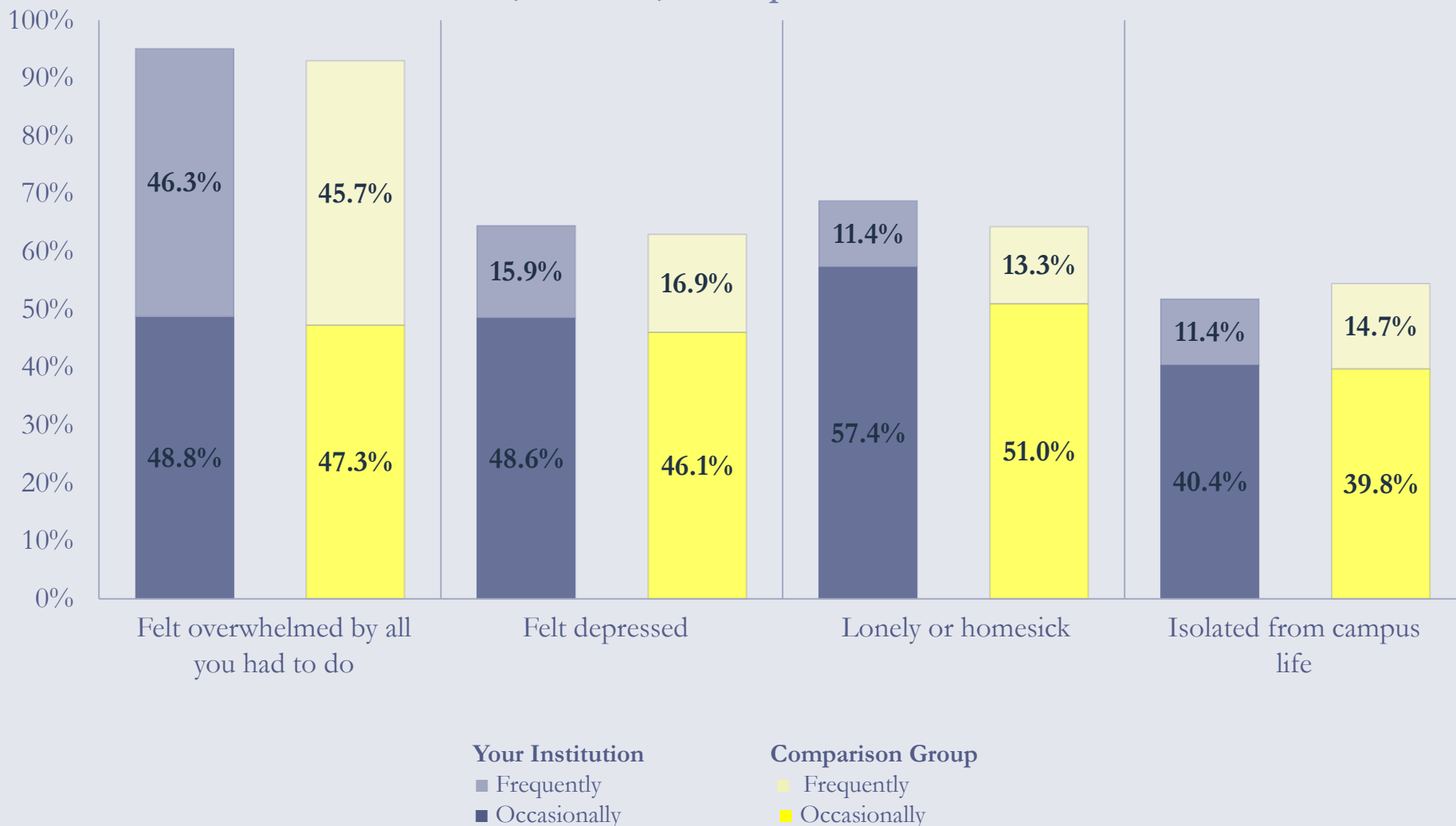
Satisfaction with Campus Diversity

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.



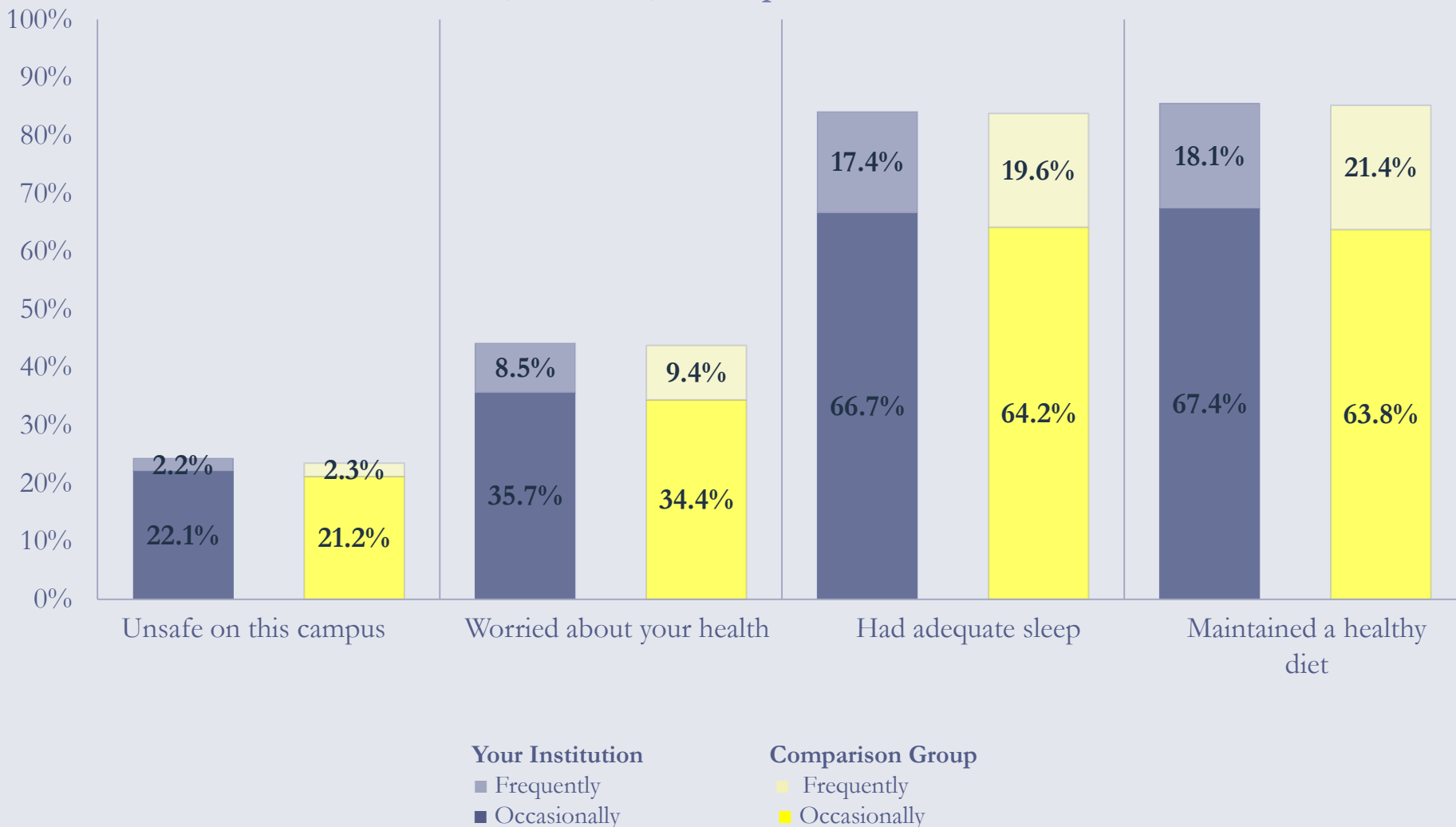
Health and Wellness

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.



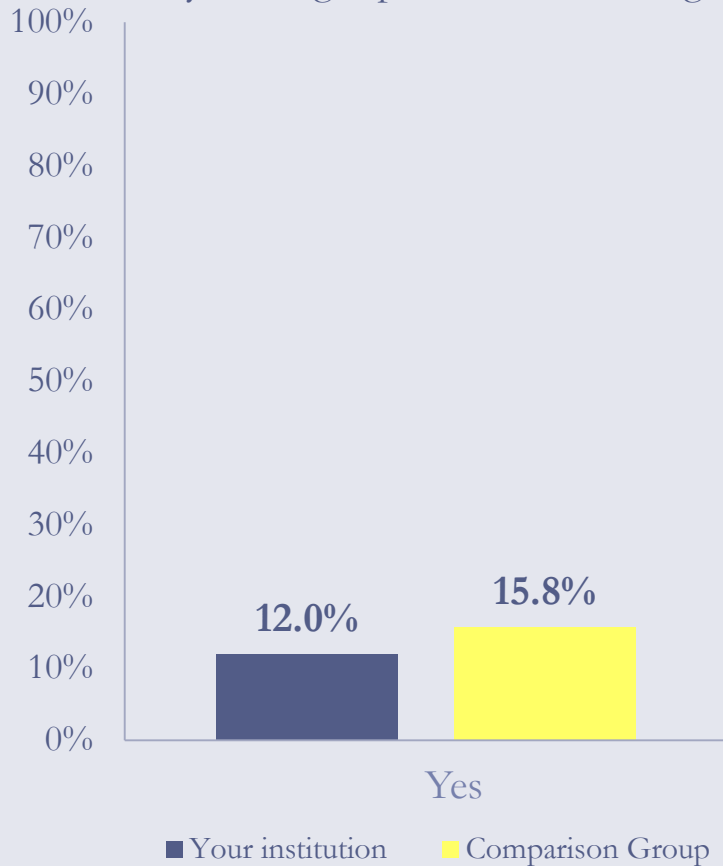
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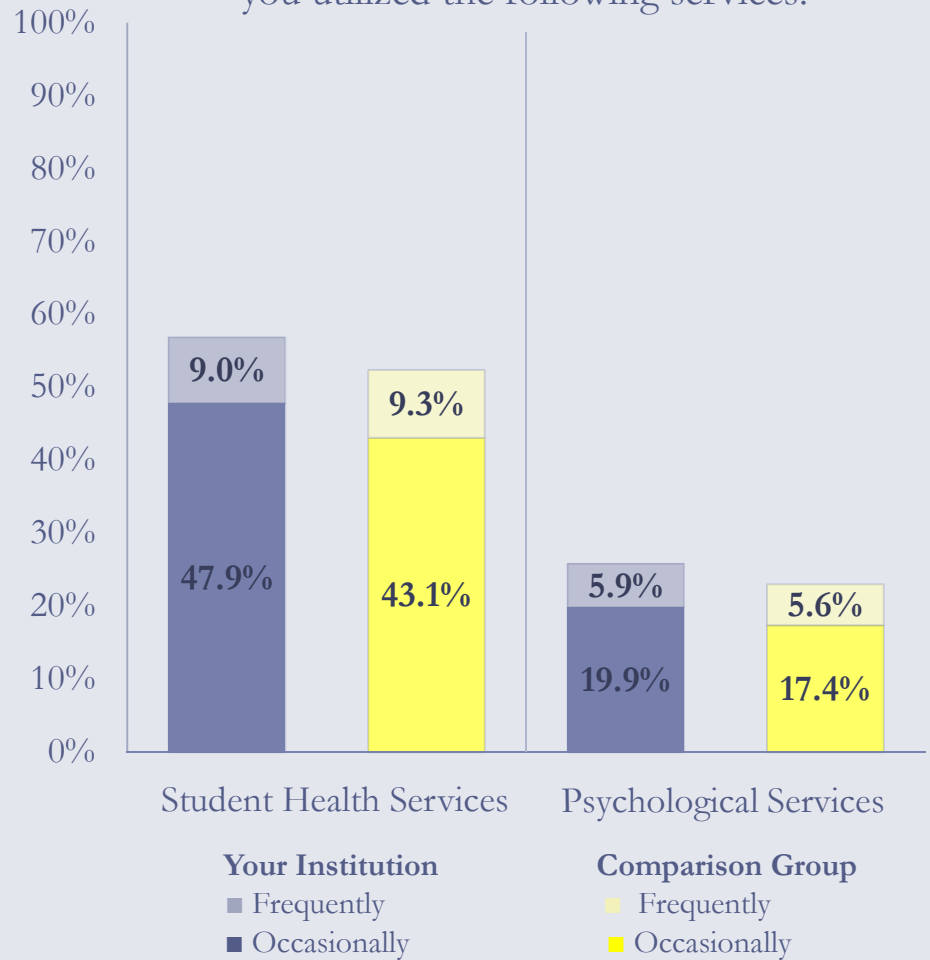


Health and Wellness

Since entering this college, have you sought personal counseling?

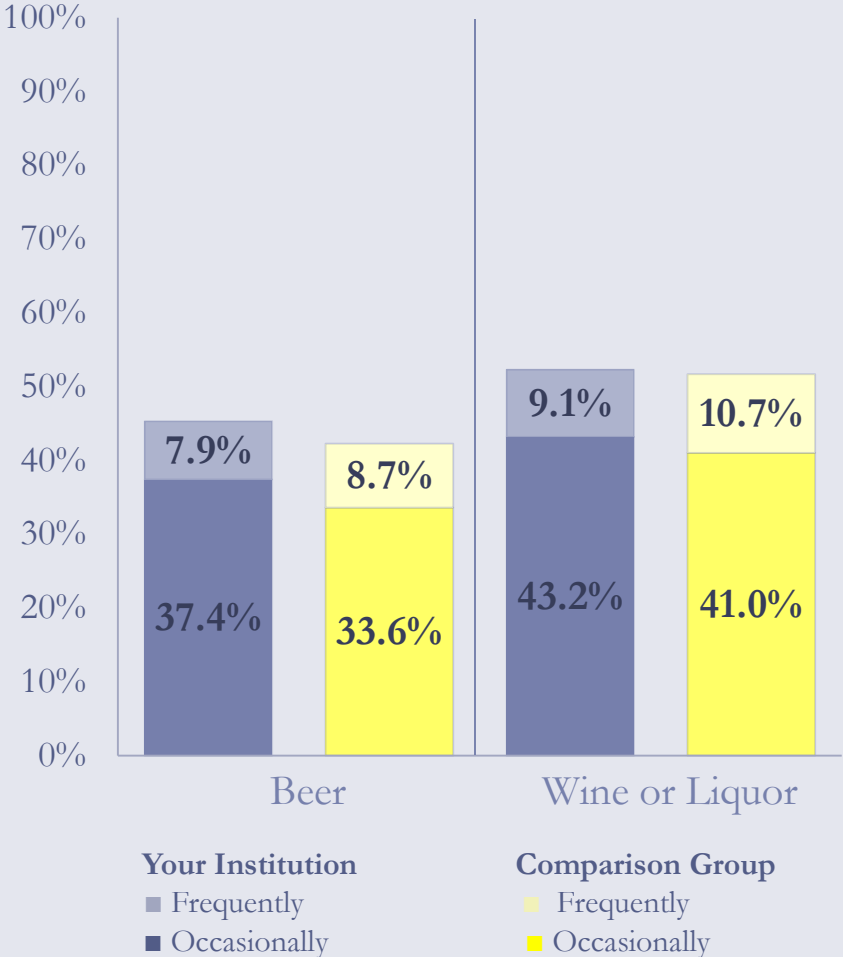


Since entering college, how often have you utilized the following services?

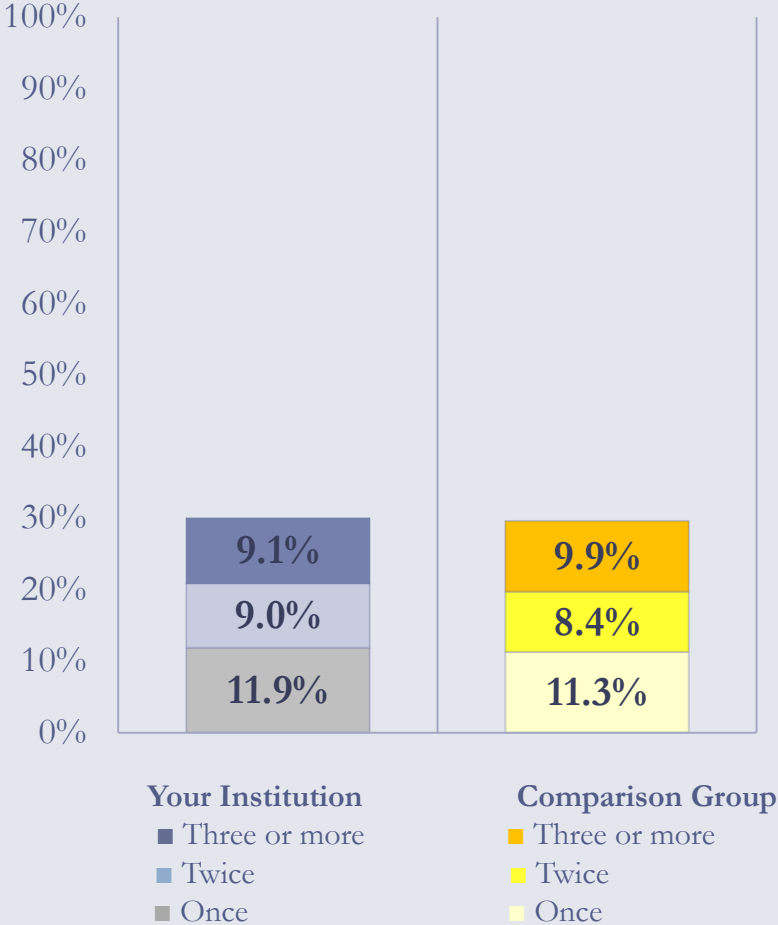


Health and Wellness

Since entering this college, how often have you drunk:



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



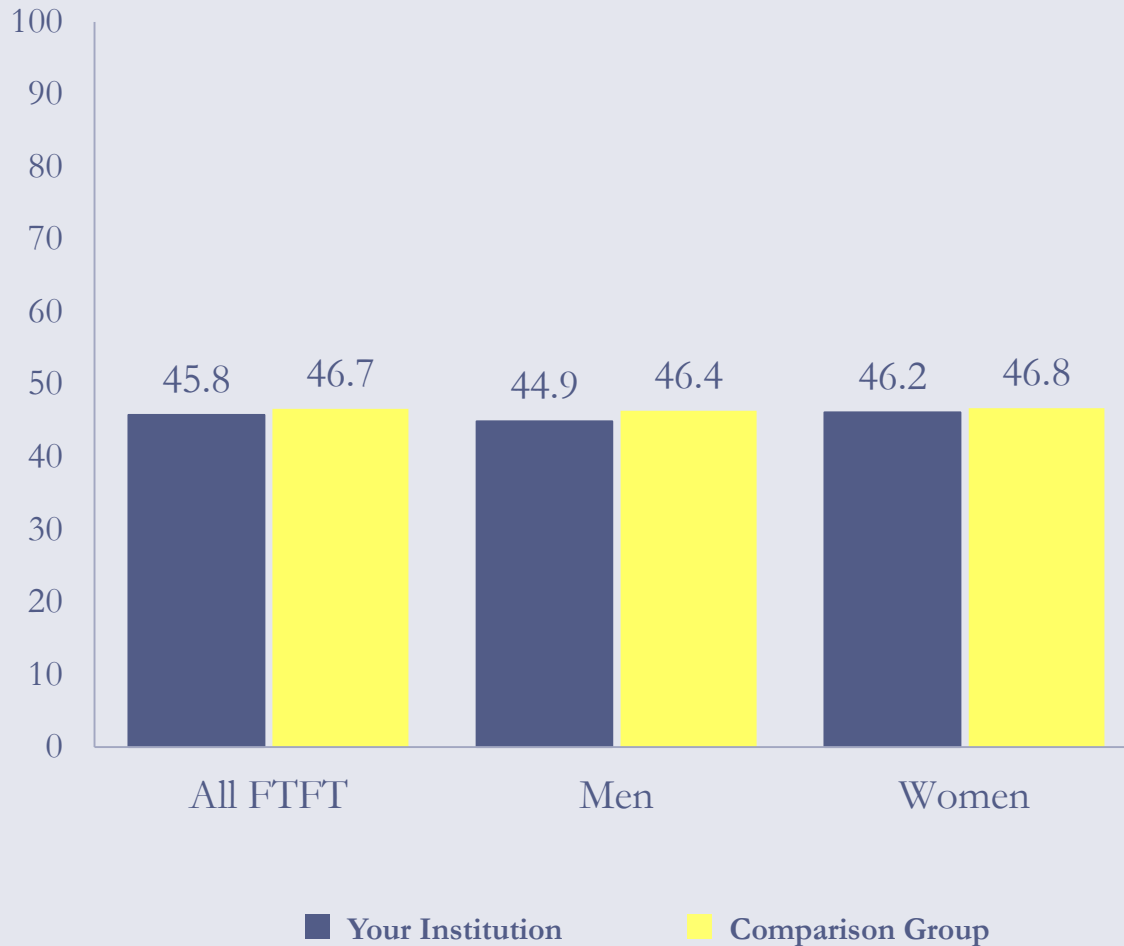


Satisfaction

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.

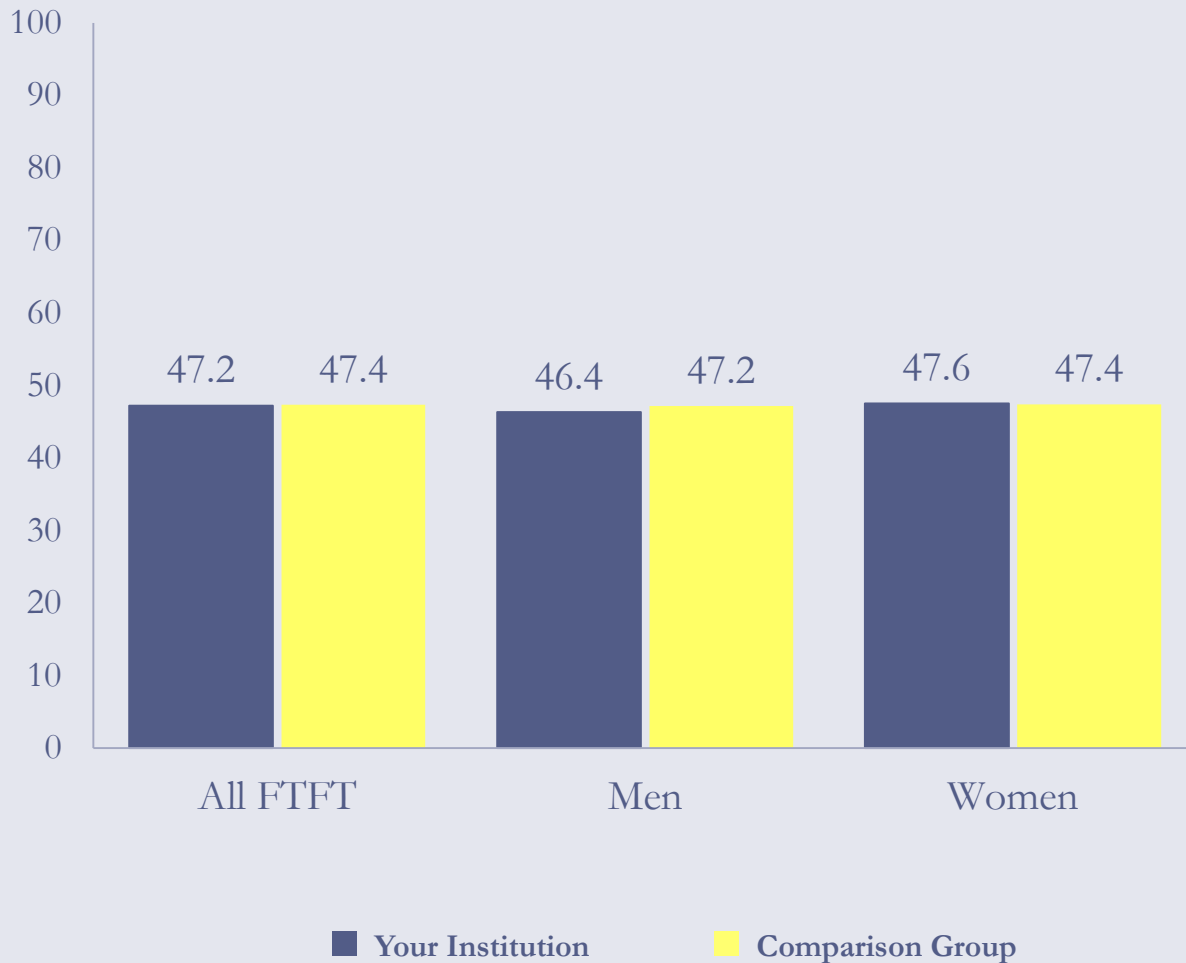


Construct Items

- Relevance of coursework to future career plans
- Relevance of coursework to everyday life
- General education or core curriculum courses
- First-year programs

Overall Satisfaction

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

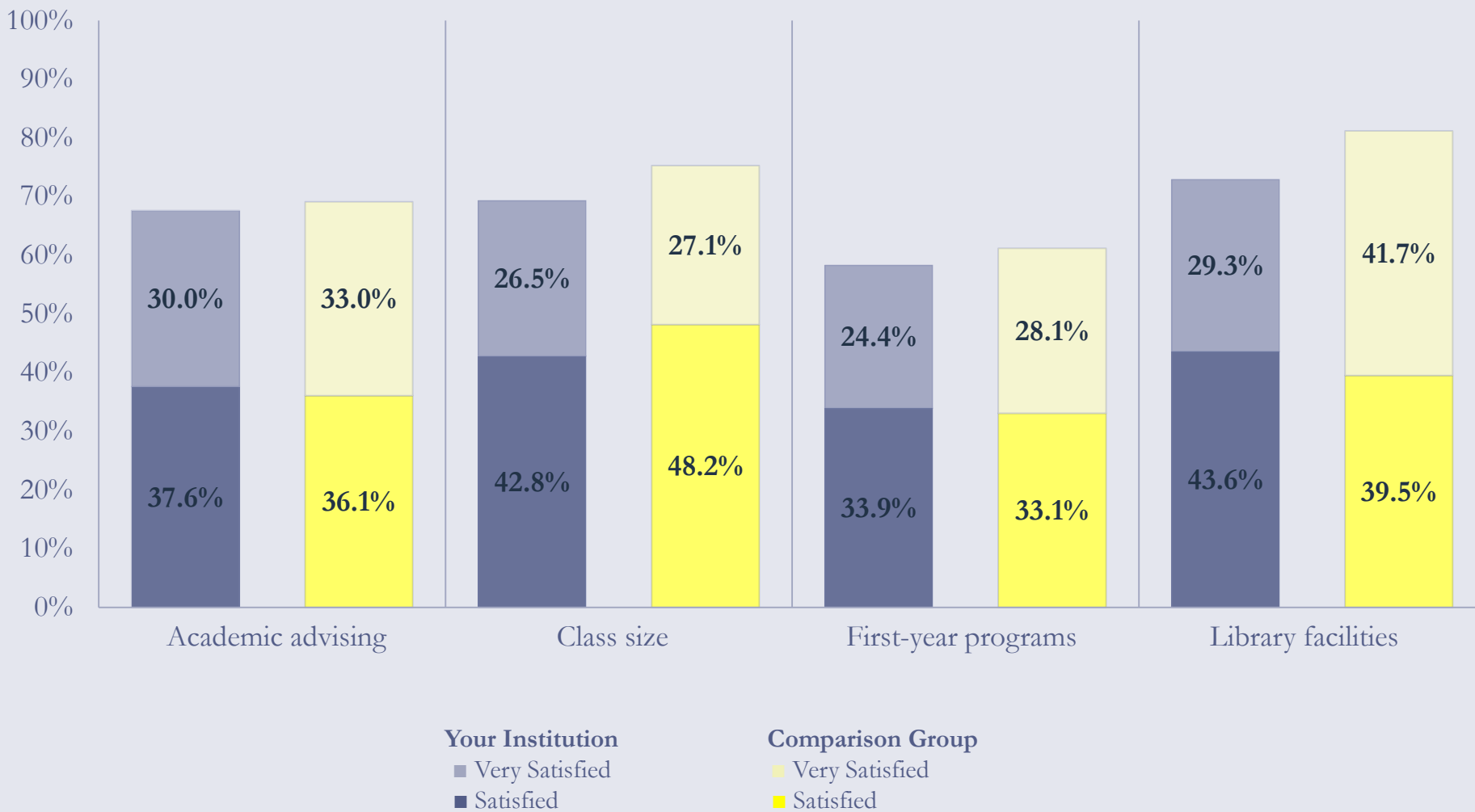


Construct Items

- Overall college experience
- If given choice again, would still choose to enroll at current institution
- Overall academic experience
- Overall quality of instruction

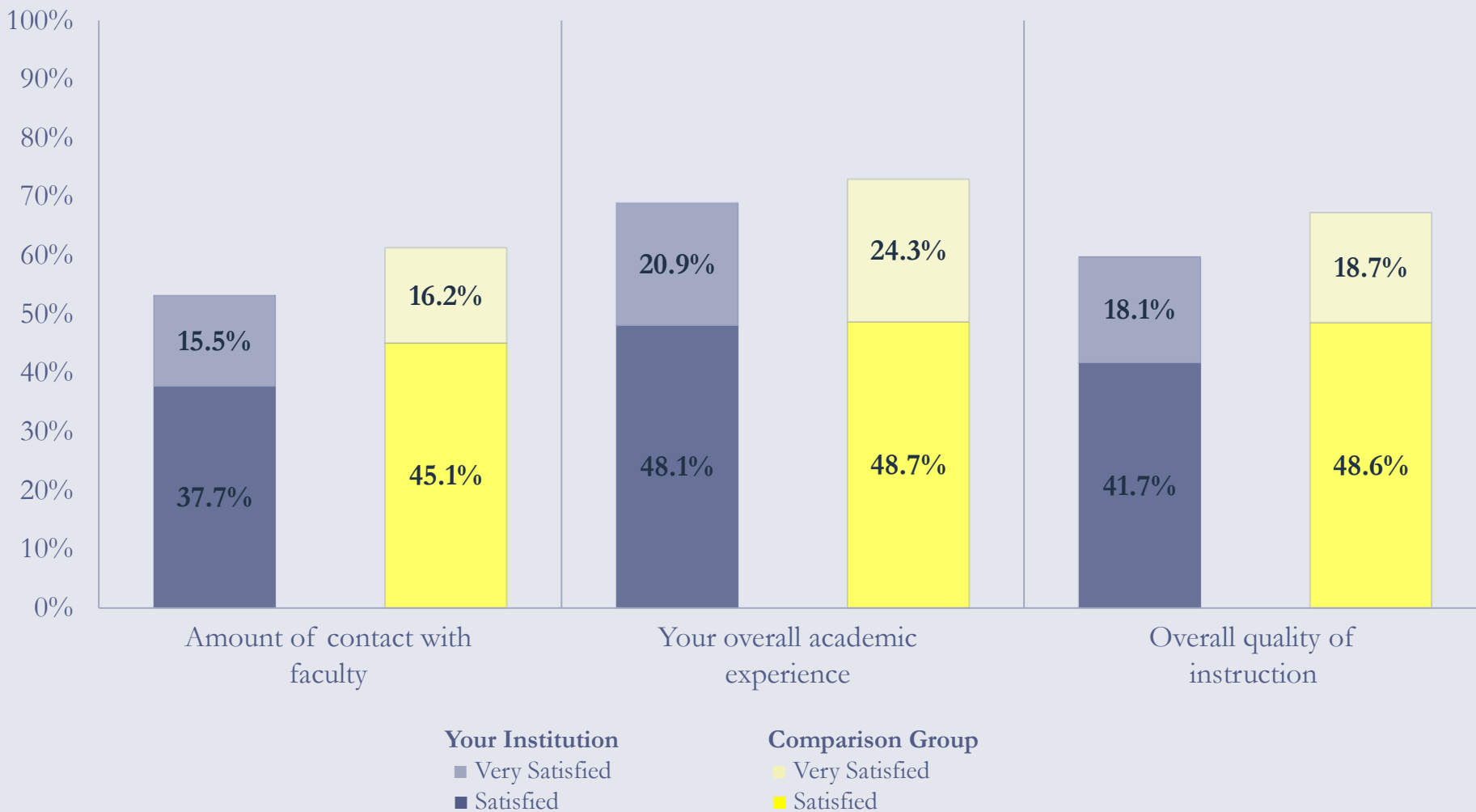
Satisfaction with Academic Support and Courses

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



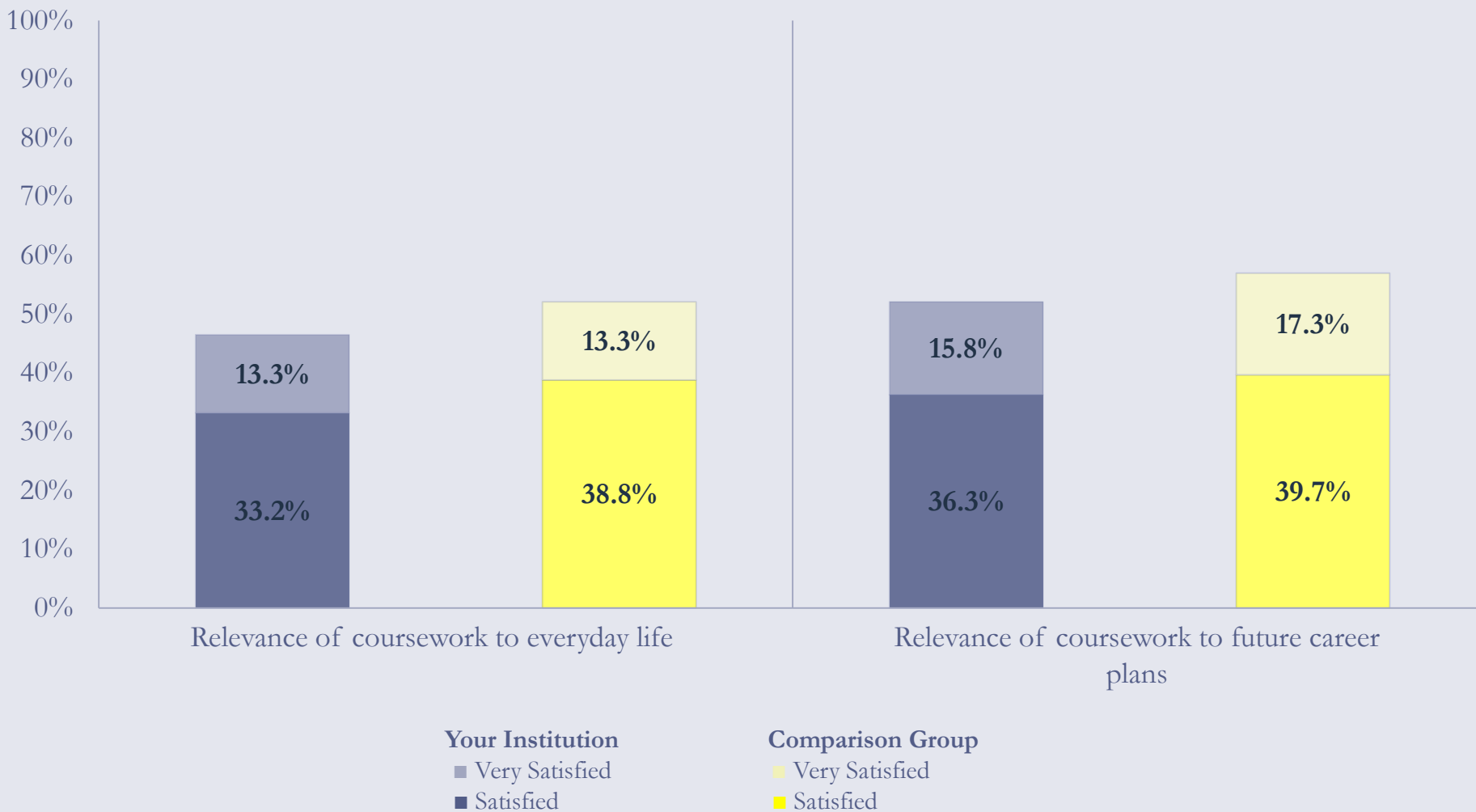
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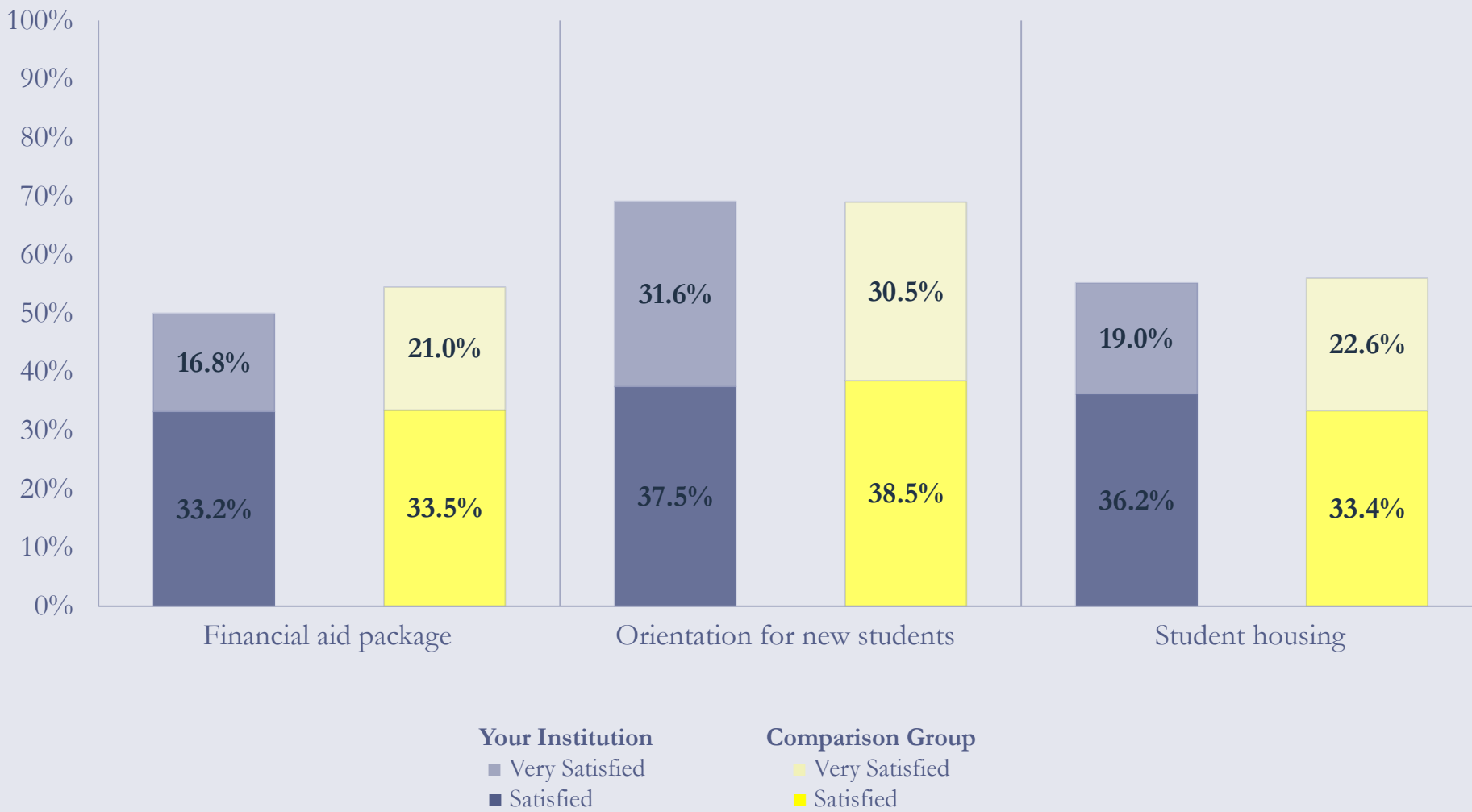
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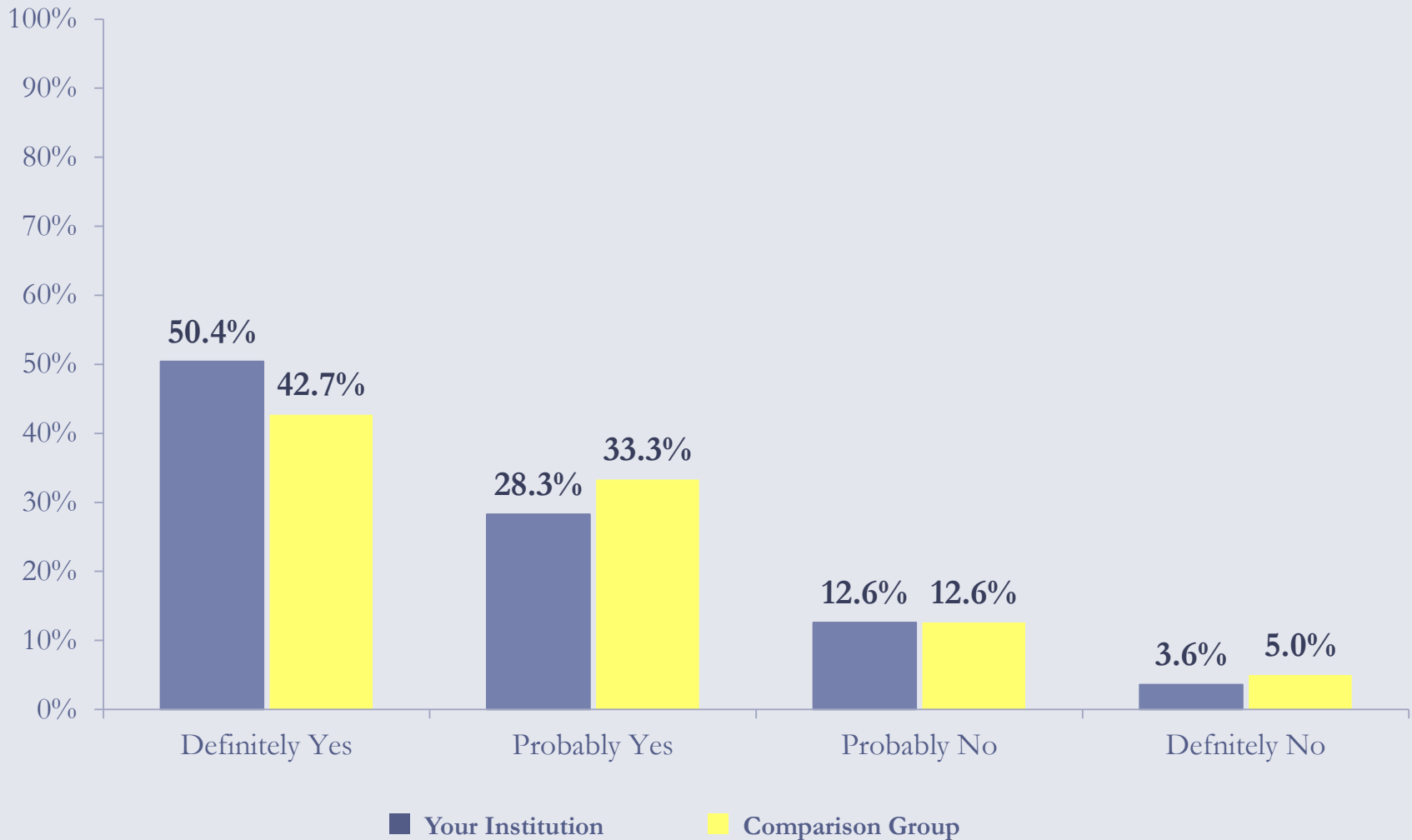
Satisfaction with Services and Community

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.



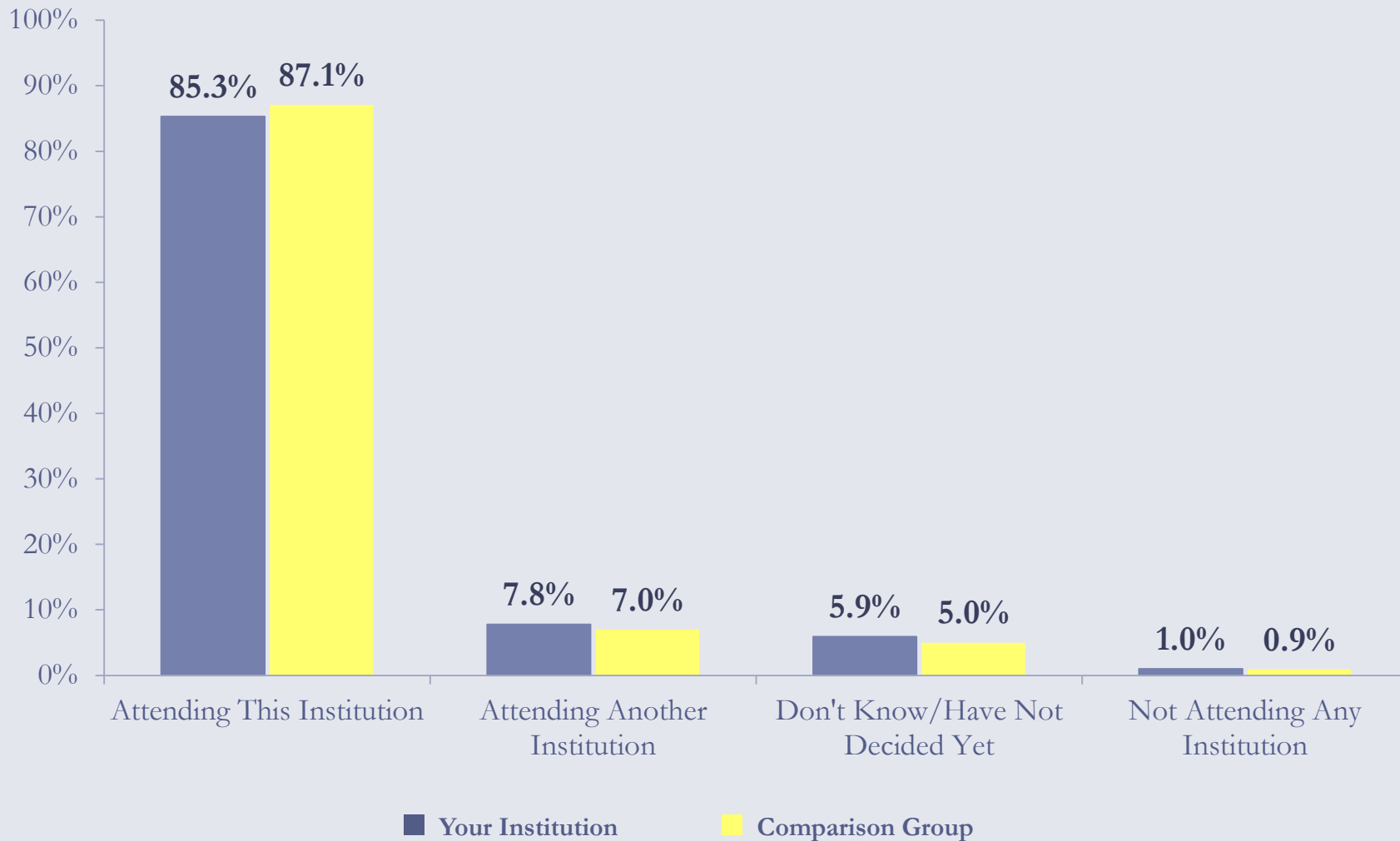
Future Plans

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



Future Plans

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





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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