

TARLETON STATE UNIVERSITY
OFFICE OF INSTITUTIONAL RESEARCH AND EFFECTIVENESS

**Administration of the Cooperative Institutional Research Program's (CIRP) The
Freshman Survey and Your First College Year Survey**
Fall 2013/Spring 2014

Summary of Key Findings

- Of the Fall 2013 first-time in-college (FTIC) cohort participating in The Freshman Survey:
 - 67% indicated that Tarleton was their first college-choice
 - 65% frequently/occasionally performed community service as part of a high school class
 - 34.5% rated their writing ability above average compared to peers
 - 72% indicated their tolerance of others with different beliefs was a major strength
 - 92% and 83% respectively indicated they are going to college to get a better job and make more money
- Of the Fall 2013 FTIC cohort participating in the Your First College Year Survey:
 - 95% indicated they occasionally/frequently revised their papers to improve writing
 - 85.4% interacted with faculty during office hours once a week or less; 88.8% once a week or less outside of class/office hours
 - 83.5% said faculty made them feel valued for in-class contributions
 - 69% indicated they occasionally/frequently felt lonely
 - 30.6% indicated they performed community service as part of a class
 - 36.1% indicated they very often/often had discussions about race/ethnicity outside of class
- Changes in the mean responses on the following TFS/YFCY constructs from fall 2013 to spring 2014:
 - Academic Self-Concept ▼ 20%
 - Habits of Mind ▼ 19%
 - Social Agency ▲ 20%
 - Social Self-Concept ▼ 18%

Introduction

On August 22, 2013, Tarleton's Office of Institutional Research & Effectiveness (OIRE) and Student Life Studies administered CIRP's "The Freshman Survey" (TFS) to over 1,400 FTIC students as part of the fall 2013 Transition Week Activities. The CIRP is housed in the University of California at Los Angeles' (UCLA) Higher Education Research Institute. TFS provides institutions with a profile of entering students' high school behaviors, academic preparedness, college choice/expectations, and values/goals. A copy of TFS instrument can be accessed at: [TFS Instrument](#).

In the spring of 2014, the CIRP “Your First College Year” (YFCY) survey was administered to those FTIC who persisted from the fall 2013 semester (N=1,582). The YFCY is a companion piece to TFS that is designed to provide institutions with data related to the holistic academic and personal development of first-year students (Higher Education Research Institute, 2014). The YFCY survey can be accessed at: [YFCY Instrument](#).

Methodology

Under the supervision of Tarleton’s OIRE and Student Life Studies, approximately 45 Texan Transition Mentors (TTM) served as proctors for the administration of TFS. The TTMs distributed the paper surveys/pencils and read survey completion instructions/informed consents to the potential participants. Of the 1,400 TFS distributed, 1,357 were completed and returned to the OIRE. After the paper surveys were processed by CIRP officials at UCLA, the dataset was visually and programmatically inspected for abnormalities. This resulted in 180 cases being identified as possible spurious data points due to invalid self-reported student identification numbers and students not classified as FTIC. After removal of the questionable data points, the final sample of 1,176 FTIC students resulted in an overall participation rate of 64% and a margin of error of +/- 1.71% (Raosoft Sample Size Calculator, 2014).

The YFCY was conducted online by CIRP utilizing the Qualtrics web based survey tool. Over 450 students completed the YFCY resulting in a participation rate of 30% and a margin of error of +/- 3.86%. Additionally, 391 students completed both TFS and YFCY surveys allowing for longitudinal analysis of 92 paired questions with a margin of error of +/- 4.39%. (Raosoft Sample Size Calculator, 2014) This is critical in identifying individual change in perceptions, attitudes, and values over the first college year.

Data Analysis

Frequency distributions and descriptive statistics were generated to create a profile and academic performance measures of the fall 2013 TFS participants. Construct means were compared and statistical significance and effect sizes reported where available. Finally, paired sample t-tests were performed on 92 paired TFS/YFCY questions to determine statistically significant differences in mean responses as well as effect sizes.

This report contains the following findings:

- Selected profile/academic performance measures of the 2013 FTIC TFS participants
- Selected listing of Tarleton’s TFS/YFCY comparison group 1 and group 2
- A listing of 2013 TFS constructs and example questions
- A listing of 2014 YFCY constructs and example questions
- 2013 TFS construct means vs. comparison group 1 and group 2
- Longitudinal comparison of 2009/2013 TFS construct means
- 2014 YFCY construct means vs. comparison group 1 and group 2
- Longitudinal comparison of 2010/2014 YFCY construct means
- Comparison of 2013 TFS/2014 YFCY paired questions
- Brief explanation of TFS/YFCY Themes

Selected Profile/Academic Performance
Measures of the 2013 FTIC TFS Participants

		FTIC (n=1176)
GENDER & RACIAL IDENTIFICATION	Male	37%
	Female	63%
	American Indian/Alaska Native	1%
	Asian	1.9%
	Black	6.4%
	Hispanic/Latino	11.8%
	Native Hawaiian/Other Pacific	.2%
	White	77.3%
	Other	.01%
	Not Reported	1.4%
HONORS COLLEGE PARTICIPATION	YES	20%
	NO	80%
PARENTS EDUCATION	Second generation: at least one parent has bachelor's degree or higher	42%
	First generation: at least one parent has a 2 year/associates degree	7%
	First generation: neither parent has any college attendance	31%
	First generation: at least one parent has some college but no degrees	20%
MAJOR	Pre Nursing	13.3%
	Animal Science	9.4%
	Kinesiology	6.2%
	Biomedical Science	6.1%
	Ag Services and Development	5.3%
	Interdisciplinary Studies	5.3%
	Criminal Justice	4.5%
	Engineering	3.4%
	Business Administration	3.3%
Liberal Arts	3.1%	
COLLEGE	Science & Technology	33.8%
	Ag & Environmental Sciences	23.0%
	Education	14.3%
	Liberal & Fine Arts	12.4%
	Business	12.2%
	Student Success	4.3%
RESIDENCE HALL	Legends	14.5
	Traditions	11.7
	Centennial Hall	11.5
	Hunewell Annex Hall	11.3
	Legacy	11.3
	Ferguson Hall	11.1
	Bender Hall	8.0
	Hunewell Hall	5.8
	Gough Hall	3.0
	Moody Hall	1.7
	Texan Village Apt	1.6
	Grove	.1
	Venture Apt	.1
Off Campus	8.3%	
PERSISTENCE FROM FALL 2013-SPRING 2014	YES	88.3%
	NO	11.7%

	Fall 13 GPA (n=1176)	Spring 14 GPA (n=1176)	Senior Class Size (n=1113)	Class Rank (n=1113)	SAT Verbal (n=1176)	SAT Math (n=1176)	Composite ACT (n=1176)
<i>Mean</i>	2.6526	2.5509	307.1330	.3310	469.71	491.46	20.87
<i>Median</i>	2.7600	2.6700	255.0000	.3190	460.00	490.00	21.00
<i>Std. Deviation</i>	.85060	.85604	240.64055	.17663	79.061	72.648	3.531
<i>Minimum</i>	0.00	0.00	4.00	.00	200	260	11
<i>Maximum</i>	4.00	4.00	1507.00	.93	720	750	33

TFS Selected Comparison Group 1 and Comparison Group 2 Institutions

Group 1 (Public 4-year colleges/low select)

Cal State Northridge
Cal State San Bernardino
Carl Albert College
Coastal Carolina University
CUNY Medgar Evers College
Dalton State College
Rhode Island College
University of Hawaii-West Oahu

Group 2 (Public 4-year colleges)

Cal State Long Beach
CUNY Lehman College
Midwestern State University
University of Central Missouri
Citadel-South Carolina
Ramapo College
US Air Force Academy
University of Michigan-Flint

YFCY Selected Institutions of Comparison Group 1 and Comparison Group 2

Alabama A&M University
Bridgewater State University
Cal State Long Beach
Cal State Northridge
College of Charleston
Framingham State University
Lincoln University of Pennsylvania
Miami University-Hamilton/Middleton
Midwestern State University
Montclair State University

New College of Florida
North Carolina Central
Northeastern State University
Ramapo College
Rhode Island College
Sonoma State University
SUNY Potsdam
SUNY Institute of Tech
US Coast Guard Academy
University Arkansas-Pine Bluff

*The complete Institutional Profile and Longitudinal Profile Report available at: [Profile](#)

TFS Constructs and Example Questions

Habits of Mind

How often in the past year did you:

- Support opinions with logic
- Explore topics on your own
- Seek feedback on your academic work
- Revise papers to improve writing

Academic Self-Concept

Rate you vs. others your age:

- Academic ability
- Mathematical ability
- Intellectual self-confidence
- Drive to achieve

Social Self-Concept

Rate you vs. others your age:

- Leadership ability
- Social self-confidence
- Popularity
- Public speaking ability

Pluralistic Orientation

Rate you vs. others your age:

- Ability to work with diverse people
- Tolerance of others with different beliefs
- Openness to having my views challenged

Social Agency

Indicate importance to you:

- Helping to promote racial understanding
- Becoming a community leader

Civic Engagement

Activities you did in past year:

- Demonstrated for a cause
- Worked on a political campaign
- Influencing social values

College Reputation Orientation

How important was each reason in your decision to come here?

- This college's graduates get good jobs
- This college's graduates gain admission to top graduate/professional school
- This college has a very good academic reputation

Likelihood of College Involvement

What is your best guess as to the chances that you will:

- Participate in student clubs/groups
- Participate in volunteer or community service work
- Socialize with someone of another race/ethnic group
- Participate in a study abroad program
- Participate in student government

*Complete listing of TFS Constructs available at: [Constructs Report](#)

YFCY Constructs and Example Questions

Habits of Mind

How often in the past year did you:

- Support opinions with logic
- Explore topics on your own
- Seek feedback on your academic work
- Revise papers to improve writing

Academic Adjustment

Since entering college, how has it been to:

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

Academic Disengagement

Since entering college, how often have you:

- Come late to class
- Skipped class
- Turned in course assignments late
- Fell asleep in class

Faculty Interaction: Contact & Communication

Since entering this college, how often have you:

- Communicated regularly with your professors
- Asked a professor for advice after class
- Received advice/guidance about your educational program from your professor

Satisfaction with Coursework

Please rate your satisfaction with this institution on each of the following:

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

Overall Satisfaction

If you could make your college choice over, would you still come to TSU?

Satisfaction with your overall academic experience

Satisfaction with overall quality of instruction

Sense of Belonging

Indicate extent you agree/disagree with following:

- 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

Academic Self-Concept

Rate yourself on each of the following traits as compared with the average person your age:

- Academic Ability
- Mathematical Ability
- Self-Confidence
- Drive to Achieve

Social Self-Concept

Rate yourself on each of the following traits as compared with the average person your age:

- Self-confidence
- Leadership ability
- Popularity
- Public speaking ability

YFCY Constructs and Example Questions

Pluralistic Orientation

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

Positive Cross-Racial Interaction

To what extent have you experienced the following with student from different race/ethnic group?
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

Negative Cross-Racial Interaction

To what extent have you experienced the following with student from different race/ethnic group?
Had tense, somewhat hostile interactions
Felt insulted or threatened because of your race/ethnicity
Had guarded, cautious interactions

Social Agency

Indicate importance to you:
Helping to promote racial understanding
Becoming a community leader
Keeping up to date with political affairs

Civic Awareness

How strong/weak do you believe you are in the following areas?
Understanding of national issues
Understanding of global issues
Understanding of the problems facing your community

Leadership

Self-rating in leadership ability
I have effectively led a group to a common purpose

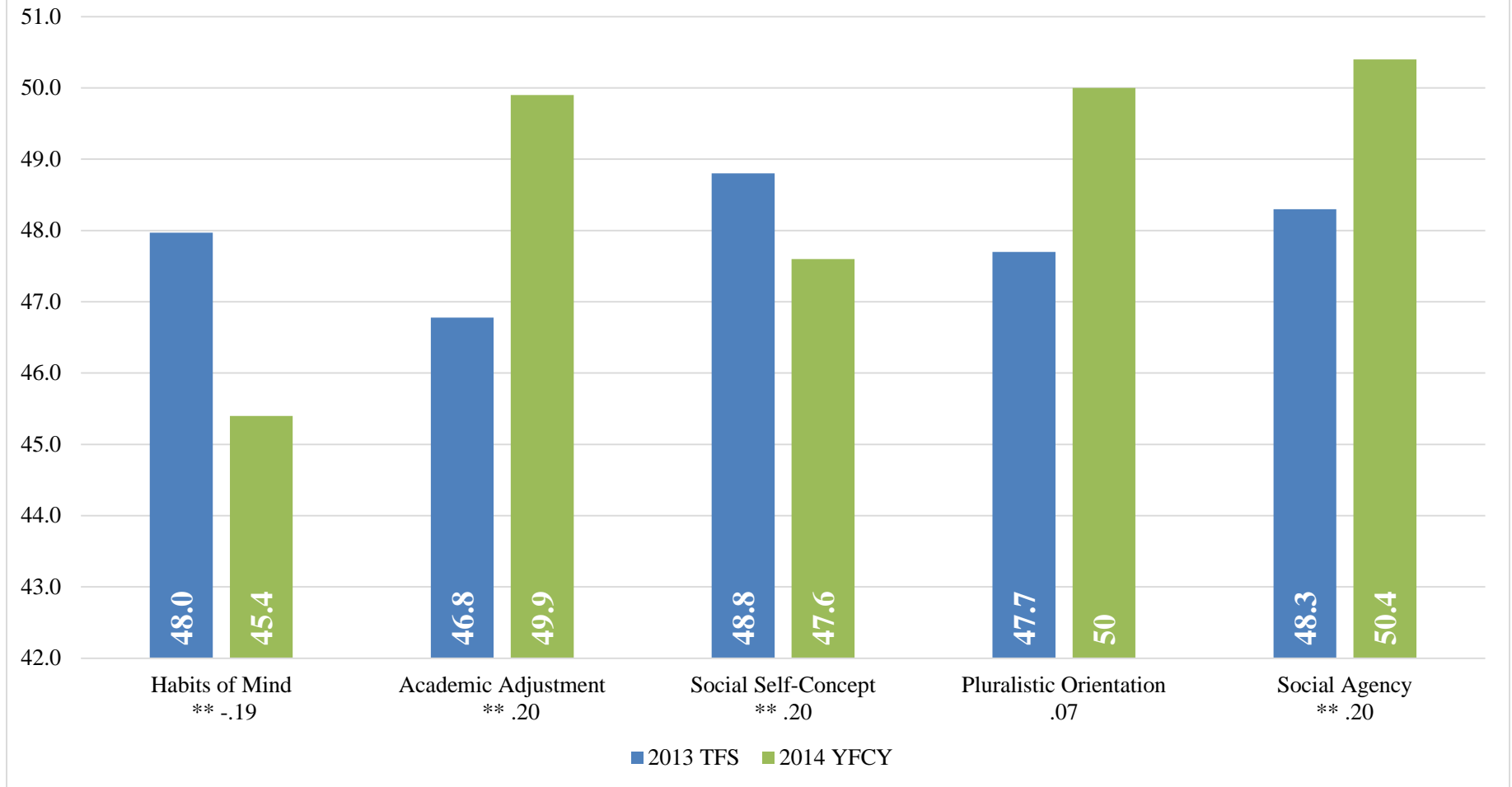
Been a leader in an organization
Participated in leadership training

Civic Engagement

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)

*Complete listing of YFCY Constructs available at: [YFCY Constructs Report](#)

2013 TFS vs. 2014 YFCY Survey Construct Means Reports



*Statistical significance $p < .05$

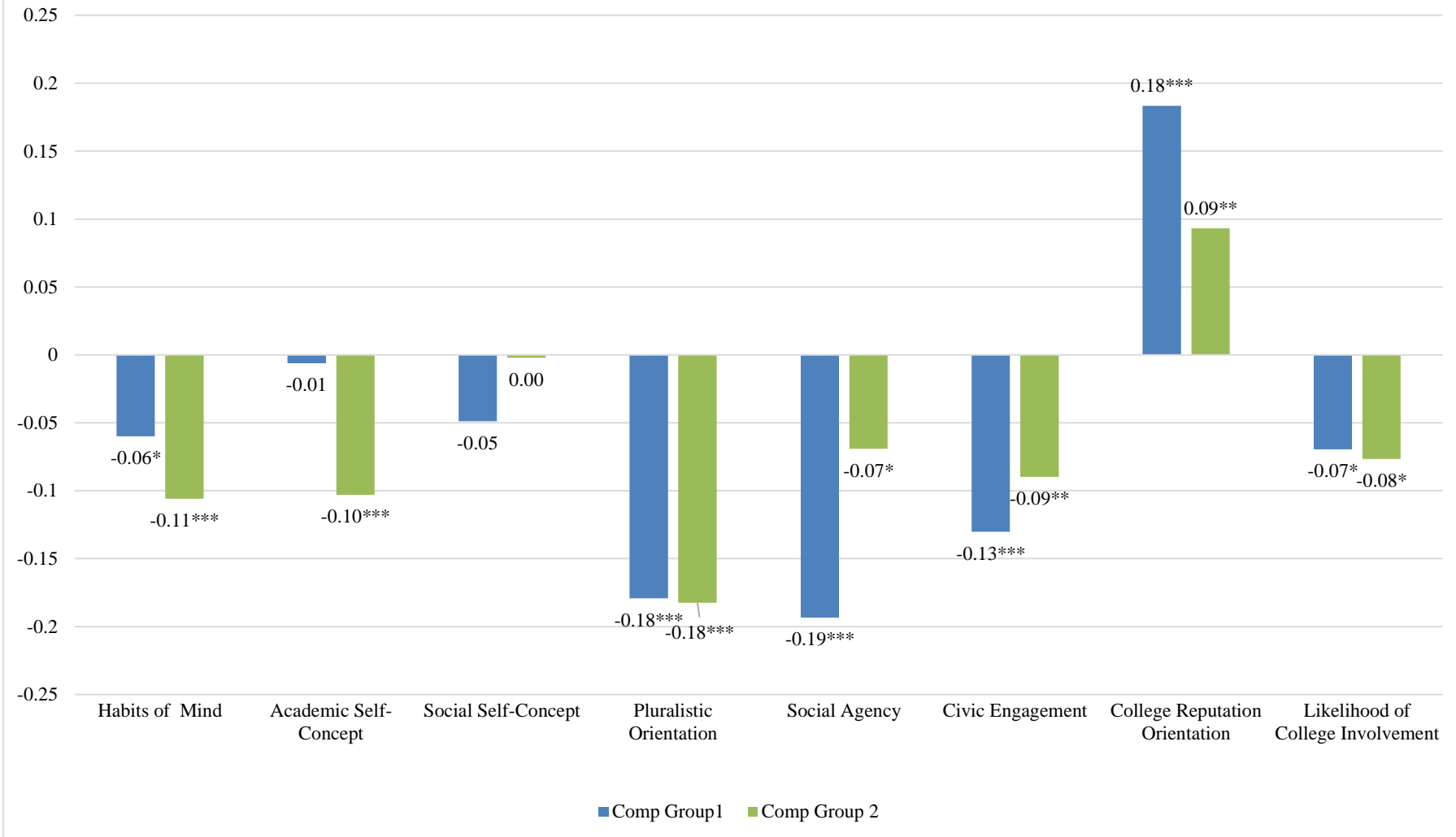
**Statistical significance $p < .01$

***Statistical significance $p < .001$

Effect size differences (magnitude of difference): small $< .20$; moderate $.50$; large $.80$ or $>$

*Complete listing of Constructs available at: [YFCY Constructs](#) & [TFS Constructs](#)

TFS Effect Size Means: Tarleton, Comparison Group 1, and Comparison Group 2



*Statistical significance $p < .05$

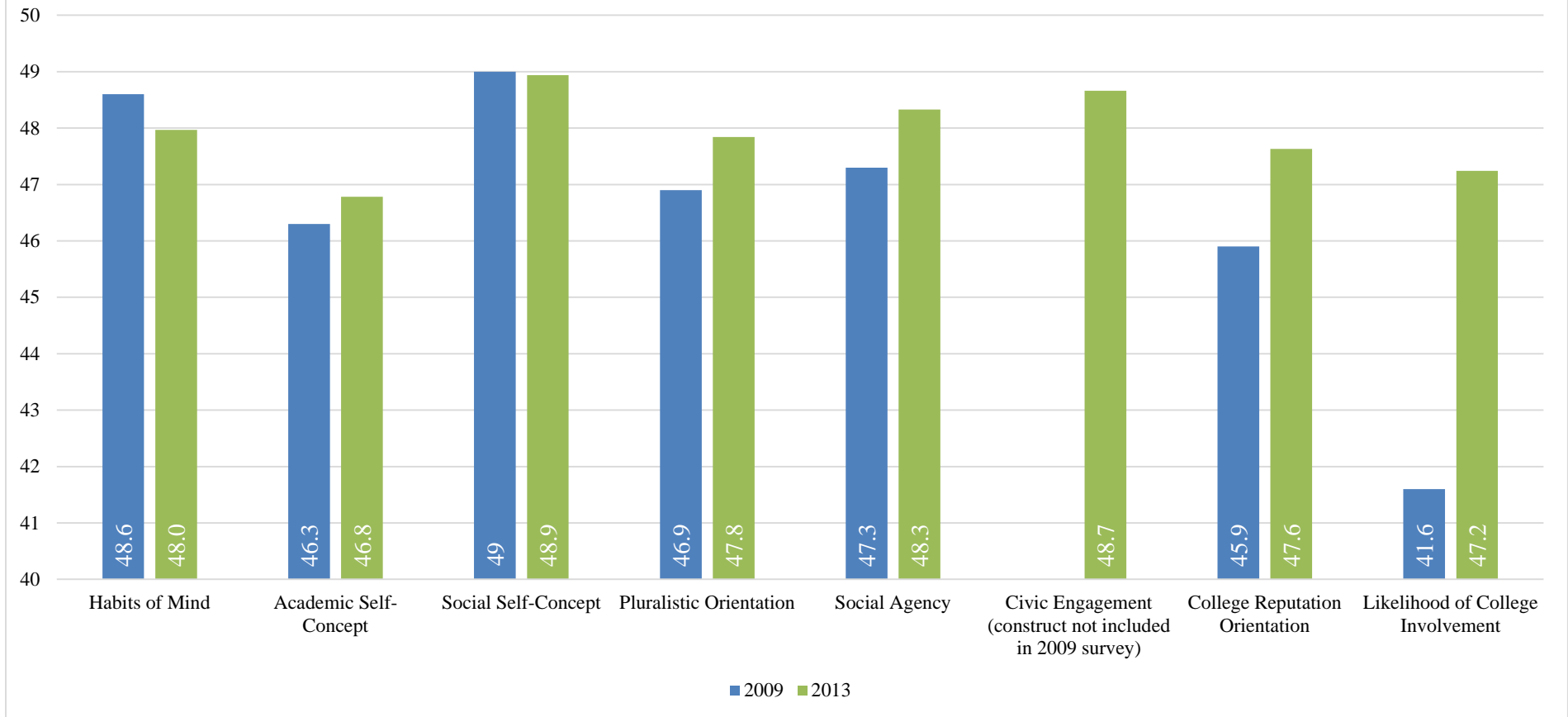
**Statistical significance $p < .01$

***Statistical significance $p < .001$

Effect size differences (magnitude of difference): small $< .20$; moderate $.50$; large $.80$ or $>$

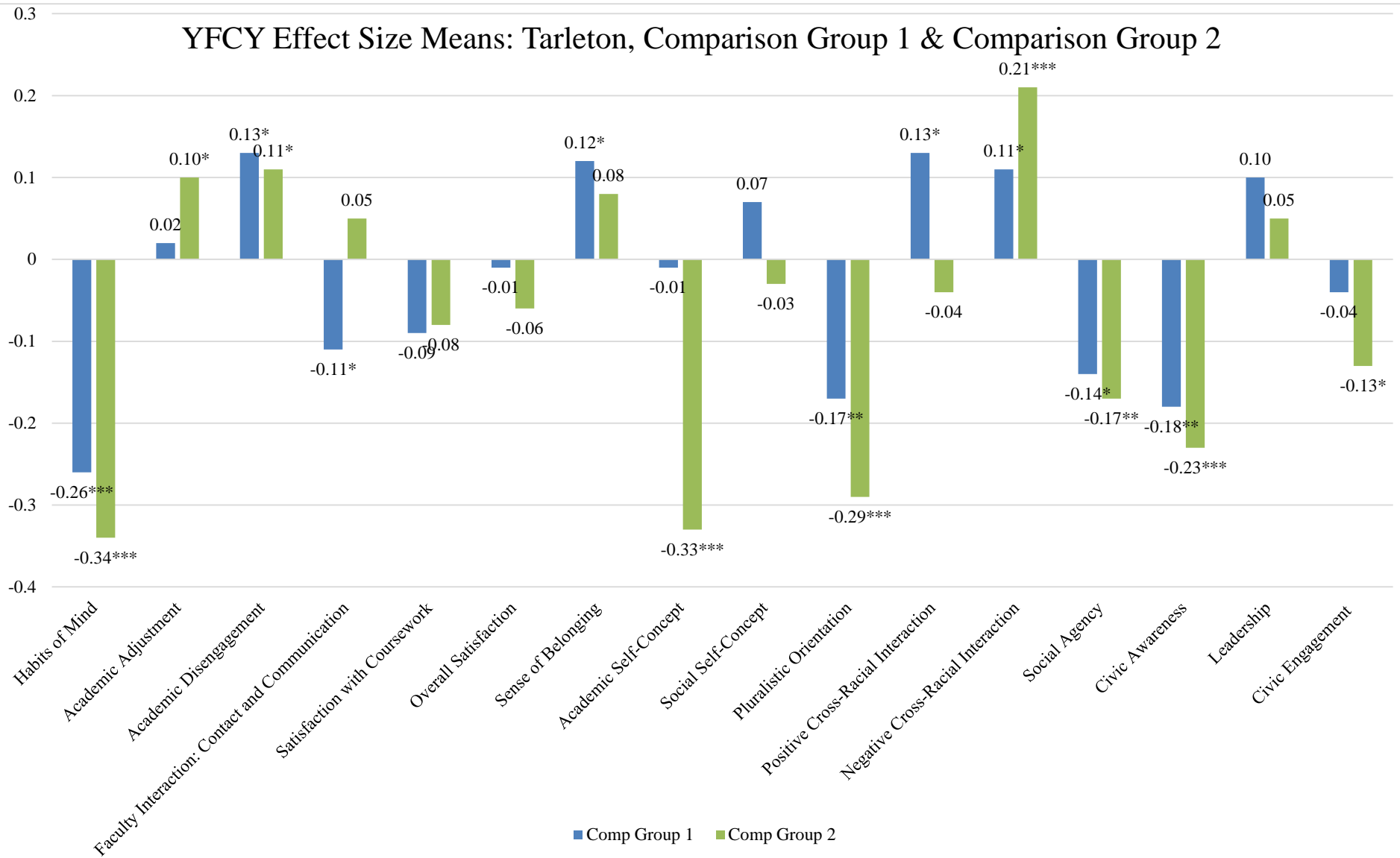
*Complete listing of Constructs available at: [TFS Constructs](#)

TFS Longitudinal Construct Mean Reports



*Complete listing of Constructs available at: [TFS Constructs](#)

YFCY Effect Size Means: Tarleton, Comparison Group 1 & Comparison Group 2



*Statistical significance $p < .05$

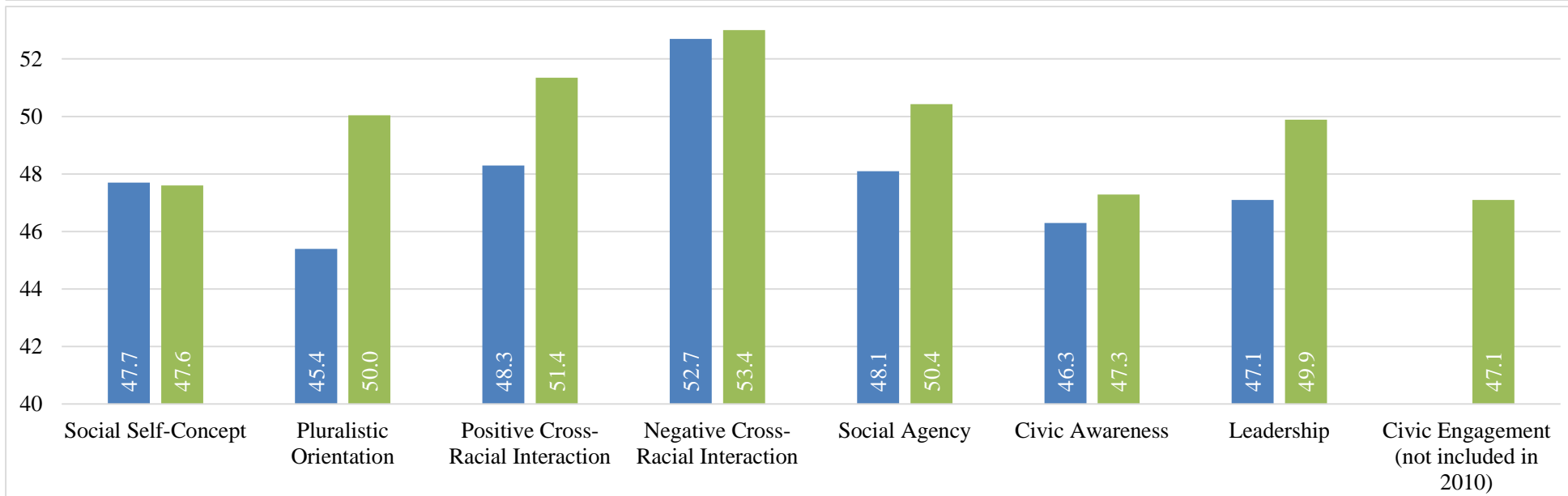
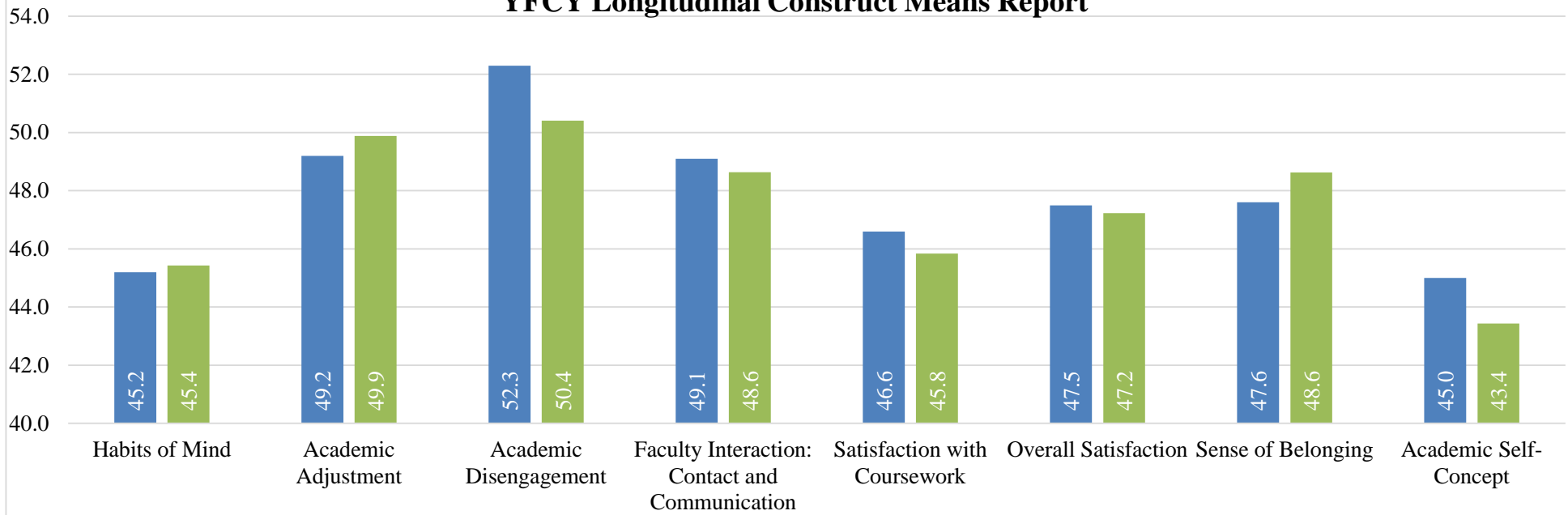
**Statistical significance $p < .01$

***Statistical significance $p < .001$

Effect size differences (magnitude of difference): small $< .20$; moderate $.50$; large $.80$ or $>$

*Complete listing of Constructs available at: [YFCY Constructs](#)

YFCY Longitudinal Construct Means Report



*Complete listing of Constructs available at: [YFCY Constructs](#) ■ 2010 ■ 2014

Legend

Statistically Significant Differences (probability that differences are due to chance): *p<.05 **p<.01 ***p<.001

Effect Size Differences (magnitude of difference): small <.20; moderate .50; large .80 or >

<i>Self-reported greater levels of characteristic/attribute at end of first-year compared to beginning of first-year</i>			
<i>Effect Size and Statistically Significant Differences</i>			
<i>Hours per week</i>	Studying/homework	0.52	***
<i>Importance of</i>	Creating artistic works (painting, sculpture, etc...)	0.41	***
<i>Importance of</i>	Writing original works (poems, novels, etc...)	0.39	***
<i>Importance of</i>	Becoming accomplished in one of the performing arts	0.37	***
<i>Self-rating</i>	Artistic ability	0.31	***
<i>How often</i>	Smoked cigarettes	0.28	***
<i>How often</i>	Come late to class	0.27	***
<i>Importance of</i>	Influencing the political structure	0.25	***
<i>How often</i>	Felt depressed	0.23	***
<i>How often</i>	Look up scientific research articles and resources	0.23	***
<i>Self-rating</i>	Computer skills	0.22	***
<i>How often</i>	Felt overwhelmed by all you had to do	0.20	***
<i>How often</i>	Worked on a local, state, or national political campaign	0.20	***
<i>Hours per week</i>	Partying	0.19	***
<i>Importance of</i>	Influencing social values	0.18	**
<i>Importance of</i>	Developing a meaningful philosophy of life	0.17	**
<i>How often</i>	Drank wine or liquor	0.15	**
<i>Importance of</i>	Keeping up to date with political affairs	0.14	**
<i>Importance of</i>	Becoming involved in programs to clean up the environment	0.13	*
<i>How often</i>	Drank beer	0.13	*
<i>Importance of</i>	Helping to promote racial understanding	0.13	*
<i>How often</i>	Studied with other students	0.11	*
<i>Importance of</i>	Participating in a community action program	0.11	*
<i>How often</i>	Revise your papers to improve your writing	0.10	*
<i>Importance of</i>	Adopting "green" practices to protect the environment	0.10	
<i>Self-rating</i>	Writing ability	0.09	
<i>How often</i>	Explore topics on your own, even though it was not required for a class	0.09	
<i>Importance of</i>	Making a theoretical contribution to science	0.09	
<i>Self-rating</i>	Mathematical ability	0.07	
<i>How often</i>	Demonstrated for a cause (e.g., boycott, rally, protest)	0.06	
<i>Importance of</i>	Becoming successful in a business of my own	0.06	
<i>Self-rating</i>	Ability to discuss and negotiate controversial issues	0.05	
<i>How often</i>	Evaluate the quality or reliability of information you received	0.04	
<i>Importance of</i>	Becoming a community leader	0.04	
<i>Importance of</i>	Improving my understanding of other countries and cultures	0.02	
<i>Importance of</i>	Helping others who are in difficulty	0.01	
<i>How often</i>	Take notes during class	0.01	
<i>Self-rating</i>	Openness to having my own views challenged	0.01	
<i>Self-rating</i>	Creativity	0.00	
<i>How often</i>	Integrate skills and knowledge from different sources and experiences	0.00	
<i>Self-rating</i>	Public speaking ability	0.00	

Legend

Statistically Significant Differences (probability that differences are due to chance): * $p < .05$ ** $p < .01$ *** $p < .001$

Effect Size Differences (magnitude of difference): small $< .20$; moderate $.50$; large $.80$ or $>$

Self-reported greater levels of characteristic/attribute at end of first-year compared to beginning of first-year

Effect Size and Statistically Significant Differences

<i>How often</i>	Ask questions in class	-0.76	***
<i>How often</i>	Performed community service as part of class	-0.72	***
<i>Hours per week</i>	Volunteer work	-0.68	***
<i>Hours per week</i>	Household/childcare duties	-0.65	***
<i>How often</i>	Voted in a student election	-0.56	***
<i>How often</i>	Attended a religious service	-0.46	***
<i>How often</i>	Asked a professor for advice after class	-0.42	***
<i>Hours per week</i>	Student clubs and groups	-0.40	***
<i>Hours per week</i>	Exercising or sports	-0.39	***
<i>Self-rating</i>	Drive to achieve	-0.33	***
<i>How often</i>	Helped raise money for a cause or campaign	-0.31	***
<i>How often</i>	Discussed politics	-0.29	***
<i>How often</i>	Discussed religion	-0.28	***
<i>Self-rating</i>	Cooperativeness	-0.27	***
<i>How often</i>	Socialized with someone of another racial/ethnic group	-0.27	***
<i>Self-rating</i>	Academic ability	-0.26	***
<i>Self-rating</i>	Ability to work cooperatively with diverse people	-0.25	***
<i>How often</i>	Been a guest in a professor's home	-0.22	***
<i>Hours per week</i>	Watching TV	-0.21	***
<i>Self-rating</i>	Self-confidence (intellectual)	-0.20	***
<i>Self-rating</i>	Tolerance of others with different beliefs	-0.20	***
<i>Self-rating</i>	Leadership ability	-0.19	***
<i>Importance of</i>	Being very well off financially	-0.17	**
<i>Importance of</i>	Raising a family	-0.14	*
<i>How often</i>	Support your opinions with a logical argument	-0.14	**
<i>How often</i>	Take a risk because you felt you had more to gain	-0.14	**
<i>Self-rating</i>	Understanding of others	-0.13	*
<i>Self-rating</i>	Emotional health	-0.12	*
<i>Self-rating</i>	Physical health	-0.11	
<i>Self-rating</i>	Competitiveness	-0.10	
<i>Self-rating</i>	Self-understanding	-0.10	
<i>How often</i>	Seek feedback on your academic work	-0.09	
<i>How often</i>	Seek solutions to problems and explain them to others	-0.09	
<i>Hours per week</i>	Socializing with friends	-0.07	
<i>Self-rating</i>	Popularity	-0.07	
<i>Importance of</i>	Obtaining recognition from my colleagues for contributions to my special field	-0.07	
<i>How often</i>	Accept mistakes as part of the learning process	-0.04	
<i>How often</i>	Publicly communicated your opinion about a cause (e.g., blog, email, petition)	-0.04	
<i>Self-rating</i>	Risk Taking	-0.04	
<i>Hours per week</i>	Online social networks	-0.03	
<i>How often</i>	Tutored another student	-0.03	

<i>How often</i>	Seek alternative solutions to a problem	-0.03	
<i>Self-rating</i>	Self-confidence (social)	-0.03	
<i>How often</i>	Been bored in class	-0.02	
<i>Self-rating</i>	Spirituality	-0.02	
<i>Importance of</i>	Becoming an authority in my field	-0.01	
<i>Self-rating</i>	Ability to see the world from someone else's perspective	-0.01	

What is your overall grade average? (1=D...8=A+)	<i>decrease in overall grade average</i>	-0.78	***
Do you have any concern about your ability to pay for college? (3=Major...1=None)	<i>increase in concerns</i>	0.13	*
How would you characterize your political views? (1=Far right...5=Far left)	<i>moving toward far right</i>	-0.04	

TFS/YFCY THEMES

TFS THEMES

College Choice
Financing College
Academic Disengagement
Academic Preparation
Interaction with Teachers
Active and Collaborative Learning
Academic Enhancement Experiences
Written and Oral Communication
Leadership
Civic Engagement: Participation, Awareness, & Values
Diversity
Health and Wellness
Spirituality/Religiosity
Career Planning

YFCY THEMES

Academic Adjustment
Academic Disengagement
Academic Self-Concept
Civic Awareness
Civic Engagement
Faculty Interaction: Contact & Communication
Negative Cross-Racial Interaction
Overall Satisfaction
Pluralistic Orientation
Positive Cross-Racial Interaction
Satisfaction with Coursework
Sense of Belonging
Social Agency
Social Self-Concept

The TFS and YFCY surveys cover a wide range of topics that impact the college experience. Theme reports combine relevant items that when considered together can facilitate discussions of specific areas of campus interest. The 2013 TFS Themes report is available at: [TFS Themes](#), while the 2014 YFCY Themes report is available at: [YFCY Themes](#). Please contact the Office of Institutional Research and Effectiveness if you or your college/division/department would like additional information related to any section of this report.