



**Findings from the
2002 Administration of
Your First College Year
(YFCY):
National Aggregates**

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Acknowledgments

It is safe to say that YFCY simply would not exist, at least not yet, without John Gardner. In January 1999, Sandy Astin and I were approached by John—already a friend and colleague—with an idea for a new survey which would focus exclusively on students’ experiences during the first year of college. Since higher education was relatively lacking in empirical data on student development over the first college year, and since our CIRP Freshman Survey already existed as a baseline for student change and development, his idea had immediate appeal to us. John and his colleagues at the newly-formed Policy Center on the First Year of College, in particular Betsy Barefoot and Randy Swing, have been a major force behind the development and continued growth of YFCY.

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I. Executive Summary

This report summarizes the results of the Spring 2002 administration of Your First College Year (YFCY), a new survey instrument designed to measure students' curricular and co-curricular experiences in their first year of college. YFCY was jointly developed by the Higher Education Research Institute (HERI) at UCLA and the Policy Center on the First Year of College at Brevard College, with support from The Atlantic Philanthropies and The Pew Charitable Trusts. Following two pilot administrations in Spring 2000 and Spring 2001, the YFCY survey instrument was made available to all colleges and universities in Spring 2002. A total of 24,824 first-time, full-time students at 105 four-year institutions participated in the 2002 administration; the results of this administration are reported here.

Below are highlights of our findings:

Academic Experiences in the First Year

- Although most respondents studied and discussed their courses with other students during the first year, findings suggest that many remain disengaged from their coursework: almost half turned in course assignments that did not reflect their best work, and approximately one-third skipped class and/or came late to class at least “occasionally” in the first year.
- The pedagogical techniques that were used most often in students' first-year classrooms included formal lectures, group discussions, multiple drafts of written work, student presentations or performances, research projects, and group projects. Service learning and/or field experience were used least often.
- Close to one-third of the survey respondents felt intimidated by their professors in the first college year, which may help to explain why only a minority of these respondents met with faculty members during or outside of class/office hours at least once a week.

Personal Challenges and Social Networks in the First Year

- The majority of first-year students are concerned about financing their college education, although less than one-third of the respondents work for pay on or off campus. Many students also feel overwhelmed, lonely or homesick, and worried about meeting new people in the first year.



- Students reported mostly positive interactions with their peers since entering college. Almost one-third of the respondents interacted with family members on a daily basis.

Student Adjustment to College

- The good majority of students are satisfied with their overall college experience, the overall quality of instruction, the sense of community on campus, and their amount of contact with faculty since entering college.
- Students also report high levels of satisfaction with the recreational, library, computer, and classroom facilities on campus.
- Over half of the survey respondents felt “completely” successful in developing close friendships with other students in the first college year. Far fewer respondents felt “completely” successful in getting to know faculty members.

Change Over the First Year of College

- Students actual experiences in college often fall short of their expectations, especially with respect to joining a social fraternity or sorority, changing majors and/or career plans, participating in clubs, and getting a job to help pay for expenses.
- As compared with when they entered college, first-year students:
 - Spend more time studying, partying, and socializing with friends;
 - Spend less time exercising, reading for pleasure, and attending to household or childcare duties;
 - Drink beer, wine, and/or other types of liquor more frequently;
 - Attend religious services and perform volunteer work less frequently;
 - Feel more overwhelmed and depressed; and
 - Feel more worried about the costs of college.
- When asked to assess how much they have changed since entering college, very few of the respondents felt as though their knowledge and skills declined since entering college, but many did not feel as if their knowledge and skills improved either. Areas in which students noted the most improvement included their knowledge of a particular field or discipline and their general knowledge.



II. History of YFCY and Overview of the 2002 Administration

Approximately one and a half million students entered the halls of higher education institutions as first-time, full-time, first-year students in the 2001-2002 academic year. Entering students come from diverse backgrounds, have varying levels of academic preparedness, and often seek different types of college experiences, but they all go through the process of adjustment to their new lives as college students. Retention statistics, however, paint a somber picture with respect to students' success at surviving the transition from high school to college. Recent data from the American College Testing (2001) Service show that just under three-quarters (74.2 percent) of students at four-year institutions persist to their second year of college while only 54.6 percent of those at two-year colleges return for their second year.

In light of these statistics, institutions often develop various programs and structures to facilitate students' adjustment to college during the first year and beyond (Upcraft, Gardner, & Associates, 1989). However, efforts to educate, assist, and retain students require comprehensive longitudinal data that provide information about students' expectations, aspirations, and experiences at both college entry and at the end of their first year. Further, constituents of higher education including state and federal policymakers, taxpayers, parents, and students themselves are demanding that higher education institutions become more accountable for student success and retention. In the absence of comprehensive assessment tools and longitudinal data on first-year students, campuses are limited in their ability to: 1) assess the needs of first-year students, 2) evaluate the effectiveness of institutional programs, policies, and pedagogies targeted to meet these needs, 3) identify areas of institutional enhancement with respect to the first-year experience, and 4) communicate information to interested stakeholders.

The Higher Education Research Institute (HERI) at UCLA and the Policy Center on the First Year of College at Brevard College joined forces to address these needs. Building upon the foundation of over three decades of research provided by the Cooperative Institutional Research Program's (CIRP) Freshman Survey, more than 20 years of experience studying the first-year experience at the National Resource Center for the First-Year Experience and Students in Transition, and a shared mission—to enhance local and national assessment of the first college year—a prolific partnership was born. Beginning early in 1999, Linda Sax, the Director of the CIRP at HERI, and John Gardner, the Executive Director of the Policy Center on the First Year



of College, led a project team comprised of staff from both organizations to develop a national survey of first-year students. This new survey was to measure students' curricular and co-curricular experiences since entering college, and was to be administered at the end of the freshman year. To encourage longitudinal assessment of first-year students, this survey also was designed to posttest several items from the CIRP Freshman Survey, which is administered annually to over 400,000 incoming college freshmen at more than 700 colleges and universities around the country. The CIRP Freshman Survey provides institutions with baseline data about their students (i.e., a profile of students at time of college entry). By contrast, this new survey was to provide institutions with information about college environments and student outcomes during the first college year. Using these two surveys in tandem, therefore, would allow schools to assess how and why their first-year students change over time.

With financial support from The Atlantic Philanthropies and The Pew Charitable Trusts, HERI and the Policy Center designed and pilot-tested this new survey over a two-year period (1999-2001). Within the first few weeks of survey development, the project team titled the instrument "Your First College Year," which seemed to capture best its spirit and purpose. However, the survey soon assumed its more succinct and memorable moniker: YFCY. To date, YFCY is the only national survey specifically designed to measure student development in the first college year.

Throughout the pilot administrations of the instrument, the YFCY Project Team was committed to disseminating survey findings to our community of colleagues interested in issues related to the first-year experience. It was our aim that the data drawn from administrations of the instrument would facilitate and broaden the scope of conversations on a wide range of issues related to assessment and the first year of college including students' academic and personal development; academic, residential, and employment experiences; adjustment to college; and retention to the second year. As such, YFCY had a presence at numerous national and regional conferences, including the Conference on Students in Transition (SIT), the Association for the Study of Higher Education (ASHE) Conference, the First-Year Experience-West Conference, the National Conference on the First-Year Experience, the annual meeting for American College Personnel Administrators (ACPA), the Association for Institutional Research (AIR) Forum, and the American Association for Higher Education (AAHE) Assessment Conference. At two of these meetings, members of the YFCY Project Team also conducted YFCY Users' Groups in



order to meet and work directly with individuals from our participating YFCY institutions. The first, which was conducted in February 2002 at the FYE-Annual conference, focused on issues related to survey administration; the second, which took place at the 2002 AIR Forum in June, highlighted how institutions might use YFCY data to enhance their understanding of the first-year experience on their campuses.

This commitment continues as principals at both the Higher Education Research Institute and the Policy Center on the First Year of College prepare for presentations at upcoming conferences and annual meetings of various professional organizations. Further, several colleges and universities that participated in YFCY have elected to present their institution-specific findings to the larger community of higher education researchers, practitioners, and policymakers.

The 2002 Administration of Your First College Year (YFCY)

After two pilot administrations at over 65 colleges and universities, Your First College Year (YFCY) was administered nationally in Spring 2002. Unlike the pilot administrations, registration in the 2002 YFCY was available to all colleges and universities regardless of institutional participation in the 2001 CIRP Freshman Survey. In other words, enrollment in the 2002 YFCY was open to institutions that were planning to use the survey as a stand-alone assessment tool as well as to those that intended to utilize it as a follow-up instrument. An invitation to participate was mailed in August 2001 to all regionally-accredited two-year and four-year institutions across the country. These invitations were mailed to a total of four recipients on each campus, drawing from the following titles: Institutional Researchers, Vice Presidents of Academic Affairs, Student Affairs Officers, Presidents, Directors of First-Year Programs, and Deans of Students.

The response to this call for participation exceeded our initial expectations. In the end, 110 institutions participated in the 2002 administration. Nearly three-quarters of these institutions (81 colleges and universities) also had participated in the 2001 CIRP Freshman Survey. All different institutional types were represented in the pool of registrants (see Appendix A for a list of participating institutions).

Immediately following the receipt of a registration form, each institution was mailed a resource packet that included all of the necessary information to administer YFCY to their first-



year students. This resource packet was comprised of detailed administration guidelines, an administration checklist, suggested text for invitation and follow-up letters to students, a confidentiality agreement, required documents for research conducted on Human Subjects, and an Administration Report Form (ARF). In January 2002, the YFCY Project Team provided each institution that had participated in the 2001 CIRP Freshman Survey with the names and identifying information of their Freshman Survey respondents for the purposes of follow-up. All YFCY institutions received additional survey materials in mid-February 2002, including paper instruments and/or unique log-in codes and electronic links to the web-based version of the instrument (see Appendix B for a copy of the 2002 YFCY survey).

The on-campus administration format of the 2002 YFCY gave institutions latitude with respect to the timing of survey distribution and collection, use of incentives, and marketing efforts. Further, institutions were able to select the mode of survey administration—a paper administration, distribution of paper instruments with an option to complete the survey on the web, or a web-only administration—and the method of survey dissemination (e.g., in a proctored setting, via campus mail/e-mail, in the residence halls, during campus assessment days). Six of the 110 institutions registered for a web-only administration of the survey. The majority of institutions opted for a paper-based survey administration or offered the paper version of the instrument with the option to complete the survey on the web. The processing cut-off date for the 2002 YFCY administration was June 3, 2002.

A total of 28,793 valid YFCY surveys from 109 schools were returned to the HERI processing center by the cut-off date. In late July, these institutions received their YFCY Institutional Profile Report, the first of several 2002 YFCY deliverables. This report described the results of YFCY for all respondents at each institution broken out by gender. Also included were comparative results for institutions of a similar type as well as for all participating institutions. The 2002 YFCY package of deliverables also included a copy of the YFCY Institutional Profile Report as well the following YFCY data reports and resources:

- An electronic data file of the 2002 YFCY data (and 2001 CIRP Freshman Survey data, if available);
- A report of the means of items on the YFCY instrument for female, male, and all respondents at each campus as well as aggregate means of YFCY respondents in two comparison groups;



- Electronic spreadsheets of the paper reports; and
- The results of a factor analysis of the national aggregate responses to the 2002 YFCY.

Institutions using the YFCY as a follow-up to the 2001 CIRP Freshman Survey also received a Longitudinal Report that compared students' YFCY responses to their Freshman Survey responses along with comparative longitudinal data from participating institutions of a similar type (see Appendix C for samples of the Institutional Profile, the Means Report, and the Longitudinal Profile).

Institutional Participation & Administration Strategies

Public and private institutions of all types, sizes and selectivity levels were represented in the 2002 administration of YFCY (see Table 1 for a breakdown of participants by institutional type and control). Eighty-one of the participating institutions also had participated in the 2001 CIRP Freshman Survey, which allowed us to merge their YFCY and Freshman Survey data in order to create a valuable longitudinal data set for these campuses.

Table 1.
Participation in the 2002 YFCY by Institutional Type

Institutional Type	Number	Percent of Total Institutional Participation
Public Universities	15	13.6
Private Universities	8	7.3
Public Four-Year Colleges	22	20.0
Nonsectarian Four-Year Colleges	21	19.1
Catholic Four-Year Colleges	15	13.6
Protestant Four-Year Colleges	24	21.8
Two-Year Colleges	5	4.5
Total	110	100.0

All but one institution returned completed surveys to HERI by the administration cut-off date for the 2002 administration (June 3, 2002). While six institutions registered for a web-only administration, web-only returns were received from eleven schools. Thus, five institutions that initially registered for a paper administration of YFCY with a web option in fact utilized only the on-line version of the questionnaire or logged only web-based returns. Sixty-five institutions



administered the paper version of the 2002 YFCY only, and 33 institutions had both paper and web-based returns.

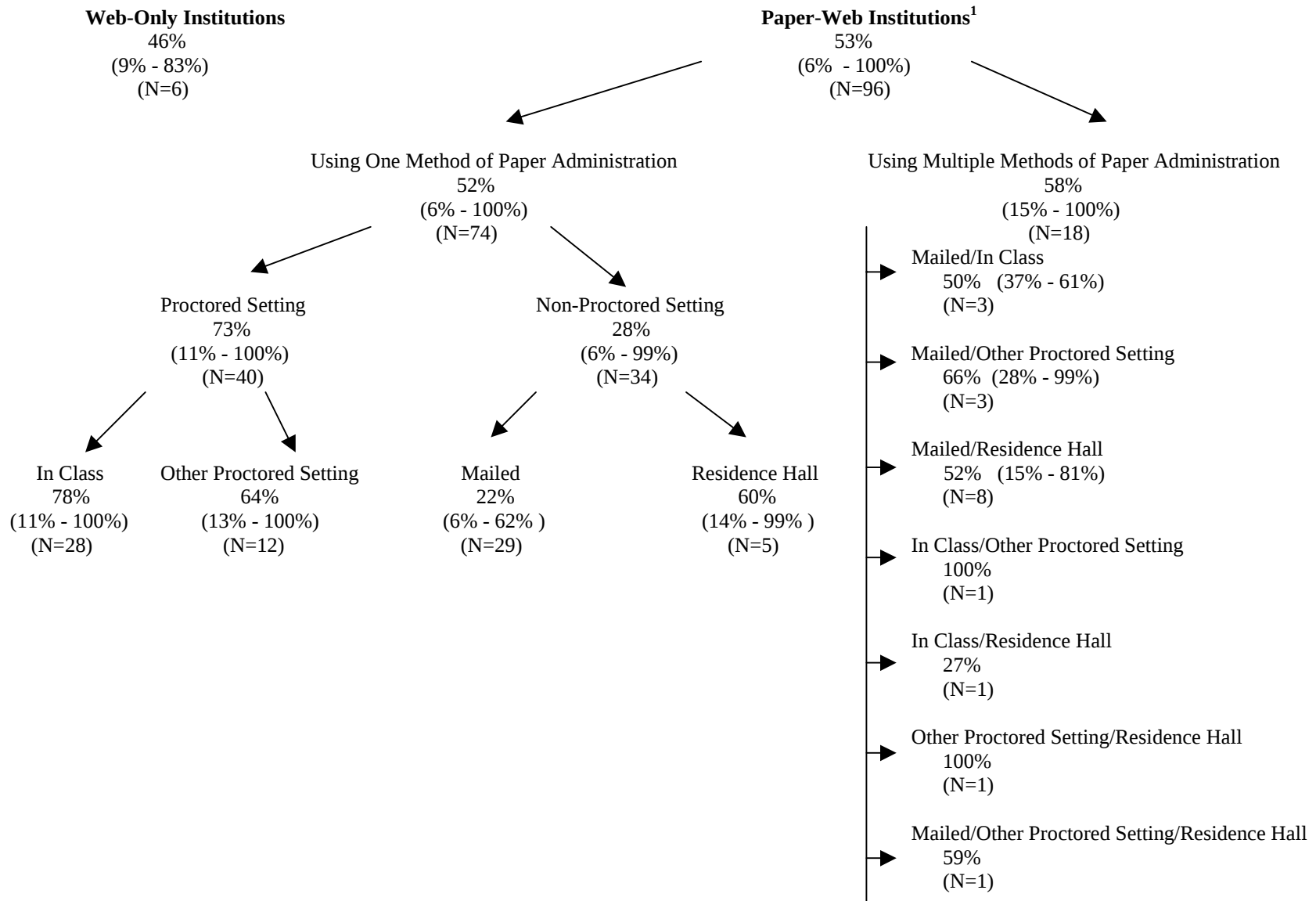
In order to boost response rates, several institutions utilized incentive programs and marketing strategies for YFCY. Of the 101 campus representatives who completed the 2002 YFCY Administration Report Form (ARF), 33 reported that they used some type of response incentive. The most popular incentive was an entry into a raffle or drawing, but other examples of incentives included food, a gift certificate, cash or some combination of these methods. Forty-three of the respondents to the ARF indicated that their campus did market the survey to their students outside of the administration setting. Most reported that they employed several methods of administration, including e-mail reminders, direct contact by campus personnel, postcard reminders, advance notification by mail and e-mail, and announcements in the student newspaper. Information collected from the ARF also provided valuable feedback on the timing of survey administration (April was the busiest month for most institutions with respect to survey administration) and institutional samples (about half of the institutions administered the survey to all of their first-time, full-time students, while the remaining institutions targeted specific sub-populations of their first-year class).

The response rate for each institution ranged from just over five percent to 100 percent, with an average response rate of 46% at web-only institutions and 53% at institutions that utilized the paper-web administration. Several factors account for the wide variance in response rates, including use of incentives and marketing, timing of survey administration, and most notably, mode of administration, which is summarized in Table 2. In summary, we found that there was a continuum with respect to institutional “involvement” in the process of administering the 2002 YFCY, which ranged from institutions that were weakly involved in the administration process (e.g., no web option, supplemental questions, incentives, or marketing strategies) to those institutions that were more actively engaged in the administration of the instrument (e.g., offered the web option to their students and utilized supplemental questions, incentives, and marketing strategies). Not surprisingly, institutions that were more involved in the administration of YFCY tended to enjoy higher response rates.



Table 2

Mean Response Rates, by Variations in Administration (ranges and institutional counts in parentheses)



¹Four of these institutions did not provide information on their methods of paper survey administration.

The 2002 YFCY Student Sample

As mentioned previously, close to 29,000 students returned a completed survey to the HERI data processing center by the administration cut-off date. The overwhelming majority of these respondents (N=25,899) met HERI's definition of "first-time, full-time, first-year students" (FTFTFY) (i.e., freshmen who are not part-time or transfer students and who have no previous college experience, save for college classes taken while still in high school) at four-year colleges nationwide. Of the 25,899 respondents, just over one thousand respondents attended five two-year colleges. For the purposes of the following analyses, the sample is limited only to the remaining 24,824 students at baccalaureate-granting institutions.

Over half of the FTFTFY respondents at four-year institutions (N=12,716) had also completed the 2001 Cooperative Institutional Research Program (CIRP) Freshman Survey, thereby providing important baseline data on these students. In order to assess the academic and personal development of students during their first year, we merged these students' 2001 CIRP Freshman Survey data with their 2002 YFCY data to create a longitudinal data set for our analyses.

While the large number of students included in our sample provides an excellent opportunity to assess the experiences of first-year students, it is important to be clear about the generalizability of these data within and across institutions. Participation rates, which describe the percentage of all FTFTFY students at a given institution who completed YFCY, generally were much lower than the 75-85 percent range historically required for inclusion into the CIRP Freshman Survey norms. This was especially true of public universities (where participation rates ranged from a high of 34.0 percent to a low of 0.8 percent), private universities (where rates ranged from 40.2 percent to 12.7 percent), and public four-year colleges (where rates ranged from 38.2 percent to 2.1 percent). As such, the results reported here reflect national aggregated (i.e., unweighted) results,¹ but are not purported to reflect national normative results.

¹ While it was not possible to weight these data to create a normative national profile, we investigated several other possibilities to make the data more representative of the first-year experience at large, including: 1) the creation of a stratified random sample, 2) weighting the data such that they reflected the distributions of the 2001 CIRP Freshman Survey data, and 3) reporting only data from certain, well-represented subsections of the sample. However, the resultant data set from these attempts did not correct for any potential biases to warrant the loss of cases each procedure would entail. Therefore, the unweighted national aggregates proved to be the most informative YFCY sample given the administrative limitations of the 2002 YFCY.



Table 3.

*Comparison of the 2001 CIRP Freshman Survey and the
2002 Your First College Year (YFCY) Student Samples*

	% of first-time, full-time students at four-year institutions		
	2001 CIRP (N=1,204,240) ^a	2002 YFCY (N=24,824)	2001 CIRP-2002 YFCY merged file (N=12,716)
Gender			
Men	44.9	38.8	36.7
Women	55.1	61.2	63.3
Race/Ethnicity			
White	73.9	82.8	84.6
Black	10.9	6.3	4.3
American Indian	1.2	1.5	0.9
Asian	6.9	5.5	5.0
Native Hawaiian	0.7	0.7	0.4
Mexican American	4.3	2.4	2.5
Puerto Rican	0.9	1.1	0.9
Other Latino	2.2	2.1	1.8
Other	3.3	2.9	2.2
Institutional Type			
Public Universities	30.6	29.9	15.8
Private Universities	8.6	9.6	14.5
Four Year Colleges			
Public	34.7	17.1	13.3
Nonsectarian	12.1	12.5	17.6
Catholic	4.5	11.9	16.7
Other Religious	9.4	18.9	22.0

^aData weighted to approximate national representation

Table 3 compares the distribution of first-time, full-time respondents in the weighted sample of the 2001 CIRP Freshman Survey, the 2002 YFCY unweighted national aggregates, and the merged CIRP-YFCY sample by gender, race, and institutional type. Looking at this table we see that the YFCY dataset under-represents both men and students of color, particularly African-American and Latino students. We also note some biases by institutional type. For



example, the data under-represent students from public four-year colleges and over-represent students at religious four-year institutions.

Additional background characteristics measured by the CIRP Freshman Survey allow us to compare characteristics of the entire CIRP population and those in our CIRP-YFCY merged data set. Table 4 shows the distribution of three key background variables: high school grades, parental income, and distance of the students' college from home. These data indicate that the merged sample may be skewed slightly toward students from higher socio-economic backgrounds and to those who attend college farther from home. In addition, these responses tend to represent the experiences of higher-achieving students as measured by their high school grade point average.

Despite issues related to non-response bias and institutional participation patterns, the sheer number of responses across the 110 institutions underscores the potential of these YFCY data to help us understand better our first-year student population. Further, since relationships among variables tend to be robust regardless of sample representativeness, this report takes special care to focus on such interrelationships. In addition, the direction and general magnitude of the differences between groups or over time are likely to be useful indicators of the first-year experiences of students across the country. In short, we offer these findings from the 2002 administration of YFCY as a starting point in your conversations and research on the topic of the first-year experience at your campus and encourage colleges and universities to consider how their first-year students might compare with these national aggregates.



Table 4.

*Background Characteristics for the 2001 CIRP Freshman Survey
and the 2001 CIRP and 2002 YFCY Student Samples*

	% of first-time, full-time students at four-year institutions	
	2001 CIRP (N=1,204,240) ^a	2001 CIRP-2002 YFCY merged file (N=12,716)
High School GPA		
A(A+)	21.7	31.5
B+,A-	43.3	43.7
B	20.8	16.4
B-,C+	12.1	7.6
C or less	1.9	0.9
Parental Income		
< \$20,000	8.8	5.4
\$20,000-49,999	24.7	22.1
\$50,000-99,999	38.8	40.1
\$100,000 +	27.7	32.2
Miles from College to Home		
50 or less	36.7	27.5
51-100	16.8	19.3
101-500	34.1	37.7
More than 500	12.4	15.5

^aData weighted to approximate national representation



III. A Snapshot of the First-Year Experience

In the following sections, we discuss findings from the 2002 administration of the YFCY survey instrument. Since the YFCY instrument was designed as a comprehensive assessment tool for the first year of college, these results cover a wide array of academic, social, and personal experiences among first-year students. As such, YFCY data provide a holistic picture of the many dimensions of the first college year.

We begin with a descriptive look at responses to the survey among the 24,824 first-time, full-time students at 109 four-year colleges and universities that submitted responses by the cut-off date for the 2002 administration of YFCY. We have organized these findings thematically, beginning with students' academic and social adjustment to college as measured by feelings of satisfaction and self-rated success with various aspects of the first college year. We follow with a discussion of students' academic experiences, including issues of academic engagement, classroom practices, and interaction with faculty and staff. Next we explore the survey findings on social networks and support systems during the first year. Finally, we present findings related to students' social awareness and issues of spirituality and religion.

Student Adjustment to College

The YFCY instrument includes several measures of adjustment during the first year of college, such as students' level of satisfaction with various aspects of campus life and their feelings of success at the end of the first year.

Satisfaction with College

Table 5 summarizes students' level of satisfaction with their first-year experiences. Most first-year students indicate a high degree of satisfaction with their overall college experience: 80.4 percent reported that they were "satisfied" or "very satisfied" on this item. Likewise, over two-thirds of the respondents indicated that they were "satisfied" or "very satisfied" with the overall quality of instruction, sense of community on campus, and the amount of contact with faculty since time of entry. Just over 50 percent of the students in the sample reported that they were similarly pleased with the opportunities for community service, which was among the lowest-ranked aspects of college. Interestingly, students appear to experience feelings of delayed gratification with respect to the relevance of their courses. While only 53.3 percent of students



responded that they were “satisfied” or “very satisfied” with the relevance of their coursework to their daily life, 66.4 percent indicated satisfaction with the relevance of their coursework to their future career plans.

Table 5.
Student Satisfaction with Campus Life

	Percent of students responding...			
	Very Satisfied	Satisfied	Neutral	Unsatisfied
Overall college experience	30.6	49.8	14.5	5.1
Overall sense of community among students	21.3	48.4	22.7	7.6
Amount of contact with faculty	18.1	50.5	25.9	5.5
Overall quality of instruction	18.0	59.8	18.3	3.8
Relevance of coursework to future career plans	15.9	50.5	26.3	7.4
Opportunities for community service	13.8	38.3	42.7	5.2
Relevance of coursework to everyday life	7.7	45.6	36.8	9.9

On average, students in this sample also felt satisfied with various institutional facilities and services that were available to them (Table 6). Specifically, students felt most satisfied with recreational, library, computer, and classroom facilities on campus: Over 75 percent of students responded that they were “satisfied” or “very satisfied” with these facilities. When we pool the respondents in the two highest categories (“satisfied” or “very satisfied”) some of the lowest levels of satisfaction were noted with respect to student housing facilities, financial aid services, and student health services. The lowest percentage who were “satisfied” or “very satisfied” (44.5 percent) was reported among students who used psychological counseling services on campus, however it should be noted that a full 72.0 percent of all students reported that they had “no experience” with the psychological services on campus, or that these services were “not available” to them. A significant percent of students in the sample also indicated that they did not have access to or experience with other facilities and services including tutoring and other academic assistance (31.6 percent reported that they had “no experience” or it was “not available”), student health services (28.2 percent), and financial aid services (20.1 percent).



Table 6.*Student Satisfaction with Institutional Facilities and Services*

Measure	Percent of students responding...			
	Very Satisfied	Satisfied	Neutral	Dissatisfied
Recreational facilities (n=24,676)	30.9	45.2	16.8	7.1
Library facilities and services (n=23,889)	29.9	51.1	14.6	4.4
Computer facilities (n=23,424)	26.6	52.7	15.4	5.4
Classroom facilities (n=24,713)	18.6	62.1	16.8	2.5
Tutoring/other academic assistance (n=16,896)	18.5	45.8	30.0	5.7
Orientation for new students (n=23,519)	18.4	47.3	26.9	7.4
Academic advising (n=23,512)	18.3	43.8	25.6	12.3
Student health center/services (n=17,658)	15.8	43.2	27.8	13.2
Psychological counseling services (n=6,916)	13.7	30.8	49.1	6.5
Financial aid services (n=19,722)	13.6	37.7	32.4	16.2
Student housing facilities (n=21,857)	10.7	42.5	27.8	19.1

Note: Percents are calculated only for those students who reported access to and/or experience with each facility or service on their campus.

Feelings of Success Among First-Year Students

Question 8 on the YFCY instrument asks students to assess how successful they feel in adjusting to the first year of college, both academically and socially (Table 7). Students felt by far most successful developing close friendships with other students during the first year of college, with over half of the respondents reporting that they felt “completely” successful in this respect. These students also reported high levels of success in adjusting to the academic demands of college and in understanding the academic expectations of their professors. Study skills, time management, and building relationships with faculty were more problematic for these students, the latter being the most challenging of all—only 12.2 percent of the respondents indicated that they felt “very successful” on this item and almost 13 percent of this sample felt “unsuccessful” in getting to know faculty as first-year undergraduates. Given the host of cognitive and affective benefits associated with faculty-student interaction (e.g., Astin, 1993; Pascarella & Terenzini, 1991) this feedback points to an aspect of the first-year experience that may be in need of improvement.



Table 7.*Student Self-Ratings of Success During the First Year of College*

Measure of Student Success	Percent of students responding...			
	Completely Successful	Fairly Successful	Somewhat Successful	Unsuccessful
Developing close friendships with other students	52.9	31.0	12.5	3.6
Adjusting to academic demands of college	26.6	51.4	19.0	3.0
Understanding what professors expect of you academically	26.1	58.5	14.0	1.4
Developing effective study skills	16.3	50.0	27.5	6.2
Managing time effectively	15.6	45.2	30.6	8.6
Getting to know faculty	12.2	35.7	39.6	12.6

Academic Experiences in the First Year

A number of questions on YFCY measure aspects of the academic experiences of first-year students, including experiences in the classroom, academic practices outside of the classroom, and interaction with faculty. Below we provide an overview of students' responses to these items.

Academic Activities and Engagement

Looking at students' academic experiences in the first year (Table 8), we see that a majority of students are spending eleven or more hours per week attending classes or labs. This finding makes sense given that full-time students typically carry at least 12 credit hours. However, only one-third of students in the sample report that they spend a similar amount of time studying or doing homework during the first college year.

Students appear to be engaging in collaborative practices with respect to their academics. The good majority of survey respondents discussed their courses with other students outside of class and studied with other students on a "frequent" or "occasional" basis in the first year of college (87.3 percent and 71.8 percent, respectively). Conversely, almost half of these respondents "frequently" or "occasionally" turned in course assignments that, in their opinion, did not reflect their best work (47.9 percent), and approximately one-third reported that they skipped class (33.3 percent) and/or came late to class (32.6 percent) at least "occasionally" in the



first year. Fewer students “frequently” or “occasionally” received tutoring (23.0 percent) or turned in course assignments late (15.5 percent) and just over one-quarter (26.1 percent) were “frequently” bored in class (26.1 percent) as first-year students. Further, only 22.5 percent “frequently” felt that their courses inspired them to think in new ways. These data yield a mixed picture of students’ academic involvement. On one hand, students appear to be involved in some aspects of their courses and seem to study with their peers on a frequent basis, but findings also suggest that students are disengaged academically, especially when asked about the quality of their completed assignments.

Table 8.
Academic Activities During the First Year of College

Percent of students reporting that they:	Percent
<i>Studied or did homework:</i>	
Less than 6 hours per week	35.6
6 to 10 hours per week	30.7
11 or more hours per week	33.7
<i>Attended class/labs:</i>	
Less than 6 hours per week	6.7
6 to 10 hours per week	10.2
11 or more hours per week	83.1
<i>"Frequently" or "Occasionally":</i>	
Discussed course content with students outside of class	87.3
Spoke up in class	74.6
Studied with other students	71.8
Turned in assignments that did <u>not</u> reflect your best work	47.9
Skipped class	33.3
Came late to class	32.6
Received tutoring	23.0
Turned in course assignments late	15.5
<i>"Frequently" felt:</i>	
Bored in class	26.1
That your courses inspired you to think in new ways	22.5



In terms of participation in more formal academic programs during the first college year, 45.6 percent of these students enrolled in a seminar designed expressly to help first-year undergraduates adjust to college including first-year seminars, student success seminars, and University 101 courses (Table 9). Far fewer students enrolled in a learning cluster of some type (13.5 percent), an honors course (12.6 percent), or a remedial course (5.3 percent). It appears that while these curricular innovations and interventions are gaining a foothold in American higher education, most notably first-year seminars, only a minority of students is actually taking part in these courses. It is certainly possible however, that many students enrolled in what colleges consider to be “learning communities” or “first-year seminars” may not indicate so on the survey because they are unfamiliar with such terms. Therefore, we may want to consider these statistics to be conservative estimates of student participation in these programs.

Table 9.

Involvement in Curricular Programs

Percent of students responding that they have:	Percent
Taken a first-year seminar	45.6
Enrolled in a learning community	13.5
Enrolled in an honors course	12.6
Enrolled in a remedial/developmental course	5.3

Pedagogical Practices in the First Year

Table 10 highlights the types of pedagogical techniques that were used in students’ first-year classes on a “frequent” or “occasional” basis. Many students reported practices that are presumably designed to enhance collaboration among students and encourage student involvement. For example, over 80 percent of respondents report that their courses “frequently” or “occasionally” incorporated group discussions and 61.6 percent of students in the sample indicate that their courses included group projects. In addition, over half of the respondents report that their courses at least “occasionally” included the following pedagogical techniques: multiple drafts of written work, student presentations or performances, research projects, and student evaluations of each other’s work. Almost 38 percent of the students indicate that their courses covered student-selected topics.



By far, the most utilized technique is the formal lecture, with 84 percent of students reporting that their courses utilized this method of instruction. Just under half of students (48.7 percent) indicated that their professors required on-line interaction as part of the class and 47.3 percent noted that their classes often had a laboratory component. Far fewer respondents enrolled in first-year classes that included more practical components such as service learning and/or internships.

Table 10.
Pedagogical Practices in the First College Year

Pedagogical technique:	Percent of students responding that the following technique was "frequently" or "occasionally" included in their coursework
Formal lectures	84.0
Group discussions	83.3
Multiple drafts of written work	73.4
Student presentations or performances	63.7
Research projects	63.2
Group projects	61.6
Weekly essay assignments	58.7
Student evaluations of each other's work	51.7
Required on-line interaction with professors and/or classmates	48.7
Laboratory component	47.3
Student-selected topics	37.5
Community service linked to coursework	15.5
Field experience or internship	14.8

Faculty and Staff Contact with First-Year Students

Turning to students' interactions with faculty and staff during the first year (Table 11), just under half of these respondents (47.9 percent) felt "fairly successful" or "completely successful" in getting to know faculty over the course of the first year, although more than two-thirds (68.6 percent) were at least "satisfied" with their amount of faculty contact. Almost 31 percent of these students "frequently" or "occasionally" felt intimidated by their professors, which may help to explain why so few interacted with faculty members during or outside of class/office hours more than once a week. Regular (i.e., at least weekly) contact with teaching



Table 11.*Interactions with Faculty and Staff in the First College Year*

Percent of students reporting that they:	Percent
Felt "satisfied" or "very satisfied" with their amount of contact with faculty	68.6
Felt "fairly successful" or "completely successful" getting to know faculty	47.9
<i>"Frequently" or "occasionally":</i>	
Felt intimidated by their professors	30.9
Worked with a professor on a research project	10.8
<i>Interacted with faculty during office hours:</i>	
Never	9.1
1 to 2 times per term	41.4
1 to 2 times per month	26.8
Once a week	12.7
More than once a week	10.0
<i>Interacted with faculty outside of class or office hours:</i>	
Never	27.1
1 to 2 times per term	36.0
1 to 2 times per month	19.4
Once a week	10.2
More than once a week	7.4
<i>Interacted with teaching assistants during office hours:</i>	
Never	57.9
1 to 2 times per term	22.2
1 to 2 times per month	11.0
Once a week	6.0
More than once a week	2.9
<i>Interacted with other college personnel:</i>	
Never	27.3
1 to 2 times per term	35.7
1 to 2 times per month	16.4
Once a week	9.0
More than once a week	11.7
<i>Interacted with academic advisors/counselors:</i>	
Never	7.7
1 to 2 times per term	63.9
1 to 2 times per month	20.4
Once a week	5.1
More than once a week	2.8



assistants, academic advisors or counselors, and/or other college personnel also was uncommon, although the majority (92.2 percent) of these students met with a counselor or other staff member at least once or twice per academic term. Only 10.8 percent of the survey respondents “frequently” or “occasionally” worked with a professor on a research project during their first college year.

Personal Challenges and Social Networks in the First Year

This section examines the personal challenges faced by these students during their first year of college, as well as aspects of their interpersonal relationships and social networks.

Financial Concerns and Personal Challenges Among First-Year College Students

Table 12 summarizes those findings that relate to one important concern for students during the first year: finances. The majority (67.9 percent) reported “some” or “major” concerns about their ability to pay for their college expenses, although less than one-third of the students in this sample worked for pay on or off campus during their first year. Among those who did work, just over 22 percent felt that their job responsibilities interfered with their coursework on an “occasional” or “frequent” basis.

Table 12.
Financial Concerns in the First College Year

Percent of students reporting that they:	Percent
Had "some" or "major" concerns about financing their college education	67.9
Worked for pay <u>on</u> campus	27.8
Worked for pay <u>off</u> campus	24.3
Job responsibilities "frequently" or "occasionally" interfered with coursework	22.1

As one might expect, students experience several different personal challenges during the first year of college (Table 13). YFCY data reveal that feeling lonely, homesick, and/or concerned about meeting new people are particularly salient issues for first-year students. Approximately 30 percent of this sample “frequently” or “occasionally” felt intimidated by their professors, felt isolated from campus life, and reported conflict or difficulty getting along with their roommates or housemates. In addition, 23.3 percent of the survey respondents worried



about their health at least “occasionally.” Perhaps as the result of these challenges, almost 38 percent of the survey respondents “frequently” felt overwhelmed by all they had to do in the first year, and nearly 11 percent “frequently” felt depressed.

Table 13.
Personal Challenges During the First College Year

Percent indicating that they:	Percent
"Frequently" felt:	
Overwhelmed by all they had to do	37.7
Depressed	10.9
"Frequently" or "occasionally" felt:	
Lonely or homesick	42.4
Worried about meeting new people	37.3
Intimidated by professors	30.9
Isolated from campus life	30.0
Had difficulty getting along with roommate(s)/housemate(s)	29.5
Worried about their health	23.3
Unsafe on this campus	8.4

Social Networks and Peer Interactions

As shown in Table 14, most of the undergraduates in this sample reported positive interactions with their peers in the first year. Almost 70 percent of the survey respondents were “satisfied” or “very satisfied” with the overall sense of community among students at their school, and more than half (52.9 percent) felt “completely successful” in developing close friendships with other students since arriving on campus. These students also spent a lot of time with their friends—nearly 80 percent interacted with their friends on campus “daily,” whether in person, by phone, via email or Instant Messenger. Likewise, 79.1 percent socialized with their friends six or more hours per week. These students maintained ties to off-campus friends during their first year too: 37.3 percent of the survey respondents interacted “daily” with close friends who did not attend their college or university. These data on peer interaction are a stark contrast to the frequency of interaction between students and faculty (see above). However, these high levels of interaction with friends may come at the expense of their studies—49.2 percent of these students “frequently” or “occasionally” felt that their social life interfered with their schoolwork.



YFCY collects information about several out-of-class experiences that provide opportunities for students to interact and form relationships with their peers including extra-curricular activities, involvement in student organizations, and residential life. For example, survey data suggest that “partying” was not an uncommon activity among these students (27.5 percent reported that they spent 6 or more hours per week “partying” since entering college), but that joining a social fraternity or sorority was less common (only 12.7 percent indicated that they became a member of such an organization as first-year college students). In addition, 18.5 percent of students were on an intercollegiate athletic team and 29.3 percent of the sample at least “occasionally” participated in intramural sports. While a new living situation (over 80 percent of the sample were residential students) often can lead to new and challenging interpersonal relationships, just under one-third (29.5 percent) of the sample reported “frequent” or even “occasional” conflict with roommates or housemates.

Table 14.
Friendships and Social Networks in the First College Year

Percent of students reporting that they:	Percent
Interacted "daily" with close friends at this institution	79.3
Socialized with friends six or more hours per week	79.1
Were "satisfied" or "very satisfied" with the overall sense of community among students	69.7
Felt "completely successful" developing close friendships with other students	52.9
"Frequently" or "occasionally" felt that their social life interfered with their schoolwork	49.2
Interacted "daily" with close friends <u>not</u> at this institution	37.3
"Frequently" or "occasionally" had difficulty getting along with their roommate(s)/housemate(s)	29.5
"Frequently" or "occasionally" participated in intramural sports	29.3
"Partied" six or more hours per week	27.5
Participated in intercollegiate athletics	18.5
Joined a social fraternity or sorority	12.7

Interaction with Family

Table 15 highlights our findings with respect to students’ family obligations and interactions. Almost one-third of the survey respondents (32.0 percent) interacted with their



family on a “daily” basis (by phone, email, or in person). However, nearly the same proportion of students (31.5 percent) “frequently” or “occasionally” felt a need to break away from their family in order to succeed in college. Close to 16 percent of these students felt that their family responsibilities interfered with their schoolwork in the first college year at least “occasionally,” but only 8.5 percent devoted three or more hours per week to household or childcare duties. These data suggest that for a minority of respondents, balancing familial ties and obligations with their new status as a student is a significant challenge to their adjustment.

Table 15.
Family Issues in the First College Year

Percent of students reporting that they:	Percent
"Daily" interacted with family	32.0
"Frequently" or "occasionally" felt a need to break away from their family in order to succeed in college	31.5
"Frequently" or "occasionally" had family responsibilities that interfered with their schoolwork	15.7
Spent three or more hours per week on household/childcare duties	8.5

Religious and Spiritual Issues in the First College Year

The items on spirituality and religion yielded a very interesting set of findings. As Table 16 indicates, just over a third of the students in this sample felt that their religious beliefs or convictions were “stronger” or “much stronger” since time of college entry, and just over a quarter reported that they devoted one or more hours per week to prayer or meditation as first-year students. Similarly, 27.7 percent of these students discussed religion “frequently” during the first year, and 26.7 percent attended a religious service “frequently” over the same time period. However, this picture shifts when students are asked about the importance of spirituality. More than half reported that “integrating spirituality into my life” was a “very important” or “essential” goal; likewise, 52.5 percent reported that “developing a meaningful philosophy of life” was “very important” or “essential.” Thus, these findings suggest that first-year students may be less engaged in religious practice relative to their interest in spirituality and commitment to developing a sense of meaning. Perhaps, time constraints in the first college year impede



traditional forms of religious involvement, yet do not detract from students' spiritual seeking altogether.

Table 16.
Religion and Spirituality in the First College Year

Percent of students reporting that they:	Percent
Their religious beliefs/convictions are "stronger" or "much stronger" compared to when they entered college	34.6
Prayed or meditated one or more hours per week	26.5
<i>Felt that the following goals are "very important" or "essential":</i>	
Integrating spirituality into my life	54.5
Developing a meaningful philosophy of life	52.5
<i>"Frequently":</i>	
Discussed religion	27.7
Attended a religious service	26.7

Social Awareness Among First-Year College Students

Table 17 provides results for YFCY items that reflect students' political, cultural, and social vantage. Almost 60 percent of the students in this sample reported that they "frequently" socialized with someone of another racial/ethnic group as first-year college students, and 57.5 percent of these students felt that their knowledge of people from different races or cultures was "stronger" or "much stronger" since time of college entry. In addition, just under half of these students felt that "helping to promote racial understanding" was "very important" or "essential" by the end of the first year. Over half of the students in the sample report that their understanding of national and global issues is "stronger" or "much stronger" since entering college (55.2 percent and 53.7 percent respectively). Similarly, 40 percent of these students noted improvement in their understanding of the problems facing their communities since they entered college.



Table 17.
Social Awareness in the First College Year

Percent of students reporting that:	Percent
They "frequently" socialized with someone of another racial/ethnic group	59.9
Helping to promote racial understanding is "essential" or "very important"	46.6
<i>Compared to when they entered college, students feel "stronger" or "much stronger" in the following areas:</i>	
Knowledge of people from different races/cultures	57.5
Understanding of national issues	55.2
Understanding of global issues	53.7
Understanding of the problems facing their community	40.0



IV. A Longitudinal Perspective on the First Year of College

Because YFCY was designed in part as a follow-up instrument to the annual CIRP Freshman Survey, almost one-third of the items on the YFCY questionnaire directly posttest items on the CIRP Freshman Survey. With these longitudinal data, institutions that participate in both surveys can create a valuable data set to assess how much their students change over the course of the first college year. One of the most valuable aspects of longitudinal data collection is the ability to move beyond just a “snapshot” of the student experience toward a more effective measure of change and development over time.

Of the 24,824 first-time, full-time students at 109 four-year schools who completed and returned the 2002 YFCY survey instrument, 12,716 respondents at 80 schools also completed the 2001 CIRP Freshman Survey. These students comprise the sample for the following longitudinal analyses. Please see Tables 3 and 4 in the introductory section for more information on the characteristics of the merged 2001 CIRP Freshman Survey and 2002 YFCY student sample.

Expectation vs. Reality

The 2001 CIRP Freshman Survey includes a series of items that ask incoming students to assess the chances that they will have certain experiences in college and engage in various student activities. Thirteen of these measures are directly post-tested on the 2002 YFCY, thereby allowing us to examine the differences between students’ pre-college expectations and their first-year experiences. It is important to note that the CIRP question is worded such that it asks students about their expectations of the entire college experience (not just the first year), so these comparisons are tenuous. However, they do offer the opportunity to see the degree to which students fulfill their expectations about college during the first year.

As seen in Table 18, nearly every comparison shows considerable disparity between the students’ expectations and the reality of their first year. In fact, students’ expectations exceed reality on all but two items, with differences that range from 11.1 percentage points to 34.6 percentage points. For example, over three-quarters of the sample predicted that there was “some chance” or a “very good chance” that they would earn at least a “B” average (97.0 percent), be satisfied with their college (96.8 percent), socialize with someone of a different racial or ethnic group (96.6 percent), participate in student clubs and groups (88.1 percent), get a



job to help pay for college expenses (79.2), and participate in community service (77.0 percent). However, students' first-year experiences met their high expectations on only one of these measures: 97.1 percent socialized with someone of a different racial or ethnic group as first-year students. The two comparisons that yielded the largest negative disparity among these measures were participation in student clubs and groups (a 28.4 percentage point drop from expectation to actual experience) and getting a job (a 34.6 percentage point difference).

Table 18.
Expectations vs. Reality Among First-Year Students

Expectation*	Percent of students responding...		Difference
	"Some chance" or "very good chance" that they will	That they engaged in this activity in the first year	
Participate in organized demonstrations	26.9	35.3	8.4
Socialize with someone of another racial/ ethnic group	96.6	97.1	0.5
Transfer to another college	21.8	10.7	-11.1
Participate in volunteer/community service	77.0	62.8	-14.2
Play varsity athletics	36.2	21.3	-14.9
Be satisfied with this college	96.8	81.1	-15.7
Seek personal counseling	32.8	14.4	-18.4
Make at least a "B" average	97.0	77.3	-19.7
Join a fraternity or sorority	31.7	11.6	-20.1
Change major field	51.5	29.2	-22.3
Change career choice	56.1	31.2	-24.9
Participate in student clubs or groups	88.1	59.7	-28.4
Get a job to help pay for college expenses	79.2	44.6	-34.6

*Expectation measures refer to all of college and are not limited to just the first year.

Overall, these findings suggest that students' expectations generally exceed the reality of their experience during the first year of college. However, it should be noted that students' first-year experiences actually exceeded pre-college expectations by a significant margin on one measure: Students are more likely to participate in organized demonstrations than they had anticipated at college entry.



Change Over the First-Year of College

Table 19 summarizes the changes in students' time allocation from the point of college entry to the end of the first college year. Students in this sample devoted more time to studying and homework in college than they did in high school; they also allotted more hours to partying and socializing with friends during their first year. In contrast, we note a drop in the number of hours that students dedicate to student organizations and leisure activities. For example, we see notable declines in the number of hours that students spent watching television, exercising or playing sports, playing video or computer games, praying or meditating, and reading for pleasure. A decline was also noted with respect to time spent attending to household or childcare duties.

Table 19.
Change in First-Year Students' Time Allocation

Percent reporting that they spent:	During last year of high school	At the end of first college year	Change
<i>6 or more hours per week:</i>			
Studying/doing homework	42.8	68.3	+25.5
Partying	21.4	26.5	+5.1
Socializing with friends	76.2	80.8	+4.6
Watching TV	25.5	19.9	-5.6
Participating in student clubs or groups	16.5	10.4	-6.1
Exercising or sports	52.6	34.0	-18.6
<i>3 or more hours per week:</i>			
Playing video/computer games	19.2	17.9	-1.3
Prayer/meditation	10.6	8.5	-2.1
Reading for pleasure	22.4	10.2	-12.2
Attending to household/childcare duties	25.9	6.2	-19.7

Perhaps not surprising given the increase in time students devote to “partying” during the first year, there is a 12.7 percentage point gain in the proportion of students who drink beer on a “frequent” or “occasional” basis over the course of one year; likewise, there is a 10.3 percentage-point gain in the proportion of students who drink wine or liquor (Table 20). Close to two-fifths of this sample reported that they “frequently” felt overwhelmed since entering college, which



represents a 7.9 percentage point increase from point of entry; there is a similar albeit smaller gain in the percent of students who reported “frequent” feelings of depression.

The data also show that these students were less likely to discuss politics, discuss religion, and participate in an organized demonstration in the first college year. The largest changes in students’ behavior are observed with respect to attending religious services or performing volunteer work during the first year. There is approximately a 25 percentage-point drop in the proportion of students who engaged in these activities during the first year of college as compared to their last year of high school.

Table 20.
Change in Student Behaviors Over One Year

Percent indicating that they:	At college entry	At the end of first college year	Change
<i>"Frequently" or "occasionally":</i>			
Drink beer	45.8	58.5	+12.7
Drink wine or liquor	52.8	63.1	+10.3
Participate in organized demonstrations	44.2	35.4	-8.8
Attend a religious service	86.9	62.8	-24.1
Perform volunteer work	88.5	62.9	-25.6
<i>"Frequently":</i>			
Feel overwhelmed	29.9	37.8	+7.9
Feel depressed	7.0	10.5	+3.5
Smoke cigarettes	6.4	8.4	+2.0
Discuss religion	32.4	28.2	-4.2
Discuss politics	20.5	13.4	-7.1
Socialize w/ someone of other ethnic group	69.2	60.6	-8.6

On both the CIRP Freshman Survey and the YFCY survey, students are asked to rate themselves along several measures of self-concept “relative to the average person” their age. Table 21 summarizes the changes in self-concept over one year among students in this sample. On most measures, more students rated themselves “above average” or in the “highest ten percent” at the end of the first year as compared to the beginning. Note, for example, that 62.7 percent of these students rated their self-understanding as “above average” or “highest ten



percent” at the end of the year, versus 54.1 percent at time of college entry. Likewise, the percent of students who rate their computer skills as “above average” or “highest ten percent” jumps by 8.2 percentage points. By contrast, we see slight declines in students’ self-rated physical health, mathematical ability, and academic ability over one year.

Table 21.
Change in First-Year Students' Self-Concept

Percent rating themselves "above average" or "highest 10%" relative to their peers on the following measures of self-concept:	At college entry	At the end of first college year	Change
Self-understanding	54.1	62.7	+8.6
Computer skills	31.5	39.7	+8.2
Self-confidence (social)	46.0	52.7	+6.7
Writing ability	46.5	52.6	+6.1
Public speaking ability	36.0	39.3	+3.3
Emotional health	54.5	57.8	+3.3
Artistic ability	27.2	28.7	+1.5
Self-confidence (intellectual)	58.5	59.5	+1.0
Leadership ability	60.9	61.0	+0.1
Physical health	55.5	53.6	-1.9
Mathematical ability	48.1	44.5	-3.6
Academic ability	72.4	65.6	-6.8

As Table 22 suggests, financial concerns intensified over the first college year for these students. There is a 5.5 percentage point gain in the proportion of students who report “major” concerns about their ability to finance their undergraduate education from the point of entry to the end of the first year. Still, the majority of students had little or no concerns about college finances at either time point.



Table 22.*Change in First-Year Students' Concern About Financing College*

Percent marking:	At college entry	At the end of first college year	Change
Major	11.2	16.7	+5.5
Some	55.6	52.9	- 2.7
None	33.2	30.4	- 2.8

The CIRP Freshman Survey and YFCY data also assess changes in students' commitment to various life goals with noteworthy gains on all measures (Table 23). Specifically, almost 60 percent of these students felt that "influencing social values" was "very important" or "essential" at the end of the first college year, as compared to 37.6 percent at time of entry. These students also placed more importance on "helping to promote racial understanding" (a 15.9 percentage point gain from the start of the year to the end), "becoming a community leader" (a 15.4 percentage point gain), "helping others who are in difficulty" (a 13.4 percentage point gain), and "becoming an authority in my field" (an 11.2 percentage point gain). Smaller increases are noted for the remaining four goals: developing a meaningful philosophy of life, integrating spirituality into their lives, creating artistic work, and making a theoretical contribution to science.

Table 23.*Change in First-Year Students' Life Goals*

Percent indicating the following goals are "very important" or "essential":	At college entry	At the end of first college year	Change
Influencing social values	37.6	59.5	+21.9
Helping to promote racial understanding	29.4	45.3	+15.9
Becoming a community leader	32.5	47.9	+15.4
Helping others who are in difficulty	63.8	77.2	+13.4
Becoming an authority in my field	58.3	69.5	+11.2
Developing a meaningful philosophy of life	43.4	52.9	+9.5
Integrating spirituality into my life	46.1	54.7	+8.6
Creating artistic work	12.1	20.1	+8.0
Making a theoretical contribution to science	14.2	15.9	+1.7



Self-Perceived Changes Among First-Year Students

One question on the YFCY instrument asks students to assess how much they have changed in several areas since entering college. Students' responses to this question are listed in Table 24 and provide a useful point of reference to the findings summarized above. Very few of these students felt as though their knowledge and skills declined since entering college, but many did not feel as if their knowledge and skills improved either. Areas in which these students noted the most improvement included their "knowledge of a particular field or discipline" and their "general knowledge," while areas in which the majority of students noted "no change" included their "ability to work as part of a team," their "understanding of community problems," and their "religious beliefs and convictions." Finally, in an academic year that began with the events of September 11, 52.6 percent of students reported a strengthened understanding of global issues and 54.0 percent report gains in their understanding of national issues.

Table 24.
Self-Perceived Changes Among First-Year Students

Measure	Percent of students responding...				
	Much Stronger	Stronger	No Change	Weaker	Much Weaker
Knowledge of a particular field or discipline	23.6	61.3	14.4	0.5	0.2
General knowledge	16.7	72.4	10.1	0.7	0.2
Knowledge of people from different races/cultures	15.2	41.5	40.5	2.2	0.6
Ability to get along with others	14.3	48.3	35.4	1.8	0.3
Critical thinking skills	11.7	59.7	27.8	0.7	0.2
Understanding of global issues	11.4	41.2	38.7	6.7	2.0
Religious beliefs/convictions	10.1	25.8	56.8	5.7	1.5
Understanding of national issues	10.1	43.9	37.6	6.7	1.7
Analytical/problem solving skills	9.9	58.5	30.6	0.8	0.2
Library research skills	8.3	41.2	48.2	2.0	0.3
Ability to work as part of a team	8.0	39.1	51.6	1.1	0.2
Understanding of community problems	6.3	33.6	56.2	3.3	0.6



Future Follow-Up

The focus of this section has been on YFCY data as a valuable longitudinal follow-up to the CIRP Freshman Survey. However, about one-third of the items on the YFCY instrument are also included on another CIRP follow-up survey that is typically administered to juniors and seniors—the College Student Survey (CSS). Therefore, another exciting possibility for assessment is linking the Freshman Survey, YFCY, and CSS for a three time-point analysis of the student experience. In this model, the Freshman Survey could be used to capture valuable baseline information on students, YFCY could be utilized to measure important experiences during students' path through college, and items on the CSS would serve as measures of important outcomes of college (e.g., post-college aspirations, satisfaction with college, academic achievement, degree completion, etc.) thereby allowing us to investigate the far-reaching outcomes and implications of several first-year experiences on students' trajectory through college.



V. Using YFCY Data to Enhance Campus Assessment Efforts

The primary focus of this report has been on the results of descriptive analyses of the 2002 YFCY data and the longitudinal data set that included merged data from the 2001 CIRP Freshman Survey and the 2002 YFCY. However, these data, particularly the longitudinal data, also have the potential for important descriptive, comparative, and multivariate analyses on an institutional sample as well as nationwide aggregate data. Because the numerous options for these inquiries extend beyond the scope of this report, we have selected to focus instead on the types of analyses that allow us to explore CIRP and YFCY data in greater detail in order to illustrate the implications of these data for institutional and national research. In this section we include brief descriptions and examples of comparative analyses, measures of association (with a particular emphasis on correlations and crosstabulations), and longitudinal multivariate analyses. When conducting analyses with YFCY data it is important to note that descriptive analyses may provide important information about relationships between variables, but that multivariate analyses yield the maximum information about the potential causal connections between variables.

Comparative Analyses

Because students' responses to the survey are compared to national and institutional peer group aggregates, participating institutions can determine where their first-year cohort "stands" relative to the experiences of first-year students at large. In addition, participating institutions are able to disaggregate responses to conduct comparisons between different groups of students at their campus. For example, it is possible to compare first-year outcomes such as adjustment or retention based on participation in a learning community, a service-learning course, or a first-year seminar. It is also possible to analyze these data by gender, race/ethnicity, major, place of residence, or by participation in particular activities. Space for institution-specific supplementary questions offers additional opportunities to conduct within-institution analyses.

For example, Table 25 illustrates the difference between men and women with respect to their experiences with various personal challenges during the first year. We see that women are much more likely to respond that they "frequently" or "occasionally" were faced with these issues during their transition to college than were their male peers. Gender differences were



particularly pronounced with respect to feeling lonely or homesick (18.0 percentage-point difference), feeling intimidated by professors (12.3 percentage-point difference), and feeling worried about their health (11.4 percentage-point difference). On the other hand, the disparity between men and women was not significant for feeling bored in class or for the feeling that their social life interfered with their schoolwork.

Table 25.
Personal Challenges During the First Year by Gender

Percent of students reporting that they "frequently" or "occasionally" felt:	Women (N=8,032)	Men (N=4,657)	Difference (W-M)
Lonely or homesick	49.9	31.9	+18.0**
Intimidated by your professors	34.6	22.3	+12.3**
Worried about your health	26.7	15.3	+11.4**
Worried about meeting new people	40.9	31.2	+9.7**
Courses inspired new thinking	79.9	72.1	+7.8**
Job interfered with schoolwork	22.3	18.1	+4.2**
Unsafe on this campus	7.8	4.4	+3.4**
Isolated from campus life	29.7	26.9	+2.8**
Felt a need to break away from your family in order to succeed in college	31.2	28.6	+2.6*
Family interfered with schoolwork	14.9	12.7	+2.2*
Felt bored in class	79.0	80.0	-1.0
Social life interfered with schoolwork	47.9	49.6	-1.7

*p < .05 **p < .01

In another example, we are able to investigate the influence that service participation has on aspects of adjustment to college. Table 26 shows that students who participated in volunteer work during their first year of college report higher levels of personal success with all six aspects of college that are measured on YFCY. For instance, we see that students who volunteer during the first year of college are more likely to feel "completely successful" getting to know faculty (5.1 percentage-point difference), adjusting to the academic demands of college (5.8 percentage-point difference), and especially at developing close friendships with other students (11.2 percentage-point difference) than their peers who do not engage in service during their first year. A similar pattern is observed among students who participated in service as part of a course (i.e., service learning) with significant differences on five of the six self-rated measures of personal success in favor of service learning. What we do not note are large



differences in feelings of personal success between types of service participation (i.e., general volunteerism as opposed to service learning).

Table 26.

Participation in Service During the First Year and Student Self-Ratings of Success

Measure of Student Success	Percent of students responding "Completely Successful" among students who...		
	Did not participate in service (n=4,782)	Participated in volunteer work (n=7,934)	Participated in service linked to coursework (n=4,704)
Understanding what professors expect of you academically	25.2	28.1**	27.3
Developing effective study skills	14.2	18.7**	18.9**
Adjusting to the academic demands of college	24.2	30.0**	27.7**
Managing time effectively	14.1	17.4**	17.8**
Getting to know faculty	10.0	15.1**	17.3**
Developing close friendships with other students	49.8	61.0**	59.0**

** indicates that the measure of student self-rated success in this category of student service participation is different from students who did not participate in service at the $p < .01$ level.

Measures of Association

YFCY collects information on a wide range of cognitive and affective measures including: academic achievement; academic skills; classroom, residential, and employment experiences; interactions with peers and faculty; satisfaction with curricular and extracurricular experiences; patterns of behavior and campus involvement; self-confidence and feelings of personal success; and plans for re-enrollment. This report has discussed the results of descriptive analyses for many of these items. These findings were based primarily on the distribution of student responses across different answer choices (i.e., frequency distributions). However, the next step is to investigate the potential relationships between variables using other methodologies such as correlations and crosstabulations.

For example, earlier in this document we reported the percent of students who responded that various pedagogical practices were “frequently” or “occasionally” included in their coursework (Table 10). However, it is possible to explore this issue in more detail by conducting some simple descriptive analyses to investigate the relationships between pedagogical practices



and various important outcomes of college. Table 27 shows the results of some correlational analyses of classroom techniques with three measures: students' feelings that their courses inspired them to think in new ways, satisfaction with the relevance of their coursework to everyday life, and self-rated change in critical thinking. Across the board we observe that the correlations are statistically significant ($p < .01$) but modest. However, some of the relationships between certain variables are stronger than others. For example, group discussions and student presentations and performances yielded among the highest correlations for all three outcomes. Further, these results indicate that there is a meaningful relationship between student-selected topics and satisfaction with the relevancy of one's coursework to everyday life. These data also suggest a similar significant relationship between service learning and students' satisfaction with the relevance of their coursework. Interestingly, the inclusion of a laboratory component yielded some of the lowest correlations with these particular outcomes.

Table 27.
Relationship Between Classroom Practices and Student Outcomes

	Correlation Coefficients		
	Felt that courses inspired you to think in new ways	Satisfaction with relevance of coursework to everyday life	Self-rated change in critical thinking skills
Pedagogy			
Group discussions	.23**	.18**	.16**
Student presentations or performances	.17**	.17**	.14**
Formal lectures	.12**	.03**	.07**
Research projects	.15**	.14**	.12**
Multiple drafts of written work	.11**	.08**	.09**
Group projects	.11**	.13**	.15**
Weekly essay assignments	.13**	.11**	.10**
Student evaluations of each other's work	.09**	.09**	.09**
Field experience or internship	.07**	.15**	.12**
Community service linked to coursework (service learning)	.06**	.19**	.12**
Student-selected topics	.17**	.21**	.12**
Laboratory component	.03**	.02**	.07**
Required on-line interaction with professors and/or classmates	.09**	.10**	.11**

** $p < .01$



We are also able to look at the role of classroom teaching techniques cross-tabulating specific pedagogical practices by students' satisfaction with overall quality of instruction. Specifically, we selected five teaching techniques that represent different levels of student engagement in the course material—formal lectures, group discussions, student performances or presentations, student-selected topics, and field experience or internships—and examined students' level of satisfaction with overall quality of instruction among those students who said their classes “frequently” or “occasionally” utilized these practices. Table 28 shows the results of these analyses.

Table 28.

Student Satisfaction with Overall Quality of Instruction by Pedagogical Practice

Students whose courses "frequently" or "occasionally" included	Percent of students responding...			
	Very Satisfied	Satisfied	Neutral	Dissatisfied
Formal lectures (n=10,477)	20.9	59.9	15.9	3.2
Group discussion (n=10,477)	21.6	60.3	15.2	2.9
Student presentations or performances (n=8,048)	22.3	60.2	14.9	2.6
Student selected topics (n=4,661)	25.3	59.8	13.0	1.9
Field experience or internship (n=1,793)	26.5	57.1	13.8	2.6

While the distribution of satisfaction with overall quality of instruction is similar across different pedagogical practices, there are some important distinctions. For example, students tend to be slightly less satisfied with the overall quality of instruction when their courses “frequently” or “occasionally” include formal lectures. Conversely, these data suggest that respondents are a bit more satisfied with overall quality of instruction when their coursework at least “occasionally” includes student-selected topics and field experiences or internships.

It is also possible to look at relationships among variables while controlling for the influence of key input variables. Drawing upon our earlier comparative analysis of service during the first year, we can explore the potential relationship between service and another outcome—students' personal commitment to helping others in difficulty. However, considering the fact that students who have a commitment to this personal goal are more likely to participate in volunteer work in the first place, we need to control for the possibility of self-selection bias. Because we have access to longitudinal data and the CIRP Freshman Survey includes several pre-tests of students' goals and values, it is possible to account for students' commitment to



helping others in difficulty at college entry when we explore the relationship between service work during the first year and this personal goal.

The data in Table 29 indicate that the more time spent performing volunteer work the more likely a student is to report that they are strongly committed to helping others in difficulty. In other words, volunteering appears to increase students' life-long commitment to helping others. Further, we observe that this pattern is generally consistent across each level of the pre-test.

Table 29.

Students' Commitment to Helping Others in Difficulty by First-Year Volunteerism

Students at college entry who said helping others in difficulty was:	Percent of students reporting that helping others in difficulty was "very important" or "essential" among students performing volunteer work...		
	Never (n=4,472)	Occasionally (n=5,908)	Frequently (n=1,753)
Not important	32.0	50.7	44.8
Somewhat important	55.2	66.3	73.8
Very important	79.6	85.7	90.6
Essential	89.8	93.0	97.9

Factor Analyses

The 2002 YFCY includes 156 items reflecting a wide range of cognitive and affective measures. Factor analyses are an important measure of the construct validity of this instrument, i.e., “the degree to which a measure actually assesses the underlying theoretical construct it is supposed to assess.” (Light, Singer, & Willett, 1990, p. 156) and verified that the 2002 YFCY survey is, in fact, a valid measure of several constructs critical to the first-year experience. However, this methodology is also a valuable tool to assist with the analysis and dissemination of findings resulting from such a comprehensive instrument. “The primary objective of factor analysis is to construct a small number of variables (called factors) that do a good job of conveying the information present in a large number of variables” (Jaeger, 1990, p. 345). For example, the 2002 YFCY survey includes several critical measures of interaction with fellow students. Some examples are studying with peers, hours per week spent participating in student organizations, and feelings of success at establishing friendships with fellow students. Through



the process of factor analysis, we are able to group these items with other important measures of student-to-student interaction under the same rubric. Factor analyses were conducted for 143 items on the 2002 YFCY instrument (all items except the demographic questions). Close to 100 of these variables clustered together to create 19 factors that included 3 or more variables each and had a reliability of .50 or greater. Table 30 lists these factors with the measure of their reliability. See Appendix D for the complete results of the factor analysis including the variables that comprise each factor and their loading on that factor.

Table 30.

Factor Analysis of the 2002 YFCY National Aggregate Data

Factor	Cronbach's alpha
Satisfaction with college	.83
Self-assessed change in understanding of local and global issues	.83
Self confidence	.82
Satisfaction with campus facilities and services	.80
Academic success	.77
Self-assessed cognitive development	.77
Religiousness and spirituality	.76
Student-centered classroom practices	.75
Leadership and community orientation	.75
Poor social and emotional adjustment	.73
Partying and socializing	.71
Interactions with faculty and staff	.68
Academic disengagement	.67
External commitments	.64
Familiarity with computer technology	.63
Self-assessed cooperativeness and awareness of others	.61
Academic abilities	.60
Physical health and athletic involvement	.58
Interaction with fellow students	.56

Participating campuses may use the factors generated from the factor analysis of 2002 YFCY national aggregate data for several purposes including:

- **To help decide which variables to highlight in the dissemination of YFCY results to various campus constituencies.** For example, faculty may be more interested in the variables included in the “Academic Success” or “Academic Disengagement” factors while



the variables that make up the “Poor Social and Emotional Adjustment” factor may be particularly relevant to student affairs officers and residential life staff.

- **As a guide for a factor analysis of campus-level YFCY data.** It is important to note that the factors generated from an individual institution’s data may differ slightly from those that are generated from the national aggregate data.
- **To guide campuses in the selection of independent variables for multivariate analyses of these data.** For example, variables that comprise the “Academic Success,” “Student-Centered Classroom Practices,” “Academic Disengagement,” and “Academic Abilities” could be used in any multivariate analysis of students’ academic performance during their first year of college.

Multivariate Analyses

Although comparative, descriptive, and factor analyses suggest some important associations, it is valuable to conduct multivariate analyses to identify potential causal relationships between variables. The Input-Environment-Outcome (I-E-O) model developed by Alexander Astin (1991) is a particularly useful methodological framework in which to ground longitudinal multivariate analyses. The I-E-O model is an approach to looking at cause and effect that takes into consideration what happens between the input and the outcome to more accurately determine causality. The primary assumptions of this model are that characteristics and tendencies that students possess prior to attending college (i.e., inputs) can, and do, simultaneously influence 1) students’ selection of a particular institutional setting and their experiences in that environment and 2) the outcomes of that environment. It is designed to yield assessment results that will generate information on the possible causal connections between various educational practices and educational outcomes and minimize the chances that these causal inferences will be wrong. Essentially, the I-E-O design adjusts for input differences in order to get a less biased estimate of the comparative effects of different environments on student outcomes. Figure 1 illustrates the relationship between input, environment, and outcome variables within this model.



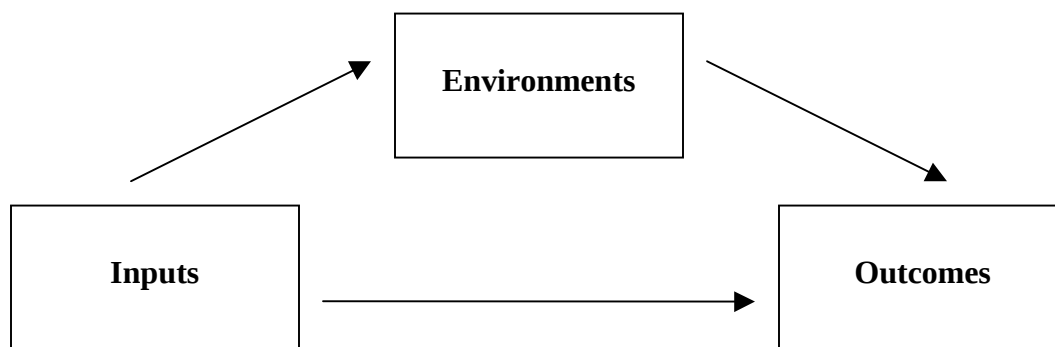


Figure 1. *Astin's (1991) Input-Environment-Outcome Model*

Since the YFCY survey was designed as a follow-up to the Freshman Survey as well as a measure of the first-year experiences, the longitudinal data generated by the administration of these CIRP surveys fit nicely within the I-E-O model of assessment. Administered at college entry, the CIRP Freshman Survey gathers baseline input data. YFCY is administered as a follow-up instrument at the end of the first year of college and represents a prime opportunity to gather information about institutional characteristics, practices, programs, and student experiences (all aspects of the environment) as well as key outcomes of the first college year. Figure 2 illustrates how the CIRP Freshman Survey and YFCY fit into the I-E-O model.

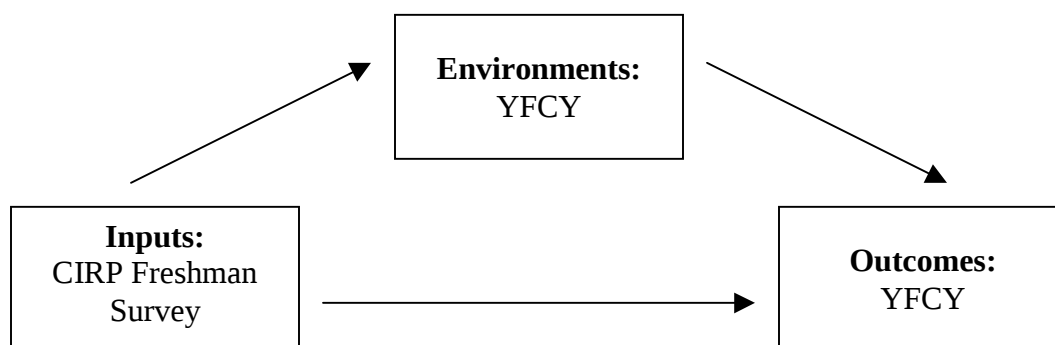


Figure 2. *The CIRP Freshman Survey, YFCY, & the I-E-O Model*

The longitudinal data collected by the 2001 CIRP Freshman Survey and the 2002 YFCY (N=12, 716) are utilized in forward, stepwise, hierarchical regression analyses for the following examples. Consistent with the I-E-O model, this method requires that independent variables enter the regression equation in temporally-ordered blocks. Variables from each block are



allowed to enter the equation until no variables within a given block will significantly predict the outcome measure, at which point variables in the next temporal block are considered for entry.

Using the findings from previous descriptive analyses on pedagogical practices as a foundation (see Tables 10, 27 and 28), we performed a hierarchical stepwise regression of students' satisfaction with overall quality of instruction and grounded the inquiry in Astin's Input-Environment-Outcome (I-E-O) model. CIRP Freshman Survey items provided baseline data (i.e., inputs) to control for the potential impact of: gender, race, parents' education, family income, high school grades, and various academic experiences in high school. Environmental variables included students' major as well as institutional measures such as type, control, and selectivity. The primary environmental variables of interest, thirteen measures of pedagogical practices and eleven first-year academic experiences, were drawn from the YFCY survey. All three classes of variables—input characteristics, institutional controls, and the environmental variables of interest—were regressed on the outcome measure in temporally ordered blocks of variables.

Table 31 summarizes the results of this regression. After the control variables were allowed to enter the regression, five different pedagogical practices positively predicted satisfaction with overall quality of instruction. The use of group discussions was the teaching technique that had the strongest impact on the outcome measure, followed by student-selected topics. Interestingly, three very different pedagogical practices had the same degree and direction of influence on students' satisfaction with instruction: The inclusion of a laboratory component, formal lectures, and field experience or internships all had a small positive impact on the outcome.

In addition to these pedagogies, seven academic activity variables had an impact on satisfaction with overall quality of instruction. Not surprisingly, the three measures of academic disengagement that entered the regression—turning in course assignments that did not reflect their best work, skipping class, and coming late to class—had a negative influence on the outcome. On the other hand, the positive predictors of students' satisfaction reflected measures of academic involvement with peers (e.g., discussed course content with students outside of class), faculty (e.g., worked with a professor on a research project), or the course itself (e.g., spoke up in class).



In conclusion, these results indicate that both pedagogical practices and student activities that promote engagement with the material and promote interaction with faculty and other students seem to have a positive impact on satisfaction with overall quality of instruction.

Table 31.
*Academic Pedagogies and Practices that Predict
Satisfaction with Overall Quality of Instruction*

Variable	Regression Coefficient at Final Step
Courses included group discussions	+.12**
Discussed course content with students outside of class	+.09**
Courses included student-selected topics	+.09**
Worked with a profesor on a research project	+.06**
Courses included a laboratory component	+.03**
Spoke up in class	+.03**
Formal lectures	+.03**
Field experience or internship	+.03**
Skipped class	-.04**
Came late to class	-.04**
Received tutoring	-.05**
Turned in course assignments that did not reflect their best work	-.06**

** $p < .01$

In another example, we assessed the effects of student interactions and activities on satisfaction with the overall sense of community among students. While the nature and type of social interactions can be expected to contribute to students' satisfaction with the overall sense of community during the first year of college, the effect of academic activities remains unclear. As such, we conducted an analysis that drew from the CIRP Freshman Survey data to control for several background characteristics (e.g., gender, race, parents' education, and high school GPA) as well as the types of interpersonal interactions students had while they were in high school. After a block of institutional characteristics served as important control variables, several measures of student-to-student interaction were allowed to enter the regression equation. These variables included social interactions with fellow students (e.g., hours per week socializing with friends and frequency of interaction with friends at their institution), academic activities that foster interaction with peers (e.g., discussed course content with students outside of class and



studied with other students), extracurricular activities (e.g., hours per week participating in student clubs and joining a fraternity/sorority), and personal challenges related to peer interaction (e.g., difficulty getting along with roommates and feeling worried about meeting new people). Table 32 shows the variables from this block that significantly predict satisfaction with the overall sense of community among students.

Table 32.
*Social and Academic Variables that Predict
Overall Sense of Community Among Students*

Variable	Regression Coefficient at Final Step
Ability to get along with others	+.15**
Ability to work as part of a team	+.06**
Interacted with close friends at this institution	+.06**
HPW Student clubs/groups	+.06**
Knowledge of different races/cultures	+.06**
HPW Socializing with friends	+.06**
Studied with other students	+.05**
Discussed courses with other students	+.05**
Group projects	+.03**
Enrolled in learning cluster	+.03**
Service learning	+.03**
Working for pay off-campus	-.03**
Didn't get along with roommates	-.09**
Worried about meeting new people	-.13**

** $p < .01$

As expected, many socially-oriented variables were significant predictors of the outcome measure. For example, self-rated change in ability to get along with others, interacting with close friends at this institution, and hours per week spent socializing with friends were significant predictors of overall satisfaction with student community. However, above and beyond input and other environmental characteristics, academic variables such as discussing courses with other students, taking classes that include group projects, enrolling in learning communities, and taking courses with a community service (i.e., service learning) component had a modest, but significant, impact on the dependent variable. Future analyses of the effects of service learning, learning communities, and more informal academic experiences, such as



studying with other students and working on group projects, may reveal additional extra-curricular benefits that may help us interpret the first-year experience with greater depth.

The Final Impact

While the analyses for each of these examples utilize national data, any of them could easily be replicated with an institution-specific sample. Further, any analyses utilizing CIRP Freshman Survey and/or YFCY data can be enriched by merging in institutional data collected from other sources including registrar's data, other campus-based assessment efforts, or responses to other national surveys. The bottom line is that the full potential of these data is achieved when they are utilized to assess the needs of first-year students and the effectiveness of programs and pedagogies targeted to meet these needs and when the results of these assessment efforts translate into campus policies meant to ease students' transition to college and to enhance institutional impact on student outcomes.



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APPENDIX A

2002 YFCY Institutions

2002 YFCY Institutions
Institutional Type

Public Universities

Albany State University*
Georgia Institute of Technology*+
Miami University*
Morgan State University*
North Carolina State University+
Northern Illinois University*
Southern Illinois University, Carbondale*
Texas A & M University*
University of California, Los Angeles*
University of Cincinnati
University of Maryland, College Park
University of Missouri, Columbia
University of Montana
University of North Dakota*
West Virginia University

Private Universities

Creighton University*
Drake University*+
Lincoln University (PA) *
Rensselaer Polytechnic Institute*
Southern Methodist University*
Texas Christian University*
Tulane University*
University of Notre Dame*

Public Four-Year Colleges

Central Missouri State University*
Dickinson State University
Edinboro University of Pennsylvania*
Fort Lewis College
Kennesaw State University
Kutztown University of Pennsylvania*
Millersville University of Pennsylvania*
Montclair State University*
Morehead State University
New Mexico Institute of Mining and
Technology
Northern Kentucky University
Radford University*
Sonoma State University*
SUNY, Old Westbury*
Towson University*
University of Arkansas, Fort Smith
University of Michigan, Flint*

University of Nebraska, Omaha
University of Tennessee, Chattanooga
University of Texas, San Antonio*
Western Washington University*
William Paterson University of New Jersey

Private Four-Year Colleges, Nonsectarian

Albertson College*
Babson College*
Coe College*
College of New Rochelle*
Drury University
Franklin Pierce College*
Grinnell College*
Illinois Wesleyan University*+
Kalamazoo College*
Lawrence University*
New England College*
Our Lady of the Holy Cross College
Pepperdine University*
Regis College*
Rider University*
Sarah Lawrence College*
Scripps College*
SOKA University of America
Sweet Briar College*
Wells College*
Western New England College*

Private Four-Year Colleges, Catholic

Albertus Magnus College*
College Misericordia*
College of Santa Fe*
D'Youville College
Dominican University of California*
Fairfield University*
Holy Family College*
John Carroll University*
Manhattan College*
Merrimack College*
Mount Saint Mary's College*
Niagara University*
Sacred Heart University*
Saint John Fisher College*
University of Scranton*

Private Four-Year Colleges, Protestant

Austin College*
Belmont University*
Bluffton College*
Brevard College*
Capital University
Carthage College*
Cedarville University*
Chowan College*
Earlham College*
Elon University*
Gustavus Adolphus College*
High Point University*
Mercer University*
Morningside College*⁺
Mount Olive College*
University of Redlands*

Simpson College (CA)
Simpson College (IA) *
Ohio Northern University*
Otterbein College
Peace College*
Point Loma Nazarene University*
Randolph-Macon Woman's College*⁺
Wiley College*[♦]

Two-Year Colleges

Cottey College
Golden West College
John A. Logan College
North Dakota State College of Science
Northampton County Area Community College

Notes: *indicates institutions that participated in the 2001 CIRP Freshman Survey

⁺ indicates an institution that is conducting a web-only administration of YFCY

[♦] indicates a historically black college or university

APPENDIX B

The 2002 YFCY Instrument



Sponsored by the Higher Education Research Institute and
The Policy Center on the First Year of College
with support from The Atlantic Philanthropies and The Pew Charitable Trusts

PLEASE PRINT YOUR NAME AND DATE OF BIRTH (one letter or number per box)

NAME:	FIRST										M	LAST										BIRTH DATE:						
																							Month (01-12)	Day (01-31)	Year			

MARKING INSTRUCTIONS

- Please use a black or blue ink pen or a pencil.
- Fill in the oval completely.
- Make no stray marks of any kind.
- Do not fold, tear, or mutilate this survey.

CORRECT MARK



INCORRECT MARKS



PLEASE PROVIDE YOUR
SOCIAL SECURITY NO.

[illegible]

FORM NO:

1. What year did you first enter:
(Mark one in each column)

2001 or 2002	☐	☐
2000	☐	☐
1999	☐	☐
1998	☐	☐
1997 or earlier	☐	☐

Your 1st college
This college

2. Please indicate your current enrollment status below. (Mark one)

Full-time ☐

Part-time ☐

Not enrolled ☐

3. Your sex:

☐ Male ☐ Female

4. Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person): (Mark one for each item)

[illegible]

Daily
2 or 3 times per week
Once a week
1 or 2 times per month
1 or 2 times per term
Never

5. Please rate your satisfaction with each of the following at this institution. If you did not use the service or facility, mark "No experience/Not available."
(Mark one for each item)

Classroom facilities	V	S	N	D	?
Computer facilities	V	S	N	D	?
Library facilities and services	V	S	N	D	?
Tutoring or other academic assistance	V	S	N	D	?
Academic advising	V	S	N	D	?
Student housing facilities	V	S	N	D	?
Financial aid services	V	S	N	D	?
Student health center/services	V	S	N	D	?
Psychological counseling services	V	S	N	D	?
Recreational facilities	V	S	N	D	?
Orientation for new students	V	S	N	D	?

Very Satisfied
Satisfied
Neutral
Dissatisfied
No Experience/
Not Available

6. Are you: (Mark all that apply)

- White/Caucasian ☐
- African American/Black ☐
- American Indian/Alaska Native ☐
- Asian American/Asian ☐
- Native Hawaiian/Pacific Islander ☐
- Mexican American/Chicano ☐
- Puerto Rican ☐
- Other Latino ☐
- Other ☐

7. Is English your native language?

- ☐ Yes ☐ No

8. Since entering this college, how successful have you felt at:
(Mark one for each item)

- | | Completely Successful | Fairly Successful | Somewhat Successful | Unsuccessful |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Understanding what your professors expect of you academically | ☐ | ☐ | ☐ | ☐ |
| Developing effective study skills | ☐ | ☐ | ☐ | ☐ |
| Adjusting to the academic demands of college | ☐ | ☐ | ☐ | ☐ |
| Managing your time effectively | ☐ | ☐ | ☐ | ☐ |
| Getting to know faculty | ☐ | ☐ | ☐ | ☐ |
| Developing close friendships with other students | ☐ | ☐ | ☐ | ☐ |

9. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.
(Mark one for each item)

- | | Highest 10% | Above Average | Average | Below Average | Lowest 10% |
|--------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Academic ability | ☐ | ☐ | ☐ | ☐ | ☐ |
| Artistic ability | ☐ | ☐ | ☐ | ☐ | ☐ |
| Computer skills | ☐ | ☐ | ☐ | ☐ | ☐ |
| Emotional health | ☐ | ☐ | ☐ | ☐ | ☐ |
| Leadership ability | ☐ | ☐ | ☐ | ☐ | ☐ |
| Mathematical ability | ☐ | ☐ | ☐ | ☐ | ☐ |
| Physical health | ☐ | ☐ | ☐ | ☐ | ☐ |
| Public speaking ability | ☐ | ☐ | ☐ | ☐ | ☐ |
| Self-confidence (intellectual) | ☐ | ☐ | ☐ | ☐ | ☐ |
| Self-confidence (social) | ☐ | ☐ | ☐ | ☐ | ☐ |
| Self-understanding | ☐ | ☐ | ☐ | ☐ | ☐ |
| Writing ability | ☐ | ☐ | ☐ | ☐ | ☐ |

10. Since entering this college, how often (Frequently, Occasionally, or Not at all) have you: (Mark one for each item)

- | | Frequently | Occasionally | Not at all |
|--|-----------------------|-----------------------|-----------------------|
| Attended a religious service | ☐ | ☐ | ☐ |
| Participated in organized demonstrations | ☐ | ☐ | ☐ |
| Smoked cigarettes | ☐ | ☐ | ☐ |
| Drank beer | ☐ | ☐ | ☐ |
| Drank wine or liquor | ☐ | ☐ | ☐ |
| Felt overwhelmed by all you had to do | ☐ | ☐ | ☐ |
| Felt depressed | ☐ | ☐ | ☐ |
| Participated in volunteer or community service work | ☐ | ☐ | ☐ |
| Discussed politics | ☐ | ☐ | ☐ |
| Socialized with someone of another racial/ethnic group | ☐ | ☐ | ☐ |
| Discussed religion | ☐ | ☐ | ☐ |

11. Indicate the importance to you personally of each of the following:
(Mark one for each item)

- | | Essential | Very Important | Somewhat Important | Not Important |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Becoming an authority in my field | ☐ | ☐ | ☐ | ☐ |
| Influencing social values | ☐ | ☐ | ☐ | ☐ |
| Helping others who are in difficulty | ☐ | ☐ | ☐ | ☐ |
| Making a theoretical contribution to science | ☐ | ☐ | ☐ | ☐ |
| Creating artistic work (painting, sculpture, decorating, etc.) | ☐ | ☐ | ☐ | ☐ |
| Developing a meaningful philosophy of life | ☐ | ☐ | ☐ | ☐ |
| Helping to promote racial understanding | ☐ | ☐ | ☐ | ☐ |
| Becoming a community leader | ☐ | ☐ | ☐ | ☐ |
| Integrating spirituality into my life | ☐ | ☐ | ☐ | ☐ |

12. Since entering this college, how often (Frequently, Occasionally, Rarely, or Not at all) have you felt:
(Mark one for each item)

- | | Frequently | Occasionally | Rarely | Not at all |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Lonely or homesick | ☐ | ☐ | ☐ | ☐ |
| Worried about meeting new people | ☐ | ☐ | ☐ | ☐ |
| Isolated from campus life | ☐ | ☐ | ☐ | ☐ |
| A need to break away from your family in order to succeed in college | ☐ | ☐ | ☐ | ☐ |
| Unsafe on this campus | ☐ | ☐ | ☐ | ☐ |
| Worried about your health | ☐ | ☐ | ☐ | ☐ |
| Intimidated by your professors | ☐ | ☐ | ☐ | ☐ |
| Bored in class | ☐ | ☐ | ☐ | ☐ |
| That your courses inspired you to think in new ways | ☐ | ☐ | ☐ | ☐ |
| That your job responsibilities interfered with your schoolwork | ☐ | ☐ | ☐ | ☐ |
| That your family responsibilities interfered with your schoolwork | ☐ | ☐ | ☐ | ☐ |
| That your social life interfered with your schoolwork | ☐ | ☐ | ☐ | ☐ |

13. Where did you primarily live while attending college this past year? (Mark one)

- College residence hall, suite, or other campus housing. ☐
- Private home or apartment ☐
- Other ☐

14. Please indicate how often (Frequently, Occasionally, Rarely, or Not at all) each of the following has been included in your courses at this institution. (Mark one for each item)

- | | Frequently | Occasionally | Rarely | Not at all |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Group discussions | ☐ | ☐ | ☐ | ☐ |
| Student presentations or performances | ☐ | ☐ | ☐ | ☐ |
| Formal lectures | ☐ | ☐ | ☐ | ☐ |
| Research projects | ☐ | ☐ | ☐ | ☐ |
| Multiple drafts of written work | ☐ | ☐ | ☐ | ☐ |
| Group projects | ☐ | ☐ | ☐ | ☐ |
| Weekly essay assignments | ☐ | ☐ | ☐ | ☐ |
| Student evaluations of each other's work | ☐ | ☐ | ☐ | ☐ |
| Field experience or internship | ☐ | ☐ | ☐ | ☐ |
| Community service linked to coursework (service learning) | ☐ | ☐ | ☐ | ☐ |
| Student-selected topics | ☐ | ☐ | ☐ | ☐ |
| Laboratory component | ☐ | ☐ | ☐ | ☐ |
| Required on-line interaction with professors and/or classmates | ☐ | ☐ | ☐ | ☐ |

15. Since entering this college have you: (Mark all that apply)

- Changed your career plans ☐
- Decided to pursue a different major ☐
- Declared your major ☐
- Joined a social fraternity or sorority ☐
- Enrolled in an honors course ☐
- Participated in varsity/intercollegiate athletics ☐
- Enrolled in a remedial/developmental course ☐
- Transferred from another institution ☐
- Taken a college course or seminar specifically designed to help first-year students adjust to college (e.g., freshman seminar, student success seminar, University 101) ☐
- Enrolled in a formal program where a group of students takes two or more courses together (e.g., FIG, learning cluster, learning community, linked courses) ☐

16. Since entering this college, indicate how often (Frequently, Occasionally, Rarely, or Not at all) you: (Mark one for each item)

- | | Frequently | Occasionally | Rarely | Not at all |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Turned in course assignment(s) late | ☐ | ☐ | ☐ | ☐ |
| Spoke up in class | ☐ | ☐ | ☐ | ☐ |
| Discussed course content with students outside of class | ☐ | ☐ | ☐ | ☐ |
| Studied with other students | ☐ | ☐ | ☐ | ☐ |
| Came late to class | ☐ | ☐ | ☐ | ☐ |
| Skipped class | ☐ | ☐ | ☐ | ☐ |
| Received tutoring | ☐ | ☐ | ☐ | ☐ |
| Worked with a professor on a research project | ☐ | ☐ | ☐ | ☐ |
| Used the Internet for research or homework | ☐ | ☐ | ☐ | ☐ |
| Turned in course assignments that did <u>not</u> reflect your best work | ☐ | ☐ | ☐ | ☐ |
| Participated in intramural sports | ☐ | ☐ | ☐ | ☐ |
| Had difficulty getting along with your roommate(s)/housemate(s) | ☐ | ☐ | ☐ | ☐ |
| Sought personal counseling | ☐ | ☐ | ☐ | ☐ |

17. Compared with when you entered this college, how would you now describe your: (Mark one for each item)

- | | Much Stronger | Stronger | No Change | Weaker | Much Weaker |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| General knowledge | ☐ | ☐ | ☐ | ☐ | ☐ |
| Analytical and problem-solving skills | ☐ | ☐ | ☐ | ☐ | ☐ |
| Knowledge of a particular field or discipline | ☐ | ☐ | ☐ | ☐ | ☐ |
| Critical thinking skills | ☐ | ☐ | ☐ | ☐ | ☐ |
| Knowledge of people from different races/cultures | ☐ | ☐ | ☐ | ☐ | ☐ |
| Religious beliefs and convictions | ☐ | ☐ | ☐ | ☐ | ☐ |
| Ability to get along with others | ☐ | ☐ | ☐ | ☐ | ☐ |
| Library/research skills | ☐ | ☐ | ☐ | ☐ | ☐ |
| Ability to work as part of a team | ☐ | ☐ | ☐ | ☐ | ☐ |
| Understanding of the problems facing your community | ☐ | ☐ | ☐ | ☐ | ☐ |
| Understanding of <u>national</u> issues | ☐ | ☐ | ☐ | ☐ | ☐ |
| Understanding of <u>global</u> issues | ☐ | ☐ | ☐ | ☐ | ☐ |

18. Do you have any concern about your ability to finance your college education? (Mark one)

- None (I am confident that I will have sufficient funds) ☐
- Some (but I probably will have enough funds) ☐
- Major (not sure I will have enough funds to complete college) ☐

19. Since entering this college, how much time have you spent during a typical week doing the following activities? (Mark one for each item)

	Hours Per Week								
	None	Less than 1 hour	1 - 2	3 - 5	6 - 10	11 - 15	16 - 20	21 - 30	Over 30
Attending classes/labs	☐	☐	☐	☐	☐	☐	☐	☐	☐
Studying/homework	☐	☐	☐	☐	☐	☐	☐	☐	☐
Socializing with friends	☐	☐	☐	☐	☐	☐	☐	☐	☐
Exercising or sports	☐	☐	☐	☐	☐	☐	☐	☐	☐
Partying	☐	☐	☐	☐	☐	☐	☐	☐	☐
Working (for pay) on campus	☐	☐	☐	☐	☐	☐	☐	☐	☐
Working (for pay) off campus	☐	☐	☐	☐	☐	☐	☐	☐	☐
Participating in student clubs/groups	☐	☐	☐	☐	☐	☐	☐	☐	☐
Watching TV	☐	☐	☐	☐	☐	☐	☐	☐	☐
Household/childcare duties	☐	☐	☐	☐	☐	☐	☐	☐	☐
Reading for pleasure	☐	☐	☐	☐	☐	☐	☐	☐	☐
Commuting	☐	☐	☐	☐	☐	☐	☐	☐	☐
Playing video/computer games	☐	☐	☐	☐	☐	☐	☐	☐	☐
Praying/meditating	☐	☐	☐	☐	☐	☐	☐	☐	☐
Surfing the Internet	☐	☐	☐	☐	☐	☐	☐	☐	☐
Communicating via e-mail, Instant Messenger, etc.	☐	☐	☐	☐	☐	☐	☐	☐	☐

20. What is your current grade average (as of your most recently completed academic term)? (Mark one)

- A (3.75 - 4.0) ☐
- A-, B+ (3.25 - 3.74) ☐
- B (2.75 - 3.24) ☐
- B-, C+ (2.25 - 2.74) ☐
- C (1.75 - 2.24) ☐
- C- or less (below 1.75) ☐
- I do not receive grades in my courses ☐

21. Please rate your satisfaction with this institution on each of the aspects of campus life listed below. (Mark one for each item)

	Very Satisfied	Satisfied	Neutral	Dissatisfied
Amount of contact with faculty	☐	☐	☐	☐
Opportunities for community service	☐	☐	☐	☐
Relevance of coursework to everyday life	☐	☐	☐	☐
Relevance of coursework to future career plans	☐	☐	☐	☐
Overall quality of instruction	☐	☐	☐	☐
Overall sense of community among students	☐	☐	☐	☐
Overall college experience	☐	☐	☐	☐

22. What do you think you will be doing in Fall 2002? (Mark one)

- Attending your current (or most recent) institution ☐
- Attending another institution ☐
- Not attending any institution ☐

23. Do you give the Higher Education Research Institute at UCLA permission to include your ID number should your college request the data for additional research analyses?

- ☐ Yes ☐ No

The remaining ovals are provided for questions specifically designed by your college rather than the Higher Education Research Institute. If your college has chosen to use the ovals, please observe carefully the supplemental directions given to you.

24. ☐ A ☐ B ☐ C ☐ D ☐ E 31. ☐ A ☐ B ☐ C ☐ D ☐ E 38. ☐ A ☐ B ☐ C ☐ D ☐ E
25. ☐ A ☐ B ☐ C ☐ D ☐ E 32. ☐ A ☐ B ☐ C ☐ D ☐ E 39. ☐ A ☐ B ☐ C ☐ D ☐ E
26. ☐ A ☐ B ☐ C ☐ D ☐ E 33. ☐ A ☐ B ☐ C ☐ D ☐ E 40. ☐ A ☐ B ☐ C ☐ D ☐ E
27. ☐ A ☐ B ☐ C ☐ D ☐ E 34. ☐ A ☐ B ☐ C ☐ D ☐ E 41. ☐ A ☐ B ☐ C ☐ D ☐ E
28. ☐ A ☐ B ☐ C ☐ D ☐ E 35. ☐ A ☐ B ☐ C ☐ D ☐ E 42. ☐ A ☐ B ☐ C ☐ D ☐ E
29. ☐ A ☐ B ☐ C ☐ D ☐ E 36. ☐ A ☐ B ☐ C ☐ D ☐ E 43. ☐ A ☐ B ☐ C ☐ D ☐ E
30. ☐ A ☐ B ☐ C ☐ D ☐ E 37. ☐ A ☐ B ☐ C ☐ D ☐ E 44. ☐ A ☐ B ☐ C ☐ D ☐ E

Thank You!



APPENDIX C

Sample of 2002 YFCY Institutional Reports

Whatsamatta University First-time Full-time Freshmen	# Res- pondents	Your Institution			Private Univs			All Univs/4yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Number of Students	3,087	51.2	48.8	100.0	39.6	60.4	100.0	38.8	61.2	100.0
WHAT YEAR DID YOU FIRST ENTER:										
Your first college	2,165									
2001 or 2002		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2000		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1999		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1998		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1997 or earlier		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
This college	2,405									
2001 or 2002		99.8	99.9	99.9	100.0	100.0	100.0	99.9	99.9	99.9
2000		0.2	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.0
1999		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1998		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1997 or earlier		0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Your current enrollment status	3,055									
Full-time		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Part-time		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Not enrolled		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SINCE ENTERING THIS COLLEGE, HOW OFTEN HAVE YOU INTERACTED WITH THE FOLLOWING PEOPLE (E.G., BY PHONE, E-MAIL, INSTANT MESSENGER, OR IN PERSON):										
Faculty <u>during</u> office hours	3,061									
Never		14.2	10.3	12.3	12.9	5.6	8.5	10.8	8.0	9.1
1 or 2 times per term		48.1	49.5	48.8	40.9	42.6	41.9	39.1	42.9	41.4
1 or 2 times per month		22.1	26.4	24.2	25.6	32.1	29.6	25.4	27.8	26.9
Once a week		10.0	9.1	9.5	12.9	13.2	13.1	13.8	12.0	12.7
2 or 3 times per week		4.4	4.1	4.2	6.2	5.4	5.7	7.2	6.5	6.7
Daily		1.1	0.6	0.9	1.6	1.0	1.3	3.8	2.8	3.2
Faculty <u>outside</u> of class or office hours	3,056									
Never		35.4	32.4	33.9	22.9	20.7	21.6	28.1	26.4	27.1
1 or 2 times per term		37.7	41.4	39.5	40.6	41.8	41.3	34.7	36.8	36.0
1 or 2 times per month		14.9	17.0	15.9	21.7	23.7	22.9	18.8	19.9	19.4
Once a week		8.1	6.4	7.3	9.5	9.4	9.4	10.6	9.9	10.2
2 or 3 times per week		2.9	1.9	2.4	4.3	3.8	4.0	5.6	5.2	5.3
Daily		1.1	0.9	1.0	1.1	0.6	0.8	2.4	1.8	2.0
Teaching assistants <u>during</u> office hours	3,059									
Never		40.3	40.0	40.1	47.3	49.6	48.7	54.6	60.1	58.0
1 or 2 times per term		32.9	35.7	34.3	27.0	26.9	27.0	23.0	21.7	22.2
1 or 2 times per month		16.5	15.5	16.0	15.3	14.1	14.6	11.9	10.4	11.0
Once a week		7.1	6.9	7.0	7.9	7.1	7.4	7.2	5.2	6.0
2 or 3 times per week		2.8	1.6	2.2	2.2	2.0	2.1	2.5	2.1	2.2
Daily		0.4	0.3	0.4	0.2	0.3	0.3	0.9	0.5	0.6
Academic advisors/counselors	3,054									
Never		7.0	3.9	5.5	8.2	3.9	5.6	8.8	7.1	7.7
1 or 2 times per term		66.0	72.6	69.2	62.2	66.8	65.0	61.0	65.9	64.0
1 or 2 times per month		21.7	20.6	21.2	23.5	25.0	24.4	21.1	19.9	20.4
Once a week		3.3	2.0	2.7	4.3	2.7	3.3	5.8	4.7	5.1
2 or 3 times per week		1.5	0.7	1.1	1.5	1.3	1.3	2.4	1.7	2.0
Daily		0.5	0.2	0.4	0.3	0.3	0.3	1.0	0.7	0.8
Other college personnel	3,024									
Never		33.1	34.1	33.6	23.3	24.8	24.2	26.9	27.4	27.2
1 or 2 times per term		36.2	41.2	38.7	36.9	38.4	37.8	33.6	37.0	35.7
1 or 2 times per month		15.6	12.7	14.2	17.0	18.5	17.9	16.7	16.3	16.4
Once a week		7.4	6.0	6.7	10.8	8.5	9.4	9.8	8.4	9.0
2 or 3 times per week		3.2	2.9	3.0	4.7	4.4	4.6	5.4	4.5	4.9
Daily		4.5	3.1	3.8	7.3	5.4	6.2	7.5	6.4	6.8

2002 YFCY INSTITUTIONAL MEANS PROFILE--Sample Page

9876

Whatsamatta University

Number of respondents

# of Your Institution					Public Univs				All Univs/4yr Colls			
Resp	Men	[A]	Women	All	Men	Women	All	[B]	Men	Women	All	[C]
	125		395	520	3,292	4,083	7,375		9,584	15,148	24,732	

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

Faculty during office hours
 Faculty outside of class or office hours
 Teaching assistants during office hours
 Academic advisors/counselors
 Other college personnel
 Close friends at this institution
 Close friends not at this institution
 Your family

519	2.45		2.47	2.47	2.44	2.42	2.43		2.79	2.75	2.76	**
519	1.87		1.88	1.88	2.08	2.04	2.06	**	2.38	2.36	2.37	**
518	2.50		2.58	2.56	2.02	1.98	2.00	**	1.83	1.69	1.74	**
516	1.92		2.09	2.05	2.21	2.18	2.19	**	2.35	2.30	2.32	**
517	2.02		1.97	1.98	2.25	2.13	2.19	**	2.56	2.45	2.49	**
519	5.52		5.51	5.51	5.40	5.60	5.51		5.45	5.61	5.55	
519	4.44		4.53	4.51	4.26	4.66	4.48		4.36	4.69	4.56	
519	4.41	*	4.72	4.64	4.18	4.76	4.50	**	4.33	4.84	4.64	
1=Never 2=1-2 times/term 3=1-2 times/month 4=Once a week 5=2-3 times/v												

Please rate your satisfaction with each of the following at this institution [1]

Classroom facilities
 Computer facilities
 Library facilities and services
 Tutoring or other academic assistance
 Academic advising
 Student housing facilities
 Financial aid services
 Student health center/services
 Psychological counseling services
 Recreational facilities
 Orientation for new students

517	3.95		3.85	3.87	3.94	3.89	3.91		3.96	3.98	3.97	**
486	4.09		4.18	4.15	4.10	4.05	4.07	*	4.01	4.00	4.00	**
502	4.16		4.14	4.14	4.14	4.11	4.12		4.07	4.06	4.07	*
374	3.68	*	3.97	3.90	3.70	3.76	3.73	**	3.73	3.80	3.77	**
434	3.51		3.62	3.59	3.58	3.58	3.58		3.68	3.69	3.68	*
483	3.32	*	3.58	3.52	3.42	3.51	3.47		3.40	3.48	3.45	
357	3.35		3.43	3.41	3.47	3.38	3.42		3.51	3.48	3.49	
381	3.77		3.84	3.82	3.70	3.66	3.68	**	3.67	3.59	3.62	**
123	3.50		3.61	3.58	3.52	3.49	3.51		3.48	3.55	3.52	
452	3.86		3.95	3.92	4.37	4.41	4.40	**	4.03	3.98	4.00	
496	3.85		3.81	3.82	3.79	3.79	3.79		3.74	3.78	3.77	
2=Dissatisfied 3=Neutral 4=Satisfied 5=Very satisfied												

[1] Students reporting "No Experience/Not Available" not included in calculating these means.

* Difference between means is significant at 95% confidence level.

** Difference between means is significant at 99% confidence level.

[A] Test of mean difference between men and women at your institution.

[B] Test of mean difference between all students at your institution and all students in the first comparison group.

[C] Test of mean difference between all students at your institution and all students in the second comparison group.

2002 YFCY LONGITUDINAL PROFILE--Sample Page

Whatsamatta University All Respondents	Your Institution			Private Universities			All Baccalaureate Insts.		
	% Reported in			% Reported in			% Reported in		
	CIRP	YFCY	Diff	CIRP	YFCY	Diff	CIRP	YFCY	Diff
Number of Students	104	104	---	253	253	---	495	495	---
Indicate which activities you did during the past year:									
Attended a religious service	94.2	69.9	-24.3	73.3	66.7	-6.6	91.7	55.6	-36.1
Participated in organized demonstrations	40.8	21.4	-19.4	58.6	34.5	-24.1	47.1	26.5	-20.6
Smoked cigarettes [*]	3.9	10.8	6.9	16.7	10.0	-6.7	19.4	22.2	2.8
Drank beer	29.4	43.1	13.7	63.3	73.3	10.0	50.0	47.2	-2.8
Drank wine or liquor	36.6	53.5	16.9	66.7	73.3	6.6	61.1	66.7	5.6
Felt overwhelmed by all I had to do [*]	26.5	46.1	19.6	36.7	46.7	10.0	47.2	27.8	-19.4
Felt depressed [*]	5.8	13.6	7.8	10.0	26.7	16.7	13.9	19.4	5.5
Discussed politics [*]	25.7	19.8	-5.9	13.3	13.3	0.0	19.4	27.8	8.4
Socialized with someone of another racial/ethnic group [*]	57.3	52.4	-4.9	62.1	89.7	27.6	58.3	66.7	8.4
Discussed religion [*]	43.7	29.1	-14.6	30.0	23.3	-6.7	47.2	41.7	-5.5
Students rated selves "above average" or "highest 10%" as compared with the average person their age on:									
Academic ability	76.2	68.3	-7.9	63.3	76.7	13.4	81.1	78.4	-2.7
Artistic ability	24.8	29.7	4.9	36.7	23.3	-13.4	59.5	56.8	-2.7
Computer skills	29.7	38.6	8.9	33.3	30.0	-3.3	24.3	29.7	5.4
Emotional health	55.0	49.0	-6.0	48.3	27.6	-20.7	56.8	59.5	2.7
Initiative	66.3	57.4	-8.9	31.0	24.1	-6.9	50.0	44.4	-5.6
Leadership ability	71.3	55.4	-15.9	51.7	58.6	6.9	54.1	51.4	-2.7
Mathematical ability	53.5	44.6	-8.9	31.0	48.3	17.3	27.0	27.0	0.0
Physical health	52.5	43.6	-8.9	51.7	37.9	-13.8	43.2	35.1	-8.1
Public speaking ability	47.0	43.0	-4.0	31.0	44.8	13.8	51.4	56.8	5.4
Self-confidence (intellectual)	75.2	59.4	-15.8	42.9	64.3	21.4	64.9	73.0	8.1
Self-confidence (social)	57.4	43.6	-13.8	39.3	42.9	3.6	51.4	62.2	10.8
Self-understanding	57.0	61.0	4.0	50.0	50.0	0.0	62.2	70.3	8.1
Writing ability	49.5	46.5	-3.0	55.2	62.1	6.9	64.9	75.7	10.8
What was your average grade? [*]									
A+, A	57.4	31.7	-25.7	17.2	17.2	0.0	28.6	14.3	-14.3
A-, B+	31.7	25.7	-6.0	44.8	27.6	-17.2	54.3	54.3	0.0
B	6.9	19.8	12.9	13.8	24.1	10.3	14.3	25.7	11.4
B-, C+	4.0	13.9	9.9	24.1	31.0	6.9	2.9	5.7	2.8
C	0.0	4.0	4.0	0.0	0.0	0.0	0.0	0.0	0.0
C- or less	0.0	5.0	5.0	0.0	0.0	0.0	0.0	0.0	0.0
IN THE LAST YEAR, HOW MUCH TIME HAVE YOU SPENT DURING TYPICAL WEEK:									
Studying/homework									
None	0.0	0.0	0.0	6.9	0.0	-6.9	0.0	0.0	0.0
Less than one	10.0	1.0	-9.0	13.8	0.0	-13.8	0.0	0.0	0.0
1 to 2	25.0	6.0	-19.0	10.3	10.3	0.0	13.9	11.1	-2.8
3 to 5	30.0	29.0	-1.0	27.6	34.5	6.9	33.3	25.0	-8.3
6 to 10	23.0	34.0	11.0	20.7	24.1	3.4	27.8	27.8	0.0
11 to 15	7.0	16.0	9.0	10.3	17.2	6.9	8.3	11.1	2.8
16 to 20	2.0	10.0	8.0	3.4	10.3	6.9	8.3	8.3	0.0
Over 20	3.0	4.0	1.0	6.9	3.4	-3.5	8.3	16.7	8.4

[*] Percentage reporting "frequently" only. Results for other items in this group represent the percentage responding "frequently" or "occasionally".

APPENDIX D

Factor Analysis of the 2002 YFCY National Aggregate Data

Factor Analysis of the 2002 YFCY National Aggregate Data

Factor 1: Satisfaction with College (Cronbach's alpha = .83)

Variable (all items are from question #21 on the 2002 YFCY survey)	Factor Loading
Satisfaction: Relevance of coursework to everyday life	.70
Satisfaction: Overall quality of instruction	.70
Satisfaction: Relevance of coursework to future career plans	.68
Satisfaction: Amount of contact with faculty	.64
Satisfaction: Opportunities for community service	.57
Satisfaction: Overall sense of community among students	.56
Satisfaction: Overall college experience	.54

Factor 2: Self-Assessed Change in Understanding of Local & Global Issues (Cronbach's alpha = .83)

Variable (all items are from question #17 on the 2002 YFCY survey)	Factor Loading
Self-rated change: Understanding of national issues	.90
Self-rated change: Understanding of global issues	.89
Self-rated change: Understanding of community problems	.53

Factor 3: Self Confidence (Cronbach's alpha = .82)

Variable (all items are from Question #9 on the 2002 YFCY survey)	Factor Loading
Self-rating: Social self-confidence	.75
Self-rating: Self-understanding	.71
Self-rating: Intellectual self-confidence	.71
Self-rating: Leadership ability	.65
Self-rating: Public speaking ability	.62
Self-rating: Emotional health	.62

Factor 4: Satisfaction with Campus Facilities and Services (Cronbach's alpha = .80)

Variable (all items are from Question #5 on the 2002 YFCY survey)	Factor Loading
Satisfaction: Computer facilities	.68
Satisfaction: Classroom facilities	.67
Satisfaction: Library facilities and other services	.66
Satisfaction: Tutoring and other academic assistance	.58
Satisfaction: Student health center/services	.51
Satisfaction: Financial aid services	.51
Satisfaction: Psychological counseling services	.46

* This can be broken down into additional factors:

Factor 4a: Satisfaction with Academic Facilities and Services (Cronbach's alpha = .71)

Variable (all items are from Question #5 on the 2002 YFCY survey)	Factor Loading
<i>Satisfaction: Computer facilities</i>	<i>.73</i>
<i>Satisfaction: Library facilities and other services</i>	<i>.70</i>
<i>Satisfaction: Classroom facilities</i>	<i>.62</i>
<i>Satisfaction: Tutoring and other academic assistance</i>	<i>.41</i>

Factor 4b: Satisfaction with Student Facilities and Services (Cronbach's alpha = .67)

Variable (all items are from Question #5 on the 2002 YFCY survey)	Factor Loading
<i>Satisfaction: Psychological counseling services</i>	<i>.71</i>
<i>Satisfaction: Student health center/services</i>	<i>.63</i>
<i>Satisfaction: Financial aid services</i>	<i>.46</i>

Factor 5: Academic Success (Cronbach's alpha = .77)

Variable (all items are from Question #8 on the 2002 YFCY survey)	Factor Loading
Self-rated success: Adjusting to academic demands of college	.77
Self-rated success: Developing effective study skills	.74
Self-rated success: Managing your time effectively	.71
Self-rated success: Understanding what professors expect	.62
Current GPA	.45

Factor 6: Self-Assessed Cognitive Development (Cronbach's alpha = .77)

Variable	Factor Loading
Self-rated change: Analytical and problem-solving skills (question #17)	.73
Self-rated change: Critical thinking skills (question #17)	.71
Self-rated change: General knowledge (question #17)	.68
Self-rated change: Knowledge of a particular field or discipline (question #17)	.62
Frequency: Courses inspired me to think in new ways (question #12)	.45

Factor 7: Religiousness and Spirituality (Cronbach's alpha = .76)

Variable	Factor Loading
Frequency: Attended a religious service (question #10)	.77
Hours per week spent praying/meditating (question #19)	.72
Goal: Integrate spirituality into life (question #11)	.70
Frequency: Discussed religion (question #10)	.58
Self-rated change: Religious beliefs and convictions (question #17)	.58

Factor 8: Student-Centered Classroom Practices (Cronbach's alpha = .75)

Variable (all items are from Question #14 on the 2002 YFCY survey)	Factor Loading
Frequency: Multiple drafts of written work	.74
Frequency: Student evaluations of each others work	.65
Frequency: Weekly essay assignments	.64
Frequency: Research projects	.61
Frequency: Group projects	.47
Frequency: Student presentations/Performances	.45
Frequency: Group discussions	.41

Factor 9: Leadership and Community Orientation (Cronbach's alpha = .75)

Variable (all items are from Question #11 on the 2002 YFCY survey)	Factor Loading
Goal: Influence social values	.70
Goal: Help promote racial understanding	.65
Goal: Help others in difficulty	.63
Goal: Become a community leader	.63
Goal: Become authority in own field	.54
Goal: Develop meaningful philosophy of life	.48

Factor 10: Poor Social and Emotional Adjustment (Cronbach's alpha = .73)

Variable (all items are from Question #12 on the 2002 YFCY survey)	Factor Loading
Frequency: Felt worried about health	.63
Frequency: Felt unsafe on this campus	.60
Frequency: Felt intimidated by professors	.59
Frequency: Felt lonely or homesick	.56
Frequency: Felt worried about meeting new people	.54
Frequency: Felt depressed	.49
Frequency: Felt isolated from campus life	.48

Factor 11: Partying and Socializing (Cronbach's alpha = .71)

Variable	Factor Loading
Frequency: Drank beer (question #10)	.83
Frequency: Drank wine or liquor (question #10)	.81
Hours per week spent partying (question #19)	.76
Frequency: Smoked cigarettes (question #10)	.63
Hours per weeks spent socializing with friends (question #19)	.43

Factor 12: Interaction with Faculty and Staff (Cronbach's alpha = .68)

Variable (all items are from Question #4 on the 2002 YFCY survey)	Factor Loading
Interacted with faculty during office hours	.74
Interacted with faculty outside of office hours	.72
Interacted with academic advisors or counselors	.62
Interacted with other college personnel	.57
Interacted with TA's during office hours	.49

Factor 13: Academic Disengagement (Cronbach's alpha = .67)

Variable (all items are from Question #16 on the 2002 YFCY survey)	Factor Loading
Frequency: Came late to class	.72
Frequency: Skipped class	.64
Frequency: Turned in "sub par" assignments	.58
Frequency: Turned in course assignment late	.55

Factor 14: External Commitments (Cronbach's alpha = .64)

Variable	Factor Loading
Hours per week spent working (for pay) off campus (question #19)	.70
Hours per week spent commuting (question #19)	.69
Hours per week performing household/childcare duties (question #19)	.63
Frequency: That family responsibilities interfered w/schoolwork (question #12)	.52
Frequency: That job responsibilities interfered w/schoolwork (question #12)	.51

Factor 15: Familiarity with Computer Technology (Cronbach's alpha = .63)

Variable	Factor Loading
Hours per week spent surfing the internet (question #19)	.81
Hours per week spent communicating via internet (question #19)	.74
Hours per week spent playing video/computer games (question #19)	.53
Self-rating: Computer skills (question #9)	.43

Factor 16: Self-Assessed Cooperativeness and Awareness of Others (Cronbach's alpha = .61)

Variable (all items are from Question #17 on the 2002 YFCY survey)	Factor Loading
Self-rated change: Ability to get along with others	.65
Self-rated change: Ability to work as part of a team	.64
Self-rated change: Knowledge of people from different races/cultures	.53

Factor 17: Academic Abilities (Cronbach's alpha = .60)

Variable	Factor Loading
Self-rating: Academic ability (question #9)	.68
Self-rating: Mathematical ability (question #9)	.66
Enrolled in honors course (question #15)	.51
Current GPA (question #20)	.47

Factor 18: Physical Health and Athletic Involvement (Cronbach's alpha = .58)

Variable	Factor Loading
Hours per week spent exercising or participating in sports (question #19)	.77
Participated in varsity/intercollegiate athletics (question #15)	.74
Self-rating: Physical health (question #9)	.57
Frequency: Participated in intramural sports (question #16)	.54

Factor 19: Interaction with Fellow Students (Cronbach's alpha = .56)

Variable	Factor Loading
Frequency: Studied with other students (question #16)	.68
Frequency: Discussed course content with students outside of class (question #16)	.61
Hours per week participating in student clubs/groups (question #19)	.61
Frequency: Participated in volunteer or community service work (question #10)	.58
Self-rated success: Developing close friendships with other students (question #8)	.57
Joined a social fraternity or sorority (question #15)	.42

* This can be broken down into additional factors:

Factor 19a: Interpersonal Interaction with Fellow Students (Cronbach's alpha = .60)

<i>Variable</i>	<i>Factor Loading</i>
<i>Frequency: Discussed course content with students outside of class (question #16)</i>	<i>.59</i>
<i>Frequency: Studied with other students (question #16)</i>	<i>.58</i>
<i>Self-rated success: Developing close friendships with other students (question #8)</i>	<i>.41</i>

Factor 19b: Extra-Curricular Involvement (Cronbach's alpha = .42)

<i>Variable</i>	<i>Factor Loading</i>
<i>Hours per week participating in student clubs/groups (question #19)</i>	<i>.67</i>
<i>Joined a social fraternity or sorority (question #15)</i>	<i>.67</i>
<i>Frequency: Participated in volunteer or community service work (question #10)</i>	<i>.55</i>