Results of the First Administration of the “Your First College Year” Survey

Executive Summary

Office of Institutional Research
November 15, 2012
What is YFCY?

• Designed and administered by the Cooperative Institutional Research Program (CIRP) at the Higher Education Research Institute (HERI) at UCLA.

• Designed to provide admin., faculty, and researchers with comprehensive information on the academic and personal development of first-year college students
What Does It Examine?

- **Adjustment to college**
  - satisfaction with aspects of campus life, institutional facilities, and student services; transition from high school to college; feelings of personal success at the end of the first year

- **Academic experiences and achievement**
  - classroom activities; academic engagement and disengagement; interaction with faculty; overall academic capabilities

- **Extracurricular experiences**
  - social commitments, study habits, volunteer and service work, student employment, residential life experiences, involvement in campus organizations, religious practices, and family obligations

- **Specific first-year programs**
  - orientation, honors courses, first-year seminars, remedial coursework, service learning opportunities, academic advising, and learning communities, interaction with advisors, counselors, and other support personnel

- **Student change**
  - how their students have changed since entering college, with survey of freshmen
Survey Administration

• Online survey to all first-time, full-time freshmen (Fall 2011 freshmen, returning for Spring 2012): n=1075
• Invitation from VP Student Affairs sent out on May 6, three reminders, closed June 2.
• Incentive was chocolate for all respondents, provided by Student Life.
• Trial implementation
  – AUC: First-time, full-time freshman = 92; non first-time, full-time freshmen = 162
  – Comparison Group: First-time, full-time freshman, public/private universities, public 4-yr. colleges = 3,994; non first-time, full-time freshmen = 1,020
• Asked 19 additional, customized questions
• All responses reported by gender
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TRANSITION TO COLLEGE
CIRP Construct: **Academic Adjustment**

- Unified measure of behaviors and traits, measures ease of adjustment to academic demands of college: adjusting to academic demands of college, developing effective study skills, managing time effectively, understanding professors’ expectations
- 70.6% of first-time, full-time freshmen respondents in high or average score groups
- No significant difference of mean with comparison groups in US

<table>
<thead>
<tr>
<th>AUC</th>
<th>Comparison Group</th>
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<th>AUC</th>
<th>Comparison Group</th>
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<tbody>
<tr>
<td>All Students</td>
<td></td>
<td>Men</td>
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<td>Women</td>
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<tr>
<td>22.8%</td>
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</table>
CIRP Construct Survey Items: **Academic Adjustment**

Since entering this college, how has it been to: (very easy/somewhat easy)

- Adjust to academic demands of college: AUC 68.4% vs. Comparison Group 65.6%
- Develop effective study skills: AUC 68.5% vs. Comparison Group 65.0%
- Manage your time effectively*: AUC 40.7% vs. Comparison Group 53.8%
- Understand what your professors expect of you academically: AUC 79.3% vs. Comparison Group 83.5%

* Indicates level of significance
CIRP Theme: **Transition to College**

**Since entering college, how often have you felt:**
(frequently/occasionally)

- Lonely or homesick
- Isolated from campus life
- Family support to succeed

* * Indicates level of significance
CIRP Theme: Transition to College

Since entering this college, how often have you interacted with the following people: (once a week or less)

- **Close friends at this institution**
  - AUC: 16.3%
  - Comparison Group: 13.1%

- **Close friends not at this institution**
  - AUC: 50.0%
  - Comparison Group: 49.8%

- **Your family***
  - AUC: 12.0%
  - Comparison Group: 38.8%

* Indicates level of significance
CIRP Theme: Transition to College

Since entering this college, how often have you utilized the following services: (frequently/occasionally)

- Study skills advising: 35.8% (AUC), 42.3% (Comparison Group)
- Financial aid advising: 39.2% (AUC), 42.5% (Comparison Group)
- Writing center: 40.2% (AUC), 40.5% (Comparison Group)
- Disability resource center*: 3.3% (AUC), 11.0% (Comparison Group)
- Academic advising*: 95.6% (AUC), 86.9% (Comparison Group)

* Indicates level of significance
CIRP Theme: **Transition to College**

Since entering this college, how has it been to:

**Develop close friendships with other students***

* * * Indicates level of significance

* AUC  Comparison Group

<table>
<thead>
<tr>
<th></th>
<th>AUC</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very easy</td>
<td>28.30%</td>
<td></td>
</tr>
<tr>
<td>Somewhat easy</td>
<td>34.80%</td>
<td>40.10%</td>
</tr>
<tr>
<td>Somewhat difficult</td>
<td>23.90%</td>
<td>16.70%</td>
</tr>
<tr>
<td>Very difficult</td>
<td>13.00%</td>
<td>4.70%</td>
</tr>
</tbody>
</table>

* Indicates level of significance
CIRP Theme: **Transition to College**

- **I have been able to find a balance between academics and extracurricular activities (strongly agree/agree)**
  - AUC: 61.5%
  - Comparison Group: 79.9%

- **Faculty believe in my potential to succeed academically (strongly agree/agree)**
  - AUC: 84.4%
  - Comparison Group: 88.0%

* Indicates level of significance
CIRP Construct: **Habits of Mind**

- Unified measure of behaviors and traits associated with academic success, foundation of lifelong learning
- 59.8% of first-time, full-time freshmen respondents in high or average score groups
- No significant difference of mean with comparison groups in US
CIRP Construct Survey Items: Habits of Mind

How often in the past year did you: (frequently/occasionally)

<table>
<thead>
<tr>
<th></th>
<th>AUC</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support your opinions with a logical argument</td>
<td>97.8%</td>
<td>93.9%</td>
</tr>
<tr>
<td>Seek solutions to problems and explain them to others</td>
<td>94.6%</td>
<td>93.7%</td>
</tr>
<tr>
<td>Evaluate the quality or reliability of information you received</td>
<td>95.6%</td>
<td>95.5%</td>
</tr>
<tr>
<td>Seek alternative solutions to a problem</td>
<td>97.8%</td>
<td>96.1%</td>
</tr>
<tr>
<td>Ask questions in class</td>
<td>96.7%</td>
<td>92.6%</td>
</tr>
<tr>
<td>Seek feedback on your academic work</td>
<td>95.7%</td>
<td>95.4%</td>
</tr>
</tbody>
</table>
CIRP Construct Survey Items: **Habits of Mind**

**How often in the past year did you:** (frequently/occasionally)

- **Look up scientific research articles and resources:**
  - AUC: 89.0%
  - Comparison Group: 87.3%

- **Explore topics on your own, even though it was not required for class:**
  - AUC: 76.0%
  - Comparison Group: 85.4%

- **Accept mistakes as part of the learning process:**
  - AUC: 96.7%
  - Comparison Group: 96.8%

- **Take a risk because you felt you had more to gain:**
  - AUC: 88.0%
  - Comparison Group: 89.1%

- **Revise your papers to improve your writing:**
  - AUC: 94.6%
  - Comparison Group: 95.7%
CIRP Construct: **Academic Self-Concept**

- Unified measure of students’ beliefs about their abilities and confidence in academic environments
- 70.7% in high or average score groups
- No significant difference with comparison groups in the US
CIRP Construct Survey Items: **Academic Self-Concept**

Rate yourself on each of the following traits as compared with the average person your age: (highest 10%/above average)

- Academic ability*
- Mathematical ability
- Self-confidence (intellectual)
- Drive to achieve

* Indicates level of significance

<table>
<thead>
<tr>
<th>Trait</th>
<th>AUC</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic ability*</td>
<td>77.1%</td>
<td>64.7%</td>
</tr>
<tr>
<td>Mathematical ability</td>
<td>52.1%</td>
<td>43.9%</td>
</tr>
<tr>
<td>Self-confidence (intellectual)</td>
<td>64.1%</td>
<td>58.5%</td>
</tr>
<tr>
<td>Drive to achieve</td>
<td>71.7%</td>
<td>72.9%</td>
</tr>
</tbody>
</table>
CIRP Theme: **Academic Outcomes**

Compared with when you entered this college, how would you now describe your: (much stronger/stronger)

- Critical thinking skills: AUC 80.2% vs. Comparison Group 77.3%
- Ability to conduct research*: AUC 79.4% vs. Comparison Group 71.8%
- Problem-solving skills: AUC 70.6% vs. Comparison Group 75.9%
- General knowledge: AUC 87.0% vs. Comparison Group 90.2%
- Knowledge of a particular field or discipline: AUC 93.4% vs. Comparison Group 87.9%

* Indicates level of significance
CIRP Theme: **Academic Outcomes**

<table>
<thead>
<tr>
<th>Category</th>
<th>AUC</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felt: That your courses inspired you to think in new ways (frequently/occasionally)*</td>
<td>90.2%</td>
<td>85.6%</td>
</tr>
<tr>
<td>Act in Past Year: Applied concepts from courses to everyday life (frequently/occasionally)</td>
<td>87.0%</td>
<td>86.9%</td>
</tr>
<tr>
<td>Self-Rating: Writing ability</td>
<td>59.8%</td>
<td>52.0%</td>
</tr>
</tbody>
</table>

* Indicates level of significance
### Additional Questions (AUC – all respondents): First-Year Outcomes

After completing your first year at AUC, how would you now describe your ability to do the following? (stronger/much stronger, n=107)

<table>
<thead>
<tr>
<th>Skill</th>
<th>All Students</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Express yourself in a class discussion or oral presentation (stronger/much stronger)</td>
<td>76.6%</td>
<td>79.5%</td>
<td>76.0%</td>
</tr>
<tr>
<td>Read critically</td>
<td>79.1%</td>
<td>81.4%</td>
<td>78.2%</td>
</tr>
<tr>
<td>Work effectively on your own</td>
<td>81.4%</td>
<td>78.5%</td>
<td>76.5%</td>
</tr>
<tr>
<td>Communicate clearly and appropriately in writing</td>
<td>82.3%</td>
<td>82.9%</td>
<td>81.4%</td>
</tr>
<tr>
<td>Access and organize information</td>
<td>86.0%</td>
<td>83.8%</td>
<td>87.6%</td>
</tr>
<tr>
<td>Work effectively in collaboration with other</td>
<td>70.1%</td>
<td>65.7%</td>
<td>75.7%</td>
</tr>
<tr>
<td>Use information and critical thinking skills to analyze and solve problems</td>
<td>76.7%</td>
<td>75.7%</td>
<td>75.0%</td>
</tr>
</tbody>
</table>
Since you entered AUC, how often have you read a book that was not assigned in class? (n=107)

- Frequently
- Occasionally
- Not at all

- All Students:
  - Frequently: 50.9%
  - Occasionally: 30.2%
  - Not at all: 18.9%

- Men:
  - Frequently: 42.9%
  - Occasionally: 21.4%
  - Not at all: 17.2%

- Women:
  - Frequently: 56.3%
  - Occasionally: 35.7%
  - Not at all: 26.6%
Additional Questions (AUC – all respondents): Research Skills

Please rate your ability in the following research skills: (strong/very strong, n=107)

- Formulating questions based on information needs
- Identifying potential sources of information
- Developing successful research strategies
- Accessing sources of information, including online databases
- Organizing information to write a research paper
- Citing sources in a proper manner -- both in-text citations and works cited
ACADEMIC ENVIRONMENT
CIRP Construct: **Faculty Interaction -- Contact and Communication**

- **Measures amount and type of interactions students have with faculty that are appropriate for first-years, as well as satisfaction with interactions**
- **75% of freshmen respondents in high or average score groups**
- **No significant difference of mean with comparison groups in US**
CIRP Construct Survey Items: **Faculty Interaction -- Contact and Communication**

<table>
<thead>
<tr>
<th>Item</th>
<th>AUC</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty during office hours (once a week or less)***</td>
<td>82.6%</td>
<td>89.9%</td>
</tr>
<tr>
<td>Faculty outside of class or office hours (once a week or less)***</td>
<td>37.0%</td>
<td>21.4%</td>
</tr>
<tr>
<td>Communicated regularly with your professors (yes)</td>
<td>66.3%</td>
<td>57.0%</td>
</tr>
<tr>
<td>Asked a professor for advice after class (frequently/occasionally)</td>
<td>78.3%</td>
<td>81.7%</td>
</tr>
<tr>
<td>Received advice/guidance about your educational program from your professor (frequently/occasionally)*</td>
<td>79.4%</td>
<td>69.7%</td>
</tr>
<tr>
<td>Amount of contact with faculty (very satisfied/satisfied)*</td>
<td>55.5%</td>
<td>63.3%</td>
</tr>
</tbody>
</table>

* Indicates level of significance
CIRP Theme: Faculty Interaction

- Faculty provided me with feedback that helped me assess my progress in class (frequently/occasionally): 89.2% (AUC) vs. 89.9% (Comparison Group)
- My contributions were valued in class (frequently/occasionally): 90.3% (AUC) vs. 91.4% (Comparison Group)
- Faculty encouraged me to ask questions and participate in discussions (frequently/occasionally): 95.7% (AUC) vs. 94.2% (Comparison Group)
- Been a guest in a professor's home (frequently/occasionally): 1.10% (AUC) vs. 13.60% (Comparison Group)

* Indicates level of significance
CIRP Theme: Faculty Interaction

- Faculty showed concern about my progress (strongly agree/agree): 64.1% for AUC, 68.1% for Comparison Group
- Faculty empower me to learn here (strongly agree/agree)*: 73.9% for AUC, 83.8% for Comparison Group
- Faculty believe in my potential to succeed academically (strongly agree/agree): 84.4% for AUC, 88.0% for Comparison Group
- In class, I have heard faculty express stereotypes based on race/ethnicity, gender, sexual orientation, or religious affiliation (strongly agree/agree): 26.4% for AUC, 33.3% for Comparison Group

* Indicates level of significance
CIRP Theme: Faculty Interaction

- Faculty encouraged me to meet with them outside of class (strongly agree/agree)**: 63.0% (AUC) vs. 77.2% (Comparison Group)
- At least one faculty member has taken an interest in my development (strongly agree/agree): 83.7% (AUC) vs. 82.6% (Comparison Group)
- Taken a course or first-year seminar designed to connect faculty and students in focused academic inquiry (yes): 17.4% (AUC) vs. 34.7% (Comparison Group)
- Worked on a professor's research project (frequently/occasionally): 39.1% (AUC) vs. 33.7% (Comparison Group)

* Indicates level of significance
CIRP Theme: Active and Collaborative Learning

Since entering this college, indicate how often you:

- Contributed to class discussions (frequently/occasionally)
- Discussed course content with students outside of class
- Received tutoring (frequently/occasionally)
- Worked on a professor's research project (frequently/occasionally)

AUC | Comparison Group
---|---
Contributed to class discussions | 97.8% | 95.0%
Discussed course content with students outside of class | 96.7% | 94.4%
Received tutoring (frequently/occasionally) | 43.5% | 45.3%
Worked on a professor's research project (frequently/occasionally) | 39.1% | 33.7%

* Indicates level of significance
CIRP Theme: **Active and Collaborative Learning**

<table>
<thead>
<tr>
<th>Activity</th>
<th>AUC</th>
<th>Comparison Group</th>
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<tbody>
<tr>
<td>Tutored another student (frequently/occasionally)**</td>
<td>60.8%</td>
<td>45.0%</td>
</tr>
<tr>
<td>Studied with other students (frequently/occasionally)</td>
<td>89.1%</td>
<td>92.6%</td>
</tr>
<tr>
<td>Ask questions in class (frequently/occasionally)**</td>
<td>96.7%</td>
<td>92.8%</td>
</tr>
<tr>
<td>Integrate skills and knowledge from different sources and experiences (frequently/occasionally)**</td>
<td>97.8%</td>
<td>97.4%</td>
</tr>
<tr>
<td>Taken a course or first-year seminar designed to connect faculty and students in focused academic inquiry (yes)</td>
<td>17.4%</td>
<td>34.7%</td>
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* Indicates level of significance
Since entering this college, indicate how often you have:

- Worked with classmates on group projects during class (frequently/occasionally)***
  - AUC: 94.6%
  - Comparison Group: 87.7%

- Worked with classmates on group projects outside of class (frequently/occasionally)**
  - AUC: 92.4%
  - Comparison Group: 87.7%

* Indicates level of significance
CIRP Theme: **Written and Oral Communication**

- **Frequency: Writing center** (frequently/occasionally)
  - AUC: 40.2%
  - Comparison Group: 40.5%

- **Self-rating: Writing ability (highest 10%/above average)**
  - AUC: 59.8%
  - Comparison Group: 52.0%

- **Frequency: Made a presentation in class** (frequently/occasionally)*****
  - AUC: 97.8%
  - Comparison Group: 90.5%

* Indicates level of significance
CIRP Construct: Academic Disengagement

- Measures extent to which students engage in behaviors inconsistent with academic success: coming late, skipping class, turning in assignments late, turning in assignments that don’t reflect best work, falling asleep in class
- 77.2% of freshmen respondents in high or average score groups
- No significant difference of mean with comparison groups in US
CIRP Construct Survey Items: Academic Disengagement

Since entering this college, indicate how often you have:

- Come late to class (frequently/occasionally)
  - AUC: 70.60%
  - Comparison Group: 58.30%

- Skipped class (frequently/occasionally)
  - AUC: 60.8%
  - Comparison Group: 69.2%

- Turned in course assignment(s) late* (frequently/occasionally)
  - AUC: 52.2%
  - Comparison Group: 40.9%

- Turned in course assignments that did not reflect your best work (frequently/occasionally)
  - AUC: 82.6%
  - Comparison Group: 75.1%

- Fell asleep in class (frequently/occasionally)
  - AUC: 35.9%
  - Comparison Group: 40.8%

* Indicates level of significance
Since entering this college have you:

- Taken a course or first-year seminar designed to help students adjust to college life
  - AUC: 32.60%
  - Comparison Group: 43.20%
- Taken a course or first-year seminar designed to help students adjust to college-level academics
  - AUC: 29.30%
  - Comparison Group: 41.70%
- Taken a course or first-year seminar designed to connect faculty and students in focused academic inquiry
  - AUC: 17.40%
  - Comparison Group: 34.70%
- Participated in an academic support program
  - AUC: 8.70%
  - Comparison Group: 9.40%
- Enrolled in a formal program where a group of students take two or more courses together (e.g. learning...
  - AUC: 7.60%
  - Comparison Group: 12.10%
- Taken a remedial or developmental course
  - AUC: 6.50%
  - Comparison Group: 8.60%
- Taken an honors course
  - AUC: 5.40%
  - Comparison Group: 12.00%
CIRP Theme: **Academic Enhancement Experiences**

**Since entering this college, indicate how often you used:**

- Study skills advising (frequently/occasionally)
  - AUC: 35.8%
  - Comparison Group: 42.3%

- Academic advising (frequently/occasionally)*
  - AUC: 95.6%
  - Comparison Group: 86.9%

* Indicates level of significance
Compared with when you entered this college, how would you now describe your:

**Ability to work as part of a team**

- **AUC**
  - Much stronger: 23.9%
  - Stronger: 51.1%
  - No change: 19.6%
  - Weaker: 1.1%
  - Much weaker: 0.0%

- **Comparison Group**
  - Much stronger: 19.2%
  - Stronger: 52.6%
  - No change: 26.5%
  - Weaker: 1.5%
  - Much weaker: 0.2%

* Indicates level of significance
Academic Integrity

Since entering this college, indicate how often you witnessed academic dishonesty/cheating:

- Frequently: 12.0% (AUC) 5.3% (Comparison Group)
- Occasionally: 51.1% (AUC) 42.8% (Comparison Group)
- Not at all: 51.9% (AUC) 37.0% (Comparison Group)

* Indicates level of significance
I understand the concept of academic integrity.

I think that AUC students in general demonstrate ethical behavior.

Additional Questions (AUC – All Respondents): Academic Integrity

Academic Integrity (agree/strongly agree, n=107)

- I understand the concept of academic integrity: 92.5% (Total), 95.4% (Men), 90.7% (Women)
- I think that AUC students in general demonstrate ethical behavior: 55.2% (Total), 60.4% (Men), 51.5% (Women)
During my time at AUC, I have been taught about academic integrity.

I believe that faculty and administrators encourage ethical behavior.

I believe that my fellow students encourage ethical behavior.

Additional Questions (AUC – All Respondents): Academic Integrity

Academic Integrity (agree/strongly agree, n=107)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Total</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>During my time at AUC, I have been taught about academic integrity.</td>
<td>82.2%</td>
<td>86.1%</td>
<td>79.7%</td>
</tr>
<tr>
<td>I believe that faculty and administrators encourage ethical behavior.</td>
<td>73.8%</td>
<td>81.4%</td>
<td>68.7%</td>
</tr>
<tr>
<td>I believe that my fellow students encourage ethical behavior.</td>
<td>50.5%</td>
<td>62.8%</td>
<td>42.2%</td>
</tr>
</tbody>
</table>
CIVIC ENGAGEMENT
CIRP Construct: Civic Awareness

- Measures changes in students’ understanding of the issues facing their community, nation, and the world.
- 65.2% of freshmen respondents in high or average score groups
- No significant difference in mean with comparison groups in US
CIRP Construct Survey Items: **Civic Awareness**

Compared with when you entered this college, how would you now describe your: (much stronger/stronger)

- Understanding of national issues: 66.3% (AUC) vs. 62.0% (Comparison Group)
- Understanding of global issues: 60.9% (AUC) vs. 63.8% (Comparison Group)
- Understanding of problems facing your community: 68.5% (AUC) vs. 65.1% (Comparison Group)
CIRP Construct: **Social Agency**

- Measures the extent to which students’ value political and social involvement as a personal goal
- 94.6% of freshmen respondents score in high or average score groups
- Significantly different mean from comparison groups in US

* Indicates level of significance
CIRP Construct Survey Items: Social Agency

Indicate the importance to you personally of each of the following:

- Participating in a community action program
- Helping to promote racial understanding
- Becoming a community leader
- Keeping up to date with political affairs
- Influencing social values
- Helping others who are in difficulty

* Indicates level of significance

<table>
<thead>
<tr>
<th>Item</th>
<th>AUC</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating in a community action program***</td>
<td>64.1%</td>
<td>40.1%</td>
</tr>
<tr>
<td>Helping to promote racial understanding***</td>
<td>66.3%</td>
<td>41.8%</td>
</tr>
<tr>
<td>Becoming a community leader**</td>
<td>60.9%</td>
<td>44.6%</td>
</tr>
<tr>
<td>Keeping up to date with political affairs***</td>
<td>65.3%</td>
<td>41.4%</td>
</tr>
<tr>
<td>Influencing social values***</td>
<td>73.9%</td>
<td>53.5%</td>
</tr>
<tr>
<td>Helping others who are in difficulty***</td>
<td>89.2%</td>
<td>78.9%</td>
</tr>
</tbody>
</table>
CIRP Construct: Leadership

- Unified measure of students’ beliefs about their leadership development and capability and their experiences as a leader
- 63.1% of freshmen respondents in high or average score groups
- No significant difference of mean with comparison groups in US
## CIRP Construct Survey Items: Leadership

<table>
<thead>
<tr>
<th>Item</th>
<th>AUC</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Been a leader in an organization (yes)</td>
<td>25.0%</td>
<td>20.9%</td>
</tr>
<tr>
<td>I have effectively led a group to a common purpose. (strongly agree/agree)</td>
<td>53.9%</td>
<td>53.9%</td>
</tr>
<tr>
<td>Participated in leadership training (yes)</td>
<td>20.7%</td>
<td>18.5%</td>
</tr>
<tr>
<td>Self-rating in leadership ability (highest 10%/above average)</td>
<td>64.1%</td>
<td>59.8%</td>
</tr>
<tr>
<td>Self-change in leadership ability (much stronger/stronger)</td>
<td>57.6%</td>
<td>66.8%</td>
</tr>
</tbody>
</table>

* Indicates level of significance
CIRP Construct: Civic Engagement

- Measures the extent to which students are motivated and involved in civic, electoral, and political activities
- 85.9% of freshmen respondents in high or average score groups
- Significant difference in mean with comparison groups in US

* Indicates level of significance
CIRP Construct Survey Items: Civic Engagement

Since entering college, how often have you:
(frequently/occasionally)

- Publicly communicated your opinion about a cause (e.g. blog, email, petition)
  - AUC: 43.5%
  - Comparison Group: 44.5%

- Worked on a local, state, or national political campaign*
  - AUC: 15.2%
  - Comparison Group: 10.4%

- Demonstrated for/against a cause***
  - AUC: 42.4%
  - Comparison Group: 24.1%

- Helped raise money for a cause or campaign
  - AUC: 34.8%
  - Comparison Group: 37.1%

- Performed volunteer work
  - AUC: 60.1%
  - Comparison Group: 60.1%

* Indicates level of significance
CIRP Construct Survey Items: **Civic Engagement**

- Importance to you personally: Keeping up to date with political affairs (essential/very important)***: 65.3% for AUC, 41.4% for the comparison group.

- Importance to you personally: Influencing social values (essential/very important)***: 73.9% for AUC, 53.5% for the comparison group.

- I am interested in seeking information about current social and political issues. (strongly agree/agree)***: 77.2% for AUC, 56.5% for the comparison group.

* Indicates level of significance
CIRP Theme: Civic Engagement

- Satisfaction with opportunities for community service (very satisfied/satisfied): 71.2% AUC, 59.9% Comparison Group
- Voted in a student election (frequently/occasionally): 70.7% AUC, 44.3% Comparison Group
- Discussed politics (frequently/occasionally): 90.1% AUC, 80.2% Comparison Group
- Currently registered to vote? (yes): 90.1% AUC, 57.2% Comparison Group

* Indicates level of significance
Political Views

How would you characterize your political views?

<table>
<thead>
<tr>
<th></th>
<th>AUC</th>
<th>Comparison Group***</th>
</tr>
</thead>
<tbody>
<tr>
<td>Far left</td>
<td>2.2%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Liberal</td>
<td>53.8%</td>
<td></td>
</tr>
<tr>
<td>Middle of the road</td>
<td>41.8%</td>
<td>46.3%</td>
</tr>
<tr>
<td>Conservative</td>
<td>2.0%</td>
<td></td>
</tr>
<tr>
<td>Far right</td>
<td>2.6%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

* Indicates level of significance
Environmental Awareness

Indicate the importance to you personally of each of the following: (essential/very important)

- **Becoming involved in programs to clean up the environment***
  - AUC: 60.8%
  - Comparison Group: 34.0%

- **Adopting "green" practices to protect the environment***
  - AUC: 70.6%
  - Comparison Group: 55.6%

* Indicates level of significance
DIVERSITY
CIRP Construct: **Pluralistic Orientation**

- Measures skills and dispositions appropriate for living and working in a diverse society
- 70.6% of freshmen respondents in high or average score groups
- No significant difference of mean with comparison groups in US

* Indicates level of significance
CIRP Construct Survey Items: Pluralistic Orientation

Rate yourself on each of the following traits as compared with the average person your age: (highest 10%/average)

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

<table>
<thead>
<tr>
<th>Trait</th>
<th>AUC</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tolerance of others with different beliefs</td>
<td>72.8%</td>
<td>72.9%</td>
</tr>
<tr>
<td>Ability to work cooperatively with diverse people</td>
<td>66.3%</td>
<td>75.1%</td>
</tr>
<tr>
<td>Ability to discuss and negotiate controversial issues</td>
<td>66.3%</td>
<td>63.1%</td>
</tr>
<tr>
<td>Openness to having my views challenged</td>
<td>68.5%</td>
<td>60.2%</td>
</tr>
<tr>
<td>Ability to see the world from someone else’s perspective</td>
<td>69.6%</td>
<td>69.0%</td>
</tr>
</tbody>
</table>

* Indicates level of significance
CIRP Construct: **Positive Cross-Racial Interaction**

- **Unified measure of students’ level of positive interaction with diverse peers**
- **56.5% of first-time, full-time freshmen respondents in high or average score groups, compared to 79.4% in comparison group**
- **Significant difference in mean with comparison groups in US**

* Indicates level of significance
CIRP Construct Survey Items: **Positive Cross-Racial Interaction**

To what extent have you experienced the following with students from a racial/ethnic group other than your own? (very often/often)

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

* Indicates level of significance
CIRP Construct: **Negative Cross-Racial Interaction**

- **Had tense, somewhat hostile reactions**:
  - AUC: 10.90%
  - Comparison Group: 12.30%

- **Felt insulted or threatened because of your race/ethnicity**:
  - AUC: 8.70%
  - Comparison Group: 9.50%

- **Had guarded, cautious interactions**:
  - AUC: 23.10%
  - Comparison Group: 44.90%

* Indicates level of significance
CIRP Theme: Diversity

- **Self-change: Knowledge of people from different races/cultures (much stronger/stronger)**
  - AUC: 51.7%
  - Comparison Group: 64.5%

- **How often have you socialized with someone of another racial/ethnic group (frequently/occasionally)**
  - AUC: 85.7%
  - Comparison Group: 94.5%

- **I have felt discriminated against based on my race/ethnicity, gender, sexual orientation, or religious affiliation. (strongly agree/agree)**
  - AUC: 7.6%
  - Comparison Group: 14.1%

- **There is a lot of racial tension on this campus. (strongly agree/agree)**
  - AUC: 14.2%
  - Comparison Group: 16.2%

* Indicates level of significance
CIRP Theme: **Diversity**

* Indicates level of significance

Self-change: Knowledge of people from different races/cultures (much stronger/stronger)**

- AUC: 51.70%
- Comparison Group: 64.50%

How often have you socialized with someone of another racial/ethnic group (frequently/occasionally)***

- AUC: 85.70%
- Comparison Group: 94.50%

I have felt discriminated against based on my race/ethnicity, gender, sexual orientation, or religious affiliation. (strongly agree/agree)

- AUC: 7.60%
- Comparison Group: 14.10%

There is a lot of racial tension on this campus. (strongly agree/agree)

- AUC: 14.20%
- Comparison Group: 16.20%
My college experiences have exposed me to diverse opinions, cultures, and values. (strongly agree/agree)

In class, I have heard faculty express stereotypes based on race/ethnicity, gender, sexual orientation, or religious affiliation. (strongly agree/agree)

Racial/ethnic diversity of faculty (very satisfied/satisfied)

Racial/ethnic diversity of student body (very satisfied/satisfied)

* Indicates level of significance
CIRP Theme: Diversity

- Respect for the expression of diverse beliefs (very satisfied/satisfied):
  - AUC: 70.3%
  - Comparison Group: 72.8%

- Importance: Helping to promote racial understanding (essential/very important)***:
  - AUC: 66.3%
  - Comparison Group: 41.8%

- Importance: Improving my understanding of other countries and cultures (essential/very important)***:
  - AUC: 79.4%
  - Comparison Group: 55.6%

* Indicates level of significance
CAMPUS CLIMATE
CIRP Construct: **Sense of Belonging**

- Measures the extent to which students feel a sense of academic and social integration on campus
- 60.8% of freshmen respondents in high or average score groups
- Slight difference of mean with comparison groups in the US

* Indicates level of significance

<table>
<thead>
<tr>
<th>Comparison Group*</th>
<th>All Students</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Sense of Belonging</td>
<td>14.1%</td>
<td>13.2%</td>
<td>14.8%</td>
</tr>
<tr>
<td>Average Sense of Belonging</td>
<td>22.1%</td>
<td>21.8%</td>
<td>22.4%</td>
</tr>
<tr>
<td>High Sense of Belonging</td>
<td>39.1%</td>
<td>34.2%</td>
<td>39.1%</td>
</tr>
</tbody>
</table>
CIRP Construct Survey Items: **Sense of Belonging**

Please indicate the extent to which you agree with the following statements: (strongly agree/agree)

<table>
<thead>
<tr>
<th>Statement</th>
<th>AUC</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel I am a member of this college. **</td>
<td>79.3%</td>
<td>86.4%</td>
</tr>
<tr>
<td>I see myself as part of the campus community.</td>
<td>79.3%</td>
<td>82.1%</td>
</tr>
<tr>
<td>I feel a sense of belonging to this campus.*</td>
<td>71.4%</td>
<td>79.8%</td>
</tr>
<tr>
<td>If asked, I would recommend this college to others.*</td>
<td>81.5%</td>
<td>89.4%</td>
</tr>
</tbody>
</table>

* Indicates level of significance
CIRP Survey Items: **Sense of Belonging**

*I feel valued at this institution.****

<table>
<thead>
<tr>
<th></th>
<th>AUC</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>8.8%</td>
<td>18.9%</td>
</tr>
<tr>
<td>Agree</td>
<td>56.0%</td>
<td>58.7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>28.6%</td>
<td>19.7%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>6.6%</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

* Indicates level of significance
Overall sense of community among students (very satisfied/satisfied)*

- AUC: 59.4%
- Comparison Group: 66.5%

Staff encouraged me to get involved in campus activities (strongly agree/agree)**

- AUC: 63.0%
- Comparison Group: 77.2%

* Indicates level of significance
RELIGIOSITY/SPIRITUALITY
CIRP Theme: Religiosity/Spirituality

Self-rating: Spirituality (highest 10%/above average)*

- AUC: 60.9%
- Comparison Group: 46.1%

Since entering this college, how often have you discussed religion? (frequently/occasionally)**

- AUC: 71.4%
- Comparison Group: 84.4%

I have felt discriminated against based on my race/ethnicity, gender, sexual orientation, or religious affiliation. (strongly agree/agree)

- AUC: 7.6%
- Comparison Group: 14.1%

Importance: Developing a meaningful philosophy of life (essential/very important)

- AUC: 58.7%
- Comparison Group: 54.0%

* Indicates level of significance
HEALTH AND WELLNESS
### CIRP Construct: Social Self-Concept

<table>
<thead>
<tr>
<th></th>
<th>High Social Self-Concept</th>
<th>Average Social Self-Concept</th>
<th>Low Social Self-Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>21.7%</td>
<td>22.4%</td>
<td>26.0%</td>
</tr>
<tr>
<td>Men</td>
<td>15.8%</td>
<td>17.1%</td>
<td>26.0%</td>
</tr>
<tr>
<td>Women</td>
<td>25.9%</td>
<td>35.2%</td>
<td>26.0%</td>
</tr>
</tbody>
</table>

- Unified measure of students’ beliefs about their abilities and confidence in social situations
- 65.2% of first-time, full-time freshmen respondents in high or average score groups
- No significant difference of mean with comparison groups in the US

* Indicates level of significance
CIRP Construct Survey Items: **Social Self-Concept**

Rate yourself on each of the following traits as compared with the average person your age: (highest 10%/above average)

<table>
<thead>
<tr>
<th>Trait</th>
<th>AUC</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Ability</td>
<td>64.10%</td>
<td>59.80%</td>
</tr>
<tr>
<td>Public-Speaking Ability</td>
<td>35.90%</td>
<td>40.50%</td>
</tr>
<tr>
<td>Self-Confidence (Social)</td>
<td>54.30%</td>
<td>50.80%</td>
</tr>
</tbody>
</table>

* Indicates level of significance
CIRP Theme: **Health and Wellness**

Since entering this college, indicate how often you have:
(frequently/occasionally)

- **Felt overwhelmed by all you have to do**
  - AUC: 97.8%
  - Comparison Group: 93.8%

- **Unsafe on this campus**
  - AUC: 8.7%
  - Comparison Group: 24.3%

* Indicates level of significance

** Indicates significance level
CIRP Theme: **Health and Wellness**

- **Satisfaction (Satisfied/Very Satisfied)**
  - AUC: 58.8%
  - Comparison Group: 39.1%

- **Use (Frequently/Occasionally)**
  - AUC: 52.0%
  - Comparison Group: 55.3%

<table>
<thead>
<tr>
<th>Service</th>
<th>AUC</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Health Services</td>
<td>46.1%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Student Psychological Services</td>
<td>44.3%</td>
<td>16.5%</td>
</tr>
</tbody>
</table>

* Indicates level of significance
CIRP Theme: **Health and Wellness**

- **Self-rating: Emotional health (highest 10%/above average)**
  - AUC: 42.4%
  - Comparison Group: 50.4%

- **Self-rating: Physical health (highest 10%/above average)**
  - AUC: 47.9%
  - Comparison Group: 49.9%

- **Since entering this college, have you sought personal counseling? (yes)**
  - AUC: 27.20%
  - Comparison Group: 13.90%

* Indicates level of significance
CIRP Theme: Health and Wellness

Since entering this college, how often have you:
(frequently/occasionally)

- **Had adequate sleep**: 79.1% (AUC) vs. 83.2% (Comparison Group)
- **Maintained a healthy diet***: 71.4% (AUC) vs. 87.9% (Comparison Group)
- **Felt depressed***: 57.8% (AUC) vs. 89.1% (Comparison Group)
- **Drank wine or liquor***: 17.6% (AUC) vs. 54.0% (Comparison Group)
- **Drank beer***: 12.0% (AUC) vs. 47.1% (Comparison Group)
- **Smoked cigarettes**: 13.0% (AUC) vs. 19.9% (Comparison Group)

* Indicates level of significance
CIRP Theme: **Health and Wellness**

### Socializing with friends

<table>
<thead>
<tr>
<th>Time Period</th>
<th>AUC</th>
<th>Comparison Group***</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one hour</td>
<td>2.2%</td>
<td>3.1%</td>
</tr>
<tr>
<td>1-2 hours</td>
<td>13.0%</td>
<td>7.7%</td>
</tr>
<tr>
<td>3-5 hours</td>
<td>25.0%</td>
<td>20.7%</td>
</tr>
<tr>
<td>6-10 hours</td>
<td>33.7%</td>
<td>28.5%</td>
</tr>
<tr>
<td>11+ hours</td>
<td>26.1%</td>
<td>40.0%</td>
</tr>
</tbody>
</table>

### Exercising or sports

<table>
<thead>
<tr>
<th>Time Period</th>
<th>AUC</th>
<th>Comparison Group***</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one hour</td>
<td>31.6%</td>
<td>16.8%</td>
</tr>
<tr>
<td>1-2 hours</td>
<td>27.2%</td>
<td>21.7%</td>
</tr>
<tr>
<td>3-5 hours</td>
<td>21.7%</td>
<td>27.8%</td>
</tr>
<tr>
<td>6-10 hours</td>
<td>13.0%</td>
<td>18.1%</td>
</tr>
<tr>
<td>11+ hours</td>
<td>6.5%</td>
<td>15.6%</td>
</tr>
</tbody>
</table>

* Indicates level of significance
CIRP Theme: Health and Wellness

**Partying**

<table>
<thead>
<tr>
<th>Time Range</th>
<th>AUC</th>
<th>Comparison Group**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one hour</td>
<td>53.9%</td>
<td>42.2%</td>
</tr>
<tr>
<td>1-2 hours</td>
<td>20.9%</td>
<td>14.9%</td>
</tr>
<tr>
<td>3-5 hours</td>
<td>19.8%</td>
<td>22.0%</td>
</tr>
<tr>
<td>6-10 hours</td>
<td>2.2%</td>
<td>13.4%</td>
</tr>
<tr>
<td>11+ hours</td>
<td>3.3%</td>
<td>7.5%</td>
</tr>
</tbody>
</table>

**Commuting**

<table>
<thead>
<tr>
<th>Time Range</th>
<th>AUC</th>
<th>Comparison Group***</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one hour</td>
<td>68.8%</td>
<td></td>
</tr>
<tr>
<td>1-2 hours</td>
<td>27.5%</td>
<td>11.9%</td>
</tr>
<tr>
<td>3-5 hours</td>
<td>35.2%</td>
<td>10.7%</td>
</tr>
<tr>
<td>6-10 hours</td>
<td>9.9%</td>
<td>5.3%</td>
</tr>
<tr>
<td>11+ hours</td>
<td>9.9%</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

* Indicates level of significance
CIRP Theme: **Health and Wellness**

Online social networks (Myspace, Facebook, etc.)

<table>
<thead>
<tr>
<th>Time Interval</th>
<th>AUC</th>
<th>Comparison Group***</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one hour</td>
<td>7.6%</td>
<td></td>
</tr>
<tr>
<td>1-2 hours</td>
<td>14.1%</td>
<td></td>
</tr>
<tr>
<td>3-5 hours</td>
<td>34.8%</td>
<td></td>
</tr>
<tr>
<td>6-10 hours</td>
<td>21.7%</td>
<td></td>
</tr>
<tr>
<td>11+ hours</td>
<td>21.7%</td>
<td></td>
</tr>
</tbody>
</table>

* Indicates level of significance
CAREER PLANNING
CIRP Theme: Career Planning

Indicate the importance to you personally of each of the following: (essential/very important)

- Becoming successful in a business of my own***
- Creating artistic works (painting, sculpture, etc.)**
- Writing original works (poems, novels, etc.)
- Making a theoretical contribution to science**
- Being very well-off financially
- Obtaining recognition from my colleagues for contributions to my special field
- Becoming an authority in my field
- Becoming accomplished in one of the performing arts (acting, dancing, etc.)**

* Indicates level of significance

* * * Indicates level of significance
CIRP Theme: **Career Planning**

Since entering this college:

- **How often have you utilized career services? (frequently/occasionally)**
  - AUC: 39.2%
  - Comparison Group: 32.9%

- **Have you changed your career choice? (yes)**
  - AUC: 44.6%
  - Comparison Group: 30.0%

* Indicates level of significance
OVERALL SATISFACTION
CIRP Construct: **Satisfaction with Coursework**

- Measures the extent to which students see their coursework as relevant, useful, and applicable to their academic success and future plans
- 45.6% of first-time, full-time freshmen respondents in high or average score groups
- Slight difference of mean with comparison groups in US

* Indicates level of significance
CIRP Construct Survey Items: **Satisfaction with Coursework**

Please rate your satisfaction with the institution on each of the aspects of college life listed here: (very satisfied/satisfied)

- Relevance of coursework to future career plans: AUC 56.8%, Comparison Group 56.3%
- Relevance of coursework to everyday life*: AUC 48.4%, Comparison Group 51.7%
- General education and core curriculum courses: AUC 64.1%, Comparison Group 70.5%
- First-year programs: AUC 42.7%, Comparison Group 53.1%

* Indicates level of significance
CIRP Theme: **Satisfaction with Services and Community**

**Satisfaction (Satisfied/Very satisfied)**

<table>
<thead>
<tr>
<th>Service</th>
<th>AUC</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising***</td>
<td>41.3%</td>
<td>67.0%</td>
</tr>
<tr>
<td>Computer assistance</td>
<td>60.5%</td>
<td>61.5%</td>
</tr>
<tr>
<td>Lab facilities/equipment*</td>
<td>79.7%</td>
<td>71.5%</td>
</tr>
<tr>
<td>Library facilities**</td>
<td>91.3%</td>
<td></td>
</tr>
<tr>
<td>Computer facilities/labs***</td>
<td>87.6%</td>
<td></td>
</tr>
<tr>
<td>Classroom facilities**</td>
<td>83.5%</td>
<td></td>
</tr>
<tr>
<td><strong>Indicates level of significance</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CIRP Theme: **Satisfaction with Services and Community**

<table>
<thead>
<tr>
<th>Service</th>
<th>AUC</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect for expression of diverse beliefs</td>
<td>70.30%</td>
<td>72.80%</td>
</tr>
<tr>
<td>Interaction with other students***</td>
<td>60.50%</td>
<td>72.60%</td>
</tr>
<tr>
<td>Class size***</td>
<td>64.10%</td>
<td>73.20%</td>
</tr>
<tr>
<td>Racial/ethnic diversity of the faculty</td>
<td>44.70%</td>
<td>55.20%</td>
</tr>
<tr>
<td>Orientation for new students***</td>
<td>48.8%</td>
<td>61.4%</td>
</tr>
<tr>
<td>Financial aid package</td>
<td>37.7%</td>
<td>49.4%</td>
</tr>
<tr>
<td>Financial aid office</td>
<td>38.7%</td>
<td>51.1%</td>
</tr>
<tr>
<td>Student housing*</td>
<td></td>
<td>58.6%</td>
</tr>
</tbody>
</table>

* Indicates level of significance
## CIRP Construct: Overall Satisfaction

- Unified measure of student’s satisfaction with college experience
- 51.5% of first-time, full-time freshmen respondents in high or average score groups
- Significantly lower mean (44.7) from comparison group in the US (47.8, 47.7)

* Indicates level of significance

### AUC Comparison Group

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Overall Satisfaction</td>
<td>12.0%</td>
<td>48.9%</td>
<td>14.2%</td>
</tr>
<tr>
<td>Average Overall Satisfaction</td>
<td>21.7%</td>
<td>37.2%</td>
<td>12.0%</td>
</tr>
<tr>
<td>High Overall Satisfaction</td>
<td>22.4%</td>
<td>40.8%</td>
<td>13.4%</td>
</tr>
</tbody>
</table>

#### AUC Comparison Group***

- Total: 41.1%
- Men: 42.1%
- Women: 41.4%

#### AUC Comparison Group *

- Total: 37.0%
- Men: 41.4%
- Women: 37.9%

#### AUC Comparison Group**

- Total: 50.0%
- Men: 50.0%
- Women: 36.8%
CIRP Construct: **Overall Satisfaction**

**Satisfaction (Satisfied/Very satisfied)**

<table>
<thead>
<tr>
<th>Overall quality of instruction***</th>
<th>Overall academic experience*</th>
<th>Overall college experience**</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUC</td>
<td>Comparison Group</td>
<td>AUC</td>
</tr>
<tr>
<td>64.10%</td>
<td>78.1%</td>
<td>67.3%</td>
</tr>
<tr>
<td>73.40%</td>
<td>71.4%</td>
<td>73.5%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>AUC</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>68.4%</td>
<td>76.4%</td>
</tr>
</tbody>
</table>