

SUGGESTED CITATION

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Report No. IR2006-002

*Results from the 2005 Your First
College Year Survey*
The University of Toledo, 2006.

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Results from the 2005 Your First College Year Survey

EXECUTIVE SUMMARY

- 869 first-year on-campus students completed the survey, resulting in a 54.7% response rate and a 2.2% margin of error¹.
- **Comparison data should be interpreted with extreme caution!**
 - 11.6% of the comparison data represents The University of Toledo's own data.
 - The comparison group includes all 23 participating institutions, most of which are very different from The University of Toledo in size, scope, and mission.
- Overall, UT students report having a positive experience during their first year. They are more satisfied than they are dissatisfied with most institutional characteristics and programs; they feel successful in adjusting to college; and they intend to continue their education at UT. Areas of particular strength include:
 - Participation in research
 - Advising
 - Student Union bookstore
 - Moving in process
 - Access to information about the University
 - Web registration
 - Interactions with faculty
 - FYE initiatives, particularly:
 - Supplemental Instruction
 - Freshman orientation class (FYI)
 - Rocket Launch
 - Residence Life Faculty Friends
 - Life@college.utoledo
 - Living Learning Communities
 - Peer-Led Team Learning for General Chemistry
- Although the comparison data must be interpreted cautiously, UT students tend to fall behind students at other 4-year public universities in several areas. Areas in need of improvement include:
 - Students' academic and social habits—students spend a lot of time engaged in extra-curricular activities (e.g., partying, watching TV, playing video games, etc.) and not as much time as they should focused on academic activities (e.g., attending class, studying, turning in assignments on time, etc.)
 - Quality of instruction
 - Computer facilities
 - Student housing facilities/services
 - Students' sense of belonging
 - Safety
 - Diversity climate on campus
 - Food option plans

Results from the 2005 Your First College Year Survey

PURPOSE

This report presents results from the 2005 Your First College Year Survey. The purpose was to gain insight into students' curricular and co-curricular experiences since entering college and to compare University of Toledo students' experiences with those of students at other public universities.

RESULTS

The YFCY survey was administered in the residence halls during the week of April 11-15, 2005 to 1,589 on-campus first-year students who were identified by the Office of Residence Life. The overall response rate was very good and far exceeded that of any other public university participating in the survey. A total of 869 students, or 54.7% of on-campus first-year-students identified by Residence Life, completed the survey. This sample size generates a margin of error of 2.2%¹, which is more than sufficient to generalize the results to the overall population of on-campus first-year students.

Nationally, a total of 7,500 first-time, full-time, first-year students participated in the survey at 23 public universities. This comparison group includes the 869 students who participated at The University of Toledo (the average sample size at the comparison institutions was 326). Because 11.6% of the comparison data represents The University of Toledo's own data, differences between The University of Toledo and the comparison group appear smaller than they actually are. Consequently, the comparison group data should be interpreted with caution.

Moreover, the comparison group includes all 23 participating public universities, many of which are very different than The University of Toledo in size, mission, and scope (e.g., Texas A&M University, Colorado State University, Ohio State University, Miami University). Unfortunately, it was not possible for the Higher Education Research Institute to calculate a specialized comparison group for us, because to do so requires a minimum of five institutions; only three could be identified that were at all similar to The University of Toledo (i.e., Northern Illinois University, University of New Mexico, and University of Wisconsin-Milwaukee). Therefore, the comparison group data should again be interpreted with caution.

The demographic characteristics of the UT sample are provided in Table 1. These characteristics are fairly representative of the overall population of first-time, full-time, first-year UT students. However, it should be noted that more females (63.1%) and students of color (23.6%) are included in the comparison group than in the UT sample (53.2% and 16.7%, respectively).

¹For example, if 82.5% of students said that they planned to re-enroll at UT in the fall, we can be 95% confident that somewhere between 80.3% and 84.7% of students in the entire population of first-year on-campus students would have responded the same way.

Table 1. Demographic characteristics UT sample, UT population, and comparison group.

	University of Toledo Population ^a	University of Toledo Sample ^b	All Public Universities ^b
Sex			
Female	49.4%	53.2%	63.1%
Male	50.6%	46.8%	36.9%
Race/Ethnicity			
African American	14.8%	13.5%	5.5%
American Indian/Alaska Native	0.2%	1.6%	1.7%
Asian or Pacific Islander	1.5%	3.8%	14.3%
Hispanic	2.0%	3.3%	8.9%
Non-resident Alien	0.4%		
White/Caucasian	76.6%	83.3%	76.4%
Other	4.5%	2.5%	3.1%

^a Race/Ethnicity categories are maintained as mutually exclusive categories.

^b Students could select more than one race/ethnicity category. Non-resident alien was not an option.

For all questions, the percentage of students responding a particular way is reported. In order to evaluate differences between The University of Toledo and the comparison group that are of practical significance, a difference of 5% or greater was adopted.

Student Behaviors

Table 2 shows the percentage of students who reported that they “frequently” engaged in various behaviors. As can be seen, UT students are fairly similar to students at other 4-year public universities. However, UT students tend to smoke cigarettes more frequently and to discuss politics and religion (or spirituality) less frequently than students in the comparison group.

Table 2. Percentage of students who engage in particular behaviors “frequently”.

Students reporting that they frequently:	The University of Toledo	All Public Universities	Difference
Smoked cigarettes	12.9%	7.1%	5.8%
Missed school because of illness	7.9%	4.0%	3.9%
Used the library for research or homework	30.0%	28.5%	1.5%
Discussed course content with students outside of class	32.1%	34.5%	-2.4%
Maintained a healthy diet	24.2%	27.5%	-3.3%
Used the internet for research or homework	78.0%	81.5%	-3.5%
Spoke up in class	15.6%	19.8%	-4.2%
Discussed politics	13.6%	21.2%	-7.6%
Discussed religion/spirituality	14.0%	21.6%	-7.6%

NOTE: Blue indicates that UT students engage in the behavior more frequently. Red indicates that the comparison group engages in the behavior more frequently.

Black indicates no practical significant difference between the groups.

Table 3 shows the percentage of students who reported that they “occasionally” engaged in various behaviors. Here we see more differences between UT students and students in the comparison group. UT students were more likely than students in the comparison group to:

- Participate in organized demonstrations
- Drink beer
- Turn in assignments late
- Work on a professor’s research project
- Have difficulty getting along with roommates
- Go home for the weekend
- Work with an academic advisor to select courses
- Read newspaper articles as part of a class

UT students were less likely to:

- Study with other students
- Perform volunteer work
- Change majors
- Enroll in an honors course
- Vote in the 2004 presidential election
- Major in a health, biomedical, or behavioral science field
- Read a newspaper

Table 3. Percentage of students who engage in particular behaviors occasionally.

Students reporting that they at least occasionally:	The University of Toledo	All Public Universities	Difference
Worked on a professor's research project	26.4%	11.1%	15.3%
Participated in organized demonstrations	53.2%	38.4%	14.8%
Drank beer	66.5%	56.7%	9.8%
Turned in course assignments late	22.6%	13.2%	9.4%
Went home for the weekend	70.4%	62.4%	8.0%
Read newspaper articles as part of a class	34.9%	29.1%	5.8%
Had difficulty getting along with roommates/housemates	35.3%	29.9%	5.4%
Worked with an academic advisor to select courses	55.2%	50.2%	5.0%
Sought personal counseling	13.1%	8.2%	4.9%
Drank wine or liquor	67.6%	63.2%	4.4%
Went on a date	47.3%	43.9%	3.4%
Transferred from another institution	5.4%	2.3%	3.1%
Enrolled in a remedial/developmental course	7.6%	4.6%	3.0%
Attended a religious service	54.2%	51.6%	2.6%
Received tutoring	29.1%	26.9%	2.2%
Worked on a local, state, or national political campaign	30.0%	28.5%	1.5%
Declared a major	52.0%	50.5%	1.5%
Fell asleep in class	29.1%	27.9%	1.2%
Joined a social fraternity or sorority	10.8%	10.0%	0.8%
Participated in intramural sports	28.7%	28.1%	0.6%
Played varsity/intercollegiate athletics	10.9%	10.4%	0.5%
Enrolled in a formal program where a group of students takes two or more courses together	8.4%	9.2%	-0.8%
Participated in a health science research program sponsored by this college	8.9%	10.6%	-1.7%
Participated in an academic enrichment/support program for racial/ethnic minority students	5.3%	7.1%	-1.8%
Come late to class	62.5%	64.4%	-1.9%
Joined a pre-professional or departmental club	11.5%	14.1%	-2.6%
Skipped class	38.2%	41.2%	-3.0%
Changed their career choice	29.8%	33.2%	-3.4%
Turned in course assignments that did not reflect their best work	38.2%	42.4%	-4.2%
Taken a college course or seminar specifically designed to help first-year students adjust to college (FYI)	34.5%	39.2%	-4.7%
Studied with other students	83.6%	88.6%	-5.0%
Intended to major in a Health, Biomedical, or Behavioral Science	18.3%	23.4%	-5.1%
Enrolled in an honors course	10.4%	16.2%	-5.8%
Read a newspaper	58.1%	64.1%	-6.0%
Performed volunteer work	47.9%	54.2%	-6.3%
Decided to pursue a different major	27.6%	35.0%	-7.4%
Voted in the 2004 presidential election	55.4%	68.1%	-12.7%

NOTE: Blue indicates that UT students engage in the behavior more frequently. Red indicates that the comparison group engages in the behavior more frequently. Black indicates no practical significant difference between the groups.

Richard Light's (2004) research with Harvard University students indicates that student success is highly related to students' learning behaviors during the first college year. In particular, Light has found that students in academic trouble (e.g., poor grades, at risk of withdrawal) have poor study habits (e.g., they skip class, fail to keep up with coursework, and study in short bursts rather than for sustained periods of time). In addition, students at academic risk tend to make a characteristically poor selection of courses their first year. They tend to take all required courses, large introductory courses, and no courses that are personally interesting or relevant.

Several local option questions were added to the survey in order to assess the learning behaviors of first-year students at The University of Toledo. Tables 4-6 show that while our first-year students demonstrate some good academic habits (i.e., 61.2% rarely or never skip class, 80.3% keep up with required reading) and make good course selections (i.e., 34.1% take the majority of their classes in their major, 15.1% take a majority of classes that look interesting),

there is a sizeable proportion of first-year students who may be at academic risk. For example, the majority of students (i.e., 56.3%) study for short periods of time (less than one hour). These students may benefit from time management and study skills training. In addition, 40.1% of students take mostly general education requirements their first year, and 27.3% take mostly large introductory classes. According to Light, these students may feel less engaged in their coursework than if they were taking smaller courses that are personally relevant or interesting to them, and could benefit from additional advising.

Table 4. Students' class attendance.

Frequency with which students do each of the following:	At least "Some of the Time"	"Rarely" or "Almost Never"
Skip class	38.8%	61.2%
Keep up with required reading	80.3%	19.7%

Table 5. Typical length of students' study sessions.

Typical length of students' study session:	
Less than an hour	56.3%
1-2 hours	29.0%
More than 2 hours	14.7%

Table 6. Students' course selections.

Students who took 60% or more of the following types of courses:	
General education requirements	40.1%
In major	34.1%
Taken because they look interesting	15.1%
Introductory classes with more than 50 students	27.3%

How Students Spend Their Time

Table 7 shows the percentage of students who report spending 5 hours or less, 6 to 20 hours, or more than 20 hours engaged in different activities. UT students tend to spend less time engaged in academic activities such as attending class or labs and studying or doing homework and more time engaged in extra-curricular activities such as socializing with friends, partying, watching TV, playing video games, exercising or playing sports, and interestingly, prayer or meditation.

Table 7. Percentage of students who spend different amounts of time engaged in various activities.

Amount of time since entering college that students spent during a typical week doing each of the following:	The University of Toledo	All Public Universities	Difference
Attending class/labs			
5 hours or less	14.3%	7.8%	6.5%
6 to 20 hours	74.3%	82.3%	-8.0%
more than 20 hours	11.5%	9.9%	1.6%
Studying/homework			
5 hours or less	17.2%	9.8%	7.4%
6 to 20 hours	66.2%	75.0%	-8.8%
more than 20 hours	16.7%	15.2%	1.5%
Socializing with friends			
5 hours or less	7.8%	6.9%	0.9%
6 to 20 hours	48.3%	59.8%	-11.5%
more than 20 hours	43.9%	33.2%	10.7%
Exercising or sports			
5 hours or less	33.3%	38.6%	-5.3%
6 to 20 hours	54.7%	55.7%	-1.0%
more than 20 hours	12.0%	5.8%	6.2%
Partying			
5 hours or less	43.6%	53.7%	-10.1%
6 to 20 hours	44.2%	41.2%	3.0%
more than 20 hours	12.1%	5.1%	7.0%
Working for pay on campus			
5 hours or less	80.7%	82.1%	-1.4%
6 to 20 hours	13.6%	14.1%	-0.5%
more than 20 hours	5.7%	3.7%	2.0%
Working for pay off campus			
5 hours or less	79.4%	80.0%	-0.6%
6 to 20 hours	12.9%	11.4%	1.5%
more than 20 hours	7.8%	8.6%	-0.8%
Student clubs and groups			
5 hours or less	74.2%	74.2%	0.0%
6 to 20 hours	20.8%	23.6%	-2.8%
more than 20 hours	5.0%	2.1%	2.9%
Watching TV			
5 hours or less	37.5%	43.5%	-6.0%
6 to 20 hours	51.6%	50.6%	1.0%
more than 20 hours	11.0%	6.1%	4.9%
Household/childcare duties			
5 hours or less	85.9%	89.6%	-3.7%
6 to 20 hours	11.3%	9.1%	2.2%
more than 20 hours	2.9%	1.2%	1.7%
Reading for pleasure			
5 hours or less	80.8%	84.4%	-3.6%
6 to 20 hours	15.0%	14.3%	0.7%
more than 20 hours	4.2%	1.3%	2.9%
Commuting			
5 hours or less	84.3%	83.6%	0.7%
6 to 20 hours	12.1%	14.9%	-2.8%
more than 20 hours	3.6%	1.4%	2.2%
Playing video/computer games			
5 hours or less	68.5%	78.4%	-9.9%
6 to 20 hours	24.1%	18.9%	5.2%
more than 20 hours	7.3%	2.8%	4.5%
Prayer/meditation			
5 hours or less	84.3%	89.8%	-5.5%
6 to 20 hours	11.8%	9.1%	2.7%
more than 20 hours	3.9%	1.2%	2.7%
Surfing the internet			
5 hours or less	42.7%	39.7%	3.0%
6 to 20 hours	46.3%	52.5%	-6.2%
more than 20 hours	11.0%	7.9%	3.1%
Communicating via email, instant messenger, etc.			
5 hours or less	36.3%	34.4%	1.9%
6 to 20 hours	48.5%	54.1%	-5.6%
more than 20 hours	15.3%	11.6%	3.7%

NOTE: Blue indicates that UT students spend more time engaged in the activity. Red indicates that the comparison group engages in the activity more frequently.

Black indicates no practical significant difference between the groups.

Student Satisfaction

Table 8 includes the percentage of students “satisfied” or “very satisfied” with various institutional characteristics. Overall, UT students tend to be satisfied, but less so than students attending other four-year public universities. These results stand in contrast to those from the 2005 Noel-Levitz Student Satisfaction Survey, where UT outperformed a group of peer institutions on 45% of the items and performed equally well on another 29%. This difference in results is due to the fact that the comparison group for the YFCY survey includes all 23 participating four-year public universities while the comparison group for the Noel-Levitz survey includes 7 institutions that were identified by University deans as being comparable to the University of Toledo in size, scope, and mission. Unfortunately, it was not possible for the Higher Education Research Institute to calculate a specialized comparison group for us, because to do so requires a minimum of five institutions; only three could be identified that were at all similar to The University of Toledo (i.e., Northern Illinois University, University of New Mexico, and University of Wisconsin-Milwaukee). ***Therefore, the comparison group data should be interpreted cautiously.*** The biggest differences in satisfaction were in the following areas:

- Quality of instruction
- Computer facilities
- Student housing facilities/services
- Student health center/services
- Students’ overall college experience
- Campus social activities
- Overall sense of community among students
- Opportunities for community service
- Library facilities and services
- Career center/services

Table 8. Percentage of students “satisfied” or “very satisfied” with various institutional characteristics.

Students reporting that they are "satisfied" or "very satisfied" with each of the following:	The University of Toledo	All Public Universities	Difference
Overall quality of instruction	50.3%	68.5%	-18.2%
Computer facilities	59.9%	76.8%	-16.9%
Student housing facilities/services	41.2%	57.1%	-15.9%
Student health center/services	48.6%	62.7%	-14.1%
Overall college experience	61.7%	74.9%	-13.2%
Campus social activities	46.9%	59.8%	-12.9%
Overall sense of community among students	47.4%	59.7%	-12.3%
Opportunities for community service	32.5%	44.2%	-11.7%
Library facilities and services	71.8%	83.2%	-11.4%
Career center/services	42.6%	53.7%	-11.1%
Classroom facilities	64.7%	74.3%	-9.6%
Tutoring or other academic assistance	51.7%	61.3%	-9.6%
Relevance of coursework to everyday life	35.2%	44.0%	-8.8%
Relevance of coursework to future career plans	49.6%	57.7%	-8.1%
Orientation for new students	56.7%	64.0%	-7.3%
Amount of contact with faculty	41.1%	48.3%	-7.2%
Registrar's office	48.4%	53.5%	-5.1%
Financial aid services	45.9%	50.7%	-4.8%
Psychological counseling services	39.2%	43.7%	-4.5%
Academic advising	61.1%	63.5%	-2.4%
Recreational facilities	85.9%	84.8%	1.1%

NOTE: Blue indicates that UT students are more satisfied than the comparison group. Red indicates that students in the comparison group are more satisfied than UT students. Black indicates no practical significant difference between the groups.

In addition to the standardized satisfaction questions above, several local option questions were added to the survey to assess student satisfaction with specific UT services. As can be seen in Table 9, students reported being more satisfied than dissatisfied with all UT services included on the survey with the exception of food plan options.

Table 9. Student satisfaction with specific UT services.

Student satisfaction with each of the following:	At least "Somewhat satisfied"	"Not very satisfied" or less	Didn't Participate
UT bookstore in Student Union	75.6%	20.4%	4.0%
Moving in process	71.7%	24.0%	4.3%
Information received about the University	70.7%	25.1%	4.3%
Web registration	70.3%	24.9%	4.8%
Housing assignment	69.3%	27.7%	3.0%
Academic advising	64.9%	30.3%	4.8%
Information on campus organizations	62.9%	30.9%	6.2%
Availability of courses	61.5%	35.1%	3.4%
Tuition and fees payment options	48.9%	43.8%	7.3%
Financial aid	48.0%	38.6%	13.5%
Food plan options	40.7%	55.3%	4.0%

NOTE: Blue indicates that students are more satisfied than dissatisfied. Red indicates that students are more dissatisfied than satisfied.

Students' Feelings, Perceptions, and Views

Tables 10-14 include a summary of students' feelings, perceptions and views. Overall, UT students feel less sense of belonging, less safe, less family support, and less inspired by their courses than students at the comparison institutions. Interestingly however, UT students are less concerned about life after college than their counterparts at other public universities, have more moderate political views, and are no more concerned about their ability to finance their college education than students in the comparison group.

Table 10. Percentage of students who report frequently experiencing each of the following negative emotions.

Students reporting that they frequently:	The University of Toledo	All Public Universities	Difference
Felt bored in class	52.6%	49.0%	3.6%
Felt overwhelmed by all they had to do	40.9%	40.0%	0.9%
Felt depressed	16.1%	13.2%	2.9%

NOTE: Blue indicates that UT students experience the feeling more frequently. Red indicates that the comparison group experiences the feeling more frequently.

Black indicates no practical significant difference between the groups.

Table 11. Percentage of students who occasionally experience each of the following emotions.

Students reporting that they at least occasionally:	The University of Toledo	All Public Universities	Difference
Felt unsafe on campus	22.9%	12.2%	10.7%
Felt that their family responsibilities interfered with their schoolwork	22.8%	20.5%	2.3%
Felt lonely or homesick	52.0%	50.6%	1.4%
Felt intimidated by professors	34.0%	34.0%	0.0%
Worried about their health	29.1%	29.5%	-0.4%
Felt that their work responsibilities interfered with their schoolwork	22.0%	22.8%	-0.8%
Felt that their social life interfered with their schoolwork	45.3%	48.4%	-3.1%
Felt family support to succeed	72.4%	78.7%	-6.3%
Are concerned about life after college	65.2%	72.8%	-7.6%
Felt isolated from campus life	30.0%	37.9%	-7.9%
Worried about meeting new people	37.3%	46.5%	-9.2%
Felt that their courses inspired them to think in new ways	56.1%	71.7%	-15.6%

NOTE: Blue indicates that UT students experience the feeling more frequently. Red indicates that students in the comparison group experiences the feeling more frequently.

Black indicates no practical significant difference between the groups.

Table 12. Percentage of students who “agree” or “strongly agree” with each of the following statements.

Students indicating that they "agree" or "strongly agree" with the following:	The University of Toledo	All Public Universities	Difference
Most students here are treated like "numbers in a book"	48.0%	44.2%	3.8%
There is strong competition among most of the students for high grades	56.1%	58.0%	-1.9%
Faculty here are interested in students' personal problems	44.6%	47.8%	-3.2%
I feel I am a member of this college	82.0%	88.5%	-6.5%
I feel I have a sense of belonging to this college	74.7%	81.2%	-6.5%
I see myself as part of the campus community	72.3%	79.7%	-7.4%
Faculty here are interested in students' academic problems	62.7%	72.1%	-9.4%
The admission/recruitment materials I received accurately portrayed the campus	65.9%	78.7%	-12.8%
Faculty feel that most students here are well-prepared academically	58.5%	72.3%	-13.8%

NOTE: Blue indicates that UT students more strongly agree. Red indicates that students in the comparison group more strongly agree.
Black indicates no practical significant difference between the groups.

Table 13. Students' concern about their ability to finance their college education.

Students who have at least "some" concern about their ability to finance their college education	The University of Toledo	All Public Universities	Difference
	71.5%	68.1%	3.4%

NOTE: Blue indicates that UT students are more concerned. Red indicates that students in the comparison group are more concerned. Black indicates no practical significant difference between the groups.

Table 14. Students' political views.

Students' Political View	The University of Toledo	All Public Universities	Difference
Far left	5.6%	4.4%	1.2%
Liberal	27.7%	31.5%	-3.8%
Middle-of-the-road	41.1%	36.0%	5.1%
Conservative	22.8%	25.7%	-2.9%
Far right	2.9%	2.5%	0.4%

NOTE: Blue indicates that more UT students hold the political view. Red indicates that more students in the comparison group hold the view.
Black indicates no practical significant difference between the groups.

Students' Interactions and Experiences

Tables 15-16 summarize students' interactions and experiences during their first year. Overall UT students do not differ much from students in the comparison group in terms of the amount of interaction they have had with various people, and the amount of advice or feedback that they have received. However, three differences are worth mentioning: (1) UT students report having more difficulty getting into the courses they need, (2) UT students report receiving more emotional support and encouragement from their professors, and (3) UT students have less interaction with graduate teaching assistants.

Table 15. Percentage of students who report “occasionally” experiencing the following.

Students indicating that they have at least occasionally done the following:	The University of Toledo	All Public Universities	Difference
Received emotional support and encouragement from a professor	27.0%	20.0%	7.0%
Witnessed academic dishonesty/cheating	36.4%	32.1%	4.3%
Received advice and guidance about your educational program from a professor	36.1%	32.2%	3.9%
Received negative feedback about your academic work	27.9%	25.9%	2.0%
Received advice/counseling from a junior or senior	34.3%	38.0%	-3.7%
Received advice/counseling from another first-year student	38.6%	43.0%	-4.4%
Had difficulty getting into the courses they needed	34.8%	47.4%	-12.6%

Blue indicates that UT students had a more positive experience. Red indicates that students in the comparison group had a more positive experience.
Black indicates no practical significant difference between the two groups.

Table 16. Students' interaction with various people.

Students reporting that they interacted with each of the following at least once per term:	The University of Toledo	All Public Universities	Difference
Faculty <i>during</i> office hours	83.3%	82.2%	1.1%
Faculty <i>outside</i> office hours	60.5%	59.7%	0.8%
Academic advisor	90.3%	89.8%	0.5%
Close friends at this institution	97.3%	97.7%	-0.4%
Family	98.2%	99.0%	-0.8%
Close friends <i>not</i> at this institution	95.4%	96.7%	-1.3%
Other college personnel	65.1%	68.9%	-3.8%
Graduate students/teaching assistants	64.1%	83.4%	-19.3%

Blue indicates that UT students had more interaction. Red indicates that students in the comparison group had more interaction.

Black indicates no practical significant difference between the two groups.

Diversity

Tables 17-22 summarize students' responses regarding diversity issues. Overall, UT students have much less interaction with diverse individuals than students in the comparison group. In addition, the interactions that UT students have had tend to be more negative in character. Although UT students do not differ from students in the comparison group with how much knowledge they have gained about individuals from different racial and ethnic groups, more students in the comparison group reported that increasing their understanding of other countries and cultures was an important objective to them than UT students.

Table 17. Students' interaction with different racial/ethnic groups.

Students reporting that the racial/ethnic composition of each of the following is all or mostly white:	The University of Toledo	All Public Universities	Difference
High school last attended	73.8%	58.7%	15.1%
Student's informal study groups	52.7%	42.8%	9.9%
Neighborhood where student grew up	80.3%	72.5%	7.8%
Friends student socializes with in college	67.0%	59.3%	7.7%
Place of work	42.4%	35.2%	7.2%
Clubs/organizations to which student belongs	46.9%	41.6%	5.3%

NOTE: Blue indicates that UT students are more diverse. Red indicates that students in the comparison group are more diverse. Black indicates no practical significant difference between the groups.

Table 18. Percentage of students who have "often" or "very often" had various experiences with students from a different racial/ethnic group.

Students indicating they "very often" or "often" experienced the following with students from a racial/ethnic group other than their own:	The University of Toledo	All Public Universities	Difference
Had tense, somewhat hostile interactions	15.0%	6.3%	8.7%
Had guarded, cautious interactions	17.4%	9.4%	8.0%
Felt insulted or threatened because of race/ethnicity	13.1%	5.3%	7.8%
Attended events sponsored by other racial/ethnic groups	17.7%	15.7%	2.0%
Had meaningful and honest discussions about race/ethnic relations outside of class	27.3%	28.1%	-0.8%
Dined or shared a meal	43.4%	48.2%	-4.8%
Shared personal feelings and problems	31.5%	38.7%	-7.2%
Socialized or partied	39.8%	47.8%	-8.0%
Studied or prepared for class	28.7%	36.7%	-8.0%
Had intellectual discussions outside of class	28.7%	37.0%	-8.3%

NOTE: Blue indicates that UT students have had experience more often. Red indicates that students in the comparison group have had experience more often. Black indicates no practical significant difference between the groups.

Table 19. Students' socialization with individuals from different racial/ethnic groups.

Students reporting that they frequently:	The University of Toledo	All Public Universities	Difference
Socialized with someone of another racial/ethnic group	45.5%	57.4%	-11.9%

NOTE: Blue indicates that UT students are more diverse. Red indicates that students in the comparison group are more diverse. Black indicates no practical significant difference between the groups.

Table 20. The importance of objectives related to racial/ethnic understanding and minority issues.

Students reporting that the following objectives are "very important" or "essential":	The University of Toledo	All Public Universities	Difference
Helping to promote racial understanding	30.9%	32.8%	-1.9%
Improving the health of minority communities	34.1%	36.3%	-2.2%
Improving my understanding of other countries and cultures	38.0%	52.1%	-14.1%

NOTE: Blue indicates that UT students believe objective is more important than the comparison group. Red indicates that students in the comparison group believe objective is more important than UT students. Black indicates no practical significant difference between the groups.

Table 21. Students' perception of the racial/ethnic climate on campus.

Students indicating that they "agree" or "strongly agree" with the following:	The University of Toledo	All Public Universities	Difference
There is a lot of racial tension on this campus	29.0%	14.4%	14.6%
I have heard faculty express stereotypes about racial/ethnic groups in class	25.7%	20.5%	5.2%
I have been singled out because of my race/ethnicity, gender, or sexual orientation	16.3%	13.6%	2.7%

NOTE: Blue indicates that UT students more strongly agree. Red indicates that students in the comparison group more strongly agree. Black indicates no practical significant difference between the groups.

Table 22. Growth in students' knowledge of people from different races/cultures.

Students reporting that their skills in the following areas are "much stronger" since entering college:	The University of Toledo	All Public Universities	Difference
Knowledge of people from different races/cultures	11.6%	11.4%	0.2%

NOTE: Blue indicates that UT students have strengthened skill more than students in comparison group. Red indicates that students in the comparison group have strengthened skill more than UT students. Black indicates no practical significant difference between the groups.

Student Success

Tables 23-26 summarize how successful students feel as well as students' actual academic performance (as measured in GPA). As can be seen in Table 23, the overwhelming majority of UT students feel successful in adjusting to college life (ranging from 70.7% - 95.6%). Moreover, UT students feel more successful in getting to know faculty than students in the comparison group.

Table 23. Percentage of students who feel at least "somewhat" successful in adjusting to college.

Students who report that they feel at least somewhat successful at each of the following:	The University of Toledo	All Public Universities	Difference
Getting to know faculty	70.7%	64.3%	6.4%
Developing close friendships with other students	93.1%	90.8%	2.3%
Managing your time effectively	85.6%	83.8%	1.8%
Utilizing campus services available to students	90.7%	90.3%	0.4%
Developing effective study skills	86.8%	86.8%	0.0%
Understanding what professors expect of students academically	95.9%	96.5%	-0.6%
Adjusting to the academic demands of college	91.6%	92.2%	-0.6%

NOTE: Blue indicates that UT students feel more successful than students in the comparison group. Red indicates that students in the comparison group feel more successful than UT students. Black indicates no practical significant difference between the groups.

However, Tables 24 and 25 reveal that UT students feel less successful in many academic, personal, and social skills, including:

- Academic ability
- Analytical/problem-solving skills
- Critical thinking skills
- Understanding of others
- Drive to achieve
- Leadership ability
- Compassion
- Cooperativeness
- Intellectual self-confidence
- Writing ability
- Knowledge of their field
- Math ability
- Ability to work as part of a team
- Self-understanding
- Generosity
- Creativity
- Artistic ability
- Public speaking
- Emotional health
- Ability to make own decisions

Table 24. Percentage of students who rate themselves as “above average” or higher on particular skills and traits.

Students rating themselves as "above average" or higher than other people their age on each of the following:	The University of Toledo	All Public Universities	Difference
Academic ability	54.9%	68.8%	-13.9%
Analytical/problem-solving skills	43.6%	57.4%	-13.8%
Critical thinking skills	46.7%	60.0%	-13.3%
Understanding of others	57.0%	67.6%	-10.6%
Drive to achieve	59.6%	69.9%	-10.3%
Leadership ability	51.0%	60.6%	-9.6%
Compassion	61.9%	71.2%	-9.3%
Cooperativeness	64.4%	73.3%	-8.9%
Self-confidence (intellectual)	49.7%	58.4%	-8.7%
Writing ability	46.5%	54.5%	-8.0%
Mathematical ability	40.7%	48.5%	-7.8%
Ability to work as part of a team	61.2%	69.0%	-7.8%
Self-understanding	49.1%	56.6%	-7.5%
Generosity	62.6%	69.3%	-6.7%
Creativity	50.6%	56.8%	-6.2%
Artistic ability	25.6%	31.4%	-5.8%
Public speaking ability	33.1%	38.9%	-5.8%
Emotional health	48.4%	53.9%	-5.5%
Forgiveness	56.0%	60.8%	-4.8%
Physical health	47.8%	51.7%	-3.9%
Spirituality	37.6%	40.7%	-3.1%
Self-confidence (social)	47.1%	47.3%	-0.2%
Risk-taking	38.5%	37.9%	0.6%
Religiousness	34.7%	33.1%	1.6%
Computer skills	45.8%	43.7%	2.1%

NOTE: Blue indicates that UT students rate themselves higher than students in the comparison group. Red indicates that students in the comparison group rate themselves higher than UT students. Black indicates no practical significant difference between the groups.

Table 25. Percentage of students who feel their skills are “much stronger” since entering college.

Students reporting that their skills in the following areas are "much stronger" since entering college:	The University of Toledo	All Public Universities	Difference
Ability to conduct research	10.6%	9.1%	1.5%
Ability to get along with others	11.9%	11.9%	0.0%
Understanding of the problems facing your community	7.0%	7.3%	-0.3%
Understanding of national issues	6.9%	8.5%	-1.6%
Religious beliefs and convictions	6.7%	9.1%	-2.4%
Understanding of global issues	6.9%	9.4%	-2.5%
General knowledge	12.5%	15.1%	-2.6%
Ability to make your own decisions	20.3%	25.6%	-5.3%
Knowledge of a particular field or discipline	15.5%	23.9%	-8.4%

NOTE: Blue indicates that UT students have strengthened skill more than students in comparison group. Red indicates that students in the comparison group have strengthened skill more than UT students. Black indicates no practical significant difference between the groups.

Finally, while the vast majority of UT students had earned a GPA of C+ or higher by the end of their first year (82.3%), 7.2% more students in the comparison group (89.5%) had done so.

Table 26. Percentage of students with a GPA of C+ or higher.

Students with a Current GPA of C+ or higher	The University of Toledo	All Public Universities	Difference
	82.3%	89.5%	-7.2%

NOTE: Blue indicates that UT students have a higher GPA than students in the comparison group. Red indicates that students in the comparison group have a higher GPA than UT students. Black indicates no practical significant difference between the groups.

Students' Aspirations

Table 27 indicates that some of the most important objectives to UT students for the future are:

- Raising a family
- Being very well off financially
- Helping others who are in difficulty

For the most part, UT students' aspirations are not that different than those of students in the comparison group. However, the following objectives are less important to UT students than to students at other public universities:

- Participating in a community action plan
- Reading a newspaper to be informed of national and global issues
- Helping others who are in difficulty
- Becoming a community leader
- Keeping up to date with political affairs

Table 27. Percentage of students reporting that the following objects are “very important” or “essential”.

Students reporting that the following objectives are "very important" or "essential":	The University of Toledo	All Public Universities	Difference
Making a theoretical contribution to science	26.8%	23.5%	3.3%
Creating artistic work (painting, sculpture, decorating, etc.)	24.5%	21.2%	3.3%
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	22.8%	19.6%	3.2%
Being very well off financially	74.4%	71.4%	3.0%
Writing original thoughts (poems, novels, short stories, etc.)	22.3%	19.6%	2.7%
Having administrative responsibility for the work of others	45.1%	43.9%	1.2%
Influencing the political structure	22.1%	21.4%	0.7%
Working to find a cure for a health problem	47.6%	47.8%	-0.2%
Becoming involved in programs to clean up the environment	28.7%	29.2%	-0.5%
Developing a meaningful philosophy of life	28.7%	29.2%	-0.5%
Raising a family	76.5%	77.3%	-0.8%
Becoming successful in a business of my own	42.1%	43.6%	-1.5%
Obtaining recognition from my colleagues for contributions to my special field	56.3%	58.0%	-1.7%
Integrating spirituality into my life	33.3%	35.1%	-1.8%
Influencing social values	45.1%	49.4%	-4.3%
Becoming an authority in my field	58.0%	62.9%	-4.9%
Keeping up to date with political affairs	36.8%	41.8%	-5.0%
Becoming a community leader	34.7%	41.3%	-6.6%
Helping others who are in difficulty	67.4%	74.4%	-7.0%
Reading a newspaper to be informed of national and global issues	43.7%	51.2%	-7.5%
Participating in a community action program	40.7%	52.4%	-11.7%

NOTE: Blue indicates that UT students believe objective is more important than the comparison group. Red indicates that students in the comparison group believe objective is more important than UT students. Black indicates no practical significant difference between the groups.

First-Year Initiatives

Several local option questions were added to the survey in order to assess the effectiveness of various first-year initiatives. Students' responses to these questions are summarized in Tables 28-30. Two general conclusions can be drawn. First, the majority of first-year students (58.1%) have had at least some participation in FYE programs. However, participation is still somewhat limited and a substantial proportion of students (27.2%) report being unaware of FYE programming. It is important to note, however, that these participation rates reflect a conservative estimate because many students may have participated in an FYE program, but not recognized its name or description on the survey. Second, students are more satisfied with first-year programming than they are dissatisfied. The programs with which students are most satisfied include:

- Supplemental Instruction
- Freshman orientation class (FYI)
- Rocket Launch
- Residence Life Faculty Friends
- [Life@college.utoledo](http://life@college.utoledo)
- Living Learning Communities
- Peer-Led Team Learning for General Chemistry

Table 28. The helpfulness of various first-year programs.

Students who found each of the following programs helpful vs. not very helpful:	At least "Somewhat Helpful"	"Not very helpful" or less	Didn't Participate
Rocket Launch	69.9%	23.9%	6.1%
Freshman orientation class (FYI)	54.5%	29.2%	16.3%
Residence Life Faculty Friends	42.0%	23.3%	34.6%
Supplemental Instruction Through the Learning Enhancement Center	40.8%	15.1%	44.1%
Life@college.utoledo	37.9%	22.7%	39.5%
Peer-Led Team Learning for General Chemistry	21.9%	15.7%	62.3%
Service-Learning	19.9%	15.0%	65.1%
Technology-Supported Learning and Assessment in Math (Aim)	18.8%	14.5%	66.8%
Math 0990, Elementary/Intermediate Algebra Lab	18.5%	15.9%	65.6%
Primos	15.1%	13.0%	71.8%

NOTE: Blue indicates that students found the program more helpful than unhelpful. Red indicates that students found the program more unhelpful than helpful. Black indicates an approximately equal proportion of students found the program helpful and unhelpful.

Table 29. Students' participation in and awareness of FYE programs.

Students Participation in and awareness of FYE programs	
At least some participation in FYE programs	58.1%
Aware of FYE programs, but did not participate	14.7%
Not aware of FYE programs, and did not participate	27.2%

Table 30. Participation in and satisfaction with Living Learning Communities.

Participation in and satisfaction with Living Learning Communities	
At least "somewhat satisfied" with experience	32.0%
"Somewhat dissatisfied" or greater	21.6%
Did not participate	46.4%

Persistence

Two questions on the YFCY survey deal directly with the issue of persistence. In Table 31, it can be seen that 70.2% of UT students said that they would choose to enroll at UT again. This compares with 80.9% of first-year students at other public universities who said that they would choose the same institution again.

Table 31. Percentage of students who would enroll again.

Students who would choose to enroll at current institution again	The University of Toledo	All Public Universities	Difference
	70.2%	80.9%	-10.7%

NOTE: Blue indicates that more UT students plan on re-enrolling. Red indicates that more students in the comparison group plan on re-enrolling. Black indicates no practical significant difference between the groups.

Table 32 displays where students plan to enroll the fall of their second year. A total of 82.5% of UT students said that they planned to re-enroll in the fall compared with 93.2% of students in the comparison group. The majority of students who did not plan to return to UT, reported that they would be attending another institution (16.1%) rather than no institution (1.4%) at all. It should be noted that while 82.5% of UT students said that they planned to return to UT in the fall, the actual one-year return rate was 68.9%. A portion of this difference may reflect the fact that only on-campus students were surveyed, and on-campus students tend to have higher persistence rates than off-campus students. It will be important to conduct further analyses to determine how predictive students' persistence intentions are to their actual

enrollment behavior, and to identify other questions on the YFCY survey that are related to persistence.

Table 32. Students' enrollment plans for fall.

Students who plan to attend the following in the fall	The University of Toledo	All Public Universities	Difference
Current institution	82.5%	93.2%	-10.7%
Another institution	16.1%	6.1%	10.0%
No institution	1.4%	0.7%	0.7%

NOTE: Blue indicates that more UT students plan on re-enrolling. Red indicates that more students in the comparison group plan on re-enrolling. Black indicates no practical significant difference between the groups.

CONCLUSIONS

Overall, UT students report having a positive experience during their first year. They are more satisfied than they are dissatisfied with most institutional characteristics and programs; they feel successful in adjusting to college; and they intend to continue their education at UT. Areas of particular strength include:

- Participation in research
- Advising
- Student Union bookstore
- Moving in process
- Access to information about the University
- Web registration
- Interactions with faculty
- FYE initiatives, particularly:
 - Supplemental Instruction
 - Freshman orientation class (FYI)
 - Rocket Launch
 - Residence Life Faculty Friends
 - [Life@college.utoledo](http://life@college.utoledo.edu)
 - Living Learning Communities
 - Peer-Led Team Learning for General Chemistry

Although the comparison data should be interpreted cautiously, UT students tend to fall behind students at other 4-year public universities in several areas.

Areas in need of improvement include:

- Students' academic and social habits—students spend a lot of time engaged in extra-curricular activities (e.g., partying, watching TV, playing video games, etc.) and not as much time as they should focused on academic activities (e.g., attending class, studying, turning in assignments on time, etc.)
- Quality of instruction
- Computer facilities
- Student housing facilities/services
- Students' sense of belonging
- Safety
- Diversity climate on campus
- Food option plans

The present data represent a baseline measure of UT students' experience during the first college year. Although the comparison data represent some context in which to interpret these data, they are severely limited in that they do not represent a true comparison group (e.g., the comparison data include UT's own data, the other 22 participating institutions are very different from UT in size, mission, and scope). A better assessment of UT students' first college year will be possible when results of the 2006 YFCY survey are available. At that time it will be possible to compare our performance with ourselves and track historical trends.

METHODS

Survey Instrument

Data for this report were collected using the Your First College Year Survey (YFCY). YFCY is a national survey developed by the Higher Education Research Institute at The University of California, Los Angeles. The survey is administered at the end of the first college year and is designed to assess students' curricular and co-curricular experiences since entering college. Areas that are measured include:

- Academic achievement and engagement
- Learning strategies and pedagogical practices
- Residential and employment experiences
- Interactions with family, peers, faculty, and staff
- Patterns of behavior
- Student values and goals
- Satisfaction, self-confidence, and feelings of personal success

The 2005 version of the YFCY survey included 58 multiple choice questions, 27 standardized questions, and 30 local option questions. The survey can be viewed at the following address: http://www.gseis.ucla.edu/heri/yfcy/YFCY_2005_Survey.pdf, and the local option questions are provided in Appendix A.

The YFCY survey can be given as a stand-alone instrument in order to understand students' first-year experiences. However, the survey can also be used as a follow up to the Cooperative Institution Research Program (CIRP) Freshmen Survey, which is administered before the start of every fall to over 400,000 incoming college freshmen at more than 700 colleges and universities nationwide. About one-third of the items on the YFCY survey directly post-test questions on the CIRP, thus allowing institutions to examine how aspects of student behavior, beliefs, and identity change during the first year of college.

Data Collection

The YFCY survey was administered in the residence halls during the week of April 11-15, 2005 to 1,589 on-campus first-year students who were identified by the Office of Residence Life. The week before the administration of the survey, resident advisors were given a packet containing (a) YFCY surveys, (b) a list of students who were to be given the survey, (c) University of Toledo local option questions, (d) University of Toledo pencils, (e) an instructional

cover sheet, and (f) a list of frequently asked questions. The instructional cover sheet is included in Appendix B; the frequently asked questions are included in Appendix C. All resident advisors were given a small token of appreciation for their participation (i.e., \$2 gift certificate to Starbucks), and those resident advisors who obtained an 80% or better response rate were entered into a drawing to win a \$50 gift certificate to the UT bookstore.

Resident advisors were encouraged to administer the survey by holding a floor meeting early in the week of April 11, to explain the purpose and importance of the survey to students, and to inform students that they could win one of four \$25 gift certificates to the UT bookstore.

Sample

Because the YFCY survey looks very much like the CIRP and even contains many of the same questions, some students insisted that they had already taken the survey and therefore did not fill it out (this issue has already been addressed for the next survey administration). Moreover, HERI only analyzes data from first-time, full-time, first-year students. On-campus first-year students who completed the survey but did not meet any one of these criteria were excluded from analysis (49 students). Despite these reductions to the sample, the overall response rate was very good and far exceeded that of any other public university participating in the survey. A total of 869 students, or 54.7% of on-campus first-year-students identified by Residence Life completed the survey. This sample size generates a margin of error of 2.2%, which is more than sufficient to generalize the results to the overall population of on-campus first-year students. The 2.2% margin of error means that if, for example, 83.3% of students said that they interacted with faculty during office hours at least once per term, that the percentage of students in the entire population of on-campus first-year students who interacted with faculty at least once per term is somewhere between 81.1% and 85.5%.

Of the 869 first-time, full-time, first-year on campus students who took the survey, 225 or 27.4% gave HERI permission to release their student ID number to The University of Toledo.

Comparison Group

A total of 7,500 first-time, full-time, first-year students participated in the survey at 23 public universities. This comparison group includes the 869 students who participated at The University of Toledo (the average sample size at the comparison institutions was 326). Because 11.6% of the comparison data represents The University of Toledo's own data, differences between The University of Toledo and the comparison group appear smaller than they actually are. Consequently, the comparison group data should be interpreted with caution.

Comparison institutions include:

- Bowie State University
- Clemson University
- Colorado State University
- Medgar Evers College
- Miami University
- North Dakota State University

- Northern Illinois University
- Ohio State University
- Southern Illinois U-Carbondale
- Southern University-New Orleans
- SUNY-Stony Brook
- Tennessee State University
- Texas A&M University
- Texas Tech University
- Texas Woman's University
- Tuskegee University
- University of California-San Diego
- University of California-Santa Barbara
- University of Connecticut
- University of New Mexico
- University of Toledo
- University of Wisconsin-Milwaukee
- Virginia Poly Institute and State University

Sample Characteristics

The demographic characteristics of the UT sample are provided in Table 1 (page 3). As can be seen, these characteristics are fairly representative of the overall population of first-time, full-time, first-year UT students. However, it should be noted that more women (63.1%) and students of color (23.6%) are included in the comparison group than in the UT sample (53.2% and 16.7%, respectively).

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APPENDIX A: Local Option Questions

INSTRUCTIONS: Please take a few additional minutes to answer the following questions that are specific to The University of Toledo. **Please bubble in your answers on the bottom of page four of the actual survey.** Thank you for taking the time to complete the survey. Your willingness to participate is greatly appreciated!

Please indicate how helpful the following First-Year Experience (FYE) programs have been to you, if you participated in them:	Very Helpful	Somewhat Helpful	Not Very Helpful	Not Helpful at All	I did not participate in this program
28. Supplemental Instruction Through the Learning Enhancement Center (i.e., students taking a challenging course meet in small groups with a peer leader who has taken the course to discuss difficult concepts, study strategies, and problem solving).	A	B	C	D	E
29. Primos (i.e., a program for first-year Latino students in which students are paired with peer mentors who help with the transition to college life).	A	B	C	D	E
30. Life@college.utoledo (i.e., student seminars led by peer educators on such topics as binge drinking, HIV and STD prevention, sexual assault, and adjusting to college life).	A	B	C	D	E
31. Residence Life Faculty Friends (i.e., discussions and interactions with faculty members assigned to residence halls).	A	B	C	D	E
32. Service-Learning (i.e., students volunteer for a community program or to a community agency, such as the Make-a-Wish Foundation, the Cancer Society, or the Cherry Street Mission).	A	B	C	D	E
33. Peer-Led Team Learning for General Chemistry (i.e., a supplemental course to general chemistry that uses small study groups led by an advanced student).	A	B	C	D	E
34. Math 0990, Elementary/Intermediate Algebra Lab (i.e., a self-paced computer course for students who need to improve their algebra skills in preparation for math courses required in their major).	A	B	C	D	E
35. Technology-Supported Learning and Assessment in Math (Aim) (i.e., online homework incorporated into Mathematics for the Life Sciences I with MapleTA & Life Sciences II with AiM).	A	B	C	D	E

	I frequently participated in FYE programs	I occasionally participated in FYE programs	I rarely participated in FYE programs	I was aware of FYE programs but did not participate	I was not aware of FYE programs and did not participate
36. Please indicate your level of participation in and awareness of First Year Experience (FYE) programs.	A	B	C	D	E

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	I did not participate in this program
37. If you have resided in a Living Learning Community during the past academic year, how satisfied are you with that experience?	A	B	C	D	E

In adjusting to your first year at the University of Toledo, how helpful were each of the following?:	Very Helpful	Somewhat Helpful	Not Very Helpful	Not Helpful at All	I did not participate in this program
38. Freshman orientation class (FYI)	A	B	C	D	E
39. Rocket Launch	A	B	C	D	E

Over the past academic year, how satisfied were you with the following?:	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Not Applicable
40. Web registration	A	B	C	D	E
41. Housing assignment	A	B	C	D	E
42. Food plan options	A	B	C	D	E
43. Tuition and fees payment options	A	B	C	D	E
44. Financial Aid	A	B	C	D	E
45. Moving in process	A	B	C	D	E
46. Information on campus organizations	A	B	C	D	E
47. Information you received about the University	A	B	C	D	E
48. UT bookstore in Student Union	A	B	C	D	E
49. Availability of courses	A	B	C	D	E
50. Academic advising	A	B	C	D	E

During a typical week during the past academic year, how frequently have you done each of the following?:	Almost Always	Most of the Time	Some of the Time	Rarely	Almost Never
51. Skip class	A	B	C	D	E
52. Keep up with required course reading	A	B	C	D	E

	0-20 minutes	20-40 minutes	40-60 minutes	1-2 hours	More than 2 hours
53. During a typical study session, how long do you study?:	A	B	C	D	E

Approximately what proportion of the classes that you took this past academic year were:	0%-20%	21%-40%	41%-60%	61%-80%	81%-100%
54. General education requirements?	A	B	C	D	E
55. In your major?	A	B	C	D	E
56. Taken because they looked interesting?	A	B	C	D	E
57. Introductory courses with more than 50 students?	A	B	C	D	E

Thank You!

APPENDIX B:

Your First College Year Survey Administration Instructions

1. When should the survey be given to students?

Monday, April 11 – Friday, April 15.

2. Who should the survey be given to?

All first-year students living in the residence halls. A list of students is provided.

3. What should be given to students?

Each first-year student should receive a *Your First College Year* survey, a set of University of Toledo local option questions, an instructional cover sheet, and a University of Toledo pencil.

4. How should I pass out and collect surveys?

Hold a floor meeting early in the week of April 11-15 to administer the survey and to cover other floor topics. Before distributing the survey to first-year students, explain to students the purpose of the survey, how valuable their feedback is to the University, and how they can win one of four \$25 gift certificates to the UT bookstore. For example, you might say:

The University of Toledo is conducting a survey of first-year college students. The goal of the survey is to better understand students' experiences during their first college year. This is your chance to tell the UT administration what you like and what you don't like about your college experience. Your feedback is incredibly important and will be used to improve student services and to tailor programs to meet students' specific needs. It should not take you more than 10 minutes to complete the survey, and you will have the chance to win one of four \$25 gift certificates to the UT bookstore. If you would like to be entered into the drawing for one of the gift certificates, please include your name and ID number on the survey. All of the information you provide will be kept strictly confidential.

Ask students to complete the survey at the floor meeting, and to return it before leaving. Hand-deliver a survey to each first-year student on the list who was not present at the floor meeting.

5. How should the surveys be collected from students?

When students have completed the survey, ask them to place it into the "Completed Surveys" envelope provided, and cross their name off of the list. Only the *Your First College Year* survey needs to be collected. The instructional cover sheet and local option questions do not need to be collected. Students may keep the pencil.

6. How should the surveys be handled?

The surveys should be handled with strict confidentiality and professionalism. Completed surveys should be handled by the RA only and kept in a secure location. Examination of any portion of the survey other than the respondent's name is considered a breach of students' confidentiality.

7. Where should the completed surveys be returned?

Completed surveys should be returned to the Hall Director by 5:00 p.m. Friday, April 15.

APPENDIX C: Your First College Year Survey Frequently Asked Questions

- **What is the purpose of the survey?**
The purpose of the survey is to gain a better understanding of students' experiences during their first college year in order to improve services for first-year students and to enhance campus life for all students.
- **How long will the survey take to complete?**
The survey should take approximately 10 minutes to complete.
- **Are students required to complete the survey?**
No. Participation in this study is strictly voluntary. Students' responses (or decision not to respond) will in no way effect their relationship with The University of Toledo or their grades.
- **What if students would prefer not to respond to particular questions?**
There may be some questions that students feel uncomfortable answering or would simply prefer not to answer. Participation in this survey is strictly voluntary. Students are under no obligation whatsoever to answer any questions that they are not inclined to answer. Students may choose not to answer specific questions and still participate in the survey.
- **Do students have to include their name and/or ID number?**
No. Students are not required to include any identifying information. However, in order for students to be entered into the drawing for one of the four \$25 bookstore gift certificates, they must include either their full name or student ID number. Without at least one piece of identifying information, it would not be possible to award students a prize.
- **How will the surveys be handled?**
Surveys will be handled with strict confidentiality and professionalism. Responses will be used for research purposes only. No one at The University of Toledo will examine individual responses to survey questions. Resident advisors will keep completed surveys in a secure area until the surveys are sent for processing to the Higher Education Research Institute (HERI) at the University of California, Los Angeles. HERI will only release survey data back to The University of Toledo with a student's identifying information if that student expressly gave permission by answering "yes" to question #27. In addition, neither The University of Toledo nor HERI will release identifying information to other agencies or to other researchers.
- **Do students need to sign an informed consent form?**
No. Completion and return of the survey constitute their consent to participate in the research.
- **Do students receive anything for their participation?**
Students will receive a UT pencil which they may keep regardless of whether or not they complete the survey. In addition, each student who completes a survey and includes either his/her name or student ID will be entered into a drawing to win one of four \$25 gift certificates to the UT bookstore.
- **Where can students get additional information about the survey?**
Additional information regarding the Your First College Year survey can be found on the Higher Education Research Institute website at <http://www.gseis.ucla.edu/heri/heri.html>. Additional questions may be directed to Jennifer Rockwood, 419-530-2330 or jennifer.rockwood@utoledo.edu.