

MEMO

TO: Augustana College Cabinet

FROM: Mark Salisbury, Institutional Research

RE: 2014-15 Freshman Experience Survey Data and Findings

Over the last several years, the Institutional Research and Assessment Office has developed a series of surveys to collect experience and outcome data from first-year students. This series of surveys now include

- The Student Readiness Survey – given to all entering student in the summer before matriculation to ascertain the extent of the student’s skills and dispositions that will allow them to acclimate and succeed in college
- The End-of-First-Term (formerly Mid-Year) Freshman Survey – solicited from all first-year students in the last third of the fall term to ascertain the nature of their experiences transitioning to Augustana College
- The End-of-the-First-Year Survey – solicited from all first-year students in April/May to ascertain the nature of their experiences in succeeding during the first year and moving toward a successful second year

The results of each of these three surveys are enclosed here.

In addition, we provide a table that shows statistically significant relationships between specific outcomes that we have identified as important for the first year and experiences of first-year students. The findings in this table provide further opportunity for reflection on the nature of the first year experience and some potential ways in which we might continue to improve the design of that experience.

As always, if you have additional questions please do not hesitate to contact the Institutional Research and Assessment Office.

2014-2015 First Year Survey Results

Pre-College Traits

Gender	40.5% Male	59.5% Female
Race	74.5% White	25.5% Other/Unk
Award Category (Socioeconomic status)	28.1 % Pell	33.5% did not qual.
Average ACT	25.7	

Student Readiness Survey

The SRS scales were rated from 1-5, where 5 indicates the highest level of college readiness.

Scales	Number	Mean	St. Dev.
Academic Habits Scale Questions on this scale included: <ul style="list-style-type: none"> • I always turn in my assignments on time. • I organize my thoughts before beginning an assignment. • I highlight key points when I read assigned materials. • If I read a word I don't know, I take the time to look it up. • I start homework assignments early enough to avoid having to rush to complete them. • When I am confused by an assignment, I seek help right away. • I have used several different strategies to complete difficult homework assignments. • I make sure I know where to get academic help if I need it. 	706	3.74	0.550
Academic Confidence Scale Questions on this scale included: <ul style="list-style-type: none"> • I can learn almost anything if I set my mind to it. • I'm a fast learner. • I do my best in my classes. • I achieve little for the amount of time I spend studying. • I consistently do my school work well. 	706	4.15	0.478
Persistence and Grit Scale Questions on this scale included: <ul style="list-style-type: none"> • It is important to me to finish what I start. • I have achieved a goal that took years of work. • When I make plans, I follow through with them. • I bounce back after facing disappointment or failure. • Once I set a goal, I do my best to achieve it. • I have overcome setbacks to conquer an important challenge. • I am a hard worker. 	706	4.22	0.448
Interpersonal Maturity Scale Questions on this scale included: <ul style="list-style-type: none"> • In reaching an agreement, I consider the needs of others as well as my own needs. • I'm willing to compromise when resolving a conflict. • I react first and ask questions later. • I accept people just as they are. • I like to cooperate with others. • I can be rude to others. • I am often critical of other people. • I have empathy for others. 	706	4.06	0.417
Stress Management Scale Questions on this scale included: <ul style="list-style-type: none"> • I have a bad temper. • I'm a patient person. • I am calm and emotionally stable. • I tend to worry a lot. • I handle stress well. 	706	3.71	0.613
Comfort with Social Interactions Scale Questions on this scale included: <ul style="list-style-type: none"> • I avoid activities that require meeting new people. • I make friends easily. • I find it hard to talk to people I don't know well. 	706	3.81	0.792

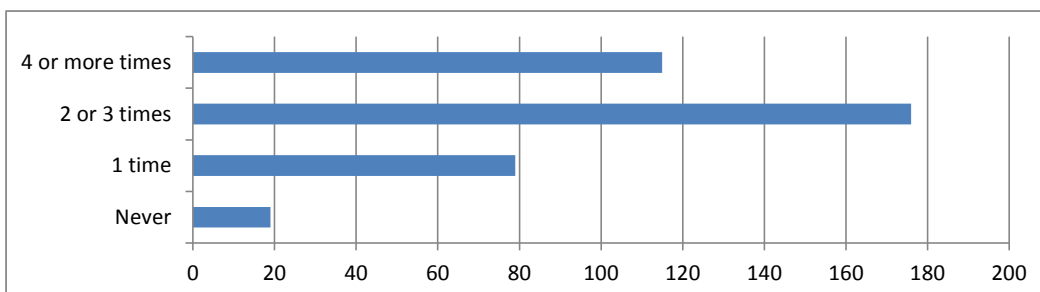
2014-2015 Midyear Survey Results

First Year Advising

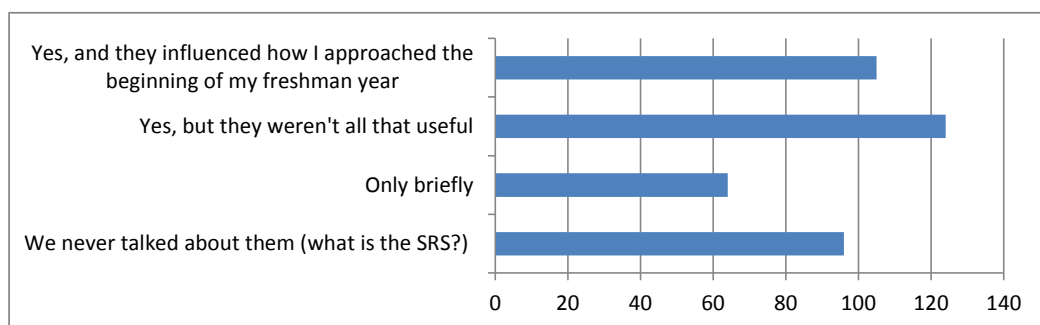
*Responses: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

	Number	Mean	St. Dev.	% resp. 4 or 5
When I contacted my first year adviser he/she responded in a reasonable amount of time.*	389	4.27	0.794	87.1%
My first year adviser helped me understand how to select courses that meet Augustana's liberal arts core curriculum (general education) requirements.*	389	4.01	0.931	76.1%
My first year adviser connected me with other campus offices, resources, or opportunities (offices like Student Activities, CORE, the Counseling Center) to help me succeed during my first year.*	389	3.62	1.020	60.4%
My first year adviser made me feel like I could succeed at Augustana.*	389	4.20	0.853	82.2%

By the end of the fall term, how many times will you have met with your first year adviser?



My first year adviser helped me understand my Student Readiness Survey (SRS) results.



Residential Life

*Responses: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

-Question is repeated in the End of the Year Survey Questions

	Number	Mean	St. Dev.	% resp. 4 or 5
I know that my Community Adviser (CA) cares about how I am doing at Augustana.*	389	3.93	0.928	71.4%
My residence hall experiences helped me develop useful ways to handle conflict and resolve disagreement tactfully.*~	389	3.23	0.83	36.7%
My day to day experience in my residence hall helped me feel like I fit in at Augustana.*	389	3.47	0.926	50.7%

Student Activities

*Responses: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

-Question is repeated in the End of the Year Survey Questions

	Number	Mean	St. Dev.	% resp. 4 or 5
I've begun participating in at least one student group/organization that interests me.*	389	4.26	0.967	86.6%

LSFY/Honors

*Responses: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

**1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=All the time

	Number	Mean	St. Dev.	% resp. 4 or 5
My LSFY/Honors instructor helped me develop at least one specific way to be a more successful college student.*	389	3.8700	1.004	71.5%
How often do you spend time socially with your LSFY/Honors classmates?***	389	2.78	1.195	28.3%

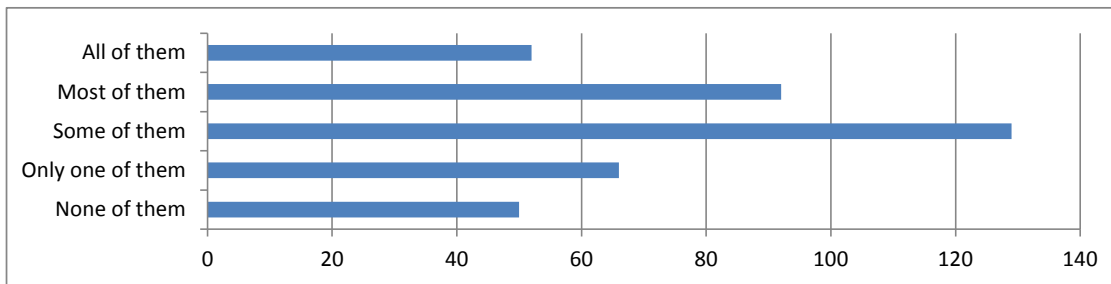
Curriculum and Faculty Interactions

*Responses: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

**Responses: 1=Never 2=Rarely, 3=Sometimes, 4=Often, 5=Most or all of the time

	Number	Mean	St. Dev.	% resp. 4 or 5
My professors were interested in helping students grow in more than just academic areas.*	389	3.99	0.768	79.0%
My instructors set high expectations for my learning and growth.**	389	4.32	0.674	90.2%
I had access to my grades and other feedback early enough in the term to adjust my study habits or seek help as necessary.*	389	3.02	1.171	39.6%
How often have your instructors pointed out something you did well on an assignment or in class?***	389	4.20	0.853	37.1%
I really worked hard to meet my instructor's expectations.**	389	4.34	0.718	88.7%

How many of your professors did you talk to outside of class about how to best succeed in their course?



Environment and Outcomes

*Responses: 1=Yes, 0=No

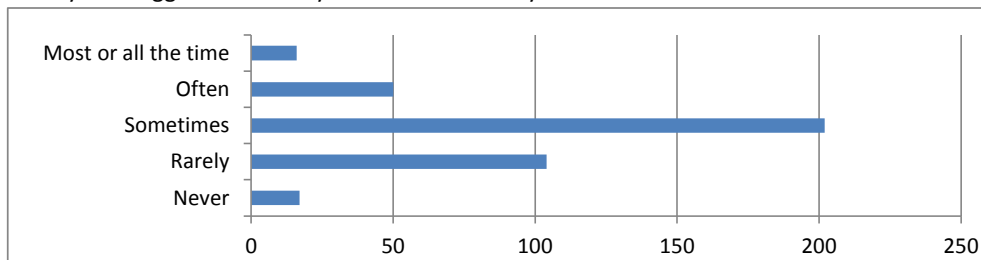
**Responses: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

***Responses: 1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Very Often

~Question is repeated in the End of the Year Survey Questions

	Number	Mean	St. Dev.	% resp. 4 or 5
I used one of these academic support resources (e.g. one-on-one tutoring, drop-in help sessions, optional review sessions, the Reading/Writing Center, faculty office hours).*	389	0.73	0.443	N/A
I've been able to find a group of good friends at Augustana.**~	389	4.14	0.927	81.0%
I feel like I belong on campus.**~	389	4.12	0.858	83.3%
How often do you eat in the CSL by yourself?***	388	2.35	1.192	18.8%
Welcome Week provided the start I needed to succeed academically at Augustana.*	389	3.58	0.889	57.8%

How often do you struggle to balance your academics and your extra-curricular activities?



2014-2015 End of the First Year Survey Results

Campus Participation

These questions were answered with No = 0 and Yes = 1, so the mean gives the proportion participating.

(i.e. Mean of 0.45 says that 45% of students participated)

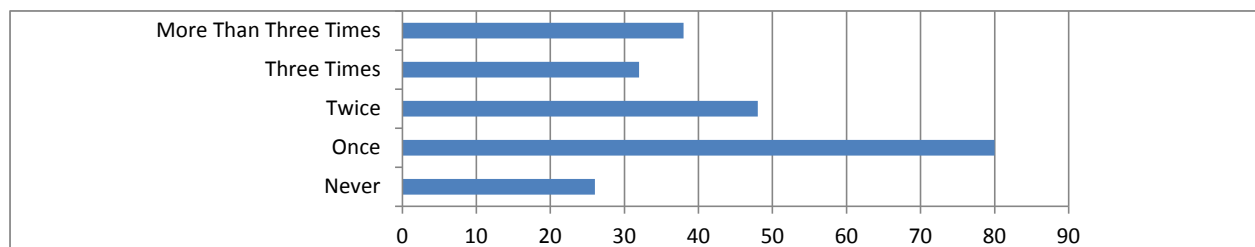
	Number	Mean	St. Dev.
Did you rush a social fraternity or sorority this spring?	223	0.41	0.493
Did you participate in intercollegiate NCAA athletics?	223	0.23	0.421
Did you participate in a college music ensemble?	224	0.25	0.434
Did you participate in the EMERGE leadership program?	224	0.17	0.376
Were you enrolled in an honors course?	224	0.17	0.380
I lived on-campus this year.	224	0.92	0.265

First Year Advising

*Responses: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

	Number	Mean	St. Dev.	% resp. 4 or 5
My first-year adviser and I used the Program Evaluation in Arches to plan my academic progress.*	223	3.66	1.135	65.0%
My first-year adviser connected me with other campus offices (CORE, OSL, Counseling Center, Reading/Writing Center, etc.) that helped me make even more of my first year.*	223	3.26	1.140	43.0%
My first-year adviser asked me about my career goals and post-graduate aspirations.*	224	3.97	1.015	78.1%
My first-year adviser pushed me to think about choosing courses as more than just checking boxes.*	223	3.88	0.995	70.8%
My first- year adviser helped me identify a combination of in-class and out-of-class experiences to get more out of my first year.*	223	3.44	1.089	52.0%
My adviser genuinely seemed to care about my development as a whole person.*	224	3.66	1.033	79.4%

About how often did you meet with your first-year adviser during the spring term?



Residential Life

*Responses: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

-Question is repeated in the Midyear Survey Questions

	Number	Mean	St. Dev.	% resp. 4 or 5
I regularly participated in the events and activities planned for my floor.*	207	2.77	1.137	29.3%
My day-to-day experience in my residence hall mde it easy to be a good student.*	207	3.71	0.9883	66.6%
The residence life staff connected me with other offices and resources on campus to be a more successful student.*	207	2.76	1.038	24.1%
My residence hall experience helped me build a diverse peer group.*	207	3.28	1.132	49.3%
The residence life staff emphasized thinking about the impact of my own actions on the health and quality of our community.*	206	3.38	0.975	50.9%
My residence hall Community Advisers (CA) made it easier for me to find my own way of fitting in at Augustana.*	207	3.20	1.206	42.6%
My residence hall experience helped me develop useful ways to handle conflict and resolve disagreement tactfully.*~	207	3.38	0.947	52.7%

Student Activities

*Responses: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

**Responses: 1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Very Often

	Number	Mean	St. Dev.	% resp. 4 or 5
I found student groups or clubs that fit my interests.*	219	4.26	0.873	86.3%
My out-of-class experiences involved me in community service off campus.*	217	3.50	1.179	57.6%
My co-curricular involvement helped me build a network of healthy friendships.*	218	4.22	0.899	87.2%
My out-of-class experiences helped me connect what I learned in the classroom with real-life events.*	218	3.66	0.986	63.3%
My out-of-class experiences have helped me develop a deeper understanding of myself.*	218	3.99	0.880	79.9%
My out-of-class experiences have helped me develop a deeper understanding of how I relate to others.*	219	4.04	0.861	82.2%
About how often have you had serious conversations with students from a different race/ethnicity, economic background, religious beliefs, or political opinions.**	219	3.60	1.028	53.0%

LSFY/Honors

*Responses: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

**Responses: 1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Very Often

	Number	Mean	St. Dev.	% resp. 4 or 5
How often did your LSFY/Honors assignments require multiple drafts with substantial revisions based on the feedback you received?***	223	4.03	0.932	76.6%
How often did your LSFY/Honors writing assignments ask you to respond to an article by summarizing its arguments and then disagreeing or expanding on them?***	222	3.70	1.078	60.8%
Through my LSFY/Honors classes, I developed more effective ways to understand and remember what I read.*	221	3.42	1.013	51.1%
My LSFY/Honors classes helped me improve my approach to researching a topic.*	223	3.7	0.989	67.7%
In my LSFY/Honors classes, I received feedback on my in-class presentation style that helped improve my oral communication skills.*	223	3.39	1.016	49.3%
How often did you talk about ideas contained in "The Round House" with your peers outside of class?***	223	1.88	1.007	6.7%

Curriculum and Faculty Interactions

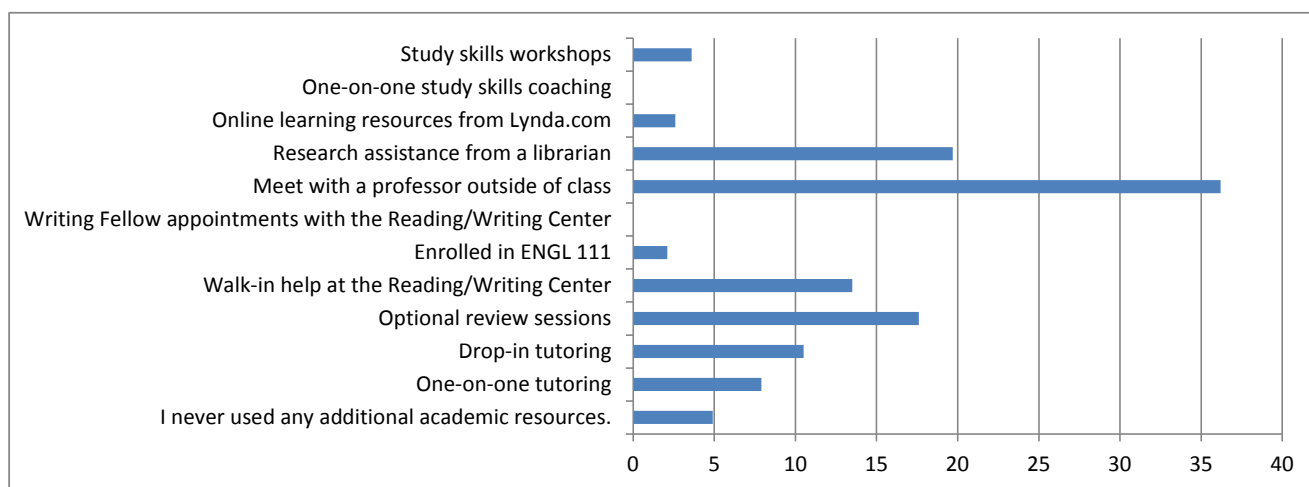
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**Responses: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

	Number	Mean	St. Dev.	% resp. 4 or 5
I made sure I participated in class. (e.g. contributing ideas when working in small groups, speaking up during class discussions, asking questions when I'm not sure I understand something).*	222	3.82	0.901	67.6%
Symposium Day activities influenced the way that I now think about real world issues.**	220	3.23	0.981	40.9%
My instructors integrated themes or ideas from Symposium Day into their courses.**	223	3.29	0.929	45.7%
I went out of my way to interact with my professors outside of class.**	223	3.42	0.926	42.6%
I find myself thinking about what I'm learning in my classes even when I'm not in class or studying.*	223	3.67	0.942	54.2%
Faculty and staff treated me like an individual.**	221	4.25	0.711	90.5%
My instructors clearly explained how the skills I learned in their courses could be useful in my future.**	223	3.58	0.891	56.1%
How often did faculty emphasize the importance of contributing to the quality of local neighborhoods and our surrounding community?*	221	2.84	1.143	30.3%
Because of graded assignments or in-depth feedback from my instructors, I knew how I was doing in my classes prior to the drop deadline (the end of week five).**	222	3.39	1.099	50.5%

I used a planner (online or paper) to make sure that I had enough time to finish homework or prepare for tests.**	223	3.61	1.146	57.0%
How often did faculty ask you to apply your learning to address societal problems or issues?*	223	3.55	0.938	50.2%
My instructors recommended specific out-of-class experiences that would enhance my learning and growth.*	223	3.17	1.039	39.0%
My one-on-one interactions with faculty have had a positive influence on my intellectual growth and interest in ideas. **	223	4.18	0.774	65.2%
How often did you push yourself to work harder on an assignment even though the extra effort wouldn't necessarily improve your grade?*	223	3.72	1.007	60.5%
In your courses, how often were you asked to examine the strengths and weakness of your own views on a topic or issue?*	222	3.53	0.891	51.3%
How frequently did your faculty ask you to try to understand someone else's views by imagining how an issue looks from his or her perspective?*	223	3.61	0.998	56.9%

Did you ever seek out additional academic resources to help you succeed? Please select all of the resources that you used during this past academic year. (chart reflects percentage of students choosing that option)



Environment and Outcomes

*Responses: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

**Responses: 1=Definitely Not, 2=Probably Not, 3=Not Sure, 4=Probably Yes, 5=Definitely Yes

***Responses: 1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Very Often

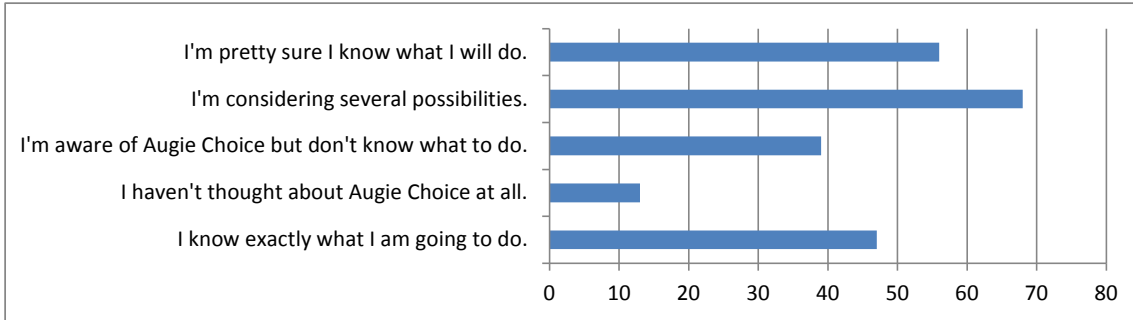
****Responses: 1=None, 2=A little, 3=About half, 4=Most, 5=All

-Question is repeated in the Midyear Survey Questions

	Number	Mean	St. Dev.	% resp. 4 or 5
My interactions with campus librarians (as part of a class or through my own initiative) helped me use library resources more effectively.*	223	3.73	0.925	69.1%
Of all the time you spent studying this year, about how much of it was in your dorm room?****	222	3.02	1.048	38.3%
I made sure that I set aside time to study during the day so that I wouldn't have to do it all at night.*	221	0.57	1.045	51.1%
How often did you study - by yourself or in small groups - in the CSL (Tredway Library, 4th floor study spaces, Brew, or Dining Hall)?***	221	3.68	1.175	59.3%
During the year I got better at balancing my academics with my out-of-class activities.*	220	3.94	0.803	75.0%
I feel a strong sense of belonging on campus.*~	223	4.10	0.915	80.2%
I am certain that my choice of major(s) is a good fit for who I am right now and where I want my life to go.*	223	4.28	0.785	83.4%
If you could relive your college decision, would you choose Augustana again?***	223	4.31	0.990	84.3%

Over the past academic year, I have developed a better sense of who I am and where I want my life to go.*	221	4.10	0.909	82.8%
My experiences this year matched my expectations from the admissions process.*	223	3.52	1.021	59.1%
Reflecting on the past year, I can think of specific experiences or conversations that helped me clarify my life/career goals. (e.g. conversations with faculty/staff, organized activities with other students, community involvement, specific classes, etc.)*	223	3.97	0.900	77.1%

I have a plan for how I will use my Augie Choice money.



Inclusive Binary Logistic Findings

Categories	I feel a strong sense of belonging on campus.	Over the past academic year, I have developed a better sense of who I am and where I want my life to go.	If you could relive your college decision, would you choose Augustana again?	During the year I got better at balancing my academics with my out-of-class activities.	I am certain that my choice of major(s) is a good fit for who I am right now.	How often did you push yourself to work harder on an assignment even though the extra effort wouldn't necessarily improve your grade?	I find myself thinking about what I am learning in my classes even when I'm not in class or studying.
Co-Curricular	None	-Out of class experiences helped relate to others	-None	-None	- Out of class experiences helped relate to others -Out of class experiences helped understand self (Negative)	-None	-None
Campus Participation	-Network of friends	-Being in EMERGE	-Network of friends	-Network of friends	-None	-Music ensemble (Negative) -Network of friends	-None
Residential Life	-CA helped student fit in at Augie -CA connected student to campus offices and resources -Res hall made it easy to be a good student	-Res life helped develop useful ways to handle conflict	- Res hall made it easy to be a good student	- Res hall made it easy to be a good student	-None	-None	- None
Student Habits	-None	-Used planner	-None	-None	-None	-Study time during day -Used planner	-Used planner

Inclusive Binary Logistic Findings

Environment	-Study in CSL -Faculty/staff treated me like an individual	- Faculty/staff treated me like an individual -Experience matched admissions expectations	- Faculty/staff treated me like an individual -Experience matched admissions expectations	-Symposium Day themes integrated by instructor in courses	-Experience matched admissions expectations -Study in CSL	-Experience matched admissions expectations (Negative)	- Faculty/staff treated me like an individual -Symposium Day themes integrated by instructor in courses
LSFY/Honors	-Improve research skills	-None	-None	-Requiring multiple drafts	-None	-None	-Discussing Augie Reads book outside of class
First Year Advising	None	-Asking about career goals	-Contact frequency with advisor (Negative)	-Advisor helped identify experiences in and out of class to make the most out of student's first year	-Advisor helped identify experiences in and out of class to make the most out of student's first year	-None	-None
Outcomes	-Choose Augie again -Can think of specific moments that helped clarify goals -Can balance academics and extracurricular activities	-Can think of specific moments that helped clarify goals	-Sense of belonging	-Sense of belonging	-Can balance academics and extracurricular activities	-Can balance academics and extracurricular activities	-Can balance academics and extracurricular activities -Choose Augie again (Negative)

Inclusive Binary Logistic Findings

Overall Curricular Experience	-None	-Positive one on one interactions with faculty -Instructor pushed student to work harder -Importance of contributing to local community -Imagine other perspectives -Interact with professors outside of class -Instructors recommended specific out of class experiences -Instructor explained how skills in class are useful in the future -Examine strengths/weaknesses of own views -Think about learning outside of class	- Think about learning outside of class	-Apply learning to societal problems -Know what to use Augie Choice for -Importance of contributing to the local community	-None	-None	-None
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-Ethnicity/race being non-white is a negative significant predictor of “Over the past academic year, I have developed a better sense of who I am and where I want my life to go.” when combined with items from the co-curricular, campus participation, environment, first year advising, LSFY/honors, and outcomes areas.

-Gender being female is a significant predictor of “Over the past academic year, I have developed a better sense of who I am and where I want my life to go.” when combined with items from campus participation.