

# Wake Forest University Your First College Year Results 2014

Below is a summary of the 2014 Your First College Year survey. Wake Forest University compared favorably to the other 199 administering institutions in nearly every construct area. Wake Forest freshmen trended positively in the areas of Faculty Interaction and Social Agency.

Your First College Year (YFCY) is a national survey directed at UCLA by the Higher Education Research Institute (HERI). YFCY is useful for determining from end-of-year freshmen their experiences and satisfaction with a number of areas across the university. In conjunction with The Freshmen Survey (TFS) administered in the fall as students enter Wake Forest, YFCY provides data on how the first year of college affects students in a number of areas. YFCY was first administered to Wake Forest freshmen in 2013 and was administered again in 2014.

YFCY was distributed online by the Office of Institutional Research in April 2014 to all Wake Forest freshmen. A total of 120 freshmen submitted responses, representing 10% of the freshmen class. The respondents were mostly representative of the freshmen class, with slightly more students reporting two or more races or not reporting race and slightly less students reporting White or Hispanic/Latino. Women were overrepresented at 63% of respondents compared to 52% of the freshmen class.

## **WFU Compares Favorably to Nation on Item Constructs**

Due to the large quantity of individual questions asked and the complexity of assessing specific areas of potential concern, HERI developed a number of constructs which group information gathered from numerous items into a more reliable, cumulative measure. These construct scores, which provide a way of looking at overall trends among survey responses, have a population mean of 50 across all administering institutions and a standard deviation of 10.

Constructs in Which WFU Scored Above National Average (WFU Average Score):

- Pluralistic Orientation (54.1)
- Social Agency (54.1)
- Positive Cross-Racial Interaction (53.8)
- Habits of Mind (53.6)
- Faculty Interaction: Contact and Communication (53.3)

Notably, Wake Forest did not score more than three points below the national average on any construct. WFU construct scores did not differ markedly from seventeen Private University scores, nor from WFU 2013 scores.

When comparing change within individuals responding to both TFS in the fall and YFCY in the spring, only one construct (Academic Self-Concept) showed substantial movement. The construct scores in Academic Self-Concept dropped from beginning to end of freshmen year for students at Private Universities, but showed an even larger drop among students at Wake Forest.

For more information on constructs, see [http://ir.wfu.edu/files/YFCY\\_WFU\\_2014.pdf#page=3](http://ir.wfu.edu/files/YFCY_WFU_2014.pdf#page=3) on participating institutions, see [http://ir.wfu.edu/files/YFCY\\_WFU\\_2014.pdf#page=40](http://ir.wfu.edu/files/YFCY_WFU_2014.pdf#page=40).

## **Individual Items of Note**

### WFU Only -- 2014 YFCY compared to 2013 YFCY

Although less reliable than constructs, several items showed a change in political involvement by comparison to last year's administration of YFCY at Wake:

#### Items of Positive Movement at Wake

- More voted in a student election
- More were encouraged by faculty to meet with them outside of class

#### Items of Negative Movement at Wake

- Fewer consider keeping up to date with political affairs important
- Fewer joined a student-run political club

### WFU Only -- Spring 2014 YFCY compared to Fall 2013 TFS

The responses for the cohort entering in fall 2013 differed from start (TFS) to end (YFCY) of freshmen year in a few notable areas, such as placing increased importance on the arts:

#### Items of Positive Movement Among Freshmen at Wake

- More consider becoming accomplished in performing arts important
- More consider writing original works important
- More consider creating artistic works important
- More consider developing a meaningful philosophy of life very important

#### Items of Negative Movement Among Freshmen at Wake

- Fewer tutored another student
- More drank beer
- More felt depressed
- Fewer rate themselves as "highest 10%" in physical health compared to others their age

## Wake Forest 2014 YFCY compared to Private Universities 2014 YFCY

In general, Wake freshmen compared favorably to freshmen at Private Universities on individual items concerning active involvement in the classroom and community:

More Wake Freshmen compared to Private University Freshmen reported in YFCY to

- Have frequently asked questions in class
- Have been very satisfied with class size
- Have been a guest in a professor's home
- Have utilized student health services
- Have performed volunteer work
- Have voted in a student election
- Have helped raise money for a cause or campaign
- Agree there is a lot of racial tension on this campus
- Have joined a social fraternity or sorority
- Have played club, intramural, or recreational sports
- Be White / Caucasian

Fewer Wake Freshmen compared to Private University Freshmen reported in YFCY to

- Be currently registered to vote
- Be Asian American / Asian

## WFU Custom Questions

In addition to HERI items, Wake Forest has added a number of custom items to the survey. The only marked difference was a smaller percentage of students in 2014 agreeing that "there is a strong sense of school spirit at Wake Forest."

For significant difference in all individual question responses from 2013, see [http://ir.wfu.edu/files/YFCY\\_WFU\\_2014.pdf#page=10](http://ir.wfu.edu/files/YFCY_WFU_2014.pdf#page=10).

For significant differences in all individual question responses from Priv. Univ., see [http://ir.wfu.edu/files/YFCY\\_WFU\\_2014.pdf#page=18](http://ir.wfu.edu/files/YFCY_WFU_2014.pdf#page=18).

For more information by gender and comparison group from 2014, see [http://ir.wfu.edu/files/YFCY\\_2014\\_PROFILE\\_LONGITUDINAL.pdf](http://ir.wfu.edu/files/YFCY_2014_PROFILE_LONGITUDINAL.pdf).

For all WFU custom questions, see [http://ir.wfu.edu/files/YFCY\\_WFU\\_2014.pdf#page=35](http://ir.wfu.edu/files/YFCY_WFU_2014.pdf#page=35).