Occidental College
Who are our First-Year Students?

CSP Workshop
August 19, 2014 – Hanna Spinosa
What defines your “generation?”
Millennial Generation
Survey Results

HERI CIRP “The Freshman Survey”
First-time, Full-time Freshmen (N=538 for 2013)
Administered During Orientation
50 Year Trends

HERI CIRP “Your First College Year”
First-time, Full-time Freshmen (N=447 for 2012)
Administered During CSP every other year

(Other surveys: Diverse Learning Environments and College Senior Survey)
Demographics

From what kind of high school did you graduate?

<table>
<thead>
<tr>
<th>School Type</th>
<th>Occidental</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public school (not charter or magnet)</td>
<td>50.9%</td>
<td>59.0%</td>
</tr>
<tr>
<td>Public magnet school</td>
<td>3.4%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Private independent college-prep school</td>
<td>9.5%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Private independent college-prep school</td>
<td>32.5%</td>
<td>25.7%</td>
</tr>
<tr>
<td></td>
<td>0.2%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>
Demographics

How many miles is this college from your permanent home?

- 5 or less: 0.9% (Occidental), 1.4% (Comparison Group)
- 6-10: 2.6% (Occidental), 1.3% (Comparison Group)
- 11-50: 14.3% (Occidental), 7.5% (Comparison Group)
- 51-100: 7.5% (Occidental), 5.3% (Comparison Group)
- 101-500: 22.5% (Occidental), 10.9% (Comparison Group)
- Over 500: 54.3% (Occidental), 40.0% (Comparison Group)
Rate yourself against your peers: Intellectual Self-Confidence

Above

Average


Average
How important is it to you to keep up to date with political affairs?

- Very important
- Somewhat important
Civic Engagement

Engaged citizens are a critical element in the functioning of our democratic society. *Civic Engagement* measures the extent to which students are motivated and involved in civic, electoral and political activities.

**Construct Items**

- Publicly communicated your opinion about a cause
- I am interested in seeking information about current social and political issues
- Worked on a local, state, or national political campaign
- Demonstrated for a cause
- Keeping up to date with political affairs
- Influencing social values
- Helped raise money for a cause or campaign
- Performed volunteer work
Understanding students’ established behaviors in high school helps foster skills, knowledge and abilities in the curriculum and co-curriculum.
High School Experiences

How many Advanced Placement courses did you take in high school?

- 0%: Not offered at my high school
- 10%: None
- 20%: 1-4
- 30%: 5-9
- 40%: 10-14
- 50%: 15+

Comparison Group

Oxy
Self-awareness and confidence in academic environments help students learn by encouraging their intellectual inquiry. *Academic Self-Concept* is a unified measure of students’ beliefs about their abilities and confidence in academic environments.

**Construct Items**
- Self-rated academic ability
- Self-rated mathematical ability
- Self-rated self-confidence (intellectual)
- Self-rated drive to achieve
High School Experiences
Do you feel you *will need* any special tutoring or remedial work in any of the following subjects?
How many hours per week do you spend studying or working on homework?

11-15 hours


6-10 hours

1-2 hours
Selectivity and Oxy
College Admissions Decisions

To how many colleges *other than this one* did you apply for admission this year?

![Bar chart showing the distribution of the number of colleges applied to, compared between Occidental and the Comparison Group.](chart.png)
Were you accepted by your first choice college?

- Yes: 51.4%
- No: 48.6%

Is this college your...

- First Choice:
  - Occidental: 60.2%
  - Comparison Group: 42.0%
- Second Choice:
  - Occidental: 27.3%
  - Comparison Group: 23.3%
- Third Choice:
  - Occidental: 18.8%
  - Comparison Group: 10.1%
- Less than Third Choice:
  - Occidental: 11.9%
  - Comparison Group: 6.4%
How high on your list of choices was Oxy?
College Choice

How important was each reason in your decision to attend this college?

- My parents wanted me to come here: 9.4% Very Important, 13.1% Somewhat Important
- I wanted to live near home: 37.9% Very Important, 42.0% Somewhat Important
- Rankings in national magazines: 10.7% Very Important, 8.4% Somewhat Important
- A visit to the campus: 17.5% Very Important, 25.4% Somewhat Important

Comparison Group

- Oxy: Very Important: 20.3%, Somewhat Important: 20.9%
- Very Important: 44.8%, Somewhat Important: 45.6%

- Comparison Group: Very Important: 55.7%, Somewhat Important: 60.5%
## College Choice

How important was each reason in your decision to attend *this college*?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Oxy</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>This college has a very good academic reputation</td>
<td>73.9%</td>
<td>79.9%</td>
</tr>
<tr>
<td>This college has a good reputation for its social activities</td>
<td>47.2%</td>
<td>43.2%</td>
</tr>
<tr>
<td>This college’s graduates gain admission to top graduate/professional schools</td>
<td>43.5%</td>
<td>37.5%</td>
</tr>
<tr>
<td>This college’s graduates get good jobs</td>
<td>41.7%</td>
<td>33.7%</td>
</tr>
<tr>
<td>The percentage of students that graduate from this college</td>
<td>31.1%</td>
<td>36.8%</td>
</tr>
</tbody>
</table>

**Legend:**
- Very Important
- Somewhat Important
How important is it to be well-off financially?

- Not at all
- Somewhat important
- Very important


Graph showing the trend over time.
A Pluralistic Learning Community
Rate yourself against your peers: ability to work cooperatively with diverse people
Knowledge, Skills and Abilities

Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Oxy</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of people from different races/cultures</td>
<td>17.9%</td>
<td>41.8%</td>
</tr>
<tr>
<td>Ability to get along with people of different races/cultures</td>
<td>14.7%</td>
<td>53.3%</td>
</tr>
<tr>
<td></td>
<td>37.8%</td>
<td>37.7%</td>
</tr>
<tr>
<td></td>
<td>36.4%</td>
<td>50.0%</td>
</tr>
</tbody>
</table>
How important is it to help promote racial understanding?

- Essential
- Very important
- Somewhat important

Expectations for College: Major and Career

Understanding students’ intended majors and career aspirations helps them plot an intentional and meaningful course of study.
Expectations: Degree Aspirations
What is the highest academic degree that you intend to attain?
How important is it to become an authority in your field?

Not at all

Somewhat important

Very important

## Expectations: Major

Please indicate your intended major.

<table>
<thead>
<tr>
<th>Major</th>
<th>Oxy</th>
<th>Comp Group</th>
<th>Oxy</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>0.2%</td>
<td>0.2%</td>
<td>3.4%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Biological &amp; Life Sciences</td>
<td>18.2%</td>
<td>16.1%</td>
<td>3.4%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Business</td>
<td>2.5%</td>
<td>10.0%</td>
<td>5.9%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Education</td>
<td>0.8%</td>
<td>2.2%</td>
<td>17.2%</td>
<td>12.3%</td>
</tr>
<tr>
<td>Engineering</td>
<td>4.2%</td>
<td>3.3%</td>
<td>0.0%</td>
<td>0.3%</td>
</tr>
<tr>
<td>English</td>
<td>1.3%</td>
<td>3.3%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Health Professions</td>
<td>5.6%</td>
<td>6.5%</td>
<td>1.1%</td>
<td>1.3%</td>
</tr>
<tr>
<td>History or Political Science</td>
<td>11.1%</td>
<td>7.9%</td>
<td>20.1%</td>
<td>18.3%</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>4.8%</td>
<td>6.4%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Expectations: Career**

Please indicate your intended career.

<table>
<thead>
<tr>
<th>Career</th>
<th>Oxy</th>
<th>Comp Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture/Natural Resources</td>
<td>0.8%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Artist</td>
<td>9.0%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Business</td>
<td>8.8%</td>
<td>12.8%</td>
</tr>
<tr>
<td>Business (Admin Assistant)</td>
<td>0.4%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Clergy</td>
<td>0.4%</td>
<td>0.9%</td>
</tr>
<tr>
<td>College Faculty</td>
<td>1.3%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Communications</td>
<td>1.9%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Doctor (MD or DDS)</td>
<td>11.9%</td>
<td>11.6%</td>
</tr>
<tr>
<td>Education (Elementary/Secondary)</td>
<td>2.3%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Engineer</td>
<td>5.2%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Government</td>
<td>6.1%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Health Professional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homemaker/Stay-at-Home Parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Technology Professional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lawyer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Military</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Scientist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service Industry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skilled Worker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social /Non-Profit Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undecided</td>
<td>23.2%</td>
<td>22.5%</td>
</tr>
</tbody>
</table>
Expectations for College Life

What is your best guess as to the chances that you will:

- Communicate regularly with your professors
  - Oxy: Very Good Chance - 62.9%
  - Comparison Group: Very Good Chance - 34.5%

- Take a course exclusively online at this institution
  - Oxy: Some Chance - 1.2%
  - Comparison Group: Very Good Chance - 35.8%

- Work on a professor’s research project
  - Oxy: Very Good Chance - 36.0%
  - Comparison Group: Very Good Chance - 49.5%
How frequently (in last year) did you study with other students?

- Occasionally
- Frequently
How frequently (in last year) did you use the internet for homework or research?

Frequently

Occasionally

Expectations for College Life

Understanding students’ expectations helps provide opportunities for students to grow intellectually, interpersonally and affectively.
Expectations for College Life

What is your best guess as to the chances that you will:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Oxy</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in volunteer or community service</td>
<td>41.7%</td>
<td></td>
</tr>
<tr>
<td>work</td>
<td>39.1%</td>
<td></td>
</tr>
<tr>
<td>Participate in a study abroad program</td>
<td>28.8%</td>
<td></td>
</tr>
<tr>
<td>Discuss course content with students</td>
<td>28.8%</td>
<td></td>
</tr>
<tr>
<td>outside of class</td>
<td>27.4%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>21.5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>26.4%</td>
<td></td>
</tr>
</tbody>
</table>
Health and Wellness

Students’ physical and emotional well-being can affect many important aspects of the student experience including academic performance and persistence. These items gauge student behaviors, attitudes and experiences related to health and wellness.

- **Felt overwhelmed by all you had to do**
  - Oxy: 48.9%
  - Comparison Group: 54.4%

- **Felt depressed**
  - Oxy: 11.5%
  - Comparison Group: 41.1%
Rate yourself against your peers: Social Self-Confidence

Below Average  Above Average
How many hours per week do you exercise or play sports?

- 3-5 hours
- 6-10 hours
- 11-15 hours
Questions so far?
THE FIRST YEAR IS A BIG DEAL

Results from the Your First College Year Survey (YFCY) offer a window into the first-year experience, providing important information on your students’:

• Adjustment to college
• Academic outcomes and experiences
• Co-curricular experiences
• Satisfaction
• Overall growth
Adjustment to College

Students’ ability to adjust academically and socially plays a large role in student success, retention, and satisfaction.
Academic Adjustment

*Academic Adjustment* measures the ease with which students adjust to the academic demands of college.

<table>
<thead>
<tr>
<th>Construct Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Adjust to the academic demands of college</td>
</tr>
<tr>
<td>• Develop effective study skills</td>
</tr>
<tr>
<td>• Manage your time effectively</td>
</tr>
<tr>
<td>• Understand what your professors expect of you academically</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All FTFT</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.9</td>
<td>48.9</td>
<td>48.8</td>
</tr>
<tr>
<td>50.7</td>
<td>50.3</td>
<td>50.9</td>
</tr>
</tbody>
</table>

43
Self-awareness and confidence in academic environments help students learn by encouraging their intellectual inquiry. *Academic Self-Concept* is a unified measure of students’ beliefs about their abilities and confidence in academic environments.

### Construct Items
- Self-rated academic ability
- Self-rated mathematical ability
- Self-rated self-confidence (intellectual)
- Self-rated drive to achieve
Academic Outcomes and Experiences

Students develop skills, knowledge, and abilities through their experiences both in and out of the classroom.
Academic Outcomes

These items illustrate students’ views of their academic skills and abilities.

<table>
<thead>
<tr>
<th></th>
<th>Oxy</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>General knowledge</td>
<td>24.5%</td>
<td>51.1%</td>
</tr>
<tr>
<td>Knowledge of a particular field or discipline</td>
<td>27.9%</td>
<td>49.5%</td>
</tr>
<tr>
<td>Critical thinking skills</td>
<td>28.2%</td>
<td>49.2%</td>
</tr>
<tr>
<td>Problem-solving skills</td>
<td>26.4%</td>
<td>50.3%</td>
</tr>
</tbody>
</table>

Oxy: A Major Strength, Somewhat Strong
Comparison Group: A Major Strength, Somewhat Strong
Navigational Action

These items illustrate how often students participated in institutional programs or engaged in activities that would help them successfully traverse the institution.
Active and Collaborative Learning

These items illustrate the extent to which students are deepening their knowledge of course material through interaction with faculty and other students.

- Integrate skills and knowledge from different sources and experiences:
  - Oxy: 75.9% (Frequently), 30.7% (Occasionally)
  - Comparison Group: 68.3% (Frequently), 36.8% (Occasionally)

- Tutored another student:
  - Oxy: 11.7% (Frequently), 6.2% (Occasionally)
  - Comparison Group: 34.2% (Frequently), 47.1% (Occasionally)

- Studied with other students:
  - Oxy: 50.0% (Frequently), 40.4% (Occasionally)
  - Comparison Group: 40.7% (Frequently), 53.3% (Occasionally)

- Discussed course content with students outside of class:
  - Oxy: 57.7% (Frequently), 50.0% (Occasionally)
  - Comparison Group: 46.5% (Frequently), 50.0% (Occasionally)
Academic Enhancement Experiences

Opportunities to apply learning inside and outside the classroom deepen students’ academic involvement, allowing them to make meaningful intellectual connections and communicate their knowledge to others.
Satisfaction with Academic Support and Courses

Gauges use of and satisfaction with campus academic support structures and types of coursework required in general education.

<table>
<thead>
<tr>
<th>Service</th>
<th>Oxy</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising</td>
<td>36.1%</td>
<td>16.1%</td>
</tr>
<tr>
<td>Class size</td>
<td>42.0%</td>
<td>45.4%</td>
</tr>
<tr>
<td>First-year programs</td>
<td>41.7%</td>
<td>19.4%</td>
</tr>
<tr>
<td>Library facilities</td>
<td>46.2%</td>
<td>29.2%</td>
</tr>
</tbody>
</table>

Legend:
- Very Satisfied
- Satisfied
Satisfaction with Academic Support and Courses

Gauges use of and satisfaction with campus academic support structures and types of coursework required in general education.
Sense of Belonging

The campus community is a powerful source of influence on students’ development. *Sense of Belonging* measures the extent to which students feel a sense of academic and social integration on campus.

**Construct Items**

- I feel I am a member of this college
- I feel a sense of belonging to this campus
- I see myself as part of the campus community
- If asked, I would recommend this college to others
Faculty interactions in the classroom can foster students’ academic development. These items measure the extent to which students’ view of faculty actions in class reflects concern for their academic success.

- That faculty provided me with feedback that helped me assess my progress in class:
  - Oxy: 47.5% (Frequently), 48.6% (Occasionally)
  - Comparison Group: 47.7% (Frequently), 48.4% (Occasionally)

- That my contributions were valued in class:
  - Oxy: 54.9% (Frequently), 42.2% (Occasionally)
  - Comparison Group: 48.9% (Frequently), 46.7% (Occasionally)

- That faculty encouraged me to ask questions and participate in discussions:
  - Oxy: 75.2% (Frequently), 23.5% (Occasionally)
  - Comparison Group: 64.9% (Frequently), 32.2% (Occasionally)
General Interpersonal Validation

These items measure the extent to which students believe faculty and staff provide attention to their development.

- At least one faculty member has taken an interest in my development:
  - Oxy: 55.7% (Strongly Agree), 26.5% (Agree)
  - Comparison Group: 57.4% (Strongly Agree), 29.1% (Agree)

- Faculty empower me to learn here:
  - Oxy: 67.6% (Strongly Agree), 23.7% (Agree)
  - Comparison Group: 66.7% (Strongly Agree), 23.5% (Agree)

- Faculty believe in my potential to succeed academically:
  - Oxy: 65.0% (Strongly Agree), 26.8% (Agree)
  - Comparison Group: 61.5% (Strongly Agree), 30.9% (Agree)
Academic Outcomes

These items illustrate important academic experiences and how students compare to their peers.

- **That your courses inspired you to think in new ways**
  - Oxy: 52.9%
  - Comparison Group: 44.9%

- **Applied concepts from courses to everyday life**
  - Oxy: 22.4%
  - Comparison Group: 26.3%
Diverse Learning Experiences
**Pluralistic Orientation** measures skills and dispositions appropriate for living and working in a diverse society.

**Construct Items**

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

<table>
<thead>
<tr>
<th></th>
<th>TFS</th>
<th>YFCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oxy</td>
<td>52.7</td>
<td>52.8</td>
</tr>
<tr>
<td>Comparison Group</td>
<td>51.3</td>
<td>51.8</td>
</tr>
</tbody>
</table>
Social Agency

Activities and beliefs equip and empower students to create a world that is equitable, just, democratic and sustainable. *Social Agency* measures the extent to which students value political and social involvement as a personal goal.

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

<table>
<thead>
<tr>
<th></th>
<th>TFS</th>
<th>YFCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oxy</td>
<td>52.5</td>
<td>53.4</td>
</tr>
<tr>
<td>Comparison Group</td>
<td>51.3</td>
<td>53.3</td>
</tr>
</tbody>
</table>
Civic Engagement

Engaged citizens are a critical element in the functioning of our democratic society. Civic Engagement measures the extent to which students are motivated and involved in civic, electoral, and political activities.

Construct Items

• Publicly communicated your opinion about a cause
• I am interested in seeking information about current social and political issues
• Worked on a local, state, or national political campaign
• Demonstrated for a cause
• Keeping up to date with political affairs
• Influencing social values
• Helped raise money for a cause or
Civic Awareness

The ability to evaluate, question, and develop solutions affecting their local and global communities is an important skill. *Civic Awareness* measures students’ understanding of the issues facing their community, nation, and the world.

**Construct Items**
- Understanding of national issues
- Understanding of global issues
- Understanding of the problems facing your community
Positive Cross-Racial Interaction

Contact with diverse students allows students to gain valuable insights about themselves and others. Positive Cross-Racial Interaction is a unified measure of students’ level of positive interaction with diverse peers.

Construct Items

- Had intellectual discussions outside of class
- Shared personal feelings and problems
- Dined or shared a meal
- Had meaningful and honest discussions about race/ethnic relations outside of class
- Studied or prepared for class
Contact with diverse students allows students to gain valuable insights about themselves and others. **Negative Cross-Racial Interaction** is a unified measure of students’ level of negative interaction with diverse peers.

<table>
<thead>
<tr>
<th>Construct Items</th>
<th>All FTFT</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Had tense, somewhat hostile interactions</td>
<td>50.3</td>
<td>50.7</td>
<td>52.1</td>
</tr>
<tr>
<td>• Felt insulted or threatened because of your race/ethnicity</td>
<td>50.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Had guarded, cautious interactions</td>
<td>49.9</td>
<td>49.9</td>
<td></td>
</tr>
</tbody>
</table>

**Construct Items**

- Had tense, somewhat hostile interactions
- Felt insulted or threatened because of your race/ethnicity
- Had guarded, cautious interactions
Campus Climate and Diversity

A diverse and inclusive campus environment strengthens students’ learning experience and prepares them to participate in an increasingly diverse society.
A diverse campus – including students, faculty, and ideas – has a powerful impact on the student experience. These items gauge students’ satisfaction with the diversity of faculty, student body, and beliefs.
Health and Wellness

Students’ physical and emotional well-being can affect many important aspects of the student experience including academic performance and persistence. These items gauge student behaviors, attitudes, and experiences related to health and wellness.

- Felt overwhelmed by all you had to do
- Felt depressed
- Lonely or homesick
- Isolated from campus life

Oxy
- Frequently
- Occasionally

Comparison Group
- Frequently
- Occasionally
Health and Wellness

Students’ physical and emotional well-being can affect many important aspects of the student experience including academic performance and persistence. These items gauge student behaviors, attitudes, and experiences related to health and wellness.
Since entering this college, have you sought personal counseling?

- Yes: 22.4% (Oxy), 20.1% (Comparison Group)

Since entering college, how often have you utilized the following services?

- Student Health Services:
  - Frequently: 61.0% (Oxy), 10.4% (Comparison Group)
  - Occasionally: 56.1% (Oxy), 10.2% (Comparison Group)

- Psychological Services:
  - Frequently: 4.3% (Oxy), 4.9% (Comparison Group)
  - Occasionally: 14.3% (Oxy), 14.2% (Comparison Group)
Since entering this college, how often have you drank:

- **Beer**
  - Oxy
    - Frequently: 48.2%
    - Occasionally: 19.1%
  - Comparison Group
    - Frequently: 52.5%
    - Occasionally: 21.1%

- **Wine or Liquor**
  - Oxy
    - Frequently: 40.4%
    - Occasionally: 17.3%
  - Comparison Group
    - Frequently: 44.1%
    - Occasionally: 19.9%

How many times in the past two weeks, if any, have you had five or more alcoholic drinks in a row?

- **Oxy**
  - Three or more: 11.3%
  - Twice: 10.3%
  - Once: 18.9%

- **Comparison Group**
  - Three or more: 15.6%
  - Twice: 12.1%
  - Once: 14.3%
Understanding how students perceive their college experience identifies areas that are working well and sheds light on those that need improvement.
Overall Satisfaction

*Overall Satisfaction* is a unified measure of students’ satisfaction with the college experience.

<table>
<thead>
<tr>
<th>Construct Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Overall college experience</td>
</tr>
<tr>
<td>• If given choice again, would still choose to enroll at current institution</td>
</tr>
<tr>
<td>• Overall academic experience</td>
</tr>
</tbody>
</table>

![Bar Chart](chart.png)
Future Plans

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

- **Definitely Yes**: 38.5%, 40.2%
- **Probably Yes**: 37.4%, 35.5%
- **Probably No**: 9.9%, 9.9%
- **Definitely No**: 4.1%, 4.8%
Class of 2018 Admissions Profile
50 students participated in MSI!
KEEP
CALM
AND
GRADUATE
Class of 2018
Discussion Questions

Does your perception of the incoming Oxy first year differ from the data trends presented? Are Oxy Students unique from their generation?

Why is the first year experience so important?

How can CSP contribute to critical factors for success for these students both inside and outside of the classroom?

Were these data useful? If not, why not?