



First Time in College (FTIC) Aggie Experience Survey 2018 Co-curricular Involvement

In early September 2018, all First Time in College (FTIC) students were invited to complete the “Class of 2022” Aggie Experience Survey. The survey included Bryan-College Station, Galveston, Qatar, McAllen, and online students. Of the 11,300 FTIC students invited to take it, 3,098 students responded, for a 27% response rate. Female respondents were overrepresented in the survey compared to the fall 2018 FTIC population. First Generation (First Gen), Regents’ Scholars, ethnicity, Freshmen (U1), and Top 10% demographics were similar for the survey respondents and the FTIC population. The survey gathered feedback regarding factors in choosing Texas A&M; academic goals; time allocation; sense of belonging; academic self-efficacy and current level of proficiency; concerns, potential obstacles, and challenges; awareness of university resources; living situation; satisfaction; admissions information and process; and recruitment program. This report will address co-curricular involvement.

Table 1: Anticipated Involvement

As shown in Table 1, most students plan to get involved in some way outside of class. Female and Top 10% students were more likely to participate in community service than their counterparts. Female and Black students were more likely to consider student government than their peers. Female and First Gen students were more likely to work than their counterparts.

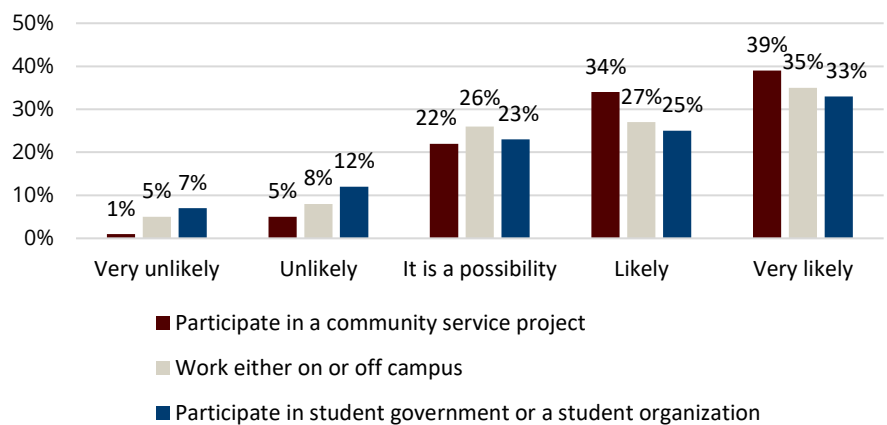
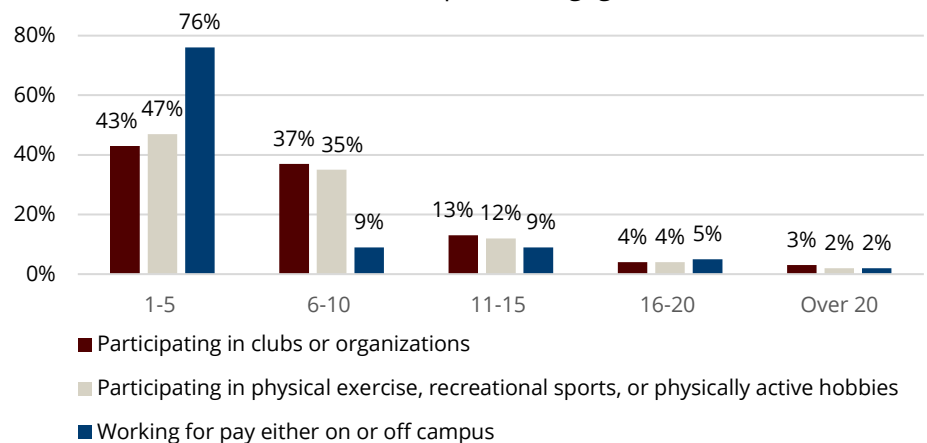


Table 2: Time Spent in Engagement

Respondents were asked how many hours per week they anticipated spending in a typical week in a variety of tasks. Table 2 indicates that FTIC students plan to spend more time in clubs than working. Female, Top 10%, and Regents’ Scholar students expected to spend less time on physical activities than their counterparts. First Gen, non-Regents’ Scholar, and Black students anticipated working more than their peers. Non-First Gen and White students predicted spending more time on clubs than their counterparts.





Some students did see competing job responsibilities and participating in clubs and athletics as potential obstacles to their academic success. About one-fourth (24%) of respondents said they anticipated job responsibilities as an obstacle somewhat often, often, or very often. On the other hand, 44% of students thought other competing responsibilities such as athletics, clubs, and internships would be an obstacle somewhat often, often, or very often.

Conclusion

Many students have a plan to get involved in some way during college, whether that is in co-curricular activities, exercise, or working. Faculty and staff can encourage balanced engagement, so new students learn how to manage their time to be academically, socially, and physically healthy. The Division of Student Affairs can continue to promote engagement through their programs, services, and events to connect students to resources, mentors, peers, and educationally purposeful activities.

FOR MORE INFORMATION



Contact the Department of Student Life Studies at
sls@tamu.edu or (979) 862-5624.

