

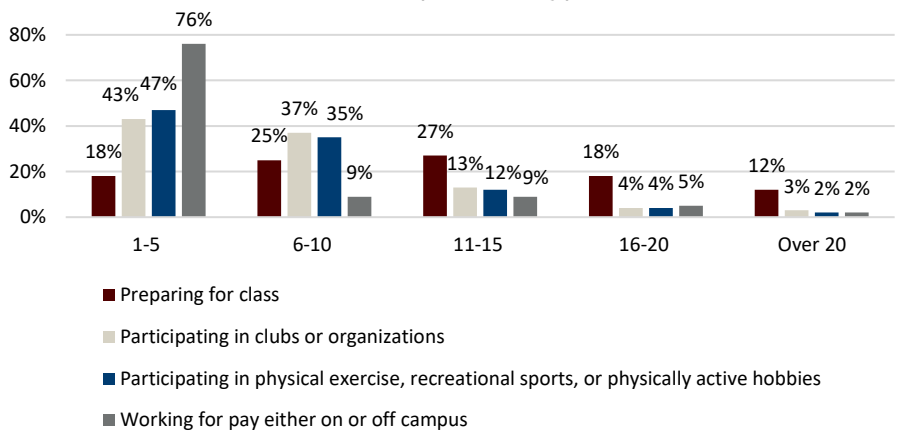


First Time in College (FTIC) Aggie Experience Survey 2018 Time Management

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 how students anticipate spending their time and overcoming time management concerns.

Respondents were asked how many hours per week they anticipated spending in a typical week in a variety of tasks. Table 1 indicates that FTIC students plan to spend the most time preparing for class and the least amount on 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.

Table 1: Hours Spent in a Typical Week



FTIC students felt somewhat proficient at their ability to manage their time effectively. About one-fourth (28%) rated themselves as excellent or very good, while 36% rated themselves good. Another 25% rated themselves as fair, and 11% rated themselves as poor or very poor. Female, non-First Gen, and underrepresented minority students felt less proficient than their peers. Female, non-First Gen and White students felt more proficient than their peers. At the same time, 31% were very concerned, 30% were concerned, and 31% were somewhat concerned about managing their time. Only 8% indicated not being concern about their time management. First Gen and underrepresented minority students expressed more concern than their counterparts.

Conclusion

Incoming students are often challenged to resolve competing demands while maintaining a balanced life. While some students were confident in their ability to manage their time, others expressed concern. Transition programs and academic success initiatives can incorporate time management skills and resources into their services. Supervisors of student employees can also mentor students about time allocation and academic success.

FOR MORE INFORMATION



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