



Preparing people to lead extraordinary lives

President's Questionnaire for New Students, 2013

Early Social Adjustment More Difficult for New Transfer Students than for New Freshmen

Prepared by the Office of Institutional Research

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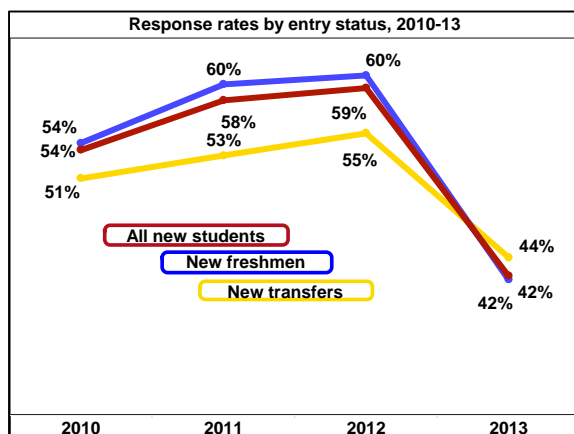
The President's Questionnaire for New Students (PQNS) is administered online to both new first time freshmen (NWF) and new transfer students (NWT), two weeks into fall semester, remaining open one week for responses. The Questionnaire was designed to assess how students were doing academically and socially in their first couple of weeks at Loyola. It also gives students the opportunity to request follow-up regarding problems or issues they may be having. Students who requested follow-up were contacted by a Sullivan Center Hub staff member or an academic advisor, who gave students information, pointed them towards resources, or otherwise gave them assistance appropriate to their issue.

This report primarily details findings from the fall 2013 questionnaire administration, although changes since 2009 are described where relevant.

Key findings

Response rates and respondent characteristics

- PQNS response rates dropped substantially for all new students in 2013, to 42% (see Table 1).



- The percentage of PQNS respondents who are new transfer students has dropped from 24% in 2009 to 17% in 2013 (see Table 2).
- In 2013, 84% of new freshmen lived on campus, compared to 41% of new transfers. Of those new students who lived off campus, most reported living with their parents (especially new freshmen).

- Twenty percent of new freshman respondents reported that they were working for pay, compared to 43% of new transfers. Of those who reported working, the great majority were working part-time off campus.

Academic experiences

- More than half of new students early in the 2103 fall semester say they are not stressed by coursework, and more than four in five say they are doing as well academically as they expected, that they are managing their time well enough to complete their coursework, and that they are satisfied with their instructors (see Table 3).
- Those early academic experiences have not changed for new students since 2009, except for a slight increase in new transfers who knew where to go if they are having academic difficulties. Still, 18% of new transfer students said that they did not know where to go for academic support services.

Academic advising

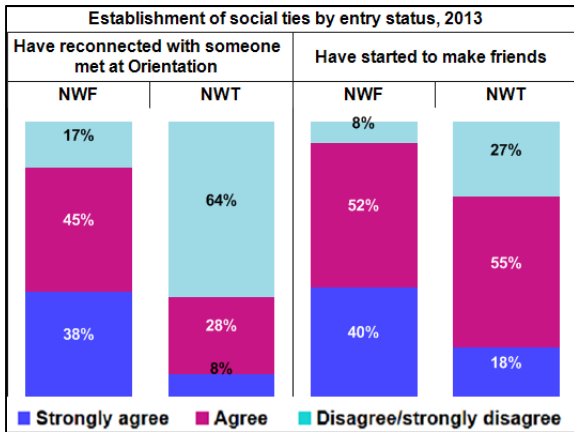
- The great majority of new students in fall 2013 agreed that their academic advisors had been helpful in selecting classes and that they felt that their advisor cared about their academic success (see Table 4).
- They were also positive, although somewhat less so, about "other" information/advice they had received from their advisor.¹
- There does not seem to be any difference between new freshmen and new transfers in their perceptions of academic advising.

Social experiences

- Nearly all new freshmen and most new transfers in 2013 said they planned to be involved in a student organization (94% and 84%, respectively; see Table 5). Those plans were more definite among new freshmen than among new transfers, with half of new freshmen strongly agreeing, while only about a third of new transfers strongly agreed.
- There is substantial evidence, however, of differences between new freshman and new transfer student respondents in their social experiences early

¹ It may be helpful to make this question more specific in future questionnaires.

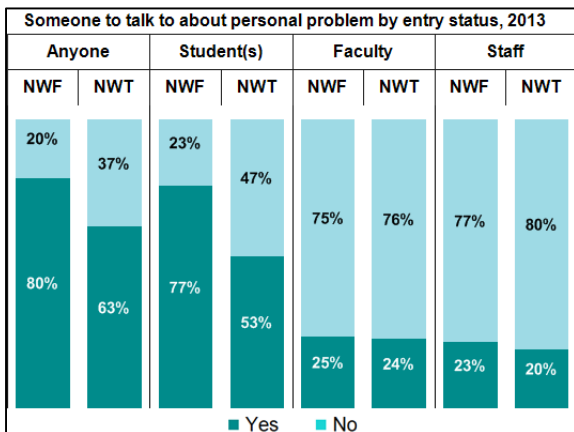
in their first semester. In 2013, by far the largest difference was in percentages who had reconnected with someone they met at Orientation; 83% of new freshmen had done so, compared to only 36% of new transfers.



- New transfers were also quite a bit less likely to have started to make friends in general, compared to new freshmen (73% vs. 92%, respectively).

Availability of confidantes

- By the time they responded to the survey, most new students already had someone at Loyola who they could talk to about a personal problem, but that percentage was higher for new freshmen (80%) than for new transfers (63%; see Table 6). The difference was due to fewer transfers having other students to talk to about personal issues (percentages having a staff or faculty member to talk to were equivalent).

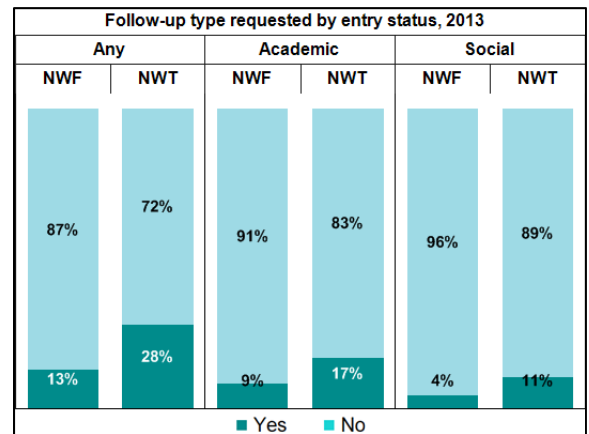


- For all new students, having another student at Loyola to talk to about a personal problem was highly correlated with having started to make new friends (and, to a lesser degree, with having reconnected with someone from Orientation and with already being friends with someone at Loyola). Twenty five percent of responding new students reported that there was a Loyola faculty member they felt they could talk with about a personal problem, and 23% reported a staff member.

- Although not asked to specify the type of staff member(s) they could talk to, it would be reasonable to assume that they included primarily resident advisors, in which case students living on campus in a residence hall (i.e., having a resident advisor) would be more likely to have a staff member with whom they could talk. However, results indicate that any correlation between living on campus and having a staff member to talk to is extremely weak (among new transfer students, on-campus residents are actually very slightly less likely to have a staff member with whom to talk, compared with those living off campus).
- Another reasonable assumption would be that staff members students could talk to about personal problems would be their academic advisors. Indeed having positive feelings about an academic advisor is highly correlated with having a staff member to talk to, but it is nearly as highly correlated with having a faculty member to talk to.
- Thus, it is difficult to sort out what kinds of staff members students feel that they can confide in. Results show that students are very likely to either have both a faculty and a staff member to talk to or to have neither, which suggests that the type of person the students is may have at least as much to do with finding staff and faculty confidantes as does who those faculty and staff members are.

Requests for follow-up

- In 2013, about 16% of new student respondents requested follow-up on some type of issue (see Table 7).



- Few transfers were twice as likely to request follow-up as new freshmen (28% v. 13%).
- The follow-up most often requested was on academic matters, with 9% of new freshmen and 17% of new transfers. There does appear to be a small decrease since 2009 in the percentage of new students wanting academic follow-up, from 16% in 2009 to 10% in 2013.
- On social matters, in 2013 only 4% of new freshmen and 11% of new transfer students requested follow-up.

Conclusions

- The results discussed here represent only those new students who responded to the PQNS and, as always, those who responded may be different than those who did not. If there is a difference between the two groups within the context of the PQNS, it is unclear whether those adapting well would be more or less likely to respond than their peers who are adapting less well.
- Setting aside response bias concerns, however, the overall results of the President's Questionnaire for New Students are mostly positive, given the short

time new students have had to adapt. Academically, for example, there don't appear to be any red flags, and a substantial majority of new students have someone at Loyola they could talk with about a personal problem.

- The only real concern that arises from these results is about the lack of early semester social adjustment among transfer students. Transfer students tend to have relatively high attrition rates, and further research should explore how and to what degree their social adjustment is related to their retention. In addition, it will be important to watch for future changes in transfer student social adjustment, in light of institutional efforts to improve in this area.

| Table 1 | | | | | |
|---|--------------|--------------|--------------|--------------|--------------|
| Response Rates and Entry Status: New Students, 2009-13 | | | | | |
| | 2009 | 2010 | 2011 | 2012 | 2013 |
| | <i>Col %</i> | <i>Col %</i> | <i>Col %</i> | <i>Col %</i> | <i>Col %</i> |
| <i>Response rates (% responding)</i> | | | | | |
| New freshmen | --- | 54 | 60 | 60 | 42 |
| New transfers | --- | 51 | 53 | 55 | 44 |
| All new students | --- | 54 | 58 | 59 | 42 |
| <i>Entry status of respondents</i> | | | | | |
| New freshmen | 76 | 81 | 79 | 80 | 83 |
| New transfers | 24 | 19 | 21 | 20 | 17 |
| Total new student count | 822 | 1,385 | 1,434 | 1,515 | 1,256 |

Source: President's Questionnaire for New Students, 2009-13

| Table 2 | | | | | |
|---|-------|-------|-------|-------|-------|
| Living Situation, and Work Status: New Students by Entry Status, 2009-13 | | | | | |
| | 2009 | 2010 | 2011 | 2012 | 2013 |
| | Col % | Col % | Col % | Col % | Col % |
| Current living situation | | | | | |
| All new students | | | | | |
| Alone or w/ friend/roommate, off-campus | 7 | 6 | 7 | 5 | 4 |
| At home with my parent(s) | 16 | 13 | 16 | 15 | 17 |
| In a residence hall | 74 | 78 | 74 | 79 | 77 |
| With my spouse or partner, off-campus | 4 | 3 | 3 | 2 | 2 |
| Total count | 800 | 1,382 | 1,365 | 1,411 | 1,159 |
| New freshmen | | | | | |
| Alone or w/ friend/roommate, off-campus | .2 | .1 | .1 | .3 | .1 |
| At home with my parent(s) | 12 | 11 | 13 | 11 | 15 |
| In a residence hall | 88 | 89 | 86 | 89 | 84 |
| With my spouse or partner, off-campus | 1 | .1 | .2 | .2 | .2 |
| Total count | 603 | 1,118 | 1,080 | 1,121 | 960 |
| New transfers | | | | | |
| Alone or w/ friend/roommate, off-campus | 26 | 27 | 31 | 22 | 23 |
| At home with my parent(s) | 29 | 23 | 27 | 31 | 27 |
| In a residence hall | 32 | 35 | 30 | 39 | 41 |
| With my spouse or partner, off-campus | 13 | 15 | 12 | 8 | 10 |
| Total count | 197 | 264 | 285 | 290 | 199 |
| Current work situation | | | | | |
| All new students | | | | | |
| Not working for pay | 77 | 79 | 77 | 77 | 76 |
| Full-time OFF campus | 2 | 1 | 2 | 1 | 1 |
| Full-time ON campus | .3 | .1 | --- | .3 | .2 |
| Part-time OFF campus | 16 | 16 | 16 | 16 | 15 |
| Part-time ON campus | 4 | 4 | 5 | 6 | 8 |
| Total count | 798 | 1,377 | 1,360 | 1,410 | 1,157 |
| New freshmen | | | | | |
| Not working for pay | 85 | 83 | 82 | 82 | 80 |
| Full-time OFF campus | .2 | --- | .2 | .2 | .2 |
| Full-time ON campus | .3 | .1 | --- | .2 | .1 |
| Part-time OFF campus | 10 | 12 | 12 | 11 | 11 |
| Part-time ON campus | 4 | 4 | 5 | 6 | 8 |
| Total count | 603 | 1,114 | 1,076 | 1,120 | 958 |
| New transfers | | | | | |
| Not working for pay | 52 | 60 | 56 | 55 | 57 |
| Full-time OFF campus | 7 | 4 | 9 | 6 | 7 |
| Full-time ON campus | --- | --- | --- | 1 | 1 |
| Part-time OFF campus | 37 | 33 | 31 | 34 | 31 |
| Part-time ON campus | 4 | 3 | 4 | 4 | 4 |
| Total count | 195 | 263 | 284 | 290 | 199 |

Source: President's Questionnaire for New Students, 2009-13

| Table 3 | | | | | | | | | |
|---|----------------|-------|----------------------------|----------------|-------|----------------------------|----------------|-------|----------------------------|
| Academic Experiences Early in Fall Semester: New Students by Entry Status, 2009-13 | | | | | | | | | |
| | Entry status | | | | | | | | |
| | Total | | | New freshmen | | | New transfers | | |
| | Strongly agree | Agree | Disagree/strongly disagree | Strongly agree | Agree | Disagree/strongly disagree | Strongly agree | Agree | Disagree/strongly disagree |
| | Row % | Row % | Row % | Row % | Row % | Row % | Row % | Row % | Row % |
| Courses are academically challenging | | | | | | | | | |
| 2009 | 27 | 69 | 5 | 25 | 70 | 5 | 32 | 65 | 4 |
| 2010 | 22 | 71 | 7 | 21 | 71 | 7 | 24 | 71 | 5 |
| 2011 | 24 | 70 | 6 | 22 | 72 | 6 | 32 | 62 | 6 |
| 2012 | 26 | 68 | 6 | 25 | 69 | 6 | 31 | 65 | 4 |
| 2013 | 29 | 66 | 5 | 27 | 67 | 6 | 38 | 59 | 3 |
| Feel prepared for academic challenge | | | | | | | | | |
| 2012 | 23 | 70 | 7 | 22 | 71 | 7 | 26 | 66 | 8 |
| 2013 | 22 | 71 | 7 | 20 | 72 | 8 | 31 | 64 | 5 |
| Not stressed by coursework | | | | | | | | | |
| 2009 | 11 | 51 | 39 | 10 | 51 | 39 | 13 | 48 | 39 |
| 2010 | 10 | 49 | 42 | 9 | 50 | 41 | 13 | 44 | 43 |
| 2011 | 12 | 47 | 41 | 12 | 49 | 39 | 11 | 38 | 51 |
| 2012 | 14 | 50 | 36 | 14 | 51 | 35 | 15 | 44 | 41 |
| 2013 | 15 | 53 | 33 | 15 | 54 | 31 | 16 | 46 | 38 |
| Doing as well as I expected academically | | | | | | | | | |
| 2009 | 15 | 71 | 14 | 15 | 72 | 13 | 16 | 70 | 15 |
| 2010 | 13 | 74 | 13 | 12 | 75 | 13 | 16 | 69 | 15 |
| 2011 | 14 | 72 | 14 | 12 | 74 | 14 | 22 | 64 | 14 |
| 2012 | 11 | 74 | 15 | 10 | 76 | 14 | 14 | 69 | 17 |
| 2013 | 13 | 69 | 18 | 11 | 71 | 18 | 21 | 63 | 16 |
| Satisfied with instructors | | | | | | | | | |
| 2009 | 27 | 67 | 6 | 25 | 70 | 5 | 32 | 60 | 8 |
| 2010 | 22 | 69 | 8 | 21 | 71 | 8 | 27 | 62 | 10 |
| 2011 | 24 | 67 | 9 | 24 | 68 | 9 | 27 | 63 | 10 |
| 2012 | 21 | 70 | 9 | 20 | 72 | 8 | 26 | 62 | 12 |
| 2013 | 25 | 64 | 11 | 23 | 67 | 10 | 36 | 50 | 15 |

continued.

| Table 3, continued | | | | | | | | | |
|---|----------------|-------|----------------------------|----------------|-------|----------------------------|----------------|-------|----------------------------|
| Academic Experiences Early in Fall Semester: New Students by Entry Status, 2009-13 | | | | | | | | | |
| | Entry status | | | | | | | | |
| | Total | | | New freshmen | | | New transfers | | |
| | Strongly agree | Agree | Disagree/strongly disagree | Strongly agree | Agree | Disagree/strongly disagree | Strongly agree | Agree | Disagree/strongly disagree |
| | Row % | Row % | Row % | Row % | Row % | Row % | Row % | Row % | Row % |
| Managing time well enough to complete required work | | | | | | | | | |
| 2009 | 19 | 64 | 18 | 18 | 64 | 17 | 20 | 61 | 19 |
| 2010 | 20 | 67 | 14 | 19 | 69 | 13 | 22 | 60 | 18 |
| 2011 | 19 | 67 | 14 | 16 | 68 | 15 | 27 | 62 | 11 |
| 2012 | 18 | 68 | 14 | 17 | 70 | 13 | 21 | 62 | 17 |
| 2013 | 19 | 66 | 14 | 17 | 68 | 15 | 30 | 57 | 13 |
| Know where to go with academic difficulties | | | | | | | | | |
| 2009 | 21 | 58 | 21 | 19 | 62 | 18 | 27 | 44 | 29 |
| 2010 | 22 | 65 | 13 | 22 | 66 | 11 | 19 | 59 | 22 |
| 2011 | 21 | 65 | 14 | 20 | 67 | 12 | 23 | 55 | 23 |
| 2012 | 22 | 65 | 13 | 22 | 67 | 11 | 20 | 59 | 22 |
| 2013 | 24 | 63 | 13 | 24 | 65 | 12 | 27 | 54 | 18 |

Source: President's Questionnaire for New Students, 2009-13

| Table 4 | | | | | | | | | |
|--|----------------|-------|----------------------------|----------------|-------|----------------------------|----------------|-------|----------------------------|
| Academic Advising Experiences Early in Fall Semester: New Students by Entry Status, 2009-13 | | | | | | | | | |
| | Entry status | | | | | | | | |
| | Total | | | New freshmen | | | New transfers | | |
| | Strongly agree | Agree | Disagree/strongly disagree | Strongly agree | Agree | Disagree/strongly disagree | Strongly agree | Agree | Disagree/strongly disagree |
| | Row % | Row % | Row % | Row % | Row % | Row % | Row % | Row % | Row % |
| Current courses will be good start on academic plan | | | | | | | | | |
| 2012 | 34 | 62 | 4 | 33 | 62 | 4 | 37 | 59 | 5 |
| 2013 | 36 | 59 | 5 | 35 | 60 | 5 | 39 | 57 | 4 |
| Academic advisor helpful in selecting classes | | | | | | | | | |
| 2012 | 36 | 54 | 10 | 35 | 55 | 10 | 38 | 51 | 12 |
| 2013 | 36 | 53 | 11 | 34 | 55 | 11 | 43 | 44 | 12 |
| Academic advisor has provided other information/advice | | | | | | | | | |
| 2012 | 29 | 53 | 17 | 29 | 55 | 16 | 30 | 46 | 24 |
| 2013 | 28 | 52 | 21 | 27 | 53 | 21 | 33 | 46 | 21 |
| Advisor cares about my academic success | | | | | | | | | |
| 2012 | 38 | 57 | 5 | 39 | 58 | 4 | 36 | 55 | 9 |
| 2013 | 38 | 58 | 5 | 37 | 59 | 4 | 39 | 52 | 8 |

Source: President's Questionnaire for New Students, 2012-13

| Table 5 | | | | | | | | | |
|---|----------------|-------|----------------------------|----------------|-------|----------------------------|----------------|-------|----------------------------|
| Social Experiences Early in Fall Semester: New Students by Entry Status, 2009-13 | | | | | | | | | |
| | Entry status | | | | | | | | |
| | Total | | | New freshmen | | | New transfers | | |
| | Strongly agree | Agree | Disagree/strongly disagree | Strongly agree | Agree | Disagree/strongly disagree | Strongly agree | Agree | Disagree/strongly disagree |
| | Row % | Row % | Row % | Row % | Row % | Row % | Row % | Row % | Row % |
| Have time for social life | | | | | | | | | |
| 2009 | 27 | 58 | 15 | 32 | 58 | 10 | 12 | 58 | 30 |
| 2010 | 28 | 60 | 12 | 31 | 60 | 9 | 13 | 61 | 26 |
| 2011 | 25 | 62 | 13 | 28 | 63 | 9 | 13 | 60 | 27 |
| 2012 | 21 | 65 | 15 | 23 | 67 | 10 | 9 | 56 | 34 |
| 2013 | 20 | 64 | 16 | 22 | 65 | 12 | 12 | 57 | 32 |
| Was already good friends with a current Loyola student(s) | | | | | | | | | |
| 2012 | 25 | 27 | 48 | 27 | 29 | 44 | 17 | 22 | 61 |
| 2013 | 21 | 29 | 50 | 22 | 31 | 47 | 18 | 20 | 62 |
| Have started to make friends | | | | | | | | | |
| 2009 | 36 | 51 | 14 | 43 | 49 | 8 | 15 | 55 | 30 |
| 2010 | 36 | 54 | 10 | 43 | 52 | 5 | 6 | 62 | 32 |
| 2011 | 34 | 54 | 12 | 40 | 54 | 6 | 13 | 53 | 34 |
| 2012 | 42 | 48 | 10 | 49 | 46 | 5 | 17 | 55 | 28 |
| 2013 | 36 | 53 | 11 | 40 | 52 | 8 | 18 | 55 | 27 |
| Have reconnected with someone met at Orientation | | | | | | | | | |
| 2012 | 34 | 40 | 26 | 39 | 43 | 18 | 13 | 31 | 56 |
| 2013 | 33 | 42 | 25 | 38 | 45 | 17 | 8 | 28 | 64 |
| Plan to be involved in student organization | | | | | | | | | |
| 2009 | 43 | 49 | 8 | 46 | 49 | 5 | 33 | 48 | 19 |
| 2010 | 41 | 53 | 6 | 44 | 51 | 4 | 25 | 61 | 14 |
| 2011 | 36 | 57 | 7 | 39 | 56 | 5 | 23 | 58 | 18 |
| 2012 | 47 | 46 | 7 | 52 | 45 | 4 | 30 | 50 | 20 |
| 2013 | 46 | 47 | 7 | 49 | 46 | 6 | 35 | 51 | 14 |

Source: President's Questionnaire for New Students, 2009-13

| Table 6 | | | |
|--|--------------------|--------------|---------------|
| Have Someone at Loyola to Talk with About | | | |
| Personal Problem: New Students by Entry Status, 2009-13 | | | |
| | Entry status | | |
| | Total new students | New freshmen | New transfers |
| | % yes | % yes | % yes |
| Anyone at Loyola | | | |
| 2012 | 78 | 80 | 70 |
| 2013 | 77 | 80 | 63 |
| Another student(s) | | | |
| 2012 | 74 | 78 | 56 |
| 2013 | 73 | 77 | 53 |
| Faculty member(s) | | | |
| 2012 | 30 | 29 | 30 |
| 2013 | 25 | 25 | 24 |
| Staff member(s) | | | |
| 2012 | 27 | 27 | 26 |
| 2013 | 23 | 23 | 20 |

Source: *President's Questionnaire for New Students, 2012-13*

* Respondents could mark more than one category of people.

| Table 7 | | | |
|--|--------------------|--------------|---------------|
| Types of Follow-up* Requested in Early Fall Semester: New Students by Entry Status, 2009-13 | | | |
| | Entry status | | |
| | Total new students | New freshmen | New transfers |
| | % yes | % yes | % yes |
| Any follow-up | | | |
| 2012 | 17 | 14 | 31 |
| 2013 | 16 | 13 | 28 |
| Academic matter(s) | | | |
| 2009 | 16 | 14 | 23 |
| 2010 | 14 | 12 | 20 |
| 2011 | 13 | 11 | 21 |
| 2013 | 10 | 9 | 17 |
| Social matter(s) | | | |
| 2009 | 6 | 4 | 12 |
| 2010 | 5 | 3 | 12 |
| 2011 | 4 | 3 | 8 |
| 2013 | 5 | 4 | 11 |
| Other matter(s) | | | |
| 2013 | 5 | 4 | 13 |

Source: President's Questionnaire for New Students, 2009-13

* Respondents could request follow-up on more than one type of matter.