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# President's Questionnaire for New Students, 2009

## New Freshmen Adjusting Socially Better Than Transfer Students to Life at Loyola

Prepared by the Office of Institutional Research

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The President's Questionnaire for New Students was first administered in fall, 2009, about two weeks after classes began. Both new, first-time freshmen and new transfer students received the questionnaire. The questionnaire was designed to assess how students were doing academically, socially, and otherwise in their first couple of weeks at Loyola. It also gave students the opportunity to request follow-up regarding academic, First Year Seminar, social, and other issues. Students who requested follow-up were contacted by a Sullivan Center Hub staff member, who gave students information, pointed them towards resources, or otherwise gave them assistance appropriate to their issue. Most respondents who requested follow-up on a social issue also requested follow-up on an academic issue.

This report describes the results of the questionnaire. (Although only 822 students out of 2,669 responded, for a response rate of only 31%, respondents and non-respondents were similar on a range of characteristics; see Appendix A.) Besides the general results, the report focuses on the differences between new, first-time freshman respondents and transfer student respondents.

### Key findings

#### Entry status of respondents

- A total of 822 new students responded at least partially to the questionnaire (see Table 1). Of those 822 respondents, 76% were entering as new, first-time freshmen, 2% were entering as freshman transfer students, and 23% were entering as sophomore, junior, or senior transfers.

#### Requests for follow-up

- A higher percentage of transfer student respondents requested follow-up for an academic issue than of new freshman respondents: 23% vs. 14% (see Table 2).
- Four percent of freshmen requested follow-up on some issue related to their first-year seminar.
- Twelve percent of transfer students requested follow-up on a social issue, while 4% of new freshmen did so.

#### Characteristics of respondents

- New, first-time freshmen were much more likely to live in a residence hall, while transfer students were most likely to live in other situations (see Table 3).
- Fourteen percent of new freshmen were working for pay, compared to nearly half of transfer students. No new freshmen were working full-time, and only 7% of transfer students were doing so (all off-campus). Transfer students were also more likely to be working part-time off-campus than were new freshmen (37% vs. 10%).
- Transfer students were much more likely to be first generation college students than were new freshmen (27% vs. 10%).
- New freshmen were much more likely than transfer students to be in a learning community (16% vs. 2%), and were much more likely to be in the Honors Program (14% vs. 1%).

#### Academic situation

- The vast majority of students agreed that their courses were academically challenging, although transfer students were a little more likely to strongly agree (see Table 4a).
- Sixty one percent of both new freshmen and transfer students agreed that they were stressed by their coursework. They were more likely to agree than to strongly agree.
- Eighty six percent and 87% of transfer and new freshmen students, respectively, agreed that they were doing as well academically as they had expected to.
- The vast majority of both new freshmen and new transfer students agreed that they were satisfied with their instructors.
- Just over three fifths of new freshmen and of transfer students agreed that they were managing their time well enough to complete their required work.
- Transfer students were more likely to strongly agree, and new freshmen to agree, that they knew where to go with academic difficulties. Eighteen percent of new freshmen and 29% of transfer students disagreed that they knew where to go.

### First-year seminar situation

- Almost all new freshmen agreed that their first-year seminar advisor cared about students (see Table 4b).
- Half strongly agreed, and 45% agreed, that their advisor met their academic needs.
- Almost all new freshmen agreed that their overall experience with their advisor had been positive.
- Forty seven percent of new freshmen strongly agreed that their advisor had been helpful in their transition to Loyola, while 45% agreed.

### Social situation

- More new freshmen than transfer students agreed that they had time for a social life (90% vs. 70%; see Table 4c).
- New freshmen were also more likely than transfer students to agree that they had started to make new friends (92% vs. 70%).
- Only 19% of new freshmen and 8% of transfer students agreed that they had been wishing they were back at home.
- Although the great majority of respondents agreed that they planned to be involved with a student organization, new freshmen were more likely to do so than were transfer students (95% vs. 81%).
- New freshmen were more likely to say that they had at least one person they could talk to about personal problems. Forty percent of new freshmen strongly agreed with that statement, compared to 26% of

transfer students. Fifteen percent of new freshmen disagreed that they had someone to talk to while more than a third of transfer students disagreed.

### Conclusions

- New freshmen gave positive reports of their first-year seminar advisors.
- Transfer students were finding their courses to be slightly more challenging than were new freshmen.
- Transfer students were substantially more likely to report having little social support (having time for a social life, having started to make new friends, and having at least one person they could talk to about personal problems. They were also likely to spend much less time on-campus than are new freshmen, because they were more likely to live off-campus and to work off- campus.
- Transfer students were more likely to ask for both academic and social follow-up. This is may be in part because they are having more adjustment issues, but may also be because they are more willing to ask for help.
- Most of the respondents said they felt stressed by their coursework, but about 86% overall felt that they were doing as well academically as they had expected to.
- Most of the respondents said they knew where to go if they were having academic difficulties.
- About four fifths of the respondents were satisfied with their instructors.

	%	Count
New first-time freshman	76	622
Transferred in as freshman	2	14
Transferred in as sophomore, junior, or senior	23	186
Total	100	822

Source: President's Questionnaire for New Students, 2009

\* Includes respondents w ho answered any questions.

	Total	New freshmen	Transfer students
	%	%	%
Want follow -up on academic issue	16	14	23
Want follow -up on First Year Seminar issue	4	4	---
Want follow -up on social issue	6	4	12
Want any follow up <sup>1</sup>	17	14	24
Total number of students	822	636	186

Source: President's Questionnaire for New Students, 2009

<sup>1</sup> Does not include follow -up for "other" issues."

	Total	New freshmen	Transfer students
	%	%	%
Current living situation			
In a residence hall	74	88	32
Alone or with a friend/roommate, off-campus	7	0	26
At home with my parent(s)	16	12	29
With my spouse or partner, off-campus	4	1	13
Current work situation			
Not working for pay.	77	85	52
Full-time OFF campus (at least 35 hours/week)	2	0	7
Full-time ON campus (at least 35 hours/week)	0	0	0
Part-time OFF campus	16	10	37
Part-time ON campus	4	4	4
1st generation college student	14	10	27
Program participation			
Learning community	13	16	2
LEAP	3	3	1
STEP	0	0	1
Honors Program	10	14	1
STARS	3	4	2
Varsity Athletics	2	2	1

Source: President's Questionnaire for New Students, 2009

<b>Table 4a</b>			
<b>Academic Situation of New Freshmen and Transfer Students, by Entry Status</b>			
	Total	New freshmen	Transfer students
	%	%	%
<b>Courses are academically challenging</b>			
Strongly agree	27	25	32
Agree	69	70	65
Disagree	4	5	4
Strongly disagree	0	0	1
<b>Stressed by coursework</b>			
Strongly agree	11	10	13
Agree	51	51	48
Disagree	36	36	35
Strongly disagree	3	3	4
<b>Doing as well as I expected academically</b>			
Strongly agree	15	15	16
Agree	71	72	70
Disagree	13	13	14
Strongly disagree	0	0	1
<b>Satisfied with instructors</b>			
Strongly agree	27	25	32
Agree	67	70	60
Disagree	5	4	7
Strongly disagree	1	1	1
<b>Managing time well enough to complete required work</b>			
Strongly agree	19	18	20
Agree	64	64	61
Disagree	16	16	17
Strongly disagree	1	1	2
<b>Know where to go with academic difficulties</b>			
Strongly agree	21	19	27
Agree	58	62	44
Disagree	19	18	21
Strongly disagree	2	0	8

**Table 4b**  
**First-Year Seminar Situation of New Freshmen and Transfer Students, by Entry Status**

	Total	New freshmen	Transfer students
	%	%	%
Advisor cares about students			
Strongly agree	58	58	---
Agree	39	39	---
Disagree	2	2	---
Strongly disagree	1	1	---
Advisor meets my academic needs			
Strongly agree	49	49	---
Agree	45	45	---
Disagree	5	5	---
Strongly disagree	1	1	---
Overall positive experience with advisor			
Strongly agree	54	54	---
Agree	42	42	---
Disagree	4	4	---
Strongly disagree	1	1	---
Advisor helpful in transition to Loyola			
Strongly agree	47	47	---
Agree	45	45	---
Disagree	7	7	---
Strongly disagree	1	1	---

<b>Table 4c</b>			
<b>Social Situation of New Freshmen and Transfer Students, by Entry Status</b>			
	Total	New freshmen	Transfer students
	%	%	%
Have time for social life			
Strongly agree	27	32	12
Agree	58	58	58
Disagree	12	9	24
Strongly disagree	3	2	6
Have started to make friends			
Strongly agree	36	43	15
Agree	51	49	55
Disagree	11	7	24
Strongly disagree	2	1	6
Wishing I was back home			
Strongly agree	3	3	2
Agree	13	16	6
Disagree	57	58	53
Strongly disagree	27	24	38
Plan to be involved in student organization			
Strongly agree	43	46	33
Agree	49	49	48
Disagree	8	5	17
Strongly disagree	1	0	2
At least one person I can talk to about personal			
Strongly agree	37	40	26
Agree	43	45	38
Disagree	16	12	26
Strongly disagree	5	3	10

Source: President's Questionnaire for New Students, 2009

Appendix Table A Characteristics of Respondents and Non-respondents (New freshmen only)		
	Non-respondents	Respondents
ACT composite score (average)	26.4	26.8
SAT composite score (average)	1182	1195
High school rank percentile	79	82
High school GPA	3.68	3.75
Gender (%)		
Men	74	26
Women	68	32
Race/ethnicity (%)		
African American	78	22
Asian	76	24
Hispanic	71	29
White	69	31
School (%)		
Arts & Sciences	70	30
Business	72	28
Communications	65	35
Education	67	33
Nursing	74	26
Total	1454	622

Source: President's Survey of New Students (new freshmen only); Loyola administrative data