



President's Questionnaire for New Students, 2010

New Freshman Adjustment Early in Fall Term

Prepared by the Office of Institutional Research

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The President's Questionnaire for New Students was administered online to both new (first time) freshmen and transfer students, two weeks into fall semester, 2010. It remained open one week for responses. The Questionnaire was designed to assess how students were doing academically, socially, and (for first time freshmen) in the First Year Seminar, in their first couple of weeks at Loyola. It also gave students the opportunity to request follow-up regarding problems or issues they had. 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. Some respondents requested follow-up on more than one type of issue.

The response rate to the Questionnaire for new freshmen was 54.4%, with 1,121 of a total of 2,059 new freshmen invited to complete the Questionnaire doing so (see Appendix A). Compared to new freshman non-respondents, new freshman respondents had very slightly stronger pre-college academic characteristics, and they were a little more likely to be white (see Appendix B). In addition, women were more likely to respond than were men.

This report discusses the differences between new freshmen respondents who requested follow-up and those who did not.

Key findings

Respondents' requests for follow-up

- About 12% of respondents requested follow-up on an academic issue; only 3% requested follow-up on a specific First Year Seminar issue.
- Only about 4% requested follow-up on a social issue.
- About 13% requested follow-up in at least one of the three areas.

Pre-college and demographic characteristics

- Those respondents who requested follow-up on an academic issue and those who requested follow-up on a First Year Seminar issue had lower ACT scores, on average, than those who didn't; those requesting academic follow-up also had lower SAT scores (see Table 2).

- There were no gender differences between those who did and did not request any type of follow-up.
- Those who requested follow-up on an academic issue were less likely to be white than were those who did not request such follow-up. (First Year Seminar and social follow-up not analyzed; see Table 2).
- Those who requested follow-up on an academic or social issue were more likely to be first generation college students.

Current Characteristics

- Respondents who requested follow-up on an academic issue were more likely to be living off-campus than those who did not request academic follow-up (see Table 3).
- There were no differences between those who requested and did not request follow-up in whether or not they were working for pay.
- There were no differences between those who requested follow-up and those who did not in whether or not they were members of a Learning Community or the Honors program.
- There were no differences between those who requested and those who did not request follow-up in whether or not they were in the College of Arts and Sciences.

Conclusions

- Those who request academic follow-up have weaker test scores (ACT and SAT) than those who do not request follow-up.
- Whites are less likely to request academic follow-up than are non-whites.
- First generation college students are more likely to request follow-up on an academic or First Year Seminar issue.
- Students living off-campus are more likely to request academic follow-up than those living in residence halls.
- No differences were found between those who did and did not request social follow-up.

Table 1 New Freshman Requests for Follow -Up			
	Yes	No	Total respondents
	%	%	
Want follow -up on academic issue	12.3	87.7	1121
Want follow -up on First Year Seminar issue	3.3	96.7	1118
Want follow -up on social issue	3.5	96.5	1120
Want any follow up	13.3	86.7	1121

Source: *President's Questionnaire for New Students, 2010,*

Table 2 New Freshman Pre-College and Demographic Characteristics, by Requests for Follow-up						
	Want follow-up on academic issue		Want follow-up on First Year Seminar issue		Want follow-up on social issue	
	Yes	No	Yes	No	Yes	No
Pre-college academic characteristics (averages)						
High school GPA	3.72	3.76	3.77	3.75	3.81	3.75
High school rank	80.3	81.7	81.2	81.5	81.9	81.5
ACT composite score	26	27	26	27	26	27
SAT composite score	1142	1206	1163	1199	1146	1199
Gender (%)						
Female	68.1	68.7	62.2	68.9	79.5	68.3
Male	31.9	31.3	37.8	31.1	20.5	31.7
Race/ethnicity* (%)						
African American	3.7	1.9	---**	---**	---**	---**
Asian	17.8	13.4	---**	---**	---**	---**
Hispanic/Latino	17.0	8.1	---**	---**	---**	---**
White'	61.5	76.6	---**	---**	---**	---**
First generation college student (%)						
Yes	18.2	10.8	24.3	11.3	18.4	11.5
No	81.8	89.2	75.7	88.7	81.6	88.5

Source: President's Questionnaire for New Students, 2010,

Note: Bold indicates those who did request follow-up are different from those who did not, at a statistically significant level (.05).

* Excludes Native American (too few respondents for analysis), international, and unknown.

** Indicates fewer than 5 respondents in at least one cell.

Table 3 New Freshman Current Characteristics, by Requests for Follow-up						
	Want follow-up on academic issue		Want follow-up on First Year Seminar issue		Want follow-up on social issue	
	Yes	No	Yes	No	Yes	No
Fall residence						
Residence hall	83.3	89.4	81.1	89.0	84.6	88.8
Off-campus	16.7	10.6	18.9	11.0	15.4	11.2
Working on- or off-campus						
Working	21.2	16.5	13.5	17.2	15.4	17.1
Not working	78.8	83.5	86.5	82.8	84.6	82.9
Learning Community						
Yes	10.9	11.1	16.2	10.8	---*	---*
No	89.1	88.9	83.8	89.2	---*	---*
Honors Program						
Yes	10.1	14.9	---*	---*	---*	---*
No	89.9	85.1	---*	---*	---*	---*
School						
College of Arts and Sciences	74.6	71.3	70.3	71.9	64.1	72.0
Other	25.4	28.7	29.7	28.1	35.9	28.0

Source: President's Questionnaire for New Students, 2010,

Note: Bold indicates those who did request follow-up are different from those who did not, at a statistically significant level (.05).

* Indicates fewer than 5 respondents in at least one cell.

Appendix A		
President's Questionnaire: New Freshman: Response Rates		
	%	Count
Respondent	54.4	1121
Non-respondent	45.6	938

Source: President's Questionnaire for New Students, 2010, and Loyola administrative data, fall 2010

Appendix B		
President's Questionnaire: Characteristics of New Freshman Respondents and Non-respondents		
	Respondent	Non-respondent
Pre-college academic characteristics* (averages)		
High school GPA	3.75	3.68
High school rank	81.5	78.7
ACT composite score	27.0	26.7
SAT composite score	1198	1182
Race/ethnicity** (%)		
African American	2.1	3.7
Asian	13.9	16.3
Hispanic/Latino	9.2	11.7
White	74.7	68.4
Gender (%)		
Female	68.6	58.0
Male	31.4	42.0
School (%)		
College of Arts and Sciences	71.7	70.9
Other	28.3	29.1
Total respondents	1121	938

Source: *President's Questionnaire for New Students, 2010, and Loyola administrative data, fall 2010*

Note: Bold indicates respondents are different from non-respondents at a statistically significant level.

* Data not collected systematically for transfer students.

** Excludes Native American (too few respondents for analysis), international, and unknown.