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President's Questionnaire for New Students, 2010

Most New Students Are Stressed, but Report Positive Early Adjustment

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 new 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.

Overall, the response rate to the Questionnaire was 53.7%, with a total of 1,385 students responding (see Appendix A). New freshman respondents had very slightly stronger pre-college academic characteristics, and they were a little more likely to be white (see Appendix B). For both new freshmen and transfer students, women were more likely to respond than were men.

This report discusses overall results and also compares new freshman respondents with new transfer student respondents in whether they requested follow-up and in their academic and social situations.

Key findings

Respondent characteristics

- Of the 1,385 student who responded to the Questionnaire, about 81% were new freshmen and 19% were transfer students (see Table 1).
- New freshmen were much more likely to be living in a residence hall than were transfer students (89% vs. 35 %; see Table 2). Even so, the living situation with the largest proportion of transfer students was the residence halls.
- The great majority of new freshmen were not working for pay (83%), and the majority of transfer students were not working (60%). Of students who worked for pay, the most common work situation was part time, off campus.

- Transfer students were more likely to be first generation college students (21%), compared to new freshmen (12%).
- Freshmen were much more likely than transfer students to be members of a Learning Community (11% v. 2%) or in the Honors program (14% vs. 3%).

Follow-up requests

- Transfer students were a little more likely than new freshmen to want follow-up on an academic issue (20% vs. 12%; see Table 3). Overall, 14% of respondents wanted follow-up on an academic issue.
- Only 3% of new freshmen wanted follow-up on a First Year Seminar issue.
- Transfer students were more likely than new freshmen to want follow-up on a social issue (12% vs. 3%). Overall, only 5% of respondents wanted follow-up on a social issue.
- Overall, 13% of new freshman wanted follow-up on some issue, compared to 24% of transfer students.

Academic situation

- There were almost no differences between new freshmen and transfer students in measures of students' academic situation (see Table 4).
- Transfer students were a little more likely to strongly agree that they knew where to go with academic difficulties, and a little less likely to agree, than were new freshmen. Transfer students were also a little more likely to disagree or strongly disagree.
- Overall, the great majority of respondents agreed or strongly agreed that their courses were academically challenging, that they were doing as well as they expected academically, and that they were managing their time well enough to complete their required work.
- More than half said they were stressed or very stressed by coursework.

First Year Seminar

- A vast majority of freshmen agreed or strongly agreed that their advisor cared about students and met their academic needs (see Table 5).
- A vast majority agreed or strongly agreed that their experience with their advisor was positive overall.

- New freshmen were more likely to agree, rather than strongly agree, that their advisor was helpful in their transition to Loyola.

Social situation

- Only 28% of respondents strongly agreed that they had time for a social life; that percentage was higher for new freshmen than for transfer student (see Table 6).
- Transfer students were less likely to strongly agree and more likely to disagree or strongly disagree that they had started to make friends, compared to new freshmen.
- There were no meaningful differences between transfer students and new freshmen in the percent that wished they were back home.
- Transfer students were less likely to strongly agree that they planned to be involved in a student organization, compared to new freshmen.
- Transfer students were substantially less likely than new freshmen to feel that they had at least one person they could talk to about problems. Only a

small majority of new transfer students agreed or strongly agreed, compared to a great majority of new.

Conclusions

- The percentage of respondents asking for academic follow-up was only 12%, and for social follow-up a very low 3%. Fifteen percent of respondents overall wanted some kind of follow-up.
- Transfer students were somewhat more likely than new freshmen to ask for some kind of follow-up.
- A substantial majority of respondents overall reported being in a positive academic situation.
- The vast majority of new freshman responded positively to questions about their First Year Seminar.
- A substantial majority of respondents overall reported being in a positive social situation, but transfer students reported less positive social situations than did new freshmen.

	%	Count
Status		
New freshmen	80.9	1121
Transfer students	19.1	264
Total respondents	100.0	1385

Source: President's Questionnaire for New Students, 2010

Table 2 Respondent Characteristics, by Entry Status						
	Total		Status			
			New freshmen		Transfer students	
	%	Count	%	Count	%	Count
Current living situation						
In a residence hall	78.4	1084	88.6	991	35.2	93
At home with my parent(s)	13.0	179	10.6	118	23.1	61
With my spouse or partner, off-campus	2.9	40	.1	1	14.8	39
Alone or with a friend/roommate, off-campus	5.7	79	.7	8	26.9	71
Current work situation*						
I am not working for pay	78.6	1082	82.9	924	60.1	158
I am working full-time OFF campus	.8	11	.0	0	4.2	11
I am working full-time ON campus	.1	1	.1	1	.0	0
I am working part-time OFF campus	16.4	226	12.5	139	33.1	87
I am working part-time ON campus	4.1	57	4.5	50	2.7	7
1st generation college student	13.5	187	11.7	131	21.3	56
Learning Community	9.2	128	11.1	124	1.5	4
Honors program	12.1	167	14.3	160	2.7	7
Total respondents	100	1385	100	1121	100	264

Source: President's Questionnaire for New Students, 2010

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

* Full-time equals at least 35 hours per week.

Table 3						
Follow-up Requests, by Entry Status						
	Total		Status			
			New freshmen		Transfer students	
	%	Count	%	Count	%	Count
Want follow-up on academic issue						
Yes	14	192	12	138	20	54
No	86	1193	88	983	80	210
Want follow-up on First Year Seminar issue*						
Yes	---	---	3	37	---	---
No	---	---	97	1081	---	---
Want follow-up on social issue						
Yes	5	70	3	39	12	31
No	95	1314	97	1081	88	233
Want any follow up						
Yes	15	212	13	149	24	63
No	85	1173	87	972	76	201

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

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

* Only new freshmen take the First Year Seminar.

Table 4 Academic Situation, by Entry Status			
	Total	Status	
		New freshmen	Transfer students
		%	%
Courses are academically challenging			
Strongly agree	22.0	21.5	24.3
Agree	71.2	71.2	71.1
Disagree	6.3	7.0	3.4
Strongly disagree	0.5	0.4	1.1
Stressed by coursework			
Strongly agree	9.9	9.3	12.5
Agree	48.6	49.5	44.5
Disagree	39.0	38.8	39.9
Strongly disagree	2.5	2.4	3.0
Doing as well as I expected academically			
Strongly agree	12.9	12.3	15.6
Agree	73.6	74.7	69.2
Disagree	12.8	12.7	13.3
Strongly disagree	0.7	0.4	1.9
Satisfied with instructors			
Strongly agree	22.4	21.2	27.4
Agree	69.4	71.1	62.4
Disagree	7.7	7.1	10.3
Strongly disagree	0.5	0.6	0.0
Managing time well enough to complete required work			
Strongly agree	19.6	18.9	22.4
Agree	66.9	68.5	59.8
Disagree	12.6	11.7	16.2
Strongly disagree	0.9	0.8	1.5
Knowing where to go with academic difficulties			
Strongly agree	21.7	22.4	18.8
Agree	65.0	66.4	59.2
Disagree	11.7	10.3	17.3
Strongly disagree	1.6	0.9	4.6

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

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

Table 5 First Year Seminar*	
	New freshmen
	%
Advisor cares about students	
Strongly agree	52.8
Agree	44.7
Disagree	2.0
Strongly disagree	0.5
Advisor meets my academic needs	
Strongly agree	41.8
Agree	54.4
Disagree	3.1
Strongly disagree	0.6
Overall positive experience with advisor	
Strongly agree	46.9
Agree	49.8
Disagree	2.8
Strongly disagree	0.6
Advisor helpful in transition to Loyola	
Strongly agree	39.3
Agree	51.9
Disagree	7.9
Strongly disagree	0.8

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

* Includes new freshmen only; transfer students do not take First Year Seminar.

Table 6 Social Situation, by Entry Status			
	Total	Status	
		New freshmen	Transfer students
	%	%	%
Have time for social life			
Strongly agree	27.5	31.0	12.9
Agree	60.1	59.9	60.8
Disagree	10.9	8.0	23.2
Strongly disagree	1.5	1.2	3.0
Have started to make friends			
Strongly agree	35.9	43.0	6.1
Agree	53.8	51.8	62.1
Disagree	8.9	4.6	27.3
Strongly disagree	1.4	0.6	4.5
Wishing I was back home			
Strongly agree	3.0	3.0	3.0
Agree	14.9	15.6	11.8
Disagree	56.5	56.7	55.5
Strongly disagree	25.7	24.7	29.7
Plan to be involved in student organization			
Strongly agree	40.7	44.4	24.9
Agree	53.3	51.4	61.3
Disagree	5.9	4.1	13.8
Strongly disagree	0.1	0.2	0.0
At least one person I can talk to about problems			
Strongly agree	37.2	42.1	16.3
Agree	45.5	47.1	38.6
Disagree	14.3	9.4	35.2
Strongly disagree	3.0	1.3	9.8

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

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

Appendix A President's Questionnaire for New Students: Response Rates						
	Total		Entry status			
			New freshmen		Transfers	
	%	Count	%	Count	%	Count
Respondent	53.7	1385	54.4	1121	50.6	264
Non-respondent	46.3	1196	45.6	938	49.4	258

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

Appendix B						
President's Questionnaire for New Students: Characteristics of Respondents and Non-respondents						
	Total		Entry status			
			New freshmen		Transfers	
	Non- Respondent	respondent	Non- Respondent	respondent	Non- Respondent	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	3.4	4.4	2.1	3.7	9.4	7.3
Asian	13.8	15.7	13.9	16.3	12.9	13.3
Hispanic/Latino	10.2	13.1	9.2	11.7	15.2	18.8
White	72.7	66.8	74.7	68.4	62.5	60.6
Gender (%)						
Female	67.4	56.7	68.6	58.0	62.5	51.9
Male	32.6	43.3	31.4	42.0	37.5	48.1
School (%)						
College of Arts and Sciences	71.6	69.6	71.7	70.9	70.8	64.7
Other	28.4	30.4	28.3	29.1	29.2	35.3
Total respondents	1385	1196	1121	938	264	258

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.