Class of 2013: The First-Year Experience

With a Special Focus on First-Year Programs

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Class of 2013: The First-Year Experience

BACKGROUND AND OBJECTIVES
The objective of this assessment is to inform ongoing efforts to enhance undergraduate curricular offerings and retention efforts by understanding:

- Who our first-year students are
- Factors related to students’ first semester and first-year cumulative academic performance
- Factors related to first-to-second year retention
- Factors related to first-year students’ satisfaction
- First-year students’ academic and social engagement in the campus community
- Students’ perceptions of their first-year experience at Loyola
- Students’ level of engagement and perceptions of the first-year experience by first-year program (FYP)

Areas of focus include:

- Characteristics of the Class of 2013
- Retention and academic outcomes
- Educational intentionality
- Global and domain-specific satisfaction
- Sense of belonging
- Academic self-concept
- Habits of mind
- College adjustment
- Academic disengagement
- Student-faculty interaction
- Social self-concept
- Pluralistic orientation
- Co-curricular engagement
- Time on task
DATA AND METHODS

Class of 2013: The First-Year Experience
Data Sources

Institutional Data

- Class of 2013 (n = 968) demographic, FYP (non)participation, academic performance, and enrollment data

The CIRP Freshman Survey (CIRP), fall 2009

- First-year students from the fall 2009 cohort of full-time, first-time students who responded to the survey during the first day of fall orientation (n = 889)
- Compared to the 2009 cohort, those who took the CIRP survey were more likely to be a person of color (12% v. 15%)

Your First College Year Survey (YFCY), spring 2010

- First-year students from the fall 2009 cohort of full-time, first-time students who responded to the survey (n = 251)
- Compared to students of the Class of 2013, those who took the YFCY survey were more likely to be women (61% v. 81%)

1 Details about these surveys are located in the “Notes” section at the end of the presentation.
Analytical Methods

- For the CIRP and YFCY, comparisons are made at two-levels in this assessment:
  - First-year students at the beginning and end of the first year. These are cross-sectional analyses where first-year students’ responses on the CIRP survey are compared to students’ responses on the YFCY survey from the 2009 cohort. An asterisk is used to indicate when there is a statistically significant difference between students’ responses at the beginning and end of the first year (p ≤ .05, two-tailed).
  - First-year students by first-year program participation—Alpha, Collegium, FE100, Honors, and General (no first-year program). A letter is used to indicate when a group is statistically significantly different from another group (A=Alpha, C=Collegium, F=FE100, H=Honors, G=General), and an asterisk* is used when one group is significantly different from all others (p ≤ .05, two-tailed).

- The CIRP and YFCY survey samples were weighted by gender and race in order to generalize results to the population.

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2 Details about how the weights were created and the actual weights used in this analysis are located in the “Notes” section at the end of the presentation.
Class of 2013: The First-Year Experience

EXECUTIVE SUMMARY
Executive Summary

Who Are Our First-year Students?

- About six out of ten students from the Class of 2013 (2009 cohort) participated in an FYP. The Collegium program had a more diverse group of students than the other FYPs in terms of race/ethnicity, first-generation college going, and being eligible for a Federal Pell Grant (indicator of lower socio-economic status).

Factors Related to First-term Academic Performance

- When various demographic and first-year characteristics were controlled for, being a male, a student from the Middle States region, and being waitlisted was negatively related to first-term academic performance for the Class of 2013, while having better pre-enrollment academic characteristics, particularly a strong high school performance, was positively related to first-term academic performance at Loyola.

Factors Related to 1st to 2nd Year Retention

- Students in the Class of 2013 who applied for financial aid, participated in an FYP, and had a stronger first-term academic performance were more likely than their counterparts to be retained from the 1st to 2nd year.
Executive Summary

Educational Intentionality

- In deciding to go to college, *being able to get a better job* was at the top of most respondents’ lists; still respondents who engaged in an FYP, and particularly those in the Alpha and Honors programs, were more likely than General students to place greater importance on aspects associated with a liberal arts education.

Importance-Performance Analyses—What is Related to Students’ Satisfaction?

- Successes were identified in six areas: (1) overall academic experience, (2) overall quality of instruction, (3) class size, (4) interactions with other students, (5) student housing (e.g., residence halls), and (6) library facilities.

- Areas for improvement were identified in eight areas: (1) orientation for new students, (2) relevance of coursework to future career plans, (3) relevance of coursework to everyday life, (4) first-year programs, (5) general education and core curriculum courses, (6) overall sense of community among students, (7) students’ social lives, and (8) availability of campus social events.
Executive Summary

Global and Domain-specific Satisfaction—Disaggregated by First-Year Program for Selected Items

- About three out of four respondents were “very satisfied” or “satisfied” with their college experience, and would choose to go to Loyola again. There were no differences among FYPs.

- About eight out of 10 respondents were enthusiastic about Loyola, had a sense of belonging and felt part of the community, and would recommend the college to others. There were no differences among FYPs.

- FYP respondents were more likely than General students to be satisfied with the academic advising experience and to have met more frequently with their advisors to select courses.

Academic Self-concept

- Respondents had varying levels of self-confidence with regards to their academic abilities. At the end of the year, all first-year respondents—except Honors—expressed feeling more confident about their writing abilities.
Executive Summary

**Habits of Mind**
- Comparing responses from the senior year of high school to the end of the first year of college, respondents expressed changes in their habits of mind.
  - Respondents reported more frequently *taking notes in class, revising papers to improve their writing, and evaluating the quality and reliability of the information being received*.
  - Respondents reported less frequently *asking questions in class, seeking alternative solutions to a problem, and taking a risk because there was more to gain*.

**College Adjustment**
- All first-year respondents were challenged with *developing effective studying skills, adjusting to the demands of college, and learning how to manage one’s time*. FYP respondents were more likely than those not taking an FYP to feel it was easier to *utilize campus services*.
Executive Summary

**Academic Disengagement**
- Respondents at some point or another during the first year were *academically disengaged* regardless if they participated in an FYP or not. About one-third of respondents were “frequently” bored in class.

**Social Self-concept**
- There were varying levels of social self-confidence at the beginning of the year by FYP participation/non-participation. Generally, most respondents reported feeling less confident with regards to *working cooperatively with others, being socially self-confident, and understanding one’s self*.

**Pluralistic Orientation**
- Collegium respondents expressed greater confidence than some of their FYP counterparts in their *pluralistic orientation towards others*. Alpha, FE100 and Collegium respondents expressed feeling more confident in these areas at the end of the year.
Executive Summary

Co-curricular Engagement
- Respondents across all FYP groupings indicated participating in student clubs/groups and community service at higher rates than what was intended at the beginning of the year.

- Respondents who engaged in an FYP were more likely than non-participants to indicate they had been a leader in an organization their first year at Loyola. Alpha respondents were more likely than General respondents to indicate they had participated in leadership training.

Time on Task
- First-year respondents reported spending much more time studying and on homework, and much less time watching TV and engaging in exercise/sports during their first year of college compared to what they did during their senior year of high school.
WHO ARE OUR FIRST-YEAR STUDENTS?
### Class of 2013: First-Year Program Participation

<table>
<thead>
<tr>
<th>First-year Program</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpha</td>
<td>322</td>
<td>33%</td>
</tr>
<tr>
<td>Collegium</td>
<td>55</td>
<td>6%</td>
</tr>
<tr>
<td>FE100</td>
<td>131</td>
<td>14%</td>
</tr>
<tr>
<td>Honors</td>
<td>40</td>
<td>4%</td>
</tr>
<tr>
<td>General</td>
<td>420</td>
<td>43%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>968</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: OIR Course files, fall 2009.

- Almost six out of ten students (57%) participated in one of the four FYPs their first semester, with the largest program being Alpha, followed by FE100, Collegium and Honors.

- Next slide shows (in bolded red font):
  - The Collegium program had a more diverse group of students than the other FYPs in terms of race/ethnicity, first-generation college going, and being eligible for a Federal Pell Grant (indicator of lower socio-economic status).
  - Honors students had stronger pre-enrollment qualifications (high school GPA and SAT scores) than their first-year counterparts by nature of the academic qualifications for acceptance into the program.
<table>
<thead>
<tr>
<th>Characteristics of the Class of 2013 by First-Year Program</th>
<th>Overall</th>
<th>Alpha</th>
<th>Collegium</th>
<th>FE100</th>
<th>Honors</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>61%</td>
<td>64%</td>
<td>56%</td>
<td>62%</td>
<td>75%</td>
<td>58%</td>
</tr>
<tr>
<td>Men</td>
<td>39%</td>
<td>36%</td>
<td>44%</td>
<td>38%</td>
<td>25%</td>
<td>42%</td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>88%</td>
<td>86%</td>
<td>72%</td>
<td>91%</td>
<td>85%</td>
<td>91%</td>
</tr>
<tr>
<td>Person of Color</td>
<td>12%</td>
<td>14%</td>
<td><strong>28%</strong></td>
<td>9%</td>
<td>15%</td>
<td>9%</td>
</tr>
<tr>
<td><strong>H.S. GPA mean (std.)</strong></td>
<td>3.41 (.36)</td>
<td>3.41 (.35)</td>
<td>3.43 (.35)</td>
<td>3.40 (.34)</td>
<td><strong>3.77 (.23)</strong></td>
<td>3.37 (.37)</td>
</tr>
<tr>
<td><strong>SAT Total mean (std.)</strong></td>
<td>1172 (119)</td>
<td>1164 (116)</td>
<td>1148 (121)</td>
<td>1172 (102)</td>
<td><strong>1377 (77)</strong></td>
<td>1159 (109)</td>
</tr>
<tr>
<td><strong>Middle States</strong></td>
<td>77%</td>
<td>75%</td>
<td>73%</td>
<td>76%</td>
<td>83%</td>
<td>78%</td>
</tr>
<tr>
<td>First generation college going*1</td>
<td>14%</td>
<td>13%</td>
<td><strong>23%</strong></td>
<td>13%</td>
<td>3%</td>
<td>15%</td>
</tr>
<tr>
<td>Pell eligible*2</td>
<td>18%</td>
<td>20%</td>
<td><strong>29%</strong></td>
<td>9%</td>
<td>5%</td>
<td>19%</td>
</tr>
<tr>
<td>Waitlisted*</td>
<td>25%</td>
<td>26%</td>
<td>27%</td>
<td>23%</td>
<td><strong>0%</strong></td>
<td>27%</td>
</tr>
</tbody>
</table>

*Sources: OIR Student Headcount file, fall 2009 and The Office of Financial Aid, 2009-10
With the exception of H.S. GPA and SAT Total (ANOVA), chi-square tests were used for all other comparisons. For comparisons using a chi-square test, an asterisk denotes that there was a significant relationship between engaging in an FYP and a demographic characteristic. For comparisons using an ANOVA, an asterisk denotes that one group was significantly different from all others (p < .05, two-tailed).
1 Office of Financial Aid, FAFSA filers. Neither parent/guardian has a college degree.
2 Office of Financial Aid, FAFSA filers. Students whose estimated family contribution is less than $3,851 were considered eligible for a Federal Pell Grant in 2009.
Class of 2013: The First-Year Experience

ACADEMIC PERFORMANCE
BIVARIATE AND MULTIVARIATE ANALYSES
### Class of 2013: Academic Performance by First-Year Program

<table>
<thead>
<tr>
<th>First-year Program</th>
<th>Semester Cumulative GPA mean (std. dev.)</th>
<th>First-year Cumulative GPA mean (std. dev.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpha</td>
<td>3.10 (.57)&lt;sup&gt;G&lt;/sup&gt;</td>
<td>3.10 (.53)&lt;sup&gt;G&lt;/sup&gt;</td>
</tr>
<tr>
<td>Collegium</td>
<td>2.95 (.68)</td>
<td>3.02 (.53)</td>
</tr>
<tr>
<td>FE100</td>
<td>2.94 (.59)</td>
<td>3.01 (.45)</td>
</tr>
<tr>
<td>Honors</td>
<td>3.59 (.35)&lt;sup&gt;*&lt;/sup&gt;</td>
<td>3.57 (.35)&lt;sup&gt;*&lt;/sup&gt;</td>
</tr>
<tr>
<td>General</td>
<td>2.93 (.58)</td>
<td>2.96 (.53)</td>
</tr>
<tr>
<td>Overall</td>
<td><strong>3.02 (.59)</strong></td>
<td><strong>3.05 (.53)</strong></td>
</tr>
</tbody>
</table>

A letter is used to indicate when a group is statistically significantly different from another group (A=Alpha, C=Collegium, F=FE100, H=Honors, G=General), and an asterisk* is used when one group is significantly different from all others (p < .05, two-tailed).

Source: OIR course (fall 2009) and grade files (fall 2009 and spring 2010).
Factors Related to Semester and First-year Academic Performance at Loyola

<table>
<thead>
<tr>
<th></th>
<th>Semester Cumulative GPA (mean, std. dev.)</th>
<th>First-year Cumulative GPA (mean, std. dev.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>3.09 (.57)*</td>
<td>3.11 (.52)*</td>
</tr>
<tr>
<td>Men</td>
<td>2.90 (.60)</td>
<td>2.94 (.52)</td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>3.05 (.58)*</td>
<td>3.08 (.52)*</td>
</tr>
<tr>
<td>Person of Color</td>
<td>2.82 (.59)</td>
<td>2.81 (.56)</td>
</tr>
<tr>
<td><strong>Middle States</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>3.03 (.61)</td>
<td>3.06 (.54)</td>
</tr>
<tr>
<td>No</td>
<td>2.98 (.54)</td>
<td>2.99 (.49)</td>
</tr>
<tr>
<td><strong>Applied for financial aid</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>3.06 (.57)*</td>
<td>3.08 (.53)*</td>
</tr>
<tr>
<td>No</td>
<td>2.91 (.63)</td>
<td>2.96 (.52)</td>
</tr>
<tr>
<td><strong>First generation college going</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>2.98 (.64)</td>
<td>3.02 (.55)</td>
</tr>
<tr>
<td>No</td>
<td>3.07 (.58)</td>
<td>3.09 (.52)</td>
</tr>
<tr>
<td><strong>Pell eligible</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>2.92 (.63)*</td>
<td>2.93 (.57)*</td>
</tr>
<tr>
<td>No</td>
<td>3.09 (.56)</td>
<td>3.11 (.51)</td>
</tr>
<tr>
<td><strong>Waitlisted</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>2.67 (.59)*</td>
<td>2.93 (.57)*</td>
</tr>
<tr>
<td>No</td>
<td>3.03 (.59)</td>
<td>3.06 (.52)</td>
</tr>
</tbody>
</table>

**Sources:** OIR Student Headcount file, fall 2009 and The Office of Financial Aid, 2009-10

An asterisk denotes that one group was significantly different from another (p < .05, two-tailed).

1 Office of Financial Aid, FAFSA filers. Neither parent/guardian has a college degree.

2 Office of Financial Aid, FAFSA filers. Students whose estimated family contribution is less than $3,851 were considered eligible for a Federal Pell Grant in 2009.
Factors Related to First-term Academic Performance for The Class of 2013: A Multivariate Analysis

* A multiple linear regression model was used to evaluate factors related to academic performance. Students who did not apply for financial aid were considered not eligible for a Federal Pell Grant. First generation college was excluded due to a substantial number of missing cases. Estimated Family Contribution (EFC) from the FAFSA was removed from the final model because it did not add any explanatory power. See the Appendix for the model summary of results.

When all of these factors are being controlled for, being a male, a Middle States resident, and being waitlisted was negatively related to first-term academic performance at Loyola.

Having stronger pre-enrollment academic characteristics was positively related to first-term academic performance at Loyola.
Class of 2013: The First-Year Experience

FIRST-TO-SECOND YEAR RETENTION

BIVARIATE AND MULTIVARIATE ANALYSES
Retention by First-Year Program

Note: A letter is used to indicate when a group is statistically significantly different from another group (A=Alpha, C=Collegium, F=FE100, H=Honors, G=General), and an asterisk* is used when one group is significantly different from all others (p ≤ .05, two-tailed).

Students who engaged in an FYP were more likely than students who did not do so to be retained to the sophomore year.
Retention by First-Year Characteristics

<table>
<thead>
<tr>
<th>Not Retained to the Sophomore Year</th>
<th>Class of 2013</th>
<th>Retained to the Sophomore Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students (n = 968)</td>
<td>13%</td>
<td>87%</td>
</tr>
<tr>
<td>Women</td>
<td>13%</td>
<td>87%</td>
</tr>
<tr>
<td>Men</td>
<td>12%</td>
<td>88%</td>
</tr>
<tr>
<td>Students of Color</td>
<td>12%</td>
<td>88%</td>
</tr>
<tr>
<td>White Students</td>
<td>13%</td>
<td>87%</td>
</tr>
<tr>
<td>Middle States’ Residents</td>
<td>12%</td>
<td>88%</td>
</tr>
<tr>
<td>Non-Middle States’ Residents</td>
<td>15%</td>
<td>85%</td>
</tr>
<tr>
<td>Living On Campus</td>
<td>13%</td>
<td>87%</td>
</tr>
<tr>
<td>Living Off Campus</td>
<td>13%</td>
<td>87%</td>
</tr>
<tr>
<td>First Generation College¹</td>
<td>11%</td>
<td>89%</td>
</tr>
<tr>
<td>Second Generation College or Beyond</td>
<td>14%</td>
<td>86%</td>
</tr>
<tr>
<td>Applied for Financial Aid</td>
<td>10%</td>
<td>90%*</td>
</tr>
<tr>
<td>Did not Apply for Financial Aid</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>Pell Eligible²</td>
<td>9%</td>
<td>91%</td>
</tr>
<tr>
<td>Not Pell Eligible</td>
<td>10%</td>
<td>90%</td>
</tr>
</tbody>
</table>

Note: An asterisk is used to indicate when there is a statistically significant difference between students who were retained or not retained (p < .05, two-tailed).

¹ Office of Financial Aid, FAFSA filers. Neither of the students’ parents/guardians have a college degree.

² Office of Financial Aid, FAFSA filers. Students whose estimated family contribution is less than $3,851 were considered eligible for a Federal Pell Grant in 2009.
Reprinted by Academic Performance

<table>
<thead>
<tr>
<th>Not Retained to the Sophomore Year</th>
<th>Retained to the Sophomore Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loyola 1st-year Cumulative GPA (mean)</td>
<td>3.05</td>
</tr>
<tr>
<td>Loyola 1st-term Cumulative GPA (mean)</td>
<td>3.04*</td>
</tr>
<tr>
<td>High School GPA (mean)</td>
<td>3.41</td>
</tr>
<tr>
<td>Verbal SAT (mean)</td>
<td>582</td>
</tr>
<tr>
<td>Math SAT (mean)</td>
<td>589</td>
</tr>
<tr>
<td>Total SAT³ (mean)</td>
<td>1172</td>
</tr>
</tbody>
</table>

³ Students who took the ACT had their scores converted to SAT scores.

Note: An asterisk is used to indicate when there is a statistically significant difference between students who were retained or not retained for a particular academic outcome (p < .05, two-tailed).

On average, students who had a better first-term academic performance at Loyola were more likely to be retained to the sophomore year than those students who did not perform as well.
Factors Related to First-to-Second Year Retention for The Class of 2013: 
A Multivariate Analysis

Factors related to 1st to 2nd year retention in the bivariate case were also related to 1st to 2nd year retention when controlling for these other factors.

Students in the Class of 2013 who applied for financial aid, participated in an FYP, and had a higher first term GPA were more likely to be retained than their counterparts.

* A binary logistic regression model was used to evaluate factors related to being retained/not retained to the sophomore year. Students who did not apply for financial aid were considered not eligible for a Federal Pell Grant. First generation college was excluded due to a substantial number of missing cases. Estimated Family Contribution (EFC) from the FAFSA was removed from the final model because its prediction power was very weak and did not add any predictability to the overall model. See the Appendix for the model summary of results.
Class of 2013: The First-Year Experience

EDUCATIONAL INTENTIONALITY
OVERALL AND DISAGGREGATED BY FIRST-YEAR PROGRAM
In deciding to go to college, how important was each of the following reasons?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percent choosing “very important” (n = 893)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be able to get a better job</td>
<td>82%</td>
</tr>
<tr>
<td>To learn more about things that interest me</td>
<td>80%</td>
</tr>
<tr>
<td>To gain a general education and appreciation of ideas</td>
<td>76%</td>
</tr>
<tr>
<td>To be able to make more money</td>
<td>74%</td>
</tr>
<tr>
<td>To make me a more cultured person</td>
<td>58%</td>
</tr>
<tr>
<td>My parents wanted me to go</td>
<td>43%</td>
</tr>
</tbody>
</table>
• Being able to get a better job was at the top of most respondents’ lists; still respondents who engaged in an FYP, and particularly those in the Alpha and Honors programs, were more likely than non-participants to indicate it was “very important” to go to college to:
  • Learn more about things that interest me
  • Gain a general education and appreciation of ideas
  • Make me a more cultured person
Class of 2013: The First-Year Experience

GLOBAL AND DOMAIN-SPECIFIC SATISFACTION IMPORTANCE-PERFORMANCE ANALYSES
A. Respondents were asked to rate their satisfaction with the overall educational experience, as well as specific elements of it in four areas: (1) academic aspects; (2) campus life; (3) student and administrative services; and (4) facilities & technology.

B. The relationship between students’ satisfaction with individual elements of the college experience and global satisfaction is used to impute the importance of each attribute to the Loyola experience using a correlation coefficient. The larger the positive correlation coefficient, the greater the importance of the attribute. The correlation coefficients resulting from these data ranged from $r=.12$ to $r=.76$. The distinction between low and high importance (or the lower and upper quadrants) is set at the mean, $r=.34$.

C. Once the importance of each attribute is known, each element is plotted according to its importance to global satisfaction and Loyola’s success at satisfying student expectations in that specific area, which could have ranged from one = “very dissatisfied” to five = “very satisfied.” The distinction between low and high satisfaction is set at four, or “satisfied.”

D. Through this process, each attribute is assigned to one quadrant of the matrix to identify areas where Loyola is performing best and areas where improvements can be reasonably expected to boost global satisfaction for students.

### How to Read It: Importance-Performance Analysis

<table>
<thead>
<tr>
<th>Importance</th>
<th>Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High</strong></td>
<td></td>
</tr>
<tr>
<td>Needs Attention</td>
<td>- Important to students</td>
</tr>
<tr>
<td></td>
<td>- Lower satisfaction rating</td>
</tr>
<tr>
<td><strong>Low</strong></td>
<td></td>
</tr>
<tr>
<td>Low Priority</td>
<td>- Less important to students</td>
</tr>
<tr>
<td></td>
<td>- Lower satisfaction rating</td>
</tr>
<tr>
<td><strong>Low Priority</strong></td>
<td></td>
</tr>
<tr>
<td>Success</td>
<td></td>
</tr>
<tr>
<td>- Important to students</td>
<td></td>
</tr>
<tr>
<td>- Higher satisfaction rating</td>
<td></td>
</tr>
</tbody>
</table>

$\text{rating} = 4$  

$r = .34$
Importance-Performance Analysis: Academic Aspects

- Needs Attention
  - Relevance of coursework to future career plans
  - Relevance of coursework to everyday General education and core curriculum courses

- Low Priority
  - First-year programs
  - Academic advising
  - Tutoring and other academic assistance

- Success
  - Overall academic experience
  - Overall quality of instruction
  - Class size

- Low Priority
  - Amount of contact with faculty

- Under Recognized

- High

- Satisfaction

- Low

Office of Institutional Research
Importance-Performance Analysis: Campus Life

Needs Attention

- Overall sense of community among students
- Availability of campus social activities
- Respect for the expression of diverse beliefs
- Racial/ethnic diversity of the student body
- Racial/ethnic diversity of the faculty
- Interactions with other students
- Opportunities for community service

Low Priority

- Your social life

Success

Low

High

Low -> Satisfaction -> High
Importance-Performance Analysis: Student and Administrative Services

Needs Attention

Low Priority

Registrar's Office
Financial Aid Office
Student Health Services
Financial aid package
Psychological counseling services
Student Housing Office

Success

Low

High

Orientation for new students
Student housing (e.g., residence halls)

Low Priority

Satisfaction

Under Recognized

Low

High
Importance-Performance Analysis: Facilities and Technology

- Laboratory facilities and equipment
- Computer facilities/labs
- Computer assistance
- Library facilities
- Classroom facilities

Needs Attention

Low Priority

Success

Under Recognized

Low → Satisfaction → High

Low

High

Importance

Low → Importance → High
Class of 2013: The First-Year Experience

GLOBAL AND DOMAIN-SPECIFIC SATISFACTION
DISAGGREGATED BY FIRST-YEAR PROGRAM FOR SELECTED ITEMS
At fall orientation, practically all first-year respondents were optimistic that they would be satisfied with Loyola. At the end of the year, about three out of four first-year respondents indicated they were “satisfied” or “very satisfied” with their overall college experience.
If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?

- Alpha, 69%
- Collegium, 78%
- FE100, 77%
- Honors, 59%
- General, 72%

Notes:
No comparisons will be made to Collegium or Honors due to small group sizes (n < 30).
The bracketed percentage by each set of bars represents the percentage of all FYP participants who responded "definitely yes" or "probably yes".
Please indicate the extent to which you agree or disagree with the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percent choosing “strongly agree” or “agree” (n = 248)</th>
</tr>
</thead>
<tbody>
<tr>
<td>If asked, I would recommend this college to others</td>
<td>86%</td>
</tr>
<tr>
<td>I am enthusiastic about this college</td>
<td>80%</td>
</tr>
</tbody>
</table>

- Eight out of ten first-year respondents indicated they were enthusiastic about Loyola and would recommend it to others.
- FE100 respondents were more likely than Alpha and General respondents to indicate they would recommend Loyola to others.

Notes:
No comparisons will be made to Collegium or Honors due to small group sizes (n < 30).
The bracketed percentage by each set of bars represents the percentage of all FYP participants who responded “strongly agree” or “agree.”
Respondents who engaged in an FYP expressed greater satisfaction with the advising experience than those who did not engage in an FYP. Alpha respondents were more likely to be satisfied with academic advising than General respondents too.
Class of 2013: The First-Year Experience

SENSE OF BELONGING
PERSPECTIVES AT THE END OF THE FIRST YEAR DISAGGREGATED BY FIRST-YEAR PROGRAM
Please indicate the extent to which you agree or disagree with the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percent choosing “strongly agree” or “agree”</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel I am a member of this college</td>
<td>82%</td>
</tr>
<tr>
<td>I see myself as part of the campus community</td>
<td>80%</td>
</tr>
<tr>
<td>I feel a sense of belonging to this campus</td>
<td>79%</td>
</tr>
</tbody>
</table>

Eight out of ten first-year respondents indicated they felt part of the larger Loyola community and had a sense of belonging.

General respondents were more likely than Alpha respondents to agree that they felt like a member of the college.

Notes:
No comparisons will be made to Collegium or Honors due to small group sizes (n < 30).
The bracketed percentage by each set of bars represents the percentage of all FVP participants who responded “strongly agree” or “agree.”
Class of 2013: The First-Year Experience

ACADEMIC SELF-CONCEPT
AT MATRICULATION AND CHANGE OVER THE FIRST YEAR
DISAGGREGATED BY FIRST-YEAR PROGRAM
Honors respondents were more confident they would make a “B” average compared to Alpha, FE100, and those who did not engage in an FYP.

Alpha respondents were more confident than FE100 respondents they’d make a “B” average.

Note: The bracketed percentage by each set of bars represents the percentage of all FYP participants who responded “very good chance".
Honors respondents were more confident than their first-year counterparts about their academic ability when entering Loyola. Alpha respondents were more confident than FE100 respondents about their drive to achieve at matriculation.

Respondents across all first-year programs realized gains and losses in confidence about their academic self-concept. Most notably, Collegium respondents felt more confident about their leadership ability at the end of the year while Honors respondents felt less confident.
Collegium respondents expressed greater *intellectual self-confidence* than Alpha, FE100, and General counterparts at the beginning of the year; Honors respondents were more confident than General respondents as well.

Alpha, Collegium, and Honors respondents were generally more confident than FE100 and General respondents in their *writing ability* upon entering Loyola. Honors respondents were more confident than Alpha respondents too.

With the exception of Honors, all respondents expressed greater confidence in their *writing ability* at the end of the first year.
• First-year respondents were equally confident about their *ability to be creative*. Collegium and FE100 respondents realized marked gains in confidence in this ability by the end of the year whereas General respondents did not.

• Honors and Alpha respondents were more confident than FE100 respondents in their *public speaking abilities* at the beginning of the year. Honors, Alpha, and Collegium respondents indicated more confidence in this by the end of the year.
HABITS OF MIND
CHANGE FROM THE BEGINNING TO THE END OF THE FIRST YEAR
There were changes in students’ habits of mind from the senior year of high school to the end of the first year of college.

### More Frequently Engaged
- Taking notes during class
- Revising papers to improve writing
- Evaluating the quality or reliability of the information being received

### Less Frequently Engaged
- Asking questions in class
- Seeking alternative solutions to a problem
- Taking a risk because there was more to gain

### No Change
- Supporting opinions with a logical argument
- Accepting mistakes as part of the learning process
- Seeking solutions to a problem and explain them to others
- Seeking feedback on academic work
- Exploring topics on your own—even if not part of a class assignment
- Looking up scientific articles and resources
How often in the past year did you...?
Comparison between reported academic engagement in high school and during the first year of college

Take notes during class

- CIRP, 75%
- YFCY, 92%*  

Revise your papers to improve your writing

- CIRP, 50%
- YFCY, 58%*  

Evaluate the quality or reliability of the information you've received

- CIRP, 36%
- YFCY, 47%*  

*An asterisk denotes a statistically significant difference between the CIRP and YFCY (p ≤ .05).
How often in the past year did you...?
Comparison between reported academic engagement in high school and during the first year of college

- Ask questions in class
  - CIRP, 61%
  - YFCY, 50%*

- Seek alternative solutions to a problem
  - CIRP, 44%
  - YFCY, 37%*

- Take a risk because you felt you had more to gain
  - CIRP, 43%
  - YFCY, 34%*

*An asterisk denotes a statistically significant difference between the CIRP and YFCY (p < .05).
How often in the past year did you...?
Comparison between reported academic engagement in high school and during the first year of college

Support your opinions with a logical argument
- CIRP, 61%
- YFCY, 57%

Accept mistakes as a part of the learning process
- CIRP, 49%
- YFCY, 51%

Seek solutions to a problem and explain them to others
- CIRP, 52%
- YFCY, 51%

*An asterisk denotes a statistically significant difference between the CIRP and YFCY (p ≤ .05).
How often in the past year did you...?
Comparison between reported academic engagement in high school and during the first year of college

Seek feedback on your academic work

- CIRP, 48%
- YFCY, 51%

Explore topics on your own, even though it was not required for a class

- CIRP, 30%
- YFCY, 29%

Look up scientific articles and resources

- CIRP, 21%
- YFCY, 23%

*An asterisk denotes a statistically significant difference between the CIRP and YFCY (p ≤ .05).
Class of 2013: The First-Year Experience

COLLEGE ADJUSTMENT

PERSPECTIVES AT THE END OF THE FIRST YEAR DISAGGREGATED BY
FIRST-YEAR PROGRAM
First-year respondents found some aspects of college more or less challenging to adjust to. Respondents were likely to have more adjustment issues with regards to developing effective studying skills, adjusting to the demands of college, and learning how to manage one’s time.

FYP respondents were more likely than non-participants to feel it was “somewhat easy” or “very easy” to utilize campus services. FE100 respondents were more likely than General respondents to report this too.
ACADEMIC DISENGAGEMENT
PERSPECTIVES AT THE END OF THE FIRST YEAR DISAGGREGATED BY FIRST-YEAR PROGRAM
Respondents at some point during the first year were academically disengaged regardless if they participated in an FYP or not.

The next slide shows that about one-third of respondents were “frequently” bored in class.
Since entering college, how often have you...?

- Alpha, 42%
- Collegium, 18%
- FE100, 27%
- Honors, 53%
- General, 38%

Notes:
No comparisons will be made to Collegium or Honors due to small group sizes (n < 30).
The bracketed percentage by each set of bars represents the percentage of all FYP participants who responded "frequently".
Class of 2013: The First-Year Experience

STUDENT-FACULTY INTERACTION

PERSPECTIVES AT THE END OF THE FIRST YEAR DISAGGREGATED BY FIRST-YEAR PROGRAM
FYP respondents met more frequently with academic advisors to select courses than non-participants did.

Alpha and General respondents more frequently reported receiving emotional support or encouragement from their professors than their FE100 counterparts.

Notes:
No comparisons will be made to Collegium or Honors due to small group sizes (n < 30).
The bracketed percentage by each set of bars represents the percentage of all FYP participants who responded “frequently” or “occasionally.”
Since entering this college, indicate how often you...

- Alpha, 57%
- Collegium, 59%
- FE100, 60%
- Honors, 53%
- General, 45%

Percent Responding "Not at All"

Notes:
No comparisons will be made to Collegium or Honors due to small group sizes (n < 30).
The bracketed percentage by each set of bars represents the percentage of all FYP participants who responded "not at all".
Class of 2013: The First-Year Experience

SOCIAL SELF-CONCEPT
AT MATRICULATION AND CHANGE OVER THE FIRST YEAR
DISAGGREGATED BY FIRST-YEAR PROGRAM
FYP respondents, especially Alpha and Collegium respondents, were more confident in their ability to understand others when they started Loyola compared to General respondents. With the exception of General respondents, all other first-year respondents felt more confident in their ability to understand others at the end of the academic year.

All first-year respondents expressed less confidence in their ability to be cooperative by the end of the year.
Collegium and General respondents were more **socially self-confident** than FE100 respondents at the beginning of the school year. Most first-year students reported feeling less **socially confident and** were less confident or had no change in their own **self-understanding** by the end of the year.
Class of 2013: The First-Year Experience

PLURALISTIC ORIENTATION
AT MATRICULATION AND CHANGE OVER THE FIRST YEAR
DISAGGREGATED BY FIRST-YEAR PROGRAM
FYP respondents felt more confident than General respondents in their ability to work cooperatively with others, to tolerate others with different beliefs, and to see the world from someone else’s perspective. Collegium and Alpha respondents were more likely to express greater confidence in these areas than General respondents.

Gains and losses in confidence were realized across the academic year; Collegium respondents realized the greatest gains with their ability to tolerate others with different beliefs and General respondents reported the greatest loss in confidence in working cooperatively with diverse people.
Collegium respondents expressed greater confidence in their ability to discuss and negotiate controversial issues than Alpha, FE100, and General respondents. Alpha and FE100 made small to modest gains in this area over the academic year.

Collegium respondents felt more confident than their General counterparts in their ability to have their own views challenged. Alpha, FE100, and Collegium respondents reported gains in confidence in this area over the academic year.
Class of 2013: The First-Year Experience

CO-CURRICULAR ENGAGEMENT
AT MATRICULATION AND CHANGE OVER THE FIRST YEAR
DISAGGREGATED BY FIRST-YEAR PROGRAM
• Respondents who participated in an FYP were more likely than non-participants to intend to get involved on campus. Alpha, FE100, and Honors respondents were more likely to express interest in getting involved than other groups too.
• At the end of the first year, all FYP groups realized increases in engagement on campus than what was anticipated.
All first-year respondents were more likely than Honors respondents to believe they’d participate in club, intramural, or recreational sports. Gains were made over the year for FE100, Honors and General respondents.

General respondents were more likely than FYP participants to plan to play intercollegiate athletics. Gains were made over the year for Honors and General.

FYP participants were more likely than General respondents to believe they’d get involved in student government, particularly Alpha respondents. All groups participated at a lower rate than expected.
• Alpha respondents were more likely to indicate they had *participated in leadership training* compared to their General counterparts.

• Respondents who engaged in an FYP were more likely than those who did not to indicate they had *been a leader in an organization* their first year at Loyola.

**Notes:**

No comparisons will be made to Collegium or Honors due to small group sizes (n < 30).

The bracketed percentage by each set of bars represents the percentage of all FYP participants who responded "yes".
Class of 2013: The First-Year Experience

TIME ON TASK

CHANGE FROM THE BEGINNING TO THE END OF THE FIRST YEAR
First-year respondents reported spending much more time *studying and on homework*, and much less time *watching TV* and *engaging in exercise/sports* during their first year of college compared to what they did during their senior year of high school.
Class of 2013: The First-Year Experience

IMPLICATIONS
Assessing Institutional Fit

- Results comport with findings from the study *Why Go to College: A Typology of Intentional Learners*, in that understanding students’ intentions for pursuing college can be useful in recruitment and admission processes.
- Respondents who engage in an FYP were more likely than non-participants to rate aspects of a liberal arts education as more important in terms of why they pursued a college degree.
- In the 2009 cohort, FYP participants were also more likely than General students to be retained from the first to second year.

The Role of Academic Performance in Retention

- Results underscore the importance of academic performance in persisting at Loyola. Future research should include assessing psychosocial factors related to academic performance and retention.

References are located in the “Notes” section at the end of the presentation.
Importance-Performance Analyses—
Learning and Living is Key to Student Satisfaction

- The academic experience is an important component to first-year respondents’ global satisfaction, and this analysis highlights a theme from *Ways to Engage Undergraduate Students: A Thematic Network Analysis*. Students want to see the application of what they are learning to their lives and society—they want to understand WHY it is relevant to them. This is particularly important for new students as they immerse themselves in the Core curriculum.

- Though respondents express satisfaction with the interactions they have with other students, respondents expressed LESS satisfaction with the overall sense of community among students, their social life, and the availability of campus social events. Those three components of campus life were important to respondents’ overall satisfaction.

References are located in the “Notes” section at the end of the presentation.
Benefits of Engaging in a First-Year Program

- FYP participants are more satisfied than non-participants with the academic advising experience and meet more frequently with their advisors to choose courses. The frequency of contact finding from this assessment is consistent with findings from the Core Advising Summary reports produced every spring.

- First-year students are going through many academic and social adjustments. While all new students receive information during orientation about the many campus resources available to them, FYP participants are more likely than non-participants to utilize campus resources. Plausibly, this is related to the reinforcement of this type of information throughout the duration of the FYP course.

References are located in the “Notes” section at the end of the presentation.
Engaged Students, Engaged Faculty

- Time on task and items reflecting academic disengagement among first-year respondents corroborates evidence from *Ways to Engage Undergraduate Students: A Thematic Network Analysis, First-year Students’ Academic Involvement: An Expectations-Performance Gap Analysis*, and *Time on Task: An Expectations-Performance Gap Analysis*, and emphasizes the importance of faculty members setting expectations early on and them modeling and reinforcing behaviors to convey:
  - What it means to be prepared and ready to actively engage in class
  - The amount of time they expect students to devote to the coursework
  - Ways to manage one’s time given the course workload and competing obligations

- Time on task and items reflecting academic disengagement among first-year respondents corroborates evidence from *Ways to Engage Undergraduate Students* with regards to faculty understanding how to effectively engage students inside and outside of the classroom.

References are located in the “Notes” section at the end of the presentation.
APPENDIX
Linear Regression Model with First-term Cumulative GPA as the Dependent Variable  
(Fall 2009 Cohort of First-time, Full-time Students)

<table>
<thead>
<tr>
<th></th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>(Constant)</td>
<td>-.443</td>
<td>.237</td>
</tr>
<tr>
<td>Gender (1 = Male; 0 = Female)</td>
<td>-.074</td>
<td>.035</td>
</tr>
<tr>
<td>Race (1 = Student of Color; 0 = White)</td>
<td>-.096</td>
<td>.054</td>
</tr>
<tr>
<td>Middle States Resident (1 = yes; 0 = no)</td>
<td>-.085</td>
<td>.039</td>
</tr>
<tr>
<td>H.S. GPA</td>
<td>.667</td>
<td>.055</td>
</tr>
<tr>
<td>SAT Total</td>
<td>.001</td>
<td>.000</td>
</tr>
<tr>
<td>Pell eligible (1 = yes; 0 = no)</td>
<td>-.014</td>
<td>.051</td>
</tr>
<tr>
<td>Applied for Financial Aid (1 = yes; 0 = no)</td>
<td>.044</td>
<td>.037</td>
</tr>
<tr>
<td>Waitlisted (1 = yes; 0 = no)</td>
<td>-.117</td>
<td>.043</td>
</tr>
<tr>
<td>Participated in an FYP (1 = yes; 0 = no)</td>
<td>.062</td>
<td>.032</td>
</tr>
</tbody>
</table>

Note: These factors account for approximately 34.6% of the variance in this dependent variable (Adjusted R Squared = .346). Bolded red font is used to highlight factors that are significantly related to first-term academic performance.
### Logistic Regression Model with First-to-Second Retention as the Dependent Variable
(Fall 2009 Cohort of First-time, Full-time Students)

<table>
<thead>
<tr>
<th>Factor</th>
<th>B</th>
<th>S.E.</th>
<th>Wald</th>
<th>Sig.</th>
<th>Exp(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender (1 = Male; 0 = Female)</td>
<td>.430</td>
<td>.239</td>
<td>3.250</td>
<td>.071</td>
<td>1.537</td>
</tr>
<tr>
<td>Race (1 = Student of Color; 0 = White)</td>
<td>-.227</td>
<td>.365</td>
<td>.388</td>
<td>.533</td>
<td>.797</td>
</tr>
<tr>
<td>Middle States Resident (1 = yes; 0 = no)</td>
<td>.412</td>
<td>.238</td>
<td>2.991</td>
<td>.084</td>
<td>1.510</td>
</tr>
<tr>
<td>H.S. GPA</td>
<td>-.109</td>
<td>.393</td>
<td>.077</td>
<td>.782</td>
<td>.897</td>
</tr>
<tr>
<td>SAT Total</td>
<td>-.002</td>
<td>.001</td>
<td>3.365</td>
<td>.067</td>
<td>.998</td>
</tr>
<tr>
<td>Applied for Financial Aid (1 = yes; 0 = no)</td>
<td>.715</td>
<td>.225</td>
<td>10.131</td>
<td>.001</td>
<td>2.044</td>
</tr>
<tr>
<td>Pell eligible (1 = yes; 0 = no)</td>
<td>.666</td>
<td>.452</td>
<td>2.165</td>
<td>.141</td>
<td>1.946</td>
</tr>
<tr>
<td>Waitlisted (1 = yes; 0 = no)</td>
<td>.167</td>
<td>.288</td>
<td>.335</td>
<td>.563</td>
<td>1.181</td>
</tr>
<tr>
<td>Participated in an FYP (1 = yes; 0 = no)</td>
<td>.421</td>
<td>.214</td>
<td>3.881</td>
<td>.049</td>
<td>1.523</td>
</tr>
<tr>
<td>First-term Cumulative GPA</td>
<td>.580</td>
<td>.199</td>
<td>8.465</td>
<td>.004</td>
<td>1.787</td>
</tr>
<tr>
<td>Constant</td>
<td>1.750</td>
<td>1.559</td>
<td>1.260</td>
<td>.262</td>
<td>5.755</td>
</tr>
</tbody>
</table>

**Note:** Bolded red font is used to highlight factors that are significantly related to first-to-second year retention.
Class of 2013: The First-Year Experience

NOTES
The CIRP Freshman Survey (CIRP)

- Data drawn from first-year students in the fall of 2009
  - Paper and pencil based administration during fall orientation
  - Number of surveys completed = 889 (of 968)
  - Response rate: 92%
  - Sampling error of proportions $\pm$ 1%

- Compared to the 2009 cohort, those who took the CIRP survey were more likely to be a person of color (12% v. 15%).

- Post-stratification, or non-response, weights were developed for combinations of gender and race/ethnicity and applied to the data for analysis.
Your First College Year Survey (YFCY)

- Data drawn from first-year students in the spring of 2010
  - Web-based administration
  - Number of surveys completed = 251 (of 921)
  - Response rate: 27%
  - Sampling error of proportions ± 5%

- Compared to the 2009 cohort, those who took the YFCY survey were more likely to be women (61% v. 81%).

- Post-stratification, or non-response, weights were developed for combinations of gender and race/ethnicity and applied to the data for analysis.
Comparison between the CIRP, the YFCY, and 2009 Cohort on Selected Characteristics

<table>
<thead>
<tr>
<th></th>
<th>2009 Cohort (n= 968)</th>
<th>CIRP (n= 889)</th>
<th>YFCY (n= 251)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>61%</td>
<td>61%</td>
<td>81%&lt;sup&gt;P&lt;/sup&gt;</td>
</tr>
<tr>
<td>People of Color</td>
<td>12%</td>
<td>15%&lt;sup&gt;P&lt;/sup&gt;</td>
<td>14%</td>
</tr>
</tbody>
</table>

The letter P is used to indicate when a group is statistically significantly different from the population (p ≤ .05).
Weighting of Survey Data

Post-stratification, or non-response, weights were developed for combinations of gender and race (i.e., white women, white men, women of color, men of color) given that these characteristics were over-represented in the survey samples.

Weights—The CIRP Freshman Survey (CIRP)

<table>
<thead>
<tr>
<th>Group</th>
<th>Population Proportion (Fall 2009 cohort)</th>
<th>Sample Proportion (CIRP)</th>
<th>Population/Sample</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>White women</td>
<td>.530</td>
<td>.506</td>
<td>.530/.506</td>
<td>1.047</td>
</tr>
<tr>
<td>White men</td>
<td>.329</td>
<td>.311</td>
<td>.329/.311</td>
<td>1.058</td>
</tr>
<tr>
<td>Women of color</td>
<td>.067</td>
<td>.092</td>
<td>.067/.092</td>
<td>.728</td>
</tr>
<tr>
<td>Men of color</td>
<td>.049</td>
<td>.061</td>
<td>.049/.061</td>
<td>.801</td>
</tr>
</tbody>
</table>
Weighting of Survey Data

Post-stratification, or non-response, weights were developed for combinations of gender and race (i.e., white women, white men, women of color, men of color) given that these characteristics were over-represented in the survey samples.

Weights—The Your First College Year survey (YFCY)

<table>
<thead>
<tr>
<th>Group</th>
<th>Population Proportion (Fall 2009 cohort)</th>
<th>Sample Proportion (YFCY)</th>
<th>Population/Sample</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>White women</td>
<td>.530</td>
<td>.700</td>
<td>.530/.700</td>
<td>.757</td>
</tr>
<tr>
<td>White men</td>
<td>.329</td>
<td>.144</td>
<td>.329/.144</td>
<td>2.285</td>
</tr>
<tr>
<td>Women of color</td>
<td>.067</td>
<td>.104</td>
<td>.067/.104</td>
<td>.644</td>
</tr>
<tr>
<td>Men of color</td>
<td>.049</td>
<td>.036</td>
<td>.049/.036</td>
<td>1.361</td>
</tr>
</tbody>
</table>
References


Note: These reports can be found on the Office of Institutional Research’s Inside Loyola Web site, or requested from the Office of Institutional Research.
Please direct questions and comments to:

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