First-Year Academic Program Report
Class of 2014

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The objective of this assessment is to inform on-going efforts to enhance undergraduate curricular offerings and retention efforts by understanding:

- Characteristics of our first-year students
- Factors related to students’ first-term and first-year cumulative GPA
- Factors related to first-to-second year retention
- First-year students’ educational intentionality
- First-year students’ academic and social adjustments to college and campus life
- Expectations for and engagement during the first year

A focus on First-Year Programs (FYP):
- Educational expectations by FYP
- Satisfaction with the college experience by FYP
- Contributions of FYPs to a Jesuit education
First-Year Academic Program Report: Class of 2014

METHODOLOGY
Data Sources

Institutional Data
- Class of 2014 (n = 1,019) demographic, FYP (non)participation, grade point average, and enrollment data

The First-Year Student Expectations Survey (Expectations), fall 2010
- First-year students from the fall 2010 cohort who responded to the survey during the first day of fall orientation (n = 966); 95% response rate; ± 1% sample error.

The First-Year Student Follow-up Survey (Follow-Up), spring 2011
- First-year students from the fall 2010 cohort who were enrolled spring 2011 and responded to the survey (n = 353); 36% response rate; ± 4% sample error.
- Compared to the students of the Class of 2014, those who took the Follow-Up survey were more likely to be women (62% v. 75%). The Follow-Up survey sample was weighted by gender in order to generalize results to the population.¹

¹ Details about how the survey data were weighted are located in the “Notes” section at the end of the presentation.
Analytical Methods

- For the Expectations and Follow-Up surveys, 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 Expectations survey are compared to students’ responses on the Follow-Up survey. 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).
    - Seventeen percent of respondents did not answer the question regarding first-year program participation on the Expectations survey. Course data from official census files were merged to survey data to discern first-year program participation, and used in analyses. This was not an issue for the Follow-Up survey, thus students’ self-reported data were used in those analyses.
    - Due to small sample sizes (n < 30) in the Follow-Up survey for Collegium and Honors, comparisons are not made between these groups and the other FYP groups, including General.
## Response Rates and Sampling Errors of the First-Year Questionnaires

<table>
<thead>
<tr>
<th></th>
<th>Expectations (fall 2010)</th>
<th>Follow-Up (spring 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sample¹</td>
<td>Population</td>
</tr>
<tr>
<td>Alpha</td>
<td>357</td>
<td>375</td>
</tr>
<tr>
<td>Collegium</td>
<td>49</td>
<td>55</td>
</tr>
<tr>
<td>FE100</td>
<td>128</td>
<td>149</td>
</tr>
<tr>
<td>Honors</td>
<td>40</td>
<td>43</td>
</tr>
<tr>
<td>General</td>
<td>358</td>
<td>397</td>
</tr>
<tr>
<td>Total</td>
<td>966</td>
<td>1,019</td>
</tr>
</tbody>
</table>

**Notes:**

1. The first-year program sample n’s do not sum to the “Total” sample n’s because some respondents did not report their first-year program, or it could not be discerned using institutional data. Respondents with missing data on first-year program were excluded from analyses where data are disaggregated by first-year program.

2. The population for the Follow-Up survey represents the number of students from the fall 2010 cohort who returned spring 2011; these students were eligible to participate in the survey.

3. These are the sampling errors for the entire sample, and by first-year program, at the 95% confidence interval. A finite population correction factor was used to calculate the sampling errors.
EXECUTIVE SUMMARY

First-Year Academic Program Report: Class of 2014
Executive Summary

Who Are Our First-Year Students? (slides 15 – 17)

- Six out of ten students from the Class of 2014 (2010 cohort) participated in an FYP. Compared to the overall cohort and other FYPs, the Collegium program was more evenly balanced between men and women and was more racially/ethnically diverse.

- Honors students had stronger pre-enrollment qualifications than their first-year counterparts by nature of the academic qualifications necessary for acceptance into the program. Alpha students had stronger pre-enrollment qualifications than those who didn’t participate in an FYP, and FE100 participants had a higher high school grade point average than non-participants too.

Factors Related to Academic Performance (slides 18 – 21)

- When various demographic and first-year characteristics were controlled for, having a stronger high school grade point average and submitting test scores were positively related to Loyola first-term GPA. Being waitlisted was negatively related to Loyola first-term GPA.

Factors Related to 1st to 2nd Year Retention (slides 22 – 25)

- In considering a variety of demographic and academic pre-enrollment qualifications, there were no significant factors related to being retained from the first year to the sophomore year.
Executive Summary

**Educational Intentionality (slides 26 – 31)**

- Most first-year students indicated they’re going to college because it has been a goal of theirs, instead of feeling a push from parents or indicating they were going to college because they wouldn’t know what else to do right now.

- First-year students’ responses on items reflective of a liberal education and Loyola’s Core values demonstrates the strength of Loyola’s brand and some evidence for good institutional fit.
  - Going to college is just as much about developing a sense of self as it is about academics
  - Developing broad-based knowledge and being well-rounded
  - Learning is about the pursuit of knowledge v. solely economic gain
  - Using one’s knowledge to affect change in society

- There is some evidence to support faculty members’ concerns about students’ motivations for academic and social engagement, and lack of intentionality in educational pursuits.
  - Motivations for studying
  - Plans for out-of-class time

- Virtually all first-year respondents expected Loyola to educate them on how to find balance among their multiple spheres, i.e. school, family, friends, work, and leisure. The majority of new students expected their education to embody characteristics of a Jesuit education.
Executive Summary

Adjustment to College and Campus Life (slides 32 – 35)
- Learning course material, managing time, and paying for college expenses were the most challenging adjustments for first-year respondents. By the end of the year, respondents indicated it was easier than expected to adjust academically to college, while adjusting socially and paying for college expenses were more difficult than expected.

Expectations and Engagement (slides 36 – 47)

Critical Understanding
- Respondents stayed positive when doing poorly on a(n) assignment/test, participated in class discussions when they didn’t feel like it, and studied when there were other interesting things to do more often than what they thought they’d do the first year.

- Respondents were reading as much as they anticipated the first year, but were writing fewer papers than they expected.

- Respondents engaged in behaviors supporting academic success and engagement less often than they anticipated doing the first year.
Executive Summary

Expectations and Engagement, continued (slides 36 – 47)

Jesuit Mission & Values
- Respondents spent as much quiet time in reflection as they expected to, but engaged in community service less often than expected the first year.

Connections to the Loyola Community
- First-year respondents spent fewer hours engaged in co-curricular activities than expected which comports with results showing that they also participated in college-sponsored events and cultural activities outside of class less often than expected.
- Respondents were in contact with professors or advisors outside of class and developed study groups with peers less often than they expected to do the first year.

Integrated Learning
- Respondents worked on projects requiring the integration of ideas or information from various sources less frequently than what they though they’d do their first year in college.
Executive Summary

**Educational Expectations by First-Year Program (slides 48 – 54)**
- FYP respondents were more likely than non-participants to expect their experience to include a foundation in the liberal arts and to embody characteristics of a Jesuit education.

- Collegium and Honors respondents were more likely than their Alpha and FE100 counterparts to expect their education to embody certain Core values of a Jesuit education, e.g. an emphasis on interpersonal ethical conduct, a commitment to diversity and inclusiveness, and learning about people who are marginalized by society.

**Global and Domain-Specific Satisfaction by First-Year Program (slides 55 – 58)**
- FYP respondents were more satisfied with their overall experience and the level of exposure to Loyola’s Jesuit mission than those who did not participate in an FYP.

- Alpha respondents were more likely than FE100 respondents to indicate that the quality of learning in their FYP was better than their other courses at Loyola.
Executive Summary

Contributions of the First-Year Programs to a Jesuit Education (slides 59 – 66)

- Alpha respondents were more likely than FE100 respondents to indicate their program helped them to improve their critical thinking, critical reading, and writing skills. They were more likely than their FE100 counterparts to indicate their FYP helped them to value learning for its own sake too.

- There were no significant differences among respondents regarding the contributions of their FYP towards Jesuit mission-related and social and cultural engagement objectives.
WHO ARE OUR FIRST-YEAR STUDENTS?
First-Year Program Participants: Class of 2014

- The next slide shows first-year program participation rates and characteristics of first-year program participants. Results indicate:

  - Six out of ten students participated in an FYP; this is consistent with prior years.
  - There is a relationship between gender and FYP participation. The FE100 and Honors programs had a greater proportion of women than men when compared to the population, whereas there was a gender balance in the Collegium program.
  - There was greater racial/ethnic diversity in the Collegium program compared to the population, and the Honors program was the least diverse with only 5% students of color.
  - Honors students had stronger pre-enrollment qualifications than their first-year counterparts by nature of the academic qualifications necessary for acceptance into the program.
  - Alpha students had stronger pre-enrollment qualifications than those who didn’t participate in an FYP. FE100 participants had a higher high school grade point average than non-participants too.
### Characteristics of First-Year Program Participants: Class of 2014

<table>
<thead>
<tr>
<th></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>62%</td>
<td>66%</td>
<td>51%</td>
<td>70%</td>
<td>77%</td>
<td>55%</td>
</tr>
<tr>
<td>Men</td>
<td>38%</td>
<td>34%</td>
<td>49%</td>
<td>30%</td>
<td>23%</td>
<td>45%</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>82%</td>
<td>81%</td>
<td>76%</td>
<td>87%</td>
<td>95%</td>
<td>84%</td>
</tr>
<tr>
<td>Person of Color</td>
<td>16%</td>
<td>19%</td>
<td>25%</td>
<td>14%</td>
<td>5%</td>
<td>16%</td>
</tr>
<tr>
<td><strong>H.S. GPA mean (std.)</strong></td>
<td>3.48 (.33)</td>
<td>3.51 (.32) ^G</td>
<td>3.49 (.31)</td>
<td>3.51 (.30) ^G</td>
<td>3.83 (.18) ^*</td>
<td>3.39 (.33)</td>
</tr>
<tr>
<td><strong>SAT Total mean (std.)</strong></td>
<td>1202 (120)</td>
<td>1215 (118) ^G</td>
<td>1176 (135)</td>
<td>1194 (90)</td>
<td>1363 (80) ^*</td>
<td>1173 (113)</td>
</tr>
<tr>
<td>Middle States region ^2</td>
<td>75%</td>
<td>76%</td>
<td>80%</td>
<td>73%</td>
<td>81%</td>
<td>74%</td>
</tr>
<tr>
<td>First generation college going ^3</td>
<td>11%</td>
<td>11%</td>
<td>21%</td>
<td>11%</td>
<td>14%</td>
<td>10%</td>
</tr>
<tr>
<td>Pell Grant recipient ^4</td>
<td>17%</td>
<td>20%</td>
<td>9%</td>
<td>12%</td>
<td>12%</td>
<td>14%</td>
</tr>
<tr>
<td>Waitlisted</td>
<td>13%</td>
<td>13%</td>
<td>16%</td>
<td>12%</td>
<td>0%</td>
<td>14%</td>
</tr>
</tbody>
</table>

**Sources:** OIR Student Headcount file, fall 2010 and The Office of Financial Aid, 2010-11

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).

Percentages may add up to >100% due to rounding.

1 Represents test scores for students who submitted them for consideration for admission.
2 Middle States region includes states/territories: Maryland, D.C., Delaware, Pennsylvania, New Jersey, and New York.
3 Office of Financial Aid, FAFSA filers. Neither parent/guardian has a college degree.
4 Office of Financial Aid, FAFSA filers. Students whose estimated family contribution is < $5,274 were considered eligible for a Federal Pell Grant in 2010.
First-Year Academic Program Report: Class of 2014

GRADE POINT AVERAGE
BIVARIATE AND MULTIVARIATE ANALYSES
Grade Point Average by First-Year Program: Class of 2014

<table>
<thead>
<tr>
<th>First-Year Program</th>
<th>First-term GPA mean (std. dev.)</th>
<th>First-year Cumulative GPA mean (std. dev.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpha</td>
<td>3.13 (.60)</td>
<td>3.19 (.49) G</td>
</tr>
<tr>
<td>Collegium</td>
<td>2.97 (.57)</td>
<td>2.99 (.53)</td>
</tr>
<tr>
<td>FE100</td>
<td>3.15 (.51)</td>
<td>3.18 (.47) G</td>
</tr>
<tr>
<td>Honors</td>
<td>3.59 (.37)*</td>
<td>3.60 (.34)*</td>
</tr>
<tr>
<td>General</td>
<td>3.02 (.53)</td>
<td>3.03 (.50)</td>
</tr>
<tr>
<td>Overall</td>
<td>3.10 (.57)</td>
<td>3.13 (.50)</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 2010) and grade files (fall 2010 and spring 2011).

- Students earn a B average their first year at Loyola.
- Students in the Honors program academically outperform their counterparts the first term and the first year.
- Alpha and FE100 participants had higher average first-year cumulative GPAs than those students who did not participate in an FYP (the General group).
## Factors Related to GPA at Loyola: Class of 2014

<table>
<thead>
<tr>
<th></th>
<th>First-term 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>3.16 (.51)*</td>
<td>3.20 (.46)*</td>
</tr>
<tr>
<td>Men</td>
<td>3.01 (.63)</td>
<td>3.03 (.55)</td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>3.14 (.55)*</td>
<td>3.16 (.50)*</td>
</tr>
<tr>
<td>Person of Color</td>
<td>2.92 (.60)</td>
<td>2.99 (.53)</td>
</tr>
<tr>
<td><strong>Middle States</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>3.13 (.55)*</td>
<td>3.16 (.50)*</td>
</tr>
<tr>
<td>No</td>
<td>3.02 (.60)</td>
<td>3.06 (.51)</td>
</tr>
<tr>
<td><strong>Residential student</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>3.10 (.56)</td>
<td>3.13 (.50)</td>
</tr>
<tr>
<td>No</td>
<td>3.04 (.64)</td>
<td>3.21 (.47)</td>
</tr>
<tr>
<td><strong>First generation college going¹</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>3.13 (.53)</td>
<td>3.15 (.50)</td>
</tr>
<tr>
<td>No</td>
<td>3.13 (.55)</td>
<td>3.15 (.50)</td>
</tr>
<tr>
<td><strong>Applied for financial aid</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>3.12 (.56)</td>
<td>3.15 (.50)</td>
</tr>
<tr>
<td>No</td>
<td>3.06 (.58)</td>
<td>3.09 (.51)</td>
</tr>
<tr>
<td><strong>Pell Grant recipient</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>3.03 (.54)</td>
<td>3.07 (.47)</td>
</tr>
<tr>
<td>No</td>
<td>3.12 (.57)</td>
<td>3.14 (.51)</td>
</tr>
<tr>
<td><strong>Waitlisted</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>2.65 (.61)*</td>
<td>2.63 (.67)*</td>
</tr>
<tr>
<td>No</td>
<td>3.17 (.53)</td>
<td>3.17 (.52)</td>
</tr>
</tbody>
</table>

Sources: OIR Student Headcount file, fall 2010 and The Office of Financial Aid, 2010-11

Notes:
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.
Factors Related to First-term Grade Point Average for The Class of 2014: A Multivariate Analysis

* A multiple linear regression model was used to evaluate factors related to academic performance (first-term GPA and first-year cumulative GPA). 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 “Notes” section for the model summary of results.

When all of these factors are being controlled for, having a stronger high school grade point average, having submitted test scores for consideration in their application, and not being waitlisted was positively related to first-term GPA at Loyola.

Participation in an FYP is not related to first-term GPA at Loyola, but it is related to first-year cumulative GPA once first-term GPA is accounted for.
First-Year Academic Program Report: Class of 2014

FIRST-TO-SECOND YEAR RETENTION

BIVARIATE ANALYSES
Students who participated in the Collegium program were less likely to be retained to the sophomore year than students who participated in the Honors 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).
Retention by Academic Performance Measures: Class of 2014

<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>3.03</td>
</tr>
<tr>
<td>Loyola 1st-term Cumulative GPA (mean)</td>
<td>3.01</td>
</tr>
<tr>
<td>High School GPA (mean)</td>
<td>3.45</td>
</tr>
<tr>
<td>Verbal SAT (mean)</td>
<td>588</td>
</tr>
<tr>
<td>Math SAT (mean)</td>
<td>588</td>
</tr>
<tr>
<td>Total SAT (mean)</td>
<td>1185</td>
</tr>
</tbody>
</table>

Notes:
- SAT scores are only for those who submitted test scores for consideration in the admission process.
- For "Total SAT", students who took the ACT had their scores converted to SAT scores.
- 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).

Students were more likely to be retained to the sophomore year when they had higher SAT math scores (for those who submitted test scores for consideration in their application).
Retention by First-Year Characteristics: Class of 2014

Not Retained to the Sophomore Year

- **All students** (n = 1,019)
  - Retained to the Sophomore Year: 89%

- **Women**: 88%
  - Men: 90%

- **Students of Color**: 87%
  - White Students: 89%

- **Middle States’ Residents**: 88%
  - Non-Middle States’ Residents: 91%

- **Living On Campus**: 89%
  - Living Off Campus: 83%

- **First Generation College**: 93%
  - Second Generation College or Beyond: 89%

- **Applied for Financial Aid**: 89%
  - Did not Apply for Financial Aid: 89%

- **Pell Recipient**: 89%
  - Not Pell Recipient: 89%

- **Waitlisted**: 86%
  - Not waitlisted: 89%

**Sources**: OIR Student Headcount file, fall 2010 and The Office of Financial Aid, 2010-11

**Notes**: Because no significant differences existed, a multivariate analysis was not conducted.

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 < $5,274 were considered eligible for a Federal Pell Grant in 2010.
### Reasons for Going to College

**Q5.** Below are pairs of statements reflective of different students’ thoughts and attitudes with regards to attending college. After reading each pair of statements, mark an “X” in the box along the continuum that best represents how you think about college.

| A. Going to college is about learning and the pursuit of knowledge for its own sake. | Going to college is about earning a degree for economic advancement. |
| B. Time outside of classes and homework should be used to hang out and unwind. | Time outside of classes and homework should be used to explore cultural activities like lectures, theater, and dance performances. |
| C. Studying is about earning good grades to get a degree. | Studying is about the pursuit of learning in its own right. |
| D. You should select a major that you love and are good at regardless of money. | You should choose a major in a career field that will provide the most economic stability. |
| E. Going to college is about developing discipline-specific knowledge to prepare for a career. | Going to college is about developing broad-based knowledge, and becoming a well-rounded person. |
| F. I am going to college because it has been a goal of mine. | I am going to college because my parent(s) think it’s the best thing for me to do right now. |
| G. Knowledge should be pursued for self-advancement. | Knowledge should be pursued to affect change for the collective good of society. |
| H. I know one or two particular careers that I want to investigate. | I want to explore every option so that I don’t end up in a profession that isn’t right for me. |
| I. I am going to college because I don’t know what else I would do right now. | I am going to college because it has been a goal of mine. |
| J. Going to college is just as much about developing a sense of self, as it is about academics and obtaining credentials to prepare oneself for a career. | Going to college is primarily about academics and obtaining credentials to prepare oneself for a career. |

- The 2010 First-Year Student Expectations Survey included ten antonymic statements reflective of students’ thoughts and attitudes about attending college.
- These data were analyzed using the top two, middle two, and bottom two categories to understand the degree to which students are polarized on their reasons for pursuing college, when prompted with items.
Reasons for Going to College

- Eight out of ten students are going to college because it has been a personal goal with a small percentage feeling a push from parents, or indicating they were going to college because they wouldn’t know what else to do right now.

Note: Bolded percentages represent where the majority of respondents answered. (n = 966)
Reasons for Going to College

- The left-hand side represents those reasons for going to college that coincide with the aims of a liberal education and Loyola’s mission and values.
- With the exception of the first item, first-year respondents are not polarized for their reasons for going to college. First-year students’ responses demonstrate the strength of Loyola’s brand and some evidence for good institutional fit.
- Over one-half of respondents believe going to college is just as much about developing a sense of self, as it is about academics.
- About one-third of first-years believed studying is about earning good grades and time outside of class should be used to hang out. This provides support for faculty members’ concerns about students’ lack of intentionality in their educational pursuits.

Going to college is just as much about developing a sense of self, as is it about academics: 58% believe this, 33% believe it is about developing discipline-specific knowledge to prepare for a career.

College is about developing broad-based knowledge & being well-rounded: 36% believe this, 50% believe it is about earning a degree for economic advancement.

College is about learning & the pursuit of knowledge: 23% believe this, 57% believe it is about earning good grades.

Knowledge should be used to affect change in society: 22% believe this, 56% believe it is used for self-advancement.

Studying is about the pursuit of learning in its own right: 16% believe this, 50% believe it is about earning good grades.

Time outside of class should be used to explore cultural activities: 11% believe this, 58% believe it is about hanging out.
Reasons for Going to College

- About one-half of respondents identified with the statement that one should choose a major that s/he loves rather than choosing one that provides the most economic stability. Still, a sizeable percentage fell in the middle.

- About one-half of first-year respondents entered Loyola knowing one or two particular careers they wanted to investigate, while one-quarter of them wanted to explore every option so they didn’t end up in a profession that wasn’t right for them.

Note: Bolded percentages represent where the majority of respondents answered. (n = 966)
<table>
<thead>
<tr>
<th>Education Expectation</th>
<th>Percent Choosing “A Great Deal” or “Somewhat”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educating you to find a balance among academics, family/friends, leisure time, and work</td>
<td>98%</td>
</tr>
<tr>
<td>A better understanding of the values and principles involved in your decision-making processes</td>
<td>93%</td>
</tr>
<tr>
<td>A commitment to diversity and inclusion of all people</td>
<td>88%</td>
</tr>
<tr>
<td>A foundation in the liberal arts</td>
<td>86%</td>
</tr>
<tr>
<td>An emphasis on interpersonal ethical conduct</td>
<td>75%</td>
</tr>
<tr>
<td>Opportunities to develop habits of discernment and reflection</td>
<td>74%</td>
</tr>
<tr>
<td>Learning about people who are marginalized by society</td>
<td>68%</td>
</tr>
<tr>
<td>Opportunities to help you grow spiritually</td>
<td>66%</td>
</tr>
</tbody>
</table>
First-Year Academic Program Report: Class of 2014

ADJUSTMENT TO COLLEGE & CAMPUS LIFE

CHANGE FROM THE BEGINNING TO THE END OF THE FIRST YEAR
Adjustments to College & Campus Life

- Learning course material, managing time, and paying for college expenses were the most challenging for first-year respondents (next slide).

- Adjusting academically to college was less difficult than expected for first-year respondents while adjusting socially and paying for college expenses were more challenging than expected (see below).

### Less Difficult than Expected
- Learning course material
- Managing time
- Interacting with faculty

### As Difficult as Expected
- Managing social pressures to drink

### More Difficult than Expected
- Paying for college expenses
- Fitting in
- Making friends
- Getting involved on campus
- Getting along with roommates
During the coming school year, how difficult do you expect the following to be?...
How difficult was each of the following for you during your first year at Loyola?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Expectations</th>
<th>Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning course material</td>
<td>83%</td>
<td>59%*</td>
</tr>
<tr>
<td>Managing your time</td>
<td>67%</td>
<td>49%*</td>
</tr>
<tr>
<td>Paying for college expenses</td>
<td>54%</td>
<td>60%*</td>
</tr>
<tr>
<td>Interacting with faculty</td>
<td>36%</td>
<td>21%*</td>
</tr>
<tr>
<td>Fitting in at Loyola</td>
<td>27%</td>
<td>33%*</td>
</tr>
</tbody>
</table>

*An asterisk denotes a statistically significant difference between the Expectations Survey and Follow-Up Survey (p < .05).
Adjustments to College & Campus Life

During the coming school year, how difficult do you expect the following to be?...
How difficult was each of the following for you during your first year at Loyola?

- Making friends: Expectations, 23% Follow-Up, 31%
- Getting involved on campus: Expectations, 21% Follow-Up, 32%
- Managing social pressures to drink: Expectations, 16% Follow-Up, 17%
- Getting along with roommates: Expectations, 15% Follow-Up, 29%

*An asterisk denotes a statistically significant difference between the Expectations Survey and Follow-Up Survey (p ≤ .05).
First-Year Academic Program Report: Class of 2014

EXPECTATIONS FOR AND ENGAGEMENT DURING THE FIRST YEAR
CHANGE FROM THE BEGINNING TO THE END OF THE FIRST YEAR
Expectations and Engagement

Occurred as Often as Expected the First Year

Critical Understanding
- Number of assigned textbooks, books, or book-length packs of course readings

Jesuit Mission & Values
- Spending quiet time in reflection

Occurred More Often than Expected the First Year

Critical Understanding
- Coming to class without completing readings or assignments
- Staying positive even when doing poorly on an assignment or test
- Participating regularly in class discussions even when they didn’t feel like it
- Studying when there are other interesting things to do

Occurred Less Often than Expected the First Year

Critical Understanding
- Visiting the library to do work
- Engaging in class discussions
- Working with classmates outside of class to prepare class assignments
- Seeking out tutoring services when needed
- Reviewing class notes between each class session
- Working with other students on projects during class
- Using the Writing Center when working on papers
- Preparing two or more drafts of a paper or assignment before turning it in
- Asking instructors for help when they struggled on a course assignment
- Finding additional information for course assignments when they didn’t understand the material
- Writing papers of any length

Jesuit Mission & Values
- Performing community service

Connections to the Loyola Community
- Participating in college-sponsored events and activities
- Being in contact with a professor or advisor outside of class
- Developing study groups with peers to learn class material
- Participating in cultural activities outside of class
- Hours spent in co-curricular activities

Integrated Learning
- Working on a paper/project requiring integrating ideas or information from various sources
Critical Understanding

During the coming school year, about how often do you expect to do the following?...
During the current school year, how often did you do the following?

- Visit the library to do work:
  - Expectations: 80%
  - Follow-up: 39%*

- Engage in class discussions:
  - Expectations: 76%
  - Follow-up: 67%*

- Work with classmates outside of class to prepare class assignments:
  - Expectations: 71%
  - Follow-up: 33%*

*An asterisk denotes a statistically significant difference between the Expectations Survey and Follow-Up Survey (p < .05).
During the coming school year, about how often do you expect to do the following?...
During the current school year, how often did you do the following?

- Seek out the tutoring services when needed
  - Expectations, 69%
  - Follow-Up, 24%*

- Review your class notes between each class session
  - Expectations, 64%
  - Follow-Up, 31%*

- Work with other students on projects during class
  - Expectations, 64%
  - Follow-Up, 27%*

*An asterisk denotes a statistically significant difference between the Expectations Survey and Follow-Up Survey (p < .05).
During the coming school year, about how often do you expect to do the following?...
During the current school year, how often did you do the following?

- Use the Writing Center when working on papers
  - Expectations, 63%
  - Follow-Up, 14%*

- Prepare two or more drafts of a paper or assignment before turning it in
  - Expectations, 48%
  - Follow-Up, 32%*

- Come to class without completing readings of assignments
  - Expectations, 4%
  - Follow-Up, 16%*

*An asterisk denotes a statistically significant difference between the Expectations Survey and Follow-Up Survey (p < .05).
Critical Understanding

During the coming school year, how certain are you that you will do the following?... During the current school year, how often did you do the following?

- Ask instructors for help when you struggle on course assignments
  - Expectations, 65%
  - Follow-Up, 46%*

- Find additional information for course assignments when you don’t understand the material
  - Expectations, 51%
  - Follow-Up, 37%*

- Stay positive, even when you do poorly on an assignment or test
  - Expectations, 45%
  - Follow-Up, 57%*

Percent Responding "Very Certain" or "Certain" (Expectations)
Percent Responding "Very Often" or "Often" (Follow-Up)

*An asterisk denotes a statistically significant difference between the Expectations Survey and Follow-Up Survey (p < .05).
During the coming school year, how certain are you that you will do the following?...
During the current school year, how often did you do the following?

- **Participate regularly in course discussions even when you don't feel like it**
  - Expectations: 34%
  - Follow-Up: 48%*

- **Study where there are other interesting things to do**
  - Expectations: 28%
  - Follow-Up: 58%*

*An asterisk denotes a statistically significant difference between the Expectations Survey and Follow-Up Survey (p < .05).
During the coming school year, about how much reading and writing do you expect to do?...During the current school year, about how much reading and writing did you do?

- Number of assigned textbooks, books, or book length packs of course readings
  - Expectations, 15.5
  - Follow-up, 15.5
- Number of written papers or reports fewer than 5 pages
  - Follow-up, 7.5
  - Expectations, 15.5
- Number of written papers or reports between 5 and 19 pages
  - Follow-up, 2.5
  - Expectations, 7.5
- Number of written papers or reports of 20 pages or more
  - Follow-up, 0
  - Expectations, 2.5

Midpoint of the Median Response Category
During the coming school year, about how often do you expect to do the following?...
During the current school year, how often did you do the following?

**Perform community service**
- Expectations, 61%
- Follow-Up, 24%*

**Spend quiet time in reflection**
- Expectations, 38%
- Follow-Up, 36%

An asterisk denotes a statistically significant difference between the Expectations Survey and Follow-Up Survey (p < .05).
Connections to the Loyola Community

During the coming school year, about how often do you expect to do the following?...

During the current school year, how often did you do the following?

- **Participate in college-sponsored events and activities (on or off-campus)**
  - Expectations, 54%*
  - Follow-Up, 82%

- **Be in contact with a professor or advisor outside of class**
  - Expectations, 49%*
  - Follow-Up, 76%

- **Develop study groups with peers to learn class material**
  - Expectations, 26%*
  - Follow-Up, 61%

- **Participate in cultural activities outside class (lectures, theatre, dance performances, etc.)**
  - Expectations, 43%*
  - Follow-Up, 50%

*An asterisk denotes a statistically significant difference between the Expectations Survey and Follow-Up Survey (p < .05).
Connections to the Loyola Community

During the coming school year, about how many hours do you think you will spend in a typical 7-day week doing each of the following?

- Hours spent preparing for class a week
  - Expectations, 13
  - Follow-up, 13

- Hours spent relaxing or socializing
  - Expectations, 8
  - Follow-up, 8

- Hours spent using the Internet for non-school related activities a week
  - Expectations, 8
  - Follow-up, 8

- Hours spent participating in co-curricular activities a week
  - Expectations, 8
  - Follow-up, 4

During the current school year, about how many hours did you spend in a typical 7-day week doing each of the following?

- Hours spent participating in co-curricular activities a week
  - Follow-up, 4
During the coming school year, about how often do you expect to do the following?...
During the current school year, how often did you do the following?

Work on a paper or project that requires integrating ideas or information from various sources

Expectations, 81%
Follow-Up, 61%*

*An asterisk denotes a statistically significant difference between the Expectations Survey and Follow-Up Survey (p ≤ .05).
EDUCATIONAL EXPECTATIONS BY FIRST-YEAR PROGRAM
FYP respondents were more likely than non-participants to expect their experience to include a foundation in the liberal arts; Honors respondents were more likely than others to express this too.

**Educational Expectations by First-Year Program: General Liberal Arts**

**To what extent do you expect your experience at Loyola to include...?**

- **Alpha, 92%**
- **Collegium, 86%**
- **FE100, 88%**
- **Honors, 100%**
- **General, 80%**

**Percent Responding "A Great Deal" or "Somewhat"**

**Note:** The bracketed percentage by each set of bars represents the percentage of all FYP participants who responded "A Great Deal" or "Somewhat".
Educational Expectations by First-Year Program: Jesuit Mission-Related

- Collegium respondents were more likely than FE100 or General respondents to expect their education to include learning how to better understand the values and principles involved in their decision-making processes.

- FYP respondents were more likely than those who took the General academic program to expect their education to include an emphasis on interpersonal ethical conduct.

- Collegium and Honors respondents were more likely than others to expect their education to place an emphasis on issues of interpersonal ethical conduct too.

Note: The bracketed percentage by each set of bars represents the percentage of all FYP participants who responded “A Great Deal” or “Somewhat”.

![Bar chart showing the percentage of respondents to the extent they expect their Loyola experience to include different aspects of Jesuit Mission-Related educational expectations.](chart.png)
Educational Expectations by First-Year Program: Jesuit Mission-Related

To what extent do you expect your experience at Loyola to include…?

- A commitment to diversity and inclusion of all people
  - Alpha, 91%
  - Collegium, 98%
  - FE100, 91%
  - Honors, 95%
  - General, 84%

- Learning about people who are marginalized by society
  - Alpha, 72%
  - Collegium, 86%
  - FE100, 70%
  - Honors, 78%
  - General, 61%

Notes:

- FYP respondents were more likely than General respondents to expect their experience at Loyola to include these characteristics of a Jesuit education.
- Collegium respondents were more likely than Alpha, FE100, and General respondents to expect their education to include a commitment to diversity and inclusiveness, and to learn about people who are marginalized by society.

Note: The bracketed percentage by each set of bars represents the percentage of all FYP participants who responded "A Great Deal" or "Somewhat".
Educational Expectations by First-Year Program: Jesuit Mission-Related

With the exception of FE100, all other FYP respondents were more likely than General respondents to expect their education to include opportunities to develop habits of discernment and reflection.

• Collegium and Honors were more likely than FE100 respondents to expect this.

• Honors were more likely than Alpha respondents to expect this.

• Alpha respondents were more likely than General respondents to expect their experience at Loyola to include opportunities for spiritual growth.

Note: The bracketed percentage by each set of bars represents the percentage of all FYP participants who responded "A Great Deal" or "Somewhat".

To what extent do you expect your experience at Loyola to include...

Opportunities to develop habits of discernment and reflection:
- Alpha, 79%
- Collegium, 86%
- FE100, 70%
- Honors, 93%
- General, 68%

Opportunities to grow spiritually:
- Alpha, 71%
- Collegium, 67%
- FE100, 68%
- Honors, 68%
- General, 61%
Virtual all first-year respondents expected Loyola to educate them on how to find balance among the multiple spheres they operate within.

Note: The bracketed percentage by each set of bars represents the percentage of all FYP participants who responded "A Great Deal" or "Somewhat".
All FYP respondents were more likely than Honors respondents to participate in an FYP to help meet people the first year.

Virtually all Honors respondents engaged in an FYP to give themselves an academic challenge and were more likely to indicate this than their FYP peers.

FE100 respondents were more likely to participate in an FYP to get acquainted with Loyola and the Baltimore area, and less likely to do so for an academic challenge, compared to their FYP peers.
First-Year Academic Program Report: Class of 2014

GLOBAL AND DOMAIN-SPECIFIC SATISFACTION BY FIRST-YEAR PROGRAM
Global and Domain-specific Satisfaction

Respondents who participated in an FYP were more satisfied than non-participants with their overall experience and with the level of exposure to Loyola’s Jesuit mission.

Notes: The bracketed percentage by each set of bars represents the percentage of all FYP participants who responded "Very Satisfied" or "Satisfied". No comparisons are made to Collegium and Honors due to small group sizes (n < 30).
Re-enrollment in the Same First-Year Program

If you had to do it over, would you have enrolled in the same First-Year Program?

- Honors, 91%
- FE100, 69%
- Collegium, 79%
- Alpha, 74%
- 0% - 100%

Percent Responding "Definitely Would" or "Probably Would"

• At least seven out of ten first-year respondents noted they’d enroll in the same FYP program again with Honors respondents being the most likely to do so.

Note: No comparisons are made to Collegium and Honors due to small groups sizes (n < 30).
Quality of Learning in the First-Year Program

How would you rate the quality of your learning in your First-Year Program course compared to other courses at Loyola?

- Alpha, 68%
- FE100, 23%
- Collegium, 43%
- Honors, 96%

• Alpha respondents were more likely than FE100 respondents to indicate the quality of learning in their FYP was “slightly higher” or “much higher” than their other courses at Loyola.

Note: No comparisons are made to Collegium and Honors due to small groups sizes (n < 30).
CONTRIBUTIONS OF THE FIRST-YEAR PROGRAMS TO A JESUIT EDUCATION
Contributions to General Liberal Arts Objectives

To what extent did your participation in your First-Year Program help you...

- Understand the role of the liberal arts in a well-rounded education
  - Alpha, 70%
  - Collegium, 52%
  - FE100, 59%
  - Honors, 91%

- Be more comfortable stating your views
  - Alpha, 65%
  - Collegium, 54%
  - FE100, 60%
  - Honors, 78%

- Improve your ability to ask questions, analyze arguments, make connections, and be a better thinker
  - Alpha, 69%
  - Collegium, 32%
  - FE100, 44%
  - Honors, 91%

Note: No comparisons are made to Collegium and Honors due to small group sizes (n < 30).

- Alpha respondents were more likely than FE100 respondents to indicate that their program helped them to improve their ability to ask questions, analyze arguments, make connections, and be a better thinker.
Contributions to General Liberal Arts Objectives

To what extent did your participation in your First-Year Program help you…?

### Improve your ability to critically read content so that you can put the author's words into your own words
- **Alpha**: 60%
- **Collegium**: 17%
- **FE100**: 21%
- **Honors**: 83%

### Improve your ability to recognize bias in an author's writing
- **Alpha**: 53%
- **Collegium**: 7%
- **FE100**: 23%
- **Honors**: 86%

### Become a better writer
- **Alpha**: 53%
- **Collegium**: 14%
- **FE100**: 15%
- **Honors**: 91%

**Note**: No comparisons are made to Collegium and Honors due to small groups sizes (n < 30).

- Alpha respondents were more likely than FE100 respondents to indicate that their program helped them to improve in facets of critical reading and to become a better writer.
Contributions to Intellectual Growth and Development Objectives

To what extent did your participation in your First-Year Program help you…?

- **Become excited about new ideas/topics**
  - Alpha: 64%
  - Collegium: 50%
  - FE100: 60%
  - Honors: 91%

- **Value learning for its own sake**
  - Alpha: 64%
  - Collegium: 59%
  - FE100: 43%
  - Honors: 100%

- **Become a more cultured person**
  - Alpha: 61%
  - Collegium: 39%
  - FE100: 55%
  - Honors: 91%

- **To find balance among academics, family/friends, leisure time and work**
  - Alpha: 50%
  - Collegium: 62%
  - FE100: 64%
  - Honors: 64%

Note: No comparisons are made to Collegium and Honors due to small group sizes (n < 30).

- Alpha respondents were more likely than FE100 respondents to indicate that their program helped them to value learning for its own sake.

Office of Institutional Research
Contributions to Jesuit Mission-Related Objectives

There were no significant differences among respondents regarding the extent to which their FYPs contributed to Jesuit mission-related objectives.

To what extent did your participation in your First-Year Program help you...?

- Understand the values and principles involved in my decision-making process
  - Alpha, 49%
  - Collegium, 55%
  - FE100, 59%
  - Honors, 61%

- Examine issues of interpersonal ethical conduct
  - Alpha, 47%
  - Collegium, 61%
  - FE100, 45%
  - Honors, 59%

Percent Responding "A Great Deal" or "Somewhat"

Note: No comparisons are made to Collegium and Honors due to small groups sizes (n < 30).
There were no significant differences among respondents regarding the extent to which their FYPs contributed to Jesuit mission-related objectives.

**Note**: No comparisons are made to Collegium and Honors due to small group sizes (n < 30).
Contributions to Jesuit Mission-Related Objectives

To what extent did your participation in your First-Year Program help you...

- To understand the role that reflection plays in wellness
  - Alpha, 44%
  - Collegium, 50%
  - Honors, 27%
  - FE100, 37%
- To find opportunities for spiritual growth
  - Alpha, 31%
  - Collegium, 41%
  - Honors, 27%
  - FE100, 36%

Percent Responding "A Great Deal" or "Somewhat"

Note: No comparisons are made to Collegium and Honors due to small groups sizes (n < 30).

- There were no significant differences among respondents regarding the extent to which their FYPs contributed to Jesuit mission-related objectives.
Contributions to Social and Cultural Engagement Objectives

To what extent did your participation in your First-Year Program help you...?

- **To meet new people**
  - Alpha, 80%
  - Collegium, 72%
  - FE100, 90%
  - Honors, 95%

- **Adjust to college life**
  - Alpha, 63%
  - Collegium, 59%
  - FE100, 75%
  - Honors, 86%

Note: No comparisons are made to Collegium and Honors due to small groups sizes (n < 30).

- There were no significant differences among respondents regarding the extent to which their FYPs contributed to their social and cultural engagement.
First-Year Academic Program Report: Class of 2014

CONCLUSIONS
Conclusions

**Recruiting and Admitting for Fit**

- First-year students’ responses to the “reasons for going to college” items reflective of a liberal education and Loyola’s Core values demonstrate the strength of Loyola’s brand and some evidence for good institutional fit.

- FYP respondents are more likely than non-participants to expect a liberal arts education that integrates the Jesuit ideals. By the end of the first year, FYP respondents had higher levels of satisfaction with their overall experience and with the level of exposure to the Jesuit mission than respondents who didn’t take an FYP.

- First-year respondents are drawn to different FYPs for different reasons. For example, Honors respondents are more likely than their peers to engage in their program for an academic challenge while FE100 respondents are more likely to do so to meet people and get acquainted with Loyola and Baltimore.

- These findings have implications for recruiting and admitting students for fit, as well as for marketing the new living-learning initiative as it’s phased in over the next few years.

**Factors Related to Academic Performance and Retention**

- Demographic characteristics and pre-enrollment qualifications provide very limited insight into explaining what is related to academic performance during the first year and being at-risk for attrition.
Conclusions

The First-Year Expectations-Performance Gap: Opportunities for Growth and Development

- First-year students’ responses to the “reason for going to college” items regarding motivations for studying and plans for out-of-class time support faculty members’ concerns about students’ motivations for academic and social engagement, and a lack of intentionality in their educational pursuits.

- Consistent with literature on first-year students, Loyola first-year respondents have higher expectations for their academic and social engagement than they experience over their first-year. The findings uncover areas where modeling and reinforcing behaviors such as developing increased use of campus academic resources, developing effective learning strategies, and developing mutually beneficial and respectful relationships with faculty and their peers will foster academic engagement and success.

- Adjusting socially to college is more difficult than expected for first-year respondents. They spent fewer hours in co-curricular activities than expected, engaged less frequently than expected in community service, college-sponsored events, and cultural events, and were less satisfied with campus/social life compared to other facets of the college experience. These findings have implications for ways in which faculty and administrators can help first-year students balance co-curricular activities with other priorities while forming connections to the Loyola community.
Conclusions

Contributions of First-Year Programs to a Jesuit Education

- Alpha respondents are more likely than FE100 to indicate their FYP helped them to value learning for its own sake and helped them to improve critical thinking, critical reading, and writing skills. First-year programs have unique educational aims so this is to be expected.
First-Year Academic Program Report: Class of 2014

NOTES
Comparisons between the First-Year Questionnaire Samples and 2010 Cohort on Selected Characteristics

<table>
<thead>
<tr>
<th></th>
<th>2010 Cohort (n=1,019)</th>
<th>Fall 2010 Expectations (n=966)</th>
<th>Spring 2011 Follow-Up (n=353)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>62%</td>
<td>61%</td>
<td>75%(^p)</td>
</tr>
<tr>
<td>People of Color</td>
<td>16%</td>
<td>16%</td>
<td>17%</td>
</tr>
<tr>
<td>Submitted test scores</td>
<td>71%</td>
<td>71%</td>
<td>75%</td>
</tr>
<tr>
<td>High School GPA</td>
<td>3.48 (.33)</td>
<td>3.49 (.33)</td>
<td>3.57 (.31)(^p)</td>
</tr>
<tr>
<td>Total SAT</td>
<td>1202 (120)</td>
<td>1206 (119)</td>
<td>1227(114)(^p)</td>
</tr>
</tbody>
</table>

**Note:** 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 since women were over-represented in the survey samples.

Weights—The First-Year Student Follow-Up Survey

<table>
<thead>
<tr>
<th>Group</th>
<th>Population Proportion (Fall 2010 cohort)</th>
<th>Sample Proportion (Follow-Up)</th>
<th>Population/Sample</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>.618</td>
<td>.751</td>
<td>.618/.751</td>
<td>.823</td>
</tr>
<tr>
<td>Men</td>
<td>.382</td>
<td>.249</td>
<td>.382/.249</td>
<td>1.534</td>
</tr>
</tbody>
</table>
Linear Regression Model with First-term GPA as the Dependent Variable
(Fall 2010 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>.095</td>
<td>.186</td>
</tr>
<tr>
<td>Gender (1 = Male; 0 = Female)</td>
<td>-.043</td>
<td>.031</td>
</tr>
<tr>
<td>Race (1 = Student of Color; 0 = White)</td>
<td>-.080</td>
<td>.042</td>
</tr>
<tr>
<td>Middle States Resident (1 = yes; 0 = no)</td>
<td>-.012</td>
<td>.035</td>
</tr>
<tr>
<td>H.S. GPA</td>
<td>.859</td>
<td>.054</td>
</tr>
<tr>
<td>Submitted test scores (1 = yes; 0 = no)</td>
<td>.137</td>
<td>.033</td>
</tr>
<tr>
<td>Received a Pell Grant (1 = yes; 0 = no)</td>
<td>-.044</td>
<td>.045</td>
</tr>
<tr>
<td>Applied for Financial Aid (1 = yes; 0 = no)</td>
<td>-.030</td>
<td>.035</td>
</tr>
<tr>
<td>Waitlisted (1 = yes; 0 = no)</td>
<td>-.151</td>
<td>.050</td>
</tr>
<tr>
<td>Participated in an FYP (1 = yes; 0 = no)</td>
<td>.006</td>
<td>.031</td>
</tr>
</tbody>
</table>

Note: These factors account for approximately 33.2% of the variance in this dependent variable (Adjusted R Squared = .326). Bolded font is used to highlight significant variables.
### Linear Regression Model with First-year Cumulative GPA as the Dependent Variable
(Fall 2010 Cohort of First-time, Full-time Students)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>( t )</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>.061</td>
<td>.076</td>
<td>.804</td>
<td>.422</td>
</tr>
<tr>
<td>Gender (1 = Male; 0 = Female)</td>
<td>-0.032</td>
<td>.013</td>
<td>-0.031</td>
<td>-2.483</td>
</tr>
<tr>
<td>Race (1 = Student of Color; 0 = White)</td>
<td>-.005</td>
<td>.017</td>
<td>-.003</td>
<td>-.278</td>
</tr>
<tr>
<td>Middle States Resident (1 = yes; 0 = no)</td>
<td>-.018</td>
<td>.014</td>
<td>-.015</td>
<td>-1.261</td>
</tr>
<tr>
<td>H.S. GPA</td>
<td>.194</td>
<td>.025</td>
<td>.126</td>
<td>7.797</td>
</tr>
<tr>
<td>Submitted test scores (1 = yes; 0 = no)</td>
<td>.008</td>
<td>.014</td>
<td>.007</td>
<td>.601</td>
</tr>
<tr>
<td>Received a Pell Grant (1 = yes; 0 = no)</td>
<td>-.018</td>
<td>.019</td>
<td>-.012</td>
<td>-.971</td>
</tr>
<tr>
<td>Applied for Financial Aid (1 = yes; 0 = no)</td>
<td>-.012</td>
<td>.015</td>
<td>-.010</td>
<td>-.794</td>
</tr>
<tr>
<td>Waitlisted (1 = yes; 0 = no)</td>
<td>.015</td>
<td>.020</td>
<td>.010</td>
<td>.729</td>
</tr>
<tr>
<td>Participated in an FYP (1 = yes; 0 = no)</td>
<td>.035</td>
<td>.013</td>
<td>.034</td>
<td>2.746</td>
</tr>
<tr>
<td>First-term GPA at Loyola</td>
<td>.772</td>
<td>.014</td>
<td>.845</td>
<td>57.142</td>
</tr>
</tbody>
</table>

**Note:** These factors account for 86.3% of the variance in this dependent variable (Adjusted \( R^2 \) = .862). **Bolded** font is used to highlight significant variables.
### Logistic Regression Model with First-to-Second Year Retention as the Dependent Variable (Fall 2010 Cohort of First-time, Full-time Students)

<table>
<thead>
<tr>
<th>Variable</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>.321</td>
<td>.229</td>
<td>1.970</td>
<td>.160</td>
<td>1.378</td>
</tr>
<tr>
<td>Race (1 = Student of Color; 0 = White)</td>
<td>-.072</td>
<td>.283</td>
<td>.065</td>
<td>.799</td>
<td>.930</td>
</tr>
<tr>
<td>Middle States Resident (1 = yes; 0 = no)</td>
<td>-.269</td>
<td>.258</td>
<td>1.084</td>
<td>.298</td>
<td>.764</td>
</tr>
<tr>
<td>H.S. GPA</td>
<td>-.238</td>
<td>.420</td>
<td>.322</td>
<td>.571</td>
<td>.788</td>
</tr>
<tr>
<td>Submitted test scores (1 = yes; 0 = no)</td>
<td>.136</td>
<td>.226</td>
<td>.360</td>
<td>.548</td>
<td>1.145</td>
</tr>
<tr>
<td>Applied for Financial Aid (1 = yes; 0 = no)</td>
<td>.023</td>
<td>.248</td>
<td>.008</td>
<td>.928</td>
<td>1.023</td>
</tr>
<tr>
<td>Received a Pell Grant (1 = yes; 0 = no)</td>
<td>.019</td>
<td>.314</td>
<td>.004</td>
<td>.950</td>
<td>1.020</td>
</tr>
<tr>
<td>Waitlisted (1 = yes; 0 = no)</td>
<td>-.108</td>
<td>.336</td>
<td>.103</td>
<td>.748</td>
<td>.898</td>
</tr>
<tr>
<td>Participated in an FYP (1 = yes; 0 = no)</td>
<td>.281</td>
<td>.217</td>
<td>1.681</td>
<td>.195</td>
<td>1.324</td>
</tr>
<tr>
<td>First-term Cumulative GPA</td>
<td>.392</td>
<td>.211</td>
<td>3.443</td>
<td>.064</td>
<td>1.479</td>
</tr>
<tr>
<td>Constant</td>
<td>1.602</td>
<td>1.306</td>
<td>1.504</td>
<td>.220</td>
<td>4.963</td>
</tr>
</tbody>
</table>

**Note:** **Bolded** font is used to highlight significant variables.
Please direct questions and comments to:

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smtinney@loyola.edu or x 2680