

Loyola College

**The Relationship between
Engaging in a First-Year Program and
Students' Educational Experiences at Loyola College**

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TABLE 1. THE COLLEGE SENIOR SURVEY: REPRESENTATIVENESS OF SAMPLE, RESPONSE
RATES, AND SAMPLING ERRORS BY FIRST-YEAR PROGRAM AFFILIATION5

This report was prepared by The Office of Institutional Research using institutional data and data collected in the 2008 HERI College Senior Survey.
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The Relationship between Engaging in a First-Year Program and Students' Educational Experiences at Loyola College

Introduction

First-year programs (FYPs) are viewed as a best practice in higher education. The evidence used to support this claim is most often based on shorter-term outcomes like first-year academic performance, first-year retention, and involvement in a college's academic and social communities the first year.¹ Of the research addressing longer-term outcomes, most focus on graduation rates.¹ Loyola routinely conducts studies on first-year student success that are consistent with these national approaches (these studies can be obtained from the Office of First-Year Research), this report is the first time that Loyola has attempted to investigate the potential longer-term impact of first-year program participation on students' experiences at the College.

In the spring of 2008, senior-level students were invited to participate in the Higher Education Research Institute's (HERI) College Senior Survey (CSS), a web-based senior exit survey used to garner students' perceptions about their academic and social experiences at Loyola; Loyola's contributions to their intellectual, personal, and social development; and their post-graduate plans. HERI allows institutions to add supplemental items to the survey in order to assess and evaluate institution-specific topics of interest. Institutional data are incorporated in the report to analyze progression towards and time to degree as well.

Integrating these data allows us to understand the following:

1. As senior-level students, do those who participated in an FYP differ from those who did not on the following:
 - a. Satisfaction with their Loyola College experience;
 - b. The importance of a Jesuit education;
 - c. Loyola's contribution to educating students to assume leadership roles;
 - d. Perceived growth in knowledge, skills, and abilities;
 - e. Interaction with faculty and mentorship;
 - f. Engagement in experiential learning, leadership opportunities, and research opportunities;
 - g. Post-baccalaureate educational goals; and
 - h. Time to degree
2. Given the distinctions among the FYPs, and that senior-level students self-selected into these programs as first-year students, do FYP participants differ among each other on the above?

¹ See for a review of literature: Pascarella, E.T. and Terenzini, P.T. (2005). *How college affects students: A third decade of research* (vol. 2). Jossey-Bass: San Francisco, CA (pp. 400 – 403) and Upcraft, M.L., Gardner, J.N., Barefoot, B.O., and Associates (2005). *Challenging and supporting the first-year students: A handbook for improving the first year of college*. Jossey-Bass: San Francisco, CA (pp. 41 – 42, 287 – 288).

Methodology

Data were integrated from two sources for this study. Demographic, enrollment, and degree data were aggregated from almost ten years of census files created by the Office of Institutional Research with the source of the data being the College's ERP system, Colleague. These data provide an understanding of differences among first-year program participants in terms of their academic progress at Loyola and time to degree.

The CSS was administered to all senior-level students during spring 2008 (N=886). The Office of Institutional Research coordinated with HERI's survey research partner, the Cooperative Institutional Research Program (CIRP), to arrange e-mail communications to recruit students and administer the web-based survey. Four communications were sent to students between April 7, 2008 and April 28, 2008. The invitation letter described the study, included an informed consent statement, and announced the Senior Week ticket raffle that students would be eligible for if they completed the survey. The invitation was followed by three communications to students who had not completed the survey by April 28th. Among the supplemental items that were added to the vendor-supplied survey instrument was a question about which, if any, first-year program the student was in during their first semester at Loyola.

A total of 245 students completed and returned their surveys for a response rate of 28%. A description of the sample and population based on first-year program designation and corresponding response rates and sampling errors are presented in (Table). Because of self-selection bias, the completed surveys do not comprise a random sample of first-year students. In understanding how to interpret the survey results, it can be useful to place them in context using the logic of survey sampling and sampling error. If these data represented a random sample, sampling error for proportions based on the entire sample (n=245) would be +5% at the 95% confidence interval. While the response rates did not vary widely among the programs, only 13 responses came from students in the Honors Program. Even though data will be presented for Honors students, no comparison will be made between this group and other first-year programs.

**Table . The College Senior Survey:
Representativeness of Sample, Response Rates, and
Sampling Errors by First-Year Program Affiliation**

College Senior Survey (2008)						
	Sample		Population		Response Rate	Sampling Error
	n	%	n	%		
Alpha	97	40%	300	36%	32%	± 8%
Collegium	21	9%	69	8%	30%	± 18%
FE100	36	15%	139	17%	26%	± 14%
Honors	13	5%	45	5%	29%	± 23%
General	78	32%	287	34%	27%	± 10%
Total	245	100%	886¹	100%	28%¹	± 5%

Note: Percentages may not add to 100% due to rounding.

¹ Note that the number of students by program does not add up to the total number of students surveyed (n=886) because there were 46 senior-level students in the institutional file that did not have a first-year program designation. While these students are included in the calculation of the overall response rate for the College Senior Survey, they are not included in individual program response rates.

Analyses of the CSS, retention, and graduation data are disaggregated by first-year program, including students who did not engage in an FYP and pursued the general academic program (General). For the CSS, analyses are based on self-reported FYP affiliation. For retention and graduation analyses, institutional data are used to designate FYP affiliation using course data. With regard to the comparative analyses in this report, all group differences reported are statistically significant at the $p \leq .05$ level unless otherwise noted. Superscripts are used in charts and appendices to indicate a statistically significant difference between a group and the denoted group: ^A Alpha, ^C Collegium, ^F FE 100, ^H Honors, and ^G General. An asterisk denotes that one group was significantly different from all others in the analysis.

Executive Summary

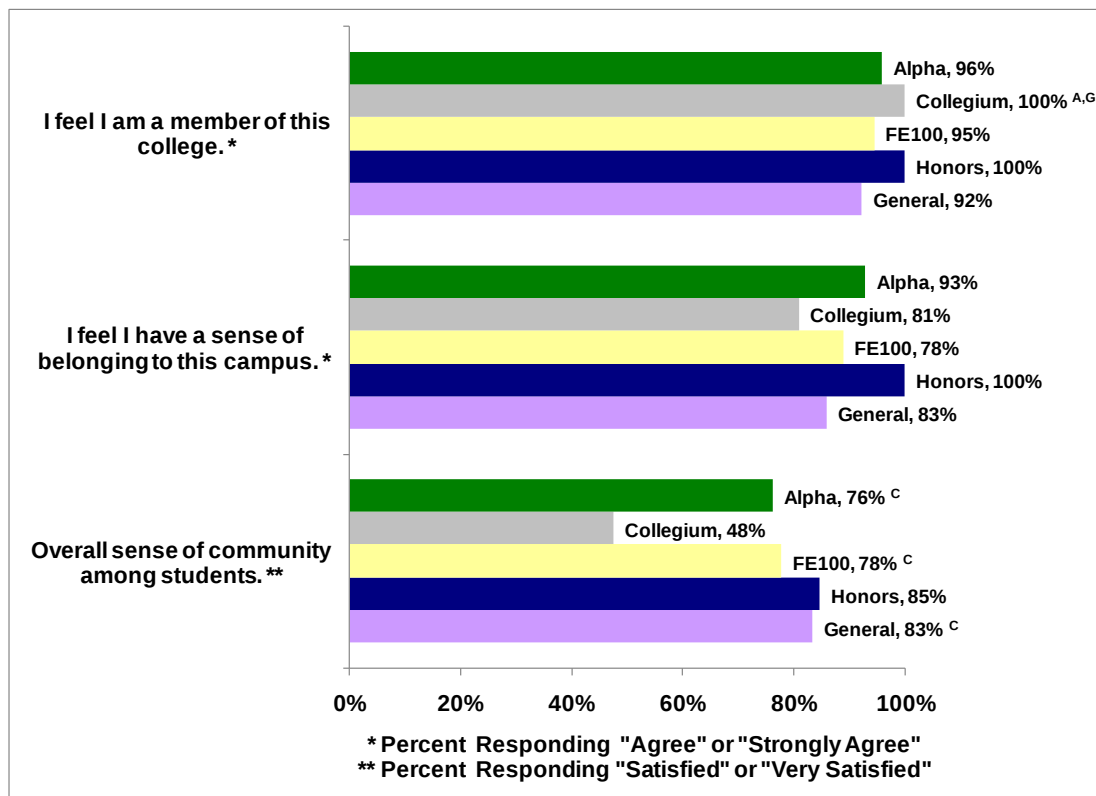
- ◆ Satisfaction with most elements of the college experience did not differ significantly among senior-level students by FYP participation.
- ◆ Two differences were found between FYP groups with regard to campus climate:
 - ◆ Collegium students feel a sense of belonging on campus and feel that they are a member of the campus community. This is consistent with the goals of the Collegium program, as one of its intended goals is to foster a sense of belonging.
 - ◆ Still, as senior-level students, Collegium participants were less likely than other FYP groups to perceive a sense of community among students.
- ◆ Senior-level students who participated in Alpha stood out on items about the importance of Loyola's Jesuit mission to them; still, we cannot discern the causal direction of this relationship based upon the data available for this analysis.
- ◆ There were a few differences among FYP participants in terms of personal growth:
 - ◆ Alpha and FE100 students reported more growth in attributes reflective of the Core values than General students, *like learning to lead, learn, and serve in a diverse and changing world* (Alpha), and *learning to take initiative, assume responsibility, and act in an ethical manner* (FE100).
 - ◆ FE100 students reported more growth than Alpha and/or General students in *critical thinking ability, interpersonal skills, and preparedness for employment after college*.
 - ◆ Students did not differ significantly by FYP in their reports of growth in terms of knowledge of social and global issues.
- ◆ A few differences were found between groups in the types of opportunities that students took advantage of:
 - ◆ FE100 students reported more *participation in community service* than did General students; this is consistent with the program curriculum as FE100 has a service component. Notably, Collegium students *were not* more likely than General students to report this too since FE is a component of it.
 - ◆ Collegium students were more likely than General students to report *participation in leadership training*; this is consistent with the program goals as students are encouraged to organize social and cultural activities to begin to practicing and developing leadership skills early on.
 - ◆ Alpha students reported more participation in scholarly research opportunities (e.g., research, advanced classes) than other students.
- ◆ Although there are fluctuations in rates across time and among programs, generally, senior-level students who participated in an FYP have higher four-year and six-year graduation rates than students who did not engage in an FYP their first year, although these differences were not always statistically significant.

Detailed Findings

Satisfaction with the Loyola College Experience

The CSS includes items representative of global and domain-specific college satisfaction, including perceptions of the campus climate. In Appendix A, all items in the analysis are presented and disaggregated by first-year program.

With a couple of exceptions, senior-level students' satisfaction with various aspects of the college experience, and their likelihood to choose Loyola again, did not differ significantly by FYP participation (see Appendix A). Collegium students were more likely than Alpha and General students were to agree with the statement: *I feel I am a member of this college*. At the same time, Collegium participants were less likely than Alpha, FE100, and General to report being satisfied with the *overall sense of community among students* (Figure). Clearly, Collegium students feel a sense of belonging on campus and feel that they are a member of the campus community. This is consistent with the goals of the Collegium program, as one of its intended goals is to foster a sense of belonging with "a social and academic community for students [that] allow[s] them to feel 'at home' quickly."¹ Still, as senior-level students, Collegium participants were less likely than other groups to perceive a sense of community among students. While we could speculate as to why, it is not possible to draw conclusions about this finding without longitudinal data and controlling for student characteristics over time.



Note: No comparisons were made to the Honors group due to a small *n*.

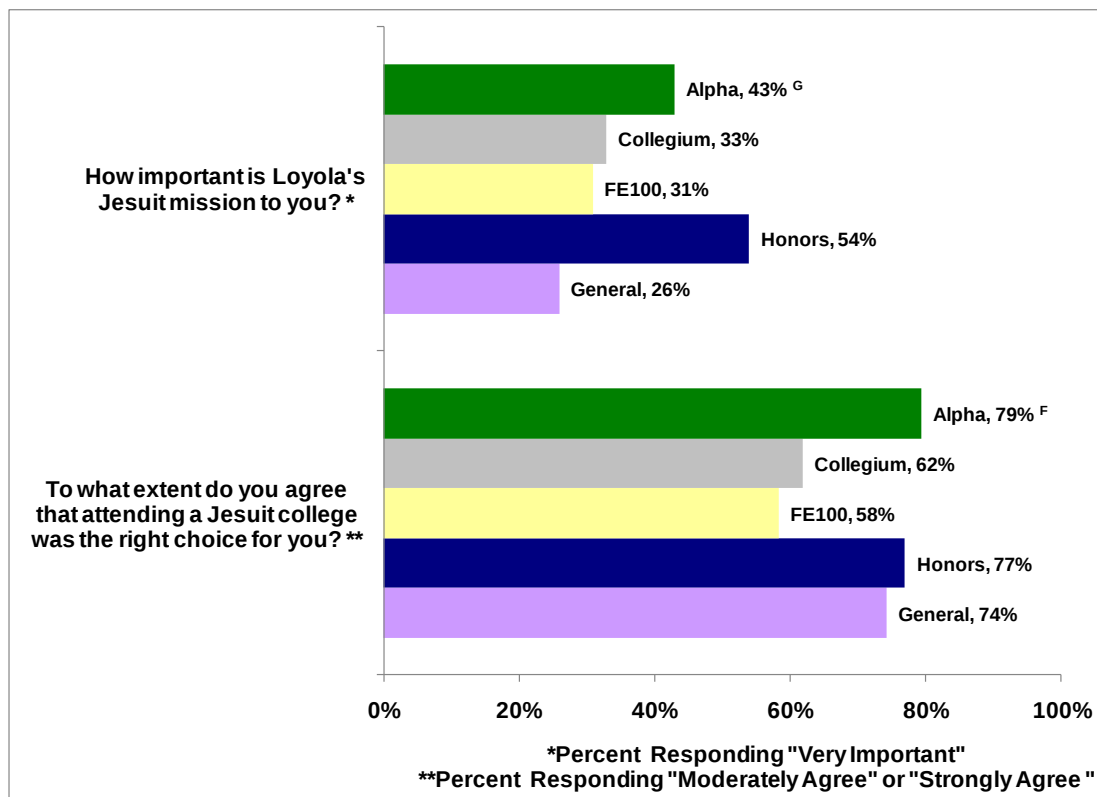
Figure . Differences in satisfaction with campus climate

¹ <http://www.loyola.edu/fyp/collegium.html> Accessed May 7, 2008.

Importance of a Jesuit Education

The CSS included supplemental items that gauged the importance of a Jesuit education to students (see Figure).

Alpha students were more likely than General students to report that Loyola's Jesuit mission was "very important" to them. In addition, Alpha students were more likely than FE100 students to agree that *attending a Jesuit college was the right choice* for them. While these findings are consistent with the Alpha program's focus on the Jesuit tradition, we do not know whether students believed this prior to joining the Alpha program and were drawn to it because of their disposition toward valuing Jesuit education, or if the Alpha program influenced students' feelings on this issue.



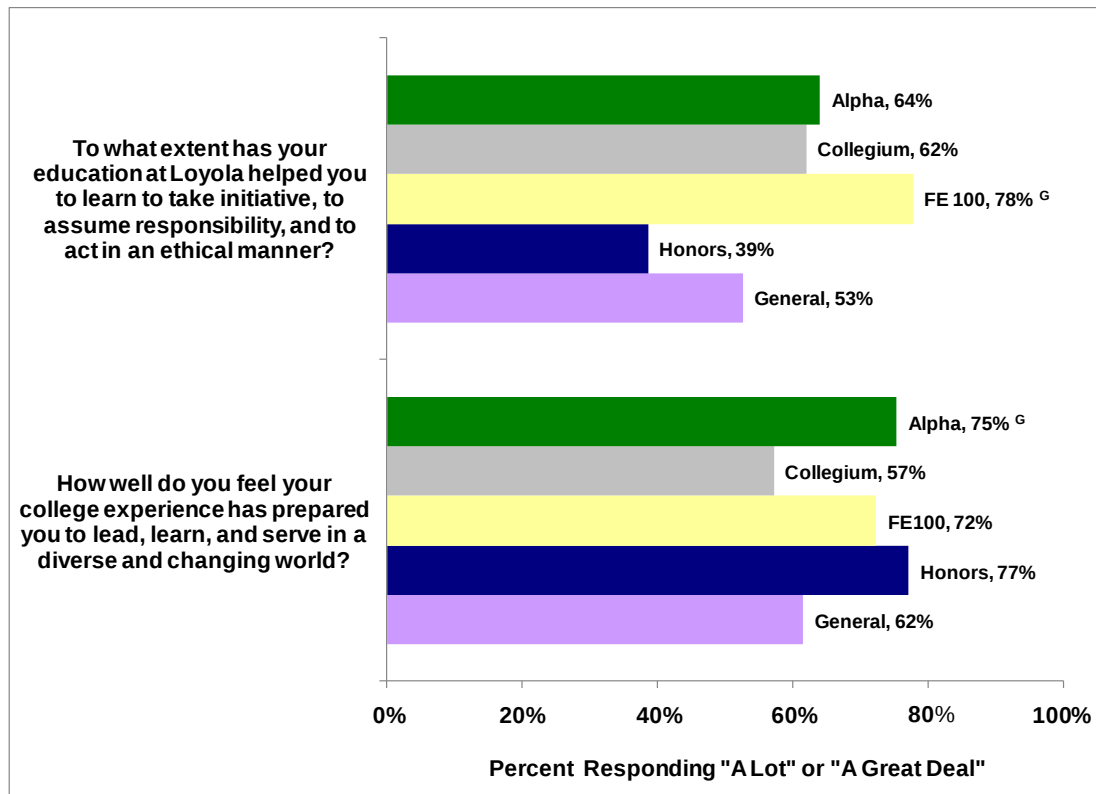
Note: No comparisons were made to the Honors group due to a small *n*.

Figure . Importance of a Jesuit education

Loyola's Contribution to Educating Students to Assume Leadership Roles

Loyola included supplemental items on the CSS to assess students' perceived growth in mission-related outcomes such as educating students to act ethically and responsibly, and to assume leadership roles. In Appendix B, all items in the analysis are presented and disaggregated by first-year program.

Senior-level students were asked to respond to questions regarding how their Loyola experience has impacted their leadership development using a five-point Likert scale ranging from "not at all" to "a great deal". While students who engaged in an FYP their first year did not significantly differ in their responses to these items, FYP participants did differ from students who did not participate in an FYP. Specifically, FE100 students were more likely than General students to perceive that their college experience *helped them to learn to take initiative, assume responsibility, and act in an ethical manner* "a lot" or "a great deal." Alpha students were more likely than General students to attribute their college experience to *preparing them to lead, learn and serve in a diverse and changing world* (see Figure).



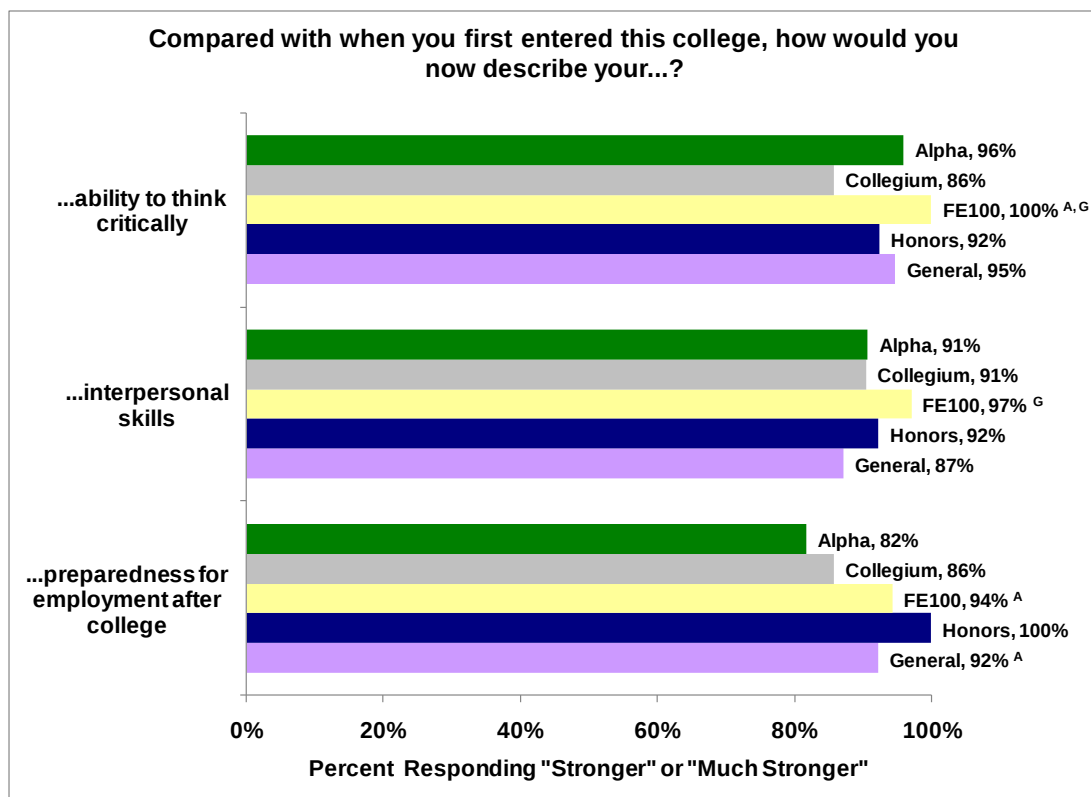
Note: No comparisons were made to the Honors group due to a small *n*.

Figure . Loyola's contribution to educating students to assume leadership roles

Growth in Knowledge, Skills, and Abilities

On the CSS, students are asked to assess their growth in knowledge areas, skills, and abilities with the question, “Compared with when you first entered this college, how would you now describe your...?” Students rate their perceived growth using a five-point Likert scale ranging from “much weaker” to “much stronger.” In Appendix C, all items are presented with detailed comparisons among first-year program participants.

Students did not differ significantly by FYP with regards to how they saw *the CORE impacting the way they live today*; on average, 29% of senior-level students reported that the CORE impacted them “a lot” or “a great deal”. And, generally, students from all FYPs reported similar levels of growth in various areas and only a few significant differences were found among the groups. These are presented in Figure . Compared to when they first entered college, FE100 students reported greater growth than Alpha and General students in their *ability to think critically*, and reported greater growth than general students in their *interpersonal skills*. FE100 and General students were more likely than Alpha students to report greater growth in their *preparedness for employment after college* compared to when they entered college. Students did not differ significantly by FYP in their reports of growth in terms of knowledge of social and global issues.



Note: No comparisons were made to the Honors group due to a small *n*.

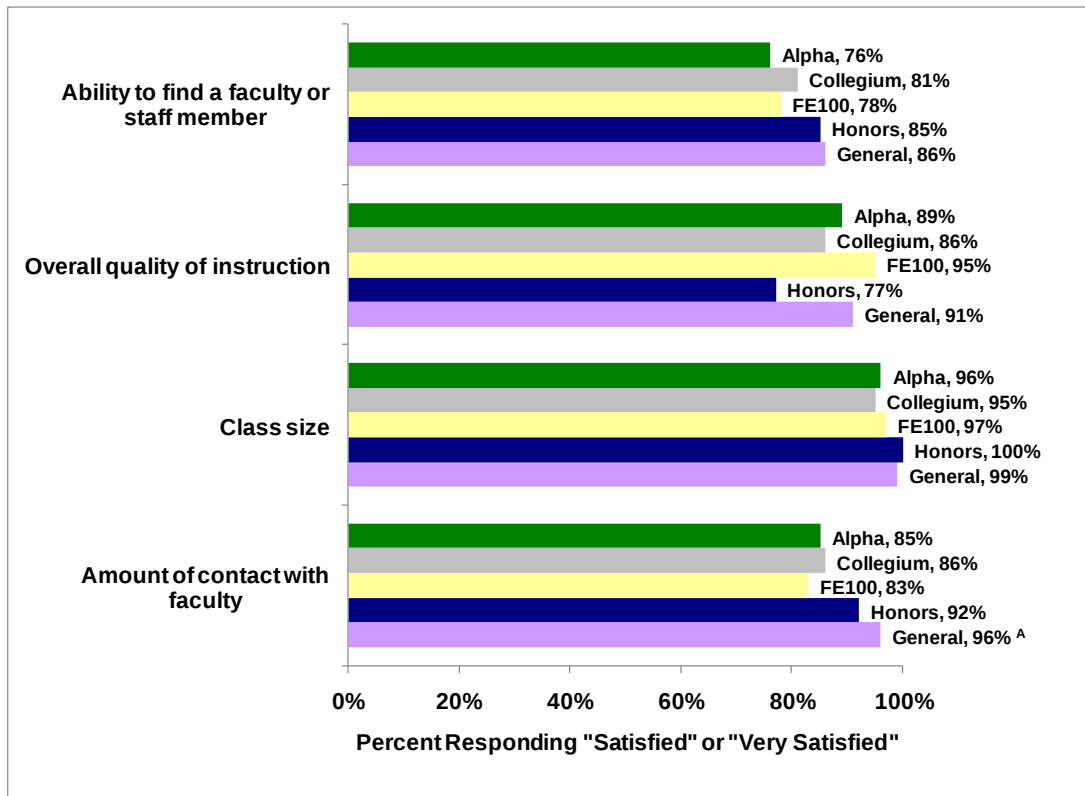
Figure . Perceived growth in knowledge, skills, and abilities

Interaction with Faculty and Faculty Mentorship

Satisfaction with Faculty Interaction

The CSS gauges students' satisfaction with various aspects of faculty interaction by asking students to "Please rate your satisfaction with your college in each area..." to which students responded using a five-point Likert scale ranging from "very dissatisfied" to "very satisfied."

Students across the FYP groups reported similar levels of satisfaction with various aspects of faculty interaction, including *class size*, *overall quality of instruction*, and *ability to find a faculty or staff member*. However, as senior-level students, General students were more likely than Alpha students to be "satisfied" or "very satisfied" with the *amount of faculty interaction* over their time at Loyola. See Figure .



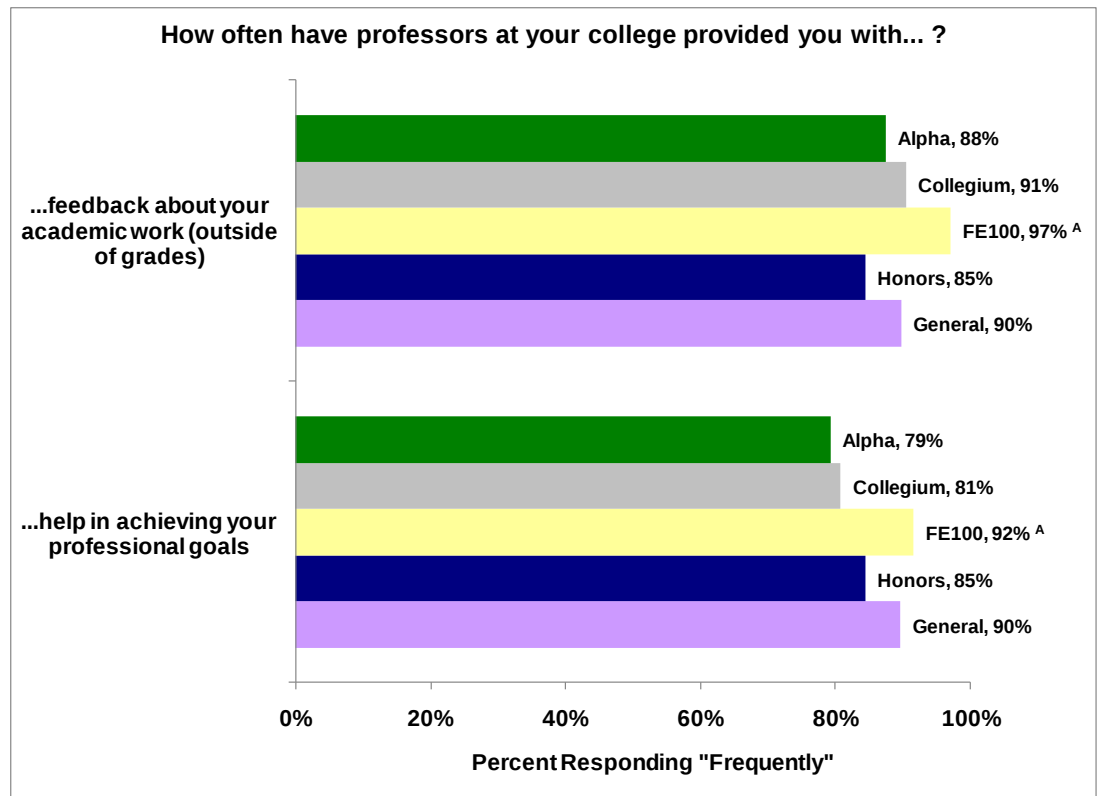
Note: No comparisons were made to the Honors group due to a small n.

Figure . Satisfaction with faculty interaction

Degree of Faculty Interaction

The CSS gauges the nature by which and the degree to which faculty and students have interacted by asking students “How often have professors at your college provided you with...?” These items are answered using a three-point Likert scale ranging from “not at all” to “frequently.” In Appendix D, items are presented with detailed comparisons among first-year programs.

Students across FYP reported similar levels of faculty interaction of various kinds (e.g. *encouragement, advice, intellectual stimulation, etc.*). The only significant differences were between FE100 and Alpha students, with FE100 students reporting more *feedback about your academic work (outside of grades)*, and more *help in achieving your professional goals* over their time at Loyola (see Figure).



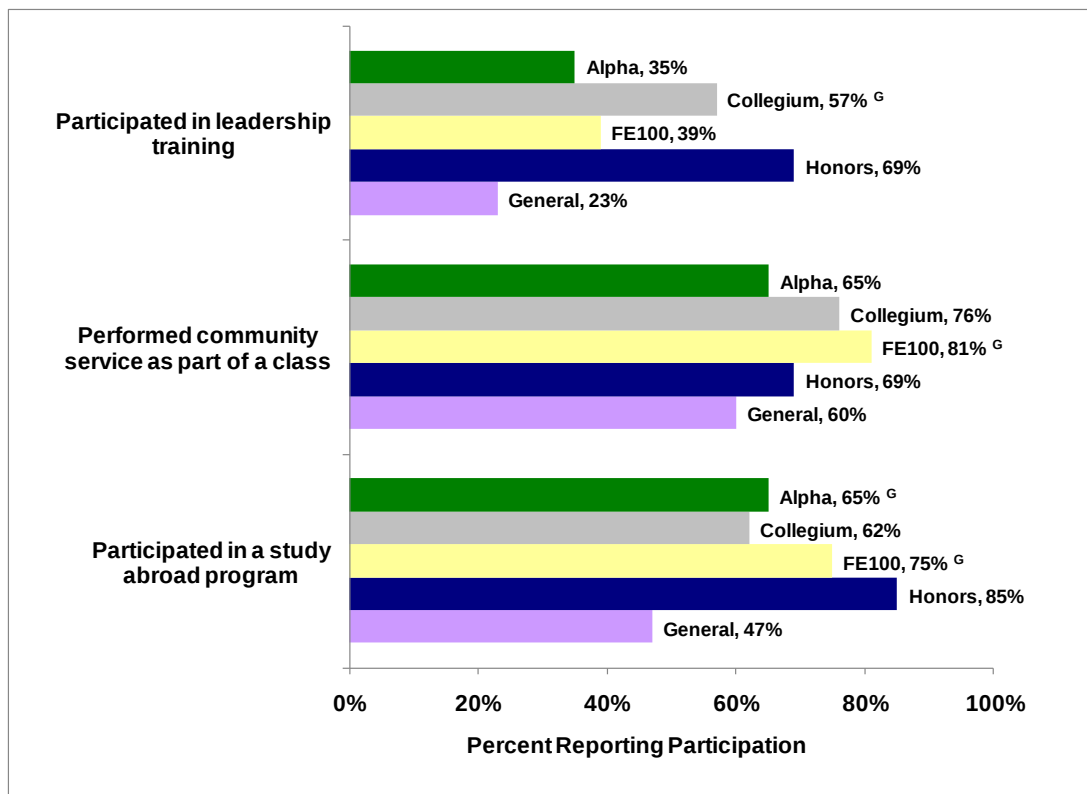
Note: No comparisons were made to the Honors group due to a small *n*.

Figure . Degree of faculty interaction

Engagement in Experiential Learning, Leadership, and Research Opportunities

To gauge the out-of-classroom experiences that a student might have while in college, the CSS asks students, “Since entering college have you...?” The student may respond either “yes” or “no” in order to indicate whether or not they engaged in each of the activities since entering college.¹ Appendix E provides an analysis of all items with detailed comparisons by first-year program participants.

Loyola offers many opportunities for experiential learning, leadership and research. Similar percentages of students from each FYP reported engagement in many of these opportunities, including participation in *clubs*, *student government*, *internships*, and *programs to prepare for graduate school*. Still, there were instances where senior-level students who took an FYP their first year were more likely than non-participants to engage in certain opportunities. Compared to General students, FE100 and Alpha students were more likely to have reported *participating in study abroad programs*, FE100 students were also more likely to have reported *participating in community service as part of a class*, and Collegium students were more likely to report *participation in leadership training* (see Figure). The two latter findings are consistent with the aims of the FE100 and Collegium programs, in that there is a service component in FE100 and Collegium students are encouraged to organize social and cultural activities to begin to practicing and developing leadership skills early on. Curiously, Collegium students were not more likely than General students to have participated in community service given that they also took an FE100 course.

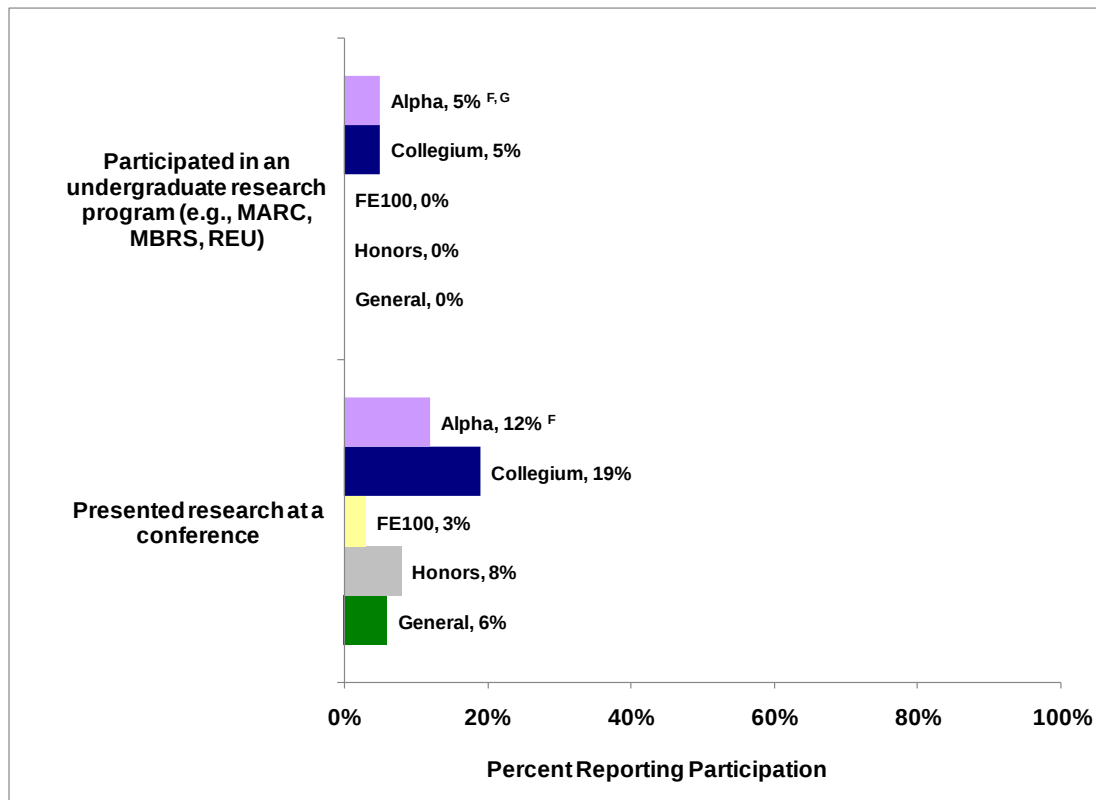


Note: No comparisons were made to Honrs due to small *n*.

Figure . Engagement in experiential learning and leadership opportunities

¹ For performed community service as part of a class, the CSS has a question that reads, “Since entering college, indicate how often you....” Students are asked to respond using a three-point Likert scale ranging from “not at all” to “frequently”. In this analysis, respondents who responded “occasionally” or “frequently” were coded as “yes” and those responding “not at all” were coded as “no”.

Although it is a small percentage of senior-level students who reported that they participated in undergraduate research programs or presented at conferences, those who took an Alpha course were more likely than FE100 or General students to report *participating in an undergraduate research program* and those who had taken an Alpha course were more likely than FE100 students to report having *presented research at a conference* (see Figure). Alpha students' greater frequency of participation in research opportunities may be related to their goals and aspirations, as significantly more senior-level students who participated in the Alpha program than the FE 100 program reported aspirations of a medical or law degree.



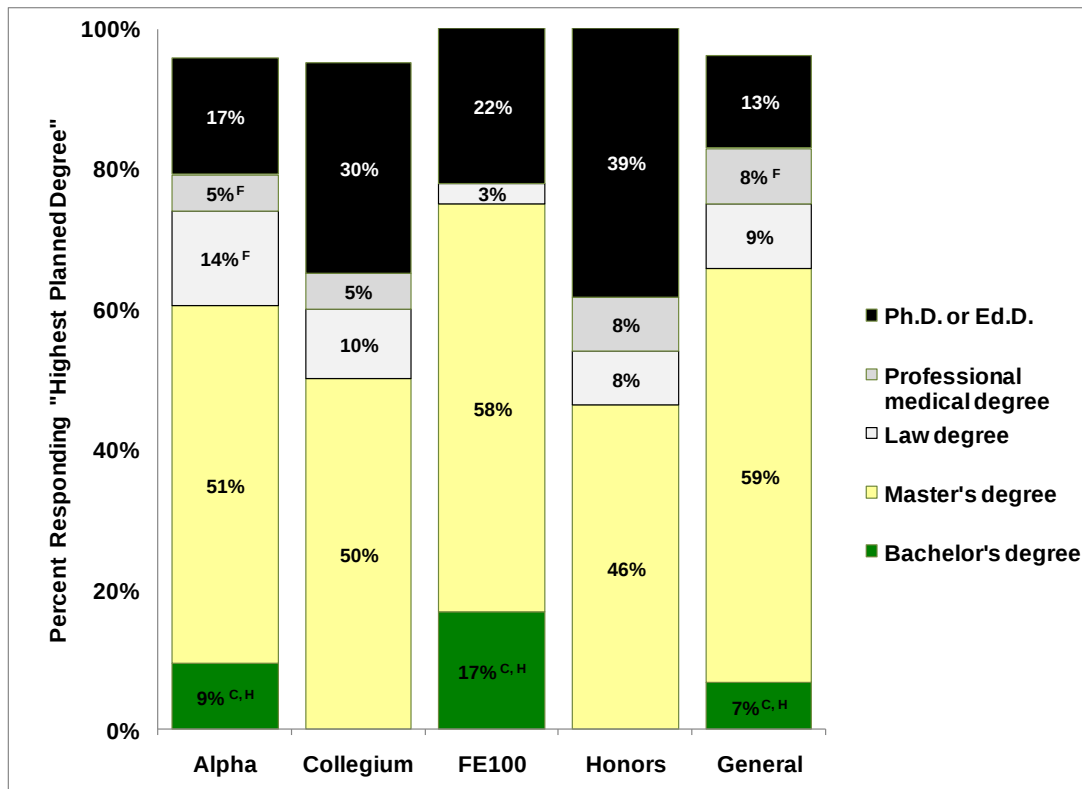
Note: No comparisons were made to the Honors group due to a small n.

Figure . Engagement in research opportunities

Post-Baccalaureate Educational Goals

To assess students' post-baccalaureate educational goals, the CSS contains a list of degrees and asks the student to "Please indicate the highest degree you plan to complete eventually at any institution."

Overall, most students intend to obtain at least a Master's degree, similar percentages of students across FYPs reported this aspiration with a few significant differences between the groups (see Figure). Alpha, FE100 and General students were significantly more likely than Collegium students to report a *Bachelor's degree* as their highest degree planned. At the same time, Alpha and General students were both more likely than FE100 to report the intent to obtain a *professional medical degree*, and Alpha was more likely than FE100 to intend to pursue a *law degree*.

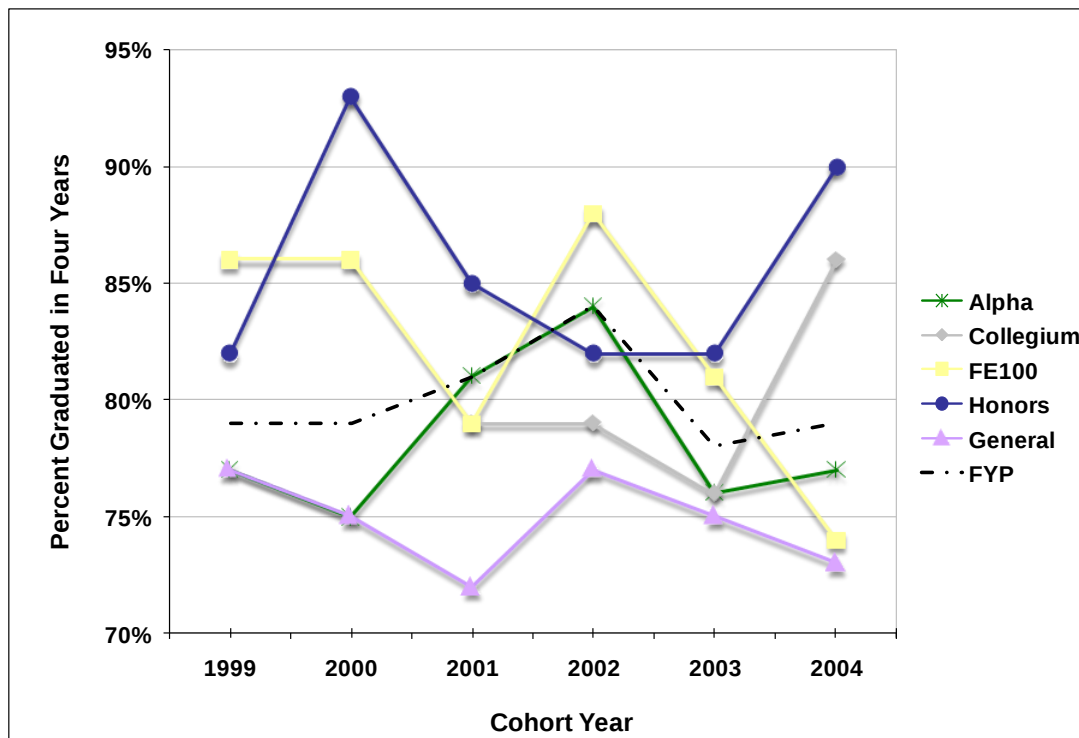


Note: No comparisons were made to the Honors group due to a small *n*.

Figure . Post-Baccalaureate educational goals

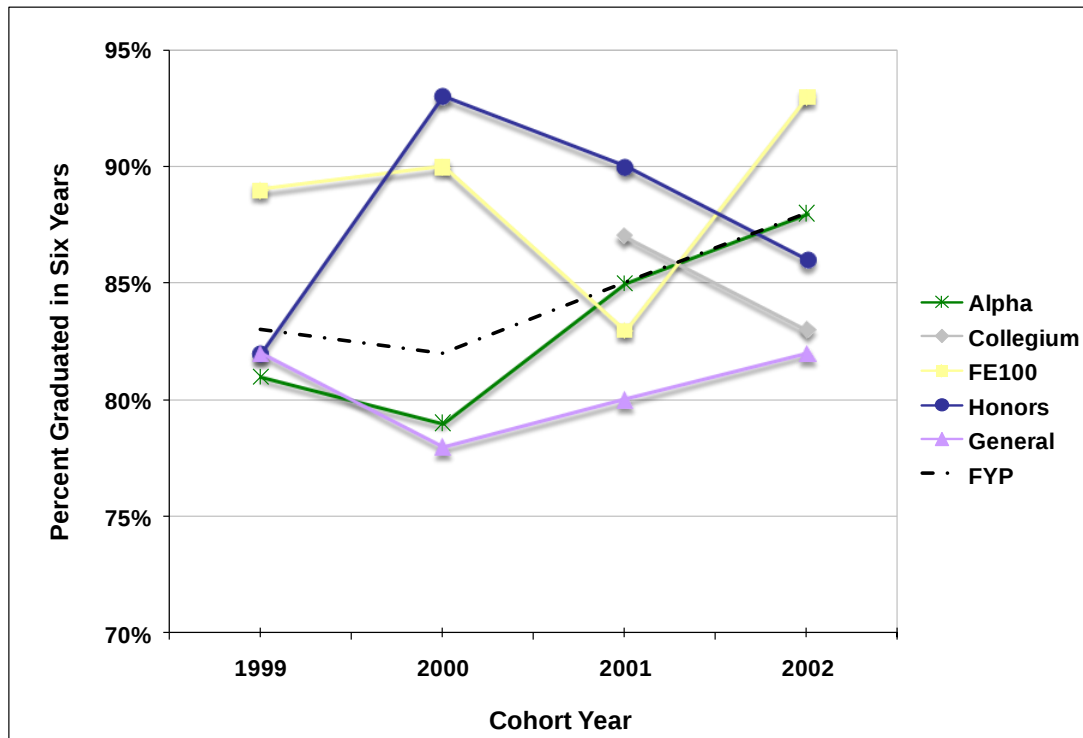
Time to Degree

Appendix F provides retention and graduation rates by first-year program beginning with the fall 1999 cohort. While there are fluctuations in rates across time and among programs, in general, students who had participated in a FYP were retained and have graduated at higher rates than General students, although the differences were not always statistically significant. Particularly with graduation rates, generally, students who had been involved in any FYP were more likely to graduate in four years than non-participants (see Figure) and this difference in graduation rates was sustained for the six-year rate (see Figure). Consistently, senior-level students who participated in the Honors programs were retained and graduated at higher rates than other FYP participants and non-participants.



Note: The Collegium program began with the fall 2001 cohort.

Figure . Four-year graduation rates by first-year program



Note: The Collegium program began with the fall 2001 cohort.

Figure . Six-year graduation rates by first-year program

Summary

Three years after their FYP participation, senior-level students responded similarly across FYP groups and between FYP participants and non-participants on the many satisfaction, personal growth, and college activity items that were assessed on the College Senior Survey. However, there were some significant group differences that can provide some insight into potentially lasting differences between FYP participants and non-participants. Since students self-select into these programs, these group differences should not necessarily be interpreted as program effects. Also, since this is a cross-sectional analysis and not a longitudinal analysis of students, we are not able to control for time-varying student characteristics and experiences that would lend better to interpreting the impact of FYPs on students' college experiences.

Most often significant differences were discovered between FYP participants and non-participants (General students); still, there were FYP between-group differences. From this analysis, several themes emerged that align with the intended goals of Loyola's first-year programs. For instance, senior-level students who participated in Alpha stood out on items about the importance of Loyola's Jesuit mission to them; still, we cannot discern if the program had an effect on this for its participants or if students who chose Alpha had these preferences prior to program selection.

Collegium students were more likely than General students to have engaged in leadership training. Certainly, an intended goal of Collegium is to encourage first-year participants to practice and develop leadership skills by planning events for peers. Further, Collegium students reported less satisfaction with the overall sense of community on campus; still, they were more likely to report feeling like a member of the college. While a goal of the program is to foster a sense of belonging, students' experiences later on in college *may* have highlighted a discrepancy between their expectations for a strongly bonded community of students based upon their program selection and/or their first year experience and what they experienced thereafter.

As senior-level students, those who engaged in an FE100 course perceived receiving a greater amount of preparation and guidance compared to Alpha and/or General students. They reported more assistance from faculty, feelings of preparedness for employment, and personal growth in leadership, critical thinking, and interpersonal skills. This is consistent with the FE100 program's focus on facilitating a successful transition to college. FE100 students also reported more participation in community service as part of a class, consistent with the community service component of the program.

Consistent with the extant literature, FYP participants tended to be retained and graduate at higher rates than non-participants at Loyola. There were fewer differences in these rates between programs themselves, and most of these differences were inconsistent over the time.

This report provides some evidence of differences in students' experiences at Loyola College in consideration of whether or not they engaged in a first-year program, and the type of program in which they chose to participate. In the spirit of continuous improvement, future analyses using multiple cohorts of data that account for pre-entry student characteristics, subsequent enrollment data, and changes in perceptions over time could prove useful to further our understanding of the impact of first-year program participation on one's college experience, educational outcomes, persistence, and time to degree.

Appendix : Satisfaction with the Loyola College Experience

	Percent responding "Probably Yes" or "Definitely Yes"				
	Alpha	Collegium	FE100	Honors	General
<i>If you could make your college choice over...</i>					
Would you still choose to enroll at your current college?	86%	86%	78%	85%	80%
Note: No comparisons were made to the Honors group due to a small <i>n</i> .					

	Percent responding "Satisfied" or "Very Satisfied"				
	Alpha	Collegium	FE100	Honors	General
<i>Please rate your satisfaction with your college in each area...</i>					
Overall college experience	91%	76%	86%	85%	89%
<u>Academic Experience</u>					
Courses in your major field	89%	86%	89%	85%	90%
Relevance of coursework to everyday life	76%	71%	72%	77%	87%
Relevance of coursework to future career plans	78%	86%	81%	69%	76%
Respect for the expression of diverse beliefs	79%	81%	81%	69%	78%
<u>Campus Climate</u>					
Overall sense of community among students	76% ^C	48%	78% ^C	85%	83% ^C
Racial/ethnic diversity of the student body	26%	14%	33%	15%	28%
Availability of campus social activities	80%	62%	81%	85%	72%
Interaction with other students	91%	86%	86%	100%	90%
Note: No comparisons were made to the Honors group due to a small <i>n</i> .					

	Percent responding “Agree” or “Strongly Agree”				
	Alpha	Collegium	FE100	Honors	General
<i>Please indicate the extent to which you agree or disagree with the following statements...</i>					
<u>Campus Climate</u>					
I feel I am a member of this college	96%	100% ^{A,G}	95%	100%	92%
I feel I have a sense of belonging to this campus	93%	81%	89%	100%	86%

Note: No comparisons were made to the Honors group due to a small *n*.

Appendix : Loyola's Contribution to Students' Intellectual, Personal, and Social Development

	Percent responding "A Lot" or "A Great Deal"				
	Alpha	Collegium	FE100	Honors	General
To what extent has Loyola's CORE curriculum impacted the way you live today?	31%	24%	22%	46%	29%
How well do you feel your college experience has prepared you to lead, learn, and serve in a diverse and changing world	75% ^G	57%	72%	77%	62%
<i>To what extent has your education at Loyola helped you to...</i>					
...learn to ask questions, analyze arguments, make connections, and be a better thinker?	76%	71%	75%	85%	69%
...become more confident in stating your views?	60%	48%	70%	62%	59%
... learn to value a diverse and inclusive community?	39%	33%	39%	58%	35%
...learn to take initiative, to assume responsibility, and to act in an ethical manner?	64%	62%	78% ^G	39%	53%
...learn to expand opportunities and justice in society?	42%	43%	53%	50%	39%

Note: No comparisons were made to the Honors group due to a small *n*.

Appendix : Growth in Knowledge, Skills and Abilities

	Percent responding “Stronger” or “Much Stronger”				
	Alpha	Collegium	FE100	Honors	General
<i>Compared with when you first entered this college, how would you now describe your...</i>					
<u>General Education Outcomes</u>					
General knowledge	97%	95%	97%	100%	98%
Analytical and problem-solving skills	92%	86%	97%	92%	94%
Knowledge of a particular field or discipline	99%	100%	100%	100%	99%
Ability to think critically	96%	86%	100% ^{A, G}	92%	95%
Foreign language ability	56%	49%	47%	85%	49%
<u>Interpersonal Development</u>					
Leadership abilities	77%	81%	78%	85%	81%
Interpersonal skills	91%	91%	97% ^G	92%	87%
Ability to get along with people from different races/cultures	61%	52%	72%	85%	56%
Ability to manage your time effectively	81%	81%	89%	77%	76%
<u>Professional Development</u>					
Preparedness for employment after college	82%	86%	94% ^A	100%	92% ^A
Preparedness for graduate or advanced education	91%	91%	86%	100%	89%
<u>Knowledge of Social and Global issues</u>					
Knowledge of people from different races/cultures	71%	71%	78%	92%	68%
Understanding of problems facing your community	87%	76%	89%	85%	83%
Understanding of social problems facing our nation	85%	86%	89%	100%	86%
Understanding of global issues	84%	86%	86%	92%	83%

Note: No comparisons were made to the Honors group due to a small n.

Appendix : Interaction with Faculty and Faculty Mentorship

	Percent responding "Frequently"				
	Alpha	Collegium	FE100	Honors	General
<i>Please rate your satisfaction with your college in each area.</i>					
Class size	96%	95%	97%	100%	99%
Amount of contact with faculty	85%	86%	83%	92%	96%
Overall quality of instruction	89%	86%	95%	77%	91%
Ability to find a faculty or staff mentor	76%	81%	78%	85%	86%

Note: No comparisons were made to the Honors group due to a small *n*.

	Percent responding "Frequently"				
	Alpha	Collegium	FE100	Honors	General
<i>How often have professors at your college provided you with...</i>					
...encouragement to pursue graduate/professional study?	89%	90%	86%	92%	90%
...advice and guidance on your educational program?	91%	81%	83%	92%	90%
...emotional support and encouragement?	88%	91%	81%	92%	80%
...an opportunity to work on a research project?	46%	48%	53%	62%	54%
...a letter of recommendation?	77%	71%	78%	92%	80%
...help in achieving your professional goals?	79%	81%	92% ^A	85%	90%
...help to improve your study skills?	68%	81%	81%	54%	74%
...feedback about your academic work (outside of grades)?	88%	91%	97% ^A	85%	90%
...intellectual challenge and stimulation?	97%	95%	100%	100%	100%
...an opportunity to discuss coursework outside of class?	97%	95%	89%	100%	97%
...an opportunity to apply classroom learning to "real-life" issues?	92%	95%	94%	100%	94%

Note: No comparisons were made to the Honors group due to a small *n*.

Appendix : Participation in Experiential Learning, Leadership, and Research Opportunities

	Percent reporting participation in activity				
	Alpha	Collegium	FE100	Honors	General
<i>Since entering college, indicate how often you...</i>					
Performed community service as part of a class *	65%	76%	81% ^G	69%	60%
<i>Since entering college have you...</i>					
Participated in student government	10%	14%	6%	15%	5%
Participated in an internship program	58%	71%	69%	77%	64%
Participated in leadership training	35%	57% ^G	39%	69%	23%
Participated in a study abroad program	65% ^G	62%	75% ^G	85%	47%
Participated in an undergraduate research program (e.g., MARC, MRBS, REFIN)	5% ^{F, G}	5%	0%	0%	0%
Participated in a program to prepare for graduate school	11%	10%	6%	8%	4%
Joined a club or organization related to your major	66%	62%	67%	85%	77%
Presented research at a conference	12% ^F	19%	3%	8%	6%

* For performed community service as part of a class, the CSS has a question that reads, "Since entering college, indicate how often you..." Students are asked to respond using a three-point Likert scale ranging from "not at all" to "frequently". In this analysis, respondents who responded "occasionally" or "frequently" were coded as "yes" and those responding "not at all" were coded as "no".

Note: No comparisons were made to the Honors group due to a small *n*.

Appendix : Retention and Graduation Rates for Fall Cohorts of Full-time, First-time Students by First-Year Program (1999 - 2008)

	Count	Retention Rates				Graduation Rates	
		Fall to Spring-- 1st semester	1st to 2nd year	1st to 3rd year ¹	1st to 4th year	4-Year	6-Year
Fall 1999 Cohort ²	939						
Adjusted Cohort ³	939	99%	90%	80%	84%	78%	83%
FYP ⁴	427	100%	90%	78%	84%	79%	83%
Alpha	219	100% ^G	88%	75%	82%	77%	81%
FE 100	116	100% ^G	91%	85% ^A	90% ^A	86% ^{A, G}	89% ^{A, G}
Honors	44	100% ^G	86%	77%	82%	82%	82%
General	512	99%	91%	81%	84%	77%	83%
Fall 2000 Cohort ²	910						
Adjusted Cohort ³	909	95%	89%	83%	82%	77%	81%
FYP ⁴	507	96%	90%	85%	84%	79%	82%
Alpha	308	96%	89%	83%	81%	75%	79%
FE 100	86	97%	91%	90% ^G	91% ^{A, G}	86% ^{A, G}	90% ^{A, G}
Honors	41	100% ^{A, G}	100% ^{A, F, G}	95% ^{A, G}	93% ^{A, G}	93% ^{A, G}	93% ^{A, G}
General	402	94%	88%	81%	80%	75%	78%
Fall 2001 Cohort	880						
Adjusted Cohort ³	880	98%	91%	85%	84%	77%	83%
FYP ⁴	510	98%	92%	86%	86%	81% ^G	85% ^G
Alpha	331	98%	92%	86%	86%	81%	85%
Collegium	53	98%	96% ^G	87%	87%	79%	87%
FE 100	78	100% ^{A, G}	90%	83%	83%	79%	83%
Honors	48	100% ^{A, G}	98% ^{A, F, G}	92%	92% ^G	85% ^G	90% ^G
General	370	98%	89%	84%	82%	72%	80%
Fall 2002 Cohort ²	901						
Adjusted Cohort ³	901	97%	92%	87%	86%	81%	86%
FYP ⁴	565	98%	93%	88%	88% ^G	84% ^G	88% ^G
Alpha	333	98%	93%	88%	88%	84% ^G	88% ^G
Collegium	72	99%	92%	83%	83%	79%	83%
FE 100	109	98%	95%	92% ^G	93% ^{C, G}	88% ^G	93% ^{C, G}
Honors	49	98%	94%	88%	86%	82%	86%
General	336	96%	90%	85%	83%	77%	82%
Sources: HEDS Graduation & Retention Rates Surveys (retention rate); Retention Files (graduation rate, retention and graduation rates by program)							
¹ Beginning with the 2000 cohort, students in non-Loyola study abroad programs are included.							
² The summation of the headcounts by program do not match cohort (n) because program combinations not currently or officially offered (e.g., Alpha + FE 100) are not included in the table.							
³ Cohorts are adjusted according to the IPEDS graduation rate calculation.							
⁴ This represents the number of students who participated in any of the FYPs, even if it was more than one.							

	Count	Retention Rates				Graduation Rates	
		Fall to Spring-- 1st semester	1st to 2nd year	1st to 3rd year ¹	1st to 4th year	4-Year	6-Year
Fall 2003 Cohort	915						
Adjusted Cohort ³	915	97%	89%	84%	83%	77%	
FYP ⁴	600	97%	91%^G	85%	84%	78%	
Alpha	311	97%	90%	82%	82%	76%	
Collegium	67	94%	93%	87%	87%	76%	
FE 100	173	98%	92% ^G	88%	88%	81%	
Honors	49	96%	94% ^G	90%	84%	82%	
General	315	96%	86%	82%	82%	75%	
Fall 2004 Cohort	953						
Adjusted Cohort ³	951	97%	90%	85%	84%	76%	
FYP ⁴	614	98%^G	91%	87%^G	86%^G	79%^G	
Alpha	343	97%	90%	85%	84%	77%	
Collegium	71	100% ^{A, G}	92%	90%	92% ^{A, G}	86% ^{F, G}	
FE 100	152	98%	93%	88%	88% ^G	74%	
Honors	48	100% ^{A, G}	96% ^G	90%	90% ^G	90% ^{A, F, G}	
General	337	96%	88%	82%	80%	73%	
Fall 2005 Cohort	898						
Adjusted Cohort ³	898	96%	89%	81%	83%		
FYP ⁴	564	97%	90%	83%	84%		
Alpha	294	98% ^G	88%	81%	83%		
Collegium	67	99% ^G	93%	82%	82%		
FE 100	149	95%	89%	83%	83%		
Honors	54	100% ^{A, F, G}	94%	93% ^{A, F, G}	90%		
General	334	95%	87%	79%	81%		
Fall 2006 Cohort	946						
Adjusted Cohort ³	946	97%	91%	86%			
FYP ⁴	569	97%	92%	87%			
Alpha	294	96%	91%	86%			
Collegium	63	98%	91%	84%			
FE 100	158	98%	93%	87%			
Honors	54	100% ^{A, G}	98% ^{A, G}	93% ^G			
General	377	97%	90%	84%			
Sources: HEDS Graduation & Retention Rates Surveys (retention rate); Retention Files (graduation rate, retention and graduation rates by program)							
¹ Beginning with the 2000 cohort, students in non-Loyola study abroad programs are included.							
² The summation of the headcounts by program do not match cohort (n) because program combinations not currently or officially offered (e.g., Alpha + FE 100) are not included in the table.							
³ Cohorts are adjusted according to the IPEDS graduation rate calculation.							
⁴ This represents the number of students who participated in any of the FYPs, even if it was more than one.							

	Count	Retention Rates				Graduation Rates	
		Fall to Spring-- 1st semester	1st to 2nd year	1st to 3rd year ¹	1st to 4th year	4-Year	6-Year
Fall 2007 Cohort	983						
Adjusted Cohort ³	983	98%	91%				
FYP ⁴	559	99%^G	93%^G				
Alpha	296	98%	93%				
Collegium	69	100% ^{A, G}	90%				
FE 100	142	99% ^G	96% ^G				
Honors	52	100% ^{A, G}	96%				
General	424	96%	89%				
Fall 2008 Cohort	1,068						
Adjusted Cohort ³	1,068	98%					
FYP ⁴	605	98%					
Alpha	316	98%					
Collegium	65	94%					
FE 100	171	99%					
Honors	53	100%					
General	463	97%					
Sources: HEDS Graduation & Retention Rates Surveys (retention rate); Retention Files (graduation rate, retention and graduation rates by program)							
¹ Beginning with the 2000 cohort, students in non-Loyola study abroad programs are included.							
² The summation of the headcounts by program do not match cohort (<i>n</i>) because program combinations not currently or officially offered (e.g., Alpha + FE 100) are not included in the table.							
³ Cohorts are adjusted according to the IPEDS graduation rate calculation.							
⁴ This represents the number of students who participated in any of the FYPs, even if it was more than one.							