



# FRESHMAN AND SOPHOMORE SATISFACTION SURVEY

Fall 2018

## Abstract

**The executive summary of the Freshman and Sophomore Satisfaction Survey.** The results of this survey are consistent with and provide information to supplemental Cluster Analytic investigation of the non-retained students. Assisting with elements such as connecting to campus and course availability, etc., in addition to programs to assist with academic performance and financial concerns are suggested.

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# Executive Summary

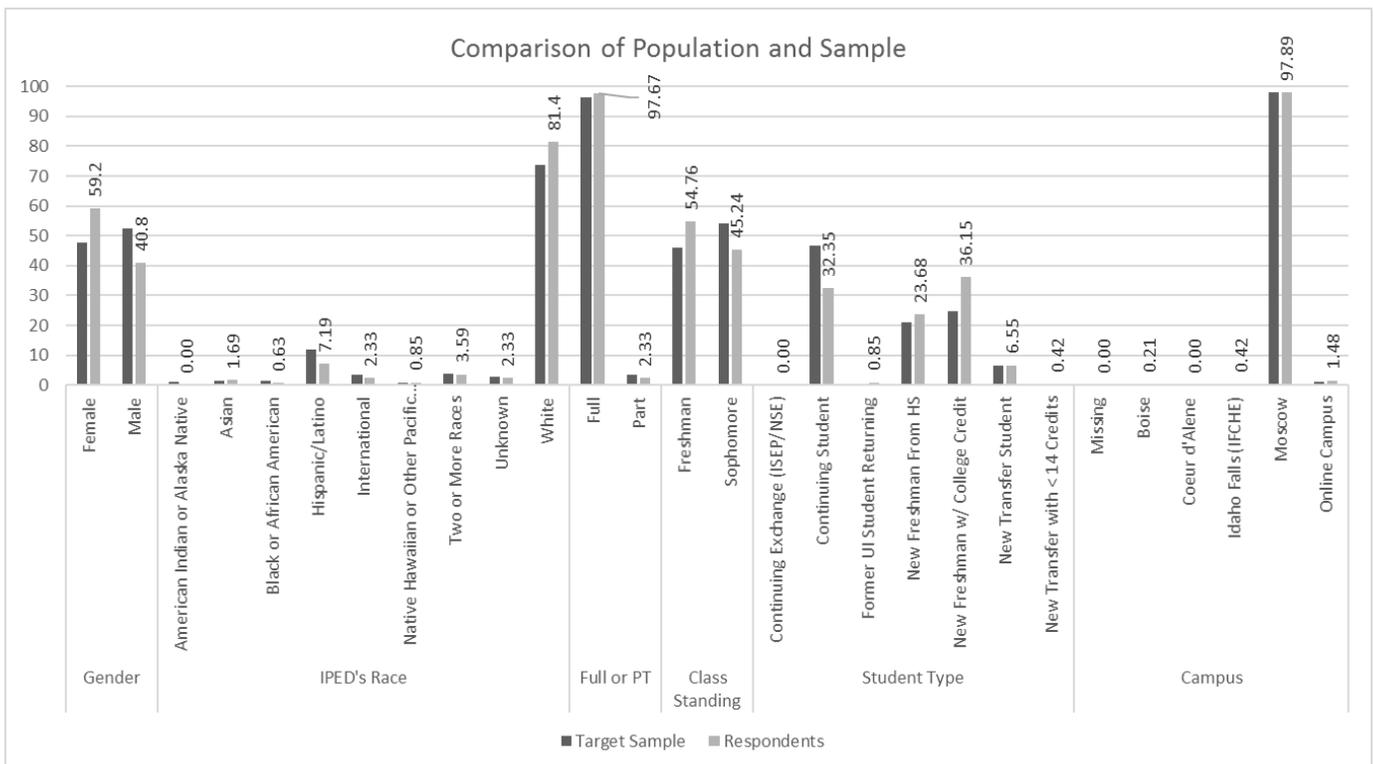
There has been an interest in collecting information from students leaving campus to better understand the important factors leading to that decision. The importance of factors such as course availability, academics, safety, advising, etc. have been considered. There have been some attempts on campus to get some of this information. There have been contacts with seniors, and with other student groups who have successfully navigated the system. It is also clear that academic performance plays a significant role for many. Currently those performing below expectations are being identified and referred to programs to assist them. The information we get from those students is part of the conversations they have with their advisors. The highest attrition takes place when students are at the freshman and sophomore levels. There has been little data collected from this group, particularly those who are deciding to leave campus. In order to collect information from this group of students a short survey was developed. It was administered in fall of 2018 to those who were classified as freshman or sophomores as of census date. This was further restricted to those who were in good standing as of census date and who did not have privacy markers in their records.

This survey follows a recent cluster analytic investigation of non-retained students. This survey is intended as a follow-up supplement to that work.

The survey population included 3037 freshman and sophomores in the fall of 2018 who were in good standing as of the census date. Of these, 473 responded to the survey (15.6%). While this is a lower return rate than desired, it was considered sufficient to provide information.

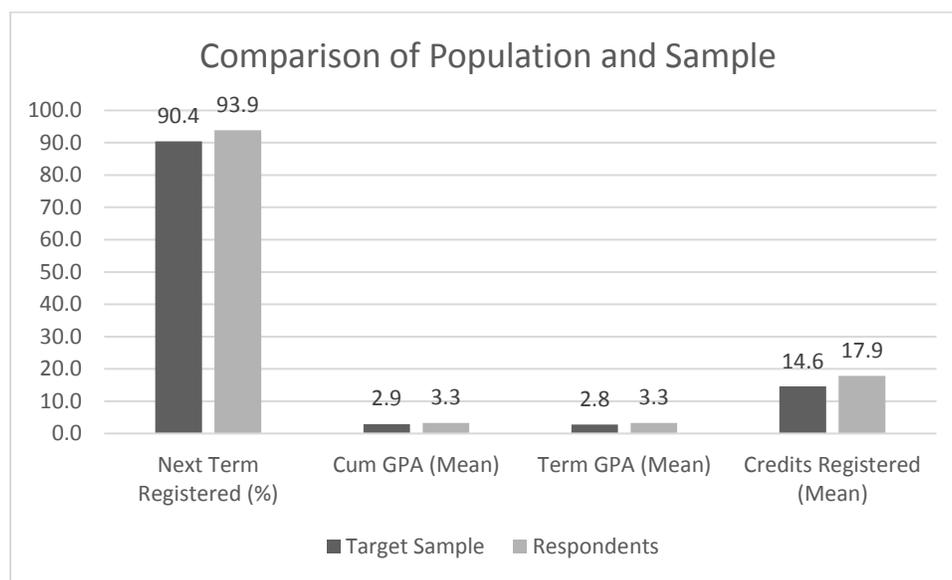
## Sample Description:

A summary of key characteristics of the respondents (473) to the population (3037) is found in the graph below.



The data from the preceding graph, combined with the following table and graph, suggests that respondents were more likely to be white female students who perform well academically as compared to the overall population.

| Academic Standing at End of Term | Population |         | Sample |         |
|----------------------------------|------------|---------|--------|---------|
|                                  | N          | Percent | N      | Percent |
| 1st Disqualification             | 104        | 3.42    | 10     | 2.11    |
| Good Standing                    | 2718       | 89.5    | 454    | 95.98   |
| Probation                        | 215        | 7.08    | 9      | 1.9     |



### Survey Content and Format

The Qualtrics survey was designed in such a way as to allow students to report their intention to return, satisfaction with U of I, and to provide an estimate for the importance of various elements impacting their intention to return. The initial four questions are below.

01. My experience at U of I this term was: 1. Not Satisfactory, 2. Somewhat Unsatisfactory, 3. Somewhat Satisfactory, or 4. Satisfactory.
02. I intend to return next semester: 1. No, 2. Probably Not, 3. Probably, or 4. Yes.
03. I have already registered for next semester: No or Yes.
04. Instead of returning to U of I next semester, I am going into the military, or on an official Church mission, or on a foreign service assignment for the Federal government (i.e., Peace Corps), or graduating: No or Yes.

The students were then asked if they wished to continue. If they elected to do so, they were presented ten items asking them to rate how much these items impacted their intention to return (Item 2 above). These ten items were given a numeric slider from 0 (“no influence at all”) to 10 (“extremely influential”). For example, academic performance could be important in the decision for both those who intended to stay, or for those who intended to leave.

01. My academic performance (i.e., academic success, etc.)
02. Academic support (i.e., supplemental help, tutoring, etc.)
03. Course availability (i.e., scheduling, prerequisites, etc.)
04. Teaching or course quality
05. Chance to transfer to another school (i.e., based on degrees/majors offered, online program, location, etc.)
06. Finances (i.e., aid awarded, availability of work, etc.)
07. Advising (i.e., advising services, degree planning, major/career choice, etc.)
08. Campus safety (i.e., I felt safe, etc.)
09. Campus adjustment (i.e., sense of community, friends, satisfaction, etc.)
10. Other (please specify)

These students were then offered a final option to respond to four additional items targeting academic self-efficacy. They were asked to mark a subject GPA (0-4) using a slider for each of these items. Academic self-efficacy was selected as it consistently appears in the literature to be the strongest non-academic correlate for college GPA.

01. What is the highest GPA you feel certain you can attain? - Overall (all courses)
02. What is the highest GPA you feel certain you can attain? - Math courses
03. What is the highest GPA you feel certain you can attain? - English courses
04. What is the highest GPA you feel certain you can attain? - Science courses

### Survey Findings: Ranking of Items for “Intention to Return” groups

The intention to return item had few responses in “probably no” (n=4) and “no” (n=26) categories, so the probability of return was collapsed in to a binary group of “Probably will” and “Probably won’t.”

The end of term academic standing broken out by intent to return is provided below.

| Sample Responses by Academic Standing at End of Term | Intention to Return |             |            |             |
|--|---------------------|-------------|------------|-------------|
|  | Not Return          |             | Return     |             |
|  | N                   | PCT         | N          | PCT         |
| <b>1st Disqualification</b>                          | <b>4</b>            | <b>13.3</b> | <b>6</b>   | <b>1.35</b> |
| <b>Good Standing</b>                                 | <b>25</b>           | <b>83.3</b> | <b>429</b> | <b>96.8</b> |
| <b>Probation</b>                                     | <b>1</b>            | <b>3.33</b> | <b>8</b>   | <b>1.81</b> |
| <b>Total (ALL)</b>                                   | <b>30</b>           | <b>100</b>  | <b>443</b> | <b>100</b>  |

### The ranking of the ten items by those NOT intending to return:

01. Chance to transfer to another school (i.e., based on degrees/majors offered, online program, location, etc.)
02. Campus adjustment (i.e., sense of community, friends, satisfaction, etc.)
03. Teaching or course quality
04. Other (please specify)

05. Finances (i.e., aid awarded, availability of work, etc.)
06. Course availability (i.e., scheduling, prerequisites, etc.)
07. My academic performance (i.e., academic success, etc.)
08. Advising (i.e., advising services, degree planning, major/career choice, etc.)
09. Academic support (i.e., supplemental help, tutoring, etc.)
10. Campus safety (i.e., I felt safe, etc.)

*The text responses to "other" of the "not intending to return" were as follows:*

- Courses felt pointless, did not improve my understanding of the subject at all. Better learned from a book. Format in which instruction was delivered appears extremely inefficient. (n=1)
- Not living close to campus, family and money issues, moving (n=1)
- Personal Happiness (n=1)

**The ranking of the 10 items by those intending to return:**

01. My academic performance (i.e., academic success, etc.)
02. Campus adjustment (i.e., sense of community, friends, satisfaction, etc.)
03. Teaching or course quality
04. Course availability (i.e., scheduling, prerequisites, etc.)
05. Campus safety (i.e., I felt safe, etc.)
06. Finances (i.e., aid awarded, availability of work, etc.)
07. Advising (i.e., advising services, degree planning, major/career choice, etc.)
08. Academic support (i.e., supplemental help, tutoring, etc.)
09. Other (please specify)
10. Chance to transfer to another school (i.e., based on degrees/majors offered, online program, location, etc.)

*The text responses to other for the "intending to return" are as follows:*

- Affiliation with Greek Row
- [person's name]
- Chance to be away from home.
- Close to my hometown
- Clubs
- Didn't have anything else to do
- Dorm life
- Easier to stay for the whole academic year
- Easy of Online Classes
- Faculty support
- Food services
- Greek Experience on Campus (Being greek at u of Idaho)
- Greek Life
- How you work with students experiencing financial difficulties and or personal problems affecting there learning processes in a negative way.
- I hold a position in my Fraternity
- I will be kicked out of the US
- I'm in a good program here
- Invested this far, might as well finish.
- Location

- Maintaining scholarships
- Naval ROTC
- Quality of professors
- Social - Impact that I've experienced from individuals.
- The Support Systems given
- Things to do on the weekends!
- Uidaho Greek system
- food options on campus
- home town

### Registration as of Tenth (10<sup>th</sup>) day for the next term (Spring 2019).

The percent of respondents registered on the 10<sup>th</sup> day of the spring term is broken down below. If students indicated they were not registered by finals week of fall, and they said they are not returning, they likely did not return (only 4% do). This compares to 23% of those who indicate they do not intend to return doing so.

| Percent Registered by 10 <sup>th</sup> Day             |            |
|--|------------|
| <b>2) I intend to return next semester.</b>            |            |
| <b>1. No</b>   | <b>15%</b> |
| <b>2. Probably Not</b>                                 | <b>75%</b> |
| <b>3) I have already registered for next semester.</b> |            |
| <b>No</b>  | <b>4%</b>  |
| <b>Yes</b>   | <b>86%</b> |
| <b>Intent to Return Recoded Binary</b>                 |            |
| <b>Return</b>  | <b>23%</b> |

#### **The ranking of those who were registered on 10<sup>th</sup> day:**

01. My academic performance (i.e., academic success, etc.)
02. Teaching or course quality
03. Campus adjustment (i.e., sense of community, friends, satisfaction, etc.)
04. Course availability (i.e., scheduling, prerequisites, etc.)
05. Campus safety (i.e., I felt safe, etc.)
06. Finances (i.e., aid awarded, availability of work, etc.)
07. Advising (i.e., advising services, degree planning, major/career choice, etc.)
08. Academic support (i.e., supplemental help, tutoring, etc.)
09. Other (please specify)
10. Chance to transfer to another school (i.e., based on degrees/majors offered, online program, location, etc.)

#### **The ranking of those who were NOT registered on the 10<sup>th</sup> day:**

01. Campus adjustment (i.e., sense of community, friends, satisfaction, etc.)
02. Course availability (i.e., scheduling, prerequisites, etc.)
03. Chance to transfer to another school (i.e., based on degrees/majors offered, online program, location, etc.)

04. Teaching or course quality
05. Advising (i.e., advising services, degree planning, major/career choice, etc.)
06. My academic performance (i.e., academic success, etc.)
07. Finances (i.e., aid awarded, availability of work, etc.)
08. Campus safety (i.e., I felt safe, etc.)
09. Academic support (i.e., supplemental help, tutoring, etc.)
10. Other (please specify)

### Academic Performance and Self-Efficacy.

While academic self-efficacy and retention to the spring are not significantly related, academic self-efficacy and college GPA is strongly related. As college GPA and retention are also strongly associated, this may suggest a point of intervention with students. As students with lower self-efficacy tend to not seek out assistance, the need for a more proactive approach to advising is recommended for them.

| What is the highest GPA you feel certain you can attain?                                     |                       |              |                 |                  |
|--|-----------------------|--------------|-----------------|------------------|
| Correlations of Academic Self-Efficacy, GPA and Registration status at 10 <sup>th</sup> day. | Overall (all courses) | Math courses | English courses | Science courses. |
| <b>CUM GPA</b>   | <b>0.56</b>           | <b>0.46</b>  | <b>0.40</b>     | <b>0.42</b>      |
|  | <.0001                | <.0001       | <.0001          | <.0001           |
|  | 432                   | 419          | 424             | 425              |
| <b>Term GPA</b>  | <b>0.54</b>           | <b>0.44</b>  | <b>0.39</b>     | <b>0.42</b>      |
|  | <.0001                | <.0001       | <.0001          | <.0001           |
|  | 432                   | 419          | 424             | 425              |
| <b>Overall GPA (w/Trans)</b>   | <b>0.53</b>           | <b>0.43</b>  | <b>0.40</b>     | <b>0.41</b>      |
|  | <.0001                | <.0001       | <.0001          | <.0001           |
|  | 432                   | 419          | 424             | 425              |
| <b>Registered at 10<sup>th</sup> Day</b>   | <b>0.08</b>           | <b>0.02</b>  | <b>0.06</b>     | <b>0.09</b>      |
|  | 0.10                  | 0.74         | 0.23            | 0.06             |
|  | 432                   | 419          | 424             | 425              |

### Conclusion

The results of this survey are consistent with and provide information to supplemental information to. the Cluster Analytic investigation of the non-retained students. It suggests that assisting students with connecting to campus and course availability, etc., may be key additions to programs which assist with academic performance and financial concerns.