FRESHMAN AND SOPHOMORE STUDENT EXPERIENCE SURVEY

Spring 2019

Abstract

The results of this survey are consistent with the previous survey. Assisting students in becoming better connected to campus, combined with making their academic trail clearer, is important. Additionally, developing programs to assist with academic performance and financial concerns are suggested.

Pietrzak, Dale (dalepietrzak@uidaho.edu)
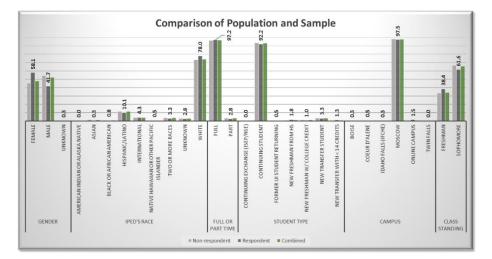208-885-7995

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Executive Summary

There has been continued interest in collecting information from students leaving campus to better understand the importance of factors leading to that decision. Last fall a Student Satisfaction Survey for freshmen and sophomores was piloted to better understand students' decisions to leave the university. The importance of factors such as course availability, academics, safety, advising, etc., have been considered. This more recent survey targets freshman and sophomore students in good academic standing. It was administered at about mid-term (just prior to spring break). This is intended to supplement the fall administration and other information collected from students. The focus is on those in good academic standing as it is clear that academic performance plays a significant role. As we currently identify and contact those performing below expectations their input is already being obtained; it is the voice of the freshman or sophomore student in good academic standing whose voice is missing. As these are potentially good candidates to retain, this information is important. Because the freshman and sophomore levels are where the highest attrition takes place, these were the primary audience.

In order to collect information from this group of students a short survey was developed and administered in the fall of 2018. The results from fall were collected and evaluated, and the information prompted small changes in the survey content for spring. *A section to better understand the role introversion, socialization, and isolation played in progression/retention was added to the survey.* The spring survey was administered just prior to spring break (mid-term) in spring of 2019. Those registered who were classified as freshman or sophomores at the tenth (10th) day were selected.
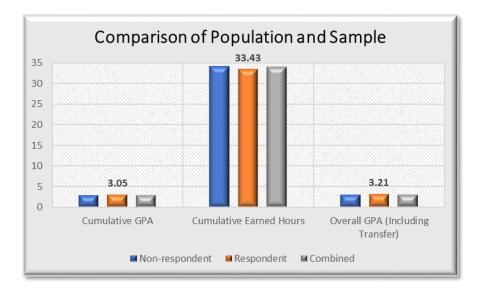
This survey follows the fall survey as well as the results of a recent predictive model developed regarding progression/retention and a cluster analytic investigation of non-retained students. This survey is intended as a follow-up supplement to that work.

The survey population included 2159 freshman and sophomores in the spring of 2019 who were in good standing as of the census date. Of these, 396 responded to the survey (18.3%). While this is a lower return rate than desired, it was considered sufficient to provide information.

Sample Description:

In most ways the sample appears to be representative of the population. The respondents appear to be somewhat more female freshman and performing slightly better academically than the population.

Comparison of Population and Sample

(Bar chart showing values: Cumulative GPA = 3.05, Cumulative Earned Hours = 33.43, Overall GPA (Including Transfer) = 3.21, with Non-respondent, Respondent, and Combined series)

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 and introversion and social connection. 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
05. On a scale of 1 to 10 … I view myself as a complete introvert (0), a complete extrovert (10) or somewhere in between.
06. On a scale of 1 to 10 … My desire to go out and socialize daily with people, in person, is 0 (no desire), 10 (very high desire), or somewhere in between.
07. On a scale of 1 to 10 … Since my arrival at the University of Idaho, I would view myself as very isolated (0), very connected (10) or somewhere in between.

Survey Findings: Ranking of Items for "Intention to Return" groups

Prevalence Intention to Return:

The intention to return data can be compared to typical spring to fall progression/retention for freshman and sophomore (which is inclusive of academic suspensions, etc.) of 81% and 88% respectively. This suggests that there are about 18.7% of students (74) that are in a vulnerable position and intervention may be beneficial.

02) I intend to return in the next (fall) semester.	Count	Percent
1. No	16	4.04
2. Probably not	13	3.28
3. Probably	61	15.4
4. Yes	306	77.27

Non-Cognitive Elements and Intention to Return:

In examining the intention to return we find significant relationships with the following (in order of magnitude):

- My experience at U of I so far this term has been: (r=0.42)
- Sense of Isolation (r=0.25)
- Academic Self-Efficacy: Science (r=0.18)
- Academic Self-Efficacy: Math (r=0.15)
- Academic Self-Efficacy: Overall (r=0.14)
- Overall GPA Including Transfer (r=0.12)

Consistent with the literature we find the students experiences on campus, sense of isolation and academic self-efficacy (especially in Math and Science) are key areas to target for intervention.

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. My academic performance (i.e., academic success, etc.)
03. Advising (i.e., advising services, degree planning, major/career choice, etc.)
04. Campus adjustment (i.e., sense of community, friends, satisfaction, etc.)
05. Teaching or course quality
06. Finances (i.e., aid awarded, availability of work, etc.)
07. Other (please specify)
08. Campus safety (i.e., I felt safe, etc.)
09. Course availability (i.e., scheduling, prerequisites, etc.)

10. Academic support (i.e., supplemental help, tutoring, etc.)

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

- *[Mention of a campus incident and snow].*
- Everything has been extremely mentally taxing and horrible. Really looking forward to leaving this horrible school.
- Interested in a major that this university doesn't offer.
- Lame people
- Too much Greek
- U of I has been the worst experience of my life
- Exam

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. Course availability (i.e., scheduling, prerequisites, etc.
04. Finances (i.e., aid awarded, availability of work, etc.)
05. Teaching or course quality
06. Campus safety (i.e., I felt safe, 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:

- Because I have to. Because if I stop going to school, I won't come back because of who I am.
- Cancel when it snows a lot. You guys don't care about your student's safety and it shows.
- Close to home
- *[Name}*
- Experience
- Father attended
- Greek life
- Greek life!!!
- Inclusivity and accessibility on campus
- Management
- My sorority
- NROTC
- No longer living in the dorms
- Online courses
- Personal drive
- Snow safety
- Survey emails
- Teachers Inspiring Students
- The hope that I won't break any bones/die due to ice because this university has no idea what impossible traveling conditions look like.
- The only reason I am here is for the Greek life, if you guys were to take it away I would 100% transfer.

- The only reason I'm here is because you have to get a degree to have a fair chance at success in life. The cost of this uni is the only reason why I'm here.
- The parking sucks and needs to be done better. Also with this snow I cannot safely park in my normal areas without getting stuck. My car is a sports car that is rear wheel drive.
- This campus condones binge drinking like it is a national pastime.
- This is where I live.
- Tuition fee too high?
- UI is affordable for me.
- Weather Management.
- When the roads are so terrible it is hard to get to campus safely. It would be nice to have some excused snow days when roads get that rough.
- Already signed a lease for next year.
- Getting help from TA's.
- Greek life.
- Housing.
- Need for more support for nontraditional student.
- Safety is really important and this school does not provide good safety when there is ice and snow on the ground.
- Support from friends/family.

Academic Performance and Non-Cognitive Elements.

The results from this administration are consistent with the previous survey findings. Academic self-efficacy and academic performance are significantly related. While not as directly related to progression and retention directly, these elements are reflected indirectly as college GPA is strongly related to progression/retention. Further the results suggest that feelings of isolation are associated with academic performance as well.

Relationships of Non-Cognitive to Academic Performance					
	Overall Self-Efficacy	Math Self-Efficacy	English Self-Efficacy	Science Self-Efficacy	Feelings of Isolation
Cumulative GPA	0.36	0.28	0.33	0.26	0.12
	<.0001	<.0001	<.0001	<.0001	0.02
	362	350	352	352	354
Overall GPA (Including Transfer)	0.40	0.34	0.29	0.27	0.15
	<.0001	<.0001	<.0001	<.0001	0.00
	362	350	352	352	354

Conclusion

The results of this survey are consistent with the previous survey. Assisting students in becoming better connected to campus, combined with making their academic trail clearer, is important. Additionally, programs to assist with academic performance and financial concerns are suggested.