

Introduction

During New Student Orientation, the Division of Student Affairs and Office of Institutional Research and Analysis administer a survey to all new first-year students. The survey includes questions about students' predicted academic success, their expectations for Marquette, activities in which they would like to get involved, their concerns, their sense of belonging. The questions are designed to relate directly to questions that are asked on the annual Graduating Senior Survey.

Participation was voluntary. In 2023, 1,732 new first-year students completed the survey, representing a 92% response rate from new first-year students. About 76% of new first-year students completed the survey at the beginning of a mandatory program during orientation, before classes began on Monday. An additional 22% of students completed the survey online shortly after orientation concluded, responding to an email request for their participation. 8% of students did not complete the survey.

An interactive data visualization, in which results can be disaggregated by gender, race/ethnicity, first generation status, and college, is available at <http://www.marquette.edu/oira/ftfy-dash.shtml>. Results can be disaggregated further upon request.

Key Findings

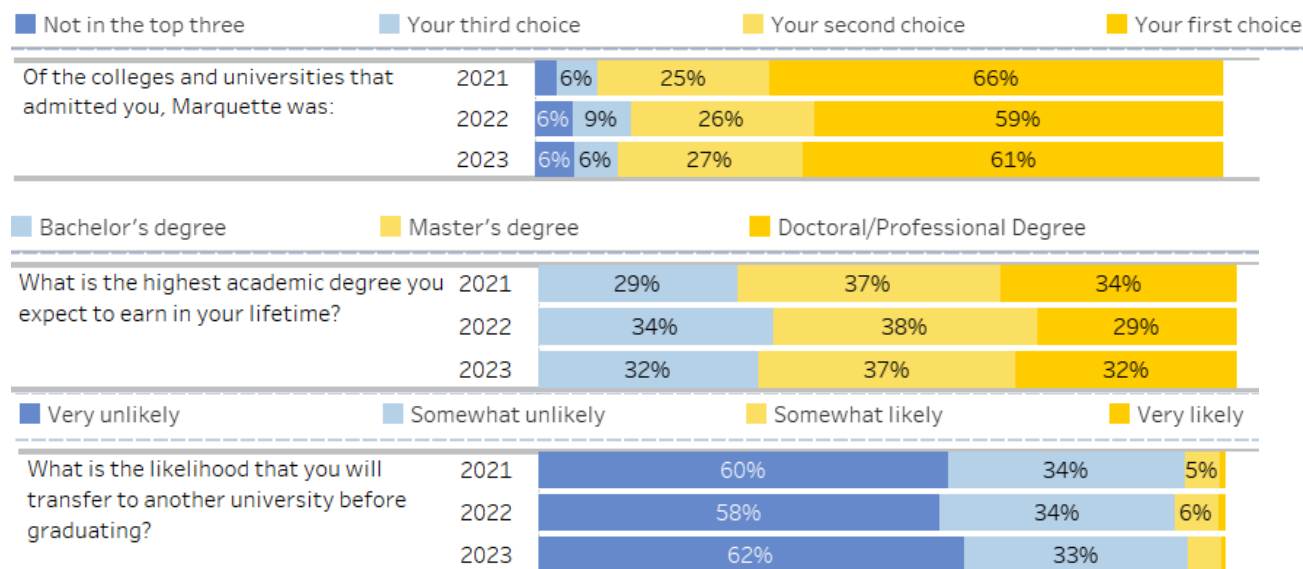
- Sixty-one percent of first-time, full-time first-year students reported that Marquette was their first-choice college or university out of the institutions that admitted them, just slightly higher than 59% in 2022 and lower than 66% in 2021. Sixty-three percent of white students reported that Marquette was their first choice compared to 57% of students of color.
- The percent of students who indicated that they plan to continue their education beyond a bachelor's degree is trending down over time. In 2017, 77% of first-year students reported they planned to continue their education beyond a bachelor's degree, compared to 69% in 2023.
- Overall, first-year students' sense of belonging is similar compared to 2022 results. There are notable differences by both race/ethnicity and first-generation status in responses to most of these questions, with first generation students and students of color reporting lower sense of belonging overall compared to non first-generation students and white students.
- The percentage of students who predict their end-of-first-year GPA will be 3.5 or above is trending up in recent years, from a low of 67% in 2019 to 81% in 2023.
- About two thirds (67%) of students plan to work for pay during their first year, up slightly from recent past years (63% in 2022, 61% in 2021). The percentage of students who are first generation or students of color who plan to work for pay is consistently much higher than the percentage for non first generation students or white students; that said, the overall increase in recent years of students who plan to work for pay in the first year is driven by students outside of these minoritized groups (e.g. white students, non first generation students).

Results

Predicted Academic Success

First-time, full-time first-year students were asked to respond to questions about their Marquette experience and education. Sixty-one percent of first-time, full-time first-year students reported that Marquette was their first-choice college or university out of the institutions that admitted them, a 2% increase from last year (2022), but 5% lower than 2021.

The survey also polled students about the highest academic degree they expect to earn, and 2023 results indicate that 69% of first-time, full-time first-year students expect to continue their education beyond a bachelor's degree (to either a master's degree or a doctoral/professional degree). This percentage is slightly up from 2022 (67%) and slightly lower than 2021 (71%). In comparison, data from the Undergraduate First Destination Survey indicate that after six months, about 25% of baccalaureate recipients have enrolled in graduate or professional school full-time.



About 6 percent of first-time, full-time first-year students indicated that it is either “somewhat likely” or “very likely” that they would transfer to another university prior to graduating. In comparison, data from the National Student Clearinghouse show that 5% - 8% of first-year students transferred to another institution after their first year at Marquette. An open-ended follow up question is asked of those who indicated that they are either “very likely” or “somewhat likely” to transfer to another university before graduating to understand why they are likely to transfer. Ninety-five individuals responded to the follow up question in 2023. In 2023, the top three reasons to transfer were Marquette financial cost of attendance (22%), the school's location (17%), and Marquette not being their top choice (15%). Example comments are below.

Reasons First-Year Students Consider Transferring, As of Early in Their First Term:

- Financial costs (22%, n = 19)
- Location and proximity to Milwaukee (17%, n = 15)
- Marquette wasn't their top school choice (15%, n=13)

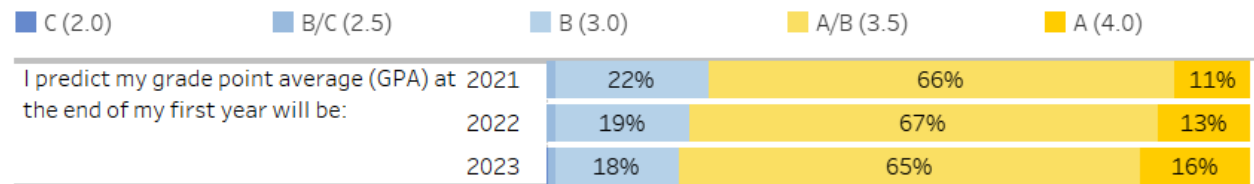
Example comments are below.

“Marquette is very pricey and if I do not feel that it is worth it, I wouldn’t stay”

“I don’t know if I will like the city”

“My top choice was where I really wanted to be”

By the end of their first year, almost all respondents expect to earn a GPA of at least 3.0, and most expect a 3.5. By contrast, of the first-time, full-time first-year students who started at Marquette in fall 2022, 65% earned at least a 3.0 GPA at the end of the spring term, 27% between 2.0 and 3.0, and 4% earned below a 2.0 or did not complete the first year.



Activities, Engagement and Allocation of Time

Students reported how likely they are to participate in various activities while at Marquette, including activities that have been demonstrated through national research to be “high impact practices” that improve student success. The top three activities and the bottom three activities remain unchanged from 2021.

During your years at Marquette, how likely are you to...?

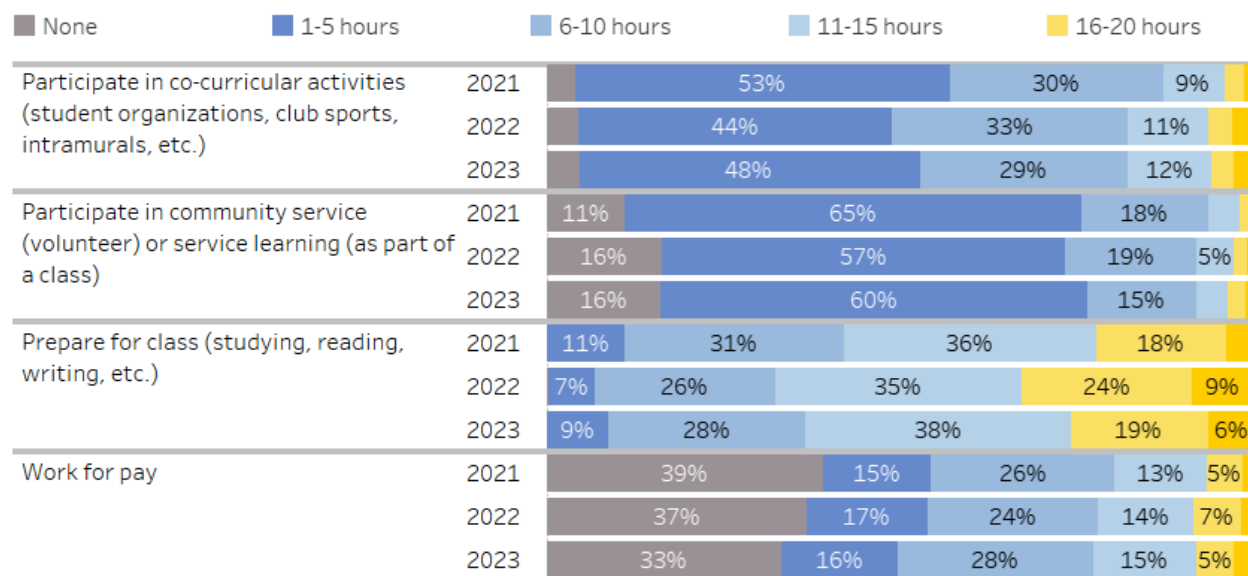
Very unlikely Unlikely Likely Very likely

Have meaningful interaction with people of a race/ethnicity different than your own	2021	40%	59%		
	2022	41%	57%		
	2023	40%	58%		
Become a member of a student organization/club sport	2021	44%	50%		
	2022	43%	51%		
	2023	42%	52%		
Participate in an internship, co-op, field placement, student teaching, or clinical placement	2021	8%	40%	51%	
	2022	8%	44%	48%	
	2023	7%	45%	47%	
Discuss academic material with faculty members outside of class time	2021	53%	43%		
	2022	53%	43%		
	2023	51%	46%		
Participate in volunteer community service	2021	7%	53%	39%	
	2022	14%	55%	29%	
	2023	13%	54%	32%	
Discuss faith, spirituality, or religion with people who hold religious beliefs different than your own	2021	18%	53%	27%	
	2022	18%	51%	27%	
	2023	17%	52%	27%	
Participate in study abroad or a university-sponsored international experience	2021	9%	27%	37%	26%
	2022	10%	25%	38%	27%
	2023	10%	27%	34%	29%
Discuss personal interests/issues with faculty members outside of class time	2021	29%	52%	15%	
	2022	27%	55%	15%	
	2023	29%	51%	16%	
Participate in a learning community or other formal program where groups of students take two or more classes together	2021	31%	55%	13%	
	2022	27%	57%	15%	
	2023	31%	52%	14%	
Work with a faculty member on his/her research	2021	31%	54%	13%	
	2022	28%	57%	13%	
	2023	31%	53%	13%	
Become a leader of a student organization/club sport	2021	6%	46%	40%	8%
	2022	6%	42%	42%	10%
	2023	7%	45%	38%	11%

Sixty-three percent of students expect to spend more than 10 hours per week preparing for class. This decreased from 68% in 2022 but is similar to 2021 results. As a comparison, by the spring semester, 81% of first-year students reported that they typically spend more than 10 hours per week preparing for class (n=368). Source: 2022 National Survey of Student Engagement (NSSE).

About 67% of new students plan to work for pay during their first year, which increased slightly from last year's results (63%) and is the highest in the last several survey administrations. Nearly all new first-year students intend to participate in co-curricular activities (95%) and most less than ten hours per week. Eighty-four percent of students plan to participate in volunteer community service or service learning (as part of a class), similar to last year's results, slightly down from 2021 (89%).

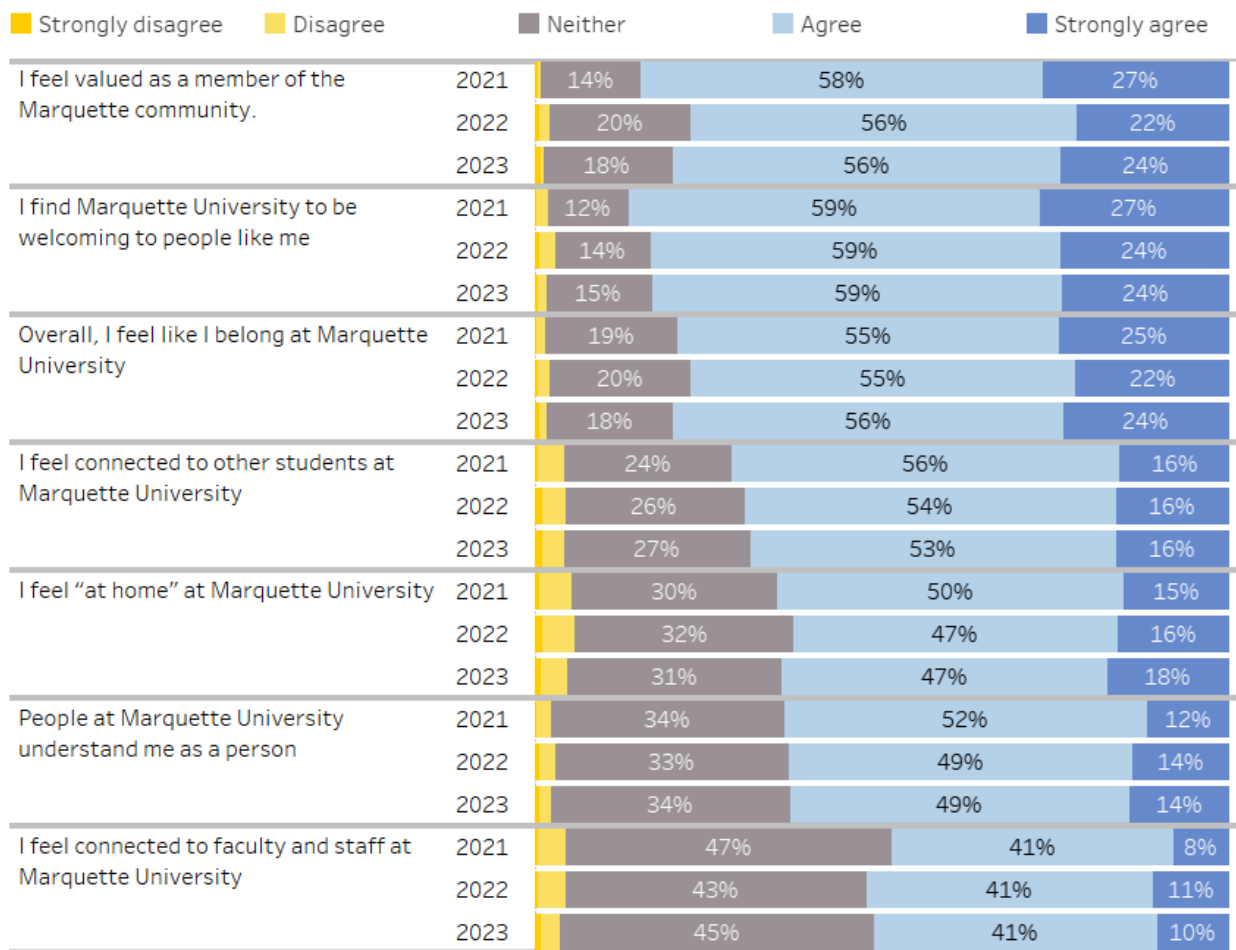
During your freshman year, how many hours per week do you plan to...?



Belonging and Confidence

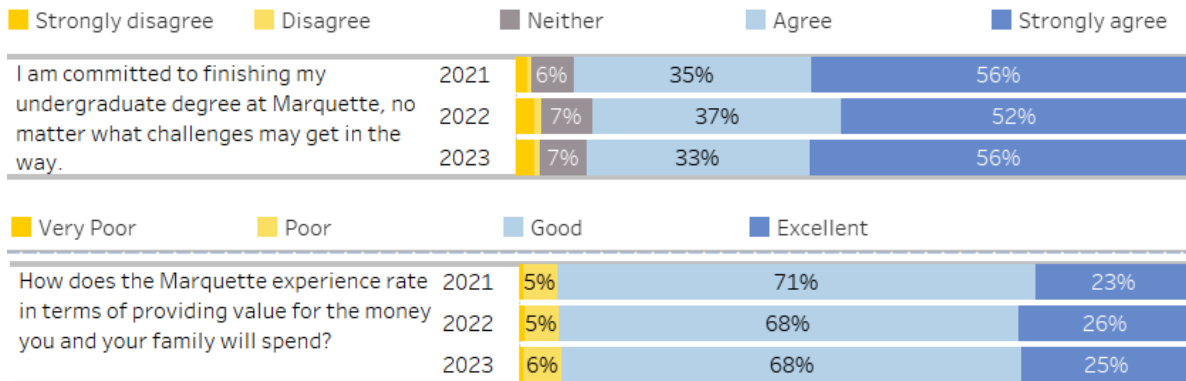
Since 2016, questions measuring students' sense of belonging have been included on the survey. In 2021, several additional questions were added to better understand sense of belonging at the time of new student orientation. In 2023, 80% of respondents either agreed or strongly agreed that they feel valued as a member of the Marquette community, a 2% increase from 2022 but 5 percentage points lower compared to 2021 results (85%)

Percent agreement for all the newer belonging questions were similar compared to 2022 results. New students' response to the statement "I feel connected to faculty and staff at Marquette University" remains the item with the lowest percentage of agreement in the belonging question set.



Eighty-nine percent of respondents agreed that they are committed to finishing their undergraduate degrees at Marquette, no matter what challenges get in the way, similar to 2022 results. Ninety-three percent of respondents rated their Marquette experience either "excellent" or "good" in terms of providing value for money they will spend. This question is also asked on Marquette's Graduating Senior Survey, of students about to obtain their bachelor's degrees; in 2023 85% of respondents rated their undergraduate Marquette experience either "excellent" or "good" in terms of providing value for money spent.

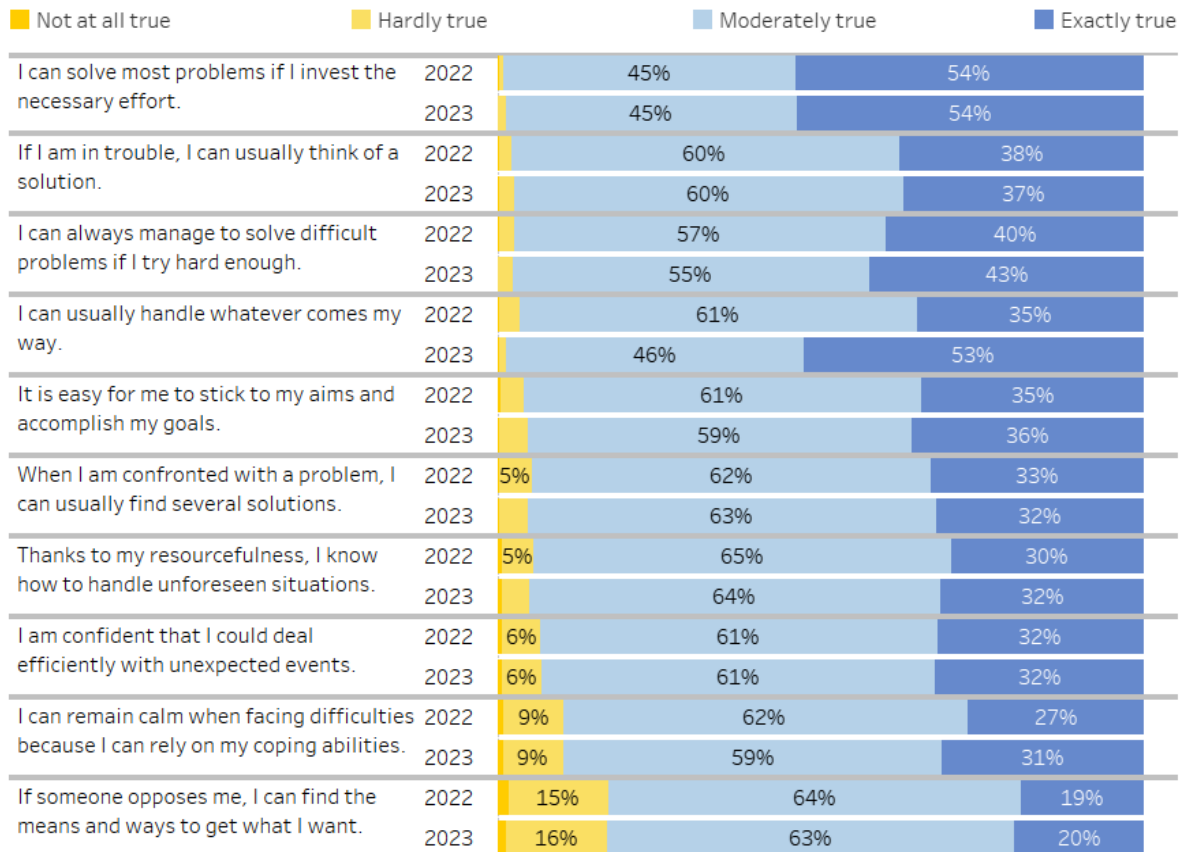
EXECUTIVE SUMMARY



Self-Efficacy

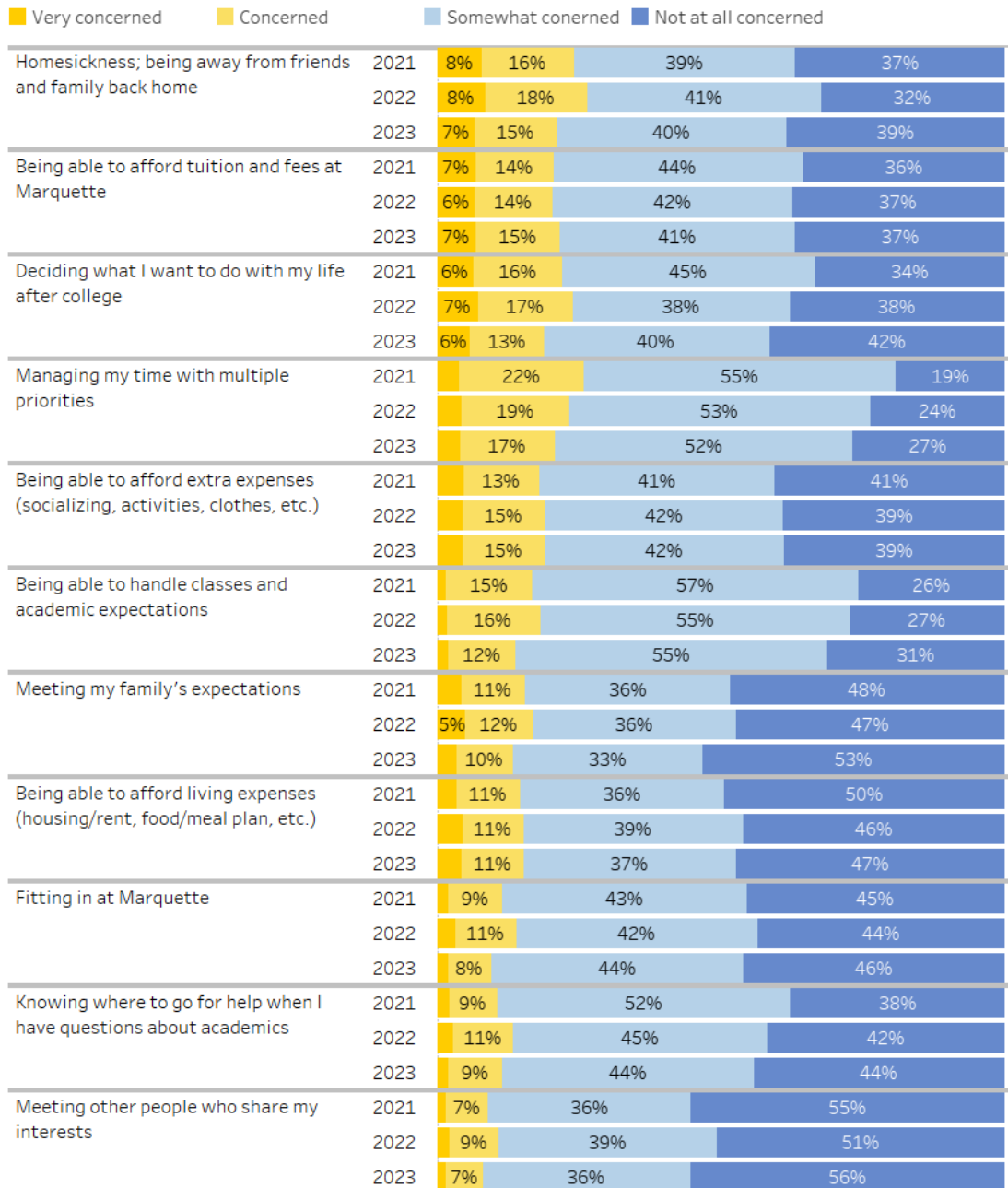
In 2022, a 10-question self-efficacy scale originally developed by Ralf Schwarzer (1995) was added to the First-Time, First-Year Student Survey. In this second year of results for the Self-Efficacy question set, the results remained similar to 2022 results with one main exception. Fifty-three believed the statement of “I can usually handle whatever comes my way” to be ‘Exactly true’. This is an increase of 18 percentage points compared to 2022.

At this time, how true are the following statements to you?



Concerns

The chart below shows responses to a set of questions related to student concerns. Two of the top three concerns remained the same from last year's results with homesickness (22% concerned or very concerned), then deciding what I want to do with my life after college (21% concerned or very concerned). Being able to afford tuition (22%) was added to the top 3 concerns for this year's results. There are notable differences by both race/ethnicity and first-generation status in responses to most of these questions, with first generation students and students of color having greater levels of concern compared to non first-generation students and white students.



Additional Items

The percentage of students whose primary language at home is not English has remained consistent over the past five years. Those who indicated that English was not the primary language spoken at home were asked to provide the language that is spoken at home. Of 188 responses to this follow-up question in 2023, the most common languages provided were Spanish (59%), Polish (6%), and Arabic (5%).

Is English the primary language spoken in your home?	2021	87%	13%
	2022	89%	11%
	2023	89%	11%

When compared to 2022, the percentage of students who know who their academic advisor is at orientation increased by four percent in 2023 to 44%.

		Yes	No, I know how to find out	No, I don't know how to find out
Do you know who your academic advisor is?	2021	37%	32%	30%
	2022	40%	35%	25%
	2023	44%	34%	23%

Discussion

Reports from these annual surveys are distributed to many campus constituency groups (including students, faculty, and administrators) for analysis and action. The survey is repeated each August and questions are reviewed annually by the Institutional Survey Steering Committee, the University Assessment Committee, and the Division of Student Affairs Assessment Team.

This executive summary, an interactive data visualization for this survey, and additional results for other institutional student surveys are available at <https://www.marquette.edu/institutional-research-analysis/institutional-surveys.php>.

For additional information about the report, contact:

Mr. Israel Mitchell, Data and Systems Specialist, Institutional Research and Analysis, at Israel.mitchell@marquette.edu

Ms. Laura MacBride, Associate Director, Institutional Research and Analysis, at laura.macbride@marquette.edu,

Dr. Jodi Blahnik, Assistant Director, Counseling Center, at jodi.blahnik@marquette.edu, or

Dr. Jen Reid, Director of Alumni Memorial Union and Student Engagement, Student Affairs, at jennifer.reid@marquette.edu.

Sources

Schwarzer, R., & Jerusalem, M. (1995). Generalized Self-Efficacy scale. In J. Weinman, S. Wright, & M. Johnston, Measures in health psychology: A user's portfolio. Causal and control beliefs (pp. 35- 37). Windsor, England: NFER-NELSON.