Profile of USC First-Year Students

First-Year Study Group
October 4, 2013
Demographics of First-Year Cohort

INPUT VARIABLES
Fall 2013 numbers are unofficial
- Average SAT has increased by 57 points.
- Fall Freshman class size has grown 46%.
- Average WCGPA has improved even as class size has grown.
SC enrollment has increased by 6%.
OOS enrollment has increased by 153%.
Even as class size grows, the majority of USC freshmen hail from SC.
As the freshman class size increases, the proportion of females enrolled remains largely the same year-to-year.

Changes in class size and selectivity have had a modest impact on the proportion of non-white students enrolled over the past decade. However, the highest proportion of non-white students enrolled within the past three years, an accomplishment considering the record size and selectivity associated with these classes.
Choosing a College

University of South Carolina CIRP data, 2012
Prior Academic Credit

2/3
FT/FTE students earn some type of college credit while in High School

12
MEDIAN number of credits brought by FT/FTE students to UofSC
RETENTION & GRADUATION RATES
First-time, Full-time Freshmen Retention Rates

Source: Nikki Knutson
First-time, Full-time Freshmen Graduation Rates

Source: Nikki Knutson
First-time, Full-time Freshmen Retention Rates
By Gender

Source: Nikki Knutson
6 Year Graduation Rates
By Aid Package

Source: Nikki Knutson
<table>
<thead>
<tr>
<th>Fall 2011 Cohort for Retention</th>
<th>2005 Cohort for 6 YR Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of North Carolina</td>
<td>University of Virginia</td>
</tr>
<tr>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>University of North Carolina</td>
</tr>
<tr>
<td>97%</td>
<td>89%</td>
</tr>
<tr>
<td>University of Maryland</td>
<td>University of Connecticut</td>
</tr>
<tr>
<td>95%</td>
<td>83%</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>University of Georgia</td>
</tr>
<tr>
<td>94%</td>
<td>82%</td>
</tr>
<tr>
<td>University of Connecticut</td>
<td>University of Maryland</td>
</tr>
<tr>
<td>92%</td>
<td>82%</td>
</tr>
<tr>
<td>Rutgers University</td>
<td>Rutgers University</td>
</tr>
<tr>
<td>90%</td>
<td>77%</td>
</tr>
<tr>
<td>Indiana University</td>
<td>Indiana University</td>
</tr>
<tr>
<td>89%</td>
<td>72%</td>
</tr>
<tr>
<td><strong>University of South Carolina</strong></td>
<td><strong>University of South Carolina</strong></td>
</tr>
<tr>
<td>87%</td>
<td>70%</td>
</tr>
<tr>
<td>University of Missouri</td>
<td>University of Missouri</td>
</tr>
<tr>
<td>85%</td>
<td>69%</td>
</tr>
<tr>
<td>University of Tennessee</td>
<td>University of Tennessee</td>
</tr>
<tr>
<td>84%</td>
<td>63%</td>
</tr>
<tr>
<td>University of Kentucky</td>
<td>University of Kentucky</td>
</tr>
<tr>
<td>82%</td>
<td>59%</td>
</tr>
</tbody>
</table>

Source: Nikki Knutson
Academic Progress

• Average GPA at end of first year ______
• Average credit hours attempted _____
• Average credit hours earned _____
  – % below 15
  – % below 12
• Number that fail at least one class

INFORMATION FORTHCOMING
Demographics of First-Year Cohort

EXPECTATIONS, ATTITUDES, & CHARACTERISTICS
University of South Carolina CIRP data, 2012
Academic and Behavioral Characteristics in High School

- Frequently asked questions in class
- Frequently revised papers to improve writing
- Frequently accepted own mistakes as part of the learning process
- Frequently felt overwhelmed by all they had to do

University of South Carolina CIRP data, 2012
Academic Expectations for their College Experience

- Will make at least a B average
- Get tutoring help in specific courses
- Discuss course content with students outside class
- Communicate regularly with professors
- Need extra time to complete degree requirements

University of South Carolina CIRP data, 2012
Expect to make at least a B average at USC

University of South Carolina CIRP data, 2012
University of South Carolina CIRP data, 2012
ACTUAL ENGAGEMENT & BEHAVIORS
Engagement Factors

Note: Only 16% of first-year students responded to this survey.
Engagement & Satisfaction

Time Spent Preparing for Class
This figure reports the average weekly class preparation time for your first-year and senior students compared to students in your comparison group.

Satisfaction with USC
Students rated their overall experience at your institution and whether they would attend your institution again.

Percentage Rating Their Overall Experience as "Excellent" or "Good"

Note: Only 16% of first-year students responded to this survey.
# Housing

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2006</th>
<th>2008</th>
<th>2010</th>
<th>2012</th>
<th>10 year change</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students</td>
<td>3,339</td>
<td>3,667</td>
<td>4,037</td>
<td>4,308</td>
<td>4,672</td>
<td>45.1%</td>
</tr>
<tr>
<td>New Freshmen</td>
<td>2,899</td>
<td>3,421</td>
<td>3,637</td>
<td>4,196</td>
<td>4,455</td>
<td>47.9%</td>
</tr>
<tr>
<td>Transfers</td>
<td>440</td>
<td>246</td>
<td>400</td>
<td>112</td>
<td>217</td>
<td>5.3%</td>
</tr>
<tr>
<td>Continuing Students</td>
<td>3,364</td>
<td>2,415</td>
<td>1,999</td>
<td>1,703</td>
<td>1,738</td>
<td>-47.1%</td>
</tr>
<tr>
<td>TOTAL Students Housed</td>
<td>6,703</td>
<td>6,082</td>
<td>6,036</td>
<td>6,011</td>
<td>6,410</td>
<td>-1.5%</td>
</tr>
</tbody>
</table>

- 94.7% of freshmen, 12% of transfer students live on campus
- 68.1% of residence halls are now occupied by first year students compared to 45.1% in 2003
- On campus residency for continuing students has decreased approximately 50%.
  - Preference for returners given to high ability rather than high risk students
  - Freshmen are now housed in spaces not originally designed for them, impacting overall experience (and perhaps cancelations).
Student Success

• Today’s students report three main concerns: (1) poor time management, (2) difficulties with study skills, and (3) attendance concerns.

• Top reasons today’s student meets with an ACE Coach: (1) develop an academic plan, (2) create a time management plan, (3) discuss grades, (4) address procrastination, and (5) enhance test preparation.

• 5-7% of today’s first year students will go on academic probation in their first year at the university; approximately 10% of transfer students go on academic probation in their first year.

• Students in Arts and Sciences and Moore School of Business show higher engagement rates with the Student Success Center.

Student Success Center – Data from 2010-2013
Student Conduct

• On average, **10% of students** will interact with Student Conduct and Academic Integrity regarding an offense.
  – **For what offense?** There is a 50/50 chance the charge relates to alcohol. Other top offenses include drugs and disorderly conduct.

• **Freshmen and fraternity/sorority members** are more likely to commit and be charged with an offense
  – **Freshmen**: 47% of alcohol offenses and 48.7% of drug offenses were committed by freshmen in 2012-13.
  – **Fraternity/Sorority Members**: 48% of alcohol offenses and 27.7% of drug offenses were committed by fraternity men/sorority women in 2012-13.
## Student Conduct

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Reported Alcohol Incidents</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alcohol</td>
<td>782</td>
<td>1416</td>
<td>1617</td>
<td>1563</td>
</tr>
<tr>
<td>Freshman</td>
<td>576</td>
<td>932</td>
<td>893</td>
<td>637</td>
</tr>
<tr>
<td>Greek</td>
<td>292</td>
<td>505</td>
<td>733</td>
<td>662</td>
</tr>
<tr>
<td>Male</td>
<td>550</td>
<td>872</td>
<td>1004</td>
<td>1094</td>
</tr>
<tr>
<td>Female</td>
<td>232</td>
<td>544</td>
<td>613</td>
<td>469</td>
</tr>
<tr>
<td><strong>Drugs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alcohol</td>
<td>93</td>
<td>306</td>
<td>367</td>
<td>363</td>
</tr>
<tr>
<td>Greek</td>
<td>36</td>
<td>104</td>
<td>137</td>
<td>77</td>
</tr>
<tr>
<td>Males</td>
<td>86</td>
<td>273</td>
<td>321</td>
<td>325</td>
</tr>
<tr>
<td>Female</td>
<td>7</td>
<td>33</td>
<td>46</td>
<td>38</td>
</tr>
<tr>
<td><strong>Disorderly Conduct</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greek</td>
<td>16</td>
<td>43</td>
<td>62</td>
<td>88</td>
</tr>
<tr>
<td>Male</td>
<td>26</td>
<td>98</td>
<td>133</td>
<td>184</td>
</tr>
<tr>
<td>Female</td>
<td>7</td>
<td>16</td>
<td>26</td>
<td>31</td>
</tr>
<tr>
<td><strong>Harm to Persons</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>23</td>
<td>21</td>
<td>32</td>
</tr>
<tr>
<td><strong>Total FIO or responsible conduct violations for each year</strong></td>
<td>2354</td>
<td>2641</td>
<td>3039</td>
<td>3176</td>
</tr>
<tr>
<td><strong>Total alcohol violations for each year</strong></td>
<td>33.2% incidents are alcohol</td>
<td>53.6% incidents are alcohol</td>
<td>53.2% incidents are alcohol</td>
<td>49.2% incidents are alcohol</td>
</tr>
</tbody>
</table>

### Trends

- Alcohol: Declining -3.30%
- Freshman: Declining -28.66%
- Greek: Declining -9.68%
- Male: Increasing 8.96%
- Female: Declining -23.49%
- Drugs: Declining -1%
- Greek: Declining -43.79%
- Males: Declining -1.24%
- Female: Declining -17.49%
- Disorderly Conduct: Increasing 35.22%
- Greek: Increasing 41.93%
- Male: Increasing 38.35%
- Female: Increasing 19.23%
- Harm to Persons: Increasing 52.38%
- Total FIO or responsible conduct violations for each year: Increasing 4.50%
Student Conduct

- There has been a **dramatic increase in the amount of reported erratic and self injurious behavior.**

<table>
<thead>
<tr>
<th>Behavioral Intervention Team referrals</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>2011-12</th>
<th>Summer 2012</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>TOTALS</th>
<th>2012 to 2013</th>
<th>Trend *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Intervention Team referrals (by category below):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioral Intervention Team referrals</td>
<td>126</td>
<td>98</td>
<td>230</td>
<td>6</td>
<td>171</td>
<td>148</td>
<td>325</td>
<td>41.30%</td>
<td></td>
</tr>
<tr>
<td>Behavioral Intervention Team alcohol/drug transports referrals</td>
<td>63</td>
<td>49</td>
<td>113</td>
<td>2</td>
<td>57</td>
<td>45</td>
<td>104*</td>
<td>-7.96%</td>
<td></td>
</tr>
<tr>
<td>Behavioral Intervention Team erratic behavior referrals</td>
<td>36</td>
<td>30</td>
<td>68</td>
<td>4</td>
<td>85</td>
<td>60</td>
<td>150</td>
<td>120.50%</td>
<td></td>
</tr>
<tr>
<td>Behavioral Intervention Team self-injurious behavior referrals</td>
<td>27</td>
<td>19</td>
<td>49</td>
<td>0</td>
<td>28</td>
<td>43</td>
<td>71</td>
<td>44.89%</td>
<td></td>
</tr>
</tbody>
</table>

- On average, over 100 applicants necessitate formal review of their conduct offenses. Out of 100 reviewed, 29 were admitted in 2012-13.
Student Health

• Today’s students (according to data from the USC administration of the National College Health Assessment):
  – Are most impacted by stress, anxiety, and sleep disorders
  – Generally suffer from sinus infection, allergies, and strep throat most often
  – Demonstrate a slight increase in obesity
  – Demonstrate higher rates of alcohol use than the national average (though rates are declining)
  – Are on par with their peers regarding sexual activity. While students reporting one partner is on the increase, two or more partners is on the decline.
  – Are most interested in education regarding stress, nutrition, physical activity, helping others in distress, and sleep

• Top five mental health diagnoses include: anxiety, depression, ADHD, panic attack, insomnia

• Distinct patients: Increase from 14,789 (’10-11) to 15,681 (’12-13)
Disability Services

• **Students who present with disabilities continues to rise**
  – Total Enrollment for AY12-13 = 1,314 which represents a 46% increase from AY11-12.

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>% Change</th>
<th>Learning Disabilities</th>
<th>Psychiatric</th>
<th>Physical</th>
<th>Audio/Visual</th>
<th>Temporary</th>
<th>Carolina LIFE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2012-2013</strong></td>
<td>1314</td>
<td>46%</td>
<td>649 (+35%)</td>
<td>313 (+96%)</td>
<td>253 (+27)</td>
<td>47 (+21%)</td>
<td>34 (+1033%)</td>
<td>18 (+20%)</td>
</tr>
</tbody>
</table>

  • Students registered with **psychiatric disabilities** leads the enrollment trend.
  – **Proctoring of tests** in SDS continues to be the most commonly utilized accommodation with 1,300 tests completed in AY11-12 and 2,280 in AY12-13.

• **Reasons for the increases?**
  – Reaffirmation of the ADA in 2008 has led to **greater access** of students who present with a variety of challenges.

• **Emerging Trends**
  – Less focus on specific accommodations and more on the environment as **accommodations become more tailored to individual needs**.
  – SDS professionals **acting more as educators/mediators/consultants**.
  – Increased focus on **food allergies, services animals, housing, and online classes**.
# Technology & Social Media

<table>
<thead>
<tr>
<th>79% of USC students own smartphones</th>
<th>83% of adults 18-29 use social networking sites</th>
</tr>
</thead>
</table>

**Nationally...**
- 75% use smartphones in bed
- 90% check smartphones as part of morning ritual
- 20% check every 10 minutes
- 29% check so constantly, they can’t keep count

**Nationally...**
- 67% use Facebook
- 16% use Twitter
- 15% use Pinterest
- 13% use Instagram
- 6% use Tumblr
BUT... students want separate academic and social lives

Our students prefer communication from USC
by email 74%

Nationally, students prefer communication
face-to-face 68%
by email 66%
on CMS/LMS 60%
WHAT WE KNOW: IMPLICATIONS FOR POLICY & PRACTICE
Those who participate LATER in orientation…

- **Have lower GPA’s**
  There are significant differences in GPA’s of those returning the second fall semester based on when orientation took place.

- **Are more likely to drop out**
  There is a significant monotonic trend between returning the following fall and when the student participated in orientation. The earlier the participation, the more likely it is that the student will return the following fall.

Source: Nikki Knutson
Those who do NOT participate in orientation...

• **Have EVEN lower GPA’s**
  First-time full-time 2011 students not participating in orientation have a significantly lower 1st semester GPA (2.2 vs. 3.3).

• **Are EVEN more likely to drop out**
  First-time full-time 2011 students not participating in orientation are significantly more likely to drop out (22.7% vs. 12.7%).

Source: Nikki Knutson
Scholarships

Losing a scholarship......

• If you lose your scholarship, you are 3.6 times more likely to leave the University.

• For the most part, losing a scholarship had more to do with insufficient credit hours than GPA alone.

• There were NOT any major differences between in-state and out-of-state students.

Source: Nikki Knutson
Two important predictors of Engineering retention:

First Math course lower than Math 141:
- Students placing into these courses are 1.8 times less likely to return to Engineering the following fall compared to students placing into Math141 or higher.

Grade in first Math Course:
- For every grade point earned in the first math course, students are 1.5 times more likely to return as Engineering students the following fall.

Source: Nikki Knutson
Declaring a Major

• For freshmen who declare a major, 74% graduate within 6 years.
• For freshmen who do NOT declare a major, only 57% graduate within 6 years.
• Altogether, about 12% of entering freshmen do NOT declare a major.

Source: Nikki Knutson
Experiential Education

• Annual Graduation Survey: 75% of students with internship experience reported being employed in the survey; 66% of students without internship experience were employed; annual salary difference in post-graduation employment (internship vs no internship) is $7,487

Source: Stacey Bradley
Financial Support

• Students in Gamecock Guarantee, with intentional support, are retained at a rate 3% higher than the overall first year class despite being much higher risk. Overall Pell student graduation rate is 10% lower than comparable overall cohort.

Source: Stacey Bradley
University 101

• Students who take UNIV 101 are retained at a 3.6% higher rate than non-participants
  – 7.2% when honors college is excluded

• U101 students graduate at a 6.2% higher rate.
  – 14.3% difference for our lowest ability students