Graduate Students: Satisfaction, Connection to Loyola, Student Services, and Outcomes

Prepared by:
Ezechukwu Awgu, Senior Research Associate &
Terra Schehr, Assistant Vice President for Institutional Research & Effectiveness

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Overview/Methodology

- Survey developed by IR and Grad COAD and administered online to all registered graduate students in Spring 2014.
  - Survey included items used in a 2010-11 survey of graduate students along with some new content relevant to current issues at Loyola.
  - An incentive of a chance to win one of three iPad2 devices was offered.

- 729 usable surveys were completed for a response rate of 40%
  - Key student demographics—including academic program—appear in similar proportions in the survey sample as they do in the graduate student population

- Sampling error for proportions is ± 3%
Likelihood to Choose Loyola Again

- Likelihood to enroll in Loyola if they “were to choose over again” is slightly lower among students surveyed at this time compared to the 2010-11 survey population.
  - In 2014, 89% report that they would choose Loyola again, while 92% reported the same in 2011.
Satisfaction with their “entire graduate experience at Loyola” is slightly lower among students surveyed at this time compared to the 2010-11 survey population.

- 77% report being either Very or Generally Satisfied in 2014, while just 79% reported the same in 2011.
Overall Satisfaction: Priority Action Grid

- Chart shows the satisfaction ratings, on a scale of 1-5, for each of 15 individual attributes queried on the survey.

- Satisfaction ratings are plotted along with the derived importance of each attribute to students’ overall satisfaction with their Loyola experience.
  - Derived importance is the bivariate correlation between each individual attribute and the overall satisfaction rating.

- Grid is demarcated by the median values of satisfaction ratings (4.04) and correlation coefficients (0.26).
  - Range of satisfaction ratings = 3.66 - 4.26
  - Range of correlation coefficients = 0.18 - 0.47
Connection to Loyola
Chart shows the satisfaction and importance ratings, on a scale of 1-5.

Grid is demarcated by the median values of satisfaction ratings (3.69) and importance ratings (2.88).
- Range of satisfaction ratings = 3.42 - 3.79
- Range of importance ratings = 2.57 - 3.99
Likelihood to Attend Student Programs

- Extremely Unlikely (Bottom 2 Box)
  - 16% Soc/networking programs w/ alumni/professionals in my field
  - 26% Soc/networking programs w/ other students
  - 30% Community service
  - 35% Programs on financial literacy/money management
  - 38% Cultural or diversity programs
  - 39% Grad student clubs/organizations
  - 49% Retreats or spiritual programs
  - 48% Loyola athletic events
  - 53% Family-oriented programs/events

- Extremely Likely (Top 2 Box)
  - 58% Soc/networking programs w/ alumni/professionals in my field
  - 41% Soc/networking programs w/ other students
  - 37% Community service
  - 32% Programs on financial literacy/money management
  - 29% Cultural or diversity programs
  - 29% Grad student clubs/organizations
  - 24% Retreats or spiritual programs
  - 25% Loyola athletic events
  - 18% Family-oriented programs/events
Student Services
Student Services: Priority Action Grid

- Chart shows the satisfaction and importance ratings, on a scale of 1-5

- Grid is demarcated by the median values of satisfaction ratings (3.72) and importance ratings (2.84).
  - Range of satisfaction ratings = 3.68 - 3.92
  - Range of importance ratings = 2.45 - 3.76
Expectations for the Career Center: To help . . .

- Secure a FT job after graduation: 43%
- Write/improve my resume/CV: 24%
- Improve my job search skills: 22%
- Connect me with professional/alumni networks: 27%
- Make occupational/vocational decisions: 22%
- Find a PT job while in school: 17%

Categories:
- Extremely Important
- Very Important
- Somewhat Important
- A Little Important
- Not Important
Courses and Outcomes
Course Rigor and Delivery

- 85% of students described the level challenge in their courses as “just right.”
  - 9% of students described their courses as “too easy/not challenging enough.”

- When asked if they had the option while at Loyola to take some courses in alternative formats, 57% said they would “definitely” or “probably” take a course in a hybrid/blended format, and 38% said they “definitely” or “probably” would take a course that was completely online.*
  - 19% of students who would consider hybrid courses would not consider fully online courses.

*Question not asked of students in the Emerging Media program
To What Extent Has Loyola Improved Your . . .?

<table>
<thead>
<tr>
<th>Skill Description</th>
<th>A Great Deal</th>
<th>Somewhat</th>
<th>A Little</th>
<th>Not at All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tool set for continuing professional development</td>
<td>59%</td>
<td>32%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Mastery of the skills used by professionals in your field of study</td>
<td>59%</td>
<td>32%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Ability to access, analyze, &amp; evaluate information effectively</td>
<td>57%</td>
<td>34%</td>
<td>7%</td>
<td>9%</td>
</tr>
<tr>
<td>Comprehension of ethical principles &amp; the use of ethics in your field of study</td>
<td>61%</td>
<td>29%</td>
<td>9%</td>
<td>10%</td>
</tr>
<tr>
<td>Understanding of the value of individual differences</td>
<td>61%</td>
<td>26%</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>

0% to 100% percentile graph for each skill.
To What Extent Has Loyola Improved Your . . .?

- Ability to disseminate & communicate information effectively: 54% (A Great Deal), 36% (Somewhat), 8% (A Little), 8% (Not at All)
- Ability to use interdisciplinary approaches to synthesize information: 51% (A Great Deal), 38% (Somewhat), 11% (A Little), 8% (Not at All)
- Ability to work effectively in a diverse and changing world: 55% (A Great Deal), 31% (Somewhat), 12% (A Little), 12% (Not at All)
- Ability to contribute to the broader community in which you live and/or work: 54% (A Great Deal), 32% (Somewhat), 12% (A Little), 12% (Not at All)
- Inclination to consider issues of justice when making decisions in your life and work: 50% (A Great Deal), 34% (Somewhat), 12% (A Little), 12% (Not at All)
Degree Completion

- 36% of students reported that it is taking them longer than they anticipated to complete their degree.

- Top three reasons it is taking longer than anticipated are:
  - Work obligations (44%)
  - Financial problems (34%)
    - Loans are the primary source of funding for 42% of respondents.
    - Employer reimbursements are the primary source of funding for 20% of respondents.
  - Lack of course availability (28%)