

What Do New Students and Parents Expect from Jesuit Education?



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Agenda

- Overview of Loyola's Social Norms Campaign

- Survey Methodology
 - Student
 - Parent

- Key Survey Findings
 - 2007
 - 2008

- Implications for Assessment and Practice

Social Norms Campaign

- ❑ College students want to be “normal”
 - But their idea of what is normal (especially with regard to risky behaviors) is often exaggerated
- ❑ Social norms campaigns circulate messages about non-risky behaviors and the extent to which they are actually more common

Social Norms Campaign - Example

- Twenty percent (20%) of incoming first-year students reported that they think the typical Loyola student drank alcohol *three or more times a week* during the past academic year.
- Two percent (2%) of the same students reported that they drank alcohol *three or more times a week* during the past academic year.
- Perception is not *always* reality.

Source: 2008 New Student Survey

Social Norms Campaign

- ❑ Applications beyond the public health arena
- ❑ Loyola incorporated items reflecting attributes of a Jesuit education on the 2007 New Student/Parent Survey
- ❑ Open a conversation about:
 - This is what you *think* is going to happen in the next four years...and here is what is *really* going to happen
 - Integrate how one's perceptions of the Loyola experience is inherently reflective of a Jesuit identity and mission

Methodology

New Student/Parent Surveys

- ❑ Survey administered during summer orientation
- ❑ Paper-and-pencil survey
- ❑ Students: Respond about their own opinions, expectations and behaviors
- ❑ Parents (only one filled out per student)
 - Responded to questions:
 - ❑ Based on their own opinions
 - ❑ Based on how s/he thinks his/her student would respond—
opinions and behaviors
- ❑ Students and parents completed surveys independently of each other

Analytical Road Map—Current Study

- ❑ Descriptive comparisons among students and parents on importance and attributes of a Jesuit education (2007, 2008)
- ❑ Indirect assessment of new students' and parents' expectations for the Loyola experience and its association with their perceived importance of the Jesuit mission

Methodology—Current Study

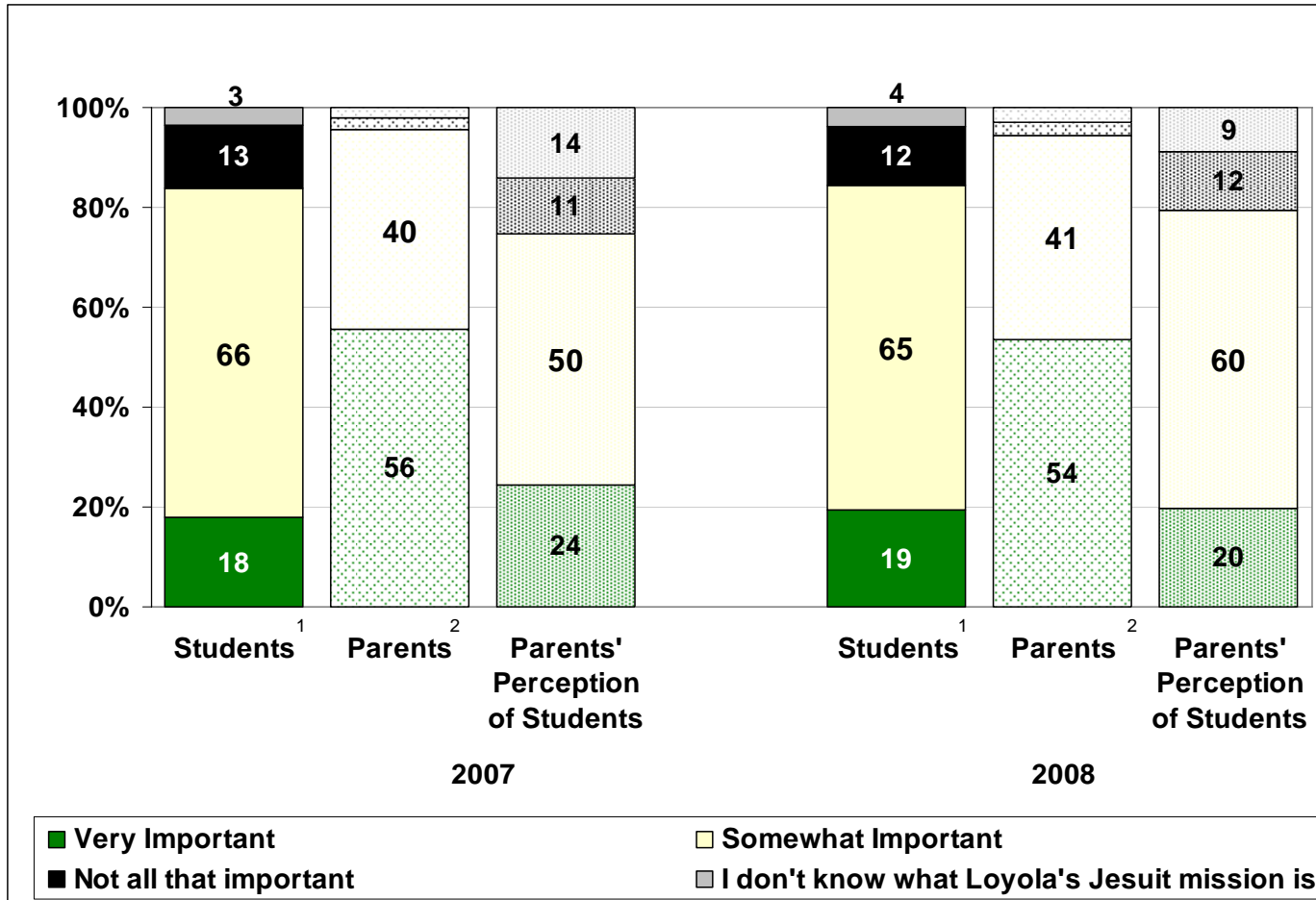
- 2007 and 2008 New Student/Parent Surveys
 - 2007: Student (n=801), Parent (n=637)
 - 2008: Student (n=1,054), Parent (n=887)

- Focus on items related to the Jesuit mission
 - Overall importance of the Jesuit mission

 - Expectations relative to attributes of a Jesuit education—three categories:
 - Learning
 - Leading and Spirituality
 - Serving in a Diverse World

- All group differences are significant at $p \leq .05$ using a comparison of proportions tests.

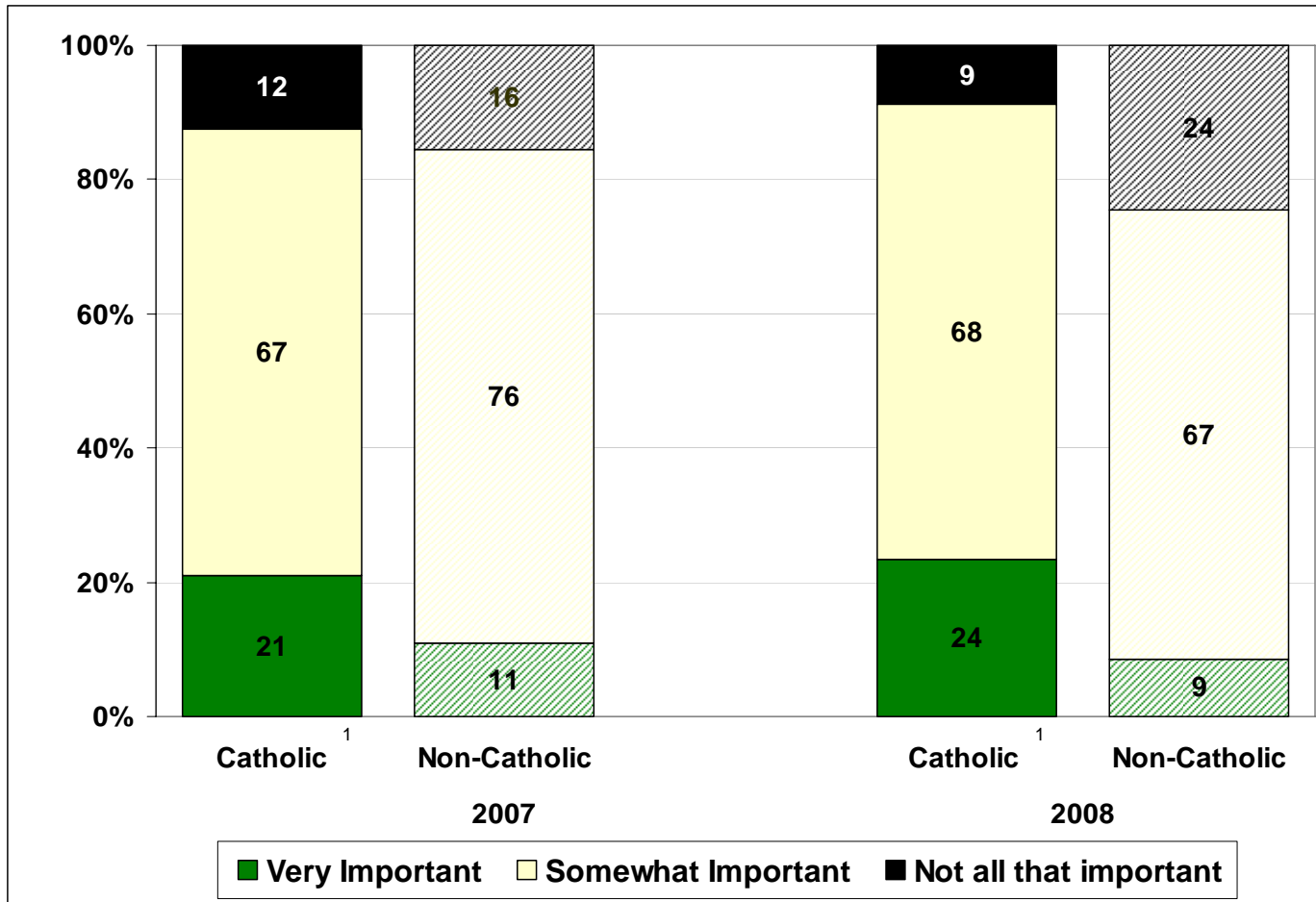
Importance of Loyola's Jesuit Mission



¹ Significant difference between Student and Parent's perception.

² Significant difference between Parent and Student.

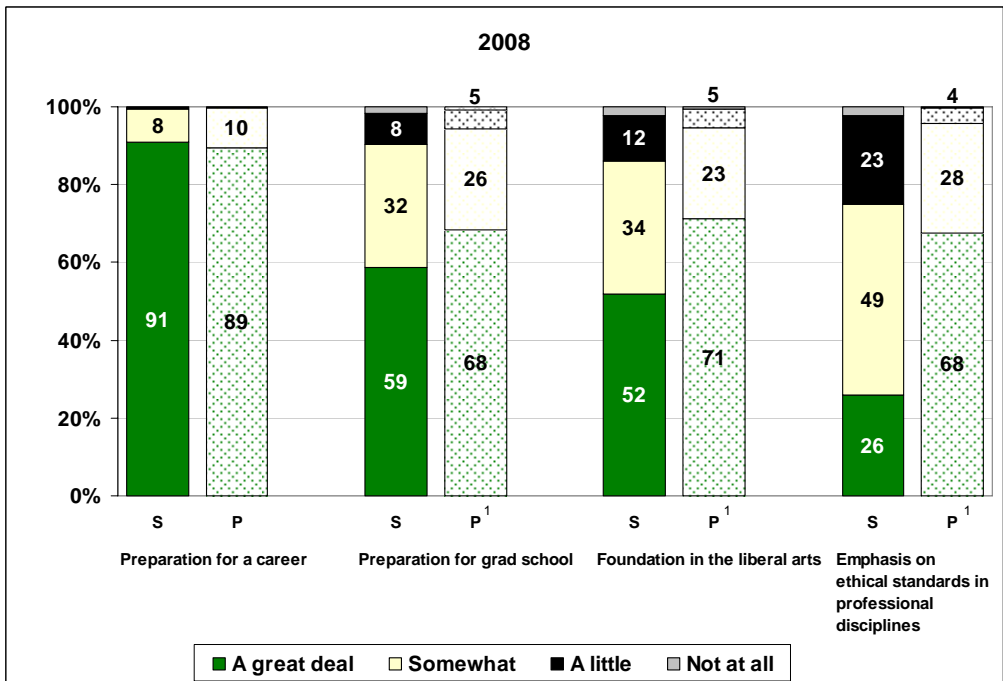
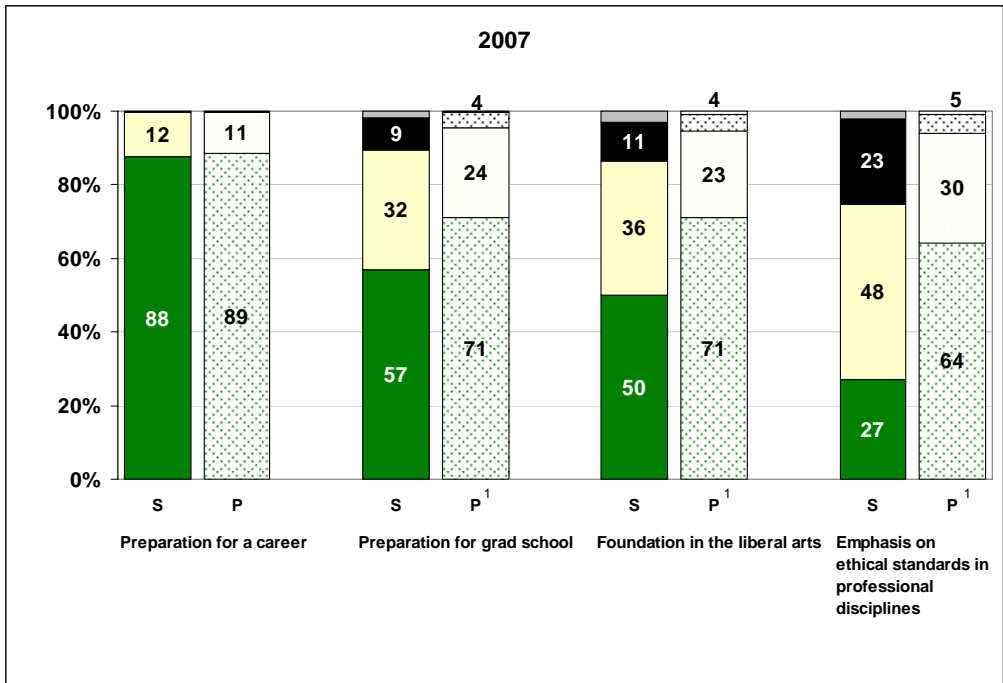
Importance of Loyola's Jesuit Mission by Religious Affiliation (Students)



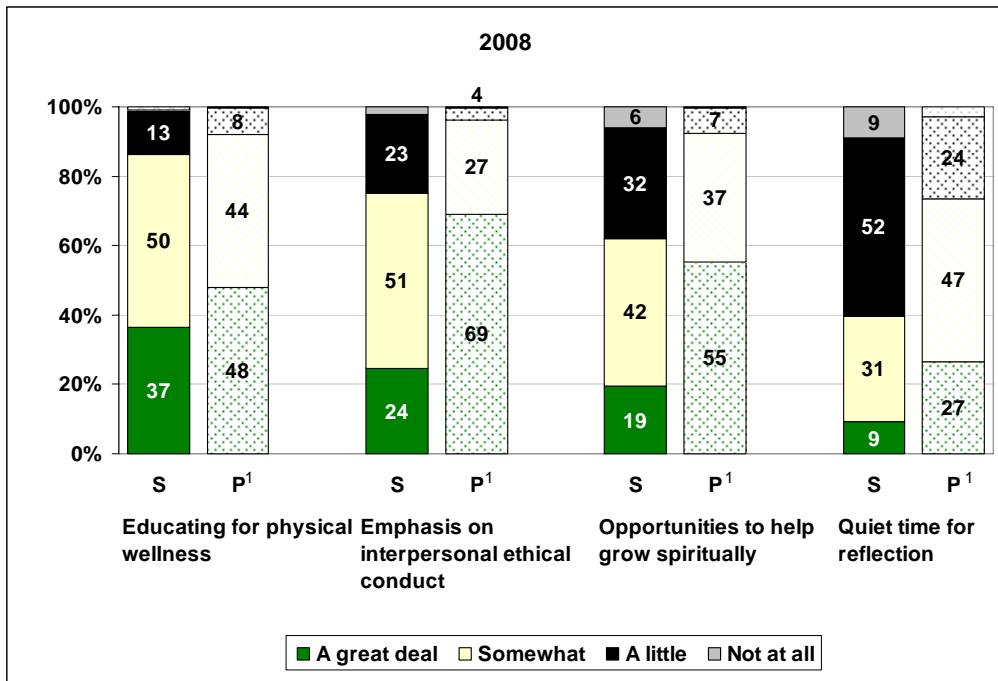
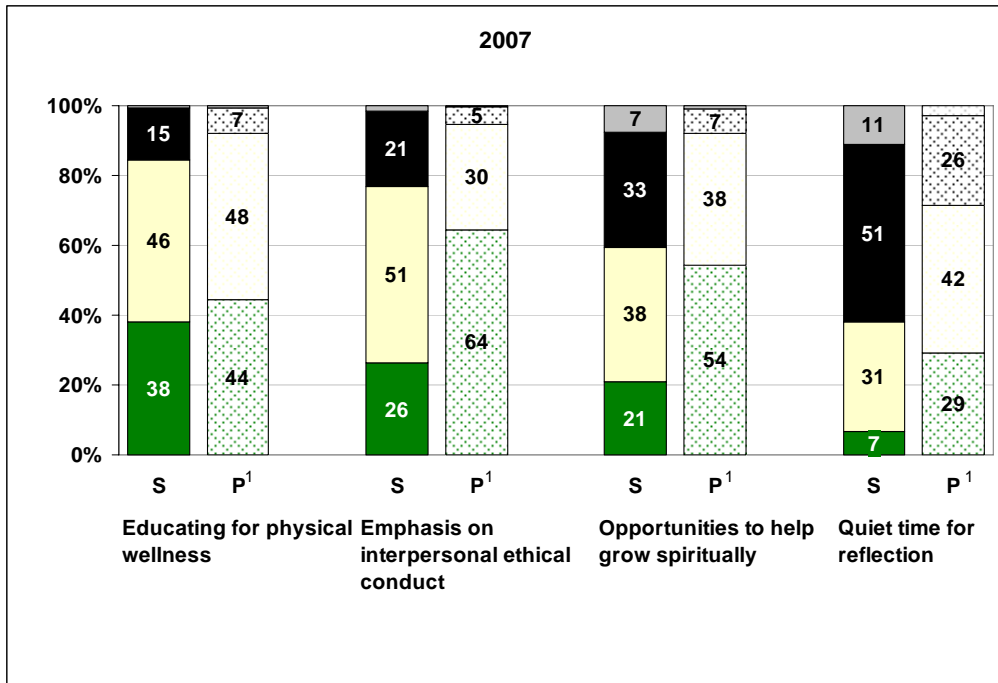
¹ Significant difference between Catholic and non-Catholic.

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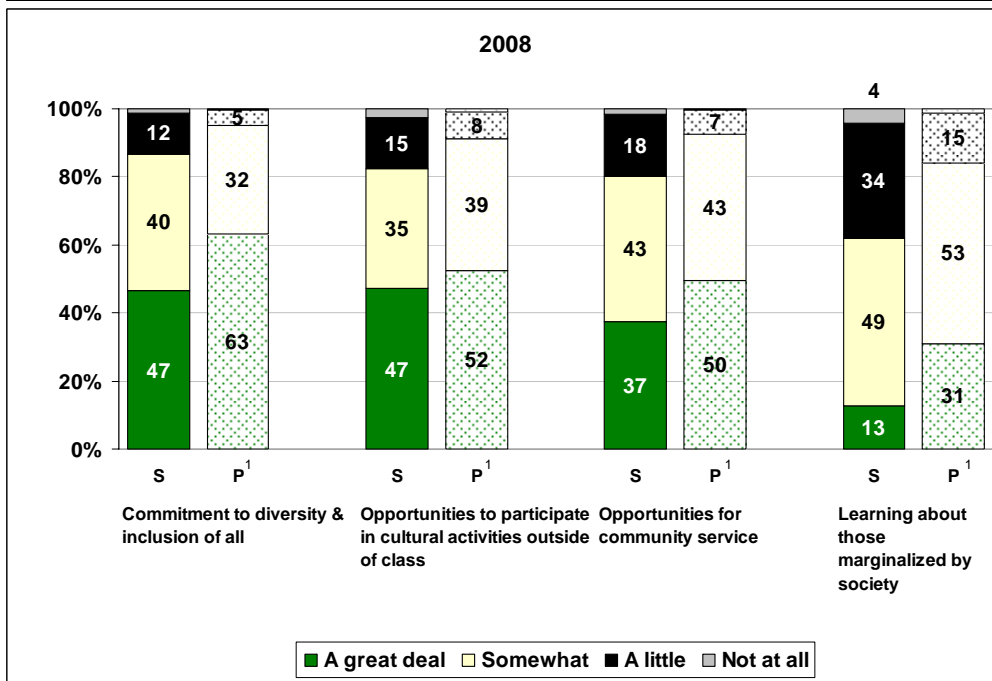
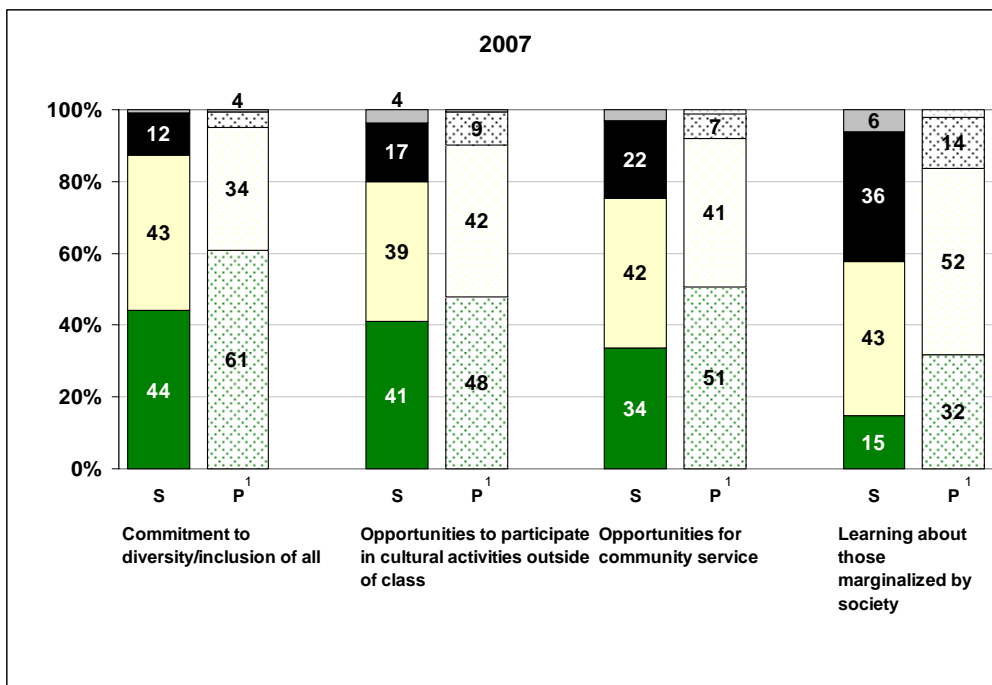
Expectations for Learning at Loyola



Expectations for Well-being and Spirituality at Loyola



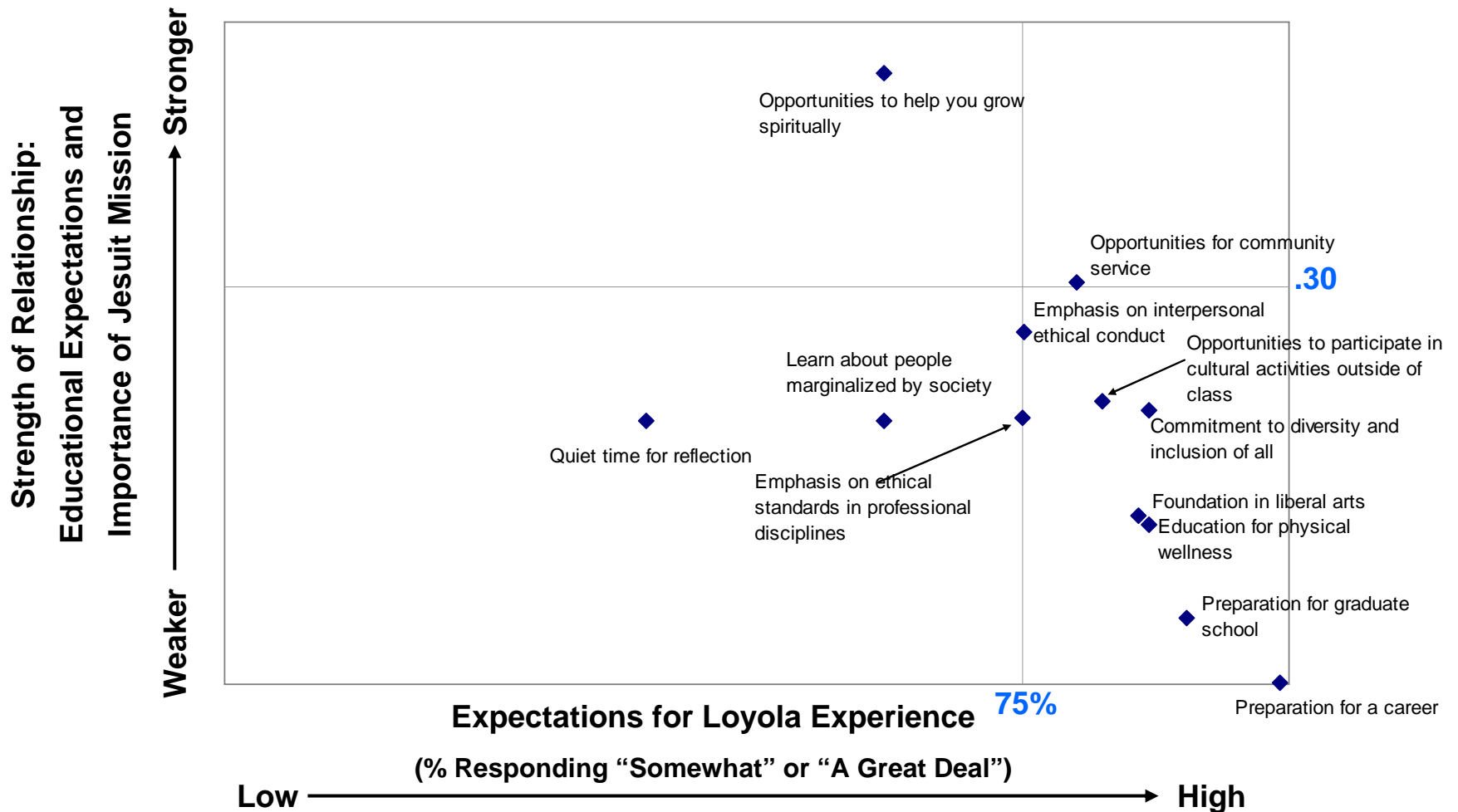
Expectations for Learning about Diversity and Service



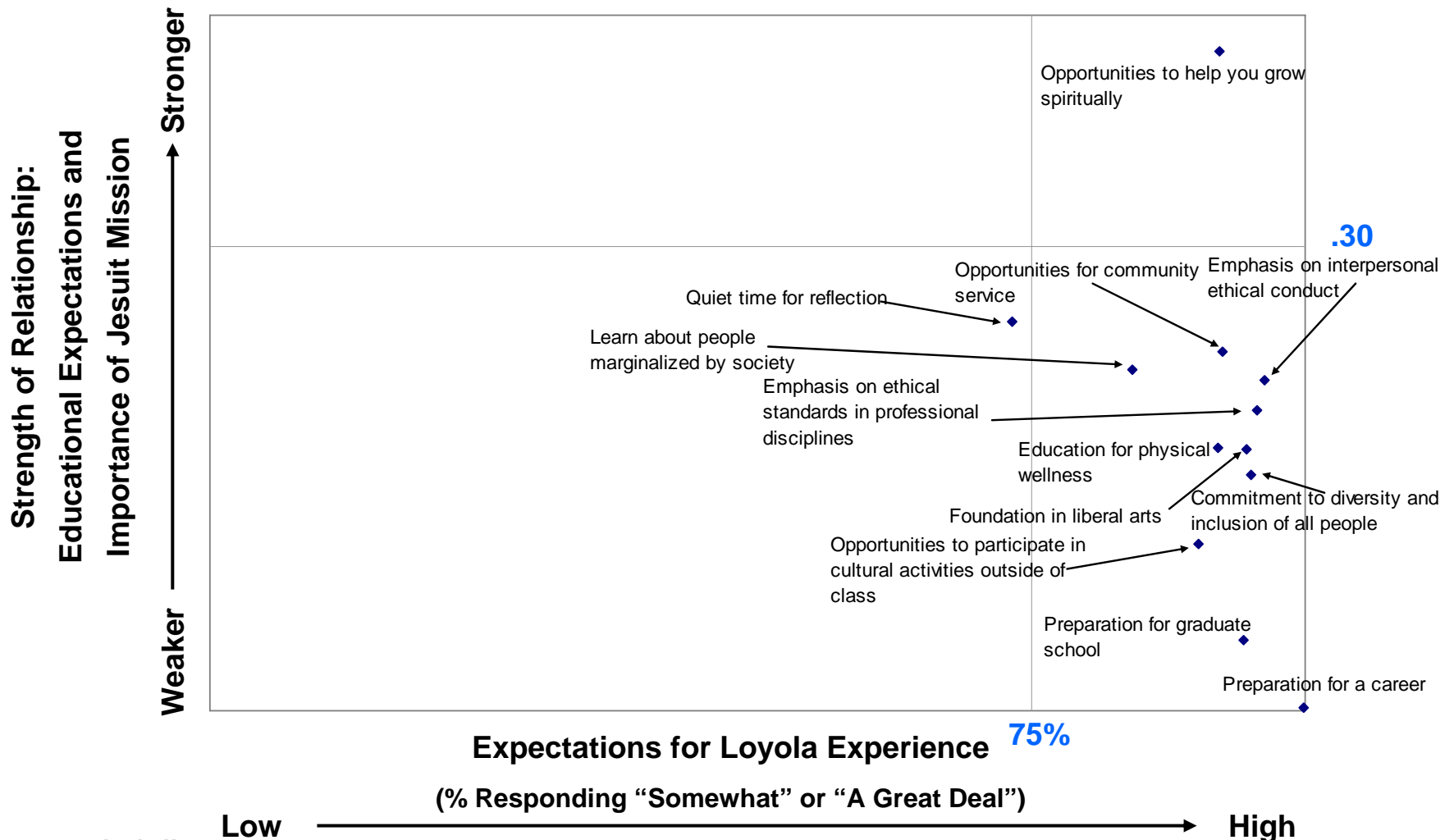
Expectations for Learning, Leading, and Serving in a Diverse World

- ❑ New students and parents were *equally likely* to expect the Loyola experience to *prepare one for a career*.
- ❑ Parents had greater expectations than students with regard to the extent that a Loyola education would prepare them to lead, learn, and serve in a diverse world, as represented by the prompted attributes.
- ❑ Results are consistent across time.

Students' Educational Expectations and Importance of the Jesuit Mission (2008)



Parent's Expectations for their Student's Education and Importance of the Jesuit Mission (2008)



Educational Expectations and their Relationship to the Importance of the Jesuit Mission

- ❑ Parents have greater expectations for their students' Loyola experience than do students in terms of the degree to which they will be engaged.

- ❑ With the exception of *opportunities to grow spiritually*, parents' and students' educational expectations are weakly associated with their perceived importance of the Jesuit mission.
 - Students: opportunities for community service (caveat)

- ❑ What does this mean for educational outreach and the social norms campaign?

Implications for Assessment

- ❑ Continue to monitor Summer Orientation data
- ❑ First-year Student Expectations and Follow-up Surveys
 - Understand changes from summer to fall orientation
 - Understand satisfaction with exposure to and degree to which students felt they were exposed to attributes of a Jesuit education
- ❑ How can similar types of questions be embedded in other surveys?

Implications for Practice

- ❑ Present findings to constituencies from Academic Affairs and Student Development

- ❑ Intentional educational programming around Jesuit Catholic intellectual tradition along the life course of a student, from inquiry to graduation.
 - Marketing and recruitment materials
 - Visitation programs
 - Orientation programs
 - Curriculum and co-curriculum

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