



LOYOLA
UNIVERSITY MARYLAND

Loyola Students: Who Are They?

Prepared by:

Terra Schehr, Assistant Vice President for
Institutional Research and Effectiveness

August 24, 2015

Basic Demographics

Undergraduate

- ~4,000
- ~60% are women
- ~20% are students of color
- Most are full-time and living on campus
- Most are from out of state

Graduate

- ~2,000
- ~65% are women
- ~23% are students of color
- Most are part-time, not living on campus, taking most courses at one of the graduate centers
- Most are from Maryland

How They Fund Their Education

Undergraduate

- Tuition = \$43,800
- Primary sources of funding:
 - Family resources - 63% expect that to fund \$10,000+
 - Financial aid that does not have to be repaid - 44% expect that to fund \$10,000+

Graduate

- Tuitions vary by program
 - Part-time ranges from \$335 - \$1,000 per credit hour
 - Full-time ranges from \$18,742 - \$78,000
- Primary sources of funding:
 - Loans 41%
 - Employer reimbursements 18%



Course Delivery

Undergraduate

- 18% of seniors would like to have had the option to take some Loyola courses online
- 28% of seniors would like to have had the option to take some Loyola courses in a hybrid format
- 78% of incoming students would prefer some of their courses to be flipped

Graduate

- 38% of graduate students would like to have the option to take some Loyola courses online
- 58% of graduate students would like to have the option to take some Loyola courses in a hybrid format

Degree Completion

Undergraduate

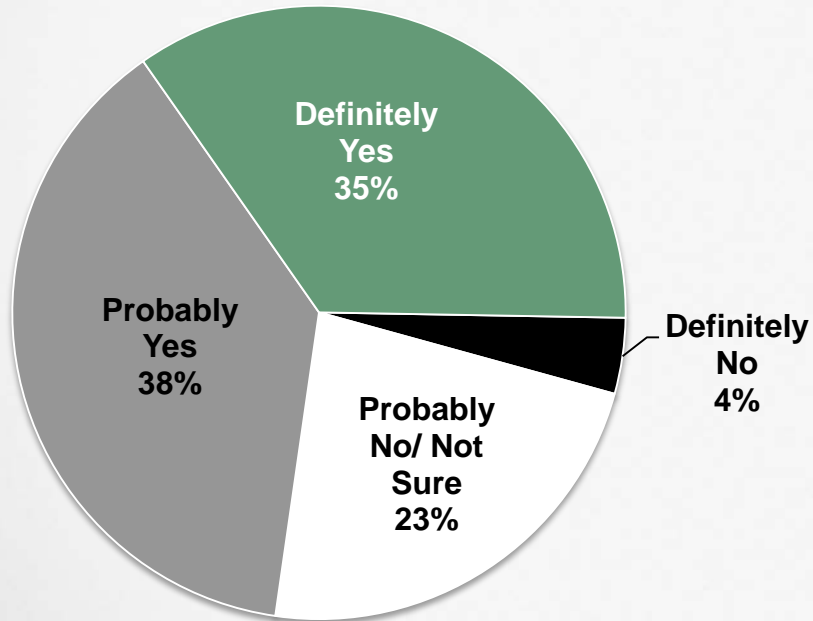
- First-to-Second Year retention = 88%
- 4-Year graduation rate = 76%
- 6-Year graduation rate = 84%

Graduate

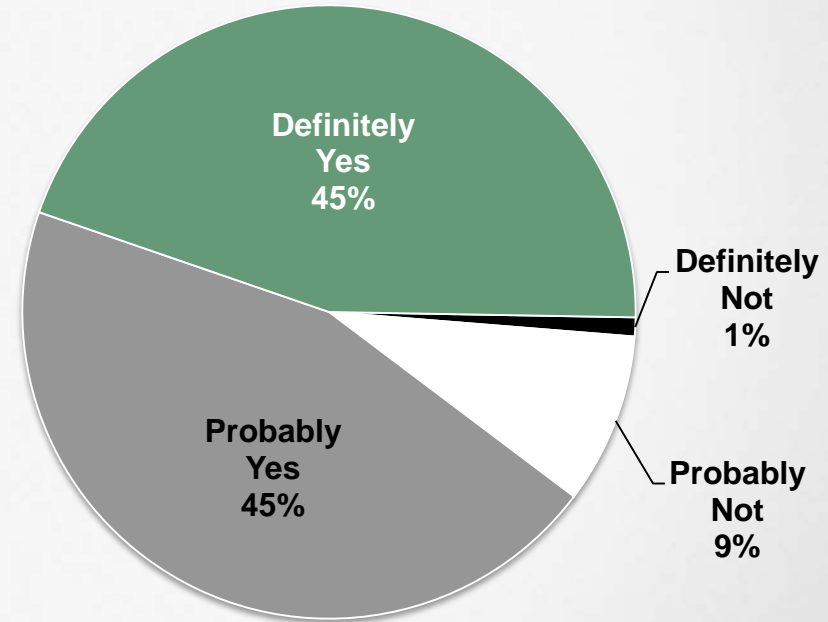
- Length of programs vary
- 36% of graduate students say that it is taking them longer to complete their program than they anticipated
 - The number one reason is work obligations: reported by 43% of graduate students

Satisfaction: Likelihood to Choose Loyola Again

Undergraduate

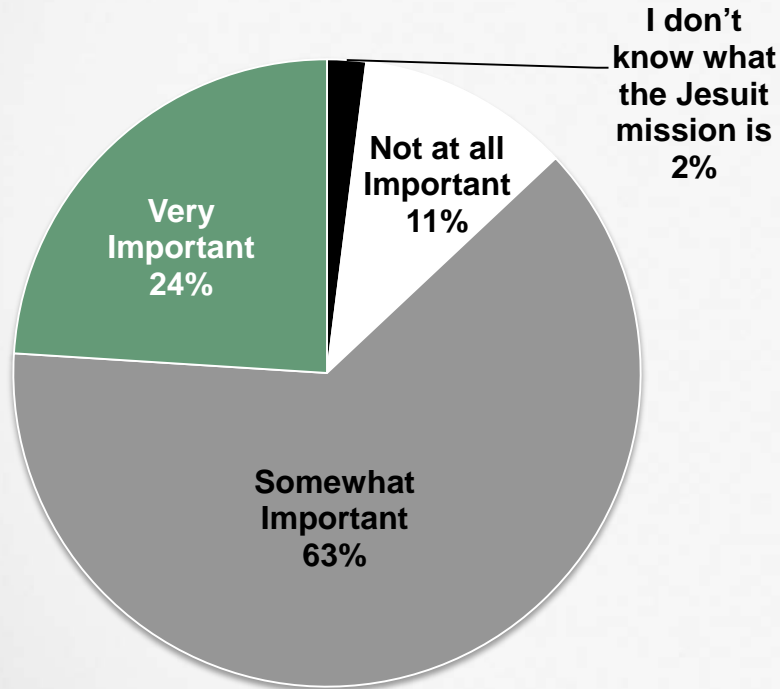


Graduate

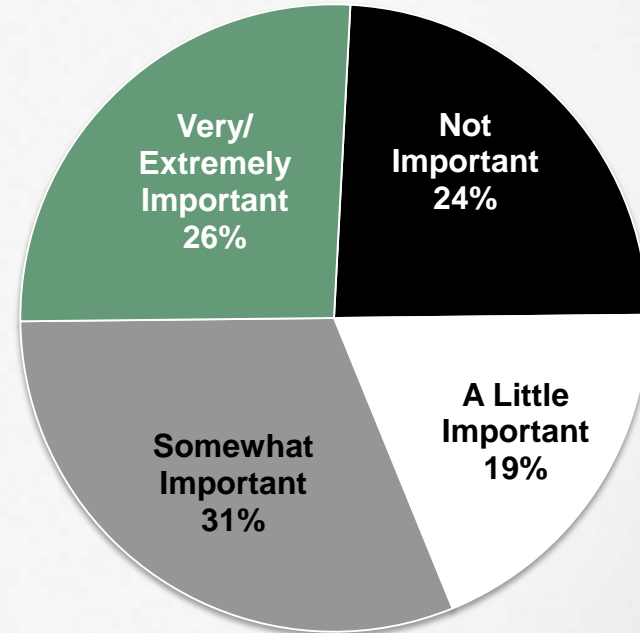


Importance of the Jesuit Mission

Undergraduate

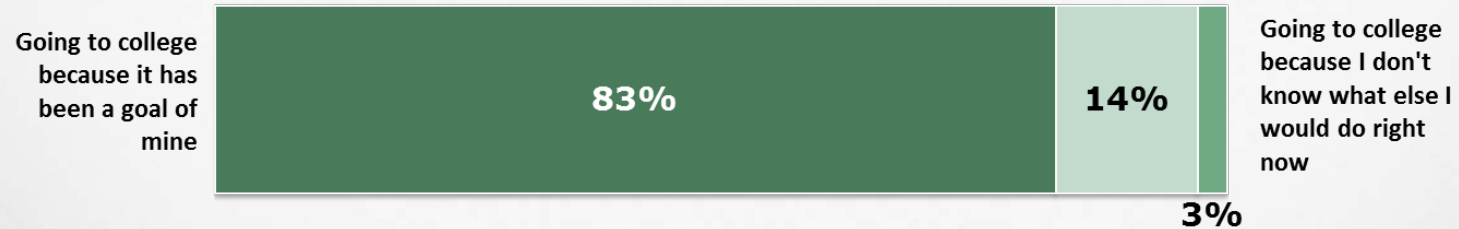
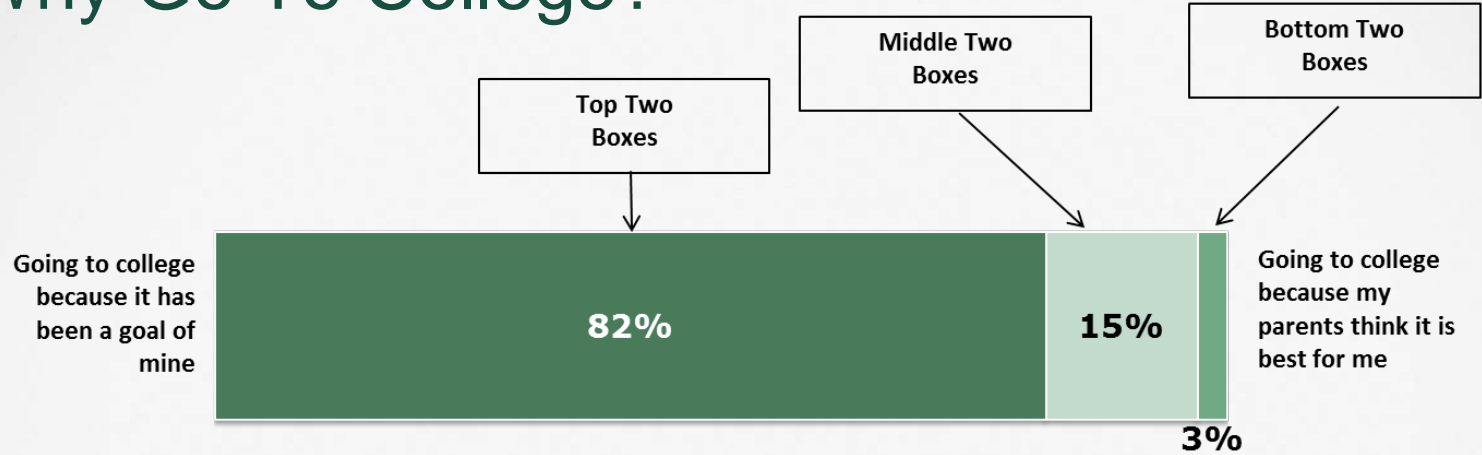


Graduate

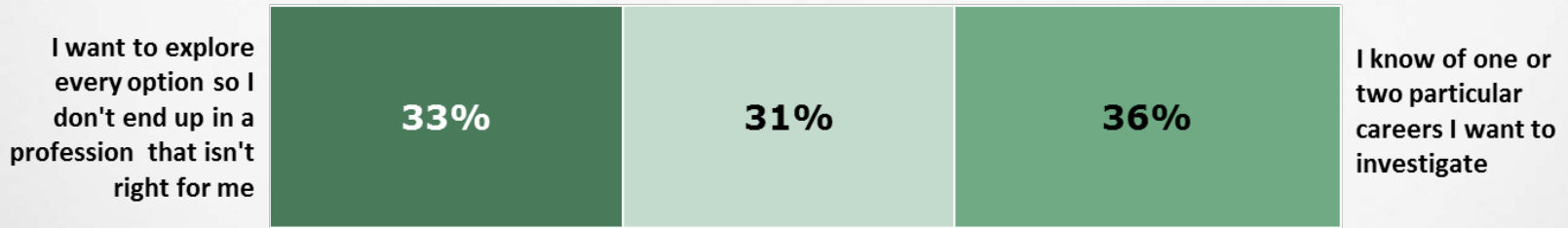
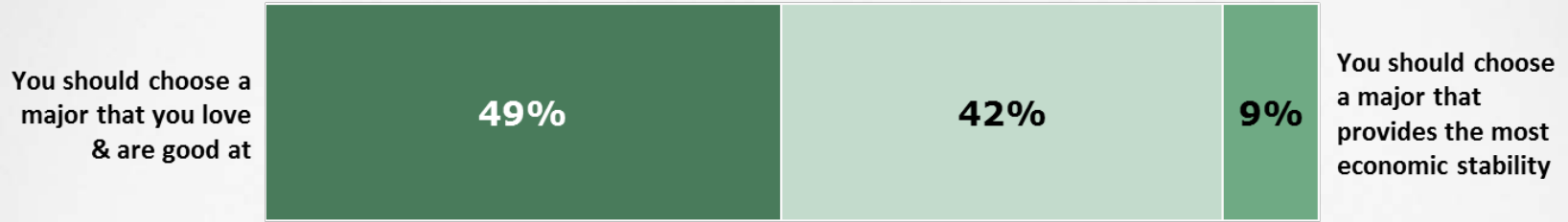


Focus on Undergraduate Students' Educational Intentionality & Adjustment

Why Go To College?



Choosing a Major and Career



Academic Motivations

Going to college is just as much about developing a sense of self, as is it about academics



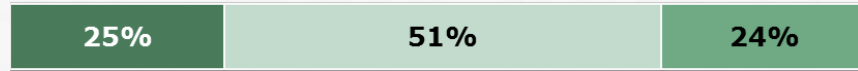
Going to college is primarily about academics and obtaining credentials for a career.

College is about developing broad-based knowledge & being well-rounded



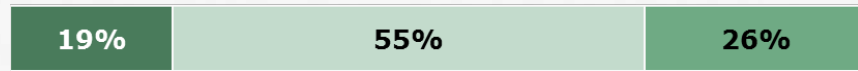
College is about developing discipline-specific knowledge to prepare for a career

Knowledge should be used to affect change in society



Knowledge should be used for self-advancement

College is about learning & the pursuit of knowledge



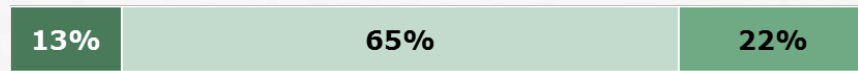
College is about earning a degree for economic advancement

Studying is about the pursuit of learning in its own right



Studying is about earning good grades

Time outside of class should be used to explore cultural activities



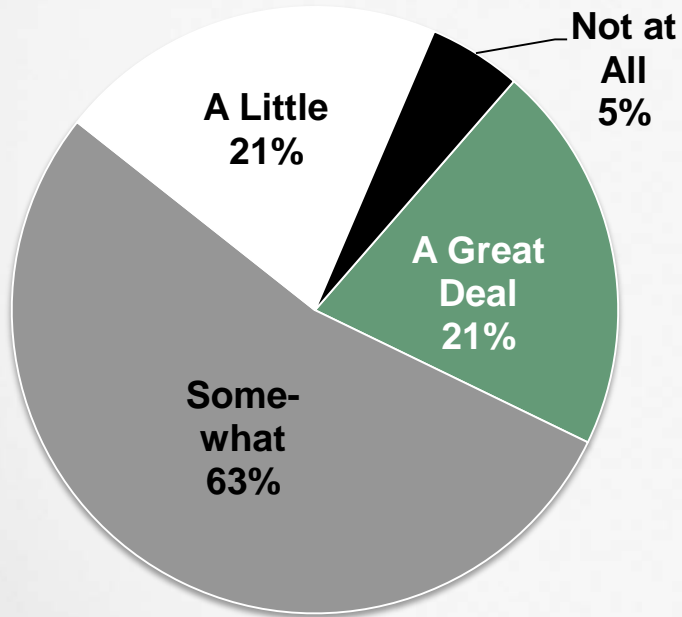
Time outside of class should be used to hang out

Why Are They Here?

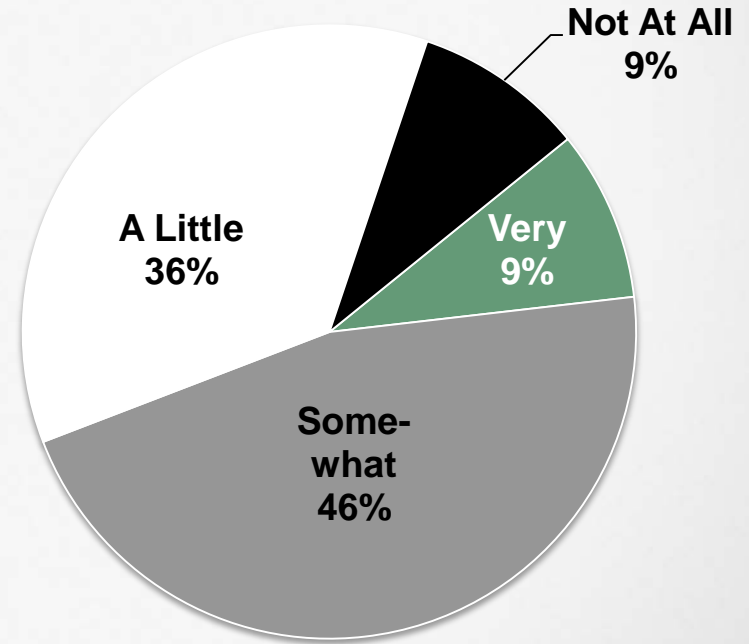
- Reasons for attending Loyola are multi-faceted
- For the majority, college has been a personal goal
- They are willing to explore
- There is some basis for concern about students' motivations for academic engagement
- There is also evidence of good institutional fit

Adjusting to Academics

**How difficult do you expect it to be:
adjusting to the academic rigor?**

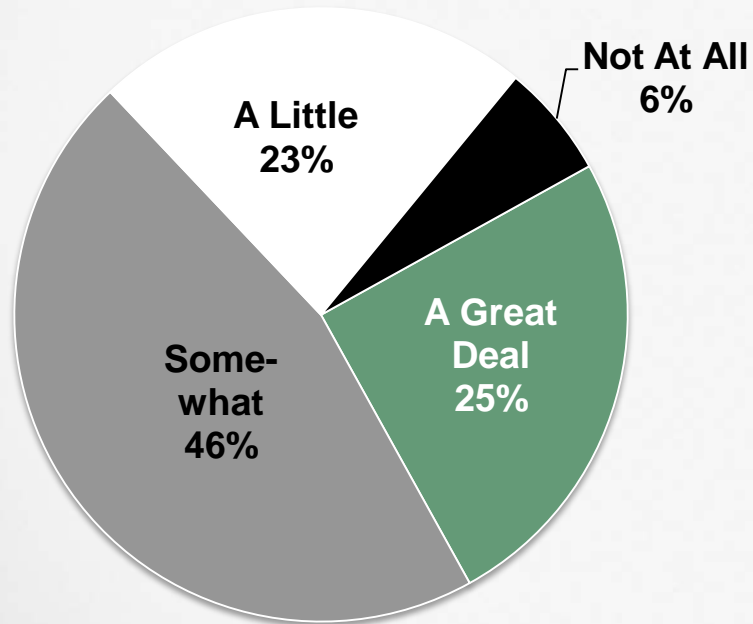


**How difficult has it been:
learning course material?**

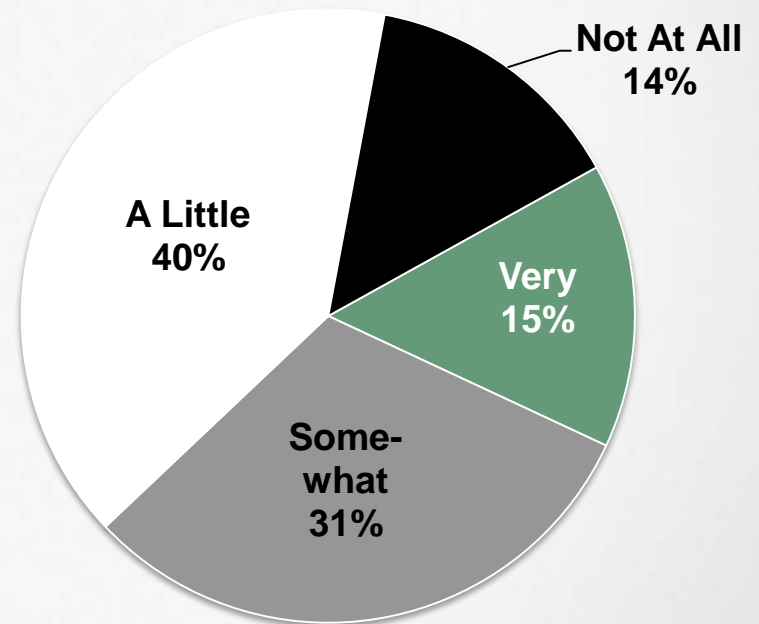


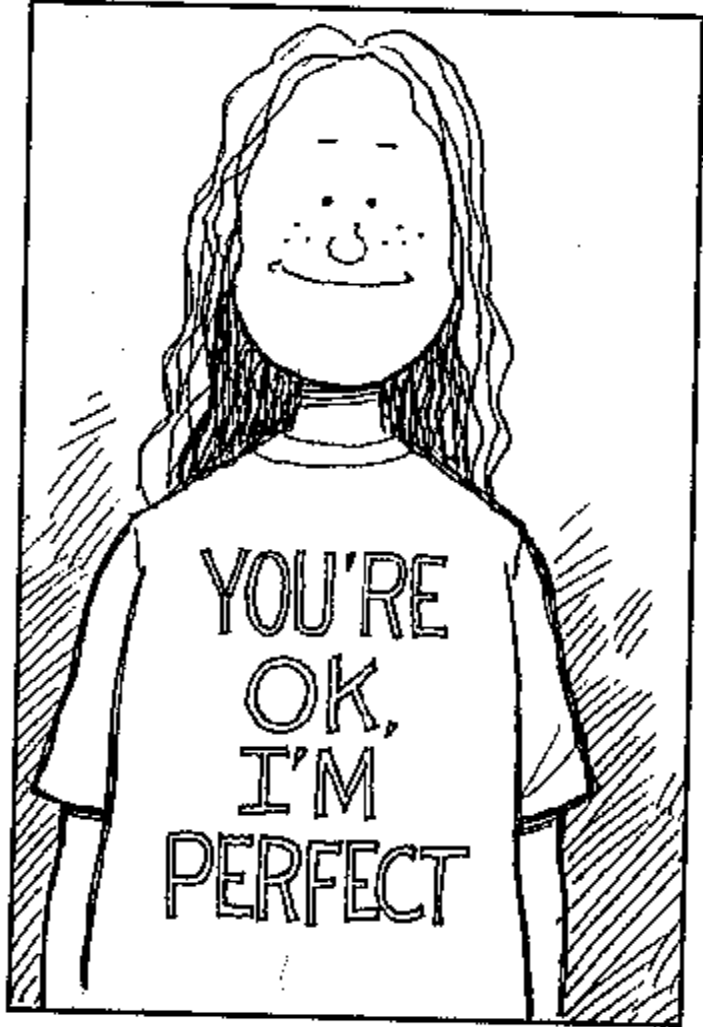
Adjusting to Independence

**How difficult do you expect it to be:
adjusting to managing time?**



**How difficult has it been:
managing your time?**





- 98% of first-year students indicated that they felt overwhelmed at some point by “all [they] had to do”
 - Nearly half (45%) said that they were “frequently” overwhelmed

*Howe & Strauss (2000)
Cartoons: R. J. Matson*



Prepared by:
Terra Schehr

Assistant Vice President for Institutional
Research and Effectiveness

tschehr@loyola.edu

www.loyola.edu/ir

