



## Graduating Senior Survey, Spring 2011

# Graduating Seniors See Value in Jesuit Education

Preparing people to lead extraordinary lives

Prepared by the Office of Institutional Research

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One of Loyola's goals is to provide undergraduate students with a transformative education that promotes "development of the whole person through an integrated curricular and co-curricular program."<sup>1</sup> Satisfaction with the Loyola experience is one measure of whether that goal is being attained; another measure is students' perceptions of their development as a person during their time at Loyola.

At the end of spring semester, 2011, Loyola began administering a new survey to graduating seniors.<sup>2</sup> The survey included questions about students' satisfaction with their Loyola experience, as well as questions about their personal development and their goals. This report presents the results of those questions. It should be kept in mind that students who remain at Loyola until they graduate tend to be more satisfied with their experience at Loyola, compared to those who transferred before their senior year because they were not satisfied.

### Key findings

#### Overall Loyola experience

- Of those graduating seniors who responded to the survey, 22% said they felt that Loyola cares very much about them (see Table 1). Another 58% said that Loyola cares somewhat.
- Of the responding graduating seniors, 39% reported being very satisfied with having chosen Loyola for their education, while another 42% reported being satisfied.
- Eighty-seven percent of the graduating seniors agreed or strongly agreed that they would recommend Loyola to prospective students, and 90% said that Loyola has a strong academic reputation (see Table 2).
- About 74% of graduating seniors agreed or strongly agreed that they felt like a member of

<sup>1</sup> See "Our Commitment to Excellence" at [http://www.luc.edu/transformatived/commitment\\_excellence.shtml](http://www.luc.edu/transformatived/commitment_excellence.shtml).

<sup>2</sup> Selected academic characteristics are presented in Appendix A. The response rate for this survey was 48%, with 728 seniors responding. Of these, 688 completed the entire survey.

the Loyola community, while 73% agreed or strongly agreed that they had someone at Loyola to whom they could talk about a personal problem.

- Eighty-three percent of graduating seniors agreed or strongly agreed that they value a Jesuit education, and 82% agreed or strongly agreed that their Loyola education was a good investment.
- Ninety-two percent of graduating seniors agreed or strongly agreed that they were proud to be a Loyola graduate. About three quarters agreed or strongly agreed that they would continue their connection with Loyola.

#### Loyola contribution to personal development

- Fifty-nine percent of graduating seniors said that Loyola had contributed quite a bit or very much to their appreciation of diversity, while 71% said so about Loyola's contribution to their respect for multiple perspectives (see Table 3).
- Sixty-three percent of graduating seniors said that Loyola had contributed quite a bit or very much to their development of commitment to community, and 63% said so about Loyola's contribution to their ability to work collectively.
- Seventy-two percent of graduating seniors said that Loyola had contributed quite a bit or very much to their development of personal ethics/values, and 41% said so about their development in faith in God and the religious experience.

#### Questioning of beliefs and values

- About half of graduating seniors said they had questioned or re-thought their political views/values while at Loyola (even if they had not changed those beliefs/values; see Table 4).
- Forty-four percent had questioned their religious beliefs while at Loyola, and 63% had questions their beliefs about religions other than their own.
- Fifty-seven percent of graduating seniors had questioned their own moral/ethical values.
- Sixty-one percent had questioned their beliefs about race/ethnic groups other than their own.

### **Importance of co-curricular activities to personal development**

- When asked about the importance of co-curricular activities to their development as a person, 69% of graduating seniors said that social activities were important or very important, while 67% said that service activities were important or very important (see Table 5).
- Sixty-five percent of graduating seniors said that leadership activities were important or very important to their personal development, while 52% said so about cultural activities.
- Only 39% of graduating seniors said that faith-related activities were important or very important to their personal development.

### **Importance of personal goals**

- Eighty-eight percent of graduating seniors said that helping others in difficulty was important or very important to them (see Table 6).
- Fifty-seven percent of graduating seniors said that developing a meaningful philosophy of life was important or very important.
- Eighty-one percent said that influencing social values was important or very important to them, while 72% said so about becoming a community leader.
- Just over three quarters of graduating seniors cited becoming an authority in their field as important or very important, while only 61% said so about becoming very well off financially.

## **Conclusions**

- While 79% of graduating seniors who responded to the survey said that they felt Loyola cares about them at least somewhat, only 22% said they felt Loyola cares about them very much.
- The vast majority of graduating seniors said they were proud to be a Loyola graduate,
- Two areas in which graduating seniors were most likely to say that Loyola had contributed quite a bit or very much were in to their development of respect for multiple perspectives and in their development of personal ethics/values.
- Only about two fifths of graduating seniors said Loyola had contributed quite a bit or very much to their development in faith in God and the religious experience. Graduating seniors were more likely to have questioned their beliefs about other religions than their own.
- Graduating seniors saw service and social co-curricular activities as most important to their personal development at Loyola, especially compared to faith-related activities.
- Graduating seniors saw helping others in difficulty and developing a meaningful philosophy of life as more important personal goals than becoming very well off financially.

Table 1 Overall Loyola Experience		
	Column N %	Count
Felt LUC cares		
Very much	21.5	149
Somewhat	57.8	401
Not very much	16.7	116
Not at all	4.0	28
Total	100.0	694
Having chosen Loyola		
Very satisfied	38.7	263
Satisfied	42.4	288
Neither satisfied nor dissatisfied	11.0	75
Dissatisfied	5.9	40
Very dissatisfied	1.9	13
Total	100.0	679

Source: Graduating Senior Survey, spring 2011

Table 2 Aspects of Loyola Experience						
	Strongly agree	Agree	Disagree	Strongly disagree	Total	
	Row N %	Row N %	Row N %	Row N %	Row N %	Count
Would recommend LUC to prospective students	36.4	50.9	9.0	3.6	100.0	687
LUC has strong academic reputation	36.7	52.8	8.9	1.6	100.0	689
Feel like member of LUC community	27.2	46.7	21.8	4.4	100.0	685
Have someone at LUC to talk to about personal issues	33.3	39.9	20.7	6.1	100.0	685
Value Jesuit education	36.2	47.1	13.6	3.2	100.0	686
LUC education was good investment	32.5	49.4	13.8	4.2	100.0	686
Proud to be LUC graduate	44.3	47.5	6.1	2.0	100.0	686
Plan to continue connection with LUC	27.9	48.4	18.3	5.4	100.0	682

Source: Graduating Senior Survey, spring 2011

Table 3 Loyola Contribution to Personal Development							
	Very much	Quite a bit	Somew hat	Not very much	Not at all	Total	
	<i>RowN %</i>	<i>RowN %</i>	<i>RowN %</i>	<i>RowN %</i>	<i>RowN %</i>	<i>RowN %</i>	<i>Count</i>
Appreciation of diversity	30.4	28.8	24.0	11.5	5.3	100.0	678
Commitment to community	29.2	29.8	27.9	8.4	4.6	100.0	677
Ability to work collectively	27.7	34.8	26.1	8.4	3.0	100.0	675
Respect for multiple perspectives	37.9	33.4	20.9	5.0	2.8	100.0	676
Development of personal ethics/values	39.7	32.3	19.4	5.6	3.0	100.0	675
Faith in God and religious experience	18.4	22.7	23.9	18.2	16.9	100.0	675

Source: *Graduating Senior Survey, spring 2011*

Table 4 Beliefs and Values Questioned or Re-thought During Time at Loyola (even if not changed)					
	Yes	No	Total		
	<i>RowN %</i>	<i>RowN %</i>	<i>RowN %</i>	<i>Count</i>	
Political view s/values	50.4	49.6	100.0	678	
Religious beliefs	44.3	55.7	100.0	675	
Moral/ethical values	57.0	43.0	100.0	676	
Beliefs about religions other than ow n	62.6	37.4	100.0	676	
Beliefs about race/ethnic groups other than ow n	61.4	38.6	100.0	673	

Source: *Graduating Senior Survey, spring 2011*

Table 5 Importance of Types of Co-curricular Activities to Development as a Person						
	Very important	Important	Somew hat important	Not important	Total	
	RowN %	RowN %	RowN %	RowN %	RowN %	Count
Cultural activities	19.9	31.7	31.5	16.9	100.0	562
Leadership activities	30.0	34.8	24.5	10.7	100.0	563
Service activities	31.1	35.9	23.8	9.3	100.0	602
Social activities	30.3	38.5	21.8	9.4	100.0	618
Faith-related activities	16.3	21.6	33.1	29.0	100.0	510

Source: Graduating Senior Survey, spring 2011

Table 6 Importance of Personal Goals (post-graduation)						
	Very important	Important	Somew hat important	Not important	Total	
	RowN %	RowN %	RowN %	RowN %	RowN %	Count
Becoming authority in my field	41.5	34.7	16.7	7.1	100.0	677
Influencing social values	44.1	36.5	14.1	5.3	100.0	674
Helping others in difficulty	62.1	26.7	9.0	2.2	100.0	675
Developing meaningful philosophy of life	57.0	28.1	10.5	4.3	100.0	675
Becoming very well off financially	30.8	29.9	24.4	14.8	100.0	675
Becoming a community leader	35.4	36.1	19.1	9.3	100.0	675

Source: Graduating Senior Survey, spring 2011

Appendix A School and Academic Experiences		
	%	Count
School		
College of Arts & Sciences	58.4	425
School of Business	17.2	125
School of Communication	7.3	53
School of Continuing and Professional Studies	1.2	9
School of Education	4.8	35
School of Nursing	7.0	51
School of Social Work	2.2	16
Other* (see below)	1.9	14
Total	100.0	728
Capstone experience		
Yes	64.9	448
No	35.1	242
Total	100.0	690
Service learning (in course)		
Yes	75.4	523
No	24.6	171
Total	100.0	694
Faculty/grad mentor research		
Yes	27.4	188
No	72.6	498
Currently volunteering		
Yes	47.3	324
No	52.7	361
Total	100.0	685
Total	100.0	686

Source: Graduating Senior Survey, spring 2011

\* "Other" schools

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Arts & Science AND Business Schools  
Arts/Sciences & Communication  
BBA and BS  
Both Arts & Sciences and Communications  
Both CAS and SOE  
Business and Nursing  
College of Arts & Sciences and School of Communication  
College of Arts & Sciences and School of Social Work  
College of arts and sciences and School of communication  
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