



Preparing people to lead extraordinary lives

CIRP 2007-2008 and NSSE 2008-2009

Predictors of Satisfaction with Loyola

Prepared by the Office of Institutional Research

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By the end of their first year at Loyola, students vary in how satisfied they are with their Loyola experience. Knowing some of the characteristics of incoming new freshmen can help us understand what kinds of students are likely to be more or less satisfied.

Just before the beginning of the academic year in 2007 and in 2008, incoming new freshmen were administered the HERI CIRP Freshman Survey, which assesses their characteristics, goals, attitudes, and beliefs. At the end of their first year, the same students were asked to complete the National Survey of Student Engagement (NSSE), to assess how engaged they were in their Loyola education, their activities, and their overall satisfaction with the institution. There were 834 new freshmen who took both surveys and were eligible for this analysis.¹

NSSE contains two questions intended to gauge overall satisfaction with the institution. The first question asks whether students would evaluate their overall educational experience at Loyola as poor, fair, good, or excellent. The second question asks whether the student definitely no, probably no, probably yes, or definitely yes would go to Loyola again if starting over.

How engaged students were in high school and how they spent their time may be indicators of their level of preparation for college, which may in turn affect their satisfaction with Loyola. Students' level of self-confidence may affect their ability to adapt in their first year of college, leading to greater satisfaction. Finally, students come to Loyola for a variety of reasons; it may be that their expectations affect their satisfaction.

This report looks at how satisfied the freshman respondents were with their Loyola experience at the end of their first year, and examines how students who had an **excellent** educational experience differed from those whose educational experience was just poor, fair, or good, and students who **definitely** would return to Loyola if starting over, compared to those who would not or only probably would. Statistically significant differences are highlighted.

¹ Students taking the Freshman Survey also had to have given permission for their data to be linked to other data.

Key Findings

Overall levels of satisfaction

- At the end of their first year, 30% of the new freshmen evaluated their educational experience at Loyola as excellent, while another 53% evaluated it as good (see Figure 1 and Table 1). Only 16% gave fair or poor evaluations.
- At the end of their first year, 35% of the new freshmen said they definitely would go to Loyola again if they were starting over, while 45% said they probably would (see Figure 2). Only one fifth said they probably or definitely would not.
- Table 2 looks at both measures of satisfaction at once (see also Figure 3). Numbers represent the percentage of all students. Thus, one third of the students said that their overall Loyola educational experience was good and that they would probably go to Loyola again if starting over. Twenty three percent gave their Loyola educational experience an excellent evaluation and said that they would definitely go to Loyola again.
- About 8% percent of students gave their Loyola educational experience a good or excellent rating, but said they definitely or probably would not go to Loyola again if starting over. About 5% of students rated their Loyola educational experience as poor or fair, but said that they would probably or definitely go to Loyola again if starting over.

Students' incoming characteristics

- There were no significant differences by gender or minority status between the most satisfied students and those less or not satisfied (see Table 3). Likewise, students who planned to live on campus during their first year were no different in satisfaction levels than those who planned to live off-campus.
- First generation college students were no more or less satisfied overall than those whose parents had at least some college experience.

Academic /intellectual activities during last year in high school

- Students who, to improve their writing, had frequently revised papers during their last year in high school were more likely to say that they would definitely return to Loyola if they were starting over, compared to students who had not frequently done so.
- Students who had frequently sought feedback on their academic work during their last year in high school were more likely to rate their overall educational experience at Loyola as excellent.

Time use in typical week during last year of high school

- More time spent studying or socializing had no effect on the overall satisfaction of students.
- Students who spent at least one hour a week talking with teachers outside of class were more likely to report that they would definitely go to Loyola if they were starting over.
- Likewise, students who spent at least three hours a week reading for pleasure were more likely to report that they would definitely go to Loyola again if starting over.

Self- ratings

- Students who rated themselves as above average in academic ability were no more satisfied overall, compared to those who rated themselves as average or below.
- According to both measures of satisfaction, students who rated themselves at the beginning of the year as above average in intellectual self-confidence and in social self-confidence were more likely to be very satisfied with Loyola at the end of their first year than were their less confident peers.

Reasons for attending Loyola

- Students who reported that Loyola's academic reputation was a very important reason for their attending Loyola were more likely to be very satisfied overall, compared to those for whom academic reputation was not very important.
- Students who reported that Loyola's social reputation was a very important reason for their attending Loyola were more likely to be very satisfied overall, compared to those for whom social reputation was not very important.

Conclusions

- Students who were very satisfied with their Loyola experience tended to be no different in characteristics than those who were not.
- Having or not having a positive/negative educational experience at Loyola does not necessarily translate into whether or not a student would/would not go to Loyola again if starting over.
- Students who were more academically engaged during their last year in high school tended to be more satisfied than were those who were less engaged. If such academic engagement does indicate better preparation for college, then better preparation for college appears to increase satisfaction with Loyola.
- Those students who were most confident in themselves intellectually and socially were the ones more likely to be satisfied at Loyola than those less confident in those areas.
- Students who saw Loyola's reputation as very important to their decision to come probably had higher expectations than those who did not; those expectations may have served as self-fulfilling prophecies, leaving those students more satisfied.

		%
How would you evaluate your entire educational experience Loyola?	Poor	2
	Fair	14
	Good	53
	Excellent	30
If you could start over again, would you go to Loyola?	Definitely no	5
	Probably no	15
	Probably yes	45
	Definitely yes	35
Total N		783

HERI CIRP Freshman Survey 2007-2008 and National Survey of Student Engagement 2008-2009

		How would you evaluate your entire educational experience at Loyola?				
		Poor	Fair	Good	Excellent	Total %
If you could start over again, would you go to Loyola?	%					
	Definitely no	1.2	2.8	0.9	0.1	5
	Probably no	0.8	6.5	6.9	0.4	15
	Probably yes	0.3	4.3	33.1	7.3	45
	Definitely yes	0.0	0.5	12.3	22.6	35
Total %		2	14	53	30	100

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Table 3 Characteristics, Time Use, and Activities by Overall Satisfaction with Loyola				
	How would you evaluate your entire educational experience at Loyola?		If you could start over again, would you go to Loyola?	
	Excellent	Poor, fair, good	Definitely yes	Probably yes
	Row %		Row %	
Demographic and socioeconomic characteristics				
Gender				
Male	34	66	36	64
Female	29	71	35	65
Black, Hispanic, American Indian				
No	31	69	35	65
Yes	27	73	36	64
First generation college student				
Not first generation	31	69	37	63
First generation college student	24	76	28	72
Live on campus in fall				
Live off campus	29	71	30	70
Live on campus	31	69	36	64
Academic/intellectual activities during last year in high school				
Revised papers to improve writing				
Not at all or occasionally	27	73	31	69
Frequently	33	67	38	62
Explored topics on own				
Not at all or occasionally	31	69	35	65
Frequently	30	70	36	64
Sought feedback on academic work				
Not at all or occasionally	26	74	34	66
Frequently	34	66	37	63
Time use in typical week during last year in high school				
Time spent studying				
Less than 6 hours	28	72	32	68
6 hours or more	32	68	38	62
Time spent socializing				
Less than 11 hours	29	71	36	64
11 hours or more	33	67	35	65
Time spent talking with teachers outside class				
Less than 1 hour	29	71	31	69
1 hour or more	32	68	40	60
Time spent reading for pleasure				
Less than 3 hours	30	70	34	66
3 hours or more	32	68	38	62

Table 3, continued				
Characteristics, Time Use, and Activities by Overall Satisfaction with Loyola				
	How would you evaluate your entire educational experience at Loyola?		If you could start over again, would you go to Loyola?	
	Excellent	Poor, fair, good	Definitely yes	Probably yes
	%	%	%	%
Self-rating of abilities and traits				
Academic ability				
Average or below	28	72	29	71
Above average	31	69	36	64
Intellectual self-confidence				
Average or below	23	77	27	73
Above average	34	66	39	61
Social self-confidence				
Average or below	25	75	28	72
Above average	35	65	41	59
Reasons for attending Loyola				
Loyola academic reputation				
Not or somewhat important	22	78	29	71
Very important	33	67	37	63
Loyola social reputation				
Not or somewhat important	28	72	32	68
Very important	35	65	43	57

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Note: Percentages in **bold red** are statistically different at the .05 level

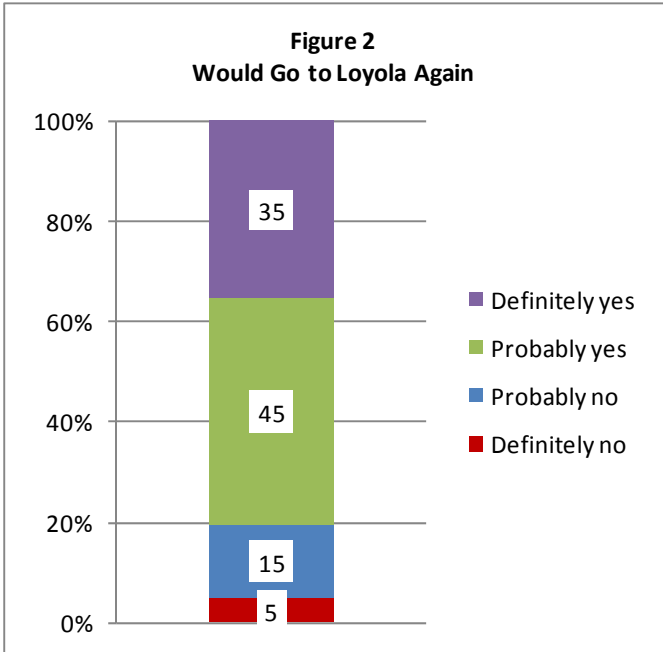
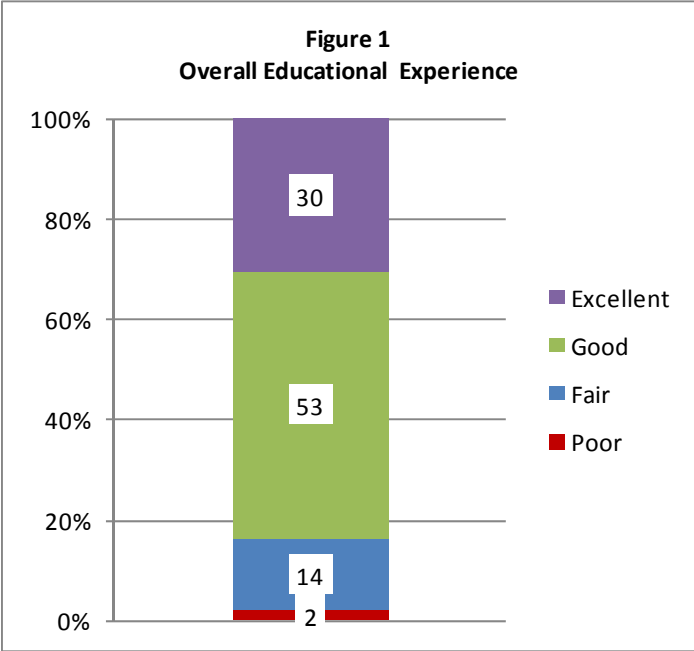


Figure 3
Would Go to Loyola Again by Overall Educational Experience

