Working Both Ends of the Pyramid: Using a Graduating Senior Survey to Understand Student Flow

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DePaul University

- Private
- Midwestern
- Catholic
- 20,000 + Enrollment
- Uses Pyramid Model to Frame Strategic Enrollment Management Process as Alternative to Traditional Enrollment Funnel
Traditional Enrollment Funnel

Traditional Funnel Suggests that to Increase enrollment More prospects Should be added through marketing and contact campaigns
Quantifiable Evidence of Success Needed for Each Strategy in Pyramid Model

• Prospect (Bottom of Pyramid) through Enrolled Assessments
  • Provided by Office of Enrollment and Marketing Research (OEMR)

• Enrolled through Graduate (Top of Pyramid) Assessments
  • Provided by Office of Institutional Planning Research (OIPR)
OEMR and OIPR Collaborate When Research Involves Overlapping Concerns

• Example: DePaul’s Graduate Senior Survey Works Both Ends of Pyramid
  • Identifies Gains of Graduates (Top of Pyramid)
  • Provides Insight into Marketing Strategies (Bottom of Pyramid)
DePaul’s Graduating Senior Survey

- Fielded annually by OIPR for outcomes assessment
- In 1995 Faculty Council approved Ten University Learning Goals
  - Identifies achievement of student qualities and skills
  - Provide basis for DePaul’s assessment plans
- In 2000 new survey created
  - Added Satisfaction items related to services & facilities
  - Added “Intention to pursue graduate degree”
- 2001: Survey refined
  - Added more items within 10 University Learning Goals
DePaul’s Graduating Senior Survey

• Survey Design
  • Part I: Learning Goals
DePaul’s Ten Learning Goals

• Goal 1: Mastery of content
• Goal 2: Articulate communication
• Goal 3: Capacity to work toward accomplishing goals both independently and cooperatively
• Goal 4: Knowledge of and respect for individuals who are different
• Goal 5: Development of a service-oriented, socially responsible and ethical framework
• Goal 6: Critical and creative thinking
• Goal 7: Development of multiple literacies
• Goal 8: A personal arts and literature aesthetic in formation
• Goal 9: Self reflection and life skills
• Goal 10: Historical consciousness
DePaul’s Graduating Senior Survey

- Survey Design
  - Part I: Learning Goals
  - Part II: Satisfaction Items
Satisfaction Items

• Quality of undergraduate programs and faculty
• Increased chances of employability in field
• Range of technological resources and assistance
• Friendships and social life at DePaul
• Advising on courses, majors & other
• Professional and career connections
• Services to students
• Range and variety of career services and assistance
• The degree to which the Catholic and Vincentian mission is integrated into the culture of the university
• Affordability (cost minus any financial assistance)
DePaul’s Graduating Senior Survey

- Survey Design
  - Part I: Learning Goals
  - Part II: Satisfaction Items
  - Part III: College-specific Items

- Methodology
  - Survey administered when application for graduation submitted
  - Option to complete online
  - 75% response rate of June 2001 degree recipients

- Analyses
  - Assessment approach
  - Enrollment Management approach
Top of the Pyramid: Development of DePaul’s Graduates

• Assessment researchers identify strengths and weaknesses of the institution
  • Study absolute gains reported by students on learning goals
  • Study what students are and are not satisfied with
Gains made in Learning Goals

- Self Reflection
- Accomplishing Goals
- Mastery of Content
- Critical Thinking
- Articulate Communication
- Respect for Diversity
- Social Responsibility
- Multiple Literacies
- Personal Arts
- Historical Consciousness

Very Little to Very Much
Ratings of Satisfaction

% Satisfied or Very Satisfied

- Quality of programs
- Employability
- Technological resources
- Friendships
- Services
- Connections
- Advising
- Career assistance
- Catholic/Vincentian
- Affordability
Bottom of the Pyramid: Graduate Student Prospects

• Differentiating between the potential prospect and non-prospect

• Two Analytical Approaches
  • Gap scores:
    Mean (Prospect) – Mean (Non-Prospect)
  • Percentage comparisons
Greatest Gaps in Mean Ratings of Gains in Learning Goals

- Multiple Literacies: Probably Not DePaul - 2.64, Probably DePaul - 3.03
- Articulate Communication: Probably Not DePaul - 2.86, Probably DePaul - 3.24
- Accomplishing Goals: Probably Not DePaul - 2.92, Probably DePaul - 3.39
- Historical Consciousness: Probably Not DePaul - 2.62, Probably DePaul - 3.04
- Self-Reflection and Life Skills: Probably Not DePaul - 3.13, Probably DePaul - 3.42
Gaps in Satisfaction Items

- Advising: Dissatisfied - 3.12, Satisfied - 3.31
- Career Services: Dissatisfied - 3.15, Satisfied - 3.36
- Student Services: Dissatisfied - 3.08, Satisfied - 3.41
- Affordability: Dissatisfied - 2.66, Satisfied - 3.01
- Employability: Dissatisfied - 3.53, Satisfied - 3.92

Legend:
- Probably Not DePaul
- Probably DePaul
Percentage Choosing DePaul by Reported Gains in Learning Goal

- Working toward goals: 39% Lesser Gains, 65% Greater Gains
- Self-reflection/life skills: 40% Lesser Gains, 63% Greater Gains
- Multiple literacies: 44% Lesser Gains, 66% Greater Gains
- Mastery of content: 40% Lesser Gains, 62% Greater Gains
- Articulate communication: 44% Lesser Gains, 64% Greater Gains
- Critical and creative thinking: 44% Lesser Gains, 63% Greater Gains
Percentage Choosing DePaul by Reported Satisfaction with DePaul

- **Student Services**
  - Less Satisfaction: 34.7%
  - More Satisfaction: 66.6%

- **Affordability**
  - Less Satisfaction: 51.2%
  - More Satisfaction: 65.1%

- **Employability**
  - Less Satisfaction: 34.7%
  - More Satisfaction: 59.8%
## Summary of Learning Goals

<table>
<thead>
<tr>
<th>Highest Rated</th>
<th>Largest Gap</th>
</tr>
</thead>
<tbody>
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<td>Self-Reflection/ Life Skills</td>
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## Summary of Satisfaction Items

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<td>Program Quality</td>
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<td>Social Life</td>
<td>Career Services</td>
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</table>
Satisfaction with…
  Program Quality
  Social Life
  Technological Resources
  Student Services

Gains made in…
  Articulate Communication
  Multiple Literacies
  Accomplishing Goals Indep. and Coop.
  Personal Arts and Literature
  Aesthetic

Probability of Choosing DePaul for Graduate Study
Student Satisfaction

Student Gains

Student Demographics
  College
  Race
  Gender
  Age

Probability of Choosing DePaul for Graduate Study
Student demographic information moderates the relationship between student gains and satisfaction and the likelihood of their choosing DePaul for graduate study.
Where Students Will Likely Receive Their Advanced Degree by:

- College
- Age
- Ethnicity
- Gender
By College

• School of Computer Science, Telecommunications and Information Systems (CTI) most interested in returning to DePaul for their graduate degree.

• Largest Gaps
  • CTI: Affordability .727
  • Commerce: Advising .449
  • LA&S: Professional and Career Connections .409
By Ethnicity

• Minority students reported more interest than white students in receiving their advanced degree from DePaul.

• Largest Gaps
  • Hispanic: Professional and Career Connections (Gap .747)
  • Black: Advising (Gap .865)
  • Asian: Friendships (Gap .438)
  • White: Advising (Gap .453)
Impact on Assessment

1) Provides Benchmarking of Student Perceptions of DePaul’s Learning Outcomes
2) Provides multiple points of data collection
3) Links freshman to alumni value of DePaul education
Prospects

Applicants

Admits

Enrolled

Graduates

1) Identifies graduating seniors as viable recruiting pool for DePaul

2) Links positive experiences at DePaul to increased perceived value of DePaul education

3) Identifies gaps and strengthens the loop from alumni to re-enrolled student

Impact on Enrollment Management
Strengthening the Loop:
from Alumni to Re-enrolled Student

- Keep lines of communication with graduating students open to develop recruitment opportunities
- Develop value-added services in career development
- Communicate affordability to prospective graduate students
- Continue heightened development of segmentation primarily by college, then by age and ethnicity
Building Partnerships: Joint OEMR/OIPR Collaborations

- Post-hoc research opportunities
- Maximize efficiencies through joint primary and secondary research enterprises
- Heighten institutional awareness and inform decision-making
For more information

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Or see our websites:

http://oipr.depaul.edu/open/general/presentations.asp
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