

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

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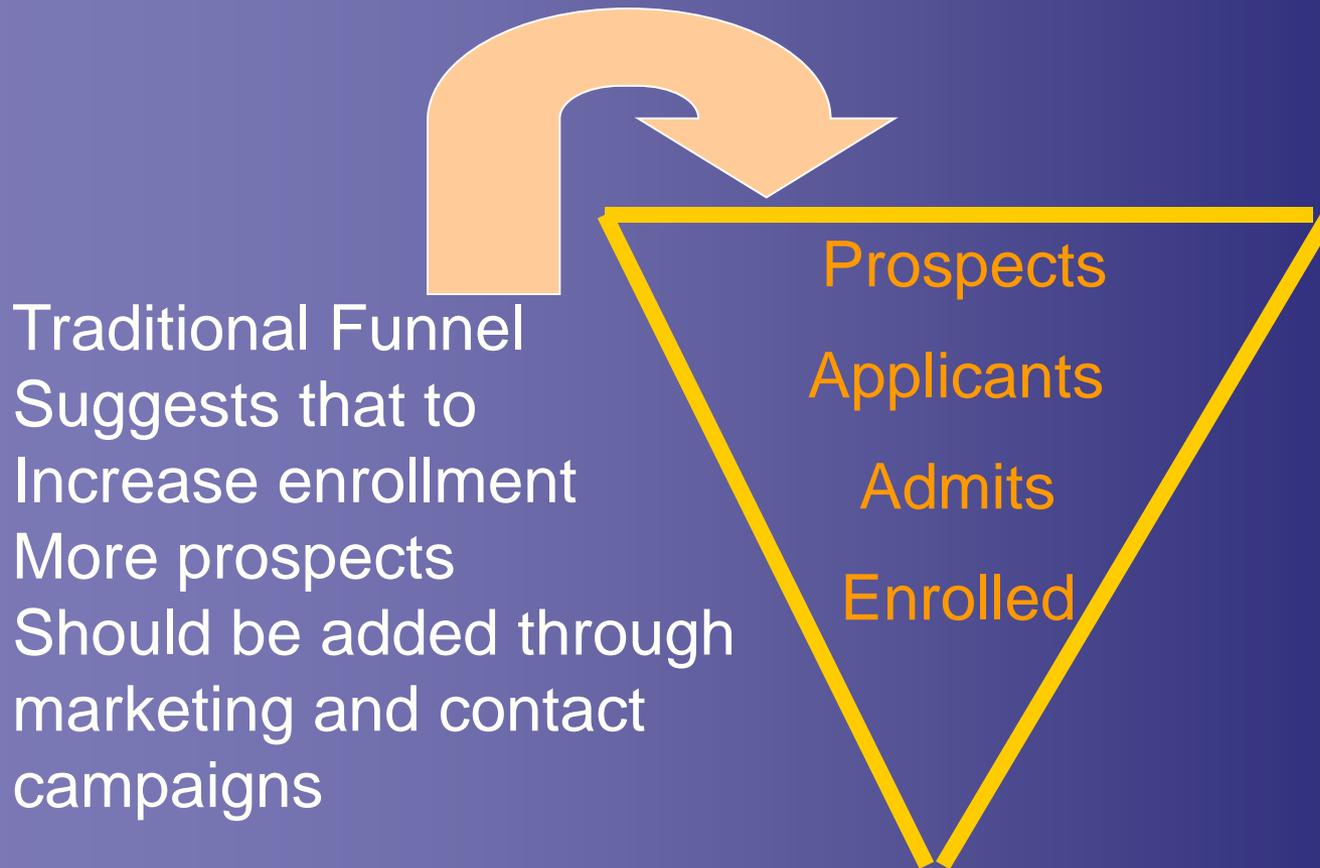
DePaul University

2002 Association for Institutional Research Annual Conference, Toronto

# DePaul University

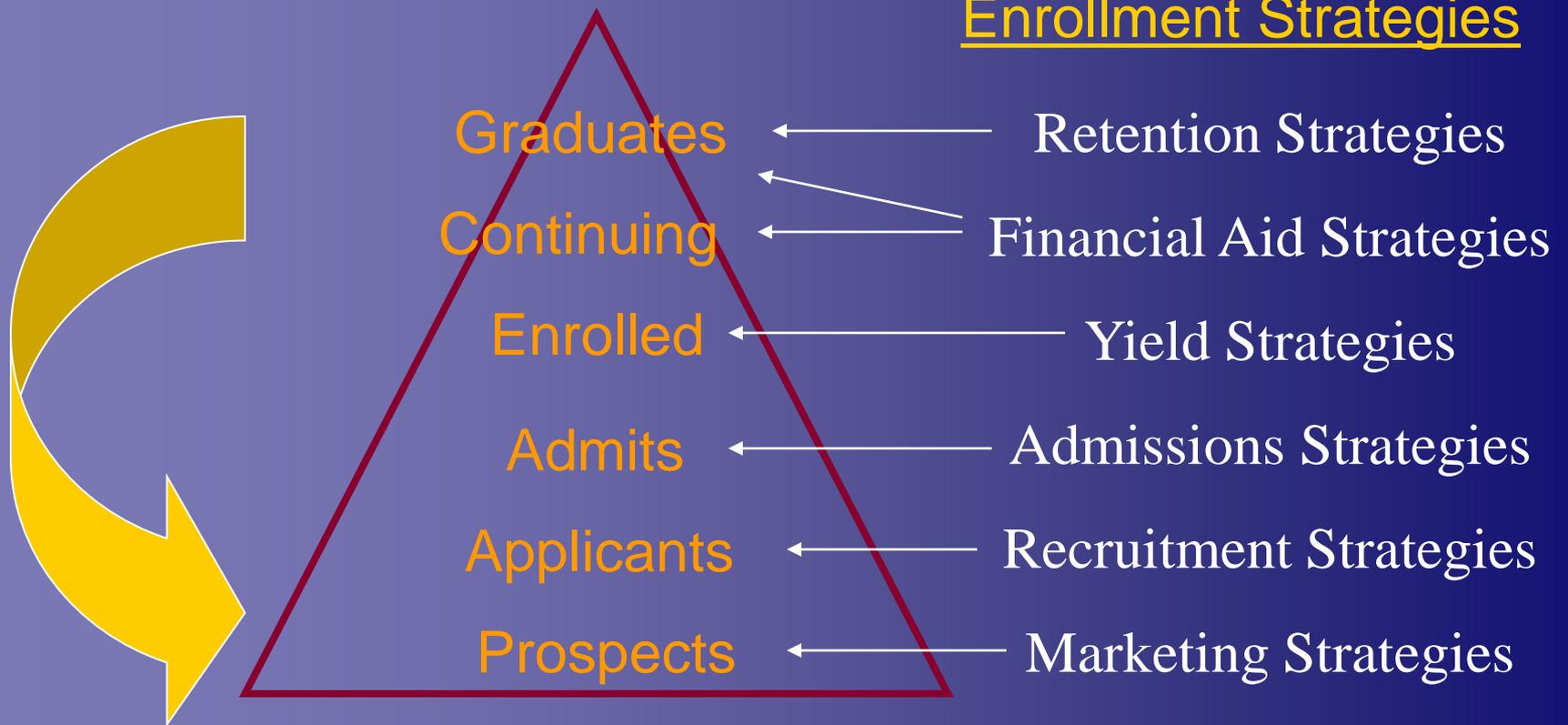
- Private
- Midwestern
- Catholic
- 20,000 + Enrollment
- Uses Pyramid Model to Frame Strategic Enrollment Management Process as Alternative to Traditional Enrollment Funnel

# Traditional Enrollment Funnel



# DePaul's Pyramid Model of Enrollment

## Enrollment Strategies



# 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

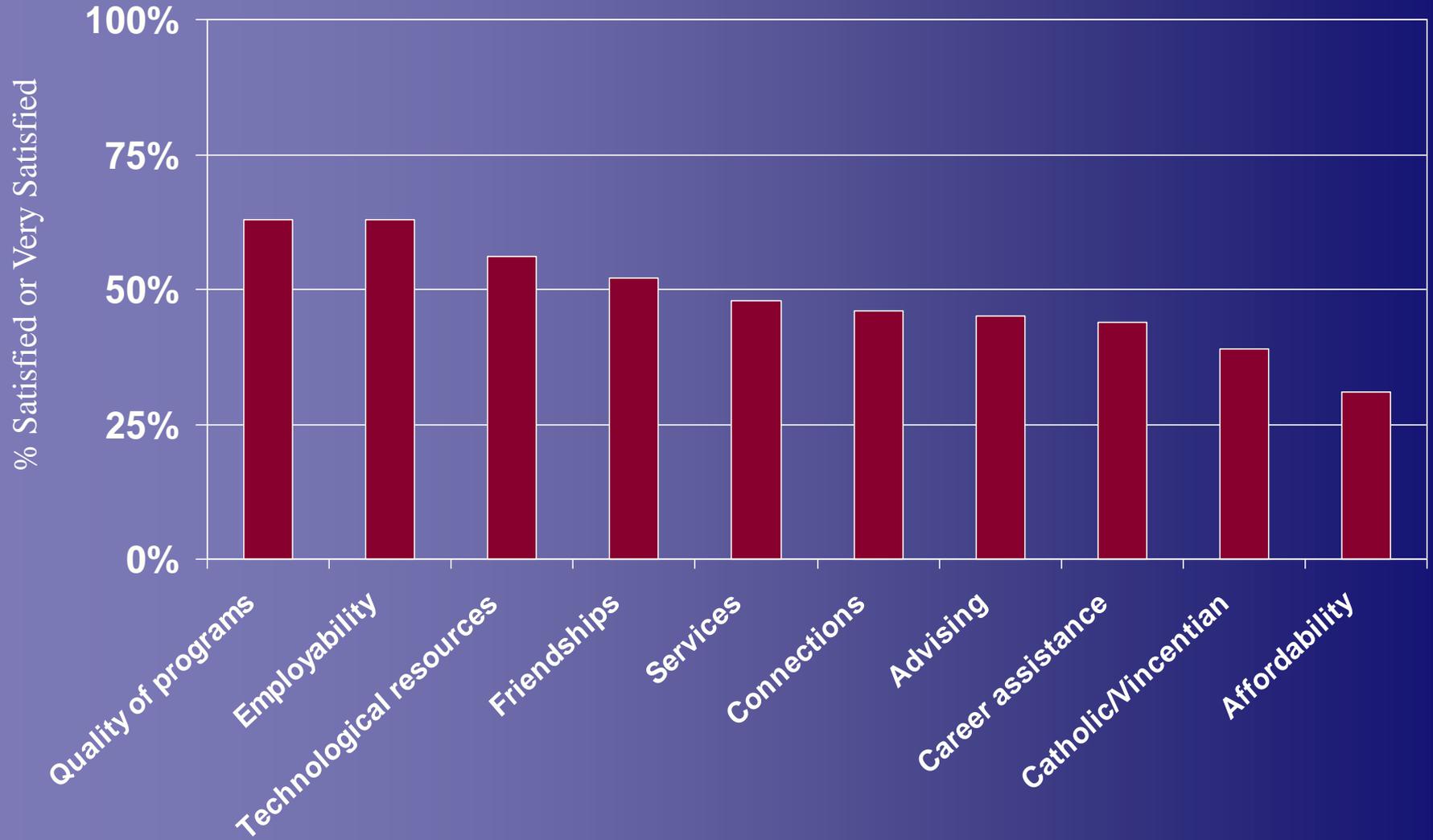
# Top of the Pyramid: Development of DePaul's Graduates

- 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



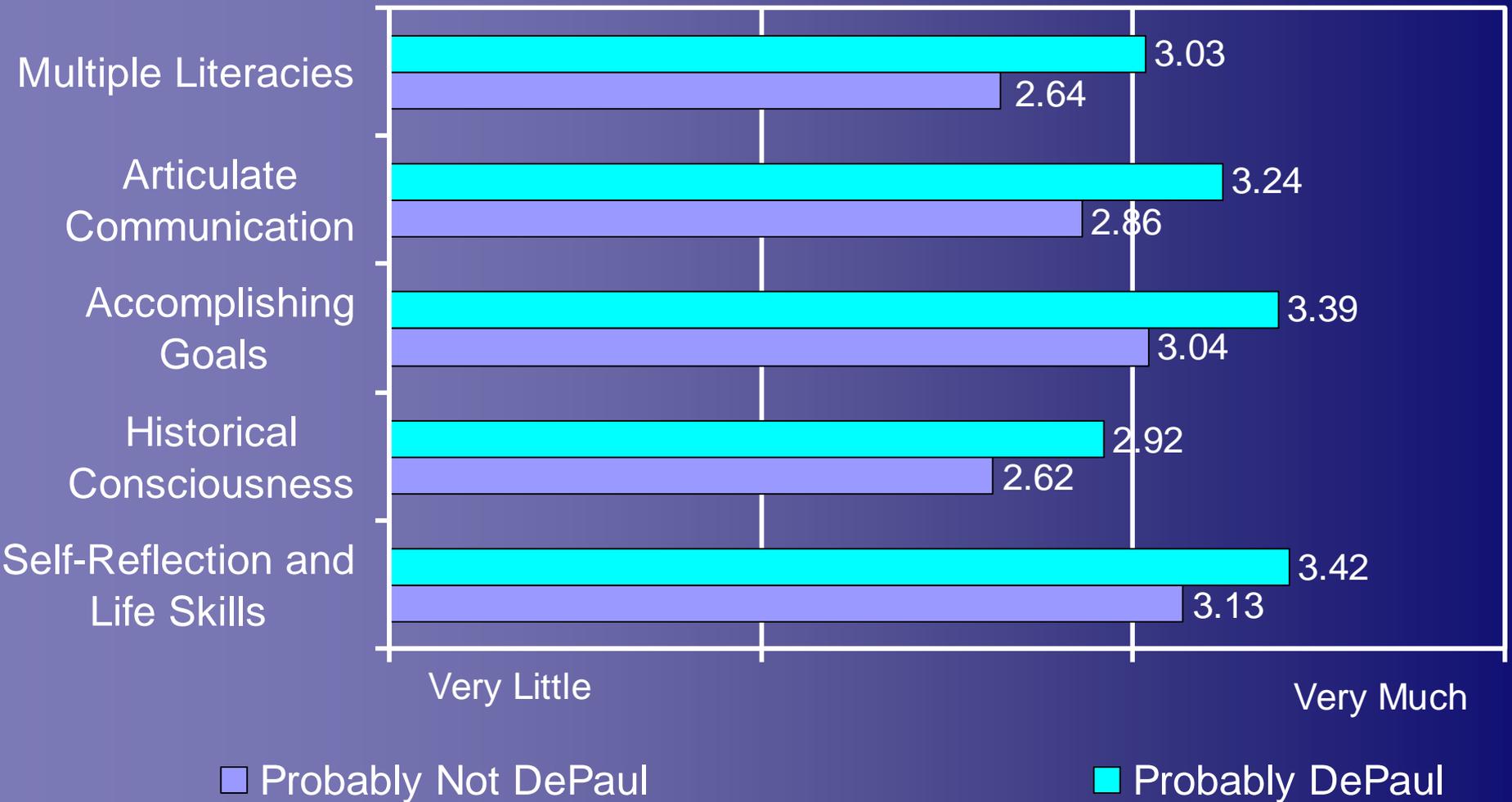
# Ratings of Satisfaction



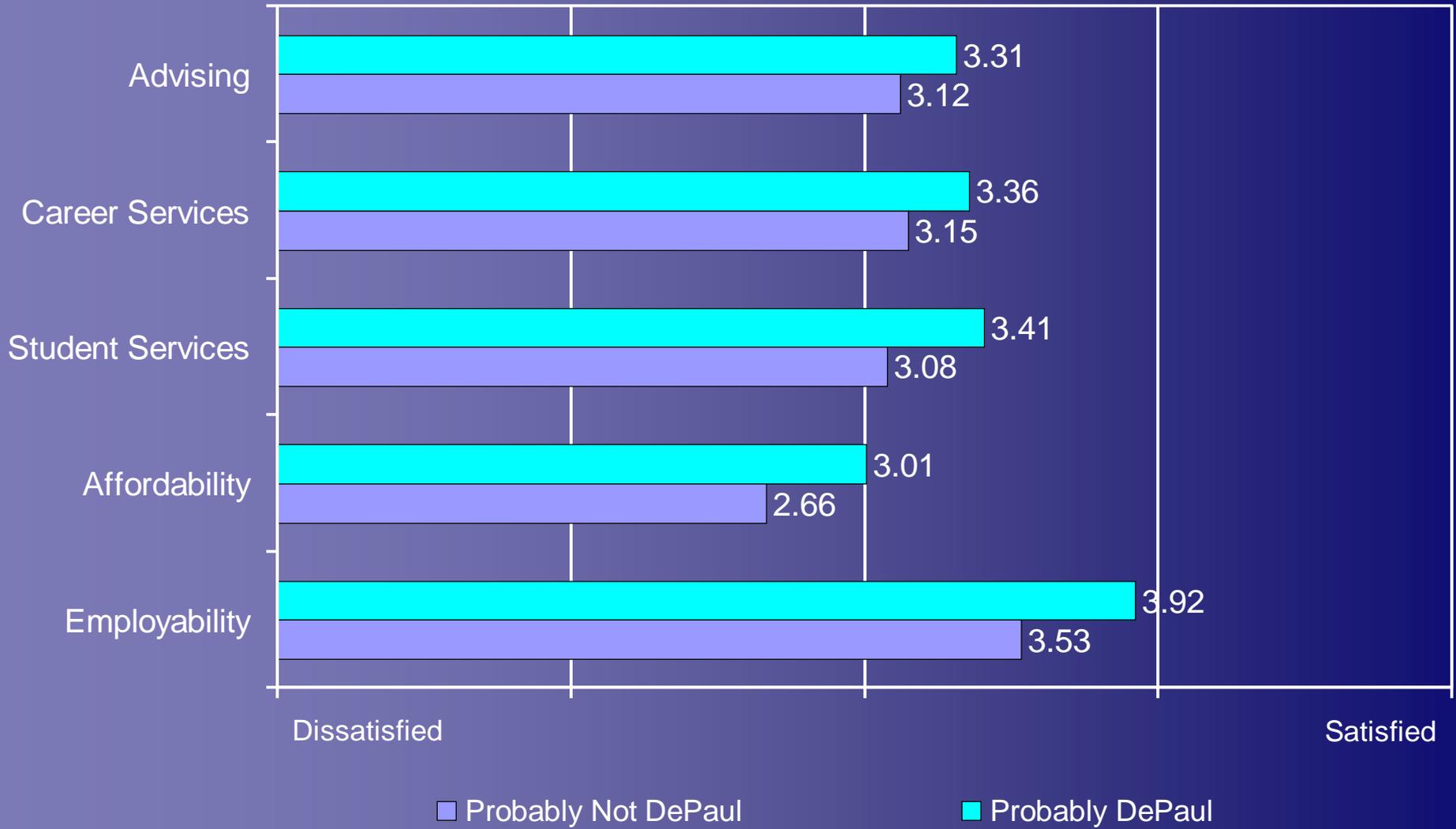
# Bottom of the Pyramid: Graduate Student Prospects

- Differentiating between the potential prospect and non-prospect
- Two Analytical Approaches
  - Gap scores:  
 $\text{Mean (Prospect)} - \text{Mean (Non-Prospect)}$
  - Percentage comparisons

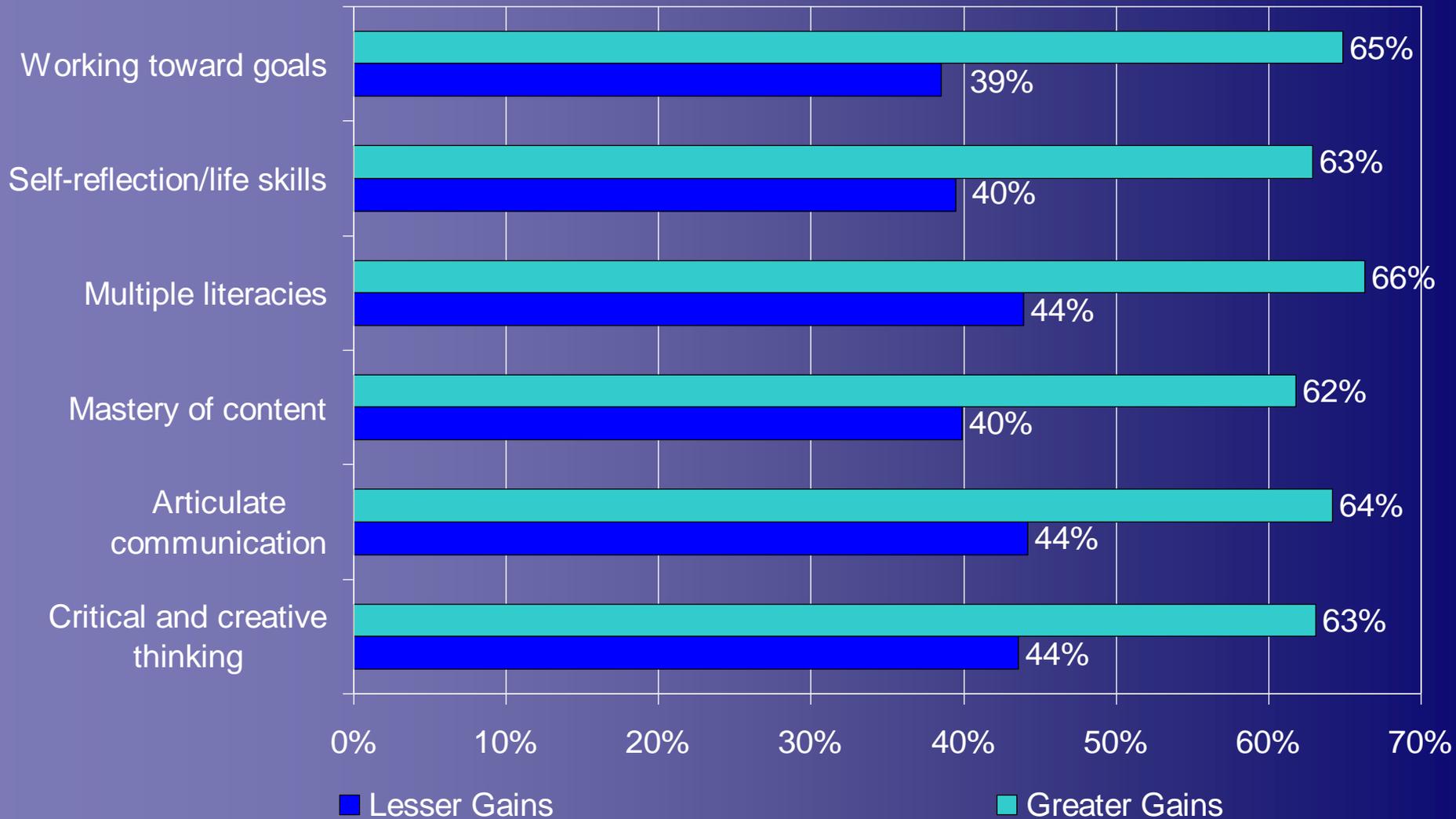
## Greatest Gaps in Mean Ratings of Gains in Learning Goals



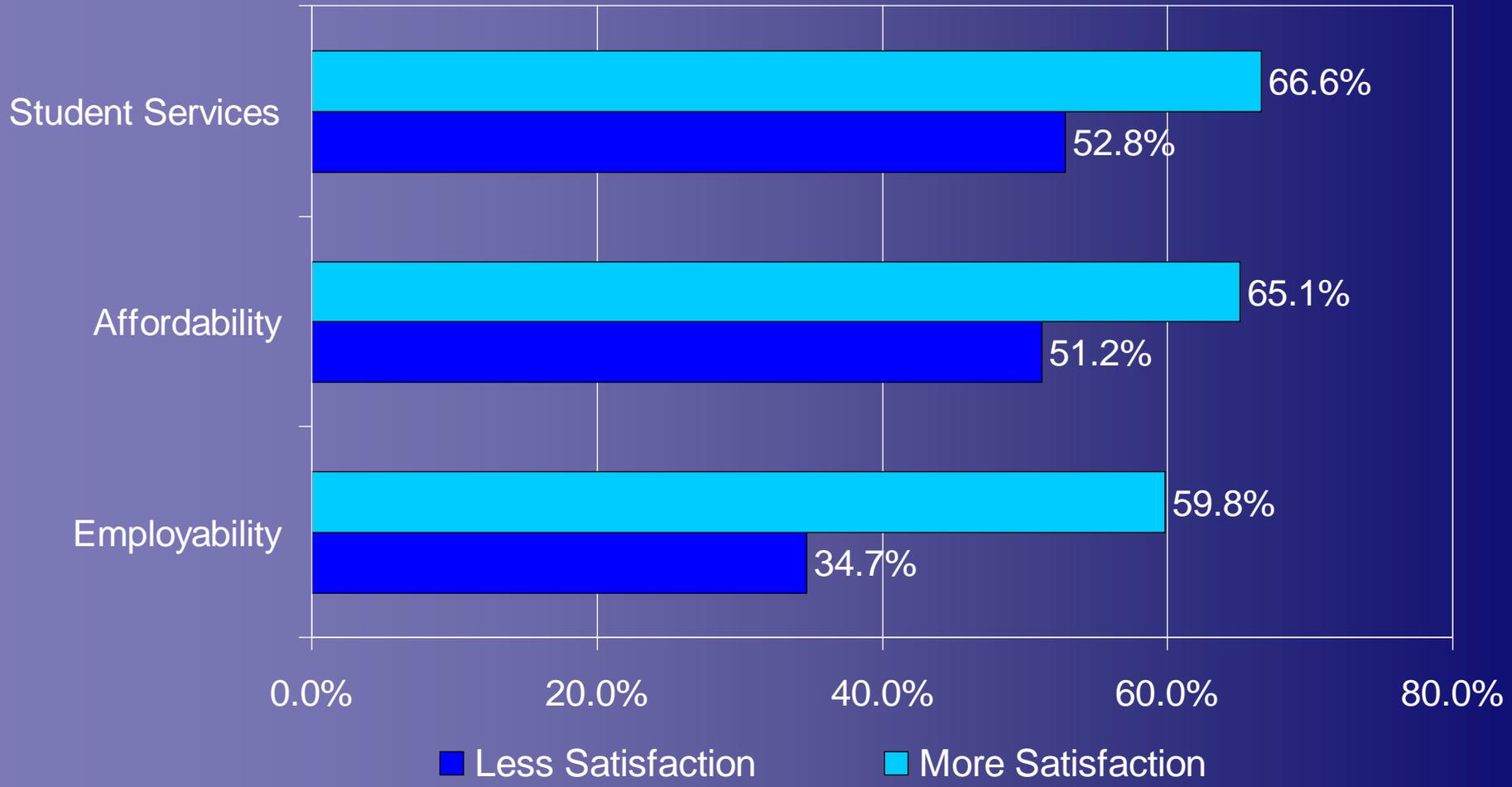
### Gaps in Satisfaction Items



Percentage Choosing DePaul by Reported Gains in Learning Goal



### Percentage Choosing DePaul by Reported Satisfaction with DePaul



# Summary of Learning Goals

<u>Highest Rated</u>	<u>Largest Gap</u>
Self-Reflection/ Life Skills	Multiple Literacies
Accomplishing Goals	Articulate Communication
Mastery of Content	Accomplishing Goals
Critical and Creative Thinking	Historical Consciousness

# Summary of Satisfaction Items

<u>Highest Rated</u>	<u>Largest Gap</u>
Employability	Employability
Program Quality	Affordability
Technological Resources	Student Services
Social Life	Career Services

Satisfaction with...

Program Quality

Social Life

Technological Resources

Student Services

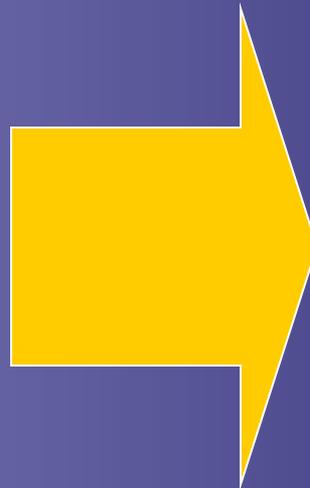
Gains made in...

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



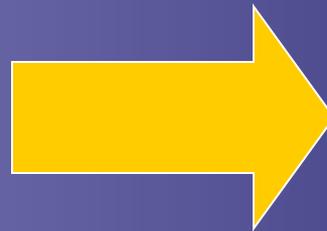
Student Demographics

College

Race

Gender

Age



Probability of Choosing  
DePaul for Graduate  
Study

Student Satisfaction

Student Gains



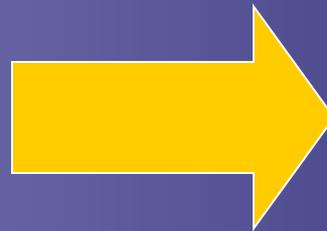
Student Demographics

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Age



Student demographic information moderates the relationship between student gains and satisfaction and the likelihood of their choosing DePaul for graduate study

Probability of Choosing DePaul for Graduate Study

# Where Students Will Likely Receive Their Advanced Degree by:

- College
- Age
- Ethnicity
- Gender

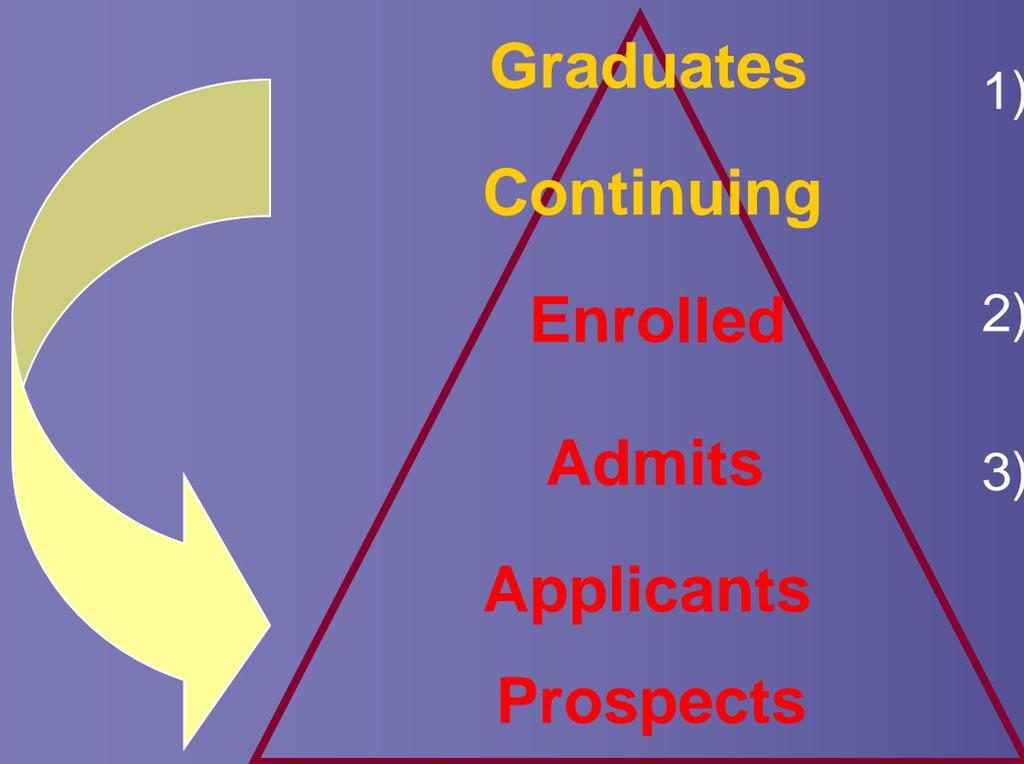
## By College

- 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

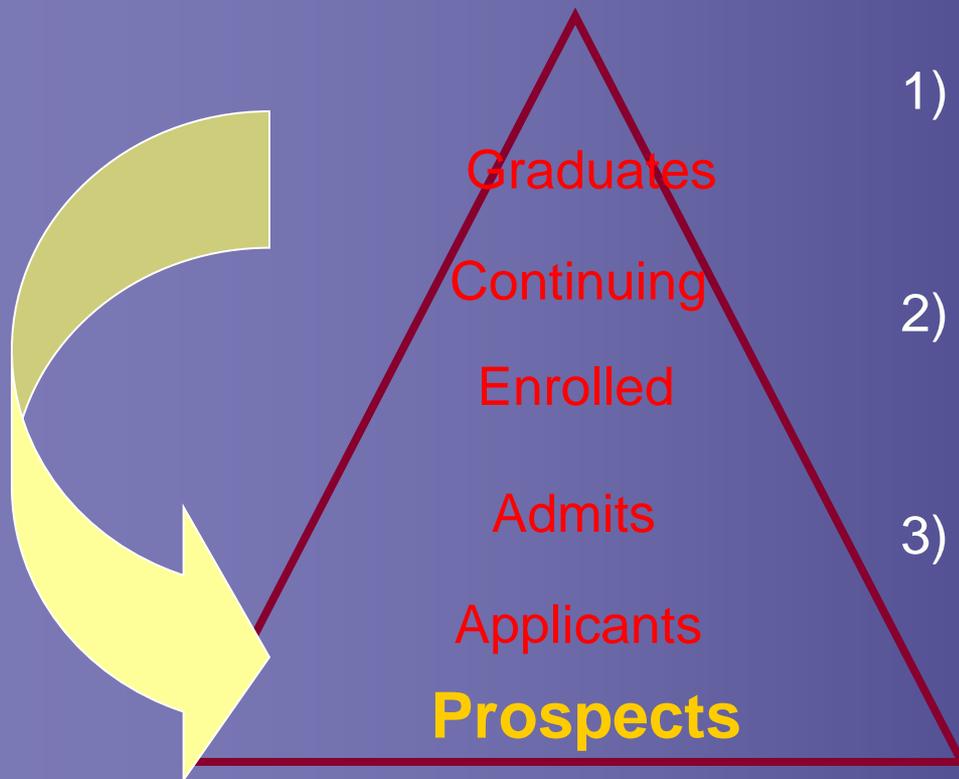
- Minority students reported more interest than white students in receiving their advanced degree from DePaul.
- Largest Gaps
  - Hispanic: Professional and Career Connections (Gap .747)
  - Black: Advising (Gap .865)
  - Asian: Friendships (Gap .438)
  - White: Advising (Gap .453)

# 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

# Impact on Enrollment Management



- 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

# 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:

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