

Graduate Student Survey Results

Spring 2026 Administration



LOYOLA
UNIVERSITY MARYLAND

Office of Institutional Research
Office of Graduate Education

Graduate Student Perspective:

Graduate Student Survey Results to Identify Areas of Strength and Improvement

- **Prepared by the Office of Institutional Research (OIR), September 2026:**
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 - Marcia Preston, Ph.D.; Assistant Director for Institutional Research
- **Presented by:**
 - Beth Kotchick, Ph.D.; Interim Associate Provost and Dean of Graduate Education
 - Sarah Winger, Ph.D.; Research and Assessment Analyst

Overview/Methodology

- Survey updated by Office of Graduate Education and OIR. OIR administered online to all registered graduate students in Spring 2026.
- Survey included items used in the 2022 survey of graduate students, sans COVID-related questions, along with some new content relevant to current graduate students.
- Incentive was a chance to win one of ten Loyola sweatshirts.
- We collected 272 usable surveys for a response rate of 26%.

Respondent Demographics

Gender

- Men: 22%
- **Women: 77%**
- Another Gender: 1%

Race/Ethnicity

- Asian: 7%
- Black or African American: 20%
- Hispanic: 9%
- Non-resident alien: 2%
- Two or more races: 4%
- Unknown: 2%
- **White: 56%**

Type

- **Full-time: 51%**
- Part-time: 49%

Age

- **Mean: 31.6**
- Median: 27.9
- Standard Deviation: 9.7
- Range: 20.7 – 73.0

Location

- **In-state: 81%**
- Out-of-state: 19%

School

- Loyola College of Arts and Sciences (LCAS): 38%
- **School of Education (SOE): 42%**
- Sellinger School of Business and Management (SSBM): 20%

Division

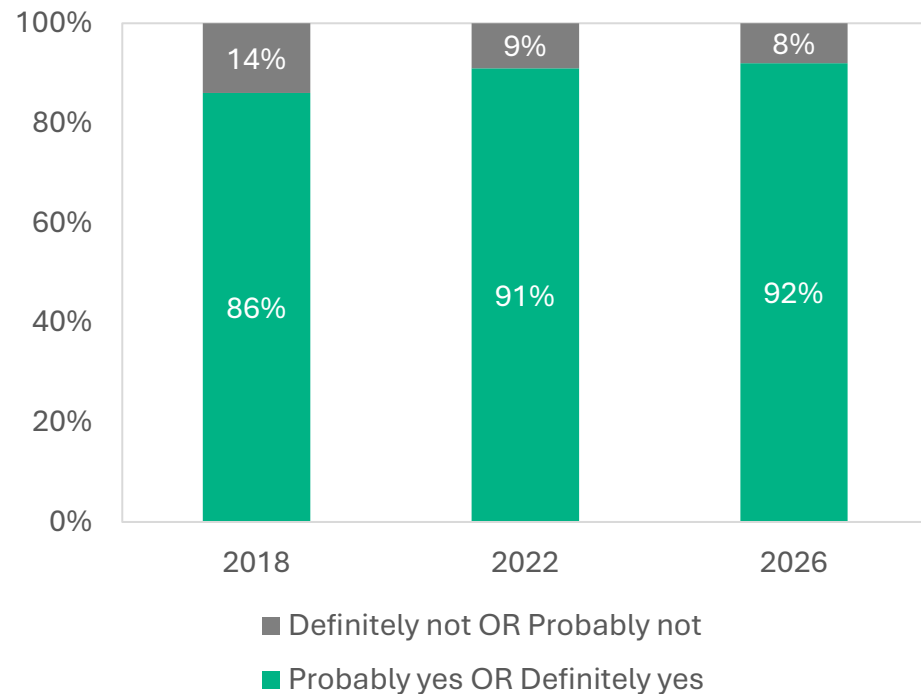
- Humanities: 4%
- Natural Sciences: 6%
- Social Sciences: 28%
- **Education: 42%**
- Business: 20%

Highest Participating Programs by Division

- Humanities: Theology (non-degree, PBC, or MA), 3%
- Natural Sciences: Forensic Pattern Analysis, 3%
- Social Sciences: Clinical Psychology (MS or PsyD), 12%
- **Education: School Counseling (non-degree or M.Ed.), 18%**
- Business: Professional's MBA, 16%

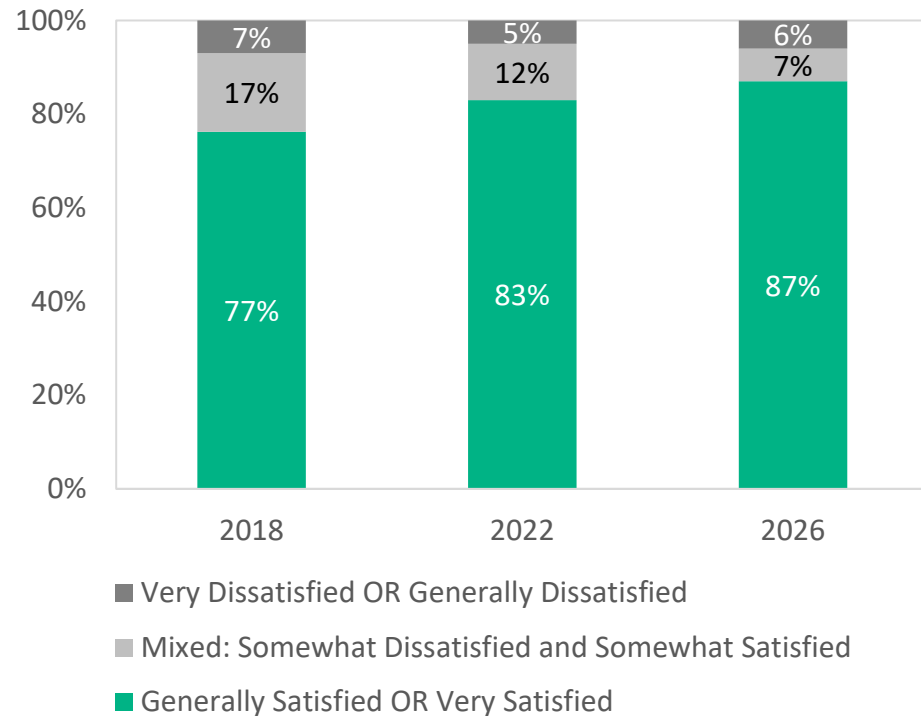
Student Satisfaction

Likelihood to Choose Loyola Again



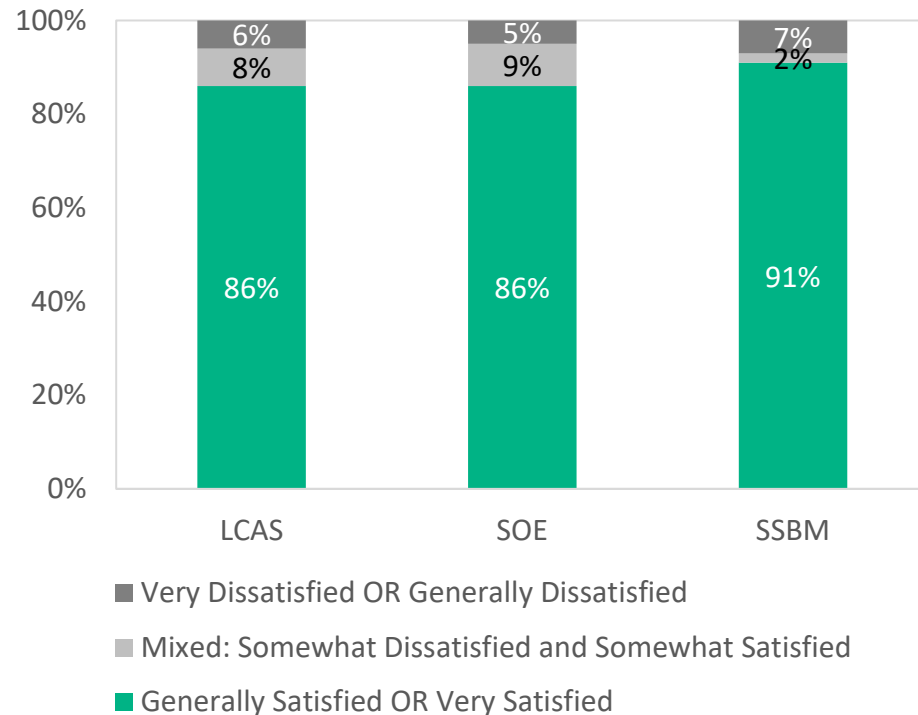
- Likelihood to enroll at Loyola if they “were to choose over again” is **higher** among students surveyed at this time compared to the previous survey populations.
- **92%** report that they would choose Loyola again in 2026, while 91% and 86% reported the same in 2022 and 2018, respectively.

Overall Satisfaction



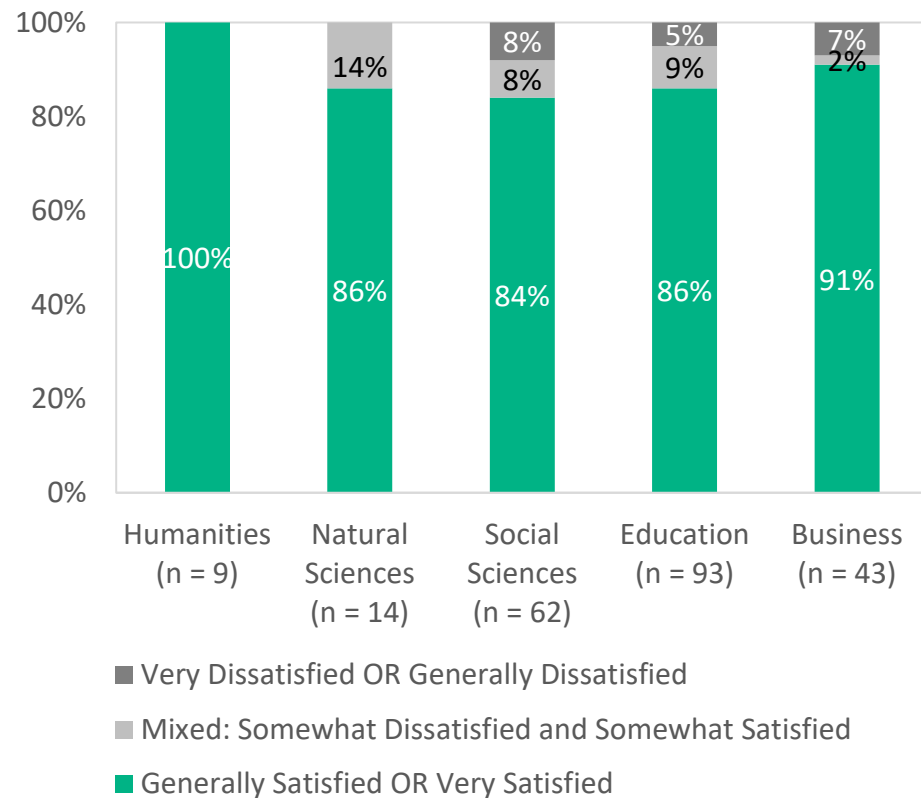
- Satisfaction with their “entire graduate experience at Loyola” is **higher** among students surveyed at this time compared to previous survey populations.
- **87%** report being either *Very* or *Generally Satisfied* in 2026, while 83% and 77% reported the same in 2022 and 2018, respectively.

Overall Satisfaction by School



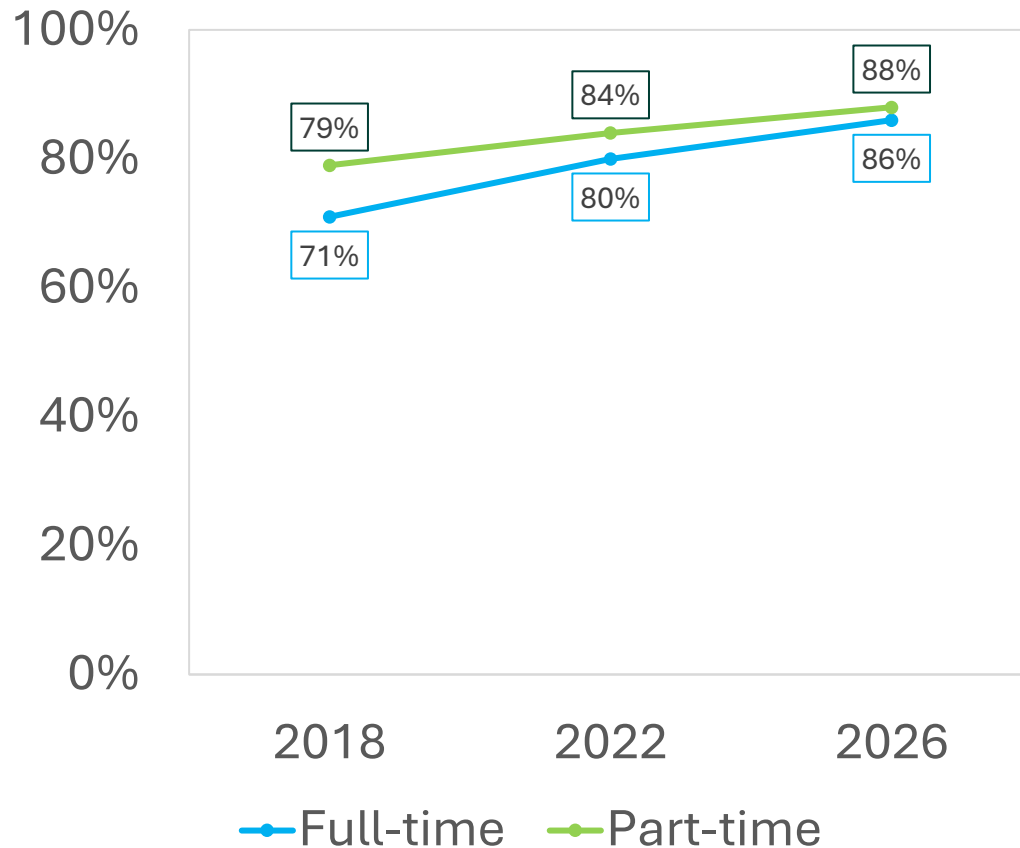
- Satisfaction with their “entire graduate experience at Loyola” is **highest** among Sellinger School of Business and Management (SSBM) student respondents compared to those from Loyola College of Arts and Sciences (LCAS) or the School of Education (SOE), which were similar.
- **91%** report being either *Very* or *Generally Satisfied* in SSBM, while 86% reported the same in both LCAS and SOE.

Overall Satisfaction by Division



- Satisfaction with their “entire graduate experience at Loyola” is further differentiated by division for the Loyola College of Arts and Sciences (LCAS).
- Sample sizes should be considered with results.

Overall Satisfaction by Enrollment Status

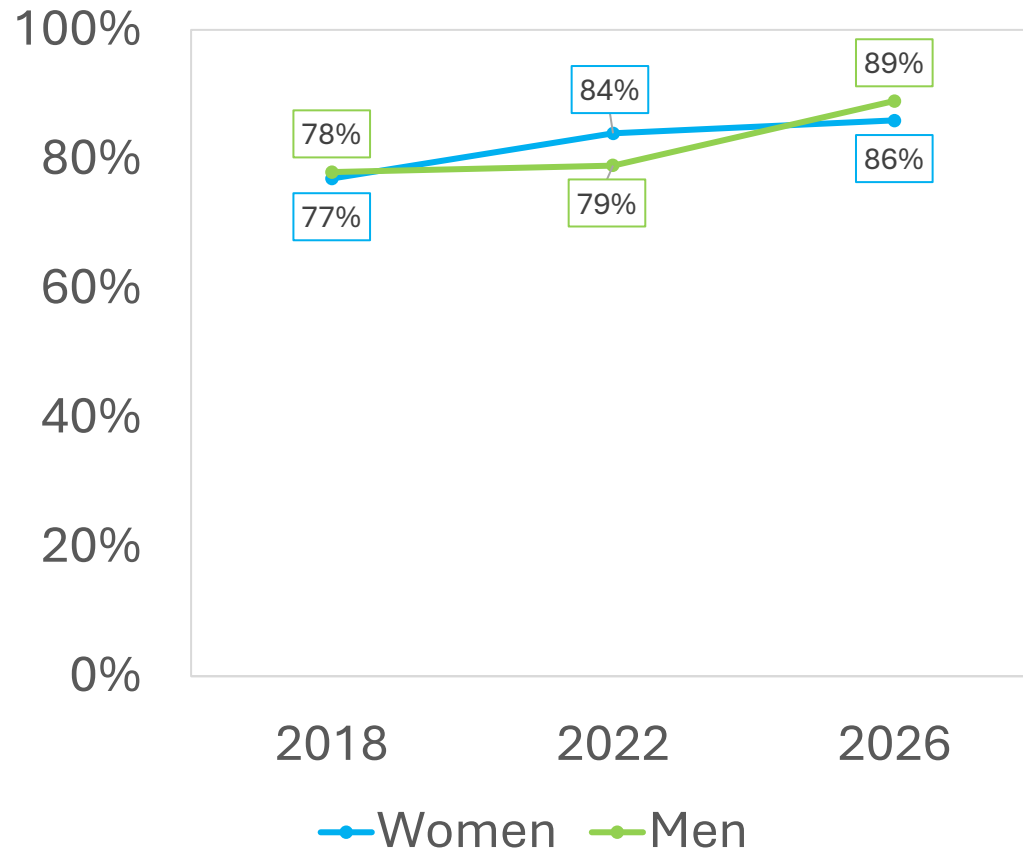


- 88% of **part-time** students are either *Very* or *Generally Satisfied* with their entire graduate experience, in 2026.
 - Trending up from previous administrations (+9%)
- 86% of **full-time** students are either *Very* or *Generally Satisfied* with their entire graduate experience, in 2026.
 - Trending up from previous administrations (+15%)

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Overall Satisfaction by Gender



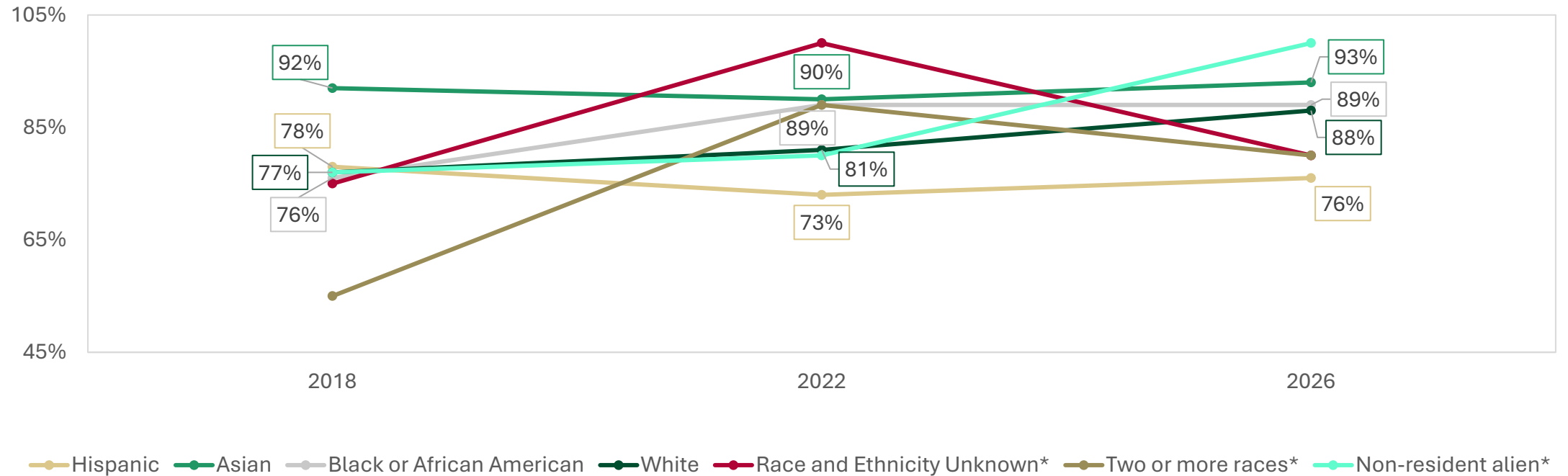
- 89% of **Men** are either *Very* or *Generally Satisfied* with their entire graduate experience, in 2026.
 - Trending up from previous administrations (+11%)
- 86% of **Women** are either *Very* or *Generally Satisfied* with their entire graduate experience, in 2026.
 - Trending up from previous administrations (+9%), but slowing

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Overall Satisfaction by Race/Ethnicity

(Very or Generally Satisfied)

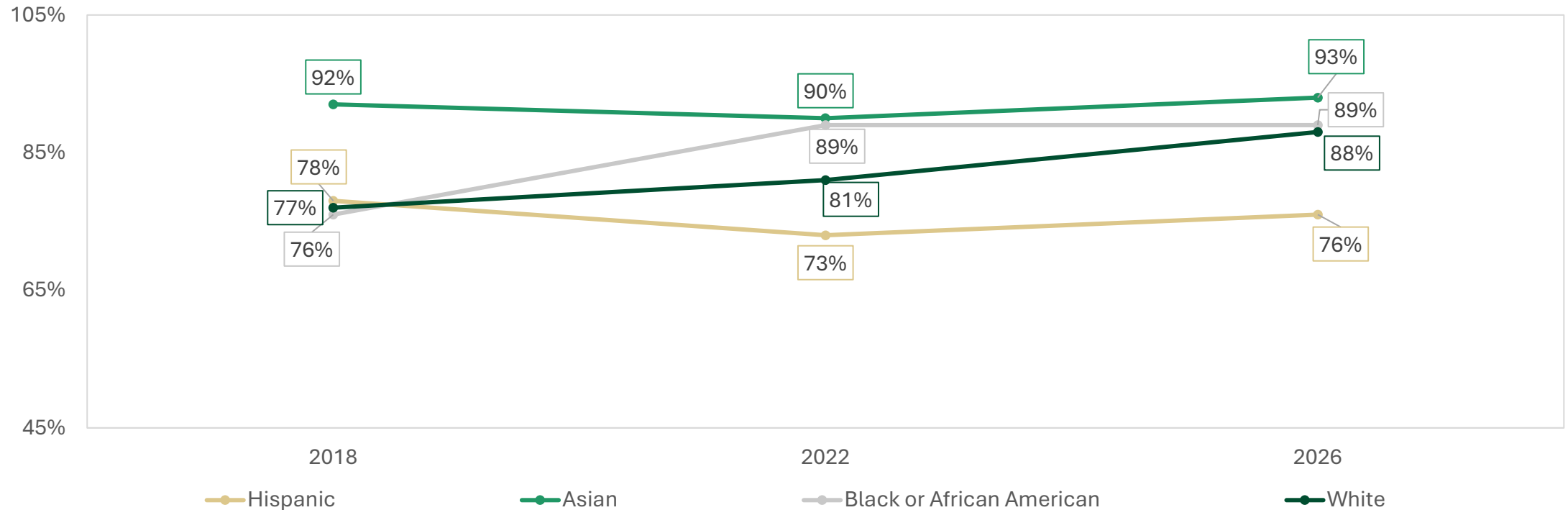


- Sample sizes should be considered with results (3 groups with asterisks)
- Adjusted axis to spread sample for easier viewing

12

Overall Satisfaction by Race/Ethnicity

(Very or Generally Satisfied)

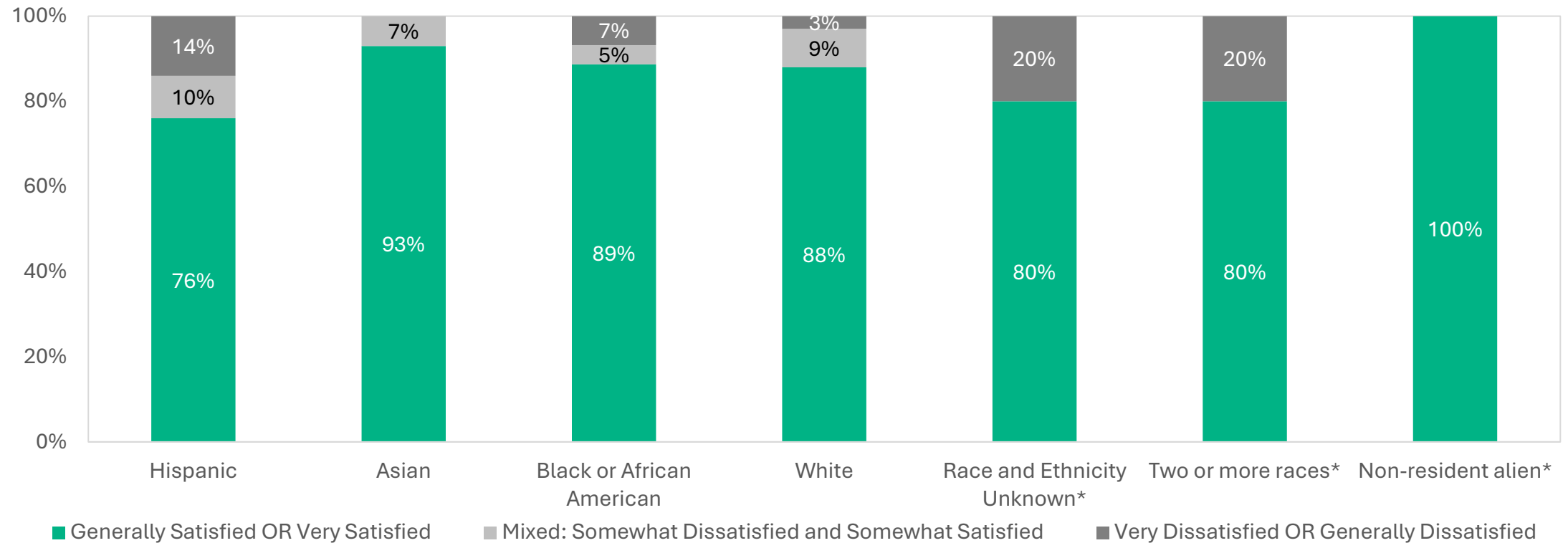


- Sample sizes should be considered with results (3 groups with asterisks removed)
- Adjusted axis to spread sample for easier viewing

13

Overall Satisfaction by Race/Ethnicity

(Very or Generally Satisfied)



* denotes $n \leq 7$, sample sizes should be considered with results

14



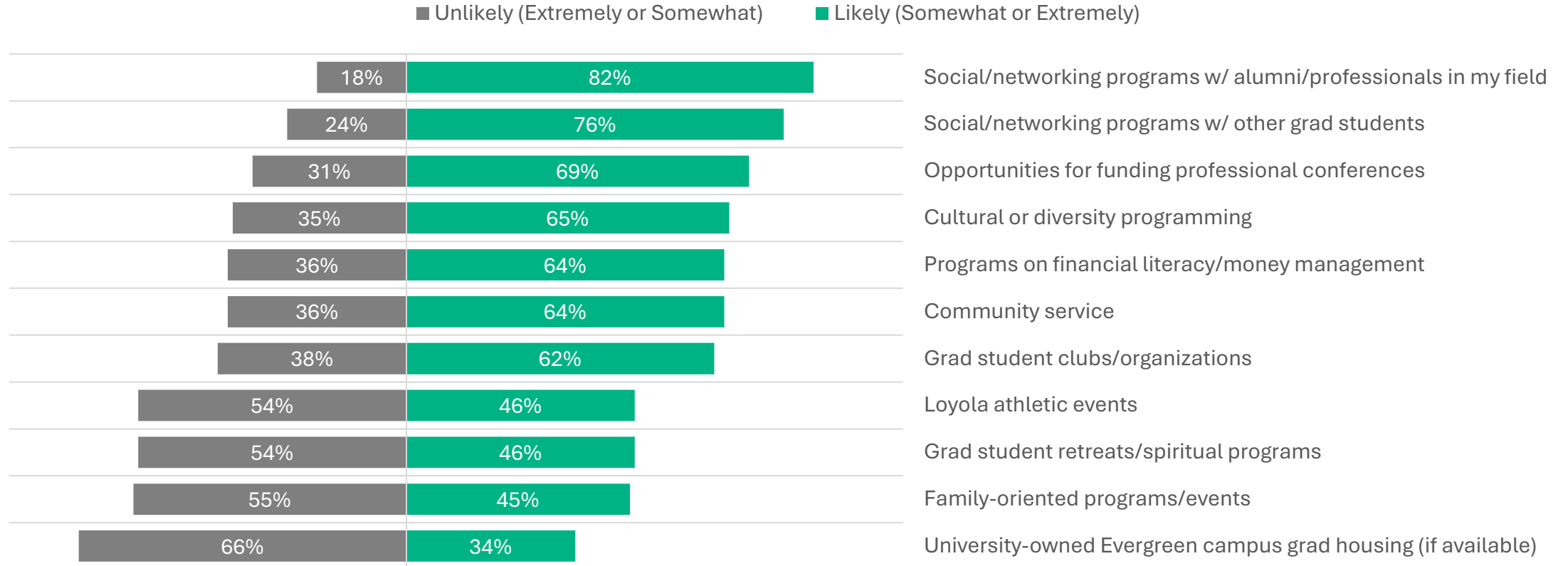
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Student Engagement, Connection, and Belonging

Likelihood to Participate in Student Programs

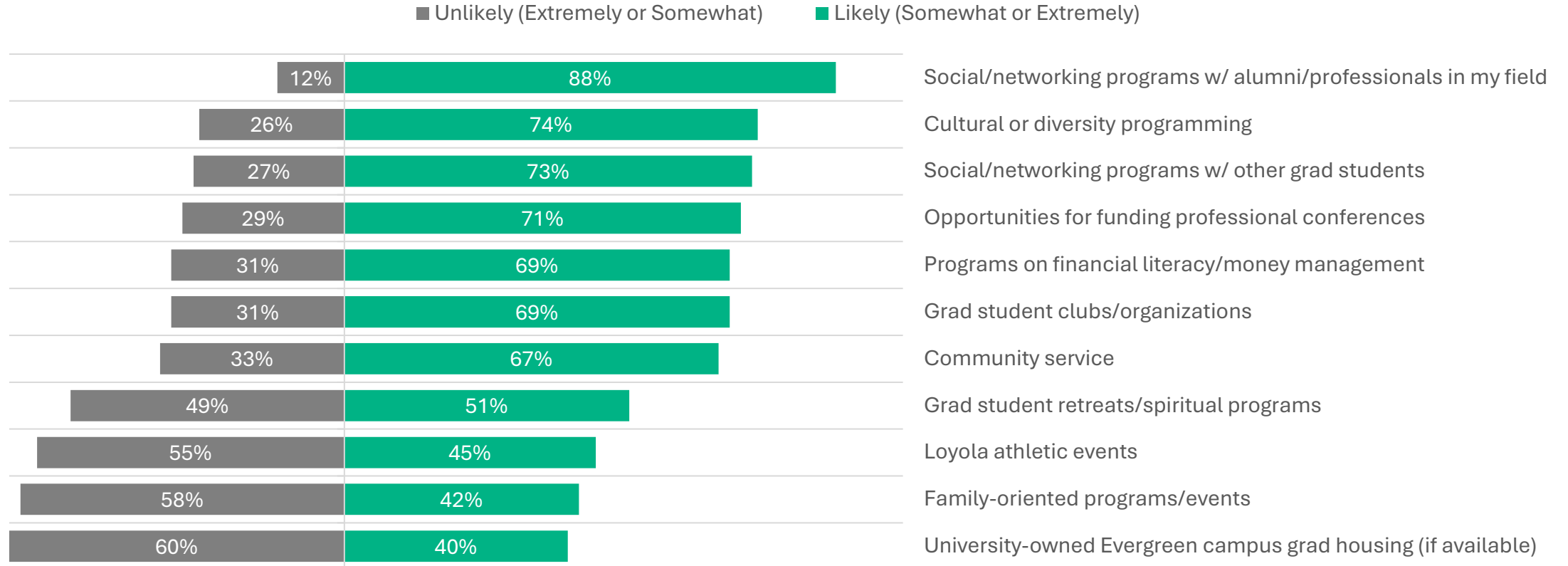
Overall



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Likelihood to Participate in Student Programs

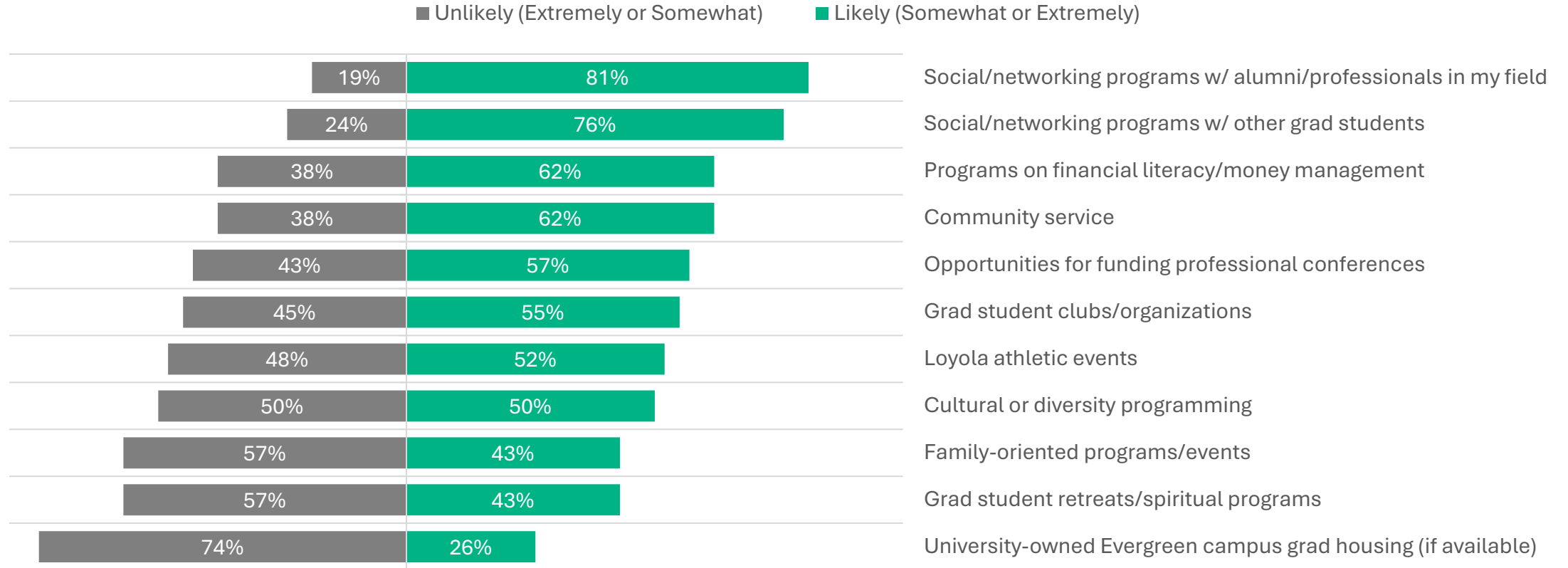
Loyola College of Arts and Sciences



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Likelihood to Participate in Student Programs

School of Education



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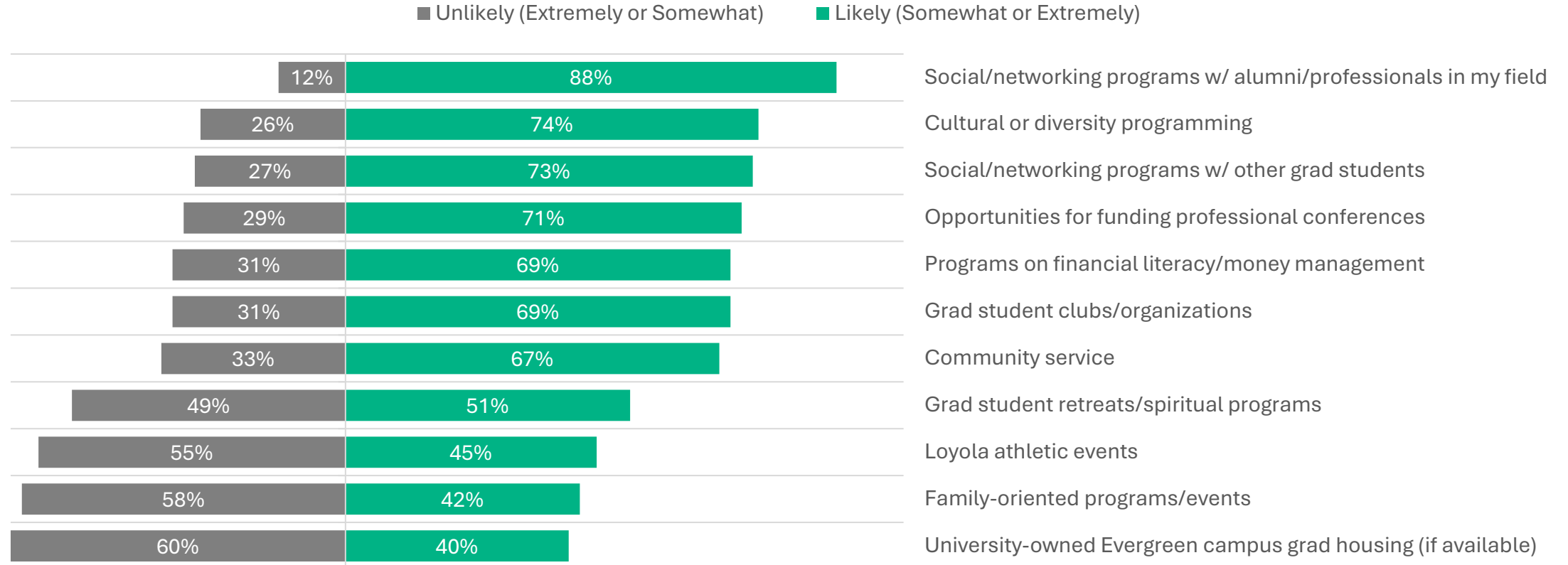


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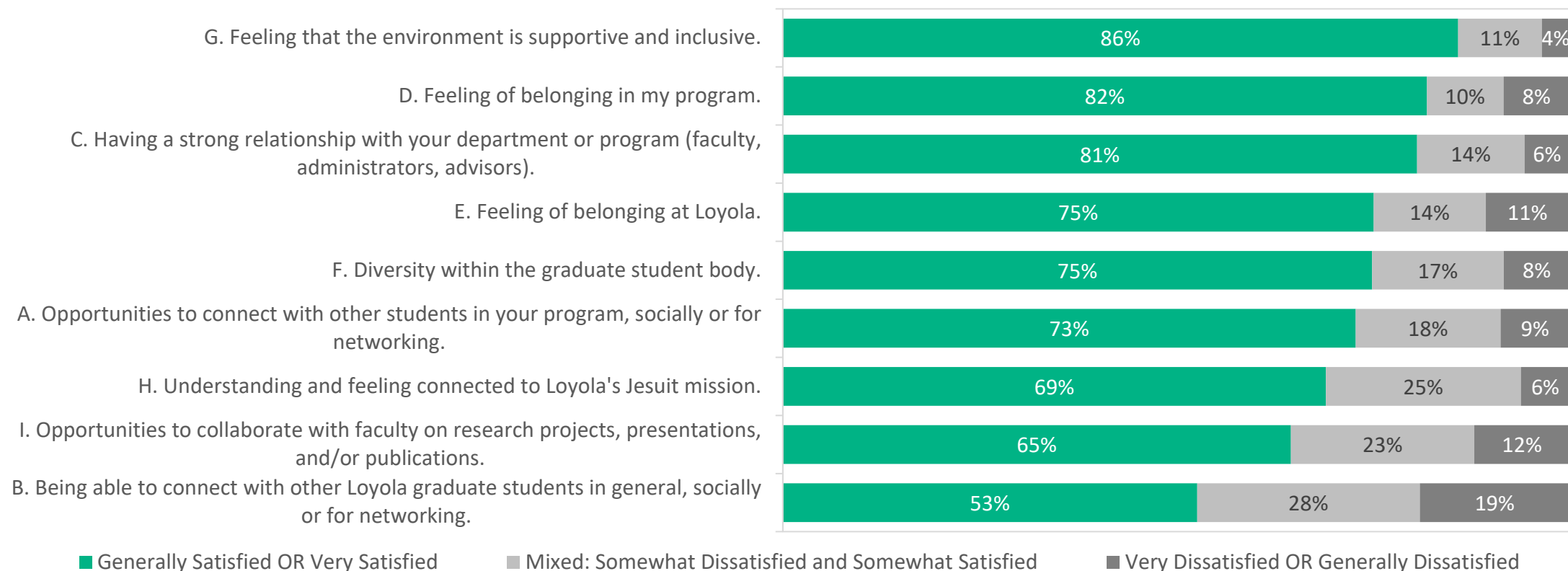
Likelihood to Participate in Student Programs

Sellinger School of Business and Management



Student Connection, Belonging, and Collaboration

Satisfaction Summary



20

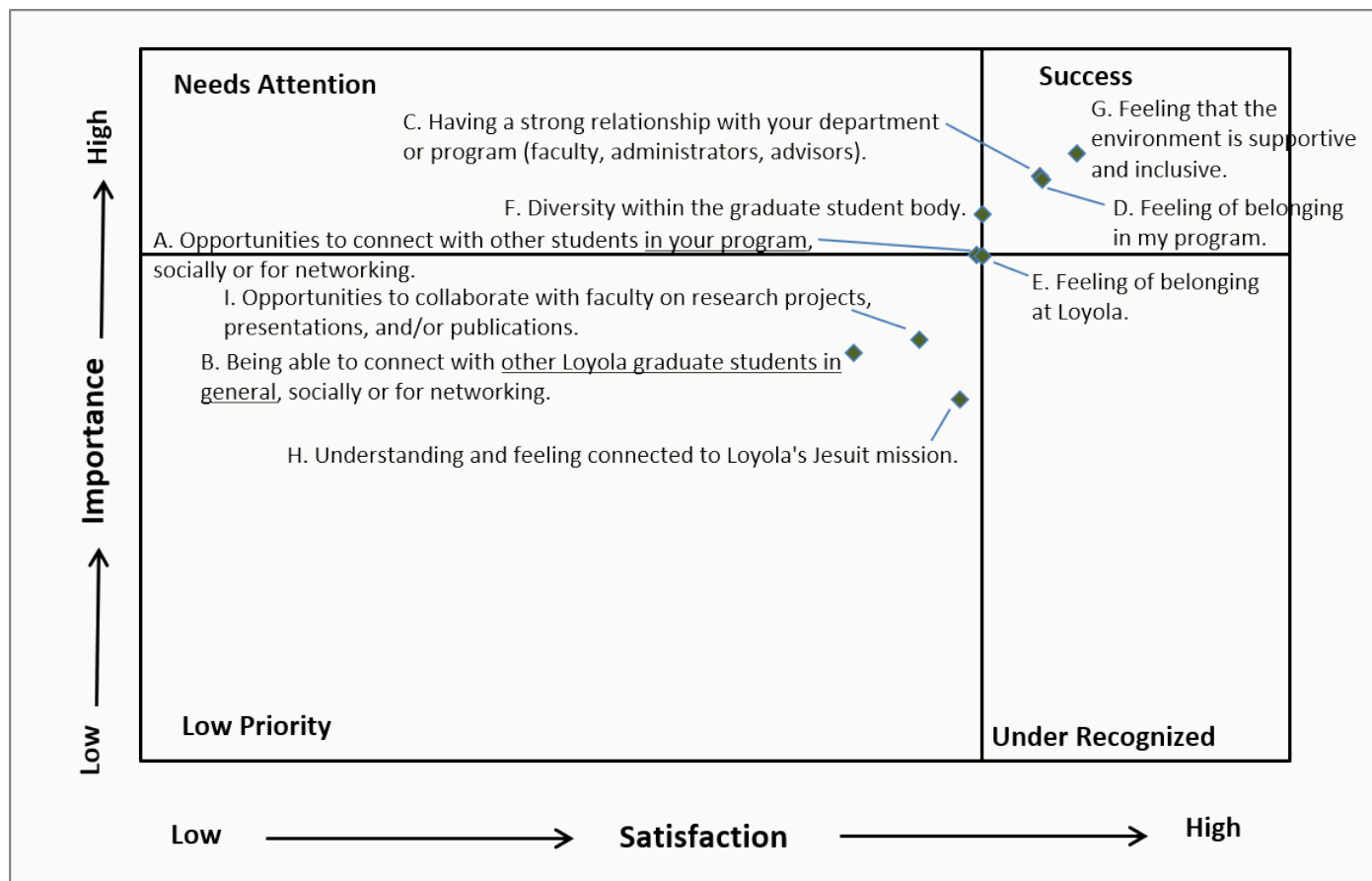


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Student Connection, Belonging, and Collaboration

Priority Action Grid



- Chart shows the satisfaction and importance ratings, on a scale of 1-5
- Grid is demarcated by the median values of satisfaction ratings (3.93) and importance ratings (3.84).
 - Range of satisfaction ratings = 3.48 - 4.26
 - Range of importance ratings = 3.03 - 4.41

21

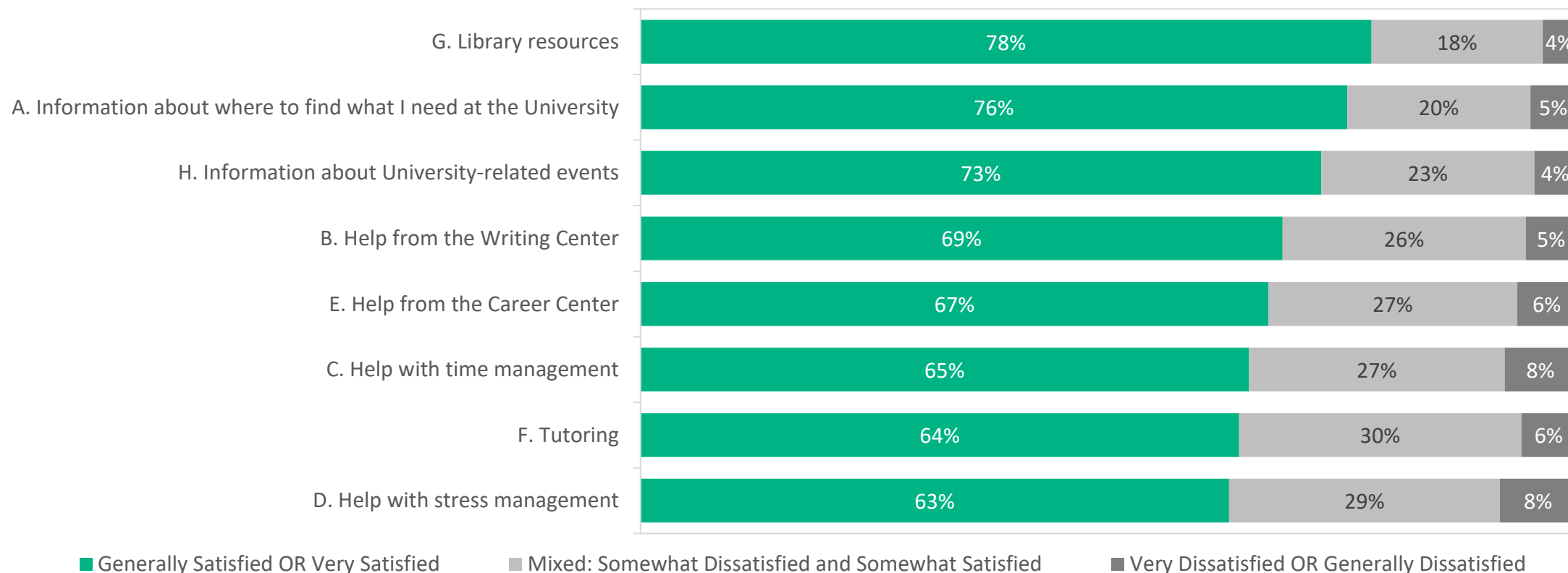


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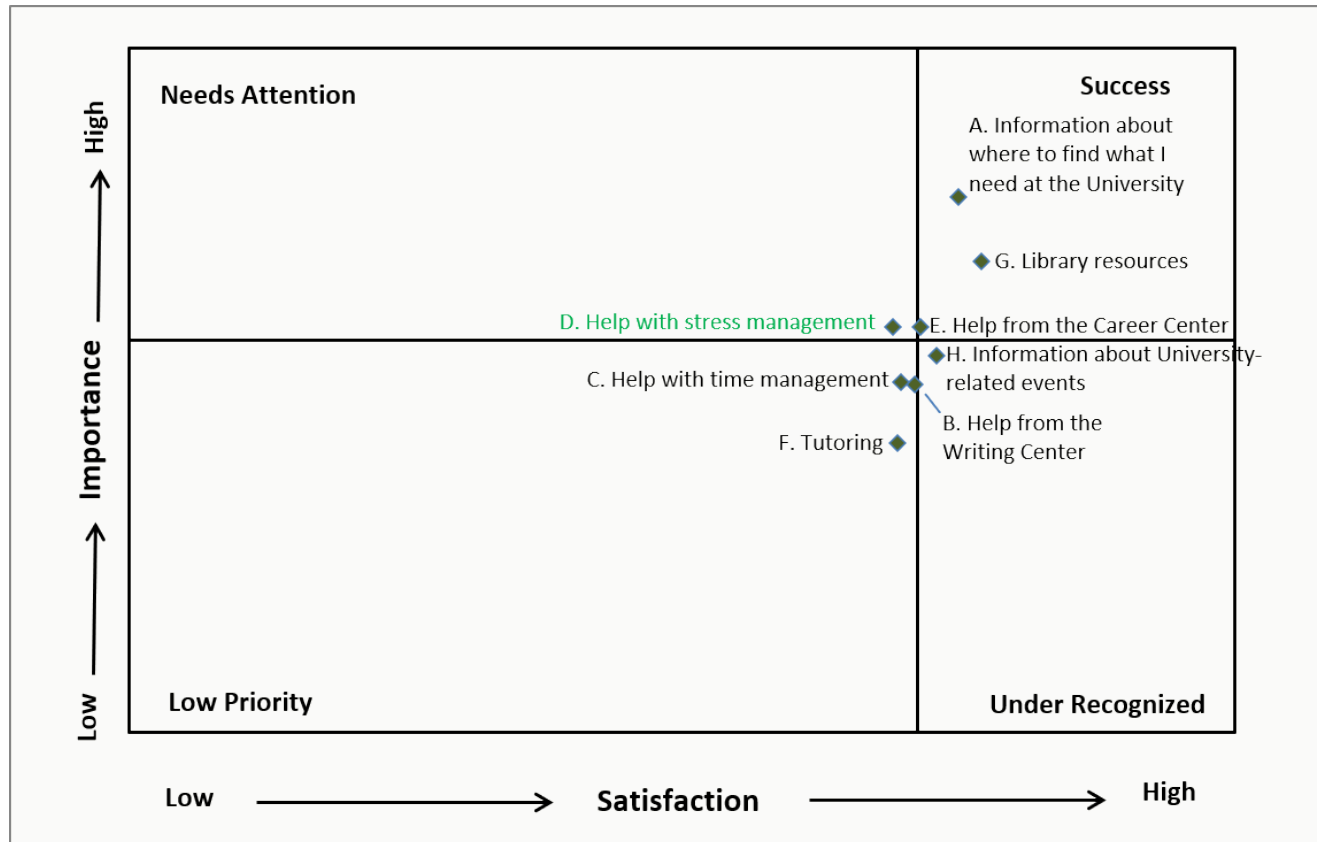
Student Resources

Satisfaction Summary



Student Resources

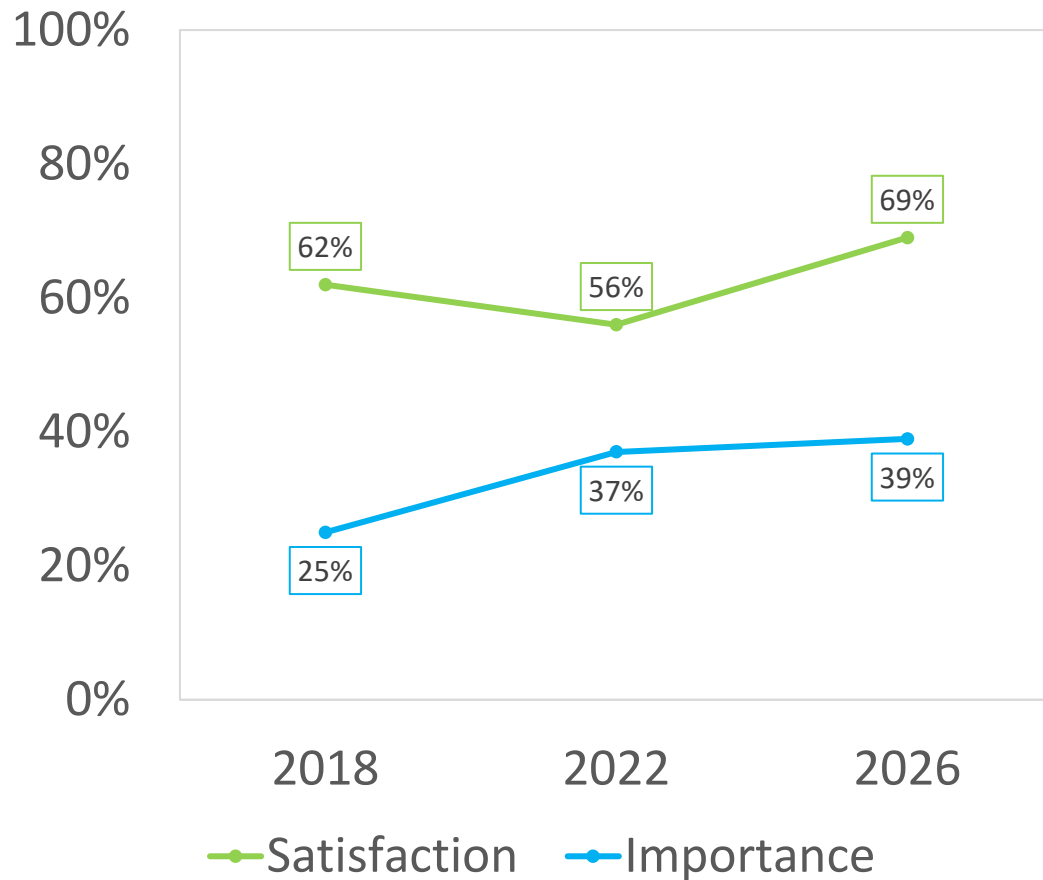
Priority Action Grid



- Chart shows the satisfaction and importance ratings, on a scale of 1-5
- Grid is demarcated by the median values of satisfaction ratings (3.85) and importance ratings (3.29).
 - Range of satisfaction ratings = 3.76 - 4.08
 - Range of importance ratings = 2.69 - 4.13
- Green denotes "Needs Attention"

Loyola Mission

Levels of “Understanding and Feeling Connected to Loyola’s Jesuit Mission”



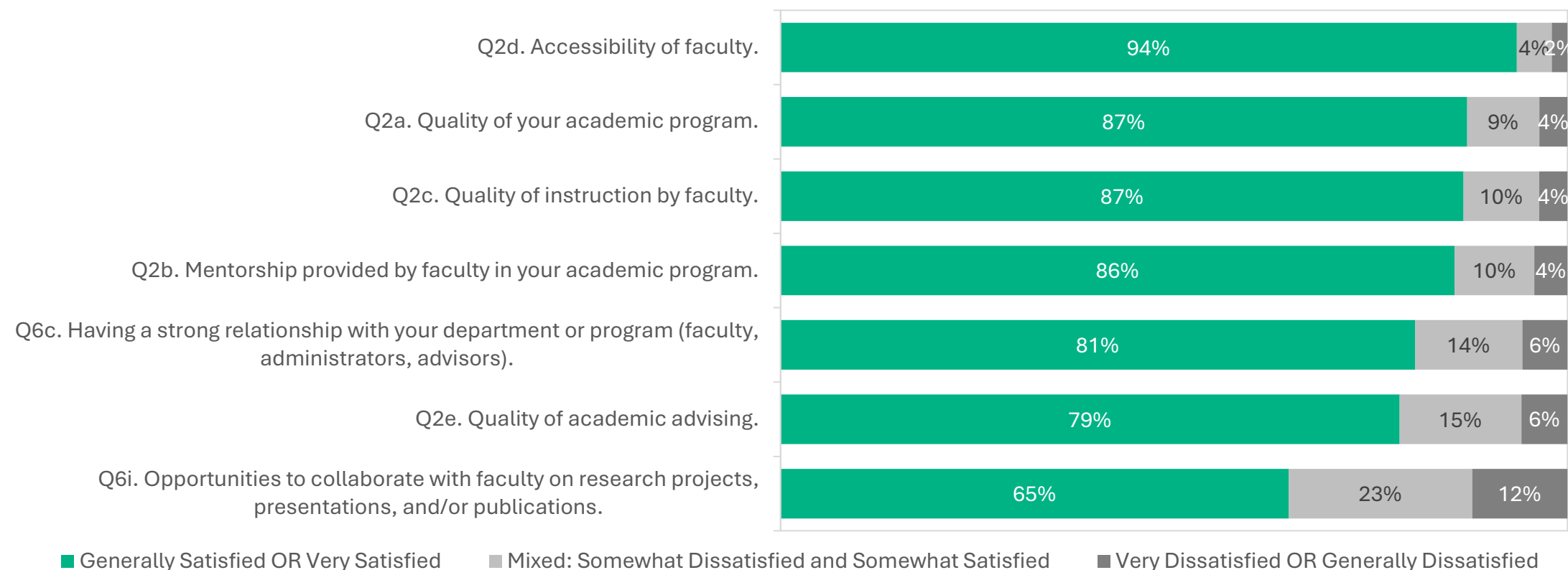
- 69% of students are either **Very or Generally Satisfied** for this statement, in 2026.
 - Trending up from previous administrations (+7%)
- 39% of students say either **Extremely or Very Important** for this statement, in 2026.
 - Trending up from previous administrations (+14%)



Student and Faculty Relationship

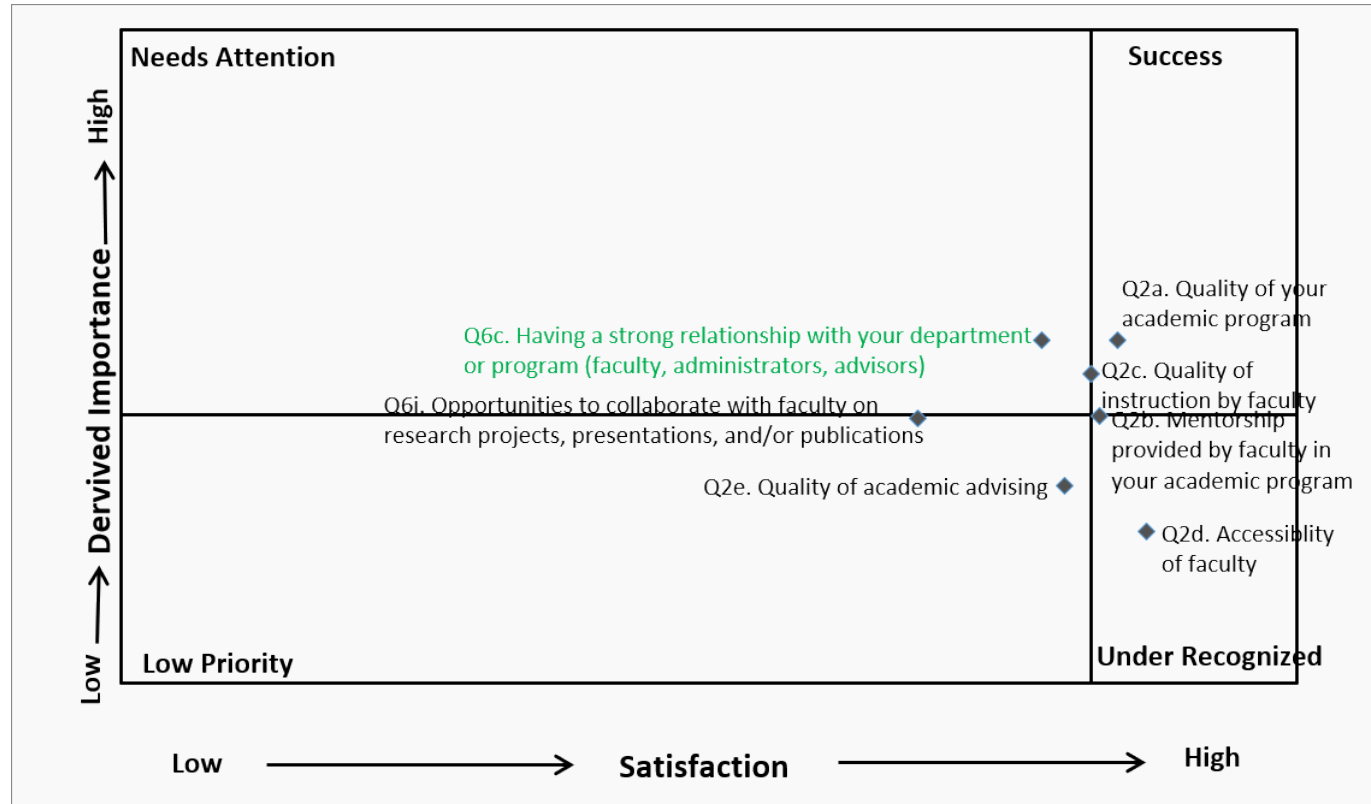
Satisfaction with Faculty

Satisfaction Summary



Satisfaction with Faculty

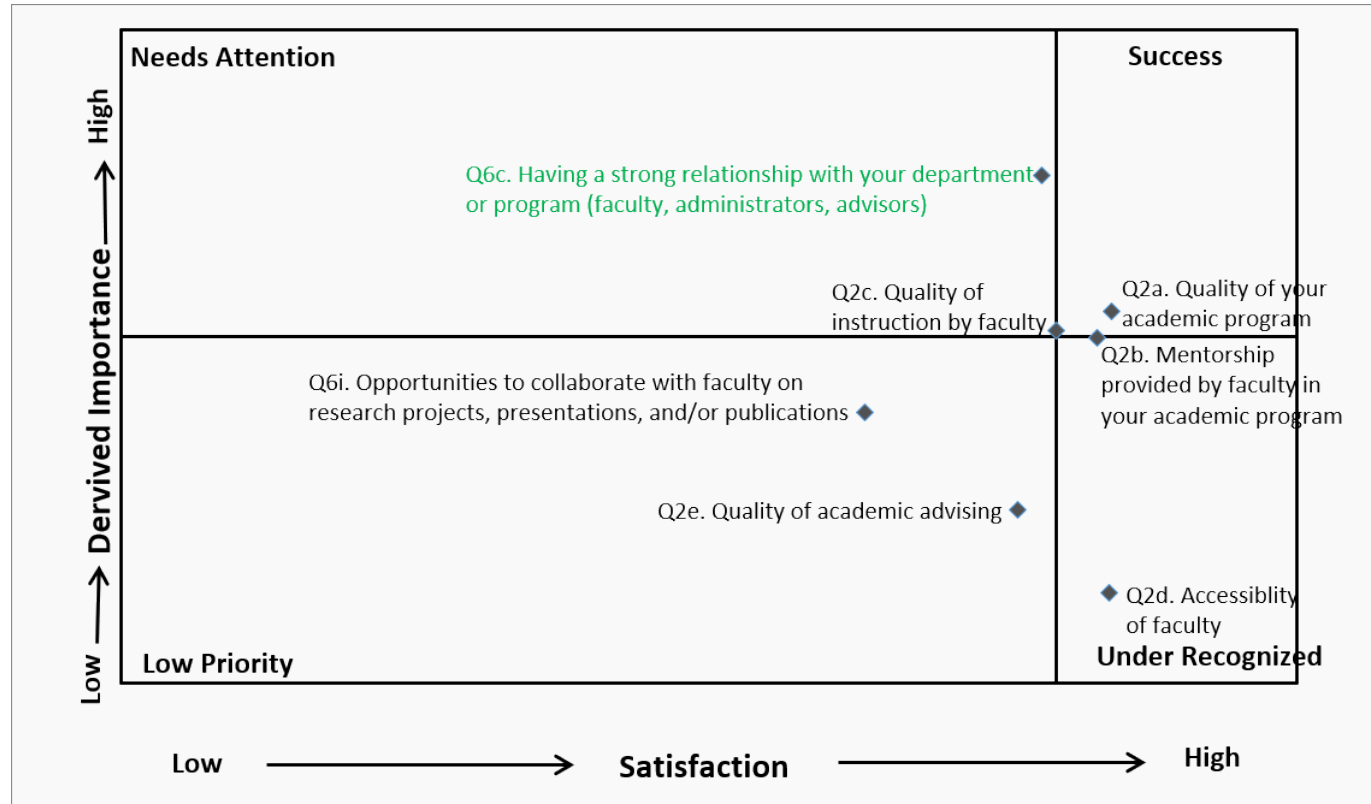
Overall: Priority Action Grid



- Chart shows the satisfaction ratings, on a scale of 1-5, for each of 5 individual attributes queried on the survey.
- Satisfaction ratings are plotted along with the derived importance of each attribute to students' overall satisfaction with their Loyola experience.
 - Derived importance is the bivariate correlation between each individual attribute and the overall satisfaction rating.
- Grid is demarcated by the median values of satisfaction ratings (4.30) and correlation coefficients (0.41).
 - Range of satisfaction ratings = 3.71 - 4.49
 - Range of correlation coefficients = 0.23 - 0.53
- Green denotes "Needs Attention"

Satisfaction with Faculty

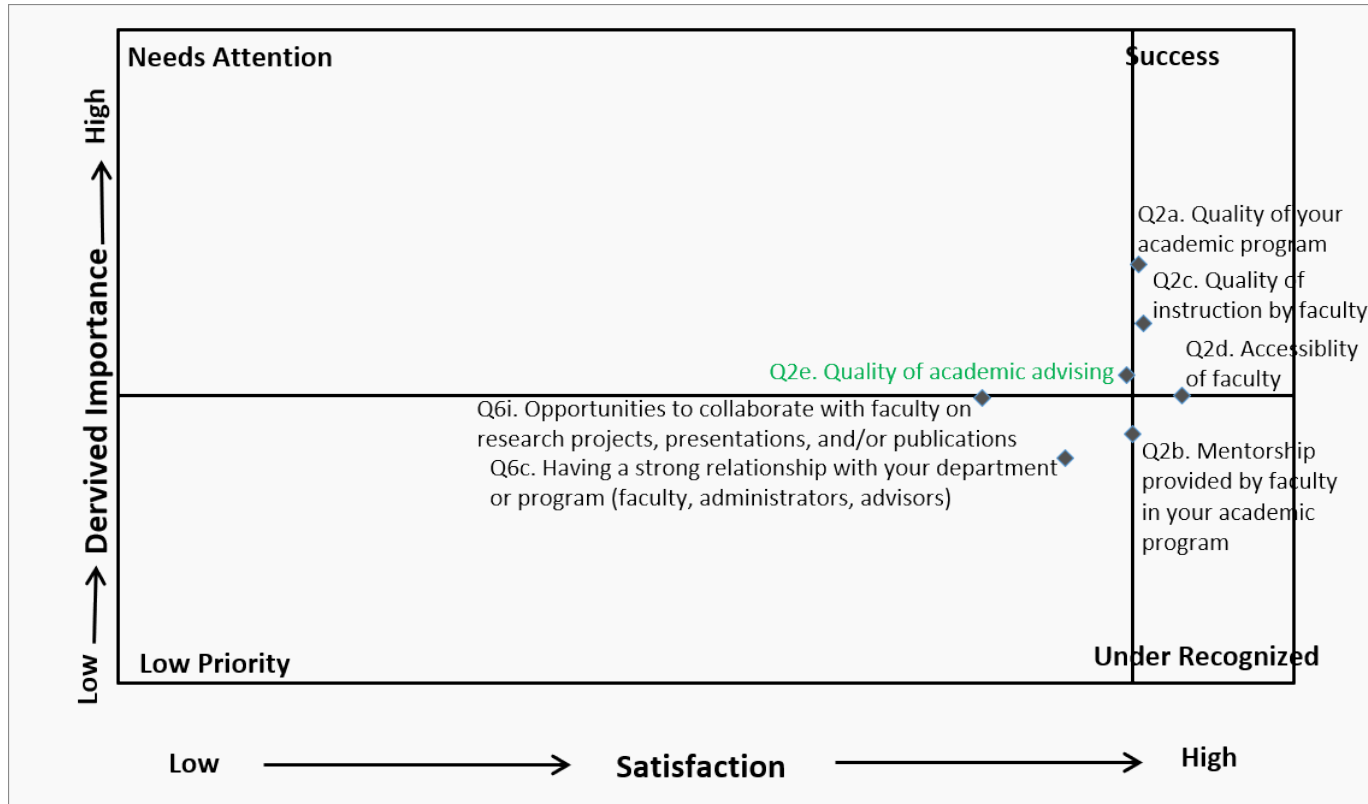
Loyola College of Arts and Sciences: Priority Action Grid



- Chart shows the satisfaction ratings, on a scale of 1-5, for each of 5 individual attributes queried on the survey.
- Satisfaction ratings are plotted along with the derived importance of each attribute to students' overall satisfaction with their Loyola experience.
 - Derived importance is the bivariate correlation between each individual attribute and the overall satisfaction rating.
- Grid is demarcated by the median values of satisfaction ratings (4.18) and correlation coefficients (0.53).
 - Range of satisfaction ratings = 3.53 - 4.37
 - Range of correlation coefficients = 0.14 - 0.78
- Green denotes "Needs Attention"

Satisfaction with Faculty

School of Education: Priority Action Grid



- Chart shows the satisfaction ratings, on a scale of 1-5, for each of 5 individual attributes queried on the survey.
- Satisfaction ratings are plotted along with the derived importance of each attribute to students' overall satisfaction with their Loyola experience.
 - Derived importance is the bivariate correlation between each individual attribute and the overall satisfaction rating.
- Grid is demarcated by the median values of satisfaction ratings (4.45) and correlation coefficients (0.44).
 - Range of satisfaction ratings = 3.94 - 4.62
 - Range of correlation coefficients = 0.35 - 0.64
- Green denotes "Needs Attention"

30

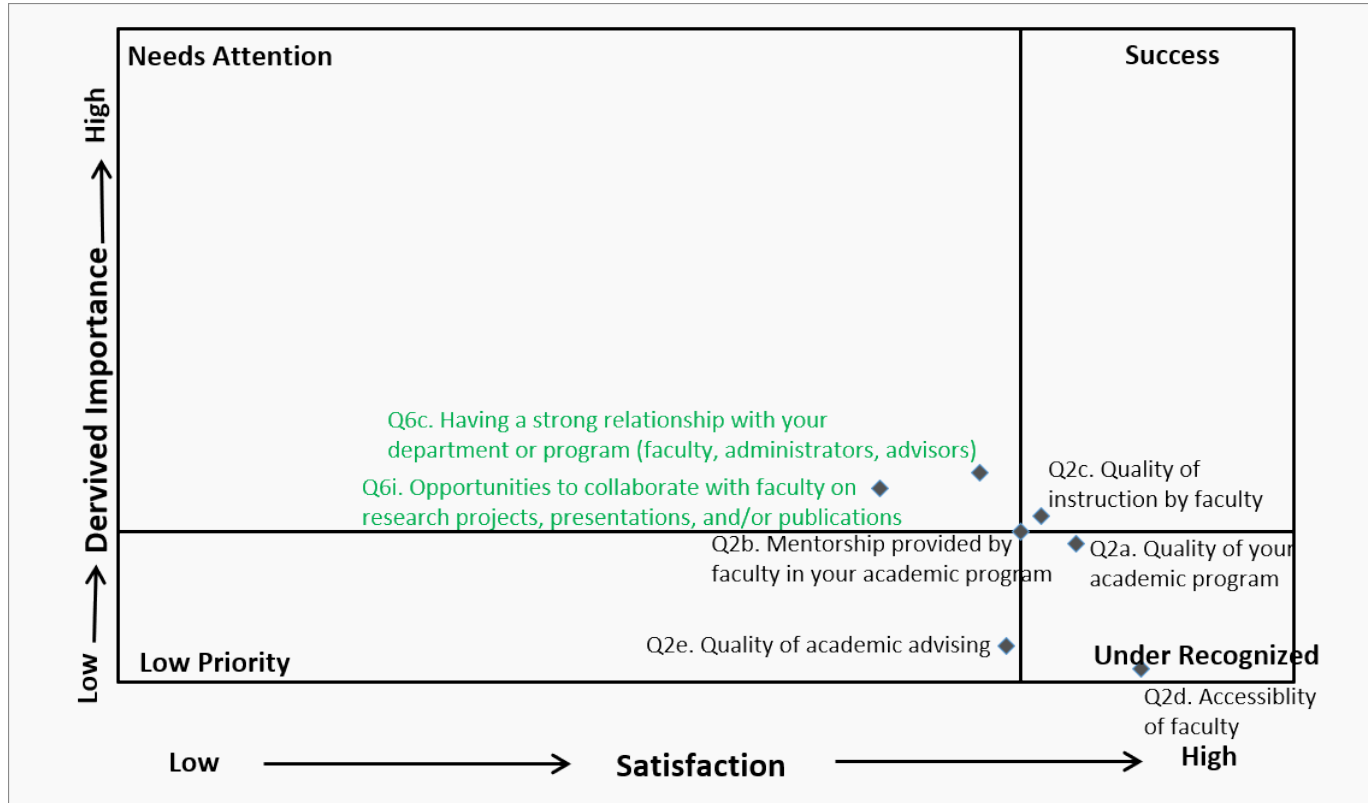


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Satisfaction with Faculty

Sellinger School of Business & Management: Priority Action Grid

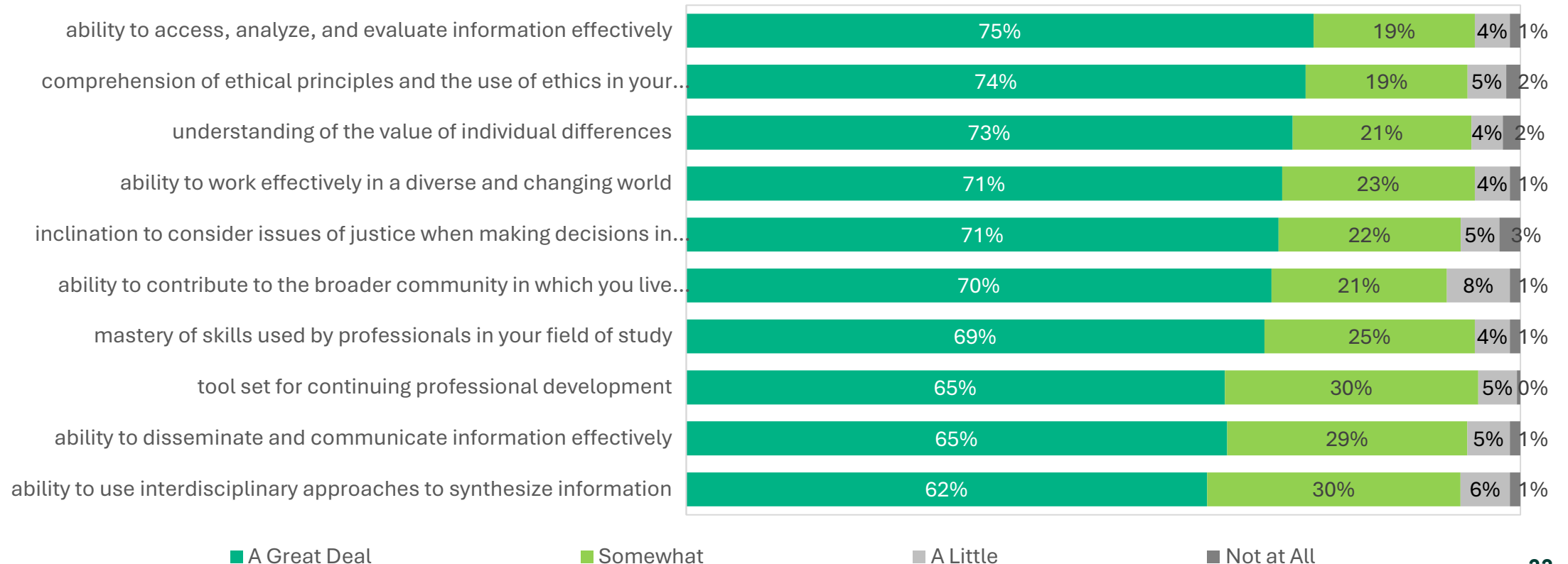


- Chart shows the satisfaction ratings, on a scale of 1-5, for each of 5 individual attributes queried on the survey.
- Satisfaction ratings are plotted along with the derived importance of each attribute to students' overall satisfaction with their Loyola experience.
 - Derived importance is the bivariate correlation between each individual attribute and the overall satisfaction rating.
- Grid is demarcated by the median values of satisfaction ratings (4.07) and correlation coefficients (0.23).
 - Range of satisfaction ratings = 3.59 - 4.48
 - Range of correlation coefficients = 0.02 - 0.32
- Green denotes "Needs Attention"

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Graduate Learning Goals

To what extent has Loyola improved your...?

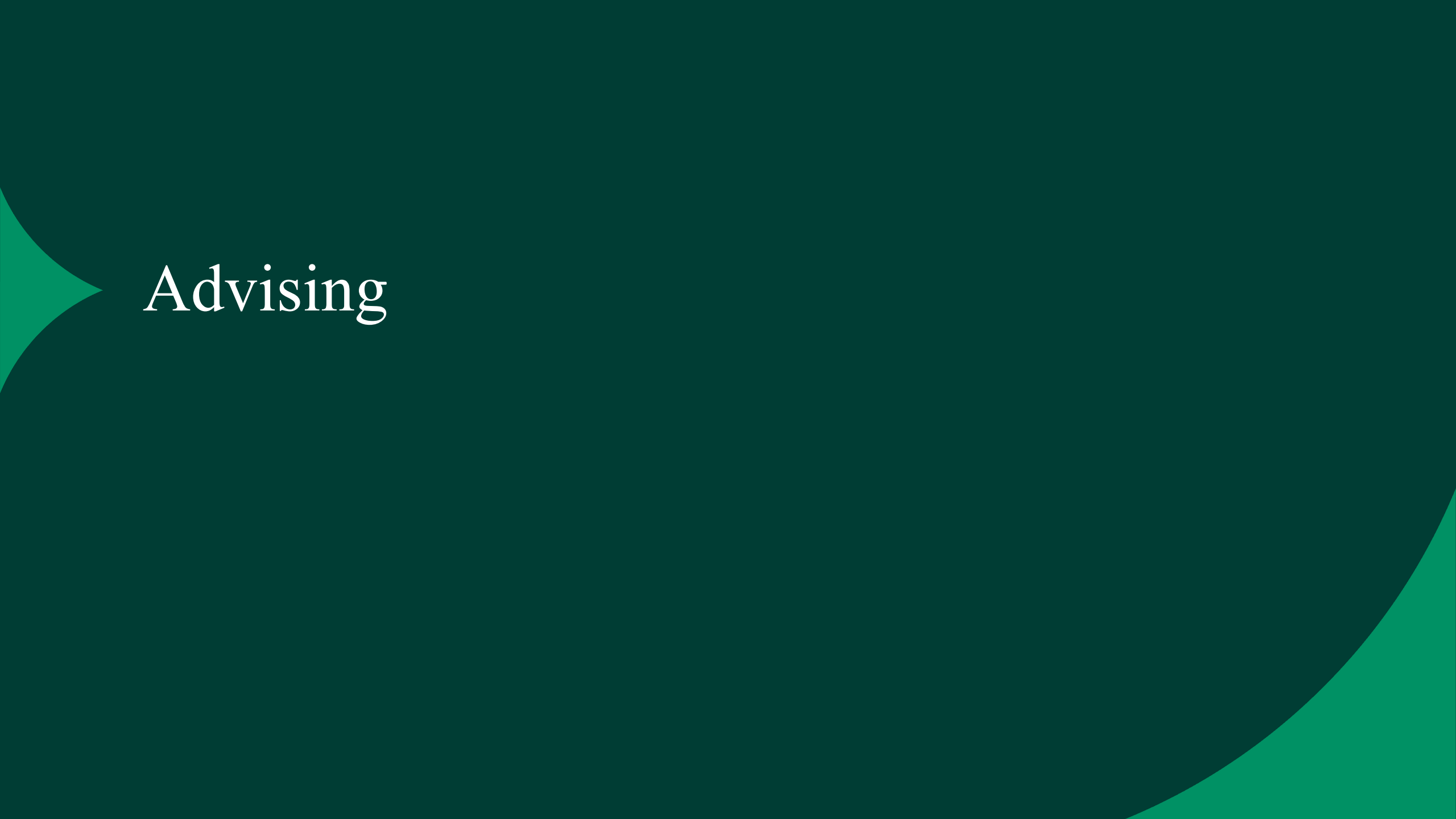


33



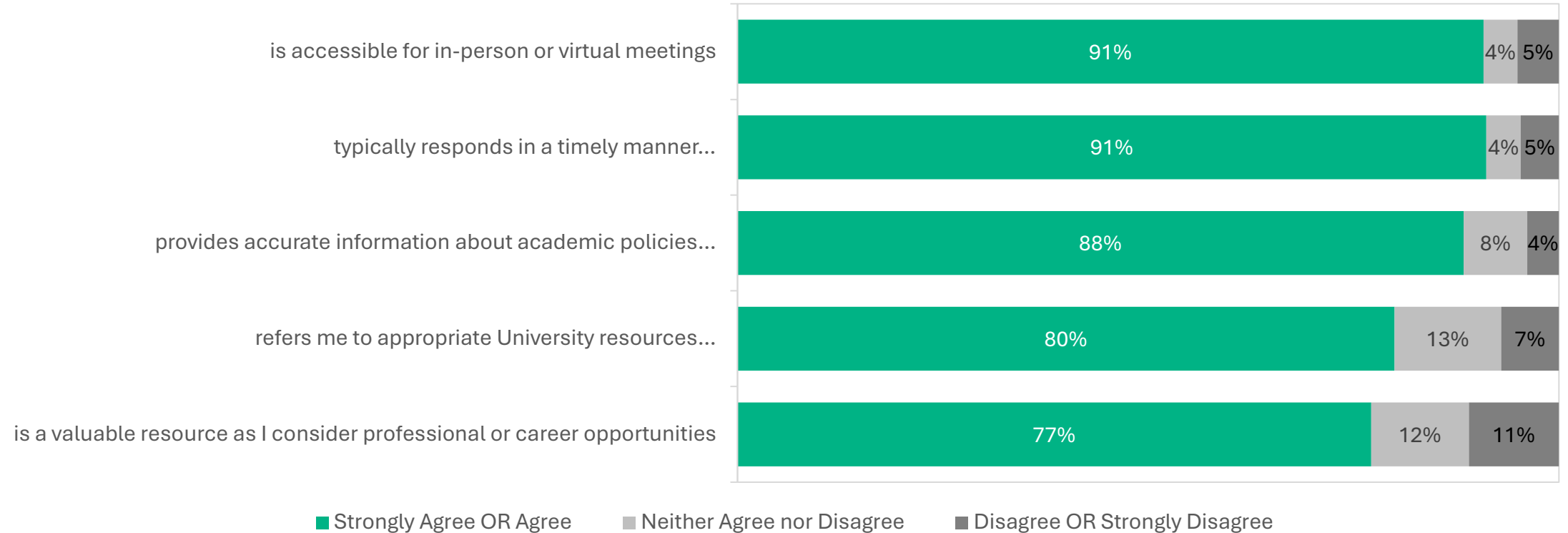
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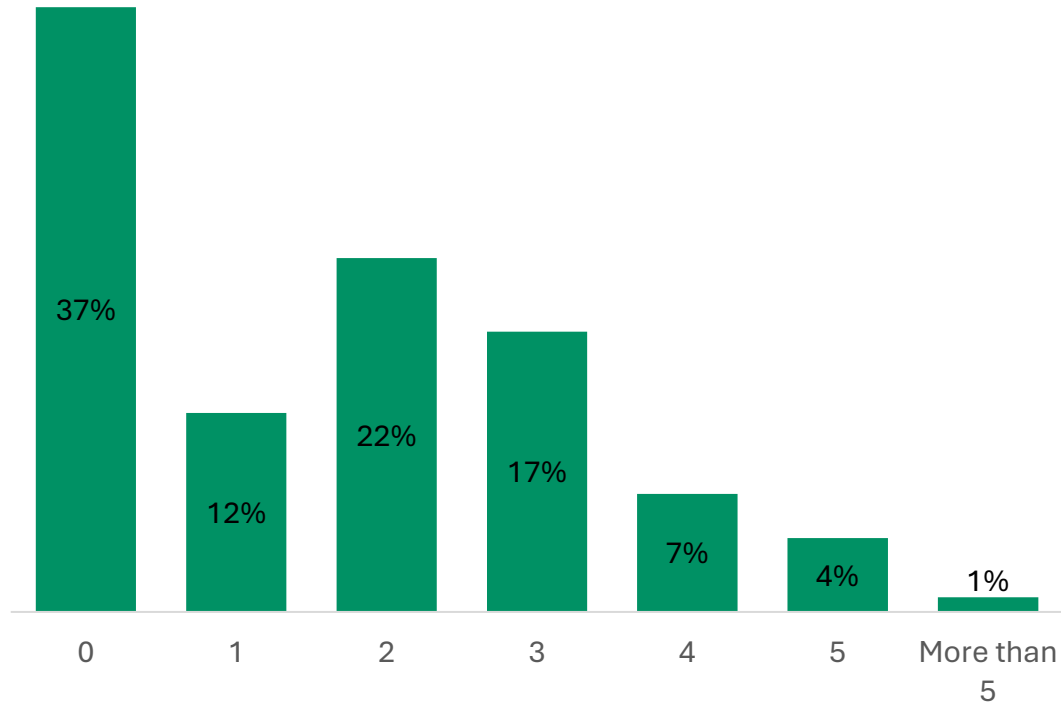
Advising

My advisor...



Commuting, Parking, & Shuttles

Commuting



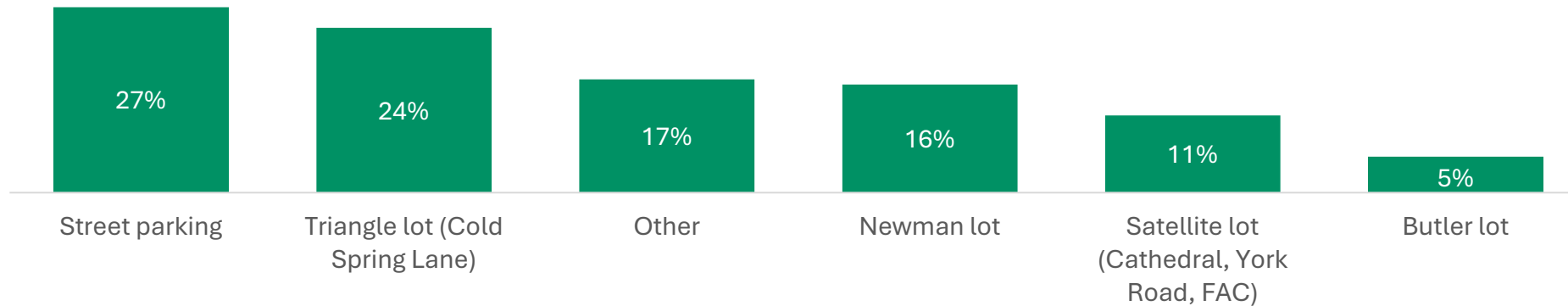
- When asked, **63%** of students reported that they come to campus **at least one day per week**.
 - These reported one or more of the following **modes of transportation** (selected all that applied):
 - 94% Driven by self
 - 7% Walk
 - 6% Driven by others (e.g., Uber/Lyft/taxi, carpool, or other ride-share)
 - 4% Public transportation
 - 1% Other



Parking

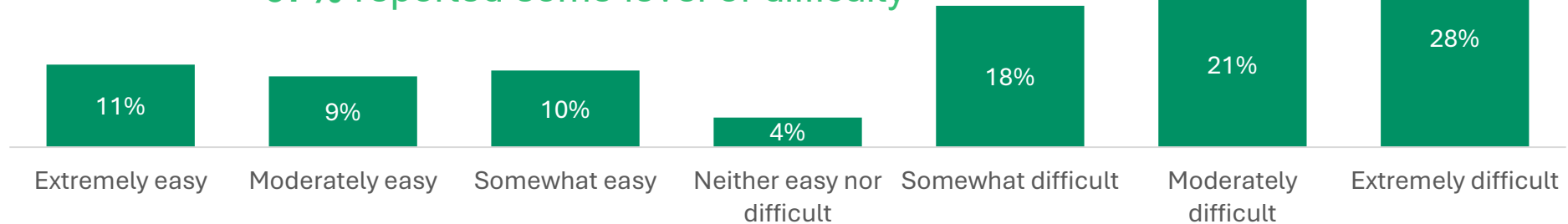
Of those 94% that reported “Driven by self” in previous slide, they reported:

- The following place where they park **most** of the time:



- How difficult it was to find parking on campus:

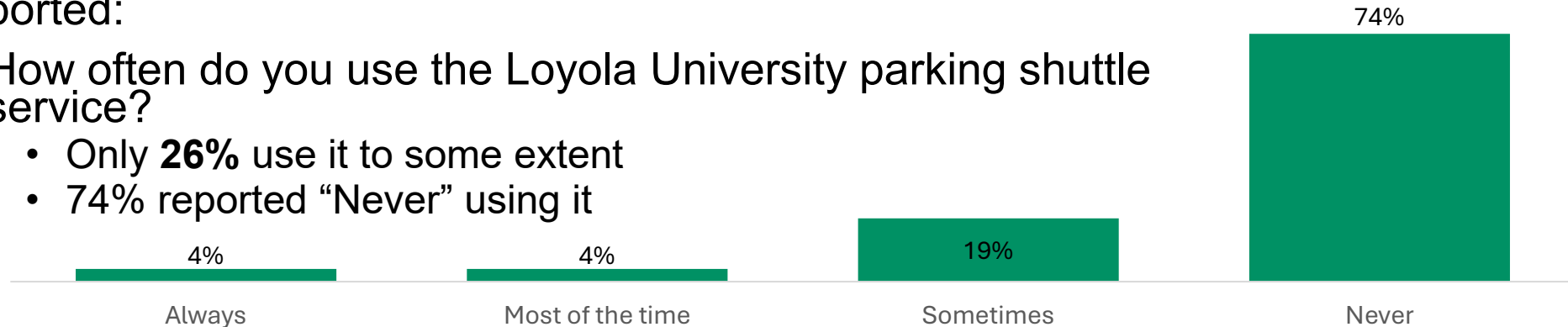
- 67% reported some level of difficulty



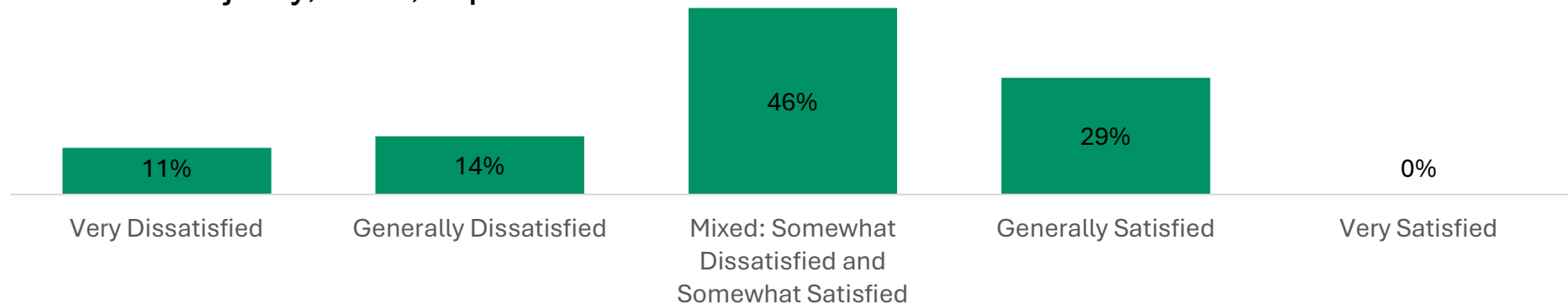
Shuttles

Of those 94% that reported “Driven by self” in previous slide, they reported:

- How often do you use the Loyola University parking shuttle service?
 - Only **26%** use it to some extent
 - 74% reported “Never” using it



- Of the 26% of students above:
 - The majority, **46%**, reported mixed satisfaction with the service



Commuting, Parking, & Shuttles

Qualitative Feedback

32% of students that provided qualitative feedback (in response to one or more related questions in the survey) shared input about one or more aspects of commuting, parking, or shuttles.

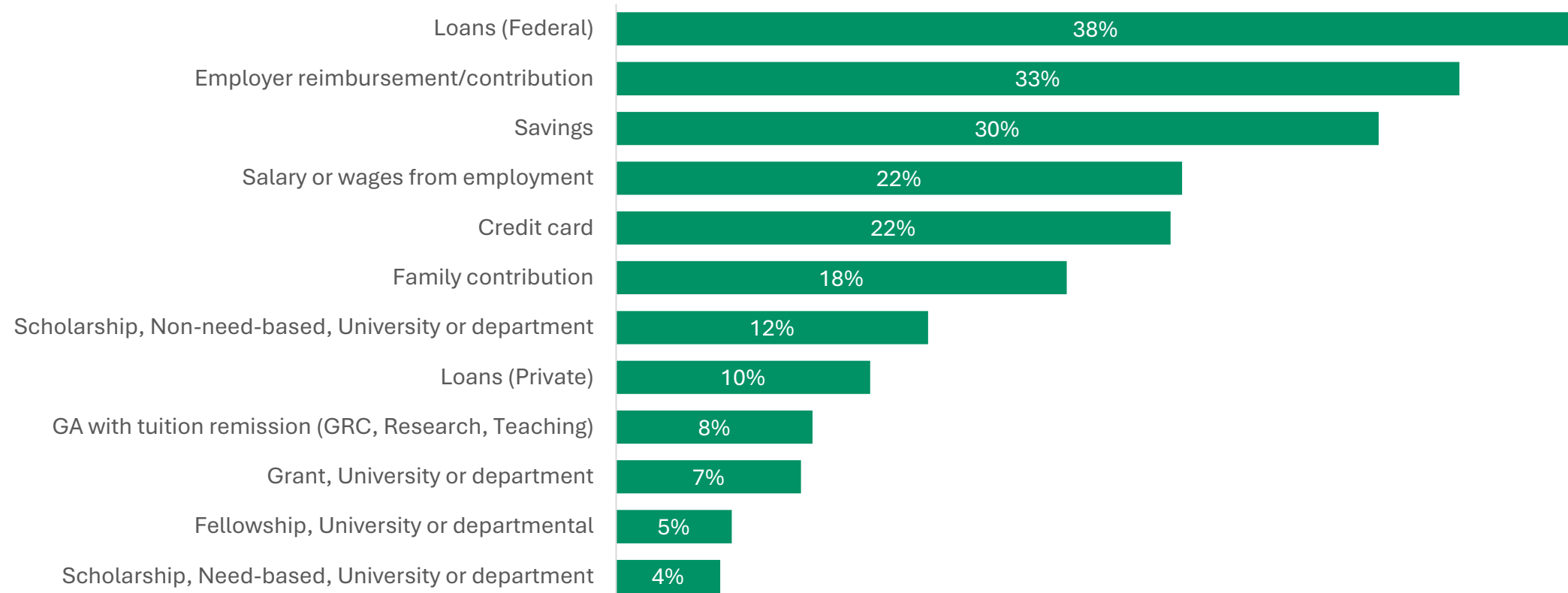
- **Safety issues** (e.g., Triangle lot's entrance/exit has a blind turn into traffic and would benefit from walkways/lighting/security or escorts-on-call for a safer walk; aggressive drivers vying for limited parking; etc.)
- **Enforcing/Increasing** (e.g., undergraduates parking in graduate-specific parking; expanding the gravel lot next to the Triangle lot for increased parking; gated graduate-specific parking; allowing graduate students from certain programs to park closer to their building; FAC gate left open and public vehicles park in commuter spots; graduate student parking passes; etc.)
- **Shuttle Consistency/Information** (e.g., unreliable schedule; faster to walk than wait for a shuttle; drivers turning away students; full shuttles, so must wait for next one; takes too long for graduate students that have jobs/families)
- **Cost/Time spent/Educational Impact/Anxiety** – are other common themes

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Financial Aid

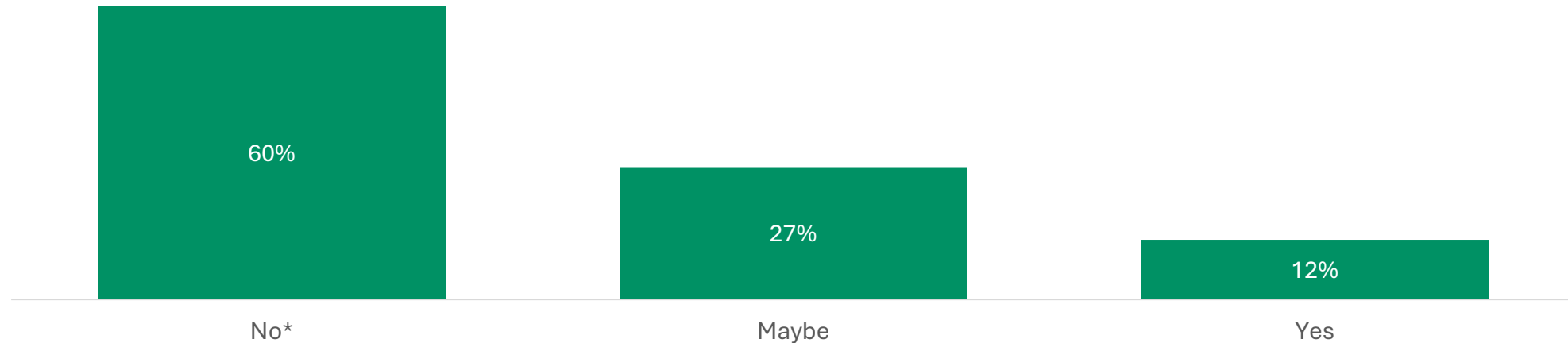
How are they paying for their graduate education at Loyola?



- Graph only shows options with $\geq 4\%$; respondents could choose all that applied

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Will the changes in federal loan options and limits impact their ability to pay for their graduate education at Loyola?



- * denotes inclusion of spring 2026 graduates
- Changes, including the elimination of Graduate PLUS loans, start July 2026

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Student Voices

Overall Experiences: Qualitative Feedback

Top Topic	Strength	Area for Improvement
Faculty	"...professors seem genuinely interested in student success and available for any student needs."	"Check in on the professors...I had multiple classes where I did not know my grade the entire semester after turning in multiple assignments per week."
Resources	"I appreciate the emails informing graduate students of events that we are encouraged to attend."	"I would love to see accessibility opportunities...to help with technology and textbook access."
Courses (general)	"...impressed by the level of feedback I receive on assignments and through my course overall"	"take surveys for when classes should be offered"
Program	"The...program has helped me grow in personal and professional development."	"...program's leadership does make decisions that feel unfair and unsubstantiated at times which can create a climate of fear or uncertainty."
Cura personalis	"...helpful and understanding about my availability during my inconsistent work hours..."	"Same day assignments following [lectures] create undue stress and late night (sic) evenings..."

- Top topics were coded/mentioned with the most frequency
- Example quotes representing a "strength" and "area of improvement" for each

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Key Takeaways

Key Takeaways: Generally,...

- ★★★★★ • Satisfaction for our graduate students is high



- We've improved our graduate students' satisfaction over time



- There are places we can target for improvement (e.g., Mission, parking)



- We'll be using these data to inform next steps and would love to hear your thoughts

Questions?

OIR's Graduate Student Survey Website:

<https://www.loyola.edu/departments/institutional-research/surveys/grad-student-survey.html>

OIR's Email:

survey@loyola.edu

Additional Slides

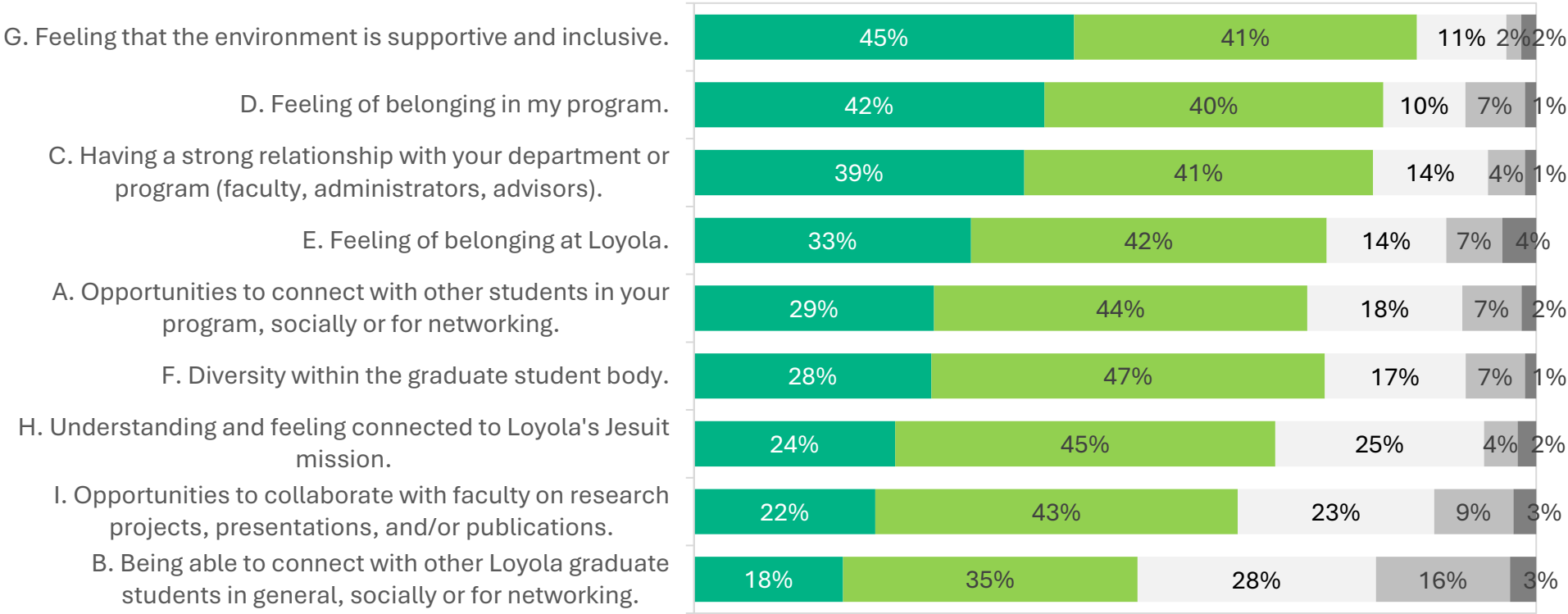
Additional details related to previous topics in main presentation
and

New topic, “Student Perceptions of Programs (Courses, Curriculum, and Logistics)” (slides #60-66)

Student Engagement, Connection, and Belonging

Student Connection, Belonging, & Collaboration

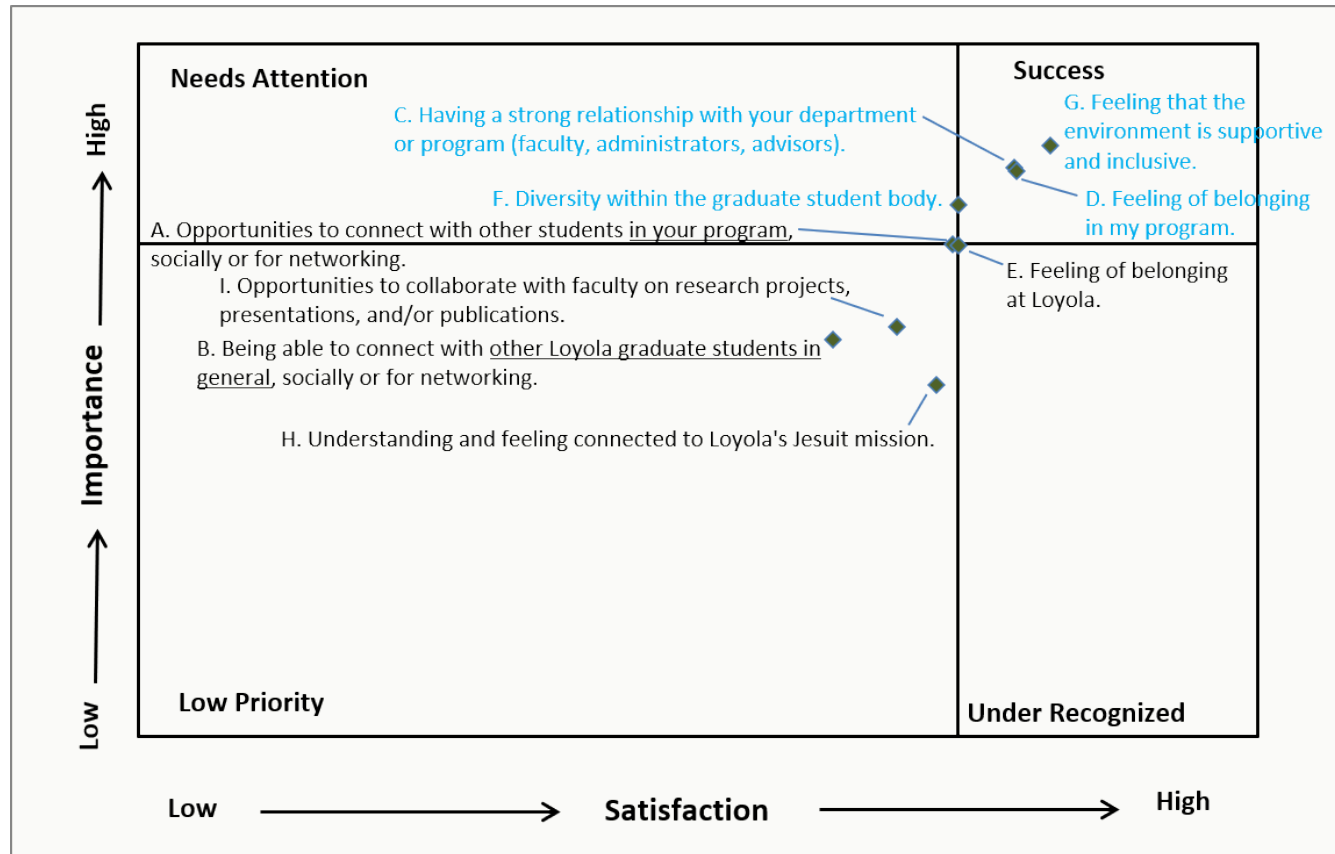
Satisfaction Summary (5 responses)



■ Very Satisfied ■ Generally Satisfied ■ Mixed: Somewhat Dissatisfied and Somewhat Satisfied ■ Generally Dissatisfied ■ Very Dissatisfied

Student Connection, Belonging, & Collaboration

Priority Action Grid

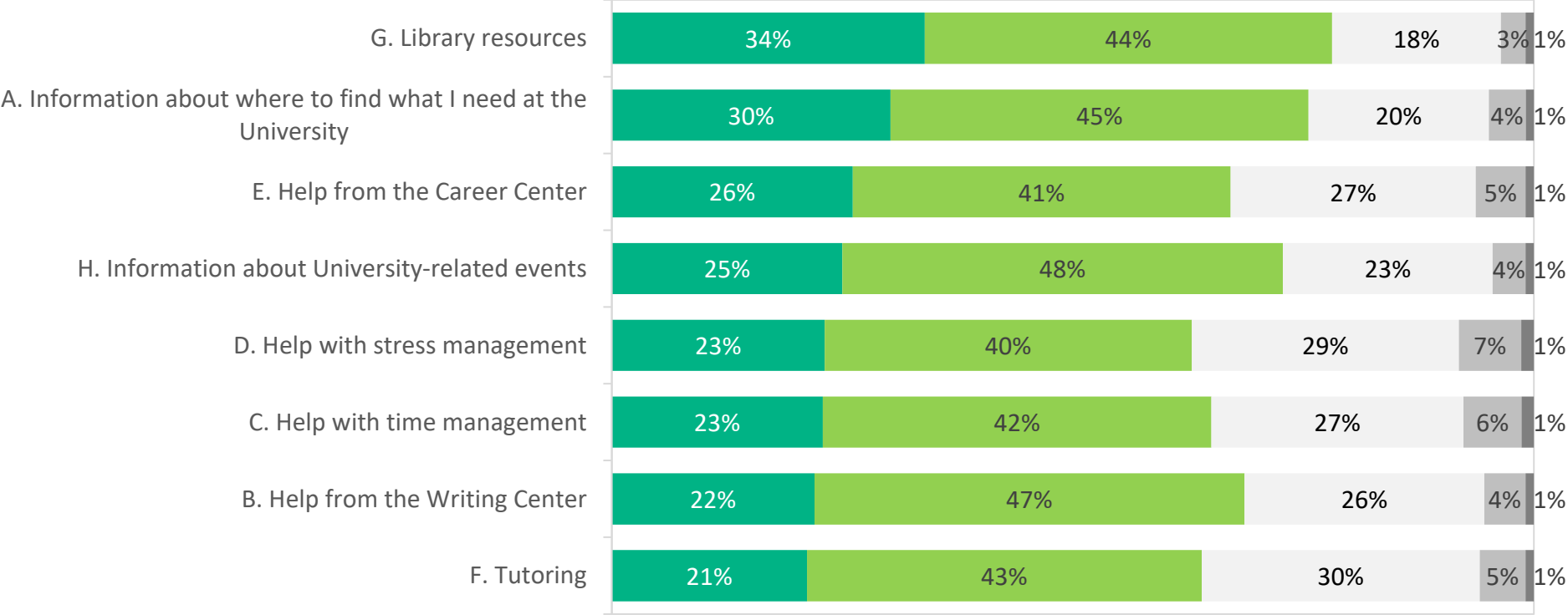


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 - Range of importance ratings = 3.03 - 4.41
- Light Blue denotes possible areas for improvement (Satisfaction < Importance).



Student Resources

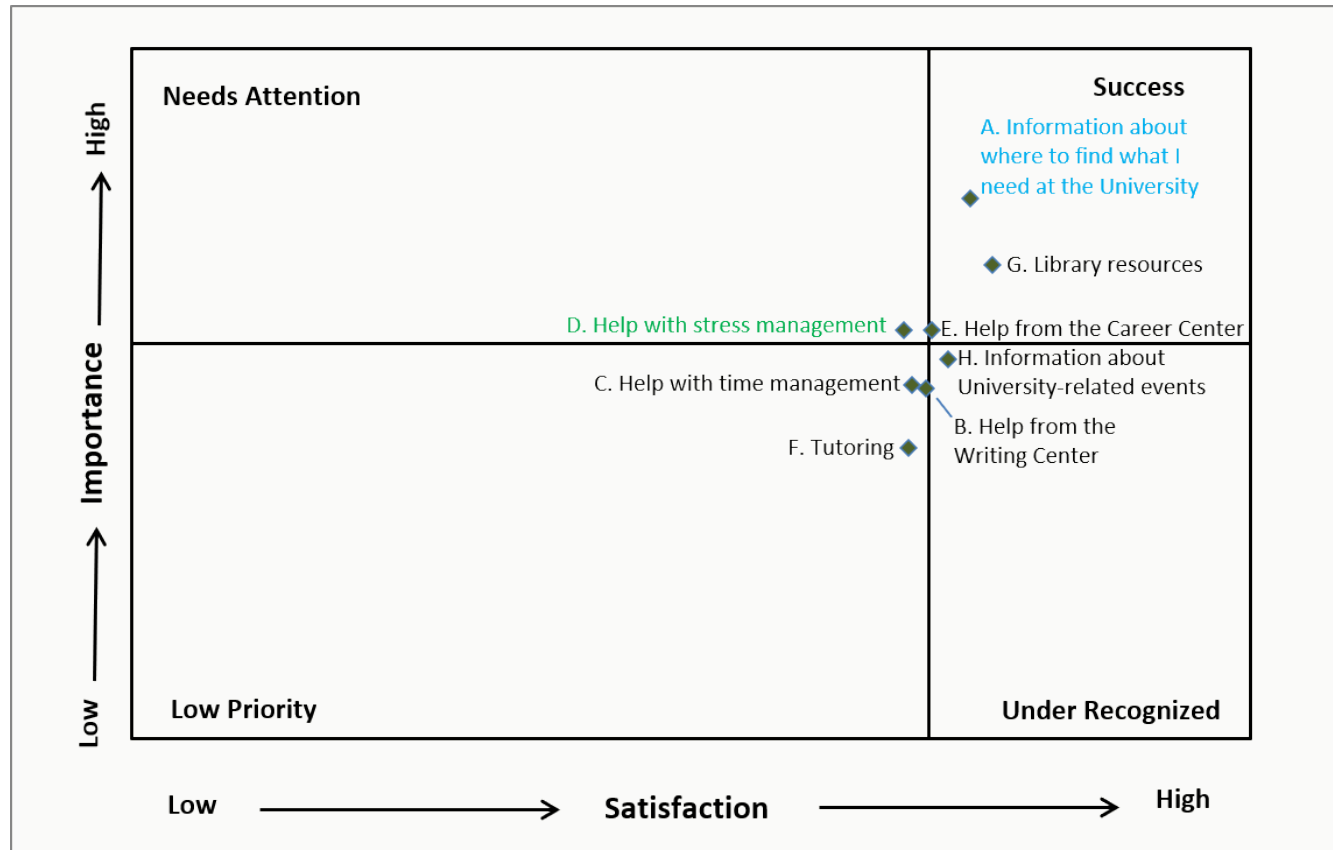
Satisfaction Summary (5 responses)



■ Very Satisfied ■ Generally Satisfied ■ Mixed: Somewhat Dissatisfied and Somewhat Satisfied ■ Generally Dissatisfied ■ Very Dissatisfied

Student Resources

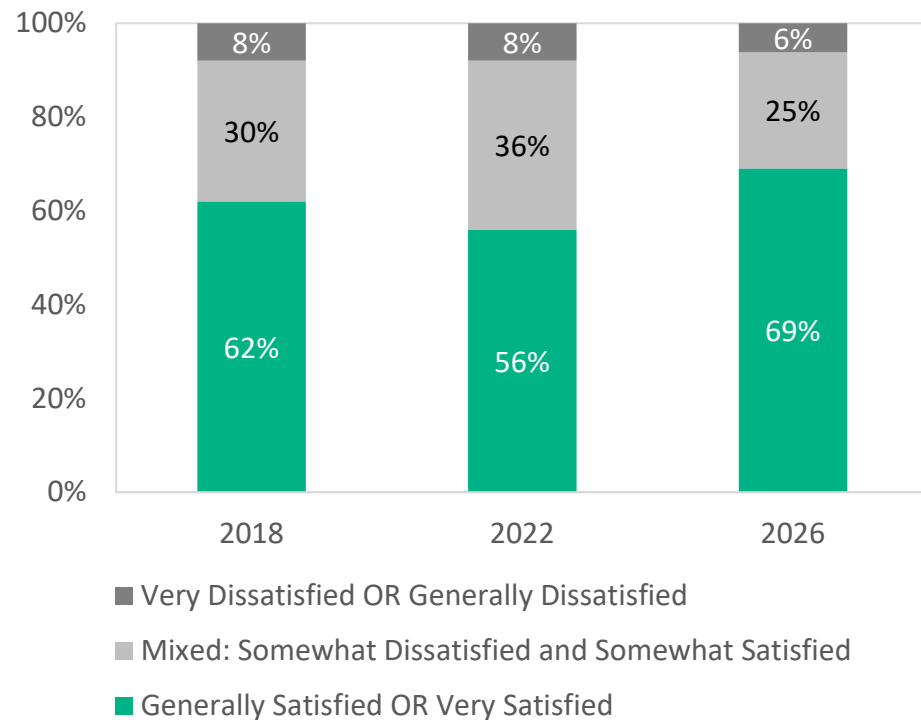
Priority Action Grid



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 - Range of importance ratings = 2.69 - 4.13
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- Light Blue denotes possible area for improvement (Satisfaction < Importance).

Jesuit Mission

Satisfaction with “Understanding and Feeling Connected to Loyola’s Jesuit Mission”



- Satisfaction with “Understanding and feeling connected to Loyola’s Jesuit mission” is **higher** among students surveyed at this time compared to previous survey populations.
- **69%** report being either *Very* or *Generally Satisfied* in 2026, while 56% and 62% reported the same in 2022 and 2018, respectively.

Student Relationship to Jesuit Mission

When asked about their experiences, 69% of students say that they are generally or very satisfied with their level of “Understanding and feeling connected to Loyola’s Jesuit mission”.

- **Of the 69% of students above, they reported “a great deal” of improvement in the following areas:**
 - 76% Mastery of the skills used by professionals in your field of study
 - 82% Comprehension of ethical principles and use of ethics in your field of study
 - 69% Understand of the value of individual differences
 - 79% Ability to work effectively in a diverse and changing world

When rating importance, 35% of students say “Understanding and feeling connected to Loyola’s Jesuit mission” has little or no importance.

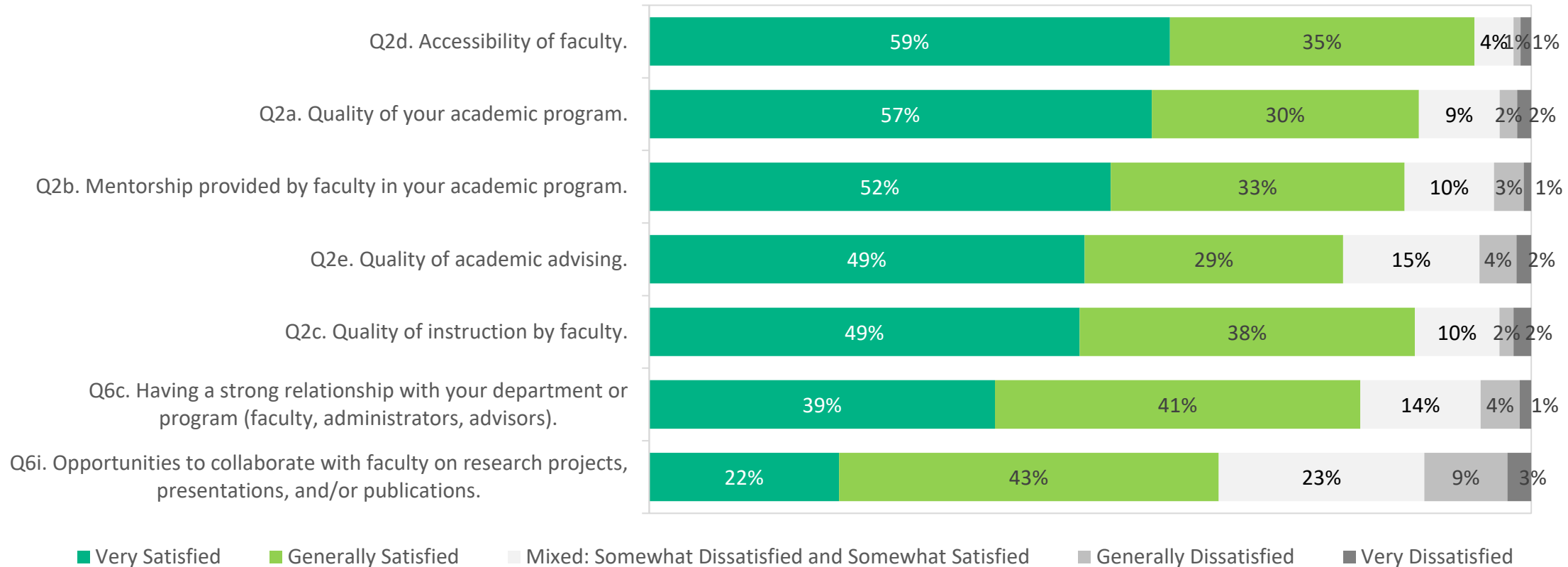
- **...yet of the 35% of students above, they reported “a great deal” of improvement in the following areas:**
 - 63% Mastery of the skills used by professionals in your field of study
 - 54% Comprehension of ethical principles and use of ethics in your field of study
 - 60% Understand of the value of individual differences
 - 56% Ability to work effectively in a diverse and changing world

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Student and Faculty Relationship

Overall Satisfaction with Faculty

Satisfaction Summary (5 responses)

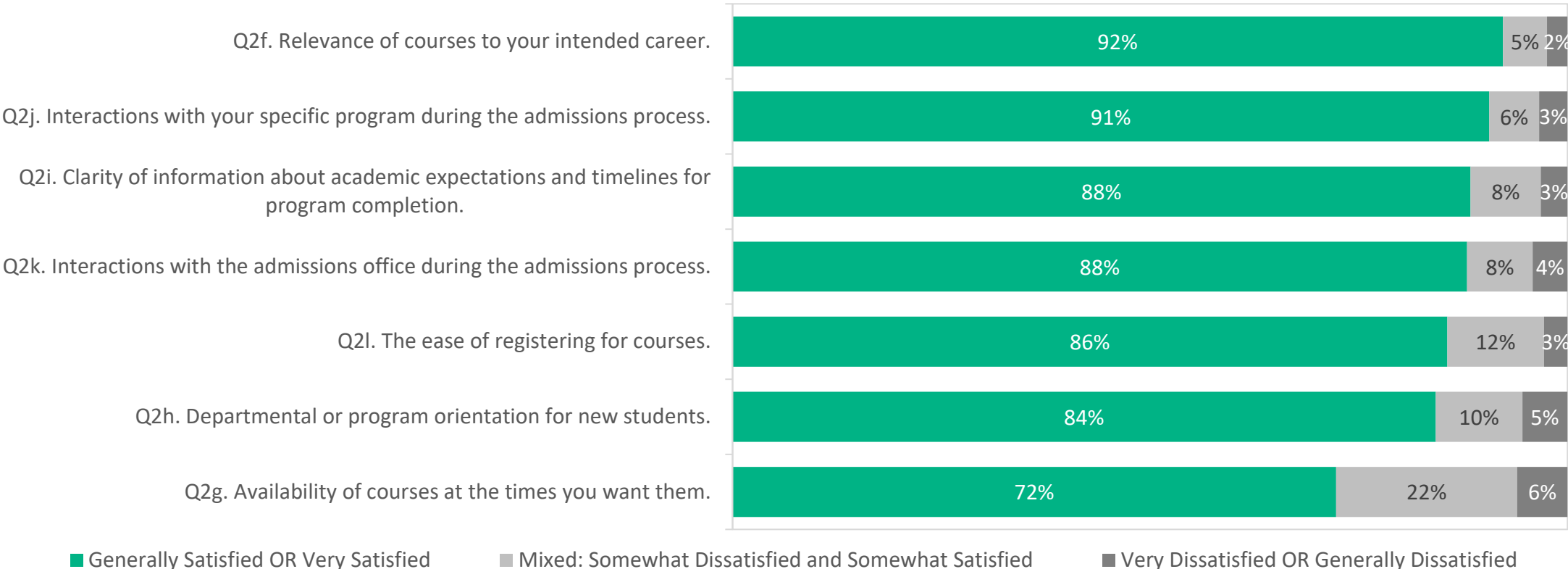


Student Perceptions of Programs

Courses, Curriculum, and Logistics

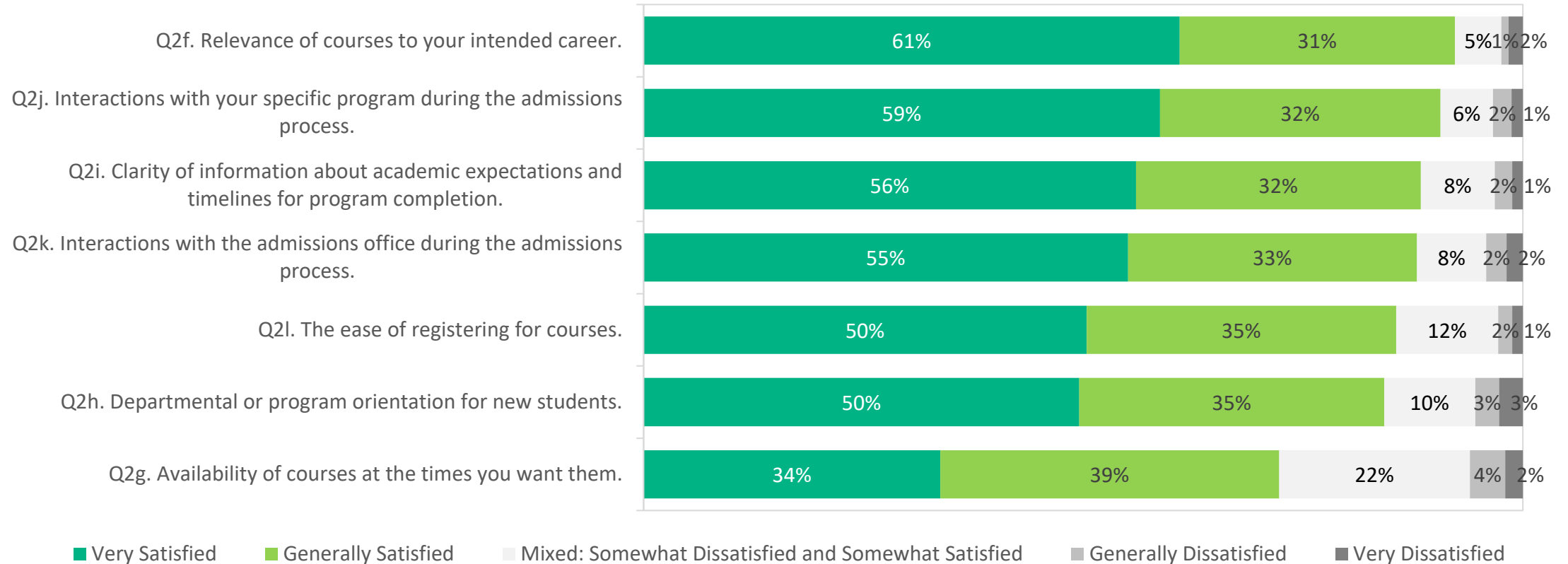
Satisfaction with Programs

Satisfaction Summary



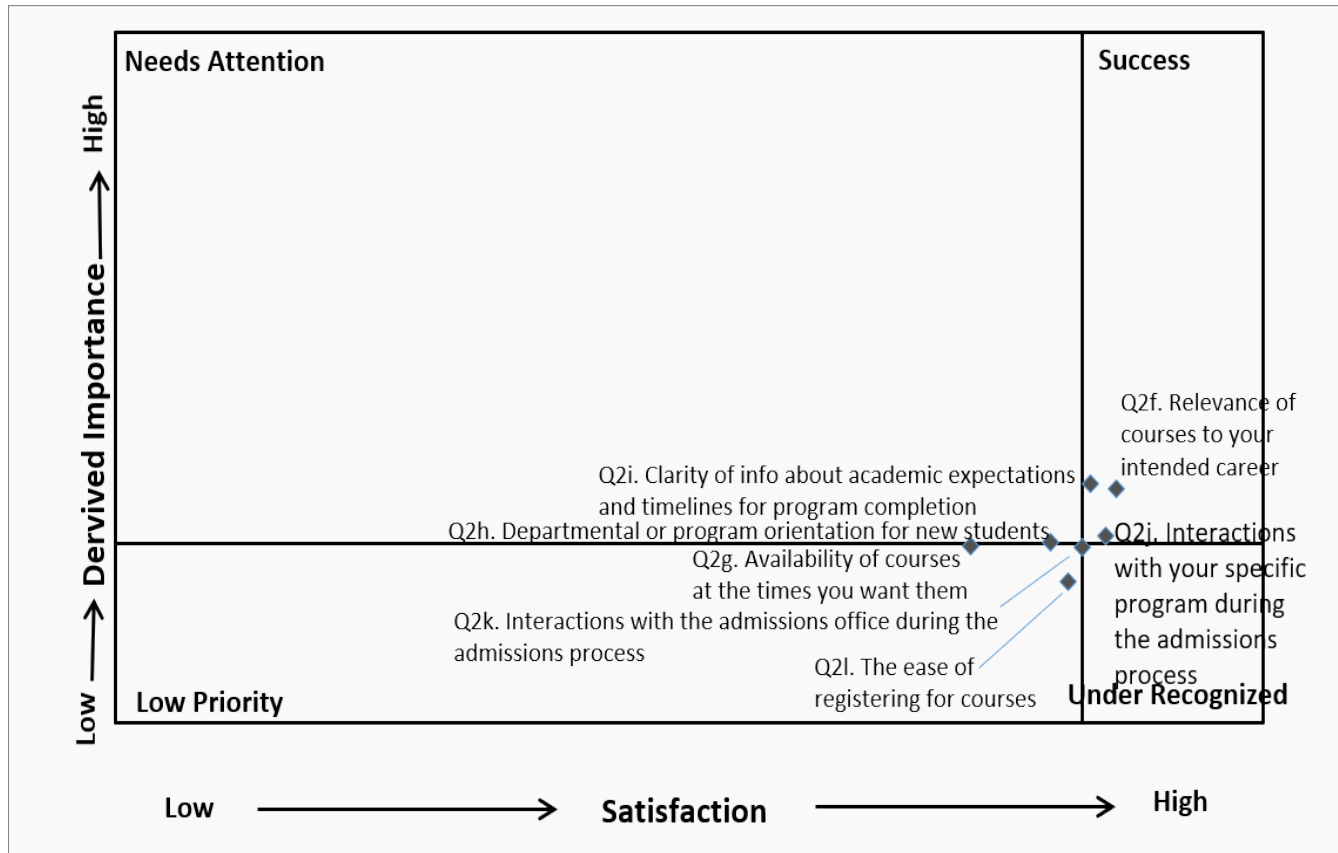
Satisfaction with Programs

Satisfaction Summary (5 responses)



Satisfaction with Programs

Overall: Priority Action Grid



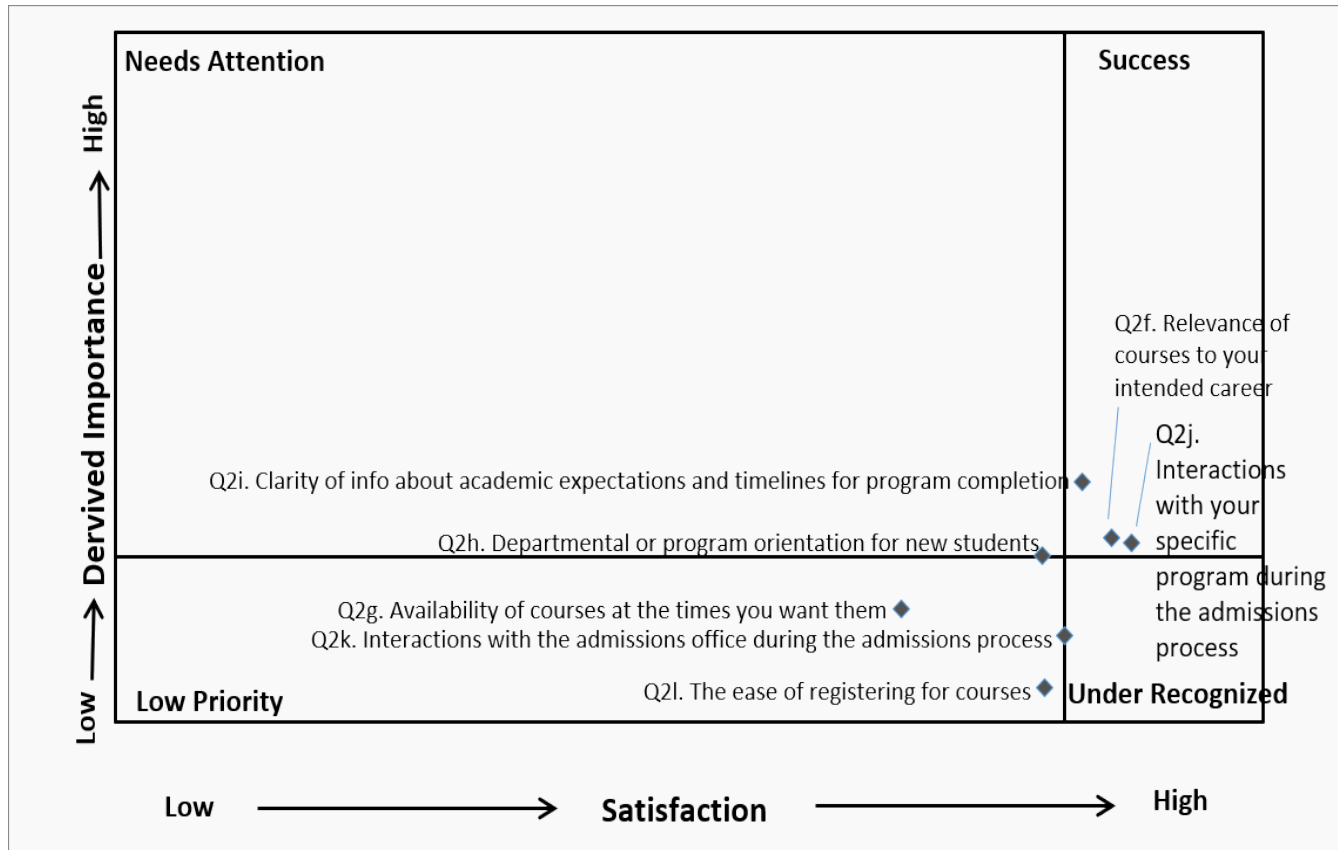
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 - Derived importance is the bivariate correlation between each individual attribute and the overall satisfaction rating.
- Grid is demarcated by the median values of satisfaction ratings (4.37) and correlation coefficients (0.26).
 - Range of satisfaction ratings = 3.98 - 4.49
 - Range of correlation coefficients = 0.20 - 0.35

63



Satisfaction with Programs

Loyola College of Arts and Sciences: Priority Action Grid

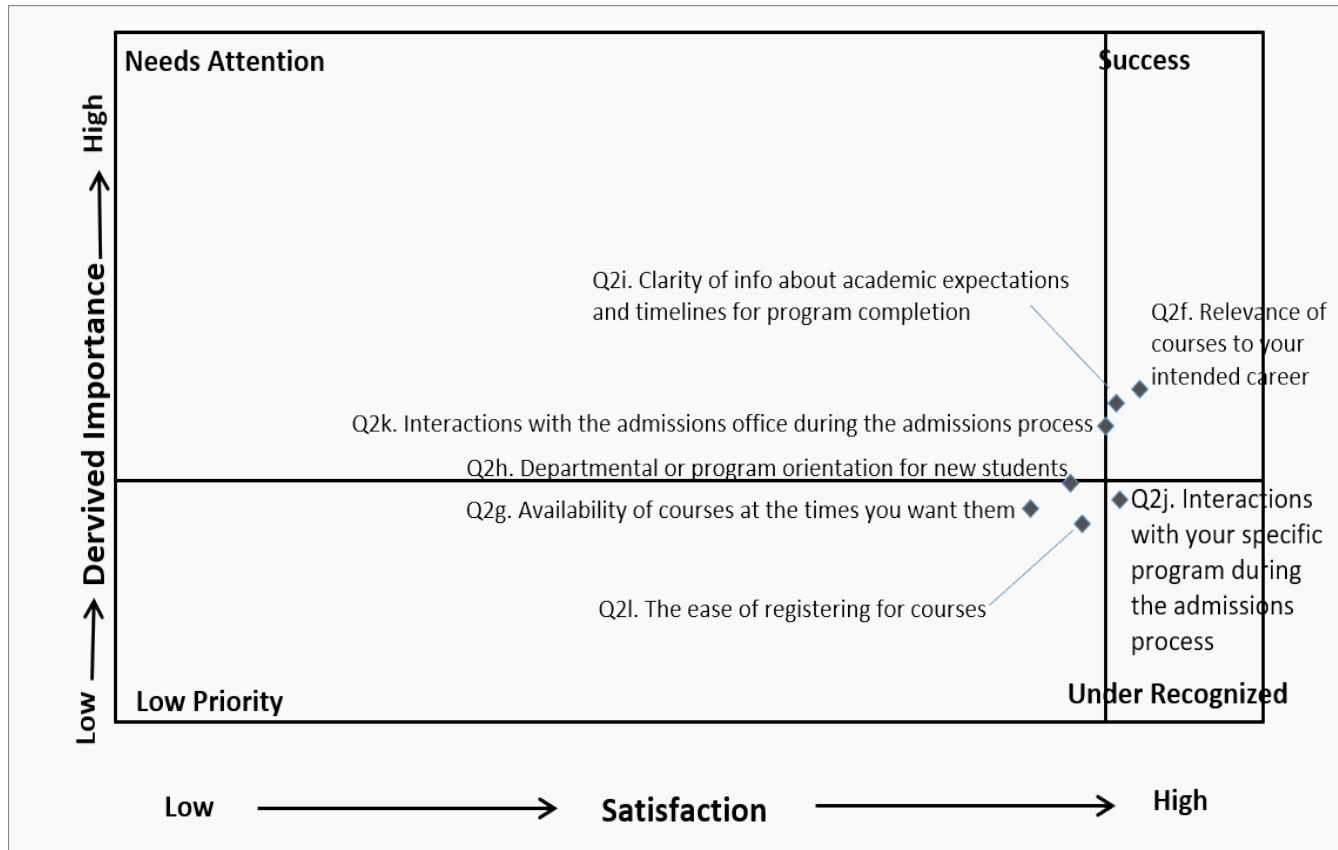


- Chart shows the satisfaction ratings, on a scale of 1-5, for each of 5 individual attributes queried on the survey.
- Satisfaction ratings are plotted along with the derived importance of each attribute to students' overall satisfaction with their Loyola experience.
 - Derived importance is the bivariate correlation between each individual attribute and the overall satisfaction rating.
- Grid is demarcated by the median values of satisfaction ratings (4.31) and correlation coefficients (0.24).
 - Range of satisfaction ratings = 3.74 - 4.54
 - Range of correlation coefficients = 0.05 - 0.35



Satisfaction with Programs

School of Education: Priority Action Grid



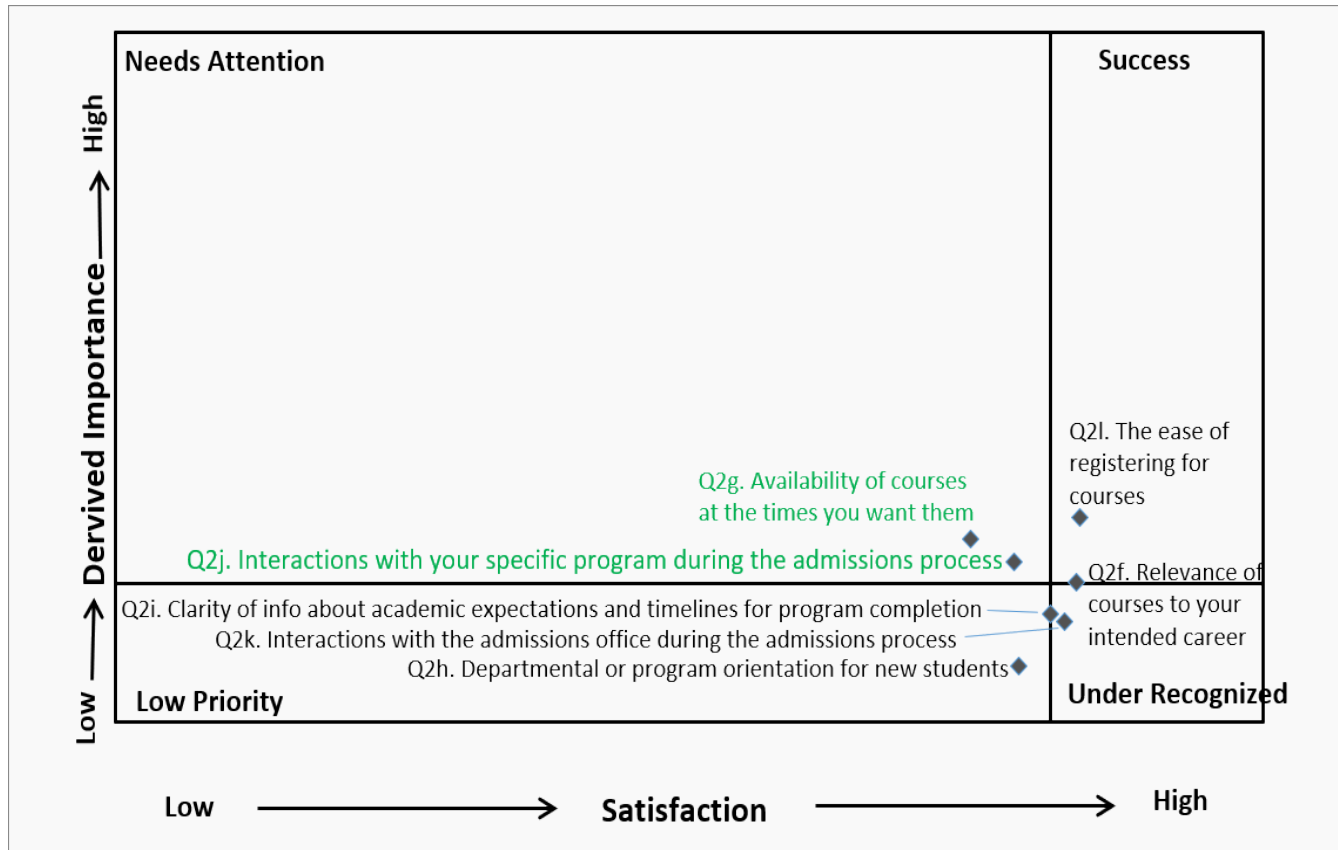
- Chart shows the satisfaction ratings, on a scale of 1-5, for each of 5 individual attributes queried on the survey.
- Satisfaction ratings are plotted along with the derived importance of each attribute to students' overall satisfaction with their Loyola experience.
 - Derived importance is the bivariate correlation between each individual attribute and the overall satisfaction rating.
- Grid is demarcated by the median values of satisfaction ratings (4.45) and correlation coefficients (0.35).
 - Range of satisfaction ratings = 4.19 – 4.57
 - Range of correlation coefficients = 0.29 - 0.48

65



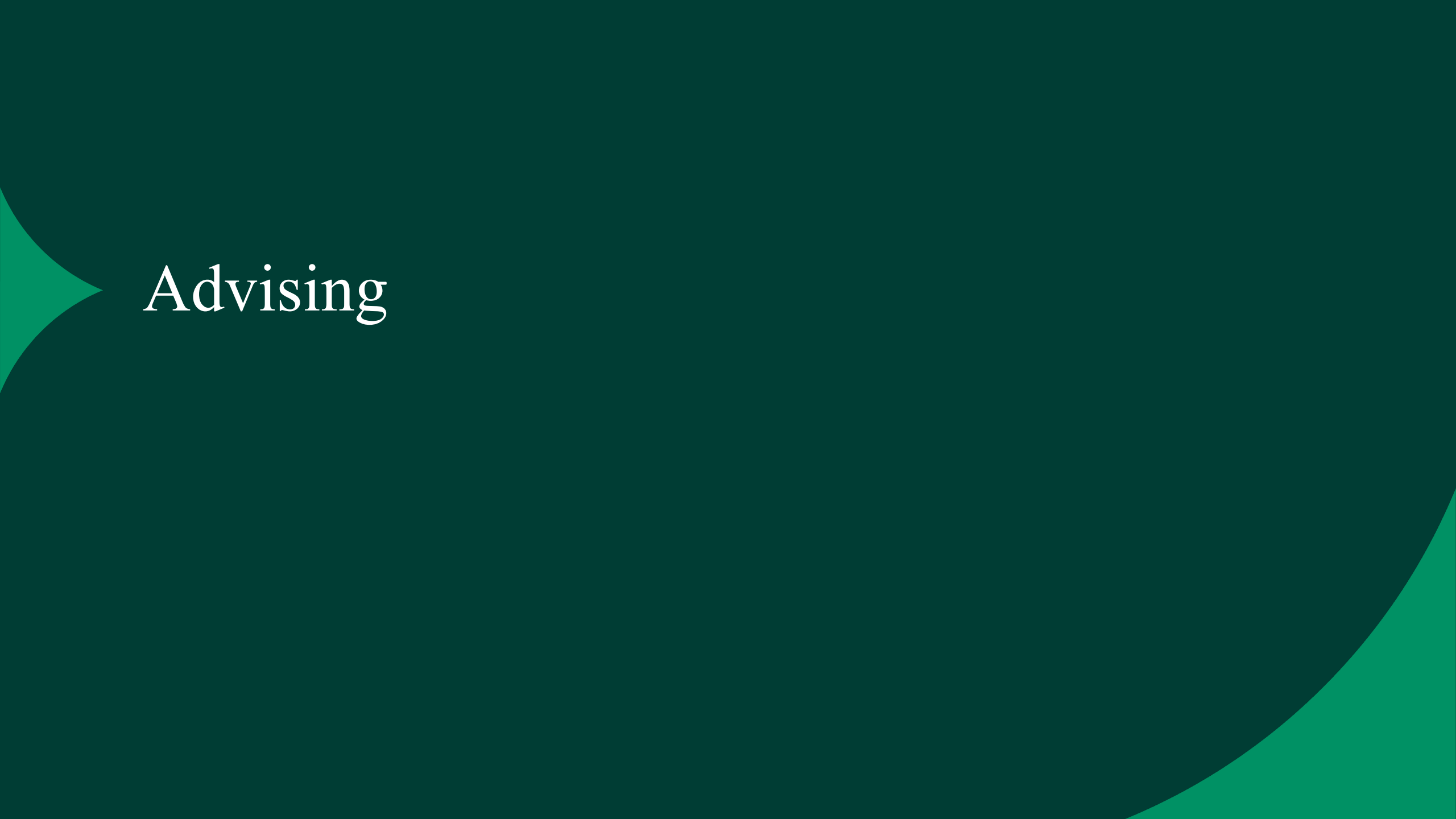
Satisfaction with Programs

Sellinger School of Business & Management: Priority Action Grid



- Chart shows the satisfaction ratings, on a scale of 1-5, for each of 5 individual attributes queried on the survey.
- Satisfaction ratings are plotted along with the derived importance of each attribute to students' overall satisfaction with their Loyola experience.
 - Derived importance is the bivariate correlation between each individual attribute and the overall satisfaction rating.
- Grid is demarcated by the median values of satisfaction ratings (4.26) and correlation coefficients (0.20).
 - Range of satisfaction ratings = 3.98 – 4.36
 - Range of correlation coefficients = 0.08 - 0.30
- Green denotes "Needs Attention"

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Advising

My advisor...

(5 responses)

