Addendum: Class of 2015 SCU Graduation Questionnaire Executive Summary

In the second annual SCU Graduation Survey, we received 74 responses from the 100 students who applied to graduate between December 30, 2014 through August 1, 2015 yielding a 74% return – an improvement from 2014 in which there was only a 51% return. (There were two test surveys submitted and deleted, but they were counted in the total number of responses through the Google Forms application. Therefore, the standard deviation for this questionnaire is 1.41).

Several new questions were added to the 2015 questionnaire upon the request of the online education program and administration. These questions are addressed in this addendum of the Class of 2015 SCU Graduation Questionnaire Executive Summary. Summaries of this new data will be included in all future executive summaries starting with the follow-up, six-month questionnaire summary for the class of 2015.

I. INSTRUCTION TYPE

The majority of students completing the graduation questionnaire were students who identified themselves as taking primarily day-time, real classroom classes. For the purposes of this summary, those students will be identified as “traditional” students. Chart A shows the percentages of students in traditional, evening and online programs completing the questionnaire. There was not a category specifically for graduate students, but 85% of graduate students indicated that their instruction type as “Evening.”

![Chart A](image1)

II. TIME TO FINISH

Chart B reflects the amount of time it took students to finish degree programs at SCU. The highest timeframe percentage was of students who finished a degree in 4 years.

![Chart B](image2)

Table A presents disaggregated data by time to finish and degree. An equal percentage of students completed the bachelor’s degree in 4 years and 4.5-6 years – 25%. This data seems to indicate that SCU should increase efforts to graduate bachelor’s degree students in 4 years. However, there are a few weaknesses in this particular data set. The question does not clarify whether time to finish should encompass only the time spent at SCU or overall time at each institution. Additionally, this questionnaire
relies on students to provide information from their memory, perception and experience, the data gathered might not accurately reflect true time-to-finish data.

The recommendation for this dataset is to either 1) revise this question to clarify whether the data SCU wishes to gather is specifically for SCU time or cumulative or 2) remove this question completely and obtain a more accurate report from the system database.

### Table A

<table>
<thead>
<tr>
<th>Time to Finish</th>
<th>Degree</th>
<th>Total Number Completing Degree</th>
<th>Number Completing the Degree in Specified Timeframe</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5 years</td>
<td>Associate</td>
<td>3</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Bachelor</td>
<td>57</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Master</td>
<td>13</td>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>2 years</td>
<td>Associate</td>
<td>3</td>
<td>1</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Bachelor</td>
<td>57</td>
<td>4</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Master</td>
<td>13</td>
<td>10</td>
<td>77%</td>
</tr>
<tr>
<td>2.5 years</td>
<td>Associate</td>
<td>3</td>
<td>2</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>Bachelor</td>
<td>57</td>
<td>9</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>Master</td>
<td>13</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>3 years</td>
<td>Associate</td>
<td>3</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Bachelor</td>
<td>57</td>
<td>8</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>Master</td>
<td>13</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3.5 years</td>
<td>Associate</td>
<td>3</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Bachelor</td>
<td>57</td>
<td>4</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Master</td>
<td>13</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4 years</td>
<td>Associate</td>
<td>3</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Bachelor</td>
<td>57</td>
<td>14</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Master</td>
<td>13</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4.5 to 6 years</td>
<td>Associate</td>
<td>3</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Bachelor</td>
<td>57</td>
<td>14</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Master</td>
<td>13</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

### II. APPLICATION TO OTHER INSTITUTIONS

Chart C shows the percentages of students in each the type of program indicated that they applied to another institution prior to applying to SCU. Students in evening programs, or Adult Studies students, were least likely to have applied to other schools or programs prior to attending SCU. The question did not ask if students had attended other institutions, so the data could be somewhat inaccurate. The recommendation will be to add wording to request information about previously attended schools or to add another question about transfer schools.

Other important data related to students who applied to or attended other institutions prior to attending SCU is as follows:
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- Total percentage of all students completing the graduation application indicating that they applied to or attended other institutions prior to attending SCU = 28%
- Number of unique institutions = 24
- Number of total applications to other institutions = 36
- Institution with largest percentage of applicants = University of Central Oklahoma, 17%
- Institution with second largest percentage of applicants = University of Phoenix, 8%
- Percentage of applications to Oklahoma institutions = 55.5%
- Percentage of applications to faith-based institutions = 39%

Most SCU students who applied to other institutions prior to attending SCU did so with other Oklahoma, non-faith-based institutions.

III. WORK WHILE ATTENDING SCU

Chart D reflects the industries in which respondents worked while attending SCU. Students working in industries that would likely be considered non-profit (education, religious, non-profit, and government) was 35% of the respondents. Only 11% of respondents stated they did not work while attending SCU, and of those who did not work while attending SCU, 88% were traditional students, representing 20.5% of the total traditional student responses, meaning 79.5% of the traditional student respondents were working while attending SCU.

A weakness in this questionnaire is that it does not ask students who were working to specify the number of hours worked. It also does not ask the number of hours spent on co-curricular activities such as athletics and student organization involvement. However, from enrollment data derived from the student information system, 82% of traditional students were enrolled in the 0-credit hour HPSM 1450 Varsity Sports in spring 2015. Enrollment in this course is required for all athletes and managers to receive an athletic scholarship. Therefore, it can be assumed by comparing the data gathered from this questionnaire to the athletic data that a high percentage of graduating students were simultaneously working and involved in athletics. There was no data available for students involved in other co-curricular activities.

A recommendation for this questionnaire would be to add questions related to hours of employment and other co-curricular activities so that SCU can better estimate whether students employed and involved in co-curricular activities are taking an appropriate academic load, and whether the current program offerings are conducive for the student population. It is also recommended that further research be conducted to determine whether the programs and expected academic load per semester (16 credit hours) allow students simultaneous involvement in academics, employment and co-curricular activities for the student to be successful in all areas while still finishing their academic programs within 8 semesters.

Chart D
IV. RECRUITING

A. Respondents were asked to specify how they heard about SCU. Chart E reflects the ways in which respondents learned about SCU. From this data, family members were the primary source for learning about SCU at 22%. Recruiting efforts combined, through events, recruiters or coaches, made up 27% of the sources of initial information about SCU.

The smallest percentage of recruitment was through a current student, which was chosen as “Other” by respondents. Of the choices listed on the questionnaire (Family Member, Non-family Alumni, Advertisement, Recruiting Event, Call from a Recruiter, Other), “Other” was selected by 39% of the respondents. However, through some interpretation of the “Other” comments, some of those responses under “Other” were moved to existing categories, and new categories were created and will be added to the 2016 graduation questionnaire (Affiliated Organization, Current Student, Friend, IPHC Church, Coach, Website/Internet Search).

One weakness in the questionnaire was there was no choice for family members who were alumni. The recommendation for 2016 will be to add a choice for “Family Member-Alumni.”

Chart E

B. A second part of the recruiting piece of the questionnaire asked those who selected “Advertisement” as the source for learning about SCU to specify the advertisement type. Of the 10% of respondents who selected “Advertisement,” only three types of advertising were specified. The percentages are as follows:

- Television – 0%
- Print Media – 0%
- Social Media – 57%
- Radio – 14%
- Billboard – 0%
- Mailer – 0%
- Other – 29% (all specified as “Internet”)

V. SCU QUALITIES

Respondents were asked what they liked most about their experience at SCU. Chart F reflects the responses gathered. Not included in this chart is the 30% of respondents who did not answer the question. There is an apparent flaw in the questionnaire which will be explored by the developer. From the responses gathered, the quality which received the highest response was “Christian Environment” with
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35%. While the chart shows that “Interaction with Other Students” was the second most liked quality with 19%, in actuality, if “Instruction of Faculty” and “Overall Education” are combined, respondents indicated that academics were the second most liked quality with 24%. From these indicators, it is clear to nearly 60% of the respondents that SCU is accomplishing its mission.

Chart F

Chart G disaggregates the most liked qualities data by program type. From the data, the following general correlations can be made:

- Christian Environment was experienced equally among all program types and degrees
- Interaction with Other Students was as high on the list for traditional respondents as Christian Environment, but lower for evening respondents, and non-existent for online.
- Interaction with staff was toward the top of the list for traditional, but low for evening, and non-existent for online.
- Overall Education ranks low with traditional, while it is a middle factor for evening, and high for online.
- Instruction of Faculty ranks lower with traditional and online, but higher with evening.
- Extracurricular Activities and Leadership Opportunities were not high with any program type.

Chart G
From these general observations, it appears SCU is strong in its mission to provide education with a Christian worldview. However, to meet Goal 1 of the Strategic Plan and its objectives, SCU needs to improve in the following areas:

- Academics and faculty instruction for traditional students.
- Community connection for evening students.
- Faculty instruction and community connection for online students.

VI. SATISFACTION
A. Respondents were asked to rate their overall experience at SCU. Chart H reflects the responses gathered. Not included in this chart is the 30% of respondents who did not answer the question. There is an apparent flaw in the questionnaire which will be explored by the developer. From the responses gathered, only 8% of the respondents were not satisfied with their experience at SCU.

B. Respondents were asked to rate their satisfaction with their specific academic programs from 1-Not Satisfied to 4-Very Satisfied. Chart I reflects that 89% of the respondents rated their satisfaction with their academic program at a 3 or 4. There were none who rated the program with a 1, and only 11% chose 2. Chart J disaggregates the satisfaction data by program.
A further breakdown into percentages of the satisfaction ratings by individual programs is as follows:

- **Behavioral/Social Sciences**: Rating 2=40%, Rating 3=20%, Rating 4=40%
- **Biblical Studies/Ministry/Theology**: Rating 2=10%, Rating 3=60%, Rating 4=30%
- **Business**: Rating 2=0%, Rating 3=64%, Rating 4=36%
- **English/English Education**: Rating 2=20%, Rating 3=60%, Rating 4=20%
- **General/Liberal Studies**: Rating 2=0%, Rating 3=33%, Rating 4=67%
- **Health/P.E./Sport Management**: Rating 2=11%, Rating 3=33%, Rating 4=56%
- **History/History Education**: Rating 2=0%, Rating 3=100%, Rating 4=0%
- **Human Services**: Rating 2=0%, Rating 3=33%, Rating 4=67%
- **Music/Creative Arts**: Rating 2=0%, Rating 3=67%, Rating 4=33%
- **Professional Leadership**: Rating 2=0%, Rating 3=0%, Rating 4=100%

Based on this breakdown, those respondents who identified their academic program as Behavioral/Social Sciences were less satisfied with their academic program than any other group. Of those Behavioral/Social Sciences respondents who rated their program with a rating of 2, 88% identified themselves as traditional students and 12% as adult students.

SCU should further investigate the reasons behind this level of dissatisfaction in the traditional Behavioral/Social Science academic programs.

C. Respondents were asked if they would recommend SCU to a friend or family member. Again, 30% did not answer the question. Of those who did answer the question, 84% said they would recommend SCU to a friend or family member.

VII. IMPROVEMENTS

Respondents were asked to give comments about what areas of SCU they felt needed improvement. This question was open-ended to allow for any and all responses. Some respondents listed more than one area that needed improvement, so percentages of respondents could not be figured. Comments were sorted into categories as reflected in Chart K by using key words and content interpretation by the questionnaire administrator. Comments that combined several areas together were counted twice in both categories. The three issues receiving the highest number of comments were related to Technology/Wifi, Student Life and Communication, respectively.

![Chart K](image-url)
Below are some sample comments for each category taken directly from the questionnaire with some corrections to grammar and spelling.

Technology/Wifi:
- Technology improvements would not only make classes run smoother but also allow for students to further study outside of class. Along with this, portal updates could make school announcements easier. A list of things going on that day/week on the welcome screen would allow for students to be in the know about activities!
- Internet and parking at the university can be frustrating.
- Technology. There should be a computer lab with working printers and computers…
- More computers in library with good internet connection.
- The wifi connection needs to be fixed.
- Undependable WiFi.
- The Internet should be reliable

Communication:
- Better planning and communication on nights when the campus is closed or holidays come on the nights when we have class and the classrooms are closed, and we cannot get in to have class. Better arrangements need to be made for these nights for the adult studies, and graduate classes.
- The financial aid/business department could improve their communication to students (realize many times they are bringing stressful news, ensure threats and consequences, are not the first thing the students hear).
- Better communication from all offices as well as office communicating more effectively with one another.
- Dean and school administration. Does not communicate with students well.
- Communication with online students can be greatly improved. This includes making sure students have textbook and class information a few weeks in advance of the start of class so that they have time to order texts, read syllabus, etc. Communication can also be improved by the business office by communicating payment deadlines to student via E-mails before late fee payments are issued for students' neglect to pay their balance. As an online student, I often found that if I had a question (about such things as class scheduling, etc.), I did not have a department that had clear answers for me. I was often transferred between multiple departments and no one seemed able to provide help. If SCU continues their online Master's schooling program, it would be helpful to invest in a program or person who is committed to understanding the online students' needs and is better equipped to help them navigate their way through their questions. Having a go-to person or department would have taken a lot of pressure and confusion off of me in navigating through my school-related questions.
- Effective, appropriate communication with Adult Students and actually return emails within 24-36 hours.
- Better communication across departments and degree planning for students

Advising:
- Academic Advisors need to be more organized in helping students on their path to graduation. I was deceived 3 times which initially held me back from graduation.
- Advisors were only focused on getting me to graduate. As a result I have to wait a year to continue my education. In addition I had a money situation come up with the school. Instead of dealing with it they just ignored it.
- The advisers could be more helpful and actually do what they say they do

Facilities:
- Class room aesthetics and technological implementation. Way too many holes in walls, not enough outlets for modern use.
- More classrooms
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- Classrooms need to be updated
- Better facilities for community interaction
- The library needs to be updated and made more accessible.
- Facility issues should be taken care of in a timely manner. A standard of EXCELLENCE should be displayed not just spoken of.

Student Life:
- The Spiritual Life department needs to be kept accountable to a standard of excellence (RCs, devos, chapel band).
- I believe consistency is the only thing I think needs a big improvement at SCU. Many of the policies and regulations are not set in stone or the same from person to person. I would be more apt to follow rules or policies if they were the same for everyone. I think they need to be written down ad set in stone! I understand there are always going to be exceptions but it’s almost to the point of favoritism, or people finding loop holes.
- Student Activities. I felt this year was much better, but when things get done (Volleyball court, frisbee golf) they need to get done CORRECTLY, EFFICIENTLY, and PROFESSIONALLY. That has been my biggest complaint.
- Housing…
- Consistency with the application of rules. A system which clearly states the punishment for breaking the schools rules which can be applied across the whole student body.
- Adult Studies representation in Student Government or their own Committee.

Online:
- Making online students feel more like they are a part of the school. Easier accessibility to school memorabilia and maybe even graduations for out of state alumni.
- Online class teacher interaction with Students and graded assignments sooner before the following weeks posts are due so that we can determine what we need to improve on.
- There is no recognition for online students who achieve honor grades and no scholarships.

Parking:
- Internet and parking at the university can be frustrating.
- Parking
- Parking and commuter provisions

Academics/Degrees:
- Quality of learning materials
- More degrees
- The Psych department did not prepare me for much

Graduate Department:
- The Graduate Program needs to continue to update processes, both educational and administrative.
- The biggest problem is the Graduate school administration office. They don't return calls, they don't communicate at all. The Administration let the Tulsa student body down big time. I hope it's better for new students. Or people will be discouraged with the administration moving forward.

Scholarships:
- The Res Life positions need more funding because RA's and RC's are given a great deal of responsibility as well as limited available times to get away from campus for a break. Because of this, I believe that a full room and board scholarship should be given, at the very least, to the RAs.
- Scholarship opportunities

Staffing:
• Office Hours till between 7-8pm, as most students in the program work day shift hours and cannot pick up the phone and talk to an instructor during the work day.
• A dedicated, experienced Adult Education Financial Aid Specialist that works until 7pm each evening to assist Adult Students with Financial aid issues.
• Faculty and staff need to be more involved in the lives of the students by being a part of the events that the school puts together, such as open mic night and hall meetings.
• More professors