

2022 SCU Student Experience Survey



The Office of Institutional
and Academic Insights
Spring 2023 Report

GRADUATE STUDENT THRIVING QUOTIENT - FALL 2022

In November 2022, SCU conducted a survey called [The Thriving Quotient](#) to assess student experience. The survey is an effort to obtain student feedback across all programs in a systematic way, that allows us to both compare our programs with each other and compare our students and University to national norms. The goal of this survey is to allow students the opportunity to have their voice heard as the data collected are used by SCU to improve services and make changes that positively impact the student experience.

The survey was sent to 1,269 students in November of 2022. Of that number, 288 provided complete responses for a rate of 23%. Respondents were asked questions about their own behaviors and dispositions, the impact of their education on their lives, and their level of satisfaction along multiple dimensions. We included custom questions about our co-curricular activities. We also asked our KPI Net Promoter Score (NPS) question of how likely they are to recommend SCU to a friend or relative as well as the satisfaction questions about technology infrastructure and support. We parsed the data by gender and race/ethnicity and found no significant differences. Additionally, we found that the majority of program NPS scores, as well as the overall university score, improved over the past year. The Chiropractic and Human Genomics and Genetics programs showed notable improvement. Satisfaction with the technological infrastructure and support services has improved. This demonstrates that *SCU delivers the equity that it promises and is committed to continuous improvement.*

SCU Satisfaction scores by program, comparing Fall 2012 and Fall 2022

SCU Student KPI Questions		AYP	AYW	BSHS	CHIRO	DACM	MSHGG	MSMS	MSPA	SCU
How likely is it that you would recommend SCU to a friend or relative? (NPS)	FA22	75	22	100	-30	29	-43	-27	-6	-10
	FA21	56	22	-50	-50	31	-100	0	10	-25
How satisfied are you with SCU/Synoptek technology infrastructure (i.e., office computers, Wi-Fi, classroom technology)? (Mod C-SAT)	FA22	100	80	100	40	88	50	64	78	60
	FA21	83	50	-33	32	82	0	83	64	44
How satisfied are you with SCU/Synoptek technology support services (i.e., help desk, ticketing, toll-free support)? (Mod C-SAT)	FA22	100	100	100	71	88	83	91	90	81
	FA21	100	80		67	93		100	96	78

The behavior and disposition questions comprising The Thriving Quotient fall into five themes:

1. *Engaged Learning*— a measure of the degree to which students are meaningfully processing what happens in class, energized by what they are learning, and continuing to think about it outside of class.
2. *Academic Determination*— a measure of students’ goal-directedness, investment of effort, and regulation of their own learning and use of time.
3. *Positive Perspective*— a measure of students’ optimism and explanatory style.
4. *Social Connectedness*— a measure of students’ involvement in healthy relationships, whether on or off campus.
5. *Diverse Citizenship*— a measure of students’ desire to make a difference in the community around them, as well as their openness to differences in others.

There are also themes for *Psychological Sense of Community*, *Institutional Integrity*, *Friend and Family Support*, and *Outcomes Measures* but these are theoretically distinct from The Thriving Quotient. SCU was provided with two comparison groups: Graduate Students in all disciplines, and Graduate Students in Health Science disciplines.

SCU students scored higher on *Social Connectedness* than did national comparison groups. There are no significant differences between SCU students and either national sample in the *Diverse Citizenship* or *Positive Perspectives* scales.

SCU students score significantly lower than both national samples on the *Engaged Learning*, *Academic Determination*, *Psychological Sense of Community*, and *Institutional Integrity* scales.

The asterisks in the SCU column in **Table 2** indicate that SCU's mean responses are statistically different from the national means. These questions were answered on a six-point scale with 3.5 at the center and anything above that considered a **positive response**.

- **All Thriving Comparison** (Table 2)
 - While our Doctor of Chiropractic students are hard workers who are open to new ideas and have the support of their friends and family, they are significantly less happy than their peers in Acupuncture and Chinese Medicine and the Physician Assistant programs. This difference is especially pronounced in the *Institutional Integrity* scale and satisfaction with the amount of academic advising received and their interactions with staff. Chiropractic students are also the least happy with the amount of tuition they pay. The level of academic advising and interaction with staff are things that the program could address. MSMS students are not happy with either the quality or the quantity of their contact with faculty.
- **Co-Curricular** (Table 3)
 - Table 3 shows the percentage of respondents indicating that they participated in each co-curricular activity. Note that club-related events are the most likely to engender a sense of belonging.
- **Demographics** (Table 4)
 - SCU students are more likely to be male than either of the national samples especially when compared to students in health science fields.
 - Our students are:
 - More likely to be in their late 20's, whereas the comparison groups are more likely to be in their early 20's or mid-late thirties,
 - More diverse,
 - Less likely to be married,
 - Less likely to be a veteran,
 - Less likely to have children.
 - About twice as many SCU students chose the lowest (< \$30K) household income category. This could be a reflection of the fact that many of them are independent and single.

- **Program Delivery** (Table 5)
 - SCU students reported taking more hybrid courses than did those in either national sample who are more likely to be either purely online or purely on ground.

- **Type of Program** (Table 6)
 - SCU students are more likely to be pursuing a professional doctorate than their peers at other graduate schools. We have degree seeking undergraduates and the comparison groups do not because we included our Ayurveda and BSHS undergraduates in this survey.

- **Undergraduate Grades** (Table 7)
 - SCU students reported lower undergraduate grades than our comparison groups. SCU has a variety of admissions policies, ranging from an open admissions policy in Ayurvedic Medicine to a highly selective process in our MSPA program.

- **Hours per week worked** (Table 8)
 - The majority of SCU students work less than their peers but we have a few who reported working more than 40 hours per week for pay.

- **Is your Area of Study a Good Fit?** (Table 9)
 - SCU students are similarly confident about the “fit” of their chosen area of study, with 87.1% of students at SCU indicating that they are somewhat sure- to very sure that their area of study is a good fit.

- **Difficulty paying for School Expenses** (Table 10)
 - SCU students report more difficulty in paying for school expenses than their peers in either group.

- **To what extent do you think you are thriving as a college student this semester?** (Table 11)
 - Fewer SCU students report that they are consistently thriving or thriving most of the time than their peers. SCU students are more likely to report that they are surviving or even barely surviving.

- **Impact of Graduate School on Relationships** (Table 12)
 - While many of our students reported that some of the categories were not applicable, when comparing the positive to negative responses, we found that the positive responses outnumber the negative responses, more so than our national comparison groups. Therefore we can determine that graduate schooling has a greater positive impact on relationships for students at SCU than our national comparison groups.

- **What has happened this semester that has led to your perception of whether you are thriving or not?** (Table 13)
 - The top five categories for this open-ended question were: workload, personal, positive/good grades, faculty interactions, and financial.
 - Examples of constructive comments are:
 - “The disconnect between clinical students & administration is discouraging. It often feels like they’re looking for opportunities to hold us back another term rather than aid us in graduating on time.”
 - “Having only a two-week break, and not having weekends off to breathe due to Selectives has negatively impacted my mental health. Also highly sought after Selectives should not be offered around finals or midterms.”

- **What you could go back and change one thing about your time at SCU that would add to your experience there, what would it be?** (Table 14)
 - The top six categories for this open-ended question were: personal, curriculum and instruction, support services, facilities, nonconstructive, and Covid.
 - Examples of constructive comments are:
 - “More social interaction with cohort”
 - “More tutoring”
 - “I wish that we had more resources to practice our clinical skills.”

Key Takeaways

- The overall metric of well-being, The Thriving Quotient Mean scores, *is very stable across cohorts* (see Figure 1). Even though there are some programs that scored lower than others on the disaggregated themes, our SCU mean Thriving Quotient score is 4.83 on a 6-point scale, *which is positive*.
- First- and second-year DC students report a stronger sense of community than those who have been here longer but there appears to be an abrupt shift between the second and third years. There are no differences between the first four years of DC students in answers to “being a student here fills an important need in my life” and first- and second-year students are only slightly more likely to say that SCU is a good fit than are third- and fourth-year students.
- Students who are further along in their program are less satisfied, enjoy their experience less, and more likely to regret choosing SCU. This is particularly true of Doctor of Chiropractic students.
- Third- and fourth-year Chiropractic students are less likely to say that staff actions are consistent with the University Mission than are first- and second-year students.
- The longer a DC student has been here, the less likely they are to report that their expectations have been met. Note: The pandemic may have played a role.
- Third- and fourth-year Chiropractic students are more likely to say that they want more friends than are first- and second-year students.

Recommendations:

- Provide opportunities for socialization to Chiropractic students in the clinical phase of their education.
- To increase institutional integrity, we should analyze what students are being told in the admissions process/orientation and see how that aligns with services SCU offers.
- Co-curricular activities need sufficient resources to support clubs.
- We should also focus on providing students with better customer service to better meet their expectations.
- IAI recommended that Student Services hold focus groups related to co-curricular offering and how to best meet students needs regarding student services.
- IAI recommends that **LACC hold focus groups of clinical students** to determine where their expectations are not being met.

Figure 1.

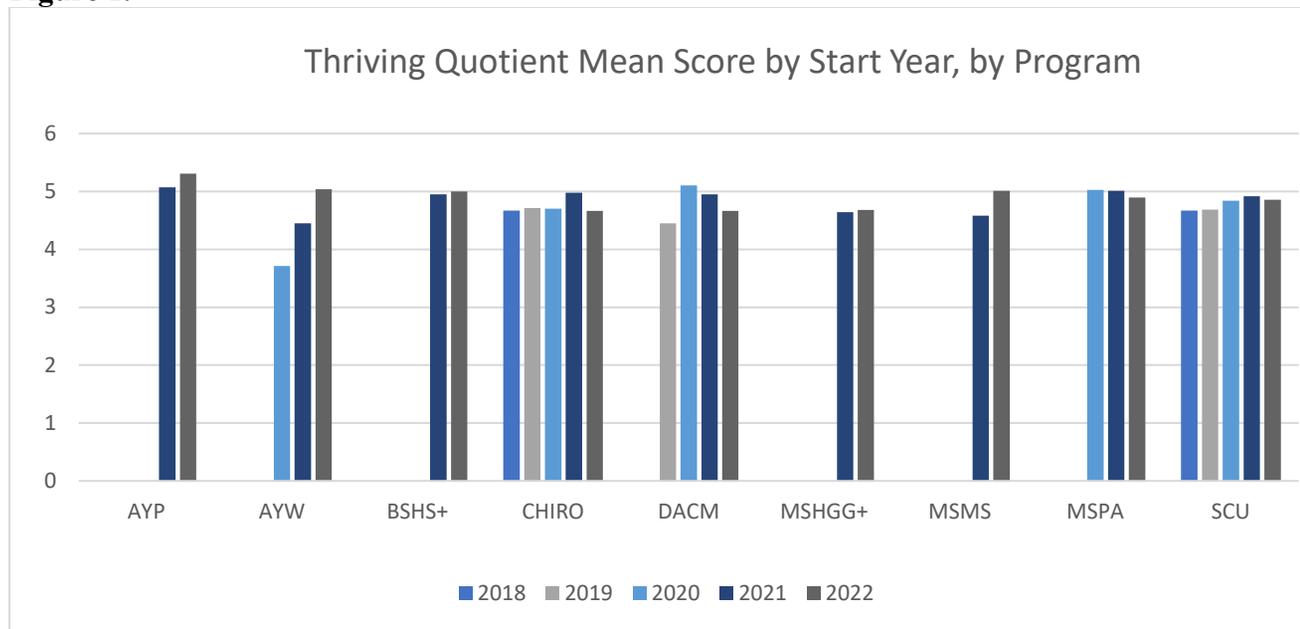


Table 2.

	National Norms N=3,602	Health Sciences Grad Students Nationally N=531	SCU N=288	AYP N=8	AYW N=9	BSHS N=3	CHIRO N=139	DACM N=40	MSHGG N=8	MSMS N=17	MSPA N=64
ITEM	Item mean scores										
Engaged Learning Scale	5.16	5.14	4.86*	5.81	5.25	5.67	4.51	5.13	4.88	4.62	5.34
1. I feel as though I am learning things in my classes that are worthwhile to me as a person.	5.34	5.3	5.02*	5.75	5.33	5.67	4.63	5.35	4.75	4.88	5.56
2. I can usually find ways of applying what I'm learning in class to something else in my life.	5.29	5.22	4.94*	5.75	5.11	5.67	4.60	5.23	5.00	4.94	5.33
3. I find myself thinking about what I'm learning in class even when I'm not in class.	5.06	5.15	4.95	6.00	5.33	5.67	4.65	5.00	5.13	4.41	5.45
4. I feel energized by the ideas I'm learning in most of my classes.	4.96	4.89	4.56*	5.75	5.22	5.67	4.13	4.93	4.63	4.24	5.03
Academic Determination Scale	5.08	5.11	5.00*	4.95	4.49	5.47	5.00	4.98	5.13	4.94	5.09
5. I find a way to get everything done for classes that I need to do in a given week.	5.14	5.21	5.07	4.88	4.67	5.67	5.05	5.08	5.38	4.88	5.27
6. Even if assignments are not interesting to me, I find a way to keep working at them until they are done well.	5.09	5.1	5.13	5.00	4.33	5.67	5.19	4.93	5.25	5.47	5.14
7. I know how to apply my strengths to achieve academic success.	5.21	5.19	4.81*	5.13	4.78	5.33	4.76	4.92	4.63	4.18	4.97
8. I am good at juggling all the demands of life.	4.58	4.6	4.59	4.38	4.11	5.00	4.61	4.60	4.88	4.71	4.56
9. Other people would say I'm a hard worker.	5.38	5.45	5.41	5.38	4.56	5.67	5.39	5.38	5.50	5.47	5.50
Social Connectedness Scale (<i>note: items are reverse scored as indicated so that higher scores indicate higher levels of social connectedness</i>)	3.87	3.96	4.04*	4.69	4.17	3.25	4.12	4.29	3.69	3.97	3.84
10. Other people seem to make friends more easily than I do. (R)	3.65	3.61	3.7	2.25	3.44	4.00	3.15	3.08	3.50	3.29	3.67
11. I don't have as many close friends as I wish I had. (R)	3.81	3.89	4.03*	2.63	3.22	3.67	2.88	2.74	3.00	2.59	3.30

	National Norms N=3,602	Health Sciences Grad Students Nationally N=531	SCU N=288	AYP N=8	AYW N=9	BSHS N=3	CHIRO N=139	DACM N=40	MSHGG N=8	MSMS N=17	MSPA N=64
12. I often feel lonely because I have few close friends with whom to share my concerns. (R)	4.21	4.34	4.38	2.25	2.33	3.33	2.68	2.23	2.38	2.76	2.81
13. It's hard to make friends in this program. (R)	3.9	3.99	4.12*	4.88	4.67	3.00	4.19	4.18	2.63	3.53	3.87
Diverse Citizenship Scale	5.21	5.17	5.16	5.33	5.11	5.28	5.09	5.05	4.96	5.24	5.35
14. I spend time making a difference in other people's lives.	5.17	5.16	5.02*	5.50	5.11	5.33	4.96	4.93	4.38	5.12	5.14
15. I know I can make a difference in my community.	5.23	5.22	5.33*	5.63	5.11	5.33	5.32	5.28	5.25	5.35	5.39
16. I value interacting with people whose viewpoints are different from my own.	4.99	4.89	4.92	4.63	5.00	5.67	4.78	4.85	4.88	5.12	5.19
17. It's important for me to make a contribution to my community.	5.22	5.14	5.10*	5.50	5.00	4.33	4.94	5.25	5.13	5.35	5.30
18. It is important to become aware of the perspectives of individuals from different backgrounds.	5.57	5.55	5.58	5.75	5.44	5.67	5.52	5.55	5.50	5.65	5.80
19. My knowledge or opinions have been influenced or changed by becoming more aware of the perspectives of individuals from different backgrounds.	5.1	5.06	4.98*	5.00	5.00	5.33	5.00	4.48	4.63	4.82	5.31
Positive Perspective Scale	4.84	4.82	4.91	5.13	4.61	5.00	4.94	4.81	4.25	5.26	4.94
20. My perspective on life is that I tend to see the glass as "half full" rather than "half empty."	4.75	4.77	4.8	5.00	4.33	5.00	4.90	4.65	4.00	5.18	4.72
21. I look for the best in situations, even when things seem hopeless.	4.94	4.87	5.03	5.25	4.89	5.00	4.96	4.98	4.50	5.35	5.16
THRIVING QUOTIENT MEAN SCORE	4.88	4.89	4.83	5.19	4.76	4.98	4.76	4.88	4.67	4.81	4.96
Psychological Sense of Community Scale	4.9	4.86	4.72*	5.38	4.94	5.33	4.41	4.99	4.44	4.28	5.12
22. I feel like I belong in this program.	5.2	5.18	5.22	5.50	5.11	5.67	5.10	5.38	5.38	4.47	5.47
23. Being a student in this program fills an important need in my life.	5.07	5.04	4.97	5.63	4.89	5.00	4.60	5.18	4.75	4.71	5.58

	National Norms N=3,602	Health Sciences Grad Students Nationally N=531	SCU N=288	AYP N=8	AYW N=9	BSHS N=3	CHIRO N=139	DACM N=40	MSHGG N=8	MSMS N=17	MSPA N=64
24. I feel proud of the college or university I have chosen to attend.	5.03	4.95	4.49*	5.50	5.11	6.00	4.01	5.10	4.38	4.18	4.88
25. There is a strong sense of community among the students in this program.	4.26	4.25	4.15	4.88	4.67	4.67	3.91	4.30	3.25	3.76	4.56
Institutional Integrity Scale	4.9	4.75	4.09*	5.13	5.11	5.89	3.60	4.61	4.21	3.61	4.60
26. My experiences on campus so far have met my expectations.	4.81	4.67	3.97*	5.25	5.00	6.00	3.48	4.55	3.63	3.41	4.47
27. The institution was accurately portrayed during the admissions process.	4.82	4.62	3.92*	4.75	5.11	5.67	3.45	4.43	4.38	3.41	4.33
28. Overall, the actions of faculty, staff, and administrators on this campus are consistent with the mission of the institution.	5.08	4.97	4.38*	5.38	5.22	6.00	3.86	4.85	4.63	4.00	5.00
Friend and Family Support											
29. My close friends encourage me to continue attending this school.	5.11	5.24	5.18	5.25	4.56	4.67	5.22	4.59	5.25	5.35	5.48
30. My family encourages me to complete my degree.	5.4	5.53	5.44	5.13	4.33	6.00	5.52	5.11	5.88	5.12	5.72
31. I regularly talk to my family about what I am learning.	4.74	4.85	4.65	4.50	3.89	5.33	4.65	4.54	4.88	4.06	4.95
Outcome Measures:											
32. I am confident that the amount of money I'm paying for graduate school is worth it in the long run.	4.47	4.31	4.07*	4.75	4.78	5.67	3.55	4.43	4.13	3.71	4.80
33. I intend to complete my degree from this institution.	5.63	5.64	5.56	5.50	5.22	5.67	5.50	5.50	5.75	5.29	5.87
34. Given my current goals, this program is a good fit for me.	5.34	5.26	5.09*	5.38	5.33	5.33	4.81	5.25	5.13	4.76	5.63
35. If I had to do it over again, I would choose a different institution.	4.45	4.3	3.92*	5.38	4.89	5.33	3.52	4.93	3.71	3.65	3.87
36. I really enjoy being a student here.	5.15	5.03	4.62*	5.50	5.00	6.00	4.21	5.10	4.75	4.18	5.08

Table 3.

Co-Curricular Activity	Percent
Club events	52.8%
IPE Week	8.40%
Guest speaker workshops	12.00%
LGBTQ series	3.00%
All One health workshops	6.60%
Wellness Wednesdays	14.40%
Professional Development Workshops	7.80%
Leadership Training	6.90%

Table 4.

SELF REPORTED DEMOGRAPHIC ITEMS							
Item	Percent			Item	Percent		
	National	Health Sciences	SCU		National	Health Sciences	SCU
Gender				Number of Children			
Female/Woman	72.8	84.1	62.2	None	50.2	59.4	82.2
Male/Man	25.6	14	34	1-2	29.2	24.6	14.6
Other (if institution included that option)	0.3		0.7	3-4	17.4	14	3.1
Prefer not to respond	1.2	1.9	3.1	Five or more	3.1	2.1	0
Sexual Orientation				Race/Ethnicity			
Straight (heterosexual)	88.3	89.1	87.2	African American/Black	10.1	5.3	7.7
Bisexual/Gay/Lesbian	6.4	6.2	5.2	Native American/Alaska Native	0.4	0.4	0.4
Another sexual orientation	0.9	-	1.4	Asian/Asian American	10.4	12.8	21.8
Prefer not to respond	4.3	4.7	6.3	Pacific Islander/ Hawaiian Native	N/A	N/A	1.1
				White/European	60.7	63.9	33
Marital Status				Latino/a or Hispanic	9	6.5	30.2
Never married	39.8	46.6	70.8	Multiethnic	3.1	3.8	13
Married	51.7	48.3	23.6	Other	2.7	2.7	13
Separated	1	0.8	1.1	Prefer Not to Respond	3.5	3.8	10.2
Divorced	6.8	3.8	4.6				

Widowed	0.7	0.6		Household Income			
				Less than \$30,000 per year	23.6	25.8	47.2
Percent who are Veterans	5.3	4.4	2.8	\$30,000 - \$59,999 per year	23.6	11.6	19.5
				\$60,000 - \$89,999 per year	20.4	20.3	14.9
Percent who are international students	9.8	3.6	5.2	\$90,000 - \$119,999 per year	15	19.4	8.2
				\$120,000 and over	17.4	23	10.3
Age	National	Health Sciences	SCU				
18-20	0.4	1.9	0.3	Program			SCU
21-23	11.5	17.1	7.7	Doctor of Chiropractic			46.8
24-26	15.3	16.8	27.3	Doctor of Acupuncture/Chinese Medicine			13.2
27-30	13.9	16.4	30.1	Master of Science: Physician Assistant			22.8
31-34	11.1	11.1	12.9	Master of Science: Medical Science			6
35-38	9.4	8.5	6.3	Master of Science: Human Genetics and Genomics			2.8
39-42	9.8	5.8	5.6	Bachelor of Science in Health Sciences			2
43-46	8.8	9.6	2.8	Ayurvedic Wellness Education			4.4
47-50	6.7	5.1	3.1	Ayurvedic Practitioner			2
Over 50	13.1	7.7	3.8				
Has Conducted Research with Faculty	15.8	14.5	6.6				
In clinical phase of their program	N/A	--	32.4	Work on Campus	10.8	6.3	19.5
Works in a job related to their major field	58.8	57.7	21.3				

Table 5.

Program Delivery	National	Health Science National	SCU
Face to face in the classroom on the main campus of my university	31.8	39.3	4.9
Face to face in the classroom at a regional center or off-campus site	10.7	8.3	1.4
Combination online and face to face (hybrid)	0.4	18.8	67.7
Online	48	44.9	26

Table 6.

Type of Program	National	Health Science National	SCU
Graduate Credential Program	6.9	8.1	1.8
Master's Degree	72.9	64.7	31.2
Degree-seeking undergraduate	N/A	N/A	1.4
Certificate-seeking undergraduate	N/A	N/A	6.2
Professional Doctoral Program	11	18.5	58.3
Combined master's/ doctoral program	0.7	1.9	0.7
Post-doctoral program or Non-Degree seeking	0.8	0.4	N/A

Table 7.

Undergraduate Grades	National	Health Science National	SCU
Mostly A's	52.1	50.9	22.6
Mostly A's and B's	34	38.8	45.8
Mostly B's	7.9	7.9	17.4
Mostly B's and C's	5.2	2.3	12.5
Mostly C's	0.6	0	1.7
Below a C Average	0.3	0.2	0

Table 8.

Hours Per Week Worked	National	Health Science National	SCU
None	23.5	32.3	49.6
Less than 20 hours per week	40.4	48.1	32.1
21-40 hours per week	35.4	19.7	11.4
More than 40 hours per week	0.6	0	6.8

Table 9.

How Confident are you that your area of study is a good fit?	National	Health Science National	SCU
Very Unsure	0.8	0.4	0.3
Unsure	0.8	1.1	1
Somewhat Unsure	2	2.5	2.8
Somewhat Sure	8.9	9.7	8.7
Sure	27.1	25	30.3
Very Sure	60.5	61.3	56.8

Table 10.

Difficulty paying for School Expenses	National	Health Science National	SCU
No Difficulty	25.8	19.2	13.9
A Little Difficulty	22.2	26.1	21
Some Difficulty	26	29.3	37.7
A Fair Amount of Difficulty	16.6	15.7	15.3
Great Difficulty	9.4	9.8	12.1

Table 11.

To what extent do you think you are thriving as a college student this semester?	National	Health Science National	SCU
Not even surviving	1.2	1.3	1.8
Barely Surviving	8.6	10.3	14.2
Surviving	23.7	26.6	32
Somewhat Thriving	24.7	26.2	24.7
Thriving Most of the Time	30.4	27	18.5
Consistently Thriving	11.4	8.6	8.7

Table 12.

Impact of Schooling on Relationships (ratio of positive to negative)	National	Health Science National	SCU
Spouse/partner	1.8	1.2	1.6
Relationship with children	1.8	1.4	1.8
Relationship with other family members	2.3	1.5	2.0
Relationship with friends	2.0	1.2	2.0
Co-workers	3.9	2.3	2.9
Relationship with boss or supervisor	4.4	2.4	1.8

Table 13.

What has happened this semester that has led to your perception of whether you are thriving or not?		
Classification of Comments	N	Percentage
Workload	52	26.4%
Personal	39	19.8%
Positive/good grades	26	13.2%
Faculty interactions	13	6.6%
Financial	10	5.1%

Table 14.

If you could go back and change one thing about your time at SCU that would add to your experience there, what would it be?		
Classification of Comments	N	Percentage
Personal	69	39.9%
Curriculum and instruction	59	34.1%
Support services	15	8.7%
Facilities	14	8.1%
Nonconstructive negative comments	9	5.2%
Covid	7	4.0%