

THE ALL-STAKEHOLDERS' SURVEY

Parsing the questionnaire

For most of the questions, there was a strong consensus. From the statistical point of view, there emerged a clear endorsement of many of the issues put forward in the survey. The written comments accompanying each of the questions added tone and accent and elucidated the statistical responses. The vast majority of these comments were constructive in nature – suggesting how things could be made better.

The results of the survey, as a whole, reminded one of university course evaluations for a very popular course given by a strong and respected professor. The statistics in such evaluations normally underscore how substantive, interesting, valuable, informative and well-prepared the course is; the comments suggest and recommend what the professor can or should do to make the course better.

The questionnaire contained thirty-five questions that were divided along several general themes, namely:

- Mission (Questions 1-5)
- Catholic and Jesuit (Questions 6-9)
- Tuition/Financial (Questions 10-15)
- Curriculum and extra-Curricular (Questions 16-21)
- Jesuit presence and Governance (Questions 22-24)
- Options going forward (Questions 25-29)
- Why/Why not Loyola (Question 30)
- Development and Alumni (Questions 31-35)

In looking at the number of comments submitted, it is clear that some of the themes elicited more responses than others. It is true that this was a function of the number of questions contained in the theme as well as the nature of the questions posed.

Excluding the multiple-entry responses of Questions 2, 17 and 30, here is how the quantitative response rate stands for the themes identified above:

<i>Mission:</i>	498 comments /4 questions
<i>Catholic and Jesuit:</i>	360 comments/4 questions
<i>Tuition/Financial:</i>	505 comments – 4 questions
<i>Curriculum/Extra-Curr.:</i>	403 comments/4 questions
<i>Jesuits and Governance:</i>	195 comments/3 questions
<i>Options going forward:</i>	557 comments/5 questions
<i>Development and Alumni:</i>	176 comments/4 questions

Another way of looking at the quantitative input is to look at the single response questions that elicited the most comments and to see to which of the above themes the questions belonged. The list below ranks, in order, the 14 questions that received 100 or more comments:

- 1) Q 3 - *Mission* theme – 235 comments
- 2) Q 13 - *Tuition/Financial* theme – 167 comments
- 3) Q 16 - *Curriculum* theme: 143 comments
- 4) Q 29 - *Options* theme: 123 comments
- 5) Q 26 - *Options* theme: 120 comments
- 6) Q 9 - *Jesuit and Catholic* theme: 120 comments
- 7) Q 11 – *Tuition/Financial* theme: 118 comments
- 8) Q 21 - *Curriculum* theme: 113 comments
- 9) Q 15 - *Tuition/Financial* theme: 112 comments
- 10) Q 25 - *Options* theme: 109 comments
- 11) Q 10 - *Tuition/Financial* theme: 108 comments
- 12) Q 4 - *Mission* theme: 107 comments
- 13) Q 28 – *Options* theme: 104 comments
- 14) Q 27 – *Options* theme: 101 comments

In summary, of the 14 questions that elicited the most comments, the thematic breakdown is as follows:

- *Options* – 5
- *Tuition/Financial* – 4
- *Mission* – 2
- *Curriculum* – 2
- *Catholic/Jesuit* – 1

It can be argued that there is a relationship between the *Options* and *Mission* themes, especially as parents and alumni perceive the latter in its larger sense. Coupled with *Tuition/Financial*, these are the themes that generated the greatest interest and response.

In-Depth Sampling

This section will look at questions 2, 17 and 30 more closely to see what can be teased out of the responses provided (these questions asked respondents to rank order up to three responses/suggestions to the question posed.)

Question 2:

What are three factors that influence your perception of how Loyola delivers on its mission?

In looking at the first set of responses (354), a clear pattern emerged that showed the vast majority of the comments could be grouped into three categories classified as “Grad at Grad”, “Academics” and “Jesuit and Catholic”.

Grad at Grad – 198 comments

These comments covered a range of areas, but intrinsic to all was the notion that the Loyola High School graduate is a well-rounded individual as defined in the Grad-at-Grad definition. In essence, the student/alumnus is open to growth, intellectually competent, religious, loving and committed to justice. Respondents pointed to the CSP program, to the community leadership exercised by alumni, to the personal growth and development observed as students went through the High School – in essence, the overall education of well-developed and well-rounded graduates.

Academics – 66 comments

These comments focused specifically on the strength of the academic preparation provided the students at Loyola High School, the quality of the curriculum and of the faculty.

Jesuit and Catholic – 41 comments

These comments focused specifically on the religious, spiritual dimensions of the high school and its Jesuit underpinnings.

What emerges from this brief analysis is the recognition among the respondents of the importance and value of the High School's religious and spiritual dimensions rooted in the tradition of Jesuit education, the acknowledgment of the High School's academic standards and strength in preparing graduates for successful post-secondary studies and above all, how these and other elements come together in producing a "grad at grad" who, in word and deed, is a "Man for Others."

Question 17

Please indicate 1-3 areas where Loyola should improve in preparing its students for post-Secondary education and for a career in Quebec

Before looking at the results closely, it is important to note that for a certain number of respondents, there seems to have been a misunderstanding of the question in two regards: a) the definition of post-secondary education and b) a career in Quebec. In the first instance, a certain number of respondents thought that the question was misstated, as the natural progression from High School in Quebec is to attend CEGEP and then University. These respondents did not make the link between CEGEP and post-secondary, or between CEGEP and University. Other respondents viewed the "career in Quebec" aspect of the question as overly limiting – that Loyola High School should be preparing graduates for a career anywhere – Canada, North America, and the world!

Notwithstanding the ambiguity that may have resulted from asking two questions instead of one, and from the implicit reference of the French language requirement to be able to function in Quebec, the comments provided overall were quite clear.

Looking again at the first set of responses, there were 285 comments that can be divided into two categories. 102 comments addressed in a general way the kinds of curricular and structural considerations the High School could review in order to improve the outcomes for the two questions posed.

There were 183 comments referring to one specific subject or another that could be improved or increased; the vast majority of comments dealt with the need to assure that graduating students can function in French; hence, the request for a quantitative and qualitative increase in the teaching of the French language.

Question 30

For what if any reason(s) would you choose not to send a son to Loyola?

Of the 267 comments submitted for the first section, roughly 219 fell into one or the other of the categories listed below; the rest of the comments were diffuse:

- Tuition – 75
- Location - 34
- Academic programme – 27
- Jesuit and Catholic – 24
- Mission - 23
- Co-Ed environment (for and against) – 20
- French program – 16

There are nuances in some of the answers provided; for example, a certain number of those commenting on the Jesuit and Catholic theme saw the school's religious aspect as being too dogmatic; for the majority, however, the loss of the Jesuit and Catholic element would be a deterrent to sending a son to the school. The same applies to the school going co-ed; 13 respondents said the lack of a co-ed environment is a deterrent to choosing the school for their sons, while for 7 respondents, going co-ed would be the deterrent for such a choice.

Considering that for 34 respondents the school is not a real option because of where they currently live, the most significant reason for not choosing Loyola High School resides in the tuition/finance theme – roughly 40% of the comments from those for whom the High School is a possible option for their sons.

Conclusion

The exercise of “parsing” the comments and has been interesting, if only in its reinforcement of the *grandes lignes* identified on page 2.