Satisfaction Feedback as a Mechanism for Internal Quality Assurance in Improving UPLB Graduate School Services

A PROJECT REPORT

Rhea Ledesma-Gumasing
CPAf QA Coordinator

ACRONYMS

AADU	Academic Assessment and Development Unit
CRGS	Cross Registration-Graduate School
MA	Master of Arts
MDMG	Master of Development Management & Governance
MF	Master of Forestry

MIT	Master of Information Technology
MM	Master of Management
MPAF	Master of Public Affairs
MS	Master of Science
MVE	Master of Veterinary Epidemiology
PHD	Doctor of Philosophy

EXECUTIVE SUMMARY

Over the years, satisfaction survey has become a meaningful and essential source of information for:

| Understanding what makes things work | Identifying gaps | Developing relevant action points for quality improvement in service delivery |

Survey conducted among

575

Date:11/5-18,2020
Among currently enrolled graduate students
Second Semester
2020-2021

SPSS used in analyzing the Likert part of the survey

VOYANT TOOLS used to distill the open-ended responses

RESULTS

UPLB GS'
SERVICE PROVISION AND DELIVERY:
SATISFACTORY

RATIONALE

UPLB GS
Graduate School

Established in
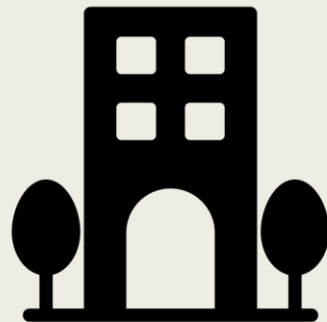# 1972

Currently has over
2,000
students under its wing

Administers services to make the graduate students' experiences meaningful and efficient

Administrative support
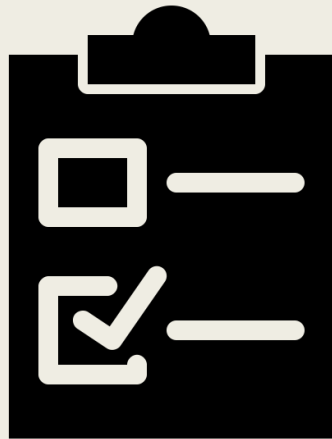
Scholarship linkages

Student loans

There have been efforts to improve communication, data base, as well as instituting feedback mechanism through the years, but these were not formally captured, compiled, disseminated as evidence for policy or operational changes

THE PROJECT OBJECTIVES

Satisfaction Survey

1
Introduce or reintroduce the value of Quality Assurance through a practical approach--a survey

2
Gain insights into the strengths and weaknesses of UPLB GS' services:
What it's doing well;
What needs to improve

3
Develop operational and policy recommendations that are evidence-based

Contribute to raising the level of UPLB GS' services, as one of the most important pillars in the UPLB ecosystem

Contribute to the administrators of the University and GS in particular by highlighting the factors/services that make for a quality graduate school

METHODOLOGY
Sampling Procedure

807 samples

Stratified sampling by degree programs administered by GS

Sample size derived using Qualtrics:
Confidence level of 95%;
Margin of error at 5%

TABLE 1. SURVEY SAMPLING FRAME

Program	Total # of students	Sample CL 95%; MoE, 5%
MPAF	85	70
MA	43	39
MF	3	3
MIT	26	25
MM	117	90
MS	1078	284
PHD	540	225
CRGS	1	1
MDMG	80	67
MVE	1	1
Total	1974	807

Source: Author's notes, 2020.

METHODOLOGY
Data Gathering

SEP 2020

Survey instrument developed using MS Word & Google Forms

3 main sections:

Respondents' profile

Ratings on the 12 categories

Comments and suggestions

Shared and refined in close coordination with AADU, UPLB GS, and Team 2 mentors of TrainIQA

OCT 2020

Pretested to 15 GS students

Final form approved by AADU; submitted together with the Project Action Plan (PAP)

NOV 2020

Online survey conducted

71.25%

575 out of 807 sampled GS students responded

RESULTS
Respondents' Profiles

95%
Filipinos

Other nationalities
Cambodian
Chinese
Ghanaian
Indonesian
Liberian
Myanmar
Neman
Korean
Sri Lankan
Thai
Vietnamese

32 Average age of respondents

40.9% MALE

59.1% FEMALE

73.2% Employed

45.9% PART TIME STUDENTS

54.1% FULL TIME STUDENTS

RESULTS
Response Rate

92%

PHD Students

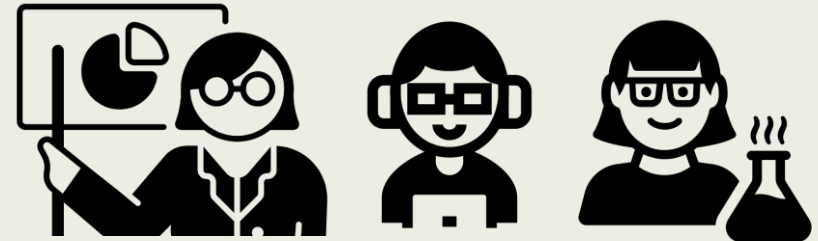Other degree programs

MS 81.34
MDMG 65.67
MPAF 62%
MM 40.%
MA 21.95
MIT 16%
MF 0%
MVE 0%
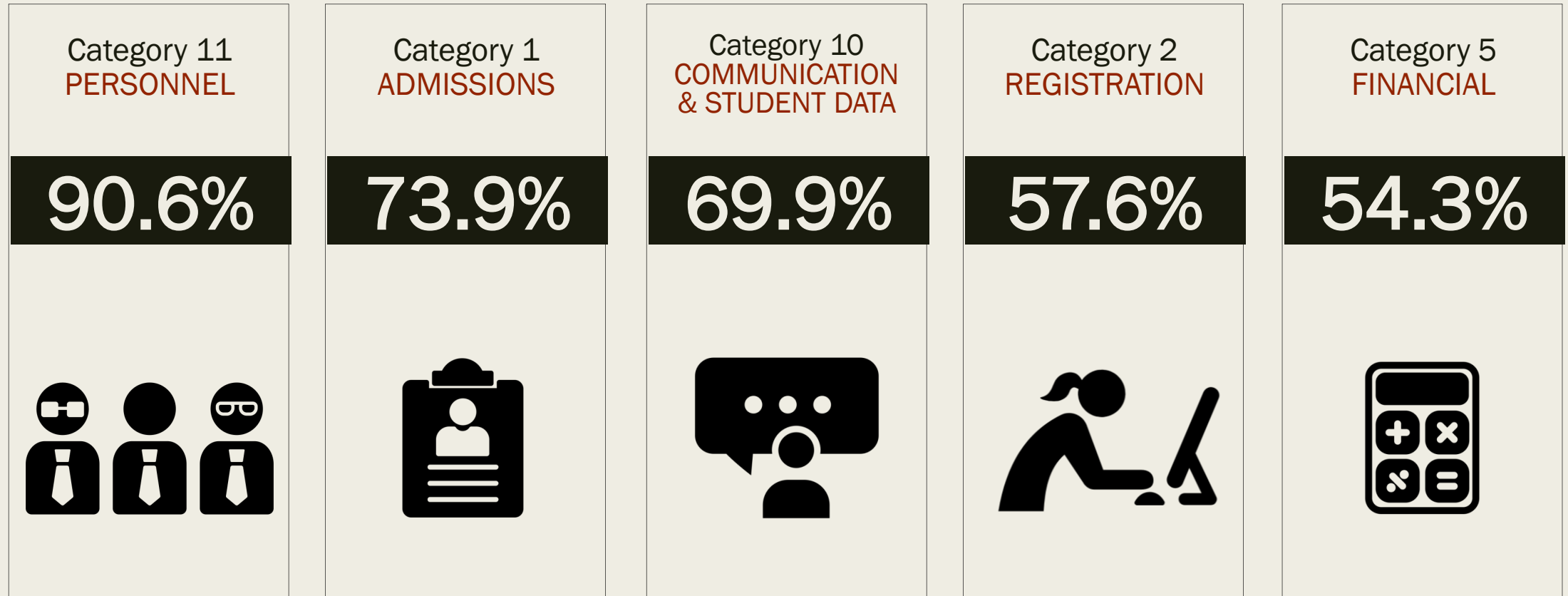CRGS 0%

RESULTS
Summary of Ratings [Likert Scale]

TABLE 2. MEANS AND STANDARD DEVIATIONS OF THE RESPONDENTS' RATING PER CATEGORY

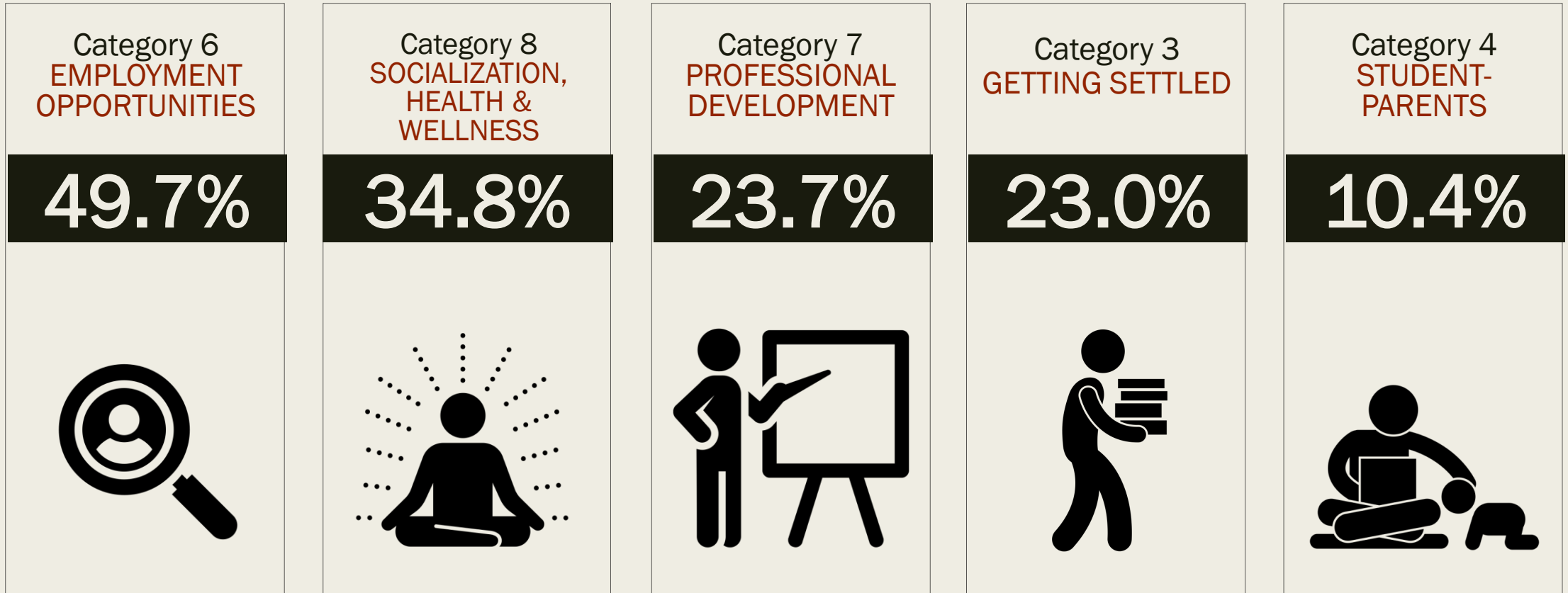| Category	Mean	Standard Deviation
1. Admissions	1.2926	0.0179
2. Registration	1.4561	0.0146
3. Getting Settled	2.0477	0.0230
4. Student-Parents	2.9600	0.0384
5. Financial	1.8887	0.0396
6. Employment Opportunities	1.8557	0.0361
7. Professional Development	2.3119	0.0338
8. Socialization, Health and Wellness	1.9658	0.0296
9. Academic Advising	1.7009	0.0329
10. Communication and Student Data	1.3391	0.0157
11. Personnel	1.1212	0.0103
Overall	1.1878	0.0153

Source: Author's notes, 2020.

RESULTS
Top Five: Categories with the highest satisfaction %

Category 11 PERSONNEL	Category 1 ADMISSIONS	Category 10 COMMUNICATION & STUDENT DATA	Category 2 REGISTRATION	Category 5 FINANCIAL
90.6%	**73.9%**	**69.9%**	**57.6%**	**54.3%**

RESULTS
Bottom Five: Categories with the lowest satisfaction %

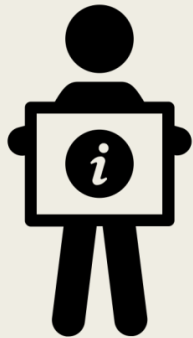| Category 6 EMPLOYMENT OPPORTUNITIES	Category 8 SOCIALIZATION, HEALTH & WELLNESS	Category 7 PROFESSIONAL DEVELOPMENT	Category 3 GETTING SETTLED	Category 4 STUDENT-PARENTS
49.7%	34.8%	23.7%	23.0%	10.4%

RESULTS
Other Observations

Category 9
ACADEMIC ADVISING

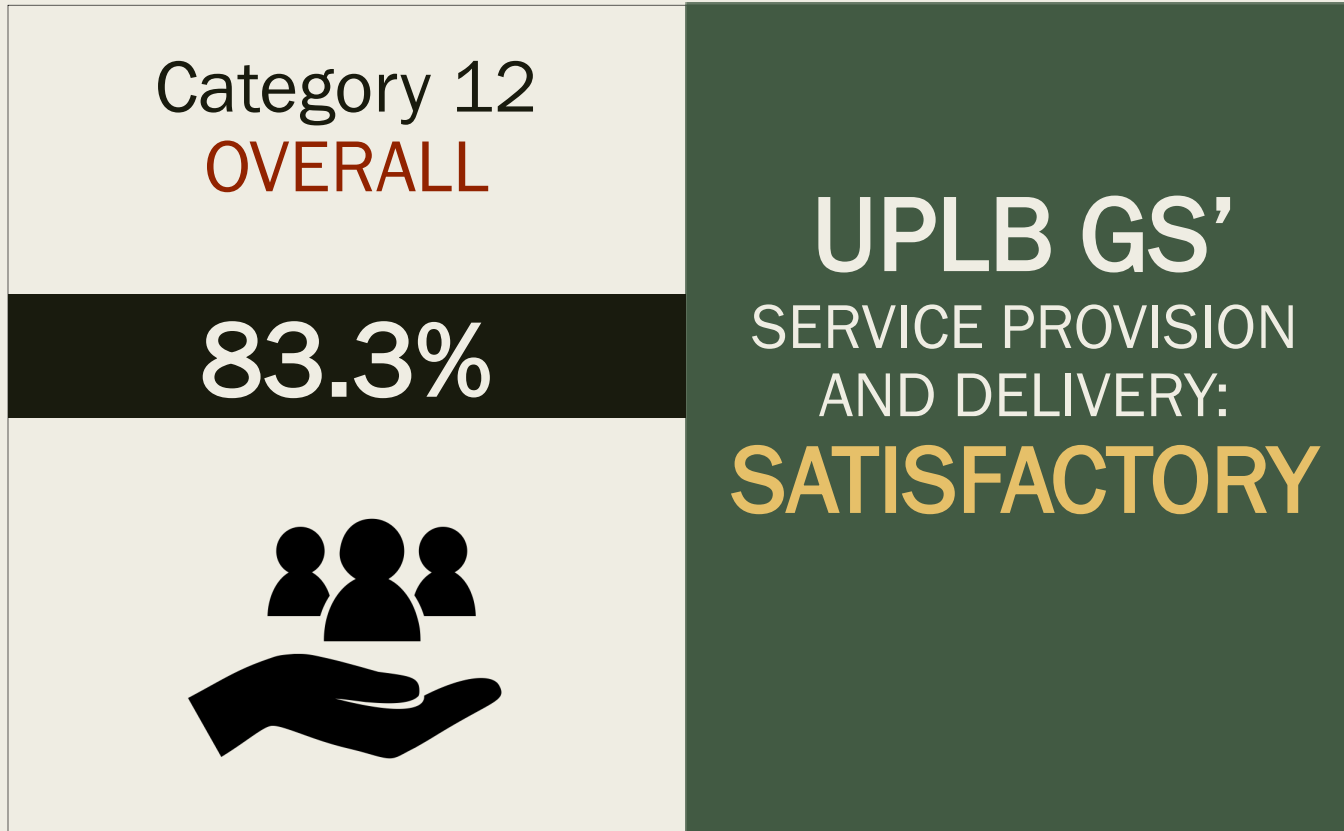## 53.4%

The remaining category
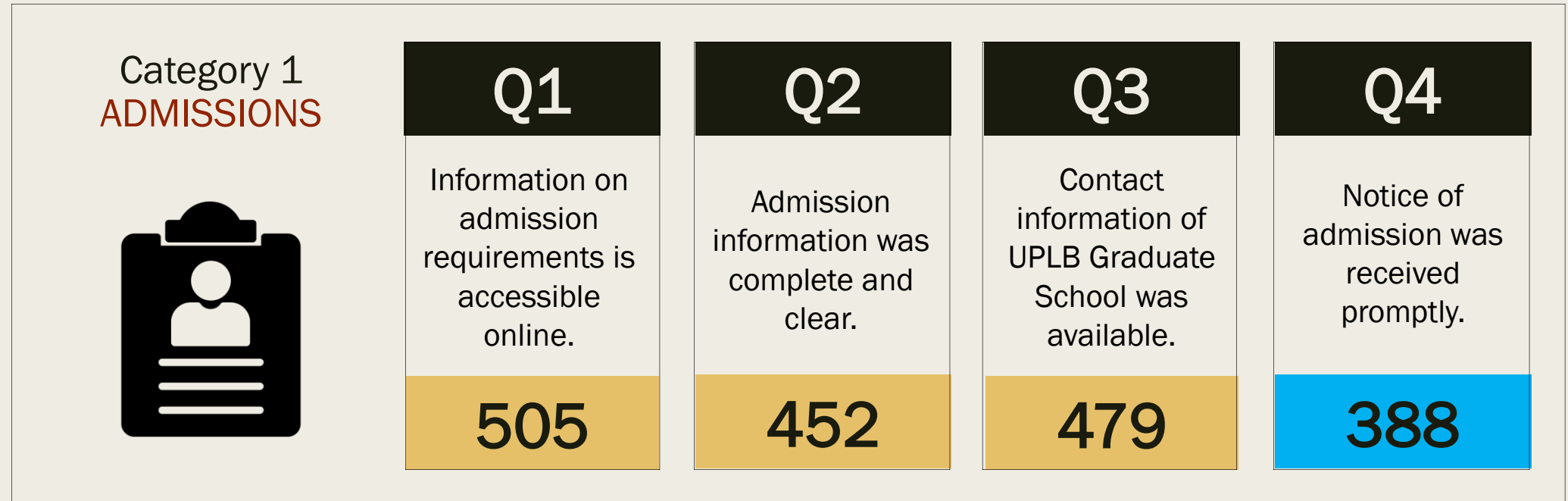(ranked between the top five
& the bottom five)

RESULTS
Students' Response per Question

Category 1
ADMISSIONS

Q1	Q2	Q3	Q4
Information on admission requirements is accessible online.	Admission information was complete and clear.	Contact information of UPLB Graduate School was available.	Notice of admission was received promptly.
505	452	479	388

RESULTS
Students' Response per Question

575 STUDENT RESPONDENTS

*SATISFIED STUDENTS

Category 2
REGISTRATION

Q5	Q6	Q7	Q8
The registration schedule was disseminated promptly.	Registration information was complete.	The registration procedure was easy to follow.	Registration was done online.
449	444	404	486

Q9	Q10	Q11	Q12
Payment of fees was done online.	The SAIS was easy to use.	The SAIS was helpful.	The registration process was convenient.
390	215	299	274

RESULTS
Students' Response per Question

575 STUDENT RESPONDENTS

*SATISFIED STUDENTS

Category 3
GETTING SETTLED

Q13	**Q14**	**Q15**	**Q16**	**Q17**
The Graduate School assists with housing and dorm services, inside or outside the campus.	The Graduate School has sufficient information on the fees, facilities, accessibility, etc.	The Graduate School issues a student handbook in our first semester as a student.	There was a campus tour offered for new graduate students at the beginning of the semester.	There was a student orientation done on our first semester.
36	**323**	**207**	**281**	**441**

RESULTS
Students' Response per Question

Category 5
FINANCIAL

Q20

The Graduate School provides loans and grants assistance.

316

Category 6
EMPLOYMENT OPPORTUNITIES

Q21

The Graduate School provides information on graduate assistantships.

377

RESULTS
Students' Response per Question

Category 7
PROFESSIONAL DEVELOPMENT

Q22

The Graduate School provides workshops/ training in improving the student's writing in English.

269

Q23

The Graduate School provides opportunities for learning the Filipino language to international students.

245

Q24

The Graduate School provides information on TOEFL, IELTS, GRE, GMAT, etc.

356

RESULTS
Students' Response per Question

Category 8
SOCIALIZATION, HEALTH & WELLNESS

Q25

The Graduate School offers opportunities for graduate students to meet and mingle every semester.

281

Q26

The Graduate School offers opportunities for health and wellness activities for students.

180

Q27

The Graduate School provides personnel that handles psychological services to its students.

292

RESULTS
Students' Response per Question

Category 9
ACADEMIC ADVISING

Q28

The Graduate School provides accessible information on the process of filing for dissertation, thesis or Field Study.

374

Q29

The Graduate School provides clear information on graduation procedures (clearance, fees, signatories).

335

RESULTS
Students' Response per Question

575 STUDENT RESPONDENTS

*SATISFIED STUDENTS

Category 10
COMMUNICATION AND STUDENT DATA

Q30

The Graduate School uses UP official email when communicating with me.

531

Q31

The Graduate School has an integrated system that I can access from admissions to graduation.

389

Q32

The Graduate School has a functional interactive website that can receive and provide feedback in real-time during official hours.
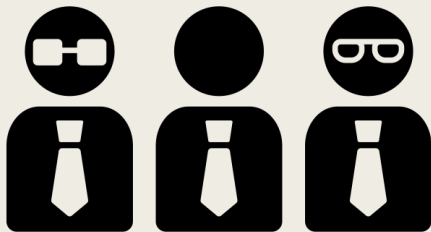
354

RESULTS
Students' Response per Question

575 = **66%** STUDENT RESPONDENTS

*SATISFIED STUDENTS

Category 11
PERSONNEL

Q33
Graduate personnel addressed my concerns, and my issues were resolved.
487

Q34
Graduate personnel were courteous and friendly.
519

Q35
Graduate personnel were helpful.
536

RESULTS
Students' Response per Question

Category 12
OVERALL RATING

Q36

What is your take on how the Graduate School assists students in their studies?

478

88 NEUTRAL

6 DISSATISFIED

3 NOT APPLICABLE

RESULTS
Chi-Square (Q1-17)
Where p<.05 , dependent

TABLE 3. PEARSON CHI-SQUARE TESTS

| Question #		AGE	NATIONALITY	SEX	SEMESTERS ENROLLED	EMPLOYMENT	DEGREE PROGRAMS	STUDENTS' STATUS
ADMISSIONS	1		.000					.018
	2		.001			.001		
	3		.000					
	4		.001					
REGISTRATION	5						.000	.031
	6			.046		.040	.009	.010
	7							
	8		.000					
	9		.003			.004	.039	.001
	10				.001			
	11				.000			
	12		.000					
GETTING SETTLED	13		.000					.000
	14	.012	.023				.004	
	15				.013		.044	.005
	16				.000			
	17		.011			.009		.021

RESULTS
Chi-Square (Q18-35)

TABLE 3. PEARSON CHI-SQUARE TESTS *(continued)*

Question #		AGE	NATIONALITY	SEX	SEMESTERS ENROLLED	EMPLOYMENT	DEGREE PROGRAMS	STUDENTS' STATUS
STUDENT-PARENTS	18							.000
	19							.005
FINANCIAL	20	.003	.003			.003	.003	.000
EMPLOYMENT	21				.022		.000	.000
PROFESSIONAL DEVELOPMENT	22				.028			.021
	23		.000					.009
	24	.039			.013	.005		
SOCIALIZATION, HEALTH & WELLNESS	25				.000			
	26				.000			
	27				.000			
ACADEMIC ADVISING	28				.000			.025
	29				.000			.005
COMMUNICATION & STUDENT DATA	30		.000		.001			.001
	31							
	32							
PERSONNEL	33		.010					.021
	34	.011	.000					
	35							

RESULTS
Pearson Chi-Square (Q36)

None of these factors have a significant relationship
with the responses in Q36 (overall satisfaction/dissatisfaction):

AGE

.240

SEMESTERS
ENROLLED

.574

EMPLOYMENT

.981
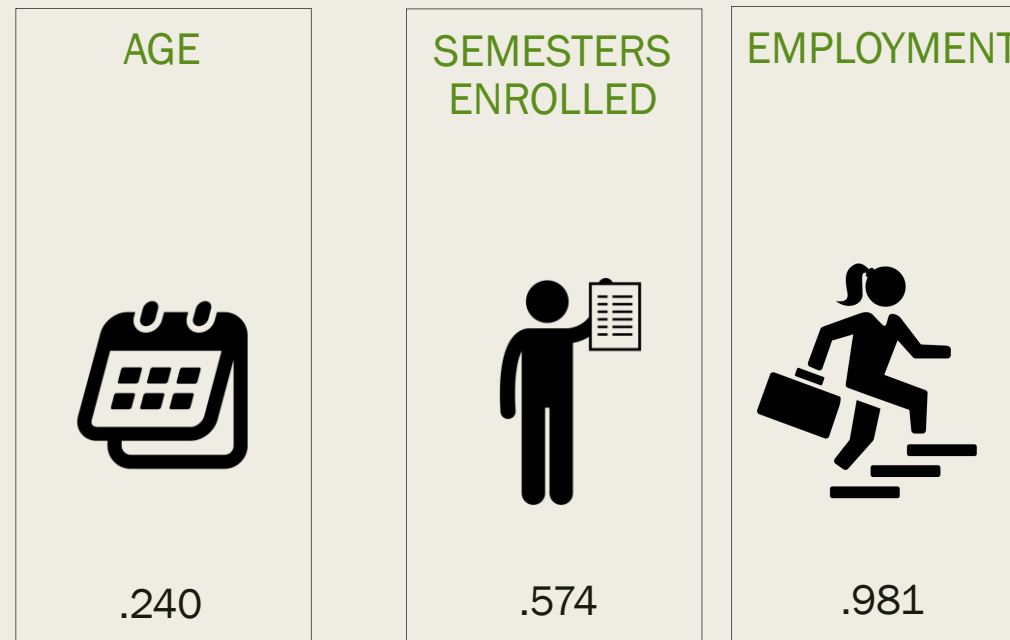
RESULTS
13 Nationalities

Chinese
Filipino-American
Ghanian
Indonesian
Neman
Sri Lankan

Cambodian

TABLE 4. PROPORTION OF THE RESPONDENTS'
WEIGHTED AVERAGE RATING PER NATIONALITY

Nationality	Rate			
	1	2	3	4
Cambodian			100	
Chinese	100			
Filipino	74.17	21.06	3.11	
Filipino-American	100			
Ghanaian	100			
Indonesian	100			
Liberian	50	33.33	16.66	
Myanmarese	80	20		
Neman	100			
Korean		100		
Sri Lankan	100			
Thai		100		
Vietnamese	66.66	33.33		

Source: Author's notes, 2020.

RESULTS
Significant Difference in 5 Categories

A Kruskal-Wallis test was performed to determine if there are significant differences among group levels under degree programs, nationality and employment.

TABLE 5. SIGNIFICANCE TEST OF DEGREE PROGRAM, NATIONALITY AND EMPLOYMENT

| Category	Degree Program		Nationality		Employment	
	P-value	Significance	P-value	Significance	P-value	Significance
1. Admissions	0.0002	significant	0.1046	not significant	0.1559	not significant
4. Student-Parents	0.0388	significant	0.1811	not significant	0.603	not significant
5. Financial	0.0001	significant	0.1323	not significant	0.0001	significant
6. Employment Opportunities	0.0007	significant	0.5592	not significant	0.0104	significant
7. Professional Development	0.2187	not significant	0.765	not significant	0.0267	significant

Source: Author's notes, 2020.
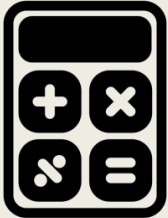
RESULTS
Dunn's Test for Significant Categories

Due to the significance of some categories in the results of the Kruskal-Wallis test, a post hoc test is necessary to determine the specific group levels that are significantly different.

Shown here are the specific groups that are significantly different from each other.

TABLE 6. DUNN'S TEST FOR SIGNIFICANT CATEGORIES

Significant Category	P-value
Admissions	
MIT-MA	0.0395
MIT-MDMG	0.0166
MM-MIT	0.0012
MPAF-MIT	0.0478
MS-MIT	0.0067
PHD-MIT	0.0014
Student Parents	
MPAF-MDMG	0.0365
Financial	
MPAF-MA	0.0426
MS-MA	0.0091
PHD-MA	0.0328
MS-MDMG	0.0019
PHD-MDMG	0.0328
Employment Opportunities	
PHD-MA	0.0300
PHD-MDMG	0.0178
Financial	
Employed-Not Employed	0.0001
Employment Opportunities	
Employed-Not Employed	0.0129
Professional Development	
Employed-Not Employed	0.0245

Source: Author's notes, 2020.

RESULTS
Significance Test of Sex and Students' Status

TABLE 7. SIGNIFICANCE TEST OF SEX AND STATUS

Category	Sex		Students' Status	
	P-value	Significance	P-value	Significance
Admissions	0.5345	not significant	0.15	not significant
Registration	0.7258	not significant	0.1597	not significant
Getting Settled	0.852	not significant	0.0025	significant
Student-Parents	0.0736	not significant	0.0022	significant
Financial	0.2604	not significant	<0.0000	significant
Employment Opportunities	0.8952	not significant	<0.0000	significant
Professional Development	0.3335	not significant	0.0013	significant
Socialization, Health and Wellness	0.8507	not significant	0.0337	significant
Academic Advising	0.5313	not significant	0.0008	significant
Communication and Student Data	0.8316	not significant	0.0525	not significant
Personnel	0.9591	not significant	0.6597	not significant
Overall	0.6610	not significant	0.0757	not significant

Source: Author's notes, 2020.

No significant difference on the satisfaction rating between males & females

Significant difference with student's status on seven categories

RESULTS
Additional Analyses

STUDENTS' STATUS (FULL TIME OR PART TIME)

has a relationship with these categories

GETTING SETTLED

STUDENT-PARENTS

FINANCIAL

EMPLOYMENT OPPORTUNITIES

PROFESSIONAL DEVELOPMENT

SOCIALIZATION, HEALTH & WELLNESS

ACADEMIC ADVISING

RESULTS
Top Three Words: Further Comments and Suggestions

What do you like most about the Graduate School?

Staff *187*

Accommodating *85*

Helpful *71*

RESULTS
Top Three Words: Further Comments and Suggestions

What do you like least about the Graduate School?

Inefficient *135*

SAIS *65*

Information *24*

sent only in FB

RESULTS
Top Five Words: Further Comments and Suggestions

Please provide suggestions on what other services do you think should be provided by Graduate School to have a meaningful student experience?

Student portal — *162*

Staff (add) — *65*

Response Time — *55*

Forms (digital) — *53*

Scholarships/Student Assistantship — *36*

RECOMMENDATIONS

		Importance	
1	**Online Integrated database and transactions**	HIGH	Greatest potential for improved user satisfaction
2	**Updated and interactive website**	MEDIUM	Greater potential for improved user satisfaction
3	**Hire additional personnel (enrollment and student records)**	MEDIUM	Greater potential for improved user satisfaction
4	Socialization activities	LOW	Potential for improved user satisfaction
5	Increase student assistantships/scholarships	LOW	Potential for improved user satisfaction

Prepared for

Train IQA   UPLB AADU   UPLB GS

Prepared by

Rhea Ledesma-Gumasing | March 2021

For more information, please contact:

College of Public Affairs and Development
University of the Philippines Los Baños
c/o rlgumasing@up.edu.ph