

2016 Graduate Business Student Satisfaction Survey For the Academic Year 2015-16

Collection Timeframe: May 21 through August 8, 2016

Number of Responses: 43 of 115

Response Rate: 37%

To view the results of the survey go to this link [2016 Student Satisfaction report](#)

New Course Suggestions

- More Business Analytics/Predictive Analytics courses
- Global Marketing
- Strategic Brand Management
- International Immersion with study abroad
- Financial Institutions and Markets
- Investment Strategies/Analysis - 2
- Portfolio Management
- Entrepreneurship
- Sales/Negotiations course - 2
- Branding Supply and Production Management
- Suggestions for inclusion in current courses
- Leading people with special needs
- How of compensation and benefits

Problems Identified by Respondents

Advising (1 comment from 43 respondents) -- Advising worksheet doesn't show that the student met prerequisites.

Comment: The advising worksheets currently designate prerequisites as complete by marking the with a red "X" and a red "'CW." The footnotes on the worksheet state the "X" means the requirement is not met and the "CW" means the course is waived. This confuses students because the prerequisite is actually met even though there is the "X" and the type is in red. The Registrar's Office is aware of this but has not made a change even when asked to do so. This is an issue that has been expressed as a problem by more than one student.

Insufficient frequency of course offerings (13 comments from 43 respondents)– corporate finance is offered only in the fall, some leadership courses are offered sparsely, concentrations courses are sometimes offered once a year or not at all; if a class is available in the fall of 2016, it should be offered again no later then summer 2017; there are some classes that are only offered once a year; it would be very helpful to students if all courses listed on the catalog would be offered more than once a year; it would be nice if upon entering the MBA programs, that the timing of course offerings be explained to the students.

Comment: There are a number of issues to address here.

First, students have access to a document that provides them with a preliminary course schedule for a three year period. Actual scheduling closely follows the preliminary schedule unless there are circumstances, such as too little student interest in a course, that cause a deviation from that schedule. The preliminary schedule is published on two pages in AMOS – [Continuing Ed ->Graduate Business](#) and Continuing Ed->Grades and Schedules. New students are informed of the existence of the preliminary schedule in the email they receive from Dr. Kleintop on their admission to the program (see Appendix). As stated by a couple of respondents to the survey, AMOS is difficult to navigate and they are frustrated about not finding forms and the preliminary schedule. The difficulty of finding information in AMOS may account for some students not knowing the upcoming schedule.

Core courses, such as corporate financial management, are not only offered in the Fall or Spring semesters. There is a rotation that brings core courses into the summer schedule. For instance, while two sections of corporate financial management are offered in the Fall 2016, that course is also being offered in the summer 2017 session. MGMT 511 Developing Leadership Competencies will be offered both Fall 2016 and Summer 2017, as is the case for Business Research Methods offered in Spring and Fall. Over a three year rotation, core MBA courses are offered at least once in a summer session as well as in their regular Fall or Spring offering. The exception is MGMT 571 Leading Change in Organizations which requires a full semester delivery format because of the project involved in the course. MGMT 571 is now offered in both Fall and Spring semesters. Again, the problem seems to be communicating the [preliminary schedule](#) to students.

Suggested Corrections

Create a separate, distinct Graduate Student tab in AMOS instead of grouping the graduate students in with continuing education students. Doing so would make it easier for graduate students to find information in AMOS they need about courses and schedules. Right now students have to make three clicks of the mouse to find preliminary course information. A Graduate Student tab would reduce the number of clicks to access preliminary course schedules to one making the information more accessible to students.

Another step to dealing with this problem could be more focused communications with graduate students. Because of decreased resources, a newsletter, previously sent to graduate students via email twice then once per year, has not been sent for a year. A newsletter could be used to remind students where to find the preliminary class schedules so they can better plan their program. Finding resources to reinstitute the newsletter would be most helpful for dealing with this student concern, but also for communicating with students and alumni about the program.

The number of students we have in the program has an effect on scheduling of courses. We do not have sufficient numbers of students in most concentrations to offer those courses on an other than once a year basis for most of them. The same holds true for the MSHRM specialty courses. The MHA courses that are owned by the Nursing Department are scheduled by that department. We have been unsuccessful in getting some of those courses offered in but a once every two year mode.

Suggested Corrections

The solution to frequency of offerings for concentration and MSHRM courses is more students in the program. The Graduate Business Program grew at a rate over the past years that allowed the more frequent scheduling of core courses. However, the enrollment office did not follow through this past year on that previous success. Until enrollments grow we will continue to be challenged with respect to the frequency of course offerings.

Alternatively, the College could allow a course to run with fewer than six students. Right now adjunct faculty are paid proportionately to teach a course with fewer than six students. Should only four students register the course invariably is removed from the schedule because adjuncts don't want to teach at half stipend. If the College would alter the pay structure to allow for these smaller in number of student courses, student requests for more frequent course offerings could be met more easily. The College would still show a gross profit with four paying students and an instructor paid at the full rate.

Satisfaction with the Bursar's Office

Satisfaction with the Bursar's Office staff was noted as 49.5% of respondents being extremely and very satisfied and 23.8% being moderately satisfied.

Comments from Respondents on the Bursar's Office

- "Bursar's office is frequently extremely rude."
- "Bursar is usually very rude in explaining the bills, processes, and cumbersome tuition reimbursement form process. It seems as though Moravian's billing process is archaic and the staff takes it out on students (e.g. a bill will print but have a hand written not on the "actual" amount due because of tuition deferral)."
- "I requested a receipt for a specific class from the bursars office so that I could get my tuition reimbursement, the women working was very agitated with this and not cooperative."
- "The college desparately [sic] needs to give the bursar's office classes in customer service. I work in customer service, and they know nothing about it. Their service is pitiful, they are embarrassing the institution every time they

open their mouth, and they do not understand that I AM THEIR CUSTOMER. THEY DO NOT COMPREHEND THIS MOST BASIC OF FACTS!!!"

Satisfaction with Admissions Staff

Satisfaction with Admissions staff (Benigna Hall staff) was noted by respondents being 50% extremely and very satisfied and 42.9% moderately satisfied. These numbers are close to the 2013 results where 95% of respondents were extremely, very, or moderately satisfied with the Comenius Center staff.

One respondent noted that "Staff at Comenius has always been very helpful."

Satisfaction with Registrar's Office Staff

Respondents indicated that they were satisfied with the services of the Registrar's Office; 95% responded with being extremely, very, or moderately satisfied with that office.

Satisfaction with the Financial Aid Office Staff

Of those responding, 78% of respondents indicated they were extremely, very, or moderately satisfied with their Financial Aid Office experiences.

Comments About the Financial Aid Office from Respondents

- "Financial Aid office doesn't return my calls. Seem to be slow moving, if moving at all, on financial aid. Wish they would funnel more of the scholarship and grant money towards local students and less towards students from outside the country."
- "Regarding Financial Aid, I almost felt like I was being an inconvenience to them when I would call the office. It seemed difficult to get to the correct person when I had a question and the person answering the phone seemed a bit nonchalant (I couldn't tell if it was a student worker or faculty member). I also tried emailing them and would not get a response for a few days, but nonetheless, I got what I needed in the end, which is what is important. My undergrad experience with my alma mater's Fin Aid dept was great, so I guess it is personal preference."
- "I feel that the financial aid department could have been more helpful in explaining the financial aid process and the class requirements regarding financial aid."

Satisfaction with IT Services

Respondents when asked about the helpfulness of IT Help Desk indicated that 91% were extremely, very, or moderately satisfied with their IT Help Desk experiences.

Comments about IT Services

- “Please remove graduate students from daily undergrad announcements.”
- “Stop sending emails about everything!”
- “Online registration has not been available at midnight on registration day.”
- “Amos can be a bit difficult to navigate at times. The location of things like bills etc are not as evident as I wish. [Note: two other similar comments were provided by respondents.]
- “The IT stuff seemed to work well, just wish it was more integrated. Too many passwords and usernames for basically the same programs.
- “The IT Staff is extremely helpful whenever I need to contact them. They're friendly and they make sure I never walk out without my issue solved or without an idea of when I can expect it to be solved. Great staff!” [Note: one other similar comment from respondents.]

Satisfaction with Reeves Library Services

Many graduate business students do not use Reeves Library; 39% responded that they do not use the library. Of those responding, 54% were extremely or very satisfied with the library.

Comments about Reeves Library

- “This campus, including the library, is not tailored to graduate students. Our schedules are different from the undergraduate population; I've had more than one experience of attempting to meet on campus for a group project, only to have the library closed because of a break for the rest of the college.”
- “Hours do not comply with full time workers/students.”
- “I was surprised at the dearth of electronic journals available; and being that the classes are only 8 weeks long, ordering from outside schools is not always an option.”
- “Didn't spend much time there, but when I was there, they had the heater running and the air conditioning at the same. Waste of resources. May increase my tuition.”
- “Too short of hours for us to do projects.”
- “As a graduate student I still feel like an after thought, even though the grad students are in classes year round the library closes with the undergrad schedule so I am not able to use the library when I am able to between work, school and family commitments it is nice to be able to go to the library to study and do my on line work in a quiet setting and it's frustrating when it is closed even though I still have classes and assignments due.”

2016 Graduate Business Student Satisfaction Survey

- “There are many scholarly business journals not available through the college library. I had to use a different college resource (Muhlenberg) for a few of my classes in order to access required articles and materials. These databases and online resources should be readily available for students in an MBA program.”

General comments from respondents

- “As a whole, I felt the grad students were treated as a outsider. Inconsistent on regular practices - I understand we are a small portion but with us majority being funded by employers, they should be more considerate. Word of mouth through large employers goes a long way. This was a large negative as admin/facilities are not welcoming to adult students.”
- “Lack of student resources, seemingly unattainable requirements, mismatched technology (using Microsoft-only programs on a Mac campus. This has happened to me twice thus far in the program! Professor cannot demonstrate the software we are to use for assignments). The coursework, for the most part, has been very helpful and many of the instructors have been excellent. In summary, the coursework is good, but everything else leaves room for improvement.”
- “Overall good experience. Would like to see it more focused on job placement and being able to use the new degree to one's advantage. It's a big risk to commit to one of these programs when there is no guarantee of a better position at the end. So, I would like more career orientated and job related functions. Obviously, being placed would be great, but something simple as bringing in some Fortune 500 companies to do some scouting and what not would suffice. Hated the "technology fee" that had to be paid every semester. Waste of my money, nickle and dime type stuff. Would recommend this program to colleagues/peers. Would recommend more fervently with some financial aid help, job placement and more industry related activities.”