



2019 HOLY NAMES UNIVERSITY UNDERGRADUATE EXPERIENCE SURVEY: SUMMARY & HIGHLIGHTS

Study Overview

The purpose of the *Holy Names University Undergraduate Experience Survey* is to support the institution's need to collect and utilize data on a broad range of student outcomes. Administered online to all members of the HNU undergraduate community (N = 577) in spring 2019, the survey generated responses from 170 students, a **29%** response rate. Representation across a variety of student demographics (e.g., race/ethnicity, gender, etc.) was generally reflective of HNU's overall population of undergraduate students (See Appendix A for further breakdown). This report highlights a condensed summary of key findings, which may be used to further enhance student success at HNU. Data from the previous year's 2017-2018 student experience survey are presented when valid comparisons can be made with the results.

Survey Highlights %'s next to items indicate the percentage of respondents who selected that item on the survey.

CO-CURRICULAR ACTIVITIES & INTELLECTUAL ENGAGEMENT

Participants were asked to identify the activities they most regularly engaged in during the current year. A summary of the top 5 responses is summarized below, including comparison data from 2017-2018 (note: percentages add up to over 100% because respondents could identify more than 1 activity).

<i>Top 5 activities for 2018-2019</i>	<i>Top 5 activities for 2017-2018</i>
<ul style="list-style-type: none"> • Attended a residence hall event (60%) 	<ul style="list-style-type: none"> • Residence hall programs and events (64%)
<ul style="list-style-type: none"> • Attended a Study Group (58%) 	<ul style="list-style-type: none"> • Attendance at a study group (63%)
<ul style="list-style-type: none"> • Attended a multicultural event (50%) 	<ul style="list-style-type: none"> • Volunteer and community service (47%)
<ul style="list-style-type: none"> • Volunteer/Community Service (46%) 	<ul style="list-style-type: none"> • Multicultural events (46%)
<ul style="list-style-type: none"> • Off-campus Employment (41%) 	<ul style="list-style-type: none"> • Student clubs (42%)

Students were also asked to indicate the what they felt would further enhance their experience on campus. Their responses are summarized in the table below. A comparison of student responses from 2017-2018 is also included (note: percentages add up to over 100% because respondents could identify more than 1 activity).

<i>What would enhance your experience on campus? (2018-2019)</i>	<i>What would enhance your experience on campus? (2017-2018)</i>
<ul style="list-style-type: none"> • Events to socialize with other students (55%) 	<ul style="list-style-type: none"> • Events to socialize with other students (55%)
<ul style="list-style-type: none"> • Career focused events (49%) 	<ul style="list-style-type: none"> • Career focused events (52%)
<ul style="list-style-type: none"> • Life skills workshops (40%) 	<ul style="list-style-type: none"> • Life skills workshops (42%)
<ul style="list-style-type: none"> • Family-oriented activities (39%) 	<ul style="list-style-type: none"> • Cultural/diversity events (35%)
<ul style="list-style-type: none"> • Cultural/diversity events (37%) 	<ul style="list-style-type: none"> • Physical wellness events (33%)

Survey results also indicated that intellectual engagement was not restricted to the classroom setting. **81%** of respondents indicated that intellectual conversations occurred with faculty outside of the classroom *at least once* in the 2018-2019 academic year. Intellectual conversations with peers outside of the classroom were even more common, cited by **93%** of respondents as having occurred *at least once* in the current academic year. **85%** of respondents stated that they reconsidered their personal positions on a topic after evaluating the argument of others *at least once* in the current academic year. A comparison of data from 2018-2019 and 2017-2018 is included in the tables below

How often have you had an intellectual conversation with faculty outside of class?

<i>Responses for 2018-2019</i>	<i>Responses for 2017-2018</i>
• Once this academic year (24%)	• Once this academic year (22%)
• Once a month (27%)	• Once a month (27%)
• Once a week (14%)	• Once a week (20%)
• More than once a week (16%)	• More than once a week (11%)

How often have you had an intellectual conversation with peers outside of class?

<i>Responses for 2018-2019</i>	<i>Responses for 2017-2018</i>
• Once this academic year (11%)	• Once this academic year (8%)
• Once a month (14%)	• Once a month (20%)
• Once a week (28%)	• Once a week (32%)
• More than once a week (40%)	• More than once a week (36%)

How often have you reconsidered your personal position after evaluating the argument of others?

<i>Responses for 2018-2019</i>	<i>Responses for 2017-2018</i>
• Once this academic year (21%)	• Once this academic year (22%)
• Once a month (32%)	• Once a month (29%)
• Once a week (24%)	• Once a week (22%)
• More than once a week (8%)	• More than once a week (6%)

Academic Advising

A number of questions were asked about Academic Advising, given the importance of the office in supporting student success and retention. Participants were asked to respond to the same questions that were used in the 2017-2018 student survey. The reported percentages indicate the proportion of students who responded to each statement with “somewhat agree -> strongly agree.” Comparisons between last year’s and this current year’s results are presented in the table below.

<i>Responses for 2018-2019</i>	<i>Responses for 2017-2018</i>
<ul style="list-style-type: none"> • I have an advisor who is sensitive to my needs as a student (92%) 	<ul style="list-style-type: none"> • I have an advisor who is sensitive to my needs as a student (84%)
<ul style="list-style-type: none"> • I have an academic advisor who is knowledgeable about the requirements for my academic program (92%) 	<ul style="list-style-type: none"> • I have an academic advisor who is knowledgeable about the requirements for my academic program (87%)
<ul style="list-style-type: none"> • I feel more informed about my academic requirements for graduation after meeting with their academic advisor (91%) 	<ul style="list-style-type: none"> • I feel more informed about my academic requirements for graduation after meeting with their academic advisor (88%)
<ul style="list-style-type: none"> • It is easy to schedule a time to meet with my academic advisor (85%) 	<ul style="list-style-type: none"> • It is easy to schedule a time to meet with my academic advisor (78%)
<ul style="list-style-type: none"> • I consider my academic advisor as a mentor (84%) 	<ul style="list-style-type: none"> • I consider my academic advisor as a mentor (62%)

CORE COMPETENCIES & GENERAL EDUCATION OUTCOMES

Respondents were asked to self-assess the degree which they believed their academic experiences had helped them realize the outcomes defined by HNU's general education, and WSCUC's core competencies. Students report HNU has helped them most in the area of critical thinking (94% agree) and written communication (94% agree). The percentages for students who indicated they agreed (ranging from somewhat → strongly) that HNU has helped them become more competent in the identified general education outcomes and core competency outcomes are below:

- **HNU has helped me become a better critical thinker:**
 - 90% somewhat agree -> strongly agree
 - 10% somewhat disagree -> strongly disagree

- **HNU has helped me be a more effective oral communicator:**
 - 90% somewhat agree -> strongly agree
 - 10% somewhat disagree -> strongly disagree

- **HNU has helped me be a more effective written communicator:**
 - 88% somewhat agree -> strongly agree
 - 12% somewhat disagree -> strongly disagree

- **HNU has helped me become engaged in my own cross-cultural awareness:**
 - 88% somewhat agree -> strongly agree
 - 12% somewhat disagree -> strongly disagree

- **HNU has helped me apply my academic coursework into everyday practice:**
 - 87% somewhat agree -> strongly agree
 - 13% somewhat disagree -> strongly disagree

- **HNU has helped me become a more civically engaged citizen:**
 - 82% somewhat agree -> strongly agree
 - 18% somewhat disagree -> strongly disagree

- **HNU has helped me analyze statistic and quantitative data:**
 - 79% somewhat agree -> strongly agree
 - 21% somewhat disagree -> strongly disagree

CAREER & JOB PREPARATION

Students were asked a number of questions related to their career and job preparation at HNU. Among those questions, respondents were asked to characterize the type of employer they expected/hoped to work for immediately after graduation. Results are summarized in the table below with comparison data from 2017-2018.

How would you characterize the type of employer you hope to work for upon graduation?

Top Employer Types for 2018-2019	Top Employer Types for 2017-2018
<ul style="list-style-type: none"> • Hospital, clinic, or other medical profession (39%) 	<ul style="list-style-type: none"> • Pursuing additional education/Advanced degree (39%)
<ul style="list-style-type: none"> • Pursuing additional education/Advanced degree (36%) 	<ul style="list-style-type: none"> • Business/Industry (35%)
<ul style="list-style-type: none"> • Business/Industry (25%) 	<ul style="list-style-type: none"> • Hospital, clinic, or other medical profession (28%)
<ul style="list-style-type: none"> • Education (20%) 	<ul style="list-style-type: none"> • Education (22%)
<ul style="list-style-type: none"> • Non-profit organization or foundation (19%) 	<ul style="list-style-type: none"> • Non-profit organization or foundation (16%)

Student responses varied when asked to respond to statements regarding the adequacy of resources that prepared them for the job search process and career placement. Respondents tended to identify adequate resources for preparing a CV and cover letter, but were less confident about HNU's resources for the actual job search process, and their personal prospects for employment. A summary of responses is below.

- **There are adequate campus resources for resume or CV preparation:**
 - **89%** Somewhat Agree -> Strongly Agree
 - **11%** Somewhat Disagree -> Strongly Disagree

- **There are adequate resources regarding how to search for a job in my future professional field:**
 - **81%** Somewhat Agree -> Strongly Agree
 - **19%** Somewhat Disagree -> Strongly Disagree

- **I feel academically prepared for a job in my future professional field:**
 - **80%** Somewhat Agree -> Strongly Agree
 - **20%** Somewhat Disagree -> Strongly Disagree

- **There are adequate campus resources at HNU that prepare me for employment after graduation:**
 - **79%** Somewhat Agree -> Strongly Agree
 - **21%** Somewhat Disagree -> Strongly Disagree

- **I am confident in my prospects for employment after graduation:**
 - **77%** Somewhat Agree -> Strongly Agree
 - **23%** Somewhat Disagree -> Strongly Disagree

STUDENT RETENTION

A critical component of this student experience survey was to identify how HNU could better support student retention, and enhance student success on campus. **23%** of respondents (39 total students) indicated that they have considered leaving HNU during this previous academic year. Respondents who indicated they considered leaving HNU were asked to cite the reasons why they would depart the institution. A summary of the most recurring themes that emerged in these qualitative responses were aggregated and are summarized below (listed in descending order from the number of times they were cited):

- Cost is prohibitive to stay
- Don't feel academically challenged
- Lack of course availability
- Campus is not a good fit for me
- Facilities are inadequate
- Lack of athletic opportunity

Participants were also asked to indicate if there existed any obstacles to their academic progress at HNU.

Participants responded with the items below as the five most common barriers to students' academic success:

<i>What are the biggest obstacles to your academic success?</i>	<i>% of Respondents who cited this obstacle</i>	<i># of Respondents who cited this obstacle</i>
Financing my education	49%	83
Cost of living	43%	73
Problems with motivation	31%	52
Time management	31%	52
My self-confidence	26%	45

Respondents were also prompted in an open response question to identify how HNU could improve the overall student experience. These qualitative responses were aggregated, coded in to themes, and are summarized below (listed in descending order from the number of times they were cited):

- More events on campus
- Engage commuter, transfer, and adult students
- More food options
- Update facilities
- Increase friendliness toward students
- Increase faculty engagement with students
- Alleviate financial burden
- Career and job training

- Better parking/transportation options
- Increase the hours of the gym
- Offer more opportunities to be mentored
- More courses/academic majors
- Enhance school spirit
- Support for graduate school search process

A number of trends as they relate to student concerns about their HNU experience and unfair treatment on campus were also captured in this experience survey. These results reported below.

- **90%** of respondents (148 students) indicated that within the current academic year, they have been concerned about their future plans after graduating from HNU.
- **52%** of respondents (86 students) indicated that within the current academic year, they were concerned about their own personal hunger.
- **23%** of respondents (32 students) indicated they had been treated unfairly at HNU in the past year because of their racial/ethnic identity.
- **19%** of respondents (26 students) indicated they had been treated unfairly at HNU in the past year because of their gender identity.
- **18%** of respondents (24 students) indicated they had been treated unfairly at HNU in the past year because of their body shape.

SENSE OF BELONGING

Participants were asked to identify their affinity to the institution using the three statements below as indicators of how they belong to the HNU community. Sense of belonging is an outcome of the Division of Student Affairs, and is partly assessed through this student experience survey.

- **89%** of respondents are proud to be a HNU student
- **84%** of respondents feel a sense of belonging to HNU
- **82%** of respondents feel like they are a member of the HNU community

Participants were subsequently asked to respond to the open-ended question “*What most contributes to your belonging at HNU?*” Their responses were heavily geared toward students’ relationships with friends, peers, and faculty at HNU. Respondents most frequently cited the following as the most influential factors that contributed to their belonging:

<i>What contributes to student belonging?</i>	<i>% cited</i>	<i># of times cited</i>
Friends	47%	80
Athletics	15%	25
Student clubs	15%	25
Faculty	12%	20
Campus events	11%	18
Staff	9%	15

Appendix A: Institutional and Respondent Demographics

Demographic Item	Institution/Population %	Survey Respondent %
Gender		
Female	64%	82%
Male	34%	17%
Non-Binary	*	1%
Race/Ethnicity		
American Indian or Indigenous	0.5%	2.4%
Asian	12.7%	12.9%
Black or African American	18.3%	17%
Hispanic/Latinx	37.7%	34.7%
Native Hawaiian or Other Pac Islander	3.2%	4.7%
White	20.3%	23.5%
Other	1.7%	2.4%
Did not report	2.3%	2.4%
First Generation Status		
Yes	34%	46%
No	66%	52%
Unsure	0%	2%
Class Year		
First	*	38%
Second	*	19%
Third	*	15%
Fourth	*	26%
Fifth or higher	*	1%
Not reported	*	1%
Age		
Under 18	*	0%
18-20	*	63%
21-23	*	30%
24-26	*	2%
27-29	*	2%
30-32	*	1%
33-35	*	1%
36+	*	1%

*Denotes misalignment between the way the institutional % is calculated and how the respondent % in the survey sample is calculated. Due to this inconsistency, the institutional % is not reported to avoid invalid comparison to respondent %.