



2018 HOLY NAMES UNIVERSITY UNDERGRADUATE EXPERIENCE SURVEY: SUMMARY & HIGHLIGHTS

Study Overview

The purpose of the *Holy Names University Undergraduate Experience Survey* was to support the institution's need to collect and utilize data on a broad range of student outcomes. These outcomes were sourced from HNU's mission, HNU learning outcomes, and recommendations from the WSCUC to generate data related to institutional improvements that enhance student learning. Administered online to all members of the HNU undergraduate community (N = 619) in spring 2018, the survey generated responses from 246 students, a **40%** response rate. Representation across a variety of student demographics (e.g., race/ethnicity, gender, etc.) was reflective of HNU's overall population of undergraduate students (See Appendix A for further breakdown). First generation students in the survey sample were slightly over-represented (49% in the sample versus 34% in the general student population). Third-year undergraduates (33%) had the highest response rates in the sample, and second-year undergraduates (14%) had the lowest response rates in the sample. This report highlights a condensed summary of key findings, which may be used to further enhance student success at HNU.

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

CO-CURRICULAR ACTIVITIES & INTELLECTUAL ENGAGEMENT

The five items that were most cited by respondents as activities they engaged in the current year included:

- Residence hall programs and events (64%)
- Attendance at a study group (63%)
- Volunteer and community service (47%)
- Multicultural events (46%)
- Student clubs (42%)

The items that were least cited as activities that students took part in the current year included:

- Attendance at a Writing Center workshop (13%)
- Attendance at a HNU sponsored retreat (10%)
- Research with HNU faculty (9%)
- Involvement with Campus Ministry (8%)
- Involvement with Student Government (ASHNU) (6%)

While these areas were not heavily cited in the participants' responses, open ended testimonials throughout the survey indicate that students found value in these offices/services at HNU. For example, students stated:

Being a commuter student it is hard to find a place to "belong" at HNU. I found my place through Campus Ministry. It opened a new channel of getting involved at HNU which I am really grateful for.

ASHNU Events [make me feel like I belong on campus].

Students were also asked to indicate the types of events/programs that they felt would further enhance their experience on campus. Their responses included:

- Events to socialize with other students (55%)
- Career focused events (52%)
- Life skills workshops (42%)
- Cultural/diversity events (35%)
- Physical wellness events (33%)

When asked to indicate the time and day they were most likely to attend these events/programs, respondents indicated weekdays after 6pm were the most conducive to their schedules.

Survey results also indicated that intellectual engagement was not restricted to the classroom setting. **78%** of respondents indicated that intellectual conversations occurred with faculty outside of the classroom *at least once* in the current academic year. Intellectual conversations with peers outside of the classroom were considerably more common, cited by **94%** of respondents as having occurred *at least once* in the current academic year. **78%** 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. Further details of these intellectual behaviors is reported below:

Had an intellectual conversation with faculty outside of class:

- Once this academic year (22%)
- Once a month (27%)
- Once a week (20%)
- More than once a week (11%)

Had an intellectual conversation with peers outside of class:

- Once this academic year (8%)
- Once a month (20%)
- Once a week (32%)
- More than once a week (36%)

Reconsidered your personal position after evaluating the argument of others:

- Once this academic year (22%)
- Once a month (29%)
- Once a week (22%)
- More than once a week (6%)

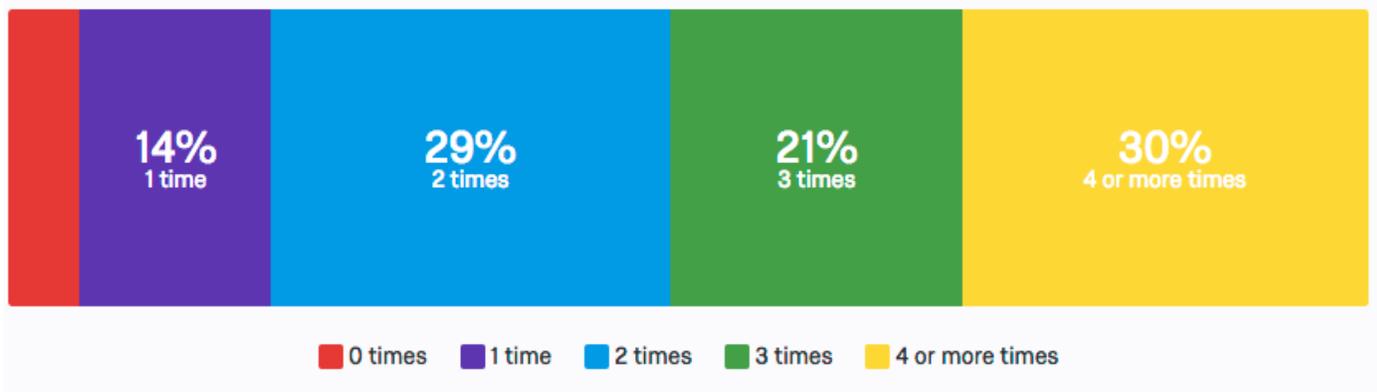
Academic Advising

A number of questions were asked about Academic Advising, given the importance of the office in supporting student success and retention. The objectives of these survey questions were to identify how the implementation of a recently revised scheduling system increased the ease with which students set up time with their advisor, and to generate data regarding the Advising Center's effectiveness working with undergraduates. The results of these findings are as follows:

- 88% of respondents agree that they feel more informed about their academic requirements for graduation after meeting with their academic advisor
- 87% of respondents agree that their academic advisor is knowledgeable about the requirements for the student's academic program
- 84% of respondents agree that they have an advisor who is sensitive to their needs as a student
- 78% of respondents agree that it is easy to schedule a time to meet with their academic advisor
- 62% of respondents view their academic advisor as a mentor

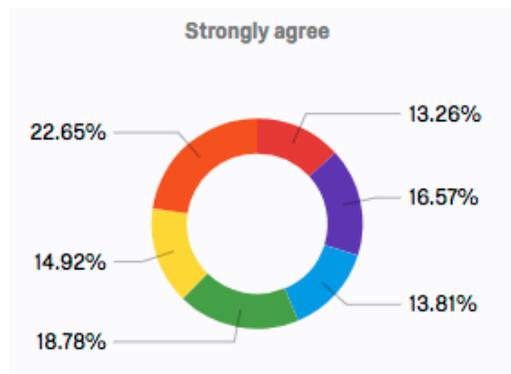
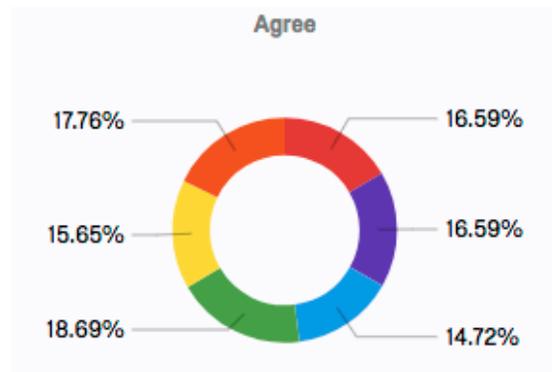
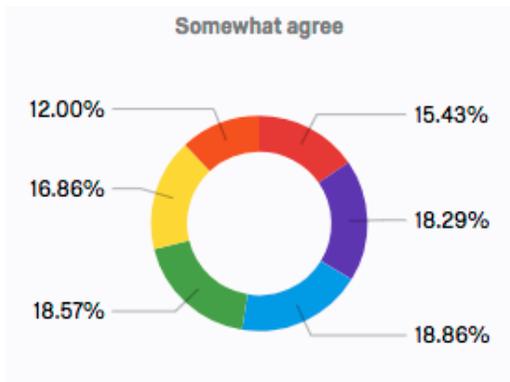
Respondents were also asked to document the frequency with which they utilized the Academic Advising Center, and **94%** of students indicated they have used the Advising Center at least once in the previous academic year. Only **6%** of respondents indicated they have not interacted with the Advising Center this year, indicated by the chart below.

Indicate how many times you have interacted with the Academic Advising Center this year:



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 (80% 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 be a more effective written communicator
- HNU has helped me be a more effective oral communicator
- HNU has helped me analyze statistical and quantitative data
- HNU has helped me become a better critical thinker
- HNU has helped me apply my academic coursework into everyday practice
- HNU has helped me become engaged with my own cross-cultural awareness

These results indicate that the majority of students receive a well-rounded education that is grounded in the liberal arts values stated in HNU's mission. This sentiment is best captured by a student who wrote the following in an open response section of the survey:

As a science major, I value most the opportunities I've been given to explore an education in the humanities [which have been] incredibly important in forming my opinions, ethics, and paradigm of the world.

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. The top five responses included (note: percentages add up to over 100% because respondents were able to indicate more than one type of employer):

- Pursuing additional education/Advanced degree (39%)
- Business/Industry (35%)
- Hospital, clinic, or other medical profession (28%)
- Education (22%)
- 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. While **73%** of respondents indicated that there were adequate campus resources for resume and CV preparation, only **57%** of respondents reported there were adequate campus resources for the actual job search process. A breakdown of the student responses is below:

- There are adequate campus resources regarding how to search for a job in my future professional field:
 - 57% Somewhat Agree -> Strongly Agree
 - 20% Neither Agree nor Disagree
 - 23% Somewhat Disagree -> Strongly Disagree
- I feel academically prepared for a job in my future professional field:
 - 64% Somewhat Agree -> Strongly Agree
 - 18% Neither Agree nor Disagree
 - 18% Somewhat Disagree -> Strongly Disagree
- I am confident in my prospects for employment after graduation:
 - 68% Somewhat Agree -> Strongly Agree
 - 18% Neither Agree nor Disagree
 - 14% Somewhat Disagree -> Strongly Disagree
- There are adequate campus resources for resume or CV preparation:
 - 73% Somewhat Agree -> Strongly Agree
 - 18% Neither Agree nor Disagree
 - 9% 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.

35% of respondents (85 total students) indicated that they have considered leaving HNU during this previous academic year, but it is unclear at the time of this summary if any of these respondents have or plan to follow through with leaving the institution. The most pressing reason why students have thought about leaving HNU in the current academic year was financial hardship (cited 27 times). Lack of athletic opportunity (cited 9 times) was a distant second.

Financial hardships were also frequently cited as barriers to advancing student success in other parts of this survey. When asked to indicate the biggest obstacles to their academic progress, students responded with the five items below as the most pressing barriers to their 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	48%	119
Cost of living	42%	104
Time management	32%	78
Course availability	31%	76
Problems with motivation	25%	62

Respondents were also solicited in an open response question to indicate what suggestions they had to improve the student experience at HNU. Their qualitative responses were aggregated, and are summarized below (listed in descending order from the number of times they were cited) as broad themes:

- Updating buildings/facilities
- Better food options on campus
- Increase opportunities for engagement via more student activities/events
- More course offerings
- Engage commuter students
- Address affordability of attending HNU
- Emphasize mentoring opportunities
- More explicit follow through with resolving student concerns
- Offer more curricular options to engage with ethnic studies topics

A number of trends as they relate to student concerns about their HNU experience, and unfair treatment on campus were also quantitatively captured in this experience survey. In summary (note: N may differ for each of the reported percentages below):

- 91% of respondents (215 students) indicated that within the current academic year, they have been concerned about their future plans after graduating from HNU.
- 63% of respondents (135 students) indicated they were not satisfied with the availability of campus parking.
- 54% of respondents (130 students) indicated that within the current academic year, they were concerned about their own personal hunger.
- 21% of respondents (45 students) indicated they had been treated unfairly at HNU in the past year because of their racial/ethnic identity.
- 17% of respondents (35 students) indicated they had been treated unfairly at HNU in the past year because of their gender identity.
- 14% of respondents (29 students) indicated they had been treated unfairly at HNU in the past year because of their body shape.

Despite these findings, respondents were constructive with their feedback, and cited HNU's small campus culture and dedication to fostering inclusion as strengths that could address these student concerns. Among the comments that embody these sentiments include:

People care at HNU. It's a tight knit, family community feel we have at HNU, along with the caring people that come with campus.

There is a great level of support that is provided to students by faculty and staff.

There is a good sense of diversity, and the faculty and staff care for the students.

SENSE OF BELONGING & INSTITUTIONAL STRENGTHS

Responses to the open-ended question “*What most contributes to your belonging at HNU?*” were heavily geared toward students’ relationships with friends, peers, and faculty at HNU. Respondents most frequently cited their friends (86 times cited) as the most important reason for their belonging at HNU, followed by athletics (25 times cited), and faculty (25 times cited). Student clubs (17 times cited), campus events (16 times cited), and the overall friendliness of campus (10 times cited) were other frequently identified areas that students indicated facilitated a sense of belonging at HNU. Sample comments that support these findings include:

Since the community is smaller than other colleges, it was easy to meet people and since classes were also smaller, it was easy to get to know my professors.

Friends. I’m always seeing a familiar face. Even when I don’t really know someone, I still say hi. Everyone knows one another, so it makes me feel a sense of belonging. I’m also a part of a sports team here, so it makes me have a family away from home.

I have found a great connection to my fellow peers and friends. My roommate and I get along great and we made a home here. The sense of being away from home while also creating a home on campus together helped a lot with the transition.

Since the beginning of the school year, I met some friends that I know will be there for me even after we leave HNU. Also, I am a part of the cheer team, HNU AllStars, and the dance team, Dance Force. There are also many events and activities that go on around campus that really do their best to include everyone who shows up in some type of way.

Given HNU’s mission is rooted in values such as “inclusion,” to “promote the common good,” and “employing various modes of knowledge,” it is not surprising that participants indicated that the greatest strengths of the institution can be traced back to the purpose and identity of the institution. When asked to identify what they believed to be the “Greatest strength of the HNU campus,” students responded with the following themes:

- Sense of community (33 times cited)
- Diversity of campus (28 times cited)
- The small size of campus (28 times cited)
- Faculty (26 times cited)

Specific testimonials that reflect these, and other strengths include:

The greatest strengths of HNU is all teachers know the students personally, and the students are a tight community because it is a small school.

The support you can get from staff and faculty when you really utilize them as the resources they are (in addition to them being nice and welcoming people).

The greatest strength at HNU is the diversity in student organizations.

Appendix A: Institutional and Respondent Demographics

Demographic Item	Institution/Population %	Survey Respondent %
Gender		
Female	64%	70%
Male	34%	30%
Race/Ethnicity		
American Indian or Indigenous	0.5%	2%
Asian	12.7%	15%
Black or African American	18.3%	13%
Hispanic/Latino	37.7%	36%
Native Hawaiian or Other Pac Islander	3.2%	4%
White	20.3%	26%
Other	1.7%	3%
Did not report	2.3%	1%
First Generation Status		
Yes	34%	49%
No	66%	48%
Unsure	0%	3%
Class Year		
First	*	26%
Second	*	14%
Third	*	33%
Fourth	*	20%
Fifth or higher	*	4%
Not reported	*	2%
Age		
Under 18	*	0%
18-20	*	57%
21-23	*	32%
24-26	*	3%
27-29	*	1%
30-32	*	2%
33-35	*	1%
36+	*	4%

**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 %.*