



OFFICE OF  
**INSTITUTIONAL  
RESEARCH &  
EFFECTIVENESS**

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**CHRISTOS KORGAN, PH.D.**

*Director of Institutional Research and Effectiveness*

**BEN STAFF**

*Educational Effectiveness Coordinator*

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## Executive Summary<sup>1</sup>

### Rationale

**Purpose and Methodology.** The University of Saint Katherine takes great pride in the quality of its instruction, as well as its personnel charged with upholding high standards of teaching and learning excellence. Mindful of the institution's values and priority to deliver superior educational programming, the University has charged the Office of Institutional Research and Effectiveness (OIRE) with collecting robust indirect evidence of students' academic lives for purposes of quality control and self-improvement. As such, the Office has internally developed a validated method for collecting information from students by sourcing inspiration for the design of its protocol based on highly promising and empirically documented higher education practices. The Office administered the survey instrument to students using a controlled, standardized procedure to ensure identical exposure to instructions for providing valid responses across items. Following the collection of student-level information, data were prepared and cleaned for analysis. Initial analyses run on the data were descriptive in nature and do not afford causal interpretation. Due to the sensitivity of this information and its susceptibility to misinterpretation, readers are encouraged to contact the Office of Institutional Research and Effectiveness with any concerns.

**Sample Characteristics.** Data were collected from 80 students drawn at random from the student population, yielding approximately an 83 percent response rate. A slight majority of respondents self-identified as male (51%), while 45% were reported female. Four percent of survey participants preferred not to identify their gender. Among other sample characteristics, the overwhelming majority of the sample (89%) were of traditional college age (18-22). About half of respondents identified as white, while 31 percent, 9 percent, and 7 percent were Latinos/as, African-Americans, and Multiracial, respectively. About a quarter of respondents noted degree intentions within the arts and humanities, while 39 percent of students were pursuing an academic pathway leading to a baccalaureate in business management and economics. Nearly 60 percent of students indicated intentions to pursue some type of post-baccalaureate training. Please see Figures 1 through 5 for a complete breakdown of these characteristics.

### Abbreviated Findings

#### Course Enrollment Behaviors: What is Driving Students' Enrollment Decisions?

- More often (95%) than not (5%), students tended to select courses based upon degree requirements, rather than other reasons.
- Data suggest that about 80 percent of students sought the help of student services or affairs when making course selections.

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<sup>1</sup> Findings in the executive summary are simplified and abbreviated, which might increase risk of misinterpretation of the consumer of this report. Individuals intending to achieve change or action based on information held within both the executive summary and graphical representations of data are encouraged to meet with the primary author of this report.

- Over half of students consult some type of online source, like Rate My Professors, to inform course selections.
- Most University of Saint Katherine students (65%) do not tend to choose courses based on whether or not their peers are co-enrolling.
- While data suggest that students' course selections do not depend on their peers taking the same course, about 61% of respondents expressed interest in discussing course offerings with one another.

### **Instructional Activities: How Do Students Approach Learning?<sup>2</sup>**

- Sixty-four percent of students reported that they've made a class presentation about half the time or more, which points to the fact that most students are engaged in some degree of learner-centered instruction.
- Students tend to not prepare two or more drafts of work before submitting their assignments for evaluation, as indicated by 45 percent of survey respondents.
- The vast majority of University of Saint Katherine students reported having come to class unprepared to some extent of time (85%).
- Instructional activity at the University tends to be collaborative, as indicated by the majority of students who reported their involvement with other students on group projects or other type of work with peers outside of class at about half the time or more (81% and 70%, respectively).
- Almost a quarter of students tended to discuss grades or assignments with faculty less often, while 83 percent of students are in frequent contact with faculty via email for other communication purposes.
- Students tend to spend the least amount of time across the study's explored set of academic behaviors discussing their career plans with instructors or advisors (57% at less than half the time or never).
- Respondents indicate that faculty are prompt with regard to providing feedback on students' work submissions (78% of ratings within half the time or more).
- While data suggest that students tended to work harder than they previously thought in order to meet their instructors' standards or expectations, the majority of students never or infrequently interact with their faculty on matters unrelated to coursework (see Figure 9o).
- Data reveal a high level of quality contact and discourse between students and their racially diverse peers, as well as with other students who held divergent political or religious beliefs, as well as personal values (see Figures 9q and 9r).
- Nearly three quarters of students indicate skipping class to some degree (74%).
- When consuming course-related information, the majority of students reported their tendency to focus on concept memorization at half the time or more (86%).

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<sup>2</sup> Findings discussed in this and subsequent sections are abbreviated and do not purport to capture the full scope of inspected behaviors, beliefs, or attitudes. See Appendices for full visualizations of students' academic behaviors and strategies for learning.

### **Perceptions of Support from the University and Close Social Groups<sup>3</sup>**

- The University of Saint Katherine provided at least some (39%), if not very much (55%), encouragement to students to study, according to respondents.
- The majority of respondents shared that that the University provides a great deal of support to students conducive to their success (61%).
- The majority of respondents perceived the University as a promoter of diversity, evidenced by the fact that 78% of students indicated that the institution encourages contact between diverse students either some (33%) or very much (45%).
- Students report that the University helps student cope with non-academic responsibilities either some or very much of the time (69%)
- The University offers extensive support to ensure that students social thrive (75% respondents indicating either 'some' or 'very much' support).
- While 39 percent of students indicated that the University provides support with computers in their academic work, is it noteworthy to indicate that across all types of support, this survey item held largest percent of students indicating the 'very little' category (19%) across types of assistance.
- Students at the University report that they enjoy quality relationships with their peers (72.4% in top three categories on a 10-point scale).
- While the quality of student-faculty relationships was slightly more variable than peer-to-peer comparisons, the majority of students still indicate that they have quality relationships with their instructors (60.8% in top three categories on a 10-point scale).
- Visual inspection of Figures 15 and 16 reveals that students overwhelmingly feel extremely supported by their friends and family with regard to their decision to attend the University of Saint Katherine.

### **Students' Attitudes and Belief Toward Religious and Spiritual Activities**

- Data supports the assertion that the majority of students deemed reducing pain and suffering in the world as either very important (40%) or essential (33%) to them.
- While the majority of respondents designated 'attaining inner harmony' as a personally important activity (78%), respondents tended to rate 'attaining wisdom' less strongly in comparison (Figure 18c).
- Examination of students' beliefs about their intentions to seek out spiritual development opportunities revealed that occasions for spiritual growth and beauty in life were essential (46% and 43%, respectively).
- Students shared that becoming a more loving person was either very important (42%) or essential (43%) for them.
- Results showed that students tended to pray most for forgiveness (68%), for loved ones (80%), and the relief of others' suffering (58%).

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<sup>3</sup> While this subsection, as well as the others, offers implications for the University and recommendations for practice, it was not the intention of this report to present conclusions. For interpretation, please contact the primary author.

Appendix A: Graphical Representations of Survey Items

Figure 1. Respondents' Gender

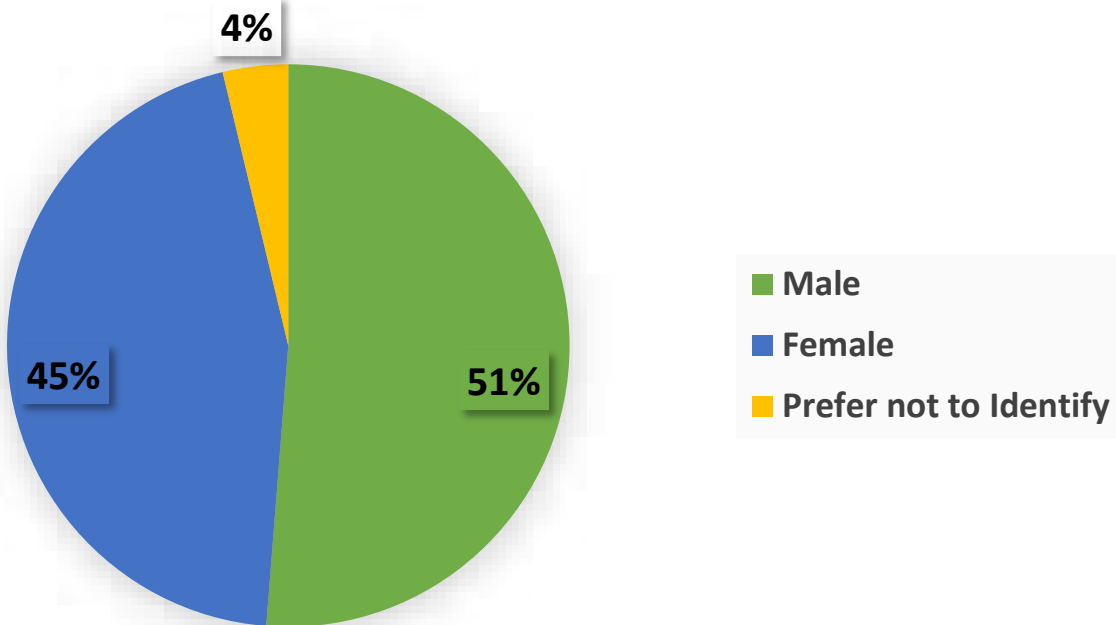
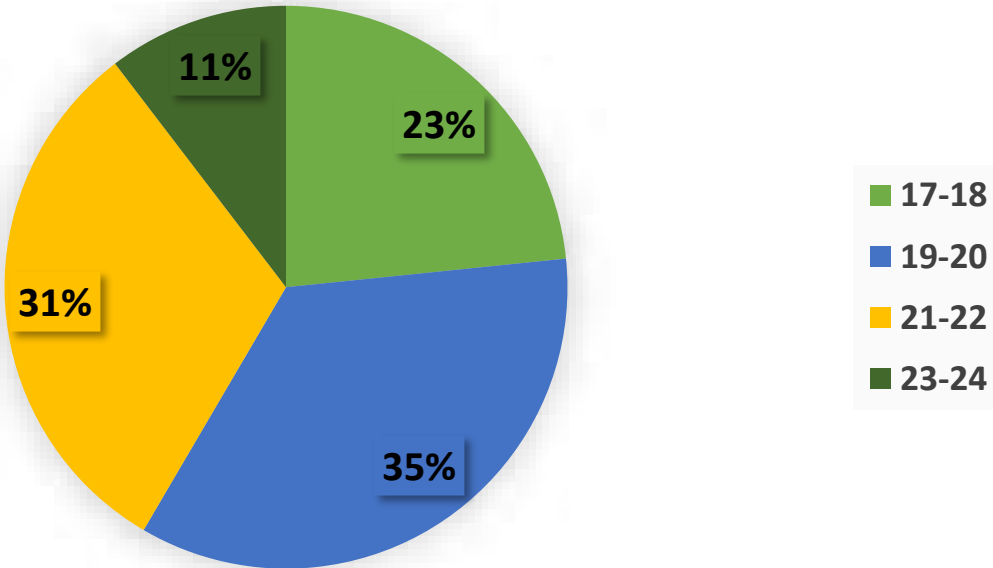
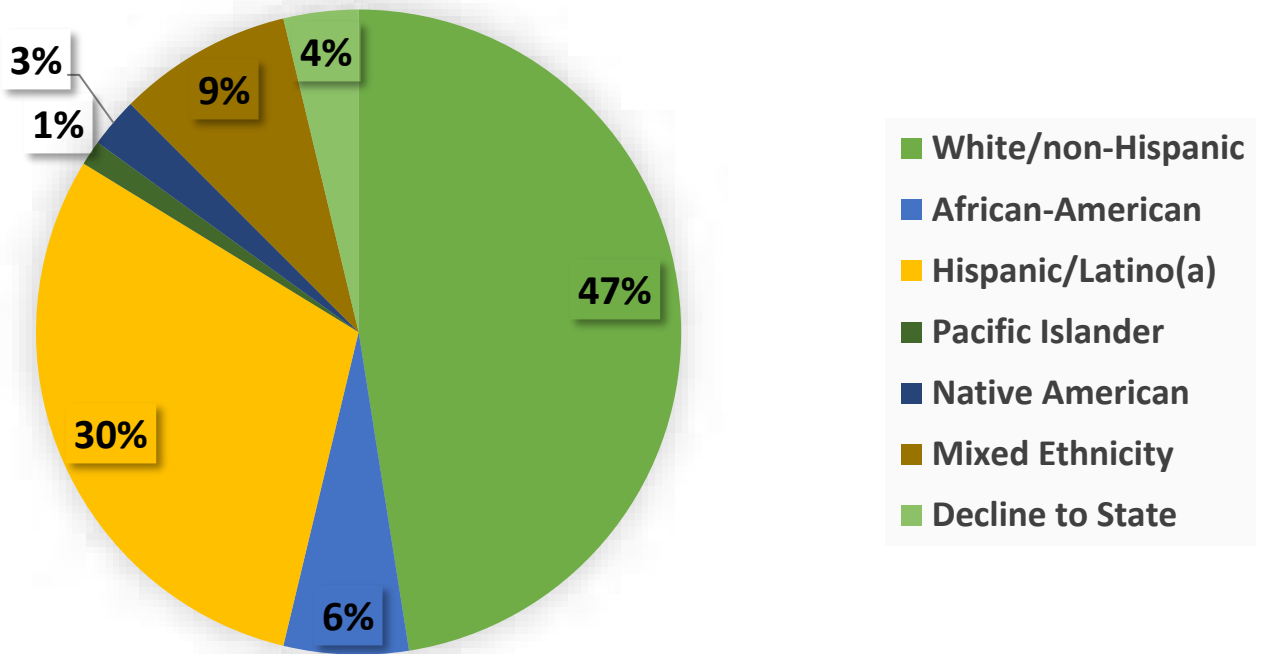


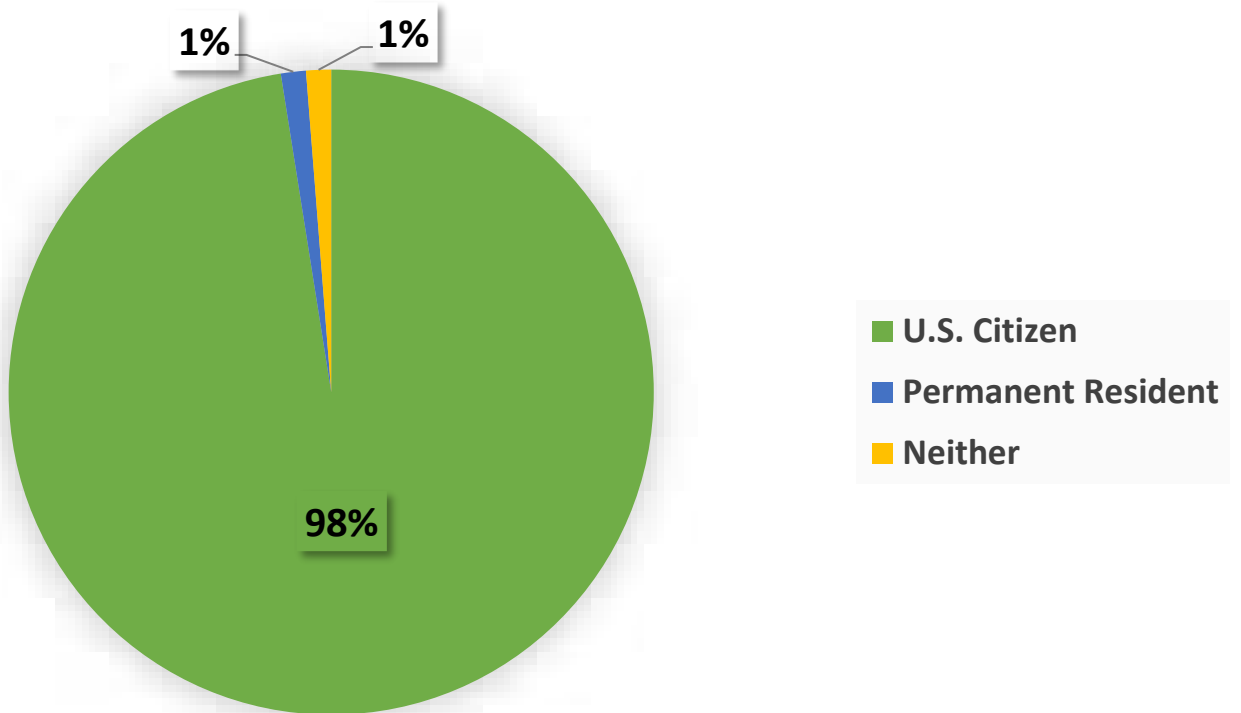
Figure 2. Respondents' Age Group



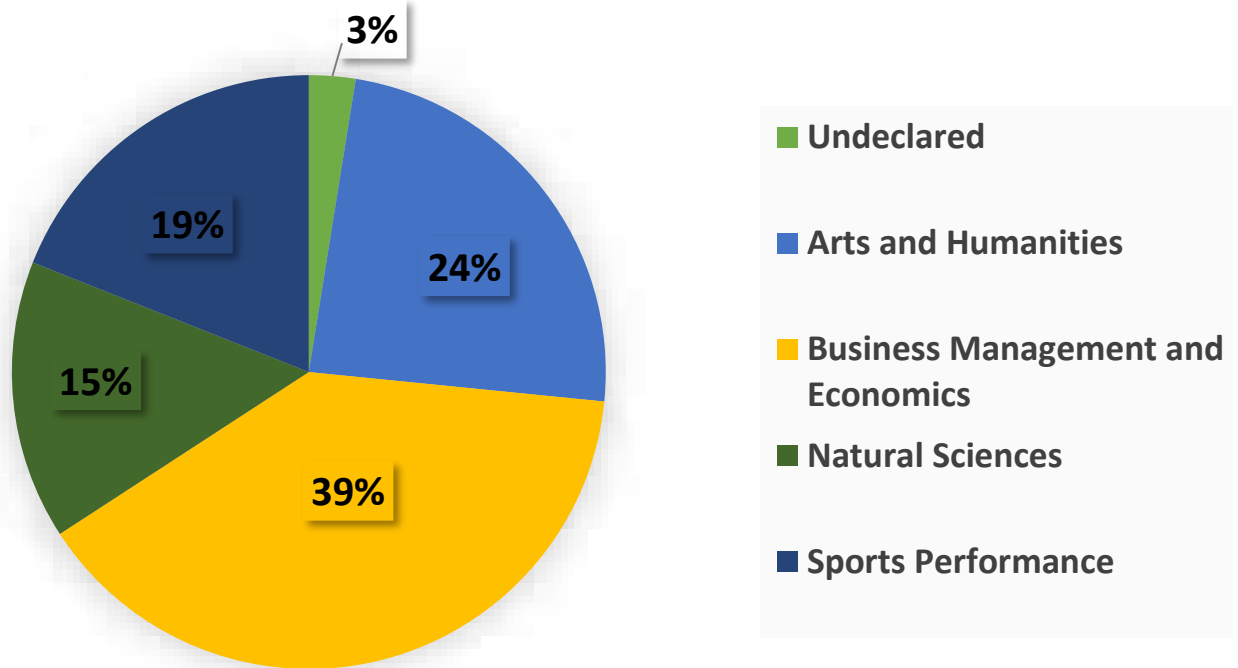
**Figure 3. Respondents' Race**



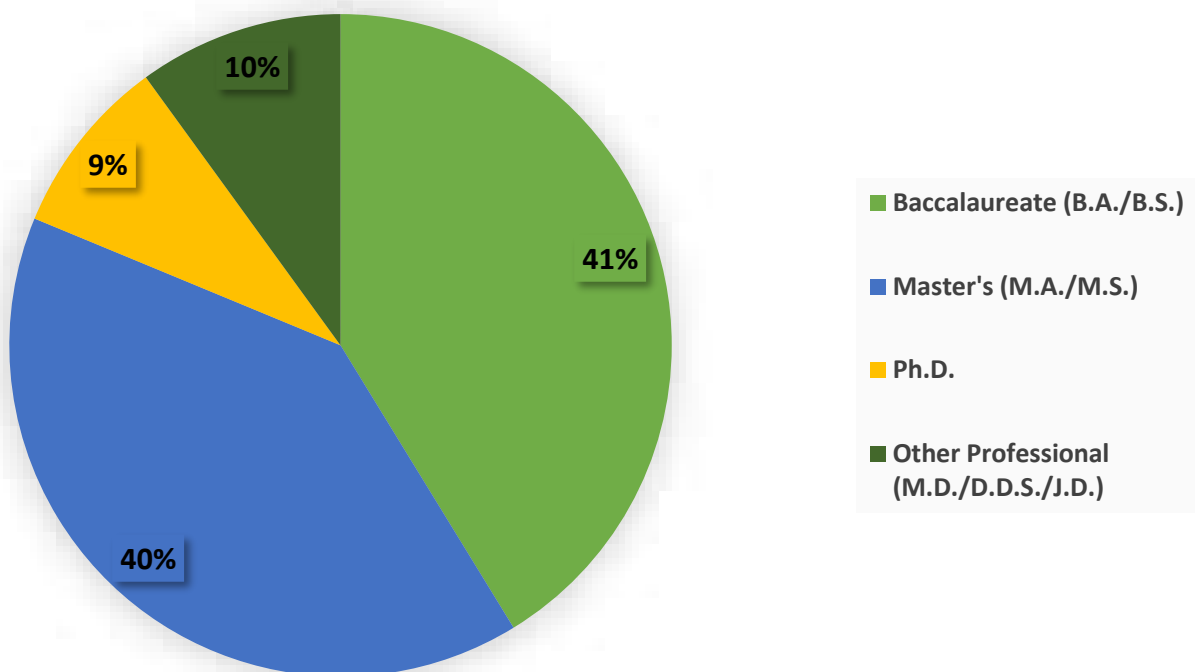
**Figure 4. Respondents' Citizenship Status**



**Figure 5. Respondents' Disciplinary Intentions by Program**

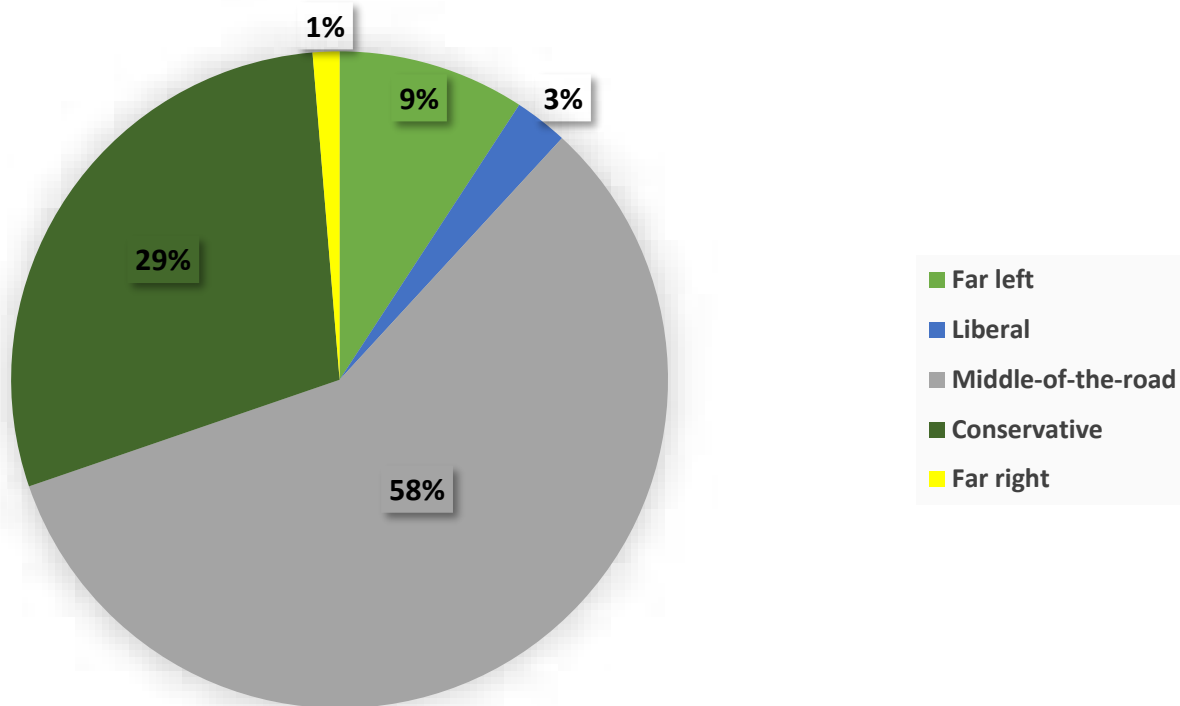


**Figure 6. Students' Highest Academic Intentions**

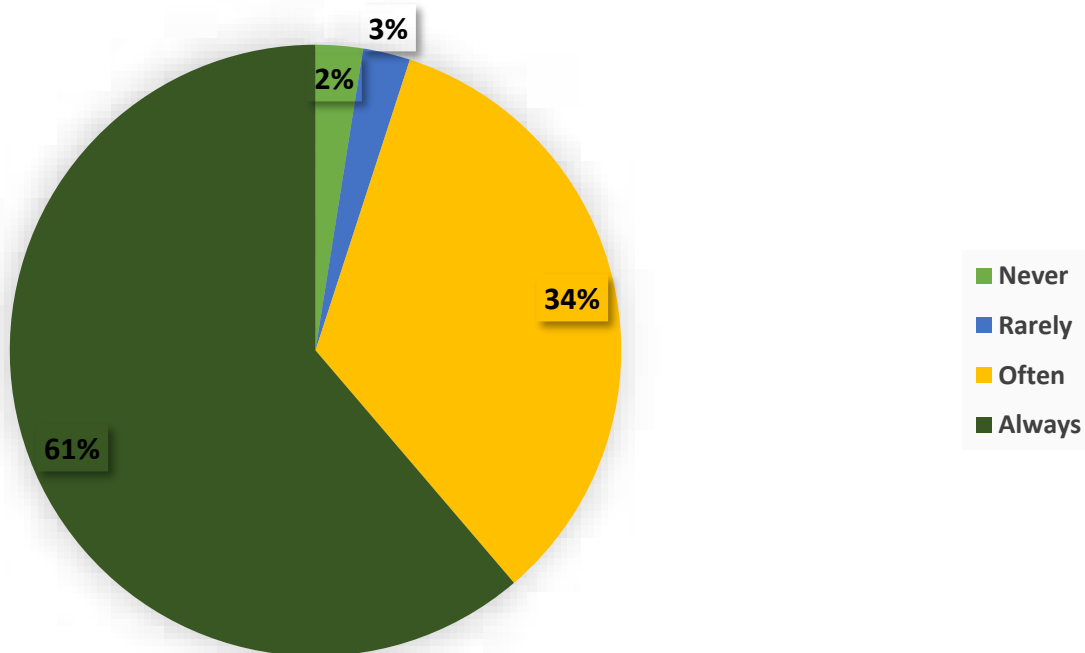




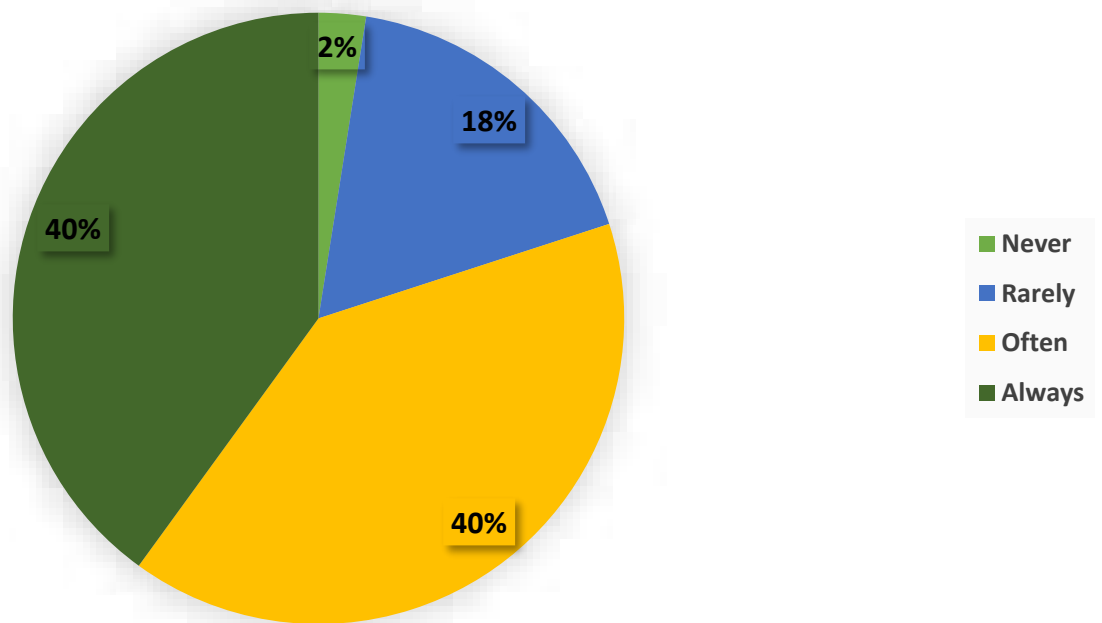
**Figure 7. Political Ideologies**



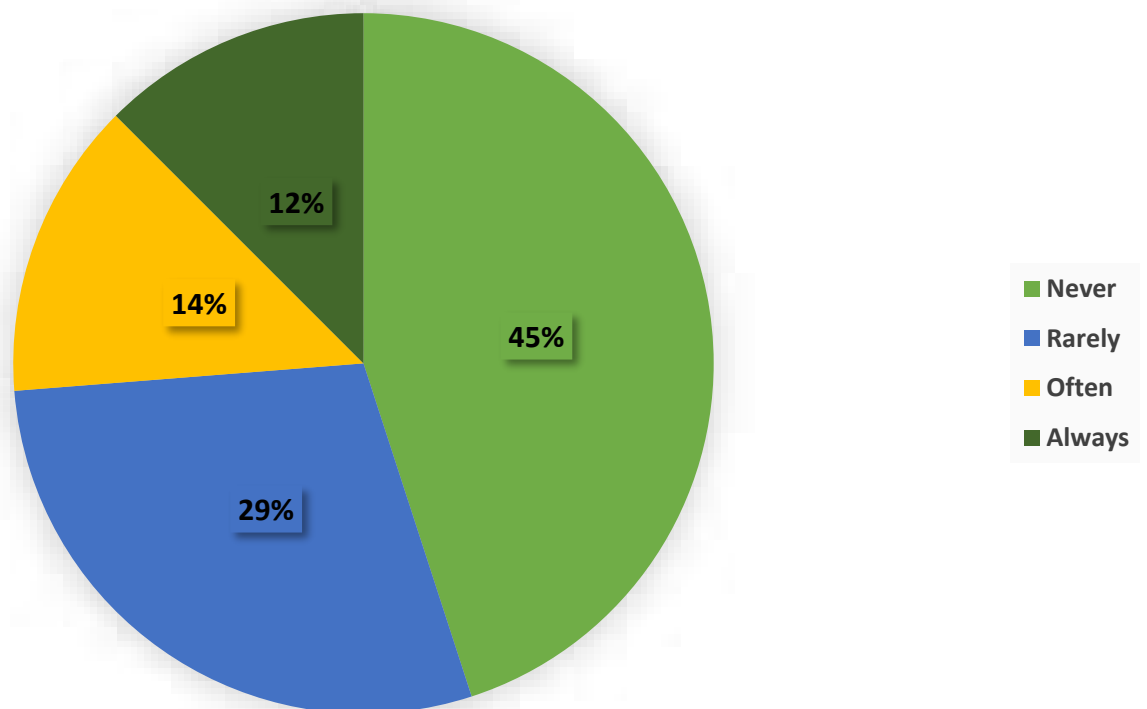
**Figure 8a. Enrollment Behaviors: Selecting Courses to Fulfill Educational Requirements**



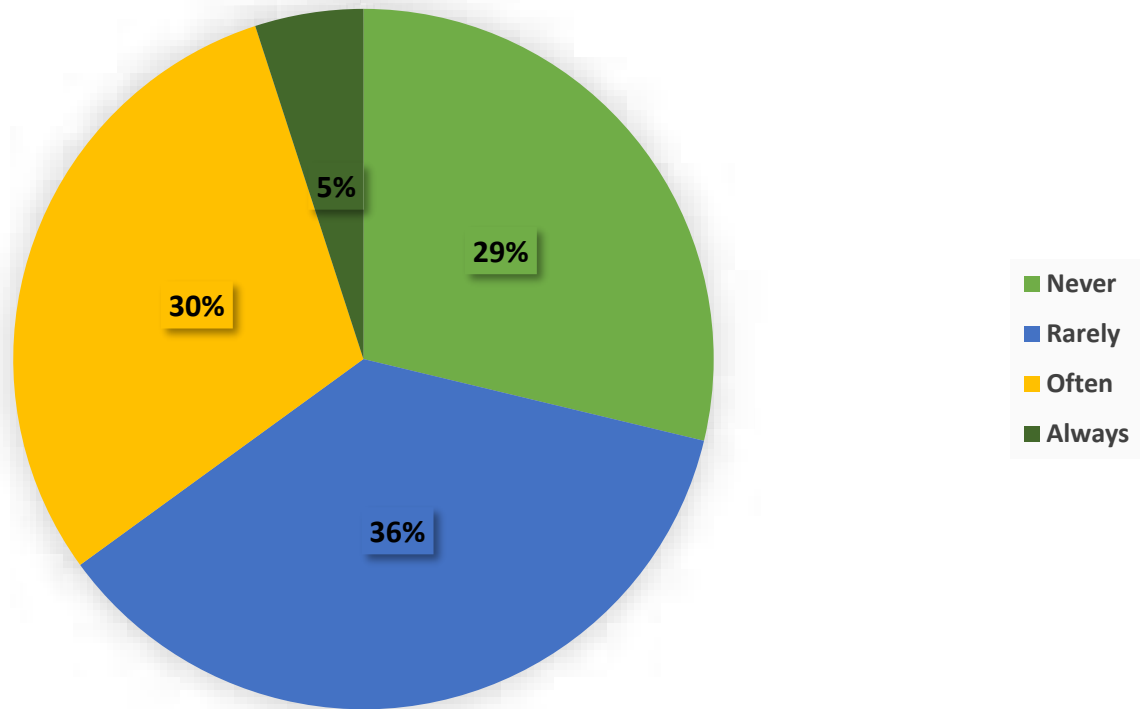
**Figure 8b. Enrollment Behaviors: Held Appointment With Student Services to Discuss Courses**



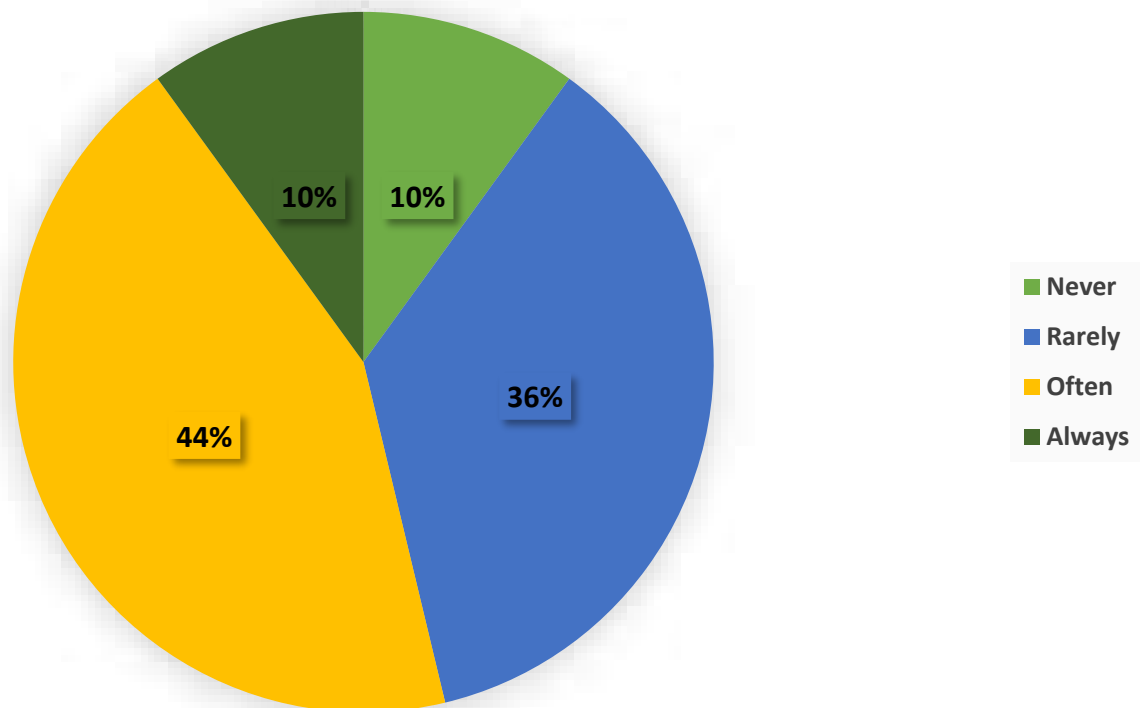
**Figure 8c. Enrollment Behaviors: Use Online Sources to Inform Course Selections**



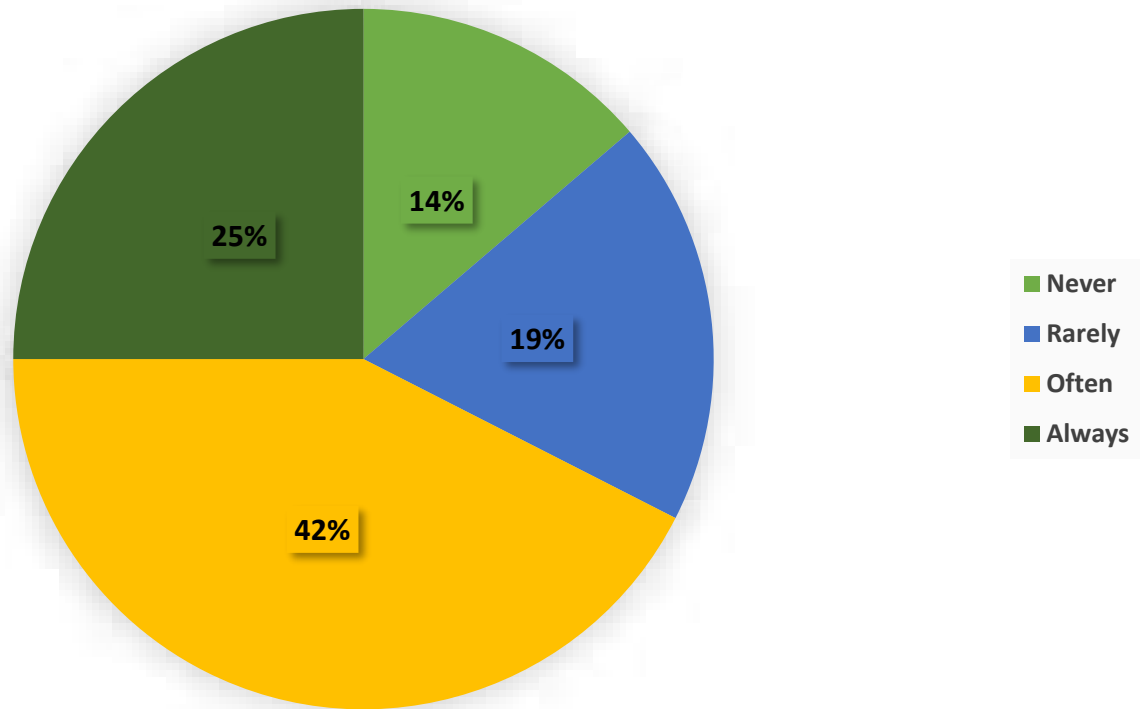
**Figure 8d. Enrollment Behaviors: Enroll in Courses With Friends**



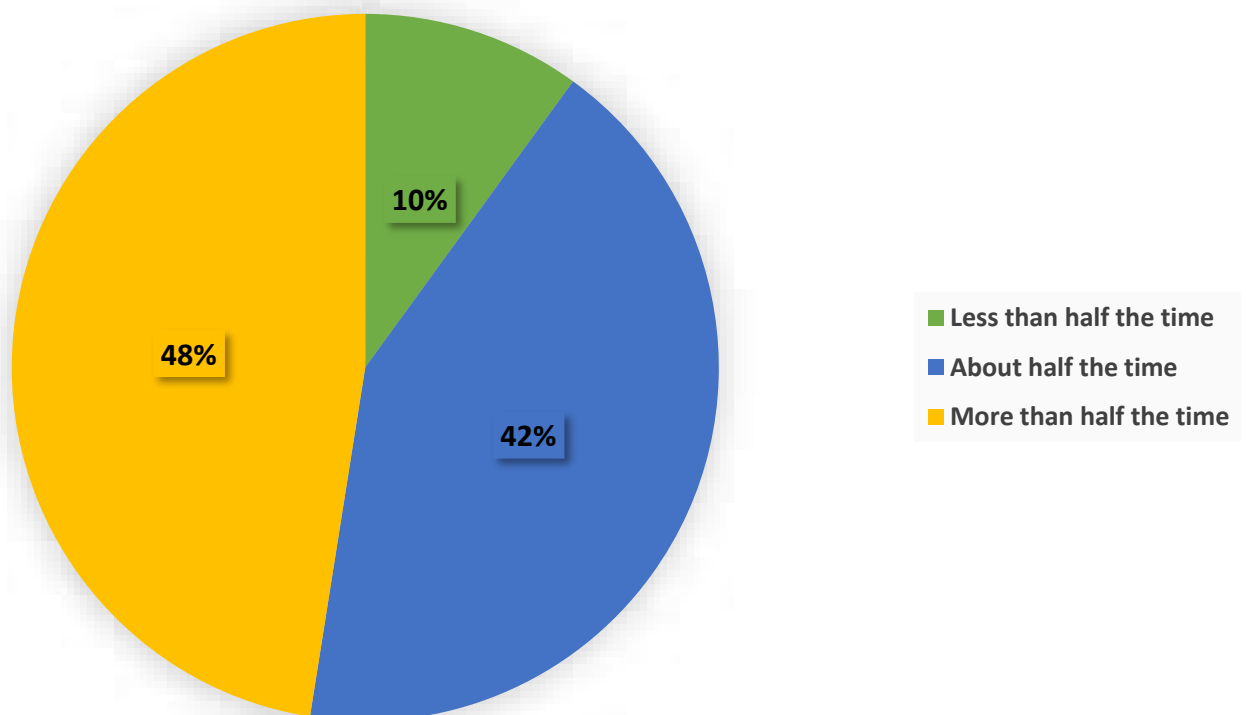
**Figure 8e. Enrollment Behaviors: Enroll in Courses Based on Knowledge of Instructor**



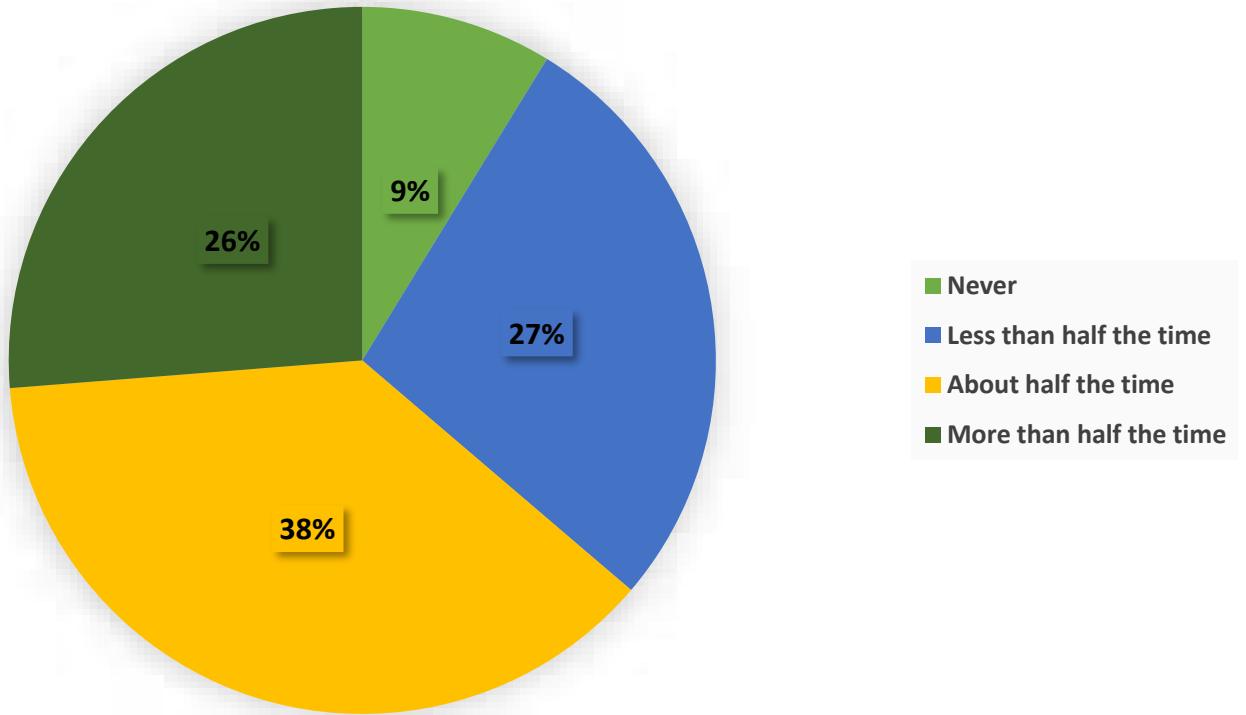
**Figure 8f. Enrollment Behaviors: Discuss Course Offerings With Friends**



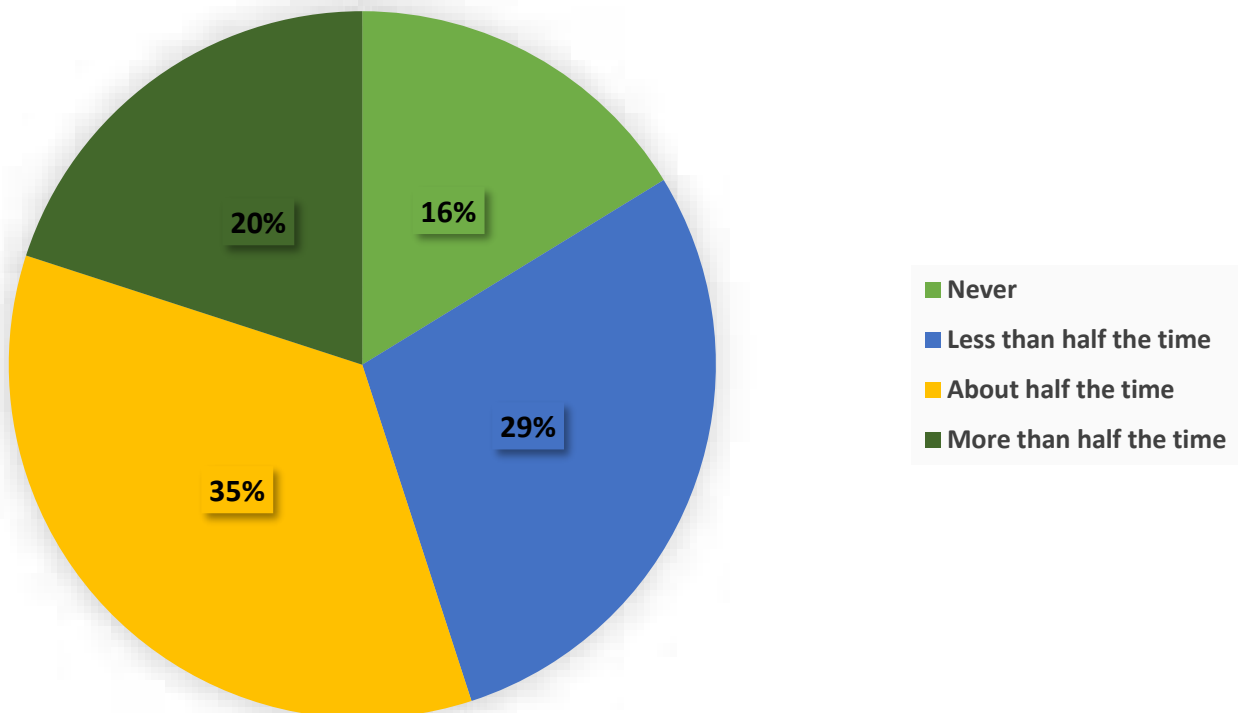
**Figure 9a. Academic Behaviors: Asked Questions in Class or Contributed to Discussions**



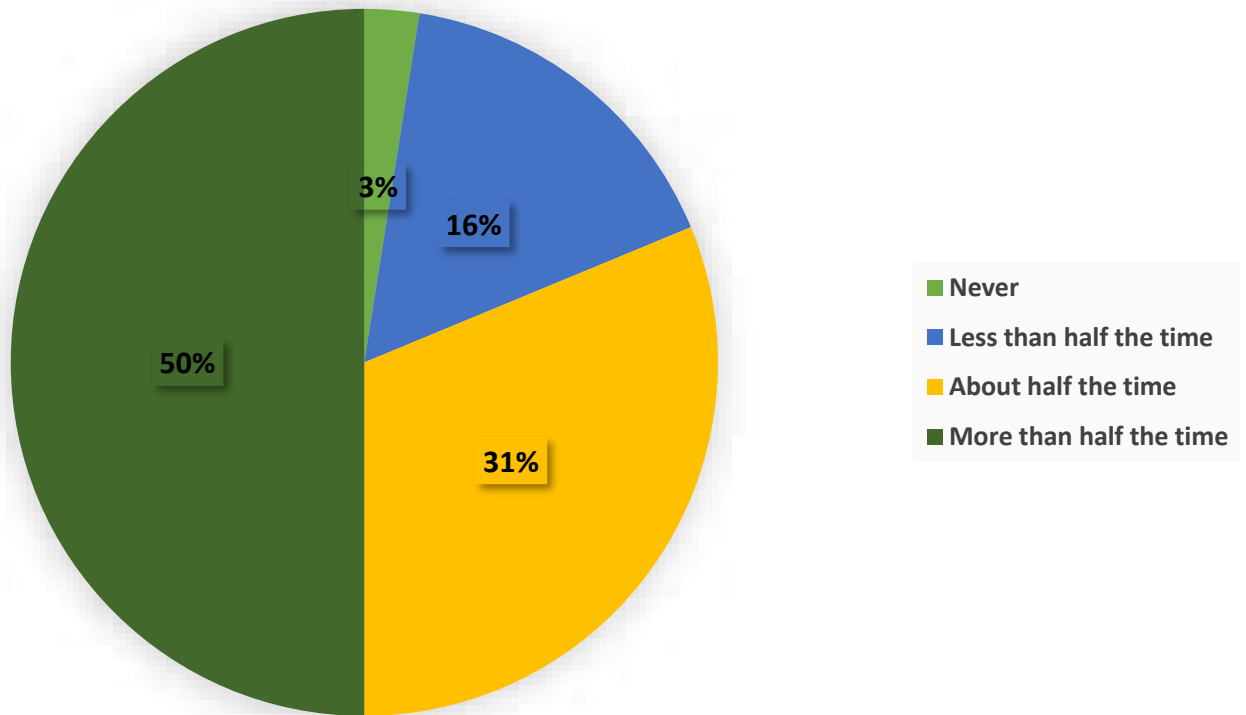
**Figure 9b. Academic Behaviors: Made a Class Presentation**



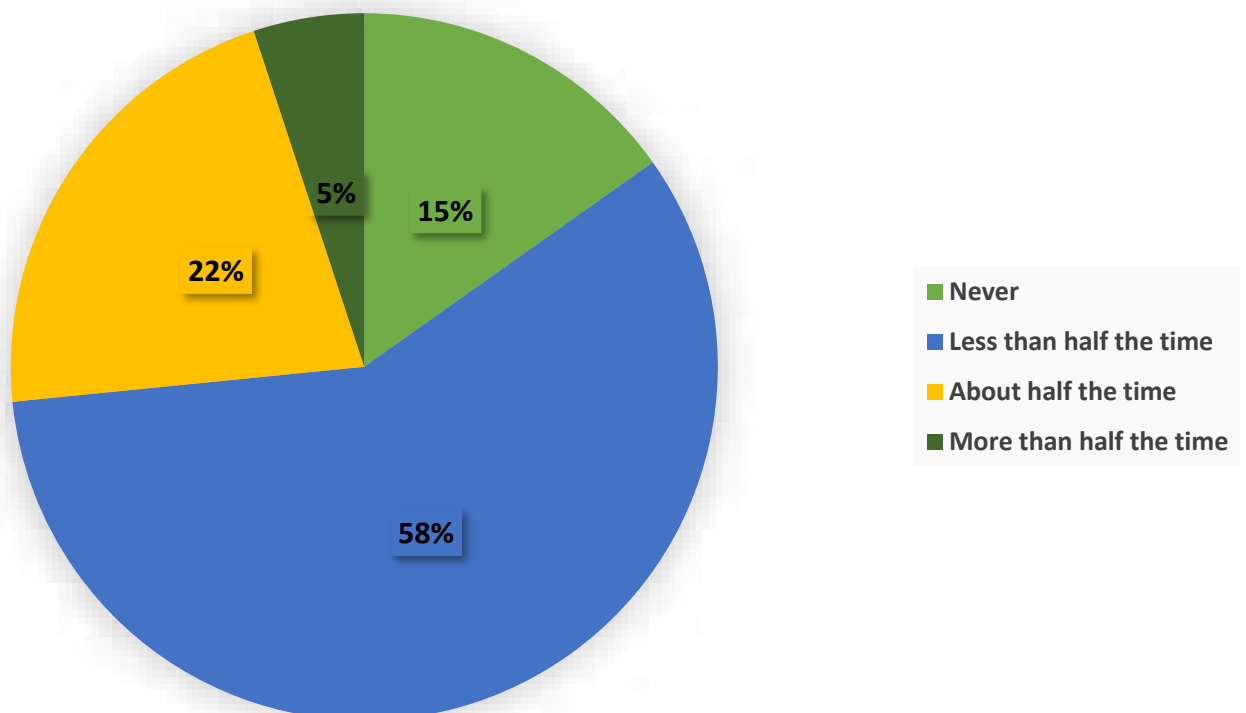
**Figure 9c. Academic Behaviors: Prepared Two or More Drafts of Work Before Submitting**



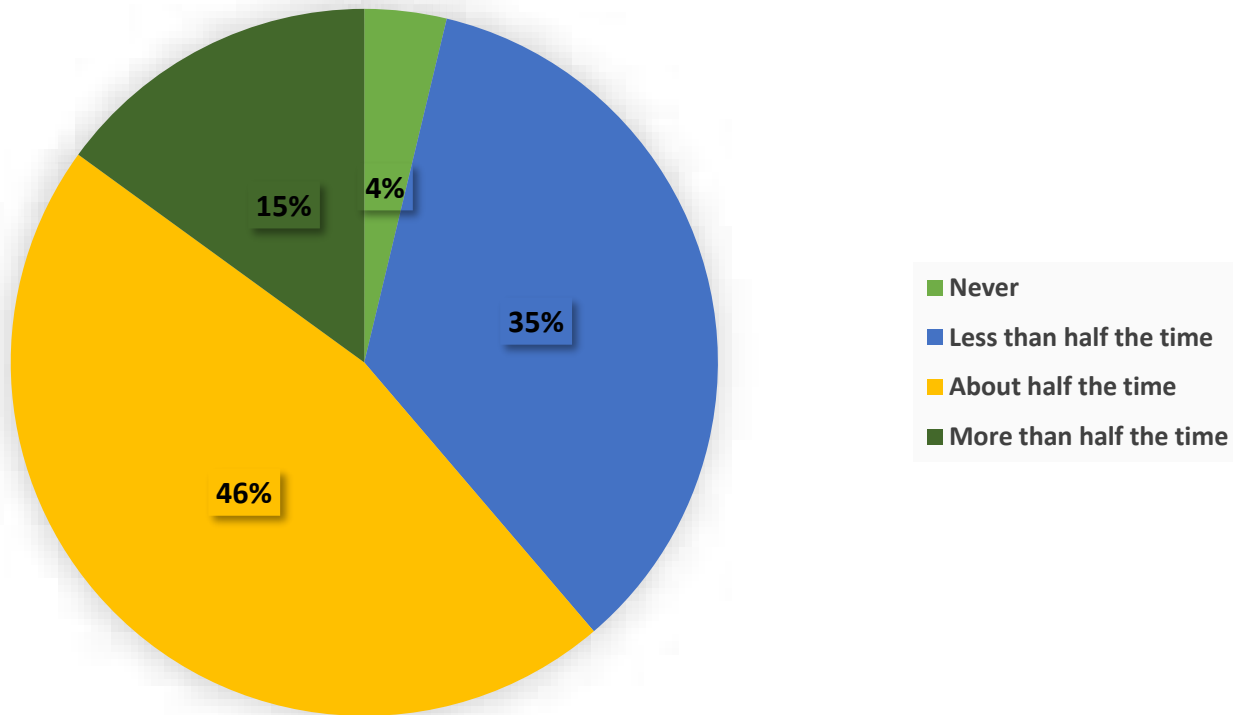
**Figure 9d. Academic Behaviors: Integrated Multiple Ideas or Sources in Assignments**



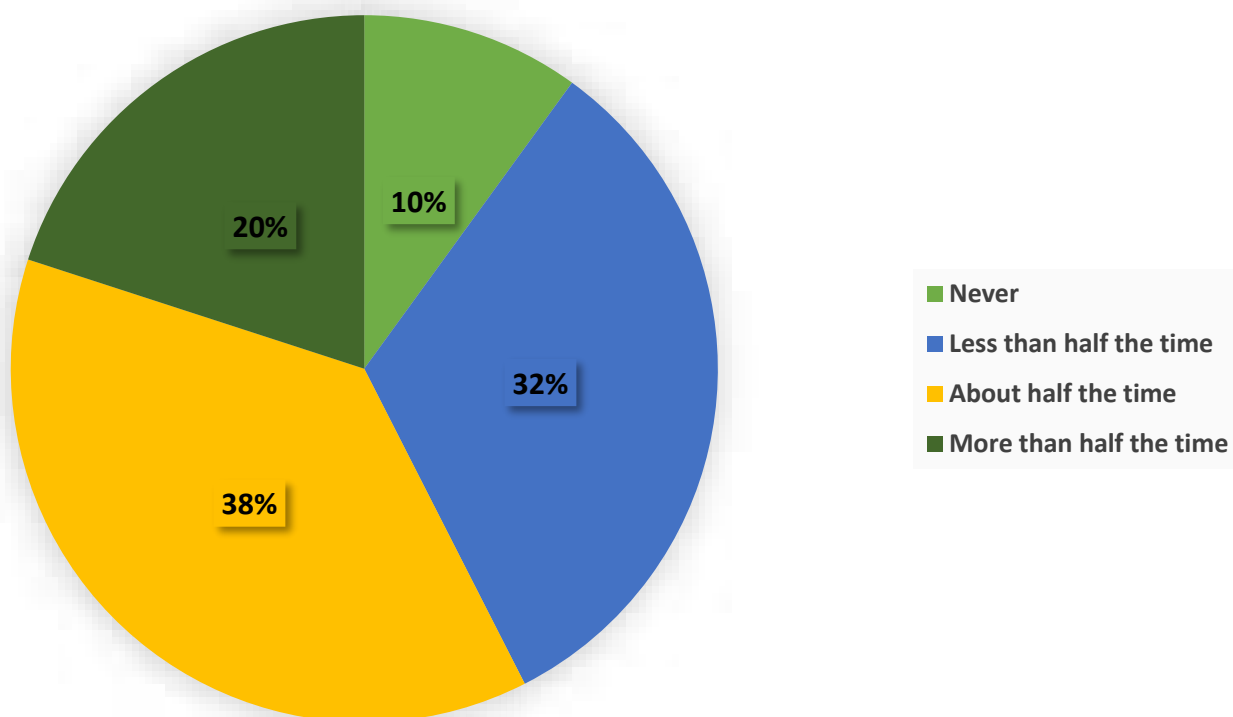
**Figure 9e. Academic Behaviors: Came to Class Unprepared**



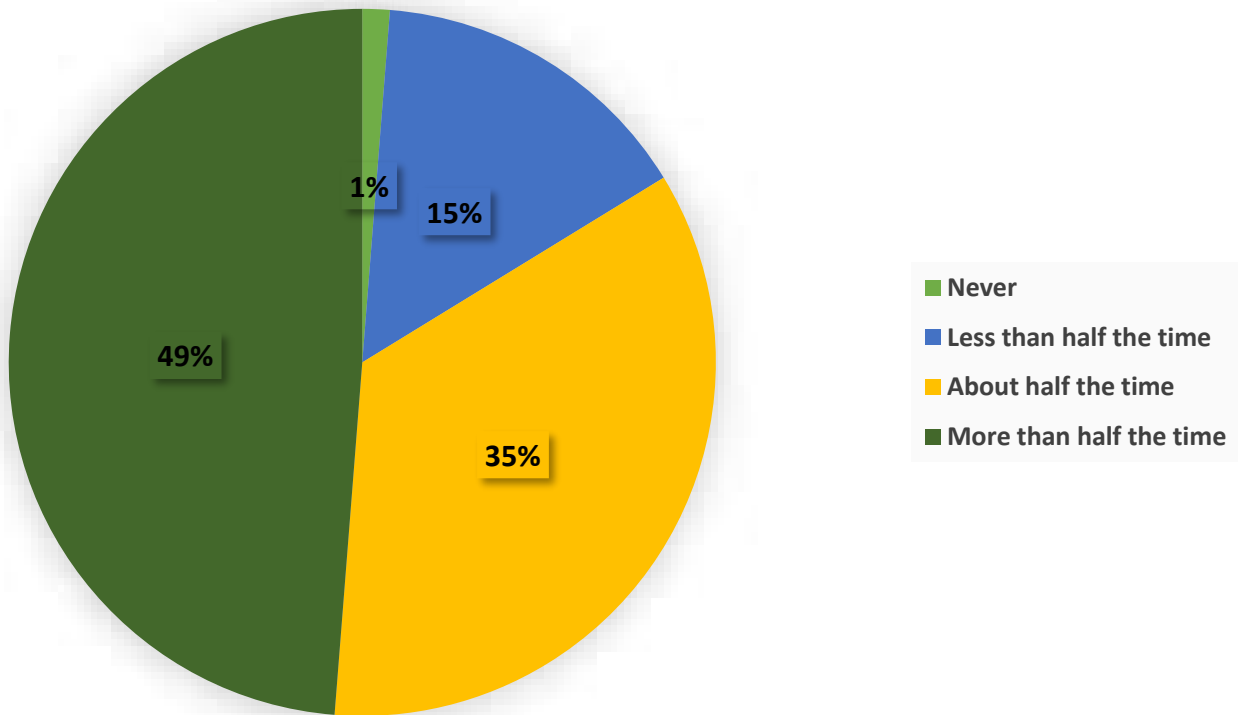
**Figure 9f. Academic Behaviors: Worked With Other Students on Group Projects**



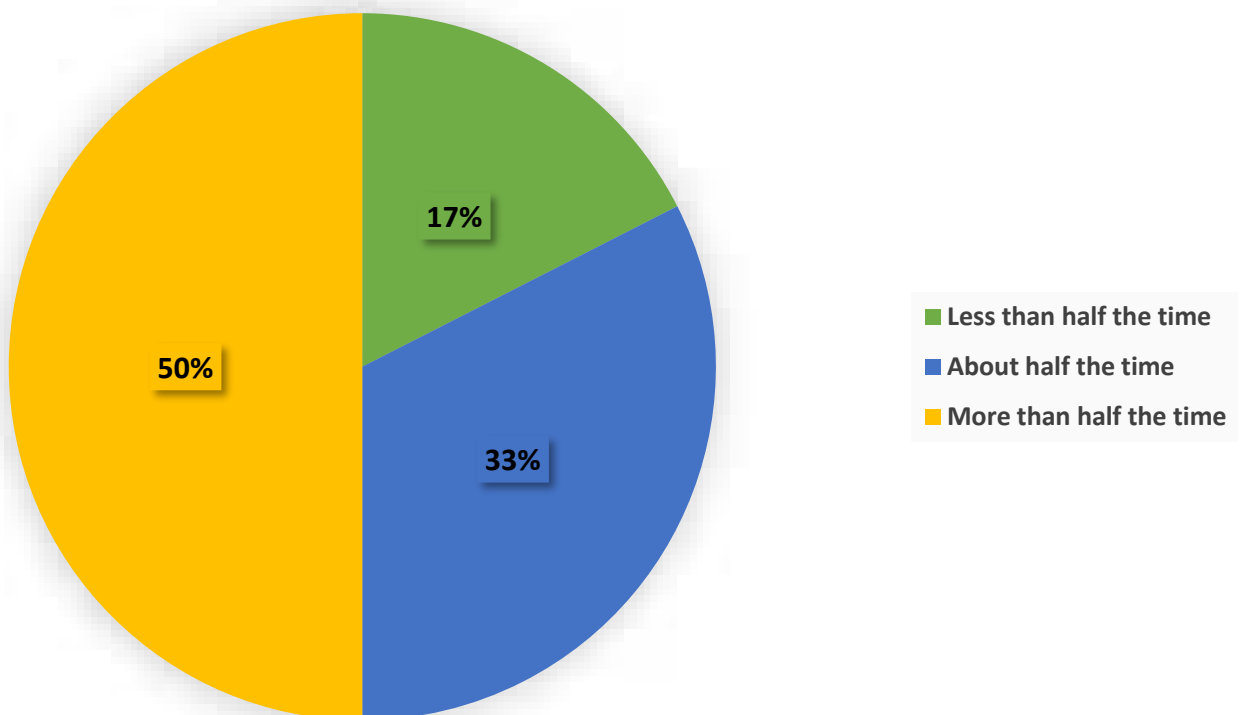
**Figure 9g. Academic Behaviors: Worked With Classmates Outside of Class**



**Figure 9h. Academic Behaviors: Used the Internet to Complete Assignments**

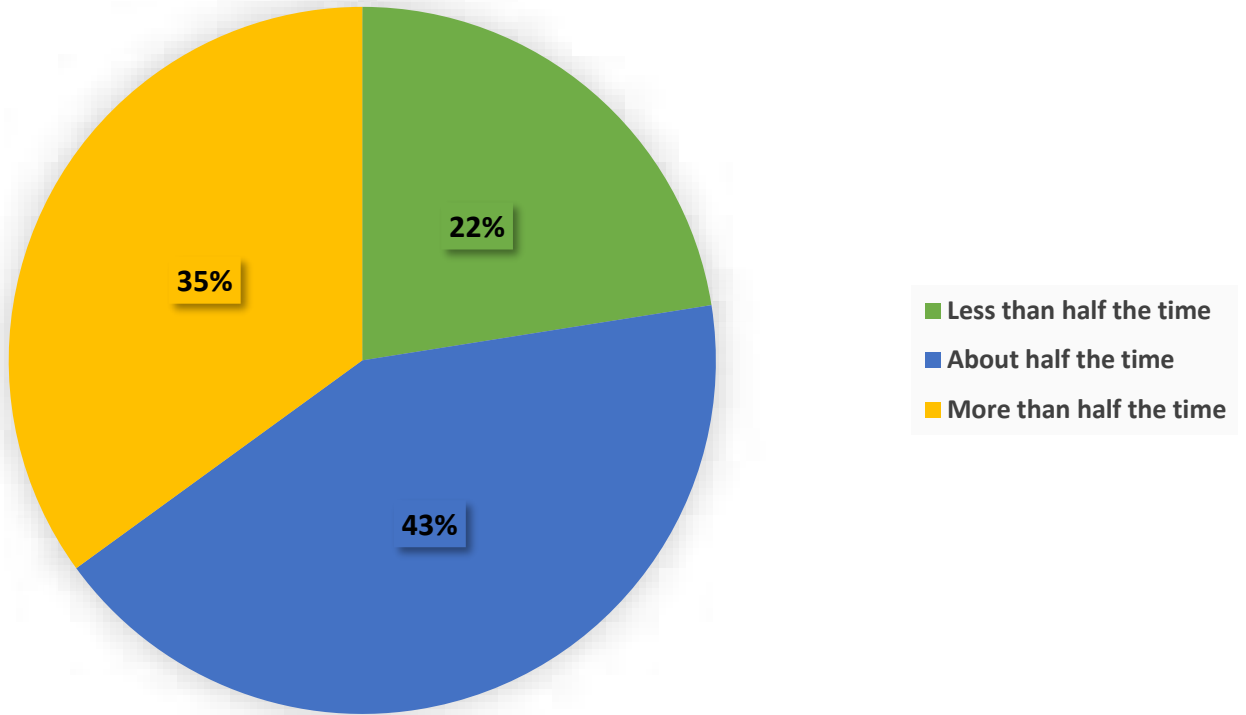


**Figure 9i. Academic Behaviors: Used Email to Communicate with Faculty**

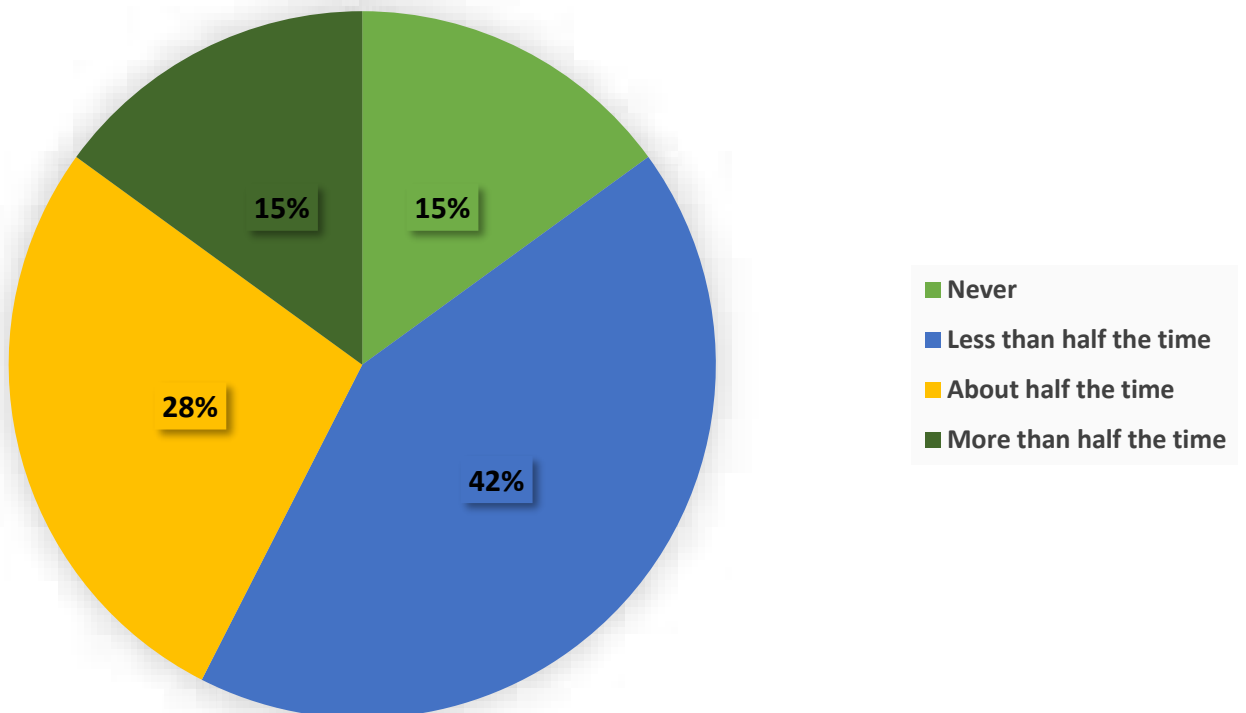




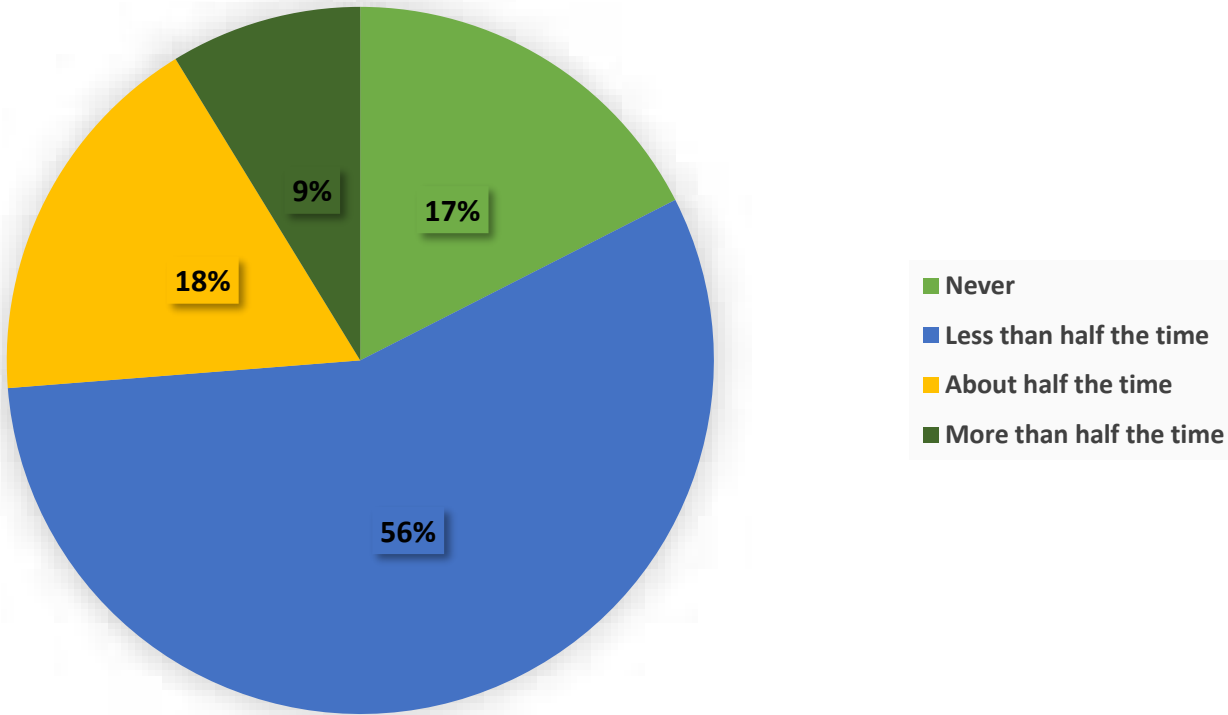
**Figure 9j. Academic Behaviors: Discussed Grades or Assignments with Faculty**



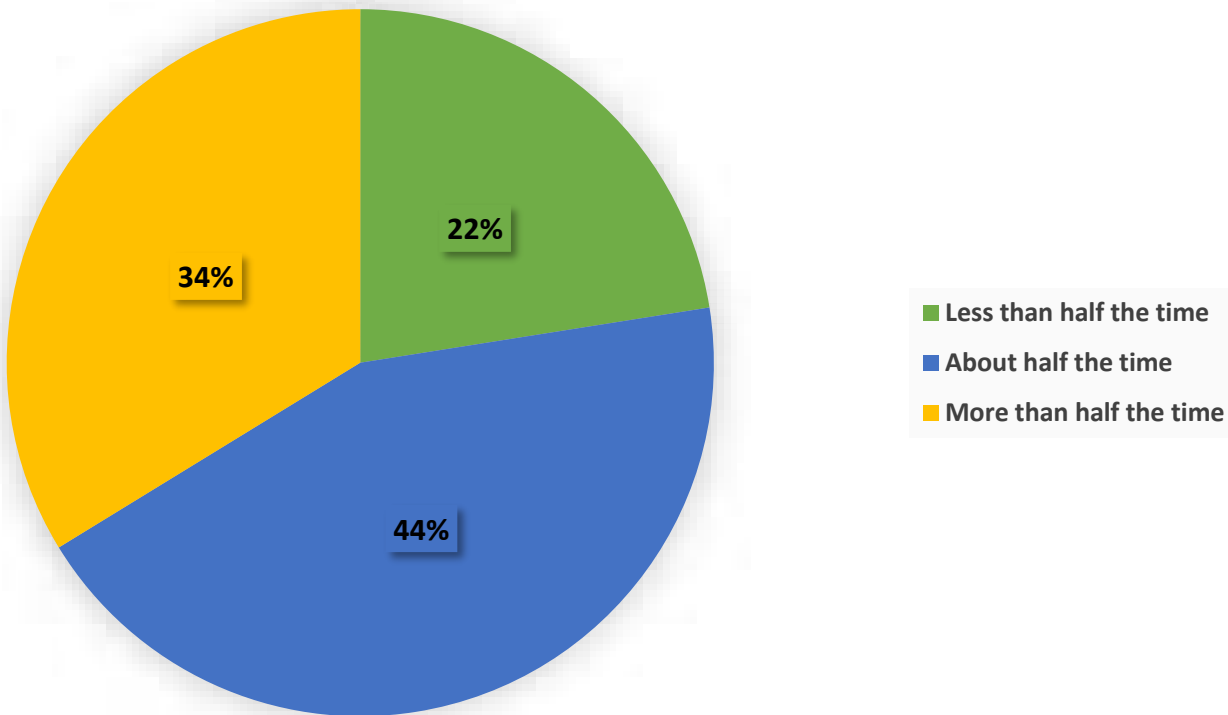
**Figure 9k. Academic Behaviors: Discussed Career Plans With an Instructor or Advisor**



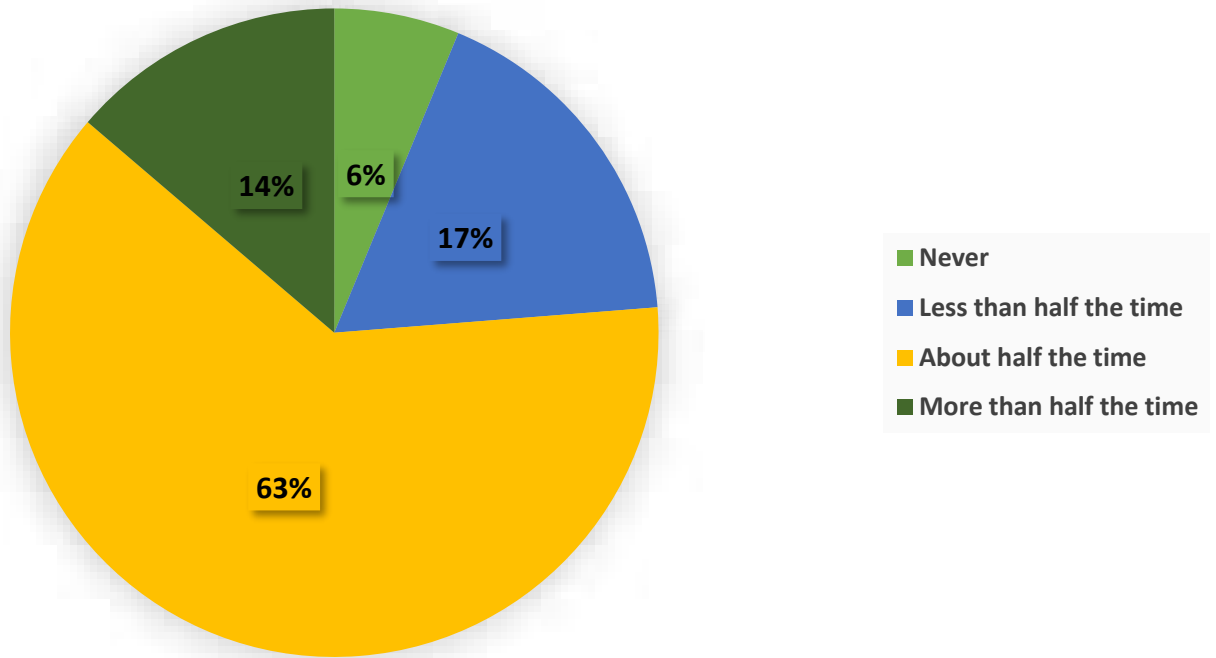
**Figure 9l. Academic Behaviors: Discussed Ideas From Course Material Outside of Class**



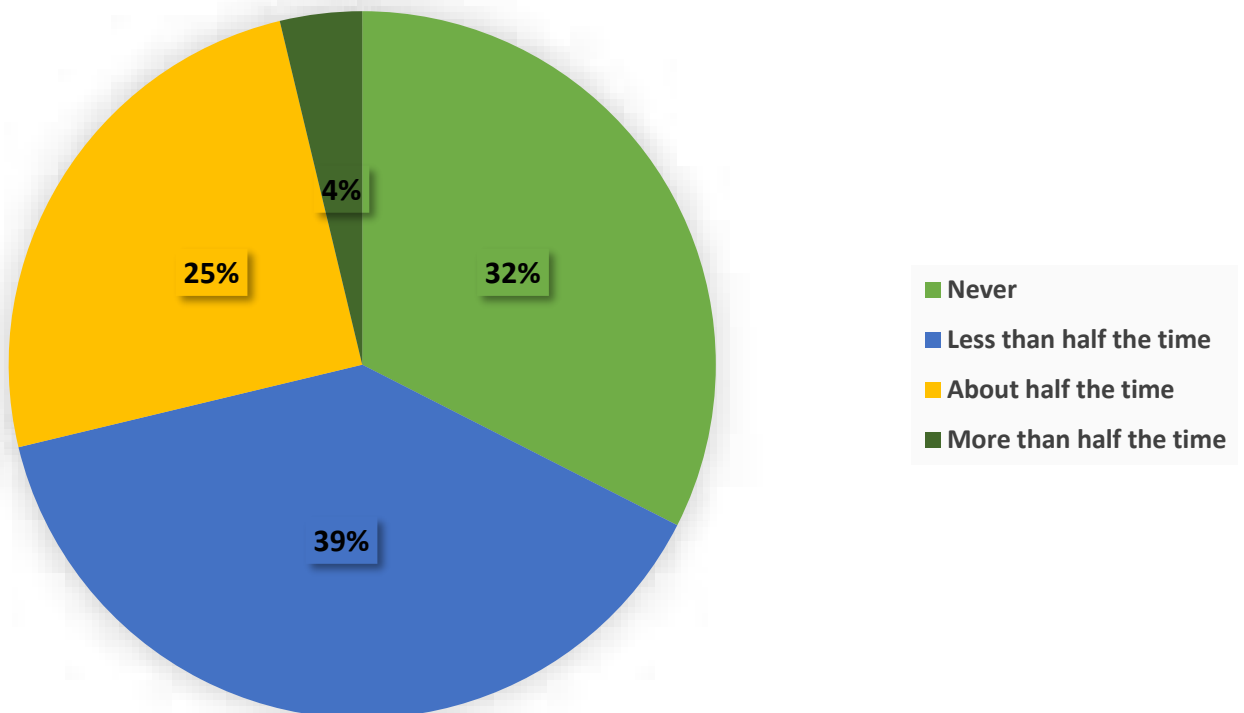
**Figure 9m. Academic Behaviors: Received Prompt Feedback From Faculty on Work Submissions**



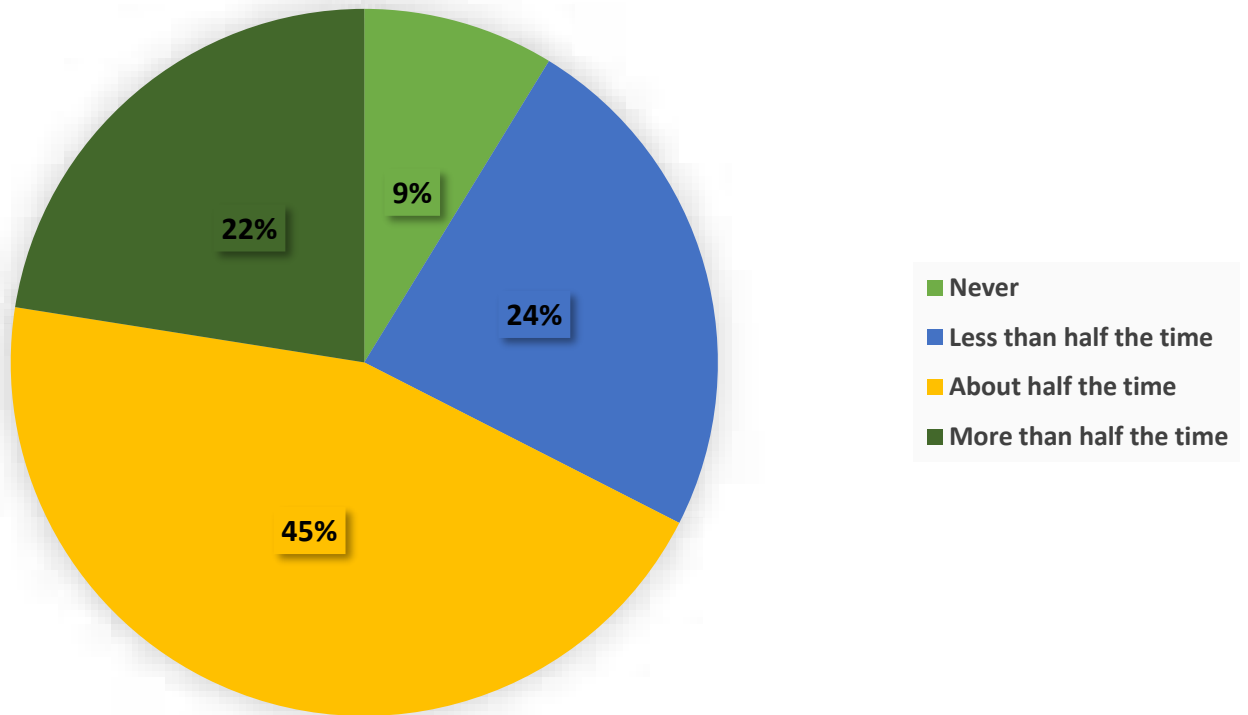
**Figure 9n. Academic Behaviors: Worked Harder Than Previously Thought Possible in Order to Meet Expectations**



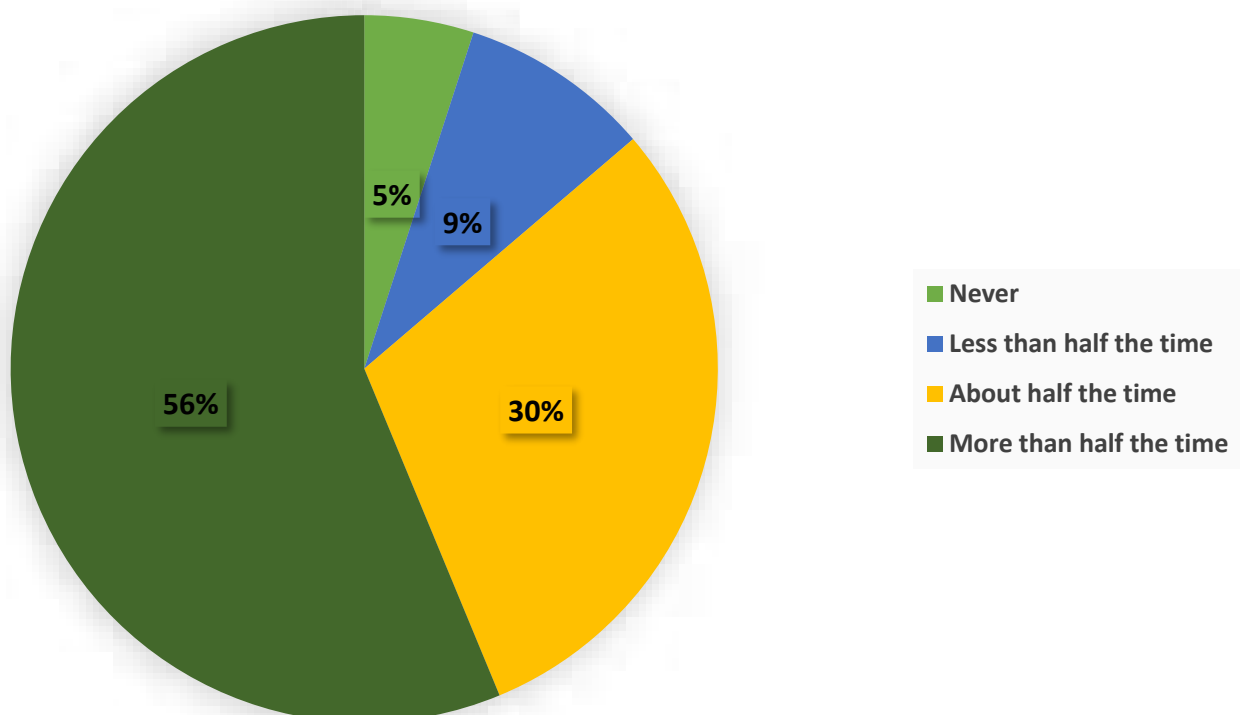
**Figure 9o. Academic Behaviors: Worked With Instructors on Work Outside Coursework**



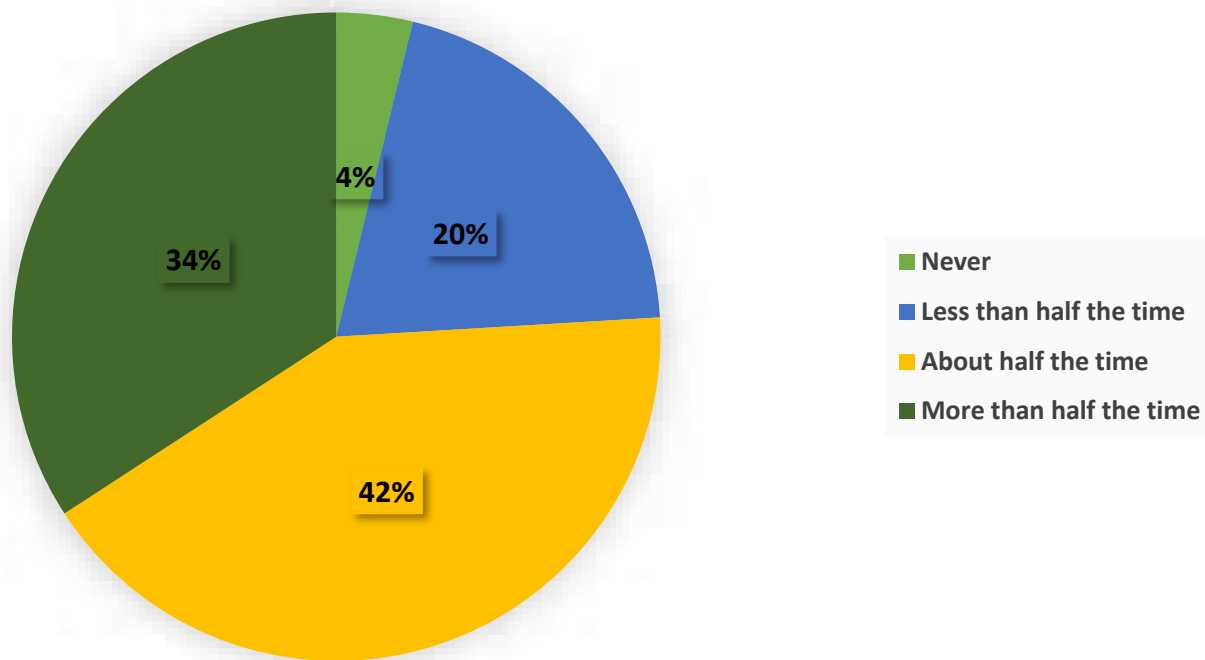
**Figure 9p. Academic Behaviors: Discussed Ideas From Readings With Others Outside Class**



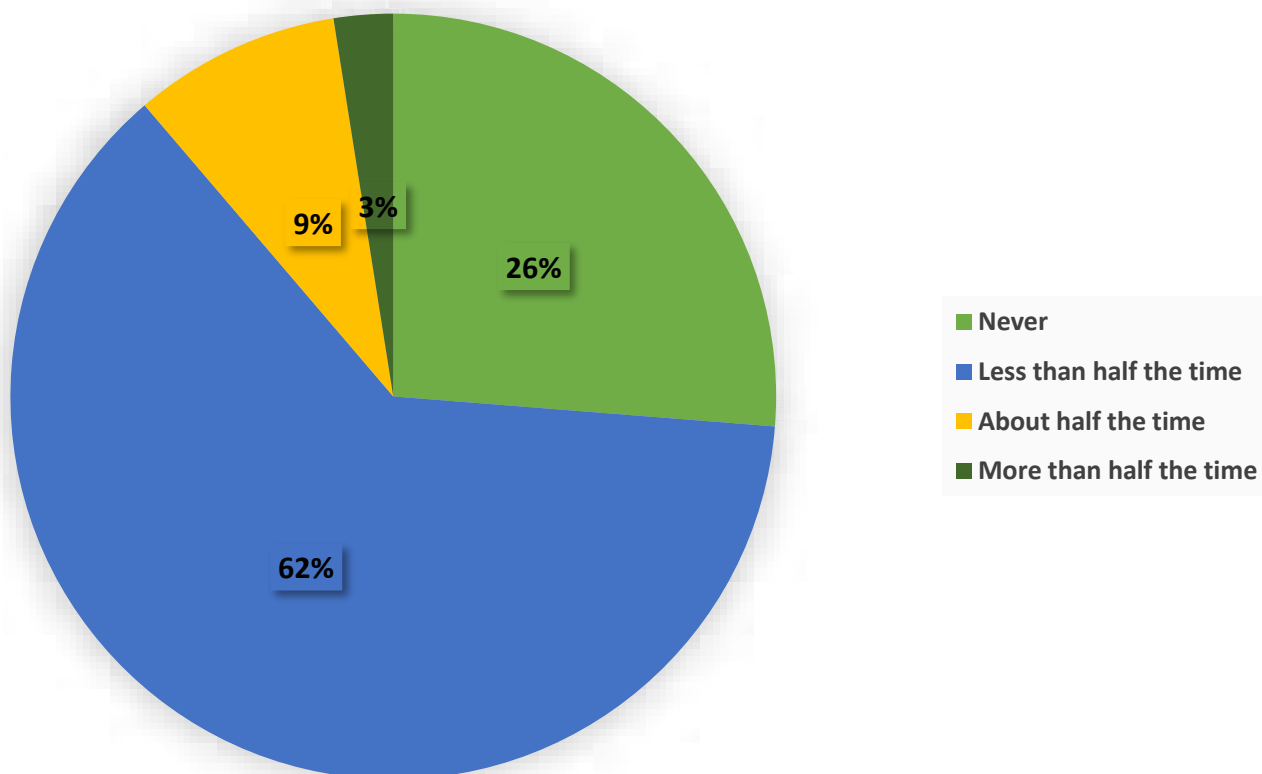
**Figure 9q. Academic Behaviors: Had Serious Conversations With Students of Another Race**



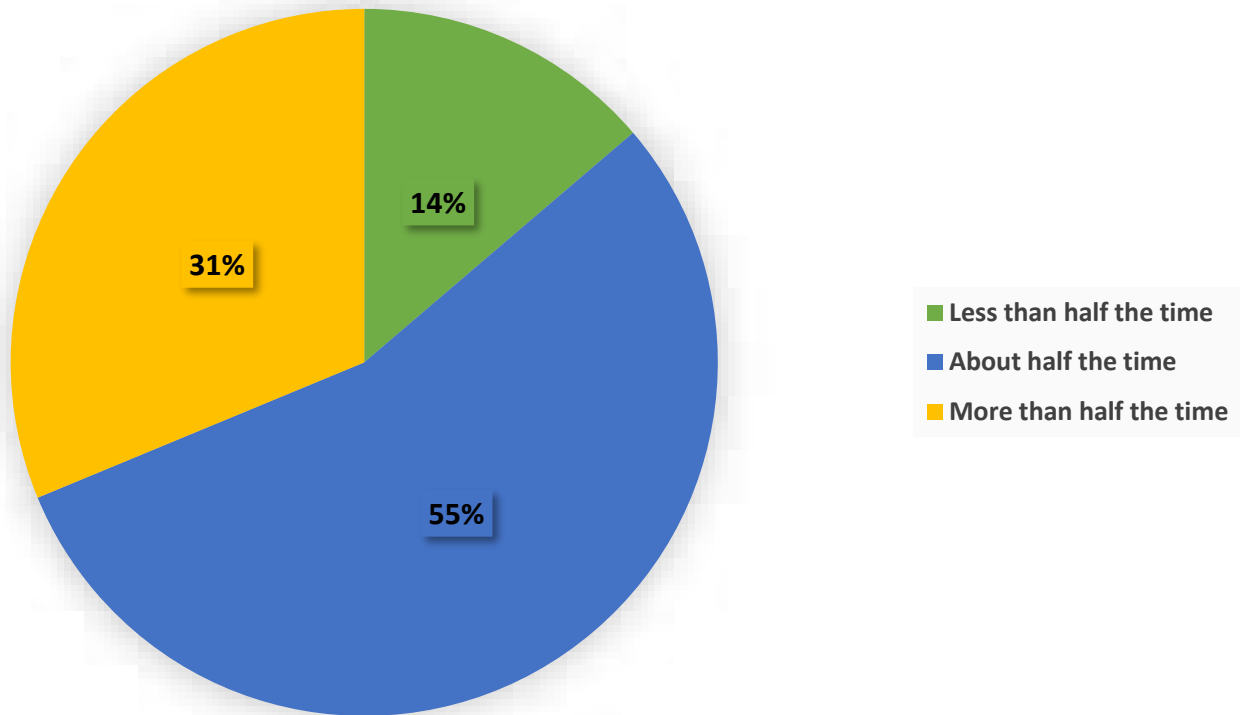
**Figure 9r. Academic Behaviors: Had Serious Conversations With Students With Divergent Belief Systems**



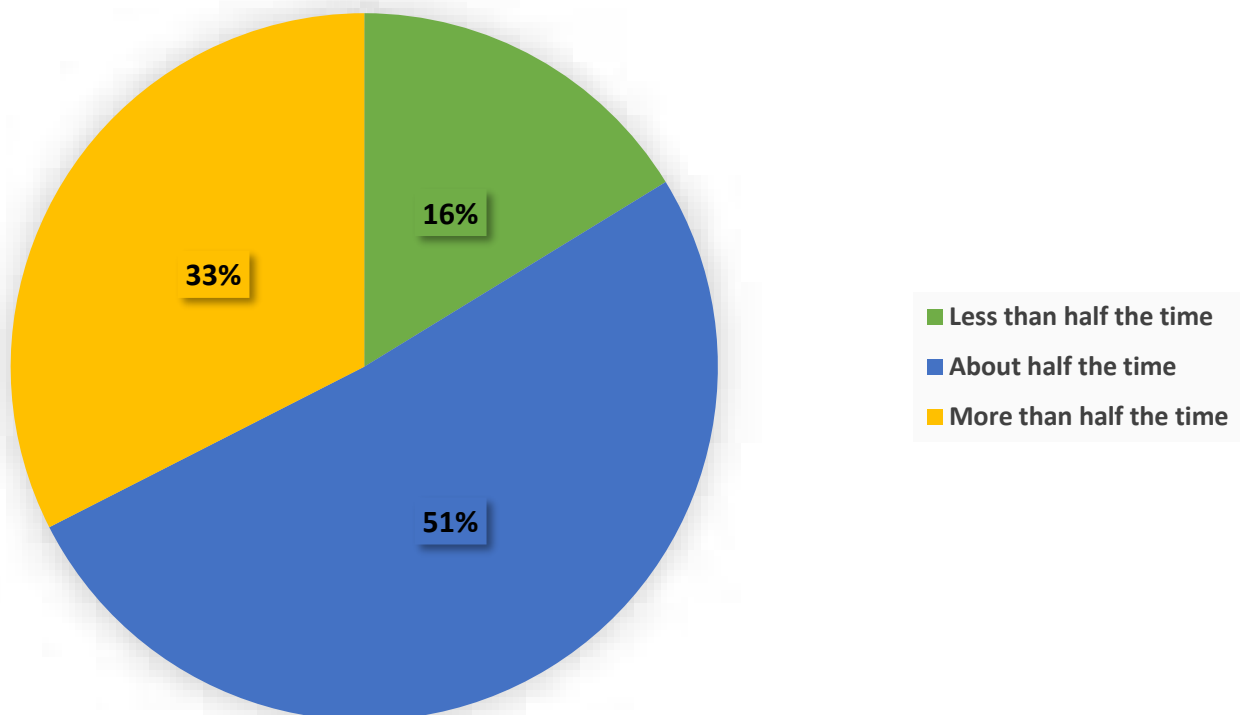
**Figure 9s. Academic Behaviors: Skipped Class**



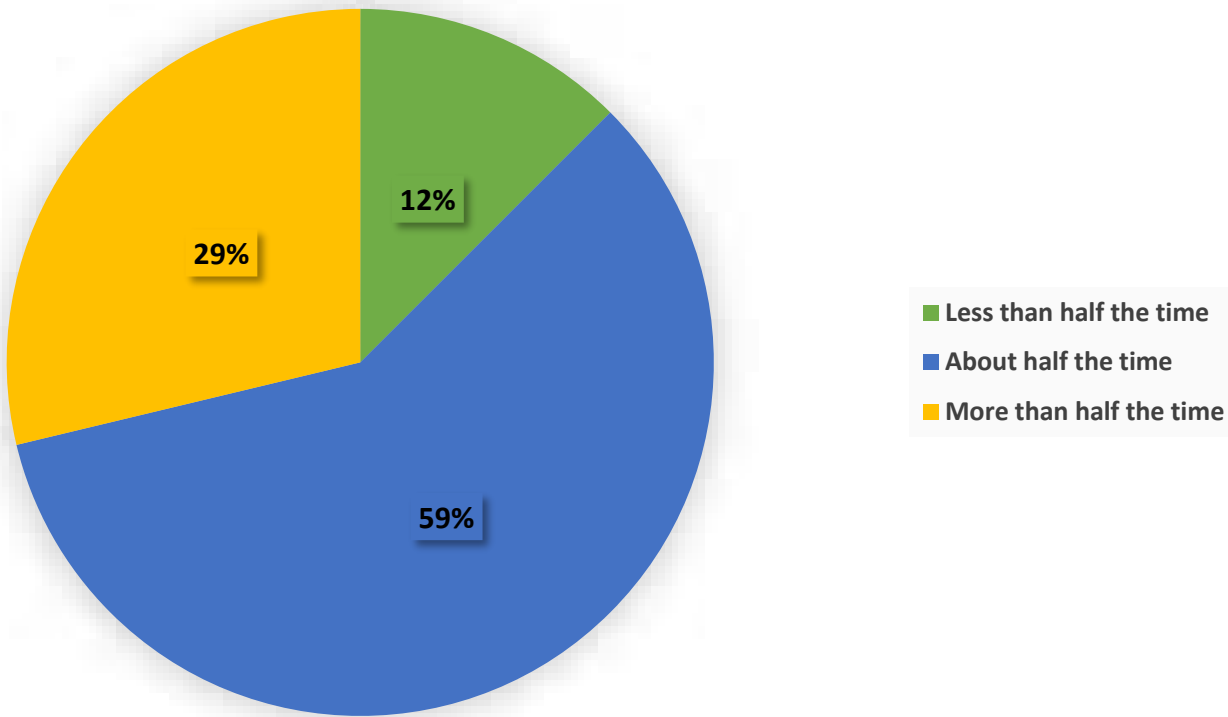
**Figure 10a. Learning Strategies: Memorizing Facts, Ideas, or Methods**



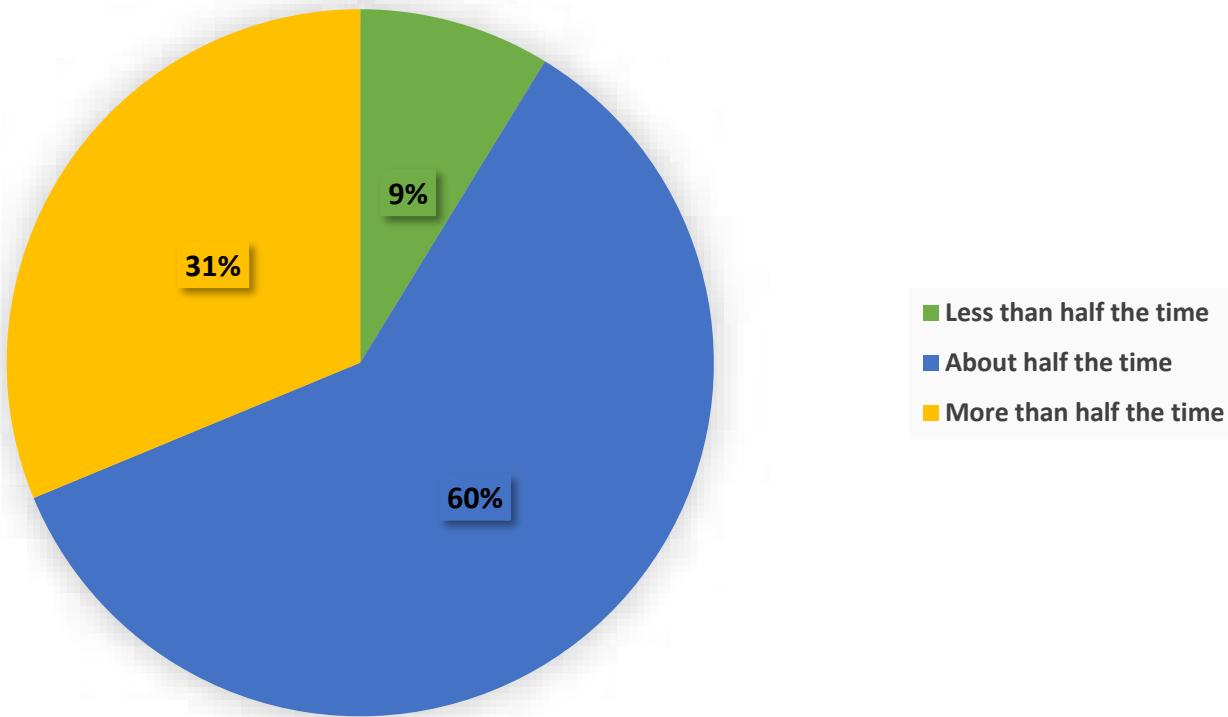
**Figure 10b. Learning Strategies: Analyzing Basic Elements of an Idea, Experience, or Theory**



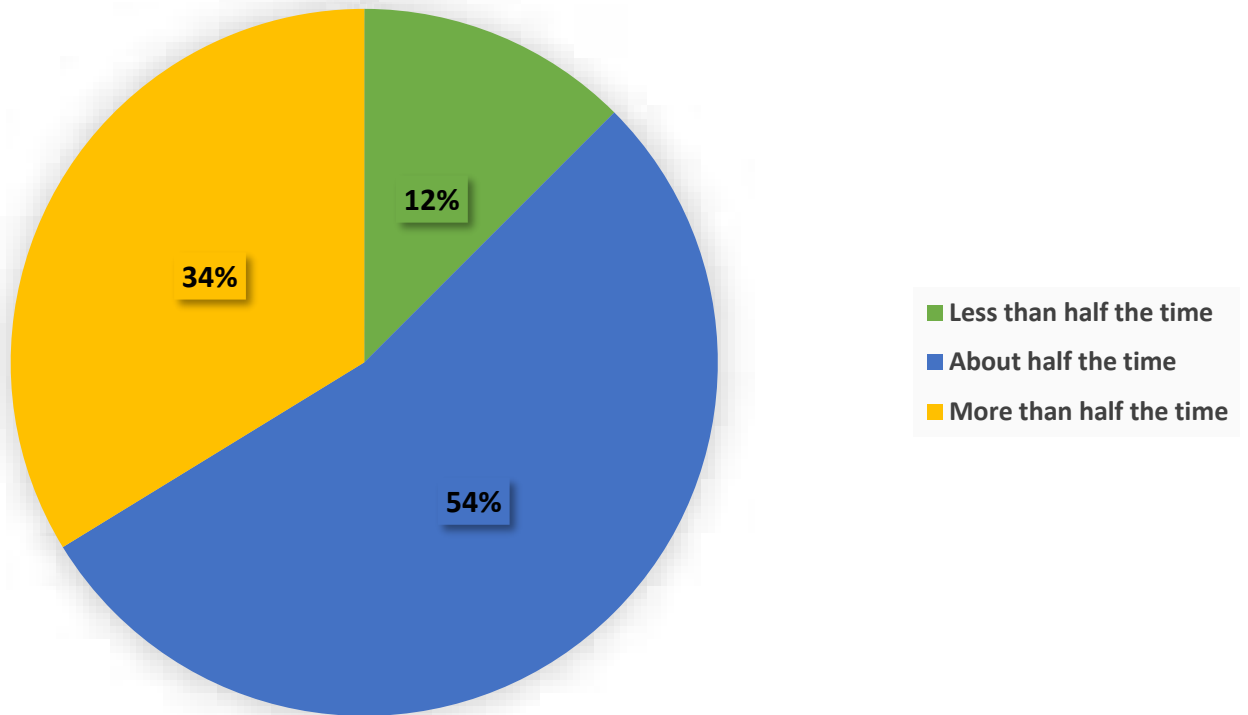
**Figure 10c. Learning Strategies: Synthesizing Ideas, Experiences, or Information in New Ways**



**Figure 10d. Learning Strategies: Making Judgments About the Value or Soundness of Information**



**Figure 10e. Learning Strategies: Applying New Theories or Concepts in New Situations**



**Figure 10f. Learning Strategies: Applying New Theories or Concepts in New Situations**

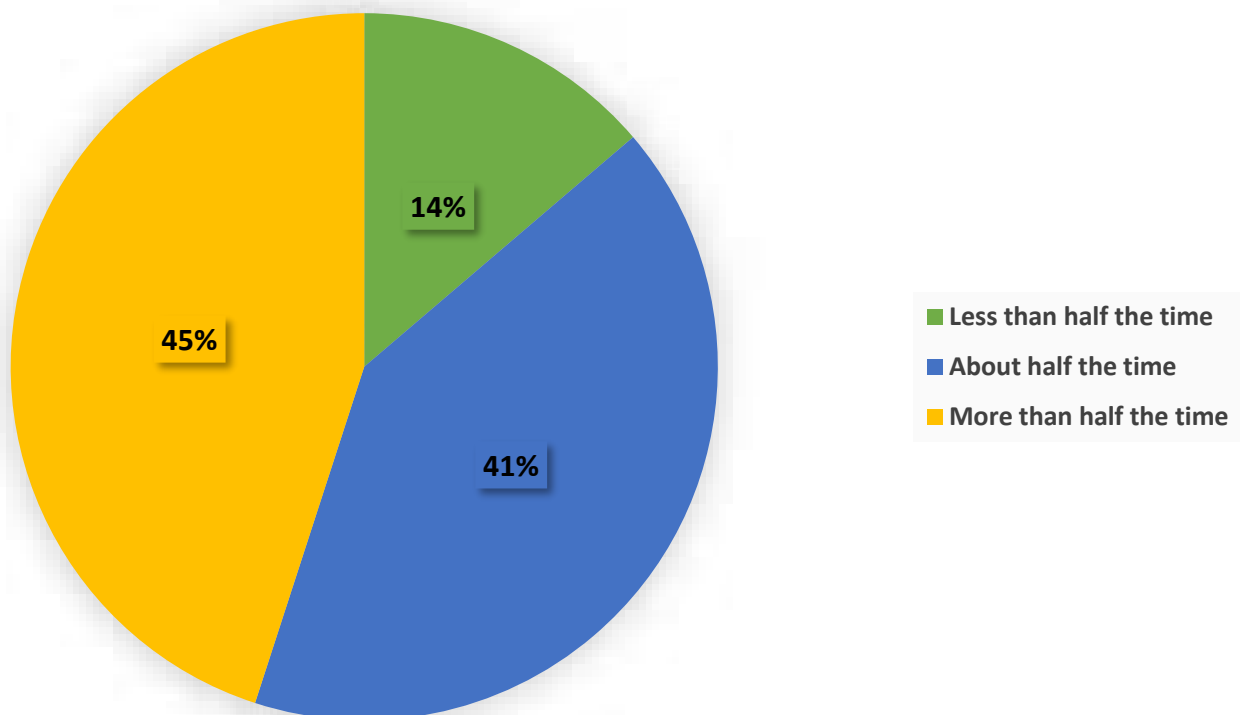




Figure 11. Perceived Challenges of Exams During Fall 2016

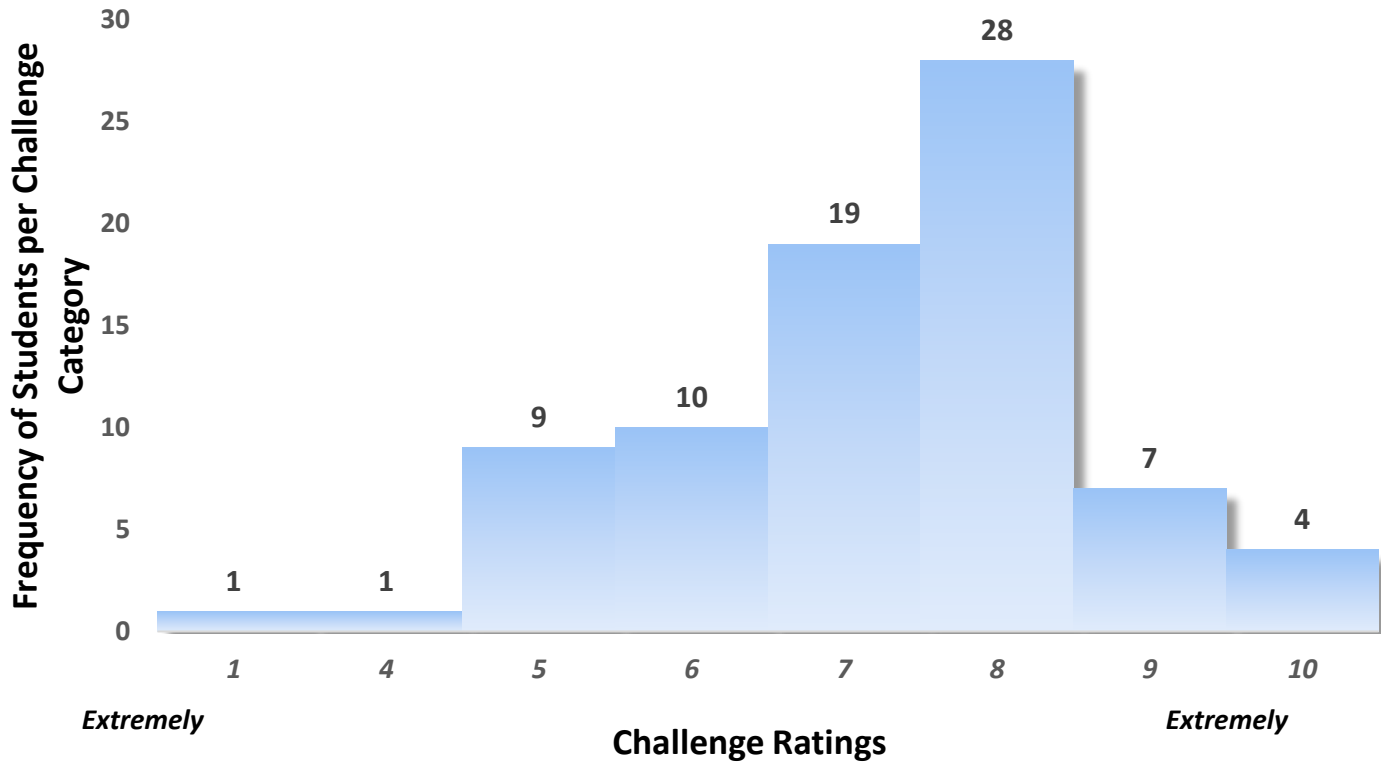
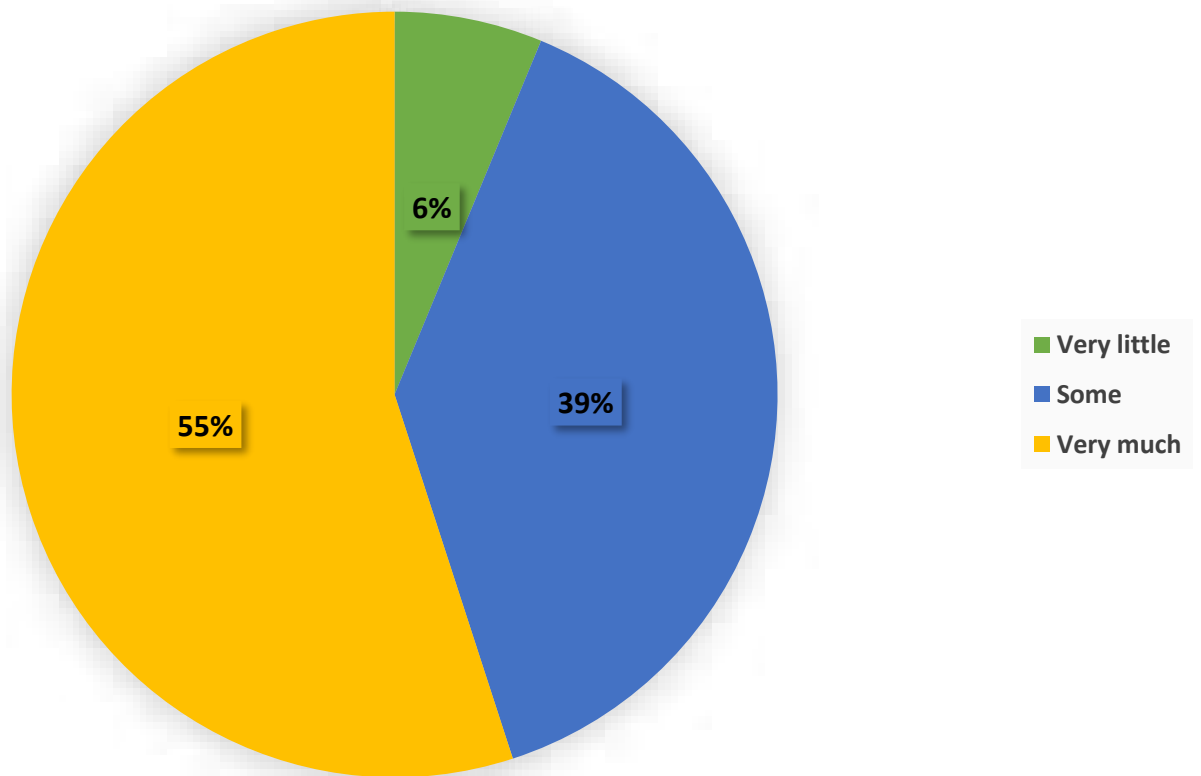
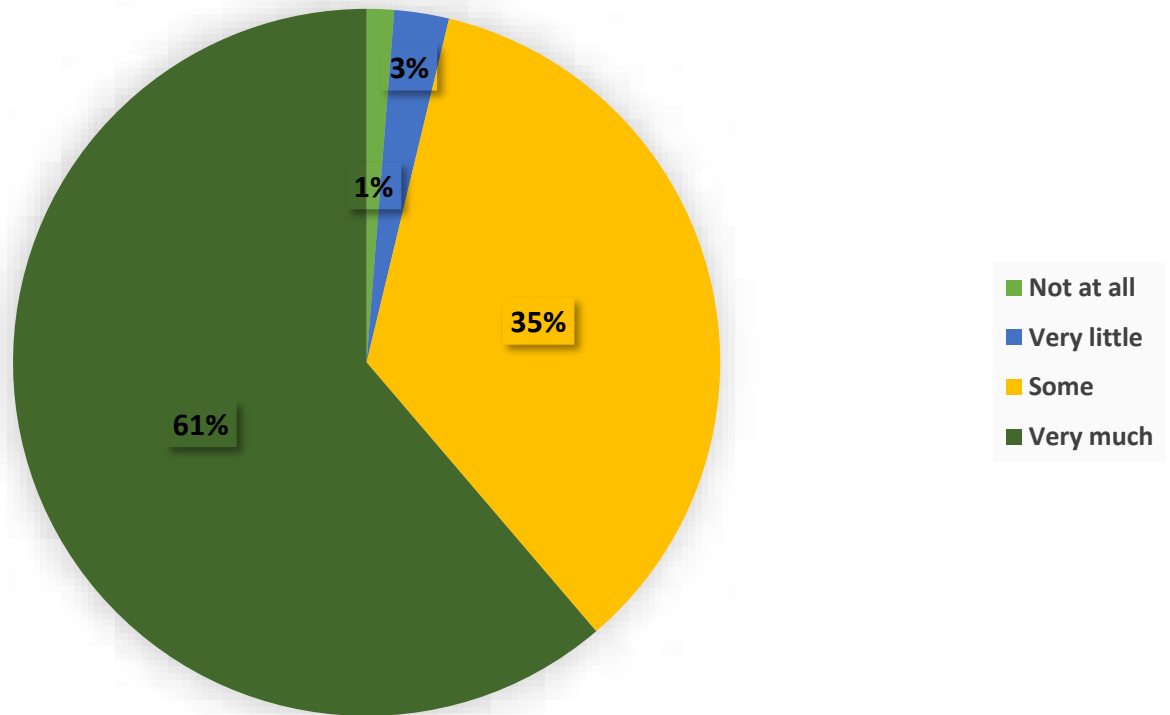


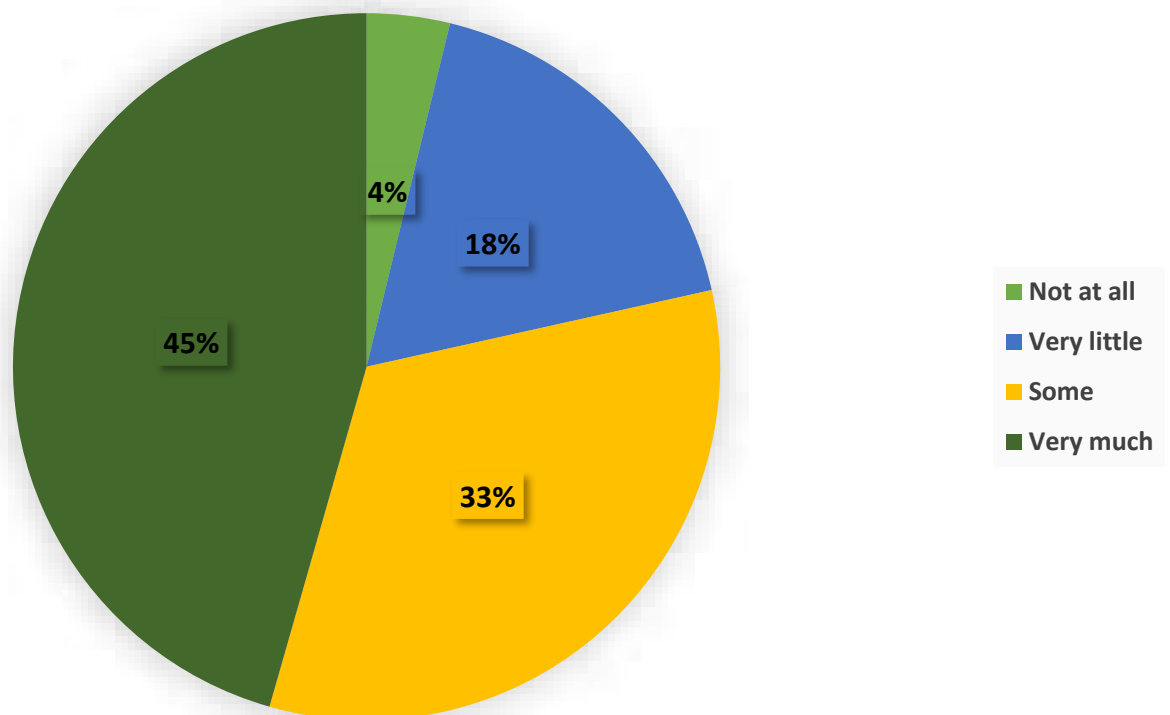
Figure 12a. USK Support: Encouragement to Study



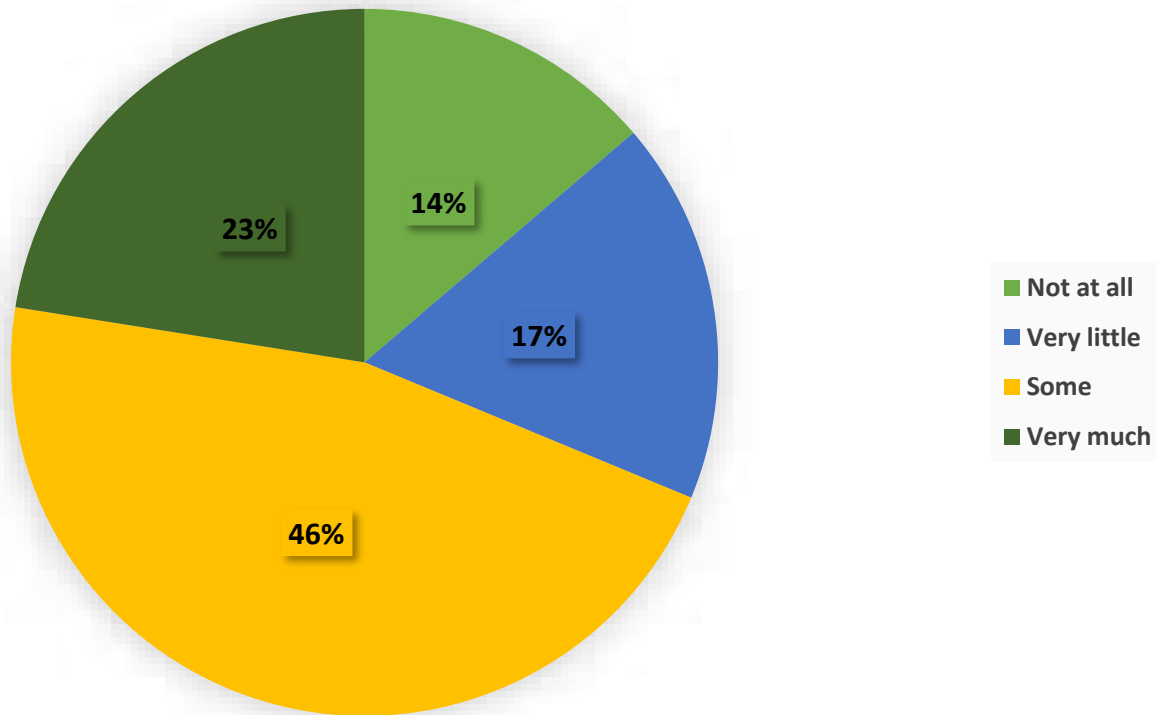
**Figure 12b. USK Support: Provides Support Necessary for Success**



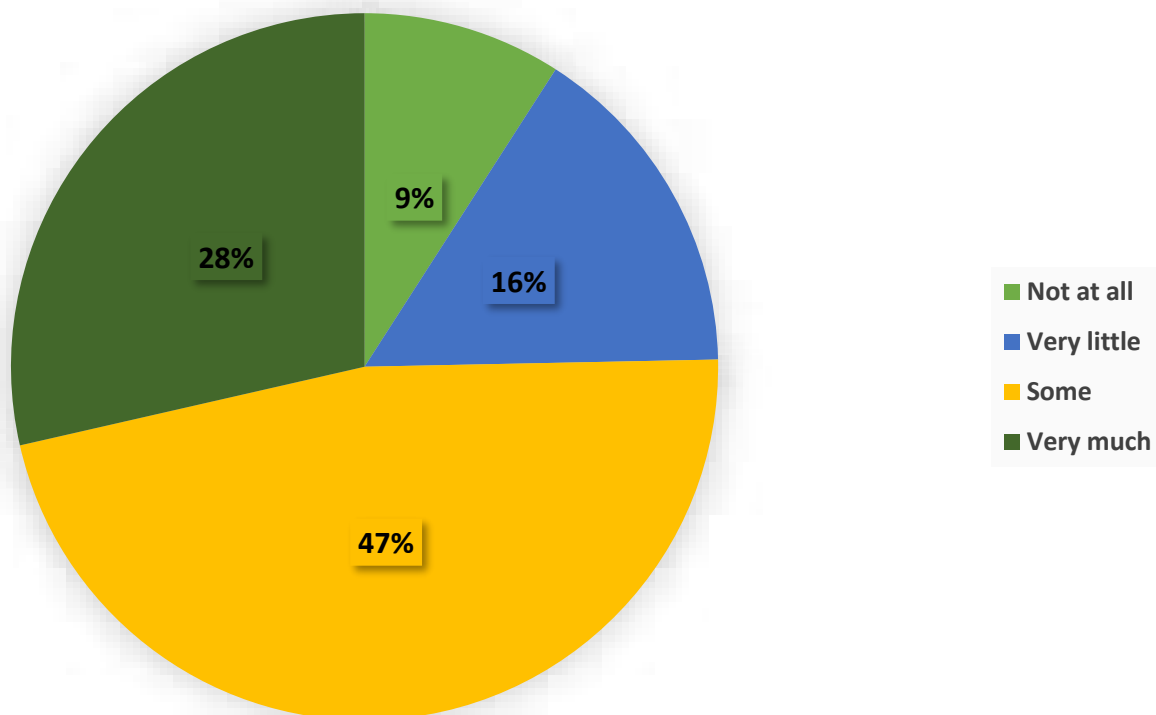
**Figure 12c. USK Support: Encourages Contact Between Diverse Students**



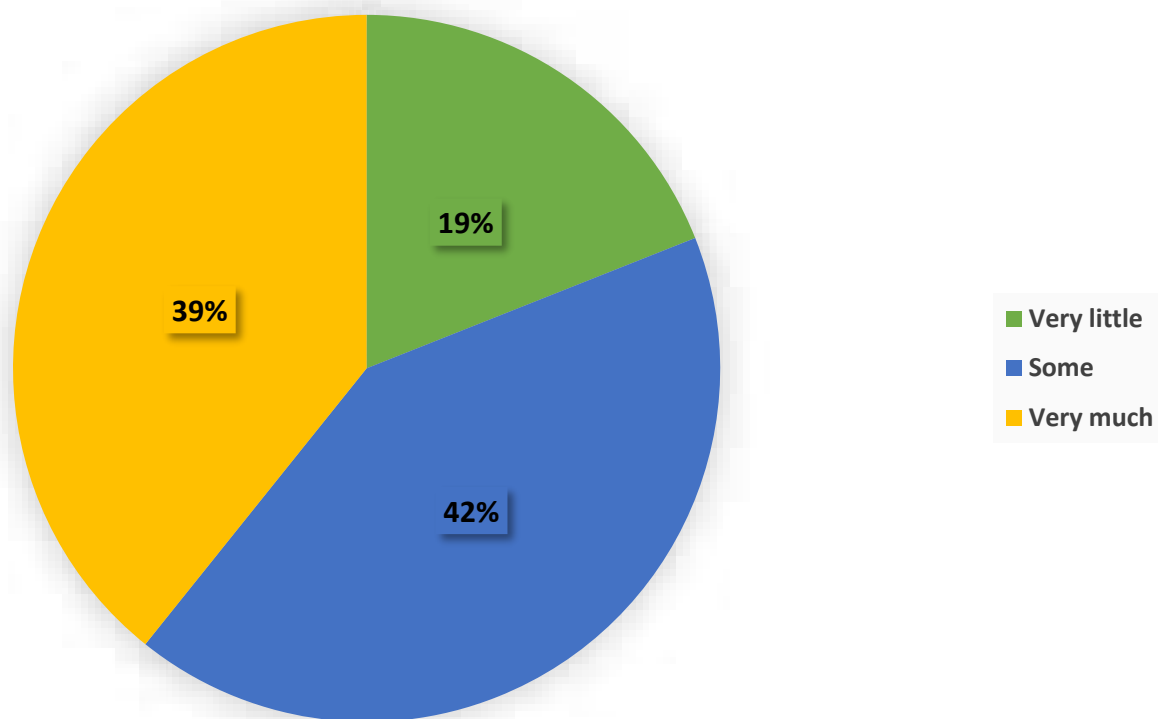
**Figure 12d. USK Support: Helps Students Cope With Non-Academic Resonsibilities**



**Figure 12e. USK Support: Provides Support to Socially Thrive**



**Figure 12f. USK Support: Using Computers in Academic Work**



**Figure 13. Perceived Quality of Relationships With Other Students During Fall 2016**

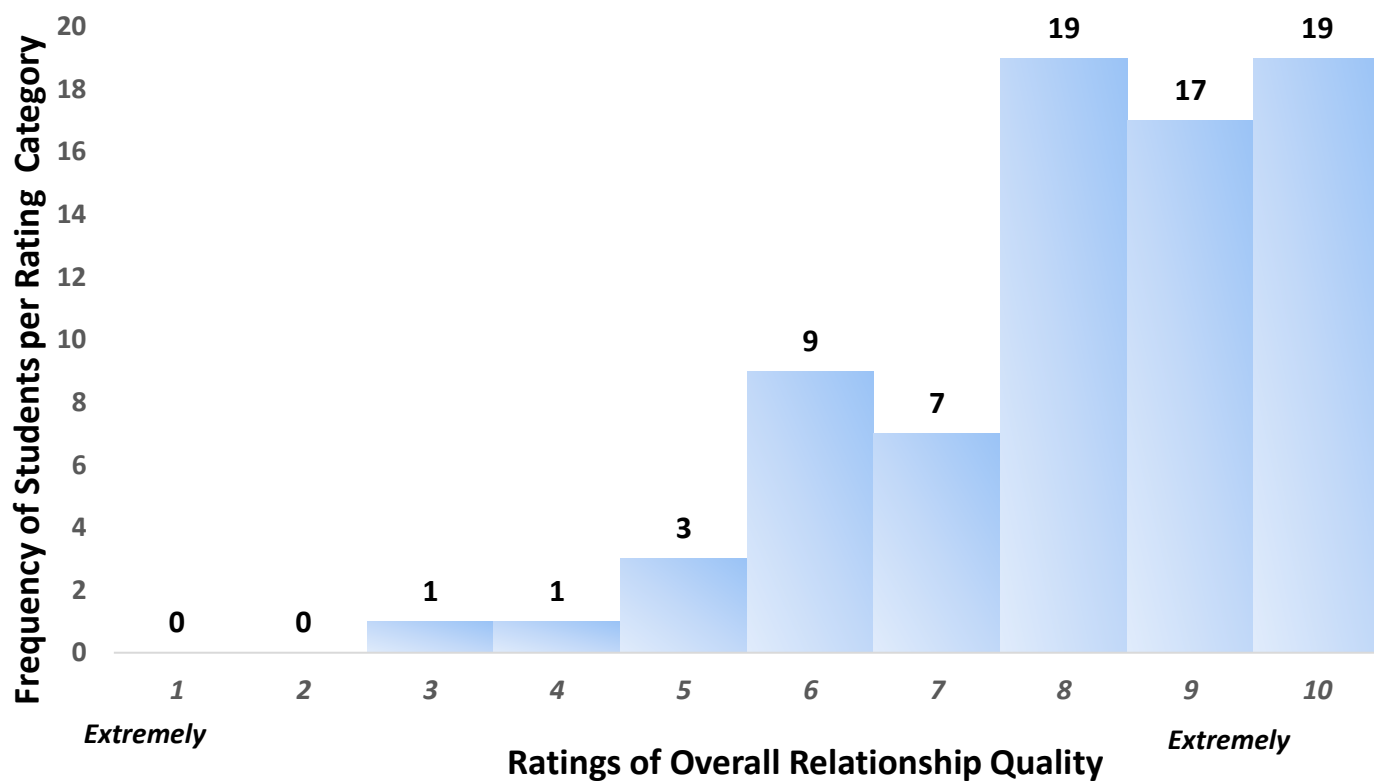


Figure 14. Perceived Quality of Relationships With Instructors During Fall 2016

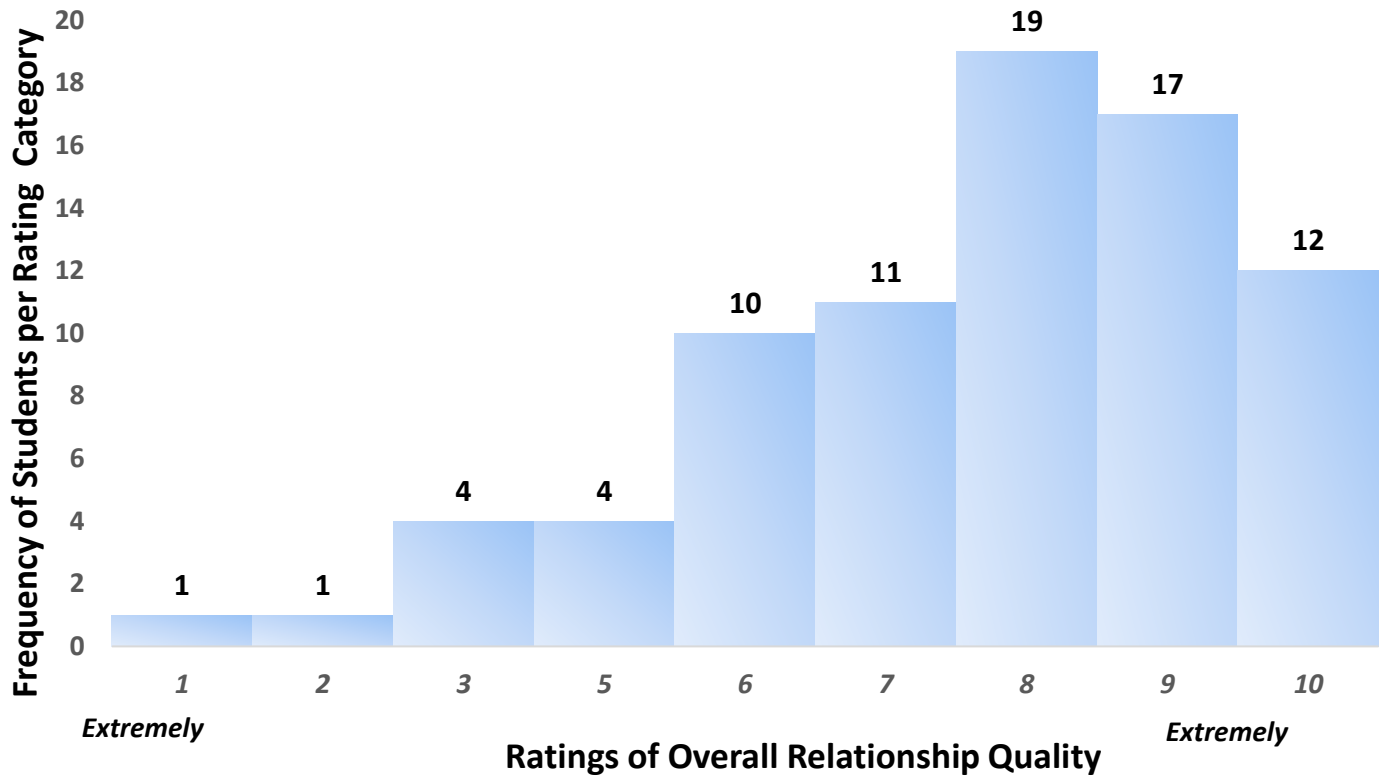
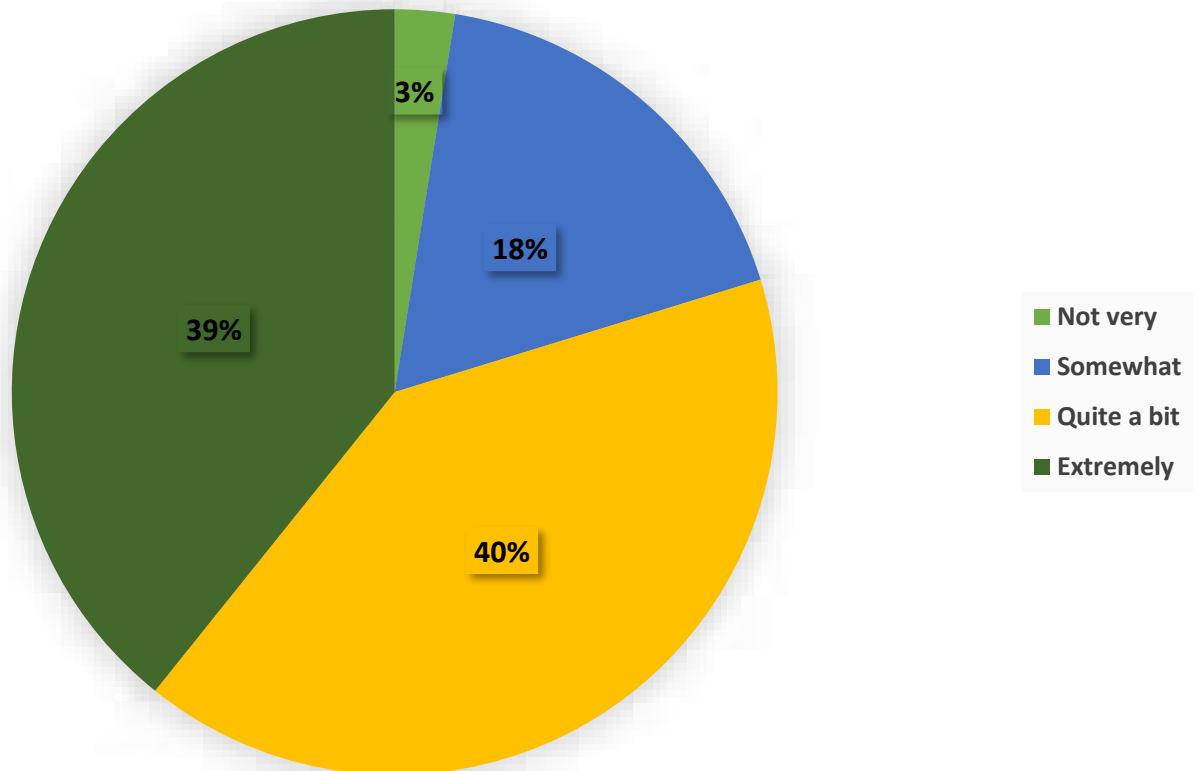
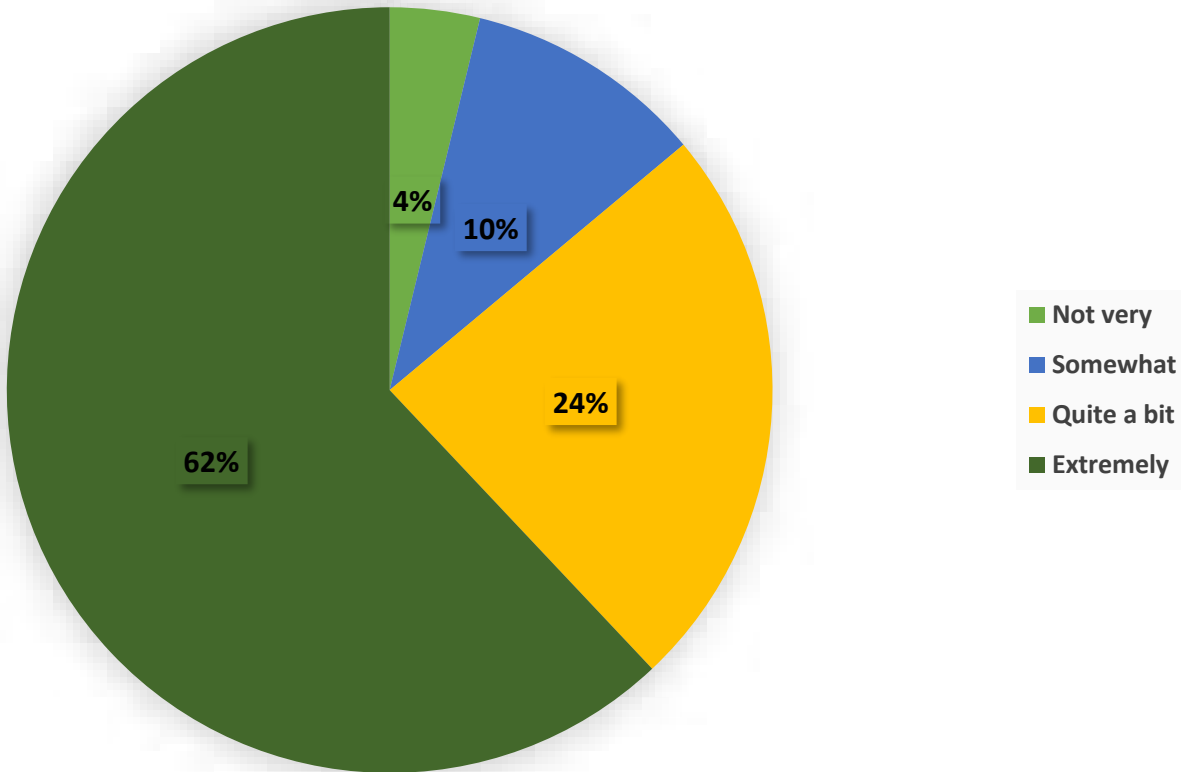


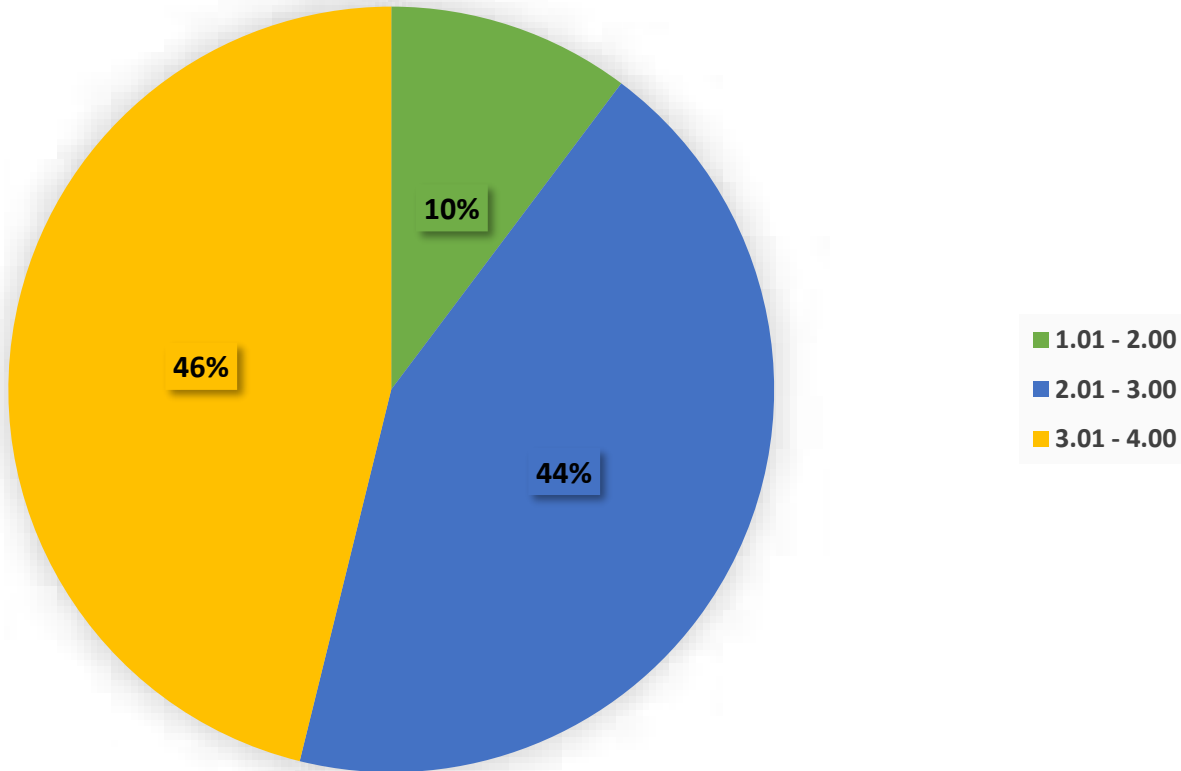
Figure 15. Support From Friends



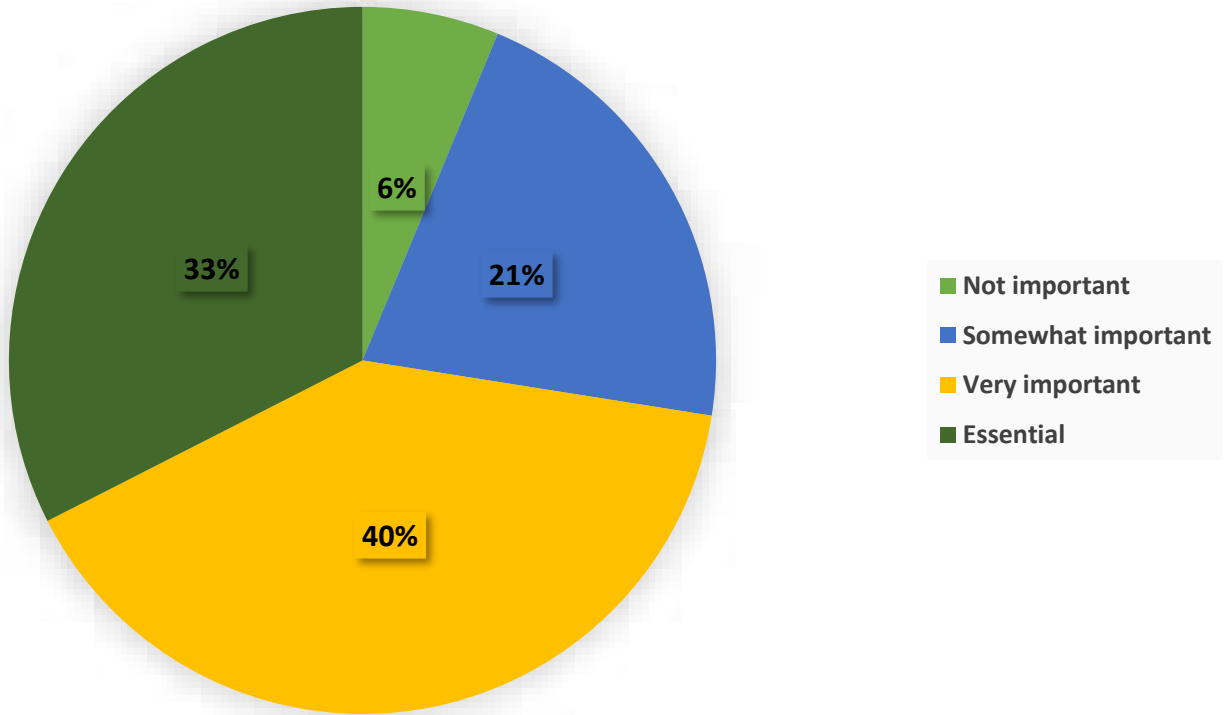
**Figure 16. Support From Immediate Family**



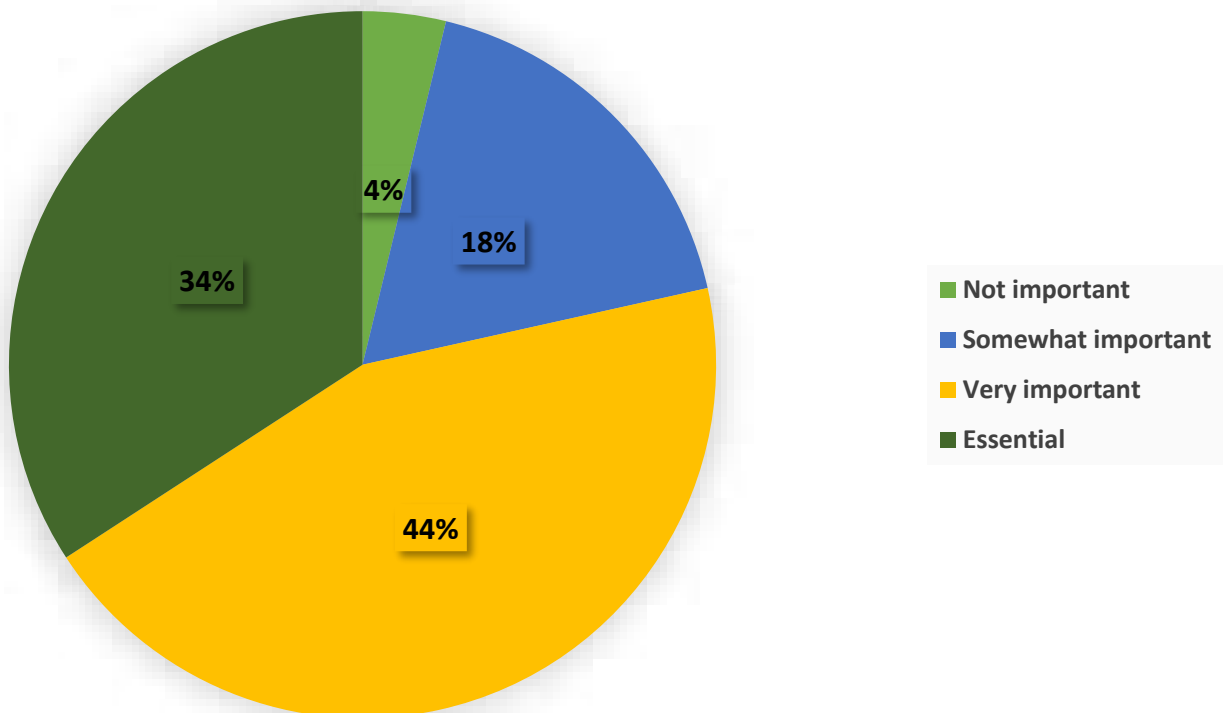
**Figure 17. Estimated Overall GPA at the University**



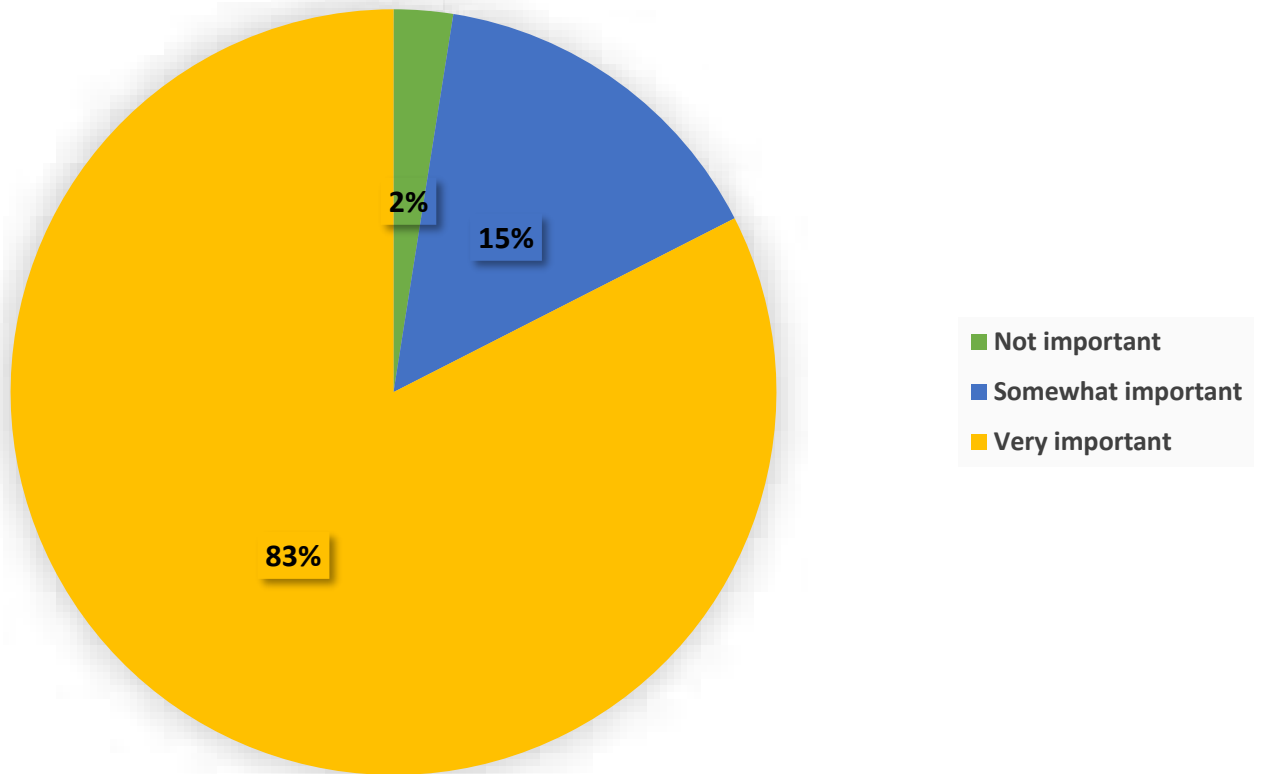
**Figure 18a. Personal Importance: Reducing Pain and Suffering in the World**



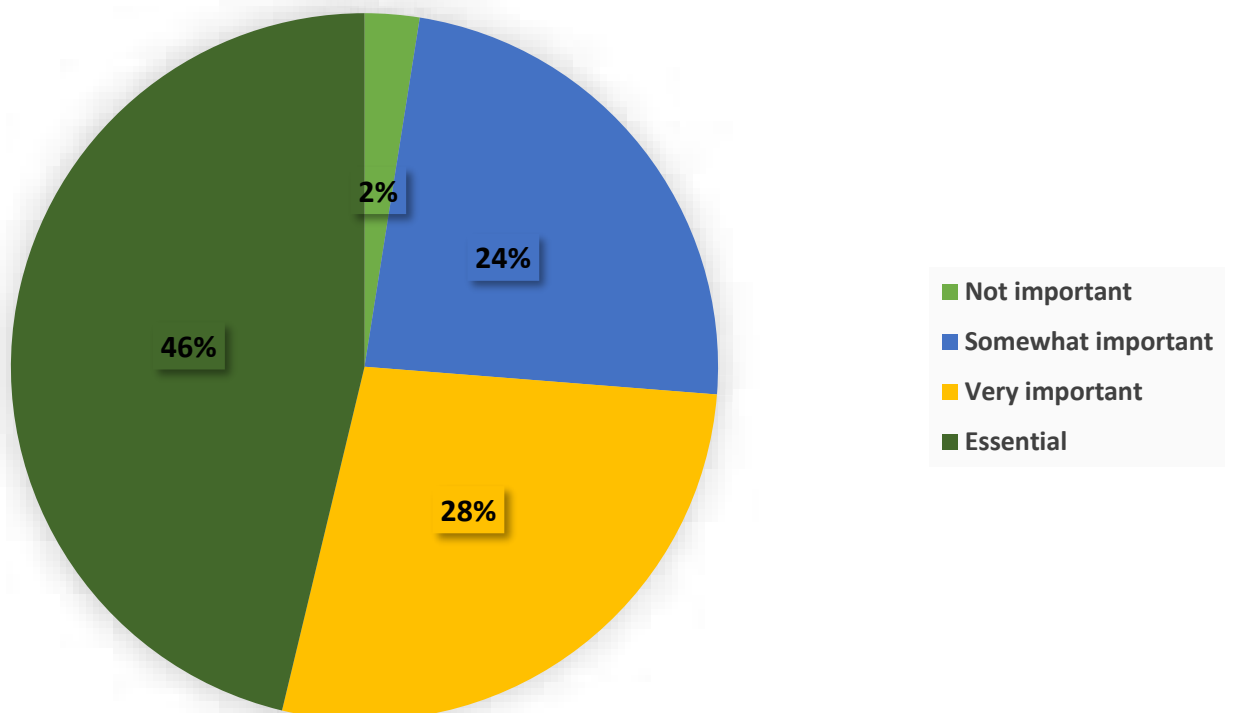
**Figure 18b. Personal Importance: Attaining Inner Harmony**



**Figure 18c. Personal Importance: Attaining Wisdom**

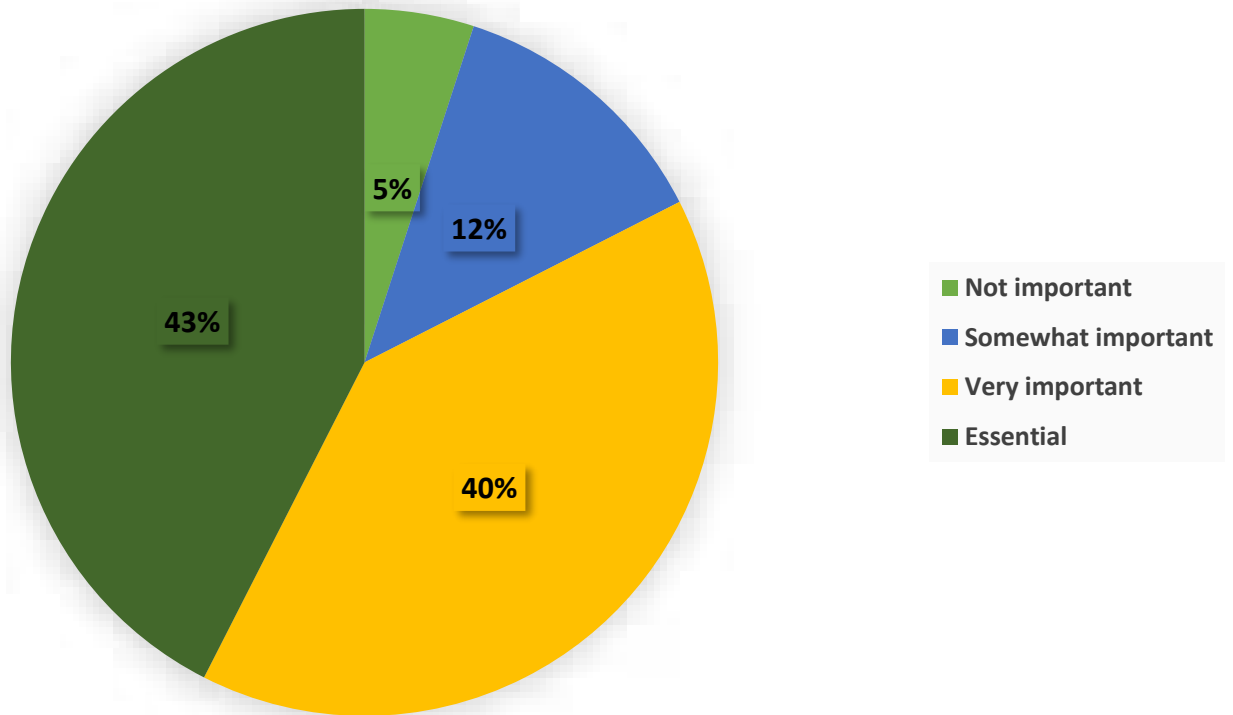


**Figure 18d. Personal Importance: Seeking Out Opportunities for Spiritual Growth**

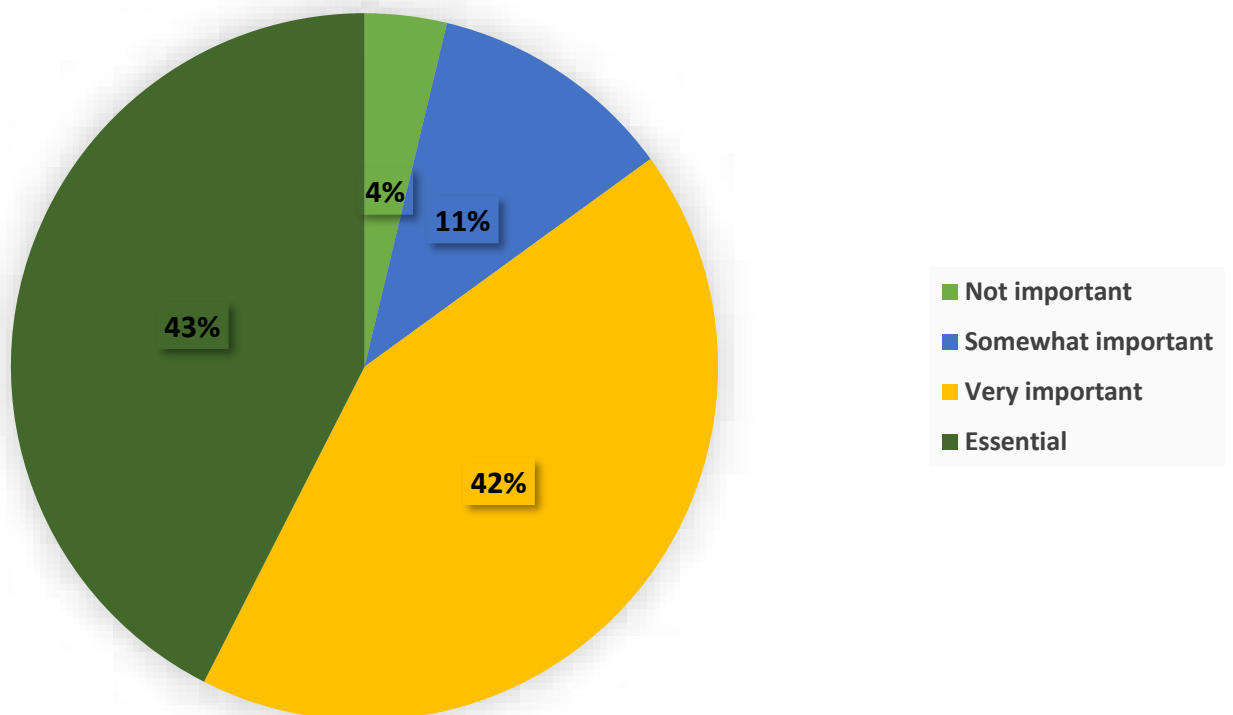




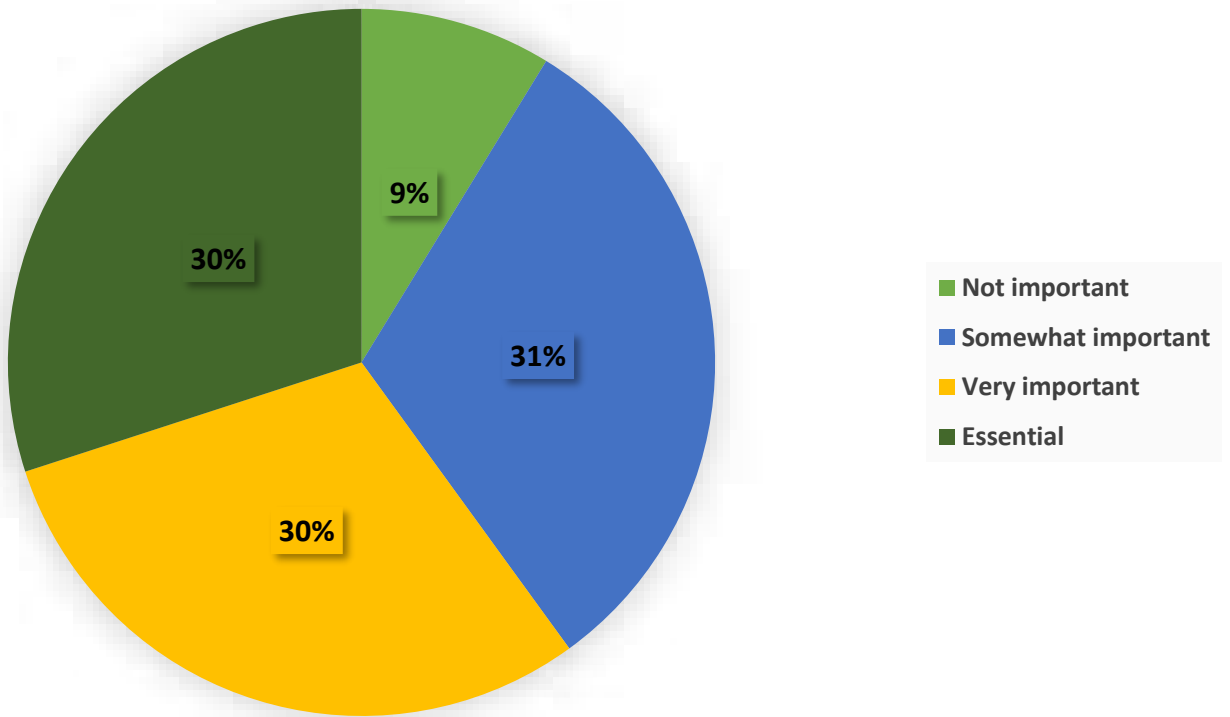
**Figure 18e. Personal Importance: Seeking Beauty in My Life**



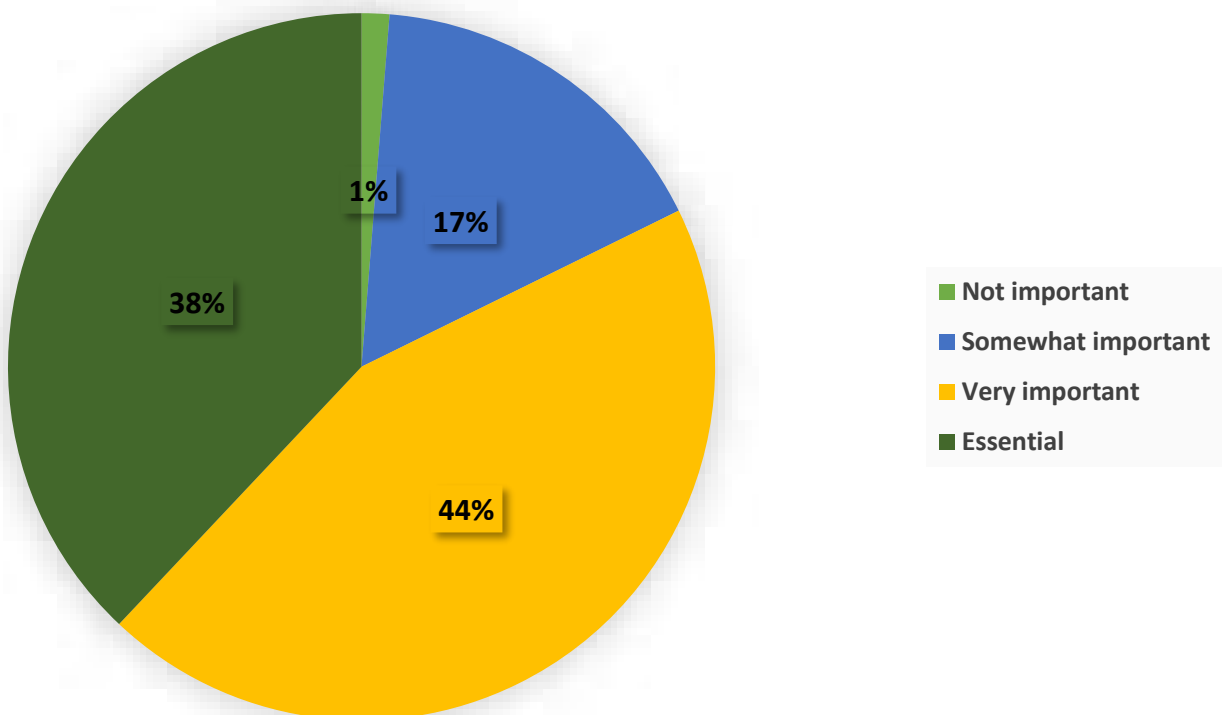
**Figure 18f. Personal Importance: Becoming a More Loving Person**



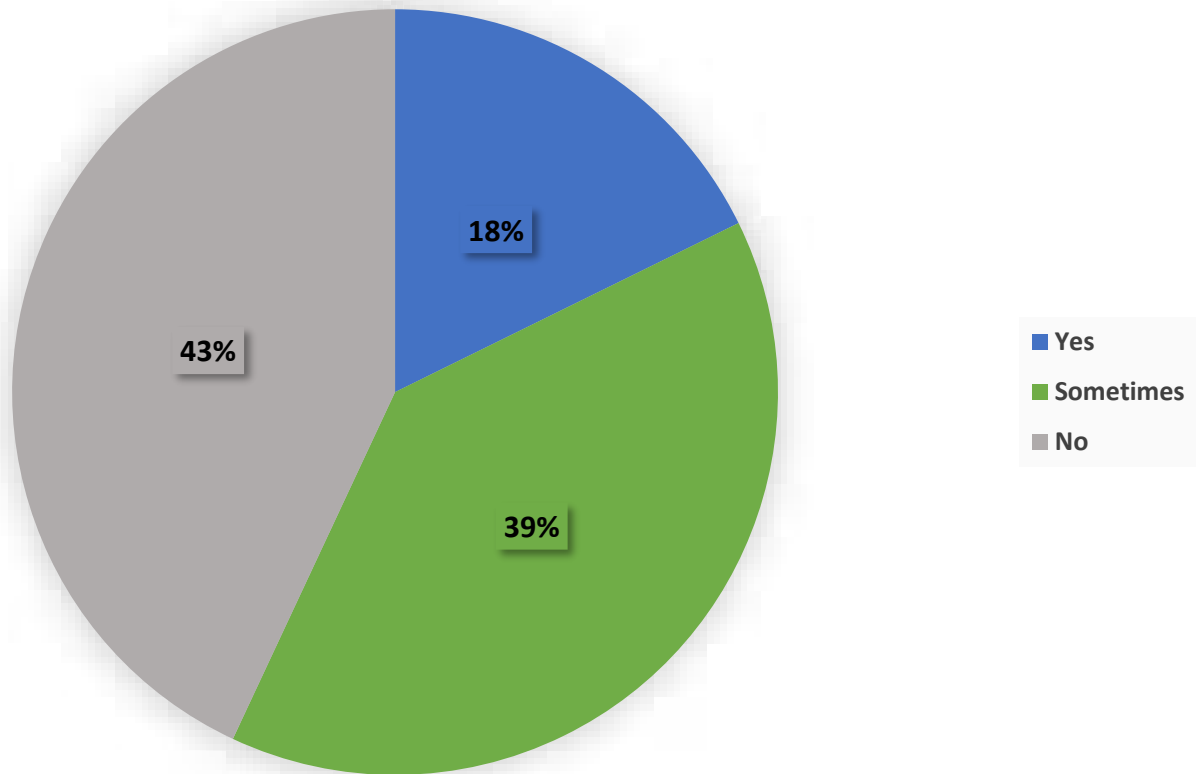
**Figure 18g. Personal Importance: Seeking to Follow Religious Teachings in Everyday Life**



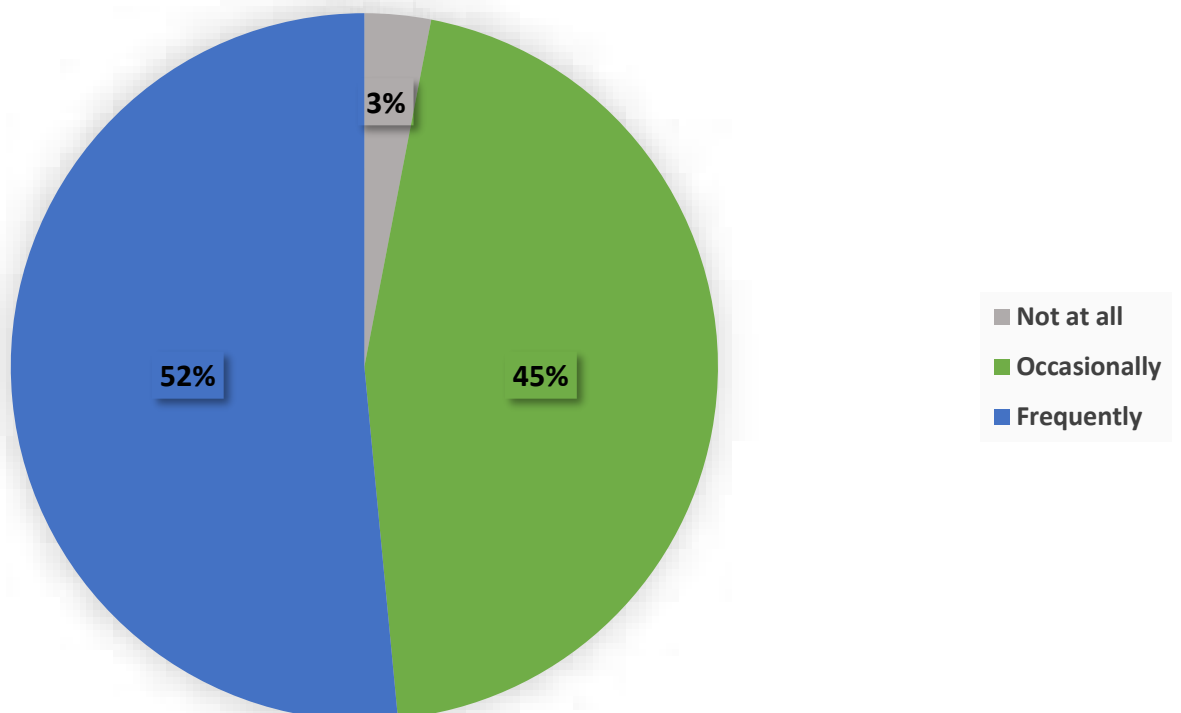
**Figure 18h. Personal Importance: Improving the Human Condition**



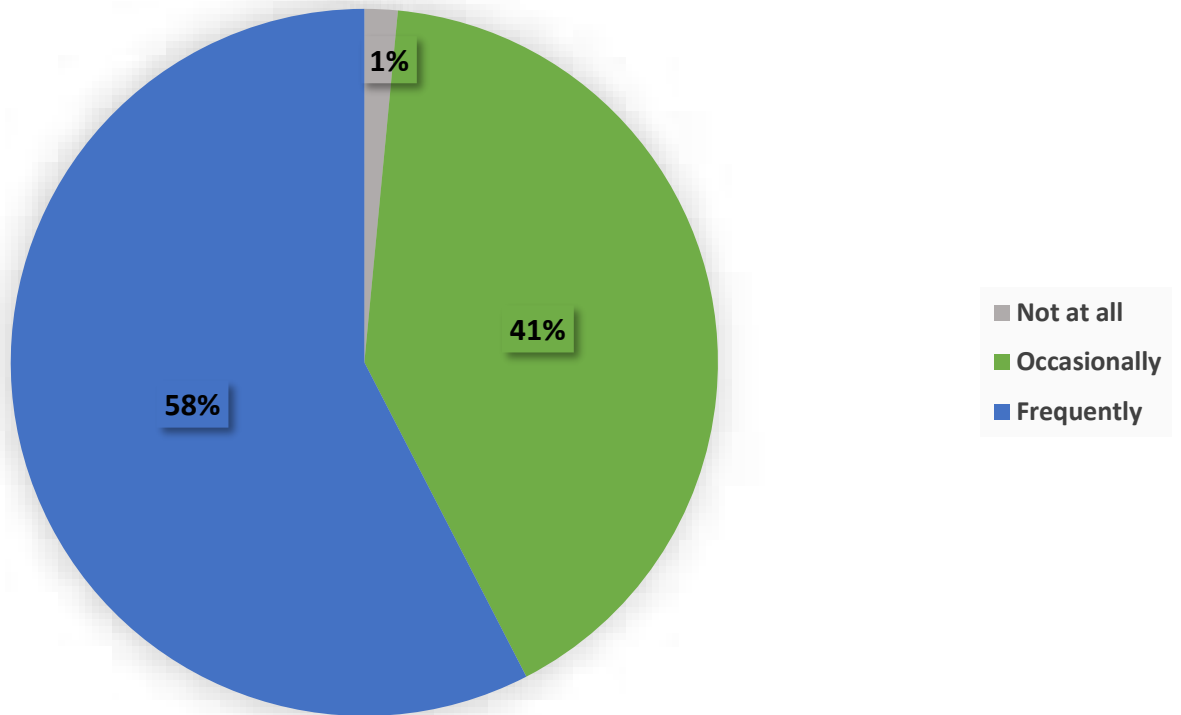
**Figure 19. Do you Pray?**



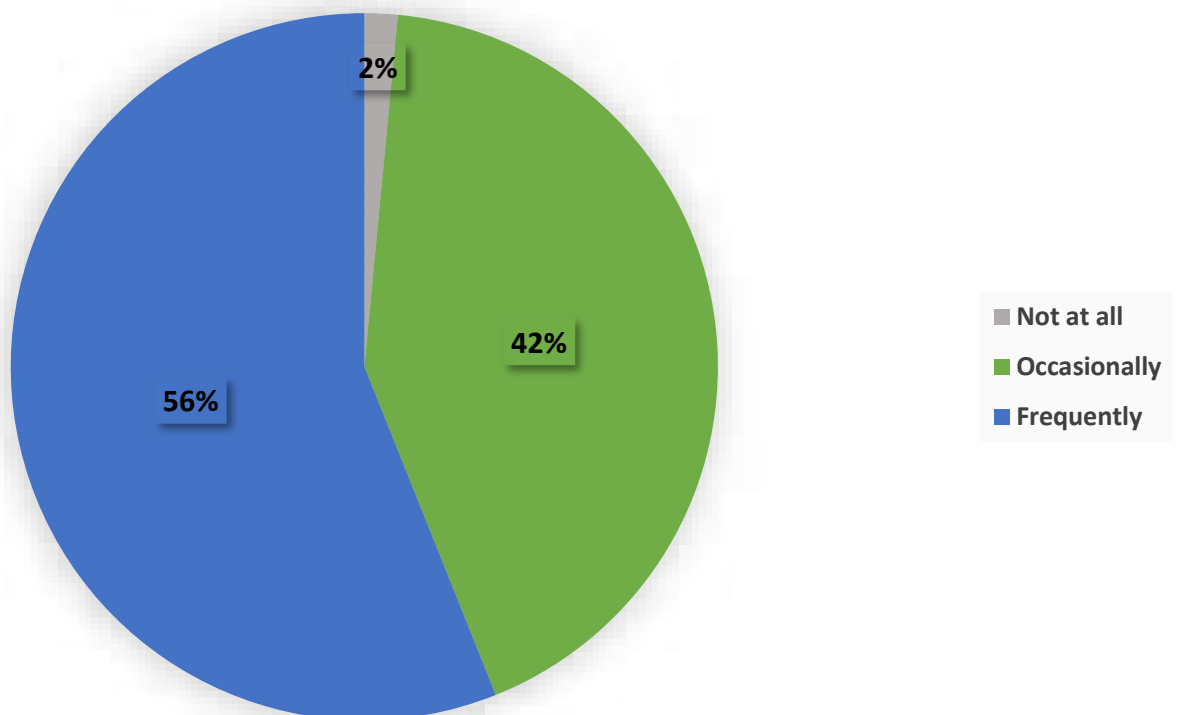
**Figure 20a. Students' Reason for Prayer: For Help Solving Problems**



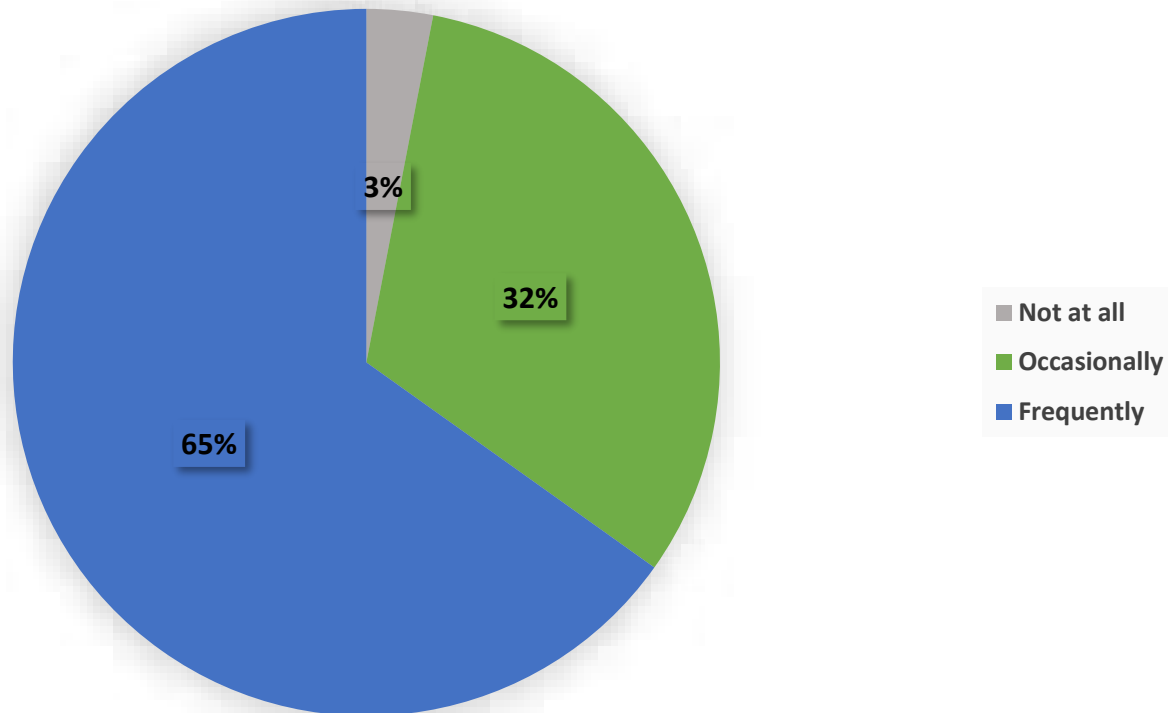
**Figure 20b. Students' Reason for Prayer: To Be In Communion With God**



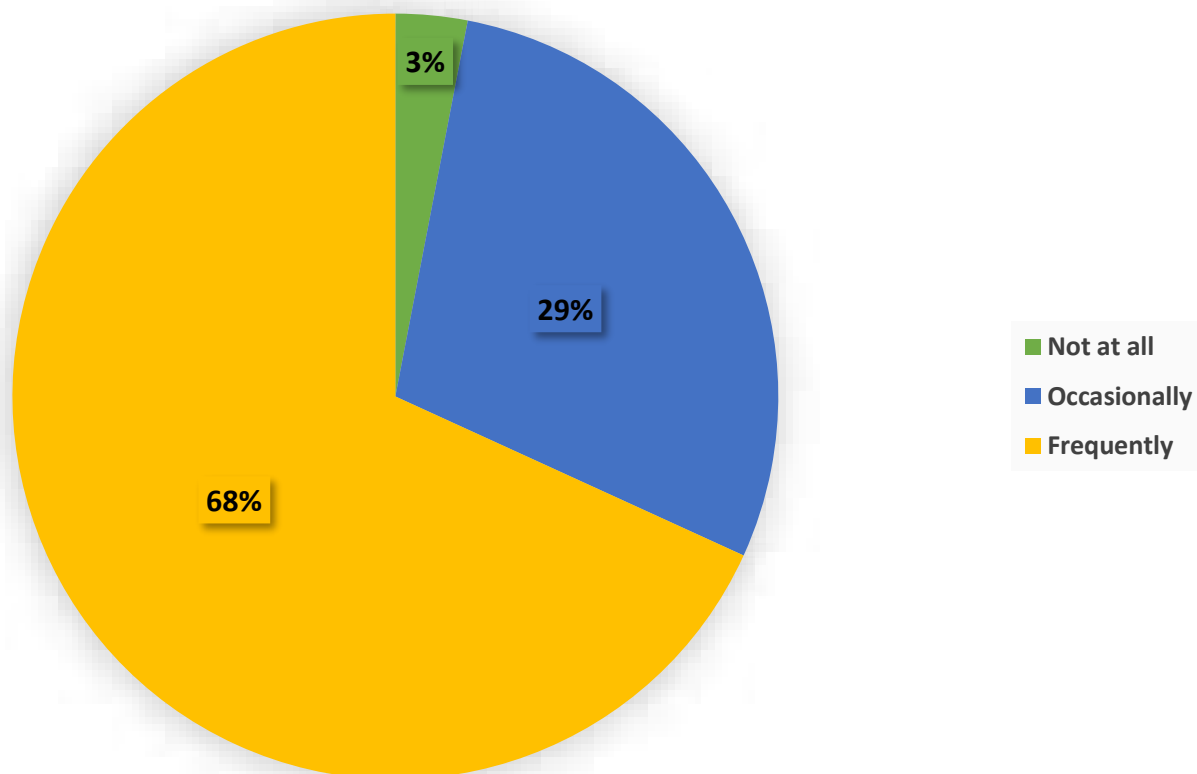
**Figure 20c. Students' Reason for Prayer: To Express Gratitude**



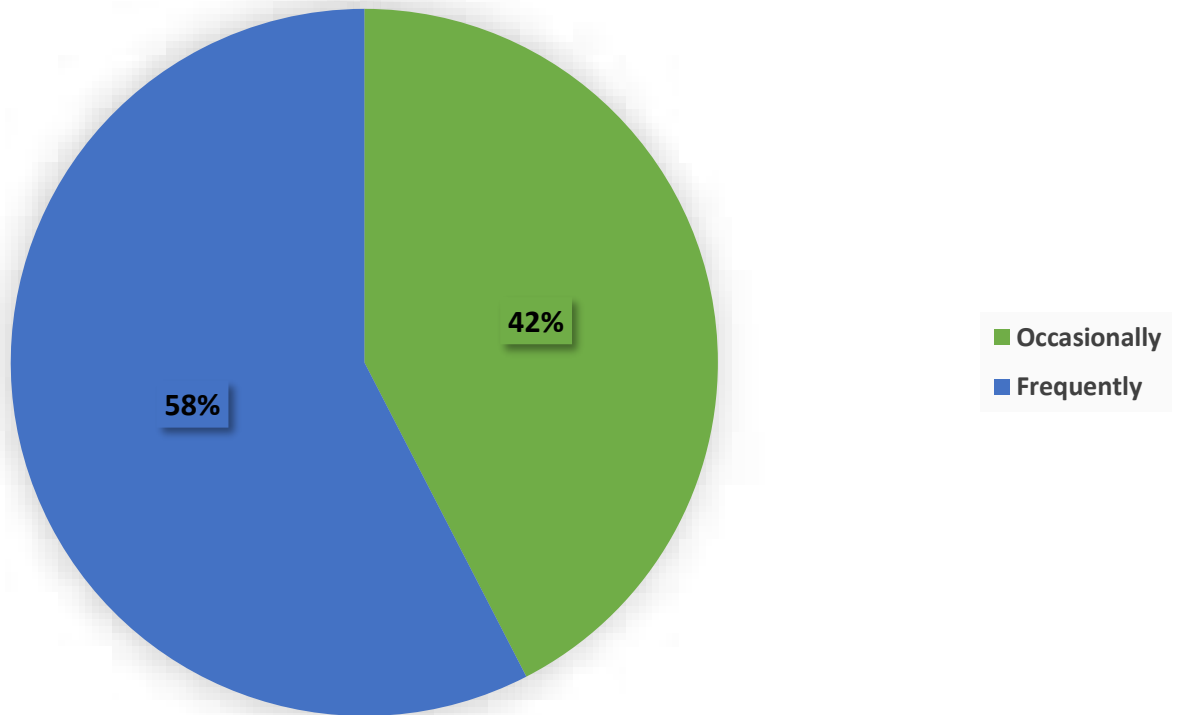
**Figure 20d. Students' Reason for Prayer: For Emotional Strength**



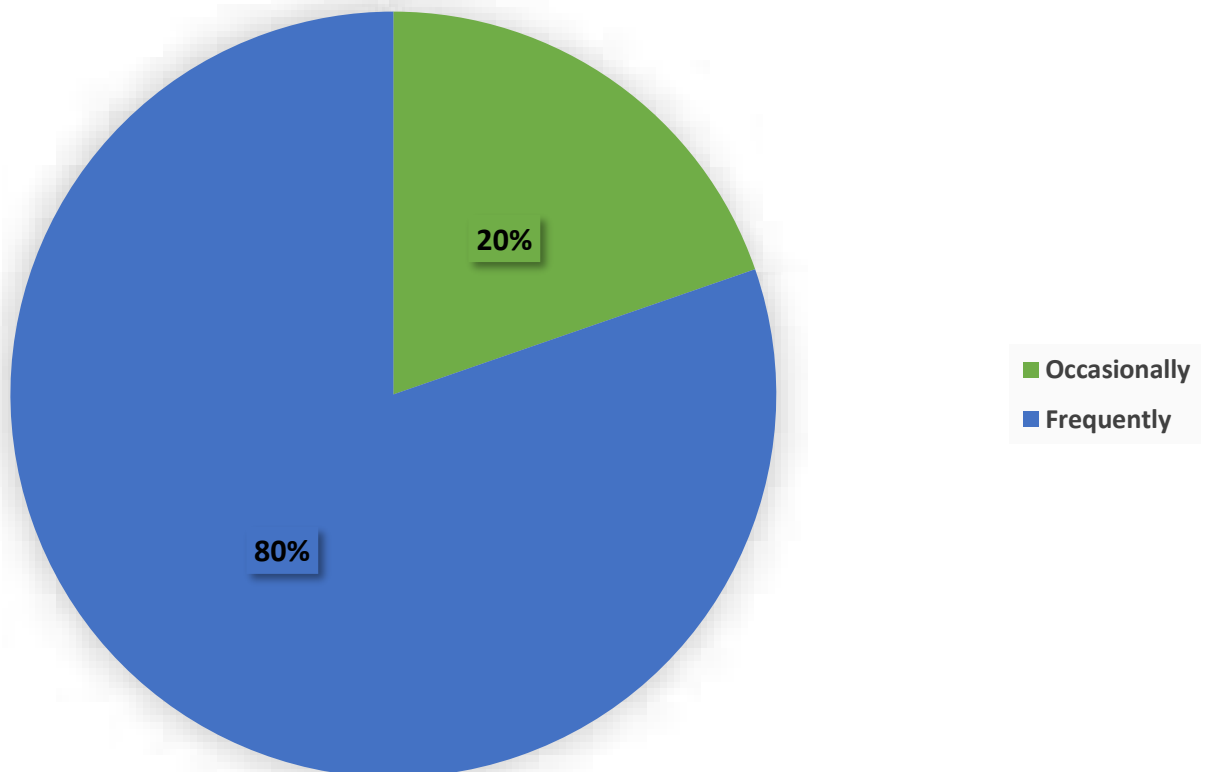
**Figure 20e. Students' Reason for Prayer: For Forgiveness**



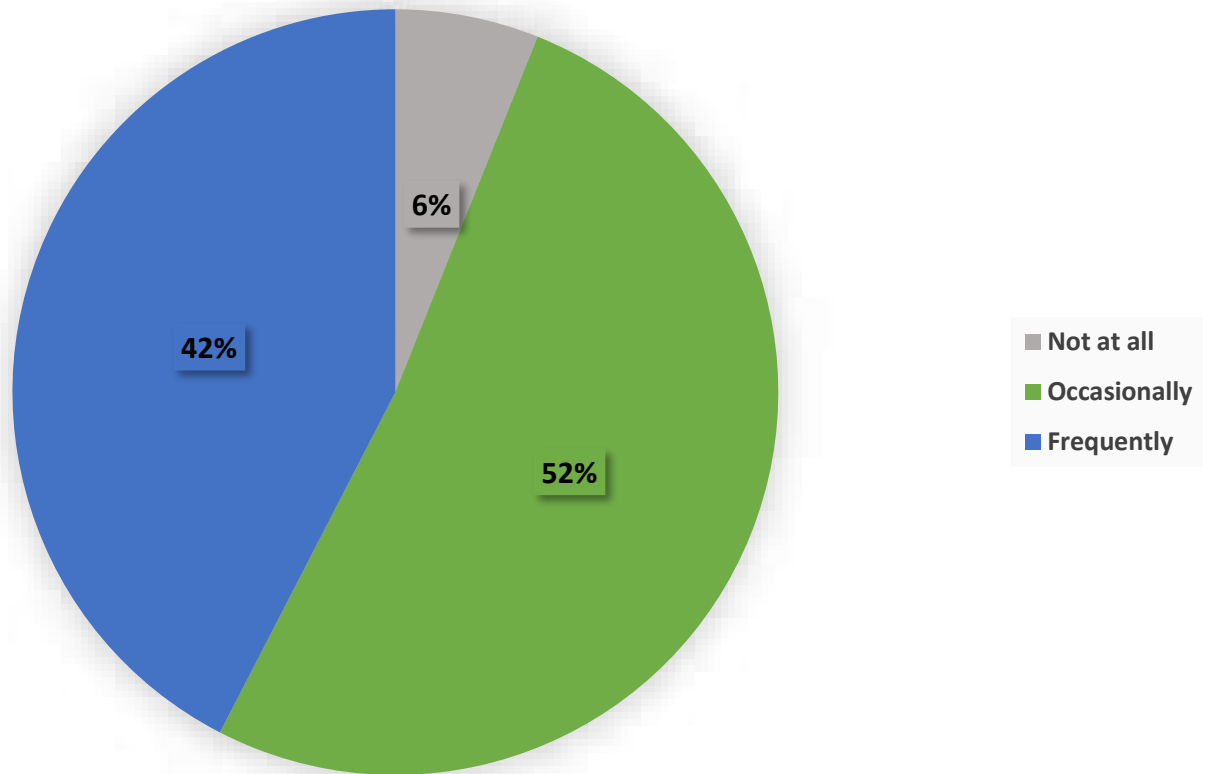
**Figure 20f. Students' Reason for Prayer: To Relieve the Suffering of Others**



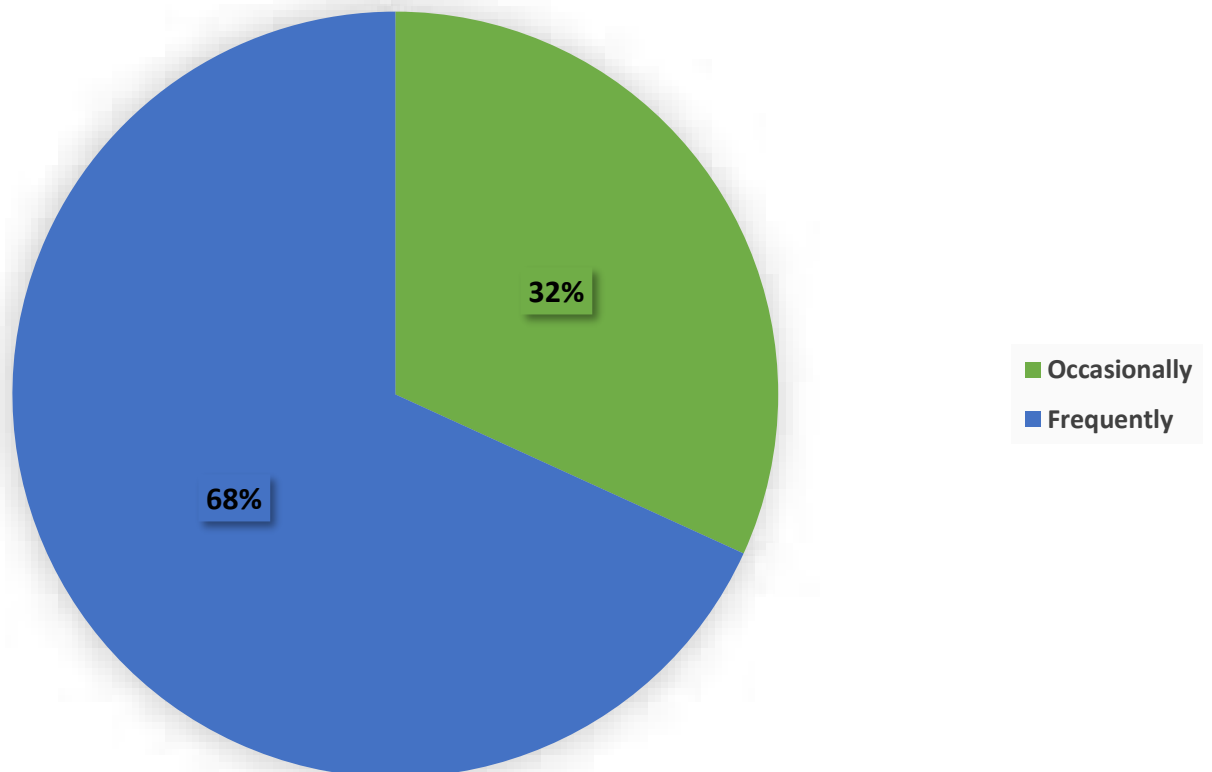
**Figure 20g. Students' Reason for Prayer: For Loved Ones**



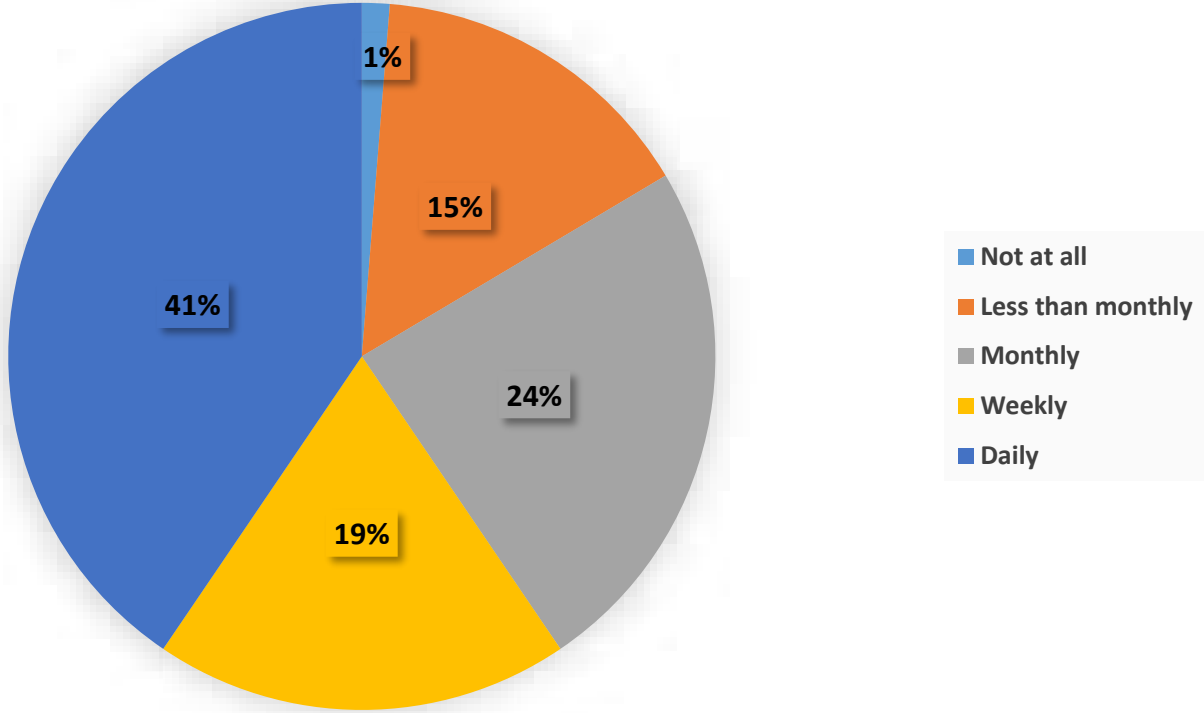
**Figure 20h. Students' Reason for Prayer: For Wisdom**



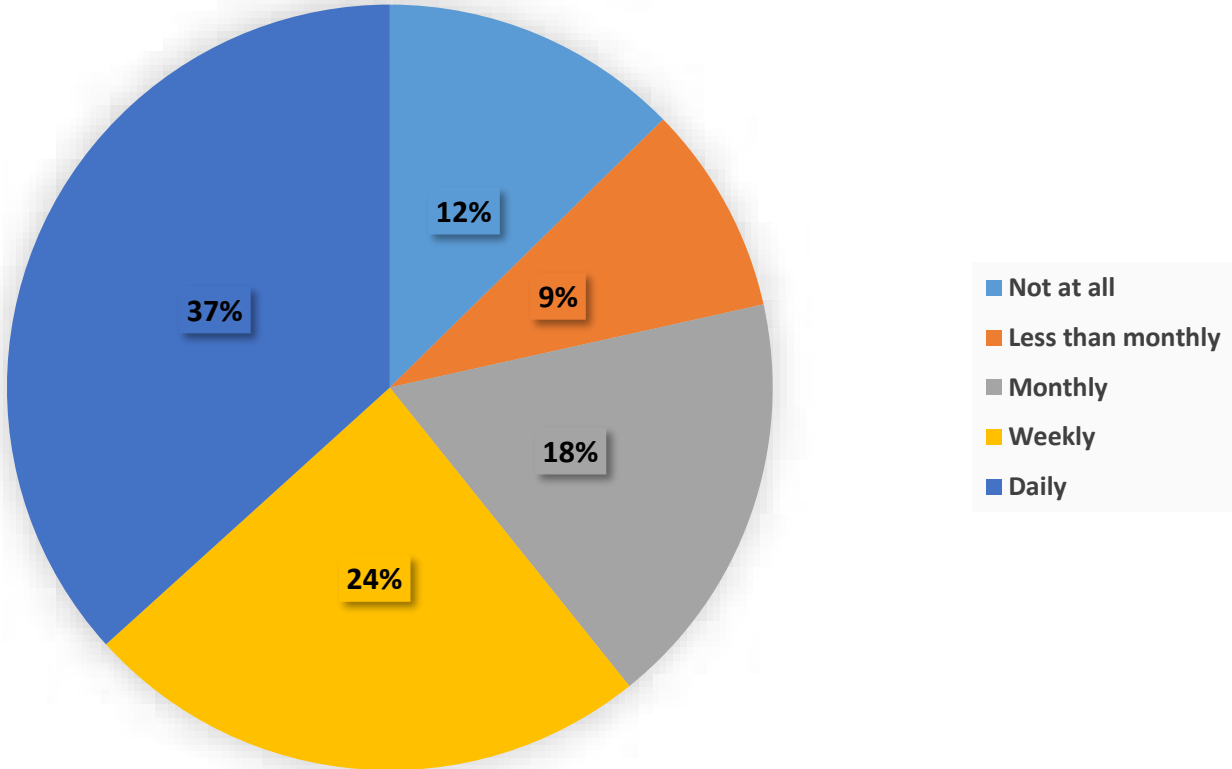
**Figure 20i. Students' Reason for Prayer: To Praise God**



**Figure 21a. Spiritual Activity: Frequency of Self-Reflection**

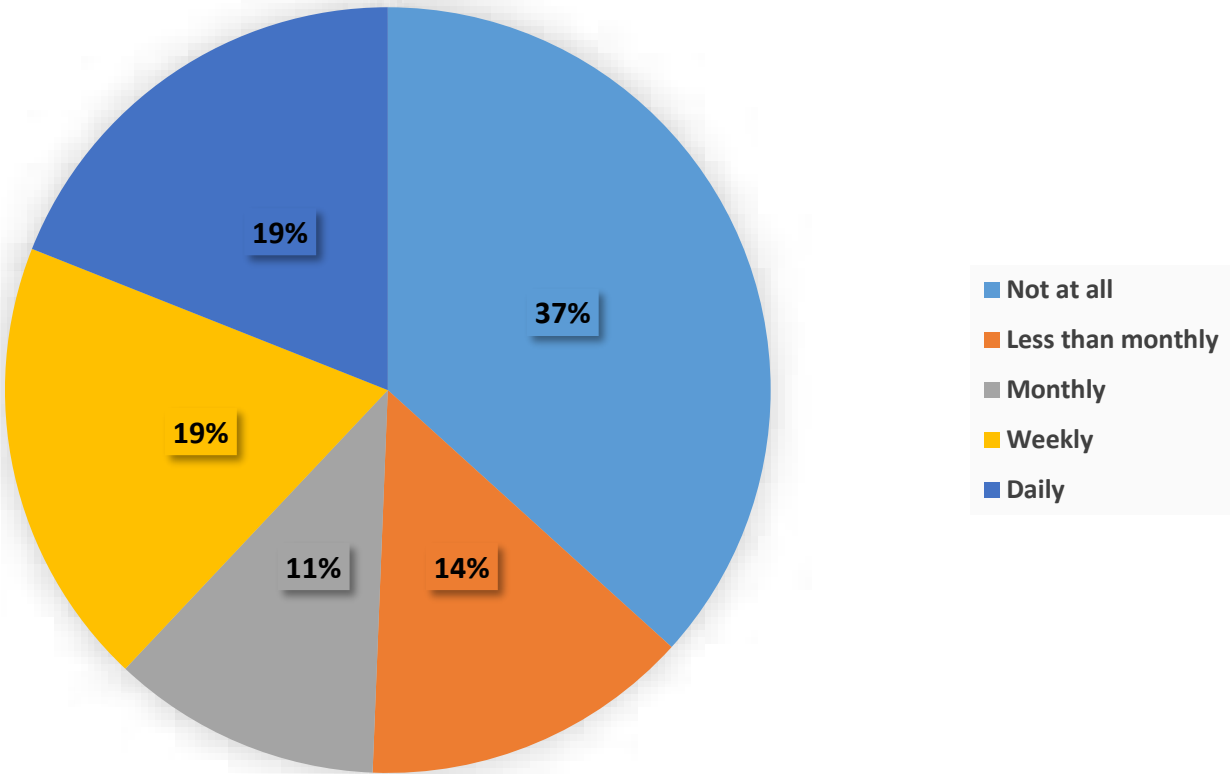


**Figure 21b. Spiritual Activity: Frequency of Prayer**

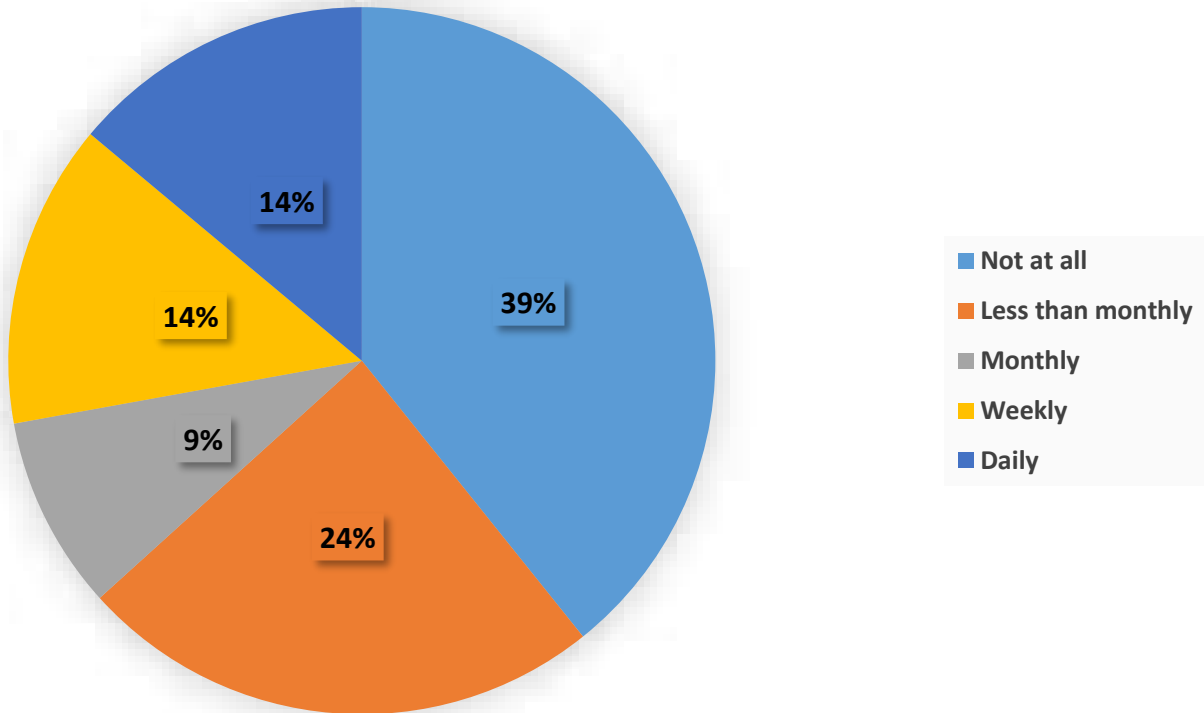




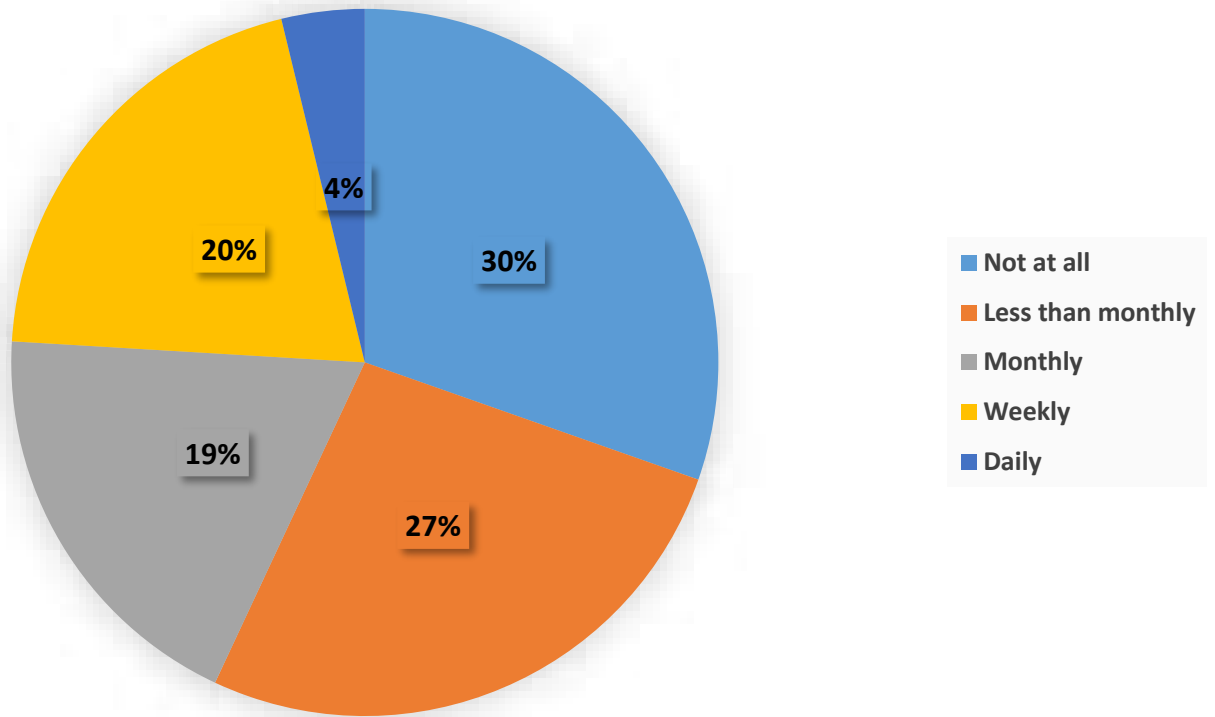
**Figure 21c. Spiritual Activity: Frequency of Meditation**



**Figure 21d. Spiritual Activity: Frequency of Reading Sacred Texts**



**Figure 21e. Spiritual Activity: Frequency of Other Reading on Religion/Spirituality**



**Figure 22a. Spiritual Goal: To Discover Who I Am**

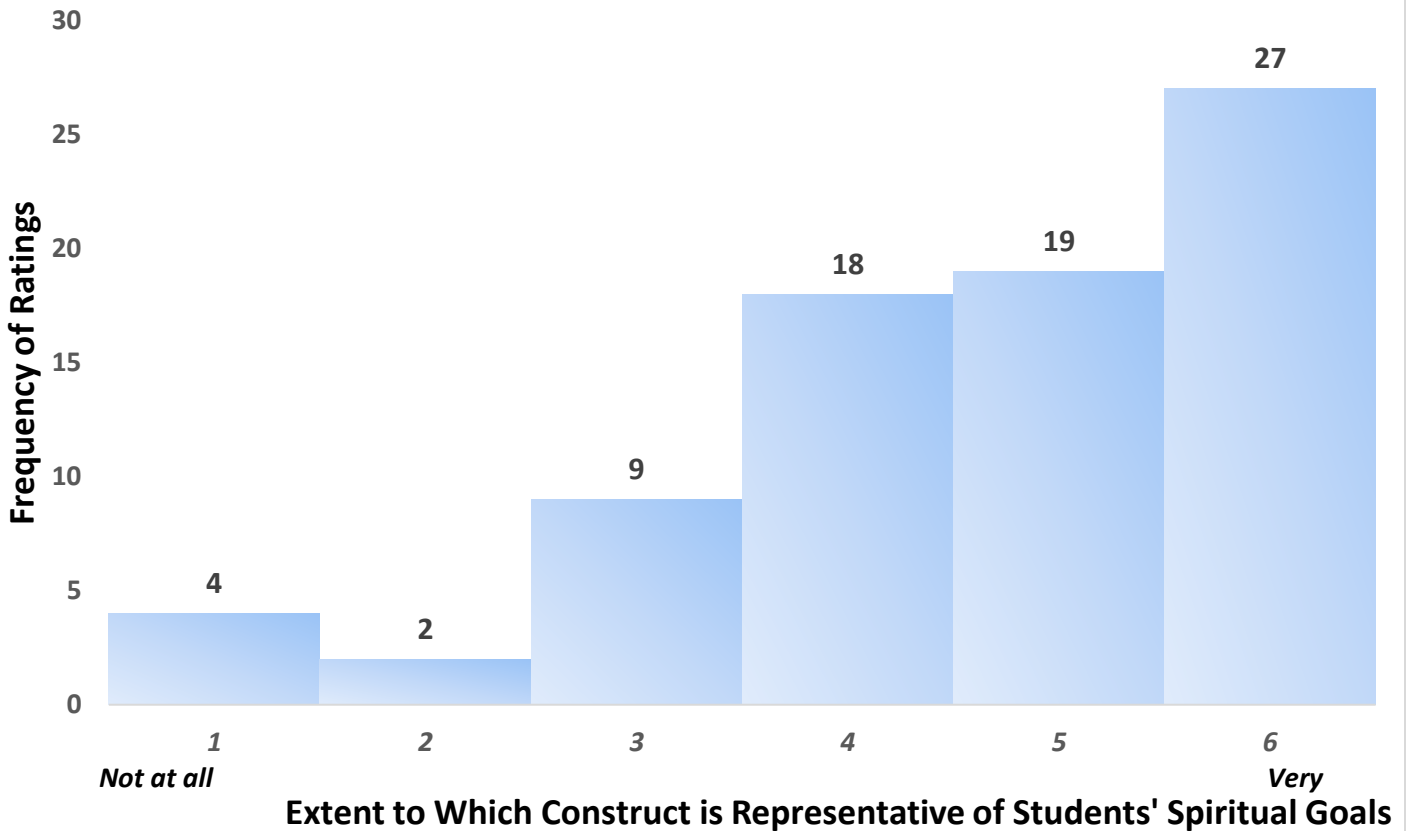


Figure 22c. Spiritual Goal: To Become a Better Person

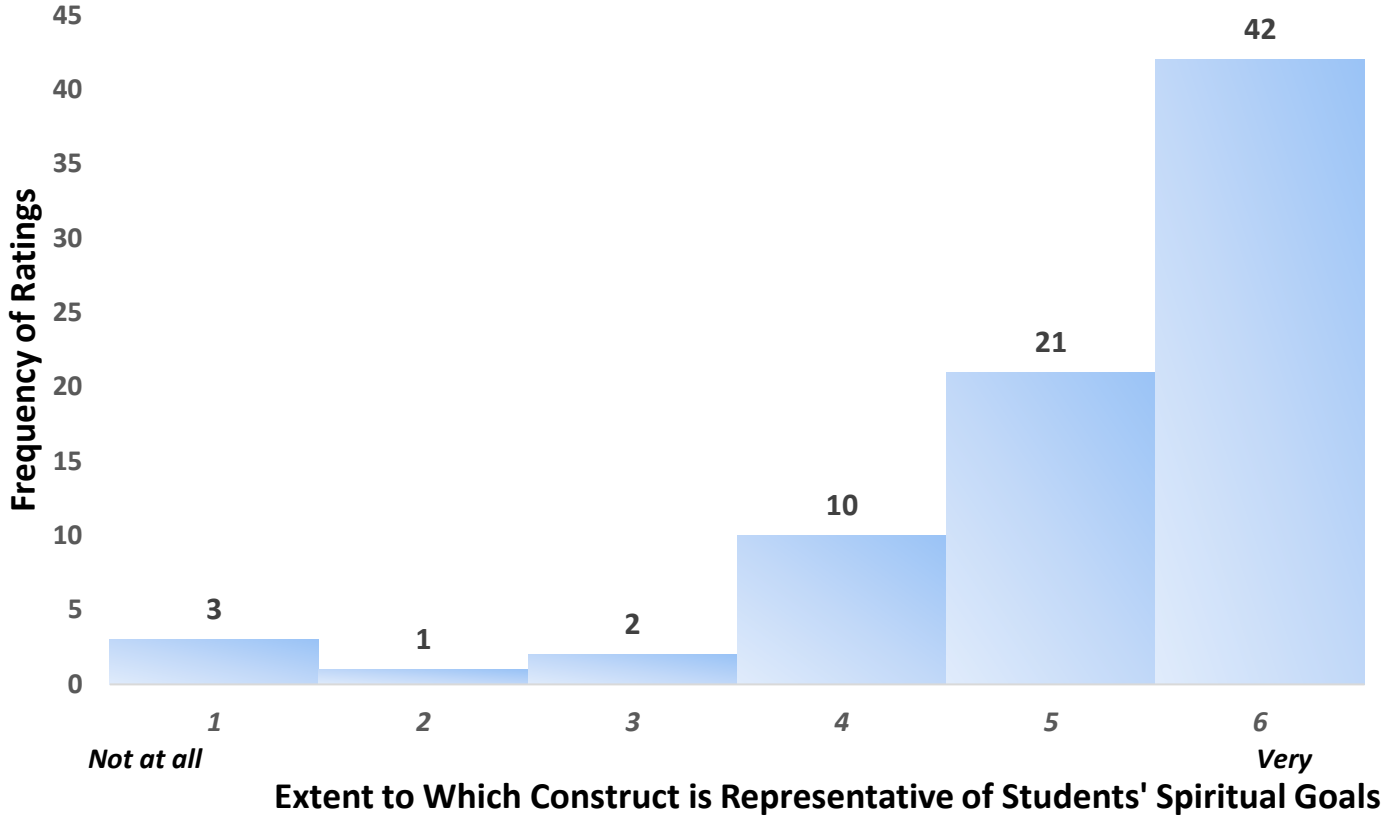


Figure 22b. Spiritual Goal: To Follow God's Plan For Me

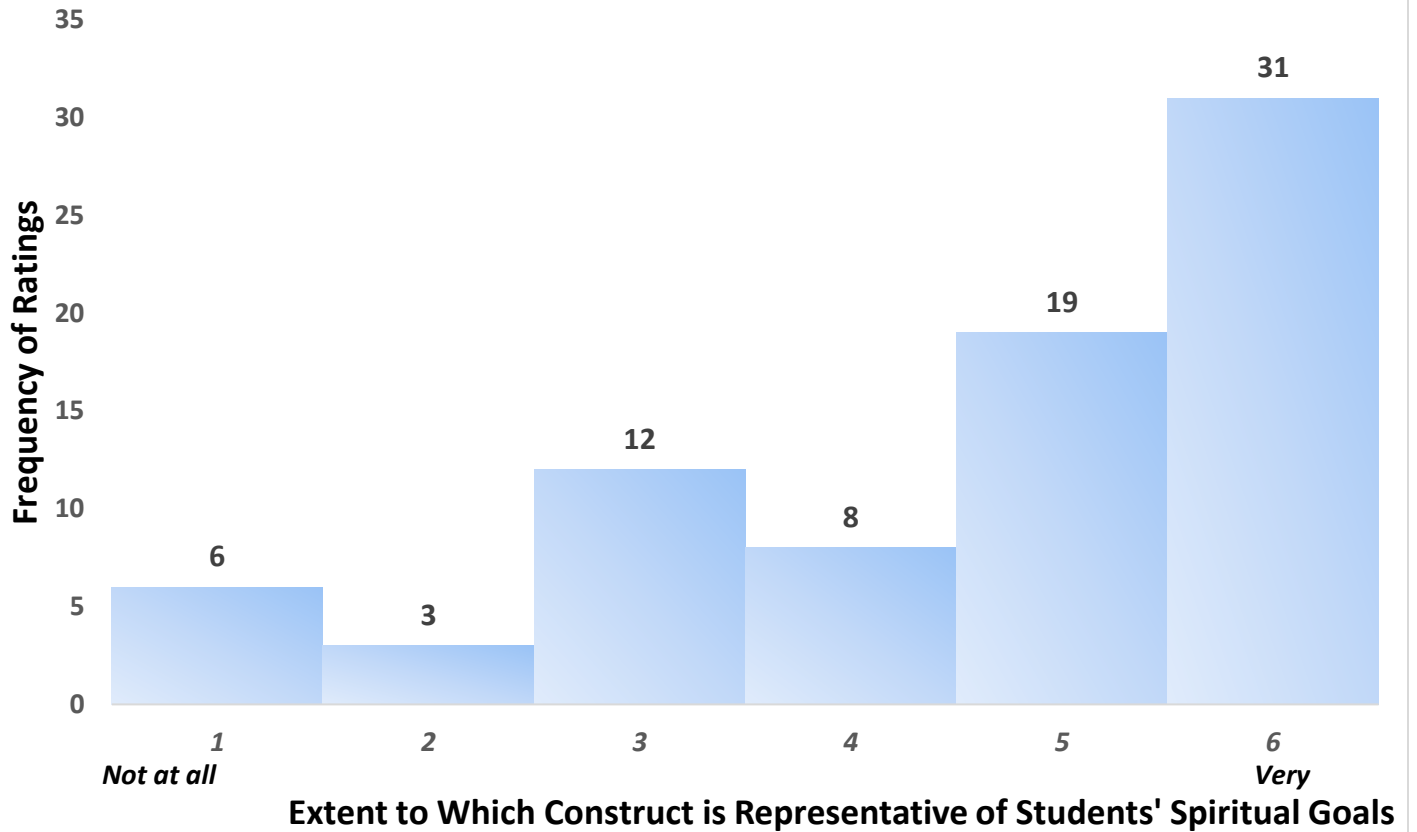


Figure 22d. Spiritual Goal: To Know My Purpose in Life

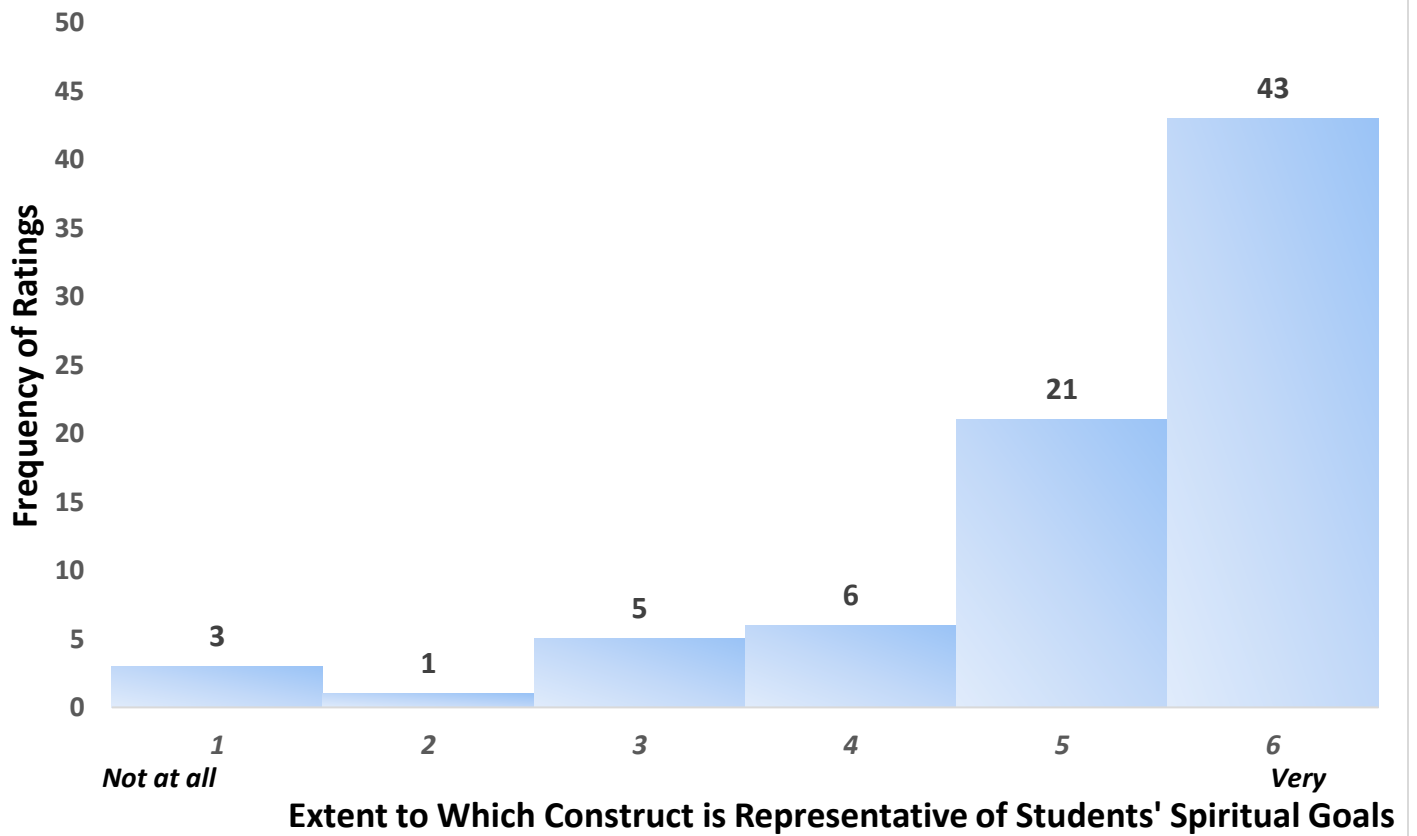


Figure 22e. Spiritual Goal: To Make the World A Better Place

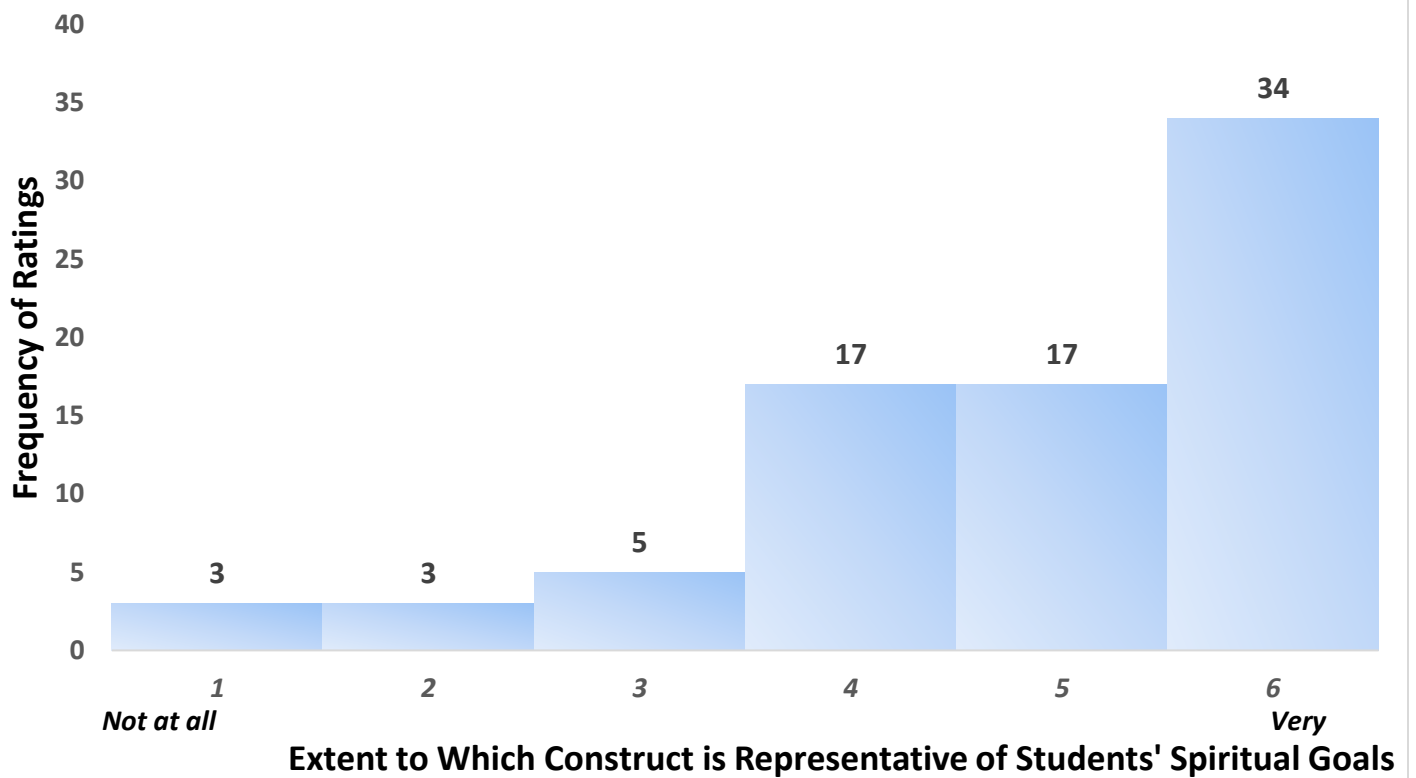


Figure 22f. Spiritual Goal: To Know God

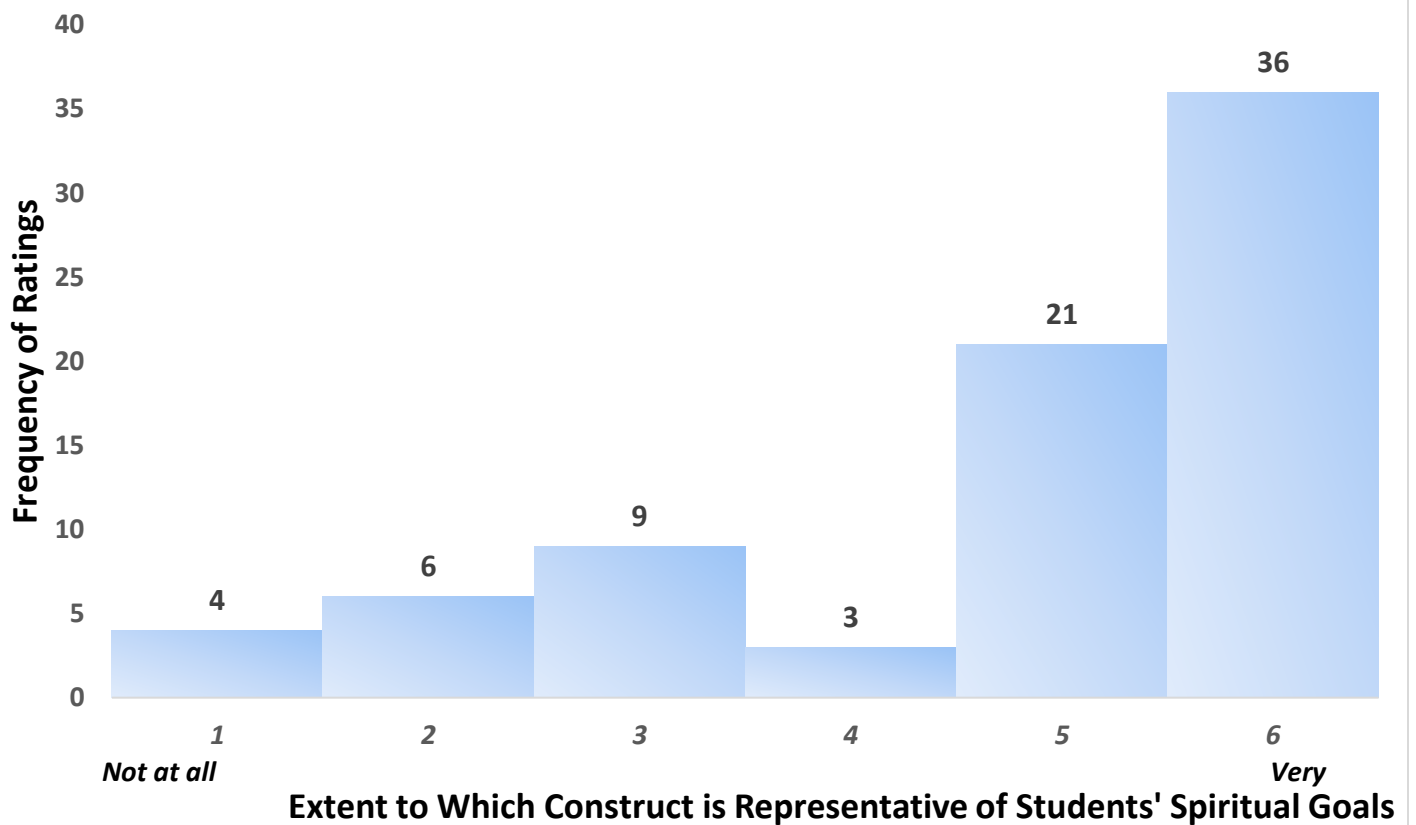
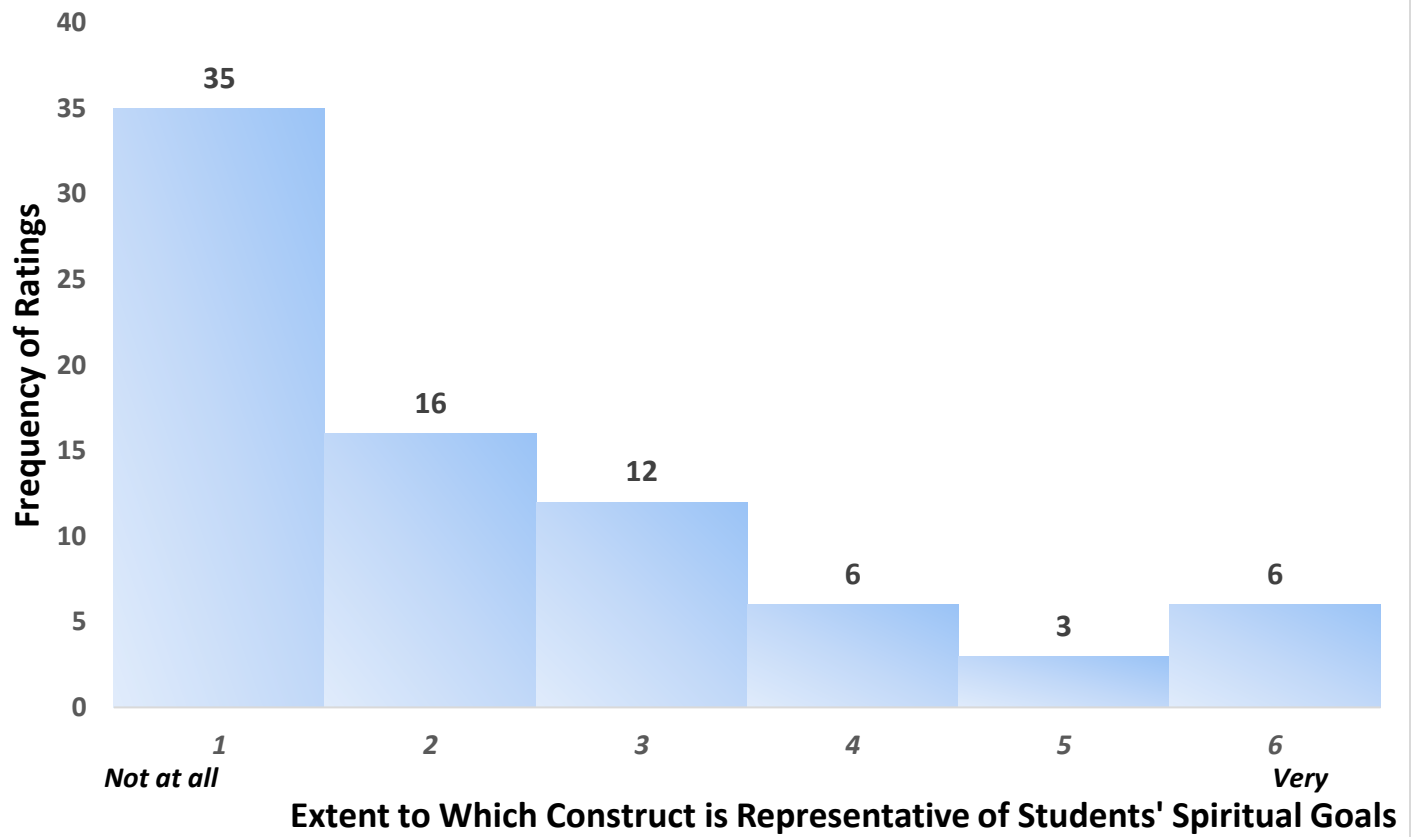


Figure 22g. I Do Not Consider Myself on a Spiritual Quest



## Appendix B: Raw Scores for Each Question

### Raw Scores for Question 1

	Observations	Percentage
Male	41	51.0
Female	36	45.0
Prefer not to Identify	3	4.0
Total	80	100.0

### Raw Scores for Question 2

	Observations	Percentage
17-18	18	23.0
19-20	27	35.0
21-22	24	31.0
23-24	8	11.0
Total	77	100.0

### Raw Scores for Question 3

	Observations	Percentage
White/non-Hispanic	38	47.0
African-American	5	6.0
Hispanic/Latino(a)	24	30.0
Pacific Islander	1	1.0
Native American	2	3.0
Mixed Ethnicity	7	9.0
Decline to State	3	4.0
Total	80	

### Raw Scores for Question 4

	Observations	Percentage
U.S. Citizen	78	98.0
Permanent Resident	1	1.0
Neither	1	1.0
Total	80	100.0

### Raw Scores for Question 5

	Observations	Percentage
Undeclared	2	1.0
Arts and Humanities	19	24.0
Business Management and Economics	31	39.0
Natural Sciences	12	15.0
Sports Performance	15	20.0
Total	79	

**Raw Scores for Question 6**

---

	<u>Observations</u>	<u>Percentage</u>
Baccalaureate (B.A./B.S.)	33	41.3
Master's (M.A./M.S.)	32	40.0
Ph.D.	7	8.8
Other Professional (M.D./D.D.S./J.D.)	8	10.0
Total	80	100.0

---

**Raw Scores for Question 7**

---

	<u>Observations</u>	<u>Percentage</u>
Far left	7	9.2
Liberal	2	2.6
Middle-of-the-road	44	57.9
Conservative	22	28.9
Far right	1	1.3
Total	76	100.0
Observations of Nonrespondents	4	

---

**Raw Scores for Question 8A**

---

	<u>Observations</u>	<u>Percentage</u>
Never	2	2.5
Rarely	2	2.5
Often	27	33.8
Always	49	61.3
Total	80	100.0

---

**Raw Scores for Question 8B**

---

	<u>Observations</u>	<u>Percentage</u>
Never	2	2.5
Rarely	14	17.5
Often	32	40.0
Always	32	40.0
Total	80	100.0

---



**Raw Scores for Question 8C**

---

	<u>Observations</u>	<u>Percentage</u>
Never	36	45.0
Rarely	23	28.8
Often	11	13.8
Always	10	12.5
Total	80	100.0

---

**Raw Scores for Question 8D**

---

	<u>Observations</u>	<u>Percentage</u>
Never	23	28.8
Rarely	29	36.3
Often	24	30.0
Always	4	5.0
Total	80	100.0

---

**Raw Scores for Question 8E**

---

	<u>Observations</u>	<u>Percentage</u>
Never	8	10.0
Rarely	29	36.3
Often	35	43.8
Always	8	10.0
Total	80	100.0

---

**Raw Scores for Question 8F**

---

	<u>Observations</u>	<u>Percentage</u>
Never	11	13.8
Rarely	15	18.8
Often	34	42.5
Always	20	25.0
Total	80	100.0

---

**Raw Scores for Question 9A**

---

	<u>Observations</u>	<u>Percentage</u>
Less than half the time	8	10.0
About half the time	34	42.5
More than half the time	38	47.5
Total	80	100.0

---

**Raw Scores for Question 9B**

---

	<u>Observations</u>	<u>Percentage</u>
Never	7	8.8
Less than half the time	22	27.5
About half the time	30	37.5
More than half the time	21	26.3
Total	80	100.0

---

**Raw Scores for Question 9C**

---

	<u>Observations</u>	<u>Percentage</u>
Never	13	16.3
Less than half the time	23	28.8
About half the time	28	35.0
More than half the time	16	20.0
Total	80	100.0

---

**Raw Scores for Question 9D**

---

	<u>Observations</u>	<u>Percentage</u>
Never	2	2.5
Less than half the time	13	16.3
About half the time	25	31.3
More than half the time	40	50.0
Total	80	100.0

---

**Raw Scores for Question 9E**

---

	Observations	Percentage
Never	12	15.2
Less than half the time	46	58.2
About half the time	17	21.5
More than half the time	4	5.1
Total	79	100.0
Observations of Nonrespondents	1	
Total	80	

---

**Raw Scores for Question 9F**

---

	Observations	Percentage
Never	3	3.8
Less than half the time	28	35.0
About half the time	37	46.3
More than half the time	12	15.0
Total	80	100.0

---

**Raw Scores for Question 9G**

---

	Observations	Percentage
Never	8	10.0
Less than half the time	26	32.5
About half the time	30	37.5
More than half the time	16	20.0
Total	80	100.0

---

**Raw Scores for Question 9H**

---

	Observations	Percentage
Never	1	1.3
Less than half the time	12	15.0
About half the time	28	35.0
More than half the time	39	48.8
Total	80	100.0

---

**Raw Scores for Question 9I**

---

	Observations	Percentage
Less than half the time	14	17.5
About half the time	26	32.5
More than half the time	40	50.0
Total	80	100.0

---

**Raw Scores for Question 9J**

---

	Observations	Percentage
Less than half the time	18	22.5
About half the time	34	42.5
More than half the time	28	35.0
Total	80	100.0

---

**Raw Scores for Question 9K**

---

	Observations	Percentage
Never	12	15.0
Less than half the time	34	42.5
About half the time	22	27.5
More than half the time	12	15.0
Total	80	100.0

---

**Raw Scores for Question 9L**

---

	Observations	Percentage
Never	14	17.5
Less than half the time	45	56.3
About half the time	14	17.5
More than half the time	7	8.8
Total	80	100.0

---

**Raw Scores for Question 9M**

---

	Observations	Percentage
Less than half the time	18	22.5
About half the time	35	43.8
More than half the time	27	33.8
Total	80	100.0

---

**Raw Scores for Question 9N**

---

	Observations	Percentage
Never	5	6.3
Less than half the time	14	17.5
About half the time	50	62.5
More than half the time	11	13.8
Total	80	100.0

---

**Raw Scores for Question 9O**

---

	Observations	Percentage
Never	26	32.5
Less than half the time	31	38.8
About half the time	20	25.0
More than half the time	3	3.8
Total	80	100.0

---

**Raw Scores for Question 9P**

---

	Observations	Percentage
Never	7	8.8
Less than half the time	19	23.8
About half the time	36	45.0
More than half the time	18	22.5
Total	80	100.0

---

**Raw Scores for Question 9Q**

---

	Observations	Percentage
Never	4	5.0
Less than half the time	7	8.8
About half the time	24	30.0
More than half the time	45	56.3
Total	80	100.0

---

**Raw Scores for Question 9R**

---

	Observations	Percentage
Never	3	3.8
Less than half the time	16	20.3
About half the time	33	41.8
More than half the time	27	34.2
Total	79	100.0
Observations of Nonrespondents	1	

---

**Raw Scores for Question 9S**

---

	Observations	Percentage
Never	21	26.3
Less than half the time	50	62.5
About half the time	7	8.8
More than half the time	2	2.5
Total	80	100.0

---

**Raw Scores for Question 10A**

---

	Observations	Percentage
Less than half the time	11	13.8
About half the time	44	55.0
More than half the time	25	31.3
Total	80	100.0

---

**Raw Scores for Question 10B**

---

	Observations	Percentage
Less than half the time	13	16.3
About half the time	41	51.3
More than half the time	26	32.5
Total	80	100.0

---

**Raw Scores for Question 10C**

---

	Observations	Percentage
Less than half the time	10	12.5
About half the time	47	58.8
More than half the time	23	28.8
Total	80	100.0

---

**Raw Scores for Question 10D**

---

	Observations	Percentage
Less than half the time	7	8.8
About half the time	48	60.0
More than half the time	25	31.3
Total	80	100.0

---

**Raw Scores for Question 10E**

---

	Observations	Percentage
Less than half the time	10	12.5
About half the time	43	53.8
More than half the time	27	33.8
Total	80	100.0

---

**Raw Scores for Question 10F**

	Observations	Percentage
Less than half the time	11	13.8
About half the time	33	41.3
More than half the time	36	45.0
Total	80	100.0

**Raw Scores for Question 11**

	Observations	Percentage
1	1	1.3
4	1	1.3
5	9	11.4
6	10	12.7
7	19	24.1
8	28	35.4
9	7	8.9
10	4	5.1
Total	79	100.0
Observations of Nonrespondents	1	
	80	

**Raw Scores for Question 12A**

	Observations	Percentage
Very little	5	6.3
Some	31	38.8
Very much	44	55.0
Total	80	100.0

**Raw Scores for Question 12B**

	Observations	Percentage
Not at all	1	1.3
Very little	2	2.5
Some	28	35.0
Very much	49	61.3
Total	80	100.0



**Raw Scores for Question 12C**

---

	Observations	Percentage
Not at all	3	3.8
Very little	14	17.7
Some	26	32.9
Very much	36	45.6
Total	79	100.0
Observations of Nonrespondents	1	

---

**Raw Scores for Question 12D**

---

	Observations	Percentage
Not at all	11	13.8
Very little	14	17.5
Some	37	46.3
Very much	18	22.5
Total	80	100.0

---

**Raw Scores for Question 12E**

---

	Observations	Percentage
Not at all	7	9.1
Very little	12	15.6
Some	36	46.8
Very much	22	28.6
Total	77	100.0
Observations of Nonrespondents	3	

---

**Raw Scores for Question 12F**

---

	Observations	Percentage
Very little	15	19.0
Some	33	41.8
Very much	31	39.2
Total	79	100.0
Observations of Nonrespondents	1	

---

**Raw Scores for Question 13**

---

	Observations	Percentage
1	0	
2	0	
3	1	1.3
4	1	1.3
5	3	3.9
6	9	11.8
7	7	9.2
8	19	25.0
9	17	22.4
10	19	25.0
Total	76	100.0
Observations of Nonrespondents	4	

---

**Raw Scores for Question 14**

---

	Observations	Percentage
1	1	1.3
2	1	1.3
3	4	5.1
5	4	5.1
6	10	12.7
7	11	13.9
8	19	24.1
9	17	21.5
10	12	15.2
Total	79	100.0
Observations of Nonrespondents	1	

---

**Raw Scores for Question 15**

---

	Observations	Percentage
Not very	2	2.5
Somewhat	14	17.7
Quite a bit	32	40.5
Extremely	31	39.2
Total	79	100.0
Observations of Nonrespondents	1	

---

Total 80

**Raw Scores for Question 16**

	Observations	Percentage
Not very	3	3.8
Somewhat	8	10.1
Quite a bit	19	24.1
Extremely	49	62.0
Total	79	100.0
Observations of Nonrespondents	1	
Total	80	

**Raw Scores for Question 17**

	Observations	Percentage
1.01 - 2.00	8	10.3
2.01 - 3.00	34	43.6
3.01 - 4.00	36	46.2
Total	78	100.0
Observations of Nonrespondents	2	
Total	80	

**Raw Scores for Question 20A**

	Observations	Percentage
Not important	5	6.3
Somewhat important	17	21.3
Very important	32	40.0
Essential	26	32.5
Total	80	100.0

**Raw Scores for Question 20B**

	Observations	Percentage
Not important	3	3.8
Somewhat important	14	17.7
Very important	35	44.3
Essential	27	34.2
Total	79	100.0
Observations of Nonrespondents	1	
Total	80	

**Raw Scores for Question 20C**

	Observations	Percentage
Not important	1	1.3
Somewhat important	6	7.5
Very important	33	41.3
Essential	40	50.0
Total	80	100.0

**Raw Scores for Question 20D**

	Observations	Percentage
Not important	2	2.5
Somewhat important	19	23.8
Very important	22	27.5
Essential	37	46.3
Total	80	100.0

**Raw Scores for Question 20E**

	Observations	Percentage
Not important	4	5.0
Somewhat important	10	12.5
Very important	32	40.0
Essential	34	42.5
Total	80	100.0

**Raw Scores for Question 20F**

	Observations	Percentage
Not important	3	3.8
Somewhat important	9	11.3
Very important	34	42.5
Essential	34	42.5
Total	80	100.0

**Raw Scores for Question 20G**

	Observations	Percentage
Not important	7	8.8
Somewhat important	25	31.3
Very important	24	30.0
Essential	24	30.0
Total	80	100.0

**Raw Scores for Question 20H**

	Observations	Percentage
Not important	1	1.3
Somewhat important	13	16.5
Very important	35	44.3
Essential	30	38.0
Total	79	100.0
Observations of Nonrespondents	1	
Total	80	

**Raw Scores for Question 21**

	Observations	Percentage
Yes	14	17.7
Sometimes	31	39.2
No	34	43.0
Total	79	100.0
Observations of Nonrespondents	1	
Total	80	

**Raw Scores for Question 22A**

	Observations	Percentage
Not at all	2	3.0
Occasionally	30	45.5
Frequently	34	51.5
Total	66	100.0
Observations of Nonrespondents	14	
Total	80	

**Raw Scores for Question 22B**

	Observations	Percentage
Not at all	1	1.5
Occasionally	27	40.9
Frequently	38	57.6
Total	66	100.0
Observations of Nonrespondents	14	
Total	80	

**Raw Scores for Question 22C**

	Observations	Percentage
Not at all	1	1.5
Occasionally	28	42.4
Frequently	37	56.1
Total	66	100.0
Observations of Nonrespondents	14	
Total	80	

**Raw Scores for Question 22D**

	Observations	Percentage
Not at all	2	3.0
Occasionally	21	31.8
Frequently	43	65.2
Total	66	100.0
Observations of Nonrespondents	14	
Total	80	

**Raw Scores for Question 22E**

	Observations	Percentage
Not at all	2	3.0
Occasionally	19	28.8
Frequently	45	68.2
Total	66	100.0
Observations of Nonrespondents	14	
Total	80	

**Raw Scores for Question 22F**

---

	Observations	Percentage
Occasionally	28	42.4
Frequently	38	57.6
Total	66	100.0
Observations of Nonrespondents	14	

---

Total	80	
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---

**Raw Scores for Question 22G**

---

	Observations	Percentage
Occasionally	13	19.7
Frequently	53	80.3
Total	66	100.0
Observations of Nonrespondents	14	

---

Total	80	
-------	----	--

---

**Raw Scores for Question 22H**

---

	Observations	Percentage
Not at all	4	6.1
Occasionally	34	51.5
Frequently	28	42.4
Total	66	100.0
Observations of Nonrespondents	14	

---

Total	80	
-------	----	--

---

**Raw Scores for Question 22I**

---

	Observations	Percentage
Occasionally	21	31.8
Frequently	45	68.2
Total	66	100.0
Observations of Nonrespondents	14	

---

Total	80	
-------	----	--

---

**Raw Scores for Question 23A**

---

	Observations	Percentage
Not at all	1	1.3
Less than monthly	12	15.2
Monthly	19	24.1
Weekly	15	19.0
Daily	32	40.5
Total	79	100.0
Observations of Nonrespondents	1	

---

Total      80

**Raw Scores for Question 23B**

---

	Observations	Percentage
Not at all	10	12.7
Less than monthly	7	8.9
Monthly	14	17.7
Weekly	19	24.1
Daily	29	36.7
Total	79	100.0
Observations of Nonrespondents	1	

---

Total      80

**Raw Scores for Question 23C**

---

	Observations	Percentage
Not at all	29	36.7
Less than monthly	11	13.9
Monthly	9	11.4
Weekly	15	19.0
Daily	15	19.0
Total	79	100.0
Observations of Nonrespondents	1	

---

Total      80



**Raw Scores for Question 23D**

	Observations	Percentage
Not at all	31	39.2
Less than monthly	19	24.1
Monthly	7	8.9
Weekly	11	13.9
Daily	11	13.9
Total	79	100.0
Observations of Nonrespondents	1	
Total	80	

**Raw Scores for Question 23E**

	Observations	Percentage
Not at all	24	30.4
Less than monthly	21	26.6
Monthly	15	19.0
Weekly	16	20.3
Daily	3	3.8
Total	79	100.0
Observations of Nonrespondents	1	
Total	80	

**Raw Scores for Question 24A**

	Observations	Percentage
1	4	5.1
2	2	2.5
3	9	11.4
4	18	22.8
5	19	24.1
6	27	34.2
Total	79	100.0
Observations of Nonrespondents	1	
Total	80	

**Raw Scores for Question 24B**

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	Observations	Percentage
1	6	7.6
2	3	3.8
3	12	15.2
4	8	10.1
5	19	24.1
6	31	39.2
Total	79	100.0
Observations of Nonrespondents	1	

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Total	80	
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**Raw Scores for Question 24C**

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	Observations	Percentage
1	3	3.8
2	1	1.3
3	2	2.5
4	10	12.7
5	21	26.6
6	42	53.2
Total	79	100.0
Observations of Nonrespondents	1	

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Total	80	
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**Raw Scores for Question 24D**

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	Observations	Percentage
1	3	3.8
2	1	1.3
3	5	6.3
4	6	7.6
5	21	26.6
6	43	54.4
Total	79	100.0
Observations of Nonrespondents	1	

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Total	80	
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**Raw Scores for Question 24E**

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	Observations	Percentage
1	3	3.8
2	3	3.8
3	5	6.3
4	17	21.5
5	17	21.5
6	34	43.0
Total	79	100.0
Observations of Nonrespondents	1	

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Total	80	
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**Raw Scores for Question 24F**

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	Observations	Percentage
1	4	5.1
2	6	7.6
3	9	11.4
4	3	3.8
5	21	26.6
6	36	45.6
Total	79	100.0
Observations of Nonrespondents	1	

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Total	80	
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**Raw Scores for Question 24G**

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	Observations	Percentage
1	35	44.9
2	16	20.5
3	12	15.4
4	6	7.7
5	3	3.8
6	6	7.7
Total	78	100.0
Observations of Nonrespondents	2	

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Total	80	
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## Appendix C: Student Survey Instrument

### Student Survey (2016)

*Saint Katherine College is interested in gathering information about your educational experience and characteristics in order to enhance our teaching and learning environment. Your responses to this survey are entirely anonymous, and your feedback will in no way impact your standing at the college. All questions are entirely voluntary. If you do not feel comfortable responding to a particular item, you may skip it. The faculty and administration thank you for your participation. Your input is highly valued. If you have any questions about the nature or use of this instrument, please contact our institutional research officer, **Dr. Christos Korgan**, at [ckorgan@skcca.edu](mailto:ckorgan@skcca.edu)*

Instructions: Please **circle** the response option that best describes your experience, perception, belief, or feeling. For open-ended questions, please **write** in your response. If you are unsure how to respond, please try your best. There are no correct or incorrect responses.

1. What is your gender?

**Male      Female      Prefer not to identify**

2. What is your age? \_\_\_\_\_

3. How do you racially identify?

**white/non-Hispanic    African-American    Hispanic/Latino(a)    Asian/Pacific  
Islander    Native-American    Mixed Ethnicity    Decline to State**

4. What is your citizenship status?

**U.S. citizen    Permanent resident (green card)    Neither**

5. What is your overarching degree program of study?

- a. **Undeclared**
- b. **Arts and Humanities**
- c. **Business Management and Economics**
- d. **Natural Sciences**
- e. **Sport Performance**

6. What is the highest academic degree that you intend to obtain? (please circle)

**Bachelor's degree (B.A., B.S.),      Master's degree (M.A., M.S.),      Ph.D.,  
M.D./D.O./D.D.S., J.D. (law)**

7. How would you characterize your political views (mark one):

**far left    liberal    middle-of-the-road    conservative    far right**

8. When choosing classes in which to enroll, please indicate how frequently you do any of the following when you register for the term:

- a. Select a class schedule that is based upon the requirements to meet educational goals or program requirements

*never*      *rarely*      *often*      *always*

- b. Make an appointment with a student services person to discuss appropriate classes in which to enroll

*never*      *rarely*      *often*      *always*

- c. Use online sources (such as RateMyProfessor.com) to help inform class registration decisions

*never*      *rarely*      *often*      *always*

- d. Try to enroll in the same classes friends are taking

*never*      *rarely*      *often*      *always*

- e. Select classes based upon knowledge about the instructor

*never*      *rarely*      *often*      *always*

- f. Discuss the classes you are thinking about taking with your friends

*never*      *rarely*      *often*      *always*

9. Thinking about your experiences at Saint Katherine College during the current term, about how often have you done each other following?

- a. Asked questions in class or contributed to class discussions

***Never*   *Less than half the time*   *About half the time*   *More than half the time***

b. Made a class presentation

***Never Less than half the time About half the time More than half the time***

c. Prepared two or more drafts of a paper or assignment before turning it in

***Never Less than half the time About half the time More than half the time***

d. Worked on a paper or project that required integrating ideas or information from various sources

***Never Less than half the time About half the time More than half the time***

e. Come to class without completing readings or assignments

***Never Less than half the time About half the time More than half the time***

f. Worked with other students on a group project

***Never Less than half the time About half the time More than half the time***

g. Worked with classmates outside of class to prepare class assignments

***Never Less than half the time About half the time More than half the time***

h. Used the internet to work on an course-related assignment

***Never Less than half the time About half the time More than half the time***

i. Used e-mail to communicate with an instructor

***Never Less than half the time About half the time More than half the time***

j. Discussed grades or an assignment with an instructor

***Never Less than half the time About half the time More than half the time***

- k. Talked about career plans with an instructor or advisor

***Never Less than half the time About half the time More than half the time***

- l. Discussed ideas from your readings or classes with instructors outside of class

***Never Less than half the time About half the time More than half the time***

- m. Received prompt feedback (written or oral) from instructors on your performance

***Never Less than half the time About half the time More than half the time***

- n. Worked harder than you thought you could to meet an instructor's standards or expectations

***Never Less than half the time About half the time More than half the time***

- o. Worked with instructors on activities other than coursework

***Never Less than half the time About half the time More than half the time***

- p. Discussed ideas from your readings or classes with others outside of class  
(students, family members, co-workers, etc.)

***Never Less than half the time About half the time More than half the time***

- q. Had serious conversations with students of a different race or ethnicity other than your own

***Never Less than half the time About half the time More than half the time***



- r. Had serious conversations who differ from you in terms of their religious beliefs, political opinions, or personal values

***Never Less than half the time About half the time More than half the time***

- s. Skipped class

***Never Less than half the time About half the time More than half the time***

10. During the current term, how much of the time would you say you have engaged in the following activities related to your coursework at Saint Katherine College? (*response options: more than half the time, about half the time, less than half the time*)

- a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form

***Less than half the time About half the time More than half the time***

- b. Analyzing basic elements of an idea, experience, or theory

***Less than half the time About half the time More than half the time***

- c. Synthesizing and organizing ideas, information, or experiences in new ways

***Less than half the time About half the time More than half the time***

- d. Making judgments about the value or soundness of information, arguments, or methods

***Less than half the time About half the time More than half the time***

- e. Applying theories or concepts to practice problems or in new situations

*Less than half the time    About half the time    More than half the time*

- f. Using information you have read or heard to perform a new skill

*Less than half the time    About half the time    More than half the time*

11. On a scale of one to 10, with one being extremely easy and 10 being extremely challenging, how would you describe your exams this term at Saint Katherine College?

**(Extremely easy) 1 2 3 4 5 6 7 8 9 10 (Extremely challenging)**

12. How much does Saint Katherine College support the following?

- a. Encouraging you to spend significant amounts of time studying

**Not at all    Very little    Some    Very much**

- b. Providing the support you need to help you succeed at this college

**Not at all    Very little    Some    Very much**

- c. Encouraging contacts among students from different economic, social, and racial or ethnic backgrounds

**Not at all    Very little    Some    Very much**

- d. Helping you cope with your non-academic responsibilities (work, family, etc.)

**Not at all    Very little    Some    Very much**

- e. Providing the support you need to thrive socially

**Not at all    Very little    Some    Very much**

f. Using computers in academic work

**Not at all      Very little      Some      Very much**

13. On a scale of one to 10, with one being extremely negative and 10 being extremely positive, mark the number that best describes your relationships with other students at Saint Katherine College.

**(Extremely negative) 1 2 3 4 5 6 7 8 9 10 (Extremely positive)**

14. On a scale of one to 10, with one being extremely negative and 10 being extremely positive, mark the number that best describes your relationships with instructors at Saint Katherine College.

**(Extremely easy) 1 2 3 4 5 6 7 8 9 10 (Extremely challenging)**

15. How supportive are your friends of your attending this college?

**Not very      Somewhat      Quite a bit      Extremely**

16. How supportive is your immediate family of your attending this college?

**Not very      Somewhat      Quite a bit      Extremely**

17. What is your overall grade average at Saint Katherine College?

**0-1.00      1.01-2.00      2.01-3.00      3.01-4.00**

18. Please share one to three things that Saint Katherine College can do to better support your learning experience.

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19. Please share one to three things that Saint Katherine College is doing well to support your learning experience.

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20. Please indicate the importance to you personally of each of the following:

a. Reducing pain and suffering in the world

*not important   somewhat important   very important   essential*

b. Attaining inner harmony

*not important   somewhat important   very important   essential*

c. Attaining wisdom

*not important   somewhat important   very important   essential*

d. Seeking out opportunities to help me grow spiritually

***not important   somewhat important   very important   essential***

e. Seeking beauty in my life

***not important   somewhat important   very important   essential***

f. Becoming a more loving person

***not important   somewhat important   very important   essential***

g. Seeking to follow religious teachings in my everyday life

***not important   somewhat important   very important   essential***

h. Improving the human condition

***not important   somewhat important   very important   essential***

21. Do you pray?    **Yes   Sometimes   No**

22. If yes or sometimes, why do you pray?

a. For help in solving problems

***not at all   occasionally   frequently***

b. To be in communion with God

***not at all   occasionally   frequently***

c. To express gratitude

***not at all   occasionally   frequently***

d. For emotional strength

***not at all***      ***occasionally***      ***frequently***

e. For forgiveness

***not at all***      ***occasionally***      ***frequently***

f. To relieve the suffering of others

***not at all***      ***occasionally***      ***frequently***

g. For loved ones

***not at all***      ***occasionally***      ***frequently***

h. For wisdom

***not at all***      ***occasionally***      ***frequently***

i. To praise God

***not at all***      ***occasionally***      ***frequently***

23. How often do you engage in the following activities? (*response options: not at all, less than monthly, monthly, once per week, several times per week, daily*)

a. Self-reflection

**Not at all**      **Less than monthly**      **Monthly**      **Weekly**      **Daily**

b. Prayer

**Not at all**      **Less than monthly**      **Monthly**      **Weekly**      **Daily**

c. Meditation

**Not at all    Less than monthly    Monthly    Weekly    Daily**

d. Reading sacred texts

**Not at all    Less than monthly    Monthly    Weekly    Daily**

e. Other reading on religion/spirituality

**Not at all    Less than monthly    Monthly    Weekly    Daily**

24. To what extent are the following your ultimate spiritual quest goals?

a. To discover who I really am

**(Not at all) 1    2    3    4    5    6 (Very much)**

b. To follow God's plan for me

**(Not at all) 1    2    3    4    5    6 (Very much)**

c. To become a better person

**(Not at all) 1    2    3    4    5    6 (Very much)**

d. To know my purpose in life

**(Not at all) 1    2    3    4    5    6 (Very much)**

e. To make the world a better place

**(Not at all) 1    2    3    4    5    6 (Very much)**

f. To know God

**(Not at all) 1    2    3    4    5    6 (Very much)**

g. I do not consider myself to be on a spiritual quest

**(Not at all) 1 2 3 4 5 6 (Very much)**