

**ACADEMIC BEHAVIORS AND
ATTITUDES SURVEY,
LONGITUDINAL RESULTS 2016-2019**

UNIVERSITY OF ST. KATHERINE

INSTITUTIONAL RESEARCH PRESENTATION

President's Cabinet 1/8/2020;

Academic Senate 1/21/2020

THE STUDENTS

2016: 80 respondents

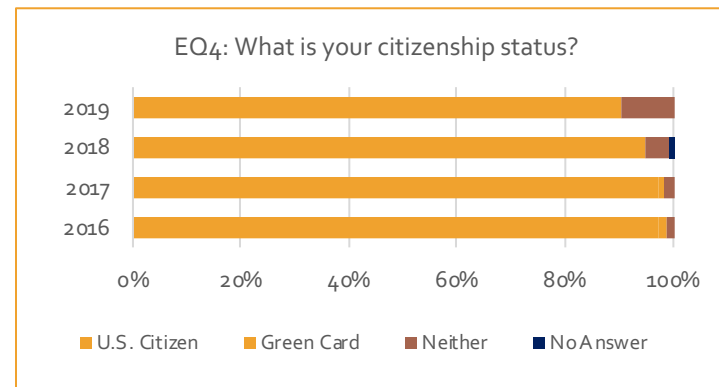
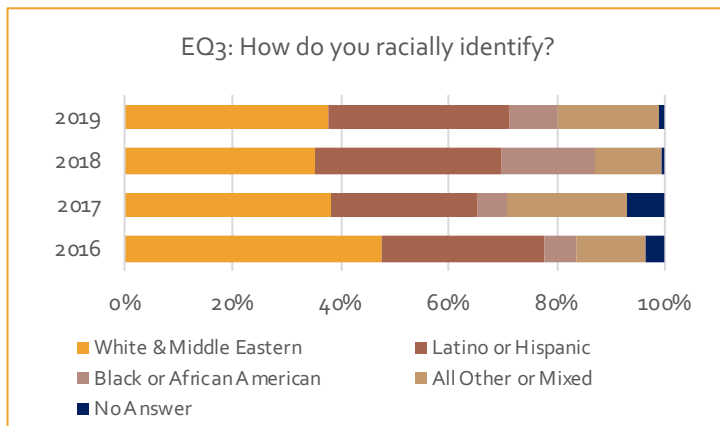
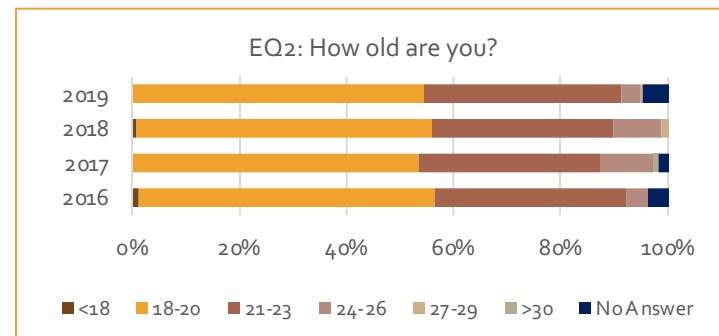
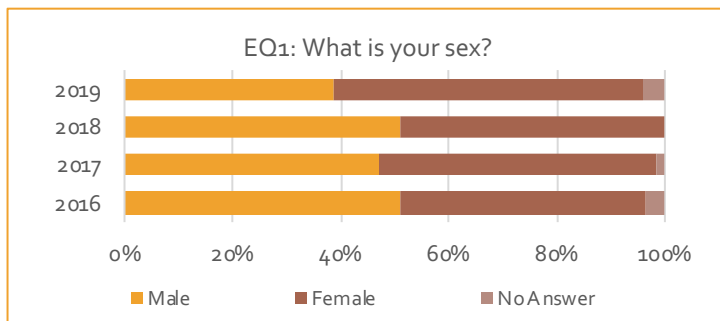
2017: 110 respondents

2018: 139 respondents

2019: 153 respondents

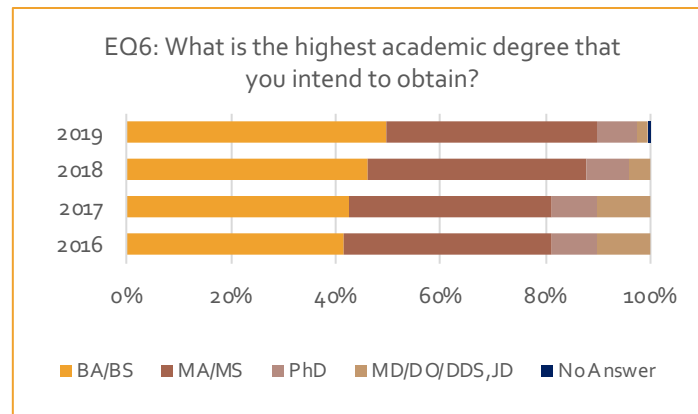
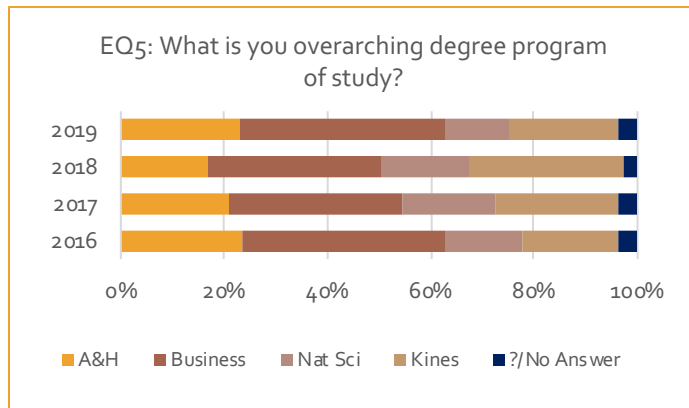
Demographics of Respondents

Respondents are racially diverse, typically 18-26 year old American citizens. 2019 respondents were more likely to be female than in the past.



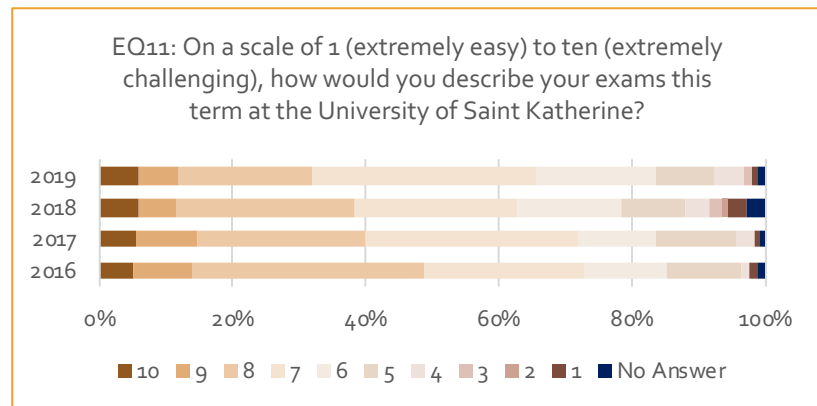
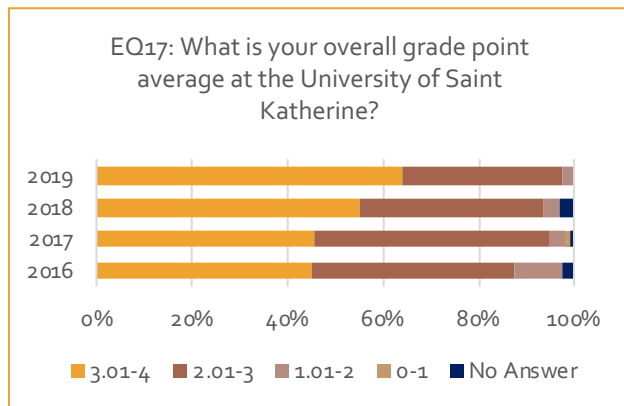
Academic Direction

The distribution across degree programs is stable, with Business being the most popular and Natural Sciences the least. The proportion aspiring to do postgraduate work as fallen slightly.



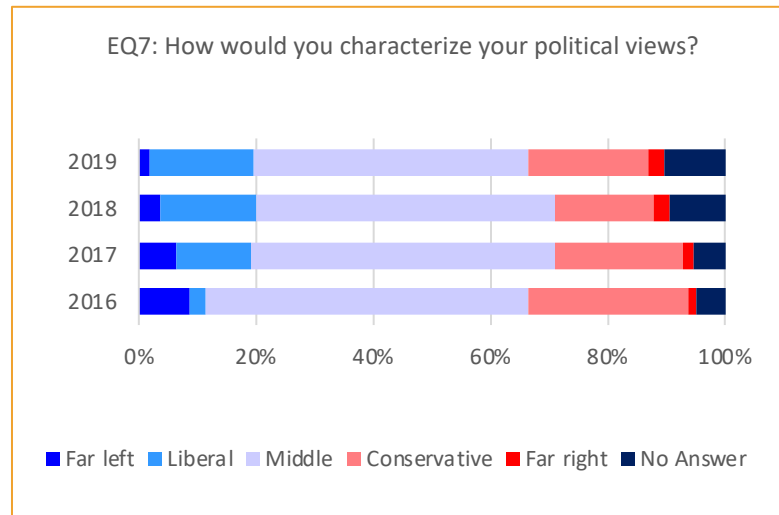
Academic Performance

Self-reported GPAs have risen. The percentage of students describing exams as at least 8/10 in difficulty has decreased from 49% to 32% since 2016



Political Views

Each year, about 60% of students characterize themselves as politically “middle of the road” or giving no answer. Few consider themselves to be on either end of the spectrum.

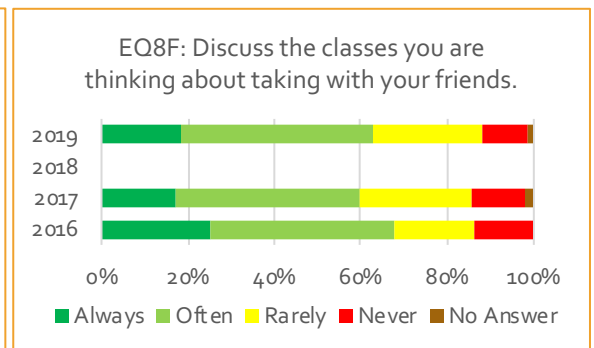
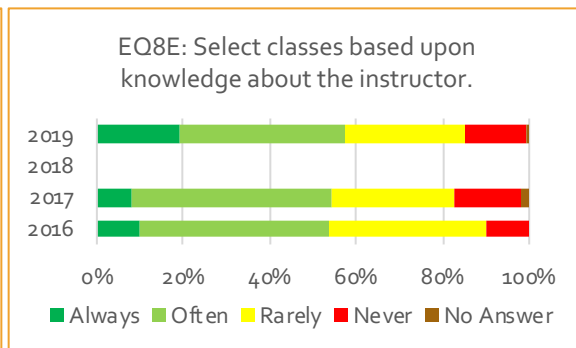
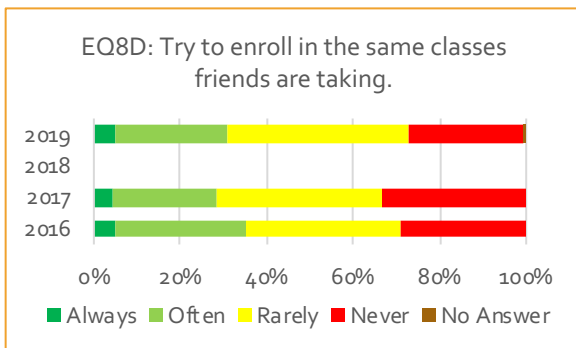
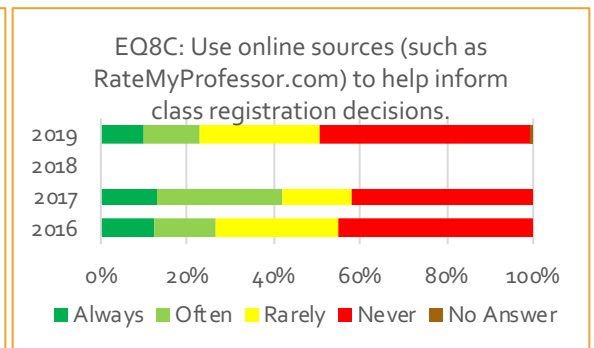
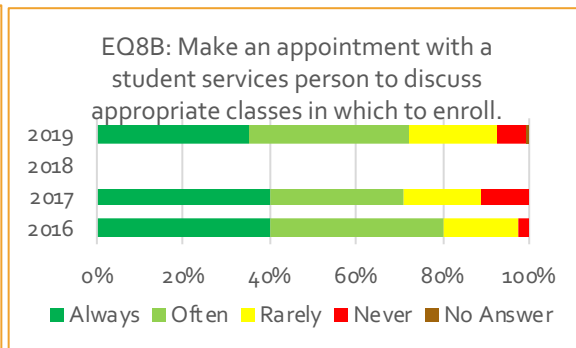
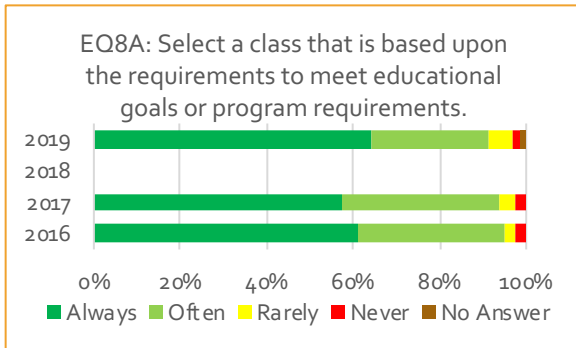


ACADEMIC BEHAVIOR

2018 data are excluded because students were given a different response scale that year. Overall, responses have been stable across the 3 years depicted.

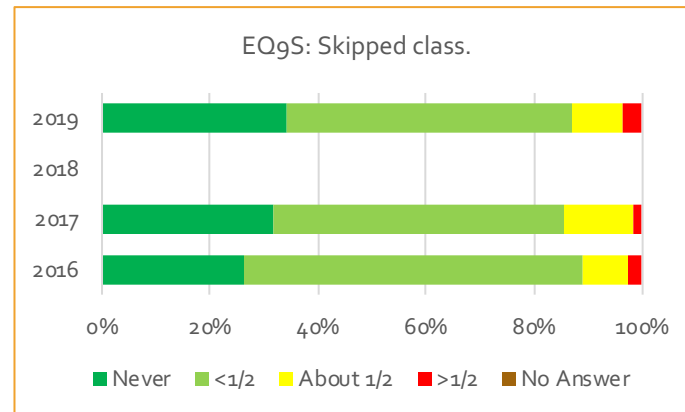
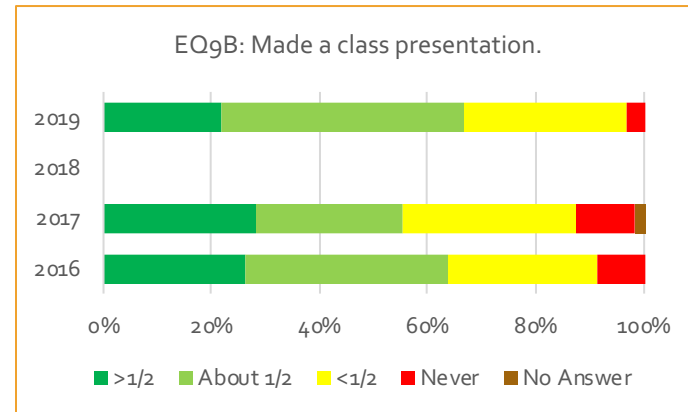
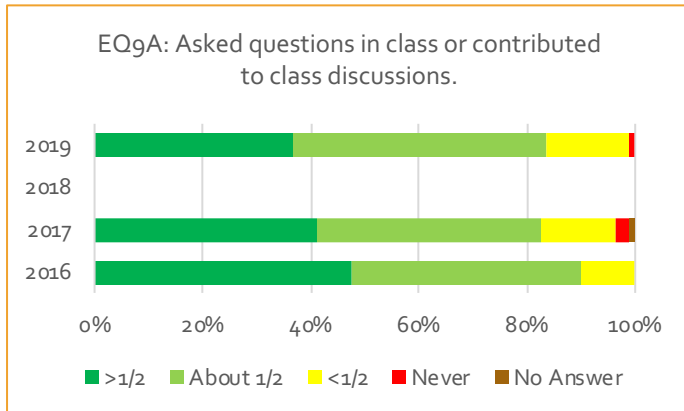
Class Selection

Students report that they take courses they believe they need to. Faculty reputation and friends' opinions are significantly less important.



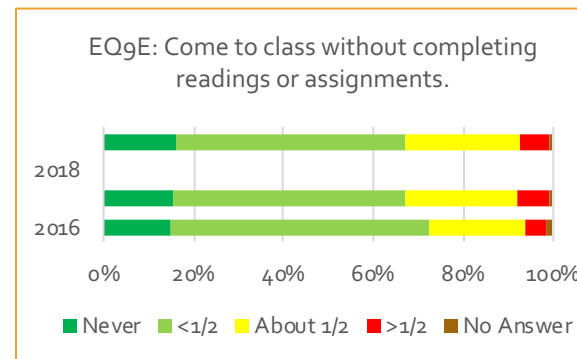
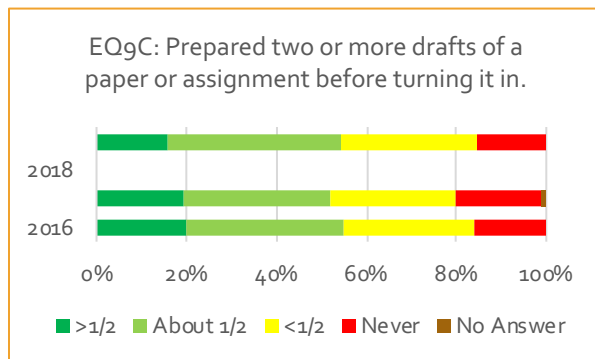
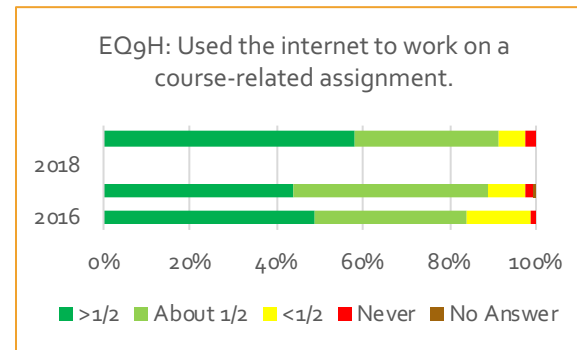
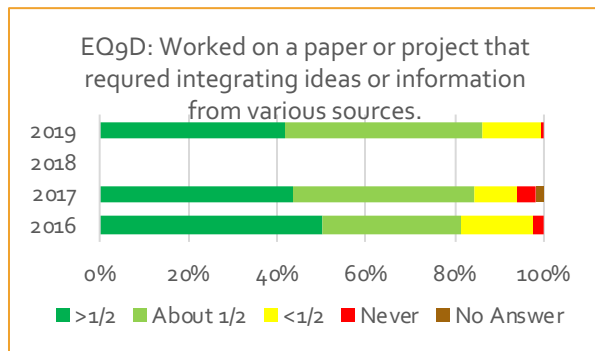
Class Participation

Students report that they participate actively in class. An increasing proportion, about 1/3 in 2019, report never skipping class.



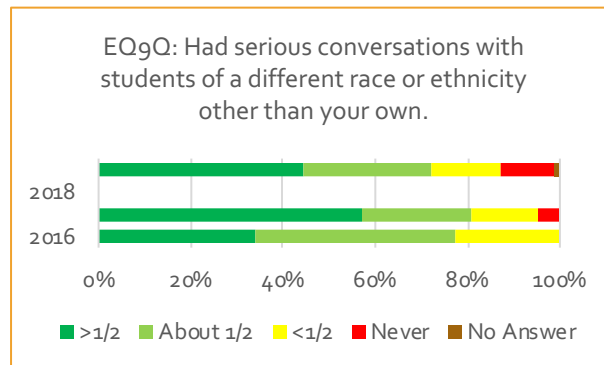
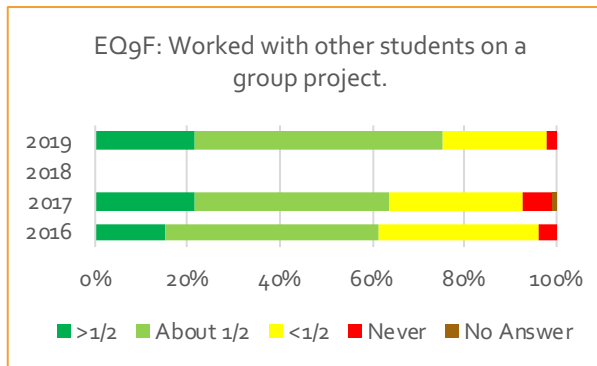
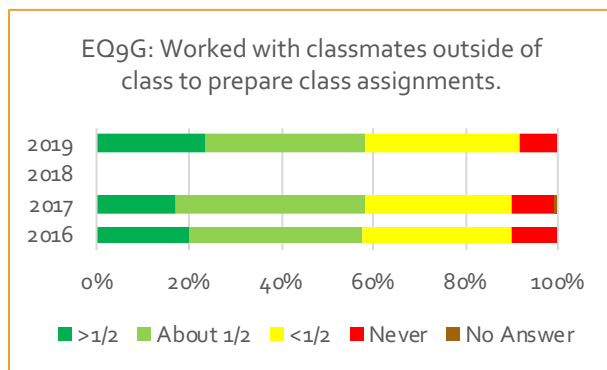
Preparation for Class

Students report integrating ideas or information from multiple sources, and the internet is increasingly important. Preparing at least two drafts of a paper and coming to class fully prepared are inconsistently practiced.



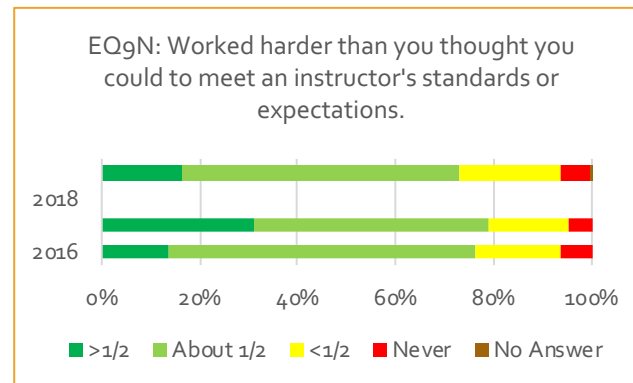
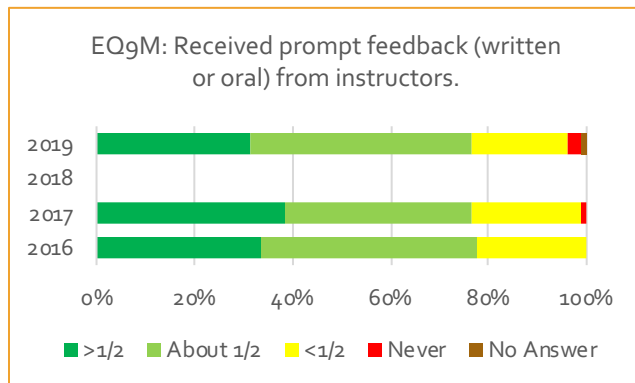
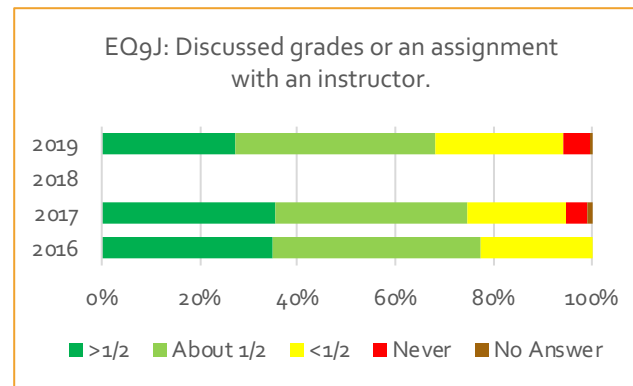
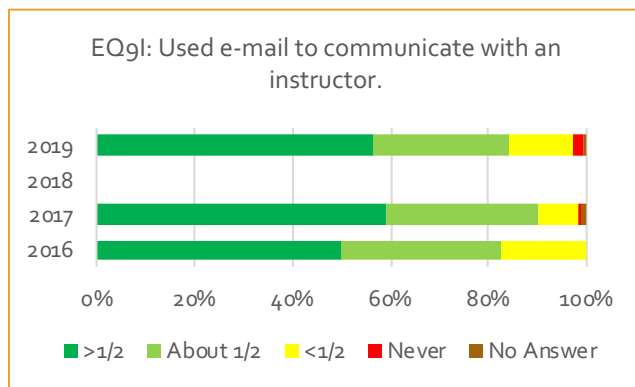
Interaction with Other Students

Students vary widely in their reported frequency of working on assignments with classmates. It appears that group projects are on the rise. Serious conversations with students of a different race/ethnicity appears to be common but not universal.



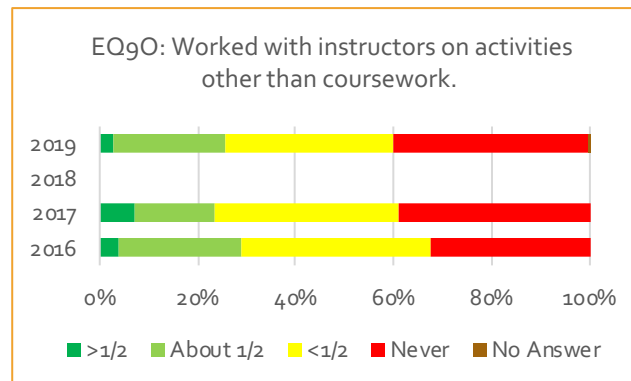
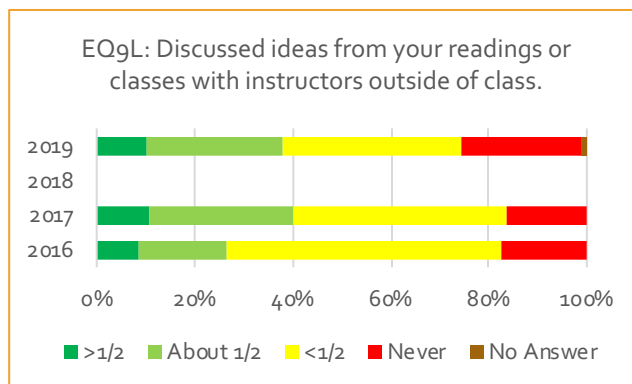
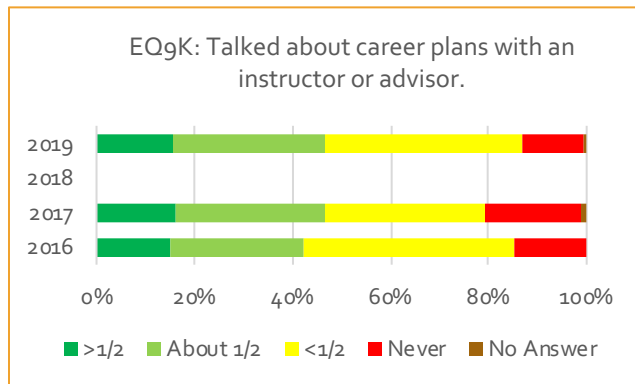
Course-Related Faculty Interaction

Students and faculty do communicate, with e-mail being crucial. Most students report not getting feedback as quickly as they expect on a consistent basis.



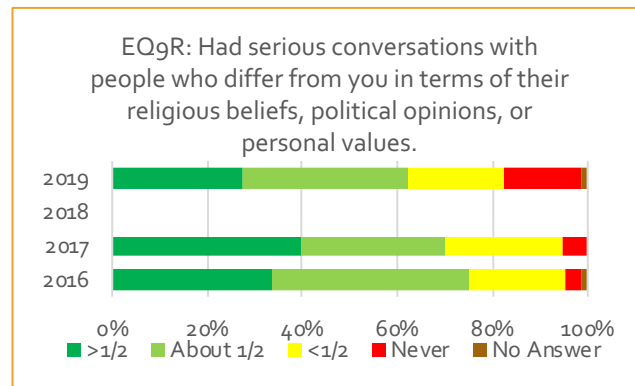
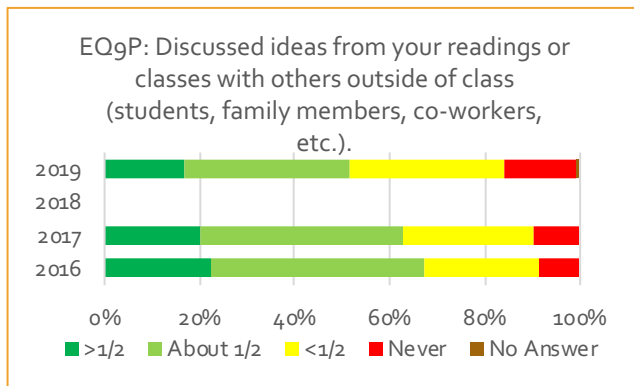
Other Faculty Interaction

Student-faculty interaction beyond class-specific issues is less common.



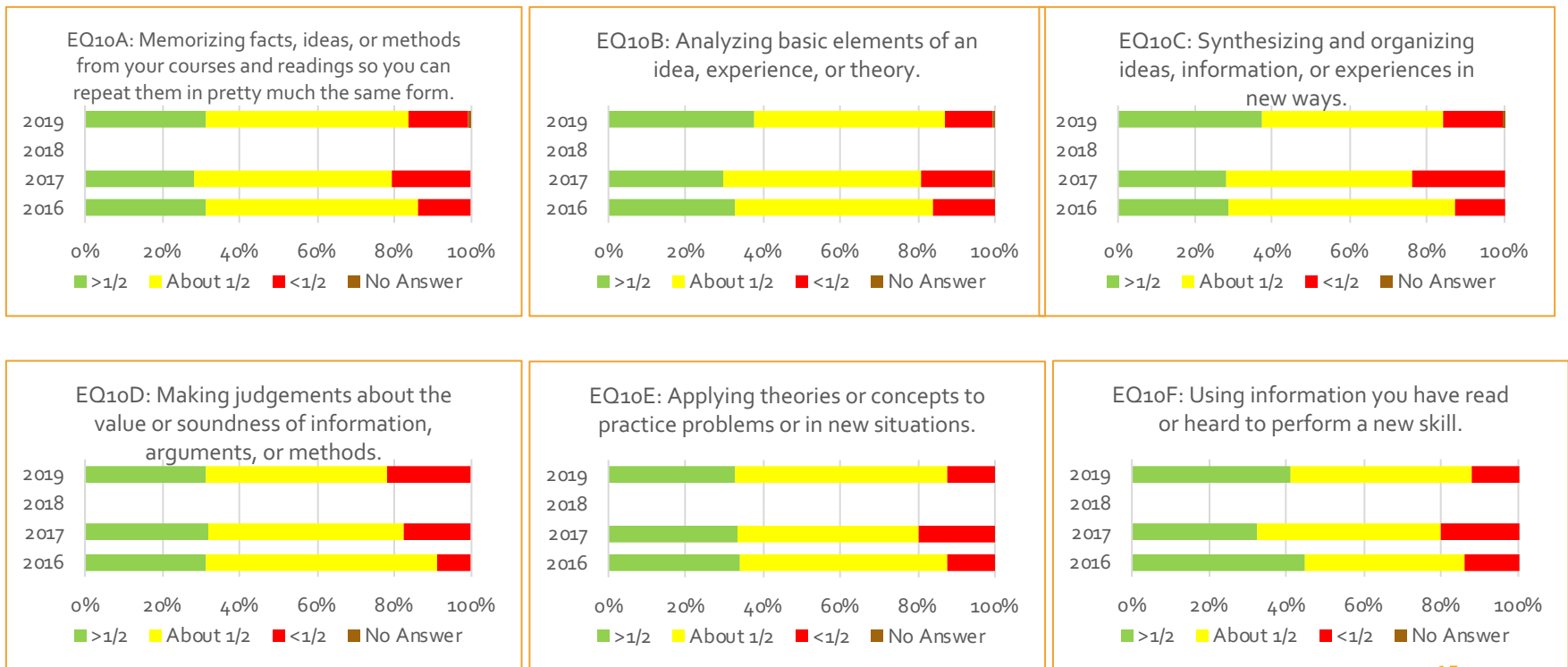
Interaction with Others in General

Students vary widely in reported propensity to have serious conversation outside of class, whether with people who are similar or different from themselves.



Learning Strategies

No single learning strategy is reported to dominate a USK education. Further study would be required to fully interpret the results: There may be variation by student GPA, for example.



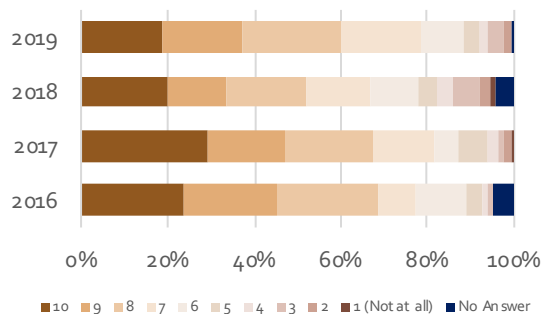
ELEMENTS OF SUPPORT

Respondents answered a number of questions likely to be tied to feeling supported or secure. Most responses to most questions are positive. Further study would be required to determine if there are respondents who report little support from any source.

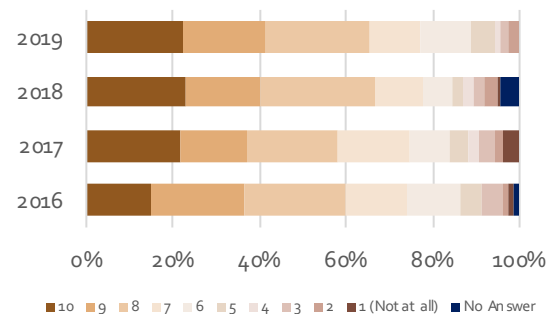
Relationships

About 60% of students report strongly positive relationships with other students (a score of at least 8/10). A similar percentage report strongly positive relationships with faculty.

EQ13: On a scale of 1 (extremely negative) to ten (extremely positive), mark the number that best describes your relationships with other students this term at the University of Saint Katherine?

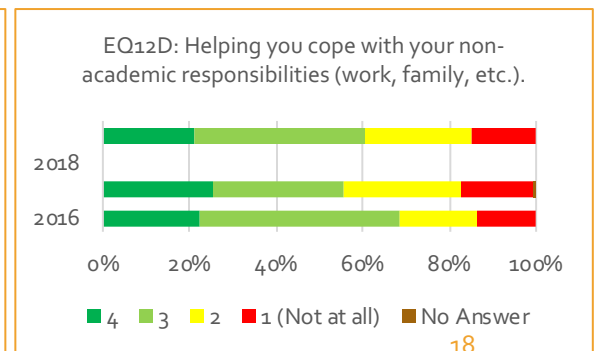
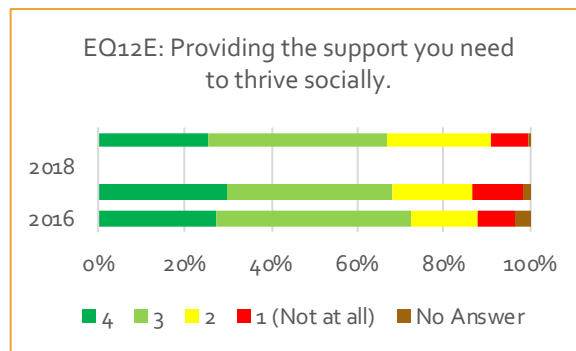
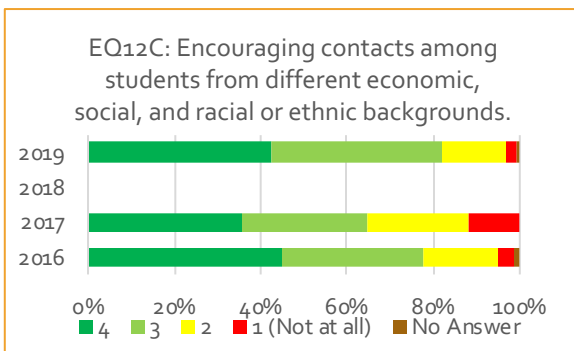
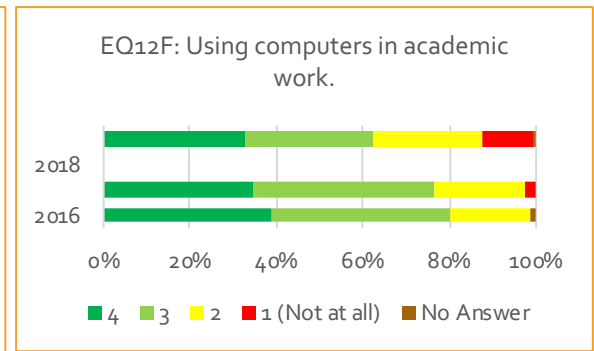
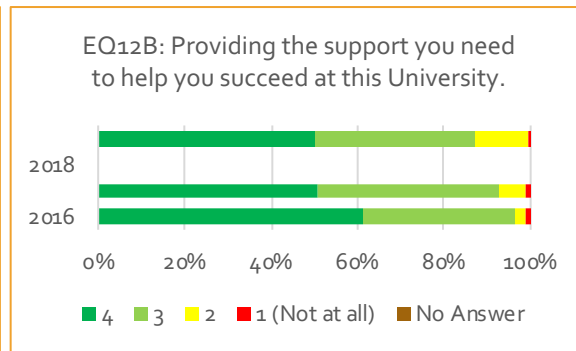
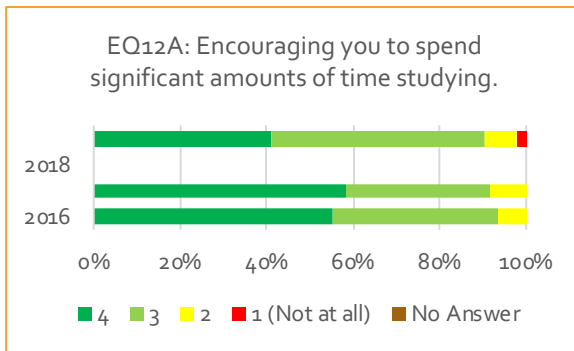


EQ14: On a scale of 1 (extremely negative) to ten (extremely positive), mark the number that best describes your relationships with instructors this term at the University of Saint Katherine?



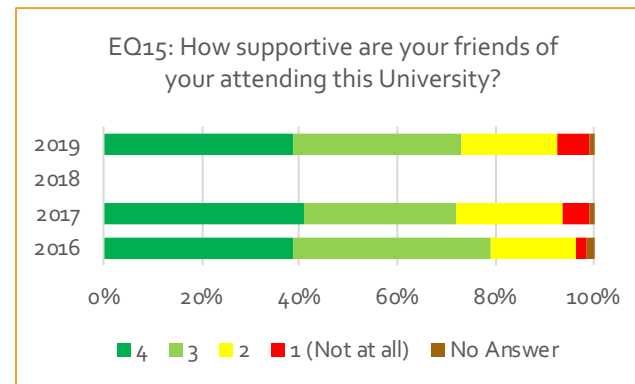
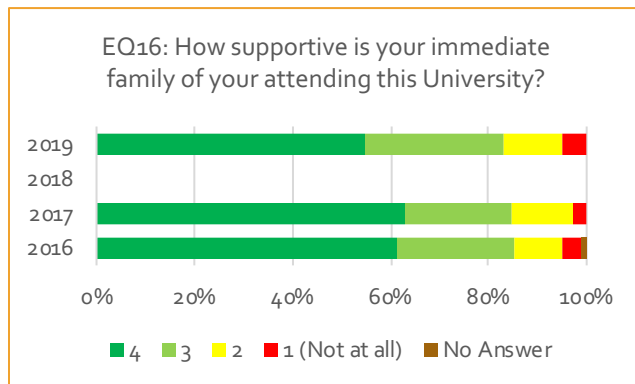
Support from USK

Support for academic success, except regarding computers, is reportedly strong, as is encouraging contacts among diverse students. Support for social life and non-USK responsibilities is considered somewhat less robust.



Support for Attending USK

Over 50% of students report that their family is very supportive of them attending USK (4/4). About 40% report the same level of support from their friends.

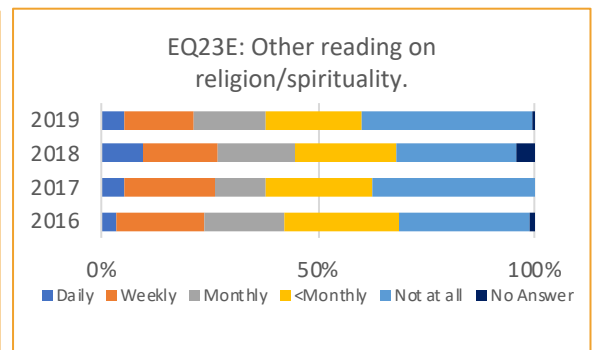
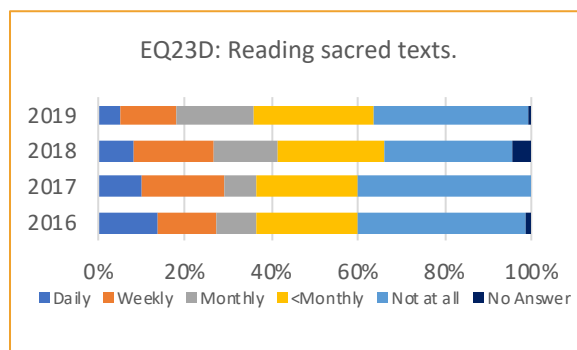
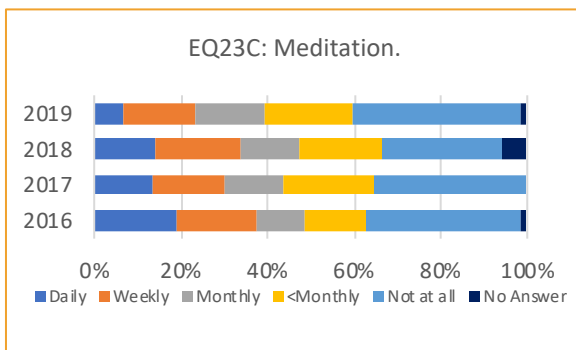
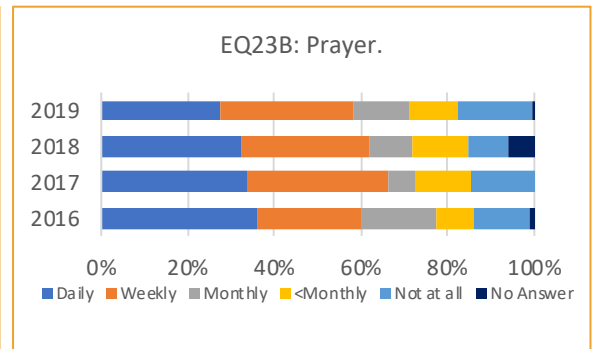
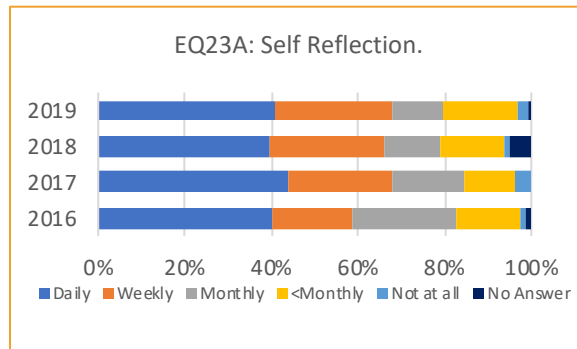
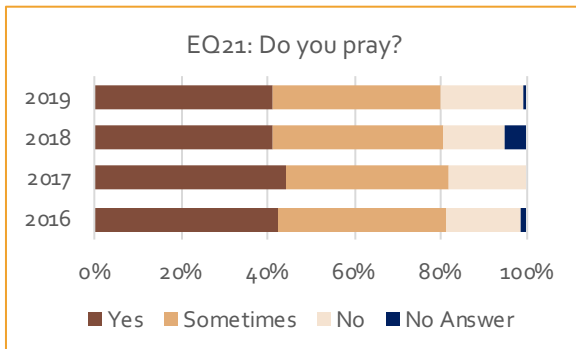


SPIRITUAL LIFE

Students responded to extensive questions about their spiritual life. Some graphs depict frequency, from daily practice to not at all. Others give the “top box score,” the percentage of all students who gave the item the highest available score regardless of scale.

Spiritual Activities

About 80% of students say that they pray. The majority of students report engaging in self-reflection and/or prayer at least weekly. Meditation and reading sacred/religious texts are less frequently engaged in.



Goals and Purposes

Student goals include attaining wisdom. Students report that they pray for many reasons, most often for loved ones and emotional strength. Spiritual goals vary but above all, they seek to become better people.

Top Box Scores: Percentage of students rating the item at 4/4 (EQ20), 3/3 (EQ22), or 6/6 (EQ24).

