

iKnow My Aspirations Report

Your University

Results for surveys



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Introduction

Today more students than ever are attending college. Although the increase in post-secondary enrollment is a laudable achievement, the attrition rate for college students is not as impressive. When a student drops out of college everyone loses – the student, the college, and their future communities. Current research indicates students lack of success in college is not due to their academic ability; rather students often feel disconnected from school, are not actively engaged in their learning, and struggle to understand the purpose of their school experiences. If students are to enjoy academic, social, and personal success in college, they must believe in their ability to succeed, be actively engaged in the teaching and learning process, and see some viable connection between what they learn today and who they want to become tomorrow. When these experiences are absent, aspirations flounder and achievement declines. To help all college students reach their fullest potential, colleges must work towards creating an environment that supports students' hopes and dreams and help them take the necessary steps for a successful future.

The Guiding Principles of Student Aspirations: *Self-Worth, Active Engagement and Purpose*

The Guiding Principles of Student Aspirations provide educators with a practical model that can be used to guide the development of educational experiences, from the individual classroom to the entire campus. If course curriculum, activities, and advising support each of the Guiding Principles, students will be more likely to achieve academic, personal, and social success. Dr. Russell Quaglia, an internationally known leader in the study of student aspirations, has identified these guiding principles for school success; Self-Worth, Active Engagement, and Purpose. When these three principles are present in the lives of students, they believe they will be successful, are active participants in the learning process, and have deep understanding of who they are and want to become.

The iKnow My Aspirations Survey

The iKnow My Aspirations survey assesses student aspirations by asking questions based on Self-Worth, Active Engagement, and Purpose. By asking college students how they perceive their school experiences, the iKnow My Aspirations survey provides deans, professors, residential advisors and all those who interact with students, a powerful tool for understanding both what motivates and inspires students to achieve, and how well the students believe their college experience is supporting their hopes and dreams.

Measuring the Guiding Principles in Your College

This report provides information that can help guide your college in its ongoing efforts to evaluate student Self-Worth, Active Engagement, Purpose as well as, improve student achievement, and promote the highest teaching and learning standards. The data gathered from the iKnow My Aspirations survey is meant to help your college explore the Guiding Principles as they relate to your school's unique mission. Areas of strength and areas of concern can be gleaned from the data, but must be interpreted within the school culture and weighted in importance by deans, professors, and students. In conjunction with other information about your college, community, and students, iKnow My Aspirations is a powerful tool for initiating innovative, meaningful, school change.

Demographics

| Age | | |
|----------|-------|---------|
| | Count | Percent |
| Under 17 | 0 | 0.0% |
| 18-19 | 972 | 31.6% |
| 20-21 | 865 | 28.1% |
| 22-24 | 643 | 20.9% |
| 25-29 | 422 | 13.7% |
| 30-39 | 97 | 3.2% |
| 40-49 | 68 | 2.1% |
| Over 50 | 12 | 0.4% |

| Year in School | | |
|---------------------|-------|---------|
| | Count | Percent |
| First Year/Freshman | 908 | 29.4% |
| Sophomore | 895 | 29.0% |
| Junior | 540 | 17.5% |
| Senior | 315 | 10.2% |
| 5th Year Senior | 131 | 4.3% |
| Over 5 Years | 100 | 3.4% |
| Graduate Student | 190 | 6.2% |

| Live on Campus | | |
|----------------|-------|---------|
| | Count | Percent |
| Yes | 576 | 18.7% |
| No | 2503 | 81.3% |

| Gender | | |
|--------|-------|---------|
| | Count | Percent |
| Male | 1462 | 47.5% |
| Female | 1617 | 52.5% |

| Ethnicity | | |
|------------------------------------|-------|---------|
| | Count | Percent |
| White | 1392 | 45.3% |
| Black or African American | 233 | 7.8% |
| Hispanic or Latino | 978 | 31.8% |
| American Indian or Alaska Native | 4 | 0.1% |
| Asian | 343 | 11.2% |
| Hawaiian or Other Pacific Islander | 0 | 0.0% |
| Other Race | 2 | 0.1% |
| Two or More Races | 97 | 3.3% |
| Prefer Not to Answer | 10 | 0.4% |

| First in Family to Attend College | | |
|-----------------------------------|-------|---------|
| | Count | Percent |
| Yes | 2021 | 65.6% |
| No | 1058 | 34.4% |

Demographics (cont.)

| Area of Study | | |
|-------------------------------------|-------|---------|
| | Count | Percent |
| Agricultural Sciences | 0 | 0.0% |
| Anthropology | 10 | 0.4% |
| Architecture and Environment Design | 0 | 0.0% |
| Art and Design | 0 | 0.0% |
| Biological Sciences | 0 | 0.0% |
| Business and Economics | 653 | 21.3% |
| Chemistry | 0 | 0.0% |
| Communications | 345 | 11.3% |
| Computer Science | 442 | 14.4% |
| Culture and Society | 0 | 0.0% |
| Education | 45 | 1.6% |
| Engineering | 60 | 2.0% |
| Environmental Studies and Sciences | 0 | 0.0% |
| Health and Physical Ed | 123 | 4.1% |
| History | 164 | 4.4% |
| Humanities | 0 | 0.0% |
| Language and Literature | 0 | 0.0% |
| Law/Criminal Justice | 0 | 0.0% |
| Liberal Arts | 576 | 18.8% |
| Mathematics | 0 | 0.0% |
| Media/Film and Television | 0 | 0.0% |
| Medical | 0 | 0.0% |
| Performing Arts | 0 | 0.0% |
| Philosophy | 0 | 0.0% |
| Physical Sciences | 0 | 0.0% |
| Physics | 0 | 0.0% |
| Political Science | 0 | 0.0% |
| Psychology | 205 | 6.8% |
| Religious Studies | 9 | 0.3% |
| Sociology and Social Sciences | 3 | 0.1% |
| Undeclared | 444 | 14.5% |
| None of the Above | 0 | 0.0% |

| Employed Full Time | | |
|--------------------|-------|---------|
| | Count | Percent |
| Yes | 427 | 13.9% |
| No | 2652 | 86.1% |

| Active Military | | |
|-----------------|-------|---------|
| | Count | Percent |
| Yes | 54 | 1.8% |
| No | 3025 | 98.2% |

| Former Military | | |
|-----------------|-------|---------|
| | Count | Percent |
| Yes | 453 | 14.7% |
| No | 2626 | 85.3% |

Self-Worth

Self-Worth occurs when students know they are valued members of the college community, have a person in their lives they can trust and learn from, and believe they have the ability to achieve – academically, personally and socially.

| Question | Total in Agreement | Gender | | Year in School | | | | | | |
|---|--------------------|--------|--------|----------------|-----------|--------|--------|---------------|---------------|----------|
| | | Male | Female | Freshman | Sophomore | Junior | Senior | 5th Yr Senior | 5th Yr Senior | Graduate |
| Our campus is a friendly and welcoming place. | 94.8% | 100.0% | 89.3% | 100.0% | 80.0% | 89.5% | 100.0% | 0.0% | 0.0% | 100.0% |
| I feel safe walking around campus at night. | 82.8% | 93.3% | 71.4% | 0.0% | 80.0% | 84.2% | 82.4% | 0.0% | 0.0% | 93.3% |
| I feel accepted for who I am at school. | 89.7% | 96.7% | 82.1% | 50.0% | 100.0% | 84.2% | 88.2% | 0.0% | 0.0% | 100.0% |
| All students are valued at my school. | 84.7% | 90.3% | 78.6% | 50.0% | 100.0% | 73.7% | 88.9% | 0.0% | 0.0% | 93.3% |
| I am proud to be attending this school. | 84.5% | 90.0% | 78.6% | 100.0% | 80.0% | 84.2% | 82.4% | 0.0% | 0.0% | 86.7% |
| I would recommend this school to others. | 84.5% | 93.3% | 75.0% | 100.0% | 80.0% | 84.2% | 76.5% | 0.0% | 0.0% | 93.3% |
| There are school organizations and clubs that I find interesting. | 15.5% | 16.7% | 14.3% | 0.0% | 20.0% | 21.1% | 11.8% | 0.0% | 0.0% | 13.3% |
| It is easy to find a group of friends this school. | 74.1% | 76.7% | 71.4% | 50.0% | 80.0% | 89.5% | 58.8% | 0.0% | 0.0% | 73.3% |
| There is an advising program in place that supports me. | 63.8% | 80.0% | 46.4% | 50.0% | 100.0% | 57.9% | 52.9% | 0.0% | 0.0% | 73.3% |
| The school works hard to help commuter students feel valued. | 51.7% | 56.7% | 46.4% | 50.0% | 60.0% | 52.6% | 41.2% | 0.0% | 0.0% | 60.0% |
| Students respect professors. | 84.5% | 83.3% | 85.7% | 50.0% | 80.0% | 78.9% | 94.1% | 0.0% | 0.0% | 86.7% |
| I have a professor who is a positive role model for me. | 86.2% | 83.3% | 89.3% | 100.0% | 100.0% | 78.9% | 88.2% | 0.0% | 0.0% | 86.7% |
| Professors care about me as an individual. | 82.8% | 83.3% | 82.1% | 100.0% | 100.0% | 78.9% | 82.4% | 0.0% | 0.0% | 80.0% |
| Professors care if I am absent from their classes. | 84.5% | 83.3% | 85.7% | 100.0% | 100.0% | 78.9% | 82.4% | 0.0% | 0.0% | 86.7% |
| If I have a problem, I have a professor/advisor at school with whom I can talk. | 67.2% | 76.7% | 57.1% | 100.0% | 100.0% | 57.9% | 52.9% | 0.0% | 0.0% | 80.0% |
| Professors respect students. | 86.2% | 90.0% | 82.1% | 100.0% | 100.0% | 78.9% | 88.2% | 0.0% | 0.0% | 86.7% |
| Students respect each other. | 87.9% | 93.3% | 82.1% | 50.0% | 80.0% | 89.5% | 94.1% | 0.0% | 0.0% | 86.7% |
| My professors know my hopes and dreams. | 44.8% | 46.7% | 42.9% | 50.0% | 60.0% | 47.4% | 29.4% | 0.0% | 0.0% | 53.3% |
| I feel alone and unsupported at school. | 10.3% | 3.3% | 17.9% | 0.0% | 0.0% | 10.5% | 17.6% | 0.0% | 0.0% | 6.7% |
| I feel comfortable talking to my professors. | 87.9% | 90.0% | 85.7% | 100.0% | 100.0% | 73.7% | 94.1% | 0.0% | 0.0% | 93.3% |
| Tests accurately represent what I learn in my courses. | 84.5% | 86.7% | 82.1% | 100.0% | 80.0% | 94.7% | 70.6% | 0.0% | 0.0% | 86.7% |
| Professors consider student effort in their grading. | 71.2% | 67.7% | 75.0% | 100.0% | 80.0% | 68.4% | 61.1% | 0.0% | 0.0% | 80.0% |
| I put forth my best effort at school. | 96.6% | 93.3% | 100.0% | 100.0% | 80.0% | 100.0% | 100.0% | 0.0% | 0.0% | 93.3% |
| I work hard at school. | 98.3% | 100.0% | 96.4% | 100.0% | 100.0% | 94.7% | 100.0% | 0.0% | 0.0% | 100.0% |
| Academic support is available for me if I struggle. | 67.2% | 70.0% | 64.3% | 100.0% | 80.0% | 52.6% | 58.8% | 0.0% | 0.0% | 86.7% |