UTILIZING STUDENT AFFAIRS ASSESSMENT RESULTS

Students often wonder whether their feedback on surveys or in focus groups actually impact programs, services or staff decisions. It is our responsibility to demonstrate the impact their feedback has - they need to know we are indeed listening and we need their continued participation. The goal of this article is to highlight a few of the assessments conducted and to demonstrate several ways in which assessment results have led to concrete programmatic impact.

A sampling of Campus Activities and Programs (CAP) assessment activities includes the NASPA Consortium Student Activities and Fraternity/Sorority Life benchmarking studies, tracking of event participation rates, student interest surveys, and evaluations of leadership and other educational workshops. Examples of improvements or changes resulting from CAP assessment includes:

- Refocused a full-time position to address weekend programming needs
- Changes to the Fall Leadership Academy
- Revisions to the student organization recognition process
- Purchase of the Community online data management system

In addition, CAP staff are continually monitoring student participation at events and soliciting event ideas from students in order to best meet their needs.

Student learning and program effectiveness assessment strategies are embedded in nearly every aspect of the Office of Leadership and Service Learning (OLSL). Examples include service-learning course evaluations, leadership challenge exit interviews, various personal assessments/inventories (e.g., MBTI, DISC, EQ, LPI, LEA), the NASPA Consortium Civic Engagement benchmarking study, facilitated service trip personal reflections, and civic engagement fellows evaluations. Not only have several student leader positions (reflection leaders & service trip leaders) been created based on feedback from students and faculty, but the service trip destinations are also informed by student interests.

The Leadership Challenge program is unveiling an “Executive Leadership” track designed specifically for adult students.

Other examples of program improvements or changes based on assessment are listed in the blue box to the right. Each department within the Student Affairs Division has a documented assessment plan in an effort to monitor performance as well as accomplishment of departmental and student learning outcomes. For more information about division or departmental goals, objectives, outcomes or assessments, please contact Erin Bentrim, Director of Student Affairs Assessment (ebentri@uncg.edu).

ADDITIONAL CHANGES

- Several SOAR components are moving online to allow for more peer group time during on-site SOAR
- Dean of Students’ staff liaison designated to smooth outreach efforts with faculty/staff
- Campus Rec group exercise offerings continually change based on student feedback
- Career Service workshops are now scheduled for noon & 4 p.m.
- “Your First Year” branding initiative was created after the First Year Task Force reviewed withdrawal surveys which indicated lack of knowledge of resources
- Student Reflection Leader & Student Service Trip facilitator positions created
- LGBTQ graduate assistant position created to provide support
- Short-term therapy and walk-in counseling options were created by CTC to address long wait time for appointments

IN THIS EDITION

Utilizing Student Affairs Assessment Results

2011-12 UNCG Benchmarking
- Student Conduct
- Campus Activities

Focusing on Student Learning

Spotlight on Housing & Resident Life’s EBI Assessment

We’re on the web! Additional Info Found Here: http://sa.uncg.edu/assessment
BENCHMARKING PERCEPTIONS OF THE STUDENT CONDUCT SYSTEM

About the Survey
During the Spring 2012 semester, Student Affairs Assessment invited 3,750 randomly sampled undergraduates to complete the web-based Student Conduct System benchmarking survey. The instrument is one of several offered through the NASPA Assessment & Knowledge Consortium and powered by Campus Labs. The response rate was approximately 8.5% (N = 319) with 39% of respondents living in campus housing and 90% enrolled full-time. While the students’ feedback certainly provides insight, caution concerning the generalization of these results must be exercised given the response rate.

Academic Integrity
Regarding academic integrity, 28% of respondents believe cheating is a serious problem at UNCG, and 65% perceive faculty members to be vigilant in discovering and reporting academic dishonesty. 56% of respondents indicated they have never seen a student cheat on a test, 46% said they know how to report it if they do witness cheating, and 4% had reported a peer for cheating.

Campus Policies
In terms of awareness and perception of campus policies, 79% of respondents perceive that the policies governing student conduct are appropriate, and 68% believe the process for addressing issues of potential misconduct is fair. Of those with personal experience in the conduct system, 61% believe they were treated fairly, 72% believe they were treated with respect, and 83% had all of their questions answered during the process.

STUDENT PERCEPTIONS OF ACADEMIC DISHONESTY

Top 5 Most Serious Instances
1. Buying a paper online to submit
2. Having a friend impersonate me to take a test
3. Impersonating a friend to take his/her test
4. Using a cheat sheet during an exam
5. Getting a copy of the exam answers in advance

Top 5 Least Serious Instances
1. Reading an assignment in English that was assigned in another language (e.g., foreign language class)
2. Listing sources in a bibliography after only reading the abstract
3. Reading “Cliffs Notes” instead of the actual work
4. Listing sources in a bibliography without reading the work at all
5. Submitting the same paper for two different classes

For more information on Academic Integrity, contact the Dean of Students Office at 334-5514 or deanofstudents@uncg.edu or visit sa.uncg.edu/dean

STUDENT AFFAIRS’ COMMITMENT TO STUDENT LEARNING

The Division of Student Affairs, in support of the University’s mission, empowers students to be engaged citizens through fostering their development of lifelong skills by creating and supporting a rich learning environment in a community of care and mutual respect. Three basic assumptions guiding our work include:

1. The individual student is viewed from a holistic perspective.
2. Each student is treated as a unique individual.
3. The overall college experience is based on student learning both in and outside the classroom.

To specify the student learning outcomes we endeavor to catalyze and assess, UNCG Student Affairs embraces the seminal work Learning Reconsidered: A Campus Wide Focus on the Student Experience as our conceptual framework. Learning Reconsidered defines learning as “a comprehensive, holistic, transformative activity that integrates academic learning and student development, processes that have often been considered separate, and even independent of each other.” We know students’ experiences in the social, academic and institutional contexts are interconnected and complex. Student learning outcomes result from transformative experiences that enable students to connect the knowledge, attitudes, and skills learned in the classroom, engagement throughout...continued on page 4
BENCHMARKING STUDENT PERCEPTIONS OF CAMPUS ACTIVITIES

About the Survey
The second campus-wide Student Affairs assessment conducted during the Spring 2012 semester was the Student Activities survey, which is another of the tools provided through the NASPA Assessment & Knowledge Consortium. Again, 3,750 randomly sampled undergraduates received the web-based benchmarking survey via email. The response rate was approximately 8.4% (N = 3196) with 52% involved in at least one student organization, 39% residing in campus housing, and 92% enrolled full-time. Again, caution should be exercised in terms of generalizing these responses to the entire student population. Nonetheless, the insights are helpful.

Involvement
Regarding students’ prioritization of campus activities and involvement, 36% said activity offerings were a moderately or very important part of the college choice decision, and 39% said opportunities for student organization participation were moderately or very important. When comparing their high school and college involvement, 30% held leadership positions and 36% attended events in high school, whereas 9% of respondents hold student leadership positions at UNCG and 50% attend campus events/activities. Echoing this finding, UNCG student respondents reported less involvement in co-curricular activities than their national peers; however, 61% reported a desire to be more involved in campus activities.

Activities & Fees
In terms of timing, weekday campus activity offerings met the needs of 68% of respondents, and weekend campus activities met the needs of 51% of respondents. When asked about the student activity fee, 70% reported familiarity with the fee, 29% reported being somewhat or very satisfied with how it is spent, and 60% reported they are extremely unlikely to support a fee increase.

Benefits of Participation
For those who participate in campus activities, 56% reported interaction with faculty, 63% reported feeling a part of the campus community, and 61% reported improved satisfaction with the overall collegiate experience. A sampling of the benefits resulting from respondents’ participation in campus activities includes:
- Improved communications skills (83%)
- Ability to balance social activities with academic obligations (79%)
- Improved leadership skills (78%)
- Enhanced understanding of diverse perspectives (75%)
- Increased self-confidence (67%)

How do you hear about events?

Student Story:
Schuyler Hunt, President of Residence Hall Association

Being open to change is only one lesson second-year student Schuyler Hunt has learned on campus so far. He also learned how to manage his time. “I came into college being kind of a ‘yes’ man – if you asked me to do something I was going to do it if it killed me. I came to school with a goal to be involved, but I got overly involved. I said yes to everything and was involved in everything but then realized that was not a smart thing to do. So I focused on one or two things, and that helped me manage my time.”

Another lesson came as advice from a friend. “He said when you come to college, you’re going to get out of it what you put into it. I think that goes with everything you do; you could fill in college with anything that requires involvement. If you come to college and you get involved in campus and you want to give back, you’ll get that.”
Continued from page 2...

the campus community, interactions with peers, and off campus activities.

*Learning Reconsidered* articulates seven student learning domains within which specific learning objectives can be designed and outcomes can be assessed. In addition, we have mapped these domains to the UNCG General Education Learning Goals and the Partnership for 21st Century Skills in order to provide a thorough context through which to inspire and assess student learning. Each department in Student Affairs conducts multifaceted assessments of student learning, as well as needs and interests. Assessment tools include: inventories, questionnaires and web surveys; faculty, staff, and mentors’ observations of student behavior; peer assessments; information gained from individual interviews, presentations, journals, and portfolios; and data gathered from group work, focus groups, and case studies.

<table>
<thead>
<tr>
<th>Student Learning Domain</th>
<th>Connection with UNCG Learning Goal</th>
<th>Correlation with 21st Century Skills</th>
<th>Includes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Cognitive Complexity</td>
<td>1: Foundational Skills</td>
<td>Creativity, Critical Thinking, Problem Solving</td>
<td>Critical thinking, reflective thinking, effective reasoning, intellectual flexibility, emotion/cognition integration, identity/cognition integration</td>
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<tr>
<td>2: Knowledge Acquisition and Integration</td>
<td>2: The Physical and Natural World</td>
<td>Information Technology Literacy</td>
<td>Understanding knowledge from a range of disciplines (acquisition); connecting knowledge to other knowledge, ideas and experiences (integration); relate knowledge to daily life (application); pursuit of lifelong learning; career decidedness; technological competence</td>
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<tr>
<td>3: Humanitarianism</td>
<td>3: Knowledge of Human Histories, Cultures, and the Self</td>
<td>Cultural Awareness</td>
<td>Understanding and appreciation of human differences; cultural competency; social responsibility</td>
</tr>
<tr>
<td>4: Civic Engagement</td>
<td>5: Personal, Civic, and Professional Development</td>
<td>Communication</td>
<td>Sense of civic responsibility; commitment to public life through communities of practice; engagement in principled dissent; effective in leadership</td>
</tr>
<tr>
<td>5: Interpersonal and Intrapersonal Competence</td>
<td>4: Knowledge of Social and Human Behavior</td>
<td>Collaboration/Teamwork</td>
<td>Realistic self appraisal and self-understanding; personal attributes such as identity, self esteem, confidence, ethics and integrity, spiritual awareness, personal goal setting; meaningful relationships; interdependence; collaboration; ability to work with people different from self</td>
</tr>
<tr>
<td>6: Practical Competence</td>
<td>5: Personal, Civic, and Professional Development</td>
<td>Communication Skills</td>
<td>Effective communication; capacity to manage one’s personal affairs; economic self-sufficiency and vocational competence; maintain personal health and wellness; prioritize leisure pursuits; living a purposeful and satisfying life</td>
</tr>
<tr>
<td>7: Persistence and Academic Achievement</td>
<td>1: Foundational Skills</td>
<td>Flexibility and Adaptability</td>
<td>Managing the college experience to achieve academic and personal success; academic goal success including degree attainment</td>
</tr>
</tbody>
</table>
A UNCG FALL TRADITION - THE EBI RESIDENT ASSESSMENT

Changing leaves, Ashby College haunted house, fall break, and the Residence Hall EBI (Educational Benchmarking, Inc.) Survey - these are all signs that autumn has come to UNCG and it’s time to ask our resident students to tell us about their lives in the halls and on campus. This fall tradition dates back to 2004 when Housing & Residence Life began to periodically survey residence hall students to gather important feedback for all Housing Staff.

About the Survey
The ACUHO-I/EBI Resident Assessment is a 102 question satisfaction survey exploring a variety of dimensions of life in the residence halls and on campus. The results are benchmarked against national norms and similar peer institutions. The average response rate for the past five surveys (over nine years) is 48.5%. The most recent survey was completed in October 2012. Below you will find some examples from the November 2011 survey.

Resident Student Internet Usage – Wired and/or Wireless
One of the key decisions facing Housing & Residence Life in the near future is how to provide internet/data connections to residence hall students. Currently students who live on campus can connect to the internet by either using a Time Warner Cable Modem and an Ethernet connection or by using the wireless internet provided by UNCG ITS with a wireless access card. This information along with other data collected will help HRL determine whether it should provide (and pay for) two different internet options, or reduce the option to wireless only.

Dining Services & Room Assignments
Another valuable part of the EBI Resident Assessment is to track changes in satisfaction over time. In particular, two areas where students have historically indicated lower levels of satisfaction are Dining Services and Room Assignments. Using the data from the survey, HRL and UNCG Dining Services have been able to modify practices and improve satisfaction over time. For example, Dining Services has extended hours, diversified the menu, and added six new meal plans. We have seen steady improvement in student satisfaction since 2005, and you can see below how we currently compare with our Carnegie peers and the national average.

With over 102 standard questions and 20 institutional questions, the EBI Resident Assessment provides the Housing & Residence Life staff with a treasure trove of data that can be used to make short term and long term improvements, provide staff with data to better serve their students, and provides department leadership with important benchmarking data to evaluate performance.

For more information on this or other Housing & Residence Life assessments, please go to http://hrl.uncg.edu or contact Tim Johnson at tjjohns3@uncg.edu or Guy Sanders at gmsander@uncg.edu.

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Did you know?
UNCG students, faculty and staff have free access to Qualtrics, a software program for creating and administering surveys!

http://its.uncg.edu/Software/Available/Survey