2013-2014 Assessment Report

Institutional Research & Assessment

**Expected Outcome 1: Assessment Training**

At the completion of training sessions, Auburn University faculty and staff will report a greater understanding of SACS institutional effectiveness standard; designing expected outcomes; properties of good assessment techniques; documenting assessment methods, findings, and use of findings for improvement; and use of Compliance Assist from Campus Labs.

**Assessment Method 1: Training evaluations**

**Assessment Method Description**

In September 2014, the Office of Institutional Research and Assessment offered five training sessions to assist with assessment report preparation: one session for academic and student support units, one session for Facilities Management, one session for other administrative support units, and two equivalent sessions for educational programs. Session attendance was as follows:  
- Academic and Student Support Units: 15 participants  
- Administrative Support Units: 10 participants  
- Educational Programs (2 sessions): 7 participants  
- Facilities: 20 participants  

One week following the session, all participants were asked to complete an evaluation form. Preview of the form is available at https://jfe2.qualtrics.com/preview/SV_7V5oHDfbuLxBY1f and in the attached file. On the scale from 1 (low) to 5 (high), participants were asked to rate their knowledge of the following topics: SACS institutional effectiveness standard; designing expected outcomes; properties of good assessment techniques; documenting assessment methods, findings, and use of findings for improvement; and use of Compliance Assist from Campus Labs.

Only 4 participants--1 representative of academic and student support units, 1 representative of educational programs, 1 representatives of administrative units, and 1 representative of Facilities Management--provided evaluations.

- ✉️[Training Session Evaluation Form](#)

**Findings**

The average ratings of knowledge were greater after the training session, see the Table below. The participants reported the greatest gain in documenting assessment methods. Ratings for all topics were higher after the training.
When asked to rate the training session overall, two participants rated it as good, and two participants rated it as very good. No one rated the session as very poor, poor, or fair.

When asked to identify the most important thing they learned during the session, participants indicated SACS compliance and SACS expectations; defining outcomes, goals vs. outcomes; need to be able to define what you want to accomplish; assistance available through OIRA, if needed. One respondent indicated that the session was an excellent refresher of the assessment process and expectations.

When asked to provide suggestions on how to improve the session, one participant suggested that more emphasis should be placed on how to use the reporting software. One participant suggested that one more session should be offered for administrative support units to avoid scheduling conflicts.

When asked to suggest topics for additional assessment training, participants suggested more "good" and "bad" examples and adding information on how other universities approach assessment.

**How did you use findings for improvement?**
1. It is planned to include more "bad" and "good" examples for the training sessions next year.
2. To improve the response rate, participants will be asked to complete the evaluations at the end of each training session.

**Additional Comments**
Expected Outcome 2: Client Satisfaction

Clients are satisfied with the assistance they received and the web site of the Office of Institutional Research and Assessment.

Assessment Method 1: Client Feedback

Assessment Method Description
The feedback form has been posted at the Office of Institutional Research and Assessment web site. The feedback form is attached. The feedback form preview is also available at https://jfe2.qualtrics.com/preview/SV_3IyYfuxMx33eq3y.

On the scale from 1="Very Dissatisfied" to 4="Very Satisfied," respondents are asked to rate the satisfaction with the assistance they received from the Office of Institutional Research and Assessment (OIRA) and the web site. Respondents are also asked to explain their choices and provide suggestions for improvement.

- Feedback Form

Findings
Only 5 clients completed the feedback form. When asked to rate how satisfied they are overall with the assistance they received from the Office of Institutional Research and Assessment, two respondents indicated that they are very satisfied and two respondents indicated that they are somewhat satisfied. One respondent indicated that she had not requested assistance from OIRA.

When asked to rate how satisfied they are overall with the web site of the Office of Institutional Research and Assessment (OIRA), 3 respondents indicated that they are very satisfied and one indicated that she is somewhat satisfied. One survey participant did not respond to this question.

Most of the comments were positive. One suggestion was to make the web site more user friendly and to have all data at the unit level.

How did you use findings for improvement?
To draw attention to the feedback form and to increase the number of responses, the pop-up survey will be developed in 2015.

Additional Comments
**Expected Outcome 3: Survey Response Rates**

The Office of Institutional Research and Assessment will ensure satisfactory response rates for university-wide surveys: 20% for National Survey of Student Engagement; 20% for Alumni Survey; and 40% for Exit Survey.

**Assessment Method 2:** Analysis of survey response rates for National Survey of Student Engagement (NSSE), Exit Survey, and Alumni Survey

**Assessment Method Description**

University-wide survey response rates have been compared over time. The years for comparison were: 2006-2014 for the *Survey of Recent Bachelor’s Degree Recipients*, 2003-2004 and 2008-2014 for the *National Survey of Student Engagement* (NSSE), and 2010-2014 for the *Graduating Senior Exit Survey*.

**Findings**

Response rates for NSSE have declined over the years: 54% (56% for freshmen and 52% for seniors) in 2003; 36% (34% for freshmen and 37% for seniors) in 2004; 41% (39% for freshmen and 44% for seniors) in 2006; 39% (40% for freshmen and 38% for seniors) in 2007; 29% (27% for freshmen and 31% for seniors) in 2008; 26% (27% for freshmen and 26% for seniors) in 2009; 22% (21% for freshmen and 23% for seniors) in 2010; 20% (20% for freshmen and 20% for seniors) in 2011; 20% (19% for freshmen and 20% for seniors) in 2012; 16% (14% for freshmen and 18% for seniors) in 2013; and 16% (16% for freshmen and 19% for seniors) in 2014.

Response rates for the Survey of Recent Bachelor’s Degree Recipients were: 21% in 2006-2007; 17% in 2007-2008; 16% in 2008-2009; 15% in 2009-2010; 17% in 2010-2011; 19% in 2011-2012; 23% in 2012-2013; and 19.0% in 2013-2014. An increase in response rates in 2011-2012, 2012-2013, and 2013-2014 could be attributed to use of a paper version of the survey. Alumni are more likely to complete a paper version of the survey. For example, 55.2% of survey completions during the 2013-2014 survey administration were paper based.

Response rates for the Graduating Senior Exit Survey were: 33% in 2008-2009; 43% in 2009-2010; 35% for 2010-2011; 43% for 2011-2012; 51% for 2012-2013; and 47.5% for 2013-2014. The increase in response rates for 2012-2013 and 2013-2014 could be attributed to an increased number of reminders—from one in prior years to two in 2012-2013 and 2013-2014.

**How did you use findings for improvement?**

Because increase in response rates for the Survey of Recent Bachelor’s Degree Recipients during the past three years could be attributed to the paper option, the Office of Institutional Research and Assessment continued using a paper
version of the survey in 2014-2015. We will also continue to request the return service to monitor bad addresses.

Because increase in response rates for Graduating Senior Survey can be attributed to additional reminders, we will use three instead of two reminders for this survey during the 2014-2015 survey administration.

To address low responses for NSSE, we will participate in NSSE portal experiment this year.

Additional Comments