

# Developing a Focused Structured Student Outcomes Assessment Program Experiences at a Large Public University

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UNIVERSITY OF MINNESOTA

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Office of Institutional Research

# Setting and Challenges

- **Large public university with disaggregated and uncoordinated student outcomes assessment activities**
  - Redundancy in campus data collection efforts
  - Negative impacts on response rates
  - Variable quality of policy analysis and survey design
  - Committee duplication and waste
- **Benchmarking limited by lack of participation in national student survey assessment programs**
  - Home grown instruments with powerful clients resistant to changes
- **“Territorial” Issues**
  - Domains
    - Faculty: Assessment of Learning
    - Student Affairs: Assessment of Student Development
    - IR: Policy Analysis, Strategic Planning and Database Management and Methods
    - Senior Management: Institutional Metrics

# Solutions

- **Created Survey Research Advisory Committee**
  - Major campus constituencies represented
  - Members represent survey stakeholders and financial backers
  - Vehicle to both focus analysis on important campus policy issues and ensure results included in campus planning metrics
  - Sufficient power among members to help with “Territorial Wars”
- **Develop Survey Research Plan**
  - Easily accessible—Light on research jargon given broad audience
  - Emphasis on survey justification and consolidation/coordination
  - Emphasis/justification for longitudinal data collection and benchmarking

# Solutions (cont.)

- **Participate in National Student Assessment Survey Projects**
  - Benchmarking/consortium participation
  - Identify projects with maximal peer group participation
  - Ensure campus specific optional questions
    - Simultaneous analysis of local policy issues/concerns
    - Ability to incorporate “Competing “campus surveys /program needs
  - Ensure ability to identify respondents for merging with campus databases
  - Provides well written and presentable reports
  - National projects moving to census data collection allowing IR to provide departmental level program assessments

# Transforming the U: Framework



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# Critical metrics/measures

- Retention/graduation rates
- Satisfaction levels
- Participation in “experiential” learning experiences
- Learning and development outcomes—assessment issues
- Inclination to recommend UMNTC to others
- Alumni success factors

# UM Student Based Management Information System

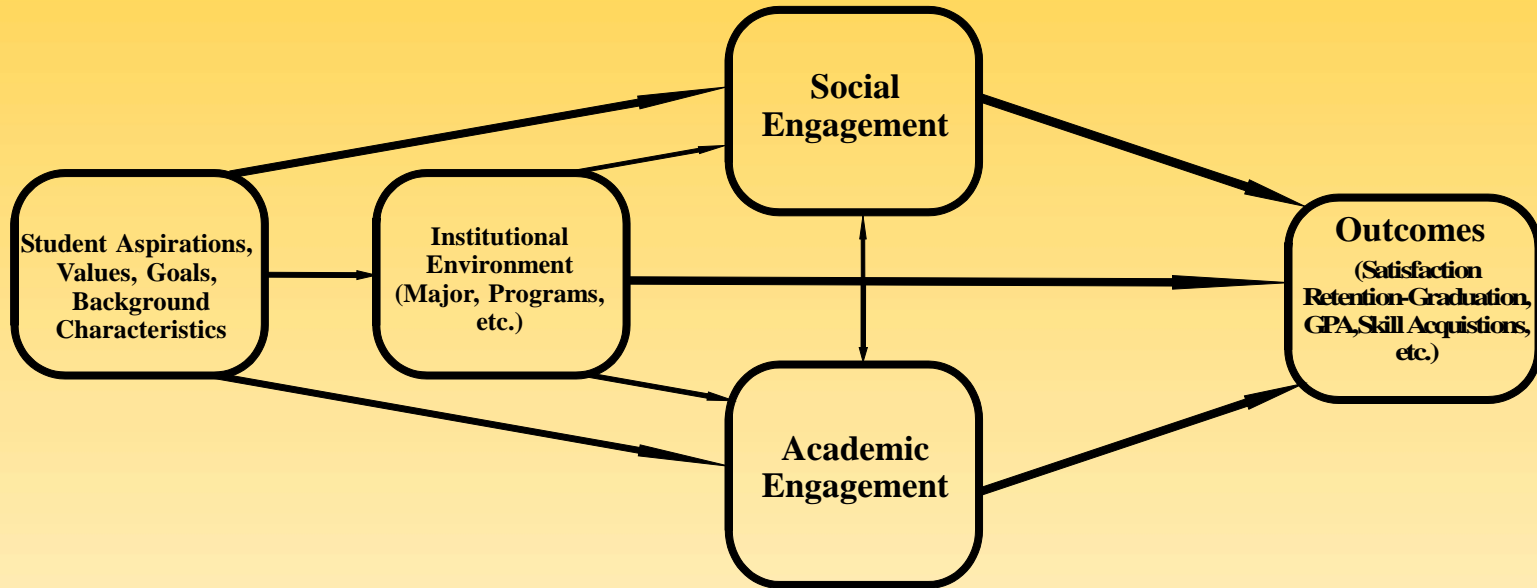
- Integration and coordination of survey work
- Linking data --pre-matriculation through alumni
- What experiences and programs shape attitudes, engagement, and success?



# Assessing Student Progress & Development

## Student Flow Model: Undergraduates

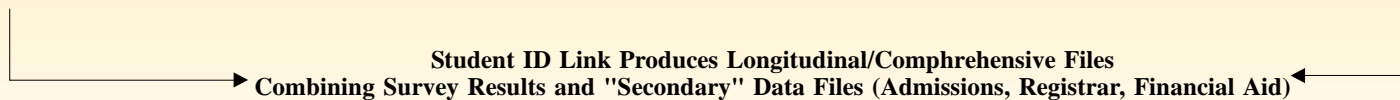
### Process & Outcomes



### Data Collection and Analysis

Application Form Data  
Admitted Student Survey  
CIRP Freshmen Survey

UMNTC Student Experiences Survey  
UMNTC Alumni Surveys  
NSSE Undergraduate Survey  
SERU Census Experience Survey





# SERU Survey Design

- Census Survey of Undergraduates
- Modular Construction—minimize time needed for completion
- Core Items (100% of participants)
- Modules (1 of 5 randomly assigned to varying % of participants)
  - Academic Engagement - 20%
  - Civic Engagement - 20%
  - Global Awareness - 10%
  - Student Development - 20%
  - “Wild-Card”—UM Specific Questions - 30%

# Remaining Challenges

- Delivery of assessment information to programs/department for improvement
  - Best approach
  - Format/presentation
- Completing the feedback loop at institutional level getting evidence back from program and departments
  - Technology (local vs. off-the-shelf)

# Remaining Challenges (cont)

- Sustaining Student Survey Response Rates A Major Challenge Underlying Success of Assessment Plan
  - 40% for 2008 and 2009 NSSE administrations at UMNTC
  - Better results publication plan
  - Demonstrating role of survey data in informing institutional change
  - Review of SERU survey interface compared to NSSE
    - 40% response rate for NSSE administrations versus 27% for 2009 SERU

# More! Remaining Challenges

- Defining IR and Other Student Assessment Campus Roles
  - Issue in IR nationally as well as on our campus
    - Office of Assessment vs. Office of IR. How best to configure functions?
- Integration with Program Assessment Efforts Not Completed
  - Overall institutional metrics assessment straight forward—  
departmental and program assessment roles for IR fluid

# Questions?



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