

ASSESSMENT COMMITTEE ANALYSIS AND REPORTING GROUP

April 29, 2005, 8:00am
BH 100

Those Present: David Gillette, Dean De Cock, John Ishiyama, Tom Marshall, Dan Doman, Erika Woehlk, Carol Thatcher, and David Hoffman

- I. Assessment Grants Update – Erika Woehlk
 - A. “Sociological Inquiry Students’ Achievements of Social Scientific Mode Outcomes” has been asked to revise and resubmit. No response yet from the grant writer.
 - B. “Assessment of JINS Outcomes: The ‘JINS Effect’ ” was extended a grant agreement form and letter from the VPAA including the committee’s comments for improvement. The agreement form has not yet been returned.
 - C. “Promoting Student Success: Development of an Effective Intervention System” was extended a grant agreement form. Four of the five grant recipients have returned their forms.
 - D. “Promoting Academic Success and Retention through Healthy and Balanced Living: Assessment and Strategies for Improving College Health at Truman State University” was not extended an offer.
 - E. “Truman Index for Leadership Development Experiences” was asked to revise and resubmit. The grant writer chose not to resubmit and has declined the grant.
 - F. Next year, announce the grants in the fall and extend offers in December. This will allow for some research to be performed during the spring semester if necessary.
 - G. Next year, revisit the grant criteria – should grant writers be required to use existing assessment data?
- II. Student Engagement Project Status Report – John Ishiyama

Using the 2003 CSEQ, J. Ishiyama was able to run some preliminary analyses:

- A. Among all respondents there is a weak but significant correlation between out-of-class faculty interactions and whether or not a student will return to Truman.
 1. For African-American students there is no relationship between out-of-class faculty interactions and returning to Truman.
 2. For first-generation students, there is a negative correlation between out-of-class faculty interactions and returning to Truman.
- B. Among all respondents there is a weak but significant correlation between club and organization activities and whether or not a student will return to Truman.
 1. For African-American students, there is no relationship between club/organization activities and returning to Truman.

2. For African-American students, there is a negative correlation between club/organization activities and returning to Truman.
- C. For all respondents, the quality of interaction with faculty in the classroom has the strongest correlation.
1. For African-American students, there is no relationship between in-class faculty interactions and returning to Truman.
 2. For first-generation students, there is a positive correlation between in-class faculty interactions and returning to Truman.

III. CSEQ Administration – David Hoffman & John Ishiyama

- A. D. Hoffman summarized the information contained in his e-mail attachments of April 28.
1. The VPAA asked the Assessment Committee several years ago to provide formative feedback to students. The SAR (Student Advising Report) & CSEQ were part of this initiative.
 2. Several recommendations were made to the Design and Implementation Group in April 2003 regarding the NSSE and CSEQ, including:
 - a. Continue to survey all junior and freshmen students with the CSEQ.
 - b. Appoint a coordinator for the CSEQ.
 - c. Administer the NSSE every-other year.
- B. J. Ishiyama summarized the importance of the CSEQ in the University's, and in particular, the ARG's, research.
1. The NSSE is given to a sample of students and is good for cross-institutional comparisons. Hence, it is a useful instrument for reports to state legislators, but difficult to use as an instrument that will yield statistical importance on research questions, particularly when trying to distinguish responses by ethnic groups.
 2. The CSEQ is given to all students of a particular class. The data provided by the CSEQ is both more specific than the NSSE and has a larger n.
- C. The ARG recommends to the DIG that the University discontinue use of the SAR.**
- D. The ARG recommends to the DIG that the University administer the CSEQ to both first-year students and students enrolled in JINS courses.**
- E. The ARG recommends reconsideration of the appropriate funding source for the first-year student CSEQ.**

IV. Meeting adjourned at 9:02am.