

Chapter 6: Student Affairs Assessment

Each year, the Office of Student Affairs administers several surveys to students. The surveys cover many aspects of student life, achievement, and well-being. The surveys in covered in this chapter include the Missouri College Health Behavior Survey (MCHBS), the American College Health Behaviors Survey (ACHA), the EBI Resident Assessment, and the EBI Campus-wide Student Climate/Diversity Assessment. The information collected is too comprehensive to completely report here, but is routinely reviewed within the Office of Student Affairs. This chapter highlights some of those aspects most directly related to student learning.

Missouri College Health Behaviors Survey

In the spring of 2015, 470 Truman students participated in the Missouri College Health Behavior Survey (MCHBS). This survey allows comparisons on health-related behaviors among Missouri institutions. This survey collects a variety of information, such as drug and alcohol abuse, mental health, relationships, gambling and attitudes towards Truman's policies.

Truman students considered leaving school and discontinuing their education at about the same rate as students at other Missouri institutions. However, students at Truman (9.6%) were more likely to list "Difficulties keeping up with academics" as one of the reasons they might consider leaving college.

The survey suggested that alcohol use is not perceived by many students as a big factor in their own academics. Ninety-two percent of students said that, within the past year, they had not performed poorly on a test or assignment because of alcohol use. The same percent said they had not missed any classes because of alcohol consumption.

At Truman, 6.4 percent of students responded that they had a mental health disability, compared to 3.7% at other Missouri institutions. The percent of students responding that they had Autism Spectrum Disorder (0.9%) and Speech/Language Difficulty (0.9%) was low, but still nearly double that of other institutions. Truman students were somewhat less likely to respond that they had a neurological disability or hearing deficit.

American College Health Association – National College Health Assessment II

In the spring of 2015, 754 Truman students participated in the National College Health Assessment. Among other items, students are asked directly what factors affect individual academic performance. Stress (33%), Anxiety (24%), and Sleep difficulties (20%) are the most commonly endorsed factors. Depression (15%), Participation in Extracurricular Activities, (14.3%) and Internet Use/Computer Games (14%) are also among the top-rated factors. Ninety-two percent of students said they felt overwhelmed by all they had to do at least once within the last 12 months. Seventy-six percent reported being interested in receiving information from the university on stress reduction.

EBI Assessments

The Office of Student Affairs routinely oversees surveys that address the living environments of students such as surveys published by Education Benchmarking, Inc. (EBI). The EBI assessments allow Truman to compare our performance on a number of factors against select comparison groups.

This year, the EBI Student Campus Climate, Safety and Sexual Assault Assessment was completed by 117 students. The survey was sent to 1813 students, so it is difficult to tell how representative the responses are of all students. Of respondents, fewer than 3% disagreed that the institution is welcoming; fewer than 3% also disagreed that the institution is respectful. 77% agreed or strongly agreed that the institution is welcoming, and 70% agreed or strongly agreed that the institution is respectful.

Similarly, the EBI Resident Assessment was sent to 2,358 students living in the residence halls. From this sample, 1,211 students responded. Sixty-eight percent of residents agreed or strongly agreed with the statement that their roommate(s) respect their study time. Approximately 40% of residents reported that living on campus led to better time management. Approximately 56% reported that living on campus made them better able to solve their own problems. Thirty-five percent of students reported that living on campus contributed to their academic performance. Finally, 44% of responding students agreed or strongly agreed that living in on-campus housing contributed to their learning. Only 7% disagreed or strongly disagreed with that statement.