

DSA Assessment Team Minutes

January 9, 2017

Present: Carol Binzer, Kelly Cox, Judy Marrs, Jana Corley, Susan Fox-Forrester, Jennifer Boyle, Kerry Pickens, Russell Tipton, Mark Haven, Judd Moody, Byron Schlather, Stefanie Baker, Paul Harwell, Marquis Gatewood, Katie Reed, Darby Roberts, Jerry Smith, Raye Leigh Stone, Amanda Dyer

Absent: Children's Center and Student Counseling Service

Guest: Dustin Grabsch (Residence Life) and Yishen Zhony (DoIT)

Department Presentation:

Residence Life - Dustin Grabsch presented on the fall semester assessment with students targeted for the DSA College Completion Grant within the department.

- The grant aims to at supporting the Hispanic and African-American students living on-campus. There were a series of programs and events for each population during the fall semester. The survey focused on the overall feeling of support from the fall semester and what might be needed for the spring semester.
- The survey was sent to 2,653 students in the program; and 350 completed some part of the survey, for a 13% response rate. There were 3 or 4 reminders sent to students who had not responded.
- Results:
 - Preference to direct email (85%), supported by word of mouth to find out about programs.
 - Factors affecting their desire to attend a program was date/time (82%) and the location (55%).
 - Most important goal they set for the fall: pass all my classes (61%), social (8%), and organized/time management (6%). If they had achieved this 15% said yes, already completed it; 72% said yes, anticipated by the end of the semester; and 12% said no.
 - Texas A&M has a strong commitment to diversity (61% strongly agreed or agreed), Residence Life has a strong commitment to diversity (64%), I feel welcome at Texas A&M (78%).
 - Have you faced challenges as a student of color at Texas A&M? 31% said yes and 69% said no. Challenges included social challenges (left out, refuse to talk, Trump election), self-awareness challenges (brown hair, passing ability), and institutional challenges (A&M be more diverse, Spencer Talk).
- Sharing results - Central Administration Office, ERASE, Coordinators, Live-in Staff, DSA Grant Committee, and Assessment/Research Efforts
- Using results - changing the times for the spring program and scaled back the number of programs. Also looking at the location to see about using White Creek.
- What went well - good summary for the semester, many programs, and realize the work is still important
- What challenges we faced - time (create, distribution)
- Questions:
 - Any specific feedback about the content of the programs? Yes, we did ask about what topics they would like to see in the spring semester.
 - Any connections from the program? Yes, we've heard from some of the mentors that they made connections with the students. We did ask students about who they have made connections with so we have some of that, but not a lot.

University Center and Special Events - Jana Corley and Judy Marrs presented on a staff climate survey within the department.

- The survey was sent to all 38 full-time staff members. Reminders were sent to those who did not complete the survey. The survey was administered in September. There was an 81% response rate.
- Could see results by the whole and by the three sub-units, which was more useful for the associate directors.
- Overall, staff were satisfied, managers treated them respect, and they would recommend the department to family or friends.

- One recommendation focused on communication as an area of improvement and that there could be more effective communication within the department.
- Sharing results - director and associate directors; associate directors shared with their team. The director also shared it with the OVPSA and DSA 2.0. This will be added to the department's assessment plan.
- Using results - each sub-unit also had some discussions about using the results and changes to make. Some changes have been made and some plans are in place to do in the future.
 - They will also create a climate survey for their student employees and hope to have it ready for fall 2017. They are working with the student advisor board on this project.
- Successes - high response rate, area for improvement was identified, and confirmed that we are on the right track in many areas.
- Challenges - didn't leave room for comments or explanations and the survey was long. The associate directors were included and maybe they should be separated.
- Questions:
 - Were there concerns in breaking the results down to identify staff? There was some but the department did not break results down by that level.
 - Now that results have been shared, do staff feel positive about the survey? Thought so and with discussion about making changes staff could see it being used.
 - What is your level of confidence that staff were open and honest - some areas were low so they felt confident in the results.

A-Team Reflection:

This month's question asked members to share some assessment "bloopers" that have happened to you or within your department.

- Exit interviews - but didn't plan who would do the transcription in advance with some students.
- Survey with students - the goal should have been on knowledge, but still came out as satisfaction.
- Survey was sent out to a large number of students that appeared to come from President Loftin, when it shouldn't have happened.
- Emails sent to the wrong people based on the list of students it is going to.
- A survey that was sent out using staff member's first name, but probably should have included titles.
- Not used the activated form for paper surveys.
- Getting a zero percent response rate because of using QR codes.
- Finding out how attendees heard about programs was an outcome in WEAVEonline, but didn't tell staff to actually ask the question.

Discussion:

Katie Reed shared information gathered from the spring 2015 SERU survey. The SERU stands for Student Experiences in the Research University.

- This survey is sent to all undergraduate students, not a sample. In 2015 there was a 22% response rate.
- There is a core set of questions everyone sees, and then some sections are rotated to different students so not everyone sees all the questions.
- Results:
 - 1% reported having a gender identity outside the traditional male/female binary.
 - 4% reported identifying as gay/lesbian, bisexual, or questioning.
 - Religious preferences - Roman Catholic (22%), Baptist (16%), and Other Christian (13%) were the top three.
 - 91% said they were born in the US and 87% said English is their native language.
 - 72% said that at least one parent has a 4-year degree.
 - Family Income (student self-reported) - median was \$100,000 - \$124,999. Just over half of the students (53%) reported their family income said \$100,000 or more. One-quarter (25%) said 64,999 or less was their family income.
 - Political Orientation - about 55% say they are on the conservative end, 26% are moderate, and 20% are liberal.

- How do students spend their time? Students said they spend the most amount of time on studying and attending class, 11-15 hours per week for each.
- 61% work zero hours and 39% work on or off campus. The average number of hours worked is 15-19 hours.
- 1-5 hours a week was spent serving community, religious activities, and clubs and organizations each.
- Students reported spending 1-5 hours exercising and 6-10 socializing per week.
- 6-10 hours is spent on tech for entertainment and 6-10 hours watching TV.
- On average students said they slept 6-10 hours per night.
- 12% of students said they were not involved in any type of organization. Those involved were asked about how important their organization has been for certain things.
 - Becoming more dependable & reliable (71% said essential or very important)
 - Maintaining your ethical standards when they are challenged (67%)
 - Learning to meet deadlines (63%)
 - Learning how to resolve disputes (60%)
 - Applying what you have learned in class to solving real world problems (59%)
- When asked about how often their job responsibilities had been an obstacle to their academic success: 49% said never, 13% said rarely, 15% said occasionally, 10% said somewhat often, 8% said often, and 6% said very often. One note to answer a question asked during the meeting: this question was asked to everyone in module 1 and was not tied to whether they worked for pay or not.
- Service - 20% said they have participated in service-learning or community-based learning at Texas A&M.
- Qualitative question asked "What single most important thing could your institution do to improve your college experience?" The top themes were academics issues (general issues), financial issues, and academics focused on quality of teaching.
- Note - the SERU will be administered again this spring semester so data will be available in the coming semesters. You can let SLS know if you want anything specific analyzed.

Question:

Do any departments have questions on a survey related to Title IX (sexual assault, sexual violence, parenting, pregnancies, gender discrimination, GLBT related, sexual orientation)? The OVPSA asked for this information. **Could everyone please look within the department? This includes homegrown surveys, surveys through Student Life Studies, national surveys, etc. done in 2015-2016 or this academic year. Please send Darby Roberts the title of the survey, the questions asked related to Title IX, and the contact person for that project by Tuesday, January 17.**

Announcements:

- Practical Statistics workshop is tomorrow (Tuesday, January 10) at 9:00 am in Koldus 146.
- The Intro to Qualtrics workshop will be offered again on Friday, February 24 at 9:00 am in Koldus 144.

Department Takeaways:

We ran out of time and didn't ask this...however, one member stated earlier in the meeting that they learned to not send out the draft of the survey.

Next Meeting:

- The next meeting will be Monday, February 13 at 3:00 pm.
 - Departments presenting will be Children's Center and Student Health Center.
 - The reflection question will be "What are ways to collect information from students without contributing to survey fatigue?"