

# Outcomes Assessment at NC State

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## **A quality assessment program answers three related questions:**

1. What are we trying to do?
2. How well are we doing it?
3. How--using these answers--can we improve what we are doing?

...from California State Univ., Chico's web-based handbook  
"Guidelines for Assessment"

<http://www.csuchico.edu/community/assessment.html>

## NC State's Assessment Challenges:

- ◆ All academic programs
- ◆ Administrative services
- ◆ Harvest results for a university-wide perspective

## NC State Assessment Processes:

- ◆ Many processes, loosely integrated
- ◆ Ongoing effort to integrate/connect across units & levels

See <http://www2.acs.ncsu.edu/UPA/assmt/>

## **NC State Assessment Processes: Academic units**

- ◆ Colleges/departments (fall '99 survey)
  - 55% of departments/programs responded
  - Commonest methods
    - Surveys
    - Student portfolios & projects
    - Monitoring job/grad-school placement
  
- ◆ Undergraduate Affairs general education projects

# NC State Assessment Processes: Campus/system-wide

- ◆ **Surveys**
- ◆ **University of North Carolina-Office of the President  
Accountability reports**  
<http://www.northcarolina.edu/assessment/reports/reports.cfm>

## **NC State Assessment Processes: Integration/connection**

- ◆ Committee on Undergraduate Program Review
- ◆ College coordination for external accreditation
- ◆ Training & support

## Assessment data available:

- ◆ Student/alumni surveys
  - <http://www2.acs.ncsu.edu/UPA/survey/>
  - College/department inserts
  - National Survey of Student Engagement (NSSE)
- ◆ System-wide comparisons
  - <http://www.ga.unc.edu/UNCGA/assessment/uncsurveys/>
- ◆ Institutional Research data
  - <http://www2.acs.ncsu.edu/UPA/>

## State Level Efforts:

- ◆ Office of President's visit, April 26 2001
- ◆ Performance, Planning and Budgeting (PPB) performance indicators

## **SACS (2004) will want to see:**

- ◆ Explicit student outcomes for degree programs, general education
- ◆ Regular assessment of students' achievement of those outcomes in all colleges and departments
- ◆ Parallel assessments of administrative services
- ◆ That deans and department heads know and use the results

## Strategy:

- ◆ When you make decisions, ask for and use the results

## Campus-wide Student Surveys:

- ◆ NC State reports  
<http://www2.acs.ncsu.edu/UPA/survey/survey.htm>
- ◆ UNC system-wide reports  
<http://www.ga.unc.edu/UNCGA/assessment/uncsurveys/>

Survey	NCSU Cycle	OP Cycle*	Most Recent Data
First Year (Entering Freshmen)	yearly	yearly	Fall '00
Entering Transfer	yearly	-	Fall '00
Sophomore (2nd Semester)	even years	even years	Spring '00
Graduating Senior	yearly	even years	Spring '00
Department/College Inserts	odd years	-	Spring '99
OP Alumni	-	odd years	Summer '99
NCSU Alumni/Employer	occasional	-	Spring '98

*\* OP (UNC Office of the President) First Year, Sophomore, Senior questions included in NCSU surveys*

## Campus-wide Student Surveys

- ◆ Things we do well...
  - Developing technical skills
  - Providing services to help students learn
  - Career services and employment assistance
  - Faculty expectations
  
- ◆ Things we could improve...
  - Developing perspective and understanding
  - Training in services to help students learn
  - Creating an academic environment
  - Faculty-student interactions

## Things we do well: Developing technical skills

- ◆ Ratings\* high for
  - Analytic skills (96.3%, 92.7%)
  - Computer skills (93.5%, 91.0%)
  - Ability to apply the scientific method (90.1%, 88.2%)
  - Math skills (86.0%, 87.4%)

\* % saying "Excellent" or "Good" (Seniors, Sophomores)

## Things we do well: Developing technical skills

- ◆ Senior and Sophomore ratings consistently high
- ◆ Senior\* ratings
  - vary widely among UNC campuses
  - NCSU ratings **rank near the top** of the campuses

*\*Not asked of sophomores system-wide*

# Things we could improve: Developing perspective and understanding

- ◆ Senior and Sophomore ratings lower than we'd like them to be

	<u>Senior</u>	<u>Sophomore</u>
NCSU's contribution to:		
Appreciating racial equity	71.2%	76.2%
Appreciating gender equity	72.7%	76.0%
Opportunities for community service	71.7%	63.9%
Opportunities to develop leadership skills	80.6%	70.5%

## Things we could improve: Developing perspective and understanding

- ◆ Senior ratings\* for *appreciating racial equity* and *appreciating gender equity*
  - vary widely among campuses
  - NCSU ratings **rank last** system-wide,

*\*Not asked of sophomores system-wide*

## Things we could improve: Developing perspective and understanding

- ◆ Senior and Sophomore ratings for *opportunities for community service* and *opportunities to develop leadership skills*
  - vary widely among campuses
  - NCSU ratings **rank near the bottom** system-wide

## **Things we do well: Providing services to help students learn**

- ◆ **Library Services**
  - Seniors and Sophomores give positive ratings to:
    - Hours (98.1%, 98.9%)
    - Overall service (95.7%, 95.2%)
    - Access to databases and collections (91.7%, 95.2%)
    - Staff responsiveness (91.7%, na for Sophomores)

## Things we do well: Providing services to help students learn

- ◆ Library Services
  - Senior and Sophomore ratings for these items
    - vary widely among UNC campuses
    - NCSU's ratings **rank in the top 3** system-wide,
    - some have improved since 1998\*
      - Senior ratings for *staff responsiveness*
      - Sophomore ratings for *access to databases and collections*

*\*Other ratings generally stable*

## **Things we do well: Providing services to help students learn**

- ◆ **Technology Services**
  - Seniors and Sophomores give positive ratings to:
    - Access to Internet (97.3%, 97.8%)
    - Technology services overall (91.1%, 95.1%)
    - Access to up-to-date facilities (89.8%, 92.5%)
    - Computer center hours of operation (88.3%, 91.6%)

## Things we do well:

### Providing services to help students learn

- ◆ Technology Services
  - Senior and Sophomore ratings for these items
    - vary widely among UNC campuses
    - NCSU's ratings **rank in the top 4** system-wide,
    - some have improved since 1998
      - Sophomore ratings for all items
      - Senior ratings for *computer center hours of operation*\*

\* *Senior ratings for other items generally stable or fluctuate inconsistently*

## **Things we could improve: Providing training in the services to help students learn**

- ◆ Seniors and Sophomores give low ratings to
  - Access to trained (technology) staff for help (58.8%, 65.2%)
  - Technology training classes (64.8%, 73.4%)
  - Training to use the library (na, 65.8%)

## Things we could improve: Providing training in the services to help students learn

- ◆ Ratings for these services
  - vary considerably among UNC campuses
  - NCSU's ratings **rank near the mid-point or below** system-wide

## Things we do well: Providing career services

- ◆ Seniors and Sophomores give moderately high ratings to
  - Opportunity for career assistance (86.4%, 86.2%)
  - Information on internships, etc. (81.8% , 81.6%)
  - Resources available to explore career options (84.1%, 84.0%)
  - Information available through technology (89.2%, 88.1%)
  - Career services overall (88.3%, 86.5%)

## Things we do well: Providing career services

- ◆ Senior and Sophomore ratings
  - vary somewhat among UNC campuses
  - NCSU's ratings **rank in the top 5** system-wide

## Things we do well: Providing employment assistance\*

- ◆ Seniors give moderately high ratings to
  - Access to employment opportunities (86.4%)
  - Employment assistance overall (85.0%)
  - Resume preparation (83.8%)
- ◆ **BUT...**
  - Interview preparation (74.5%)

\* *Asked only of seniors*

## Things we do well: Providing employment assistance

- ◆ Senior ratings for these items
  - vary widely among UNC campuses
  - NCSU's ratings **rank either 1<sup>st</sup> or 2<sup>nd</sup>** system-wide
    - (but interview preparation ranked 4th)

## **Things we could improve: Creating an academic environment**

- ◆ Intellectual environment at NCSU
- ◆ Overall quality of instruction
- ◆ Overall education received
- ◆ Would students choose NCSU again?

## Things we could improve: Creating an academic environment

- ◆ *Intellectual environment at NCSU*
  - **Low ratings** from both Seniors (71.3%) and Sophomores (69.1%)
  - Slight but **steady decline** in Senior ratings since 1998

### **BUT ...**

- Ratings for both Seniors and Sophomores
  - vary widely among UNC campuses
  - NCSU's ratings **rank near the top** system-wide

## Things we could improve: Creating an academic environment

- ◆ *Overall quality of instruction*
  - Moderate ratings from both Seniors (82.1%) and Sophomores (80.7%)
  - Slight but **steady decline** in Sophomore ratings since 1998
  - Ratings for both Seniors and Sophomores
    - vary considerably across UNC campuses
    - NCSU's ratings **rank below the mid-point** system-wide

## Things we could improve: Creating an academic environment

- ◆ *Overall education received*
  - High ratings from both Seniors (93.9%) and Sophomores (86.9%)
  - Slight but **steady decline** in Sophomore ratings since 1998
  - Ratings for Sophomores
    - vary considerably among UNC campuses
    - NCSU's ratings **rank below the mid-point** system-wide

## Things we could improve: Creating an academic environment

◆ *Would students choose NCSU again?*

	<u>Seniors</u>	<u>Sophomores</u>
• Yes	75.9%	70.4%
• No	16.9%	8.5%
• Not Sure	7.2%	21.1%

## Things we could improve: Creating an academic environment

- ◆ *Would students choose NCSU again?*
  - There has been a slight but **steady decline** since 1998 in the proportion of Sophomores saying they would choose NCSU again

### **BUT ...**

- Senior and Sophomore ratings
  - vary widely among UNC campuses
  - NCSU's ratings **are near the top** system-wide

## Things we do well: Instruction: faculty expectations

- ◆ Sophomore and Senior ratings for instruction have generally been improving over time
- ◆ Seniors and Sophomores give highest ratings to how well faculty
  - Set high expectations for learning (95.5%, 90.6%)
  - Encourage devoting sufficient time and energy to coursework (93.0%, 85.7%)

## Things we do well:

### Instruction: faculty expectations

- ◆ Senior and Sophomore ratings for these items
  - vary little among campuses
  - rank comparisons not meaningful

## Things we could improve: Instruction: faculty/student interactions

- ◆ Sophomores\* give low ratings to how well faculty
  - care about student success (62.3%)
  - encourage faculty/student interaction (65.2%)
  - create cooperative learning opportunities (65.5%)
  - respect diverse talents and ways of learning (67.7%)
  - encourage actively involved learning (68.7%)
  - give frequent and prompt feedback (70.9%)

*\*Senior ratings high, little campus variation*

## Things we could improve: Instruction: faculty/student interactions

- ◆ Sophomore ratings on these items
  - vary widely among UNC campuses
  - NCSU's ratings **rank near the bottom** system-wide

## Things we could improve: Other aspects of instruction

- ◆ 36.3% Sophomores say they have had 3 or more *classes that have been too large to learn effectively*
  - More than most UNC campuses
- ◆ 20.0% Sophomores say they have had 3 or more classes in which the *spoken English of the instructor was difficult to understand*
  - More than most UNC campuses

## Something to think about: Instruction

- ◆ Senior ratings for instruction in their major are consistently higher than sophomore ratings of general instruction

## Something to think about: Instruction

- ◆ Spring '98 Sophomores who later withdrew from NCSU gave lower ratings to instruction than those who stayed

	<u>Withdrew</u>	<u>Stayed</u>
• care about student success	48.2%	60.3%
• create cooperative learning opportunities	54.8%	85.5%
• respect diverse talents and ways of learning	55.2%	63.8%
• encourage actively involved learning	56.8%	71.3%
• encourage faculty/student interaction	57.0%	62.8%
• give frequent and prompt feedback	67.6%	71.6%

## Something to think about: Instruction

- ◆ Sophomores and Seniors are more likely to comment on instruction/academic environment than any other subject
  - Those who comment are likely to criticize
    - large class size
    - instructor's English
    - teaching ability
    - lack of student-faculty interaction
    - too much focus on research
    - not challenging enough (seniors only)

## Student Surveys

- ◆ Things we do well...
  - Developing technical skills
  - Providing services to help students learn
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  - Faculty expectations
  
- ◆ Things we could improve...
  - Developing perspective and understanding
  - Training in services to help students learn
  - Creating an academic environment
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## **For discussion:**

- ◆ Which of these issues deserve more attention?
- ◆ What do you want to do about them?