Student Assessment Day

Results   Sept 30—Oct 1 A-Day

Fall 2019

Surveys Administered

>   42 distributed
>
>   19 usable
>
>   20 disqualified (via disqualifier question)
>
>   3 not returned

During the time school is in session, about how many hours a week do you usually spend outside of class on activities related to your academic program such as studying, writing, reading, lab work, rehearsing, etc.?

5 or fewer hours	47%
6-10 hours	26%
11-15 hours	21%
16-20 hours	0%
21-25 hours	0%
26-30 hours	5%
More than 30 hours	0%

During the time school is in session, about how many hours a week do you usually spend working on a job for pay?

None	47%
1-10 hours	5%
11-20 hours	21%
21-30 hours	26%
31-40 hours	0%
More than 40 hours	5%

If you have a job, how does it affect your school work?

I don't have a job	42%
Job does not interfere with school work	26%
Job takes some time from school work	26%
Job takes a lot of time from school work	5%

Clubs & Organizations		Very Often	Often	Occasion-ally	Never
Attended a meeting		17%	22%	39%	22%
Worked on a campus project		22%	17%	22%	39%
Worked on an off-campus project		17%	17%	33%	33%
Met with a faculty member or staff to discuss activities		17%	28%	28%	28%
Managed or provided leadership for an org		11%	22%	22%	44%
Campus Facilities					
Used a campus lounge to relax or study alone		33%	39%	22%	6%
Met with other students at some campus location for discussion		22%	50%	28%	0%
Attended a cultural or social event in the campus center		11%	28%	44%	17%
Went to a lecture or a panel discussion		11%	28%	39%	22%
Used a campus learning lab to improve study or academic skills		28%	28%	44%	0%
Used campus recreational facilities		6%	12%	35%	53%
Played a team sport (intramural or intercollegiate)		28%	28%	0%	44%
Followed a regular schedule of exercise or practice		39%	11%	22%	28%
Student Acquaintances					
Became acquainted with students whose interests were different from yours		28%	39%	28%	6%
Became acquainted with students whose family background (economic, social) was different from yours		28%	28%	39%	6%
Became acquainted with students whose age was different from yours		50%	28%	17%	6%

		Very Often	Often	Occasionally	Never
Became acquainted with students whose race or ethnic background was different from yours		22%	29%	44%	6%
Became acquainted with students from another country		6%	44%	28%	22%
Had serious discussions with students whose philosophy of life or personal values were very different from yours		6%	50%	33%	11%
Had serious discussions with students whose political opinions were very different from yours		6%	50%	39%	6%
Had serious discussions with students whose religious beliefs were very different from yours		11%	22%	44%	22%
Had serious discussions with students whose race or ethnic background was different from yours		17%	33%	33%	17%
Had serious discussions with students from a country different from yours		17%	11%	50%	22%
Scientific and Quantitative Experiences		**Very Often**	**Often**	**Occasion-ally**	**Never**
Memorized formulas, definitions, technical terms and concepts		17%	17%	44%	22%
Used mathematical terms to express a set of relationships		17%	11%	33%	39%
Explained your understanding of some scientific or mathematical theory, principle, or concept to someone else		22%	6%	44%	28%
Read articles about scientific or mathematical theories or concepts in addition to those assigned in class		22%	6%	44%	28%
Completed an experiment or project using scientific methods		11%	17%	50%	22%
Practiced to improve your skill in using a piece of laboratory equipment		11%	11%	44%	33%
Showed someone else how to use a piece of scientific equipment		11%	6%	33%	50%
Explained an experimental procedure to someone else		6%	22%	28%	44%
Compared the scientific method with other methods of gaining knowledge and understanding		11%	6%	44%	39%
Explained to another person the basis for concerns about scientific environmental issues (pollution, recycling, etc.) or similar aspects of the world around you.		11%	17%	22%	50%
Topics of Conversation		**Very**	**Often**	**Occasion**	**Never**

		Often		-ally	
Current events in the news		17%	22%	50%	11%
Social issues such as peace, justice, human rights, equality, race relations		22%	50%	17%	11%
Different lifestyles, customs, and religions		22%	33%	44%	0%
The ideas and views of other people such as writers, philosophers, historians		6%	41%	35%	24%
The arts (painting, poetry, dance, theatrical productions, symphony, movies, etc.)		22%	33%	39%	6%
Science (theories, experiments, methods, etc.)		11%	11%	35%	41%
Computers and other technologies		6%	39%	17%	39%
Social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, military use		12%	35%	41%	12%
The economy (employment, wealth, poverty, debt, trade, etc.)		22%	22%	39%	17%
International relations (human rights , free trade, military activities, political differences, etc.)		17%	28%	44%	11%
		Very Often	Often	Occasion-ally	Never
Information in Conversations					
Referred to knowledge you acquired in your reading or classes		24%	47%	18%	12%
Explored different ways of thinking about the topic		28%	50%	22%	0%
Referred to something one of your instructors said about the topic		12%	41%	29%	18%
Subsequently read something that was related to the topic		17%	50%	28%	6%
Changed your opinion as a result of the knowledge or arguments presented by others		17%	22%	50%	11%
Persuaded others to change their minds as a result of the knowledge or arguments you cited		22%	28%	28%	22%
Personal Experiences					
Told a friend or family member why you reacted to another person the way you did		24%	12%	47%	18%
Discussed with another student, friend or family member why some people get along smoothly, and others do not		25%	44%	25%	6%
Asked a friend for help with a personal problem		35%	24%	24%	18%
Read articles or books about personal growth, self-improvement, or social development		12%	35%	29%	24%

Identified with a character in a book, movie, or television show and wondered what you might have done in similar circumstances		6%	29%	53%	12%
Taken a test to measure your abilities, interests, or attitudes		12%	35%	47%	6%
Asked a friend to tell you what he or she really thought about you		29%	35%	18%	18%
Talked with a faculty member, counselor or other staff member about personal concerns		24%	29%	41%	6%

		Very Often	Often	Occasion-ally	Never
Experiences with Faculty					
Talked with your instructor about information related to a course you were taking (grades, make-up work, assignments, etc.)		53%	29%	18%	0%
Discussed your academic program or course selection with a faculty member		38%	25%	38%	0%
Discussed ideas for a term paper or other class project with a faculty member		44%	38%	19%	0%
Discussed your career plans and ambitions with a faculty member		19%	50%	25%	6%
Worked harder as a result of feedback from an instructor		38%	38%	25%	0%
Socialized with a faculty member outside of class (had a snack or soft drink, etc.)		19%	19%	38%	25%
Participated with other students in a discussion with one or more faculty members outside of class		25%	25%	31%	19%
Asked your instructor for comments and criticisms about your academic performance		44%	25%	31%	0%
Worked harder than you thought you could to meet an instructor's expectations and standards		44%	44%	12%	0%
Worked with a faculty member on a research project		6%	6%	32%	50%
Art, Music, Theatre					
Talked about art (painting, sculpture, artists, etc.) or the theatre (plays, musicals, dance, etc.) with other students, friends, or family members		24%	29%	29%	18%
Went to an art exhibit/gallery or a play, dance, or other theatre performance, on or off the campus		28%	22%	47%	12%
Participated in some art activity (painting, pottery, weaving, drawing, etc.) or theatre event, or worked on some theatrical production (acted,		29%	6%	47%	18%

danced, worked on scenery, etc.) on or off the campus				
Talked about music or musicians (classical, popular, etc.) with other students, friends, or family members	47%	29%	18%	6%
Attended a concert or other music event, on or off the campus	41%	24%	24%	11%
Participated in some music activity (orchestra, chorus, dance, etc.) on or off the campus	41%	18%	18%	24%
Read or discussed the opinions of art, music, or drama critics	24%	11%	47%	18%
	Very Often	**Often**	**Occasion-ally**	**Never**
Course Learning				
Completed the assigned readings for class	65%	29%	6%	0%
Took detailed notes during class	67%	28%	6%	0%
Contributed to class discussions	59%	41%	05	0%
Developed a role play, case study, or simulation for a class	47%	24%	18%	11%
Tried to see how different facts and ideas fit together	38%	50%	0%	12%
Summarized major points and information from your class notes or readings	29%	53%	11%	6%
Worked on a class assignment, project, or presentation with other students	50%	25%	25%	0%
Applied material learned in class to other areas (your job or internship, other courses, relationships with friends, family, co-workers, etc.)	35%	29%	35%	0%
Used information or experience from other areas of your life (job, internship, interacts with others) in class discussions and assignments	44%	38%	19%	0%
Tried to explain material from a course to someone else (another student, friend, co-worker, family member)	41%	29%	24%	6%
Worked on a paper or project where you had to integrate ideas from various sources	35%	41%	18%	6%
Writing Experiences				

Used a dictionary or thesaurus to look up the proper meaning of words	44%	17%	28%	11%
Thought about grammar, sentence structure, word choice, and sequence of ideas or points as you were writing	41%	35%	18%	6%
Asked other people to read something you wrote to see if it was clear to them	35%	41%	18%	6%
Referred to a book or manual about writing style, grammar, etc.	24%	41%	11%	24%
Revised a paper or composition two or more times before you were satisfied with it	41%	24%	29%	6%
Asked an instructor or staff member for advice and help to improve your writing	53%	29%	18%	0%
Prepared a major written report for a class (20 pages or more)	0%	0%	0%	100%
Library				
Used the library as a quiet place to read or study materials you brought with you	0%	21%	26%	53%
Found something interesting while browsing in the library	0%	21%	37%	42%
Asked a librarian or staff member for help in finding information on some topic	11%	11%	32%	47%
Read assigned materials other than textbooks in the library (reserve readings, etc.)	5%	21%	26%	47%
Used an index or database (computer, card catalogue, etc.) to find material on some topic	5%	21%	37%	37%
Developed a bibliography or reference list for a term paper or other report	11%	16%	11%	58%
Gone back to read a basic reference or document that other authors referred to	5%	21%	16%	53%
Made a judgment about the quality of information obtained from the library, World Wide Web, or other sources	5%	32%	16%	47%
Computer and Information Technology				
Used a computer or word processor to prepare reports or papers	58%	32%	11%	5%
Used e-mail to communicate with an instructor or other students	32%	32%	32%	5%
Used a computer tutorial to learn material for a course or developmental/remedial program	32%	16%	21%	32%
Participated in class discussions using an electronic medium (email, chat group, etc.)	21%	26%	32%	21%

Searched the internet for information related to a course	42%	26%	21%	11%
Used a computer to retrieve materials from a library not at this institution	26%	16%	16%	42%
Used a computer to produce visual displays of information (charts, graphs, etc.)	32%	26%	21%	21%
Used a computer to analyze data (Statistics, forecasting, etc.)	32%	26%	16%	26%
Developed a webpage or multimedia presentation	21%	21%	26%	32%

How well do you like college?

59%   I am enthusiastic about it

29%   I like it

12%   I am more or less neutral about it

0%   I don't like it

If you could start over again, would you go to the same institution you are now attending?

41%   Yes, definitely

18%   Probably yes

35%   Probably no

6%   No, definitely

	None	<5	5--10	10--20	>20
During this current school year, about how many books have you read?					
Textbooks or assigned books	11%	56%	28%	6%	0%
Assigned packs of course readings	6%	33%	33%	22%	6%
Non-assigned books	33%	39%	17%	0%	11%
During this current school year, about how many exams, papers, or reports have you					

written?					
Essay exams for your courses	6%	38%	38%	19%	0%
Term papers or other written reports	6%	38%	25%	31%	0%

The College Environment

	Raw	%age	Dimension
1.	6.41	91.6%	Emphasis on developing academic, scholarly, and intellectual qualities
2.	5.65	80.7%	Emphasis on developing aesthetic, expressive, and creative qualities
3.	5.39	77.0%	Emphasis on developing critical, evaluative, and analytical qualities
4.	5.61	80.1%	Emphasis on developing an understanding and appreciation of human diversity
5.	5.22	74.6%	Emphasis on developing information literacy skills (using computers, other information resources)
6.	5.11	73.0%	Emphasis on developing vocational and occupational competence
7.	5.33	76.1%	Emphasis on the personal relevance and practical value of your courses

	Raw	%age	Dimension
1.	5.61	80.2%	Relationships with other students
2.	5.39	77.0%	Relationships with administrative personnel and offices
3.	5.83	83.3%	Relationships with faculty members

Estimate of Gains

	Very Much	Quite a Bit	Some	Very Little
Acquiring knowledge and skills applicable to a specific job or type of work (vocational preparation)	33%	44%	22%	0%
Acquiring background and specialization for further education in a professional, scientific, or scholarly field	28%	33%	33%	6%
Gaining a broad education about different fields of knowledge	28%	39%	28%	6%
Gaining a range of information that may be relevant to a career	28%	33%	28%	11%
Developing an understanding and enjoyment of art, music, and drama	35%	29%	29%	6%

	Very Much	Quite a Bit	Some	Very Little
Broadening your acquaintance with and enjoyment of literature	29%	41%	24%	6%
Seeing the importance of history for understanding the present as well as the past	28%	44%	22%	6%
	Very Much	**Quite a Bit**	**Some**	**Very Little**
Gaining knowledge about other parts of the world and other people (Asia, Africa, South America, etc.)	22%	33%	28%	17%
Writing clearly and effectively	22%	56%	11%	11%
Presenting ideas and information effectively when speaking to others	28%	44%	22%	6%
Using computers and other information technologies	33%	39%	22%	6%
Becoming aware of different philosophies, cultures, and ways of life	33%	39%	11%	17%
Developing your own values and ethical standards	44%	33%	22%	0%
Understanding yourself, your abilities, interests, and personality	50%	28%	22%	0%
Developing the ability to get along with different kinds of people	50%	39%	11%	0%
Developing the ability to function as a member of a team	44%	28%	22%	6%
Developing good health habits and physical fitness	39%	39%	17%	6%
Understanding the nature of science and experimentation	17%	33%	44%	6%
Understanding new developments in science and technology	11%	44%	39%	6%
Becoming aware of the consequences (benefits, hazards, dangers) of new applications of science and technology	24%	18%	53%	6%
Thinking analytically and logically	17%	61%	22%	0%
Analyzing quantitative problems (understanding probabilities, proportions, etc.)	22%	44%	28%	6%
Putting ideas together, seeing relationships, similarities, and differences between ideas	28%	44%	22%	6%
Learning on your own, pursuing ideas, and finding information you need	33%	39%	17%	11%
Learning to adapt to change (new technologies, different jobs or personal circumstances, etc.)	39%	33%	22%	6%

Methodological note:

1.   A sample of 50 students was originally randomly selected from among Fall 2019 enrolled students. An email notice was sent to these students asking that they respond to set up a preferred time for the assessment to be administered. The response rate for the initial email was 6%. A follow-up email yielded no additional responses.

        The alternative approach involved capturing an opportunistic sample of students from the Heritage Room (Steward Hall) at noon on the Assessment Days. A $5.00 incentive was offered to students for a completed survey.

2.   A substantial number of surveys were returned having responses marked with no variability among responses (i.e., *all* responses *in multiple sections* were marked with the same response), simply in order to collect the $5.00 incentive.

3.   An additional number of surveys marked responses for programs *not offered* at Simmons (e.g. international students, lab work, etc.), indicating that the respondent may not have read the prompt for the question.

4.   To insure the validity of the results, 20 returned surveys were disqualified. This report contains the responses of the 19 valid questionnaires. The usable response rate was 48.7%.