

FIRST-YEAR (FRESHMAN)/SENIOR STUDENT INVOLVEMENT SURVEY RESULTS

- **What is meant by "student involvement" and which students were surveyed?** "Student involvement" refers to participation in academic activities (e.g., contacts with advisors and faculty, trips to the library), social activities (e.g., extracurricular activities and interactions with other students), and goals and adjustment to college, (e.g., progress toward academic goals and the importance of graduating from Ohio University). The enclosed tables present student involvement results from five first-year classes surveyed during spring quarter of their first academic year and during spring quarter four years later when they were seniors. *These were students who had the same major in their first year and senior year.* Results are grouped for each academic department and for the university as a whole.
- **Why is student involvement important?** A number of prominent studies suggest that the more active (involved) students are in aspects of their college life, the more they grow personally, academically, and socially, and the more likely they will graduate and further their education later.
- **How do these results pertain to my academic unit?** These results may help you assess the areas of student involvement reported by students majoring in your academic unit, with the goal of encouraging more involvement where necessary to enhance your students' college experience.
- **What are the data in the tables?** For most activities or aspects reported the table shows the average number of times the activity occurred and the percentage of respondents engaging in the activity over a certain period of time. For activities/aspects which were rated as to their "importance" and "satisfaction," the percentages are the percentages who rated the item as "very" or "somewhat" important or "very" or "somewhat" satisfactory, respectively.
- **How do I use these results?** Compare your first-year and senior results (difference shown in "% Change" column), and compare your unit's results with the university-wide results. If student involvement in your unit decreased, or if your unit's results are much less positive than the university-wide results, you may need to encourage more student involvement. Note the following examples.
- **Example 1: Assessing "Quality of Instruction"** In your departmental table did the percentage of students indicating satisfaction with the quality of instruction increase or decrease from the first year to the senior year? Also, did your department's results become less positive over time while the university results became more positive? Can you think of factors that would explain this? To help interpret your results you could talk to students and faculty, and discuss instructor evaluations, curricula, and other assessment results among faculty.
- **Example 2: Assessing "Conversations with Academic Advisor"** If the average number of conversations with academic advisors (page 3) during the academic year decreased, or if the percentage of those indicating satisfaction with academic advising decreased (page 4), decide if the change suggests that some action should be taken. For example, how many yearly advising conversations with first-year students or seniors do you consider optimal? If these results suggest that goal is not being met, what initiative can you take to enhance your own advising or the advising program within your department? How do your department's results compare to the university-wide results?