

Name of Assessment Project: Marshall College Engagement Survey

Name(s) of Person(s) Responsible for Assessment Project: Assistant Dean (Unassigned)

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Units/Departments Involved in Assessment Project: Online survey

Assessment Project Description: Marshall College at the University of California, San Diego (UC San Diego), executed a new survey during fall term 2014. The goal of this survey was to learn more about the programming and marketing preferences for the 3,935 students enrolled at the College as of October 3, 2014. Students were invited to complete an online survey and key findings from these results are included in this report.

Unit/Program Specific Goals and Learning Outcomes: Goal was to learn more about student engagement at Marshall College

Relationship to Student Affairs: Think Critically and Solve Problems, Communicate Effectively

Learning Outcomes Assessment Project Start: 7/1/2014

Assessment Project End: 6/30/2015

Population/Sample: Online survey was sent to all 3,970 enrolled students at Marshall College during Fall term 2014. 1,270 (32%) of these students completed this survey and represented the College well in terms of gender, class year, major, etc.

Type of Assessment: Student learning outcomes and/or behavioral outcomes, Tracking usage , Needs assessment, Satisfaction study, Assessment of culture/climate, Benchmarking

Other Assessment Type(s):

Assessment Methods:
Other Assessment Method(s):

Data Collection Tools: Online survey

Data Analysis Methods: Analysis of quantitative and qualitative data, complete with applying filters based on self-reported data.

How Your Results Will Be Presented:  Report

Progress: 100%

Link Assessment Project in Campus Labs Baseline :	Name	Source
	Marshall College Student Survey, Fall 2014	Baseline (All project data)

Summary of Findings: At a first glance, the results seemed to be scattered overall in terms of developing clear themes and trends. Through further analysis, however, we determined a few key findings that will inform our future event planning and marketing strategies. For more information, refer to report or lessons learned section.

Impact of Assessment: The lessons learned section has more information about the impact of this study and how we plan to incorporate the data into our decision making.

Lessons Learned: *Theme 1: Students are looking for diverse involvement opportunities.*

While this theme is not groundbreaking in nature, it is important to note as the data analysis strongly supports it. Not only did students split their responses in terms of preferred event size, there was also variety in social versus educational, events with Marshall students versus campus-wide, and overall interest in joining student groups. While there was a slight trend in preferring programming near and during the weekend, over 50% of students indicated their preferences change each quarter.

Through filtering the data based on students who indicated little or no interest in attending events or joining groups, the following groups were more likely to report low interest levels: students who began as transfer students, students who live off-campus, and students who are third or fourth years. This supports national trends and our assumptions for groups that might be more at-risk.

One interesting trend was noted when analyzing students who reported being involved. Students who reported belonging to a student-led organization at Marshall College (9%) were almost twice as likely to belong to a campus-wide student-led organization. Similarly, students who reported belonging to a campus-wide student-led organization (37%) were almost twice as likely to belong to a Marshall student-led organization.

Takeaways:

- The decentralized nature of involvement opportunities (e.g., college-specific, campus-wide, departmental) seems to match with student preferences.
- The groups that are not as likely to take advantage of campus opportunities are the typical populations that are more at-risk; the question becomes do we continue to program for students who we know will attend our events or invest more resources in engaging transfer students, students who live off-campus, and upper-class students?
- Students who are involved in one group are more likely to be more active community members overall.

Theme 2: Students are not as linked to their affinity/identity groups as we might think.

We tend to assume that students who commute would like to attend events with other students who commute. An analysis of these responses tells a different story. Below is a chart that compares how various groups responded in terms of the importance of attending events with students from their same group. (Note: All Students were asked about the importance of attending events with other Marshall students, and the subgroups were asked about attending events with students from their same subgroup.)

(See chart in report.)

Students who began as transfer students responded very similarly to all students while international students and students who commute responded differently. International students seem to be looking for more opportunities with other international students while students who commute are much less likely to have interest in attending events with other students who commute. The responses from out-of-state students were not significantly different and this group represents a very small group (3%) of the overall respondents.

Takeaways:

- This challenges us to check our assumptions around the nature of events for certain subgroups. For instance, transfer students might not necessarily be more or less likely to attend an event because other transfer students will be in attendance.
- The programming for international students seems to be effective. This group reported having strong interest in attending events with other international students and also reported feeling welcomed and connected.
- We know that students who commute are less likely to be engaged and we also know now that they do not place as much importance on connecting with other students who commute. This will be an excellent problem for us to solve as most of our events that target students who commute attempt to connect them with other similar students and are marketed accordingly.

Theme 3: Our communication methods could be more effective.

Among the many communication methods, there does not seem to be one preferred tool. Email received the highest response rate (24%); however, it is somewhat concerning that few students reported being familiar with our college newsletter "Marshall Memos" that we send via email. Moreover, a very small percentage (7%) indicated this resource as a preferred communication method. Facebook and word of mouth received high remarks comparatively, which is important to note. There are several Facebook groups within Marshall College and being more strategic about how to use these groups as resources would be a worthwhile goal.

Word of mouth is difficult as a marketing tool because it's not predictable in terms of content accuracy, reach, or return. In addition to the print and digital marketing we produce, it might be smart to add intentional efforts to produce word of mouth marketing for our events.

Takeaways:

- Email is most preferred as a marketing method, but our current approach (Marshall Memos) needs to be revisited.
- Facebook is somewhat popular and we could do a better job of managing pages and content.
- Investing in word of mouth methods might yield strong results.
- Very few students (3%) are utilizing the Marshall website for learning about events. As we spend significant time and resources maintaining information online for current students, conducting an analysis of website utility would help us to better understand the audience and optimal uses.

Information:

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