

## Campus Labs Baseline Basics - August 22, 2013

### Brief description of program / project:

This project was a basic overview of Campus Labs and its many uses across campus. The entire student affairs division was invited, and representatives from a variety of departments were in attendance. Talking points for the presentation included: an overview of the Office of Assessment, Evaluation and Research and how to take advantage of the services offered there, a summary of the different methods of survey administration that can be used with Campus Labs, an explanation of the various pages in the online Campus Labs control panel, and a walk-through of the 2009 Tobacco Use Survey. Participants were also invited to complete a worksheet that asked them to navigate the aspects of campus labs that were discussed during the presentation. After the completion of the workshop, attendees were invited to participate in a short evaluation of the effectiveness of the workshop.

### Who was asked to complete survey:

Those who attended the workshop.

**Response Rate:** 75.00% (6 of 8)

**Administration Type:** AER to complete

### Summary of Key Findings:

The overall perceived satisfaction gathered from participants was positive. In nearly all the questions, participant responses were either “somewhat agree” or “strongly agree.” Based on survey responses, the only major area of concern was the participants understanding of certain aspects of the Campus Labs online control panel; More particularly, according to the feedback the respondents found the Information Presented as most useful (3.67/4), then the Presenter’s communication style (3.00/4), with the In-class worksheet being between slightly useful and useful (2.67/4).

### Actions Taken:

For the most part, survey responses indicate that the presentation was very effective and useful. The material covered and methods of presentation were viewed very positively, and the participants enjoyed the workshop. In future presentations, the presenters will plan to provide intermittent stops or pauses during the workshop to provide attendees with an opportunity to voice questions or requests for clarification. This will allow the presenters to ensure that the information being presented is also being received effectively. Additionally, the presenters will revisit the worksheet used at the end of the presentation to see if the current questions need revision or if additional questions need to be added in an effort to make this portion of the workshop more effective.

## Which department goals does this program align with?

AER Strategic Goals 3 and 4

3. Increase the accessibility and usage of Student Affairs data for development opportunities and promotion of best practices.
  - g. Provide training for effective use of assessment technology.
4. Promote a culture of assessment through training opportunities for AER and Student Affairs staff.
  - a. Provide training to Student Affairs staff on assessment, strategic planning, and related topics.
  - c. Encourage AER staff to continue professional education to increase assessment and strategic planning skills.
  - d. Provide experiential learning opportunities for undergraduate and graduate AER staff.

## Which Student Affairs goals does this program align with?

2. Provide education that ensures all staff is properly trained to provide professional and competent service.
  - a. Encourage and value departmental job-specific training (e.g. manuals, on-the-job training, cross-training and release time to participate in professional development opportunities).
  - d. Encourage and support broad professional development (e.g. trainings, events, lectures and classes).
6. Utilize a coordinated assessment, evaluation and research approach to promote data driven decision-making.
  - f. Provide educational opportunities for staff to develop and refine assessment skills.
7. Provide, maintain and utilize technology to enhance student services, assessment and communication.
  - c. Provide ongoing trainings for staff on technology, including technological trends that impact student engagement.