

QEP "What's Your Big Idea" Survey Results Summary

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October 2010

The following describes the results from the 1459 surveys, of which about one fourth were submitted electronically. From the initial 1400 surveys, responses were sorted into the following 20 categories, which were developed from the raw responses. Category 17, *Multiple responses to an item*, was dropped and the first idea for each item response was coded from the following. Category 18 included unusable responses such as "GO RAMS!" and "ASU is wonderful" and was excluded from all analysis.

1. Apply learning to future endeavors
2. Career and career preparation
3. Oral communication
4. Contribute to community/society
5. Learning in core curriculum areas
6. Critical thinking, reading, etc.
7. Finding and using resources and technology
8. Leadership
9. Lifelong learning
10. Learning in one's major
11. Multicultural skills
12. Options after graduation
13. Personal growth
14. Personal skills
15. Remain current in field
16. Writing
19. Creativity and creative thinking
20. Quantitative problem solving

Data were analyzed by students, faculty/deans/ department heads, administration and staff, and community. Overall, 810 (58%) students, 287 (21%) faculty/deans/ department heads, 157 (11%) administration/staff, and 138 (10%) community members identified themselves as being in one of the above groups. The student group was further broken down by college and classification.

Student breakdowns are as follows: 84 (10%) were from College of BUS, 155 (19%) were from College of EDU, 43 (5%) were from College of GS, 183 (23%) were from College of LFA, 65 (8%) were from College of NAH, and 227 (28%) were from College of SCI. By class, 193 (24%) were freshmen, 169 (21 %) were

sophomores, 161 (20 %) were juniors, 143 (18%) were seniors, and 141 (17%) were graduate students. Fifty-three (7%) did not disclose college.

For Q1, 34% of responses fell in the unusable category. For Q2, 21% of responses fell in the unusable category. The percent of unusable responses was much lower for the other groups but have been excluded from all analysis.

Percent responding by group for each category is presented below. A number of respondents contributed ideas in multiple categories, and only the first idea listed for each was coded. Therefore, great care should be taken in assigning weight to any category in Tables 1 and 2. Columns may not add to 100 because of rounding.

When groups were combined, the overall category with the highest percentage was *Career/Career Preparation* with 19% for Q1 and 33% for Q2. For Q1, the category with the second greatest response was *Learning in Major* with 13%, and for Q2 *Oral Communication* with 11%.

Table 3 presents the categories and the themes that ran through them making subcategories.

Table 1: 20 Categories

Question 1: What should every graduate from ASU know?

Category Responses by Percent	Students (n= 480)	Faculty/D/DH (n= 255)	Admin/Staff (n= 120)	Community (n= 122)
1. Apply Learning	9	4	13	5
2. Career/career preparation	29	6	12	20
3. Oral communication	6	9	6	12
4. Contribute to society	2	4	2	11
5. Learning in core areas	3	9	2	12
6. Critical thinking, reading	4	19	11	6
7. Using resources/technology	2	7	15	6
8. Leadership	2	<1	None	1
9. Lifelong learning	3	3	5	1
10. Learning in major	16	13	6	10
11. Multicultural skills	1	7	3	1
12. Options after graduation	4	None	None	1
13. Personal growth	4	3	2	1
14. Personal skills	12	4	17	9
15. Remain current in field	1	1	1	None
16. Writing	2	4	3	2
19. Creative thinking	None	<1	None	None
20. Quantitative problem solving	1	7	2	2

Table 2: 20 Categories

Question 2: What should every graduate from ASU be able to do?

Category/Group	Students (n= 475)	Faculty/D/DH (n= 255)	Admin/Staff (n= 120)	Community (n= 122)
1. Apply Learning	10	6	3	3
2. Career/career preparation	46	15	24	25
3. Oral communication	9	9	21	14
4. Contribute to society	4	9	8	12
5. Learning in core areas	<1	1	2	2
6. Critical thinking, reading	2	21	13	7
7. Using resources/technology	3	7	4	5
8. Leadership	2	<1	1	3
9. Lifelong learning	1	2	2	3
10. Learning in major	5	1	2	3
11. Multicultural skills	2	4	2	3
12. Options after graduation	2	None	None	4
13. Personal growth	2	1	2	1
14. Personal skills	8	5	6	12
15. Remain current in field	<1	<1	None	None
16. Writing	2	9	5	2
19. Creative thinking	None	4	1	None
20. Quantitative problem solving	2	5	4	2

Table 3: Sub categories

		Sub 1	Sub 2	Sub 3	Sub 4	Sub 5
1	Apply Learning	How to utilize and apply learning throughout life	Apply learning to career choice	Put theory to practice		
2	Career	Resume, application, professional and interview skills	Prepare for and apply learning	Develop career path	Available resources; potential internship and career opportunities	How to compete globally; flexibility and adaptability
3	Communication	Effective verbal and interpersonal communication skills	Effective written communication skills	Communication etiquette		
4	Contribute to Community & Society	Understand and expand concepts of service learning	Knowledge of comm./avail resources	Understand Citizenship	Contribute to greater global society	Give back to ASU

		Sub 1	Sub 2	Sub 3	Sub 4	Sub 5
5	Core	Basic understanding of subjects (e.g., math, science, history, writing)	Basic computer skills	Basic communications skills		
6	Critical thinking, reading, etc.	Evaluate and analyze information from sources	Independent decision making skills	Apply critical thinking skills	Problem solving in variety of settings	How to study
7	Finding/using resources & technology	Understand and adapt to technological advances	Apply technological knowledge to career	Objective data collection skills	Seek out and utilize resources	
8	Leadership	Leadership skills	Community leadership skills	Understanding of ethics	Communicate beliefs	
9	Lifelong learning	Continued desire to learn throughout life	Adaptability	How to contribute to learning community	Seek counsel of others	
10	Major	Apply skills obtained in major to career	Advanced knowledge of major	Basic knowledge of many majors		
11	Multicultural skills	Teamwork	Interpersonal Skills	Cultural awareness	Global perspective	Function in multicultural society
12	Options after grad.	How to utilize and apply learning	How to apply degree to career goals	Opportunities available through organizations	Opportunities in San Angelo	Internship and Graduate school opportunities
13	Personal growth	Responsibility and reliability	Independence and adaptability	Benefits of co-curricular activities	Goal setting and achievement	Work ethic
14	Personal skills	Time Mgmt skills	Social skills	Ethics-ethical behavior (work and personal)	Personal finance skills	Flexibility and Perseverance
15	Remain current in field	Current trends in career choice				
16	Writing skills	Understanding writing process	Apply writing skills to career	Proper grammar		
19	Creativity	Apply creative thinking				

		Sub 1	Sub 2	Sub 3	Sub 4	Sub 5
20	Problem solving and quantitative skills	Quantitative literacy and reasoning skills	Accounting & financial skills training	Complex and simple problem solving skills	Mathematical ability	

The Research and Assessment sub-committee of the QEP Development Committee wished to look at all responses that fell in category 17 (multiple responses). So, all the responses participants provided for Question 1, and which were not initially coded, were analyzed. Only responses for Question 1 were included because of the great degree of overlap between questions 1 and 2. As there were almost twice as many responses in category 2, Career, for Question 2 as compared to Question 1, category 2 was put in the position of potential disadvantage by eliminating responses to Question 2. However, because category 2 dominated both questions, this was not an issue (see Table 4). Percents for Q1 by category are presented in Table 5, which includes 1070 usable responses. The table also includes responses from 59 late surveys not initially processed.

Table 4: Justification for Eliminating Question 2

Category	Q1 #	Q2 #	Q1 %	Q2 %	Q2% -Q1%
1. Apply Learning	85	88	8.00	7.44	-0.56
2. Career/career preparation	208	410	19.57	34.66	15.09
3. Oral communication	74	123	6.96	10.40	3.44
4. Contribute to society	37	78	3.48	6.59	3.11
5. Learning in core areas	58	10	5.46	0.85	-4.61
6. Critical thinking, reading	97	100	9.13	8.45	-0.67
7. Using resources/technology	57	46	5.36	3.89	-1.47
8. Leadership	11	17	1.03	1.44	0.40
9. Lifelong learning	31	18	2.92	1.52	-1.39
10. Learning in major	142	41	13.36	3.47	-9.89
11. Multicultural skills	30	23	2.82	1.94	-0.88
12. Options after graduation	20	19	1.88	1.61	-0.28
13. Personal growth	31	20	2.92	1.69	-1.23
14. Personal skills	112	95	10.54	8.03	-2.51
15. Remain current in field	11	4	1.03	0.34	-0.70
16. Writing	28	50	2.63	4.23	1.59
19. Creative thinking	2	12	0.19	1.01	0.83
20. Quantitative problem solving	29	29	2.73	2.45	-0.28
TOTAL	1063	1183			

Table 5: Extra Responses to Question 1

Category Responses by Percent	Students (n= 537)	Faculty/D/D H (n= 266)	Admin/Staff (n= 130)	Community (n= 135)	All (n= 1070)
1. Apply Learning	9	4	12	5	8
2. Career/career preparation	28	6	13	20	20
3. Oral communication	5	9	6	11	7
4. Contribute to society	2	4	2	10	4
5. Learning in core areas	3	8	2	12	6
6. Critical thinking, reading	4	20	11	5	9
7. Using resources/technology	2	7	15	5	5
8. Leadership	1	< 1	1	1	1
9. Lifelong learning	3	3	5	1	3
10. Learning in major	16	14	5	10	13
11. Multicultural skills	1	7	4	1	3
12. Options after graduation	3	None	None	2	2
13. Personal growth	3	3	2	2	3
14. Personal skills	13	3	16	8	10
15. Remain current in field	1	1	1	None	1
16. Writing	2	4	3	2	3
19. Creative thinking	< 1	< 1	None	None	< 1
20. Quantitative problem solving	1	7	2	2	3