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### **Assessing Campus Programs and Events: Using One-Item Measures and Technology**

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#### Introduction

- Historically, paper surveys have always gained higher response rates than electronic surveys, but this has changed over time. Paper and electronic surveys have similar response rates with populations that have experience with technology (Kaplowitz, Hadlock, & Levine, 2004; Deutskens, Rutyer, and Wetzels, 2006; McCabe, 2004).
- Though at first researchers expressed caution when using one-item instruments, there is a full body of literature demonstrating the reliability and validity of one-item instruments, as well as recommendations on when to use them (Gardner, Cummings, Dunham, & Pierce, 1998)
- The current body of literature on assessing campus programs and events meant purely for entertainment is lacking.
- The purpose of this study was to gain insights on student reactions to entertainment programs and events using a single-item instrument via a word cloud application called sli.do. Comparisons between paper vs. electronic survey will be made as well as using the sli.do application.

#### Research Foci

- Gain perspectives on student reactions to campus programs and events. Compare these reactions to event stakeholder's expected student reactions.
- Explore the use of one-item qualitative measures in data collection.
- Is there a difference between the responses of paper survey and electronic surveys?
- Sli.do as a data collection tool.

#### Method

- Convenience sample of approx. 100 students from a mid-sized public university in Colorado. Using my judgment, most participants were undergraduate, between 17-23, woman-identified. All participants were event attendees.
- Participants were administered the one-item instrument via a paper option or an electronic option using the sli.do app (comparable to Kahoot).
- Item prompt, "Tell us one word or phrase about tonight's event!".
- Data collection took place at numerous entertainment programs and events happening throughout the Spring 2020 semester at various locations throughout the university and local community.
- A brief summative content analysis was employed to discuss the notable frequencies of the dataset, followed by a thematic analysis.
- Data was analyzed through a critical lens and considering Tinto's Theory of Student Involvement.

#### Results

- The electronic survey option gained a higher response rate than the paper survey option, with the electronic survey accounting for 80% of the responses for in the study.
- Quality of electronic survey responses was higher than the paper survey option, with the electronic survey responses being characterized by being reflective of the culture of the participants.
- Arts & Entertainment – generally positive, attendee reactions show that programming is eliciting responses that stakeholders want attendees to have.
- Social & Developmental – generally positive, but attendee reactions are not showing the level of engagement with the topics that event stakeholders want attendees to have
- Diverse Events – generally positive, where attendees put the most of their culture into the responses, could be evidence of programming eliciting response that stakeholders want attendees to have.

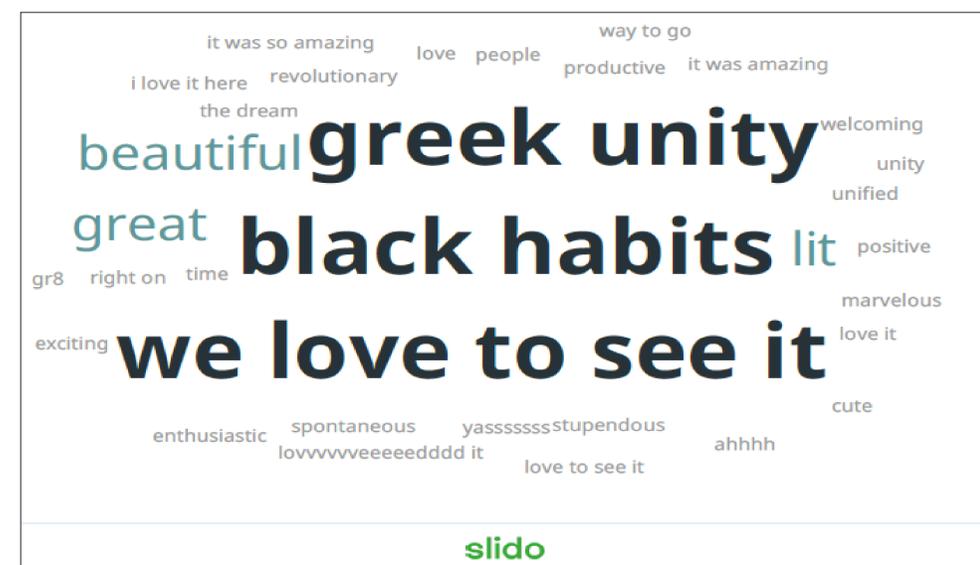


Figure 1. Word cloud created from a study tables event co-hosted with the National Pan-Hellenic Council. The larger the words, the higher its frequency in the dataset.

#### Discussion

- Sli.do performed sufficiently as a data collection tool in this study with some cost issues.
- Sli.do's interactive nature made the participation experience fun.
- Participants have consistent positive responses to programs; however, improvements can be made to intentionally engaging students so that they can fulfill program learning outcomes more consistently.
- Differences in responses across event categories allude to a need to foster more sense of belonging at events.
- Future directions include using the "Live Q&A" function on sli.do to facilitate conversations during events.

#### For Future Reading

Braxton, J. (2019). [Review of the book *Leaving College: Rethinking the Causes and Cures of Student Attrition*, by Vincent Tinto]. *Journal of College Student Development* 60(1),129134.

Sax, L., Gilmartin, S., & Bryant, A. (2003). Assessing response rates and nonresponse bias in web and paper surveys. *Research in Higher Education*, 44(4), 409-432.

Stake Holder Meeting Results

Social & Developmental	Arts & Entertainment
<ul style="list-style-type: none"> <li>included</li> <li>important</li> <li>community</li> <li>interactive</li> <li>creativity</li> </ul>	<ul style="list-style-type: none"> <li>excluded</li> <li>confusing</li> <li>inaccessible</li> <li>inconvenient</li> <li>creativity</li> <li>expression</li> <li>fun</li> <li>de-stressor</li> <li>performing</li> <li>offended</li> <li>exclusive</li> <li>high risk</li> <li>inaccessible</li> <li>too long or short</li> </ul>
School Pride	Diverse Events
<ul style="list-style-type: none"> <li>unity</li> <li>inclusive</li> <li>belong</li> <li>inspired</li> <li>spirited</li> </ul>	<ul style="list-style-type: none"> <li>chaotic</li> <li>white</li> <li>exclusive</li> <li>inclusive</li> <li>empowering</li> <li>connection</li> <li>community</li> <li>traditional</li> <li>targeted</li> <li>exclusive</li> </ul>

Table 1. Event stakeholders met to discuss what they expect event attendees' reactions will be to events in each event category. Right side is possible positive reactions and left side is possible negative reactions.