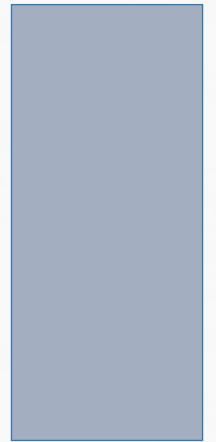# LONG TERM PLANNING

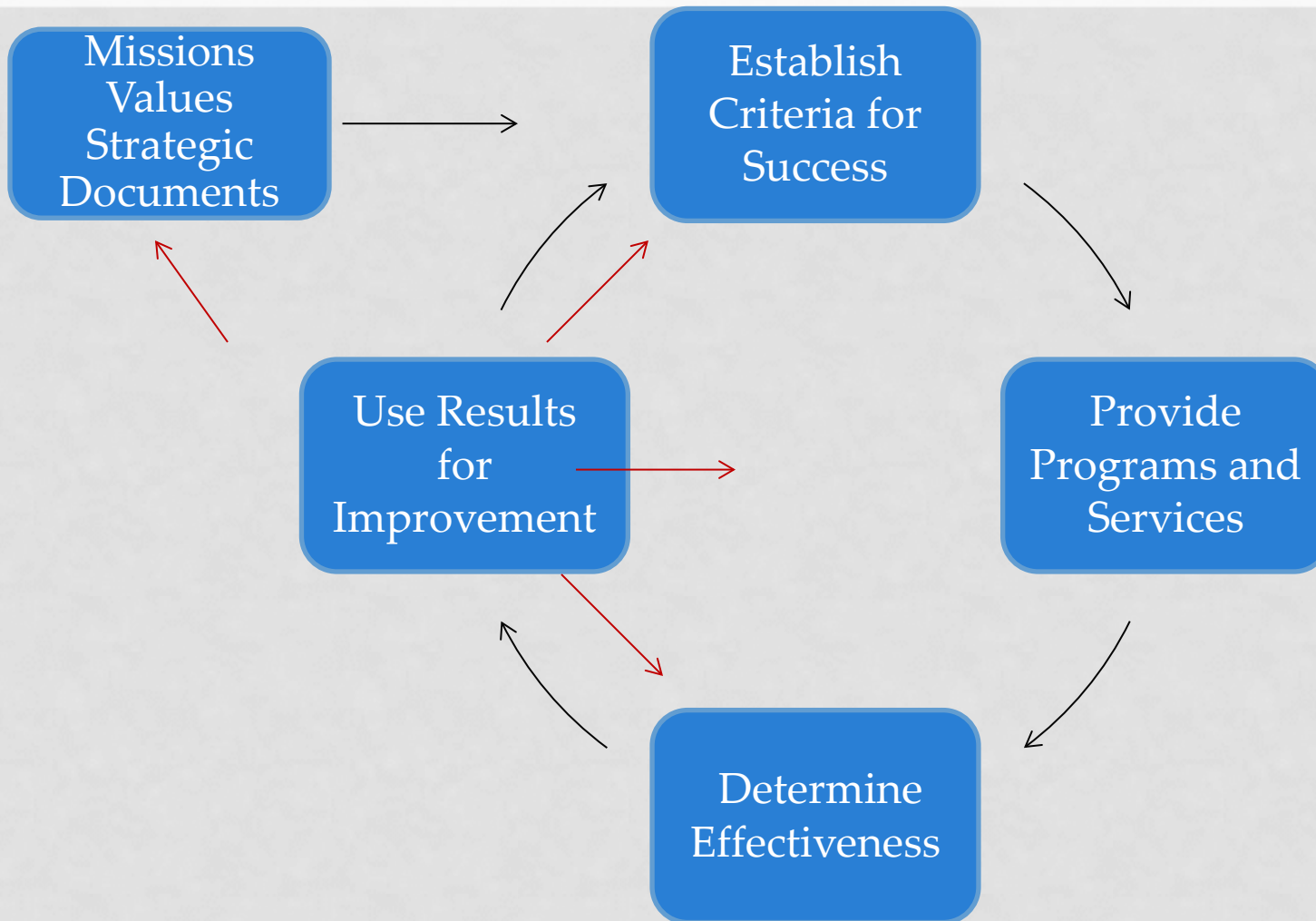CONDUCTING ASSESSMENT IN STUDENT AFFAIRS
SESSION NINE

SESSION OVERVIEW

- Longer Range Planning
  - How do I do it all?
  - Calendaring multiple assessments

- Decisions about What to Assess, When, and How
  - Informal Assessment
  - Capitalizing on existing data

- Sharing beyond the campus/Learning from others

- Final Logistics and Celebration

KEY CONSIDERATIONS IN PLANNING

- What information do I need on a regular/consistent basis?
  - Can I routinize collection of this?
- What are the priority areas of information now?
  - Improvement?
  - Accountability?
  - Funding?
- How much evidence do I need in a particular area?
- What information already exists?
  - Department
  - Campus
    - SAIRO www.sairo.ucla.edu
    - APB (formerly AIM) www.aim.ucla.edu

EXTENDING YOUR ASSESSMENT CYCLE

Missions Values Strategic Documents

Establish Criteria for Success

Provide Programs and Services

Determine Effectiveness

Use Results for Improvement

LONG-TERM ASSESSMENT PLANNING

- Take into account program/department goals
  - Review program review documents, upcoming calendar, etc.
  - SWOT analysis (strengths/weaknesses, opportunities, threats)

- Identify key issues or questions
  - Eg. Where are we short of resources?
  - Eg. How can we show that students are learning?

- Establish a cycle for each of the assessments planned

ACTIVITY

STEP ONE:

- On each post-it write:
  - Information need/Question
  - What type of data collection would accomplish this?

STEP TWO:

- Put them in order of importance to you/your department right now.

EXAMPLE: PROGRAM PLANNING

Assessment Projects:

YEAR 1	YEAR 2	YEAR 3	YEAR 4
Focus group on student needs	_No assessment_ _Implement a program to address need/ refine existing program learning outcomes to align with needs_	Assessment of 1-2 program learning outcomes	Assessment of 1-2 program learning outcomes

EXAMPLE: "CHECK-INS"

Assessment Projects:

YEAR 1	YEAR 2	YEAR 3	YEAR 4
Assess student perception of service/ outcomes	*No assessment* *Results are positive, so minimal changes made*	*No assessment*	Assess student perception of service/ outcomes

EXAMPLE: MULTIPLE PROJECTS

YEAR 1	YEAR 2	YEAR 3	YEAR 4
Assess outcomes of major program using pre-post survey	*No assessment* *Make changes to program*	Reassess outcomes of major program using pre-post survey	*No assessment*
Compare utilization rates of service for different populations	Assess outcomes of workshops using 5 minute card write	Focus group with a population of interest	Request UCUES information from SAIRO for population of interest (e.g. service participation by transfers)

ACTIVITY

STEP ONE:
- On each post-it write:
  - Information need/Question
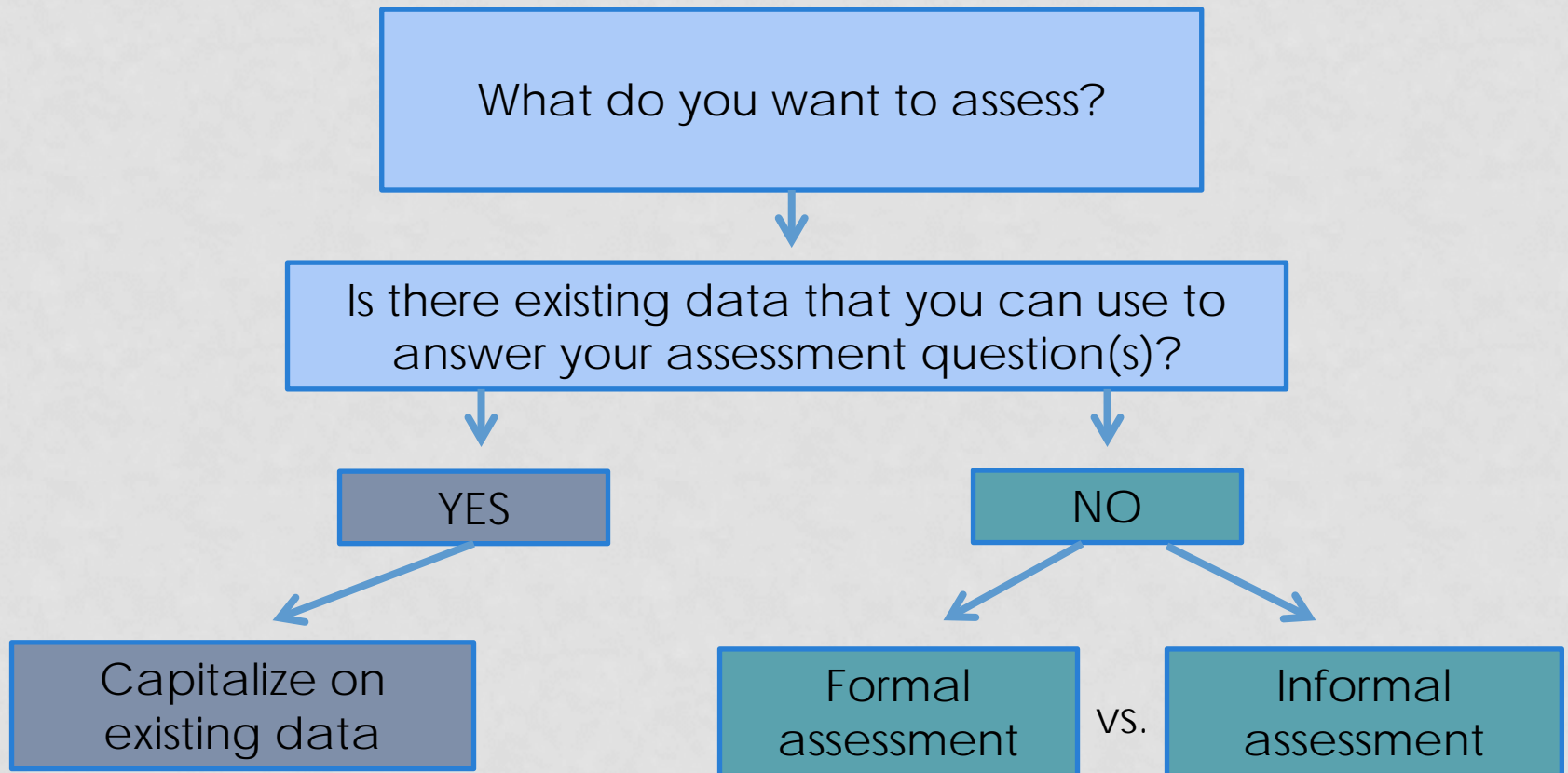 - What type of data collection would accomplish this?

STEP TWO:
- Put them in order of importance to you/your department right now.

STEP THREE:
- Transfer notes to handout in the order you arranged them—one per section.

Now you have a draft of your "assessment agenda" or long-term plan.

MAKING DECISIONS ABOUT FORMAT

What do you want to assess?

Is there existing data that you can use to answer your assessment question(s)?

YES

NO

Capitalize on existing data

Formal assessment vs. Informal assessment

INFORMAL ASSESSMENT: "WORK SMARTER, NOT HARDER."

- *Not all assessment needs to be done formally…*
  - Formality of data collection depends on:
    - Audience
    - Use
    - Resources

  - Informal assessment can inform:
    - Internal improvement (e.g. services offered)
    - Future formal assessment (e.g. response options on a survey)

  - Informal assessment is *not* appropriate:
    - for formal reporting of data where you need methodological rigor
    - to determine major programmatic or departmental changes

INFORMAL ASSESSMENT

Assessing <u>PREFERENCES</u>:

- <u>Observation</u> (benefit: easy, no resources needed)
  - Which coffee runs out first?
  - Which entrance do constituents use most often?

- <u>Show of hands </u>(benefit: easy, no resources needed)
  - Asks the question directly – easy to interpret

- <u>Marble or ticket voting </u>(benefit: anonymous, kinetic)
  - Participatory
  - May be viewed as fun activity rather than assessment

INFORMAL ASSESSMENT

Assessing <u>SKILLS</u>:

- <u>Observation</u> (benefit: actual assessment of behaviors)
  - Are students completing paperwork as they should, following a workshop/training?
  - Are more departments doing _____ after a training than before?

- <u>Conversation/Memos</u> (benefit: personal, detailed)
  - Do students feel more able to complete certain tasks?

- <u>Written</u> (benefit: anonymous, can be collected at event)
  - How capable do students feel to perform [task]?
  - What steps would students take to do [task]?

INFORMAL ASSESSMENT

Assessing <u>PRE-POST PROGRAM LEARNING</u>:

- <u>Written</u> (benefit: have stories to tell)
  - How has your knowledge of _____ changed since attending the workshop? (what did you know before, what do you know now?)

- <u>Worksheets/Checklists</u> (benefit: can see change, can turn into statistical changes)
  - Measure individual skills pre/post (use learning outcomes to identify)
  - Have participants check off skills they have pre and post workshop

- <u>Index Cards</u> (benefit: students identify change)
  - Can ask specific "skill" scenario questions pre and post
    - E.g. What forms do you need to complete your loan paperwork?

USING EXISTING DATA

- Know your potential sources of data
  - Know "data definitions" or specific variables
  - Frame request as specifically as possible

- Know how to request the data
  - Timeline
  - Contact person/process

- Options for linking existing data to your own data

ACTIVITY

- Review your survey and find 3-5 variables that would be of interest in your department

Surveys:

- University of California Undergraduate Experience Survey (UCUES)
  - http://sairo.ucla.edu/UCUES
- CIRP Freshman Survey
  - http://sairo.ucla.edu/CIRP
- SA Graduate and Professional Student Survey
  - http://sairo.ucla.edu/GPSS

UCLA
Academic Planning and Budget

Search Site

GRADUATION RATES AND RETENTION

Summary, Fall 2014

UCLA's graduation rates demonstrate the dedication of our students to their education.

Freshmen, Fall 2008 Cohort
6-year Graduation Rate   91.0 %
    Men   88.9 %
    Women   92.5 %

UCLA
Academic Planning and Budget

Enrollment demographics, Fall 2014

Select Fall term: [Fall 2014 ▼]

	Undergraduate			Graduate					Interns and Residents	Total Campus
	Freshman Entrants	Transfer Entrants	Total Undergrad	Academic Masters	Professional Masters	Doctorate	Professional Practice	Total Graduate		
GRAND TOTAL	22,625	7,000	29,633	1,367	4,041	4,731	2,074	12,212	1,394	43,239
General Campus	22,464	6,968	29,440	1,240	3,415	4,204	976	9,834	0	39,274
Health Sciences	161	32	193	127	627	527	1,098	2,378	1,394	3,965
FUNDING SUPPORT										
State Support	22,625	7,000	29,633	1,165	1,775	4,637	2,034	9,610	1,394	40,637
Non-State Support	0	0	0	202	2,266	94	40	2,602	0	2,602
GENDER										
Female	12,842	3,656	16,500	484	1,970	2,143	1,011	5,608	705	22,813
Male	9,783	3,344	13,133	883	2,071	2,588	1,063	6,604	689	20,426
ETHNICITY										
American Indian or Alaskan Native	110	47	157	6	20	17	19	62	2	221
Asian or Pacific Islander	8,082	1,851	9,933	318	939	751	596	2,603	576	13,112
Black Non-Hispanic	916	273	1,189	53	174	187	142	555	41	1,785
Hispanic	4,222	1,441	5,663	105	450	408	167	1,129	109	6,901
White Non-Hispanic	5,900	2,128	8,028	305	1,503	1,901	739	4,447	583	13,058
Unstated, Unknown, Other	691	234	927	36	132	203	360	730	67	1,724
Total Domestic	19,921	5,974	25,897	822	3,217	3,465	2,023	9,526	1,378	36,801
Foreign	2,704	1,026	3,736	545	824	1,266	51	2,686	16	6,438

UCLA Student Affairs Information & Research Office

TOPICAL RESEARCH STUDIES

MAJOR SURVEYS

CIRP FRESHMAN SURVEY

DIVERSE LEARNING ENVIRONMENTS SURVEY

GRADUATING SENIOR SURVEY

NATIONAL COLLEGE HEALTH ASSESSMENT

SA GRADUATE STUDENT SURVEY

TRANSFER STUDENT SURVEY

UC UNDERGRAD EXPERIENCE SURVEY

ASSESSMENT PLANNING PROCESS

GUIDE TO EFFECTIVE ASSESSMENT

BASELINE LOGIN

REQUESTING DATA

CONTACT US

REPORTS AND DATA

Survey Efforts

For more information (i.e., survey population, background, content, format, administration) or for reports from these surveys, click on the links below.

- AlcoholEdu Survey
- Campus Life in America Student Survey (CLASS)
- CIRP Freshman Survey
- College Students' Beliefs and Values (CSBV)
- Diverse Learning Environments Survey (DLE)
- Graduating Senior Survey (GSS)
- National College Health Assessment (NCHA)
- Student Affairs Graduate & Professional Student Survey
- Student Alcohol Survey (SAS)
- Student Development Survey
- Transfer Student Survey (TSS)
- University of California Undergraduate Experiences Survey (UCUES)

SHARING RESULTS BEYOND THE CAMPUS

- **National Organizations and Conferences:**
  - ACPA (www.myacpa.org)
  - NASPA (www.naspa.org)
    - Also hosts regional conferences!
  - Association for Institutional Research (AIR) (www.airweb.org)
  - California Association for Institutional Research (CAIR) (www.cair.org)
- **Professional Organizations** (ACUHO-I, NCDA, NAFSA, etc.)
  - http://www.studentaffairs.com/web/professionalassociations.html
- **Student Affairs Listservs** (specific to your specialty)
- **Academic Research Conferences** (ASHE, ACPA)

FURTHER OPPORTUNITIES TO DEVELOP ASSESSMENT SKILLS

- **National and Regional Conferences**
- **Assessment Training:**
  - ACPA Assessment Institute (summer, annual)
  - Alverno College Assessment Seminars (summer, annual)
  - Indiana University (IUPUI) Assessment Institute (fall, annual)
- **UCLA Training:**
  - Assessment Forum Presentations
- **Books & Websites**:
  - www.sairo.ucla.edu/assessmentsupport.htm
  - http://baselinesupport.campuslabs.com/home
  - http://www.myacpa.org/professional-development-opportunities-0
  - Assessment Practice in Student Affairs (Upcraft & Schuh)
  - Classroom Assessment Techniques (Angelo & Cross)
  - CAS Professional Standards for Higher Education (6th Edition)

FINAL LOGISTICS

- Post-tests

- Logistics for assessment plan review

- CELEBRATE!