Context of Assessment
## -CASA Session 3-

Session 3 Overview

- Session 2 assessment results
  - Peer Feedback

- Session 3 learning outcomes

- Ecological model: Contexts of assessment
  - Stakeholders
  - Environmental factors

- BREAK

- Ethical considerations in assessment
  - Beneficence
  - Respect for Persons
  - Justice

- For next session…

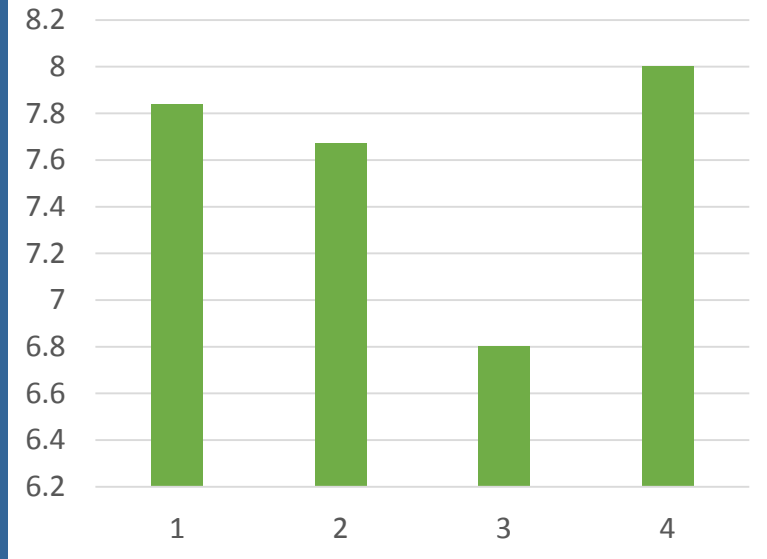- Session 3 assessment

Jogging Memories from Last time

Assessment results from Session 2:

"Defining Assessment Purpose"
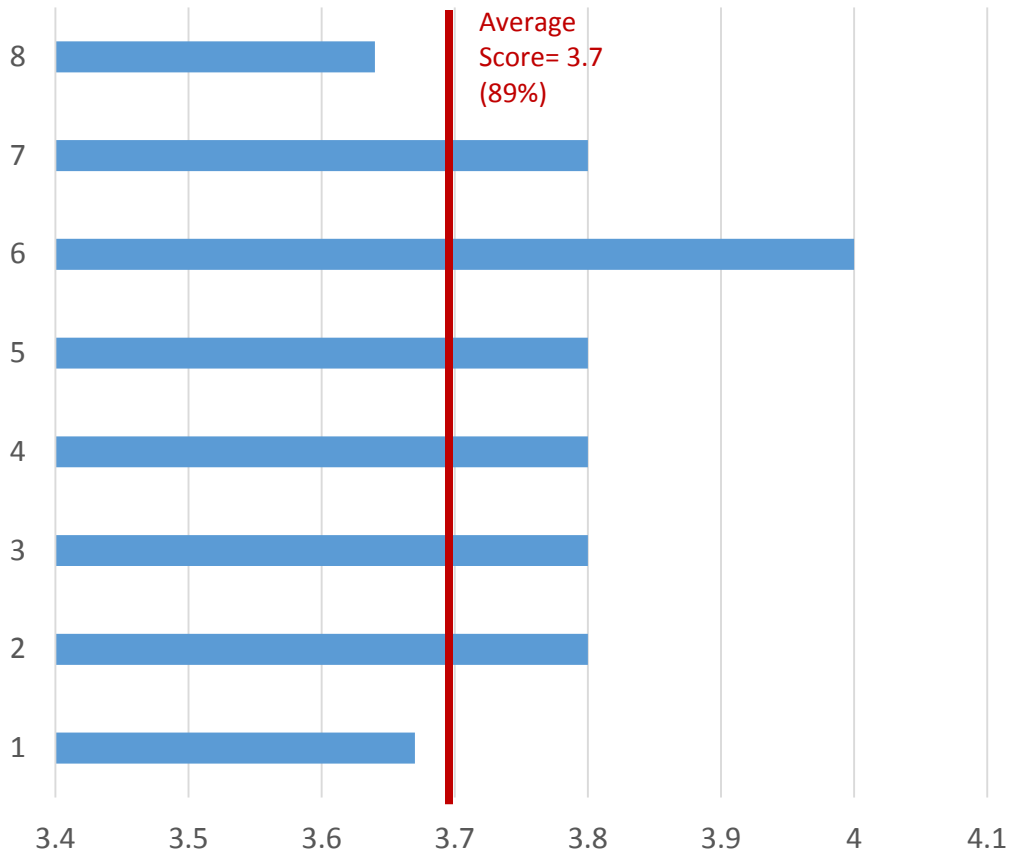
Areas from Session 2 to Review:

S.M.A.R.T. Outcomes

-Specific

-Measurable

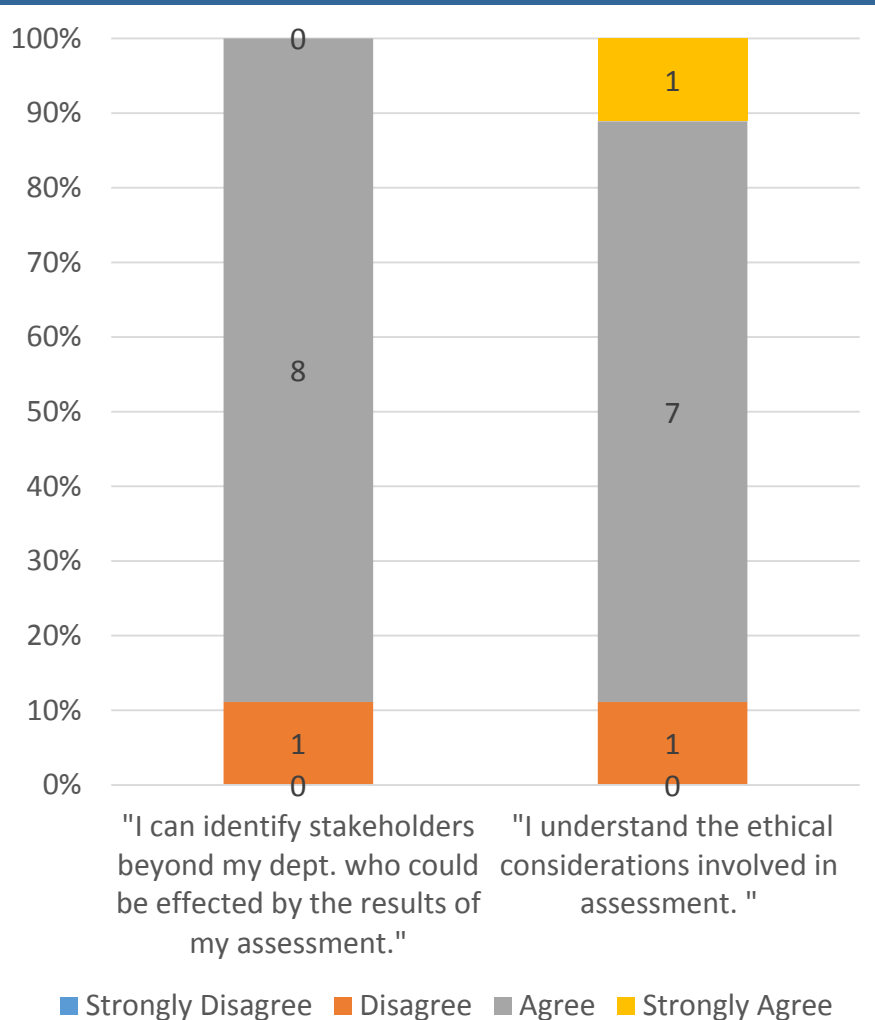-Aggressive, but attainable

-Results-oriented

-Time-bound

Assessment Plan Peer Feedback

1) Switch Assessment Plans with a partner, and rate each section using the assessment plan rubric.

2) Discuss your ratings with your partner, and identify ways each of you can improve these sections.

Where we are, where we are going...

Confidence Barometer

Chart data:

"I can identify stakeholders beyond my dept. who could be effected by the results of my assessment."
- Strongly Disagree: 0
- Disagree: 1
- Agree: 8
- Strongly Agree: 0

"I understand the ethical considerations involved in assessment."
- Strongly Disagree: 0
- Disagree: 1
- Agree: 7
- Strongly Agree: 1

Legend: ■ Strongly Disagree ■ Disagree ■ Agree ■ Strongly Agree

Today's Learning Outcomes

After today, you should be able to:

- Identify key stakeholders and their needs

- Identify how aspects of the environment may influence assessment

- Design assessment in ways that protects participants

- Understand ethical considerations in assessment, including participant privacy and data confidentiality
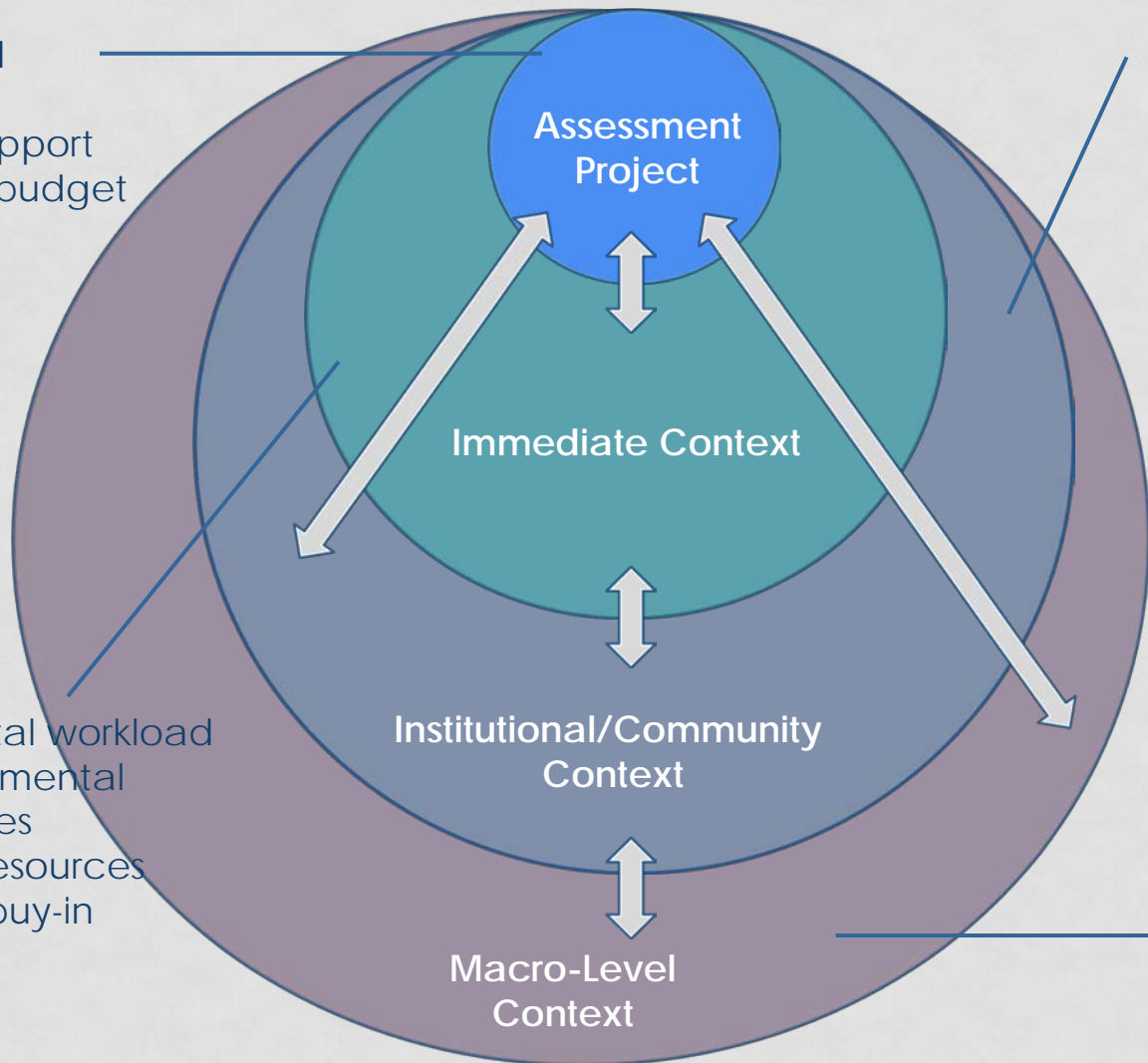
The Assessment Cycle
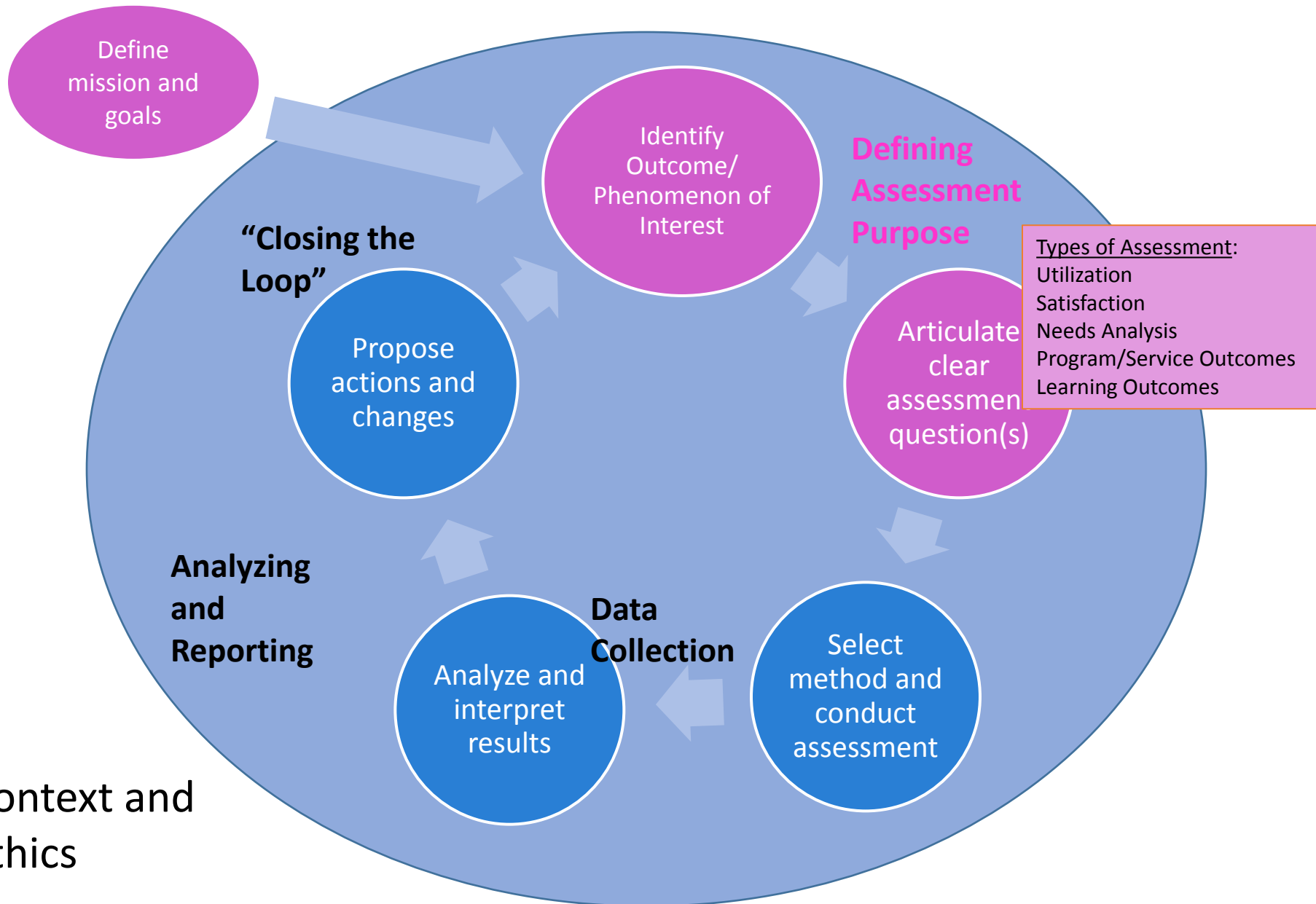
CONTEXT(S) OF ASSESSMENT
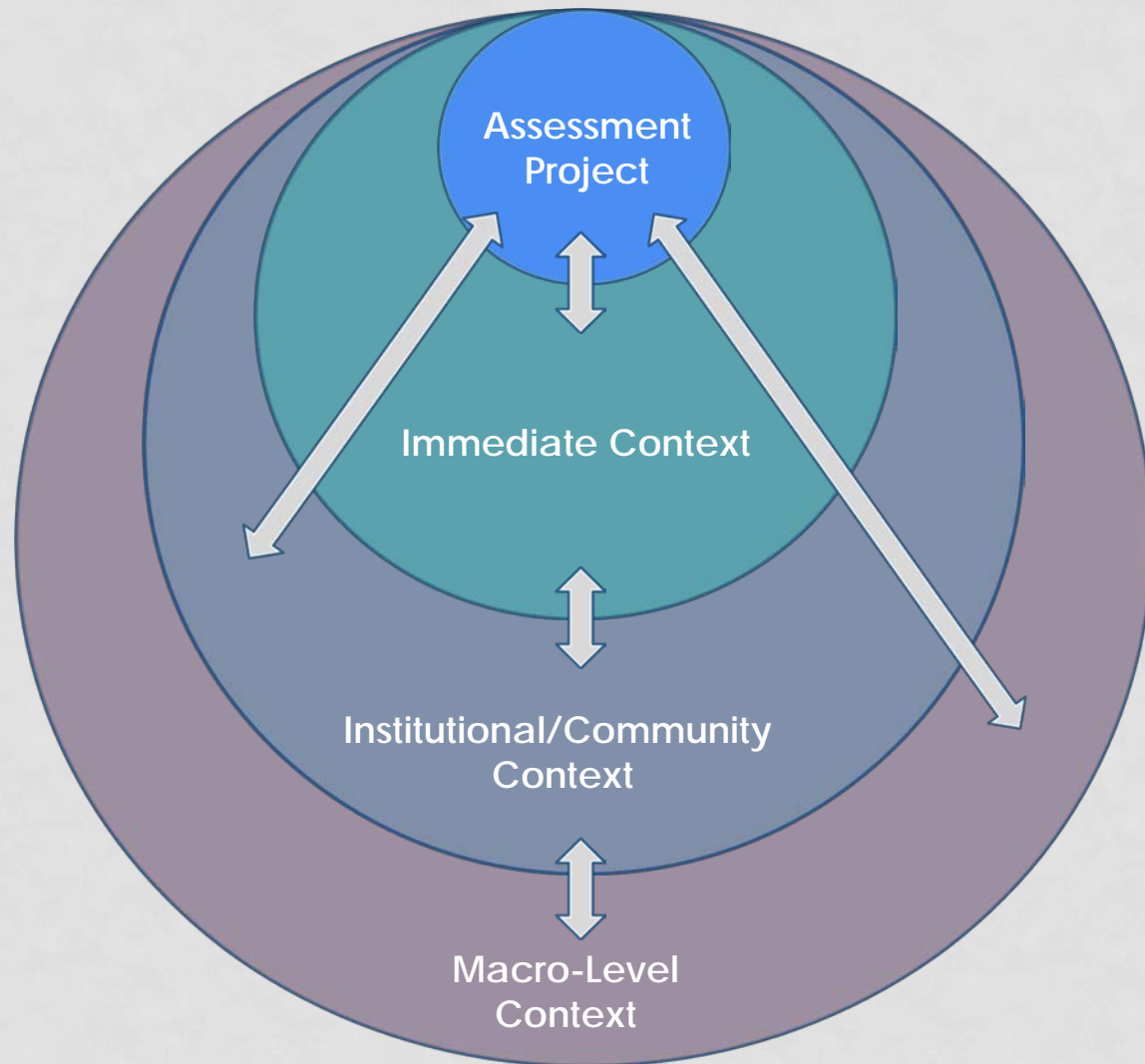
ENVIRONMENTAL FACTORS AT EACH CONTEXT OF ASSESSMENT

- Your skills and knowledge
- Sources of support
- Your project budget

Assessment Project

Immediate Context

Institutional/Community Context

Macro-Level Context

- Student Affairs priorities
- Faculty engagement
- Alumni & student investment
- Media focus
- Campus climate
- Institutional policy
- UCLA traditions
- Assessment culture/IRB

- Departmental workload
- Inter-departmental responsibilities
- Funding & resources
- Colleague buy-in

- Legal
- Political
- Economic
- Ethical
- Cultural
- UC Regents
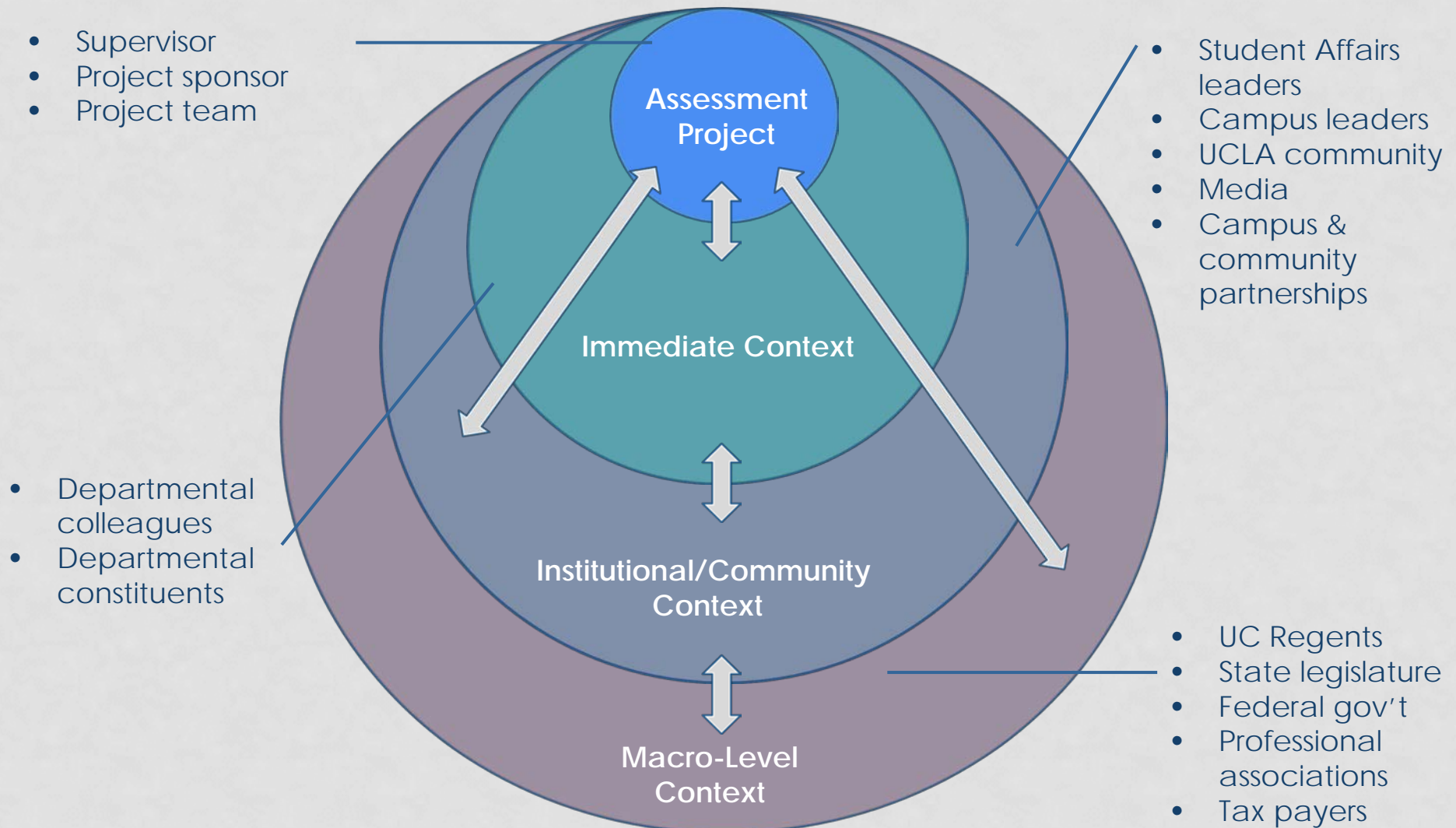- State legislature
- Federal gov't

EXAMPLE: ENVIRONMENTAL FACTORS FOR SAIRO'S STUDENTS WITH DISABILITIES STUDY

LEVEL OF CONTEXT	ENVIRONMENTAL FACTORS
Assessment Project	**Skills and knowledge:** GSR familiar w/ interview techniques w/ sensitive populations; access to institutional data regarding sample population **Sources of support:** 1 dedicated full-time staff supervisor & SAIRO director **Project budget:** Funds for incentives
Immediate	**Departmental workload:** limited ability for other staff to contribute if needed; 1 staff member preparing for maternity leave **Inter-departmental responsibilities:** coordination and approval by CAE **Funding & resources:** project budget already built into SAIRO annual budget, so little threat of funding changes **Colleague buy-in:** need to have CAE & CAPS input on approach and interest in results-sharing
Institutional/ Community	**Student Affairs priorities:** increasing shift toward understanding unique experiences of more specifically-defined groups of students **Campus climate:** current context comprises increased need for efforts aimed at equity and inclusion
Macro	**Legal:** State and federal mandates related to educational services for students with disabilities **Ethical/cultural:** Need for a better, more nuanced understanding of how to tailor services for individuals with disabilities

COMPLETE YOUR WORKSHEET: ENVIRONMENTAL FACTORS

LEVEL OF CONTEXT	ENVIRONMENTAL FACTORS
Assessment Project	
Immediate	
Institutional/ Community	
Macro	

STAKEHOLDERS AT EACH CONTEXT OF ASSESSMENT

- Supervisor
- Project sponsor
- Project team

- Departmental colleagues
- Departmental constituents

Assessment Project

Immediate Context

Institutional/Community Context

Macro-Level Context

- Student Affairs leaders
- Campus leaders
- UCLA community
- Media
- Campus & community partnerships

- UC Regents
- State legislature
- Federal gov't
- Professional associations
- Tax payers

STAKEHOLDERS AT EVERY STAGE

Defining Assessment Purpose

- **Who cares about your work?**
- **Who does similar work?**
- **Are there people who disagree with what you do?**
- **Are others interested in this question?**

Analysis and Reporting

- **Who will be affected by your findings?**
- **Are you likely to find out things that have implications for another department?**
- **Who will want to know about your findings?**
- **How will you tell them?**
- **Is timing of your findings important?**

Data Collection

- **Who do you need to help you contact participants?**
- **Do you need help/expertise in data collection?**
- **Do you need access to space or other resources?**
- **What are the limitations to your method?**

Outc... o... nt...

answ...

Conduct the assessment

EXAMPLE: STAKEHOLDERS

LEVEL OF CONTEXT	STAKEHOLDERS
Assessment Project	SAIRO GSR, SAIRO Director, SAIRO Staff Supervisor
Immediate	Assessment Support team (who often consult with CAE)
Institutional/ Community	CAE Director and staff; Vice Chancellor; UCLA faculty; UCLA Academic Affairs
Macro	CAE departments at other UCs; NASPA/AERA

COMPLETE YOUR WORKSHEET: STAKEHOLDERS

LEVEL OF CONTEXT	STAKEHOLDERS
Assessment Project	
Immediate	
Institutional/ Community	
Macro	

BREAK
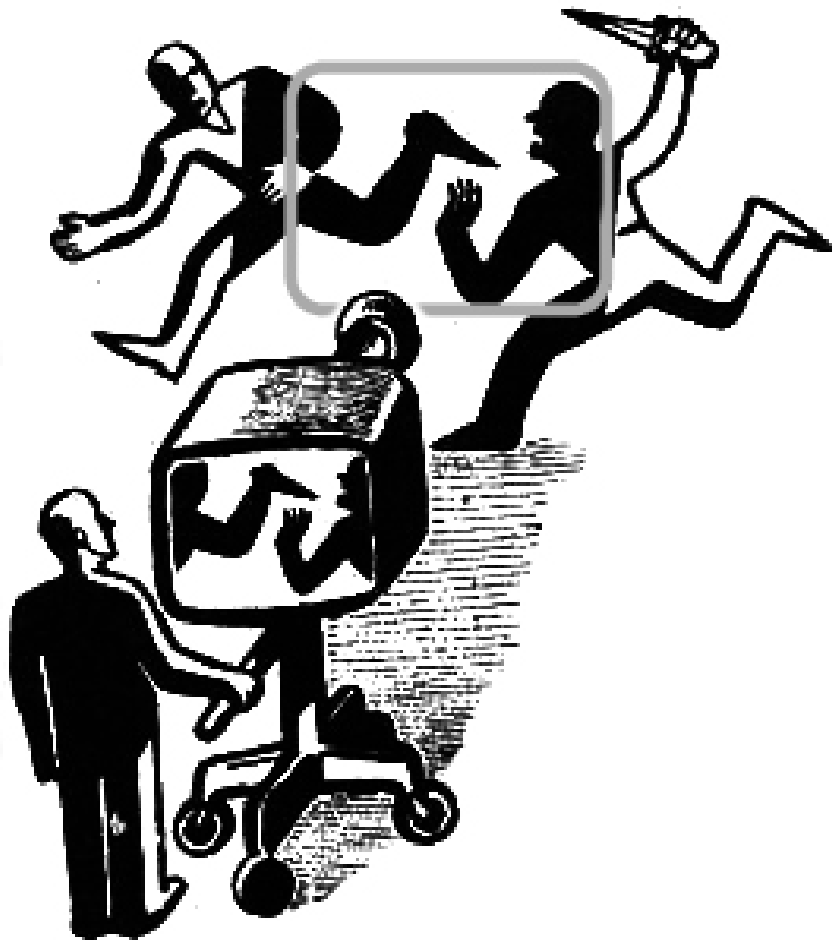
CONTEXT

Remember:
A single statistic doesn't tell the whole story.

ETHICAL CONSIDERATIONS

Assess risks to participants (cost vs. benefit)

Ensure ethical treatment of participants

Protect privacy of participants and confidentiality of data

Outcome/Phenomenon of Interest

Articulating a clear question to answer.

Select a method best suited to answer the question

Conduct the assessment

How can the results guide change in the future?
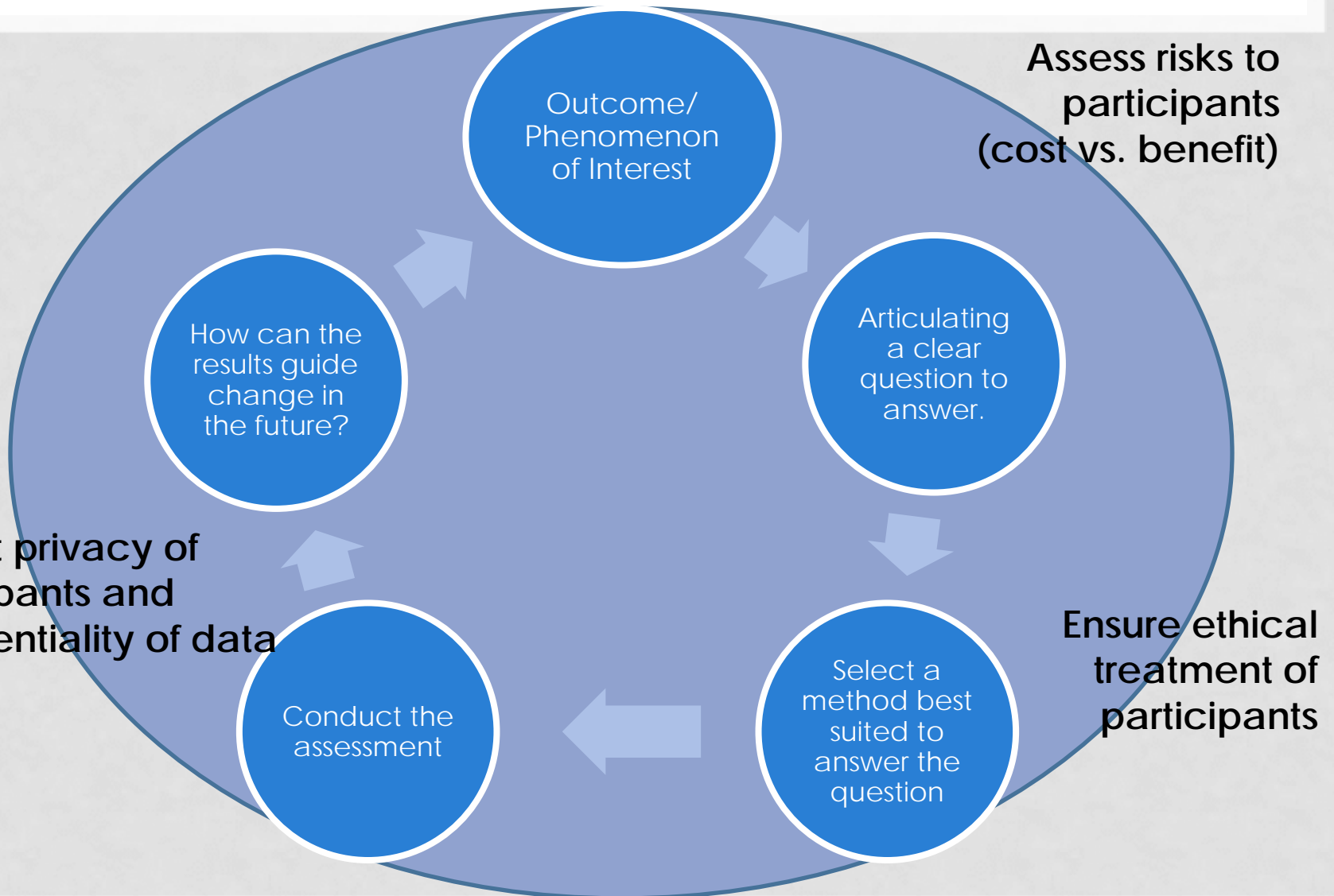
A LITTLE BIT OF HISTORY

- [Video](#)
- Nuremburg trials and the Nuremburg Code
- Belmont Report (1979) and IRBs
- Three main principles of ethical research/assessment
  - **Beneficence**
    - "Do no harm"
    - Risk versus Benefit considerations
  - **Respect for Persons**
    - Autonomy
    - Capacity & Informed Consent
  - **Justice**
    - Fairness in distribution of risk and benefit

1. BENEFICENCE

- Risk refers to any possibility of physical, social, legal, economic, or psychological harm to participants
    - Psychological distress in recalling past events
    - Reporting engagement in illegal activities
    - Harm to reputation from exposure of private information to others
    - Other examples?
- Risks to the individuals or groups must be weighed against potential benefits
- Consider probability and magnitude of harm

2. RESPECT FOR PERSONS

- The relationship between investigators and human subjects is critical and should be based on **honesty**, **trust**, and **respect.** You must consider power dynamics and mitigate the potential for any kind of coercion.

- Participants have rights:
    1. Autonomy (i.e., voluntary participation)
        - Factors to consider: age, disabilities, language barriers, incentives…
    2. Informed Consent
        - Participants must known what they are signing onto

3. JUSTICE

Privacy: Ability of <u>participant</u> to chose where and when they share information about themselves & do provide spaces/opportunities that allow them protection from "leakage" of information. (People/Interactions)

- Considerations in design: e.g. individual interviews v. focus groups
- Where and when you administer your study

Confidentiality: Protecting the <u>information</u> shared by participants from use beyond that agreed upon by the participant & ensuring that their identity is protected from exposure (Data/Records)

- Use study codes on data documents (e.g., completed questionnaire) instead of recording identifying information
- Replace names with pseudonyms in transcripts (e.g. focus groups, interviews)
- Limit access to data and participant information:

  - Password protected computer; encryption; no portable media, etc.
  - Keep a separate document that links the study code to subjects' identifying information locked in a separate location and restrict access to this document

- Don't ask for identifying info in the first place unless you need it
- Report data in the aggregate
- Compliance with FERPA, HIPPA and other privacy policies

IRB: WHEN IS IT NEEDED?

- All activities that constitute "human subjects research" are subject to IRB review
  - Involve human subjects (including their data and specimens)
  - Research: Contribute to generalizable knowledge
- On our campus:
  - If you intend to use the data collected for anything other than institutional improvement, you must have IRB approval
  - If you are going through Registrar's office to e-mail students using official contact info
  - For multi-institutional studies that are used for research and require IRB (e.g. HERI, NCHA)
- When in doubt, get guidance!

ADDITIONAL TRAINING RESOURCES

Registrar's Office FERPA Training
http://www.registrar.ucla.edu/Faculty-Staff/FERPA

UCLA Office of the Human Research Protection Program (OHRPP)
http://ora.research.ucla.edu/OHRPP/Pages/CITITraining.aspx
CITI Training: https://www.citiprogram.org/

- Log on using UCLA credentials
- See training modules designed for social science researchers

FOR NEXT TIME

1. *Make edits to "Background and Purpose" and "Assessment Questions" subsections based on today's peer feedback*
2. *Draft "Context and Stakeholders" subsection of Assessment Plan*
3. *Jot notes regarding ethical considerations in "Implementation and Design" subsection of Assessment Plan*

BRING ENTIRE DRAFT (I.E., INCLUDE ALL SECTIONS YOU HAVE WRITTEN) FOR NEXT SESSION.

See you January 3rd ☺ 2017!!!
New Location: Murphy 2325

SESSION 3 ASSESSMENT