

Recommendations for Assessment Coordination and Infrastructure

Prepared by the Student Affairs Assessment Committee

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Introduction

In the 2012-13 academic year, the Student Affairs Assessment Committee (SAAC) was charged with developing recommendations for key metrics that could be utilized to demonstrate progress on the Student Affairs Strategic Priority Areas, as well as summarize data and information needs that are important in achieving and documenting Student Affairs (SA) priorities. These metrics should provide SA with information to “tell the story” of who we serve, in what ways service is delivered, and how well.

While the committee initially began the discussion by focusing specifically on key metrics for the SA priority areas, our conversations led us to producing a broader blueprint for developing and expanding assessment culture and processes across the SA Organization (see Appendix I for more information about committee process and SAAC workgroup list). One of the primary issues discussed was the fact that having good metrics is not possible without first ensuring that certain structures are in place, and in some areas we are not yet ready to do this. Thus, the committee makes five key recommendations for Student Affairs that will contribute to a stronger assessment culture and produce relevant data that will support the work and direction of Student Affairs.

Recommendation 1: Utilization - Accurately report utilization of services and resources across SA.

In order to demonstrate the potential influence of SA on the lives of UCLA students and other constituents, a necessary first step is to be able to accurately report the number of programs and initiatives offered and students served.

Recommendation 2: Data Definitions - Establish and employ consistent definitions across SA.

So that data and information can be shared across the organization with some comparability, the committee suggests adopting a set of recommended definitions for key demographics and types of contacts. In addition, the committee recommends the adoption of common SA outcome areas that relate to the Student Affairs Strategic Goals.

Recommendation 3: Demonstrate Outcomes - Develop departmental and divisional ability to demonstrate outcomes.

Student Affairs should require departments to have departmental-level outcomes. In addition, departments need to put in place assessment processes that can provide evidence that their outcomes are being achieved.

Recommendation 4: Department Outcome Mapping - Departmental programs and services should be mapped to SA Outcomes.

Departments should be able to connect their programs and services to overall SA Outcome Areas. A process should be established for regular reporting/updating of this information so that it can be easily shared with campus and community stakeholders.

Recommendation 5: Structures for Communication - Provide structures for communication about assessment across the SA Organization.

Departments are interested in, and can benefit from, knowing about the assessment efforts being conducted in other SA areas. SA should provide additional avenues for assessment information to be regularly communicated across the organization, to facilitate information sharing and identify opportunities for collaboration on assessment of common topics of interest.

The following sections of the report provide more detailed information regarding how to proceed in each recommendation area.

Recommendation 1: Utilization

Accurately documenting the utilization of SA programs and services is a necessary component in demonstrating the value of SA to the campus. Measures of utilization are one of the most commonly understood metrics or key performance indicators (KPIs) on many other campuses. They provide context and offer a greater understanding of who is being served by, and engaging with, SA activities on the campus. The committee strongly recommends that SA position itself to be able to clearly state how many students are utilizing our programs and services within a given timeframe, as well as how many programs in a particular outcome/content area are offered, and that this information be captured in a way that would allow for disaggregation by demographic areas of interest (e.g. gender, major, class standing, residency status, etc.)

In order to achieve this, SA would need to establish common definitions (see Recommendation 2) and a data infrastructure for capturing and aggregating this information across departments.

Specific considerations in this process include:

- Developing a data infrastructure that would support streamlined aggregation of this data at the SA Organizational level. This development would need to be conducted by SAIT, and would likely be an extension of their current check-in and reporting systems.
 - The system should support the frontline collection of this information for departments who need it, as well as “talk” to existing tracking systems that departments have in place.
 - In order to connect easily with student records data, it is recommended that the primary identifier used in tracking utilization be UID, but that where appropriate the ability to “decline to state” or enter information (particularly for non-student populations) be made available.
- Establishing common definitions for 1) categories of contacts or program types and 2) outcome areas to which departmental information can be mapped at an organizational level.

The committee recognizes that the development of an integrated system for streamlined SA Organization reporting will take some time to develop. However, we recommend ensuring all areas are able to produce utilization information at the department level be prioritized for the 2014-15 year, including incorporating SAIT’s check-in system into their business processes.

Recommendation 2: Data Definitions

An important component in creating organizational summaries of information and facilitating comparisons is ensuring that categories are being defined consistently across the organization. To facilitate this, the committee suggests adopting a set of common definitions for key demographics, types of contacts, and outcome areas.

Demographics: One of the 2012-13 workgroups met with key stakeholders to develop a set of recommended demographic definitions for use in SA reporting—including both preferred definitions/variables within student records and recommended survey item wording. The effort produced a draft of recommendations for the following demographics: race/ethnicity, sexual

orientation, sex/gender, international/citizenship status, former foster youth, veteran/military service, students with dependents, and students with disabilities (see Appendix II).

Contacts: Establishing common definitions for categories of contacts/program types (e.g. workshop, intake meetings, window/counter service, etc.) will facilitate aggregation. These categories will likely be less detailed or specific than breakdowns used at a departmental level because they are intended to aggregate and *summarize* the volume of contact SA has with constituents, but should also be able to capture a range of different types of activities offered by SA. The SAAC has provided a draft of possible categories in Appendix III as a starting point for further conversation; the committee believes that more conversation beyond the committee membership is necessary before these categories are finalized.

Outcomes: Using the Student Affairs Priority Areas document, the learning outcomes proposed by the Student Development Taskforce, and mission and outcomes documents submitted by SA departments, the committee developed a common set of outcome areas for SA (see below).

Proposed Student Affairs Outcome Areas:

Priority 1: Ensuring Student Welfare: Diversity, Climate and Wellness

Identity Awareness – Understand and value the multiple dimensions of self

Diversity and Climate – Understand and interact effectively with others in a complex and evolving environment

Healthy Self-Management – Develop practical skills and attitudes to promote personal well-being

Priority 2: Meeting Students Where They Are: Leadership Development

Global Citizenship – Practice responsible citizenship in our global society

Career and Life Purpose – Develop thoughtful and deliberate educational and career strategies

Leadership and Team Skills – Work effectively in various roles within groups

Priority 3: Supporting the Academic Enterprise: Enrollment Management

Enrollment Management – Build and support a strong pipeline of highly talented students

Educational Affordability – Identify and cultivate financial support systems

Academic Success – Provide a range of support services and opportunities to ensure students are able to engage effectively with educational experiences

Priority 4: Effectively Steward Resources

Constituent Service – Provide caring and comprehensive services to SA constituents

Recommendation 3: Demonstrate Outcomes

Metrics at a SA Organization level are necessarily broad and not tied to specific departments (e.g. total number of students served, overall change in the student population in measures of interest as measured in survey data, etc.). Departmental assessment is critical to complementing what we say at an organizational level, and demonstrating student and constituent achievement of outcomes from the programs and services that we offer. For example, we can say that we offer “X” number of programs addressing diversity at the SA level; then we have examples of departmental data that shows the specific outcome of these experiences for students. Thus, it is critical that assessment efforts conducted at the departmental level connect service delivery and programs with student or constituent outcomes, so that when partnered with broader SA measures, we can effectively demonstrate contributions to student success.

To advance this work, the committee recommends that SA 1) require that all SA departments have clearly stated outcomes for their areas of responsibility and 2) require that departments engage in regular assessment of their ability to achieve these outcomes. The committee recognizes that not all departments currently have stated outcomes, so we have developed an extended version of the outcomes document that includes additional examples that can serve as models for departments to create their own, or could be used “as is” (see Appendix IV).

Recommendation 4: Department Outcome Mapping

Establishing and assessing outcomes at the departmental level is an important piece of the overall picture. However, to tell a comprehensive and powerful story about SA as a whole we need to develop structures for easily aggregating the information across SA. At a minimum, departments should be able to connect their programs and services to overall SA Outcome Areas, and a process should be established for regular reporting/updating of this information so that it can be easily shared with campus and community stakeholders. Building upon this foundation, mapping could also help to identify areas in which assessment results exist to provide evidence of contribution to SA outcomes. This alignment of outcomes will ensure that departmental work can be clearly mapped to SA priorities and provide clear evidence of the impact of the work of SA.

Survey data can also contribute to documenting SA impact, and SAIRO will continue to collect and report out on key variables of interest in student surveys that can inform our understanding of student experiences. A summary of existing survey data elements which represent the SA Strategic Priority areas can be found in Appendix V. In addition, SAIRO will explore opportunities for further longitudinal analysis through matching of data from multiple surveys.

Recommendation 5: Structures for Communication

In order to support a robust assessment culture, opportunities for communication about assessment processes and results are critical. In many of the committee members' conversations with campus colleagues, the topic of information sharing was discussed. While SAIRO has worked to provide some structures through which assessment information can be communicated, such as Assessment Forum sessions, and posting reports, information and assessment guides on their website, more robust opportunities for relaying information should be developed. For example, opportunities for sharing common survey questions, discussions of lessons learned by departments in their assessment projects, and general distribution of departmental data on utilization and success should be developed. We recommend that this be a key topic of discussion and development for the SAAC in the next year.

APPENDIX I: 2012-13 SAAC Process and Workgroup Assignments

During the 2012-2013 year, the SAAC created several workgroups to explore existing data as well as future data needs, and to develop recommendations for possible metrics in each priority area. Each SAAC workgroup consulted with departments not represented on the committee to ensure that their perspectives were represented. In 2013-14, the SAAC transitioned to a smaller working group to refine the recommendations that were being developed for SA. The group began by soliciting information from all SA departments regarding mission and outcomes. The committee then used this information, along with the outcomes recommended by the Student Development Taskforce (2009), to guide the development of the proposed SA Outcome Areas. The group also reviewed documents compiled by the Education Advisory Board and continued conversations with colleagues across SA to inform the development of the overall recommendations.

Strategic Priority 1-Ensuring Student Welfare

- Christine Wilson (Graduate Student Resource Center)*
- Wendy Motch (Recreation)
- Aye Htut-Rosales (Student Affairs Information and Research Office)*

Strategic Priority 2-Meeting Students Where They Are

- Jason Wall (career Center)*
- Natasha Saelua (Community Programs Office)
- Lori Vogelgesang (Residential Life)*

Strategic Priority 3-Supporting the Academic Enterprise

- Shideh Hanassab (Dashew Center for International Students and Scholars)
- Justyn Patterson (EAOP/BruinCorps)
- Susan Dimotakis (Financial Aid and Scholarships)
- Scott Carter (Enrollment Management)*
- Amy Pojar (Dashew Center for International Students and Scholars)

Strategic Priority 4-Effectively Stewarding Student Affairs Resources

- Deb Geller (Community Standards)
- Maria Blandizzi*(Office of the Vice Chancellor, SA)
- Tracy Teel (Student Affairs Information and Research Office)

Standardizing Demographic Information

- Kristen McKinney (Student Affairs Information and Research Office)*
- Joel Bellon (Student Affairs Information Technology)*

*Continued on SAAC in 2013-2014 year

APPENDIX II: Demographic Variable Recommendations

Purpose: Recommend consistent data definitions for student records and suggested survey questions for key populations of interest in SA

Key Consideration: Because these recommendations are primarily for use to in departmental assessment projects that generally have small sample sizes, need to balance the ability to have sufficiently meaningful categories in the data with the acknowledgement that students define their identities in multiple ways.

These suggested standards of practice are put forward not as a requirement, but as a strong recommendation for use, unless the specifics of a particular assessment project warrant using an alternate definition or a more disaggregated set of response options.

Race/Ethnicity:

- SRS:* There are multiple race/ethnicity variables in SRS—both individual (marked/not marked) race categories, as well as aggregated (or “roll-up”) variables. Based on the new IPEDS definitions, a 9-category race/ethnicity breakdown that also disaggregates international (or “foreign”) as a separate category is available. Based on the fact that most sample sizes for SA departmental assessments will be small, the committee recommends that most departments utilize this categorization rather than a more disaggregated one.
- American Indian or Alaskan Native
 - Asian
 - Pacific Islander
 - Black, Non-Hispanic
 - Hispanic
 - White Non-Hispanic
 - Two or More Races
 - Unknown
 - Foreign

Recommended Survey Question:

- Please select the race/ethnicity option that best represents your background. If your background falls into more than one category, please select multi-racial.
 - Native American or Alaskan
 - Asian, Asian American or Pacific Islander
 - African, African American or Black
 - Chicano/a or Latino/a
 - White/Caucasian
 - Multiracial

- Other

**Can include a “decline to state” or ensure that participants are able to skip the question/leave it blank.

It is suggested that a single response option question be utilized so that analysis by race/ethnicity can be completed without having to create a composite variable and to avoid the over-counting of those who mark more than one category that can happen if separate variables are used. This set of response options generally parallels the IPEDS categories (except “foreign” because it is not a racial/ethnic category) but uses more commonly accepted current terms. International students can be excluded from categorization in analysis if the visa status question (below) is also asked.

Sexual Orientation:

SRS: No variable in SRS

Recommended Survey Question:

Which of the following best describes your sexual orientation?

- Asexual
- Bisexual
- Gay/Lesbian
- Heterosexual/Straight
- Queer
- Other (include a write in option if possible)

Conforms to Williams Institute categories, but adds categories known to be in wide use within our student population. Adds an option to respond other and write in identity—allows us to learn if other terms are gaining use over time.

Sex/Gender:

SRS: Variable in SRS is only Male/Female

Recommended Survey Question:

- With which gender do you identify?
 - Male*
 - Female*
 - Transgender*
 - Genderqueer
 - Other (include write in option if possible)
- *Minimum categories

Eliminates the need for students to just respond to the binary (M/F). Adds an option to respond other and write in identity—allows us to learn if other terms are gaining use over time.

International Students/Citizenship Status:

SRS: Use AIM/IPEDs “Foreign” Definition, but report as “International,” because that is the preferred term for inclusiveness.

Recommended Survey Question:

- Please mark the option that best describes your immigration status:

- Domestic (US Citizen or Permanent Resident)
- International (e.g. student or other visa holder)
- Undocumented (i.e. entered the country without documentation or have an expired visa)**
- Other

**Consider carefully student confidentiality when opting to use this response option.

Veterans/Military Status:

SRS: Combine Veteran Type Code (VET_TYP_CD) but only for those with “Y” verification (VET_TYP_VRF_FL) and Veteran Benefit Codes (PRIM_VET_BENF_CD & SECD_VET_BENF_CD) to identify veteran population.

Recommended Survey Question:

- Military Status:
 - None
 - ROTC
 - In Active Duty, Reserves, or National Guard
 - A discharged veteran NOT serving in active duty, reserves or National Guard

Former Foster Youth:

SRS: Still under discussion: Using FAFSA questions 52-54 plus Chafee eligible would be the best way to define the foster youth population, but need to determine if that info can be accessed from FAO.

Recommended Survey Question:

- Have you ever been in foster care (e.g. foster home, group home, or placed by a relative with the court)?
Response options: Yes/No

Parenting Students:

SRS: Still under discussion: Questions 50 and 51 of FAFSA (children/other dependents), but need to determine if that info can be accessed from FAO.

Recommended Survey Question:

- Do you have children or other dependents (e.g. elders, siblings, etc.) who live with you and who receive more than half their support from you?
Response options: Yes/ No

Students with Disabilities:

Is a field in SRS, but generally not available to anyone beyond OSD for privacy reasons. Field represents students who are registered with OSD for services.

Recommended Survey Question:

- Are you registered with the Office for Students with Disabilities?
Response options: Yes No

*This question is suggested because 1) parallels the way that data is captured in SRS, and 2) is relatively non-threatening.

APPENDIX III: Proposed “Contacts” Definitions Discussion Starter

Recommendation

The subcommittee recommends further exploring and determining levels of contact/usage so departments may have a standard benchmark and findings may be aggregated to the organizational level.

Usage/Contacts Assessment Matrix

Type of Program	Audience
One-time Events/Programs	
On-going Programs/workshops	
Office visits (informational, consultation – proxy may be length of conversation)	
Referrals	
Student Leadership Opportunities/Positions	
Student Employment	
Phone calls	
Publications	
On-line contacts (website hits)	
Meetings	
Trainings	

Audience Options

- Students
- Staff
- Faculty
- Parents/Family
- Alumni
- Community Members

APPENDIX IV: SA Outcomes Areas with Examples for Departments

Priority 1: Ensuring Student Welfare: Diversity, Climate and Wellness		
	STUDENT OUTCOMES	STAFF AND DEPARTMENTAL OUTCOMES
<i>Identity Awareness - Understand and value the multiple dimensions of self</i>		
	<ul style="list-style-type: none"> • Understand the influence of developmental experiences on sense of self • Use understanding of identity in defining and pursuing life purpose, meaning, and values • Engage in a process of identity exploration • Understand one’s values, beliefs, and attitudes. • Progress toward integration of multiple components of identity (e.g. race, ethnicity, culture, gender, sexual orientation, and SES) in support of a secure sense of self 	<ul style="list-style-type: none"> • Foster identity development through programs and services • Understand how developmental experiences influence how students interact with and move through their college experience • Possess a working knowledge of student development theory • Tailor programs to acknowledge differences in identity • Provide opportunities for students to explore their own identities and backgrounds
<i>Diversity and Climate - Understand and interact effectively with others in a complex and evolving environment.</i>		
	<ul style="list-style-type: none"> • Listen openly and engage in respectful dialogue • Reflect upon and learn about self and others as members of a social group(s) in the context of systems of privilege and oppression • Develop competencies to work with differences, disagreements, and conflicts • Identify individual and collective actions for interrupting injustices and building alliances to promote greater social justice. • Promote an inclusive environment that respects individuals while valuing the perspectives of people from different backgrounds. 	<ul style="list-style-type: none"> • Provide programs that allow students to engage in dialogue across difference • Develop competencies to work with differences, disagreements, and conflicts • Promote an inclusive environment that respects individuals while valuing the perspectives of people from different backgrounds. • Ensure that all students are introduced to the UCLA Principles of Community • Maintain an open, safe, and inclusive environment for students to engage with other students, faculty, staff, families, friends, and the campus community at large.

<i>Healthy Self-Management - Develop practical skills and attitudes to promote personal well-being</i>		
	<ul style="list-style-type: none"> • Understand the campus conditions and individual circumstances that affect wellness • Develop and use healthy strategies to enhance wellbeing, cultivate positive emotions, reduce stress, and create balance in life • Identify mechanisms for managing stress • Effectively negotiate competing demands • Utilize effective time management skills 	<ul style="list-style-type: none"> • Foster the physical and emotional health and wellness of students through programs and services • Intervene and make effective referrals to assist students in crisis • Support the Healthy Campus Initiative • Understand the campus conditions and individual circumstances that affect wellness
Priority 2: Meeting Students Where They Are: Leadership Development		
	STUDENT OUTCOMES	STAFF AND DEPARTMENTAL OUTCOMES
<i>Global Citizenship - Practice responsible citizenship in our global society</i>		
	<ul style="list-style-type: none"> • Understand connections between local and global issues and between contemporary and historical contexts • Recognize the impact of one’s decisions in a global context. • Engage in campus, community and civic life • Promote social justice and improving the lives of all members of the community. • Engage in community service 	<ul style="list-style-type: none"> • Enhance students' capacity to contribute to society in local and global contexts • Provide opportunities for students to learn how to effectively advocate for their needs and the needs of their communities • Effectively communicate policies, procedures, and regulations in an accurate, culturally-sensitive, friendly, and timely manner • Facilitate cultural adjustment, cross-cultural learning, and communication • Promote civic engagement and community development

<i>Career & Life Purpose – Develop thoughtful and deliberate educational and career strategies</i>		
	<ul style="list-style-type: none"> • Conduct productive exploration of careers and self • Understand the relativity of one’s own competencies, limitations and skills to career options • Develop the ability to analyze and integrate knowledge from diverse perspectives to inform views, values and decision-making • Translate skills and knowledge gained inside and outside the classroom to broader employment contexts • Cultivate the skills to pursue career and life goals with confidence and integrity. 	<ul style="list-style-type: none"> • Provide information about career options • Assist students with identifying and articulating transferable skills • Mentor students and provide constructive feedback for improving skills • Assist students in developing mentoring relationships • Give students real world experiences in working with others, practicing professional principles, and designing and implementing action oriented solutions to real life problems
<i>Leadership & Team Skills – Work effectively in various roles within groups</i>		
	<ul style="list-style-type: none"> • Understand and negotiate membership and leadership roles within a group • Elicit and respect the views of others to reach consensus • Understand and practice academic and personal integrity • Work collaboratively to develop and maintain productive relationships • Communicate effectively and resolve conflicts with civility 	<ul style="list-style-type: none"> • Provide opportunities for students to develop the skills necessary for leadership and active participation in an increasingly diverse and global society • Provide frameworks for understanding leadership styles and group behavior • Promote student development around collaboration and coalition-building • Support and advise student groups through their leadership development efforts

Priority 3: Supporting the Academic Enterprise: Enrollment Management		
	STUDENT OUTCOMES	STAFF AND DEPARTMENTAL OUTCOMES
<i>Enrollment Management –Build and support a strong pipeline of highly talented students</i>	<ul style="list-style-type: none"> • Engage in outreach efforts for various communities • Build sustainable relations with community partners • Know what resources and support systems are available to students • Develop individual and institutional best practices for retention 	<ul style="list-style-type: none"> • Recruit and yield critical mass of underrepresented populations • Uphold commitment to build strategic partnerships and alliances with community organizations and local schools • Build long-term relations with community partners • Know what resources and support systems are available to students (and make appropriate referrals) • Develop individual and institutional best practices for retention • Provide culturally relevant resources for prospective and current students and their families
<i>Educational Affordability—Identify and cultivate financial support systems</i>		
	<ul style="list-style-type: none"> • Engage in long-term planning for educational expenses • Know the resources and opportunities such as work-study options and alike • Understand the consequences of financial choices; the terms of the loan, rights and responsibilities • Practice managing personal resources to meet expending needs and demand 	<ul style="list-style-type: none"> • Develop financial literacy resources and programs • Increase the knowledge of prospective and enrolled students about financial aid and scholarship options and associated deadlines and eligibility criteria • Ensure timely, accurate and efficient processing of financial aid funds using of the most current technology • Provide necessary information and tools to ensure students are adequately prepared to navigate loan repayment upon leaving school

<i>Academic Success – Provide a range of support services and opportunities to ensure students are able to engage effectively with educational experiences.</i>		
	<ul style="list-style-type: none"> • Engage with educational experience through co-curricular programs and services • Develop critical thinking skills • Utilize online tools as a method of engagement with instructors and resources • Develop effective study skills incorporating individual learning styles 	<ul style="list-style-type: none"> • Provide co-curricular programs and services that promote the development of competencies needed to engage with the academic experience • Develop innovative ways to partner with faculty and academic administration to support student academic success • Incorporate innovative online tools for increased academic engagement • Provide opportunities for staff and faculty to understand the individual learning styles and challenges for students
Priority 4: Effectively Steward Resources		
	STUDENT OUTCOMES	STAFF AND DEPARTMENTAL OUTCOMES
<i>Constituent Service—Provide caring and comprehensive services to SA constituents</i>		
	<ul style="list-style-type: none"> • Offer regular feedback to improve student services • Know reporting mechanisms for complaints and reporting discrimination • Communicate expectations for, and gaps in service to appropriate entities on campus 	<ul style="list-style-type: none"> • Assess and understand the needs of constituents • Develop cost effective processes and programs to meet constituent needs • Ensure that a constituent feels heard and understood • Explain options and information in a clear and respectful manner • Develop and enhance performance standards • Advocate for change to institutional policies to support student success • Provide and communicate mechanisms for students to offer feedback

APPENDIX V: Key Student Survey Variables that Inform SA Priorities

	Survey	Priority #
BENCHMARKING THE STATE OF CAMPUS OVER TIME		
CLIMATE		
Sources of Negative or Stereotypical Views items	UCUES	1
Perceptions of Campus Climate: Tolerant of Diversity (1) to Intolerant (6)	UCUES (Module)	1
Diversity is important to this campus	UCUES (Module)	1
This institution values students opinions	UCUES (Module)	1
I feel valued as an individual on this campus	UCUES (Module)	1
Students of my race/ethnicity are respected on this campus	UCUES	1
Students of my religious beliefs are respected on this campus	UCUES	1
Students of my political beliefs are respected on this campus	UCUES	1
Students of my sexual orientation are respected on this campus	UCUES	1
Students of my socio-economic status are respected on this campus	UCUES	1
Students of my immigration status are respected on this campus	UCUES	1
UCLA's diverse student body provides a good learning environment	Senior Survey	1
Discussions at UCLA of controversial subjects are generally respectful.	Senior Survey	1
Graduate/professional students in my program are respected regardless of their race, ethnicity, or citizenship.	GRAD	1
Graduate/professional students in my program are respected regardless of their gender.	GRAD	1
Graduate/professional students in my program are respected regardless of their sexual orientation.	GRAD	1
Graduate/professional students in my program are respected regardless of their religious beliefs.	GRAD	1
Graduate/professional students in my program are respected regardless of their political opinions.	GRAD	1
My graduate/professional program supports my research/professional goals.	GRAD	3
I receive adequate support for any career path I might choose.	GRAD	3
Graduate/professional students in my program are treated equitably and fairly by faculty.	GRAD	1,2
Rapport between faculty and students in my program is good.	GRAD	2,3
There are tensions among faculty that negatively affect graduate/professional students.	GRAD	2
My relationships and interaction with other graduate/professional students in my program are positive.	GRAD	2
Overall the morale of graduate/professional students in my program is positive.	GRAD	2
I have sufficient opportunity to interact socially and make connections with people in my department/program.	GRAD	2
I have sufficient opportunity to interact academically and make connections with people in my department/program.	GRAD	2
I have sufficient opportunity to interact socially and make connections with people at UCLA outside of my department/program.	GRAD	2
I have sufficient opportunities to interact academically and make connections with people at UCLA outside of my department/program.	GRAD	2
I feel a sense of belonging within my department or program.	GRAD	1
I feel a sense of belonging on campus, overall.	GRAD	1
ENGAGEMENT		

interacted with students from outside US in class (e.g., through section discussions, study groups or class projects)	UCUES	1
interaction in social settings with students from outside the US	UCUES	1
developed a friendship with a student from outside the US	UCUES	1
Extent of engagement with Peers Different from me	Senior Survey	1
Dined or Shared a meal	Senior Survey	1
Interacted in class	Senior Survey	1
Discussed course materials outside of class	Senior Survey	1
Interact in UCLA-based Extracurricular Activity	Senior Survey	1
Discuss Topics with Others who had different Opinions	Senior Survey	1
Discuss with Others who had different backgrounds	Senior Survey	1
Quality of Interactions with different others	Senior Survey	1
Nature of Diverse Interactions by Race/Ethnicity items	Senior Survey	1
WELLNESS		
Your overall physical health?	UCUES, GRAD	1
Your overall mental health?	UCUES, GRAD	1
Your overall diet?	UCUES, GRAD	1
In the past month, which of the following behavior(s) have you pursued to improve your overall health? (Mark all that apply)		
Incorporate more fruits, vegetables and whole grains into my meals	UCUES, GRAD	1
Increase amount of sleep	UCUES, GRAD	1
Choose sugars from naturally occurring sources such as fruits	UCUES, GRAD	1
Prepare meals at home more often	UCUES, GRAD	1
Engage in more social activities	UCUES, GRAD	1
Seek counseling	UCUES, GRAD	1
Seek emotional support from a trusted person	UCUES, GRAD	1
Engage in relaxation activities (e.g. yoga, meditation)	UCUES, GRAD	1
Sleep Behaviors		
Get enough sleep so that you felt rested when you woke up	UCUES, GRAD	1
Have difficulty sleeping (e.g. intermittent sleep, difficulty falling asleep, waking earlier than intended)	UCUES, GRAD	1
Feel so tired during the day that it affected your ability to work or study	UCUES, GRAD	1
In an average week, on how many days do you		
Engage in MODERATE-INTENSITY physical activity, such as walking briskly, biking at a casual pace or light weight lifting for at least 30 minutes	UCUES, GRAD	1
Engage in VIGOROUS-INTENSITY cardio or aerobic exercise, such as running, bicycling, or aerobics for at least 20 minutes	UCUES, GRAD	1
Do 8-10 strength training exercises (such as resistance	UCUES, GRAD	1
Mental Wellness: Frequency		
Your daily life has been full of things that were interesting to you.	UCUES, GRAD	1
You felt loved and wanted.	UCUES, GRAD	1
You have been a very nervous person.	UCUES, GRAD	1
You felt depressed.	UCUES, GRAD	1
You felt tense or “high strung.”	UCUES, GRAD	1
You have been in firm control of your behavior, thoughts, emotions and feelings.	UCUES, GRAD	1
You felt you had nothing to look forward to.	UCUES, GRAD	1
You felt calm and peaceful.	UCUES, GRAD	1

You felt emotionally stable.	UCUES, GRAD	1
You felt downhearted and blue.	UCUES, GRAD	1
You felt so down in the dumps that nothing could cheer you up.	UCUES, GRAD	1
You have been moody or brooded about things.	UCUES, GRAD	1
You felt restless, fidgety, or impatient.	UCUES, GRAD	1
You have been anxious or worried.	UCUES, GRAD	1
You have been a happy person.	UCUES, GRAD	1
You have been in low or very low spirits.	UCUES, GRAD	1
You have felt cheerful or lighthearted.	UCUES, GRAD	1
You have felt lonely/isolated.	UCUES, GRAD	1

UNDERSTANDING CHANGE IN STUDENTS WHILE AT UCLA--SINGLE TIME-POINT DATA

Gained a new understanding of other perspective through conversations with students who differed by

Race/ethnicity	UCUES	1
Nationality	UCUES	1
Religion	UCUES	1
Politics	UCUES	1
Sexual orientation	UCUES	1
Social class	UCUES	1

Self Assessed Growth (start of UCLA and current proficiency):

Ability to appreciate, tolerate and understand racial and ethnic diversity	UCUES	1,2
Ability to appreciate cultural and global diversity	UCUES	1,2
Understanding the importance of personal social responsibility	UCUES	1,2
Self awareness and understanding	UCUES	1,2
Interpersonal (social) skills	UCUES	1,2

Growth in Understanding Specific Areas of Diversity: (start of UCLA and current proficiency)

My racial/ethnic identity	UCUES	1
Social class/economic differences	UCUES	1
racial/ethnic differences/issues	UCUES	1
gender/sexual orientation differences/issues	UCUES	1
physical disability issues	UCUES	1
emotional disability issues	UCUES	1

Agreement: My time at UCLA has challenged me to think more broadly about social issues	Senior Survey	2
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Extent your UCLA experience has contributed to your:

Interest in community service and engagement	Senior Survey	2
Openness to new ideas and experiences	Senior Survey	2
Desire for lifelong learning	Senior Survey	2
Interest in community service and engagement	Senior Survey	2
Understanding of different philosophies, cultures and ways of life	Senior Survey	2
Ability to get along with different kinds of people	Senior Survey	2
Leadership skills	Senior Survey	2
Ability to work effectively in a group	Senior Survey	2
Understanding of yourself, your abilities, and your interests	Senior Survey	2
Self-management skills (e.g., ability to express emotions, manage stress, cope with life challenges)	Senior Survey	2

**UNDERSTANDING CHANGE IN STUDENTS WHILE AT UCLA--POTENTIAL
COHORT COMPARISONS**

Self-Ratings:

Leadership ability	CIRP, Senior Survey	2,3
Public speaking ability	CIRP, Senior Survey	2,3
Self-confidence (intellectual)	CIRP, Senior Survey	2,3
Self-confidence (social)	CIRP, Senior Survey	2,3
Spirituality	CIRP, Senior Survey	2,3
Cooperativeness	CIRP, Senior Survey	2,3
Understanding of Others	CIRP, Senior Survey	2,3

Self-rated skills

	GRAD	
Resolving disagreements with others	GRAD	2
Assertively standing up for myself	GRAD	2
Ability to work as a part of a group	GRAD	2
Ability to lead a group	GRAD	2
Setting reasonable expectations for myself	GRAD	2
Managing my time efficiently to complete my academic program	GRAD	2
Balancing academic responsibilities with other demands in my life	GRAD	2
Coping with academic responsibilities with other demands in my life	GRAD	2
Coping with academic pitfalls/setbacks effectively	GRAD	2
Intellectual self-confidence	GRAD	2
Social self-confidence	GRAD	2
Mentoring others	GRAD	2
Seeking out mentoring	GRAD	2
Negotiation	GRAD	2
Email etiquette	GRAD	2
Ability to use current and relevant technologies to further my academic and professional goals	GRAD	2,3
Bringing people together to collaborate toward a common goal?	GRAD	2
Working with people from diverse backgrounds	GRAD	1,2
Writing a journal article	GRAD	3
Writing a thesis/dissertation	GRAD	3
Writing a grant	GRAD	3
Preparing a portfolio or compilation of work	GRAD	3
Giving a performance or exhibit	GRAD	3
Giving a formal oral presentation	GRAD	3
Understand relevant ethical concerns in my field	GRAD	2,3
Professional networking	GRAD	2,3
Entrepreneurship	GRAD	2,3
Analysis and synthesis of data	GRAD	3
Communicating findings	GRAD	3
Supervision of employees or a group of volunteers	GRAD	2
Development of courses and/or training programs	GRAD	2,3
Program and/or conference planning	GRAD	2,3
Course instruction/teaching	GRAD	2,3
Making a well-reasoned argument	GRAD	2,3
Ability to discuss your research and academic work with non-specialists	GRAD	2,3
Managing a project or department budget	GRAD	2,3