Streamlining Departmental Assessment

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Agenda

• Streamlining: A Bird’s Eye View
• Programs Survey: (Meta)Outcomes
• Programs Survey: A Closer Look
• Examples of Data Use
Define Assessment Purpose
Articulate a clear question to answer
Select a method best suited to answer the question
Collect Data
Conduct the assessment
Analyze & Report
Use & Share Results
How can the results guide change in the future?
Outcome/Phenomenon of Interest

The Assessment Cycle
Assessing Our Assessment Cycle

1. Define Assessment Purpose
2. Create an Assessment Plan
3. Collect Data
4. Conduct the assessment
5. Analyze & Report
6. Use & Share Results
7. Articulate a clear question to answer
8. Select a method best suited to answer the question
9. How can the results guide change in the future?
Assessment is Important!

Nearly 50 surveys administered during one academic year
Assessment of Assessments

• Process
  – Frequent users receive more survey requests
  – Low/inconsistent response rates
  – Challenges managing the cycle for each survey
• Content
  – More on satisfaction & customer service
  – Less on outcomes
• (Meta)Outcome
  – Ability to note and respond to dissatisfaction
  – Limited ability to identify areas of strength
  – Limited narrative about impact & outcomes
Expand and Compress

• Combine similar surveys & standardize questions
  – Multiple programming surveys become one end-of-quarter survey
• Enhance/develop questions about outcomes
  – Programs: connections at and after the event
  – Workshops: knowledge before and after workshop
• Pre & post for key ongoing programs
  – (i.e. Global Siblings Program, American Culture & Conversation)
• Utilize informal assessment methods
  – (e.g. show of hands, marbles in a jar, ...)


Consider Placement, Timing, Content

• **When** do we expect results?
  – Timing e.g. connections at & after event = programs survey at the end of the quarter

• **Who** do we expect to be affected?
  – Content e.g. disaggregate by groups of interest (domestic vs. international; undergraduate vs. graduate; etc.)
  – Placement ("Who" connects to "Where" & "When")
    • e.g. general population/planning = Biennial Survey vs. measuring program outcomes = Programs Survey vs. measuring service outcomes = Biennial Survey

• **What** do we expect to happen?
  – Content
Content:
Top Down / Bottom Up

Outcomes

Questions
Content: Question Review

• Does the question...?
  – Measure/demonstrate departmental outcome
  – Measure/demonstrate program or service outcome
  – Measure/reveal opinions, behaviors, needs, and experiences that will assist with planning
    • Useful & actionable?
    • Important for other reasons?
      – E.g. Spread awareness (Exit Survey)
  – Assist in disaggregating groups of interest
    • (e.g. demographic questions)
Current Survey Inventory

- Programs Survey
  - (end of each quarter)

- iStart Survey
  - (end of iStart for incoming students only)

- American Culture & Conversation
  - Start/end of the quarter

- Global Siblings Program
  - Fall & Spring

- Biennial Survey
  - (every 2 years in Winter)

- Exit Survey
  - (end of each quarter, especially Spring)

- Workshops/Trainings
  - paper surveys (mostly)
Programs Survey

(Meta)Outcomes
Programs Survey

• Overview of Questions
  – Demographic information
  – How do you tend to hear about events?
  – Participation inventory
    • Which programs did you attend?
  – Standardized questions asked for each program attended as appropriate
  – Qualitative: Most valuable & suggestions
Programs Survey Outcomes

• Better response rates per program
  – Most greater than 30%
  – Two below 20%
• More upfront planning
  – Coordination between staff
  – More time to build the survey in Baseline
• More time analyzing & combining data
• Less ongoing management of the cycle
• More efficient & clear processes for staff
• More efficient for participants
  – on average attend 2 programs (~ 5-10 mins survey time)
• More narrative impact & better opportunities for data-informed decision-making
More Narrative Impact

- 91% of respondents connect with at least one person at a given DCISS event
- Respondents most frequently meet three to five people at each DCISS event
- 65% of respondents connect with at least one person after the event
- Most of the after-event connections are with at least one domestic peer
- 94% of respondents learned about another culture through events/people attending
- 93% of respondents feel more comfortable at UCLA because of the event(s) they attended
Better Opportunities for Data-Informed Decision-Making

• Ability to easily and reliably compare programs across the same questions
  – Which programs are the most effective at producing the outcome of interest?
  – Why might that be?
  – How can these elements be replicated in other programs?
Streamlining the Programs Survey
A Closer Look
Overview of Planning Process

Outcomes

Questions
Reviewing Questions and Outcomes

• **Bottom up: Identifying Outcomes**
  – Review past questions of program surveys
  – Note question types/themes to standardize

• **Top down: Identifying Outcomes**
  – Strategic planning meeting
  – Which programs intend to do what?
  – E.g. L.A. Bus Tour vs. Wellness Tours
    • Feeling comfortable in LA vs. UCLA + ASHE/CAPS

• **Move from different surveys for different programs to some standardized questions for most programs to a combined (mostly) standardized survey for programs**
Example:
Evolution of Questions & Outcomes

• Example survey questions for different programs (non-standardized):
  – This event helped me to meet new people.
  – Did you enjoy getting to know your Travel*Mate who was from a different country than you?

• Both point to an articulated departmental outcome
  – catalyze friendship-building, especially between international and domestic communities at UCLA
Example: Evolution of Questions & Outcomes

• First pass (standardized, before combined survey):
  – This event helped me to meet new people.
  – I met at least one person I plan to spend time with outside of this event.

Level of effectiveness at assessing the related departmental outcome?

Catalyze friendships, especially between international and domestic communities at UCLA
Example:
Evolution of Questions & Outcomes

• Second pass (standardized, after combined survey):
  – How many new people did you meet at this event?
  – How many people did you meet that you later spent time with outside of this event?
  – How many of those people that you spent time with are domestic peers (i.e. not international)?
Example:
Evolution of Questions & Outcomes

• Questions about connecting with international students who come from a different country

• Evolution of departmental outcome?
  – Catalyze friendships across difference (between international and domestic peers and within international communities at UCLA)
Current Planning Tool

• Question grid & categories of questions
  – Customer service/general satisfaction
    • felt welcome, would recommend, etc.
  – Interactions with others
    • Connections w/ how many & who
    • At and after event
  – Culture (learning, comfort, explore)
    • UCLA/UCLA Culture
    • U.S./American Traditions
    • Departments e.g. ASHE/CAPS for Wellness Tours
# Planning Tool
## Example Grid (Abridged)

<table>
<thead>
<tr>
<th>Programs</th>
<th>General/Satisfaction</th>
<th>Interactions with Others</th>
<th>UCLA/UCLA Culture</th>
<th>LA/US Culture</th>
<th>Program Specific Questions? If so, what questions would you like to ask?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASHE/CAPS Wellness Tours</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>More comfortable using ASHE/CAPS?</td>
</tr>
<tr>
<td>LA Bus Tour</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

## Examples of Categories and Linked Questions:

**General/Satisfaction**
- I felt welcome at this event.
- I would recommend this event to a friend.

**Interaction with Others**
- How many new people did you meet at this event?
- How many people did you meet that you later spent time with outside of this event?
- How many of those people that you spent time with are domestic peers (i.e. not international)?

**UCLA/UCLA Culture**
- This event helped me feel more comfortable at UCLA.
- This event helped me to learn about UCLA culture.

**LA/US Culture**
- This event helped me learn about Los Angeles/U.S. culture.
- This event helped me feel more comfortable in Los Angeles
- I want to explore more of LA because of this event.
Questions?
Examples of Data Use

• Collaborations & Referrals
  – UWC, SRC, Career Center, Student Leadership, CAPS, Corporate Sponsors

• Awareness
  – Exit Survey + Authorization Report (finding internships)
  – Collaboration with Career Center & Student Leadership

• Connecting students and the staff who serve them to resources (e.g. financial data & relevant resources)

• Support referrals to DCISS
  – DCISS strength in providing opportunities for connection

• Complicating views of UCLAs int’l population
  – 90% say some of their assumptions/perceptions of the international community changed