

**Name of Assessment Project:** CWAP 2014-2015

**Name(s) of Person(s) Responsible for Assessment Project:** Executive Assistant to the Dean (Cynthia Austin)

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**Other Units/Departments Involved in Assessment Project:** 6th College, Marshall College, Muir College, Revelle College, Roosevelt College, Warren College

**Program, Service, or Event Related to Assessment Project:** *Coffee-with-a-Prof is a program sponsored by the Offices of the College Deans of Student Affairs' and is funded by The Office of the Vice Chancellor of Student Affairs. This program allows students to invite a professor, faculty member, or graduate teaching assistant out to coffee or tea at one of the participating coffee vendors. It offers the student the unique opportunity to engage with faculty and graduate T.A.'s. It encourages students to cultivate a student-professor or T.A. relationship outside of the classroom in a more casual setting.*

*Through this program, undergraduate students invite a faculty member or graduate teaching assistant (TA) out to coffee during the academic year. All undergraduate students are eligible to redeem two coffee voucher per quarter at one of the specified coffee carts on-campus. . At the end of the quarter, participants are invited to fill out a survey on their experience.*

*This year, students that participated in the program were given a "Table Topics" handout card. On the card several general discussion topics were listed. This guide was created to help ease student's anxiety in creating conversation, it was given as a tool to prepare and suggest topics of meaningful conversation starters.*

**Assessment Project Description:** *This assessment was administered primarily to evaluate students' level of confidence when interacting with faculty members as a result of participating in the CWAP program. Confidence levels are assessed using an interval scale that measures students' level of agreement to various statements such as "I feel confident interacting with faculty", "I am more likely to interact with faculty in the future", and other related observations.*

*Along with program effectiveness, this assessment also analyzes program usage, participant satisfaction, and feedback or areas of improvement. Demographic questions, such as student's college of registration, enrollment type, and others mean to identify the populations that are utilizing the program. Through the use of open-ended questions, participants are asked to report back on what they gained from the experience. Similarly, open-ended questions allow students and faculty to offer up suggestions for program improvements.*

*The results from this assessment will be used to improve the Coffee-With- a- Prof Program for future years. Additionally, these results highlight the importance of student-faculty interactions and how it impacts student success and retention.*

**Unit/Program Specific Goals and Learning Outcomes:** *As a result of participating in the Coffee-With- a- Prof Program, students be able to:*

- *Gain personal confidence when interacting with faculty.*
- *Utilize faculty expertise and professional experience to help guide their academic plans.*
- *Utilize faculty expertise and professional experience to direct and to focus their career goals and potential career options.*
- *Increase interaction with faculty in the future.*

**Relationship to Student Affairs Learning Outcomes:** Advance a Plan for Personal, Academic, and Professional Success

**Assessment Project Start:** 7/1/2014

**Assessment Project End:** 6/30/2015

**Population/Sample:** *All undergraduate students across the six colleges are eligible to participate in the program twice per quarter. Web-based surveys using Baseline were sent to all program participants on a quarterly basis. Three reminder e-mails are sent to the participants in order to encourage survey participation. Out of the 495 students who were issued the electronic survey, 149 students successfully completed the survey resulting in a 30.10 % response rate.*

**Type of Assessment:** Student learning outcomes and/or behavioral outcomes, Satisfaction study

**Other Assessment Type(s):**

**Assessment Methods:** Observation, Surveys, Participant Counter

**Other Assessment Method(s):** Print Advertising ,Posters, Electronic Advertising, Word of Mouth,

**Data Collection Tools:** *Data was collected using survey methods provided through Baseline.*

**Data Analysis Methods:** *Data will be analyzed using Baseline survey results for CWAP 2014-2015.*

**How Your Results Will Be Presented:** An annual program analysis with be prepared at the end of September. Findings will outline program participation, recommendations and successes..

**Progress:** 100%

Name	Source
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**Summary of Findings:** 95.5 % of students who participated in the CWAP program said that they would recommend to fellow students. Findings show that overwhelmingly students respond positively to the CWAP Program.

In addition, when students were asked if they agreed with the statement: **"I feel more confident interacting with faculty"** 52% of participants "Strongly Agreed" and 38.26% "Agreed"

Student Responses:

- Confidence to talk to faculty.
- Definitely experience talking with faculty which is intimidating at first thought but I realize there is actually no reason to feel that way after having met with this professor.
- A valuable connection on the UCSD faculty. This helped me build a relationship with them in a way that can't happen through traditional student-professor interactions.
- A new friend, mentor and connection
- A great relationship and better understanding of career paths.
- ... I felt like I gained a better insight into what the world of my major is like.

When asked if they were **"more informed about their Academic Goals"** after participation, over 64% agreed that they were more informed.

It is a similar finding when participants were asked if **"They were more informed about potential career options"** over 73% felt that they were more informed.

And when asked if **"...they were more likely to interact with faculty in the future."** A resounding 95.21% stated that they would.

The results from this assessment suggest that the correlation between the program objectives and student learning outcomes is strong.

**Impact of Assessment:** This assessment illustrates the value and potential of student-faculty interaction outside of the normal classroom setting, and its impact on the student overall academic experience and success. As a result of their participation in the program, respondents gained confidence in their ability to interact with faculty, increased their knowledge of possible professional and academic goals, and learned of opportunities that support their student development and career goals. But, more importantly this type of student support, campus-wide, program illustrates that these efforts promote student success and can aid in retention.

**Lessons Learned:** Results from this assessment highlighted many areas of success and other area that need improvement. It is clear that the participants of this program have found success in its use.

97% of CWAP participants plan on participating in the CWAP program again and 95.95% stated that they would recommend this program to a friend. This reinforces that not only do we need to continue to provide the financial support for this program, but, in addition it promises increased participation in the future.

Last year Transfer students were only 8.82% of participants. This year we have improved that number to be 27.4%. This was an area of opportunity that we identified last year and we can see that the extended and varied target outreach through Orientation along with the rest of our outreach efforts has effected this number.

One area to focus on is the "repeat customer" issue.

Last year we had 22.86% of those students who participated use CWAP twice, while 77.14 % only used the program once. These numbers are not that much different than this year, 23.49% participated twice while 76.52% participated once last year. Although students are able to participate in this program twice per quarter we are seeing that most still participate only once. There are many factors for this, student and professor availability is a big one. Some student responses may shine light on this issue.

- Because I was busy with finals and had no time.
- Didn't have time for the second time.
- Did it too late
- I didn't have time to do coffee a second time during the quarter

- I only had one professor that I wanted to take out and she wasn't available until the end of the quarter
- I would have participated twice, but I simply couldn't find the time.
- My professor was unavailable

Some students have expressed that they still feel a little uncomfortable asking and others still did not know that they could participate twice. We are hoping that our continued outreach and support of these students will further address these issues.

Increased participation in the international population will be our new target area in 2015-2016. Since the first year international population alone here at UCSD is over 48% (# taken from "First Time Freshmen by Ethnicity" stats posted on the studentresearch.ucsd.edu) we can see that there is the need for a more targeted approach to reach these students. In-state residents who participate were 80.19% of all participants while our international student population is represented by 12.6%.

**Supplemental Information:** Additional information about the CWAP program is available on our webpage <https://roosevelt.ucsd.edu/> under the "Programs" tab

Last modified 9/22/15 at 3:33 PM  
Created by Cynthia Austin

Last modified 9/28/2015 at 2:14 PM by [Cynthia Austin](#)  
Created 9/1/2015 at 4:46 PM by [Cynthia Austin](#)