

UCSD Student Affairs Assessment Template 2012/2013

1. Name of Assessment Project: [Suggestion: Provide a descriptive name]
2. Name(s) of Person(s) Responsible for Assessment Project:
3. Email Address:
4. Phone Number:
5. Other Contacts:
6. Providing Department: [Automatically Filled]
7. Program, Service, or Event Related to Assessment Project
List the program(s), service(s), or event(s) related to the assessment project.
8. Assessment Project Description
Describe the assessment project, include the main questions the project attempts to answer and how you intent to use the results.
9. Unit/Program Specific Goals and Learning Outcomes
List the unit/program goals and/or student learning outcomes that are linked to this assessment project.
10. Relationship to Student Affairs Learning Outcomes
Indicate the Student Affairs Learning Outcomes this assessment project is related to, if any. (Check all that apply.)
 - Think Critically and Solve Problems
 - Communicate Effectively
 - Advance a Plan for Personal, Academic, and Professional Success
 - Lead in a Diverse Global Society
 - Engage in Healthy Lifestyle
 - Promote Social Justice and Community Responsibility
 - Not related to any SALOs
11. Assessment Project Start
12. Assessment Project End
13. Population/Sample
Identify the target population/sample being assessed and the size of the population/sample. If appropriate, please include sampling technique used.
14. Type of Assessment
Identify the type of assessment that will be conducted. (Check all that apply.)
 - Student learning outcomes and/or behavior outcomes
 - Tracking usage
 - Needs assessment
 - Satisfaction survey
 - Assessment of culture/climate
 - Benchmarking
 - Assessment of physical environment
 - Program/department review
 - Measuring effectiveness relative to professional standards (e.g., CAS standards)
 - Other: Please enter text below

15. Assessment Methods

Identify the assessment method(s) that will be used in this project. (Check all that apply.)

- Focus Group
- Interviews
- Observation
- Rating of Skills (e.g., rubrics)
- Surveys
- Document Analysis
- Participant Narratives/Journaling
- Visual Collection (e.g., photos, videos)
- Participant Counter
- Student Research and Information Data
- Other: Please indicate below

16. Data Collection Tools

List the data collection tool(s) to be used in the assessment project (e.g., I-Touch device, traffic counters, video recording, audio recording, hard copy survey, rubric, checklist).

17. Data Analysis Methods

How will you analyze the data from your assessment project? (e.g., compile survey results, use qualitative methods on interview, focus group, open-ended response data, rubric or scoring guide)

18. Presentation of Findings

Who will receive the findings and how will you present the findings?

19. Progress

Choose 0% to 100%

20. Link Assessment Project to Campus Labs Baseline

If you used Campus Labs Baseline to administer your assessment project, you can link to the results by clicking "add" below.

21. Summary of Findings

Summarize the findings. Include the main findings, what you learned from them, and whether or not the assessment project answered the questions you posed at the start of the project.

22. Impact of Assessment

How did you (or will you) use the results? Summarize the impact of the assessment project including initiatives you have undertaken or intend to undertake.

23. Lessons Learned

What went well? What challenges did you encounter and how did you address them? Is there anything related to the assessment process you would do differently next time? Are additional assessments needed?

24. Supplemental Information

If appropriate, provide supplemental information related to this assessment project (e.g., related web links).



Sample: Public Speaking Seminar Pre/Post-Test



Name of Assessment Project: Sample: Public Speaking Seminar Pre/Post-Test

Name(s) of Person(s) Responsible for Assessment Project:

Email Address: grratcliff@ucsd.edu

Phone Number: (858)534-4672

Other Contacts:

Providing Department: Center for Student Involvement-Communication & Leadership

Other Units/Departments Involved in Assessment Project: Center for Student Involvement

Program, Service, or Event Related to Assessment Project

This assessment project is linked to the quarterly Public Speaking Seminars offered by CSI-Communication and Leadership. Each quarter there are 2-3 sections of the seminars, and each section meets for nine weeks. The sections are available to all undergraduate and graduate students paying fees.

Assessment Project Description

The main purpose of the assessment project is to assess student learning and confidence in public speaking. Confidence levels are assessed by comparing students' pre-test responses to post-test results. The post-test also includes questions that gauge student satisfaction, and provides the opportunity for students to give suggestions. The results of this project will be used to improve the program, and to demonstrate the value of the Public Speaking Seminars.

Unit/Program Specific Goals and Learning Outcomes

As a result of participating in the Public Speaking Seminars, students will be able to:

- Demonstrate increased confidence in delivering speeches and presentations
- Outline content using a presentation structure appropriate to the assigned speech
- Produce visual aid that complements speech content and is simple, professional, clear and consistent
- Apply knowledge of verbal and nonverbal communication skills in the delivery of presentations
- Describe the impact of verbal and nonverbal behaviors on audience members through in-class group discussions

Relationship to Student Affairs Learning Outcomes: Communicate Effectively

Assessment Project Start: 7/1/2012

Assessment Project End: 6/30/2013

Population/Sample

All participants in the Public Speaking Seminars are assessed.

Type of Assessment: Student learning outcomes and/or behavioral outcomes, Benchmarking

Other:

Assessment Methods: Surveys

Data Collection Tools


Campus Labs is used to distribute both tests.

Data Analysis Methods

Data will be analyzed using Campus Labs, and will be compared to the results of this assessment from previous quarters.

Presentation of Findings

Results of this assessment will be shared with CSI-Communication and Leadership staff to improve the program. Results may also be shared with the Student Fee Advisory Committee.

Progress:  100%

Link to Assessment Project in Campus Labs Baseline

Source Name	Project Name	Responses	Status
All project data	Public Speaking Post-test, Winter 2012	17	Completed
All project data	Public Speaking Pre-test, Winter 2012	32	Completed

Summary of Findings

Noteworthy findings include that the vast majority of participants reported a decrease in anxiety about public speaking, and gave themselves higher grades for communication skills and public speaking ability compared to their pre-test responses. Please see above for complete results.

Impact of Assessment

In addition to using the findings for discussions with staff about program effectiveness, a new seminar was created as a result of this assessment project. Students who filled out the post-test expressed a need for programs relating to professional communication skills, and to meet this need CSI-Communication and Leadership created the Professional Communication Seminars.

Lessons Learned

Because the assessment is very long, we carefully examined results to determine which questions may not be necessary. Thus we are currently in the process of removing a few of the questions that do not provide useful data. Additionally, this assessment demonstrated the usefulness of Campus Labs administrators, who have been very helpful with pulling data.

Supplemental Information

The pre- and post-tests used in this assessment are adapted from an instrument developed by Dr. James C. McCroskey, a Scholar in Residence in the Department of Communication at the University of Alabama at Birmingham. The original instrument is titled Personal Report of Communication Apprehension (PRCA-24) and can be found on Dr. McCroskey's website: <http://www.jamescmccroskey.com/measure/>

Additionally, the pre- and post-tests include three questions from the University of California Undergraduate Experience Survey (UCUES). Information about UCUES can be found here: <http://studentresearch.ucsd.edu/sriweb/Surveys/ucues.html>

Items This Assessment Template Supports

Type	Number	Name	Start Date	End Date	Provider
Subaction	45123	Ensure that all students who participate in a CSI-Communication and Leadership program or event complete & turn in a reflective essay or assessment of their experience (EM, CSI) (X) (3)	07/01/2011	06/30/2012	Student Affairs

Last modified 8/17/2012 at 7:57 AM by Hayley Ryan

Created 3/22/2012 at 2:13 PM by Hayley Ryan

FREQUENTLY ASKED ASSESSMENT QUESTIONS

1. What are the Student Affairs assessment goals for AY 12/13?
 - *Every department will have at least one assessment project entered into Compliance Assist by the end of fall quarter.*
 - *Every department will have at least one assessment project completed by the end of spring quarter, if possible the assessment will be related to an SALO or Strategic Plan Action/Sub-Action.*
2. Do I enter all of my assessment projects into a single assessment template in Compliance Assist?
 - *No. Complete an assessment template for each project.*
3. Do I submit only assessment projects related to measuring learning outcomes? What if I have other types of assessment projects?
 - *Your assessment plan can include all types of assessment projects including projects measuring student learning outcomes, student satisfaction, student needs, or usage of programs or services.*
4. What period of time should my assessment plan cover? Is it a 5-year plan?
 - *For this year, your assessment plan should be for assessment projects that will be initiated in the AY 12/13.*
5. I conduct the same assessment project annually. Do I have to type this project into Compliance Assist all over again each year?
 - *No. Once you submit your perennial assessment project into Compliance Assist, contact Marlene Lowe, the Student Affairs Assessment Advisor, to have the planning information of your project “ported” into a new template for the next year so when you complete the project, all you have to do is attach the new results. You can reach Marlene Lowe at mplowe@ucsd.edu.*
6. My assessment project starts this year but spans two academic years. How do I enter it into Compliance Assist?
 - *Use the “Assessment Project Start” and “Assessment Project End” dates in the template to indicate the assessment project spans two academic years.*
7. My department has been conducting assessment projects for many years. Should I submit previous assessment projects into Compliance Assist?
 - *No. Only enter assessment projects you intend to initiate this academic year (AY 12/13).*
8. My department runs a grant-funded program and the grant sponsor requires my department to produce an annual evaluation. Should I attach the evaluation report into my assessment project template?
 - *Attach only the portions of the grant evaluation report related to Student Affairs assessments.*
9. When I attach the results of my assessment project and other reports to the template in Compliance Assist, who has access to them?
 - *Compliance Assist is a way to share information and highlight best practices. All staff who have access to Compliance Assist will have read-only access to your reports. They cannot edit your report. You also have read-only access to their reports. This level of access is meant to foster openness and encourage the sharing of best practices and learning.*