SIPHR 2017-2018 Assessment

Opt Out of External Report:

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

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Other Contacts:

Providing Department:

SPACES

Other Units/Departments Involved in Assessment Project:

Associated Students

Program, Service, or Event Related to Assessment Project:

- Programs:
  - ASP Booklending Program
  - SIPHR Core Org Mentorship Programs
- Events:
  - SPACES Study Jams
- Facilities:
  - SPACES Workroom
  - SPACES Lounge

Assessment Project Description:

- Main questions:
  - Do SIPHR programs effectively inform participants of strategies & resources that support their academic success?
  - Do SIPHR program participants feel that the programs/events they attended contributed to their holistic retention?
How do participants learn of SIPHR events that support their academic success?
How often do participants attend SIPHR programs?
Do SPACES workroom and lounge resources contribute to student well-being and academic support?
- How we intend to use the results
  - Provide recommendations for future academic support programs
  - Identify effective marketing strategies

Unit/Program Specific Goals and Learning Outcomes:

- Unit Goals: Retention - Increase the academic success, persistence and timely graduation of all students.
- Learning outcome: Students will identify and describe campus resources that provide academic support.

Relationship to Student Affairs Learning Domains:

Advance a Plan for Personal, Academic, and Professional Success

Assessment Project Start:

04/16/2018

Assessment Project End:

05/18/2018

Population/Sample:

- 2,659 people were invited to participate in the assessment
- 149 people participated in the assessment

Type of Assessment:

Student learning outcomes and/or behavioral outcomes
Tracking usage
Satisfaction study

Other Assessment Type(s):

Assessment Methods:
Surveys

Other Assessment Method(s):

Data Collection Tools:

- Web survey through Baseline
- Participants chosen via email list from Student Life Scanner software

Data Analysis Methods:

- Descriptive statistics on close-ended survey questions
- Content analysis on open-ended survey questions
  o Content Analysis, including Tables/Charts
  o Analysis/Findings by Participant Cohorts

How Were the Findings Presented:

The SIPHR Directors & Coordinators received the printed findings during our weekly SIPHR Steering Committee meeting. They were given three minutes to review the data silently, then I facilitated 30 minute discussion. The agenda for the discussion prompted students to reflect on highlights, surprises, and recommendations for future programs from the findings.

Progress:

100%

Link Assessment Project in Campus Labs Baseline:

Baseline Source Files
SIPHR Assessment Data - Frequency

Summary of Findings:

Summary

- 80.97% of respondents Agree or Strongly Agree that they are more aware of resources and strategies that support their academic success as a result of participating in SIPHR programs/events.
- 83.8% of respondents Agree or Strongly Agree that the programs/events they attended had a positive impact on their academic and holistic retention.
- The most utilized resources in the SPACES workroom are Free Snacks (18.91%), Study Spaces (16.55%), and Free Printing (14.54%).
- 58 respondents elaborated on the impact a SIPHR program or event had on their academic and holistic. The most common impacts they described were:
- Relieved financial burden of textbooks, 14 respondents
- Membership in supportive community, 13 respondents
- Indicated improved mental health/stress level, 12 respondents
- Met more peers, 12 respondents
- Increased resilience or motivation towards their academics, 10 respondents

- 47 respondents described an academic support program or event they would like to see. The most common recommendations they made were:
  - Academic skills & resources, 27%
  - Cross-community socials, 22%
  - Tutoring services, 19%

Highlight

- Despite not hosting events specifically targeted towards educating participants on academic skills and resources, respondents report increased awareness of resources and strategies that support their academic success. Participants are learning of these skills and resources through informal methods, possibly through mentorship groups or peer networks.
- Participants are interested in programming that specifically educates them on academic skills and resources such as research opportunities and time management. They are also interested in tutoring services.
- The most common impacts respondents described related to interpersonal connection with their peers and positive shifts in their internal mindsets.
- The financial assistance provided by the ASP Booklending program was noted in students’ responses to decrease stress and increase students’ motivation to focus and succeed in their studies.
- 78% of respondents attended 1-2 SIPHR events/programs per quarter, while 6.06% of respondents attended 5 or more SIPHR programs/events per quarter. The difference between the number of times participants attended SIPHR programs/events each quarter correlated with whether or not they were participants of events targeted towards SIPHR Core Organizations membership or participants of one-time events & applicant-based services.

Did the project answer the questions I posed?

- The project answered the questions I posed.

Link to Plan Item Files:

- Content Analysis, including Tables/Charts
- Analysis/Findings by Participant Cohorts

Attached Files
Impact of SIPHR Programs%2FEvents on Students’ Academic & Holistic Retention.png

Impact of Assessment on Program:
This was SIPHR’s first formal assessment project. Prior to this project, student staff were unsure about whether or not their programs/events were effective in meeting their learning outcomes. They were pleased to see high satisfaction rates. SIPHR Coordinators identified during discussion that their events/programs’ ability to build community and peer-to-peer support networks among students was their niche among the on-campus department-sponsored mentorship programs. The perception that student-run mentorship programs are purely social spaces or that they do not yield increased awareness of skills/resources that support academic success was not reflected in the findings of the project.

SPACES Center Resources: Conversion of underutilized areas of the SPACES Front Lounge into staff-only workstations and collaborative seating will be finished by Fall 2018 to provide additional study space in the SPACES Workroom and free up computers for short term use like printing. This will also facilitate a quieter, less interruptive work environment for SPACES staff. Installation of industrial size refrigerator unit & storage racks were completed in Summer 2018 to accommodate ADA accessibility and the larger volume of snacks provides.

Initiatives

- Marketing
  - Social Media Marketing training for SPACES/SIPHR staff
  - Publicize & distribute SIPHR Core Org Mentorship Programs on one flyer across all SIPHR Coordinators’ entire year instead of separate flyer

- Strategic Planning for AY 2018-2019
  - Incorporate session on SPACES’ assessment projects 2018-2019 during SPACES Co-Directors’ Training and SPACES All Staff Training
  - Advise SIPHR Co-Directors to use finding to during Strategic Planning and Annual Initiatives workshop to determine departmental collaborations they want to establish
  - Encourage collaborative programming among SIPHR Coordinators
  - Share respondents’ actionable program/event recommendations with Academic Success Program Event Coordinators

- Services, Programs, and Events
  - One cross-community event planned for Welcome Week: MEChA, NASA, and APSA Beach Day
  - Allocated budget to provide 1000 free custom-designed planners. The format will include time-increments, weekly goal setting boxes, SPACES annual events calendar, and quarterly academic/financial deadlines. The custom cover will outline the SPACES mission, programs, location, and SPACES center resources.
  - Advise coordinators of mentorship program to host at least one program or one workshop during mentorship retreats that formally educates participants of on-campus academic resources
  - Collaborate with SIPHR Co-Directors to research peer tutoring models & determine feasibility of implementing peer tutoring program in the future

Link to Plan Item Files:

- Content Analysis, including Tables/Charts
- Analysis/Findings by Participant Cohorts

Attached Files
Students' Actionable Program-Event Recommendations.png
Students' Program%2FEEvent Recommendations (1).png

Lessons Learned About the Assessment Process:
What went well: Participation in the assessment increased when students were informed that they could get a popsicle (incentive) for their participation. It was effective to send weekly email invitations on Tuesdays or Wednesdays, since most respondents accessed and completed the assessment on Thursday evenings.

Challenges: It was challenging to determine which participants to invite to the assessment since SIPHR did not host events specifically targeted to academic skills or resources. Given the student-run nature of SIPHR, I needed to build student buy-in, knowledge, and trust in order to conduct the assessment.

What I would do differently next time: I would narrow down the focus of my assessment project to one specific program or event type rather than the range I chose for this assessment. Also, I would ask respondents to specifically name the resource or skill they learned as a result of their participation in SIPHR events/programs. I would measure program satisfaction, resource usage, and event participation separately.

Supplemental Information: