Assessment Template

Siblings Day 2018

Opt Out of External Report:
Yes

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

Email Address:
kviaud@ucsd.edu

Phone Number:
8588224790

Other Contacts:
Karina Vaud (SD0000058319@ucsd.edu)

Providing Department:
Parent & Family Programs

Other Units/Departments Involved in Assessment Project:

Program, Service, or Event Related to Assessment Project:

Siblings Day was January 27, 2018. For the day, UC San Diego students hosted a sibling ages 7-16 years old. The day comprised of events that provided a look into college life and exposure to campus amenities.

Assessment Project Description:

The goal of the assessment was to learn how the program supports the college student and how siblings are influenced to want to attend the university as students. We explored the following: (1) Describe how Siblings Day supports your college student; and (2) How, if at all, does Siblings Day influence your child to want to consider UC San Diego?

Unit/Program Specific Goals and Learning Outcomes:
Siblings Day promotes college-going, illustrates the UC San Diego college experience, and brings families together to participate in a variety of activities. As a result of participating in Siblings Day:

- Participating parents and families will articulate the influence UC San Diego Siblings Day had on the sibling’s experience
- Participating parents and families will indicate the degree to which the program supported their college student
- Participating parents and families will identify the likelihood of the sibling’s want to go to college, particularly, at UC San Diego

Relationship to Student Affairs Learning Domains:

Assessment Project Start:

07/01/2017

Assessment Project End:

06/30/2018

Population/Sample:

One hundred seventy-two (172) parents, students, and siblings participated in Siblings Day. Of the 172 participants, 23 were parents. Of the 23 parents, 12 filled out the paper survey that we handed out at the end of the program. Of the 12; 10 were parents of first-years, 1 of a junior and 1 did not answer; 3 were parents of first-generation. Of the 12 parents; 9 were parents, 1 was a sister, 1 was a cousin and 1 was an uncle/aunt.

Type of Assessment:

Other: Please enter text below

Other Assessment Type(s):

program learning experience

Assessment Methods:

Surveys

Other Assessment Method(s):

Data Collection Tools:
We created a four-question paper survey which was handed out at the end of the program and collected before final announcements.

**Data Analysis Methods:**

The statement and question were: (1) Describe how Siblings Day supports your college student; and (2) How, if at all, does Siblings Day influence your child to want to consider UC San Diego?

We left ourselves open to what the data told us. In their own words, parents described how their participation in the program specifically supported the college student. In this way, 'support' was described in various ways.

**How Were the Findings Presented:**

The findings were shared among the Parent and Family Programs staff.

**Progress:**

100%

**Link Assessment Project in Campus Labs Baseline :**

**Summary of Findings:**

Parents viewed Siblings Day as an opportunity to support the student. Parents described 'support' in various ways. For example, parents said that Siblings Day provided emotional support, an opportunity to be in touch with the family, share college life with the sibling, and display pride for school. Parents expressed that the sibling was influenced to attend the university because the program featured the university as being approachable and by showcasing activities and facilities that helped define the campus environment. And so, the student's specific college experience and the program's activities provided the sibling an intimate insight into college life.

**Impact of Assessment on Program:**

Viewed by the parents, the assessment provides insight into the value of family support for the student, and highlights the influence the student’s college experience has on the sibling’s experience with the program and the sibling’s view of what college is like. However, since Siblings Day centers around the relationship between siblings; next year's learning outcomes will reflect that relationship and the survey (or the tool that may be a better fit) will contain questions pertaining to the siblings' experience with Siblings Day.

**Lessons Learned About the Assessment Process:**
We provided a paper survey this year compared to an electronic survey. The return rate was 52% compared to 19% in 2017 and 36% in 2016. Still, we learned from 12 parents in the 2018 program which seem low which may be partly explained by a lower number of parent participants. Our intended audience was surveyed from which we learned their perspective on the impact of Siblings Day on their student and the student's sibling. We did survey the college student this year, where 64% participated in the survey (40 out of 62). We learned that Siblings Day provided relief from stress related to academics, reminded them to do well in school, be role models for their family, and gave an opportunity to personalize college life for their sibling. We learned more about the impact of Siblings Day from the college student. While the paper survey was a good approach and we provided adequate time to take the survey, moving forward the survey will include the voices of the student. We believe that a video-interview may best capture the experience.

Supplemental Information: