

# Student Success Initiative Year Three/Summative Report

As part of CSUSB's commitment to our students and our accountability regarding the use of their student success fees, it is important to periodically provide detailed, succinct information regarding how SSI funds were utilized to support specific outcomes-based programs, the intended goals and outcomes of those projects or programs, the measures used to assess said outcomes, the results of those measures.

Please use the following template when preparing your unit's Year Three/Summative Report for the SSI Executive Committee. Keep in mind this report should serve as both a summary of your Year Three activities, as well as a cumulative report of your project's/program's experience and results over the course of the entire three-year period since SSI funds were first allocated.

Reports will be due to *your respective vice president or dean* by April 15. Should you have any questions or concerns regarding the completion of this report, please contact *Joanna Oxendine* via email at [joxendin@csusb.edu](mailto:joxendin@csusb.edu).

## CONTACT INFORMATION

Department/Unit Receiving Funding: [Office of Institutional Research](#)

University Division: [President's Office](#)

Name and Title of Person Responsible for Overseeing Your Department's SSI Activities:

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**SSI PROGRAM/PROJECT OVERVIEW:** (Describe the original overarching purpose, goals and outcomes of your SSI-funded project(s), program(s), etc. Bulleted lists and/or tables are encouraged.)

The purpose of SSI funding allocated to the Office of Institutional Research (IR) was to provide assessment training, support, and resources to co-curricular and non-academic offices and programs. With CSUSB's growing commitment to student success and effectiveness of its programs, the Office of Institutional Research proposed to provide the following:

1. Institutional Effectiveness Associate
2. Professional Development for the Associate
3. Assessment Surveys
4. SSI Symposium
5. Student Assistants
6. Workshops
7. Supplies, Books, Materials

**SSI-FUNDED ACTIVITIES:** (Please list and describe the activities undertaken for each year of the initial SSI allocation. If no activities were undertaken or funded for a particular year, please explain why.)

	Goals	Year 1	Year 2	Year 3
1	Institutional Effectiveness Associate	✓	✓	✓
2	Professional Development for the Associate		✓	✓
3	Assessment Surveys		✓	✓
4	SSI Symposium			✓
5	Student Assistants			✓
6	SSI Workshops		✓	✓
7	Supplies, Books, Materials	✓	✓	✓

**Year 1** Year 1 was considered the set-up and planning year. The Office of Institutional Research received funding for 1 FTE new position for assessment (Institutional Effectiveness Associate) during Year 1. This funding was not received until the 6<sup>th</sup> month of the year. A hire was made by the 9<sup>th</sup> month. The rest of Year 1 was spent in planning with the new hire (Lisa McElvaney) and Assistant Dean of Undergraduate Studies (Allen Butt) in addressing offices and programs about their assessment plans. Due to the newly hired associate, an office space was identified and purchases such as a new computer, monitor, furniture, card swipers, and other supplies were made. In the end of Year 1, a proposal was submitted to the president how SSI assessment monies were to be utilized.

**Year 2** At the beginning of Year 2, the Office of Institutional Research was awarded all of the assessment funding from SSI and control of the budget. As proposed, the following activities were completed during Year 2:

- Institutional Effectiveness Associate – a full time, temporary assessment teacher/facilitator/coordinator, Lisa McElvaney, assisted each office in their assessment plans, provided training and resources, facilitated discussions on assessment, and coordinated efforts on continuous improvement. She completed 6 months of Year 2 and was replaced by a seasoned school teacher, Joanna Oxendine, who has been with CSUSB for several years. Only one month was lost during this staff transition.
- Professional Development – both associates received assessment training from WASC, California Council for Excellence Baldrige, and Livetext.
- National Survey of Student Engagement – measures student engagement inside and outside the classroom. This survey is typically administered to Freshmen and Seniors but we also administered it to graduate students. Results are posted on the IR website or at <http://ir.csusb.edu/studies/nationalSurveyStudentEngagement.html>.
- iSkills Survey – measures information literacy tapping into several ways that students handle information through digital technology. Freshmen and Seniors participated in this survey. Results are posted on the IR website or at <http://ir.csusb.edu/documents/iSkills.pdf>.
- Workshop – Dr. Marilee Bresciani conducted a full day workshop on assessment to co-curricular and non-academic units. She is a leading expert in academic and administrative program assessment and the author of books on assessing student learning and development.

- Technical Workshop – Allison Kutty from OrgSync conducted training to academic, co-curricular, and non-academic units on campus. The software which CSUSB purchased is an online community for students, clubs, organizations, offices, and departments to exchange information, communicate with others, collaborate, and report on campus events. The software also captures attendance in events.
- Stipend – a small stipend was provided to Chris Songsittichok who maintained OrgSync and TaskStream and trained offices in the software. He received a stipend because no student assistants were found who knew how to navigate the software.

The following activities were not implemented during Year 2:

- Symposium on Student Success – planning occurred and flyers, invitations, and materials were created during Year 2 but the conference did not come into fruition. This was planned towards the end of the year in the midst of several vice-presidents and associate vice-presidents job interviews. With WASC accreditation occurring at the same time, scheduling became difficult in the short amount of time left for the year. This event was moved to Year 3.
- Additional Training – no continuous training occurred for co-curricular and non-academic offices due to personnel transitions.

Year 3 IR was able to implement all activities for Year 3 as follows:

- Institutional Effectiveness Associate – this full time, temporary position, filled by Joanna Oxendine, was converted into a permanent position. Joanna assisted each office in their assessment plans, provides training and resources, facilitates discussions on assessment, and coordinates efforts on continuous improvement.
- Professional Development – the institutional effectiveness associate attended training and conferences from WASC, California Council for Excellence Baldrige, the California Association for Institutional Research, National Symposium on Student Retention, and Assessment conferences at Indiana University and Virginia Tech.
- National Survey of Student Engagement – measures student engagement inside and outside the classroom. This survey was administered once again to Freshmen and Seniors, excluding graduate students. Results are posted on the IR website or at <http://ir.csusb.edu/studies/nationalSurveyStudentEngagement.html>.
- Conference on Student Success – a whole day mini-conference occurred in the 4<sup>th</sup> month of Year 3 with poster presentations from all SSI funded units, a keynote speaker, and four workshops by our own campus experts.
- Training and Resources – SSI units received two webinar training from Innovative Educator and several pamphlets from National Resource Center and Value Rubrics.
- Student Assistants – graduate student assistants were hired to clean and analyze the data gathered from some programs, create tables and graphs, and write summary reports about the findings.

**ACCOMPLISHMENTS/PROGRESS TOWARDS OUTCOMES:** (Describe the progress you have made each year toward your original SSI goals and outcomes. Indicate clearly how student success was enhanced by your program or service/s. Be sure to include the measures you employed and evidence/data you collected for each outcome where appropriate.)

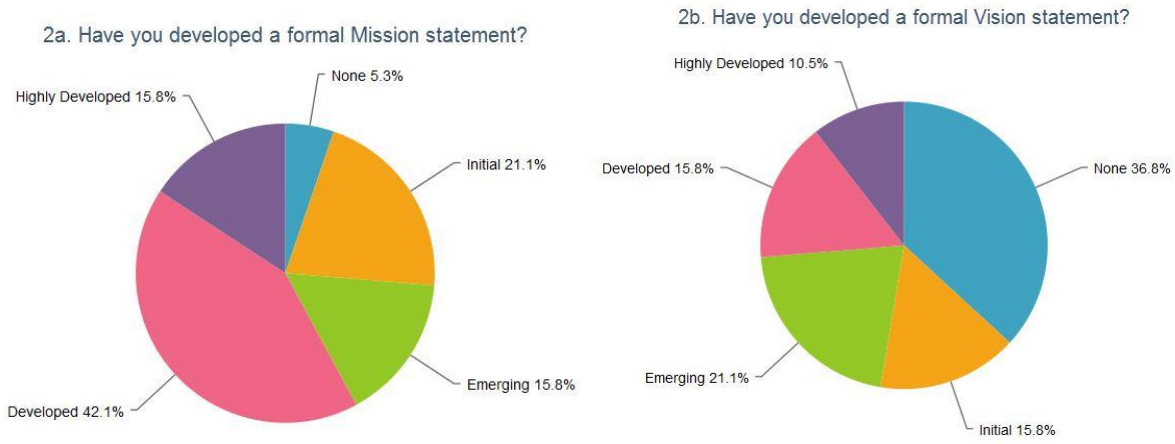
	Goals	Year 1	Year 2	Year 3
1	Institutional Effectiveness Associate	Position was filled only 25% of the year. Funding was received during the 6th month. Hire occurred in 9th. Year was spent planning the institution's assessment process and reporting procedures.	Position was filled 92% of the year due to a transition in personnel. The associate met with each SSI funded units to provide assistance in developing or revising their vision, mission, and goals.	Position was filled 100% of the year. The associate met with each SSI funded units to provide assistance in writing assessment plans and coming up with measures. Uploaded to TaskStream.
2	Professional Development for the Associate	None	Baldrige CAPE, Livetext, WASC	Baldrige CAPE, WASC, Assessment Institute, Assessment 101, Closing the Loop by WEAVE, CAIR
3	Assessment Surveys	None	Data collected from NSSE (student engagement and learning) and iSkills (information literacy)	Data collected from NSSE
4	SSI Symposium	None	None	1 Keynote speaker and 4 workshops. 19 Posters presented. All SSI funded units represented. Attended by 116 staff and faculty. Data collected from photos of posters and satisfaction survey.
5	Student Assistants	None	None	3 graduate assistants at 20 hours/week
6	SSI Workshops	None	Dr. Marilee Bresciani, Allison Kutty	3 webinars on assessment
7	Supplies, Books, Materials	Computer, desk	Books, chair, symposium supplies, ink, paper	Books, chair, symposium supplies, ink, paper

The Office of Institutional Research and its assessment component do not directly impact student achievement and success because we do not have direct student contact as other divisions do. Rather, the office has an indirect impact on student success because we intervene between departments and offices, and theoretically, influence the quality of programs and services they deliver to students. Through one-on-one meetings, group meetings, workshops, books and resources, and symposiums, we hypothesized that SSI funded units would enhance their assessment process, be able to clarify their vision, mission, goals, and outcomes, organize documents using technology, come up with measures, present their findings, share results with their constituents, and promote continuous improvement.

The IR office measures efficacy through a variety of ways. One, the institutional effectiveness associate keeps a checklist of progress for each SSI funded unit. Second, IR has taken photos of poster presentations at the SSI Symposium which are evidence of their projects. Third, the office conducted a satisfaction survey of the symposium. In the near future, the IR office should be able to collect outcomes from SSI units in order to test for mediating or moderating effect.

**CUMULATIVE FINDINGS:** (Please discuss the overall results of your SSI-funded program(s), project(s), etc. as they pertain to your original outcomes *over the course of the past three years*. What improvements should be made?)

When the institutional effectiveness associate met with SSI units early in Year 2, it was reported that 5% of the SSI units had no mission statement and 37% had no vision statement. About 21% of the SSI units had an initial mission statement while 16% had an initial vision statement.



The pie charts above have not been updated for Year 3, however, it is anticipated that there will be a significant reduction in SSI units having no mission and vision statement. It is also expected that there will be a reduction in SSI units having initial mission and vision statements. Moreover, the quality of mission and vision statements will improve over time as the institutional effectiveness associate work with units continuously while receiving additional support from other training and workshops.

The institutional effectiveness associate reported having met several times with all SSI funded units, assisted them in creating or clarifying their mission and vision statement, assisted in generating measures, and connected them with the IR staff should SSI units require data analysis guidance. The table below shows progress made by SSI funded units. Almost all SSI units have fixed or revised their assessment plans, and have figured out data gathering methods for their assessment.

	Assessment Plan on File with IR (2012-2013)	Assessment Plan Revised (2013-2014)	Assessment Plan Uploaded to TaskStream	Methods to Deliver Outcomes Implemented	Data Gathering in Progress	Internal Evaluation/ Interpretation of Data in Progress	Thoughtful Program Adjustment
Veterans Success Center							
Student Leadership & Development							
Career Center							
Special Events (formerly Coussoulis Arena)							
Alumni Development (formerly Alumni Affairs)		In progress	Awaiting revised				
Office of Community Engagement (formerly CUP)							
Honors Program		In progress	Awaiting revised				
Faculty Student Mentoring Program		Feedback provide	Awaiting revised				
Learning Center		Feedback provide	Awaiting revised				
Advising & Academic Services		Feedback provided					
Arts & Letters Advising and Tutoring		New asst. dean in place; awaiting approval of newly proposed pla					
CBPA Student Services Center		Feedback provide	Awaiting revised				
CNS Advising							
SNS Mentor Advising Center (MAC)							
SBS Psychology Peer Advising Center (PAC)							
SBS Writing Lab							
Writing Center							
Office of Student Research (Academic Research)		Feedback provide	Awaiting revised				
PDC Career Services		In progress	Awaiting revised				
Institutional Research		In progress	Awaiting revised				
Undergraduate Studies Retention Projects	Not Required						
IT/Vital Technology Fund	2014 VTI Proposal Submissions to Include Assessment Plans; Workshops Held 1/21, 1/22, 1/28						

Results from the SSI Symposium yielded positive results. The all-day event was held in November of Year 2 and attended by 116 faculty, staff, and administrators. The keynote speaker was Dr. David Marshall, Assistant Dean for the College of Arts and Letters and professor of English, speaking on “Evidence-Based Change and (the) U: Using Effective Assessment to Guide Program Improvement”. Other workshops were as follows:

- “Are We Starting in the Right Place?: Student Success Principles and Strategies to Guide Goal and Outcome Development”, by Kimberli Keller Clarke, Co-Director, CSUSB Retention Projects.
- “Creating Meaningful Outcomes in Non-Academic Programs” by Joanna Oxendine, Institutional Effectiveness Associate.
- “What Do You Want to Know?: Selecting Meaningful Measures for Your Outcomes” by Dr. Marita Mahoney, Director, COE Office of Assessment & Research.
- “Designing an Effective Survey: Dos and Don’ts”, by Jacqueline McConnaughy, Graduate Research Assistant; Emily Shindledecker, Research Technician; and Jennifer Wacan, Research Technician, Institutional Research.

Results show that 97% of attendees found the symposium to have met their expectations or exceeded their expectations. The majority of the open-ended comments below showed positive responses.



The following were the open-comments:

- The event was well organized and flowed fairly smoothly.
- I would only encourage a full day event next time to allow audience to attend all sessions.
- I thought the event was well done and organized.
- The email announcement "buried" the information that this event was ENTIRELY oriented towards the non-academic side. It was a complete waste of time for the academic faculty who attended. The announcement needed to CLEARLY and BOLDLY state that this conference was for NON-ACADEMIC measures.
- Keep ALL presenters on schedule. - Allow time for answers/questions during all sections. - Allow longer restroom breaks. - End with just the lunch or very brief wrap-up remarks. - Give more concrete examples of assessment already designed on campus.
- The Keynote speaker did an excellent job! Hope you have another event next year.
- There needed to be a broader range of topics and sharing among those who are developing assessment plans. The posters were very helpful to see what people are doing.
- I hope we are able to do this again and next time we can have more participation from the non-academic programs in terms of data sharing and reporting on experiences. At the end of year three for SSI may be good

timing. May also make sense to include non-SSI funded programs who may be starting to use assessment plans in their departments.

- Thank you for all the work that was put into this.
- I can see this event being the first in a series of workshops that could be offered on a single subject, e.g., "creating meaningful outcomes..." for perhaps a couple of hours during the academic year.
- Well done!
- I showed up for Marshall's presentation, but it didn't start until 9:25 due to some long-winded and meaningless introductions. The first five minutes of Marshall's presentation was very good, but I had to leave by 9:30 to get to class. Next time, omit the introductions and stick to the printed schedule.
- I enjoyed the event, I took away so much from it, that now I don't feel so lost and alone. I feel like now I have a starting point with my program.
- Well organized and overall a good first effort!
- All in all I feel that this mini conference was ran smoothly, there was plenty of feedback, and it was a success.
- The length of the conference was perfect. It gave us flexibility to return to work.
- The discussion that took place as a result of the workshop was helpful in that those who work similar function on campus had an opportunity to share in a way that work demands don't otherwise allow.
- The whole event was excellent! I loved Dr. Morales' address, as he reminded us of why we are here and our greater goals. Dr. Marshall did a great job cutting through to the heart of self-assessment and creating a foundation. Joanna and the other presenters were fabulous. Thanks so much for offering us this opportunity! It's a privilege to be part of a university so committed to the students and improving what we do for them through self-assessment!
- It seemed to be very well received. I wasn't able to attend much but there seemed to be good dialogue going on among attendees.
- I think this is a great start and we should continue to build on it.
- The symposium was well organized and promoted. I think the program offerings were appropriate for the purpose of the event. While I did not attend the session, I am wondering why the IRB information session was included in this particular symposium. It seemed a bit out of place. I hope there will be additional training sessions that focus on assessment for non-academic units. Congratulations on a successful program.
- It was great to see so many of our colleagues attend the symposium Supporting Student Success through Assessment
- Would love more handouts at each event.
- Need some protein for the brunch-cheese cubes too much sugar.
- The Assessment Conference was excellent! I truly believe that participants were able to gain a wealth of insight into Assessment. I hope we continue to have Conferences such as these at the CSUSB Campus to support continual learning and improvement.

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**CHALLENGES:** (Please list any significant challenges encountered over the course of the past three years that have affected your ability to fully implement your intended activities or to reach your articulated outcomes. How did you address these challenges?)

IR had some challenges that affected our ability to fully implement the activities for the full three years. One, there was no intentionality and planning in Year 1 clarifying the role IR was to play in assessment and the reason IR was being funded. IR was simply informed by the Assistant Dean of Undergraduate Studies that funding for an institutional

effectiveness associate was awarded to IR. Second, funding was awarded late in Year 1 which meant hiring of the institutional effectiveness associate occurred later in the year. Third, due to the lack of intentionality and planning for assessment in general, hiring the right institutional effectiveness associate was difficult because the campus did not have any discussion or did not create a vision and mission for campus assessment. Hence, there were no clear expectations what SSI funded units had to do or reports to create. The institutional effectiveness associate, Assistant Dean of Undergraduate Studies, and Director of Institutional Research literally made things up as they met with SSI units. Fourth, the campus-wide assumption was that if an office or program did not receive any SSI funds, there was no need for assessment. Only towards the end of Year 2 and into Year 3 did it become clear from the president and senior management how assessment was going to play a role in every program and office, funded or unfunded. The creation of the Assessment Working Party reinforced assessment across divisions and departments. This created a structure by which SSI could function especially when it came to training and expertise. Clearly, these challenges were cultural and took time for assessment expectations to develop.

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**LESSONS LEARNED:** (Please share any additional information you'd like regarding this area not covered above.)

As a result of offices and programs becoming more sophisticated in the way they ask assessment questions and way they gather data, there was an influx of last minute requests for the IR office to track students' academic achievement, retention, and graduation rates before the report deadline. In the future, the institutional effectiveness associate and IR staff can push offices and programs to examine their data during an entire year, rather than examine their data in the last month prior to reporting.

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**SUSTAINABILITY:** (Please explain how your department is planning for the continuation of your SSI-funded programs, projects, activities, etc.)

When the SSI fee was proposed three years ago, assessment was an important piece because transparency and accountability was important to students. This funding allowed our campus to create a position for an institutional effectiveness associate focusing on training and education for the co-curricular and non-academic side of the institution. This also allowed programs and offices to examine or re-examine their vision, mission, and goals, established ways of evaluating the efficacy of their programs, and enhanced the quality of their programs through continuous analysis and improvement. Assessment of programs made it very clear to constituents (i.e., students) how the money was utilized, how it benefited students, and how programs could be improved. Without SSI fee funding assessment, the university will have to transition assessment costs into the general fund so that programs and offices can continue to receive education and support for their assessment plans and be able to continue the process of improvement.

While the past three years focused on setting up an assessment culture and process for the SSI funded units and other non-academic offices and programs, the next three years will focus on measurement. This will allow IR and the institutional effectiveness associate to create training and workshops specific to measuring outcomes in various forms. IR will also anticipate an even higher number of offices requesting for tracking of students.



**2013-2014 Budget Summary:** (Please account for all expenditures and/or encumbrances of SSI funds to date this fiscal year. Be sure to include detailed information regarding the outcome and activity or line item to which each expenditure is connected.)

<b>Expenditure Description</b>	<b>Outcome(s) Supported</b>	<b>Supported Activities</b>	<b>FTE</b>	<b>Amount</b>
Institutional Effectiveness Associate salary & benefits	SSI units will be able to generate or clarify their vision, mission, goals, and outcomes, organize documentation using technology, come up with measures, present their findings, share results, and use data for continuous improvement.	One-on-one support for SSI units, provide assessment training, facilitate discussion, coordinate efforts on continuous improvement.	1.0	\$115,643
Professional development and Travel	The institutional effectiveness associate will stay informed of the latest assessment methods, best practices from other campuses, and policy changes.	Share this knowledge with SSI units through one-on-one training or group discussion.		\$5,427
Symposium	The symposium informs the campus community of assessment efforts.	The symposium provides a venue for SSI funded units, co-curricular, and other non-academic offices to listen to an expert guest speaker regarding assessment, attend workshops by faculty and staff, showcase their reports through posters, and discuss with attendees the significance of their results.		\$3,766
Graduate assistants (3 at 20 hours per week)	Reports serve as evidence of the efficacy of a program or office should SSI funded units choose to use the results.	Graduate assistants collected data from various offices and programs, tracked students' participation, examined data related to academic achievement, retention, graduation, and other outcomes, and wrote reports summarizing results.		\$13,110
Books, supplies, materials	The institutional effectiveness associate and SSI funded units will be informed of the latest assessment methods, best practices from other campuses, and policy changes. Supplies and other related materials will be used for presentation at the Symposium and other events.	Symposium, group discussion, one-on-one training		\$2,612
Surveys	NSSE will measure students engagement and learning outside of the classroom. Results may be utilized by programs and offices to show engagement and learning.	Freshmen and seniors participated in the survey.		\$8,300
Workshops	Another way for the institutional effectiveness associate and SSI funded units to learn about best practices and assessment methods.	Webinars, guest speakers, symposium, special training.		\$690

**TOTAL: \$149,548**