BLENDING STRATEGIES:
USING MACRO-LEVEL ANALYSIS TO FACILITATE LOCAL ASSESSMENT

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## Local vs. Macro-level Assessment

### Local Assessment

- **Developed by and for advisors and local stakeholders**

  **Tools**
  - flexible and
  - directly controlled

  **Results**
  - immediately useful
  - relevant
  - have potential for immediate impact on quality of programs

  ◆ Regular assessment may be harder to sustain

### Macro-Level Assessment

- **Developed by specialists for external stakeholders**

  **Tools**
  - centrally developed
  - institutionally administered
  - less flexible
  - designed to provide broad information
  - and high level analysis

  **Results**
  - useful for long-range planning
  - research purposes
  - results may not lead to action

  ◆ Regular assessment is easier to sustain and often institutionalized

Data must be contextualized
BLENDING STRATEGIES

What kind of information does macro-level assessment yield?

How can it best support local assessment?

Use macro-level findings to help guide local assessment efforts
Observation: Positive correlation between satisfaction with faculty and departmental (staff) advising

Understanding Relationships

Faculty are key partners

Where is faculty involvement working?

Where might bridges be built?

How might best practices be shared among departments?
Benchmarking & Comparative Analysis

Advising Roles
Preference for major advising?
Peers?
Bridging major and college advising?
What kind of advising role is working best?

Size
How is service best administered and coordinated in a large decentralized college?

Organizational Complexity
How do divisional differences affect ratings?

• Question: What relationship does unit size, organizational complexity and advising role play in satisfaction?
Examining Key Components

If size is not the issue, what other qualities do these programs have in common?

What are the elements of effective advising programs?

• Observation: Program size and resourcing are not the only elements influencing overall satisfaction
Holistic Evaluations

Advising is attached to other indicators of quality

- Improving access to faculty
- Connecting with research opportunities
- Connecting with enrichment programs

• Observation: Relationship between advising and other key features of the academic experience

2010 UCUES - Satisfaction with Access to Faculty, Opportunities for Research, Educational Enrichment Programs and Ability to Get Desired Major
Introduction

The attached spreadsheet provides the 2012 University of California Undergraduate Experience Survey (UCUES) satisfaction ratings for upper division students by College, L&S Division and department. Satisfaction ratings are ranked (most to least satisfied) to help identify trends and areas for additional consideration.

Executive Summary

Satisfaction with College advising was highest in the small Colleges with centralized advising and lower in L&S where the student populations are larger, advising responsibilities are complex and the structure of advising is mixed. By L&S Division, satisfaction is higher in the Arts & Humanities, Social Science and Undergraduate Division and lower in the L&S Administered Degree Programs, the Biological Science.

Results by L&S Division – Satisfaction with College Advising

Within the College of Letters & Science Divisions, survey respondents were most satisfied with College advising in the Arts & Humanities, Social Science and Undergraduate Division. They were less satisfied with College advising in the “Other L&S Administered Degree Programs,” the Biological Science Division and for
SUMMARY

What questions do you have that could be supported by macro-level tools?

Where can you access survey, research, analytical experts?

How can macro-level observations support local assessment strategies?

How can these be best blended for the richest assessment?
UC Undergraduate Experience Survey (UCUES)
Cal Answers

Office of Planning and Analysis
opa.berkeley.edu
ist.berkeley.edu/edw

Thank you!