

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

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Elizabeth Wilcox

Institutional Research Analyst

Office of Planning and Analysis

# 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

Data must be contextualized

◆ Regular assessment is easier to sustain and often institutionalized

# BLENDING STRATEGIES

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*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

# Understanding Relationships

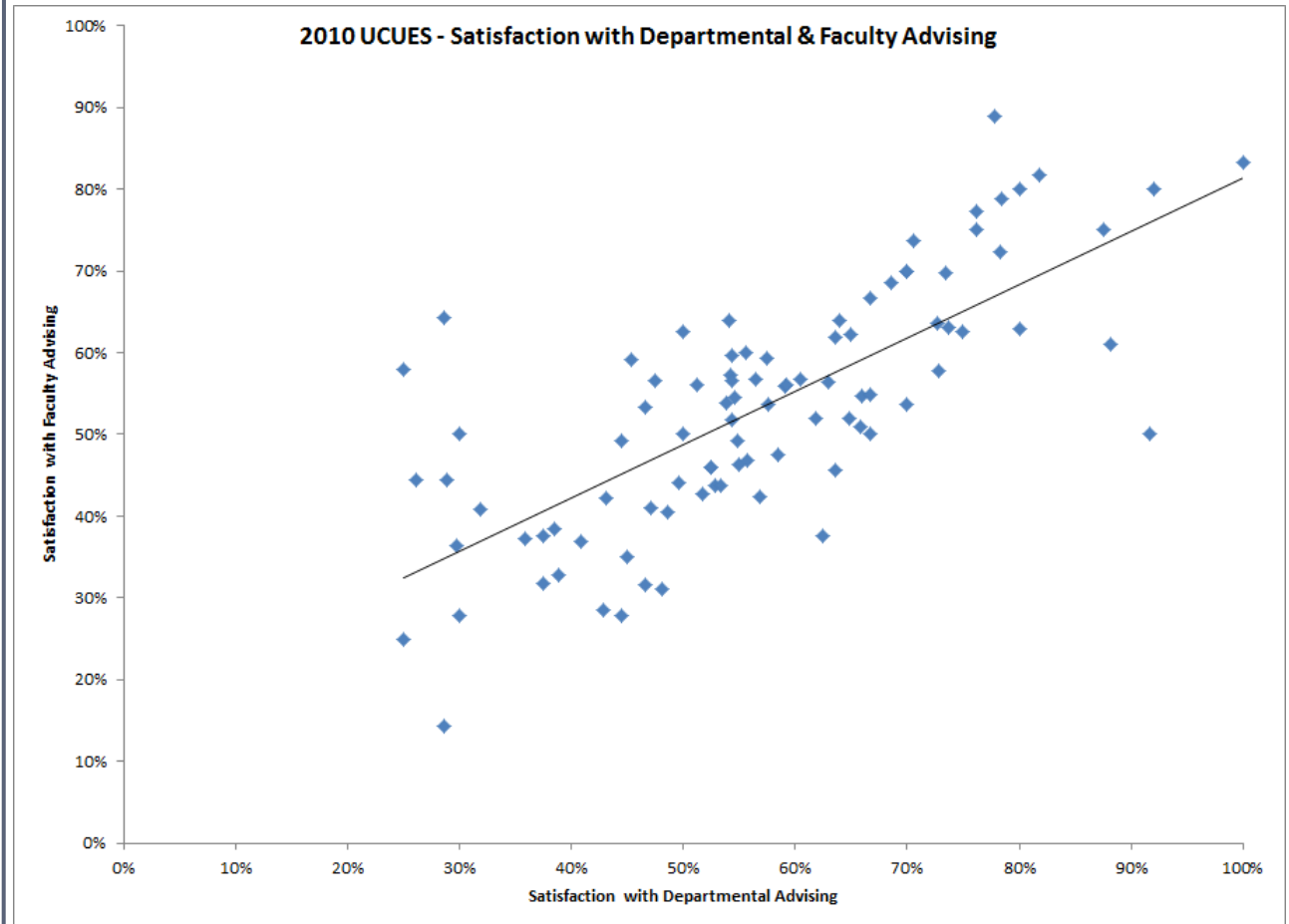
**Faculty are key partners**

*Where is faculty involvement working?*

*Where might bridges be built?*

*How might best practices be shared among departments?*

Observation: Positive correlation between satisfaction with faculty and departmental (staff) advising



# Benchmarking & Comparative Analysis

## Advising Roles

*Preference for major advising?*

*Peers?*

*Bridging major and college advising?*

*What kind of advising role is working best?*

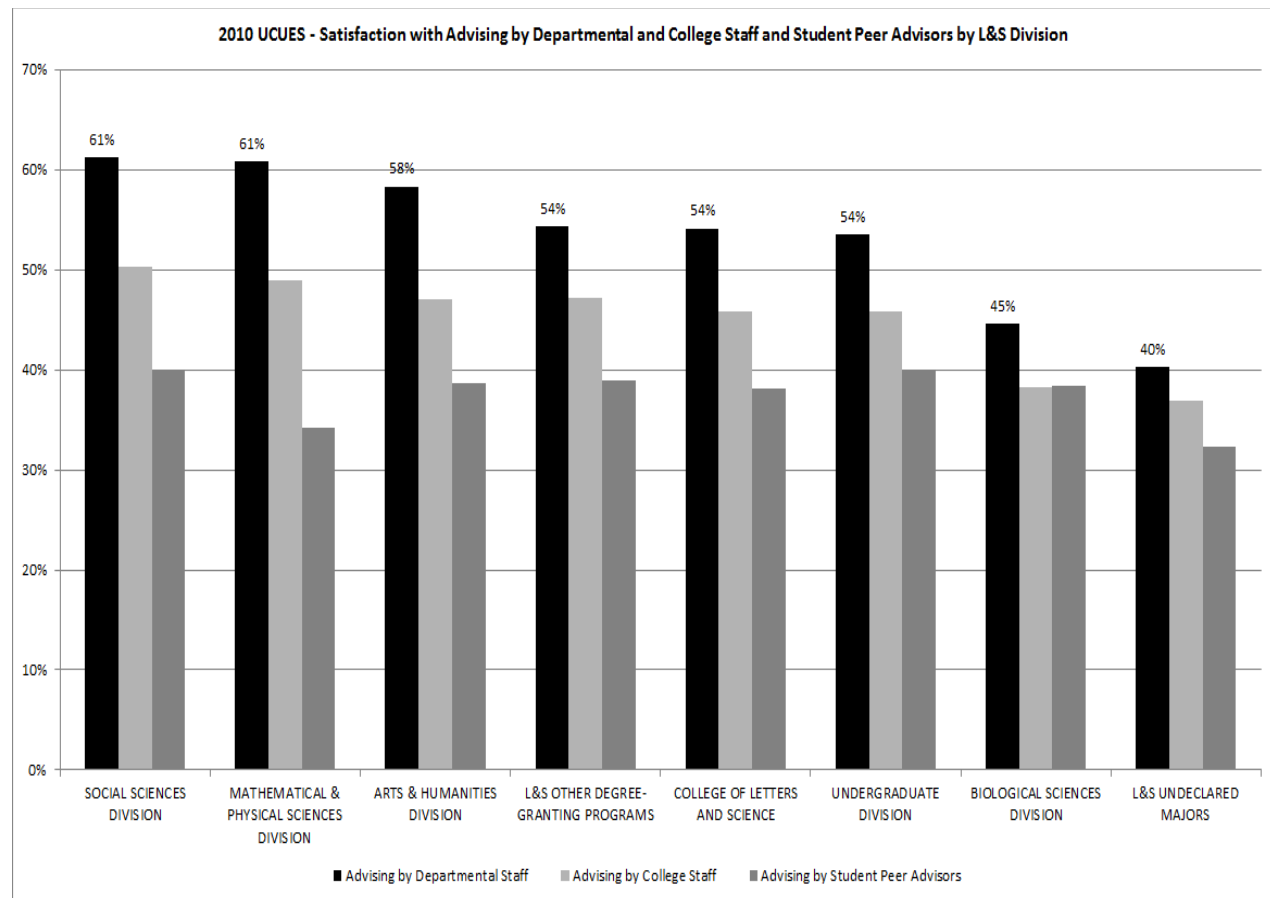
## Size

*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?

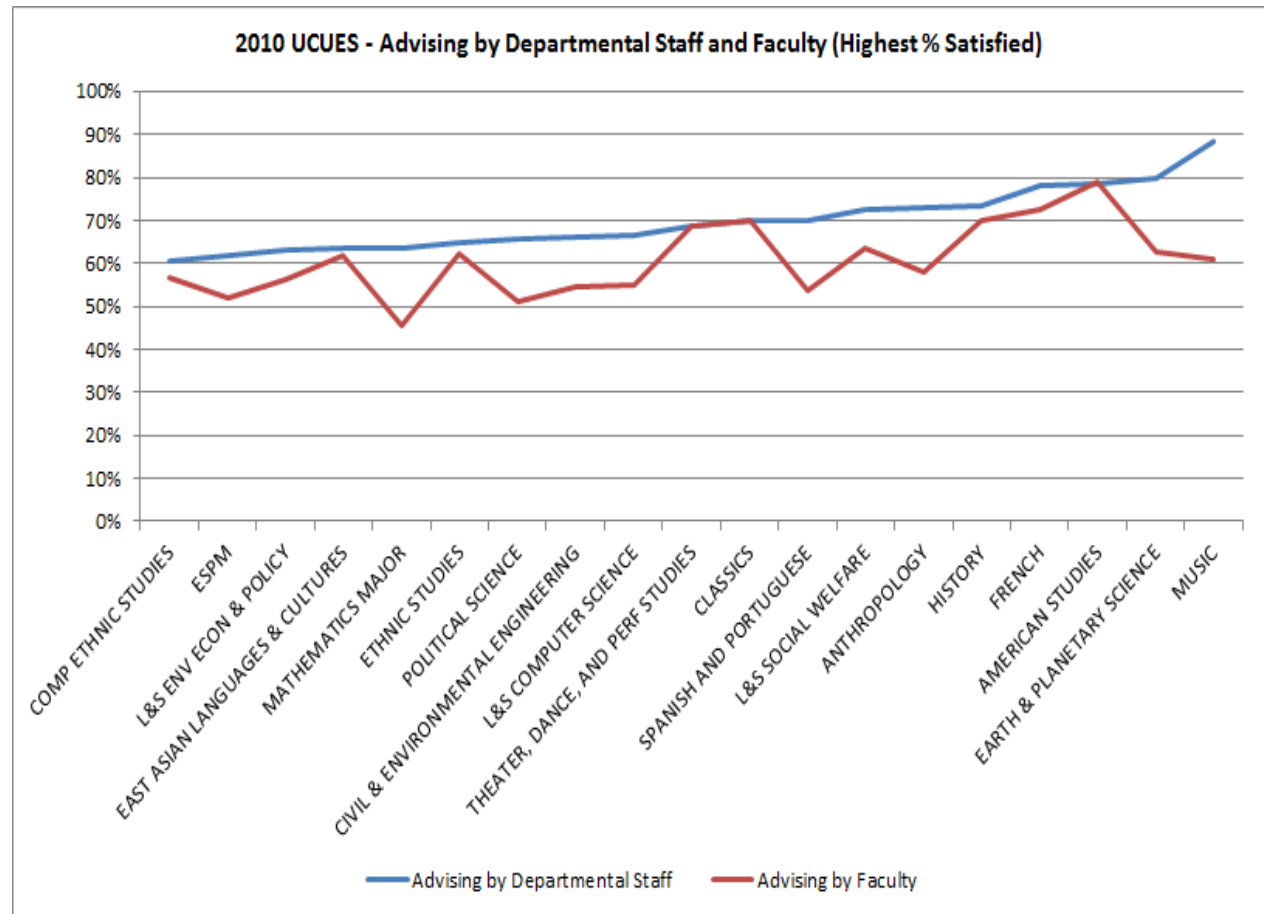


## Examining Key Components

*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

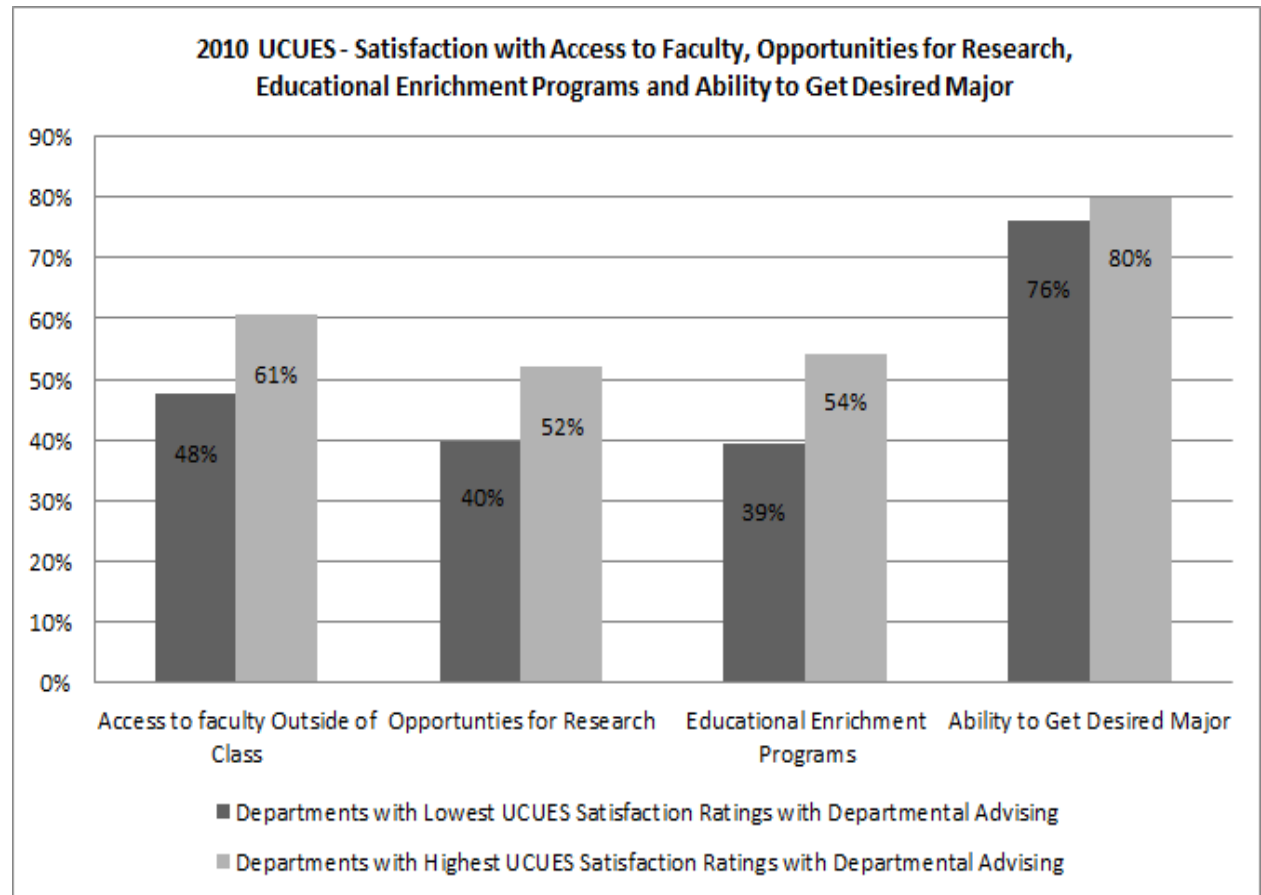


# Holistic Evaluations

***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



### 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

The range and complexity of advising roles and responsibilities is also different for each College. For example, College advisors in the College of Natural Resources are responsible for 11 majors, in Environmental Design for 4 majors, in Chemistry for 3 majors, and at the Haas School for 1 major as compared to Letters & Science where College advisors advise for 57 majors and advising responsibilities are shared/coordinated with a dispersed group of major advisors.

### 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

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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?



The Future: Standard Metrics

# COMMENTS QUESTIONS DISCUSSION

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UC Undergraduate Experience Survey (UCUES)  
Cal Answers

Office of Planning and Analysis  
[opa.berkeley.edu](http://opa.berkeley.edu)  
[ist.berkeley.edu/edw](http://ist.berkeley.edu/edw)

Thank you!