

Thriving Student Model Assessment Toolkit

Overview

[The Thriving Student Model \(TSM\)](#) is anchored in inclusive excellence and seeks to ensure that work to support students' flourishing benefits students across the spectrums of identities and experiences. Additionally, the model seeks to distinguish the USD student experience within higher education by underscoring the importance of a holistic education grounded in the liberal arts. The TSM relies heavily on assessment. Specifically, the model's breadth is evaluated by determining which students are or are not flourishing, and why, as well as by the efficacy of measures taken to promote thriving for all students. The model's depth is measured by whether related learning outcomes and objectives are actually being achieved.

The TSM includes seven domains. Each domain represents a different aspect of the student experience that we strive to affect and support through our work. In order for a student to truly thrive, the student must be supported in each domain.

This assessment toolkit is divided into four sections: (1) sample TSM domain assessment questions and activities; (2) an overview of platforms used to collect and report data; (3) large survey schedule; and (4) general guidelines for collecting and analyzing data.

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TSM Domain Assessment Questions and Activities

This section is intended to help units generate ideas on how they might assess the impact of programs and services as they relate to the Thriving Student Model. Each domain of the model has its own page with five different sections: (1) the domain definition; (2) primary Likert Scale questions being used on large institutional surveys; (3) other sample Likert Scale questions; (4) sample reflective questions; and (5) sample in-program and interactive assessment activities.

Unless otherwise noted, all Likert Scale questions in this document use the following five-point level of agreement scale: 5 = strongly agree; 4 = agree; 3 = neither agree nor disagree; 2 = disagree; and 1 = strongly disagree. Questions that appear on large institutional surveys are identified with the following labels:

- GS - Graduate and Law Survey
- MS - Midyear Survey
- SS - Senior Graduation Survey
- TS - Transition Survey

These questions and ideas are meant to serve as a starting point for assessment design. Units within Student Affairs are encouraged to reference their annual assessment plans and consult with [Student Affairs Assessment & Research](#) as they develop their projects and as they collect, analyze, and report results.





Academic Success

Academic Success is demonstrated by students' ability to be self-sufficient and strive towards integrating their learning to engage and create a more just society. A culture is created that empowers students to identify a major/minor that aligns with their purpose and sees the value inside and outside of the classroom. Academic success includes progress towards degree completion and identifying a vocation where students are being called to serve beyond their time at USD.

Academically successful students are prepared to meet their academic, personal, and professional goals by embodying USD's core value of knowledge, satisfaction with their academic pursuits, persistence to graduate, and an integration of learning from the classroom to life beyond. This ethos enables students to have autonomy and agency in what academic success means for them including a sense of self-efficacy.¹

Primary Likert Scale Questions Being Used on Large Institutional Surveys	Please indicate your level of agreement with the following statements: 1. <i>I am confident in my ability to perform well in my classes. [TS]</i> 2. <i>I know where to go for academic assistance. [TS]</i> 3. <i>I know how to study effectively for the courses I am taking. [TS]</i> 4. <i>I have done well on assignments so far this semester. [TS]</i> 5. <i>My LLC/TLC faculty advisor motivated me to do well academically. [MS]</i> 6. <i>My LLC/TLC faculty advisor guided me to resources for exploring majors and post graduation opportunities. [MS]</i> 7. <i>I feel/would feel comfortable approaching my SA/TSA with academic issues. [MS]</i>
Other Sample Likert Scale Questions	Please indicate your level of agreement with the following statements: 1. <i>This program/workshop has increased my confidence in my ability to succeed academically.</i> 2. <i>I feel more knowledgeable about the academic resources available to me after participating in the program/workshop.</i> 3. <i>This program helped me develop effective study strategies for my courses.</i>
Sample Reflective Questions	1. <i>Which study strategy that was shared in the program/workshop do you think will be most helpful for you? Describe how you might apply that to a specific class you are taking this semester.</i> 2. <i>What are the biggest factors preventing you from being as successful as you would like to be in your classes this semester?</i>
Sample In-Program and Interactive Assessment Activities	1. Study Plan: Have students create a study plan for one course that utilizes the strategies discussed in a study skills workshop. The plan could include a timeline with major assignments/tests, important considerations, and other topics covered in the session. Have students submit a copy of their plan and evaluate it against the desired goals of the session.

¹ Academic Success subcategories could be defined as: (1) confidence in preparation; (2) resource utilization; (3) effective study strategies; (4) academic guidance; and (5) self-efficacy and autonomy.



Belonging

Belonging refers to a student's perceived experience of mattering or feeling cared about, accepted, respected, valued by, and important to a group. It is an individual experience that varies based on an individual's own perception that goes beyond programs and events on campus. Belonging validates one's own personal belief that one's presence and contributions within Campus, Academic and Social Communities demonstrate your value as an accepted member. Belonging provides an avenue that promotes student success, engagement and well-being in college.²

Primary Likert Scale Questions Being Used on Large Institutional Surveys	Please indicate your level of agreement with the following statements: 1. USD feels like a place where I am able to be my real self. [TS, MS, GS] 2. USD feels like a place where I am able to feel comfortable. [TS, MS, GS] 3. USD feels like a friendly place. [TS, MS, GS] 4. I have been able to find somewhere on campus to be my real self. [TS, MS, GS] 5. I have been able to find somewhere on campus to be comfortable. [TS, MS, GS]
Other Sample Likert Scale Questions	Please indicate your level of agreement with the following statements: 1. As a result of participating in X, I feel like I matter more to the USD community. 2. As a result of participating in X, I feel more accepted by my peers at USD.
Sample Reflective Questions	1. Describe how today's program impacted your feelings of being valued and accepted by the USD community? Can you share any specific moments or aspects of the program that might have contributed to this? 2. How has your overall USD experience, including interactions with peers, faculty, and staff, shaped your feelings of mattering here? 3. Describe a recent experience where you felt particularly valued or accepted by the USD community? What made this experience significant for you?
Sample In-Program and Interactive Assessment Activities	1. Photo Assignment: Ask students to go around campus and take pictures that help tell a story about their level of belonging at USD. The pictures can be anything they feel represents belonging, a specific place, colors, environments, etc. Have them upload five pictures along with a brief paragraph explaining why they chose the photos they did. 2. Belonging Moments: Create two large sheets of paper, one with a sun labeled "I belonged" and one with a moon labeled "I didn't belong". Provide students with two sticky notes and ask them to write down a moment that speaks to each sheet. Have everyone put their sticky notes on that appropriate sheet and discuss reactions as a group. Finally, document the responses for further analysis.

² Belonging subcategories could be defined as: (1) engagement and participation; (2) emotional support; (3) social support; (4) perceived acceptance; and (5) sense of mattering.



Experiential Learning

Experiential learning is a dynamic process that holistically engages the student intellectually, emotionally, physically, and spiritually. It is a conscious process involving student experience followed by critical reflection that enables students to shape perceptions of themselves and the world they encounter. At USD, experiential learning can happen anywhere and anytime. There is infinite opportunity for learning both inside and outside of the classroom.³

Primary Likert Scale Questions Being Used on Large Institutional Surveys	Currently, there are no Likert Scale questions being asked. However, students are asked: <i>Which of the following High Impact Practices did you participate in or will you have participated in before graduation?</i> [SS] • (1) capstone courses and projects; (2) collaborative assignments and projects; (3) community engagement projects; (4) E-portfolios; (5) internships; (6) student research or other scholarly or creative work; and (7) study abroad.
Other Sample Likert Scale Questions	Please indicate your level of agreement with the following statements: 1. <i>I have had the opportunity to participate in experiential learning activities as a student at USD.</i> 2. <i>Experiential learning has helped me reflect on my personal values and beliefs.</i> 3. <i>The experiential learning activities have deepened my understanding of academic concepts.</i> 4. <i>I have been intellectually challenged by my experiential learning experiences.</i>
Sample Reflective Questions	1. <i>Describe a specific experiential learning activity that significantly deepened your understanding of an academic concept.</i> 2. <i>What skills or knowledge have you gained from your experiential learning activity? How do you think this will benefit you in the future?</i> 3. <i>What types of experiential activities would be most useful for you? Describe how they would help prepare you for future classes or career goals?</i>
Sample In-Program and Interactive Assessment Activities	1. Group Discussion and Presentation: <i>Have students form small groups based on the type of experiential learning activity they participated in. Have each group discuss: (1) the most significant learning they had from the experience; (2) challenges they encountered; and (3) specific skills or knowledge that was gained. Have each group present a summary of their findings.</i>

³ Experiential Learning subcategories could be defined as: (1) opportunity and accessibility; (2) application beyond the classroom; (3) critical reflection; and (4) holistic development.



Holistic Wellness

Students are supported across a wide range of interconnected wellness dimensions in order to thrive. This takes into consideration the whole person and areas of emotional, financial, social, physical, intellectual, occupational, and environmental health. It is the campus community's responsibility to collaborate on supporting the various dimensions of wellness and to help facilitate individual student growth and success. This is achieved through collaboration and an emphasis on preventative education.⁴

Primary Likert Scale Questions Being Used on Large Institutional Surveys	Please indicate your level of agreement with the following statements: <i>I have not been experiencing personal issues that are impacting my overall USD experience. [TS]</i> <i>I have been feeling well/healthy enough to attend class. [TS]</i> <i>I have been feeling well/healthy enough to stay on top of my coursework. [TS]</i> <i>I have no worries about covering the costs to attend USD this semester. [TS]</i> <i>I have no worries about covering the costs to continue attending USD beyond this semester. [TS]</i> <i>I am comfortable seeking help to support my emotional well-being when needed. [SS]</i> <i>I regularly engage in practices that support my emotional wellness. [SS]</i> <i>I regularly engage in practices that support my physical wellness. [SS]</i> <i>I regularly engage in self-care practices to support my overall well-being. [SS]</i> <i>My LLC/TLC faculty advisor helped me identify resources to support my well-being. [MS]</i>
Other Sample Likert Scale Questions	Please indicate your level of agreement with the following statements: <i>This program provided me with effective coping strategies for dealing with emotional challenges when they arise.</i> <i>I feel more informed about the mental health resources available on campus as a result of this program.</i>
Sample Reflective Questions	<i>Think of a time when you were feeling stressed this semester. Which mindfulness or stress reduction techniques from today's workshop might have been useful for you in that situation? Describe how you think they may have helped?</i> <i>In what ways has this program encouraged you to engage in self-reflection about your own mental health? What insights have you gained about yourself?</i>
Sample In-Program and Interactive Assessment Activities	Wellness Journal: <i>Provide students with wellness journals to document their experiences and reflections after attending each session of a multi-session program focused on selfcare. Have their final entry be a reflection that summarizes their journey throughout the program, highlighting their key learnings and how they think it will impact them as they move forward.</i>

⁴ Holistic Wellness subcategories could be defined as: (1) emotional; (2) financial; (3) social; (4) physical; (5) intellectual; and (6) environmental.



Inclusive Community

Inclusive Community is an environment of people, places and things. It exists as an active and constantly evolving space, committed to including all people. An inclusive community is proactively designed to acknowledge the experiences, attributes and strengths of its members. It works collectively to address, dismantle, and redesign systems and structures of inequality.

An inclusive community is rooted in validating the interpersonal, physical, and academic needs of each person; ensuring that resources, support and space and access are provided to all in intentional and equitable ways. It celebrates and recognizes difference, valuing the strength that difference brings to a community. An inclusive community relies on every individual working together to create an environment where all individuals feel included, connected and valued.⁵

Primary Likert Scale Questions Being Used on Large Institutional Surveys	Please indicate your level of agreement with the following statements: 1. <i>I feel that the USD community cares about me as an individual. [MS]</i> 2. <i>I feel that the USD community values my unique contributions. [MS]</i> 3. <i>I feel that USD celebrates differences within the community here. [MS]</i> 4. <i>USD feels like a place where I matter to others. [MS]</i> 5. <i>My LLC/TLC faculty advisor created an inclusive and welcoming environment in the classroom. [MS]</i> 6. <i>I have created opportunities at USD for other students to build community. [SS]</i> 7. <i>During my time at USD, I explored opportunities that would allow me to advocate for others. [SS]</i>
Other Sample Likert Scale Questions	Please indicate your level of agreement with the following statements: 1. <i>I am able to effectively engage in a constructive, civil conversation with my peers who may have political or ideological differences from me.</i> 2. <i>I am able to respectfully respond to my peers' viewpoints that are politically or ideologically different from mine.</i> 3. <i>I feel that today's program was designed to be inclusive for all students.</i>
Sample Reflective Questions	1. <i>How do you personally contribute to fostering an inclusive community at USD? Are there any specific actions or behaviors you engage in to ensure that others feel included, connected, and valued?</i> 2. <i>How does the USD community recognize and celebrate differences among its members? Can you share an example of when you felt that diversity was genuinely valued and celebrated?</i>
Sample In-Program and Interactive Assessment Activities	1. Circle Discussion: <i>During an event that focuses on a topic related to Inclusive Community, have students form a circle and discuss their biggest takeaways from the workshop and how they plan to contribute to [DEI] efforts. Facilitators will take notes on what plans the students commit to doing.</i>

⁵ Inclusive Community subcategories could be defined as: (1) interpersonal inclusion; (2) physical inclusion; (3) academic inclusion; (4) equitable resource distribution; and (5) recognition and celebration of differences.



Joy

Joy is an unexpected or intentional moment in time where one may experience emotions of elevated harmony, delight, balance, hope or happiness. It is often a radical act of self and communal expression in systems where joy can be difficult to access. In this way, joy involves being present in the moment, generating renewal of oneself and community, and accessing agency to create change.⁶

Primary Likert Scale Questions Being Used on Large Institutional Surveys	Please indicate your level of agreement with the following statements: 1. <i>How often have you experienced a sense of “joy” while at USD this semester⁷? [MS]</i> 2. <i>How important is _____ to your own personal sense of joy in life⁸? [MS]</i> a. <i>Connecting with peers</i> b. <i>Connecting with family</i> c. <i>Physical exercise/sports</i> d. <i>Participating in campus events/activities</i> e. <i>Participating in student organizations</i> f. <i>Academics</i> g. <i>Personal hobbies/passions</i> h. <i>Spirituality/faith</i> i. <i>Time alone/self-reflection</i> j. <i>Job</i>
Other Sample Likert Scale Questions	Please indicate your level of agreement with the following statements: 1. <i>There are opportunities on campus for me to express myself.</i> 2. <i>There are opportunities on campus for me to showcase my talents.</i> 3. <i>I have experienced moments of joy at least once a month this past semester.</i>
Sample Reflective Questions	1. <i>What are some of the activities, practices, or experiences that have brought you joy as a current college student? How do they bring you joy?</i> 2. <i>Think about a recent moment on campus when you felt exceptionally content or fulfilled. What was happening, and why did it make you feel this way?</i>
Sample In-Program and Interactive Assessment Activities	1. Experience Interviews: <i>Conduct one-on-one interviews or focus groups where students discuss recent experiences that brought them joy or left them feeling fulfilled. Prompt them to describe specific details and emotions related to these experiences. Analyze the interviews to identify patterns, commonalities, and variations in what constitutes a positive experience for different students.</i>

⁶ Joy subcategories could be defined as: (1) emotional harmony; (2) delight and happiness; (3) balance and renewal; (4) hope and optimism; and (5) self-expression and agency.

⁷ Frequency scale: 5 = very often; 4 = often; 3 = sometimes; 2 = rarely; 1 = never.

⁸ Level of importance scale: 5 = very important; 4 = important; 3 = moderately important; 2 = slightly important; 1 = not important.



Spirituality

Spirituality refers to a way of life that cultivates deep self-awareness, care for others, and responsibility for the greater good. Part of spiritual life involves reflecting on one's calling by growing in attentiveness for one's deepest values and leading a life that responds to the world's greatest needs. Spirituality fosters a connection to something beyond the self. Awareness of what is beyond oneself is facilitated by moments of pause and reverence, honoring both personal wisdom and the wisdom of others.⁹

Primary Likert Scale Questions Being Used on Large Institutional Surveys	Please indicate your level of agreement with the following statements: 1. <i>My actions are guided by a sense of meaning that goes beyond myself. [MS, GS]</i> 2. <i>I feel a strong sense of clarity about my calling and life direction. [MS, GS]</i> 3. <i>I regularly set aside time for mindfulness, meditation, or prayer to deepen my spiritual awareness. [MS, GS]</i>
Other Sample Likert Scale Questions	Please indicate your level of agreement with the following statements: 1. <i>I feel a sense of responsibility to address social issues.</i> 2. <i>I feel a sense of responsibility to support community initiatives.</i> 3. <i>Acts of kindness and compassion towards others are an important part of my daily life.</i> 4. <i>My experiences and actions are guided by a sense of meaning that goes beyond my individual self.</i> 5. <i>I feel a strong sense of clarity about my calling and life direction.</i>
Sample Reflective Questions	1. <i>Think about a recent instance where you engaged in an activity that benefited others. What motivated you to participate, and how did it affect your sense of responsibility towards your community?</i> 2. <i>Reflect on a recent situation where you found meaning in your experiences that extended beyond your personal concerns. How did this broader perspective shape your choices or behavior?</i> 3. <i>Think about a time when you set aside time for mindfulness or reflection. What was the context, and how did this practice contribute to your spiritual awareness or sense of peace?</i>
Sample In-Program and Interactive Assessment Activities	1. Values Map: <i>Use a large sheet of paper to map out core values, beliefs, and sources of inspiration that resonate with students' sense of spirituality. Analyze the collective map to understand common values and beliefs, how they are shared within the group, and how they influence members' sense of purpose and connection.</i> 2. Spirituality Circle Discussion: <i>Conduct a structured group discussion or "Spirituality Circle" where participants share personal stories related to their sense of spirituality, such as moments of deep self-awareness or connections to something greater than themselves. Use guided questions to facilitate the discussion. Observe and record the themes and insights shared during the discussion to evaluate how participants experience and articulate their spirituality.</i>

⁹ Spirituality subcategories could be defined as: (1) self-awareness and personal growth; (2) care for others and community responsibility; (3) connection to a greater purpose; and (4) mindful practices.

Platforms Used to Collect Data

The table below provides an overview of the various platforms used by Student Affairs to collect student data. It is important to use these platforms and keep information accurate (e.g., create events and log student attendance) so that the overall impact and breadth of the Thriving Student Model can be analyzed.

Platform	Data Collected
Salesforce 	Salesforce is the campus wide CRM (Customer Relationship Management) platform where student engagement and communications are tracked. • Create events in Salesforce and tag them with one or two domains of the Thriving Student Model. ◦ ITS video tutorial on the MySanDiego Portal. ◦ Student Affairs quick-reference guide. • Student Affairs Assessment & Research runs reports on individual student participation and events with TSM domains.
Guidebook 	Guidebook is an app based program used to organize events and activities related to the undergraduate student onboarding process (e.g., Summer Send-Offs, required training activities, LLC events, etc.). • The Student Onboarding team adds any events tracked in Guidebook to Salesforce as well. • The Student Onboarding team tracks attendance in Guidebook and sends a report to Student Affairs Assessment & Research so that the data can be merged with Salesforce data.
Fusion 	Fusion is used by Campus Recreation to track student engagement in all programs. • The Campus Recreation team manages a report of all students engaged in their activities (includes Outdoor Adventures). • The Campus Recreation team adds the appropriate primary and secondary TSM domains to the attendance report and shares it with Student Affairs Assessment & Research.
Point and Click 	Point and Click Solutions is used by the Wellness units to track all student information. • The Wellness team provides Student Affairs Assessment & Research with a report of all student appointments by type and office each semester.

Platform	Data Collected
TimelyCare 	TimelyCare offers on-demand wellness access and scheduled appointments with a diverse network of carefully selected providers. The Wellness team provides Student Affairs Assessment & Research with a report of all student appointments by type and office each semester.
Qualtrics 	Qualtrics is the campus wide survey platform, which can be used for large-scale surveys as well as smaller unit or program surveys. If requested, data is sent to Student Affairs Assessment & Research.
IBM Cognos 	IBM Cognos is used by Student Affairs Assessment & Research to match student demographic data with data collected through all other sources by Banner ID number.

Schedule of Large Surveys

The following table provides an overview of the surveys sent to large numbers of students. Administration frequency and dates may vary from year to year.

Survey	Owner	Purpose and Timing	Who
Transition Surveys	Student Affairs	Survey that checks in with students to see how they are doing with the transition to college. Administered during the third and fourth week of classes each semester.	• All First-year undergraduate • All new transfer undergraduates • All second year students
Mid-Year Survey	Student Affairs and College of Arts & Sciences	Survey that focuses on the LLC/TLC experience as well as additional components of the student experience (e.g. residence halls, sense of belonging, etc.). Administered in November and December.	• All First-year undergraduate • All new transfer undergraduates • All residential students
Graduate and Law Student Experience Survey	Student Affairs and Graduate Programs	Survey that focuses on graduate and law students' experience outside the classroom. Administered every other year.	• All graduate students
Wellness Surveys	Student Affairs	Healthy Minds Survey and ACHA-National College Health Assessment Surveys that collect data on students' health habits, behaviors, and perceptions. Administered approximately every three years.	• All students
Campus Climate Survey	Institutional Research & Planning	National surveys that look at campus climate.	• All students, faculty, and staff
Senior Graduation Survey	Institutional Research & Planning	Survey that looks at the entire USD undergraduate experience. Includes major-specific questions.	• Graduating seniors

Student Affairs Data Guide

The purpose of this section is to: (1) provide a brief overview of student characteristic data that is available for analysis; (2) outline the process for obtaining this data; and (3) share general practices for reporting disaggregated student data within the Division of Student Affairs. This allows us to compare data from different sources in a meaningful and consistent manner, especially as it relates to comprehensively assessing the Thriving Student Model through an inclusive lens and supporting the Student Affairs KPI (key performance indicator) Dashboard.

Below is a list of the most common student characteristics that Student Affairs uses for data disaggregation.

Race/Ethnicity

There are two primary ways that the university identifies students by race/ethnicity. The first is by using [IPEDS \(Integrated Postsecondary Education Data System\)](#) categories as defined by the federal government for compliance reporting. IPEDS records only one race/ethnicity category however, Institutional Research and Planning collects all of the race/ethnicity categories a student selects by using “flags”, the second way to analyze race/ethnicity. Using “flags” allows students to be counted in more than one category. The second method can be useful when trying to understand or represent smaller groups of students (e.g. Student Affairs uses this for reporting responses in some surveys).

Example: Student A identifies as *Hispanic or Latina/o/x* and *Black or African American*. Using IPEDS, this student would be counted only in the *Hispanic or Latina/o/x* category. Using the race/ethnicity flags, this student would be counted in both the *Hispanic and Latina/o/x* and *Black or African American* categories.

Entry Cohort

Students are assigned an *entry cohort*, which describes the first term they were enrolled at USD. The cohort is coded with two letters followed by the year and then two numbers that identify the term. This variable is useful for distinguishing between students that enrolled as first-year students and those that enrolled as transfer students as well as part-time or full-time.

Example: Cohort FF-2020-09

- First letter: F = first enrolled as a first-year student -or- T = first enrolled as a transfer student
- Second letter: F = first enrolled as a full time student -or- P = first enrolled as a part time student
- First four numbers = year the student first enrolled
- Last two numbers = term the student first enrolled (01 = intersession; 02 = spring term; 06 = summer term; 09 = fall term)

Student Level

Students are identified as being one of the following levels: *Undergraduate*, *Graduate*, *Graduate (Franciscan School of Theology)*, *Doctoral*, *Law*, or *Paralegal*.

College Description

Students are identified as being associated with one of the following Colleges/Schools based on their declared major: *College of Arts & Sciences, Franciscan School of Theology, Hahn School of Nursing, Kroc School of Peace Studies, Professional & Continuing Education, Knauss School of Business, School of Law, School of Leadership & Education Sciences, and Shiley-Marcos School of Engineering*. Note that undergraduates who are undeclared are affiliated with the College of Arts & Sciences.

Gender

Students are currently identified as either: *Female, Male, or Neither*. This characteristic will be changing to be more inclusive over the next year or so.

First-Generation Status

First-generation students are defined as those whose parents' highest level of education is a high school diploma or less.

Pell-Eligible Status

Students that are eligible to receive the federal Pell Grant. "Federal Pell Grants usually are awarded only to undergraduate students who display exceptional financial need and have not earned a bachelor's, graduate, or professional degree." ([Federal Student Aid Website](#))

Military Status

Military-affiliated students are counted under the following subcategories: *Active Duty, Dependent Child, ROTC, Spouse, US Reserved National Guard, or Veteran*.

Campus Resident

There are several data variables associated with a student's residence. The most common one used is the "Campus Resident Flag" which identifies whether a student lives on campus or not. There are also variables that identify the building and room of residence for on-campus students.

State of Origin

There are several data variables associated with a student's place of origin. The most common one used is the "California Flag" which identifies whether a student is from California or not. There is also a variable that identifies the US state that a student comes from (US students only) and another variable that identifies the country (non-US students only). This is based on where the student lived when they applied to USD.

Process for Obtaining Data

Student data may be found throughout various systems used at USD, but access may be limited depending on the user's role. When a staff member would like to obtain any data outlined in the previous section, they should contact Student Affairs Assessment & Research for assistance.

Key Considerations:

1. Collect the students' Banner ID numbers if it is necessary to obtain any characteristic data. Ideally, this is done in advance of any survey through the creation of Qualtrics contact lists to avoid having students manually enter their ID number. If this is not possible, it is recommended to also ask for their name and email address to verify that the ID numbers are correct.
2. When requesting characteristic data, send a single Excel file with Banner ID numbers and all of the survey responses or other data. Each row in the data file should represent a single student with separate columns for their ID number, survey questions, or other embedded data. Student Affairs Assessment & Research will then match the data, but only share disaggregated results (i.e. it will not be possible to easily connect the sensitive student data with survey responses).

Depending on the project, obtaining some additional data may require assistance from Institutional Research & Planning (IRP). Please start all projects by consulting with Student Affairs Assessment & Research who will then determine how to include IRP.

Practices for Reporting Disaggregated Student Data

The purpose of reporting disaggregated data is to shed light on any differences that may exist between student groups. This helps in decision-making around how to improve programs, services, or initiatives as well as to better understand nuances in the student experience. When sharing disaggregated data, here are a couple helpful tips:

1. In addition to showing percentages, clearly identify the total number of students being represented in the data (i.e. the *N*) as well as the number in each of the subgroups.
2. Quantitative data breakdowns should not be shown for groups that are smaller than seven.
3. Tests for statistical significance (e.g. t-tests, ANOVA, etc.) should be run when possible. However, it is also important to keep in mind that even though a difference between groups may be statistically significant it may not be meaningful. It is important to look at both the actual numbers as well as the statistical tests to inform decisions. Consult with Student Affairs Assessment & Research for support in running statistical analyses.