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Evidence Document

Title: Assessment Summary, Office of Student Affairs

Office of Origin: Office of Academic Affairs

Description: A report from 2018 concerning division level and sub-unit level assessment practices of the Office of Student Affairs. This includes a rundown of Assessment plans and how they are used by departments, as well as various annual reports created under the direction of the OSA.

Date: 2018

Assessment Summary, Office of Student Affairs
Submitted by Tim Schroeder, Acting Director of Assessment, OSA
June 14, 2018

The Office of Student Affairs (OSA) utilizes robust tools and methods to ensure that programs assess effectiveness through quantitative and qualitative data. This assessment occurs at the division level, as well as the sub-unit level.

DIVISION LEVEL ASSESSMENT

Assessment Plans: Each department within Student Affairs has completed an assessment plan. These plans articulate program goals (including alignment with university goals and strategic plans), student outcomes, and criteria for evaluating program success. These outcomes are tied to specific strategies and timelines, and include provisions for communicating recommendations. These plans were submitted in 2016-17, and are reviewed annually by the OSA Assessment Director.

Student Demographics & Outcomes Reports: Each summer, OSA departments submit lists of students served in the prior academic year to the OSA Assessment Director. For each department, a Student Demographics & Outcomes Report is created that describes their students served. These reports provide aggregated averages and counts including: pre-college academic performance, general demographics, financial demographics, UNM GPA, credit hour production, retention, graduation, academic level, college and major. These reports are used by the departments to better understand the students they serve, and the impact they have on those students. Departments also request reports for subsets of their students (i.e., student who participate in summer bridge programs). The OSA Division VP reviews these reports, and senior personnel work with directors to better target programming based on report findings. In addition, AVPs also request aggregated reports including all of the students served by their assigned departments. These reports are used by directors and AVPs to identify commonalities between departments, gaps where students are not served sufficiently, and strengths where students are served well.

Collective Impact Reports: Each fall, OSA departments submit Collective Impact Reports. These reports include departmental mission statements, descriptions of programs and initiatives, fiscal resources, strategic goals for the coming year, and selected impact and outcomes metrics. These reports are reviewed by the OSA Division VP, and are shared with senior administrators in the UNM Provost Office. They are utilized in strategic planning processes, and in describing OSA programming to key stakeholders.

Student Services Data Committee: A data and assessment committee focused on student academic attainment meets six times during the academic year. This committee reviews information from departments and AVP units (including data reports and collective impact reports) to identify strategies to improve student academic attainment rates (retention, GPA and graduation). During the past year, this group studied the impact of student services programs on students by comparing outcomes for served and non-served students. These results have been shared with senior OSA leaders, as well as with personnel involved in institutional strategic planning committees. This committee also created a preliminary list of impact practices utilized by constituent OSA departments, containing over 23 distinct categories. In the next year, this committee will survey OSA departments to quantify how often these practices are utilized, and to identify which departments rely most heavily on specific practices. This

information will be used to focus division-wide strategic planning on improving outcomes specific to individual practices.

INDIVIDUAL DEPARTMENTS

In addition to assessment at the division level, individual departments also engage in varying levels and types of assessment. Below are a few examples:

STEM Collaborative Center (the STCC). The STCC conducts annual evaluations of services and impacts. Each year, the STCC contracts with an external reviewer to conduct interviews with faculty, staff, students, administrators and other stakeholders. This process results in an annual assessment of program strengths, weaknesses, opportunities and recommendations. The STCC also collects student outcomes data throughout the year to measure the impact of STCC programs on target student populations. These results are shared with the STCC Oversight Council and with the US Department of Education. Finally, the STCC also publishes an annual STEM Benchmarking Report that details longitudinal UNM data on STEM student success (enrollment, STEM-interest, retention, graduation, etc). This report is made publicly available on the STCC website, and is most often used by faculty members who are applying for STEM education grants.

El Centro de la Raza. El Centro has developed a new tracking system to better understand how students utilize and benefit from their services. Students who come into the center sign in, specifying the reason the services they are accessing that day. First-time students also answer a few preliminary questions to help El Centro staff better understand the populations they serve. This information is used by El Centro staff to identify the most popular services, and to focus resources on improving services that receive less traffic. In addition, El Centro collects student evaluations for their major programs, including: El Puente Research Fellowships, Summa Academia, Transformar, CAMP and HEP. Finally, El Centro hosts regular "Cafecitos con Rosa" meetings where the director visits directly with students to discuss their interests and perceptions. These meetings often result in program improvements or refinements.

Student Health and Counseling (SHAC). SHAC has two main areas where they regularly collect data: patient surveys and quality improvement studies. Patient satisfaction data is collected via a 20 question post-encounter survey developed by the American College Health Association (ACHA). The survey is validated and provides the opportunity for SHAC to compare itself to other participating universities nationally. A related component involves a process for individuals to provide feedback on any aspect of their experience at SHAC, either online (preferred), or via paper. This feedback is anonymous unless the complainant provides contact information, is monitored daily and all complaints are reviewed monthly by the governing body. We also collect data regarding quality of care through our Quality Management program, which includes a comparison of internal results to externally bench-marked data. This process also involves a Peer Evaluation of all clinical providers at the health service.

African American Student Services (AASS): African American Student Services use the student data to study program effectiveness and better understand student demographics and outcomes. This data has been used during staff retreats and with student leaders to create semi-structured focus groups to discuss future programs and outreaching to their student population. Through the analysis of this data as well as through the use of exit survey, they constantly evaluate best ways to outreach to new students about our programs and how best to balance the focuses of cultural, academic, and social

needs of students. They have also shared our data with integral partners in our community such as our UNM Black Alumni Chapter.

AREAS FOR IMPROVEMENT

Departments with OSA regularly collect, analyze and utilize information to improve their programming. The key area where OSA plans to improve this process is two-fold: 1) create a simple process where each department reports on one assessment project, 2) create a process where departments discuss the assessment projects of the other departments in order to identify practices or strategies that might be transferrable. OSA has created a template for this process, and will begin implementation in the 2017-18 academic year.'

The other area OSA is most committed to improving is campus awareness of OSA assessment processes. Despite the fact that OSA already has a strong assessment foundation to build upon (indeed, many department assessments are regulated by federal or state agencies), there remains a general perception at UNM that the division is not strongly assessed. The previous OSA Assessment Director made good progress in communicating division assessment methods, but the OSA department directors will spend more time identifying ways they can more actively support this effort.