



2020 - 2021

**Student Affairs Year-End
Assessment Report**

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2020-2021 Student Affairs Year-End Report

- Student Affairs departments were instructed to assess at least one program or service
- Reports graded on a rubric and compared to 2019-2020 reports

26 Department Reports Submitted

3 offices exempt due to COVID-19:

ASUCR

Greek Life

Highlander Band



Strategic Themes

Most Assessed Strategic Themes

Transform the Student Experience

100%

Creating Collaborative Partnerships

58%

Areas to Focus On

Establishing Organizational Excellence

27%

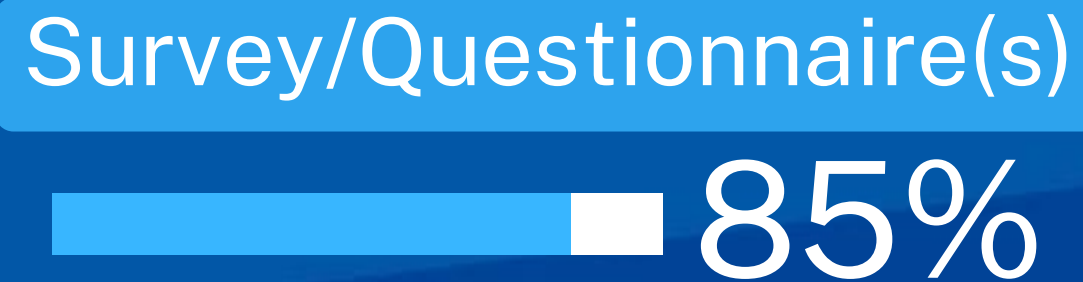
Fostering and Advancing Social Justice

38%



Assessment Methods

Most Common Assessment Methods



Tracking utilization/
participation



Least Common Assessment Methods

All other methods
15% or below



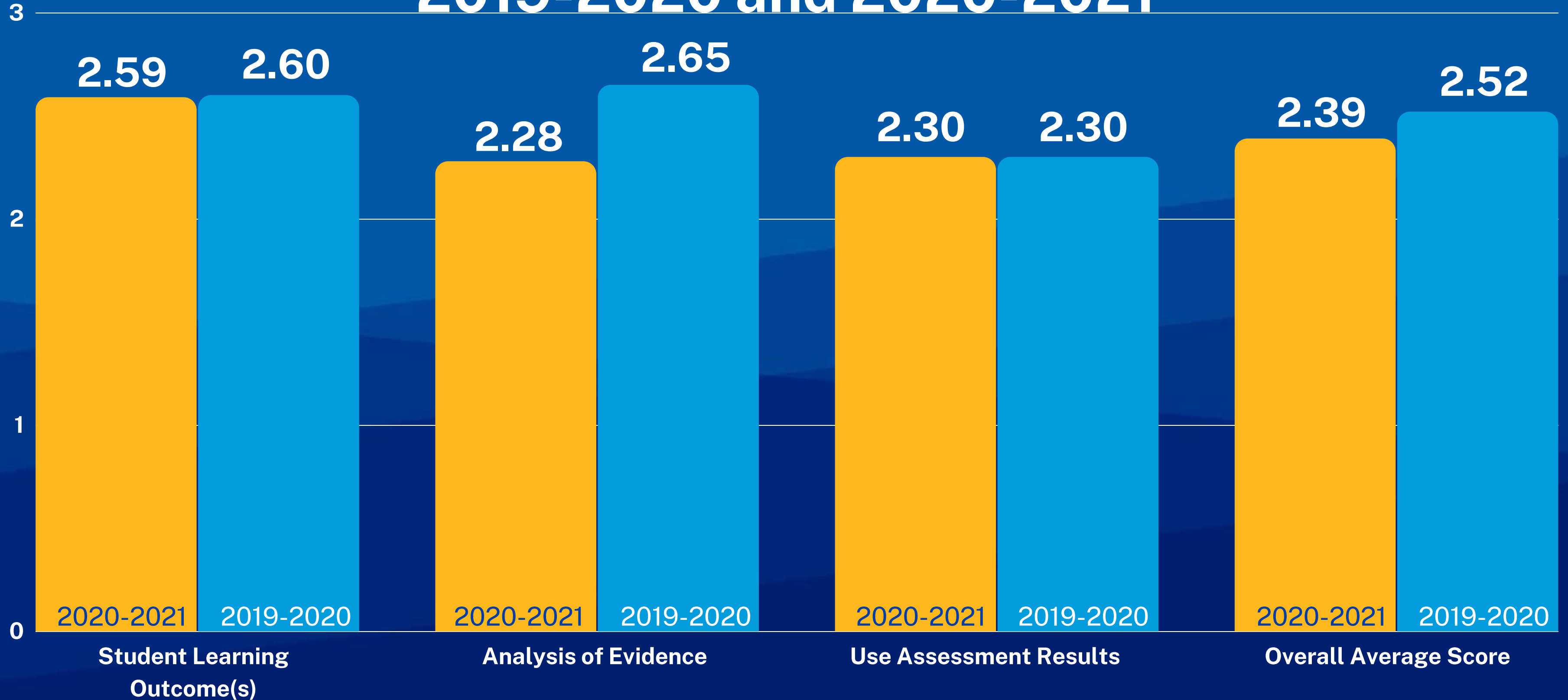


Rubric

	Emergent (1.00-1.99)	Developed (2.00-2.99)	Highly Developed (3)
Student Learning Outcomes	Student learning outcomes are vague or overly broad	Most outcomes are reasonably clear and specific	Outcomes have unambiguous content; outcomes suggest what students would be able to do to show mastery
Analysis of Evidence	Analysis is limited to totals or overall averages and/or analysis simply reports statistics with no reflection	Analysis conveys a relatively complete picture of the evidence by making connections between various features of the assessment process	Analysis is insightful and makes connections between issues and higher level (e.g., campus/disciplinary) trends
Use of Assessment Results	Recommendations are not evident or are disconnected from the analysis	Recommendations are clearly connected to the outcomes assessed or issues uncovered	Recommendations are clearly connected to the outcomes assessed or issues uncovered



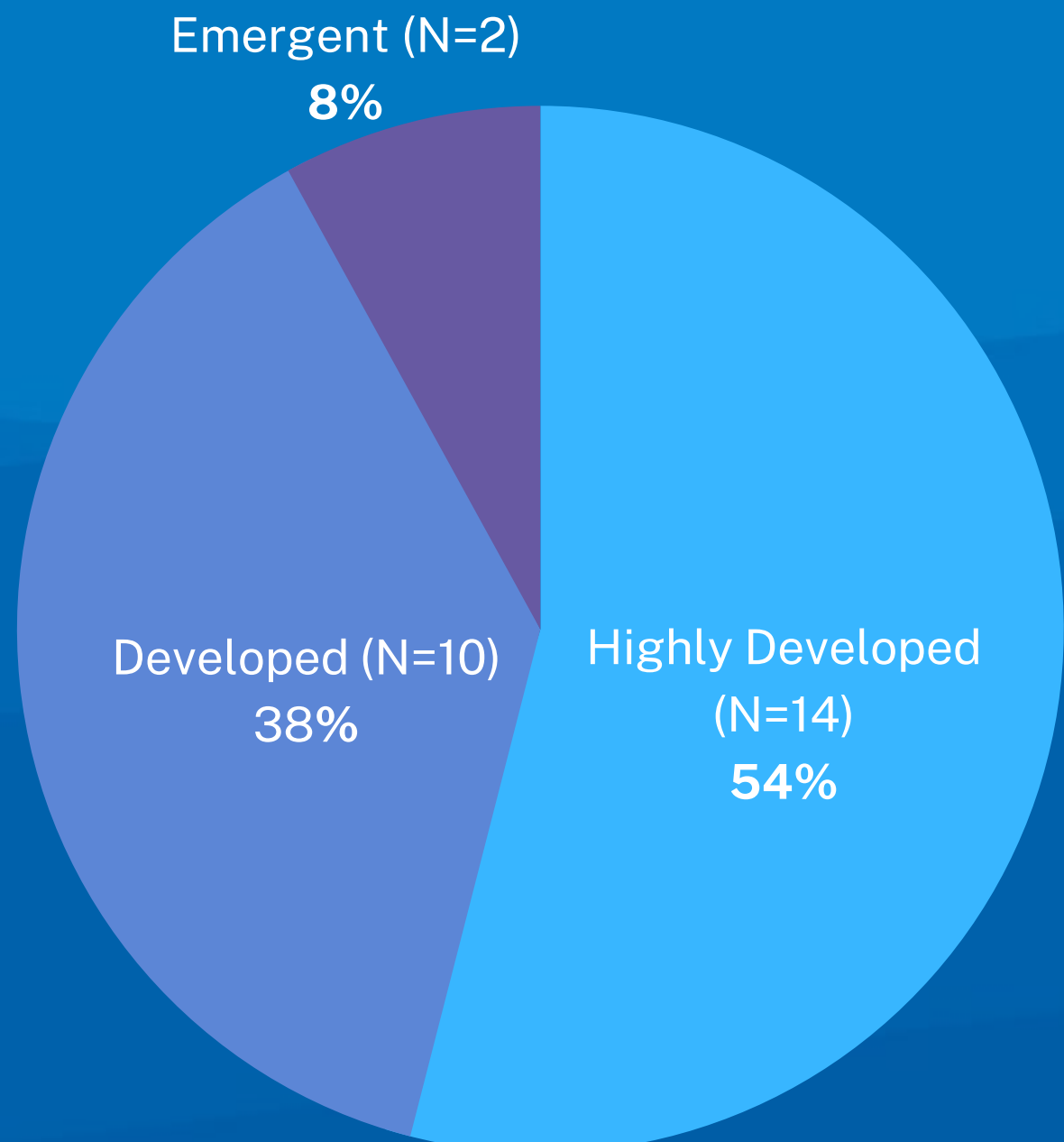
Comparison of Average Rubric Scores 2019-2020 and 2020-2021





Student Learning Outcomes

2020-2021

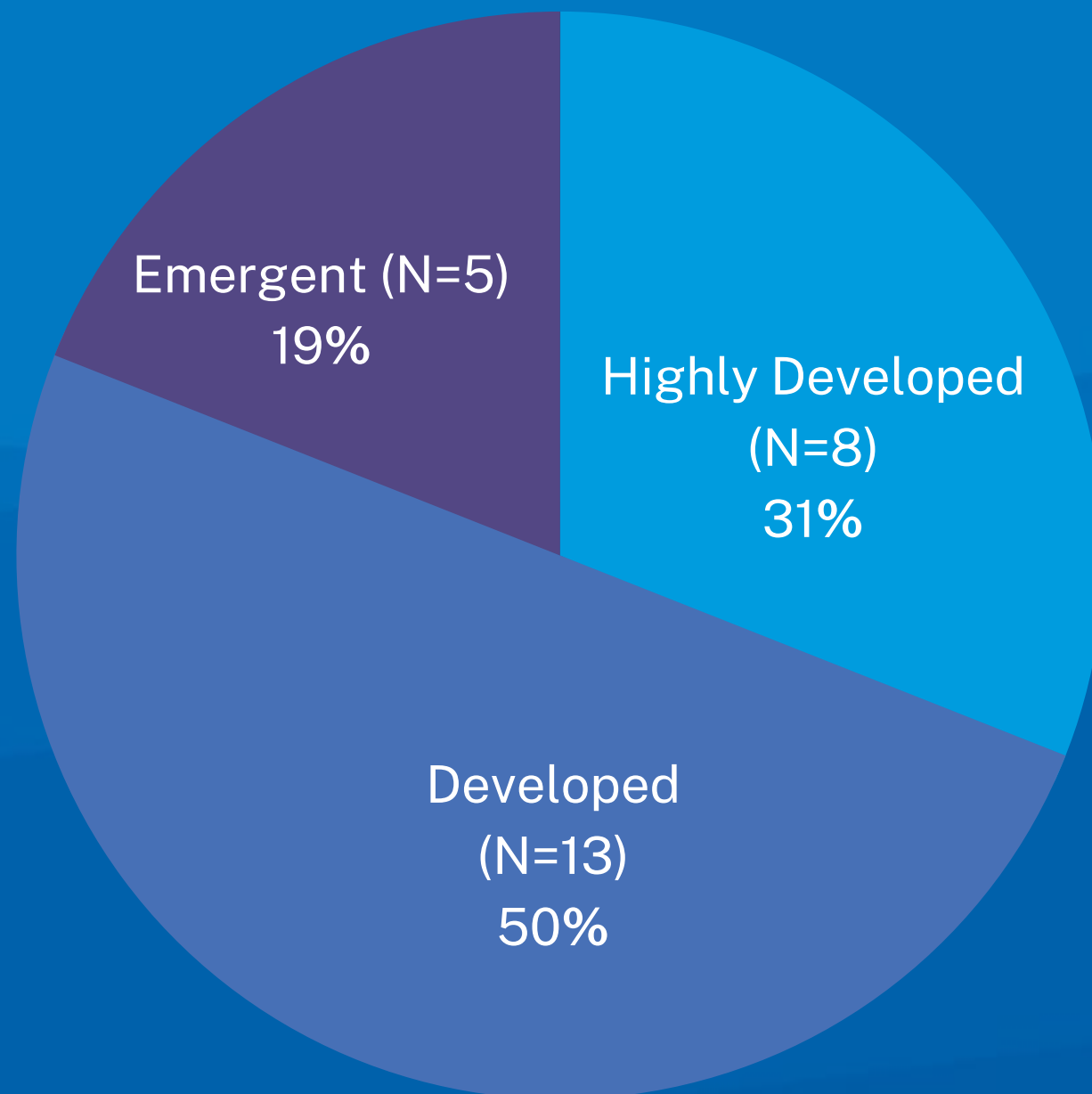


- **54%** were rated “Highly Developed,” compared **65%** in 2019-2020
- SLOs were graded based on the ABCD method
- **Recommendation:** Utilize ABCD method to write SLOs to include specific learning behavior and how this will be measured



Analysis of Evidence (Results)

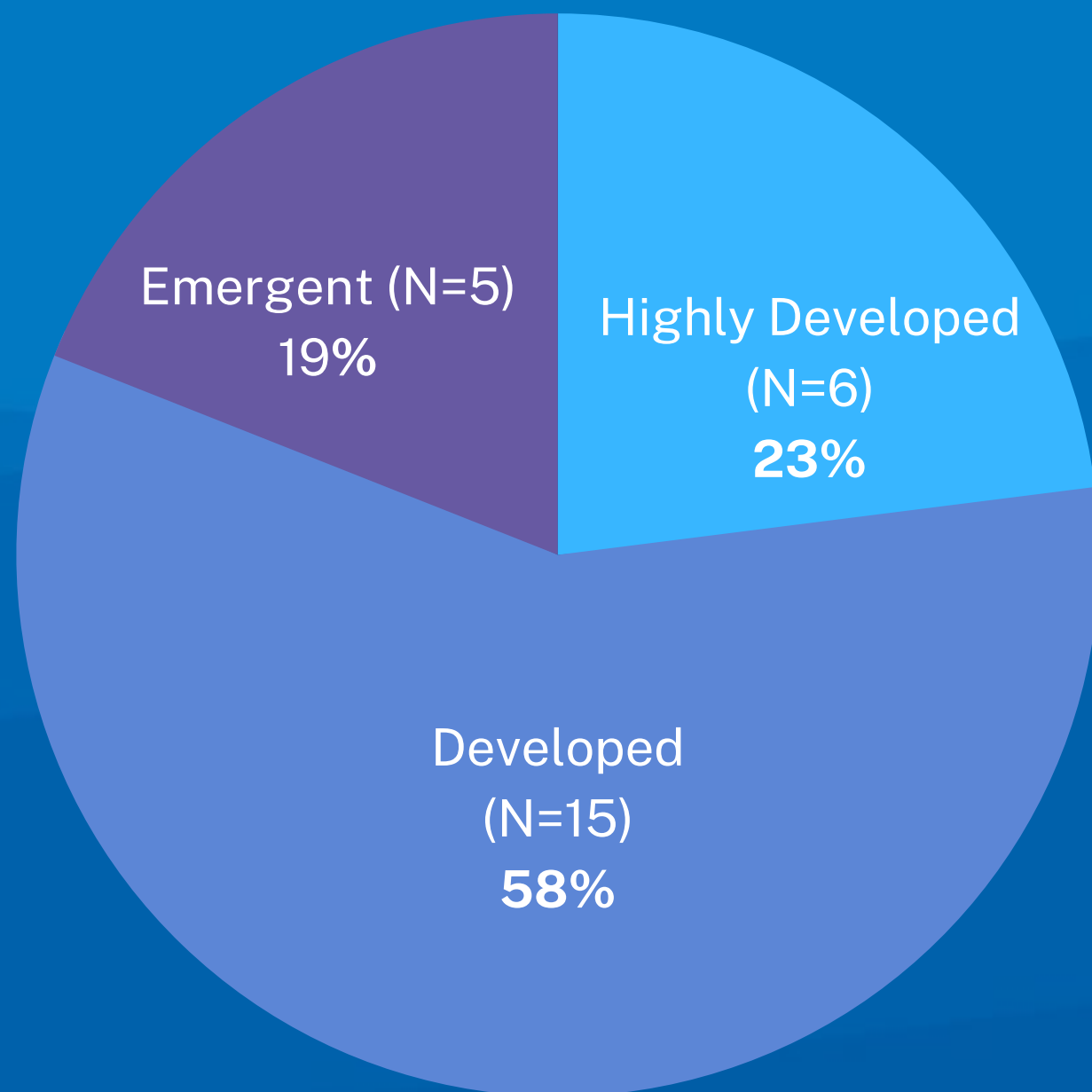
2020-2021



- **32%** were rated “Highly Developed” compared to **50%** in 2019-2020
- **Recommendation:** Include statistics, focus on SLOs and assessment questions, total number of qualitative evidence collected (if applicable), and meaningful discussion about the implications of these results. Bonus: Add full results from surveys in appendix

Use of Assessment Results

2020-2021



- **23%** were rated “Highly Developed,” compared to **50%** in 2019-2020
- **Recommendation:** Focus on “closing the loop.” Provide details about plans to use the results of the SLOs and assessment questions to improve the program, department, or assessment.
 - How will results lead to programmatic change or decision making?



Conclusion & Reasons for Yearly Differences

- 2019-2020 was the first year of implementing assessment reports and were graded more leniently while Directors familiarized themselves with the assessment process
- COVID-19 and the campus closure created various difficulties in creating remote programs and assessments
- Reports were graded using an enhanced process to include (1) a second rater, (2) improved rubric, and (3) utilizing half points when grading
- Despite these reasons, the scores from 2020-2021 are notably lower than the previous year, which may indicate a need for further assessment education and guidance



How SAAR Can Help

- Provide consultations with departments
- Follow up with departments in need
- Offer additional educational opportunities (assessment in general and report specific)
- Provide opportunities for departments to share assessments (SAARC)



Departments in the '20-'21 Year-End Assessment

- African Student Programs
- Asian Pacific Student Programs
- Associated Student Program Board
- Basic Needs Department
- Campus Advocacy, Resources, and Education (CARE) Office
- Chicano Student Programs
- Counseling and Psychological Services
- Highlander Union Building:
 - Programming
 - Scheduling
- LGBT Resource Center
- Middle Eastern Student Center
- Native American Student Programs
- Office of Foster Youth Support Services/Guardian Scholars Program
- Recreation
- Residential Life
- Student Affairs Case Management
- Student Conduct & Academic Integrity Programs
- Student Disability Resource Center (SDRC)
- Student Life:
 - Leadership & Service
 - Spirit and Traditions
 - Student Organizations
 - Transfer Student Orientation
- Veterans Resource Center
- Undocumented Student Programs
- The Well
- Women's Resource Center