STUDENT AFFAIRS ANNUAL ASSESSMENT REPORT 2020-2021

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STUDENT AFFAIRS ASSESSMENT & RESEARCH

VICE CHANCELLOR STUDENT AFFAIRS

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Student Affairs Annual Assessment Report
2020-2021

Vice Chancellor Student Affairs prioritized developing a culture of assessment in the Division of Student Affairs beginning in the 2019-2020 academic year. As part of this culture of assessment effort, the Vice Chancellor for Student Affairs (VCSA) and Student Affairs Assessment & Research (SAAR) implemented annual assessment reports. Student Affairs Directors assessed one program or service in their department during the academic year. A summary of the results were presented to leadership, the Directors, and posted to the saar.ucr.edu website. In 2020-2021, the annual assessment report process continued. Although the campus remained closed during the academic year due to COVID-19, Student Affairs continued to provide consistent programs and services to UCR students. Directors repeated the assessment process during the campus closure and submitted their reports by June 1st.

METHOD

Directors completed a report template provided by SAAR via PDF or Qualtrics that detailed their assessments (Appendix A). They also submitted appendices if necessary. Directors could conduct an assessment of any size and scope depending on their programming and limited time frame. The submitted reports were then graded using a rubric provided by the Office of Evaluation and Assessment under the Provost's Office (Appendix B). The rubric was revised by SAAR to limit the graded categories to Student Learning Outcome(s), Analysis of Evidence, and Use of Assessment Results. Reports were graded on three dimensions with the scale of Emergent (1.00-1.99), Developed (2.00-2.99), and Highly Developed (3.00). The rubric category descriptions were modified to enhance clarity. The reports were graded by two graders from SAAR who met frequently to increase inter-rater reliability. Final grades were averaged between the two graders and an overall average grade was calculated as well. Overall Division results were compared to 2019-2020 to show progress.
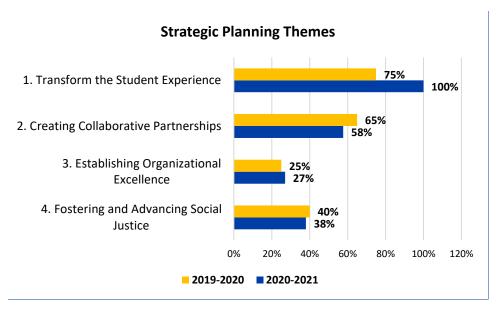
RESULTS

A total of 29 departments, units, and offices were instructed to submit reports (Appendix C). Three units were provided an exemption due to COVID-19 issues such as suspension of services or staffing limitations (Appendix D). One department provided one additional report than what was requested. This resulted in a total of 26 reports from 25 departments/units. Table 1 provides detailed results of these reports compared to 2019-2020 and a summary of recommendations.

Strategic Planning Themes

The most assessed strategic planning themes were Transform the Student Experience (100%) and Creating Collaborative Partnerships (58%). The increase in assessing Transform the Student Experience rose 25% from 19-20, whereas Creating Collaborative Partnerships increased 2%.

Strategic planning themes to focus on include Establishing Organizational Excellence (27%) and Fostering & Advancing Social Justice (40%). These themes were assessed less frequently in both 19-20 and 20-21.

Strategic Planning Themes

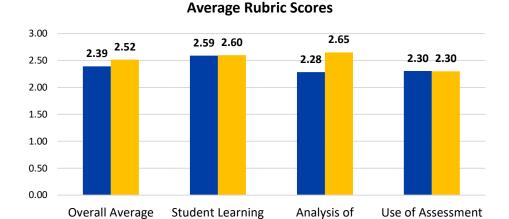| Theme	2019-2020	2020-2021
1. Transform the Student Experience	75%	100%
2. Creating Collaborative Partnerships	65%	58%
3. Establishing Organizational Excellence	25%	27%
4. Fostering and Advancing Social Justice	40%	38%

Assessment Methods

The most common assessment methods used were survey/questionnaire(s) (85%) and tracking utilization/participation (58%). All other methods (student learning, rubrics, focus groups, etc.) were utilized in 15% or less of the total assessments, suggesting there is room to strengthen the assessment skills in the Division to triangulate methods and provide a wider array of data.

Rubric Scores

The rubric included three key sections: Student Learning Outcome(s), Analysis of Evidence, and Use of Assessment Results, and scores ranged from Emergent (1.00-1.99), Developed (2.00-2.99), and Highly Developed (3.00). Each section of the rubric was graded with either half or whole points, then averaged between two graders to create a final score. The scores for all three sections were averaged between the two graders to create the final assessment report score. The overall mean assessment report score was 2.39 compared to 2.52 in 19-20.

Average Rubric Scores

Chart data:

Category	2020-2021	2019-2020
Overall Average Score	2.39	2.52
Student Learning Outcome(s)	2.59	2.60
Analysis of Evidence	2.28	2.65
Use of Assessment Results	2.30	2.30

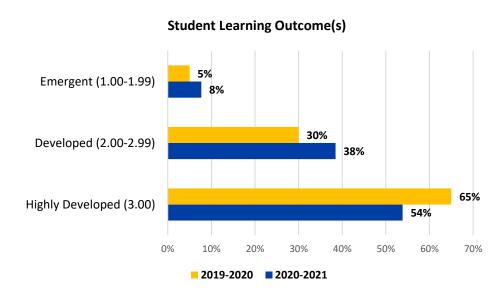## Student Learning Outcome(s)

On average, student learning outcome(s) were graded as "developed" in both 20-21 and 19-20. The mean student learning outcome(s) score was 2.59 compared to 2.60 in 19-20. 54% (n=14) of the student learning outcome(s) sections were rated "highly developed" compared to 65% in 19-20, showing a slight decrease in scores over time.
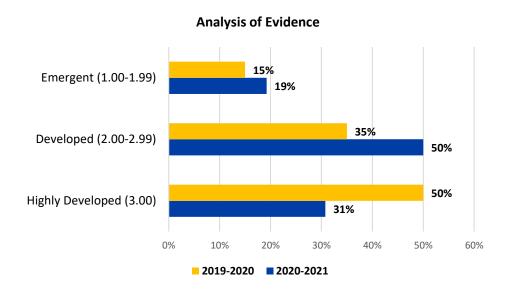
Student Learning Outcome(s)

Chart data:

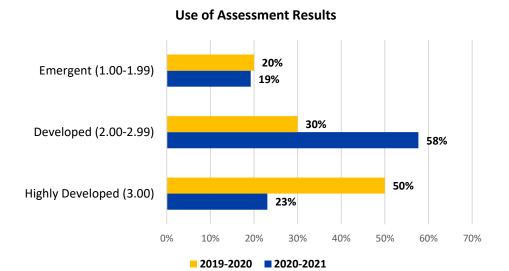| Category	2019-2020	2020-2021
Emergent (1.00-1.99)	5%	8%
Developed (2.00-2.99)	30%	38%
Highly Developed (3.00)	65%	54%

Analysis of Evidence

Analysis of evidence includes the results and conclusion sections combined. On average, there was a -0.37 point decrease in this section from 20-21 to 19-21. The mean analysis of evidence score was 2.28 compared to 2.65 in 19-20. In 20-21, 31% (n=8) of the analysis of evidence sections were rated "highly developed" compared to 50% in 19-20, showing a decrease in scores over time.

Analysis of Evidence

Category	2019-2020	2020-2021
Emergent (1.00-1.99)	15%	19%
Developed (2.00-2.99)	35%	50%
Highly Developed (3.00)	50%	31%

Use of Assessment Results

The use of assessment results section focuses on plans to use the current assessment findings in the future. The goal of this section is to "close the loop" of the assessment cycle by illustrating how departments are utilizing assessment data to make decisions and improve their programs. On average, scores for this section remained consistent at 2.30 for both 20-21 and 19-20. However, 23% (n=6) of the use of assessment results sections were rated "highly developed" in 20-21 compared to 50% in 19-20, suggesting an overall decrease in scores over time.

Use of Assessment Results

	2019-2020	2020-2021
Emergent (1.00-1.99)	20%	19%
Developed (2.00-2.99)	30%	58%
Highly Developed (3.00)	50%	23%

RECOMMENDATIONS & CONCLUSION

Despite the challenges due to the campus closure, COVID-19, political and social upheaval, racial violence, and other hardships this academic year, Student Affairs Directors remained capable of assessing at least one program or service in their departments, units, or offices during the 20-21 academic year. Given these challenges, it is understandable that the overall average assessment report score was lower this year (2.39) compared to last year (2.52). Additionally, the grading practices changed slightly to adhere more closely to the rubric, add a second grader, award half-points, and calculate average scores between graders to improve reliability. Although these grading changes may have led to a decrease when compared to the prior year, they will strengthen the assessment report procedures in the future.

Strategic Planning Themes

Of the 26 submitted reports, the strategic planning themes most frequently assessed include Transform the Student Experience and Creating Collaborative Partnerships, whereas the strategic planning themes Establishing Organizational Excellence and Fostering & Advancing Social Justice were evaluated less often, similar to last year's findings. A greater distribution of assessing various strategic planning themes is recommended to cover assessing the full VCSA Strategic Plan.

Rubric Grading and Trends

The annual assessment reports were graded on three criteria: student learning outcome(s), analysis of evidence, and use of assessment results. The student learning outcome(s) section was the strongest of the three. Most student learning outcome(s) were rated "highly developed," but this percent decreased from 65% in 19-20 to 54% in 20-21. Still, the overall mean score for this section in 20-21 was 2.59, similar to the 19-20 rating of 2.60. The

analysis of evidence section, which includes reporting the results and providing a conclusion and discussion of the findings, declined from last year as well with a mean score of 2.68 in 19-20 to 2.28 in 20-21. On average, there was no change in the use of assessment results section from 19-20 to 20-21, with both academic years reporting a mean score of 2.30. However, the percentage of "highly developed" sections decreased from 19-20 (50%) to 20-21 (23%) and the "developed" sections increased from 30% in 19-20 to 58% in 20-21. This suggests departments may need additional guidance and support with creating plans to use their assessment results. This skill is crucial to "close the loop" of the assessment cycle; by utilizing the results effectively, departments have the potential to improve their programs and Directors can learn to make data-driven decisions based on the information collected. Thus, these assessments can have a meaningful impact on the student experience.

Areas to Focus On

The primary areas to focus on in the future revolve around adhering to the rubric by providing enough detailed information in each section for the assessment to be properly reviewed and graded.

Student Learning Outcome(s): For student learning outcome(s), this includes utilizing the ABCD method when writing student learning outcome(s), which ensures that each student learning outcome is specific and intentional by containing four criteria: audience, behavior, condition, and degree of measurement (see the SAAR website for a student learning outcomes exercise that provides more detail).

Analysis of Evidence: For analysis of evidence, this includes providing statistics such as survey percentages relevant to the student learning outcome(s), and total number of participants included in the assessment. If qualitative data are collected, include the total number of qualitative evidence collected (such as number of comments, photos, essays, etc.) as well as any common themes found within the data (e.g., total number of positive and negative comments). Then, interpret the results and include a meaningful discussion about the implications of these results to show mastery of this section. To ensure enough information is provided, it is recommended to include the full results from any surveys in the appendix section of the report.

Use of Assessment Results: In regards to the use of assessment results section, it is understandable that some departments may not be at a stage to have a clear picture of how to utilize their assessments based on the timeline of when the assessment was conducted during the academic year and how that relates to their programming schedule. However, assessments should be planned with intention to use the results from the beginning. Directors can report their original plans to use the assessment data as well as provide as many specifics as possible to illustrate that the assessments were designed intentionally to improve the program. If Directors do have concrete plans to use the assessment data, then it is recommended to include what specific data such as statistics, trends, or qualitative information, is being used to

inform these plans. For example, by providing the percentage of students that met the desired student learning outcome, departments may illustrate how the program was effective but that there is still room for improvement. Assessment reports should include details about the plans to use the results of the student learning outcomes and assessment questions to improve the program, department, or assessment. This section should illustrate how the results will lead to programmatic change or decision making. If there was an issue with the assessment or data that leaves this question unanswerable, it is recommended to describe the original plans, but explain why these plans may need to be altered. The goal of this section is to explain how this assessment will help departments improve their programs or services. Further education from SAAR regarding "closing the loop" of the assessment cycle is recommended for Directors to learn the importance of this stage in assessment. It is also recommended to contact SAAR for guidance if the assessment does not go as planned.

Additional Recommendations: Additional recommendations include learning how to write specific assessment questions to ensure the results answer what is of interest and are related to the student learning outcomes as well as implementing additional assessment methodologies, such as by combining quantitative and qualitative data, to strengthen assessment findings.

Conclusion

Overall, Student Affairs maintained the ability to carry out assessments during difficult and unprecedented times. While the three rubric areas declined compared to the prior year, this is to be expected given the urgent shift in priorities, changes to remote or alternate programming modalities, as well as additional modifications to the grading practices (i.e., strict adherence to the rubric, second grader, using half-points, and calculating averages). The upcoming academic year will be a transition for the UCR community to be back on campus, however given Student Affairs' resilience during the campus closure, it is expected that assessments for the upcoming year will capture some of the impacts or residual effects of COVID-19, social justice movements, mental health concerns, and ability to transition back to campus life. While this is a transitional year, Student Affairs Assessment & Research will continue to provide educational resources, consultations, and support to Student Affairs staff interested in improving any assessments and research projects conducted for their departments.

Table 1: 20-21 Annual Student Affairs Assessment Report Summary Tables

2020-2021 Annual Student Affairs Assessment Report	
Total Reports Completed	26
Total Departments Represented	25
Total Reports Waived	3
Total Student Affairs Departments Eligible	29
Summary	
Difference from '19-20:	
• Increase in assessing Themes #1 & #3	
• Decrease in assessing Theme #2	
• No change in assessing Theme #4	
Most Assessed Strategic Planning Themes	
Transform the Student Experience (100%)	
Creating Collaborative Partnerships (58%)	
Areas to Focus On	
Establishing Organizational Excellence (27%)	
Fostering & Advancing Social Justice (38%)	
Most Common Assessment Methods	
Survey/Questionnaire(s) (85%)	
Tracking utilization/ participation (58%)	
Least Common Assessment Methods	
All other methods 15% or below	
"Highly Developed" Assessment Outcomes	
Student Learning Outcomes: 54% (n=14)	
Analysis of Evidence: 31% (n=8)	
Use of Assessment Results: 23% (n=6)	

Strategic Planning Themes	2020-2021		2019-2020		Diff (2021-1920)
	%	N	%	N	%
1. Transform the Student Experience	100%	26	75%	15	25%
2. Creating Collaborative Partnerships	58%	15	65%	13	-7%
3. Establishing Organizational Excellence	27%	7	25%	5	2%
4. Fostering and Advancing Social Justice	38%	10	40%	8	-2%
Total Assessments:	--	*26*	--	*20*	

Assessment Methods	2020-2021		2019-2020		Diff (2021-1920)
	%	N	%	N	%
1. Tracking utilization/participation	58%	15	55%	11	3%
2. Survey/Questionnaire(s)	85%	22	85%	17	0%
3. Focus Groups or Interviews	8%	2	15%	3	-7%
4. Observations	15%	4	20%	4	-5%
5. Student learning (tests, papers, grading, etc.)	8%	2	0%	0	8%
6. Rubrics	8%	2	0%	0	8%
7. Other	4%	1	5%	1	-1%
Total Assessments:	--	*26*	--	*20*	

Overall Average Rubric Grades for VCSA

Difference from '19-20:
• Overall average grade decreased by 0.13 points
• Student Learning Outcomes are the strongest rubric area and similar to last year
• Analysis of Evidence declined from last year 0.37 points and is now the area in most need of improvement
• Use of Assessment Results is similar to last year

	20-21	19-20	Diff (2021-1920)
Overall Average Score	**2.39**	**2.52**	**-0.12**
Student Learning Outcome(s)	2.59	2.60	-0.01
Analysis of Evidence	2.28	2.65	-0.37
Use Assessment Results	2.30	2.30	0.00

Notes: Rubric and grading changed in 20-21 to include 1/2 points
Grading: Highly Developed (3), Developed (2), Emergent (1)

	2020-2021		2019-2020		Diff (2021-1920)
	%	**N**	**%**	**N**	**%**
Student Learning Outcomes					
Highly Developed (3.00)	54%	14	65%	13	-11%
Developed (2.00-2.99)	38%	10	30%	6	8%
Emergent (1.00-1.99)	8%	2	5%	1	3%
Total	*100%*	*26*	*100%*	*20*	
Mean	*2.59*		*2.60*		*-0.01*
Analysis of Evidence (Results)					
Highly Developed (3.00)	31%	8	50%	10	-19%
Developed (2.00-2.99)	50%	13	35%	7	15%
Emergent (1.00-1.99)	19%	5	15%	3	4%
Total	*100%*	*26*	*100%*	*20*	
Mean	*2.28*		*2.65*		*-0.36*
Use of Assessment Results					
Highly Developed (3.00)	23%	6	50%	10	-27%
Developed (2.00-2.99)	58%	15	30%	6	28%
Emergent (1.00-1.99)	19%	5	20%	4	-1%
Total	*100%*	*26*	*100%*	*20*	
Mean	*2.30*		*2.30*		*0.00*

Recommendations

- Focus on opportunities to establish organizational excellence and advance social justice
- Utilize both qualitative and quantitative methods to strengthen assessment
- Student Learning Outcomes: Utilize ABCD method to write SLOs to include specific learning behavior and how this will be measured

    o ABCD: Audience: population being assessed; Behavior: learning or development behavior of interest; Condition: the program, service, or intervention being studied; Degree of measurement: how the behavior is being measured and what criteria will determine success

    o Example: "As a result of this program, staff will memorize the four criteria of the ABCD method as measured by a free recall item on a post-program survey."

- Analysis of Evidence: Include statistics for SLOs and assessment questions, total number of participants, 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: 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.

- Focus on strengthening assessment questions to be more specific, informative, and intentional

Student Affairs Assessment Report
2020 – 2021

The goal of this report is for departments to assess at least one program. "Program" is defined loosely: it includes any organized activity such as a workshop, service, event, long term student program, or an entire department. It is not about the size of the program/service or assessment, this report is about focusing on the skills of assessment itself – getting the hang of embedding assessment into our culture. Each bullet point below includes more instructions to explain/simplify this process. This should be a brief exercise in assessment. Please be concise with your responses. This report should not be longer than 5 pages maximum. All Student Affairs Assessment Reports will be reported in aggregate on the Student Affairs Assessment & Research website and provided to the Student Affairs directors. A summary report will be provided to the Vice Chancellor for Student Affairs.

If you have questions about your assessment or this report, e-mail hayden.harris@ucr.edu.

Submit your report to hayden.harris@ucr.edu by June 1.

Department Name

Program Name
(Can include anything from 1-time projects such as workshops, services, events, or other programming to long-term projects such as peer mentor programs to entire units or departments. You can choose the scope of your assessment / the size of what you want to evaluate.)

Program Description
(Describe or explain the purpose of the program and how it works)

Write at least one Student Learning/Development Outcome
(List the student learning outcome(s) you plan to measure in your program. Write what you plan to measure, how you plan to measure it, as well as how you will determine whether it is successful.)

Strategic Themes *(Select all that apply)*
(Now that VCSA is launching the new strategic plan, there are 4 main areas of focus. Select which area(s) your program/service is related to.)

1. Transform the Student Experience
2. Creating Collaborative Partnerships
3. Establishing Organizational Excellence
4. Fostering and Advancing Social Justice

Assessment question *(Is there a specific question you are trying to answer with this assessment?)*
(In assessment, it's common to have a question or topic of interest that the assessment is designed to answer. What do you want to find out with this assessment?)

Assessment method(s) *(Select all that apply & include materials in appendix)*

(What you did: Select which method(s) you used to assess your program and provide details about how you assessed your program.)

1. Tracking utilization/participation (counting)
2. Survey/Questionnaire(s) *(provide example in appendix)*
3. Focus Groups or Interviews *(provide example questions in appendix)*
4. Observations *(provide example in appendix)*
5. Student learning (tests, papers, grading, etc.) *(provide example in appendix)*
6. Rubrics *(provide example in appendix)*
7. Other (please describe):

Assessment method details *(Please describe)*:

(Provide any additional information about how you assessed your program/service.)

Results

(What you found: can be quantitative data such as counts/totals, averages, or other statistics, or qualitative data such as quotes, comment analyses, or document analysis, etc. Provide a summary of the results. Do not provide the actual data.)

Conclusion

(What you think: What conclusions can you draw from the results of this assessment? Did it answer what you wanted to know? Is there more you want to find out?)

Plan to use current results

(Now what? Now that you have the results, it's important to keep the assessment cycle going. It's good practice to identify how you plan to use the results from the beginning, but it's most common to figure out what to do next after getting the actual results. How can you apply these results? Can you use these findings to make decisions about the current program you assessed or even about other programs too? Can you share the results with key stakeholders or peers? There are many different ways to use assessment results – it's all up to your creativity and drive with what you want to do.)

How have you utilized your assessment results from 2019-2020?

Staff contact(s)

(Who can I contact if I have questions regarding this report?)

Thank you!

Appendix

Assessment Methods *(include any survey questions or other assessment methods here, if applicable)*:

APPENDIX B: Student Affairs Assessment Report Grading Rubric

	Emergent (1.00-1.99)	Developed (2.00-2.99)	Highly Developed (3)	Unknown (0)
Student Learning Outcomes	Student learning outcomes are vague or overly broad; outcomes do not suggest what students might be able to do to show mastery.	Most outcomes are reasonably clear and specific; some outcomes suggest what students might be able to do to show mastery.	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 does not examine various dimensions of learning or performance across subgroups of students.	Analysis conveys a relatively complete picture of the evidence by making connections between various features of the assessment process; analysis looks at more obvious dimensions of learning or subgroups of students.	Analysis is insightful and makes connections between issues and higher level (e.g.: campus/disciplinary) trends; analysis examines various dimensions of learning in ways that are sophisticated.	
Use of Assessment Results	Recommendations are not evident or are disconnected from the analysis; there is no discussion of prior assessment work or follow up on previous recommendations.	Recommendations are clearly connected to the outcomes assessed or issues uncovered; there is some discussion of how assessment links to other issues or developments in the department; there is follow up or discussion of earlier cycles of assessment.	Recommendations are clearly connected to the outcomes assessed or issues uncovered; there is meaningful discussion of how assessment links to issues in the department; recommendations from previous cycles of assessment clearly support improvement.	

APPENDIX C: Departments Submitted

Department Name	Program Name
African Student Programs	Winter Quarter Needs Assessment
Asian Pacific Student Programs	'Ask APSP: Things I Wish I Knew' Event
Associated Student Program Board	Winter SOULstice
Basic Needs Department	R'Pantry; CalFresh; Emergency Housing; Grocery Support Program; Emergency Grant Program (ECRT)
Campus Advocacy, Resources, and Education (CARE) Office	2020-2021 Student-Leader & Volunteer Content Training (2020-2021 remote academic year)
Chicano Student Programs	Raza Retreat: Cosechando Raices, Esperanza, y Conexciones
Counseling and Psychological Services	Client Post Visit Satisfaction Questionnaire
Highlander Union Building (Scheduling)	HUB Pen Pals
Highlander Union Building (Programming)	Event Management Career Workshop
LGBT Resource Center	Q-Camp Orientation
Middle Eastern Student Center	IMPACT Internship
Native American Student Programs	39th Annual Medicine Ways Conference
Office of Foster Youth Support Services/Guardian Scholars Program	Winter Quarter Seminar: Foundation of Social Justice and Diversity
Recreation	Nature Walks in the Botanic Gardens
Residential Life	Pre and Post "Test" of Residential Population
Student Affairs Case Management	Case Management Student Surveys
Student Conduct & Academic Integrity Programs	COVID-19 Behavior
Student Disability Resource Center (SDRC)	SDRC social media communications (follow up to last year)
Student Life	Cultural Awareness Project
Student Life	Veterans Resource Center
Student Life	Transfer Student Orientation
Student Life	Spirit and Traditions - Tradition Keeper Program
Student Life	Student Organizations
Undocumented Student Programs	Butterfly Project
The Well	Virtual Spring Splash Safety Campaign & Post-Event Survey
Women's Resource Center	Graduate Mentoring Program

APPENDIX D: Departments Exempt

Department Name
ASUCR
Student Life - Greek Life
Student Life - Highlander Band