

Student Affairs Assessment Report

2019-2020

Vice Chancellor Student Affairs prioritized developing a culture of assessment in the Division of Student Affairs beginning in the 2019-2020 academic year. This involved coordination, education, presentations, promotion, and practice of assessment throughout the Division. As part of this culture of assessment effort, the Division of Student Affairs assessed each department. Student Affairs directors were instructed to assess one program or service during the academic year. Throughout the year, the directors were provided with presentations, resources, and optional consultation guidance on assessment to fill in knowledge gaps and prepare for their assessments. Then, directors were instructed to complete an assessment report for Vice Chancellor for Student Affairs (VCSA) and Student Affairs Assessment & Research (SAAR).

METHOD

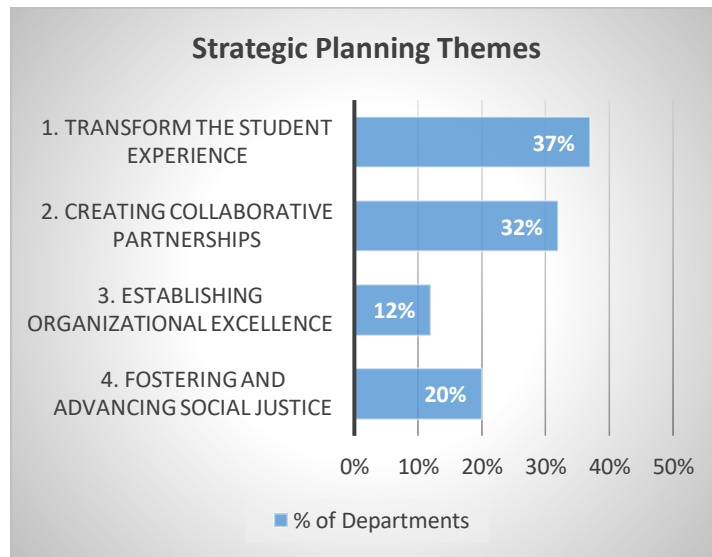
Directors completed a report template provided by SAAR that detailed their assessments (Appendix A). They also were allowed to submit appendices if necessary. Directors were allowed to conduct an assessment of any size and scope depending on their programming and limited time frame. The submitted reports were then graded using a rubric provided by the Office of Evaluation and Assessment under the Provost's Office (Appendix B). Reports were graded on three dimensions with the scale of Emergent, Developed, and Highly Developed.

RESULTS

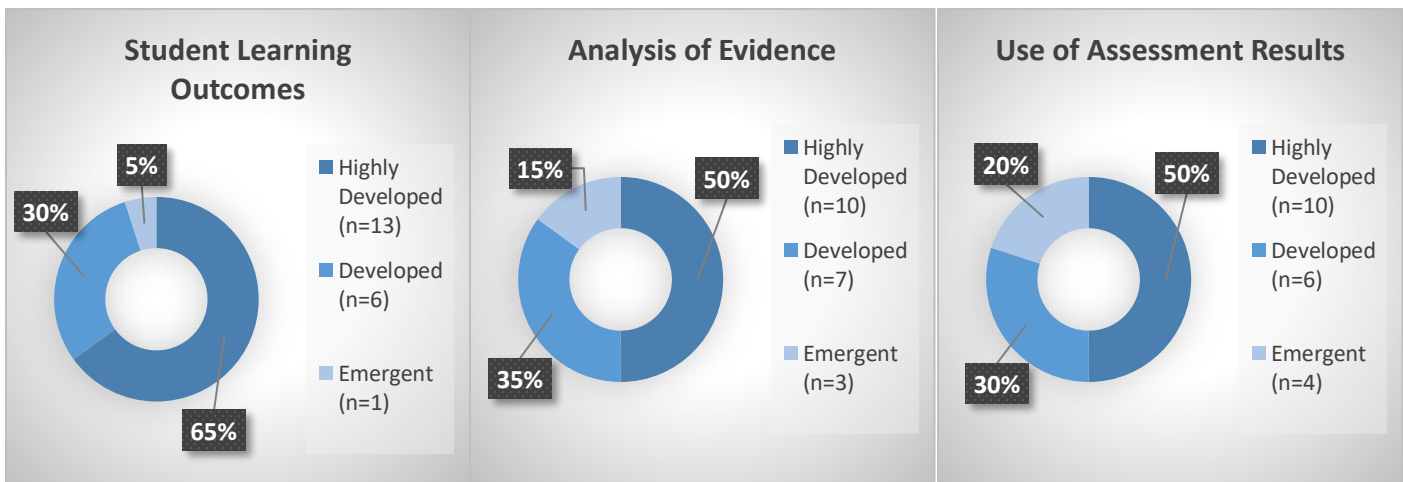
Response Rate: A total of 29 departments, units, and offices were instructed to submit reports (Appendix C). Nine units were provided an exemption due to belonging to a larger department that submitted a report. These units were told that this year they could submit one larger report, but in future years they will need to submit one report per unit. In this way, each director was responsible for one report for their department. This resulted in 20 expected reports. Twenty departments/units submitted their report, resulting in a 100% completion rate.

Reports Summary:

- The most assessed strategic planning theme was (1) Transform the Student Experience (37%)
- Strategic planning themes to focus on include (3) Establishing Organizational Excellence (12%) and (4) Fostering & Advancing Social Justice (20%)



- The most common assessment methods used were survey/questionnaire(s) (47%) and tracking utilization/participation (31%)
- 65% (n=13) of department directors wrote student learning outcomes (SLOs) that were rated as “highly developed.”
- 50% (n=10) of department directors wrote results sections that were “highly developed.”
- 50% (n=10) of the department directors wrote “highly developed” plans to use the results.



RECOMMENDATIONS

Student Affairs directors successfully conducted an assessment in their departments/units and reported the results using the template provided by SAAR. The results showed a tendency to evaluate the strategic planning theme (1) Transform the Student Experience, and were less likely to evaluate strategic planning themes (3) Establishing Organizational Excellence and (4) Fostering & Advancing Social Justice. A greater distribution of assessing various strategic planning themes is recommended to cover assessing the VCSA Strategic Plan.

Additional areas for Student Affairs directors to focus on in the future include the results section of their reports, including analysis, summarizing the results, and their plans to use the assessment results. It is also recommended to explore other assessment methodologies to advance assessment best practices. Overall, Student Affairs Directors were successful in developing a culture of assessment and are on a promising track to improve in the upcoming academic year.

2019-2020 Student Affairs Assessment Reports	
Total Reports Completed:	20/20
Response Rate:	100%
Summary:	
<p>Most Assessed Strategic Theme:</p> <ul style="list-style-type: none"> • (1) Transform the Student Experience <p>Areas to Focus on:</p> <ul style="list-style-type: none"> • (3) Establishing Organizational Excellence • (4) Fostering & Advancing Social Justice 	
<p>Most Common Assessment Methods:</p> <ul style="list-style-type: none"> • Tracking utilization/ participation • Survey/Questionnaire(s) <p>Least Common Assessment Methods:</p> <ul style="list-style-type: none"> • Student learning (tests) and Rubrics 	
<p>Rubric Results:</p> <ul style="list-style-type: none"> • 65% (n=13) of student learning outcomes (SLOs) were highly developed • 50% (n=10) of results were highly developed • 50% (n=10) of the plan to use results sections were highly developed 	
Recommendations:	
<p>Areas to focus on:</p> <ul style="list-style-type: none"> • Greater distribution of strategic themes • Results section including analysis, summarizing results, and how to use assessment results • Also recommend exploring other assessment methodologies. 	

Report Results:		
Strategic Themes	N	%
1. Transform the Student Experience	15	37%
2. Creating Collaborative Partnerships	13	32%
3. Establishing Organizational Excellence	5	12%
4. Fostering and Advancing Social Justice	8	20%
<i>Total</i>	41	100%
Assessment Methods	N	%
1. Tracking utilization/participation	11	31%
2. Survey/Questionnaire(s)	17	47%
3. Focus Groups or Interviews	3	8%
4. Observations	4	11%
5. Student learning (tests, papers, grading, etc.)	0	0%
6. Rubrics	0	0%
7. Other	1	3%
<i>Total</i>	36	100%
Student Learning Outcomes	N	%
Highly Developed	13	65%
Developed	6	30%
Emergent	1	5%
<i>Total</i>	20	100%
Analysis of Evidence (Results)	N	%
Highly Developed	10	50%
Developed	7	35%
Emergent	3	15%
<i>Total</i>	20	100%
Use of Assessment Results	N	%
Highly Developed	10	50%
Developed	6	30%
Emergent	4	20%
<i>Total</i>	20	100%

APPENDIX A: Student Affairs Assessment Template

2019 – 2020
[Department Name]
Student Affairs Assessment Report

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, to the entire department itself. 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 to practice assessment. Please be concise with your responses. This report should not be longer than 5 pages maximum.

If you have questions about your assessment or this report, e-mail hayden.harris@ucr.edu or call 951-827-5968.

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

Department Mission Statement

(List the mission statement for your department. If the program you are assessing also has a mission statement, list that too.)

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 *(Highlight all that apply)*

(Now that VCSA is launching the new strategic plan, there are 4 main areas of focus. It's important that our assessments are related to the strategic plan and our mission statements. Highlight 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) (Highlight all that apply & include materials in appendix)

(What you did: Highlight 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?)

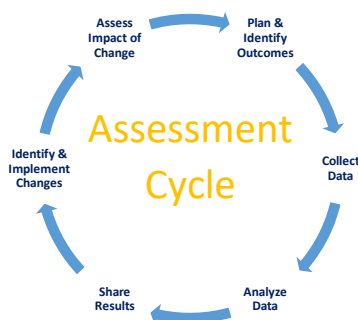
Plan to use current results

(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.)

Staff contact(s)

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

Remember that assessment is a cycle!



APPENDIX B: Student Affairs Assessment Report Grading Rubric

	Emergent (1)	Developed (2)	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: Student Affairs Departments Included in Assessment Report

Department	Name	Report Status
African Student Programs	Jamal Myrick, Ed.D.	Complete
Asian Pacific Student Programs	Billy Caganap	Complete
ASUCR	Laurie Sinclair	Complete
CARE Advocacy Unit	Karla Aguilar	Complete
Case Management	Laurie Lee	Complete
Chicano Student Programs	Estella Acuna	Complete
Counseling and Psychological Services	Elizabeth Mondragon, Psy.D.	Complete
Highlander Union	Brendan O'Brian	Complete
LGBT Resource Center	Nancy Tubbs	Complete
Middle Eastern Student Center	Omar Aziz	Complete
Native American Student Programs	Joshua Gonzalez	Complete
Residential Life	Christine Bender, Ph.D.	Complete
Student Conduct & Academic Integrity	Tasha Yules	Complete
Student Disability Resource Center	Laura Riley	Complete
Student Life	Carly Garcia	Pass
Student Recreation	Lindy Fenex, Ph.D.	Complete
The WELL	Devon Sakamoto	Complete
Women's Resource Center	Denise Davis	Complete
Veteran's Resource Center	Tami Thacker	Complete
ASPB	Ellen Whitehead	Pass
Greek Life	Ellen Whitehead	Pass
Highlander Band	Ellen Whitehead	Pass
Leadership and Service	Ellen Whitehead	Pass
New Student and Transfer Programs	Ellen Whitehead	Pass
Orientation	Ellen Whitehead	Complete
Spirit and Traditions	Ellen Whitehead	Pass
Student Organizations	Ellen Whitehead	Pass
Foster Youth & Guardian Scholars	Kenyon Whitman	Complete
Undocumented Student Programs	Estella Acuna	Pass