OFFICE OF
ACADEMIC AFFAIRS

Office of Assessment & Academic Program Review

Annual Institutional Co-Curricular Assessment Report

AY 2020-2021

September 2021

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Purpose

The Annual Institutional Co-Curricular Assessment Report is a comprehensive analysis of the University of New Mexico's (UNM) administrative and co-curricular assessment plans and reports. This report documents assessment for AY 2020-2021 from the perspectives of both staff in the Office of Assessment & Academic Program Review (OA/APR), and the assessment experts from each co-curricular program currently participating in this cycle.

Participants

The following programs participated in the assessment process:
- Academic Communities
- College Enrichment Program
- LBGTQ Resource Center
- Office of Advising Strategies
- Office of Assessment & APR
- Office of Career Services
- Women's Resource Center
- Veterans & Military Resource Center

Co-curricular Assessment Climate

In the last year, co-curricular programs have shown greater interest in strategic planning, attending workshops and roundtables held by the OA/APR about strategic measures, and ways to assess the outcomes that they have developed. This effort, coupled with the increased importance on learning activities, programs, and experiences by the Higher Learning Commission (HLC), prompted a focused outreach effort to connect UNM co-curricular programs to assessment support, assist them with recognizing the value of assessment and to understand the OA/APR's assessment cycle.

The OA/APR developed a support network for administrative and co-curricular groups, including creating assessment guidelines, developing a plan/report template, and holding workshops to build on the current UNM assessment climate. Customized support and individual unit meetings were also established and will continue to be part of the assessment service. Acknowledging that co-curricular programs are unique, their assessment process was designed to provide flexibility so that programs could address not only student learning outcomes, but office, staffing, and/or program outcomes to fit the vision and mission of each program. This approach allowed each program to assess their most important student services, components, and professional growth. Units have been engaged and receptive to this reflective process and have realized the value of assessment.

Assessment Plan & Report Analysis

The OA/APR analyzed each submitted assessment plan and report. Two staff members reviewed each document individually and shared analysis notes. The notes were discussed for each program between the two staff members to increase reliability about emerging patterns, potential support needed from the OA/APR, challenges/strengths of the assessment process, and individualized feedback was created for each program. The following are the results of the analysis:

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Assessment strengths:

Data sources and analysis plans were well-established and showed forethought about what they were going to do with the data when they received it. A wide range of sources were identified to effectively evidence outcomes, including surveys, MyReports data, student participation, Office of Institutional Analytics data, office/program documentation, and professional development attendance.

Many co-curricular programs analyzed each set of data for a variety of purposes, including to gauge effectiveness, expand services, identify needs or gaps in programming, understand student populations served, and/or compare data over time for patterns. Overall, the purpose of the assessment plan aligned well with the analysis process.

Most programs identified **communication channels** and target audiences. However, students were not frequently mentioned and should be included in messaging regarding program updates and improvements as primary stakeholders.

Assessment challenges/weaknesses:
There were instances of **understated goals** where a generic state was referred to, such as "student success". Goals should be aspirational and indicate direction. Adding more descriptive language to the shorter goal would bring it in line with expected goal language.

In some cases, **outcomes** were not clear and did not state an intent or behavior to be assessed. Additionally, programs confused goals with outcomes, and vice versa. Programs were provided feedback about their outcomes to be more specific and articulate more clearly what their expectations are (e.g., to increase visibility or expand services).

Next Steps
Based on the analysis and feedback process, the OA/APR has identified actionable steps moving forward to assist co-curricular units with assessment. The following is a collective list of ideas:

Co-curricular assessment meetings:
Semesterly discussions with units to address areas for improvement emerging from this report and highlighting methods to integrate assessment best practices.
Workshops and consultations
Trainings and one-on-one consults will be offered regularly to provide resources and to address areas for improvement for all participating UNM co-curricular programs. The next workshop will focus on the reporting process and guidelines, to assist units in completing their assessment reports effectively and efficiently.

Assessment Inventory
All co-curricular assessment documentation will be stored and monitored in the OA repository. An annual inventory will be sent to each co-curricular program.

Conclusion

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This year marks the first time that most of the participating co-curricular programs have completed the assessment planning process. The overall engagement of the programs and the quality of their assessment plans have been outstanding. Additional support will be necessary for these programs as they move on to reporting and continue to fine-tune their assessment reports. This annual cycle has helped identify needs and future services as stated above, and the OA/APR is already moving to address those needs. Subsequent institutional reports will encompass assessment report themes, how these new assessment plans have been implemented and used and overall cocurricular impact.

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