Office of Assessment & Academic Program Review

Annual Institutional Co-Curricular Assessment Report

Fall 21 – Spring 22
February 2023

Purpose

The purpose of this report is to share information about the state of assessment in the University of New Mexico's administrative and co-curricular programs and how these programs are using assessment to improve their services.

Participants

Eleven administrative and co-curricular units submitted assessment plans, reports, and supplemental materials for the 2021-22 academic year. Of these, nine were at the reporting phase. Programs and their submissions are listed here:

Administrative/Co-curricular Program

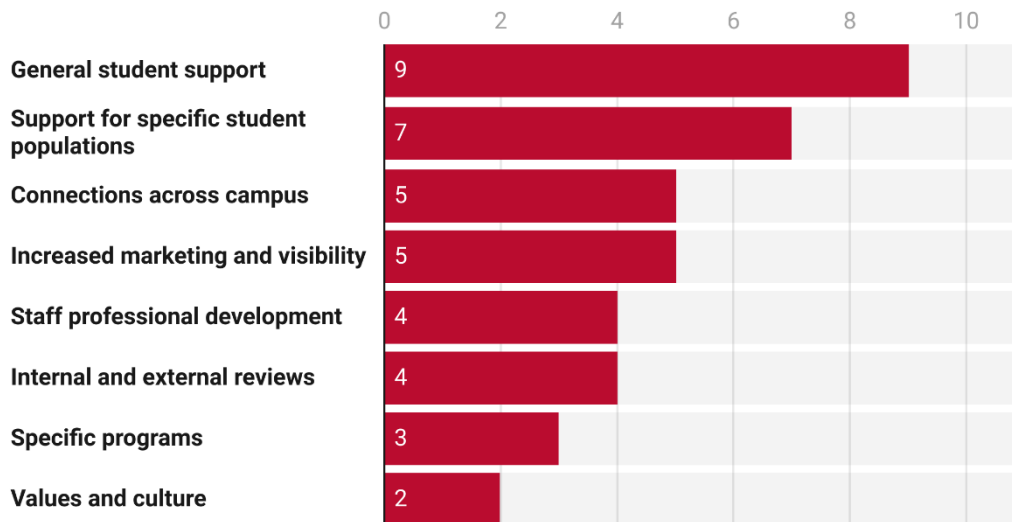|	Plan	Report	Other
African American Student Services	●	●	
Center for Teaching & Learning (CTL)	●		
College Enrichment Program	●	●	●
Division for Equity and Inclusion / LGBTQ Resource Center	●	●	
El Centro De La Raza			●
Office of Advising Strategies	●	●	
Office of Assessment & APR	●	●	
Office of Career Services	●	●	
University College / Academic Communities	●	●	
Veterans & Military Resource Center	●	●	
Women's Resource Center	●		

Key Themes

Overall:
Administrative and co-curricular programs show a strong commitment to assessing and improving their services. Many programs are still in the early stages of assessment maturity, as this year is the second time that most programs have completed assessment planning and the first time that they have produced reports on the results of those plans.

The addition of reporting this year shows that programs have a strong sense of how they can improve and change their program offerings based on assessment results, as well as how they can change their assessment processes based on their needs and experiences. Reporting enables the Office of Assessment and Academic Program Review (OA/APR) to provide additional support and feedback on using assessment results for improvement, and given that this was the first year for reporting, it will be an area for continued improvement and support.

Defining and aligning key parts of the assessment process, such as goals, outcomes, and data collection, is also an area for further support. Analysis of the assessment plans and reports found that co-curricular priorities for improvement were distributed across goals, outcomes, strategies, benchmarks, and data sources but were not always aligned across these components. This analysis found the following topics were common to multiple programs, whether as an outcome, a metric, or some other part of assessment:
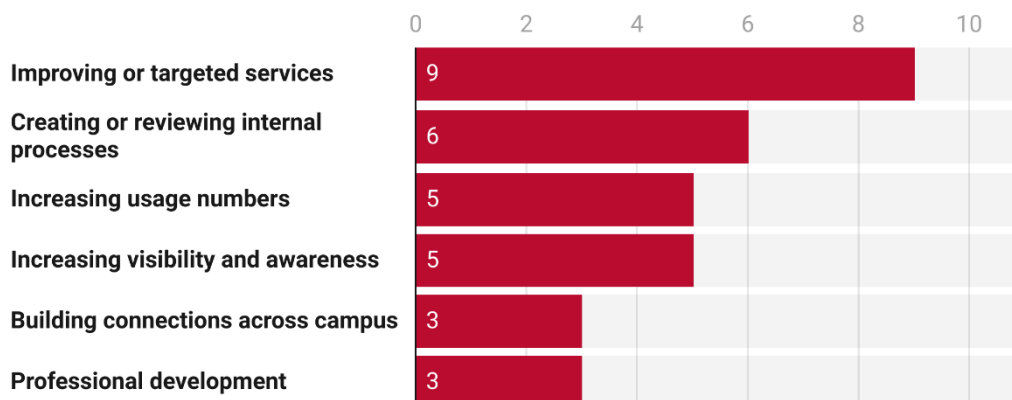
Overall Assessment Themes by Program

Theme	0	2	4	6	8	10	Value
General student support							9
Support for specific student populations							7
Connections across campus							5
Increased marketing and visibility							5
Staff professional development							4
Internal and external reviews							4
Specific programs							3
Values and culture							2

Goals and Outcomes:
Goals are broad aspirations related to each program's mission, and outcomes are specific and measurable ways of describing how the program will know it has met those goals. Goals and outcomes covered a range of topics that showed the unique needs and missions of each unit. Some of the most common topics for goals were student success, student support, staff and student inclusion, and program awareness. To meet these goals, programs set and measured outcomes in these major areas:

Goal Types by Program

Goal Type	0	2	4	6	8	10	Value
Improving or targeted services							9
Creating or reviewing internal processes							6
Increasing usage numbers							5
Increasing visibility and awareness							5
Building connections across campus							3
Professional development							3

For many programs, there remains a need to make sure goals and outcomes are appropriately scoped and to ensure alignment of outcomes with other components across plans and reports.

In some cases, goals and outcomes were understated and did not indicate a specific direction or action to be taken. For example, 'student success' alone does not indicate concrete, actionable steps to be taken, and 'increasing integration' as an outcome could refer to integration of the program itself, the program's subject area, students, or other matters.

Clarifying what is to be done regarding student success (e.g., increasing, supporting, celebrating) and who or what the integration is for would help strengthen these outcomes and inform the strategies, data sources, and analysis used to assess it.

One suggestion is to ensure that goals and outcomes include subjects (e.g. 'the program will...' 'students will...'), verbs (e.g., demonstrate, increase, provide), and objects (i.e., who the outcome will affect or is for). Also, while outcomes should be specific and measurable, goals do not have to be, though they should still indicate direction.
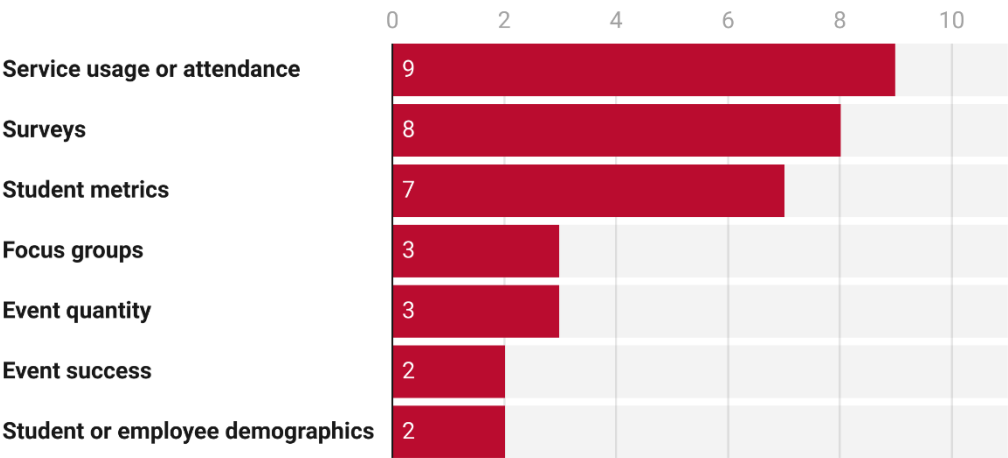
Strategies, Standards, and Benchmarks:
Strategies help programs define and align how they will get from their goals and outcomes to obtaining actionable results, while standards and benchmarks give them reference points to aim for in this process. Many programs adhered to a mixture of internal and external standards and benchmarks, and some programs were still establishing benchmarks for ongoing use.

Many programs had benchmarks that were more appropriate as strategies, and there is again a need to ensure benchmarks are not confused with strategies, results, etc. and that they are aligned with other components of the assessment process. For example, some programs set benchmarks based on student data to measure outcomes that were more focused on the programs themselves. As another example, one program set a goal of increased student participation without defining a target for that participation.

Data Collection and Analysis:
Data collection and analysis are key actions taken to gather and understand data in ways that are useful for assessing outcomes. Programs demonstrated a wide range of data sources and collection methods appropriate to the outcomes being assessed. Programs also demonstrated interest and ability in creating their own collection methods where the necessary data was not available. This table shows the main collection methods used:

Data Collection Methods by Program

Method	Count
Service usage or attendance	9
Surveys	8
Student metrics	7
Focus groups	3
Event quantity	3
Event success	2
Student or employee demographics	2

Created with Datawrapper

Analysis is an area for continuing support to ensure it aligns with other components and tells the stories people want. Some programs did not provide enough information on their analysis for the OA/APR to provide feedback. Although some programs were not at the point of having good data to analyze for all outcomes, they showed a clear sense of how they would

use analysis to inform services in future cycles. Analysis will become stronger as programs have more data to analyze, especially with respect to previous years.

Improving as Result of Assessment:
Many programs showed evidence of 'closing the loop' and using the assessment process to inform future services and assessment cycles. For example, assessment helped one program realize that they had additional data they could use to improve services, and it led others to continue with or change services and partnerships. Other examples include changing goals to make assessment more attainable and removing irrelevant data collection tools or questions.

Communication:
All programs communicated assessment results through various methods, including internal and external reports to accrediting bodies, leaders and parent organizations, and external communities. These audiences could expand with more time and capacity, but many key stakeholders are already involved. As noted in previous years, students are a key population to include in messaging regarding program changes, successes, and improvements.

Next Steps

The OA/APR had previously developed services including assessment guidelines, document templates, and customized support and feedback. Based on last year's report and analysis, the OA/APR had identified additional steps to assist co-curricular units with assessment, including hosting co-curricular assessment meetings, continuing to run workshops and consultations, and creating an assessment inventory.

This year, the OA/APR identified reporting results and defining and aligning assessment components as two key areas for support. In addition, collection was delayed this year, resulting in a short turnaround before the next round of co-curricular reports are due, so the OA/APR wanted to ensure opportunities for programs to get support from each other and from the office.

Actions for the OA/APR to support assessment in the next academic year include:
- Identifying and providing support for reporting and alignment for programs to better meet their priorities
- Hosting a series of events aimed at building co-curricular connections and assessment across campus

In addition, the OA/APR will continue to provide individual feedback and support to programs, and future institutional reports will seek to describe themes in assessment plans and reports and overall co-curricular improvement.

Conclusion

UNM's administrative and co-curricular units seek to address current issues, support student populations, and improve staff working environments. Both individual programs and overall assessment show continued improvement, and the annual assessment cycle has again helped identify themes and needs for future OA/APR services as stated above. The office looks forward to continued improvement and assessment as more units participate, units with plans present initial reports, and those reporting build on their experiences.