Co-Curricular Assessment
2022-2023

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Division of Student Success
Empower · Engage · Guide
NMSU

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Executive Summary and Mid-year Update, December 29, 2023

The Co-curricular Assessment Report was delayed this year in an attempt to boost the number of plans submitted for this year's assessments. In 2022–2023, there were 13 plans submitted for assessment projects. Despite delaying the deadline for submitting assessment plans, this year only seven were submitted.

This led to in-depth discussions during November among the Co-Curricular Assessment Team and Division Leadership about the role of assessment, assessment reporting, and CAS Self-Study. Specifically, we needed clarity on which units are expected to submit annual assessment reports and how often.

What emerged from the November 29 Division Leadership Meeting was that:
1. **Every unit in the Division will participate in a CAS Self-Study, according to a schedule that has been shared with Division Leadership.**
2. **One expectation of the CAS Self-Study process is regular and formal assessment and annual reporting of the outcomes of that assessment**.

Assessment, and a commitment to continuous improvement, lies at the heart of the CAS Self-Study process. As stated in the 2023 *CAS Learning and Development Outcomes,* "It is quite realistic to consider the entire campus as a learning community in which student learning experiences can be mapped throughout the environment to deepen the quality of learning."

In addition, since the 2004 publication of *Learning Reconsidered: A Campus-wide Focus on Student Learning,* co-curricular programs and student services have been framed as intentional efforts to enhance student learning for participants. This is formalized by CAS Standards, which require "functional areas to identify, assess, and articulate how … programs and services contribute to student learning and development."

In aligning with CAS Standards and implementing CAS guided self-studies in the Division, we make a strong and public commitment to serve students with integrity and transparency and as responsible stewards of our resources.

As part of our focus on the CAS process, we adopted new learning and development outcomes for the Division of Student Success. Our previous outcomes were based on the New Mexico State General Education Outcomes. While we were able to modify those outcomes for our purposes, the new outcomes are based on CAS Standards (Appendix A) and are better suited to the work of professionals specializing in student affairs and development. The new outcomes were presented to the Co Curricular Assessment Team on November 14, 2023. After minor modifications, these were recommended for presentation to DSS leadership for formal adoption, to go into effect July 1, 2024. No plans submitted for the 2023–2024 assessment cycle will need to be updated with the new outcomes.

So what does this mean for DSS units?

1. Anybody who submitted an assessment plan for the 2023–2024 academic year should complete that assessment project and report on it at the end of the academic year.
2. Any unit undergoing the CAS process during the 2023–2024 academic year can use their CAS Self-Study Report as their assessment project. This is because Part 4 of the CAS process deals with evaluating past assessment efforts and producing an assessment plan.
3. Each unit leader needs to understand when their area is scheduled for a CAS process and should develop a plan to be ready for the assessment portion of the CAS process. This will be the focus of the Co-Curricular Assessment Team for the first half of 2024.
4. To facilitate completion of items 1–3, Dr. Rebecca Campbell, Division of Student Success Faculty Fellow, will work with the new CAS and Assessment Coordinator for the Division of Student Success on regularly scheduled sessions on CAS Camp, with the goal of assisting with preparation for the CAS process.

References

Council for the Advancement of Standards in Higher Education. (2023). CAS professional standards for higher education (Version 11).

Keeling, R.P., and G.J. Dungy. Learning Reconsidered: A Campus-Wide Focus on the Student Experience. (2004). National Association of Student Personnel Administrators and the American College Personnel Association.

Co-Curricular Assessment 2022-2023

Introduction

Members of the Division of Student Success, and other interested campus partners who include assessment in their work, are committed to asking how we can better serve our students.

How should students benefit from participating in our programs and services?

How do we know if we are successful?

As professionals working to fulfill our mission to empower, engage, and guide students in all aspects of their college experience, we know that students learn valuable skills in our offices, gyms, classrooms, meeting spaces, service centers, and events. Our dedication to co-curricular assessment is evidence of our commitment to continuous improvement, accountability, and leadership development.

Description

Assessment in the Division is guided by the DSS Co-Curricular Assessment Team, which meets monthly to discuss current issues on campus, engage in professional development around assessment, and coordinate the annual reporting process.

History

The DSS Co-Curricular Assessment Team was first announced at the DSS All-Staff meeting on April 22, 2022, and officially launched at the DSS Assess event held on May 19, 2022For the 22-23 academic year, assessment plans were due on October 1, 2022 and final reports were due August 1, 2023.

Purpose

Continuous improvement: As Student Affairs professionals, we define outcomes based on how we want students to grow as a result of participating in our programs and services. When we assess those outcomes, we collect data that demonstrates our effectiveness and areas for improvement.

Accountability: The way we conduct and report assessment helps others understand how we serve the NMSU community.

- Students are included in how we design assessment. They help us understand what is important to them, how our programs add to the student experience, and how we can design assessments that are equity-minded and relevant.
- How we use assessment data to improve programming and services posted on our website for anybody to review.

Leadership development: In promoting open conversations about improvement, we demonstrate our willingness and ability to examine our own practices and to make data-driven decisions on how to best serve students. These are skills needed by current and future leaders at NMSU.

Impact

The impact of the DSS Co-Curricular Assessment team can be measured through the monthly meetings, the number and quality of assessment projects that were submitted and conducted, and the quality of

DSS Assess, the annual event in which staff present assessment projects to the campus community. As we continue to build a culture of assessment, we will develop our library of assessment reports, documenting the continuous improvements to DSS programs and services.

For the 2023 DSS Assess event, the schedule included an Assessment 101 refresher for new staff and any others who wished to join, and a poster session through which staff could display their assessment projects from the previous academic year. Thirteen assessment projects for the year were submitted, and 12 of those presented via the poster session.

See Appendix B for additional information about DSS Assess including the agenda, feedback comments for the poster session, feedback comments for the overall program, and attendance.

Recommendations

While we consider the 22-23 academic year a success for the DSS Co-Curricular Assessment team, there is always room for improvement as well as refinement to our processes. Recommended adjustments for the 23-24 academic year are as follows:

1. Dedicate a staff person to provide support for work in CAS self-study and co-curricular assessment. This makes a very public statement about the DSS commitment to national standards, continuous improvement, and transparency.
2. We need clarity on who is expected to assess student learning and report on that assessment (See mid-year update at start of report).
3. Establish a specific point of contact for each office to improve the continuity of messaging between the committee and the Division. Everyone in the Division will still be welcome to participate, but each office will need to identify a lead member.
4. Continue to support learning and professional development around assessment. DSS Assess sessions were rated by 100% of participants as a good use of time (Appendix C), and we will include more developmental sessions in the monthly meetings as well.
5. Increase the level of student involvement in assessment, as recommended by CAS Standards, to ensure we're effectively connecting with them for optimal feedback.
6. Continue to partner with units outside of the division that value and practice student assessment including but not limited to Housing and Residence Life and University Recreation.
7. Look into using uses of artificial intelligence in assessment work.

Collaboration

As previously stated, we will be creating a core team that will be staffed with a lead from key departments in the Division (Appendix D). Outside of the core team, we will continue to encourage participation from others to help with continuity and to create a culture of assessment that pervades the Division of Student Success.

Other

Members of the assessment team are very receptive to the idea that the committee is dedicated to continuous improvement, transparency, and accountability regarding responsible uses of resources.

Appendices

Appendix A: DSS Student Learning and Development Outcomes and Rotation, adopted November 2023

DSS STUDENT LEARNING AND DEVELOPMENT OUTCOMES Assessment Map November 2023				
Learning & development outcomes	**Description**	**Example skills**	**Example student interactions or programs**	**Assessment activities**
Knowledge acquisition, construction, integration, and application	Understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; relating knowledge to daily life	Seeks and incorporates multidisciplinary input and feedback; generates insight from learning and experiences; relates knowledge to problem solving	Potable water project;	Activity: Student Audience: Expected Outcome: Assessment:
Cognitive complexity	Critical thinking; reflective thinking; effective reasoning; creativity; adaptability	Understands importance and relevance of problems and information sources to self and others; can extend thinking beyond previous boundaries and adjust to accommodate new information	Leadership of an organization;	Activity: Student Audience: Expected Outcome: Assessment:
Intrapersonal development	Realistic self-appraisal, self understanding, and self-respect; identity exploration and development; commitement to ethics and integrity; spiritual awareness	Demonstrates effective time management; uses social media consistent with career goals and personal identity. careery; Personal Brand, Social Media Responsibility; Financial Responsibility	Resume writing;	Activity: Student Audience: Expected Outcome: Assessment:
Interpersonal competence	Meaningful relationships; interdependence; collaboration; effective leadership; teamwork	Displays emotionally intelligent teamwork and leadership techniques; manages personal stress; demonstrates awareness of the effects of sportsmanship and personal choices on others; balances demands of school, work, family	Crimson Kickoff;	Activity: Student Audience: Expected Outcome: Assessment:
Humanitarianism and civic engagement	Understanding, appreciating, and embracing intercultural and human differences; global perspective; social responsibility; sense of civic responsibility	Seeks and incorporates varying perspectives of input and feedback; understands interdependence of individuals and social structures; appropriately addresses inappropriateness	Aggie Stampede;	Activity: Student Audience: Expected Outcome: Assessment:
Practical competence	Pursuing goals; communicating effectively; technological competence; managing personal affairs; managing career readiness; demonstrating professionalism; maintaining health and wellbeing; living a purposeful and satisfying life.	Effectively communicates; has realistic expectations of others; can work within resources and structures to accomplish goals; uses technology effectively; promotes wellness in self and others; holds self accountable to standards	Academic planning;	Activity: Student Audience: Expected Outcome: Assessment:

Activity can be a workshop, program, communication, or any other function in your office that has student learning as an outcome.
Student Audience addresses who specifically is the audience for your program.
Expected Outcome is the result you want to see in student understanding, behaviour, or other aspect of student knowledge.
Assessment describes the method and measure you will use to understand the effect of your event on participants.

DIVISION OF STUDENT SUCCESS STUDENT LEARNING AND DEVELOPMENT				
Learning & development outcomes	2024–2025	2025–2026	2026–2027	2027–2028
Knowledge acquisition, construction, integraton, and application	X			X
Cognitive complexity		X		
Intrapersonal development			X	
Interpersonal competence	X			X
Humanitarianism and civic engagement		X		
Practical competence			X	

Appendix B: DSS Assess 2023

Except where noted, events will be held in the ASNMSU Senate Chambers and Gallery.

Time + Location	Topic	Presenters
9:00–11:00 am	Assessment 101: The Basics Presentation	Sarah Edwards
11:00–11:30 am	Set up posters	All Assessment Team Members
11:30 am–1:00 pm	Lunch and Poster Session View posters	All Assessment Team Members
1:15–1:45 pm	Closing the Loop	Sarah Edwards
1:45–2:15 pm	Creative Assessment: Looking for the non-traditional	Nicki Halopka Melody Munson-McGee
2:15–2:30 pm	Quick Take: Assessment within Crimson Connection	Ann Goodman
2:30–3:15 pm	Annual Recap and Highlights	Sarah Edwards Melody Munson-McGee
3:15–3:30 pm	The year ahead	
~~3:45–4:45 pm~~ ~~TBD~~	~~Informal Conversation~~	

Attendance

Session	Registered
Morning session: Assessment 101	30
Poster and Lunch session	69
Afternoon Assessment Sessions	33

100% (11): Morning was good use of time.

100% (10): Afternoon was good use of time.

Appendix C: Comments from Morning and Afternoon Assessment Sessions

Comments on Morning session

What was one thing you learned from the morning session?
Thinking about what is assessment
How to apply the assesment process to the NMSU ISSS programing and processes.
How to begin and complete an assessment.
It was a nice refresher on writing outcomes
Difference between learning objectives and program objectives
I learned that assessment is like a box of crayons, you have to use more than one color to draw a beautiful picture.
How clearly articulate learning and program objectives
Several ideas about how to assess the effectiveness of some of our programs
The specifics of using SMART goals while creating learning and program outcomes.
Assessment shown described as a cycle
DSS has a deep commitment to assessment.
The morning was a great refresher on Assessment. It was also my second time around so I felt more comfortable absorbing the material.

Comments on Poster + lunch session

What was one thing you learned from the poster + lunch session?
I learned about the navigate app and how important it is!
How important it is to share this information and receive feedback
How important it is to put out information and getting feedback in return
The progress departments have been making to meet goals of the institution to better serve students
I learned about the different areas students are being helped when they first start school . Specifically about an app that helps them put everything they need to succeed in the process, like to do lists, and resources.
the message from the VP for DSS on why assessment is important and that it starts from the bottom to the top :)
Learned what things/ideas departments are tracking/implementing to improve how to better assist students.
I learned more about the different services provided to NMSU students
I learned about the tracking of Transfer Students
I made connections with the Engagement individuals at NMSU and that the most important aspect of engagement is we need to ensure that what we are providing is what the students can utilize right now.
I learned about the different programs
Collaboration of Resources
It's important to be aware of how other offices interact with your processes.

I really enjoyed Dr. Scott's "history" lesson as well as getting examples for future poster formats.
Our division does a really good job with assessing programs and services for students. :)
I learned more about some of the features in the Navigate platform, such as the Study Buddies and the Resources section. It's good to know that my unit is listed as a resource!
I learned how important buy-in from DSS staff is for assessment to work properly.
The way departments put provide their information, important dates etc. to the student on all types of social media!
Several Ideas to try in our efforts to improve ridership with Pete's Pick-Up.
Navigate is being used more by freshman students. It is an app I've always had since my orientation but many others I know did not. I'm glad to see that they are getting more students to use it.
Making a poster and participating next year doesn't seem so scary!
I learned about the multifunctionality of the navigate app for students from the academic advisors perspective.
Graphs, images, charts in combination with minimal text says more than just text
The different things the offices in our division do
the work other departments are doing

Comments on Afternoon session

What was one thing you learned from the afternoon session.
That there are allot of people involved in the assessment process, and all with one mission--to help students succeed.
How to use Crimson Connection to track/assess information.
closing up projects and using that information to help with next steps
Future Onward looking process improvements and narrowing down our Assessment Strategy.
New ways to think about assessment.
How to post Crimson Connection announcement
some creative assessment techniques
We should always keep trying despite any failures we may have with our assessments.
assessment is beneficial
I really enjoyed the opening by Dr. Scott.

Overall comments

Do you have any comments about DSS Assess 2023 do you want to share?
Great job! I enjoyed the networking opportunities!!
I really liked the training and activities.
The only thing that would have improved my experience would be a reminder email the Frida before
I thought it was a great idea and I'm going to steal it and incorporate it at DACC.
No

I thought this event was great for the entire division to participate in. I thought turnout was great this year and even through the morning session was smaller, there was a lot of meaningful engagement. I also hope that in future years, department/unit heads will provide the event information to their staff so that they might attend. I do not think this event should be open for all DSS staff with home office flexibility because in order for assessment to function properly it requires buy-in and understanding from all staffing levels.

I appreciate all the work that went into it! Thanks!

I would like to be informed if you run another data seminar.

It was a great day!

I really enjoyed the process of taking an asseessment idea from start to finish, but I would have liked more time to be able to engage with other offices as they finished their assessment. The poster presentation was my favorite aspect of the whole project but it was a years worth of work condensed down into a one and a half hour poster session where I was also preoccupied presenting my own work.

lower house lights when projection is used and music volume when speaking.

Maybe involve faculty?

NA

Appendix D: Team Members

This year anybody interested in co-curricular assessment was considered a member. For the upcoming year: we still welcome anybody, but each office needs a lead.

Student Engagement, Dr. Tony Marin
Trish Leyba, Office of Experiential Learning
Amanda Madrid, Corporate Relations and Career Events
Marci Salinas-Milam, Campus Tutoring Services
Dr. Marissa Fowler, Center for Academic Advising and Student Support
Julian Moreno, SSEM IT Tech Support

Financial Aid, Dr. Vandeen McKenzie
Virginia Tucker, Associate Director
Gina Reyes, Associate Director, Client Services
Andrea Jimenez, Financial Aid Compliance Coordinator
Isha Benavidez, Financial Aid Complaince Coordinator

Student Records Office, Dacia Sedillo
Gabrielle Martinez, Graduate & Curriculum Data Specialist
Adriana Delgado, Registration/Admission Specialist

University Admissions, Seth Miner
Danielle Staley, Associate Director, Transfer Recruitment
Jose Quintana, Associate Director, Freshman Recruitment
Nathan Cheesman, Associate Director, Orientation Planning

University Recreation, Danny Montoya
Anthony McGlone, Program Coordinator, Sr.

Aggie Health and Wellness
Carol MacDonald-Parra, Nurse, Supervisor
Amanda Blair, Associate Director
Danois Montoya, Associate Director
Angie Garces, Business Manager|
Dr. Judi Voelz
Dr. Diane Kruis
Sara Guidetti, CNP
Jessica Soucy, CNP
Jessica Adams, PA
Robin Curry, RN
Debbie Jo Gonzales, RT
Marlena Limon, RPH
Jim Mooney, MT
Tara Wharem, LCSW

Student Life
Dr. Ann Coombes Goodman, Dean of Students
Will Waller, Sr. Associate Dean
Nicki Halopka, Associate Dean of Students
Sam Rosenberg, Assistant Dean, Student Conduct
Josh Taylor, Assistant Dean, Student Conduct
Bruce Vandevender, Director, Student Assistance Services
Aaron Salas, Director, Disability Access Services
Joseph Molina, Assistant Director, Disability Access Services
Lorraine Arvizu, ASNMSU Advisor
Sam Worley, ASNMSU Advisor

Assessment Team Leadership
Dr. Renay Scott, Vice President, Student Success
Dr. Sarah Edwards, Director, Student Involvement and Leadership Programs
Melody Munson-McGee, Special Assistant