ASSESSMENT, EVALUATION & RESEARCH

STUDENT AFFAIRS | THE UNIVERSITY OF UTAH

Annual Report 2019-2020

Mission

The Student Affairs Assessment, Evaluation, and Research department (AER) leads the assessment process to provide meaningful information to promote student success through the programs and services within Student Affairs.

Overview

Accomplishments

AER's primary accomplishments this year were: 1) leveraging Qualtrics for improved survey administration; 2) deploying improved dashboards and visualizations via Tableau; 3) improving data resources to scale campus surveys, and 4) administering 20 large scale survey initiatives across campus. Investments in technologies and business intelligence were crucial for delivering products on time and vital for the pivot to an online environment. The move towards advanced analytics was achieved through increasing the scale and scope of Qualtrics and Tableau. The success of 2019-2020 was largely the result of efforts to integrate Qualtrics and Tableau into the AER workflow. The scale of Qualtrics increased as every department successfully implemented assessment surveys and the scope increased to include forms, check-ins, and tools to tackle challenges related to COVID-19. Tableau expanded as a visualization and analysis tool, providing interactive dashboards for everything from utilization data to face-covering management and distribution. As AER looks to the future we recognize that these tools, along with open-source statistical tools, will only become more powerful. Together these systems will create a unified performance management and measurement system delivering advanced analytics, survey insights, utilization metrics, and scorecards.

Qualtrics overview Increasing the scale and scope of Qualtrics provided multiple use cases for every department across Student Affairs and proved nimble and valuable as a response to the challenges COVID-19 presented. The benefits of increasing the scale and scope of Qualtircs included:

- A streamlined delivery system for campus-wide survey research including, but not limited to, First Destinations, Graduating Student Survey, Campus Climate Survey on Sexual Assault and Misconduct, and surveys providing insight into COVID-19 response and impact.
- Greatly reduced the time to analyze survey results and reduced the administrative efforts to compile data for analysis.
- Campus partners built assessment and evaluation systems efficiently with powerful insights that sync with Business Intelligence data warehouses.
- Leveraged Qualtrics as a novel tool to respond to increasing needs and challenges COVID-19 presented (i.e. forms for campus partners, check-in tool for campus partners, and inventory management system for face-covering distribution).
- The scale and scope of Qualtrics will continue to increase in the coming months and years.

Tableau overview Tableau was leveraged as a powerful tool for visualization. Partnering with Business Intelligence, AER provided improved visualizations providing deeper insights, ease of use, and more aesthetically pleasing. As an ongoing initiative, AER will continue to leverage Tableau in novel ways to provide more insights for improved performance management and measurement for departments and campus partners. Visualization of data presents an opportunity for AER to become more student facing as students utilize dashboards distributed in an online format.

- Created a novel dashboard displaying results from the Campus Climate Survey on Sexual Assault and Misconduct. This provided a powerful tool for people to interact with survey data in a meaningful way and served a baseline for expectations of visualizations going forward.
- Linked Tableau with Qualtrics for real-time survey results.

- Developed dashboards for COVID-19 insights and management including online instruction and face covering distribution.

Scaling survey data overview AER recognized in 2018-2019 that the administration of institutional surveys were slow, tedious, and time consuming. AER worked in partnership with Business Intelligence to improve the efficiency of both the Graduating Student Survey and First Destination survey. This will make updating the dashboards instantaneous. Instantaneous updates will mean, for example, that the CPDC has access to First Destination results weeks or even months earlier, allowing them to more efficiently and effectively pivot, plan, and re-plan. AER is currently working with CPDC on internally and externally facing dashboards for deeper insights and impactful metrics.

Administration and improved efficiency of large surveys overview AER administered 20 large surveys throughout 2019-2020. AER coordinated with departments to administer NSSE and Healthy Minds. The ability to administer a large number of surveys was possible in part due to the leveraging of Qualtrics. For example, at the end of the school year it was decided to create a survey to all students and faculty to measure the impact and effectiveness of moving to online instruction. AER was able to pivot quickly, build the survey, and deliver it to the entire campus in less than a week. Results from the Campus Climate survey were available in a matter of weeks, weeks, ahead of previous time periods. Dashboards for NCHA were generated and shared with Health and Wellness departments. We began work on NSSE dashboards for delivery in fall of 2020.

One University

A key effort by AER to advance "One University" this year was the creation of the dashboard for Campus Climate Survey on Sexual Assault and Misconduct. We worked diligently to make sure all information was accurate and fully reflected the same information in the official report. We took proactive measures to guarantee individual students were unidentifiable in the dashboard. The dashboard allowed staff, faculty, students, and the public to gain important information in an easy manner. AER and BI received praise from students and faculty across campus, many calling it the "gold standard". The dashboard is powerful, but only represents the beginning of how AER can deliver information to the entire campus.

AER collaborated with SVP Reed's office, faculty, and staff to build a survey assessing online instruction during COVID-19. AER leveraged Qualtrics and Tableau to quickly construct a survey and visualization reporting in real-time. The dashboard was then shared campus-wide for all faculty and colleges to use as guidance for improving fall semester. AER was collaborative, nimble, and able to produce results in a matter of weeks.

National Survey for Student Engagement (NSSE) and Campus Climate Survey on Sexual Assault were two large scale surveys AER that required significant cross-functional work with campus stakeholders including Business Intelligence, OBIA, the Registrar, Undergraduate Studies, Graduate Studies, University Marketing, and departments across Student Affairs. The execution of the Healthy Minds survey was delayed to fall due to COVID-19, but it is important to note that collaboration and planning occurred throughout 2019-2020. Healthy Minds will impact the University of Utah, certifying it as a a Jed Campus. This status will indicate that the University of Utah is working towards protecting mental health and reducing suicide across the student body.

The Food Security Survey was a collaborative effort with impact across the University of Utah community. AER presented the report to the Basic Needs Collective, a large group representing staff

across the U and individuals off campus. The same information was presented in November as part of a PDC training.

Anti-Racism Plan

AER is in a unique position to drive significant progress towards anti-racism. AER partners with Student Affairs departments and campus partners to construct meaningful metrics, high quality evaluations, and insightful dashboards. AER plans to leverage its existing assessment and evaluation models to aid departments to create meaningful impact, measure results, and make evidence-based decisions. AER is prepared to implement a plan for the 2020-2021 year that is both impactful and scalable for future years. AER is planning a three-tiered approach to addressing anti-racism internally and drive measurable impact across campus through: 1) internal education and training; 2) providing evaluative support, services, and products to Student Affairs Departments; and 3) design anti-racism measurement modules for campus-wide surveys and research including Graduating Student Survey and First Destinations. The most important step currently is step one. We are taking steps to educate ourselves in anti-racism, anti-racism evaluation, and measuring the effectiveness of departmental programs aimed at reducing systemic racism.

COVID-19 Impact

The impact of COVID-19 was minimal to the execution of strategic initiatives and day-to-day operations of AER. The largest negative impact was the delay of Healthy Minds from spring to fall. This does not prevent us from becoming a Jed Campus. The delay will cause an increase of surveys in the fall, impacting the potential of survey fatigue. Other than Healthy Minds we have not adjusted the large scale survey schedule.

Another major impact was around training and consulting services to directors and liaisons. The shift was not a major roadblock, but it did require adjustments and learnings. We found that more proactive measures were needed to provide instruction. We provided trainings on using Qualtrics as a system for forms and introduction to survey design. We shifted to testing regular meetings with small groups with a lot of success. In 2020-2021 we are planning monthly meetings with liaisons and directors to drive initiatives and provide trainings as needed. We will continue to hold trainings for groups on specific issues via Zoom and Teams.

It is important to note that COVID-19 and online instruction do not appear to have an impact on survey fatigue. We are not seeing a drop in response rates to date, but we will continue to monitor throughout the 2020-2021 school year.

COVID-19 provided opportunities for cross-collaboration including the Online Instruction survey delivered in late spring and scheduled again in fall 2020. AER was able to assist in the distribution of face coverings leveraging Qualtrics and Tableau as a proxy for an inventory management system.

Department Core Objectives

AER continues to provide consultation to Student Affairs departments and campus stakeholders for survey methods and research. AER continues to increase capacity for assessment and evaluation including leveraging Qualtrics beyond traditional survey administration, Tableau for advanced visualization and analytics, and has goals for leveraging data science and analytics for improved impact and operational efficiency and effectiveness.

I. Support for organizational effectiveness

AER consults with Student Affairs departments and other campus stakeholders to develop shared strategies to measure goals and use data wisely. Our team manages assessment design, data collection, reporting and communications on strategic objectives and initiatives. We provide consultation on metric creation and reporting and data visualization.

Alignment with the Student Affairs Strategic Plan: Generally, the efforts of AER undergird all of the areas of the Student Affairs Strategic Plan, as visualized in the "Assessment and Best Practices" portion of the plan. This strategic objective is further focused on bolstering the Student Affairs Strategic Plan by using data directly to inform and demonstrate the objectives outlined in the plan.

COVID-19 impact: COVID-19 prevented AER from launching the Healthy Minds survey in spring.

Online environment: The move to an online environment presented minimal impact. AER and Business Intelligence, for example, were able to deliver a dashboard for the Campus Climate survey in early June. It is unlikely that in-person would have changed the timeline. Indeed, it is worth noting that most collaboration with Business Intelligence would have been conducted online regardless of COVID-19. Meetings with all partners across all actions below continued virtually uninterrupted.

Goals and Actions

A. Provide expertise and management in the development of data elements to demonstrate strategic goal attainment and support data informed decision-making.
Ongoing effort. For the Division of Student Affairs, AER continues to contribute to the Student Affairs Budget Book, particularly related to supporting budget requests and demonstrating impact of funding. For specific departments, AER is developing operational dashboards that these departments are able to use on an ongoing basis to inform decision-making and resource allocation. For the institution, we provide consultation and guidance on aligning input, output, and outcomes metrics that align with strategic objectives.

B. Develop reports and visualizations on core topics related to student success from sources of information beyond the student record (e.g. Campus Climate Survey on Sexual Assault and Misconduct, Graduating Student Survey, First Destinations).
Ongoing effort. AER's efforts to analyze, report, and distribute survey results and other key student information include the following:

- Finalized the Campus Climate Survey on Sexual Assault and Misconduct dashboard, providing an aesthetically pleasing, easy to use dashboard to convey complex information to a wide audience of campus stakeholders.
- Built the dashboard for the Online Instruction survey indicating how transition to online in response to COVID-19 impacted students and faculty.
- Currently building visualizations for Graduating Student Survey and First Desinations.

C. Manage the assessment cycle and annual reporting process for Student Affairs.
Ongoing effort. This year AER recognized the need to improve utilization data across Student Affairs. Utilization data is vital to assessing every aspect of organizational performance including

efficiencies, effectiveness, outcomes, and impacts. There is a large degree of variability in the quality and completeness of utilization data across departments in Student Affairs. AER recognized this gap in May and launched a pilot initiative with the LGBT Resource Center. AER aided the LGBT Resource Center and relaunched check-in procedures for both office visits and events. AER is presently scaling up the same initiative across departments. Qualtrics will provide a system of data collection for check-ins and Tableau will provide powerful utilization dashboards for up to date data for weekly, monthly, quarterly, and annual business reviews.

D. Facilitate communication and coordinate opportunities internal and external to Student Affairs to optimize resources and develop institutional best practices in service delivery and co-curricular education.

Ongoing effort. AER staff members serve on several committees and participate in conversations related to data governance and data resources: the Student Data Warehouse Management group, the Student Data Warehouse Super-User group, and the Business Intelligence / Data Governance Community.

AER also coordinates the Graduating Student Survey Committee, and we initiated intentional conversations about what data was being collected and not used as well as what different areas wanted to add to the survey and how the information would inform decisions. AER launched an effort to rebuild the Graduating Student Survey dashboard. During the rebuild we realized there are opportunities to improve the survey. There are plans for the 2020-2021 year to optimize the survey and continue to improve the dashboard.

E. Develop novel approaches to performance management and measurement including utilization dashboards, Balanced Scorecards, and deriving metrics from ongoing survey efforts.

Ongoing effort. AER recognized the opportunity to improve input, output, outcome, and impact metrics for departments. Data collection improvements using Qualtrics as a check-in tool for in-office and events will improve data collection. AER is working in consultation with departments to ensure metrics are tied to specific activities that then tie to specific strategic goals. Logic models are in development in each department to create clarity and focus for metric and dashboard development.

II. Assessment project management

AER engages in the assessment process from development through analytics and reporting for Student Affairs. Our team provides support on any and all stages of the assessment process, to departments and campus partners, for the assessments conducted to meet multiple needs.

Alignment with the Student Affairs Strategic Objectives: Generally, the efforts of AER undergird all of the areas of the Student Affairs Strategic Plan, as visualized in the "Assessment and Best Practices" portion of the plan. This strategic objective is further focused on providing departments what the assessment they need to execute their efforts to provide services and programs related to student engagement & support, student health & wellness, and inclusivity & equity.

COVID-19 impact: No impact.

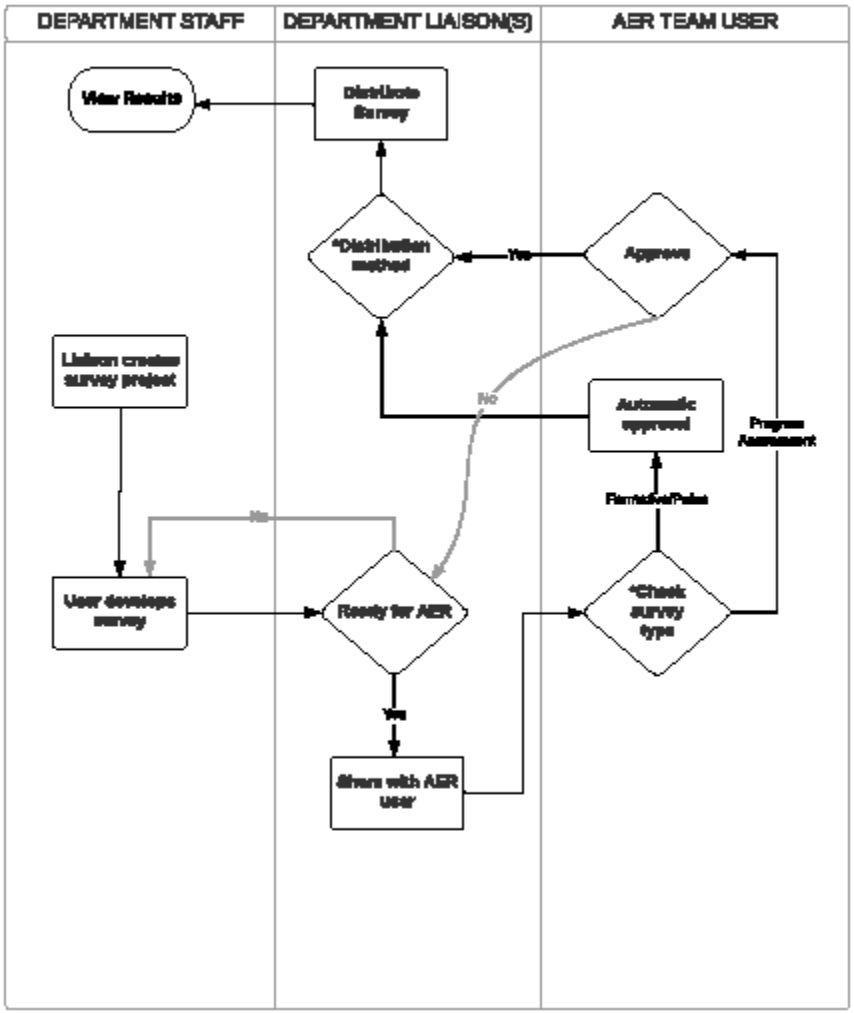
Online environment: There was some impact moving to an online environment, though it was minimal and manageable. We went through a process of adaptation over the summer of 2020. The AER team continues to learn how to best work collaboratively and deliver trainings in an online environment. Meetings, training, and planning were often put on hold, but always picked up at a later date. The impact was one of delay, rather than prevention. We are working to ameliorate delays in the future.

Goals and Actions

A. Provide expertise on assessment content and data collection strategies in order to address logistical aspects, maximize the usability of the data, and follow assessment best practices.

Goal met for the year. AER continues to find success with the liaison model. AER developed a new operating model for survey administration in previous years and continues to find success with the model this year. With the implementation of Qualtrics and the change in our process for developing and administering surveys, AER had an opportunity to reflect on and then be more intentional about where and how we provide expertise to departments. First, our new process emphasized the departmental liaison as the key person to coordinate assessment and grow expertise within the department. After they've worked with any colleagues within their department, then they send the project in Qualtrics to AER for review and approval. See "Student Affairs Qualtrics Process" below. With this review process, we spend more time providing substantive feedback rather than needing to coordinate minor logistical details for surveys. Further, Qualtrics has an extensive support site for how to use the tool and set up different features, so we are encouraging users to explore on their own what they need and when they need it, rather than AER replicating Qualtrics' content and trying to teach the entire platform when elements may be forgotten before there are opportunities to apply it.

STUDENT AFFAIRS QUALTRICS PROCESS



*Distribution Methods
- Qualtrics mailing using unit@umich.edu
- Qualtrics app for off-line data collection
- Generic link distributed outside of Qualtrics
- Additional methods available with AER consultation

*Check Survey Type
- Formative/Pulse: to make immediate and short-term adjustments
- Program Assessment: to demonstrate outcomes; anything related to budget

In previous years, AER has reported the number of assessment projects. As we continue to grow we are establishing new metrics to ascertain the efficiency and effectiveness of AER. We are establishing outcome and impact metrics for implementation in the 2020-2021 year. These will include dashboard usage, web metrics, and a survey to departments and campus partners.

B. Coordinate institutional surveys to students, including developing sampling parameters to meet study needs and reduce survey fatigue.

Goal met for the year. AER coordinates institutional and large-scale surveys to students in order to prevent overlap in timing of surveys where possible, create distinct student samples, and reduce the total number of surveys administered where data may already exist. This effort is intended to reduce students' survey fatigue and thus allow stakeholders for various projects (both within Student Affairs and elsewhere in the institution) a greater opportunity for a decent response rate. In April of 2020 we were thoughtful in our approach to the launch of the campus-wide Online Instruction survey to assure it was launched in a way that minimized survey fatigue. During the 2019-2020 year, there were 20 surveys planned, but Healthy Minds was postponed until September of the 2020-2021 year due to COVID-19. In addition to those planned we also administered the Online Instruction survey to all student and faculty as a response to the disruption of online education due to COVID-19.

C. Lead and develop project-specific analytics and reports to complete the assessment cycle.

Ongoing effort. AER provided 11 of the standard utilization reports for eight different departments. These reports include the total number of participants/attendees, along with the unique number of students, and then all of the following student characteristics:

- Gender
- Age
- Residency (in or out of state)
- Race/Ethnicity
- Academic Career (ungrad or graduate)
- Academic Level for undergrads ("year in school")
- College
- Fraternity & Sorority Membership
- HRE Housing resident
- Honors student
- International student
- TRIO participant
- UU employee
- Veteran student

Our primary data analysis project utilized the ACUHO-I/Benchworks Resident Assessment, which HRE administered in Fall 2017. HRE was able to generate standard reports based on the survey results, but the tool did not provided any statistical testing. AER examined seven questions and compared responses based on race/ethnicity, gender, sexual orientation, and international student status. We also provided three-year trend data specifically looking at microaggressions experienced by different student groups.

D. Provide training on best practices for conducting assessments (e.g., survey development, collecting utilization data).

Ongoing effort. Last year AER staff members developed three separate trainings on different features of the Qualtrics software, and we were able to offer these trainings again with less preparation needed. We offered the Qualtrics for Liaisons training during July 2019 and then began

providing the content of that training in one-on-one meetings, to allow for more customization and discussion of unique departmental needs, as well as providing rapid availability for new liaisons to begin in their role. About 15 people received this training.

AER staff also provided a training that was an introduction / overview of assessment to two different groups, one within Student Affairs and one external. The six staff members of the LGBT Resource Center learned more about surveys, as well as some key features in Qualtrics for their needs. The members of Equity, Diversity & Inclusion (12 people) learned about different types of assessments, with an emphasis on learning outcomes assessment.

E. Increase AER staff resources to meet the increasing demands for our services.
Ongoing effort. AER hired a new director, Jason Sills, to lead the department towards greater use of data science and analytics. The Research Assistant, Sarah Canning, transitioned to a Graduate Assistant as she progressed from undergraduate to graduate studies. The team has leveraged their knowledge of Qualtrics and Tableau to improve survey administrations, data analysis, and visualization. The team continues to learn the software systems and increase their knowledge. In the coming year the team will further integrate open-source statistical software packages (e.g. R, Python) to improve analysis and visualization. It is also important to note that Business Intelligence is an invaluable resource in both data governance and providing staff capacity. Partnerships with Business Intelligence were key in developing and delivering novel dashboards, notably visualizing data from the Campus Climate Survey on Sexual Assault and Misconduct.

III. Data and systems management

AER uses student systems data in addition to student experience data captured through other means, such as institutional surveys, to serve constituents' reporting needs. AER uses and manages various software for data collection, storage, and reporting in addition to facilitating stakeholder access to these resources in compliance with the Office of the Registrar.

Alignment with the Student Affairs Strategic Objectives: Generally, the efforts of AER undergird all of the areas of the Student Affairs Strategic Plan, as visualized in the "Assessment and Best Practices" portion of the plan. This strategic object further emphasizes the collaborative nature of our work, in the ways both that we contribute and that we rely on others.

COVID-19 impact: No impact.

Online environment: No impact.

Goals and Actions

A. Integrate systems to increase autonomy and improve efficiency on collecting data, storing data, and updating dashboards for Student Affairs.
Ongoing effort. AER works with several different software tools on a regular basis, and across the departments within Student Affairs, there are a multitude more. AER is working with the Business Intelligence team within UIT to set up technology processes so that data automatically flow from one software to another at set points of time. We are using UIT's new integration platform called WSO2 and have piloted a few use-cases as development continues on that system.

One such project was the Qualtrics directory automation. In Qualtrics, we are able to have a student directory that stores key demographic information and also tracks information about number of surveys received, response rate, etc. By automating the feed from PeopleSoft to Qualtrics, we are able to have more accurate and up-to-date information within Qualtrics, which can then be used for identifying who should receive a survey, connecting demographics to survey responses for data analysis and reporting, and more.

B. Manage user access to AER's software resources such as Qualtrics and Tableau in line with institutional, state, and federal guidelines and requirements (e.g., FERPA) related to access and use of student data.

Ongoing effort. AER implemented Qualtrics and also expanded our use of Tableau significantly (for both staff within Student Affairs and campus partners) in the past year, and with these tools, we spent time to develop processes to grant access, audit users, and change/remove access. We collaborated with colleagues in the Office of the Registrar and on the BI Team to gain from their expertise. We wanted to ensure that we had documented approval from the appropriate director/dean or other people with oversite of the data, that we were clear to the user about the appropriate uses of the data and results and parameters around this, and that we were as efficient as possible on our end so that we are able to add, change, or remove access as quickly as possible. We are also consistently checking that any new users have been FERPA-certified through the Office of the Registrar, as an additional protection for student data.

C. Develop dashboards for AER-managed projects which are accessible by internal and external constituents.

Ongoing effort. We were able to develop and share quite a few dashboards this year, particularly as some dashboards built on already-established dashboards. These are highly collaborative projects with business needs identified with the respective departments and visualizations created in partnership with Business Intelligence.

- Campus Climate Survey on Sexual Assault and Misconduct – dashboard was created to offer an improved experience for all stakeholders.
- First Destination information was not updated following fall of 2019 as we migrated to the Oracle database. Working with Business Intelligence we updated the way information flows to allow for more efficient data flows in the future. This resulted in the need to update all First Destination dashboards, an initiative for 2020-2021.
- Graduating Student Survey – as with the First Destination dashboard the Graduating Student Survey dashboards were not updating for 2019-2020. Working with Business Intelligence we worked on rebuilding the dashboards at the end of 2019-2020. The result is an improved user interface, more insights, and greater ease of use. The Graduating Student Survey dashboard will relaunch in 2020-2021 and will remain a major initiative throughout the year.

D. Implement best practices in alignment with the Business Intelligence (BI) team regarding data collection, storage, reporting, and data governance.

Ongoing effort. There were two primary ways in which we worked with the BI team in the past year: documentation of data feeds & automated cleaning process and determining the best structure for granting access for college faculty and staff to our Tableau site and the student information for students in their specific college. The documentation can take some time, and it is particularly valuable in that we have a trail to understand what data is coming from where and how

it has been adjusted (e.g., if we need to re-define a data point) and we can duplicate or reproduce it if needed (e.g., if a staff person is out and an update is needed).

We also had deep collaboration with the BI team regarding data visualization. The Campus Climate dashboard, for example, was a product of a partnership between AER and BI. The partnership also started work on relaunching the Graduating Student Survey and First Destinations.

We have finalized the process of cleaning and automating of the Graduating Student Survey and First Destination information. This Graduating Student Survey changed data structures and the First Destination information is complex with ongoing work between AER and Business Intelligence.

Plan for the Future

Anticipated Challenges

The primary anticipated challenge facing AER is administrative capacity. As noted below there are many exciting opportunities for AER to expand. However, each expansion of service will require time commitment forcing tradeoffs and a clear prioritization of projects. Continuing to increase the scale and scope of software applications, including Qualtrics and Tableau, will require a significant time commitment. Qualtrics will begin to serve as a primary source for utilization data and Tableau will provide dashboards for each department representing this data. Analytical capabilities and potential are large, but as dashboards become more complex so too will the amount of time dedicated to assure accuracy and usefulness. Expanding into data science tools including R and Python will be a large time commitment. Working with departments to ensure metrics are reflective of activities and strategic goals will require work from both AER and the respective departments.

Anticipated Opportunities

AER has enormous potential and has many opportunities. AER can build off of the solid foundation set in previous years to create a strong, dynamic organization integrating the latest tools in data science and analytics.

Reassess AER strategic plan and operating framework: For AER to meet its fullest potential we will need to reassess both the strategic plan and operating framework. We need to shift from a focus on survey design and methods to offering more data science and analytics. To accomplish this we need to make clear choices and set priorities. This is best achieved through assessing the mission, strategic objectives, and metrics for success.

Expand evaluation tools to departments: There are a plethora of evaluation schemas and tools that departments can utilize to improve their social impact metrics and evaluation design. Logic models, Balanced Scorecards, and formative evaluations are just a few examples of the tools we can leverage. Integrating these tools will require training of the AER staff, liaisons, and in some cases directors.

Website redesign: The AER website can serve as a powerful, central source for the entire campus. The aforementioned tools can live on the site, providing easy access to liaisons. Staff, faculty, and students can have easy access to a large variety of dashboards to gain insights on a variety of topics. A blog can update monthly to share views, thoughts, and opinions. AER can upload training videos on specific subjects and we can link to Qualtrics training videos. The goal is to relaunch the website in fall 2020.

Advanced data science and analytics: AER can build on its foundation from this year and continue to expand its data science and analytics. Advanced methods can provide predictive analytics and more insightful descriptive statistics. For example, in fall of 2020 we are working with CPDC to provide powerful dashboards with deeper insights on the First Destination survey. We are exploring options for predictive and segment modeling to advance the CPDC's understanding of its students.

Staff excellence and training: Advanced modeling is a complex undertaking and requires highly technical skills in statistics and programing. Tableau is a powerful visualization tool, but is limited in its modeling capabilities. AER will leverage open-source statistical software including R and Python. These are free and extremely powerful tools, but there is a steep learning curve. Staff will need to gain more expertise in these language to build robust models. SQL is another opportunity for staff to improve their learning so joining multiple data sources becomes easier. Finally, we can continue to learn Tableau and improve our skills in visualization.

Improve utilization data collection: AER has discovered a major opportunity to improve data collection for utilization data across the Division of Student Affairs. Using Qualtrics for check-ins both in-office and for events will allow for easy, efficient data collection. The data then can link easily to all other data sources for powerful insights across departments. AER is currently working to improve utilization data collection in each department. We are also working to build utilization dashboards across departments.

Staff Excellence

Awards and Recognitions

STAFF	AWARDS AND RECOGNITIONS
Last name, First name	Award title, from Example Organization

Committee Memberships

Please indicate whether the committee is Student Affairs (SA), U of U, or an external group/organization (e.g., professional organization) along with the committee name. If you have a leadership role on the committee, please indicate so in parentheses.

STAFF	COMMITTEE
Last name, First name	SA Committee 1 Name NASPA Committee 2 Name (Chair)
Sills, Jason	• Racist and Biased Incident Response Team (Co-Chair Data and Assessment Subcommittee). • UU Student Data Warehouse Super-User Group • Student Data Warehouse College User Group • Student Data Warehouse Management Team
Duszak, Elizabeth	• Student Affairs Diversity Council • UU Basic Needs Collective

	• Student Affairs Assessment Leaders (SAAL) Professional Development Committee (chair of Structured Conversation tactical team) • Student Data Warehouse College User Group • Student Data Warehouse Management Team • Civitas Illume Communications Working Group

Presentations and Publications

*Please indicate any presentations at **regional or national professional conference** or meetings, as well as journal publications. **Please do not include on-campus presentations to other departments.** Please use APA format for all citations. Bold names of staff members in your department.*

Faculty Appointments

STAFF	POSITION	ACADEMIC DEPARTMENT
Duscak, Elizabeth	Adjunct Professor	Educational Leadership & Policy

Assessment, Evaluation, and Research Anti-Racism Action Plan

Position Statement

The Student Affairs Assessment, Evaluation, and Research department (AER) leads the assessment process to provide meaningful information to promote student success through the programs and services within Student Affairs. AER values transparency, objectivity, integrity, equitable distribution of information, and assuring all data collection and analysis accurately reflects its subject matter. AER recognizes the possibility of using historic data to predict future behavior can lead to a reinforcement of systemic racism and hierarchies that stall, hinder, or outright prevent the upward trajectory of historically marginalized groups and individuals. As such, AER is dedicated to constantly reevaluating data models, visualizations, surveys, and benchmarks to assure they meet an anti-racism standard.

AER is positioned to have a strong impact on driving anti-racism at the University of Utah. Student Affairs departments and campus partners rely on AER for consultation, insights, data, social impact metric creation and evaluation, reporting, and visualization for all their assessment and evaluation needs. AER has the opportunity to be a strong partner across the division to drive meaningful anti-racism initiatives, provide analysis for evidence-based decision-making, and visualize impact.
AER stands for an inclusive environment for all genders, races, ethnicities, religions, and philosophies. AER recognizes that marginalized groups come from a diverse socio-economic as well as cultural backgrounds. As such, AER supports the efforts across all departments within the Division of Student Affairs.

AER is prepared to implement a robust plan for the 2020-2021 year that is both impactful and scalable for future years. AER is planning a three-tiered approach to addressing anti-racism internally and drive measurable impact across campus: 1) internal education and training; 2) provide evaluative support,

services, and products to Student Affairs Departments; 3) design anti-racism measurement modules for campus-wide surveys and research including Graduating Student Survey and First Destinations.

Current Anti-Racism Initiatives

Current initiatives are largely in the planning phase. AER has built standard demographic questions, research national standards, and integrated them into current surveys and dashboards. We also continue to work with staff in other departments to implement assessment processes that address equity, diversity, and inclusion.

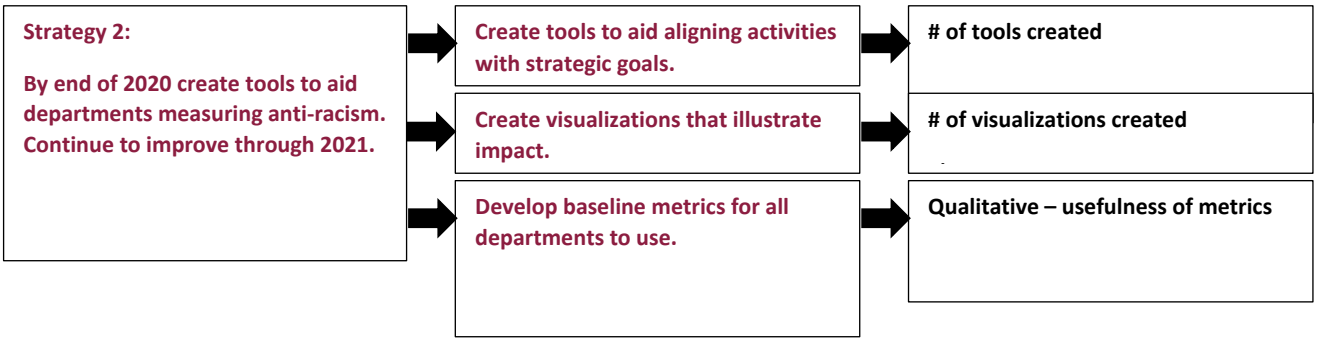
Currently, AER is entering a phase of training and learning. This is critical for AER due to its consultative services to other departments in Student Affairs. AER is working to create a means to provide meaningful measurement across departments. This will include information and tools on the AER website to aid directors and liaisons to create strong social impact metrics. AER is identifying novel ways to integrate anti-racism reporting and metrics into scorecards, dashboards, business reviews, and annual reports.

Anti-Racism Plan

AER is planning a three-tiered approach to addressing anti-racism internally and drive measurable impact across campus: 1) internal education and training; 2) provide evaluative support, services, and products to Student Affairs Departments; 3) design anti-racism measurement modules for campus-wide surveys and research including Graduating Student Survey and First Destinations. The plan is broad and provides a framework to measure systemic racism and anti-racism initiatives across Student Affairs. The plan includes internal development, trainings for directors and liaisons, and assessing current efforts for evaluations and surveys.

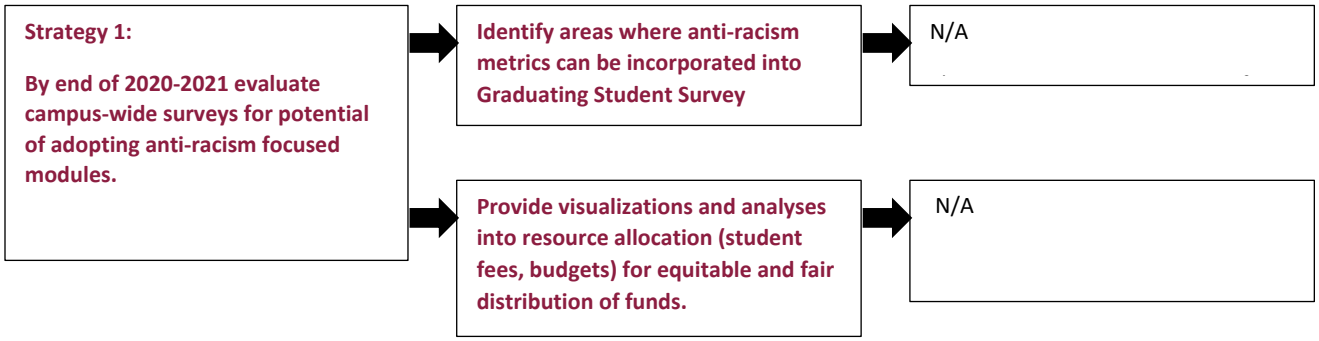
Below are tables for each of the three tiers. Each tier has different strategies leading to activities for implementation and the currently proposed metrics to assess our progress.

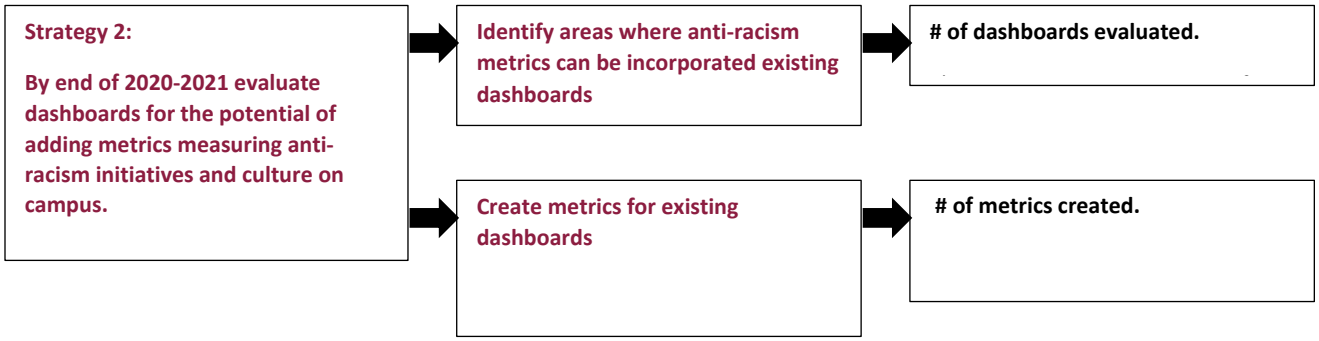
Internal initiatives



External Initiatives – engaging departments

External initiative – campus-wide initiatives





Community Partners Integral to Success

Achieving AER's plan will require strong partnerships across campus. First, for AER to be successful it must partner with every department in Student Affairs. The partnership will build on current operating frameworks, integrating anti-racism into our current approach. Second, working closely with Business Intelligence will help in numerous areas including data integrity, analytical integrity, and visualization excellence. Third, partnering with OBIA, Undergraduate and Graduate Studies, and the Registrar's Office will help AER assess the opportunity to add to, change, or utilize the Graduating Student Survey and First Destinations.

Balancing Commitments

AER is in a good position to balance the work. The most challenging and most important phase is internal development. AER staff needs to have a strong understanding of anti-racism and how to evaluate anti-racism initiatives. This is perhaps different from the evaluation we are accustomed. Investing the time to learn and grow our expertise will require a time commitment for each staff member. We need to build a strong foundation to scale to other programs. The success of our external initiatives are dependent on our success developing our skills associated with anti-racism.

AER is planning to allocate up to 10% of our time over the course of 2020 and early 2021 to attend forums, learn from national organizations, and identifying valuable evaluation tools to assess anti-racism initiatives. This is a changing target and we will assess as we move forward.