Part III: Administrative / Co-curricular Assessment REPORT

Each program goal and associated outcomes will auto-copy from the previously completed assessment plan. In the Assessing and Learning Section, data from each outcome should be analyzed and an action plan and/or additional strategies should be developed. The next section asks if any changes to any plan components are needed. Finally, a description of how the data and analysis will be communicated to stakeholders should be included in the report.

GOAL 1: Outcomes 1-3

Goal 1: The OA/APR will satisfy the Higher Learning Commission's (HLC) assessment and APR requirements

Outcome 1: Maintain an annual process that ensures appropriate progress towards stated HLC requirements

Outcome 2: Continue to collect and inventory proof of the assessment and APR processes for general education, academic, and co-curricular programs.

Outcome 3: Develop ongoing historical documentation that satisfies HLC requirements

Benchmark: Conduct, analyze and reflect on office assessment & APR cycles.

The office maintains an annual process that ensures appropriate progress All processes were successfully monitored and analyzed with the APR calendar, office repositories, annual reports and office retreat.

Results

Academic Unit Assessment

In AY20-21, academic assessment report submissions for all degree programs at main and branch campuses **decreased 6.5%**

- Undergraduate Submissions (Main Campus): UG 69.4% **dropping** 3.1 % from last year
- Undergraduate Submissions (Branch Campuses*): 42.9% **dropping** 21.4%

  * not including Taos branch due to a restructure in assessment plans

- Graduate submissions: 61.9%; **same** as last year

Assessment feedback was provided to a sample of academic units across all colleges, schools and branches. Findings included: **more delineation** between Masters and PhD SLOs, course grades are continuing to be used as an **inaccurate measure**, **100% benchmarks** are being set which could pose challenges (if only 1 student does not meet the benchmark, it will not be met), and that **more academic programs are closing the assessment loop** and using their assessment results to inform/improve programing.

Common themes from college/school/branch narrative reports evidence:

How are programs defining strong assessment?

Measurable outcomes, SLOs aligned with vision & mission, high participation in assessment reporting, greater faculty engagement with the assessment process beyond sole compliance, students meeting or exceeding set assessment program benchmarks, faculty using assessment data to inform curricular changes, and revision and reflection.

How are programs planning to address areas of assessment they want to strengthen?

Consistently communicate with faculty to improve assessment engagement, utilize faculty talks/retreats/meetings to discuss assessment regularly, integrate curriculum and assessment committees, be more thoughtful/intentional with assessment analysis, employ new leadership to actively participate in the assessment process, explore new assessment options when staff/leadership are changing, integrate accrediting body assessment methods, modify capstone projects, and renew assessment plans.
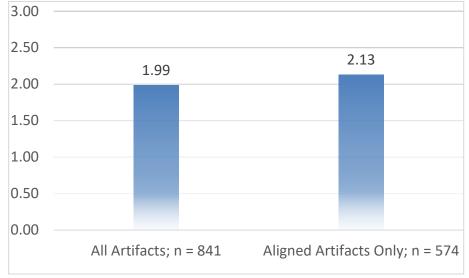
What are programs doing with their assessment results?

Programs are consistently using assessment results for program and assessment changes! Academic units are adding courses, changing SLOs to be more targeted, revising curriculum, connecting assessment and curriculum committees, using accrediting bodies to inform assessment practices, conducting full reviews of degrees, updating assessment plans, adding formative assessments, sharpening alignment between outcomes and measures, and changing assessment to meet the needs of specific student populations (graduate level, exiting seniors, etc).

General education assessment
Last year, we assessed the Critical Thinking essential skill which is the baseline year for this skill: **841 artifact submissions**
-574 aligned with Critical Thinking (new metric with ratings)
-Ratings were higher among those assignments aligned with Critical Thinking than when assignments were not aligned

Academic program review
We maintain a calendar that evidences the APR cycle for the HLC. During AY21-22, eight APRs and four mid-cycles were conducted. We also manage an APR document repository, which includes all APR-related documents submitted since 2006.
19 reviewer surveys were completed. Results from this year's surveys showed**:**
  • 100% of reviewers agreed that they were **properly prepared** for their role as a reviewer **(increase from last yr)**
  • 89% of reviewers agreed that the APR visit & process were **usefu**l for their own home departments and institutions (**increase from last yr**)
  • 100% of reviewers agreed that the reviewer **experience was meaningful (increase from last yr)**
We also administered a peer survey for those programs who completed an APR in the past 2 years and could provide advice and suggestions for new programs starting the process. Results of the survey included:

- **Challenges –** Pre-site visit meeting (fast paced & detailed), time crunch for edits, mobilizing & cooperation of faculty, report fatigue , data analyses & visual representations, Workload vs. Results
    - **How can OAAPR address some of these?**
        - Data analyses & visuals are provided and explained in 1:1 meetings; providing "lessons learned" from survey to units undergoing an APR

APR anecdotal data included suggestions of: the review team being more reflective of the student population, switching to more positive language in Exit Meeting presentation ("opportunity vs short-coming"), and providing a briefing on what to expect in APR meetings to reviewers. Additional materials are being created to support these suggestions.

Analysis & Learning
The academic unit assessment analysis found a decrease in assessment participation and a significant decrease among branch campuses. Within this overall decrease, the OAAPR found that all new PCA committee members/CARC chairs who have transitioned into a new assessment position experienced a decrease in assessment participation.

The GE assessment analysis key findings were:
- Assignment design, dimension selection & student performance all contribute to ratings (same as the prior year with other skills)
- Sources were difficult to rate depending on the quantity and quality of sources required by individual assignments
- Helpful for GAs to have assignment descriptions
- A mathematical computation or multiple-choice items do not evidence CT unless the student illustrates thinking/process
- Specific assignments are difficult to rate: Portfolios, Exams, Power point presentations & Discussion posts
- Raters commented their rating rationale rather than alignment and other variables about good vs. poor performance rates
- Submission form: Many instructors did not complete class size item (466/841)
- Random sampling is best: Provides authentic representation of student performance
- Need to provide more opportunities for instructors to design assignments that integrate essential skills
- Need to provide more opportunities for instructors to share their existing assignments/map them to GE skill rubrics

*Secondary language submissions may be best chosen from 2000 level courses rather than 1000 level

APR analysis discovered themes across content areas:
- **Curriculum**: should be reviewed and reduced as needed
- **Students**: feel well prepared & supported, enrollment declining, want research opportunities, funding for student activities
- **Faculty**: high quality & productive, supportive of students, paid lower than comparable programs, have award winning research, need plan for efficient faculty numbers

Continuous Improvement
Academic unit assessment results will be used to:
- continue to offer workshops and consultations
- continue to attend faculty meetings and provide campus visits
- create a more in-depth onboarding system for assessment contacts including updating workshops/trainings
- create a CARC form and affiliated training to streamline the functions of assessment practices and committees/focus on impact and benefits of assessment cycles and processes.
- expand communications with branch campus assessment committees and invite institutional researchers from branches to participate in assessment data analysis and cycles.

Using **GE lessons learned from last year**, we already updated the GE submission form to include/require class size and sampling techniques for artifact selection. Additionally, in collaboration with CTL and Library Services, the OAAPR co-facilitated a **GE assignment design workshop for the Information and Digital Literacy essential skill** and is expected to design other essential skill seminars to assist the institution with assignment design. The OAAPR will continue to host GE drop-in office hours to assist instructors with alignment and provide GE consultations as wanted. **New GE essential skill seminars will be created** in addition to **an assignment repository to assist instructors and to align the essential skills with artifacts.**

APR results use includes:
The continued implementation of a **mid-cycle check-in** to allow units to discuss where they are in their stated objectives/goals, while meeting the requirements of the HLC. The APR program will also create **a new handout** on what reviewers should expect during their visit and the exit meeting (as requested). The OAAPR team will discuss the expansion of the APR survey to include mid-cycles if appropriate.

Assessment Modifications
The assessment plan benchmarks will be revised to reflect a reasonable performance indicator now that we have a baseline of data from last year.

Communication
We communicate with, and to, our constituents and campus partners in person, via email, phone, Zoom, and through our quarterly newsletter, workshops, and established committees. Communication can take diverse forms including feedback on submitted assessment reports, on APR self-studies, survey result responses, among many others.
GE findings are summarized and reported on an aggregate level to Academic Affairs and the OA/APR website, with customized reports provided for each college/school/branch and interdisciplinary entities whom participate in GE programing.

GOAL 2: OUTCOME 1

Goal 2: OA/APR will provide relevant support to programs undergoing assessment and academic program review
Outcome 1: OA/APR staff will provide assessment and APR stakeholders with support services to complete their assessment/APR processes
Old Benchmark: *80% of the OA/APR office survey respondents will state that office services aided their assessment, data, and/or APR processes.*
Benchmark: 80% of the OAAPR office survey respondents will state that office services aided their APR/assessment/data processes.
Through the workshops, consultations, meetings, and various other supports we provided this year, we have met Goal 2, Outcome 1 benchmark. 80% of respondents reported that our office services were helpful.

Results
We had 114 individual contacts this year, which is **up 29% from last year**. 68% were initiated by the UNM community who sought our assistance with their needs. The remaining 32% were meetings/consultations initiated by our office. These were similar types of contacts as last year. We also offered **13 workshops** this year, serving over 70 registered attendees (**decrease of 1 workshop and 25 registrants compared to last year**).

The office annual survey resulted in a response rate of 25% with respondents reporting the following:
- *Participants found walk-in hours, consultations, and workshops to be "helpful" or "very helpful"; however, few are **using walk-in hours.***
- *Workshops often lack practice opportunities, and are often targeted to a wider audience so info is sometimes broad*
- *Would like assistance in aligning **Gen Ed rubrics to assignments**; Requested a **walk-through of our website** and resources*
- *Would like a better understanding of how GE results are compiled (not the collection of artifacts etc., **but how the artifacts are scored and how those scores are compiled into ratings** at the discipline and department levels)*
- *Reminders throughout the year* with pointers about referencing their goals throughout the year at the **department level***

Analysis and Learning
Our survey and touchpoints analysis are important for the OAAPR. However, with a decrease in assessment participation, we need to **strategize ways to creatively support our constituents** and possibly continue to increase it.

Continuous Improvement
Based on our findings, we have started **increasing communication** (one email per month) about the institutional assessment cycle and ways to assist assessment committees with their charge. We will be **adding to the GE workshop series** with more essential skill trainings this year as well as **adding an analysis component of our annual GE workshop**. We will also **walk through our website** during a PCA meeting to assist those who are new or would like a refresher of our materials and resources. We will continue to offer services to maintain support of all areas of the office.

Assessment Modifications
No modifications.

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Communication
Same as goal 1.

<mark>**GOAL 3: OUTCOME 1**</mark>
Goal 3: Increase the Office of Assessment and APR's visibility and presence
Outcome 1: Increase the OA's presence on local, regional, and national levels
Benchmark: The OAAPR will present on assessment/APR/data processes, improvements and/or best practices on a local, regional, or national level annually.
Our office presented at local, regional, and national conferences, hosted workshops and webinars, and one staff member completed a leadership program at our institution presenting a semester long project with fellow UNM colleagues.

Results
Our team attended/presented **10 conferences, webinars, and workshops** including IUPUI, HLC, UNM's Art & Science of Data, and NMHEAR. We had a transition of 2/4 staff members which led to a focus on hiring rather than promoting visibility. Our office is actively participating in 3 committees across the institution, one national committee membership, and one international committee membership.

Analysis and Learning
Our office was not able to attend and/or present at as many conferences as last year due to the fact that many events brought back registration fees and hosting sessions in-person. The office decided to present posters at a regional conference in Albuquerque (NMHEAR), attend online, and focus on other projects (hiring staff, GE seminar, research on the GE program review, GE demographics, new coding method for academic assessment, etc.) rather than travel.
A few examples of using information acquired from conferences include:
1. Exploring general education assessment cycles and processes from other institutions. Many are using a learning software platform that has assessment built into it. Our office will be looking at **Canvas** and how it can assist with assessment practices.
2. The Time Matrix – The 5 Choices that lead to extraordinary productivity is a resource that was presented to our staff. It helps map out and prioritize daily tasks and commit progress to long term projects. This can be most helpful with working remotely because it can keep staff on task and maintain motivation with a feeling of accomplishment and promote a better work/life balance.
3. Potential statistical analysis on the demographics of students whose artifacts are submitted to the OAAPR for rubric ratings. Currently, we collect demographic information and would like to understand the value of this data overall.

Assessment Modifications
The OAAPR will re-visit Goal 3, outcome 1 language. We believe attending conferences alone does not increase visibility in the same way that presenting at conferences can. We are wondering if the outcome should be re-worded and if the measurement of this therefore should be changed.

Communication

Information learned from professional development participation or facilitation will be shared with constituents via our office newsletter, email, or will be integrated into our workshops and meeting agendas as appropriate.