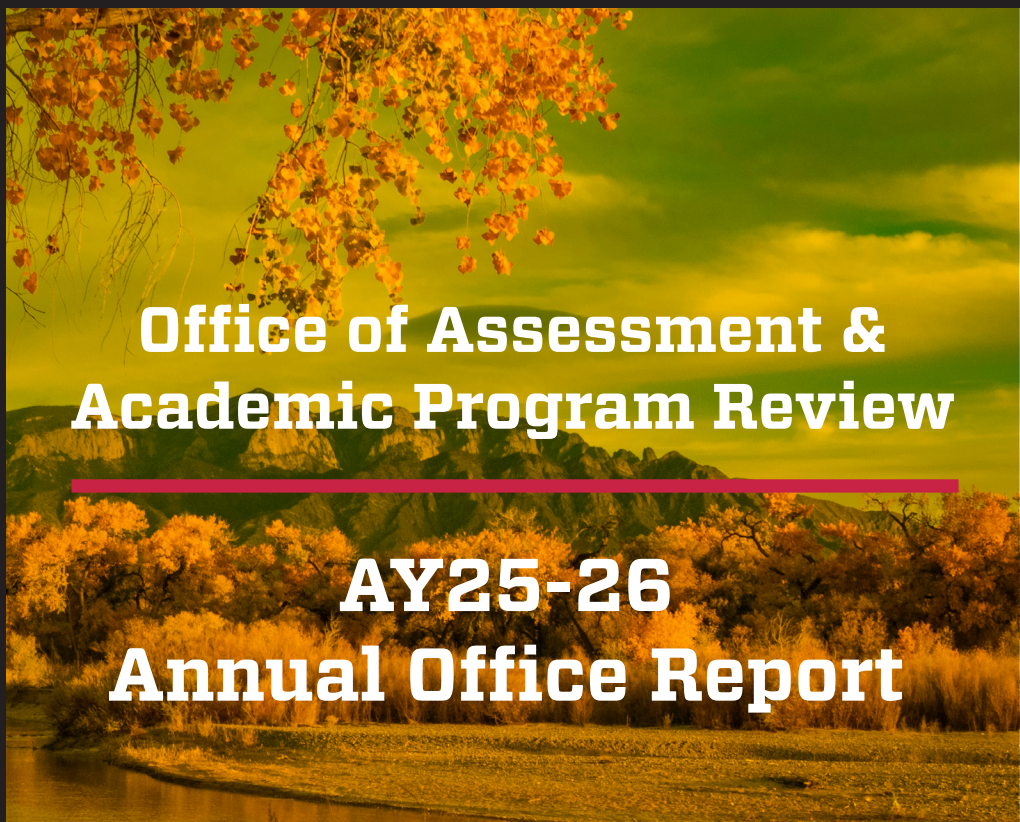
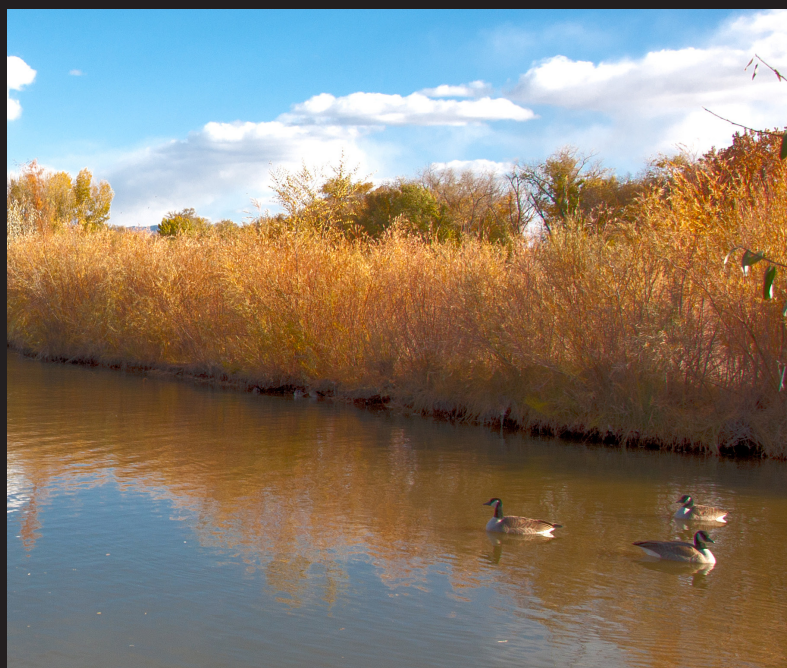




Office of Assessment & Academic Program Review

AY25-26 Annual Office Report

August 2026



**OFFICE OF
ACADEMIC AFFAIRS**

OVERVIEW

This report documents assessment activity and results from AY 25-26 for the Office of Assessment and Academic Program Review (OAAPR) at The University of New Mexico. The OAAPR publishes this annual report as part of its commitment to continual improvement. The report helps satisfy the Higher Learning Commission's (HLC) requirements for academic program review (APR) and academic assessment as well as the New Mexico Higher Education Department's requirement for general education (GE) assessment.

OAAPR highlights from the past year includes:

- Completed the **Recharge and Reset** 2025-2026 year, a pause for academic assessment for all units. New assessment plan and report templates, workshops, guidance resources and an Assessment Reflection were created to streamline curriculum and assessment practices at UNM as well as jumpstart all academic programs for the assessment restart in fall 2026.
- Revived **The Art & Science of Data: From Numbers to Narratives** — an institutional wide annual hybrid data event hosted with the Office of Analytics.
- Created a **hands-on curriculum map building institute** implemented in fall 2025 that will be regularly delivered each semester for all academic units.
- Began serving on the New Mexico Higher Education Assessment and Retention **(NMHEAR) conference planning committee and the New Mexico Higher Education Assessment Association (NMHEAA) board.**
- Analyzed and reported **six years/two cycles of assessment data** from the NMHED General Education essential skill assessment mandate.
- Developed a new UNM APR **Data Packet Discussion Guide, Student Tracker data indicator and an Enrollment vs. degrees conferred data visual** to provide academic units with more tools to tell their programmatic stories of student success.

GOAL 1: The OAAPR will improve institutional effectiveness practices of current state and national assessment and APR standards.

- Outcome 1: The OAAPR will **engage** in APR and assessment data, professional development opportunities, literature, and practices.
- Outcome 2: The OAAPR will **apply** data, opportunities, practices, and literature into processes related to assessment and APR.

Goal 1/outcome 1 Results: The OAAPR strives for achievement of Goal one/Outcome one (engagement) through strategic research, conference participation, examination of state and national standards, the development and maintenance of UNM campus partnerships, specialized services/contacts, and the collection of UNM assessment and APR data to meet the needs of our constituents.

Research: The OAAPR further explored Curriculum Mapping as a visual tool, immersing itself into resources, models, and strategies to building and analyzing maps, which is a continuation of last year's research exploration. Additionally, the office researched ways to implement a branch campus-wide APR for UNM Los Alamos. This new APR approach will

be executed in fall 2026. Last, the office explored peer institution graduate level assessment models and cycles.

Conference engagement: The OAAPR participated in NMHEAR, the UNM CTL Spring Teaching Conference, UNM Tech Days, the Higher Learning Commission (HLC) conference, the NMHEAA state summer assessment event and Appalachian Analytics Day. This participation supports the examination of state and national standards in assessment, APR, data practices and accreditation.

Campus partners: The OAAPR proactively worked with new organizations, UNM units and/or unit initiatives to support improvement, engagement, and overall faculty, staff, and student success. The following campus partnerships were established in AY 25-26:

- Graduate Studies
- Stepping Blocks alumni data
- UNM foundation
- Film and Digital Arts curriculum mapping
- Journalism curriculum mapping
- Grad Directors leaders
- CAGS
- KUNM
- SAP curriculum mapping
- NMHEAA board
- NMHEAR planning committee
- GE branch campus instructors

Engagement with data: The OAAPR collected assessment plans and reports, maturity rubrics and College Assessment Review Committee (CARC) data forms from 9 colleges, schools and branches, representing 163-degree programs. These assessment documents were analyzed, archived and inventoried in the UNM Assessment public repository and the annual UNM State of Assessment report is linked through the UNM Assessment website.

The OAAPR also collected 919 general education (GE) student completed artifacts representing quantitative reasoning, information and digital literacy, communication and information and digital literacy NMHED essential skills. These artifacts were rated with GE essential skill rubrics. Additionally, qualitative data and demographic data from all artifact submissions were also analyzed and interpreted for the UNM annual GE assessment report linked through the UNM Assessment website.

For AY 25-26, the OAAPR completed 7 full APRs and 7 mid-cycle reviews. The following documents were collected as part of the APR data collection process: Academic Program Self-Study Report, Review Team Report, Action Plan, and Unit Response Report. Current mid-cycle documentation includes a Key Indicator Packet and Mid-Cycle Check-In Form. These APR documents were analyzed for themes, archived and inventoried in the APR public repository and the annual SOAPR will be linked through the UNM APR website in fall 2026.

Goal 1/outcome 2 Results: The OAAPR strives for achievement of Goal one/Outcome two (application) through the in-depth analysis, reporting and feedback of the engagement activities stated above in outcome one. The office utilized these interactions to improve current practices, define new initiatives, and plan new directions/ services/ materials:

- Curriculum Mapping Institute updates and expansion of follow up services
- Specialized GE report for UNM's CAGS program
- GE guidance flyer for all UNM instructors and CTL
- Distribution of annual UNM GE report to all participating instructors
- Grad level assessment proposal to Grad Studies
- Alumni data strategies for APRs
- New branch campus wide APR model for Los Alamos
- Post Recharge Reset year planning: workshops, materials, communications, suggestions
- Creation of an academic assessment growth chart

Goal 1 benchmarks:

Benchmark 1: The OAAPR will engage in all 4 areas of institutional effectiveness: data, professional development, literature and practices, on an annual basis. The OAAPR met this benchmark by engaging in all four areas and having multiple engagements in each area as stated in outcome one results.

Benchmark 2: The OAAPR will define 4 improvements a year: APR, GE, Academic, Co-curricular. The OAAPR met this benchmark. All improvements stated in the outcome 2 results section did address all four areas of the office.

GOAL 2: The OAAPR will provide relevant support to programs undergoing assessment and academic program review.

- Outcome 1: OAAPR will create/maintain support services
- Outcome 2: OAAPR will measure the usefulness of assessment and APR support services
- Assessment tools: SOAPR, GE, Co-curr, Academic assessment, office assessment annual reporting, contact monitoring, office survey, APR survey, maturity rubric narratives.

Goal 2/Outcome 1 Results: The OAAPR strives for achievement of Goal two/Outcome two (relevant services) through an understanding of constituent experiences with the office and transforming results into pertinent support, as reported below:

The APR program provided new data to support academic units in their self-study criterion: the Student Data tracker and the enrollment vs. degrees conferred visual. Additionally, the APR program added support mechanisms for those undergoing an APR or mid-cycle review by creating an Associate Dean APR Guide, a UNM APR Data Packet Discussion Guide, and updating the APR website to reflect new and ongoing data services.

The office created two new GE assessment workshops and one Meaningful Analysis workshop based on assessment and data needs across the institution. GE Essential Skill Days devoted one hour to the assessment of each NMHED skill, totaling five hours of support. The GE Assignment Alignment workshop was an interactive working hour for GE

instructors to align their assignment prompts with one NMHED essential skill rubric. The Meaningful Analysis workshop was designed to meet the needs of academic assessment units who requested support in this specific area since they were challenged with a dataset they were not sure how to analyze in order to plan next steps for continuous improvement.

The OAAPR invested time and effort into graduate level assessment this year, researching peer institutions, exploring aspirational models, and working with graduate level leaders at UNM to create a proposal in a new graduate level assessment approach. UNM graduate unit assessment participation has dropped significantly in the last 7 years, has inherent assessment challenges such as small N's and quick turnarounds in master's degrees, and reports mostly on milestones and completion indicators over traditional student learning outcomes within a degree path. The OAAPR is responding to these trends and concerns with constituents to create a relevant process and cycle that fits graduate units.

Goal 2/Outcome 2 Results: The OAAPR strives for achievement of Goal two/Outcome two (usefulness of services) through an understanding of annual reporting, contact monitoring, office survey, and the APR reviewer survey as follows:

The APR Reviewer Survey was administered to 24 reviewers asking them about their UNM reviewer experience and support services when working with the OAAPR. The response rate for the survey was 46% (11/24). Reviewers shared that their experience exposed them to innovative practices, departmental structures, and administrative approaches that could inform their home institutions. They also stated a strong appreciation for interactions with faculty, staff, students, and external stakeholders. They provided positive feedback regarding reviewer preparation, orientation materials, and departmental self-studies.

The OAAPR worked with 123 individuals from 49 programs/units beyond the standard contacts with APR and assessment cycles. The office is establishing more touchpoints and are finding that folks are valuing services for survey feedback, assessment development, workshop collaborations, data analysis, APR and retreat consultations, and curriculum mapping guidance.

The OAAPR administered its annual office survey. Constituents rated the usefulness of consultations, meetings, workshops, materials, communications and events highly with an average rating of 4.6/5.0.

Goal 2 benchmarks:

Benchmark 1: The OAAPR will map constituent needs from each cycle of APR, Academic, GE, Co-curricular and the office assessment reports data to support services. The OAAPR did map constituent needs and showed a deficit in grant data support. This is not in the scope of the OAAPR's work and will strategize to consult campus partners who can help in this area. Therefore, the OAAPR partially met the benchmark.

Benchmark 2: 80% of the OAAPR office survey respondents will state that office services aided their APR/assessment processes. This benchmark was met and exceeded since 92%

of the survey respondents reported utility in the support they received from the OAAPR in all capacities.

CONCLUDING REMARKS

In summary, the OAAPR fully met three out of four benchmarks and partially met one. Engagement is a central focus of the office to continue high visibility and expand a positive campus assessment culture. The office prides itself on reflective practices, continuous improvement and being an exemplary model of assessment, which strongly supports applying best practices and research to office services. In addition, the office will strategize ways to meet grant data needs with leadership and other campus partners in the coming year (partially met benchmark).

Overall, the office has undertaken new initiatives and projects across both goals, which will improve quality for assessment and APR constituents. Workshops, communications, and shifts in initiatives will continue to strengthen and shape assessment and program reviews.