

**Outcome(s) Assessed:** All outcomes for all goals were assessed.

### **GOAL 1: OUTCOME 1**

**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

#### **Standards/Benchmarks**

Given the data and results provided below, we determined that we have met this desired outcome to maintain an annual process that ensures appropriate progress towards stated HLC requirements. All of our assessment (Academic, General Education (GE), and Co-curricular) and Academic Program Review (APR) processes were successfully and sufficiently maintained throughout the year, including improvements and progress in some areas (participation in the academic assessment process by more units, initiation of a new GE assessment process, etc.).

### **ACADEMIC ASSESSMENT: GOAL 1/OUTCOME 1**

#### **Results**

Reported commentary from college/school/branch state of assessment narratives evidence progress in assessment processes. Units reported stronger student learning outcomes (SLOs), better measures, more in-depth assessment planning, improved communication, and a focus on closing the loop. They also reported improvement in their data collection, organization, and backup processes.

In AY19-20, academic assessment submissions for all degree programs at main and branch campuses increased 7.4% overall (67.8%\*, up from 60.4% last year).

Undergraduate academic assessment submissions also increased at UNM main and branch campuses:

- Undergraduate Submissions (Main Campus): 75.2%; an *increase of 7.9% from last year*
- Undergraduate Submissions (Branch Campuses\*): 71.1%; an *increase of 22.2% from last year*
- Total Undergraduate Submissions: 74.1%\*; an increase of 12.6% from last year

*\* not including Los Alamos branch*

Graduate submissions showed an increase to 61.9%; up 2.6% from last year

#### **Analysis & Learning**

We received State of Assessment narratives from 14 colleges/schools/and branches and Maturity Rubrics from 11 colleges/schools/and branches. In comparison to year's past, the narratives and maturity rubrics indicated some saturation in narrative responses and plateauing in assessment maturity. The narrative report asks college/school/branch representatives to describe strengths and weaknesses of their assessment processes.

Key strengths noted are:

- Continually improving assessment processes (programs improving their assessment measures and moving away from using exams and course grades as assessment measures)
- Programs improving results use and closing the loop
- Improvements to the amount and quality of participation from within the college/school/branch.

Weaknesses reported continue to be:

- Engagement from faculty within each program
- The ability to improve quality of assessments (creating different SLOs for master's vs. PhD level programs; eliminating course grades and exams as measures; etc.).

Results from the quantitative analysis of the maturity rubrics showed a “plateau” effect – while there was an increase in some rubric dimensions between last year and this year, a three-year comparison shows college/school/branch assessment maturity has leveled off with many programs reporting similar maturity ratings year after year. The assessment maturity average for all colleges, schools, and branches in 2017-2018 was 2.3. Last year, the overall average was 2.6. This year, the overall average was 2.6 again, suggesting a leveling of the overall assessment maturity rating at UNM. The figure below shows the average rubric ratings per dimension over the last three assessment cycles.

#### **Continuous Improvement**

UNM colleges/schools/branches identified several supports that they would like us to provide. Some include:

- continuing to offer workshops and consultations
- continuing to attend faculty meetings
- continuing to provide campus visits
- creating a one-page guide on “how to write SLOs.”

#### **Assessment Modifications**

No modifications to our assessment process will occur this year, as this is our first plan/report cycle and we have collected baseline data. We will revisit the plan in AY22.

#### **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.

### **ADMINISTRATIVE/CO-CURRICULAR ASSESSMENT**

#### **Results**

This year, we experienced improvement in administrative/co-curricular assessment engagement and participation, which was a result of providing both large group and individualized unit training regarding strategic and co-curricular assessment planning. This effort has increased participation in the assessment process, and we expect to see an increase in co-curricular assessment plans and reports next academic year.

#### **Analysis & Learning**

The HLC has become more focused on co-curricular assessment; likewise, we have increased our effort to engage co-curricular groups, assisting them with strategic and assessment planning so that they can begin the assessment cycle. Over the last several years, we have had a handful of co-curricular programs engage with us and provide assessment plans and reports. This year, through engagement using a strategic planning workshop and developing and leveraging planning advocates, we are beginning to see increased engagement and a rising number of co-curricular plan submissions.

#### **Continuous Improvement**

Since this is the baseline year for co-curricular assessment, collected documents will be compared to next year’s data when collected. Additionally, we plan to develop an administrative/co-curricular assessment report training series in the Fall of 2021 to assist programs with the completion of the assessment reporting requirement.

#### **Assessment Modifications**

Same as Academic Assessment above.

#### **Communication**

Same as Academic Assessment above

## **GENERAL EDUCATION ASSESSMENT**

### **Results**

Last year, we initiated a new process for general education assessment which asked programs to submit evidence of NMHED's five general education essential skills: Communication, Critical Thinking, Personal & Social Responsibility, Information & Digital Literacy, and Quantitative Reasoning. Instructors in each college/school/branch submitted student artifacts. Once received, we worked with an external review team of graduate students to rate all of the submitted artifacts using the essential skill rubrics (posted [here](#) on our website). Last year, 725 artifacts were collected on 4 essential skills:

1. Communication
2. Information & Digital Literacy
3. Personal & Social Responsibility
4. Quantitative Reasoning

More details on the general education assessment findings can be found [here](#).

### **Analysis & Learning**

The new GE assessment process revealed a great deal of participation across all colleges, schools, and branches. Some key findings were:

1. The majority of submitted student artifacts represented 1000-level courses. Across all four of the rated essential skills, artifacts from 2000-level courses rated higher on average than those from 1000-level courses.
2. Across all skills, UNM colleges, schools, and branches achieved an artifact rating of at least "emerging."
3. Communication was instrumental in dispersing information about the new UNM assessment process. We learned that future communications must emphasize rubric dimension alignment and that instructors need to choose dimensions strategically to map the assignment they plan on submitting.

Additionally, we learned a great deal about the process and our GE programming. Results from the first annual GE analysis were shared beyond our office and were/are being used to develop improved curriculum that connects course content to the essential skill rubrics as requested by the NMHED. The full results of our general education analysis can be found [here](#).

### **Continuous Improvement**

Using lessons learned from the pilot assessment cycle, we updated the GE submission form to include required fields (rather than optional ones), an item asking what language the student completed the assignment in, group assignment information/descriptions, new course modality options to align with AY2020-21 hybrid teaching options, as well as several other updates that will make the form easier to use.

Our graduate student GE reviewers suggested that we create specific guidelines for each essential skill submission that would help increase alignment between the student artifact, dimension selection, and overall essential skill. They recommended that a checklist or flowchart be provided as a guide before artifacts are submitted by instructors. This aid is something that we will be considering this year.

### **Assessment Modifications**

Same as academic assessment above.

### **Communication**

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 programming.

## **ACADEMIC PROGRAM REVIEW**

### **Results**

We maintain a calendar that evidences the APR cycle for the HLC. During AY20-21, seven APRs were conducted. Three were conducted in Fall 2020, and four were conducted in Spring 2021. All APRs were conducted online due to COVID-19. The APR schedule for past and future reviews can be found [here](#). We also manage an APR document [repository](#), which includes all APR-related documents submitted since 2006. Following low submission rates for the Reviewer Feedback survey in AY19-20, we instituted a new policy that all reviewers must complete the survey before their honorarium is released. Five surveys were completed the previous year; this year we received 15. Results from this year's reviewer survey showed:

- 93% of reviewers agreed that they were properly prepared for their role as a reviewer
- 87% of reviewers agreed that the APR visits and process, despite the online modality, were beneficial for their own home departments and institutions
- 87% of reviewers agreed that the reviewer experience was meaningful

Reviewers stressed that there was a greater need for moderation within Zoom meetings to help them end in a timely manner, as well as more small breaks to address Zoom fatigue. Outside this survey data, communication with reviewers stressed the need for a wrap-up meeting with the unit chair, as well as a meeting with the Office of Vice President for Research if possible. Low submission rates of annual action plan updates are still evident; within the College of Arts & Sciences, only 62.5% of required units submitted an update. Despite the low submission rate, it has improved from previous years (+10.6% from 2019 updates; +14.4% from 2018 updates).

### **Analysis and Learning**

By following the APR cycle and conducting scheduled APRs, the outcome of "maintaining an annual process" is met. The APR process is sufficiently maintained through the APR cycle, the digital repository, and changes to the process utilizing reviewer feedback. Additionally, high reviewer satisfaction with the process is evident from the reviewer feedback surveys; while these metrics are lower than the previous year (all 100% agree), this year's dataset is far more reliable with three times the number of respondents.

### **Continuous Improvement**

APR reviewers provided comments/recommendations regarding the online modality, which have been addressed by emphasizing the need for recurring small breaks after each Zoom meeting (in addition to the larger breaks already used during visits), as well as more closely working with DAs and staff to be sure someone is involved in wrapping up each Zoom meeting. Itineraries now include wrap-up meetings with unit chairs, and a chance to meet with the Office of Vice President Research.

To address the recurring low submission rate of annual action plans, we are revamping the annual action plan update process. A mid-cycle check-in will allow units to discuss where they are in their stated objectives/goals, while hopefully being seen as a more meaningful and engaged process at all levels.

General improvements to the APR process include revisions to the APR Manual (8.1 Edition) to address HLC criterion changes; research on HSI demographics; and the implementation of an APR model for UNM branches.

### **Assessment Modifications**

No modifications to our assessment process will occur this year, as this is our first plan/report cycle and we have collected baseline data. We will revisit the plan in AY22.

### **Communication**

APR initiatives and main themes from conducted reviews are summarized and reported to Academic Affairs leadership in the State of APR report.

## **GOAL 1: OUTCOME 2**

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

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

**Standards/Benchmarks:** We collected and inventoried proof of assessment for the majority of our programs and therefore met this benchmark. The only area of improvement needed is for co-curricular assessment. This year, we will establish the co-curricular assessment cycle with outreach, reporting training, a feedback cycle, and an institutional report. These efforts will ensure that we will meet this benchmark more holistically in the next academic year.

## **ACADEMIC ASSESSMENT: GOAL 1/OUTCOME 2**

### **Results**

This year, 254 total individual documents were submitted to our digital repository. There were 232 academic plan/report submissions and 14 State of Assessment Narratives and Rubrics. The 232 plans/reports represent a 6.42% increase in assessment participation from 218 the previous year. At the time of this report, there are nearly 2,400 items in the assessment repository reaching back to AY10-11.

### **Analysis & Learning**

Several degree categories increased participation in the assessment process, as evidenced by an increase in the number of assessment plan/reports submitted, including AA/AS/AAS programs (20.34% increase), doctorate (13.46% increase), and master's (3.19% increase). Certificate programs experienced a decrease (-10.95%), as we expected to see after clarifying that certificate programs are not required to submit assessment documentation. BA/BS programs stayed nearly constant in their submission rate (-0.31%).

### **Continuous Improvement**

This year, we are expanding the feedback cycle section to include an office response, lessons learned, and actionable steps moving forward. This process generated a "to do" list for the office. It includes:

- **PCA meetings:** These monthly discussions will address areas for improvement and highlight ways to integrate best practices during the academic year.
- **Office newsletter:** This quarterly communication will provide resources to address areas for improvement and spotlight excellent assessment practices that are occurring across UNM.
- **CARCs:** The OA/APR will provide recommendations to CARCs to assist them with selecting meeting topics relevant to the assessment feedback cycle, and to help reinforce best practices.
- **OA/APR plan & report template:** A primary (CARC) and secondary (OA/APR) review process will be utilized to ensure that complete assessment plans and reports are submitted. Incomplete documents will now be declined.
- **Expired assessment plans:** Reminders to renew plans will be part of OA/APR communications.
- **Graduate level assessment:** The OA/APR will continue to research peer institutions, national assessment trends, and UNM's assessment landscape of graduate-level programming.

### **Assessment Modifications**

No modifications to our assessment process will occur this year, as this is our first plan/report cycle and we have collected baseline data. We will revisit the plan in AY22.

### **Communication**

We report results and progress annually in [comprehensive reports](#) for academic assessment.

## **CO-CURRICULAR ASSESSMENT: GOAL 1/OUTCOME 2**

### **Results**

In this cycle, nine co-curricular assessment plans and/or reports were submitted to the digital repository.

### **Analysis & Learning**

We have learned during this period that there are many co-curricular programs that are eager to develop assessment and/or strategic plans. We have also learned that offering educational opportunities, technical support, and review of proposed plans has increased the overall submission rate of plans/reports for co-curricular programs.

### **Continuous Improvement**

As we review and provide feedback on submitted reports, we will note common shortfalls and develop training and support modules that will aid programs in the development of their plans/reports. We will continue to develop outreach methods to improve co-curricular program submission rates.

### **Assessment Modifications**

No modifications to our assessment process will occur this year, as this is our first plan/report cycle and we have collected baseline data. We will revisit the plan in AY22.

### **Communication**

We communicate with and to our constituents and campus partners in person, via email, phone, Zoom, and through methods including our quarterly newsletter, workshops, and established committees. The communication can take diverse forms including feedback on submitted assessment plans and/or reports, strategic plan mentorship, among many others.

## **GENERAL EDUCATION ASSESSMENT: GOAL 1/OUTCOME 2**

### **Results**

Results from the first annual GE assessment process are detailed in the results section of Outcome 1. In summary, we collected and inventoried 725 artifacts that were reviewed and rated by our team of graduate assistants. On average, artifacts submitted for review in Information & Digital Literacy rated the lowest and artifacts submitted for review in Communication rated the highest. Below are the essential skills with the average ratings:

- Communication (2.12)
- Personal & Social Responsibility (1.58)
- Quantitative Reasoning (2.04)
- Information & Digital Literacy (0.89)

### **Analysis & Learning**

The GE inventory contains the 725 artifacts from the 2019-2020 academic year as well as the newly added 837 artifacts from the 2020-2021 academic year. As the process only requires 4 artifacts from each participating instructor, and the list of participating instructors is selected and pre-determined by college/school/branch leadership, we expect a similar number of artifacts to be submitted each year. We do not expect to see (nor do we have the capacity to oversee) a large increase in the total number of artifacts submitted for GE assessment.

### **Continuous Improvement**

The results of the new GE assessment process:

1. Are helping inform essential skill curriculum and classroom assessment tools,
2. Are playing a role in the re-certification of GE courses, and
3. Have led to the creation of an Early Undergraduate Success Council.

Additionally, new support services are being provided for instructor and faculty development on behalf of our office and UNM's Center for Teaching Excellence based on the qualitative findings. The artifact submission form and rubric training/norming are also being improved to improve the assessment process.

#### **Assessment Modifications**

No modifications to our assessment process will occur this year, as this is our first plan/report cycle and we have collected baseline data. We will revisit the plan in AY22.

#### **Communication**

We report results and progress annually in comprehensive reports for GE assessment.

### **ACADEMIC PROGRAM REVIEW**

#### **Results**

Documents from seven conducted reviews were added to the APR Digital Repository in AY 20/21. This total reflects scheduled program APRs per semester and is not indicative of increased (or decreased) services. Each upload consists of a self-study report, any addendums, and the review team report document. These documents are summarized for the comprehensive State of APR reports and provided to senior academic leadership; summarized themes from this year's documents are:

1. UNM academic departments have well-designed curricula and are preparing students appropriately for their futures
2. Low faculty/staff lines are not sustainable for continuing the high level of teaching and research provided within departments
3. Both space needs and safety issues must be addressed in academic facilities, and

UNM has a representative and diverse faculty body that mirrors the student body. **Analysis & Learning**

Due to the nature of the APR schedule, the additions of seven APRs to the repository is not indicative of either an increase or decrease in our inventory processes for the HLC. Similarly, the total increase in files is not representative of improved collection processes, but the result of fluctuations in document approval by senior leadership, or due to cases of programs having extra file types (namely, self-study addendums). In any year, we expect 6-10 APRs to be uploaded to the APR Digital Repository.

After providing summarized themes to senior leadership, our office does not have mechanism in place to follow up on how senior leadership is addressing critical issues noted in the report. Anecdotally, we know of instances where faculty vacancies are addressed, and facility concerns are fixed. However, the scope of our office is not to "check-in" on what senior leadership does with these summary reports. Addressing areas of critical need/support is ultimately left to the program, its college/school, and Academic Affairs.

#### **Continuous Improvement**

No changes are being considered for the APR Digital Repository, nor the cyclical schedule of the APR process.

#### **Assessment Modifications**

No modifications to our assessment process will occur this year, as this is our first plan/report cycle and we have collected baseline data. We will revisit the plan in AY22.

#### **Communication**

We report results and progress annually in [comprehensive reports](#) for APR, and provide targeted memos to Academic Affairs leadership. Results are similarly reported to the Provost's Committee on Assessment, reported in the OA/APR newsletter, and posted on our website.

### **GOAL 1: OUTCOME 3**

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

**Outcome 3:** Develop ongoing historical documentation that satisfies HLC requirements

**Standard/Benchmark:** We maintain digital repositories (and inventories of those) that function as the main platforms for historical assessment information for both assessment and APR. Therefore, we have met this benchmark for all programming.

#### **Results**

In AY19-20, academic departments submitted plans and/or reports for 74.1% of their eligible undergraduate programs, and 61.9% of eligible graduate programs.

#### **Analysis and Learning**

The OA/APR generated individualized spreadsheets for each UNM college, school, and branch that detailed which programs have submitted assessment documentation over time. The spreadsheets help us identify which programs need additional support with the process. This facilitates communication and collaboration with program coordinators to produce an accurate description of assessment participation, while also ensuring we have an accurate understanding of active programs at UNM.

#### **Continuous Improvement**

Currently, there are no plans to change our repositories or inventories. We will continue to share the repositories and inventories with new and existing PCA members, assessment, and APR partners as needed.

#### **Assessment Modifications**

No modifications to our assessment process will occur this year, as this is our first plan/report cycle and we have collected baseline data. We will revisit the plan in AY22.

#### **Communication**

We communicate with and to our constituents and campus partners in person, via email, phone, Zoom, and through methods including our quarterly newsletter, workshops, and established committees. The communication can take diverse forms including feedback on submitted assessment plans and/or reports, strategic plan mentorship, among many others.

### **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

**Standard/Benchmark:** Through the many workshops, consultations, meetings, and various other supports we provided this year, we have met Goal 2, Outcome 1: to provide assessment and APR stakeholders with support services to complete their assessment/APR processes.

#### **Results**

We provided 80 individual consultations this year, 55 of which (69%) were initiated by the UNM community who sought our assistance with their APR, assessment, or data process needs. The remaining 25 (31%) were meetings/consultations initiated by our office to offer additional guidance as needed or desired. We offered a total of 14 workshops this year, serving over 100 registered attendees.

In December 2020, we sent a survey to all those who had participated in workshops or consultations in the 2020 calendar year. Of the 104 invited to complete the survey, 59 responded (57%). Most participants found walk-in hours, consultations/meetings, and workshops to be either "helpful" or "very helpful," when asked to rank our services in helpfulness on a scale of 1-5 (1 being "not at all helpful"). Additionally, 86% of respondents felt services helped complete or improve their assessment, data, and/or APR processes. Qualitative questions were also included in the survey. The results of the qualitative analysis funneled

into two main categories, feedback and suggestions. Responses within the feedback category showed that participants felt our services provided the clarity, understanding, and information needed to adequately complete the Assessment/APR/Data Analysis processes.

In Fall 2020, we had 30 different touchpoints with partners/units, 65% of whom initiated contact to obtain information, skills or assessment/APR services.

Academic programs have shared the benefit of working with us to develop assessment tools, stating, *“We know how valuable data is for our programs and the University as a whole; the process of obtaining the “right” data is intimidating and having guidance has helped us to feel more confident in creating student learning outcomes and program goals.”*

In the 18-19 State of Assessment Report, several programs expressed gratitude for our approachability and assistance. One program stated, *“We appreciate the increase in communication and the constant willingness to help us through the assessment cycle.”*

We have also focused on enhancing data analysis opportunities, especially considering the expansion of new data available, (i.e., GE and other data sets), improving communication, developing new workshops, infographics, and surveys that will help us identify and understand the need for additional assessment and APR support. To best support them, we are now providing APR data packets to those programs crafting their self-studies in preparation for a review. Four data packets were provided to programs this inaugural semester. In addition, nine APR orientations were conducted in preparation for reviews to be held in AY21-22.

### **Analysis and Learning**

We have learned so much from the collection of the data pertaining to this outcome. We learned that our campus community is really interested in the support that we are offering and that communication is very important, which is why we created one-page infographics on our [assessment](#) and [APR processes](#). We have worked to improve lines of communication by reminding our PCA representatives to share the information they’ve received from us out to their units, and we’ve also worked with Provost Office staff to share more information out via the all Faculty/all Staff campus listservs. We were happy to see suggestions for new workshops, which we were able to implement almost immediately during the fall and spring semesters. Additionally, our individual consultations and meetings with the community has helped us improve our website content, clarify documents and templates, and refine workshops to best meet our campus community’s needs.

### **Continuous Improvement**

Based on these findings, we will design new/reoccurring workshops, strategize data pathways to alumni and graduate data streams, orient new directors to assessment & APR, Create and share two infographics for “everything you need to know” about assessment and APR, improve/provide more frequent [communications](#) (due dates, templates, etc.), and provide updates/changes to the [website](#).

### **Assessment Modifications**

No modifications to our assessment process will occur this year; as this is our first plan/report cycle and we have collected baseline data. We will revisit the plan in AY22.

### **Communication**

We communicate with and to our constituents and campus partners in person, via email, phone, Zoom, and through methods including our quarterly newsletter, workshops, and established committees. The communication can take diverse forms including feedback on submitted assessment reports, on APR self-studies, survey result responses, among many others.

**GOAL 3: OUTCOME 1**

**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

**Standard/Benchmark:** Our office presented and participated in institutional, regional, and national conferences, hosted workshops and webinars, and applied for a national assessment award to boost our presence and visibility. We exceeded our expectations by leveraging free opportunities to present and attend professional development events this year (due to COVID 19 pandemic restrictions).

**Results**

In addition to offering several workshops as mentioned above, our office attended and presented at several conferences, workshops, and webinars this year. Combined, our team attended 33 conferences, webinars, and workshops offered by leaders in our field including IUPUI, AIR, SAAL, NILOA, the HLC, and AALHE. We presented at the Art & Science of Data, Assessment Matters, AALHE, and IUPUI conferences. Additionally, we were selected to provide an AIR webinar in mid-July.

Our office is actively participating in 5 committees across the institution, one national committee membership, and one international committee membership.

**Analysis and Learning**

Our office was able to attend many more conferences and workshops than in years prior due to the fact that many events waived their attendance fees and were held virtually due to COVID-19. There were also no travel costs associated with attendance. The events were varied in topic, ranging from assessment to best practices in data visualization. Skills and information acquired from these events were applied to existing assessment and APR processes.

**A few examples of using information acquired from online workshops include:**

1. Building a "How to Create an Interactive Dashboard in Excel" workshop for our campus community
2. Making revisions/edits/improvements to our academic assessment template (combining into one document).
3. Noting examples at other institutions of APR mid-cycle check-in process, serving as foundational models for a similar UNM process.
4. Developing strategic plans from an assessment perspective.

**Assessment Modifications**

No modifications to our assessment process will occur this year, as this is our first plan/report cycle and we have collected baseline data. We will revisit the plan in AY22.

**Communication**

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