

University College State of Assessment Report

2013-2014 Assessment Period

Overview: Provide a brief overview (approx. 3-6 sentences) of the college/school/branch by addressing questions like the following:

- How would you generally describe the culture of continuous assessment in your college/school/branch (i.e., challenges, weaknesses, strengths, and/or improvements)?

UC has two degree-granting departments: Native American Studies (NAS) and the Liberal Arts/Integrative Studies (LAIS) program. NAS has been assessing its SLOs for some time and has a well-established culture of assessment. LAIS offers two degrees, the BLA and the BIS, but has students only in the BLA program. That program, and its predecessor the BUS, offers highly individualized degrees, and so uniform SLOs do not make a lot of sense. In addition, LAIS has no faculty of its own; students take courses offered throughout the UNM system. Efforts are being made to assess students' ability to articulate their degree program, but learning in these degrees is so highly dispersed that there is no realistic way to systematically address successes and deficiencies.

- What structure(s) and/or processes does your college/school/branch have or plan to implement to monitor, support, and maintain a culture of continuous assessment (i.e., quarterly meetings, CARC, professional development workshops, etc.)

As a very small (in terms of faculty) unit, UC does not have a CARC. It does have a professional evaluator who meets with the directors of each program or their designees to meet TK20 requirements.

- The college/school/branch consists of how many active departments and programs?

UC has two degree-granting programs (described above) and several academic programs that assess learning because they believe it is important – even though the university does not currently require them to do so. Our advising center, UCAC, has begun assessing learning in that context, and our Academic Communities program (a collection of multi-disciplinary courses and curricula) vigorously assesses foundational learning outcomes like critical thinking, teamwork and problem solving.

Academic Program Maturity Rubric Scoring and Evaluation

Provide a description of your college/school/branch's state of assessment by addressing questions like the following:

- Based on the maturity scores of the programs, how would you describe the overall state of assessment for your college/school/branch?

Except for NAS, our programs are quite young. However, undergraduate education is core to our mission and so we take assessment very seriously. Because our programs do not neatly fit the rubrics, we don't look, on paper, as "on board" with assessment as we actually are in practice.

- What college/school/branch level plans are in place to advance/improve the maturity of your programs' assessment practices for the 2014-2015 assessment period?

Now that all of our programs are on TK20 we will keep better records of our assessment practices.

NOTE: Please provide the completed *Maturity Rubric Scoring Excel Template* for your college/school/branch with this report. Email the report and template to Neke Mitchell at assess@unm.edu.