



Assessment & APR Quarterly

A publication from the UNM Office of Assessment & Academic Program Review

June 2019



Helpful Hints for Better Assessment Practices

The Office of Assessment just completed **our annual feedback cycle** and sent each CARC leader/Associate Dean/ PCA representative assessment feedback. Check in with your college/school/branch assessment contact to review your strengths and areas of improvement.

Here are some key points from the assessment feedback process:

Assessment Plans

When designing and measuring student learning outcomes, measure **one** student behavior at a time. Ask yourself “**How** will I know my student has/has not learned?”

Assessment Methods

A **class grade and/or GPA** is a measurement of overall student performance but is **not** an indicator of a specific learning behavior.

Please provide a **description of your assessment tool** (e.g., course assignment, rubric, exam items) as we would like to provide you with feedback on this and cannot if it is not in your assessment report.

Assessment Results

When reporting results where data may not be favorable for programming or students did not meet the intended success benchmark, think of **repair or intervention strategies** to address these concerns and **include them in your assessment report**.

Also, please see our **new website update** regarding examples of program goals, student learning outcomes, methods and results use. Click [here](#) for the link.

OA/APR News

Merged Assessment Plan and Report in PDF format

Starting in January 2019, we have worked to develop a **revised assessment plan and report template** that is easier to use and contains both tools in one document. Combining the plan and report should help improve document management and further increase the ties between the plan and the report. The new document will also be migrated from a Word-based document to a **PDF fillable form** platform. Implementation will require some coordination with the us. Look for the merged form’s release in the Fall 2019 semester!

New Assessment Manual

Over the last several months, we have reviewed and edited the current Assessment Manual. The team’s aim was to produce a **manual that was easier to read, understand, and incorporates our philosophy** on producing quality assessment planning and reporting. The new manual will be available at the OA website in the Fall.

Assessment Plans Up To Date

We would like to remind you to **review your existing assessment plans** and their active date range. An assessment plan should not be older than 3-5 years. If your plans are close to that age, you will need to begin creating an update. If you would like assistance with the development of a new plan, contact us at 277-1728.

Academic Program Review (APR) News:

To facilitate Assessment/APR best practices, OA/APR is hosting several workshops this Fall. They include:

August 23, 10-11am, DSH 220 APR Self Studies
Developed for those crafting their APR reports, this session will provide help on how best to collect/visualize your APR data

September 6, 10-11am, DSH 220 Renewing Your Assessment Plan
This session will focus on developing or revising SLOs and reviewing assessment methods

Next Issue: The Gen Ed Roll-out and Implementation: What It Means For You

Assessment Article Review

Assessing Co-curricular Impacts on the Development of Business Student Professionalism: Supporting Rites of Passage.

William Wresch & Jessica Pondell (2015)

<https://www.tandfonline.com/doi/full/10.1080/08832323.2014.988202>

A brief and rather provocative study that focuses on the idea of sought-after student outcomes that are tricky to design curricular pieces around, and in this how co-curricular opportunities can excel where their classroom alternatives falter. Here specifically, it is the question of 'professionalism' for business students. Contrary to earlier studies where co-curricular programming was not seen to have particular bearing on academic outcomes, the authors here find positive correlation between co-curricular involvement and developing something like professionalism.

Enhancing student performance and employability through the use of authentic assessment techniques in extra and co-curricular activities (ECCAs).

Dan Berger & Charles Wild (2017)

<https://www.tandfonline.com/doi/full/10.1080/03069400.2016.1201745>

This article focuses, in part, on the concept of "critical reasoning skills" and the typical difficulties associated with trying to cultivate it in students. It goes on to propose the particular strength of authentic assessment and how applying it to co-curricular programming can provide strong environments for cultivating such tenuous or slippery concepts as critical thinking. The authors assert that the hypothetical task-based nature of authentic assessment, its two-way communication of student and assessor, combined with co-curricular activities grounded in but distinct from classroom outcomes, are powerful educational tools for hard to teach qualities.

Question of the Issue:

How much time do you spend on assessment?

Send your response to assess@unm.edu and we will publish them in our next issue!

Newsletter Submissions:

We are accepting ideas and submissions for our next issues. Please email us at assess@unm.edu before September 15, 2019.

Contact Information:

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Note-Worthy Links

The website Teaching in Higher Ed (teachinginhighered.com) has over **200 podcasts** on teaching and assessment. Click [here](#) for more information.

Confused about the difference between **direct and indirect assessment measures**? Sometimes it is not clear and is more dependent on the reviewer's perspective. For a great discussion on this topic, click [here](#).

Looking for innovative ways to capture your students' perceived growth through your programming? Check out the **post-pre surveys** as an option! Click [here](#) and [here](#) for resources from Simon Fraser University and the University of Massachusetts.

What People Are Saying...

Needing accurate data-driven program assessment? The team at Assessment & Academic Program Review helped provide me with the tools needed to produce program data for our various reports. Workshops APR offers, provide training for any level, from how & where to access UNM data sources, to building Excel spreadsheets, to data analysis. Julie, Bill & Charla are extraordinarily patient and helpful. I highly recommend taking advantage of their assistance.

- Shannon McCoy-Hayes, Program Manager, Computer Science, NM CSforAll

Tina Zuniga and I have worked closely with Julie and Charla over the past year in developing assessment tools for both the College Enrichment Program and New Student Orientation. 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 their guidance has helped us to feel more confident in creating student learning outcomes and program goals. It has not only assisted our team in making data-informed decisions, but has also illuminated ways we can use quantitative, qualitative and mixed-methods research tools to achieve our strategic goals.

- Leslie Armell, Sr. Student Program Advisor, UNM College Enrichment Program

Charla's Data Corner

Our in-office Institutional Researcher just returned from the Association of Institutional Research Forum in Denver, where she heard Dr. Tricia Wang speak on "The Human Insights Missing from **Big Data**." Dr. Wang emphasizes the need to round out numerical data and statistics with "precious, unquantifiable insights from actual people." Catch an abbreviated version of her presentation made into a TED talk [here](#).

Data Dictionary Coming Soon: The Offices of Assessment & APR, Institutional Analytics, and Enrollment Management plan to release a **Data Dictionary** that will define institutional data terms. Please look for the link in the September issue.