



Assessment & APR Quarterly

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

November 2021



Submission Season is Upon Us!

In addition to the holidays, Submission Season is fast approaching!

Due Dates

Fall submissions for General Education Assessment are due by **December 15, 2021** and Academic Unit submissions are due by **January 31, 2022**.

General Education Assessment:

Here are some **key reminders** for those who submit artifacts as part of the General Education Assessment process this year:

- Please make sure you are submitting for one of the following essential skills: Communication, Quantitative Reasoning, Personal & Social Responsibility or Information & Digital Literacy.
- Before you select artifacts, please review the [essential skill rubrics](#) before submitting them to ensure proper alignment.
- You will need to select at least 4 student artifacts from your course to submit - You can upload many different artifact types (excel, word, PDF, PowerPoint, etc.) directly to the [form](#) but if you have a video recording you will have to upload to YouTube/equivalent and instead share the link in the form.

Academic Assessment:

We will be hosting a "How to Upload to the Repository" Refresher Workshop. It will take place via Zoom on Friday, January 28, 2022 at 10:00 am. Though not required, if you are responsible for uploading to the repository, we highly encourage attendance. If you are interested, please register [here](#) so we can share the Zoom information with you.

General Education Spotlight

The Office of Assessment & APR would like to recognize **Honors College** faculty for their exemplar Information & Digital Literacy (IDL) assignments from the pilot General Education assessment cycle. These assignments were aligned with the rubric and had the highest IDL ratings amongst all student artifacts submitted from this skill!

Artifacts submitted in the Personal & Social Responsibility (PSR) essential skill were rated highest from **Taos, College of Population Health, College of Arts & Sciences, and Honors College instructors**.

Thank you for your well-designed assignments and integrating this essential skill into the content you teach. Well done!

Making the Invisible Visible: Helping Students Recognize Information & Digital Literacy Skills

Friday, Nov. 19th, 2021 10:00 -11:30am

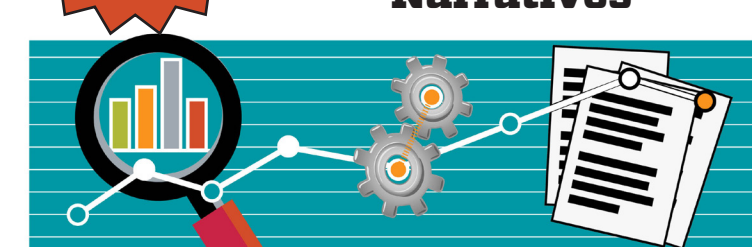
We invite instructors who are teaching General Education courses that support the IDL skill and that are mapped to UNM Content Areas 1 (Writing and Speaking) and 5 (Humanities) to join us for this collaborative, hands-on session.

This virtual workshop will focus on strategies for helping students recognize the Information and Digital Literacy (IDL) skills they are gaining in your course. Through the process of backward design, you and your colleagues will design learning objectives that help articulate the specific dimensions of the General Education essential skill that you are targeting in your course.

This virtual workshop is presented by the Center for Teaching and Learning (CTL), the Office of Assessment, Learning and Outreach Services, and the Associate Provost for Student Success at UNM. Click [here](#) for the registration link.

COMING SOON! JAN 12 2022

The Art & Science of Data 2022: From Numbers to Narratives



Brought to you by the Office of Assessment & APR and the Office of Institutional Analytics, sponsored by the UNM Provost's Office.

On Wednesday, January 12, 2022, the Office of Assessment/APR and the Office of Institutional Analytics will host a day long event via Zoom to empower faculty and staff with training and information on how to leverage institutional data resources to understand their own units and tell their stories more effectively. Click [here](#) to register!



A SPECIAL THANK YOU TO:

- Kuppaswamy Iyengar, SAP
- Lisa Stewart, SAP
- Reuben Sanchez, Los Alamos
- Brian Gillespie, ASM
- Ben Flicker, Valencia
- Kiana Alvarez, University College

We are **grateful for your service, coordination and leadership** both on the Provost Committee on Assessment and your College Review Assessment Committee. It was a pleasure to work with you in helping create meaningful and purposeful assessment practices at UNM to continually improve.

We would also like to **welcome the following new assessment partners to the PCA:**

- Peninah Walpo, Los Alamos
- Alexander Webb, SAP
- Reilly White, ASM
- Jerry Godbout, Valencia
- Rosa Cervantes, El Centro

Contact Information:

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Newsletter Submissions:

We are accepting ideas and submissions for our next issue. Please email us at assess@unm.edu before January 30, 2022.

How to Write an SLO

In response to a request from our assessment partners, we have developed a **one-page handout that provides guidance on how to write student learning outcomes for academic units**. A snapshot is below, but you can click on the image to get the full size file, or visit our [website](#).

How to Write an Academic Student Learning Outcome (SLO)

SLOs are student-centered, data-informed, standards-based goals that measure student academic growth within a given interval of instruction. These behaviors can be measured at any point during a student's trajectory in earning a degree, such as: classroom assignments, capstone courses, and exit exams/interviews. They are developed and monitored through an ongoing, collaborative process.

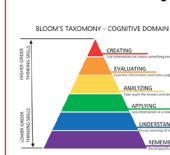
- Characteristics of Student Learning Outcomes (SLOs)
 - Describes what students should be able to demonstrate, represent, or produce during a program of study (Maki, 2010)
 - Relies on active verbs that identify what students should be able to demonstrate, represent, or produce (Maki, 2010)
 - Aligns with the institution's program and University goals (Knowledge, Skills, Responsibilities)
 - Can be quantitatively and/or qualitatively assessed during a student's studies (Maki, 2010)

Three Components of SLOs:

WHO The person ("student") that is the target of the SLO	ACTION VERB A verb that identifies the performance to be demonstrated (levels of thinking - see Bloom's Taxonomy below)	DEMONSTRATED LEARNING A learning statement that specifies what learning will be demonstrated in the performance
Students will	describe	the role that culture plays in our interpretations of developmental norms and individual differences across the lifespan
Students will	assess	the biographical and historical influences on the creation of a piece of literature
Students will	utilize	assessment techniques based on national standards to develop accurate clinical impressions of ill or injured patients

- Questions that student learning outcomes address include the following:
- What knowledge, skills, abilities, and values should students from our program demonstrate?
 - What evidence can we use to demonstrate growth in students' knowledge, skills, abilities, and values as they progress through our program?
 - How will they be able to demonstrate these capabilities?
 - How well does our program prepare students for careers, graduate school, professional study, and/or lifelong learning?

Bloom's Taxonomy



Review the action verbs from Bloom's Taxonomy (<https://www.bloomstaxonomy.net/>) and the examples above. Try to use the higher-order thinking skills (last 3 columns) for most college courses. Depending on the level of the course, more basic Bloom's verbs may be used.

Need more information about assessment and SLOs? Contact us at assess@unm.edu. Looking for good SLO examples? Visit our [Assessment Examples & Mistakes to Avoid](#) page.

How Many?

3+

At UNM, all academic programs are required to provide three (or more) SLOs.

In accordance with the Higher Learning Commission's Criteria for Accreditation, student learning outcomes should be different for each undergraduate and graduate degree/certificate program.

Remember:

- SLOs should state the program's expected impact on student learning, development, and/or growth.
- Each SLO should measure one level of a learning behavior expected of your student population.
- SLOs should be stated simply. Useful SLOs are clear and simple declarative sentences.
- SLO statements should be unique to your programming and purpose. Some SLOs can be generic in nature while others can be more contextualized to your program.

APR Action Plan Updates

On September 24th, the OA/APR sent an email to all chairs/directors and department administrators (who are required to conduct academic program reviews) regarding a change in the academic program review process. **The office will no longer be expecting annual action plan updates to a unit's initial APR action plan.**

This process has been replaced with a mid-cycle check-in between the unit, the OA/APR, college/school leadership, and Academic Affairs leadership. Those who are due for a mid-cycle check-in this Fall 2021 semester have been contacted.

Please keep in touch with college/school leadership to see if the previous annual action plan updates are still required internally for the college/school.

If you are the chair/director or DA of a program that undergoes the APR process, and did not receive such a notice regarding the process change, please reach out to apr@unm.edu

Spring 2022 Scheduled APRs

- Combined BA/MD Program
- Teacher Education, Educational Leadership & Policy (TEELP)
- Theatre & Dance

Drop-In Hours!

We're available for individual or group consultations every Friday morning at 9am via Zoom. Drop in to discuss assessment, APR, data, or strategic planning topics by using this [Zoom link](#). As always, you can email assess@unm.edu or apr@unm.edu if you have any questions regarding this format or have trouble logging in.

Upcoming OA/APR Spring Workshops (all begin at 10am on Fridays and are online via Zoom)

Please use [this](#) registration link for session details and to sign up for any session described below:

Repository Upload Training	January 28
Creating Aligned Outcomes	February 11
Understanding the APR Data Packet	March 25
Data Visualization Principles	April 15
Completing a Co-curricular Assessment Report	TBD

This session will highlight approaches to assist you in developing outcomes for your program and align with your assessment measures.

This workshop was developed for those undergoing an APR visit in the upcoming year and will focus on understanding the APR data packet.

This session will cover the basics of data visualization and introduce using pivot tables to craft accessible charts/visuals.

This workshop will offer assistance to co-curricular units in completing their first assessment report.

Noteworthy Links

Looking for a listserv dedicated specifically to co-curricular topics? Join this [new listserv](#) for Student Services Outcomes, sometimes referred to as Service Area Outcomes. Join this new community to discuss all things related to outcomes in the Student Services areas of your campuses.

Looking for a road map to design and implement a plan to improve student learning in your courses? Check out this article in AAC&U's Liberal Education Blog- [Course Redesign: How Faculty Can Measure the Impact of Instructional Changes](#). This article provides a road map for faculty for designing & implementing a plan to improve student learning in their courses.

[Registration](#) for the New Mexico Education Assessment and Retention Conference (NMHEAR) is now open. This year's theme, Opportunity from Crisis: Adversity as a Springboard for Progress, will be held on February 24 and 25 at the Hotel Albuquerque.