New Academic Assessment
Data for AY 21-22

This year was the first year that the OAAPR collected data generated from the new review form that summarizes individual assessment plans and reports and provides preliminary analysis. These are already showing their usefulness for degree programs and for institutional practices/impact.

Benefits include:

Accuracy. Faculty who best understand a program report on it and can directly demonstrate their knowledge of their assessment processes without needing it to be interpreted by an outside office.

Clarity. Comment areas within these forms showed that program leads were able to see details more clearly, potentially allowing for more substantive improvements to assessment planning in the future. For example, 31 percent of SLOs contained a single student behavior as opposed to multiple ones. Some form comments reported it surprising to see the use of multiple behaviors in their programs SLOs.

Ease of Analysis. CARC forms help with data synthesis and retrieval for both academic programs and the OAAPR. For instance, where before the OAAPR would have to manually code plans and reports, we are already able to utilize this data tool to say that 51% of programs are implementing modifications to their programs and 47% are implementing changes to their assessment plans.

Results:

The current results from AY 21-22 were collected from 11 Colleges, schools and branches, consisting of 157 UNM academic programs and a total of 754 Student Learning Outcomes (SLO).

92% of programs are communicating their assessment results to others.

The most common student behavior assessed was Demonstrate (contained in 26% of all UNM SLOs).

54% of academic units are assessing Skill Building or Specialized Areas of Learning.

UNM's learning goals are indeed embedded into program assessment: Knowledge was aligned 75% of the time, Skills 78% and Responsibility 48%.

The most common assessment tools used were Projects, Assignments, Capstones, and Presentations (49%), followed by Tests, Exams, Evaluations, Quizes, or other Competencies (38%).

Tips for Assessment:

Assess one behavior per SLO Having multiple behaviors in an outcome makes rating the accomplishment of a specific student behavior more difficult. Simplifying to a single verb can make behaviors clearer and outcomes more achievable. Once identified, outcomes can easily be simplified to contain only the most important verb or split into multiple unique outcomes, allowing people to see which ones are being attained and which ones still need more work.

Consider alternatives to grades Preliminary analysis of CARC forms shows that 20% of programs used grades to assess specific learning behaviors. GPAs and grades are purely summative metrics that are a proxy for the acquisition of multiple behaviors across a course or program. It is always best practice to choose single behaviors and rate them with specific items meant to assess the behavior, making GPAs and grades a weaker assessment tool.

Utilizing rubrics in tandem with assignments Rubrics are rarely a stand-alone metric unto themselves. The rubric is not the assessment tool but the yardstick by which an assignment, portfolio or performance is measured.

The Art & Science
of Data Recap

The February 2023 event was a huge success with our largest turn out yet! Please find session recordings HERE

The event increased respondents' awareness of available data resources (4.2/5)

95% of respondents would recommend the event to a colleague (43/45)

Our participants shared the value of this year's event:

Loved	Next Year Try...
The diversity of topics and knowledge of presenters	Hosting hybrid (more in-person sessions)
Getting data people together & networking	Offering a resource library with session materials available during the event
Virtual event with recordings and materials published afterwards	More student involvement (participants & presenters)

Stay tuned for next year's event details, a new event website and semesterly data discussion activities at Events Page at assessment.unm.edu as well as subsequent newsletters from the OAAPR and OIA.

2023 UNM Spring
TEACHING CONFERENCE

Sending sincere gratitude to our incredible assessment graduate students who facilitated a panel for fellow UNM graduate teaching assistants in March.

A warm thank you to:

Sarah Worland, English Dept TA
David Paez Acevedo, Linguistics/Span & Port TA
Samuel Ewusi Dadzie, Math & Statistics TA
Genevieve Woodhead, Anthropology TA

This was an amazing event tailored to and for UNM graduate students by CTL with diverse topic presenters and session topics to support our graduate student/TA population. Kudos to Jennifer Pollard and the CTL team for an organized and invigorating conference! The OAAPR is honored to be a part of this and we hope this is a tradition that continues.

Co-Curricular Assessment

The Office has finished analyzing and reporting on the co-curricular assessment cycle for the 2021-22 year. 11 programs participated, with top goals and outcomes related to topics such as general student support, support for specific groups, connections across campus, and marketing and visibility.

Data Collection Methods by Program
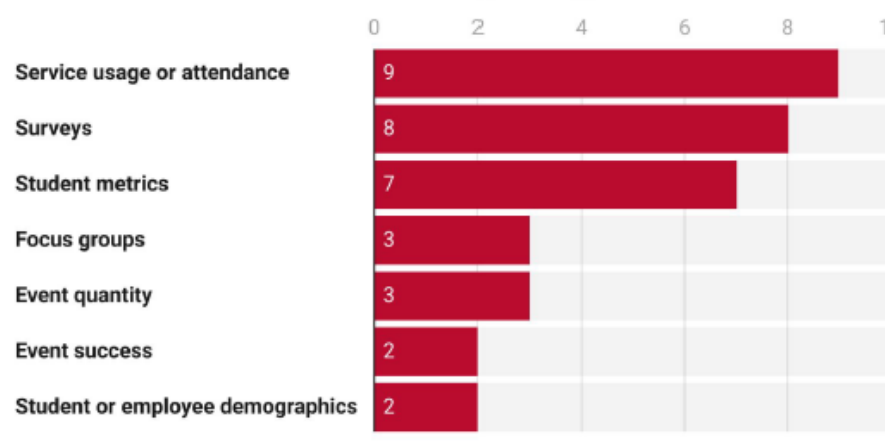
Created with Datawrapper

Overall Assessment Themes by Program
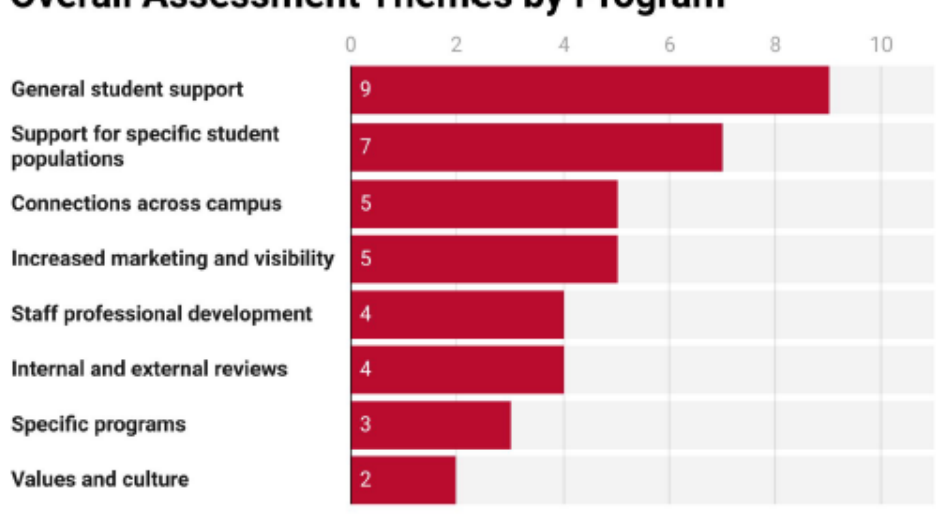
Created with Datawrapper

Improvements due to assessment:

- Changing goals/outcomes to be more attainable
- Maintaining or changing services and partnerships
- Removing irrelevant/unhelpful steps or survey questions
- Realizing how much data is available
- Thinking intentionally about goals

Data Corner

A question I've asked myself in the past is one I've also started to get from others: "At what point are there too few students to present my numbers?" It is not easy to find these standards for New Mexico with a simple google search, so I've compiled this from educational reports.

What are the rules? When splitting any category, values under 10 should not be reported directly, except when labeled as "Unknown". Also avoid using percentages generated from these cells.

There are a few methods to avoid issues:

Suppress: Simple exclusion is an option. In this case, a table cell is marked as too small, and no numbers are provided. However, make sure to not leave ways to calculate the numbers. If only single cells in a row or column are hidden, table totals should be removed to avoid back-calculation.

Aggregate: My favorite method is to combine smaller groupings into a larger one. This may be a logical group or simply "All Other." This method allows column and row totals to remain, as back-calculation is not an issue.

Consider: Sometimes revealing numbers over 10 can still cause problems. For example, saying "0% of males graduated" for a program with more than 0 males is an issue. No matter the size of enrollment, it is easy to identify that any one male in the program was included in those who did not graduate.

Analysis: Sometimes you want to go further and analyze data with small numbers. We are running a workshop on analysis with small sample sizes and expected values this fall! Please join us on Friday, September 29th at 10am to learn more.

The most important thing is protecting our students. When in doubt, err on the side of caution.

By: Elizabeth Kerl