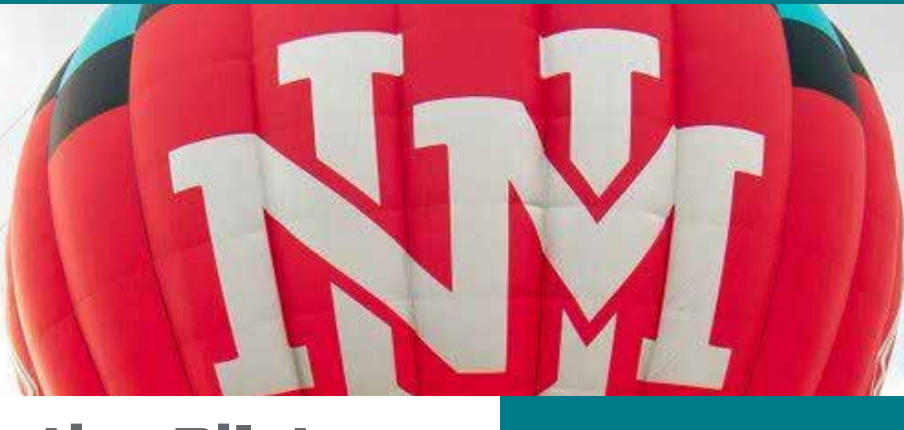


# Assessment & APR Quarterly

A publication from the UNM Office of Assessment & Academic Program

November 2023



## General Education Pilot Assessment Cycle Complete

AY 19-22 completed the first General Education assessment cycle as required by New Mexico Higher Education. Instructors submit students' completed artifacts each year, with the expectation that they will submit for all skills in their UNM content area by the end of the cycle. These artifacts are rated with standardized essential skill rubrics on a scale from 0-3. We have compiled three years' worth of data and are able to present the results:

- **Communication (2.09)** rated highest as Developing
- **Qualitative Reasoning (1.97)** and **Critical Thinking (1.98)** were slightly lower at Highly Emerging
- **Information & Digital Literacy (1.40)** and **Personal & Social Responsibility (1.66)** rated lowest
- In general, 2000 level courses rated higher than 1000 level, which we hope to see as students' skills improve

Given that General Education is the start of a student's college trajectory, ratings of Emerging and Developing are expected. See the [full report here](#).

Think about alignment: While we did not originally look at how well assignments aligned to the skill or subdimension selected, raters quickly discovered there were vast differences among them that affected student performance. We found that assignments unaligned with the rubrics had much lower ratings on average than those aligned. We encourage instructors to integrate these skills intentionally in class assignments.

Overall, the University of New Mexico is rating as we would expect. We have already completed our first year of rating in the second cycle, and in another two years we will be able to see how ratings shift between cycles and analyze those differences and comparisons.

## It is Critical Thinking year at UNM

This year UNM is solely assessing Critical Thinking in general education certified courses! Want some assistance in aligning your assignments to the standard NMHED rubric? CTL and our office are hosting hands-on workshops to assist you in embedding metacognitive components into your critical thinking assignments and mapping them to the critical thinking rubric definitions. You will have faculty developers and assessment experts to support you.

**SAVE THE DATES:**  
January 18th at 10am and/or  
March 20th at 3pm

**REGISTER HERE:** <https://ctl.unm.edu/instructors/support/workshops/index.html>



## Take a look at your newest General Education assessment results!

Please find your AY 22-23 GE UNM takeaways and essential skills ratings. You can find a [full report here](#). Ratings were highly dependent on assignments being aligned to essential skill rubrics.

22% of artifacts were not aligned with essential skills, 10% of rater comments stated that the wrong dimension seemed to have been selected

or that another dimension might have worked better. The goal is to decrease these percentages and increase all aligned artifacts by 5%.

Math and Art-based artifacts that do not evidence a process or student thinking and solely represent a solution or product are difficult to rate for evidence of an essential skill.

Here is a snapshot of ratings from the infographic:



## Individualized College/School/Branch GE reports

Did you know that there are versions of general education ratings and results personalized to each college, school, and branch? We provide annual reports to your deans, associate deans and assessment coordinators/directors. If you teach general education courses, contact your assessment leadership to see your individualized GE results!

## 2022-23 Co-Curricular Assessment Highlights

The OAAAPR recently published the co-curricular institutional report for AY2022-23, containing data from six participating units. Here are the top takeaways from this year:

All participating units improved their assessment processes from last year, whether by creating new plans, expanding existing ones, aligning elements, or adding detail to reporting. Congratulations!

Participation declined from last year and should be a focus for next year. Our goal is to increase by 50% to 9 units.

Feel free to reach out with any questions, and you can find more analysis in the [full AY22-23 report](#).

Opportunities for growth include aligning and distinguishing among elements of assessment processes, better defining outcomes, and creating more robust forms of analysis.

Units are creating assessment outputs besides external reports, such as trainings and environmental scans, which are useful for their programming and staff.

Assessment communication can be expanded to include students as stakeholders in assessment.

## A change to the Art & Science of Data annual UNM event

The Art & Science of Data has collaborated with Tech Days to create a data track as part of the larger event. When you receive information regarding Tech Days, take note, as it will now include proposals for what used to be the stand-alone data day event.

**Tech Days will be held April 25th-26th, 2024.**

## Co-Curricular Assessment Resources

Did you know about these professional organizations and resources specifically for co-curricular and student affairs programs? If not, take a look!

### SAAL

Student Affairs Assessment Leaders exist at the intersection of co-curricular and assessment work. They have an active website offering professional connections, regular blog posts and webinars, an open-access journal, an online open course and more.

### CAS Frameworks

The Council for the Advancement of Standards has frameworks for every kind of co-curricular program imaginable, from advising and career services to units serving Indigenous and LGBTQ+ folks. These frameworks can provide ideas for assessment and even a basis for assessment plans.

### NILOA

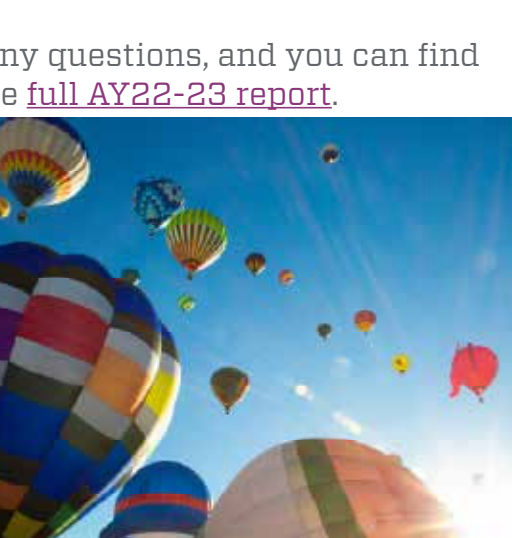
In addition to resources specifically about co-curricular work, the National Institute for Learning Outcomes Assessment also has transferable resources on topics such as assessment mapping, transparency, and equity.

### NASPA

Assessment is one of many focuses in this organization by and for student affairs administrators which hosts an [annual conference](#) on assessment, planning, and data analysis.

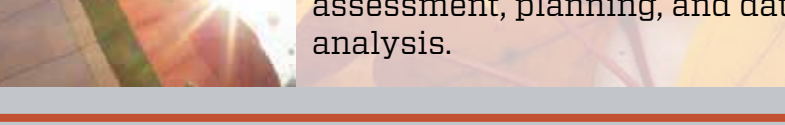
## Resource Alert!

IUPUI's Assessment Institute conference was a couple weeks ago, and the OAAAPR was able to attend for the first time in a few years. If you want some bite-size resources to digest, the conference website has [slides and handouts from many sessions](#)



## Data Den by Elizabeth Kerl

As always with an organization as large as UNM, there are resources out there we don't know about or simply forget. Office of Institutional Analytics data dashboards may be one such resource. In my role, they have become a place that I live most days. So, grab some hot tea, and I will take you on a tour of this cozy corner of my world.



Whether you support program assessment or are gearing up for an academic program review, being familiar with these dashboards can be beneficial to either process. A good place to start is the [Enrollment Tables](#) to track students in a program or department. Second majors have been added recently, and it is also a good place to find Student Credit Hours to see your department's curricular reach.

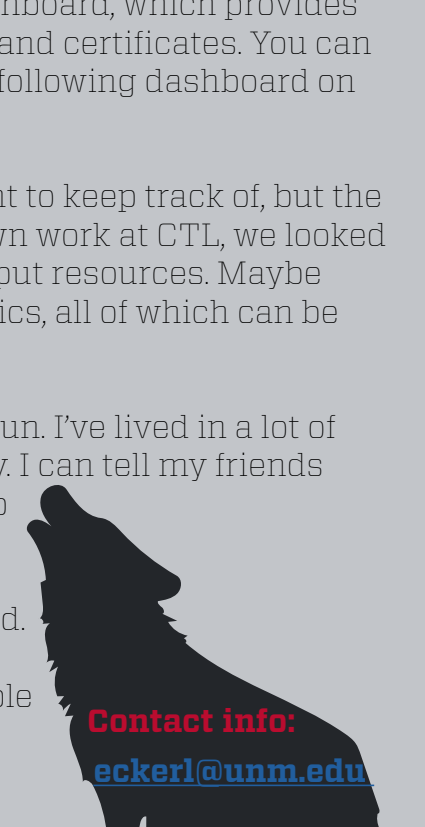
Maybe your focus is online learning? Check out the [Undergraduate Outcomes by Modality and Student Level](#). For those curious about the make-up of first-time full-time freshmen, make sure to check out the [First-Year Cohort Tracking Report](#). This table also contains retention and graduation rates. Or you can see how we compare to others by looking at our [Peer Institutions](#).

Those with graduate programs should look at the [Graduate Studies](#) dashboard, which provides enrollment and degrees conferred by race and ethnicity for all degrees and certificates. You can also look at Graduate Persistence and Graduation by cohort year in the following dashboard on the [same page](#).

For those of you in co-curriculars, you may not have a specific department to keep track of, but the dashboards still give you quick insights into your populations. In my own work at CTL, we looked at the [Course Fail Rates](#) dashboard frequently when deciding where to put resources. Maybe your program needs to monitor total campus enrollment or demographics, all of which can be found on [one dashboard](#).

The [Transfer Student Tracking Report](#) is something I like to look at for fun. I've lived in a lot of places before moving back to NM and I have friends all over the country. I can tell my friends from Dayton that we have 40 people from Ohio here now, or my uncle up in Washington that we have 80 students from his state. Then again, my old coworker in the other Washington who also loves numbers would be ecstatic to hear there are 40 people from his home of Maryland. Even if you've never left New Mexico, there is a map showing transfers from other schools in the state. Oh and if you work in marketing, this table is great for targeting recruitment and marketing as well.

So when you want a better understanding of your program, college, or campus, or you need a better understanding of your program, college, or campus, or you need a brain break and want to look at something pretty and meaningful, head over to [oia.unm.edu](http://oia.unm.edu) for a couple minutes.



## Contact & Website Information:

[assess@unm.edu](mailto:assess@unm.edu) [assessment.unm.edu](http://assessment.unm.edu)

[apr@unm.edu](mailto:apr@unm.edu) [apr.unm.edu](http://apr.unm.edu)

