**Part I: Cover Page**

**Program/Group/Unit:** Office of Assessment & Academic Program Review

**Date:** 6/11/2020

**Assessment Plan Creation Date:** September 1, 2020

**Contact Person(s) for the Assessment Plan:**

* Julie Sanchez, jreed@unm.edu

**Part II: Administrative / Co-curricular Assessment PLAN**

Part II of the template requests information on the program’s goals, outcomes, assessment strategies, standards/benchmarks, data sources and collection methods, analysis, and communication methods. These sections will be completed for **each** program goal.

**Program/Group/Unit Mission Statement** *(if one exists)***:**

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| **Goal 1:** The OA/APR will satisfy the Higher Learning Commission’s (HLC) assessment and APR requirements | *Goals*are higher-level aspirations that describe what you would like your office or program to achieve and/or what you strive to achieve in terms of student success, staff development, etc. These goals are broad, achievable statements and are qualitative in nature. Goals “define the destination.” Questions to consider:   * What does your unit strive to do? * What service do you aim to provide? * If you could stand in the future and look back to the past, what would you want to change? |

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| **Outcomes for Goal 1:**  **Outcome 1:** Maintain an annual process that ensures appropriate progress towards stated HLC requirements  **Outcome 2:** Continue to collect and inventory proof of the assessment and APR process for general education, academic, and co-curricular programs  **Outcome 3:** Develop ongoing historical documentation that satisfies HLC requirements | *Outcomes*are statements that relate to your goals and describe a specific result that can be achieved. Outcomes must be measureable and attainable. Outcomes will define the areas that you want to assess and provide direction for your assessment process. Questions to consider:   * What are the major areas (outcomes) that build towards successful completion of the goal? * How is each outcome related to the overall goal? * How do you or will you know you have been successful in attaining those goals? * How can you evidence or illustrate that success? * Will you compare your unit to a similar unit at a peer institution? * Will you use benchmarks or key process indicators? For example, you could strive to see 100% of students your unit served improve in the class they are seeking tutoring for. Or you could strive to help at least 80% of your students with online registration. The goal is to articulate what success would look like for your unit. Also consider existing data you are already collecting that you may be able to use! |

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| **Standards/Benchmarks for Goal 1:**  **S/B 1**: Continual improvement of the percentage of eligible programs participating in the assessment process; continual improvement of the percentage of submitted  **S/B 2**: APR action plan updates  **S/B 3**: Result of HLC site visits and resulting issues resolved | *Standards/Benchmarks*are established milestones that will help you articulate what success will look like for your unit/program. Questions to consider:   * How did you establish the standards/benchmarks (e.g. national standards, best practice, historical trends)? * How will you compare your unit to others? |

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| **Data Source(s) and Collection Methods for Goal 1:**  **Outcome 1:**   1. # of items in the assessment and APR repositories; broken out by type of assessment 2. APR schedule 3. SOA/SAPR (general summary of yearly activities)   4. Continual improvement of assessment guidance documents including templates, rubrics, and submission forms  5. Continual improvement of APR manual, calendar, website, and annual reports  6. Grid of review elements and review to evidence  **Outcome 2:**   1. Assessment Reports received 2. # of items in the assessment and APR repositories; broken out by type 3. Assessment repository and associated inventories; 4. APR action plans address future changes that the programs are exploring; the Office maintains an inventory of action plan submissions   **Outcome 3:**   1. OA repositories 2. Inventory Excel spreadsheets that total submitted documents per program. Documents will be uploaded to the respective repository and then inventoried; | When reviewing *Data Source(s) and Collection Methods*, consider these questions:   * What data are you going to collect to measure your progress towards meeting your outcomes? \* Consider existing data that you already collect and that you may be able to use! * Are there outcomes that need more than one data source as evidence; and inversely, are there data sources that satisfy several outcomes? * What population will you be assessing? i.e., everyone you serve, or a smaller sample? |

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| **Analysis for Goal 1:**  Atlas Ti.  Rubric comparisons year to year  PCA feedback on document revisions  Repository inventory | What are you going to do with the data once it is collected? In the *Analysis*section, consider these questions:   * How will you analyze the evidence in a meaningful way? * How can you use what you learn to influence programmatic continuous improvement? * What will you do when you achieve your original goal? Will you focus your assessment efforts on another goal? Will you work to continually progress in the original goal? * How long will you utilize this assessment process? Three years? Five years? |

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| **Communication for Goal 1:**  Results will be communicated in OA/APR summer assessment retreat.  Results will also be shared with the Provosts Office and with the PCA as needed. | *Communication*of results and progress is critical. Questions to consider:   * How will you communicate and implement your assessment results? * Who will results be communicated to? |

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| **Goal 2:** OA/APR will provide relevant support to programs undergoing assessment and academic program review |

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| **Outcomes for Goal 2:**  **Outcome 1:** OA/APR staff will provide assessment and APR stakeholders with support services to complete their assessment/APR processes |

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| **Standards/Benchmarks for Goal 2:**  **S/B 1**: Rate of participation across all programs  **S/B 2**: Number and attendance at events created and provided by the OA/APR office  **S/B 3**: Number of APR orientations |

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| **Data Source(s) and Collection Methods for Goal 2**  **Outcome 1:**   1. Number of meetings held with assessment constituents 2. PCA meetings 3. Number of workshops and other training opportunities provided and the number of attendees. Attendance will be tracked for each event and maintained for future analysis. 4. Follow up surveys |

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| **Analysis for Goal 2:**  Spreadsheet that lists assessment/APR events and the number of attendees for each session  Survey responses |

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| **Communication for Goal 2:**  Results will be communicated in OA/APR summer assessment retreat.  Results will also be shared with the Provosts Office and with the PCA as needed. |

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| **Goal 3:** Increase the Office of Assessment and APR’s visibility and presence |

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| **Outcomes for Goal 3:**  **Outcome 1:** Increase the OA’s presence on local, regional, and national levels |

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| **Standards/Benchmarks for Goal 3:**  **S/B 1**: Number of presentations at local, regional, and national levels  **S/B 2**: Number of outreach materials produced, printed in journals and feedback received |

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| **Data Source(s) and Collection Methods for Goal 3**  **Outcome 1:**   1. List of committee participation and/or membership 2. Conference/webinar attendance or presentations 3. Number of articles, blog posts, etc. 4. Newsletters issued 5. Number of awards or other recognition from local and national assessment/APR organizations |

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| **Analysis for Goal 3:**  Summary of topics above; narrative of how we increased presence over the last year or not |

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| **Communication for Goal 3:**  Results will be communicated in OA/APR summer assessment retreat.  Results will also be shared with the Provosts Office and with the PCA as needed. |

**Part III: Administrative / Co-curricular Assessment REPORT**

Each program goal and associated outcomes will auto-copy from the previously completed assessment plan. In the Assessing and Learning Section, data from each outcome should be analyzed and an action plan and/or additional strategies should be developed. The next section asks if any changes to any plan components are needed. Finally, a description of how the data and analysis will be communicated to stakeholders should be included in the report.

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| **Outcome(s) Assessed:** | The *Outcome(s) Assessed* section asks about if a subset of outcomes were assessed during this ratings period. If you assessed less than all of the outcomes that are listed in your plan, let us know which ones were assessed in this area. Additionally, please provide information on how each outcome was measured, and the result of each (i.e., X number of students completed a workshop). |

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| **Analysis and Learning:** | To aid in the completion of the *Analysis & Learning* section, the prompts below will help you analyze the information that you have gathered for each outcome. This section provides the opportunity to discuss context and direction of the collected information and the process used. Consider these questions:   * + Is your collected data sufficient to support an accurate assessment of each outcome?   + Which outcomes met the standards/benchmarks defined in your assessment plan? What did you learn from this?   + Which outcomes did not meet the standards/benchmarks defined in your assessment plan? What did you learn from this?   + Considering the above, what steps have you taken to implement continuous improvement? |
| **Assessment Modifications:** | During your assessment process, *Assessment Modifications* are sometimes necessary as information is collected and the process matures. Consider these questions:   * + Could changes be made to the outcomes to better measure the progress of the program?   + Are there any other modifications to the assessment process that are necessary or desired (e.g., assessment tools, data collection, population size)? |

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| **Communication:** | *Communication* is a key factor in determining the success of any assessment process. A communicationplan helps develop understanding at **all** levels and ensures that results are communicated rapidly and effectively. Consider this question:   * + How, when, and to whom were your results and recommendations communicated to? |