



Office of Assessment & APR
Annual Institutional
Academic Assessment Report AY 22-23
———— Summer 2024 ————



OFFICE OF
ACADEMIC AFFAIRS

Overview

This report communicates themes, results, and impacts from the academic program assessment across The University of New Mexico for the 2022-2023 academic year. Key takeaways and tips for future improvement are at the top of this report, followed by results. The report describes the effects of academic assessment; perceptions of assessment leadership from colleges, schools, branches, and the Office of Assessment and Academic Program Review (OAAPR); evidence of assessment elements; and institutional participation rates.

Key Takeaways

UNM exceeded the participation goal this year of 60%. Undergraduate degrees had an overall participation of 72%, up 22% from last year, while graduate degrees had a rate of 58%, up 4% from last year. The OAAPR saw a larger representation in both undergraduate and graduate level assessment in AY 22-23. OAAPR will target participation rates of 75% for undergraduate and 60% for graduate by AY 24-25. Here are several additional insights:

- Many assessment plans are expired or expiring and need to be updated for the next assessment cycle(s).
- There is a discernible improvement in the quality of SLO articulation to show greater clarity and specificity, resulting in more defined and measurable learning goals overall.
- The 2022-2023 reports relied on exit exams, exit interviews, and student exit surveys as common measures for their SLOs.
- Discussion of assessment evidence and related measures to “close the loop” increased in 2022-23 in comparison with the preceding year.

Tips for Future Improvement

- For assessment plans that are expired, expiring, or need updating, please contact your college, school, branch assessment committee chair, or Associate Dean for the status of your plan(s).
- While GPA's and course grades have an important place in understanding overall student performance, they seldom measure specific student learning outcomes, unless an instructor is using a skill-based grading system. Shifting from overarching performance scores to **assignment scores** can be a way to identify areas where student behaviors require more attention, support, and additional skill building. Assignment scores in isolation can also pinpoint strong areas of student knowledge/skills and sound application of assessment to particular learner abilities.
- **Graduate programs** include student learning behaviors that occur post-graduation (e.g. job placement). These milestones are being assessed for completion but are not being assessed for the acquisition of skills or knowledge that is occurring when students are completing them. It is recommended that

programs reconsider their strategy around post-graduation evaluation by including an experiential program reflection as part of an exit survey or post-grad survey.

- Units should assess **SLOs** over time with the same measure (beginning, middle and end of the semester) or use multiple measures to assess the same SLO, which allows for triangulation of data and pinpointing areas for improvement.
- If 90-100% of students are consistently meeting an **SLO benchmark** over multiple years, your program has achieved its goal in that area. To continue program improvement, consider a different benchmark. If a few students meet a benchmark, build a plan of improvement with clear steps, measures, and ways of identifying or measuring whether the plan is effective.

OAAPR Insights

The assessment practices at UNM are becoming more sophisticated. Highly developed SLOs and analysis plans are taking shape along with well-developed surveys, exams, assignments, and metrics to gauge student learning.

However, the OAAPR's ability to identify trends regarding alignment between SLOs, measures, benchmarks, results, and changes reported across all programs is limited due to the wide range of differing weights/stakes and granularity among metrics used by various programs. For example, graduate programs tended to focus on summative assessment in the form of high-stakes terminal metrics (e.g. qualifying or comprehensive exam scores, thesis proposals, dissertation defenses, etc.).

Undergraduate and associate programs tended to focus on low-stake assignments in combination with higher weighted summative assessments.

Assessment collaborations are increasing across the university at large. Chair colloquiums, workshop collaborations with CTL, APR assessment criterion, curriculum and assessment committee mergers, community engagement assessment, and branch assessment consultation/training have occurred this last year.

OAAPR Assessment Report Feedback

OAAPR staff provided feedback on plans and reports to a sample of programs from each college, school and branch that participated in the AY 22-23 assessment cycle. Several themes emerged from this review:

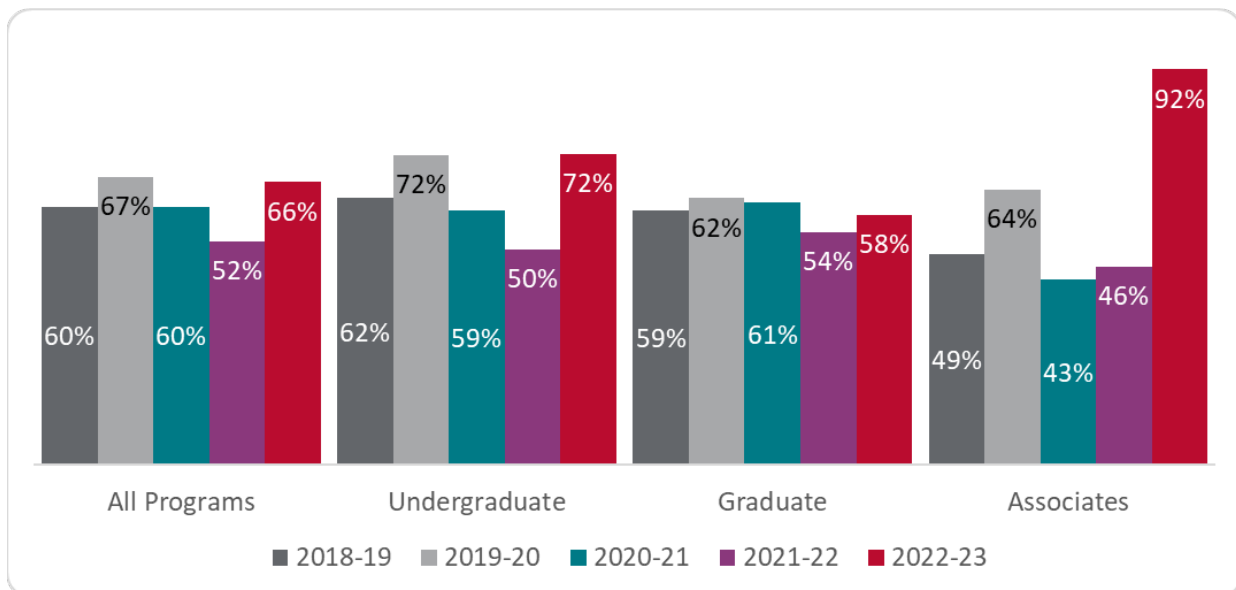
- **Closing the Loop:** It is exciting to see that there is an increased discussion of closing the loop by programs. This is an important element of assessment best practices where results are used to inform decisions. This can include taking action, making future plans and following up to see if indeed improvements are occurring due to these decisions.
- **Alumni data:** The OAAPR is observing a trend of outcomes data being sought out in alumni surveys. While the alumni survey data is useful in many ways, this assessment data does not provide information about student behaviors when in the program. Measuring activities that lead directly to student outcomes when

the students are still in their degree trajectory can help inform student success and current programming.

- **Advisors in assessment:** A handful of programs identified graduate advisors participating in their annual assessment cycle to support graduate students with their Program of Studies and annual reviews.
- **Student milestones/products:** Publications, dissertations, theses, and capstone projects are commonly used metrics to measure student success. The OAAPR recognizes that these have become an exit marker for completion, or a checklist. Outlining the skills and knowledge expected of students to complete these milestones and defining the indicators of success (outcomes) for these products would support the assessment process, student learning improvement and program enhancement.

Assessment Participation

Graph 1. Overall academic assessment participation by year, location, and degree level



Academic assessment participation **increased by 14%** this year. Undergraduate degrees had an overall participation of 72%, up 22% from last year, while graduate degrees had a rate of 58%, up 4% from last year.

After a handful of years of decreased participation, the OAAPR intentionally worked with units to create assessment plans, increased visibility with assessment overall in mid-cycle APRs (Academic Program Review) and Chair's Colloquiums and onboarded many new Assessment leaders who rallied for learning improvement through assessment. Additionally, the Provost's Office initiated a merger between college, school and branch assessment and curriculum committees to support the connections between curricular improvement and assessment data. All the touchpoints listed above contributed to an increase in assessment participation.

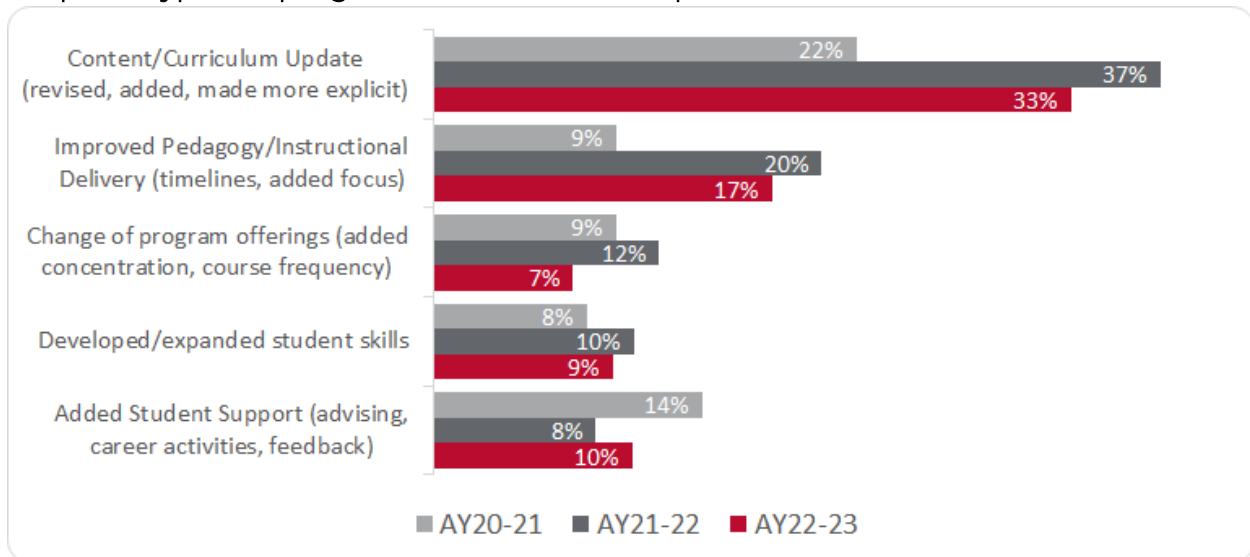
Results

The following data comes from nine college, schools, and branches: Anderson School of Management, College of Arts & Sciences, College of Education & Human Sciences, College of Fine Arts, College of Population Health, Honors College, School of Engineering, School of Medicine, and Valencia Branch. Three branches are minimally represented as they are moving toward a new assessment model currently under development.

Impact of Assessment

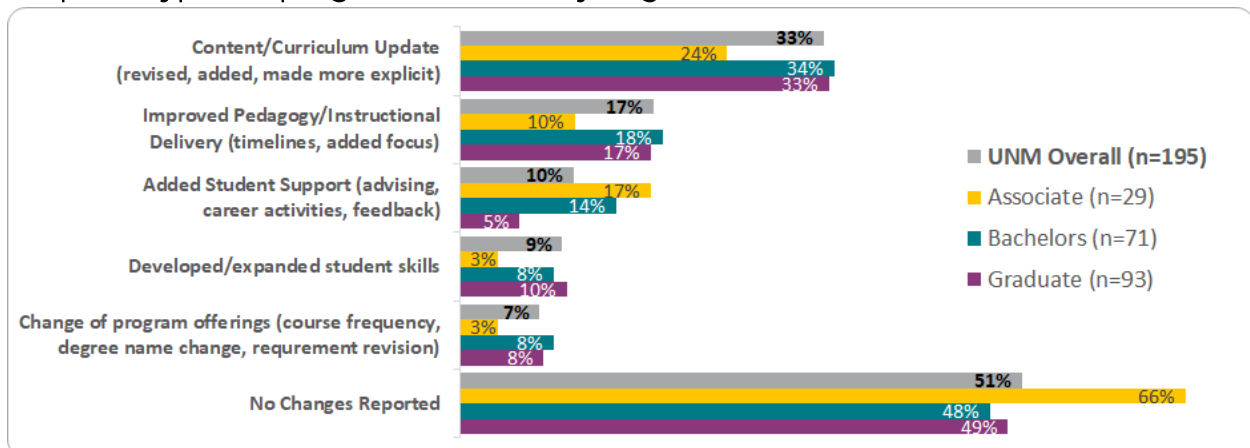
Program Revisions

Graph 2. Types of program revisions and frequencies from AY 2020 to 2023.



The most common changes were to content and curriculum, increasing from AY20-21 to AY21-22 (15%) and slightly decreasing from AY21-22 to AY22-23 (4%). Excluding “added student support,” all other revision types increased in AY21-22 and decreased in AY22-23.

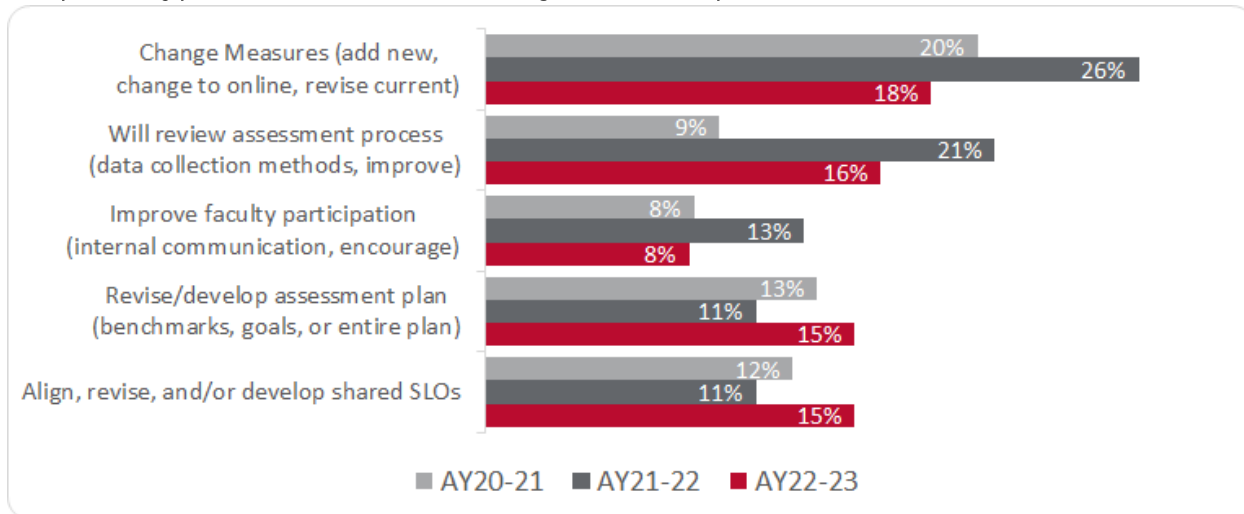
Graph 3. Types of program revisions by degree levels.



In AY 22-23, at least 50% of the programs did not report any program changes. When reported, the most common changes for any degree level were content and curriculum updates (i.e., revisions, additions, clarifications). These specific types of program revisions are consistently the highest amongst the last three years.

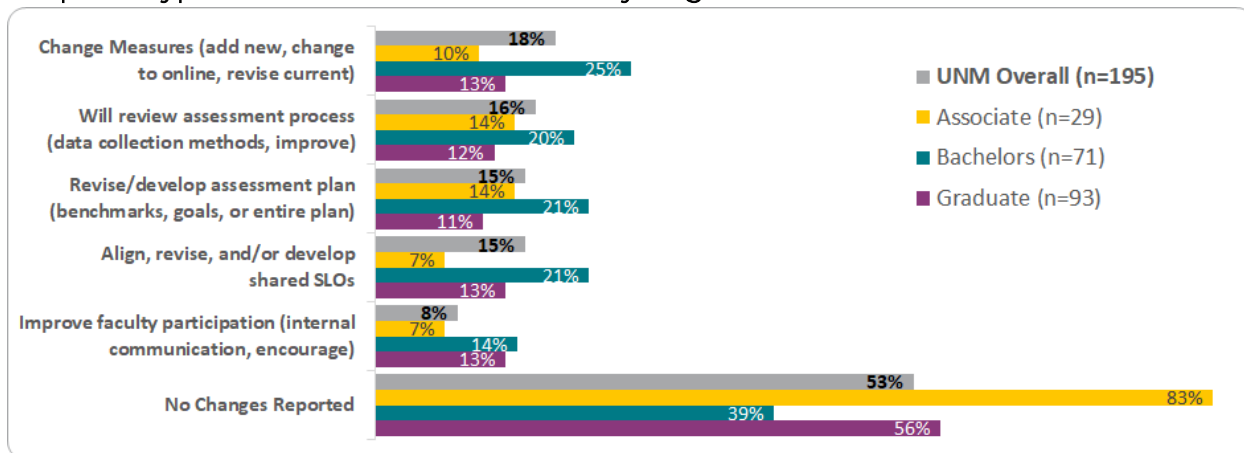
Assessment Changes

Graph 4. Types of assessment changes and frequencies from AY 2020 to 2023.



Changes in measures were the most common assessment revisions made over time. Reviewing assessment processes and improving faculty participation have decreased, while revising or developing assessment plans and aligning, revising, and/or developing shared SLOs have increased.

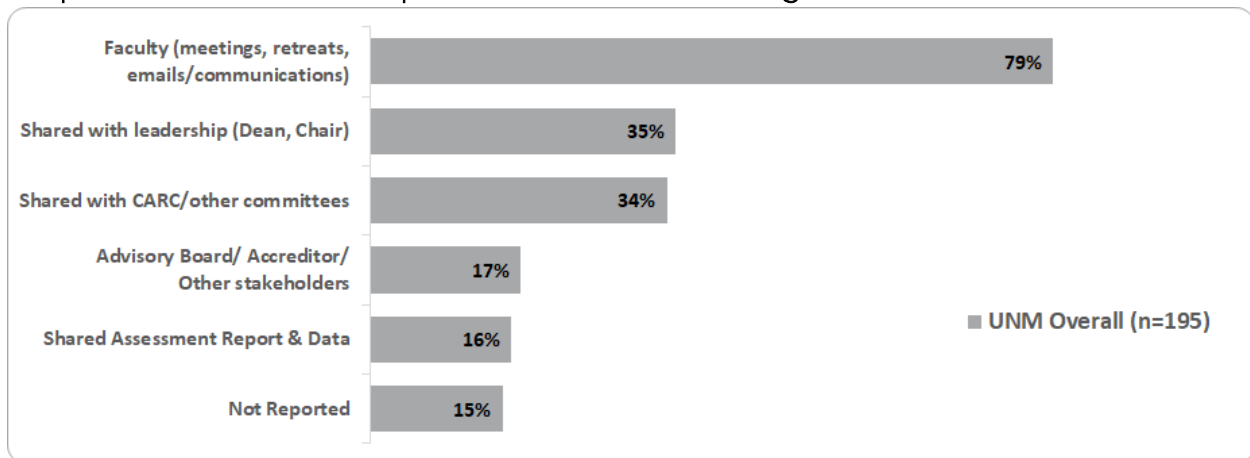
Graph 5. Types of assessment revisions by degree levels.



Bachelor's degree programs had the highest percentages of assessment changes in each category, going past UNM's overall percentages. Programs focused on measurement changes such as creating new assignments, switching assignments to align better with the SLOs, drafting surveys, and shifting from a survey to a focus group.

Communication

Graph 6. Methods and frequencies of communicating assessment results.



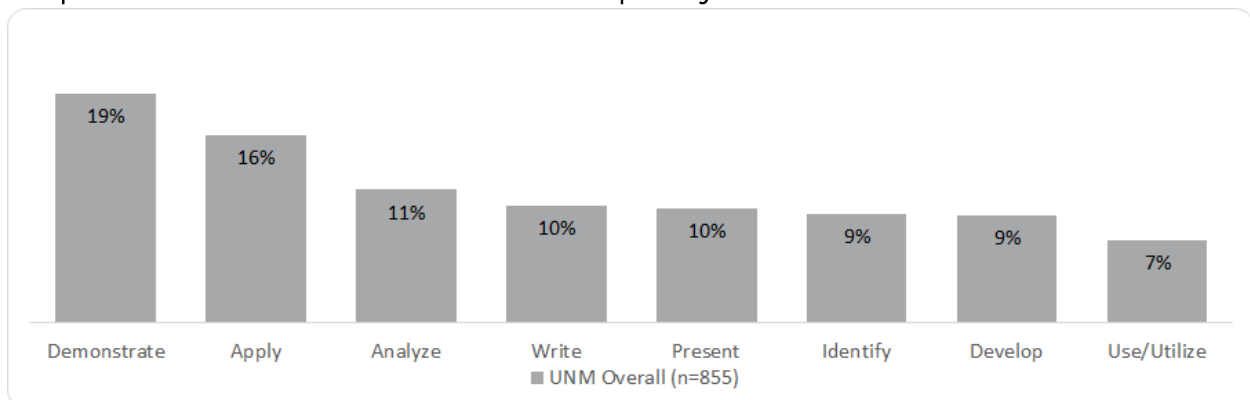
Most programs communicate their analysis and results to their faculty through regular faculty meetings, annual retreats, or email. A third of programs share their results with leadership and CARC and/or other committees.

Reported Assessment Elements

Across 195 programs, 855 SLOs were reported assessing 146 unique behaviors.

SLO Verb Frequency

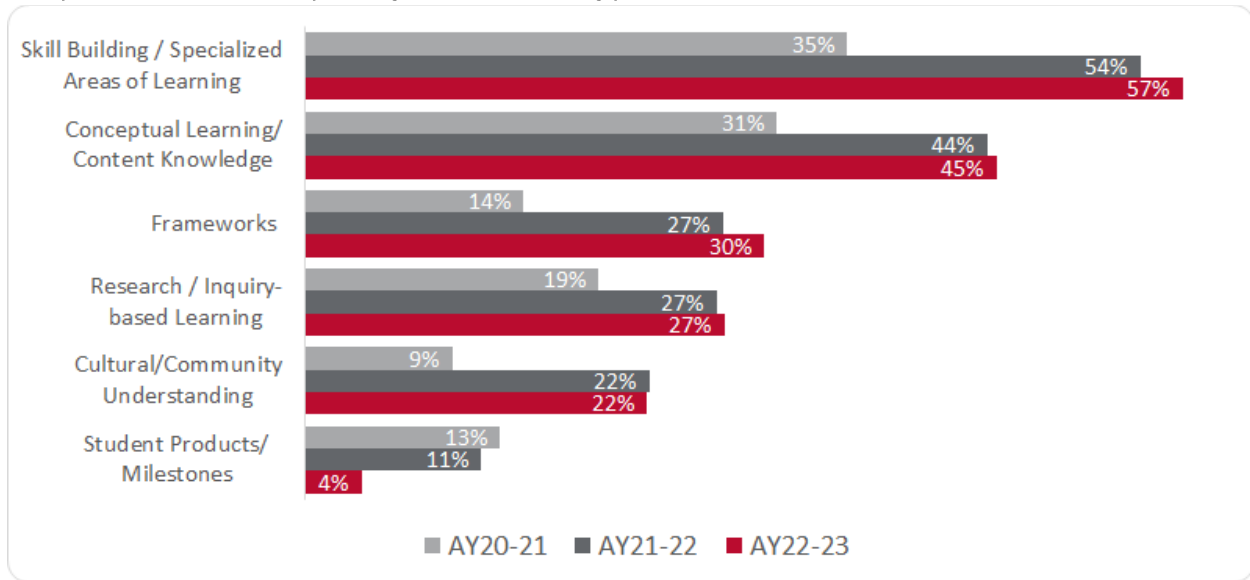
Graph 7. Overall number of SLO verb frequency.



Behaviors used in SLOs help indicate student learning levels and instructor expectations for learning. The top 8 behaviors are used overall. Almost 20% of the learning outcomes utilized "demonstrate" alone, followed closely with "apply." An additional 10% used "demonstrate" in the presence of other verbs.

Other top verbs include "explain," "complete," "interpret," "evaluate," "describe," "communicate," "design," "conduct," "understand," and "articulate." A total of 4% of programs recorded using a verb other than those provided but did not specify the verb.

Graph 8. Overall frequency of content type in SLOs.

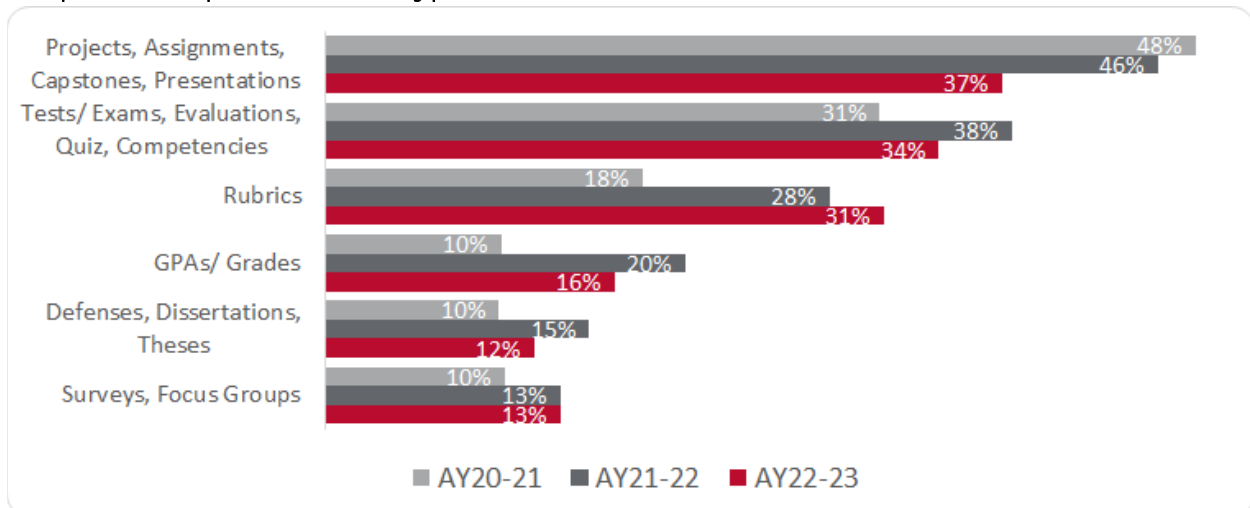


Over half of the submitted SLOs focused on skill building and specialized areas of learning (i.e., gathering data, reflections, discussions, writing). SLOs also focused on conceptual learning, content knowledge, and research or inquiry-based learning.

Student product/milestones has dropped from 13% to only 4% over the last three years, showing a move away from completion skills toward genuine skill attainment. Community and cultural understanding have more than doubled since AY20-21.

SLO Measures

Graph 9. Frequencies and types of measures used for SLOs from AY 2020 to 2023.

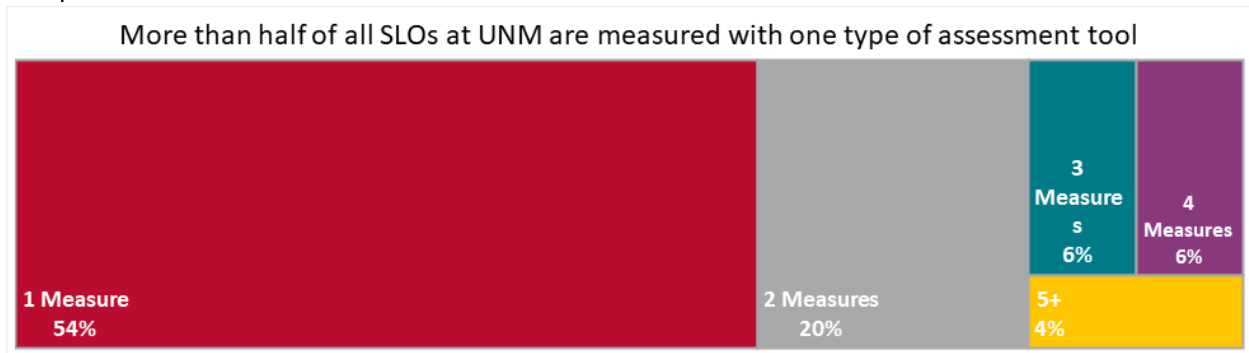


The above graph shows the frequency of measures used from 2020 to 2023. In these three academic years, SLOs tended to be measured via:

- Projects, assignments, capstones, and presentations – this category also includes portfolios, publications, and internships. It has dropped in usage from 2022 by 11%.
- Tests, exams, evaluations, quizzes, and competencies – these include both written and oral forms of evaluation and annual reviews. It increased in usage in 2023 but decreased by 4% in 2024.
- Rubrics – this category has increased in usage by 13% since 2022 and 3% since 2023. 9% of rubrics were indicated without an additional metric. While some are in education fields where students produce rubrics, the rest are being used on undefined student products.

Though defenses, dissertations, and theses make up 12% of the 2024 measures, the OAAPR noted that many graduate programs measured their multiple SLOs only at the end of a student’s time in the program. Exit interviews, exams, and surveys were also targeted to capture summative experiences and learning of students.

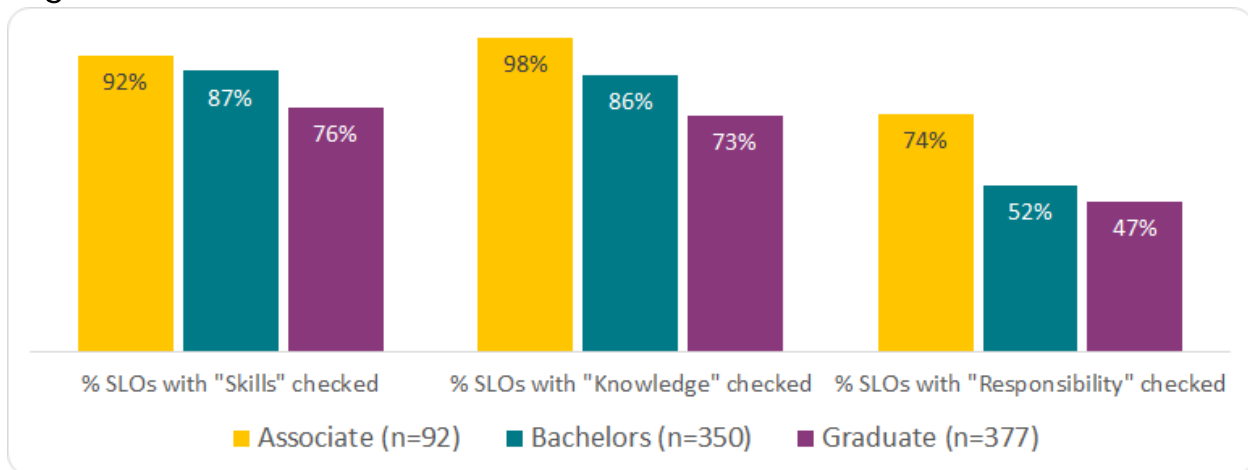
Graph 10. Number of measures used for each SLO.



More than 50% of all SLOs are measured with one type of assessment tool. 36% of SLOs used two or more assessment tools. Best practice is to use multiple tools together or the same tool multiple times. Frequently, programs use multiple tools within the same type and are meeting best practices.

SLO Learning Goals

Graph 11. SLO learning goals under "skills," "knowledge," and "responsibility" by degree level.



The *UNM Learning Goals* of "Skills" and "Knowledge" continue to be incorporated into SLOs at high frequency. The learning goal of "Responsibility" continues to be less integrated in SLOs at all levels.

College, School, and Branch Narrative Assessment Themes

Strengths

Many units noted general improvements in assessment practices and increased "buy-in" from participants in the assessment process. Several reports noted that feedback from the Office of Assessment has been useful and has contributed to these improvements. Implementing changes through **refining SLOs**, developing strategies for **analyzing assessment data**, and **revising assessment plans** to better align assessment data collection and reporting with SLOs emerged as common themes.

Every year, each college, school and branch complete a maturity rubric to evaluate their assessment maturity (see Assessment Maturity Rubric section for data). Despite maturity rubric ratings dropping overall this year, many reports mentioned a general **increase in assessment participation** and meaningful assessment practices, e.g.: "For AY 2022-2023, a total of 60 assessment reports were prepared and submitted (vs. AY 2021-2022, 58 reports vs. Pandemic AY 2019-2020, 57 reports)."

Units highlighted changes and revisions in assessment plans that led to improvements through establishing more **clearly outlined and measurable SLOs** that strongly **aligned with learning goals** articulated by the University. Many units observed a continuing trend over time of **building a strong culture of assessment**, which was frequently attributed to increased engagement with the assessment process and understanding of its importance.

Challenges

One of the most frequent assessment challenges identified by units involved frustrations with **faculty and administrative turnover** associated with gaps in the assessment process for AY 2022-2023. However, most units that mentioned current assessment challenges related to faculty changes (e.g. turnover, sabbaticals, etc.) articulated a belief that these challenges will be addressed moving forward through establishing more consistency with faculty positions involved in the assessment process.

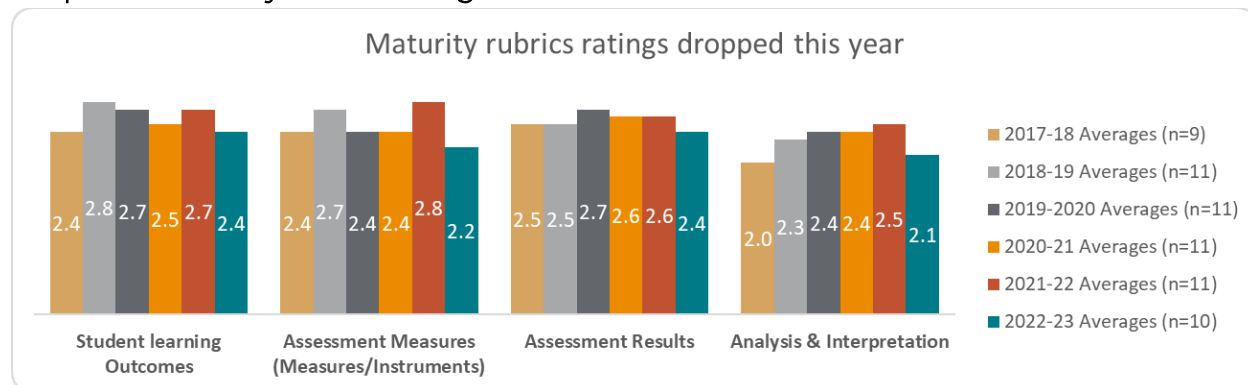
Challenges also included struggles with **“buy-in”** regarding the meaningfulness of assessment and expressed a need to **make assessment practices feel less burdensome** to increase faculty engagement and understanding with the purpose of assessment. In terms of the assessment process itself, several units identified refining measures used for evaluating SLOs as well as a need to develop, revise, and **enhance strategies for analyzing data** collected for assessment.

Support

Many of the narratives made requests for **support from the Office of Assessment** in the form of development resources, training and workshop opportunities, and guidance for improving assessment practices. Some of the themes that emerged around requests for support included a call for concrete guidance through examples for developing student-centered SLOs, resources and training to help build buy-in regarding the meaningfulness and utility of assessment practices, and recommendations and strategies for improving data analysis.

Assessment Maturity Rubric

Graph 12. Maturity rubric ratings from AY 2017 to 2023.



The assessment maturity rubric is a self-evaluation provided by each college, school and branch that includes a set of annual ratings regarding their assessment climate. This rubric informs each entity internally on assessment areas of strength and areas of opportunity and provides the OAAPR with assessment practice trends and directions. Maturity rubrics completed by each college, school, and branch help indicate whether aspects of assessment are present (0), developing (1), emerging (2), or proficient (3).

This graph compares the average scores of SLOs, measures, results, and analysis from 2017 to 2023.

This year, maturity rubric ratings decreased. This was less due to overall decreases in programs, and more attributed to new submissions from colleges and schools that had not participated last year. These lower ratings were often attributed to a need to increase buy in within the programs.

Final Remarks

With another annual assessment cycle complete, this institutional report provides an opportunity for reflection and for programs to learn from one another:

- The OAAPR has seen an increase in the assessment of post-graduate success through various tracking mechanisms such as exit surveys, interviews, publications, etc. Departments are adapting assessment plans to capture impact of students completing a program. OAAPR will be researching to stay ahead of this new trend. If you would like more information on how to incorporate and adapt your plans, please contact our OAAPR.
- Advisors are supporting graduate assessment. The OAAPR plans to further explore more information regarding advising roles within assessment. A collaboration with the Office of Advising Strategies will be established to monitor this trend to develop support mechanisms.

The OAAPR is looking for exemplary ways that the learning goal of “Responsibility” is being taught and assessed to support UNM’s learning goals. A new collaboration with the Office of Community Engagement may lead to supporting the incorporation of Responsibility into assessment. A breakdown of CARC analysis is included in your college/school/branch customized assessment reports. Please contact your assessment committee chair and/or assessment associate dean for your personalized report results. The OAAPR is available to support all units on a college, school, branch, department and programmatic level with their assessment goals, outcomes, measures, and analysis.