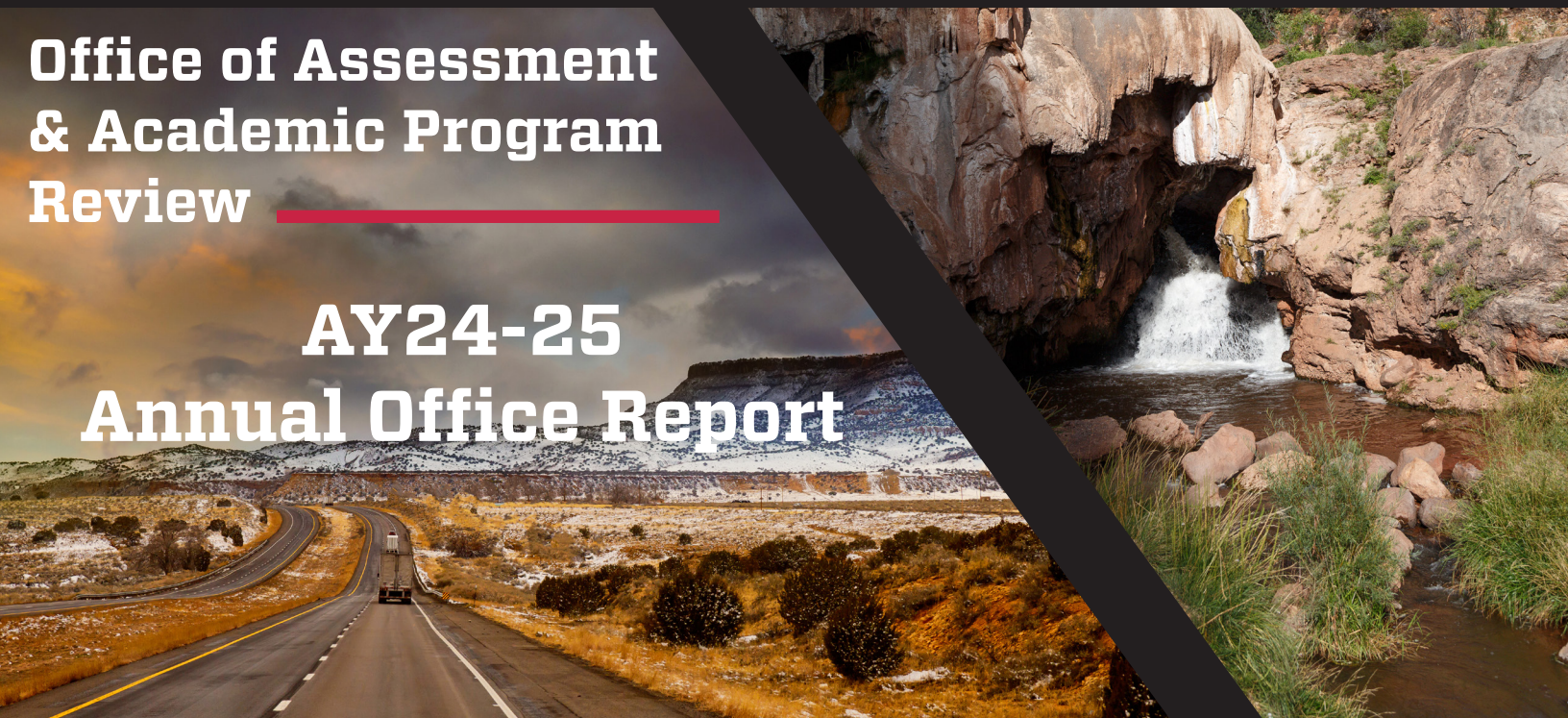




Office of Assessment & Academic Program Review

AY24-25 Annual Office Report



August 2025



Overview

This report documents assessment activity and results from AY 24-25 for the Office of Assessment and Academic Program Review (OAAPR) at The University of New Mexico. The OAAPR publishes this annual report as part of its commitment to continual improvement. The report helps satisfy the Higher Learning Commission's (HLC) requirements for academic program review (APR) and academic assessment as well as the New Mexico Higher Education Department's requirement for general education (GE) assessment.

OAAPR highlights from the past year includes:

- Collaborated with academic affairs to provide ongoing presentations to Chairs to introduce and connect unit leaders with academic program review (APR).
- Developed a community engagement criterion and an online programming criterion for the new APR manual so that academic units can evidence these specific areas to external reviewers as they complete an APR. Online programming has gained momentum in degree offerings and UNM is renewing its community engagement designation, prompting both of these criterion to be important stories within each academic unit and their reviews.
- Built new connections with data campus partners such as OIA, branch campus Institutional Researchers, UNMO, Enterprise Data Community and the Division of Student Affairs. These partnerships have revived *The Art & Science of Data: From Numbers to Narratives* — a hybrid data event.
- Developed and delivered a new curriculum mapping presentation that integrates all facets of academic programming into a visual tool. This initiative has led to the creation of a hands-on map-building institute, currently in development with UNM campus partners for implementation in Fall 2025
- Launched Recharge and Reset, a year-long pause for academic assessment for all units starting in AY 25-26. Materials, visuals, and informational flyers were created to communicate to all academic programs and assessment leaders across the institution. Ongoing efforts to provide synergy between curriculum programmatic mapping and assessment with resources, consultations, trainings, and updated templates, will streamline curriculum and assessment practices at UNM.

Goal 1: The OAAPR will improve institutional effectiveness practices of current state and national assessment and APR standards.

- **Outcome 1:** The OAAPR will **engage** in APR and assessment data, professional development opportunities, literature, and practices.
- **Outcome 2:** The OAAPR will **apply** data, opportunities, practices, and literature into processes related to assessment and APR.

Results: The OAAPR strives for achievement of Goal one/Outcome one (engagement) through research, conference participation, continual examination of state and national standards, campus partnerships, specialized services/contacts and

the collection of UNM assessment and APR data to meet the needs of our constituents, as reported below:

Research: The OAAPR explored Curriculum Mapping as a visual tool, immersing itself into resources, models, and strategies to building and analyzing maps. Additionally, the office researched the Council of the Advancement of Standards (CAS) in Higher Education to support co-curricular assessment and the new CAS program review that the UNM Office of Student Affairs is adopting.

Conference engagement: The OAAPR participated in NMHEAR, UNM Teaching Conference, UNM Tech Days, HLC webinars, UNM Women in Technology and Analytics Day.

Campus partners: The OAAPR proactively worked with new UNM units and/or unit initiatives to support improvement, engagement, and overall faculty, staff, and student success. The following campus partnerships were established in AY 24-25.

- Elevate GE
- Student Success Action Team
- Math Pathways
- Chairs School
- University College Search committee
- Academic Affairs search committee
- Enterprise Data Community
- CTL Curriculum Mapping committee
- DEIP partnership for assessment
- Architecture academic program accreditation
- Branch campus APR leaders
- AFST data support

Specialized contacts: The OAAPR conducted 91 individualized contacts this year above and beyond regular programming. These contacts included 126 individual meetings from 49 UNM programs or units and 1 NMSU office.

Engagement with data: The OAAPR collected assessment reports, maturity rubrics and College Assessment Review Committee (CARC) data forms from 10 college, school and branch degree programs, totaling 180. reports, 10 rubrics and 10 CARC forms. These assessment documents are analyzed, archived and inventoried in the UNM Assessment public repository and linked through the UNM Assessment website. Individualized feedback and thematic analysis were conducted to support the annual State of Assessment UNM report.

The OAAPR also collected 868 general education (GE) student completed artifacts from 875 students representing quantitative reasoning, information and digital literacy, communication and information and digital literacy GE essential skills. These artifacts were rated with GE essential skill rubrics. Additionally, qualitative data (rater

notes) and demographic data from all artifact submissions were also analyzed and interpreted for the UNM annual GE assessment report.

For AY 24-25, the OAAPR completed 9 full APRs and 9 mid-cycle reviews. The following documents are required as part of the APR process: Academic Program Self-Study Report, Review Team Report, Action Plan, and Unit Response Report. Current mid-cycle documentation includes the Key Indicator Packet and Mid-Cycle Check-In Form. These APR documents were analyzed, archived and inventoried in the APR public repository and linked through the UNM APR website. All APR reports, data packets and mid-cycle documentation are analyzed for themes to establish new APR directions and programmatic improvements.

Results: The OAAPR strives for achievement of Goal one/Outcome two (application) through the in-depth analysis, reporting and feedback of the engagement activities stated above. The office utilized these interactions to continuously improve, and were able to define new directions, new services, expand partnerships, create new materials, increase communications, etc:

- Curriculum Mapping presentation and institute
- Tracking student populations workshop
- New APR manual
- New Branch APR form template
- New APR presentation @ Chairs School
- Feedback to Student Affairs CAS reviews
- Collaborative assessment workshops with Student Affairs
- Architecture survey and retreat presentation
- Compact APR manual
- AFST data solutions
- DEIP customized GE report
- GE TA infographic
- CAS student success strategic plan feedback
- CARC form updates
- GE essential skill assignment collection additions

Goal 1 benchmarks:

Benchmark 1: The OAAPR will engage in all 4 areas of institutional effectiveness: data, professional development, literature and practices, on an annual basis.

- The OAAPR met this benchmark by engaging in all four areas and having multiple engagements in each area.

Benchmark 2: The OAAPR will define 4 improvements a year: APR, GE, Academic, Co-curricular.

- The OAAPR met this benchmark. All improvements defined above did address all four areas of the office.

Goal 2: The OAAPR will provide relevant support to programs undergoing assessment and academic program review.

- **Outcome 1:** OAAPR will create/maintain support services
- **Outcome 2:** OAAPR will measure the usefulness of assessment and APR support services
- **Assessment tools:** SOAPR, GE, Co-curr, Academic assessment, office assessment annual reporting, contact monitoring, office survey, APR survey, maturity rubric narratives

Results: The OAAPR strives for achievement of Goal two/Outcome two (relevant services) through an understanding of constituent experiences with the office and transforming results into pertinent support, as reported below:

The APR program provided direct support to UNMO and OCE. Each office requested services to streamline their data collection practices through APRs. Additionally, the APR program provided customized data support for those undergoing an APR or mid-cycle review, and some, like AFST, received additional support to reconcile data challenges and identify pathways to obtain accurate information about their students and their programming.

The office helped with personalized retreat design and implementation, survey administration, SLO development with programs like Elevate GE and Math Pathways, assessment report feedback, and workshops based on assessment and data needs across the institution. The most current workshop regarding Curriculum Mapping is now being developed into an institute due to high interest. In addition, the OAAPR now hosts or contributes to monthly meetings regarding branch campus assessment/APRs and data communities across the institution.

Results: The OAAPR strives for achievement of Goal two/Outcome two (usefulness of services) through an understanding of annual reporting, contact monitoring, office survey, APR reviewer survey, and maturity rubric narratives as follows:

The APR Reviewer Survey was administered to 30 reviewers asking them about their UNM reviewer experience and support services when working with the OAAPR. The response rate for the survey was 47% (14/30). All reviewers responded with agree or strongly agree (with the exception of one neutral response) to:

1. The Review Yielded Useful Observations
2. The Review Was a Meaningful Experience
3. I Was Prepared for the Review Contacts

In AY 24-25, Instructors highly participated in the GE assessment process, maintaining engagement for the last six years, by assessing essential skills and submitting student completed artifacts to be analyzed. During the submission process, instructors were responsive to the OAAPR needs for additional information. Some instructors improved their submission alignment from Fall to Spring based on OAAPR feedback.

Additionally, academic units completed assessment plans and reports, with an overall 62% participation rate. These high participation rates are a demonstration of the usefulness of each assessment process. The OAAPR is beginning to see adjustments in incoming plans and reports based on feedback.

The OAAPR was requested for services or support 42 times during AY 24-25. This is an increase from the previous year. The office is establishing more touchpoints and are finding that folks are reaching out more for workshop collaborations, data, APR and retreat consultations, and survey guidance. Assessment and APRs are showing value to many constituents.

The OAAPR did not administer its annual office survey, which provides a gap in fully understanding usefulness of its services. The office will be revisiting the survey to revise any items and ensure it maps with the new OAAPR assessment goals. The office will administer the survey in AY 25-26.

Goal 2 benchmarks:

Benchmark 1: The OAAPR will map constituent needs from each cycle of APR, Academic, GE, Co-curricular and the office assessment reports data to support services.

- The OAAPR did map needs but are still finding two outstanding areas that need to be addressed: grant data support and alumni data tracking. Therefore, the OAAPR partially met the benchmark.

Benchmark 2: 80% of the OAAPR office survey respondents will state that office services aided their APR/assessment processes.

- The OAAPR did not meet this benchmark since the survey was not administered.

Communication

The OAAPR communicates assessment results with campus partners and stakeholders in-person and via email, phone, Zoom, its website, individualized feedback, institutional reports, a quarterly newsletter, workshops, surveys, and established committees. Additional communication with academic programs occurs through the APR self-study and review processes.

Concluding remarks

In summary, the OAAPR met two benchmarks, partially met one and did not meet another. Engagement (met benchmark) is a central focus of the office to continue high visibility and expand a positive campus assessment culture. The office prides itself on reflective practices, continuous improvement and being an exemplary model of assessment, which strongly supports applying best practices and research to office services (met benchmark). The office annual survey will be a top priority to gauge usefulness and impact of services in AY 25-26 (unmet benchmark). In addition, the office will strategize ways to meet grant data and alumni data needs with leadership and other campus partners in the coming year (partially met benchmark).

Overall, the office has undertaken new initiatives and projects across both goals, which will improve quality for assessment and APR constituents. Workshops, communications, and shifts in initiatives will continue to strengthen and shape assessment and program reviews.