



# Assessment & APR Quarterly

A publication from the UNM Office of Assessment & Academic Program Review

February 2022



## The Art & Science of Data 2022: From Numbers to Narratives Conference Recap



Brought to you by the Office of Assessment & APR and the Office of Institutional Analytics, with support from the UNM Provost's Office.

With 125 registrants, the 2022 Art & Science of Data event was a great success!

Some of the topics covered included:

- Data & Equity
- Data Visualizations
- MyReports
- The Value of OIA Dashboards
- Rubric Analysis

All **session materials and recordings are available here**. Thank you to all who attended and/or presented! The event could not have been a success without you! A special thank you to our keynote speaker, **Dr. Timothy A. McKay, Associate Dean for Undergraduate Education from the University of Michigan!** He facilitated a dynamic talk about data science and provided a wonderful systemic example of how the past influences the future.

In the post-event survey, attendees said they appreciated the virtual format and liked learning about campus data resources while connecting with other data personnel. The post-event survey revealed that:

- Sessions were **informative** (4.63/5 rating)
- 94% of participants **would recommend** the event to a colleague or friend
- The **Keynote Address** and the **Visualizing Scientific Data Session** were reported as the **most helpful sessions** of the day

## The OA/APR Has Developed A New Co-Curricular Assessment Tool

We have developed an infographic (similar to the [academic infographic](#)), for co-curricular units to help guide their outcome (CCO) development. The one-page infographic clearly depicts the three components of the CCO (action verb, desired impact, and intent). Questions to consider when you are developing CCOs, the SDW taxonomy, and helpful tips are also included. Click [here](#) for a full size version of the infographic:

### How to Write a Co-curricular Outcome

Co-curricular outcomes (CCO) are statements of direction that create a bridge between your goals and your strategies. CCOs should support your overall vision of success, but break it down into manageable and actionable focus areas.

**Characteristics of CCOs**

- CCOs should be more detailed than goals, but are derived from and support them
- Should address specific functional areas of your program (can address people and skills; operations/processes; growth; clients/customers; or other topics)
- CCOs can address accuracy, efficiency, effectiveness, quality, deficits/gaps in programming, student satisfaction, overall success, among others.
- Used for administrative, educational, and student support services
- Provides measurable information for what we do and how
- Able to be assessed in approximately three years

**Three Components of CCOs:**

ACTION VERB	DESIRED IMPACT	INTENT
See SDW Taxonomy below: dynamic term indicates movement	A phrase or clause that is the target of the action verb; describes what will be measured	Describes clearly what will be implemented in order for the impact to occur: "the how"
Increase	the number of students participating in X program by 10%	by improving social media outreach frequency.
Implement	a staff training program	by administering a staff needs survey by the end of the academic year.
Create	educational opportunities for students	by providing monthly workshops on X
Assess	the effectiveness of programming	by analyzing program survey data completed by students

**Questions to Consider when Developing CCOs:**

- Do the proposed CCOs align with and support our vision, mission, and goals?
- What do we want to accomplish?
- What is our approach to achieve success?
- Are your proposed measurements aligned with your CCOs?

**Remember:**

- Every goal should have at least one CCO.
- CCOs should be stated as simply as possible. Useful CCOs are clear and simple declarative sentences.
- CCO statements should be unique to your programming and purpose. Some CCOs can be overarching in nature while others can be more contextualized.
- Publicize CCOs on your website, annual reports, brochures, etc.
- Collaboratively develop CCOs to increase staff engagement.
- Do you have an existing data stream(s) to support your CCO?

**Shults Dorime Williams (SDW) Support Outcomes Taxonomy**

Review the action verbs from the SDW Taxonomy (link) and the examples above to help craft each CCO. The taxonomy and verb wheel can be used to select action verbs that can assist you in developing clear, straightforward CCOs in less time.

Need more information about co-curricular assessment and CCOs? Contact us at [assess@unm.edu](mailto:assess@unm.edu)

UNM OFFICE OF ASSESSMENT & ACADEMIC PROGRAM REVIEW

## Assessment Submission Deadlines:

### GE Artifact Submissions: May 15th

The final deadline for GE artifact submission is May 15th, 2022. Our office has been supplying assessment leaders with inventories of their submitted GE artifacts received over Fall Semester (and those received into Winter Break). Thanks to all who have submitted so far! **All GE submissions must be received by May 15th in order to be analyzed.**

Please remember that this year's submitted GE artifacts are for the **essential skills of Communication, Personal & Social Responsibility, Quantitative Reasoning, and Information & Digital Literacy**. No Critical Thinking artifacts should be submitted. Please also remember that all submissions should be tied to **two dimensions under the relevant essential skill** - see our GE Assessment pages [here](#) for further info. Please reach out to your college, school or branch assessment leader if you have questions on which Essential Skill (and related dimensions) you should be submitting for!

### Co-Curricular Units: June 30

Co-curricular reports are due on June 30 for those units that have established plans with us or would like to add a plan for those that are new to assessment. You can find help with **completing your assessment plan and report** on our [website](#). If you need to **upload your file** to our repository, use [this link](#). This [helpful guide](#) that we developed will walk you **step-by-step through the process**. As always, if you need help with any of the items described above, please reach out via [assess@unm.edu](mailto:assess@unm.edu).

## Are you submitting Information & Digital Literacy essential skill artifacts this year to the OA/APR?



Check out this [Spark page](#) created by Kim Fournier from CTL with contributions from Library Learning Services and the Office of Assessment/APR. On the Spark page, you will find:

- **DEFINITIONS** of information literacy and digital literacy
- The UNM general education **IDL RUBRIC**
- A recent **WORKSHOP RECORDING** on the importance of this GE essential skill
- **IDEAS** for creating IDL learning opportunities to assist your students in recognizing these skills
- Sample **ASSIGNMENTS**
- **RESOURCES**, resources, and more resources!



## THE OFFICE OF ASSESSMENT & APR NEEDS EIGHT GRADUATE ASSISTANTS THIS SUMMER!

### We Are Looking For SIX GRADUATE ASSISTANTS This Summer for General Education Assessment

Please encourage your top-notch graduate students to apply to Director Julie Sanchez ([jreed@unm.edu](mailto:jreed@unm.edu)) for a one-month summer assistantship at the Office of Assessment & APR. We will be starting our hiring process March 1st, so have your graduate students send in their materials now! The assistantship information for the six openings can be found [here](#).

#### Position duties and responsibilities include:

- Analyze and rate student work with a focus on either **communication, quantitative reasoning, personal & social responsibility and/or information & digital literacy skills** (Only one area is required for assistantship)
- Complete FERPA training
- Complete required rubric analysis training
- Record/document ratings and analysis process
- Submit ratings to the OA/APR team
- Participate in weekly team meetings

#### Requirements for consideration include:

- Available **June 6th-July 1st, 2022** for 20 hours per week
- Experience with **educational data, classroom assessment, or rubric analysis experience**
- Attend weekly office team meetings (virtual)
- 1-2 years GA/TA/PA experience
- Ability to work individually in a fast-paced work environment
- Ability to work in a team setting and follow prescribed guidelines

### We Are Looking For TWO GRADUATE ASSISTANTS This Summer for Institutional Assessment

Please send your data-centric graduate students to us for a summer opportunity! If you have students who love to dive into metrics and qualitative results, we encourage you to have them apply to the Office of Assessment & APR for a one-month summer assistantship. This is an opportunity to learn about institutional assessment while reviewing UNM's mixed methods assessment data. We will be starting our hiring process on March 1st. The assistantship information for the two openings can be found [here](#).

#### Position duties and responsibilities include:

- Complete FERPA training
- Complete assessment materials training
- Complete assessment analysis training
- Analyze OA/APR assessment records including student learning outcomes, assessment measures, results, and results use
- Document the analysis process
- Submit and discuss analysis results with the OA/APR team
- Participate in weekly team meetings

#### Requirements for consideration include:

- Must be available **May 16th -June 10th** for 20 hours per week
- Experience with **educational data, statistics, and/or classroom assessment**
- Must be able to attend virtual weekly OA/APR team meetings
- 1-2 years GA/TA/PA experience
- Ability to work individually in a fast-paced work environment
- Ability to work in a team setting and follow prescribed guidelines

## APR News

### Amanda D's Onboard!

Hello, my fellow UNM community members! It is with much excitement that I have joined the OA/APR as the APR Specialist. I look forward to engaging with each of the programs our wonderful university has to offer. I have been a student with UNM since 2016 and a staff member since 2017. I hope to contribute to the growth and endeavors of the university as a whole by supporting departments as they move through the APR process. With all the hard work I've seen put into this invaluable experience, I will strive to make it as smooth and refreshing as possible.

### Mid-Cycle Meetings

Four academic units submitted APR Mid-Cycle Check-Ins at the end of Fall 2021, beginning our new APR mid-cycle process in lieu of annual action plan updates. Units who submitted the forms will meet this Spring with academic leadership to discuss their mid-cycle and other relevant metrics to best position themselves for Fall 2025 APR visits.

The following programs are slated for mid-cycle meetings:

- Physics & Astronomy
- Latin American Studies
- Biology
- Spanish & Portuguese

### Spring 2022 Scheduled APRs

- Combined BA/MD Program
- Teacher Education, Educational Leadership & Policy (TEELP)
- Theatre & Dance

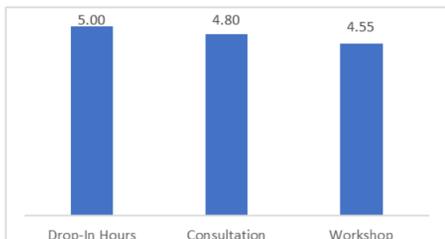
## SAM'S CORNER

Hello!  
I'm Sam Hatch and I am the **new Institutional Researcher in the Office of Assessment & APR!** I was previously in the office as the APR Specialist, but have since moved into this new role. I'm excited to continue the amazing work of our previous IR, Charla Orozco, and continue to help all of you with your assessment and APR data needs!

### Office Feedback Survey Highlights

At the end of the Fall 2021 semester, OA/APR sent out a survey to those that used our services or attended our events over the last calendar year to gauge effectiveness and avenues for improvement.

**Many thanks to all that took the time to complete the survey and for your helpful responses.** We received 50 responses, evidencing that most are using our Consultation and Workshop services. Respondents also rated (from 1 to 5) that our provided services were "very helpful"!



The OA/APR is currently analyzing qualitative responses in order to provide improved services and better support the assessment, APR, and data needs of the university. Again, thanks for the responses!

## Noteworthy Links

The Higher Learning Commission's [Annual Conference](#) will be held April 1-5 in Chicago. Several tracks and select presentations will be available virtually.

Pre-Conference Programs begin Friday April 1, 2022 and are various prices. The General Program starts Saturday April 2 - Tuesday April 5, 2022. Prices are \$700 (in person); \$550 (virtual) for select sessions. Proof of vaccination is required for in-person attendance.

[Registration](#) for the 2022 New Mexico Education Assessment and Retention Conference (NMHEAR) is open. This year's theme, Opportunity from Crisis: Adversity as a Springboard for Progress, will be held on February 24 and 25 at the Marriott Albuquerque.

### Contact Information:

[assess@unm.edu](mailto:assess@unm.edu) assess.unm.edu  
[apr@unm.edu](mailto:apr@unm.edu) apr.unm.edu

### Newsletter Submissions:

We are accepting ideas and submissions for our next issue. Please email us at [assess@unm.edu](mailto:assess@unm.edu) before March 30, 2022.

## Drop-In Hours!

We're available for individual or group consultations every Friday morning at 9am via Zoom. Drop in to discuss assessment, APR, data, or strategic planning topics by using this [Zoom link](#). As always, you can email [assess@unm.edu](mailto:assess@unm.edu) or [apr@unm.edu](mailto:apr@unm.edu) if you have any questions regarding this format or have trouble logging in.

### Upcoming OA/APR Spring Workshops (all begin at 10am on Fridays and are online via Zoom)

Please use [this](#) registration link for session details and to sign up for any session described below:

**Completing a Co-curricular Assessment Report** Feb 23rd

This workshop will offer assistance to co-curricular units in completing their first assessment report. The February 23rd (Wednesday) session will start at 9:30am.

**Understanding the APR Data Packet** March 25

This workshop was developed for those undergoing an APR visit in the upcoming year and will focus on understanding the APR data packet.

**Data Visualization Principles** April 15

This session will cover the basics of data visualization and introduce using pivot tables to craft accessible charts/visuals.