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How to Restart YOUR Assessment Planning

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Areas of Support Requested by Assessment Leaders

- 1. Process and Template Simplification** Simplified template reducing redundancy for faculty. Transition from repository submissions to online forms for easier tracking for PCA members.
- 2. Training and Faculty Development** Targeted Workshops with restarting assessment, specific measurement tools and with meaningful assessment analysis.
- 3. Consultation** In-person campus visits and hands-on consultation for program revisions.
- 4. High-quality examples of assessment plans and reports** A variety of disciplines and degrees, as well as rationale and evidence supporting best practices in assessment planning and reporting.

NEW Assessment Plan Template

- Examples provided in each section

Student Learning Outcomes (SLOs): <i>Please number and state each SLO</i> Additional information on the Guidance page	Program Goal/SLO Alignment: <i>List each goal # the SLO maps to.</i>	UNM Student Learning Goals <i>Check all that apply:</i>			Course Code & Assessment Measures: <i>May include multiple courses & tools</i>	Benchmarks:
Example: 1.;A.1; 1.1.; 1A; etc. Students can describe...	Ex. 1,2.	K ☐	S ☐	R ☐	Ex. SUBJ 1110 – midterm and final exam	100% of student receive a high score comparing mid-final exams; at least 80% of students will receive 80% or higher on final exam
Example: 2.;A.2; 1.2.; 1B; etc. Students will give an oral presentation...	Ex. 2	K ☐	S ☐	R ☐	Ex. SUBJ 357 – portfolio, rubric	At least 50% of students will receive a score of 80 or higher and 75% of students will receive 2/3 or better
Example: 3.;B.1; 2.1.; 1C; etc. Students will evaluate...	Ex. 3,5	K ☐	S ☐	R ☐	Ex. SUBJ 572, 574 – oral/visual presentation; research paper; exam	At least 1 in 4 students will pass w. Distinction in 4 students will pass w. Distinction (scale Pass w. Distinction)

NEW Assessment Plan Template

- Definitions and links: Goals, Outcomes, Benchmarks, and Measures

Program Goals: *Program goals are broad statements that describe the academic program's objectives or significant overarching concepts of the discipline, accreditation standards, strategic planning, and all degree goals.*

Student Learning Outcomes (SLOs): *An SLO should be aligned with one or more program goals. An SLO describes specific behaviors within the context of a degree path. **Best practices advise assessing 1 student's behavior per SLO** to ensure diversity requirement, community engagement, or interdisciplinary programs. [Click here for more guidance](#)*

UNM Student Learning Goals:

KNOWLEDGE of human cultures and the natural world, gained through study in the sciences and mathematics.

SKILLS, both intellectual and applied, demonstrated in written and oral communication, inquiry and analysis, literacy, performance, teamwork and problem solving.

RESPONSIBILITY, both personal and social, that will be manifested in civic knowledge and engagement, multilingual and foundational skills for lifelong learning.

Assessment Measures: *Identify the assessment tool used to measure each SLO. For example, assignment measures (e.g. An SLO focused on communication and an SLO focused on research skills, may both garner data from the same assignment). **not effective tools of SLO attainment.** [Click here for good options of measures.](#)*

Benchmarks: *Benchmarks are a performance standard of student success: not an evaluation of teaching, student populations, and course level success markers for each SLO (i.e., At least 70% of the students will pass the as*

NEW Assessment Plan Template

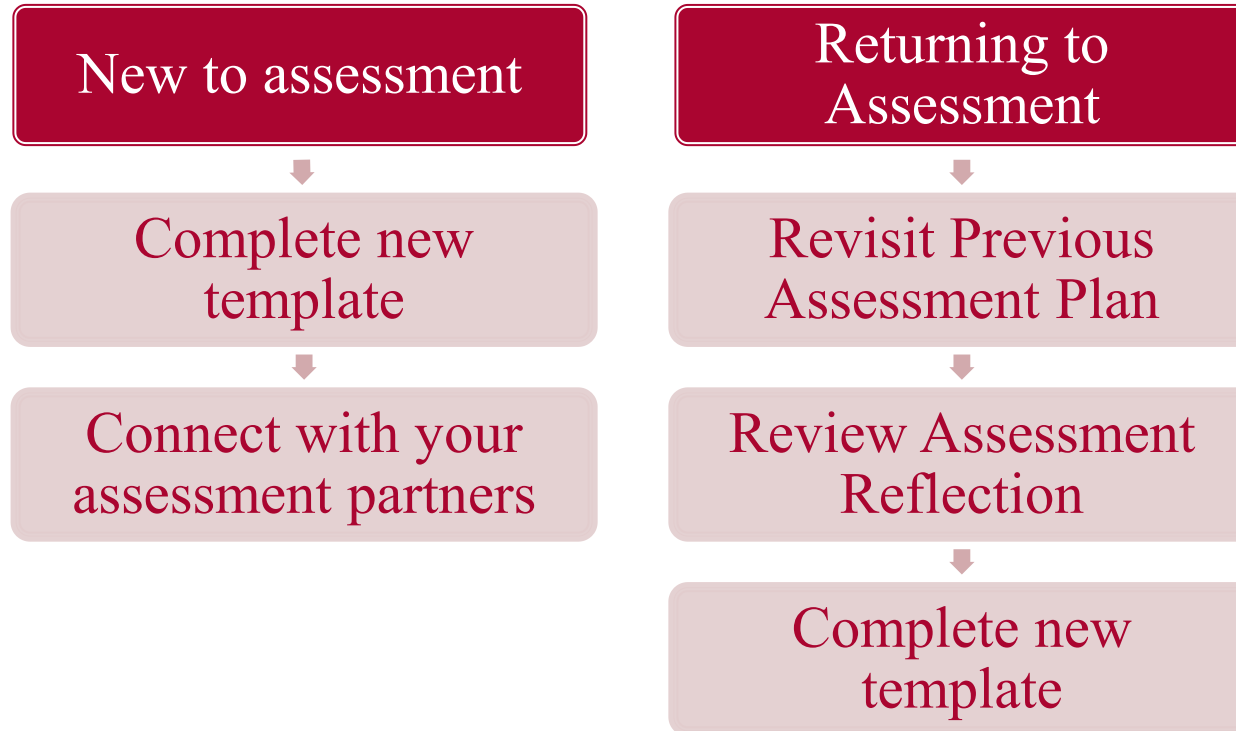
- Summary (4 questions)
 - Question regarding SLO and goal alignment
 - Question regarding your timelines
 - Question regarding data collection and archival
 - Question regarding your analysis plan

SECTION II-2 Description of Assessment cycle/process |

- a. **How do your program goals/outcomes align** with overarching disciplinary concepts, accred industry demand, and/or the objectives within your department?

- b. Does your program assess all SLOs every year, or are they assessed on a staggered cycle? be assessed for each year. If a table better describes your response, insert it here.

Two pathways to (re)build your assessment plan



Returning to Assessment

- Revisit Previous Assessment Plan(s)
- Review Assessment Reflection
- Complete New Plan Template

Go to page "3" for your guide



Who can help you grow?

- UNM School or College Assessment Contact
- UNM Office of Assessment and Academic Program Review (OAAPR)
- UNM Center for Teaching and Learning (CTL)
- Association for the Assessment of Higher Learning Education (AALHE)
- National Institute for Learning Outcomes Assessment (NILOA)
- American Association of Colleges and Universities (AACU) VALUE Rubrics
- Higher Learning Commission (HLC)



New to Assessment

- Complete New Plan Template
- Connect with your assessment planners

Go to page "2" for your guide



Important guide information

What information: Guiding Questions to get at what is most important

How to grow: Strategies provided to improve assessment areas

New to Assessment Guide

New to Assessment

Guiding Questions

Strategies

Student Learning Outcomes

1. What should students know or be able to do when they finish the program?
2. Is each learning outcome clear and focused on something students can show?
3. Does each outcome cover one main skill?
4. Do the outcomes cover the most important learning for program graduates? Can faculty realistically review all of them?



Establish a focused set of 3-5 essential SLOs that reflect the most important knowledge and skills graduates are expected to demonstrate. Each SLO should use a clear, observable, discipline-specific action verb to ensure student learning can be effectively assessed. To maintain a manageable assessment process, programs should review SLOs through a multi-year cycle that supports deeper analysis and continuous improvement.

Measurement Tools

1. What student work will show each learning outcome, and does it directly ask students to demonstrate the knowledge or skill in that outcome?
2. Can one assignment be used for more than one outcome?
3. Which students' work will be reviewed, when will it be collected and how much will be enough for meaningful analysis?
4. Are the directions, scoring steps, and collection process clear and manageable for faculty?



Use direct evidence of student learning, such as assignments, projects, portfolios, presentations, or performances, as the primary means of assessment. A secondary source of information may be included when it provides additional insight, and assessment methods should be supported by clear collection plans and outcome-specific rubrics. Regular faculty review and periodic updates to assessment tools can help ensure consistency, efficiency, and continued alignment with program goals.

Benchmarks

1. What score, rating, or description will count as meeting each learning outcome?
2. How many students does the program expect to meet that target and why is that reasonable? (Accreditation, faculty experience, etc.)
3. Will the same target be used across courses and course modalities (in-person, online)? If not, why?



Programs should establish clear, measurable performance targets for each outcome using specific scores, rubric levels, or performance descriptions. Targets should be informed by available data, professional standards, and faculty expertise, with initial benchmarks revisited as assessment results become available. Consistent expectations should be applied across similar learning contexts, while any necessary variations should be documented and justified.

Analysis

1. Who will review the results, when will the results be reviewed, and who else should take part?
2. How will the program summarize the results and compare them with the target—for example, by using counts, percentages, average scores, or common themes?
3. Who needs to know the results, and how will they be shared? If the SLO(s) is/are NOT met, what should the program focus on next?



Establish clear responsibility for assessment activities and use a standardized template to document SLOs measured, methods, findings, recommendations, and next steps. Results should be reported in a format consistent with established targets and, when feasible, reviewed across student groups to identify potential disparities. Assessment findings should be shared with faculty, leadership, and advisory groups to support informed decision-making and continuous improvement.

Return to Assessment Guide

Returning to Assessment

Guiding Questions

1. Which outcomes should stay or change?
2. Do the outcomes still match the program's current goals, courses, standards in your field, and our UNM 2040 goals?
3. Do the outcomes show how student learning grows from early courses to advanced courses?

Student Learning Outcomes



Review multiple assessment cycles to maintain a focused set of 3-5 meaningful SLOs, revising or removing outcomes that provide limited value. SLOs should be written with clear, observable, discipline-specific language and aligned with program goals, curriculum, professional standards, and relevant UNM 2040 priorities. Programs should also map SLOs across course levels, use a multi-year assessment cycle, and incorporate faculty feedback and assessment results to continuously refine and strengthen the outcomes.

Strategies

Measurement Tools

1. Which assignments or tools worked well and which ones were challenging?
2. Does the program have sufficient data to understand results or is another tool needed?
3. Do faculty use the assignment directions and scoring guide in the same way across courses and course modalities (in-person, online)?



Academic units should use assessment measures that provide meaningful evidence of student learning and revise tools that produce limited or inconsistent results. Regular rubric review and calibration can improve scoring consistency and assessment quality. New or revised assessment tools should be piloted on a small scale to ensure they provide valuable information while remaining practical to implement.

Benchmarks

1. Is the current target still useful and challenging enough?
2. Is the target used in the same way across courses, sections, locations, and class formats? Do results differ among groups of students?
3. What will you do if you achieved your benchmarks in the past? Will you focus your assessment efforts on new goals or adjust your benchmarks to continue progress on the original goals?



Regularly compare performance benchmarks against historical results, peer institutions, and professional or accreditor standards to ensure targets remain meaningful and achievable. Benchmark decisions should be supported by clear evidence and reviewed across different courses, delivery formats, and student groups to identify areas for improvement. When benchmarks are consistently met, programs should either raise expectations or shift assessment efforts to other priority outcomes while continuing periodic monitoring.

Analysis

1. Which outcomes met, almost met, or did not meet their targets? What patterns appear over time, across courses or class formats, or among groups of students?
2. Did changes made in earlier years improve student learning? Should the program keep, expand, change, or stop those efforts?
3. Who needs to hear the findings? If the SLOs have been met, what new question or higher level of SLO should the program take on next?



Compare assessment results to established targets and analyze trends across time, courses, and student groups when possible. Findings should be documented with clear action plans, responsibilities, timelines, and evidence of success. Results and next steps should be shared with stakeholders, and assessment efforts should be adjusted based on whether outcomes are met or require further improvement.

Who can help you to (re)build your assessment?

- UNM School or College Assessment Contact
- UNM Office of Assessment and Academic Program Review (OAAPR)
- UNM Center for Teaching and Learning (CTL)

Resources: Association for the Assessment of Higher Learning Education (AALHE) National Institute for Learning Outcomes Assessment (NILOA) American Association of Colleges and Universities (AACU) VALUE Rubrics Higher Learning Commission (HLC)

AI Prompts to help grow your assessment (De-identify course info as deemed fit)

1. **Upload targeted syllabi:** Ask how your course assessments align with your course objectives. Ask what gaps are seen between course assessments and objectives.
2. **Upload your NEW assessment plan and syllabi:** Ask if there are any program outcomes that are not addressed in the course assessments.
3. **Upload your NEW assessment plan:** Are any student learning outcomes redundant? Can you suggest how to re-write SLO (# and #) so that they are distinct and not redundant? Ask other questions from strategies from the resource booklet.
4. **Upload a rubric or assessment prompt/tool:** Ask if the tool/prompt is measuring a particular SLO. Ask how to change the tool/prompt to align and measure the SLO.

Upcoming professional development

- ***Assessment Meaningful Analysis Friday, September 11th 10-11am***

UNM units report challenges with assessment analysis. This workshop is developed to guide participants through the analysis process from start to finish, with a focus on enhancing interpretation and contextualization of processes.

- ***Curriculum Mapping Institute September 30th & October 1st***

Work directly with OAAPR and CTL to create a comprehensive curriculum map that supports strategic planning, simplifies assessment, and enhances program coherence. Whether preparing for an APR, accreditor, refining advising tools, or identifying gaps and strengths in your curriculum, this institute provides the tools and templates to turn data into actionable insights.

Spring professional development

- ***Using portfolios for program assessment TBD @ 10am***

Join us to see the ways in which UNM programs utilize and employ portfolio systems to evidence student success. A faculty panel will be sharing how they established, maintain and apply portfolios to understand student skills, knowledge and learning.

Questions and Thoughts?



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Thank You

