TODAY’S AGENDA

- Simplifying existing assessment processes
- Assessing complex/large programming
- Assessing interdisciplinary programming
- Simplifying assessment tools
- Simplifying analyses
What makes assessment difficult?

- **Complicated process**: Academic programming is complex with several degrees, several course sections, multiple student levels, lots of faculty.

- **Misconceptions**: Many believe assessment is an evaluation of teaching and/or programming.

- **Additional work**: Institutional requirement that duplicates accrediting docs/other standards & expectations…and one more report!

- **Formalities**: Time consuming, rigorous and cyclical process.
UNM Assessment: Simplifying current plans

**Plans last 3-5 years**: Analysis, results, results use and communication sections are the only reporting areas that need to be completed annually until a plan is changed.

**National/state standards and accrediting**: Utilize other requirements to report assessment at the institutional level (don’t add more to your plate)
Target specific areas and strategies

- **Program goals & SLOs**: Less is definitely more (3 ONLY)
- **SLOs**: If accredited with many outcomes, stagger them on a 2-year cycle
- **Data collection**: Indirect measures are completely acceptable (use the best measure possible to align with your outcomes)
- **Overly burdensome plans**: State in assessment revisions section of the report that you need to simplify your process to focus on targeted areas (and not all)
Streamlining assessment: shared outcomes model

**Outcomes Across Degrees**
- Create universal outcomes for the program
- Define each outcome to distinctly represent the level of learning
- Scaffolds teaching and learning
- Evidences growth and progress
- Outcomes roll up to overarching program goals

**Outcomes Across Courses**
- Standardizes learning across content
- Outcomes are created to align with all courses within a program
- Each course assesses 1-2 outcomes only (not all)
- Evidences transferable skills
- Typically utilizes a sampling of courses to represent
Outcomes Across Degrees

1st: **OVERARCHING PROGRAM GOALS**

- Communication
- Critical thinking
- Research skills
- Theoretical knowledge
- Practical Application
2nd: SLOs: UG → MA → PhD

- Effective Writing → Genre specific → Professional Writing
- Identifying ethical/unethical behavior → Comprehensive evaluation of ethics → Creating an ethical contract
- Reviewing scientific research → Synthesizing research w/in a specific topic → Constructing new research in a specialized area
- Acquire → Summarize → Apply
- Understand concepts → Utilize concepts to problem solve → Building a unit of concepts to teach

*** SCALE UP THE STUDENT BEHAVIOR OR CONTENT TO CREATE DISTINCT DIFFERENCES BETWEEN LEVELS OF LEARNING
## Benefits of outcomes across degrees

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<th>Benefits</th>
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<tr>
<td>Common purpose and goals amongst the program</td>
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<td>Builds collaboration</td>
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<td>Accountability mechanism for all instructors</td>
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<td>Faculty and leadership engagement in assessment</td>
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<td>Assessment is collective rather than individualized</td>
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<td>Intentional scaffolding</td>
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QUESTIONS/COMMENTS ON OUTCOMES ACROSS DEGREES?
Outcomes across courses

ESTABLISH A PROCESS AND STRUCTURE
- Not an evaluation of any particular instructor or class
- Create a one drive or shared drive account for assessment to be collected and archived
- Decide which courses will collect data (rotating cycle) once a year
- Program creates 4-5 SLOs. Each course needs to assess 2.
- Use pre-existing assignments and adapt if necessary
- Create a standardized measure for any assignment to be assessed with (e.g., rubric)
- Program analyzes data for patterns, gaps and strengths
___ (1) Apply Concepts and/or Theory to Critical Self-Reflection About One’s History and Position

___ (2) Understand Impact of Historic and Contemporary Inequality

___ (3) Demonstrate Ethical and Critical Awareness of Diversity & Inclusion

___ (4) Communicate an Understanding of Systemic and Political Structures and Inequality Maintenance
• Universal outcomes for a variety of measures
• Unifies programming with diverse content areas
• Standard measurement tool for all
• Provides an understanding on student success and growth beyond a home dept.
• Provides evidence on the cohesiveness of the program
QUESTIONS/COMMENTS ABOUT OUTCOMES ACROSS COURSES?
What makes assessment tools such as assignments, rubrics, projects, exams) complicated?
Simplifying Assessment Tools

**What pre-existing data streams do I have?**

**Embed the outcome into a pre-existing assignment/measure**

**Align the student verb/behavior with the tool (same level of thinking expected)**

**Create a tool that measures more than one outcome simultaneously (e.g. rubric, exit tool, capstone, summative)**

**Less is more: target the most important areas/outcomes**

**Focus on the assessment purpose rather than student satisfaction or favorable data**

**Will the tool provide me with the assessment information I need to make decisions about my student’s success?**
Simplifying Analysis

Analysis that provides results that can be useful in the decision-making process

ASK YOURSELF:
- Satisfy the intended audience?
- Answer questions?
- Meet goals?
- Illuminate next steps, strengths, limitations?
- Lead to recommendations?
Things to consider:

1. Aggregate Data
   - What do you see overall with the numbers?
   - Did the numbers answer your questions?

2. Grouping
   - In what ways can you chunk your data to tell the story of your results?
   - Is the story different when you group the data?

3. Patterns/Trends
   - Within your groups, are there patterns or trends?
   - Do they provide context for the data?
WHAT IS MISSING?

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