

**Academic Program Assessment
Summary Review of Reports Received Fall 2013 and Spring 2014**

NMSU Aggregate Assessment Performance

PHASE 1 AGGREGATE RUBRIC SCORES: N=46 / *45

Component	Not Evident	Developing	Well-developed	Exemplary	% Well-developed or Exemplary
Summary of Prior Year(s)	19	11	13	3	34%
Program Mission Statement	3	3	37	3	87%
Academic Program Goals	5	6	26	9	76%
Academic Program Objectives	5	4	21	16	80%
Direct Learning Outcome (DLO)	9	8	16	13	63%
Components of the Outcome*	16	5	12	12	53%
Evidence of Learning*	5	12	24	4	62%
Data Collection*	2	9	18	16	76%
Data Analysis*	3	12	23	7	67%
Engagement/ Impact*	4	20	20	1	47%

*Because of the nature and format of one of the reports, these components were not possible to score.

Summary of Program Progress				
<i>(reports can be assigned to multiple categories, so numbers total more than the total number of reports)</i>				
Does not Provide Evidence	Working toward important	Doing Assessment Well		
5	26	9	Changes made to improve learning	9
			Changes re-assessed	1
			Determined no change needed	1
			Re-assess to support findings	5

PHASE 2 AGGREGATE RUBRIC SCORES: N=36 / *37

Component	Not Evident	Developing	Developed	Highly-developed	% Developed or Highly-developed
Summary of Prior Year(s)*	22	5	6	4	27%
Program Mission Statement	12		24		67%
Academic Program Goals	16	2	10	8	50%
Academic Program Objectives	17	3	13	3	44%
Direct Learning Outcome (DLO)	5	5	18	8	72%
Components of the Outcome	13	4	15	4	53%
Evidence Used to Assess Learning	5	12	16	3	53%
Assessment Data	6	16	11	3	39%
Data Interpretation	6	12	14	4	50%
Engagement	6	10	19	1	56%
Impact	7	11	18		50%
Assessment Process	3	9	23	1	67%
Communication	6	13	13	4	47%

* One report included a summary of the prior year activities, but remainder of report did not coincide with template.

Summary of Program Progress				
<i>(reports can be assigned to multiple categories, so numbers total more than the total number of reports)</i>				
Does not Provide Evidence	Working toward important	Doing Assessment Well		
3	19	7	Changes made to improve learning	9
			Changes re-assessed	3
			Determined no change needed	4
			Re-assess to support findings	3

Academic Program Assessment Summary Review of Reports Received Fall 2013 and Spring 2014

College of Arts & Sciences

PHASE 1 AGGREGATE RUBRIC SCORES: N=21 / *20

Component	Not Evident	Developing	Well-developed	Exemplary	% Well-developed or Exemplary
Summary of Prior Year(s)	6	7	7	1	38%
Program Mission Statement	3	2	16		76%
Academic Program Goals	5	1	13	2	71%
Academic Program Objectives	5		12	4	76%
Direct Learning Outcome (DLO)	6	3	8	4	57%
Components of the Outcome*	10	1	6	3	82%
Evidence of Learning	3	3	12	2	70%
Data Collection*	2	3	12	3	75%
Data Analysis*	3	5	12		60%
Engagement/ Impact*	3	8	9		45%

*Because of the nature and format of one of the reports, these components were not possible to score.

Summary of Program Progress				
Does not Provide Evidence	Working toward important	Doing Assessment Well		
4	9	8	Changes made to improve learning	3
			Changes re-assessed	
			Determined no change needed	
			Re-assess to support findings	4

PHASE 2 AGGREGATE RUBRIC SCORES: N=13 / *14

Component	Not Evident	Developing	Developed	Highly-developed	% Developed or Highly-developed
Summary of Prior Year(s)*	6	2	5	1	43%
Program Mission Statement	2		11		85%
Academic Program Goals	4	1	8		62%
Academic Program Objectives	4		9		69%
Direct Learning Outcome (DLO)		1	7	5	92%
Components of the Outcome	4	1	6	2	62%
Evidence Used to Assess Learning		2	10	1	85%
Assessment Data		6	6	1	54%
Data Interpretation		4	8	1	69%
Engagement	1	4	7	1	62%
Impact		6	7		54%
Assessment Process		5	7	1	62%
Communication		7	6		43%

* One report included a summary of the prior year activities, but remainder of report did not coincide with template.

Summary of Program Progress				
Does not Provide Evidence	Working toward important	Doing Assessment Well		
	7	6	Changes made to improve learning	4
			Changes re-assessed	1
			Determined no change needed	2
			Re-assess to support findings	1

**Academic Program Assessment
Summary Review of Reports Received Fall 2013 and Spring 2014**

College of Agriculture, Consumer & Environmental Sciences

PHASE 1 AGGREGATE RUBRIC SCORES: N=1

Component	Not Evident	Developing	Well-developed	Exemplary	% Well-developed or Exemplary
Summary of Prior Year(s)			1		100%
Program Mission Statement			1		100%
Academic Program Goals			1		100%
Academic Program Objectives			1		100%
Direct Learning Outcome (DLO)		1			0%
Components of the Outcome			1		100%
Evidence of Learning (stud. prod.)			1		0%
Data Collection			1		100%
Data Analysis				1	100%
Engagement/ Impact			1		100%

Summary of Program Progress				
Does not provide evidence	Working toward improvement	Doing assessment well		
			Changes made to improve learning	1
			Changes re-assessed	
			Determined no change needed	
			Re-assess to support findings	1

PHASE 2 AGGREGATE RUBRIC SCORES: N=5

Component	Not Evident	Developing	Developed	Highly-developed	% Developed or Highly-developed
Summary of Prior Year(s)	4			1	20%
Program Mission Statement	4		1		20%
Academic Program Goals	3			2	40%
Academic Program Objectives	3			2	40%
Direct Learning Outcome (DLO)	2		3		60%
Components of the Outcome	2		3		60%
Evidence Used to Assess Learning		2	2	1	60%
Assessment Data		3		2	40%
Data Interpretation	1	1		3	60%
Engagement		2	3		60%
Impact	2		3		60%
Assessment Process			5		100%
Communication		1	4		80%

Summary of Program Progress				
Does not Provide Evidence	Working toward important	Doing Assessment Well		
	2		Changes made to improve learning	4
			Changes re-assessed	1
			Determined no change needed	
			Re-assess to support findings	2

**Academic Program Assessment
Summary Review of Reports Received Fall 2013 and Spring 2014**

College of Business

PHASE 1 AGGREGATE RUBRIC SCORES: N=13

Component	Not Evident	Developing	Well-developed	Exemplary	% Well-developed or Exemplary
Summary of Prior Year(s)	9		3	1	31%
Program Mission Statement			13		100%
Academic Program Goals		1	6	6	92%
Academic Program Objectives			4	9	100%
Direct Learning Outcome (DLO)		1	7	5	92%
Components of the Outcome		4	3	6	69%
Evidence of Learning		5	7	1	62%
Data Collection			4	9	100%
Data Analysis		2	6	5	85%
Engagement/ Impact	1	4	7	1	62%

Summary of Program Progress				
Does not Provide Evidence	Working toward important	Doing Assessment Well		
	9		Changes made to improve learning	3
			Changes re-assessed	
			Determined no change needed	1
			Re-assess to support findings	

PHASE 2 AGGREGATE RUBRIC SCORES: N=1

Component	Not Evident	Developing	Developed	Highly-developed	% Developed or Highly-developed
Summary of Prior Year(s)	1				0%
Program Mission Statement			1		100%
Academic Program Goals				1	100%
Academic Program Objectives		1			0%
Direct Learning Outcome (DLO)				1	100%
Components of the Outcome				1	100%
Evidence Used to Assess Learning		1			0%
Assessment Data		1			0%
Data Interpretation		1			0%
Engagement	1				0%
Impact		1			0%
Assessment Process	1				0%
Communication	1				0%

Summary of Program Progress				
Does not provide evidence	Working toward important	Doing assessment well		
1			Changes made to improve learning	
			Changes re-assessed	
			Determined no change needed	
			Re-assess to support findings	

**Academic Program Assessment
Summary Review of Reports Received Fall 2013 and Spring 2014**

College of Education

PHASE 1 AGGREGATE RUBRIC SCORES: N=4

Component	Not Evident	Developing	Well-developed	Exemplary	% Well-developed or Exemplary
Summary of Prior Year(s)	3			1	25%
Program Mission Statement			3	1	100%
Academic Program Goals			4		100%
Academic Program Objectives		1	2	1	75%
Direct Learning Outcome (DLO)		1		3	75%
Components of the Outcome			1	3	100%
Evidence of Learning			3	1	100%
Data Collection			1	3	100%
Data Analysis			3	1	100%
Engagement/ Impact		3	1		25%

Summary of Program Progress				
Does not Provide Evidence	Working toward important	Doing Assessment Well		
	3		Changes made to improve learning	1
			Changes re-assessed	
			Determined no change needed	
			Re-assess to support findings	

PHASE 2 AGGREGATE RUBRIC SCORES: N=6

Component	Not Evident	Developing	Developed	Highly-developed	% Developed or Highly-developed
Summary of Prior Year(s)	3	2	1		17%
Program Mission Statement	2		4		67%
Academic Program Goals	2		2	2	67%
Academic Program Objectives	5			1	17%
Direct Learning Outcome (DLO)	3	1	1	1	33%
Components of the Outcome	4		2		33%
Evidence Used to Assess Learning	3	1	1	1	33%
Assessment Data	2	1	3		50%
Data Interpretation	1	3	2		33%
Engagement	2		4		67%
Impact	1	1	4		67%
Assessment Process		2	4		67%
Communication	1	3	2		33%

Summary of Program Progress				
Does not Provide Evidence	Working toward important	Doing Assessment Well		
1	4		Changes made to improve learning	
			Changes re-assessed	
			Determined no change needed	1
			Re-assess to support findings	

**Academic Program Assessment
Summary Review of Reports Received Fall 2013 and Spring 2014**

College of Engineering

PHASE 1 AGGREGATE RUBRIC SCORES: N=2

Component	Not Evident	Developing	Well-developed	Exemplary	% Well-developed or Exemplary
Summary of Prior Year(s)	1	1			0%
Program Mission Statement			1	1	100%
Academic Program Goals		1		1	50%
Academic Program Objectives			1	1	100%
Direct Learning Outcome (DLO)	1		1		50%
Components of the Outcome	2				0%
Evidence of Learning	2				0%
Data Collection		2			0%
Data Analysis		1	1		50%
Engagement/ Impact		1	1		50%

Summary of Program Progress				
Does not Provide Evidence	Working toward important	Doing Assessment Well		
	2		Changes made to improve learning	
			Changes re-assessed	
			Determined no change needed	
			Re-assess to support findings	

PHASE 2 AGGREGATE RUBRIC SCORES: N=7

Component	Not Evident	Developing	Developed	Highly-developed	% Developed or Highly-developed
Summary of Prior Year(s)	6	1			0%
Program Mission Statement	4		3		43%
Academic Program Goals	6			1	14%
Academic Program Objectives	4	2	1		14%
Direct Learning Outcome (DLO)		3	3	1	57%
Components of the Outcome	3	3	1		14%
Evidence Used to Assess Learning	2	4	1		14%
Assessment Data	4	3			0%
Data Interpretation	4	1	2		29%
Engagement	2	2	3		43%
Impact	4	1	2		29%
Assessment Process	2		5		71%
Communication	4	2	1		14%

Summary of Program Progress				
Does not Provide Evidence	Working toward important	Doing Assessment Well		
2	4	1	Changes made to improve learning	1
			Changes re-assessed	
			Determined no change needed	
			Re-assess to support findings	

**Academic Program Assessment
Summary Review of Reports Received Fall 2013 and Spring 2014**

College of Health & Social Services

PHASE 1 AGGREGATE RUBRIC SCORES: N=4

Component	Not Evident	Developing	Well-developed	Exemplary	% Well-developed or Exemplary
Summary of Prior Year(s)		3	1		25%
Program Mission Statement		1	3		75%
Academic Program Goals		3	1		25%
Academic Program Objectives		3	1		25%
Direct Learning Outcome (DLO)	2	2			0%
Components of the Outcome	4				0%
Evidence of Learning		4			0%
Data Collection		4			0%
Data Analysis		4			0%
Engagement/ Impact		4			0%

Summary of Program Progress				
Does not Provide Evidence	Working toward important	Doing Assessment Well		
1	3		Changes made to improve learning	1
			Changes re-assessed	
			Determined no change needed	
			Re-assess to support findings	

PHASE 2 AGGREGATE RUBRIC SCORES: N=4

Component	Not Evident	Developing	Developed	Highly-developed	% Developed or Highly-developed
Summary of Prior Year(s)	2			2	50%
Program Mission Statement			4		100%
Academic Program Goals	1	1		2	50%
Academic Program Objectives	1		3		75%
Direct Learning Outcome (DLO)			4		100%
Components of the Outcome			3	1	100%
Evidence Used to Assess Learning		2	2		50%
Assessment Data		2	2		50%
Data Interpretation		2	2		50%
Engagement		2	2		50%
Impact		2	2		50%
Assessment Process		2	2		50%
Communication				4	100%

Summary of Program Progress				
Does not Provide Evidence	Working toward important	Doing Assessment Well		
	2		Changes made to improve learning	
			Changes re-assessed	
			Determined no change needed	2
			Re-assess to support findings	

**Academic Program Assessment
Summary Review of Reports Received Fall 2013 and Spring 2014**

Library

PHASE 1 RUBRIC SCORES: N=1

Component	Not Evident	Developing	Well-developed	Exemplary	% Well-developed or Exemplary
Summary of Prior Year(s)			1		100%
Program Mission Statement				1	100%
Academic Program Goals			1		100%
Academic Program Objectives				1	100%
Direct Learning Outcome (DLO)				1	100%
Components of the Outcome			1		100%
Evidence of Learning (student product)			1		100%
Data Collection				1	100%
Data Analysis			1		100%
Engagement/ Impact			1		100%

Summary of Program Progress				
Does not Provide Evidence	Working toward important	Doing Assessment Well		
		1	Changes made to improve learning	
			Changes re-assessed	1
			Determined no change needed	
			Re-assess to support findings	