

**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  
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**College of Engineering**

**PHASE 1 AGGREGATE RUBRIC SCORES: N=2**

<b>Component</b>	<b>Not Evident</b>	<b>Developing</b>	<b>Well-developed</b>	<b>Exemplary</b>	<b>% Well-developed or Exemplary</b>
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%

<b>Summary of Program Progress</b>				
<b>Does not Provide Evidence</b>	<b>Working toward important</b>	<b>Doing Assessment Well</b>		
	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**

<b>Component</b>	<b>Not Evident</b>	<b>Developing</b>	<b>Developed</b>	<b>Highly-developed</b>	<b>% Developed or Highly-developed</b>
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%

<b>Summary of Program Progress</b>				
<b>Does not Provide Evidence</b>	<b>Working toward important</b>	<b>Doing Assessment Well</b>		
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  
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**Library**

**PHASE 1 RUBRIC SCORES: N=1**

<b>Component</b>	<b>Not Evident</b>	<b>Developing</b>	<b>Well-developed</b>	<b>Exemplary</b>	<b>% Well-developed or Exemplary</b>
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%

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