Changes for the 2018-19 Cycle:

- Section 3: Program-level learning outcomes are renamed from learning goals/objectives to better connect with the assessment outcomes language used in Section 4. Expectations are unchanged as to the information to be reported in Section 3.
- Section 7: Describing a three-year assessment schedule/plan was optional last year and is now required. There is an option to submit three-year plans in Spring 2019.
- Feedback Rubric: The rubric cover page was modified to more clearly account for how program improvements and process improvements each contribute to the overall rating.
- Apart from what is noted above, reporting expectations are unchanged from the prior assessment cycle. Minor changes to the template, instructions, and rubric were made for clarity.

Rationale: Academic departmental assessment focuses on improving student learning within academic programs. Each year, the process should involve:

1. Direct measurement of student proficiency in one or more program-level learning outcomes.
2. Analysis of assessment findings including evaluation of its relevance for curricular decision making.
3. Planning and implementing change in response findings and analysis.
4. Substantial engagement of program faculty and others as appropriate in steps 1 and 2.
5. Reassessment of learning following changes made in prior years' assessments.

Annual reports on academic program assessment of student learning provide evidence to the college, the institution, external accreditors, and our multiple and varied constituents that faculty and administrators are invested in providing optimal learning experiences for our students. Documentation about how assessment practices and reflection on student learning guide curricular, instructional and administrative decision-making demonstrates intentionality and accountability to all audiences.

Reporting requirements: All NMSU departments are expected to be engaged in ongoing outcomes assessment for the purposes of improved student learning. Each academic department must submit annually at least one report for its undergraduate (UG) programs and at least one report for its graduate (GR) programs. Departments with multiple degree programs at a given level (UG or GR) may submit a combined report or individual reports for each degree program at their discretion. In addition, those departments may choose to report on only a subset of their programs in a given year. (For example, a department with three UG and two GR programs may choose to submit an undergraduate report on one of its UG programs and another report on one of its GR programs.)

Every program must be evaluated within a three-year period using an assessment process that addresses all program-level learning outcomes over that same period.

Due Date: Reports for the 2018-19 assessment cycle are due on Tuesday, October 15th, 2019.
**Reporting formats:** There are two acceptable reporting formats:

1. **Template-based format.** The report is prepared using the Word template provide by the Office of Assessment.
2. **Alternative format.** The report is provided in any format such as, for example, one used in satisfying accreditation requirements. Using this option, the Word template document should also be submitted where each section either is completed (if the requested information is not found in the report) or contains a clear description of where (page #s) the requested information is found in the report file. For complex documents such as an accreditation self-study report, please also:
   a. Provide a summary or overview of lengthy sections to guide the reviewer to what is most pertinent.
   b. Be as specific as possible when specifying the location of pertinent information, i.e., “See Table 2 on pp. 85” rather than “See pp 81-89”.
   c. Clarify which assessment data/findings are for the current assessment cycle

**Supporting Documents:** Supporting documents such as assessment instruments, rubrics, etc., may be included as needed. Please append these documents to the template- or alternative-format report rather than submitting as separate documents. Please refer to the supporting document appendices where appropriate in the main report. Supporting documents that aren't referenced will not be read by the reviewers.

**Report sections:** (expand or collapse the space allotted for each section as needed)

1. **Mission Statement:** Include your departmental mission statement(s) as developed, for example, through your strategic planning process. This is intended to provide context for the assessment report.

2. **Degree Programs:** List all departmental degree programs at the level (undergraduate or graduate) of the report including the current enrollment or # of declared majors. (Approximate values are sufficient.) Check the box in the first column for each degree program that is a subject of the report. In any given cycle, a department may choose to report on assessment activities for only a subset of its programs at a given level. Note, however, that all programs must be assessed within a period not to exceed three years.

3. **Program-Level Learning Outcomes:** Note: This item was renamed from “Program-Level Learning Goals/Objectives” to better connect with the assessment outcomes described in Section 4. Program-level learning outcomes articulate the knowledge and skills that students should have attained by degree completion. These are broad in scope, and should focus on what students can do rather than reflecting more general performance metrics such as graduate placement, # of publications, etc. Program-level learning outcomes frequently emphasize higher-level skills (analyzing, evaluating, creating) over skills such as remembering or understanding. In this, there is a recognition that demonstrating higher-level skills requires mastery of the foundational knowledge and skills on which they are built.

4. **Data Collection and Analysis:** Describe your assessment data collection and analysis activities during the 2017-18 academic year. Elements of the narrative should include:
   - **Assessment Outcome(s):** An Assessment Outcome is a specific statement of what students are asked to demonstrate through an assessment activity they participate in. It
may itself be a program-level learning outcome, or it may be a component of one of those outcomes that is narrower in scope. A valid assessment outcome should be measurable and attainable. Example: “Undergraduate majors will demonstrate proficiency in written communication of scientific information in an appropriate journal style.”

• **Measure(s):** A Measure is a specific and detailed description of how a particular outcome will be assessed. Are all students in a given cohort assessed? How will the assessment be “scored” to determine whether an outcome was achieved or not? Details of the methodology used in collecting and analyzing data should go in this section. Example: “Written laboratory reports will be collected from... and scored according to the following rubric...”

• **Target(s):** Setting targets is not required but may help in focusing improvement efforts. A target is a desired level of achievement. A target is “met” if the findings indicate a level of achievement greater than or equal to the target level. Example target: “90% of students will achieve a composite score of 8 or higher out of a possible 12 on the assessment.”. Setting ambitious targets is encouraged as a means of stimulating productive conversations related to analysis of assessment findings and development of action plans. There are NO negative consequences associated with failure to meet a target!

• **Findings:** A description of data collected from the assessment including the measured level of achievement for each target. A complete and clear presentation of findings should be included. Use of tables, charts, etc. is encouraged.

• **Analysis:** Findings should be analyzed carefully to identify areas of need in order to guide improvement efforts.

5. **Action Plans:** An Action Plan is a detailed description of curricular and other changes that have a specific goal of improving student learning and that are planned in response to the assessment findings. Process improvements made by the department should be discussed in the Assessment Process section rather than with the Action Plan.

Action Plans provide an ideal mechanism for tracking year-to-year progress on assessment projects. This section therefore contains two parts, one for discussion of new action plans related directly to the current cycle’s assessment findings, and a second that prompts departments to reflect and report on their previous Action Plans. This is intended to help in establishing a department’s commitment to making meaningful curricular changes and to reassessment of student learning following those changes. Parts (a) and (b) in this section may be combined for multi-year assessment processes.

6. **Assessment Process:** This section focuses on who was involved with the assessment and how the assessment processes could be improved.
   (a) Engagement: Participation of all program faculty in discussions of assessment findings, analysis, and decision making is an essential aspect of assessment. Engagement of other stakeholders such as students, advisory boards, and alumni may also be useful.
   (b) Process Improvement: Changes made to your assessment process should be documented here. Making changes to the assessment process is not required if the assessment process is working well. However, completing this section is required if the assessment process did not yield information useful in developing an Action Plan.

7. **Assessment Schedule/Plan:** Beginning with 2019-20 assessment cycle, departments are expected to implement a plan to assess at least portions of every program-level learning
outcome for all of their degree programs over a period of no more than three years. A complete assessment of each program-level learning outcome is not required. For example, a department may assess students’ proficiency at constructing and interpreting graphical representations of data to demonstrate assessment of a broad, quantitative reasoning learning outcome even though that outcome addresses several other aspects of quantitative reasoning.

Keep in mind that a single measure may be used to assess multiple outcomes. For example, and assessment based on a project in a senior-level capstone course could conceivably be used to assess all program-level learning outcomes.

*The AADA Committee will be offering workshops during the 2019-20 academic year that will provide examples of program-level learning outcomes and ideas for measuring these in an efficient manner. In lieu of submitting a three-year plan in this report, departments may agree to send a representative to one of these workshops and to submit their three-year plan by Feb. 14th, 2020.*

**Submitting Reports:** Reports may be submitted either through e-mail or by uploading into departmental folders on the Assessment SharePoint site. Access to departmental SharePoint folders is restricted to authorized users only including department heads and designated assessment coordinators. Please contact David Smith ([davsmith@nmsu.edu](mailto:davsmith@nmsu.edu), 646-7621) to request access.