

Introduction: The following template provides the guidelines for annually recording the assessment of student learning outcomes for academic degree and certificate programs at UNM. Alternative formats (e.g., those used by specialized accreditors) may be acceptable as long as the assessment information requested in this template is provided. If you have any questions, please contact the Office of Assessment at assess@unm.edu or (505) 277-4130.

All academic programs should have an assessment plan and process that: 1) reflects the six steps of a continuous assessment cycle (refer to the “Annual Assessment Cycle Process” diagram for guidance) and 2) includes at least: one program goal, three student learning outcomes (SLOs), and four key program assessment measures (three direct/one indirect measures). The program’s goal(s), SLOs, and key program assessment measures should span (or reflect) students’ learning, development, and progression from the beginning to the end of the program.

Overview of Annual Program Report Template: The template is divided into two parts.

Part I

The first part of the template serves as the cover page. Please provide all of the information requested for the cover page.

Part II

The second part of the template requires information on the program’s goal(s), student learning outcomes, assessment measures, data results and analysis, and recommendations for program improvement and/or changes. Each program goal is followed by a table with seven columns. For each program goal, list in the table the SLOs that target or are align with the goal. Then include the assessment information for each student learning outcome(s) listed in the table. After completing the table, explain how each SLO was met, partially met, or not met. If needed, for additional goals, copy and paste the goal-table format onto a separate page.

Brief description of the seven columns:

Student Learning Outcomes (SLOs)	UNM Student Learning Goals (Knowledge, Skills, and/or Responsibility)	Assessment Measures incl. Measure Type (Direct or Indirect)*	Performance Benchmark/ Objective	Data Results*	Data Analysis*	Recommendations for Improvement/ Changes*
For each row in the table, provide a SLO. If needed, add more rows. A SLO may be targeted by or aligned with more than one program goal. If using a 2- or 3-year assessment cycle, only list the SLOs that are being assessed during the relevant assessment period. If a program awards more than one degree (i.e., B.S., M.A. etc.), the SLOs for graduate and undergraduate must be different and graduate degrees must be different (Master ≠ Doctorate).	State which UNM goal the SLO targets or aligns with; if relevant, more than one UNM SLO goal may be listed	Provide a description of the assessment instrument used to measure the SLO; include the course(s) (i.e., Course: PRO 540) and the semester(s) the assessment is administered in AND if it is a direct or indirect measure; if needed, go to the next row AND/OR add more rows if more than one assessment measure is used to assess the SLO (i.e., Measure 1, Measure 2, etc.)	State the program’s “criteria for success” or performance benchmark target for successfully meeting the SLO (i.e., At least 70% of the students will pass the assessment with a score of 70 or higher.)	State whether the performance benchmark was met, not met, or exceeded AND the total number of students assessed— must have at least TWO iterations of data for each assessment measure (i.e., Out of the 111 students assessed, 86% of the students passed the assessment with a score of 70 or higher for the 1 st iteration and 25 out of 30 students passed with a score of 70 or higher for the 2 nd iteration.)	Describe weaknesses and/or strengths in students’ learning/performance based on the data results (i.e., Even though the benchmark was met, 40% of the students struggled with Question 5 which focused on...)	Describe any improvements and/or changes to be made to the course, assessment, syllabus, program etc. to address weaknesses and/or sustain/capitalized on strengths outlined in the “Data Analysis” column (i.e., It seems that the language in Question 5 was confusing to students, so it will be changed. A revised assessment will be provided as evidence.)

NOTE: An asterisk (*) denotes that relevant data/evidence must be included for that column (refer to the “Annual Assessment Cycle Process” diagram for guidance). Evidence associated with program improvements/changes that are actually made or implemented have to be provided the next academic year/assessment period.

Part I: Cover Page
UNM Academic Programs Assessment Report Template
Record for Assessment of Student Learning Outcomes
The University of New Mexico

<u>Title of Degree or Certificate Program</u>	<u>Degree Level</u> <i>(Certificate, Associate, Bachelors, Master's, etc.)</i>
Native American Studies	Bachelor of Arts

Name of Academic Department (if relevant): Native American Studies

Name of College/School/Branch: University College

Academic Year/Assessment Period: 2014-15

Submitted By (include email address): Tiffany S. Lee, tslee@unm.edu

Date Submitted to College/School/Branch for Review: January 2016

Date Reviewed by College Assessment and Review Committee (CARC) or the equivalent:

State whether ALL of the program's student learning outcomes (SLOs) are targeted/assessed/measured within one year, two years, OR three years:
 One year (2014-15)

If the program's SLO's are targeted/assessed/measured within two years or three years, please state whether this assessment record focuses on SLOs from the first year, second year, or third year:

Describe the actions and/or improvements that were implemented during the previous reporting period (provide relevant evidence): N/A

Part II: Assessment Report

Course Goal #1: Students will analyze each of the concentration areas within the context of history, politics, law, and philosophy

Student Learning Outcomes	UNM Student Learning Goals (Knowledge, Skills, and/or Responsibility)	Assessment Measures incl. Measure Type (Direct or Indirect)*	Performance Benchmark	Data Results*	Data Analysis*	Recommendations for Improvement/ Changes*
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<p>Students will identify, characterize, and evaluate concepts, ideas, and issues of written, visual, and orally presented works in the areas of leadership, self-determination, community-building, and learning communities in Indigenous contexts.</p>	<p>Knowledge, Skills, and Responsibility</p>	<p>Direct Evaluating written work and oral presentations in NATV 150. This work will consist of:</p> <ul style="list-style-type: none"> - leading group discussions - exams - reflection writing or critical reviews 	<p>At least 80% of the students in NATV 150 will score a B or better on the assignments associated with</p> <ul style="list-style-type: none"> - leading group discussions - exams - reflection writing or critical reviews 	<p><i>Average % achieving learning outcome at "B" or better per assignment or course</i></p> <p>NATV 150, Fall 2014 Section 001 N=28 Course grade: 89% Section 002 N=18 Quiz 1 = 56% Quiz 2 = 33% Group Disc = 56% Reflection 1 = 94% Reflection 2 = 72% Community Projects = 88%, 72% Final Pres = 94%</p> <p>NATV 150, SPRING 2015 Section 002 N=31 Exams = 25%, improving over the semester Critical Reviews = 78%</p>	<p>The NAS Professors utilized a variety of assessment methods. Some measures demonstrated student's mastery of the benchmark, while several others did not. Writing and oral presentation assessments show higher scores than exams</p>	<p>NAS may need to identify specific assessment measure to meet this SLO. Exams show students are not achieving at a B or better most of the time, requiring us to reflect on both content delivery effectiveness and exams as a measure of their knowledge.</p>
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				<p>2 of 4 critical reviews above 80%</p> <p>Final Exam = 46%</p> <p>Section 003</p> <p>N= 15</p> <p>Group</p> <p>Discussions = 27%</p> <p>Midterm Exam = 80%</p> <p>Final Exam = 100%</p> <p>Paper 1 = 60%</p> <p>Paper 2 = 93%</p> <p>Paper 3 = 73%</p> <p>NATV 150, Summer 2015 (1 section, n=23)</p> <p>Exams = 55%</p>		
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<p>Students will examine issues of race, ethnicity, class, culture, gender, and language in relation to the concentration areas of the NAS department</p>	<p>Knowledge, Responsibility</p>	<p>Direct Evaluating written work and oral presentations in NATV 150. This work will consist of:</p> <ul style="list-style-type: none"> - leading group discussions - exams - reflection writing or critical reviews 	<p>At least 80% of the students in NATV 150 will score a B or better on the assignments associated with</p> <ul style="list-style-type: none"> - leading group discussions - exams - reflection writing or critical reviews 	<p>NATV 150, Fall 2014 Section 001, N=28 Course grade: 89% Section 002 N=18 Quiz 1 = 56% Quiz 2 = 33% Group Disc = 56% Reflection 1 = 94% Reflection 2 = 72% Community Projects = 88%, 72% Final Pres = 94%</p> <p>NATV 150, SPRING 2015 Section 002, average % achieving learning outcome N=31 Exams = 25%, improving over the semester</p>	<p>The NAS Professors utilized a variety of assessment methods. Some measures demonstrated student's mastery of the benchmark, while several others did not. Again, students performed better on written and oral measure, than exams.</p>	<p>This SLO overlaps extensively with the previous one and perhaps should be combined. Again, identifying a few measure to specifically determine students' achievement will streamline our assessment process of this and other SLOs.</p>
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				<p>Critical Reviews = 78% 2 of 4 critical reviews above 80% Final Exam = 46%</p> <p>Section 003 N= 15 Group Discussions = 27% Midterm Exam = 80% Final Exam = 100% Paper 1 = 60% Paper 2 = 93% Paper 3 = 73%</p> <p>NATV 150, Summer 2015 (1 section, n=23) Exams = 55%</p>		
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Course Goal #2: Students will be able to connect community issues in Native and Non-Native America to concepts taught in Native American Studies

Student Learning Outcomes	UNM Student Learning Goals (Knowledge, Skills, and/or Responsibility)	Assessment Measures incl. Measure Type (Direct or Indirect)*	Performance Benchmark	Data Results*	Data Analysis*	Recommendations for Improvement/ Changes*
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<p>Students will be able to identify current events that are connected to the course topics.</p>	<p>Knowledge, Skills</p>	<p>Direct Evaluating written work and oral presentations in NATV 150. This work will consist of:</p> <ul style="list-style-type: none"> - leading group discussions - reflection writing or critical reviews - oral presentation - individual participation 	<p>At least 80% of the students in NATV 150 will score a B or better on the assignments associated with</p> <ul style="list-style-type: none"> - leading group discussions - reflection writing or critical reviews - oral presentation - individual participation 	<p>NATV 150, Fall 2014 Section 001, average % achieving learning outcome N=28 Course grade: 89% Section 002 N=18 Comm Projects = 88%, 72% NATV 150, SPRING 2015 Section 002, average % achieving learning outcome N=31 Participation = 50% Section 003 N= 15 Group Discussions = 27% Paper 1 = 60% Paper 2 = 93% Paper 3 = 73% NATV 150, Summer 2015 Reflections = 98% Participation = 100%</p>	<p>Most of the measures show that students met the expectations to achieve a B or better on assignments that assess this SLO. Paper and presentation assignments showed the most success at students demonstrating their knowledge</p>	<p>Current events, and students identification of them as they are connected to course topics, provide a specific and easy way to measure students' progress. NAS assessments/assignments could be better aligned to the SLO. However, most students performed well.</p>
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<p>Students will be able to evaluate interviews in order to make connections between the issues and themes discussed in class</p>	<p>Knowledge, Skills, and Responsibility</p>	<p>Direct Evaluating written work and oral presentations in NATV 150. This work will consist of: - leading group discussions - reflection writing or critical reviews - oral presentation - individual participation</p>	<p>At least 80% of the students in NATV 150 will score a B or better on the assignments associated with - leading group discussions - reflection writing or critical reviews - oral presentation - individual participation.</p>	<p>NATV 150, Fall 2014 Section 001, average % achieving learning outcome N=28 Course grade: 89% Section 002 N=18 Comm Projects = 88%, 72%</p>	<p>Results show that students achieved the benchmark, but few Professors incorporated interviews into their course.</p>	<p>This SLO can be combined with the previous one on current events</p>
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Course Goal #3: Students will develop their critical thinking and writing skills by analyzing literature, films, and presentations.

Student Learning Outcomes	UNM Student Learning Goals (Knowledge, Skills, and/or Responsibility)	Assessment Measures incl. Measure Type (Direct or Indirect)*	Performance Benchmark	Data Results*	Data Analysis*	Recommendations for Improvement/ Changes*
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<p>Students will examine Native American perspectives and use Native people's experiences to inform their understanding of multiple and complex issues that affect Native people.</p>	<p>Knowledge, Skills, and Responsibility</p>	<p>Direct Evaluating written work and oral presentations in NATV 150. This work will consist of:</p> <ul style="list-style-type: none"> - leading group discussions - reflection writing or critical reviews - oral presentation - individual participation 	<p>At least 80% of the students in NATV 150 will score a B or better on the assignments associated with</p> <ul style="list-style-type: none"> - leading group discussions - reflection writing or critical reviews - oral presentation - individual participation. 	<p>NATV 150, Fall 2014 Section 001, average % achieving learning outcome N=28 Course grade: 89% Section 002 N=18 Group Disc = 56% Reflection 1 = 94% Reflection 2 = 72% Community Projects = 88%, 72% Final Pres = 94%</p> <p>NATV 150, SPRING 2015 Section 002, N=31 Critical Reviews = 78% Participation = 50%</p>	<p>Results show that students' performance on 6 of the measures met the benchmark. Students' performance on 8 of the measures did not meet the benchmark. There's a wide variety of assessments across sections.</p>	<p>Identify select measure to utilize across sections of NATV 150 to obtain a more uniform understanding of how students are achieving the SLO</p>
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				<p>Spring 2015 Section 003 N= 15 Group Discussions = 27% Paper 1 = 60% Paper 2 = 93% Paper 3 = 73%</p> <p>NATV 150, Summer 2015 N=23 Reflections = 98% Participation = 100%</p>		
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<p>Students will be able to articulate their thoughts, questions and perception related to the context of history, politics, law and philosophy</p>	<p>Knowledge, Skills, and Responsibility</p>	<p>Direct Evaluating written work and oral presentations in NATV 150. This work will consist of: - leading group discussions - reflection writing or critical reviews - oral presentation - individual participation</p>	<p>At least 80% of the students in NATV 150 will score a B or better on the assignments associated with - leading group discussions - reflection writing or critical reviews - oral presentation - individual participation.</p>	<p>NATV 150, Fall 2014 Section 001, N=28 Course grade: 89% Section 002 N=18 Group Disc = 56% Reflection 1 = 94% Reflection 2 = 72% Community Projects = 88%, 72% Final Pres = 94%</p> <p>NATV 150, SPRING 2015 Section 002, N=31 Critical Reviews = 78% Participation = 50%</p> <p>Section 003 N= 15 Group Discussions = 27% Paper 1 = 60% Paper 2 = 93% Paper 3 = 73%</p>	<p>Results show students achieved the SLO on 5 assessments, but not on 8 other assessments. Assessments vary across sections.</p>	<p>Identify select measure to utilize across sections of NATV 150 to obtain a more uniform understanding of how students are achieving the SLO</p>
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				NATV 150, Summer 2015 N=23 Reflections = 98%		

Based on the data results and analysis provided for the student learning outcome(s) listed in the table above, for EACH student learning outcome, please state if the outcome was met, partially met, or not met. Briefly explain why:

SLO 1.1: Students will identify, characterize, and evaluate concepts, ideas, and issues of written, visual, and orally presented works in the areas of leadership, self-determination, community-building, and learning communities in Indigenous contexts.

This SLO was met in some cases and not met among many other assessments. We have a large variety of measures that we need to pare down. The measures are broadly applied as well.

SLO 1.2: Students will examine issues of race, ethnicity, class, culture, gender, and language in relation to the concentration areas of the NAS department. This SLO overlaps with 1.1 and should be combined with 1.1. It was met among several measures and not met among several more. It appears the large number of measures may not give us an accurate picture of the students' performance.

SLO 2.1: Students will be able to identify current events that are connected to the course topics.

This SLO was partially/mostly met because more over 80% of students in each semester scored a B or better on most assessment measures. The SLO is clear and concrete making assessment more direct and concrete.

SLO 2.2: Students will be able to evaluate interviews in order to make connections between the issues and themes discussed in class

This SLO was mostly met with 2 of 3 measures showing 80% of students earned a B or better. Interviews also provide a concrete way to measure students' knowledge and progress. However, few professors utilized this assignment.

SLO 3.1: Students will examine Native American perspectives and use Native people's experiences to inform their understanding of multiple and complex issues that affect Native people.

This SLO was partially met with 6 measures showing 80% of students performed at B or better. It is difficult to make a determination as to why since a wide variety of measures were used across sections. Recommendations are to identify a few measures to be utilized across sections.

SLO 3.2: Students will be able to articulate their thoughts, questions and perception related to the context of history, politics, law and philosophy

This SLO was partially met with 5 measures showing 80% of students performed at B or better. It is difficult to make a determination as to why since a wide variety of measures were used across sections. Recommendations are to identify a few measures to be utilized across sections.

Overall, NAS may want to revisit the benchmark of students achieving at B or better. We should also condense some of the overlapping SLOs, and identify specific measures to utilize across sections of NATV 150 for each SLO.