



HLC Accreditation Evidence Document

Title: Template for Administrative Units Assessment Plan

**Office of Origin: Office of Assessment and The Academic Program
Review Office**

Description: The generic template, provided by the Office of Assessment to serve as a guideline for assessing "administrative unit-level student learning outcomes and/or administrative unit outcomes" (1). This includes information on how Student Learning Outcomes can be articulated and organized.

Date: 2015

**Template
Administrative Units
Assessment Plan**
University of New Mexico

Instructions:

This template is a suggested guideline for creating assessment plans to assess administrative unit-level student learning outcomes and/or administrative unit outcomes. An assessment plan can span one, two, or three assessment cycles. Alternative formats (e.g., those used by specialized accreditors) may be acceptable; please check first with the Office of Assessment.*

Assessment plans should be reexamined by the division and/or unit at least every seven years for updating or improvement.

All assessment plans should be made available to students and the broader UNM community for review via the college/school/branch and/or program's website.

*If you have any questions, please contact the Office of Assessment at assess@unm.edu or 277-4130.

DRAFT

Template
Administrative Units
Assessment Plan
The University of New Mexico

A. Division, Unit/Department and Date

1. Division: *[Insert College/School/Branch Campus Name]*
2. Unit/Department: *[Insert Department Name]*
3. Date: *[Insert current date]*

B. Contact Person(s) for the Assessment Plan

[Insert each person's name, title, e-mail address]

C. Mission Statement

Provide the department/unit's mission statement

D. Broad Unit Goals & Measurable Student Learning Outcomes (SLOs)

1. List broad Goal(s) for this Unit/Department

- A.
- B.
- C.
- etc.

2. If applicable, list of Student Learning Outcomes (SLOs) for this Unit/Department

- A.S1.
- (etc.)
- B.S1.
- (etc.)

3. If applicable, list of Administrative Unit Outcomes (AUOs) for this Unit/Department

- A.A1.
- (etc.)
- C.A1.
- (etc.)

Adapted from Kansas State University Office of Assessment

E. Assessment of Outcomes

All administrative units are expected to measure student learning and/or administrative unit outcomes annually and to measure all unit outcomes at least once over one, two, or three assessment cycle. Each unit determines which of its student learning or administrative unit outcomes to assess during an assessment cycle. Describe the unit’s one, two, or three year plan for assessing administrative unit-level student learning and/or administrative unit outcomes by addressing 1 thru 4 below.

1. Student Learning Outcomes (if applicable)

[Insert all student learning outcomes that will be assessed by the unit over the next one, two, or three assessment cycles.]

Relationship to UNM Student Learning Goals (insert the program’s SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Unit’s SLO is conceptually different from the University’s goals.
<i>[SLO text]</i> <i>[e.g., A.S1 The student will be able to communicate effectively in writing.]</i>				

2. How will learning outcomes be assessed? (Address Ai thru Aiii individually OR complete the table below)

A. What:

- i. *For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students’ accomplishment of the learning outcomes in the one, two, or three-year plan?*
- ii. *Indicate whether each measure is **direct** or **indirect**. If you are unsure, then write “Unsure of measurement type.” There is an expectation that **most of the assessment methods/measures will be direct** measures of student learning with at least 1-2 indirect assessment methods/measures.*

iii. Briefly describe the **criteria for success** related to each direct or indirect means of assessment. What is the program’s performance target (e.g., is an “acceptable or better” performance by 60% of students on a given measure acceptable to the unit)? If scoring rubrics are used to define qualitative criteria and measure performance, attach them to the plan as they are available.

Assessing Student Learning Goals			
Unit SLOs	Assessment Measures	Direct or Indirect	Criteria for Success
[SLO text] [e.g., A.S1 The student will experience to communicate effectively in writing.]			

B. **Who:** State explicitly whether the unit’s assessment will include evidence from all students or a sample. Address the validity of any proposed sample of students. **[NOTE: Although one size does not fit all and it does depend on the assessment method, sampling should not be taken lightly. Best practices indicate that sampling approx. 20% of the targeted student population (or student enrollment) is valid and reliable if the number exceeds 99. Otherwise, a valid rationale has to be provided for samples that are less than 20% of the targeted student population.]**

3. Administrative Unit Outcomes (if applicable)

[Insert all administrative unit outcomes that will be assessed by the unit over the next one, two, or three assessment cycles.

Relationship to UNM Strategic Plan (insert the unit’s AUOs and check/include all that apply):

University of New Mexico Strategic Plan				
Unit’s AUOs	Retention	Transition/Persistence	Graduation	Unit’s AUO targets the following component of the University’s strategic plan.
<i>[AUO text] [e.g., C.A1 The Budget Office will provide services that enable University departments to effectively administer and manage their state funds.]</i>				Infrastructure & Financial Performance

5. How will the administrative unit outcomes be assessed? (Address Ai thru Aiii individually OR complete the table below)

A. What:

- i. *For each AUO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students’ accomplishment of the learning outcomes in the one, two, or three-year plan?*
- ii. *Indicate whether each measure is **direct** or **indirect**. If you are unsure, then write “Unsure of measurement type.”*
- iii. *Briefly describe the **criteria for success** related to each direct or indirect means of assessment. What is the program’s performance target (e.g., is an “acceptable or higher” satisfaction rate by 60% of the clients on a given measure acceptable to the unit)? If surveys are used to define qualitative criteria and measure performance, attach them to the plan as they are available.*

Adapted from Kansas State University Office of Assessment

Assessing Service Oriented Goals			
Unit AUOs	Assessment Measures	Direct or Indirect	Criteria for Success
<i>[AUO text]</i> <i>[e.g., C.A1 The Budget Office will provide services that enable University departments to effectively administer and manage their state funds.]</i>			

B. Who: State explicitly whether the unit’s assessment will include evidence from all students or a sample. Address the validity of any proposed sample of clients.
[NOTE: Although one size does not fit all and it does depend on the assessment method, sampling should not be taken lightly. Best practices indicate that sampling approx. 20% of the targeted student population (or student enrollment) is valid and reliable if the number exceeds 99. Otherwise, a valid rationale has to be provided for samples that are less than 20% of the targeted student population.]

6. When will the outcomes be assessed? When and in what forum will the results of the assessment be discussed?

[Briefly describe the timeframe over which your unit will conduct the assessment of its AUOs/SLOs selected for the one, two, or three-year assessment cycle and/or complete the following table. For example, provide a layout of the semesters or years (e.g., 2014-2015, 2014-2016, and 2014-2017), list which outcomes will be assessed, and which semester OR academic year the results will be discussed and used to improve student learning (e.g., discussed with unit staff, interdepartmental faculty, advisory boards, students, etc.)]

Unit SLOs	Cycle/Semester Year
	Year 1, Summer 20??
	Year 1, Fall 20??
	Year 1, Spring 20??
	Year 2, Summer 20??
	Year 2, Fall 20??
	Year 2, Spring 20??
	Year 3, Summer 20??
	Year 3, Fall 20??
	Year 3, Spring 20??
Unit AUOs	Cycle/Academic Year
	Year 1, 2014-2014
	Year 2, 2015-2016
	Year 3, 2016-2017

7. What is the unit’s process to analyze/interpret assessment data and use results to improve student learning?

Briefly describe:

1. *who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).*
2. *what is the process for considering the implications of assessment/data for change:*
 - a. *to assessment mechanisms themselves,*
 - b. *to curriculum design,*
 - c. *to service improvement*
...in the interest of improving student learning.
 - d. *to planning/programming improvement*
...in the interest of improving the quality of the services provided by the unit.
3. *How, when, and to whom will recommendations be communicated?*