

**Academic Program Assessment
Summary Report for 2009-2010 Academic Year**

Presented to Wendy K. Wilkins, Executive Vice President & Provost
September 30, 2010

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OVERVIEW

During the 2009-10 academic year, academic program assessment reporting occurred in 2 phases. Phase 1 included articulating the assessment plan, and phase 2 included reporting assessment findings and resultant actions. Departments/programs selected either a fall or spring implementation, and phase reports were submitted accordingly.

Reporting templates and rubrics were distributed to academic departments and were made available on the IRPOA assessment website, as were supporting documents. Additional support for academic program assessment planning, implementation and reporting was made available in the form of specialized workshops, individual and/or group meetings, and general workshops.

Feedback on each phase report was provided in the form of a completed rubric and a cover memo. In some cases, a meeting was requested with the department or program to further discuss issues or concerns with the process.

RESULTS

Of the fifty (50) academic departments at NMSU-Las Cruces, forty-three (43), or eighty-six percent (86%), were actively engaged in and reported their assessment processes over the 2009-10 academic year.

Thirty-nine (39) of forty-seven (47) undergraduate departments were engaged in and reported their assessment of student learning processes.

Total Number of Undergraduate Departments	Number Engaging In & Reporting Assessment Processes
47	39 (83%)

Twenty-eight (28) of forty (40) graduate departments engaged in and reported their assessment of student learning processes.

Total Number of Graduate Departments	Number Engaging In & Reporting Assessment Processes
40	28 (70%)

Of the eighty-eight (88) total graduate and undergraduate departments, sixty-seven (67) engaged in and reported their assessment of student learning processes.

Total Number of Graduate & Undergraduate Departments	Number Engaging In & Reporting Assessment Processes
87	67 (77%)

Results by College

College	Number of Departments		Number Engaging In & Reporting Assessment Processes	
	Graduate	Undergrad	Graduate	Undergrad
ACES	7	8	5 (71%)	6 (75%)
A & S	17	21	11 (65%)	19 (90%)
BUS	5	4	4 (80%)	3 (75%)
EDUC	4	4	3 (75%)	4 (100%)
ENG	5	6	2 (40%)	3 (50%)
HSS	3	3	3 (100%)	3 (100%)

CONCLUSION

NMSU-Las Cruces met its goal of having at least 75% of its academic departments engaged in student learning assessment processes.

DISCUSSION

While eighty-six percent (86%) of departments across six colleges were engaged in and reported assessment of student learning processes, the variability across colleges and between undergraduate and graduate assessment is significant. I propose that NMSU set a goal for the 2010-11 academic year to have at least seventy-five percent (75%) engagement and reporting *within each college, at both the undergraduate and graduate level*, and across the institution.