Northern New Mexico College
INSTITUTIONAL ASSESSMENT PLAN

PURPOSE AND BACKGROUND

Mission: The mission of Northern New Mexico College is to ensure student success by providing access to affordable, community-based learning opportunities that meet the educational, cultural, and economic needs of the region.

Vision Statement: NNMC is a Hispanic- and Native American-serving comprehensive institution that will be recognized nationally for cultural sustainability, quality student learning and developing economically strong communities among diverse populations.

Values: Excellence in: Teaching & Learning; Student Success, Access & Affordability, Diversity, Facilities & Resources; and Community Building.

STRENGTHENING ASSESSMENT: A COLLEGE-WIDE ENDEAVOR

NNMC is taking the opportunity to approach assessment as a campus-wide need. NNMC has created processes for assessment. A focus on the process means a commitment to how we develop cycles of assessment that allows the College to “walk the talk” of continuous improvement. Towards this vision of campus-wide assessment, leadership in both administration and academic areas are emphasizing the need for data-driven decisions. For instance, identifying trends in the analysis of Student Learning Outcomes informs decisions made regarding offerings, support services, and resources. The Action Project: Strengthening Assessment is managed by the leadership of the Committee for Learning Assessment of Students (CLASS). The committee meets regularly and collects assessment information which is shared with institutional committees such as the General Education Committee (GEC), Undergraduate Curriculum Committee, and the Provost’s Academic Chairs/Deans and Directors Committee. Assessment data is analyzed by these committees to make data-driven decisions.

NNMC’s General Education Committee (GEC), a standing academic committee that reports to the Faculty Senate and Provost each semester, collaborates with each Academic Department/College and the CLASS to develop, implement and assess NNMC’s college-wide Student Learning Outcomes (SLOs). The GEC reviews general education core curriculum and institutional core objectives to ensure that they are aligned to state requirements and NNMC’s Mission, Vision and Values.

NNMC follows the New Mexico Higher Education Department (HED) Core Competencies (Common Core Standards) in establishing general education student learning outcomes and evaluates workforce projections and accreditation requirements in modifying and developing new programs and course offerings.

The college-wide Student Learning Outcomes (SLOs) assessment and rubric is the responsibility of the GEC, CLASS, and faculty. The college-wide Student Learning Outcomes that are incorporated into instruction across all disciplines are: Communication, Critical Thinking, Cultural Competence, and Information Competency & Research. By utilizing these SLOs within the master syllabi, NNMC
seeks to have each undergraduate leave with both the shared skills of a life-long learner and the tailored instruction within their discipline.

The data is shared with the GEC, CLASS, and specific faculty in order to evaluate the data and make improvements to the rubric. In addition, these groups will identify next steps with regards to the assessment process and in developing future training opportunities by the PD Committee.

Additional assessment reports from each department/college are submitted to Institutional Research and reviewed annually by Deans, chairs and directors.
The Professional Development Committee (former AQIP action project) provides opportunities for staff and faculty to attend assessment workshops coinciding with fall convocation or spring renewal activities. The purpose of the training is to share research based best practices with regards to assessment and student engagement. For instance, in a series of half-day workshops (fall 2014 through spring 2015), faculty members were introduced to the new Student Learning Outcomes, then given time to dialogue with fellow faculty members about the “hows and whats” of implementing shared outcomes across the curriculums. After each series of professional developments, academic departments took the work back to the departments to integrate into their courses and programs. Of faculty surveyed, 95% indicated that “This training increased or refreshed my knowledge/understanding of fundamental considerations related to college-wide learning goals.” One hundred percent (100%) indicated “I would welcome future training opportunities on the creation and use of rubrics to score assessments.” Furthermore, the evaluation of these workshops identified gaps and challenges to be addressed with future training. Workshop evaluation surveys demonstrate training efforts have been successful in assisting faculty to identify and implement classroom-based assessments aligned with identified college-wide Student Learning Outcomes.

THE ASSESSMENT CYCLE

Assessment and program improvement efforts are cyclical and ongoing. Faculty members administer assessment instruments throughout the academic year. Utilizing various resources, they collect, archive, and analyze the data. The analyses culminate in the development of an Annual Student Learning Report, which is made available to all members of the College community. The timeline below summarizes the annual assessment cycle:

<table>
<thead>
<tr>
<th>Activity</th>
<th>By whom?</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather and archive student learning data following program assessment plans</td>
<td>Faculty</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Analyze data</td>
<td>Faculty and chairpersons/deans</td>
<td>Spring semester</td>
</tr>
<tr>
<td>Implement program, curriculum, and assessment improvements as needed</td>
<td>Faculty and chairpersons/deans</td>
<td>Spring semester</td>
</tr>
<tr>
<td>Request additional budget based on feedback through assessment.</td>
<td>Chairpersons/deans and Resource Allocation Committee</td>
<td>Spring semester</td>
</tr>
<tr>
<td>Review selected programs every 3-4 years</td>
<td>Provost</td>
<td>Spring semester</td>
</tr>
</tbody>
</table>
Submit Common Core assessment report for previous academic year | General Education Committee & Office of Accreditation and Assessment | Sep 30
---|---|---
Finalize program assessment reports for previous academic year | Faculty | Assessment Day Oct 20
Produce Council of University Presidents performance effectiveness report that summarizes enrollment, retention, graduation, and placement rates for previous academic year | Office of Institutional Effectiveness | Assessment Day Oct 20
Publish Annual Student Learning Report for previous academic year | Office of Assessment | Dec 20

**RESPONSIBILITIES**

**Faculty**

Assessment programs that work are faculty-owned and driven. In other words, faculty participation ought to be active and ongoing in all aspects of the assessment cycle. Faculty members use the results of assessment data to strengthen and improve the curriculum, textbooks, and pedagogy, and thus improve student learning. Faculty members’ collective responsibilities include:

- Utilize resources to design assessment plans for the College’s academic programs, with mission statements, goals, outcomes/objectives, and assessment measures.
- Design assessment measures according to the assessment plans.
- Implement instructional strategies that promote student learning outcomes and conduct assessments that ascertain levels of student learning.
- Gather and archive assessment data according to the appropriate program assessment plan utilizing google drive or a shared folder.
- Collaborate with colleagues to analyze and improve all aspects of program design, delivery, and services.
- Provide representation on the Student Learning Achievement Committee, which coordinates program assessment efforts at the College.
Students

Assessment information that demonstrates student learning starts with the students. Our students participate in direct assessment activities (tests, portfolios, etc.) and indirect assessment activities (surveys, focus groups, etc.). Other roles in assessment that students might assume include:

- Facilitate assessment activities by acting as assessors themselves (critiquing class projects and presentations of other students, group work evaluation, conducting campus surveys, etc.).
- Provide feedback and comments on assessment activities.
- Participate in departmental analyses of assessment data and deliberations about program improvements (e.g., exit interviews).

Committee on Learning Assessment of Students (CLASS)

The Student Learning Achievement Committee (SLAC) is responsible for facilitating the College’s Institutional Assessment Plan. The SLAC is a standing faculty committee that reports to the Provost. Members are assigned by the Faculty Association President. SLAC responsibilities include:

- Develop and communicate to the College community annual goals on assessment that are consistent with the Institutional Assessment Plan.
- Review and monitor the assessment of student learning in all academic programs.
- Serve as consultant-evaluators to the academic departments on the development and implementation of program assessment plans by reviewing selected assessment work, utilizing the rubric on the following page, and providing helpful feedback to colleagues so as to help them improve their work.
- Encourage professional development that aids in student learning and assessment.
- Serve as a resource for academic departments, the Office of Assessment, and other offices to help prepare the College’s Annual Student Learning Report on academic assessment activities.
- Play an advisory role in the preparation and implementation of budgets for the implementation of the Institutional Assessment Plan.
- Scrutinize the Institutional Assessment Plan periodically to enhance, improve, and report upon teaching and learning.
Office of Accreditation and Assessment

The Assistant Provost for Accreditation and Assessment has primary responsibility for designing, planning, implementing, assessing, and revising the College's Institutional Assessment Plan. This person reports to the Provost and is a permanent, ex officio member of the Student Learning Achievement Committee. Duties include:

- Coordinate and implement the College's Institutional Assessment Plan.
- Coordinate resources for developing and implementing program assessment plans.
- Work with academic department chairs, program directors, and administrative department heads in developing, maintaining, and conducting effective assessment activities.
- Plan and offer professional development activities for faculty and staff.
- Coordinate the preparation of the College's Annual Student Learning Report.
- Oversee the budget for assessment.
## Rubric for Program Assessment Feedback

<table>
<thead>
<tr>
<th>Mission</th>
<th>Commendable</th>
<th>Acceptable</th>
<th>Developing</th>
<th>Under-developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program mission defines the program's primary purpose(s), and is in explicit alignment with the departmental and College mission statements.</td>
<td>The program mission defines the program's primary purpose(s), and aligns in general with the departmental and College mission statements.</td>
<td>The program mission defines the program's primary purpose(s) but alignment to the departmental and/or College mission is either unclear or unstated.</td>
<td>The program mission is non-existent, or not stated in an acceptable format.</td>
<td></td>
</tr>
</tbody>
</table>

### Score and comments (x/6)

| Outcomes | SLO's indicate knowledge, skills and dispositions; they align clearly to the program mission and mission of the College. | SLO's indicate two of three aspects of student learning; align clearly to program mission and College mission. | SLO's are stated but unclear regarding two or more aspects of student learning and/or connections to program and College missions. | SLO's are non-existent, not stated in an acceptable format, and/or do not align to program mission and/or College mission. |

### Score and comments (x/6)

| Measures & achievement targets | Measures promise direct and indirect evidence of student learning; they are related to appropriate SLO's and have clear achievement targets. | Measures promise direct and indirect evidence of student learning; the relate to some but not all of the SLO's. | Measures exist but their relationships to the SLO's is unclear; they are incomplete and vague in addressing the SLO's. | Measures are non-existent or not stated in an acceptable format. |

### Score and comments (x/6)

| Findings | Findings provide compelling student learning data that follow details spelled out in the description of measures. | Findings include references to some (but not all) measures, and indicate extent to which most but not all SLO's were met as well as need for further actions (as appropriate). | Findings are initiated but incomplete; the overall sense of progress attained is hard to ascertain. | Findings are non-existent or not stated in an acceptable format. |

### Score and comments (x/6)

| Action plan tracking | Steps are spelled out with persons responsible and budget amounts as needed for implementing program improvements in ways that related compellingly to assessment findings. | Steps are spelled out for implementing program improvements in ways that address some of the assessment findings. | Steps are spelled out for implementing program improvements in ways that address one or two of the assessment findings. | There are no action steps listed. |

### Score and comments (x/6)

| Overall comments | xx/5 = overall score |
Office of Institutional Effectiveness

The Director of the Office of Institutional Effectiveness gathers and makes available data on institutional effectiveness. Responsibilities include:

- Gather and maintain accurate, up-to-date information on student enrollment, retention, transfer rates, graduation, and placement rates.
- Gather student, faculty, and staff surveys and focus group data so as to gauge institutional effectiveness.
- Gather employer satisfaction data as they pertain to College graduates.
- Produce an annual institutional effectiveness report that summarizes programs’ enrollment, retention, graduation, and placement rates.

Chairs and Deans

Chairs and Deans are responsible for academic and assessment matters within their departments. Responsibilities regarding assessment include:

- Support and verify academic assessment within the department.
- Distribute equitably the coordination of program assessment activities among the department’s full-time faculty.
- Ensure the appropriate participation of part-time faculty in program assessment activities (i.e., gathering and analyzing student learning data).
- Be responsible for academic program changes as designed by faculty in response to assessment findings.
- Demonstrate commitment to assessment of student learning and use of its results by the department's faculty and staff.
- Support and verify the development the Annual Student Learning reports for the department's academic programs.

General Education Committee

Comprised of faculty who are assigned annually by the Faculty Association President, this group is responsible for the development, assessment, and ongoing improvement of the College’s General Education Program. Individual committee members are assigned coordination responsibilities for all five areas of the state’s Common Core, which overlaps with the General Education Program. Working with the Office of Assessment and Accreditation, among other program development and reporting duties, the Committee is responsible for submitting the institution’s annual Common Core assessment report.
Student Services

The Dean of Student Services, working with staff persons in the various departments under that office’s purview, is responsible for the development, assessment, and ongoing improvement of co-curricular student learning. Possible arenas for co-curricular learning and assessment include the Student Senate, clubs, student associations, and student activities.

Provost

As Chief Academic Officer, the Provost has ultimate responsibility for all academic and assessment matters. Responsibilities regarding assessment include:

● Support and verify academic assessment at all levels.
● Demonstrate institutional commitment to assessment of student learning and use of its results by department chairs, deans, and other academic administrators.
● Coordinate professional development activities that support student learning and assessment.
● Coordinate the periodic review of academic programs with particular emphasis on student learning and assessment.
● Synthesize the Annual Student Learning report; make recommendations to the AQIP Council on specific proposals for improving student learning.

Águila Council

The Águila Council is responsible for institutional planning, systems portfolio development, identifying opportunities for continuous improvement, and on the basis of that analysis, assigning tasks to Process Improvement Teams, standing committees, departments, or individuals. Its responsibilities regarding assessment are to:

● Serve as a College-wide audience for assessment results.
● Be responsible for identifying opportunities for continuous improvement.
● Review work efforts and provide needed critical feedback and recommendations.
● Provide to the President specific proposals for improving student learning.

President

The College President has ultimate responsibility to implement recommendations to improve student learning.
PROGRAM ASSESSMENT STRUCTURE

Every academic program at Northern New Mexico College should have an assessment plan. That plan describes the program’s mission, student learning outcomes, and measures for gathering data on student learning. These program elements, along with assessment data and notes pertaining to analysis and program improvements, should be archived in the College’s website.

The assessment plan must articulate measures to be used by the faculty, with support from the Office of Accreditation and Assessment, to determine levels of student achievement and program effectiveness in attaining the program’s mission and goals. The measures should provide direct and indirect evidence of student learning and include a mix of quantitative and qualitative data. Individual program assessment plans may be driven by specific requirements of appropriate accreditation agencies.

Courses in a program are designed to promote the program’s goals and student learning outcomes. Syllabi articulate these connections. In addition to providing logistical information about the course and instructor (e.g., catalog description, dates, location, hours, contact information, readings, and course schedule), syllabi must describe classroom and course-level assessments, as well as connections to program-level and General Education Program assessments, as applicable.

ASSESSMENT, PLANNING, AND RESOURCE ALLOCATION

Program review

Departmental chairpersons, Deans, and Directors conduct a thorough self-study of each academic program every three-five years using the Program Review Instrument, spelled out in the Program Review Template. The review focuses on the following:

- Enrollment and fiscal data.
- Curriculum and assessment.
- Faculty and academic support.
- Facilities and equipment.
- Recruitment, admissions, and advisement.
- Labor outlook, job placement, and tracking.

- Recommendations, including:
  - Should program funding be increased?
  - Should level funding continue?
  - Should the program be put on probation?
  - Should the program be eliminated?
INTER-RELATIONSHIPS OF ASSESSMENT PROCESSES

Processes of the assessment of student learning include the following:

- Program assessment
- General Education assessment
- Co-curricular assessment
- Institutional assessment
- Program review
- AQIP – systems portfolio revision and review
- Board of Regents review

Each of the processes includes steps that follow the logic of plan-do-study-act, with feedback loops that promote ongoing improvement and institutional development. The processes are depicted in the chart on the following page.
NNMC Assessment Processes

Acad Progs FACULTY
- Outcomes & measures
- Teach & gather data
- Data analysis
- Improvements
- Annual summaries

Gen Ed FACULTY
- Outcomes & measures
- Teach & gather data
- Data analysis
- Improvements
- Annual HED report

Co-Curr STNRT SVCS
- Outcomes & measures
- Teach & gather data
- Data analysis
- Improvements
- Annual summary

Inst Assmnt SLAC
- Institutional assmnt plan
- Conduct peer reviews
- Improvements
- Annual Student Learning Report

Prog Rev FAC & PRVST
- Prog review template
- Hold PR hearings
- Program & process improvements
- Annual Program Review report

AQIP AGILIA CNCL
- Annual Category 1 update in Sys Port

BOR Review REGENTS
- BOR reviews & acts on rec’s
**LANGUAGE OF ASSESSMENT**

Creating a common language about assessment is essential to academic planning and assessment. Here are definitions of important assessment terms:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Other terms with similar meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Processes for identifying, collecting, and analyzing data that can be used to help determine learning and achievement.</td>
<td>Evaluation</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Processes for reviewing the results of data collection and then determining the value and ranking of those results.</td>
<td>Assessment</td>
</tr>
<tr>
<td>Mission</td>
<td>A short, memorable statement that expresses the purpose and uniqueness of the program.</td>
<td>Purpose statement</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Statements that describe specifically what students are expected to know, be able to do, and value by the time they graduate.</td>
<td>Objectives, standards, goals, indicators</td>
</tr>
<tr>
<td>Curriculum map</td>
<td>A grid or map that lists all of the courses in a program cross-tabulated with the program's learning outcomes, and that indicates in which course each outcome is taught.</td>
<td>Outcomes grid, objectives grid</td>
</tr>
<tr>
<td>Measures</td>
<td>An assessment instrument, tool, or activity designed to ascertain levels of student learning achievement.</td>
<td>Measure, tool, instrument</td>
</tr>
<tr>
<td>Analysis</td>
<td>Data-driven narrative that indicates program strengths and/or progress made plus logical steps for addressing outcomes partially met or not met.</td>
<td></td>
</tr>
</tbody>
</table>