Assessment Day

2/16/18
9 a.m. – 12 p.m.

Closing the Feedback Loop for Continuous Improvement

College - Wide Student Learning Outcomes
Parking Lot

- We understand that during our time together you may have questions or suggestions regarding the rubrics or process for collecting rubric data. Please put your questions and suggestions in the Parking Lot area on a stickie. The CLASS Committee will email responses and review suggestions for improvement.
NNMC Mission

- NNMC is creating a culture of college-wide assessment where student learning outcomes are taught and assessed in all academic programs and across all disciplines.

Assessment Leadership

- The Committee for Learning Assessment of Students (CLAS) leads this college-wide initiative with representation from all Colleges and Academic Departments who meet regularly. The committee shares data with Deans/Chairs/Directors/Faculty for the purpose of continuous curriculum improvement and implementation.
# CLASs Committee
Institutional Committee under the leadership of Office of the Provost – Dr. Lopez

<table>
<thead>
<tr>
<th>College</th>
<th>Member AY 2016/2017</th>
<th>Member AY 2017/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Nursing and Health Sciences</td>
<td>Ellen Trabka</td>
<td>Ana X Gutierrez Sisneros</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Dr. Pedro Chavarria and Joaquin Gallegos</td>
<td>Dr. Sushmita Nandy, Heather Winterer, Mateo Frazier, Dr. David Torrez</td>
</tr>
<tr>
<td>College of Engineering and Technology</td>
<td>Dr. Ivan Lopez then Dr. Jorge Crichigno</td>
<td>Dr. Jorge Crichigno and Dr. Sadia Ahmed</td>
</tr>
<tr>
<td>College of Business</td>
<td>Dr. Lori Baca</td>
<td>Dr. Jee Hwang</td>
</tr>
<tr>
<td>College of Education</td>
<td>Dr. Eric Heinrich</td>
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<tr>
<td>Office of Institutional Research</td>
<td>Tamara Trujillo</td>
<td>Tamara Trujillo</td>
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</tbody>
</table>
HLC Feedback - CQR Visit Spring 2016

- Demonstration of continued maturity of a culture and infrastructure to support assessment of curricular and co-curricular learning outcomes.
- Close the feedback loop for continuous improvement.
- We submitted an Interim Report to HLC regarding our progress regarding their feedback- December of 2017.
NNMC Progress

Since the CQR Visit, the following steps have been taken to demonstrate a continued maturity and Infrastructure of Curricular Assessment

**Fall 2016 and Spring 2017**

- CLASs Committee reviewed, updated, and improved the College-wide Curricular Assessment Plan.

**Fall 2016**

- A College-Wide Curriculum Map was created to assess CSLOs.
- Course lists were created indicating specific 100/200 level courses that will formally assess the CSLOs during the Spring 17 and Fall 17 semesters.

**Spring 2017**

- Professional Development training was provided to faculty for all College-wide Student Learning Outcomes.
- Faculty piloted two of the new rubrics – Communication and Critical Thought.

**Fall of 2017**

- Professional Development for new faculty was provided regarding the use of the Cultural Sustainability Rubric and Information Competency and Research Rubric.
- Faculty piloted the remaining two rubrics – Cultural Sustainability and Information Competency and Research.
- In order to identify which CSLOs are being assessed in each course, NNMC developed Syllabus Template - December 31st, 2017
- Sent an Interim Report to the HLC regarding their feedback.
Timeline for Assessment

Spring 2017
- Rubric data collection for Communication and Critical Thought Outcomes within specific 100/200 level courses.

Fall 2017
- Rubric data collection for Cultural Sustainability and Information Competency and Research Outcomes within specific 100/200 level courses.

Spring 2018
- Rubric data collection for Communication and Critical Thought outcomes within specific 300/400 level courses.

Fall 2018
- Rubric data collection for Information Competency and Research and Cultural Sustainability outcomes within specific 300/400 level courses.
Assessment Day

- Faculty assessed students using our college-wide rubrics.
- We will review summative data for each college-wide student learning outcome.
- The CLASS Committee identified areas in most need of improvement.
- We will review the types of assignments faculty assessed in their courses.
- After we review the summative data for each outcome, we will work in groups to identify improvement strategies.
<table>
<thead>
<tr>
<th>Category</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Audience: The student consistently addresses the audience knowledge level and concerns about the topic.</td>
<td>9.66%</td>
<td>10.92%</td>
<td>37.82%</td>
<td>28.57%</td>
<td>13.03%</td>
</tr>
<tr>
<td>Purpose: A person’s reason for communicating: such as to inform, entertain, explain, or persuade.</td>
<td>9.24%</td>
<td>11.34%</td>
<td>22.69%</td>
<td>45.80%</td>
<td>10.92%</td>
</tr>
<tr>
<td>Organization: Student explains the relationship between ideas and concepts. Text includes appropriate and varied transitions and syntax.</td>
<td>9.70%</td>
<td>12.24%</td>
<td>25.32%</td>
<td>39.24%</td>
<td>13.50%</td>
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<tr>
<td>Development: Student provides facts, extended definitions, concrete details, quotations, and examples.</td>
<td>10.68%</td>
<td>14.10%</td>
<td>23.50%</td>
<td>40.17%</td>
<td>11.54%</td>
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<tr>
<td>Expression of Ideas</td>
<td>8.90%</td>
<td>13.14%</td>
<td>27.97%</td>
<td>39.41%</td>
<td>10.59%</td>
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<tr>
<td>Citation (APA/MLA)</td>
<td>18.14%</td>
<td>14.35%</td>
<td>22.78%</td>
<td>34.18%</td>
<td>10.55%</td>
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0-Doesn’t meet minimal expectations
<table>
<thead>
<tr>
<th>Task</th>
<th>Score 0</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
<th>Score 4</th>
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<tbody>
<tr>
<td>Basic research and cognition (see pdf of rubric for more information).</td>
<td>7.14%</td>
<td>42.86%</td>
<td>46.43%</td>
<td>3.57%</td>
<td>0.00%</td>
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<tr>
<td>Ethical compliance and accuracy in reporting (see pdf of rubric for more information).</td>
<td>7.14%</td>
<td>39.29%</td>
<td>51.79%</td>
<td>0.00%</td>
<td>1.79%</td>
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<tr>
<td>Q6. Identify routine hardware and software problems that occur during everyday use (see pdf of rubric for more info).</td>
<td>3.57%</td>
<td>44.64%</td>
<td>48.21%</td>
<td>3.57%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Use of word processing and/or spreadsheet (see pdf of rubric for more info).</td>
<td>3.57%</td>
<td>30.36%</td>
<td>60.71%</td>
<td>5.36%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Use of electronic presentation (see pdf of rubric for more info).</td>
<td>14.29%</td>
<td>33.93%</td>
<td>51.79%</td>
<td>0.00%</td>
<td>0.00%</td>
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0- Unable or fails to make an electronic presentation.
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<tbody>
<tr>
<td>Intersectionality of Identities (see pdf of rubric for more info)</td>
<td>4.23%</td>
<td>22.54%</td>
<td>23.94%</td>
<td>16.90%</td>
<td>32.39%</td>
</tr>
<tr>
<td>Understand that there are Spectrums of Identities (see pdf of</td>
<td>1.41%</td>
<td>33.80%</td>
<td>23.94%</td>
<td>14.08%</td>
<td>26.76%</td>
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<td>rubric for more info).</td>
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<tr>
<td>Respect and Dignity for Distinct Cultures of NM (see pdf of</td>
<td>7.04%</td>
<td>15.49%</td>
<td>22.54%</td>
<td>19.72%</td>
<td>35.21%</td>
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<td>rubric for more info).</td>
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<tr>
<th>Topic</th>
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<tbody>
<tr>
<td>Distinguishing fact from opinion</td>
<td>1.94%</td>
<td>28.16%</td>
<td>36.41%</td>
<td>15.05%</td>
<td>18.45%</td>
</tr>
<tr>
<td>Cause and Effect (C&amp;E)</td>
<td>8.37%</td>
<td>17.62%</td>
<td>31.72%</td>
<td>26.43%</td>
<td>15.86%</td>
</tr>
<tr>
<td>Reasoning and Deduction</td>
<td>7.89%</td>
<td>12.72%</td>
<td>44.74%</td>
<td>21.93%</td>
<td>12.72%</td>
</tr>
<tr>
<td>Sources of Information</td>
<td>1.46%</td>
<td>27.80%</td>
<td>37.07%</td>
<td>18.54%</td>
<td>15.12%</td>
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0-Doesn’t meet minimal expectation
## Evidence

### Faculty Used for Assessment

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Communication Spring 2017</th>
<th>Critical Thought Spring 2017</th>
<th>Cultural Sustainability Fall 2017</th>
<th>Information Competency &amp; Research Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Project</td>
<td>16.08%</td>
<td>17.83%</td>
<td>0</td>
<td>8.93%</td>
</tr>
<tr>
<td>Written Exam</td>
<td>9.02%</td>
<td>30%</td>
<td>11.43%</td>
<td>7.14%</td>
</tr>
<tr>
<td>Presentation</td>
<td>35.25%</td>
<td>6.09%</td>
<td>21.43%</td>
<td>1.79%</td>
</tr>
<tr>
<td>Other</td>
<td>38.93%</td>
<td>46.09%</td>
<td>67.14%</td>
<td>82.14%</td>
</tr>
</tbody>
</table>

For example:

- Written Exam:
  - For example: final exam, paper, discussion, and laboratory exercise.
- Presentation:
  - For example: screen play, test, in class participation, performance, paper, and speech.
- Other:
  - Classroom interactions, questionnaire, code of ethics, essay, and cultural interview.
- Information Competency & Research Fall 2017:
  - Research project and presentation, code of ethics, literature search & write up, and excel project.
Group Exercise

1. Establish groups
2. Groups brainstorm, discuss, and develop one improvement strategies per student learning outcome. Discuss underlying causes and how to improve.
3. 20 minutes per student learning outcome.
4. Please write it on handout provided (color coded).
5. Tape the handout on the posters provided.
Gallery Walk - Each Person Votes

- Each person gets 4 stars.
- Each person votes for one improvement strategy per college-wide student learning outcome.
Display Top Improvement Strategies

- CLASs Committee displays the strategies that received the most votes per each college-wide student learning outcome.
Communication
Need for improvement: Citation (APA/MLA)
College Wide Strategy to Reduce Zeros

Each group:
• brainstormed and identified one strategy for improvement.
• discussed underlying causes and how to improve.
• voted on this strategy below.

Faculty practice and reinforce citation in at least one assignment per course. In the syllabus provide resources to include links or examples of APA and MLA citations.
Information Competency and Research

Need for Improvement: Use of Electronic Presentation

College Wide Strategy to Reduce Zeros

Each group:
- brainstormed and identified one strategy for improvement.
- discussed underlying causes and how to improve.
- voted on this strategy below.

Publish a tutorial on the NNMC Website on how to create an effective presentation i.e. power point and google suite.
Cultural Sustainability
Need for Improvement Respect and Dignity for Distinct Cultures of NM

Each group: College Wide Strategy to Reduce Zeros
• brainstormed and identified one strategy for improvement.
• discussed underlying causes and how to improve.
• voted on this strategy below.

Create an assignment related to Northern New Mexico Culture i.e. interviews, and case studies, create a grading rubric to share with students.
Critical Thought
Need for Improvement: Cause and Effect
College Wide Strategy to Reduce Zeros

Each group:
• brainstormed and identified one strategy for improvement.
• discussed underlying causes and how to improve.
• Voted on this strategy below.

Create a multi-disciplinary course in general education that would have this as an outcome. This course could also cover issues in New Mexico Cultures and Cultural Sustainability.
Next Steps

Spring 2018
- Deans/Chairs identify 300/400 level courses to assess Communication and Critical Thought.
- Faculty Enter rubric data by end of term.
- Assessment Day – identify strategies for improvement.

Fall 2018
- Implement Strategies for Information Competency & Research and Cultural Sustainability
- Deans/Chairs identify 300/400 level courses to assess Information Competency & Research and Cultural Sustainability.
- Faculty Enter rubric data by end of term.

Spring 2019
- Implement Strategies for Communication and Critical Thought.
- Deans/Chairs identify 100/200 level courses to assess Communication & Critical Thought.
- Faculty Enter rubric data by end of term.
- Assessment Day in February to review Spring 2018 and Fall 2018 Rubric Data.
Assessment Day Survey

1. Do you find assessment day useful?
   - Useful
   - Somewhat Useful
   - Not Useful

How would you improve Assessment Day?

2. Do you feel that the assessment day activities will help us improve our programs?
   - Yes
   - No

Feedback below is appreciated regarding assessment activities.

3. If you entered rubric data in previous semesters (spring or fall of 2017), how would you improve the process?


Survey Results

Did you find NNMC Assessment Day Useful?
Number = 14

- Useful: 79%
- Somewhat: 14%
- Not Useful: 7%
Do you feel that the NNMC Assessment Day activities will help us improve our programs?
N=14

- Yes: 92%
- No: 8%