Welcome to our Second Annual Curricular Assessment Day

Closing the Feedback Loop:
“Translating Assessment into Action in the Classroom”

March 8, 2019
AD 101-102
Morning Mingle 8:30 - 9:00 am
Closing the Feedback Loop

Dr. Ivan Lopez, Provost

9-9:15 am

Thank you for your support and the coffee and Muffins!
Closing the Feedback Loop: Translating Assessment into Action in the Classroom

Dr. Jay Parkes, Guest Speaker

9:15 – 10:30 am
Break 10:30 – 10:40 am
CLAS Committee Presentation:
(The Committee for Learning Assessment of Student)

10:40 – 11:15 am
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.
<table>
<thead>
<tr>
<th>College/Department</th>
<th>Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Nursing and Health Sciences</td>
<td>Sarah Bogar</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Heather Winterer, Joaquin Gallegos</td>
</tr>
<tr>
<td>College of Engineering and Technology</td>
<td>Dr. Behnam Mousavi</td>
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<tr>
<td>College of Business</td>
<td>Victoria Erhart</td>
</tr>
<tr>
<td>College of Education</td>
<td>Dr. Sandra Rodriguez</td>
</tr>
<tr>
<td>Office of Institutional Research</td>
<td>Tamara Trujillo</td>
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</tbody>
</table>
NNMC Curricular 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.

Curricular 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.
Panel of HLC peer reviewers evaluate whether Northern meets the 5 criteria through review of our online submission of a 35,000-word argument (Assurance Argument) and supporting evidence (Evidence File).
Curricular Assessment AY 2018

Background Information

• Spring 2018 – faculty assessed Critical Thought and Communication in 300 or 400 level courses.
• Fall 2018 – faculty assessed Information Competency and Research and Cultural Sustainability in 300 or 400 level courses.

Today

• We will review summative data for each college-wide student learning outcome.
• The CLAS Committee identified areas in most need of improvement, highlighted in yellow.
• After lunch, we will work in groups to identify improvement strategies.
<table>
<thead>
<tr>
<th>Area</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3 Target</th>
<th>4 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguishing fact from opinion</td>
<td>5%</td>
<td>0%</td>
<td>13%</td>
<td>58%</td>
<td>24%</td>
</tr>
<tr>
<td>Cause and Effect (C&amp;E)</td>
<td>5%</td>
<td>0%</td>
<td>3%</td>
<td>68%</td>
<td>24%</td>
</tr>
<tr>
<td>Reasoning and Deduction</td>
<td>5%</td>
<td>0%</td>
<td>13%</td>
<td>63%</td>
<td>18%</td>
</tr>
<tr>
<td>Area for Improvement:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sources of Information</td>
<td>5%</td>
<td>0%</td>
<td>34%</td>
<td>29%</td>
<td>32%</td>
</tr>
</tbody>
</table>
Critical Thought
Percentage of Students (40) Assessed by Dept.

- Humanities and Soc.: 63%
- College of Engineering: 20%
- College of Education: 7%
- College of Nursing and...: 5%
- BCES Dept.: 3%
- College of Business: 0%
- Arts Dept.: 0%
- Math and Physical...: 0%
## Spring 2018 Semester: Communication Outcome

**Rubric Data Summary: 300/400 level course**

*(n=101)*

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3 Target</th>
<th>4 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Audience:</strong> The student consistently addresses the audience knowledge level and concerns about the topic.</td>
<td>3%</td>
<td>3%</td>
<td>11%</td>
<td>65%</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Purpose:</strong> A person’s reason for communicating: such as to inform, entertain, explain, or persuade.</td>
<td>3%</td>
<td>1%</td>
<td>16%</td>
<td>66%</td>
<td>14%</td>
</tr>
<tr>
<td><strong>Organization:</strong> Student explains the relationship between ideas and concepts. Text includes appropriate and varied transitions and syntax.</td>
<td>3%</td>
<td>1%</td>
<td>27%</td>
<td>59%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Area for Improvement:</strong> Development: Student provides facts, extended definitions, concrete details, quotations, and examples</td>
<td>3%</td>
<td>2%</td>
<td>29%</td>
<td>60%</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Expression of Ideas</strong></td>
<td>3%</td>
<td>0%</td>
<td>20%</td>
<td>31%</td>
<td>16%</td>
</tr>
<tr>
<td><strong>Citation (APA/MLA)</strong></td>
<td>3%</td>
<td>4%</td>
<td>41%</td>
<td>46%</td>
<td>7%</td>
</tr>
</tbody>
</table>
Communication Outcome
Percentage of Students (101) Assessed by Dept.

- College of Business: 49%
- Humanities and Soc...: 26%
- BCES Dept.: 12%
- College of Engineering: 9%
- College of Nursing and...: 5%
- College of Education: 0%
- Fine Arts Dept.: 0%
- Math and Physical...: 0%
<table>
<thead>
<tr>
<th>Area for Improvement:</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3 Target</th>
<th>4 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Research and Cognition</td>
<td>2%</td>
<td>2%</td>
<td>16%</td>
<td>12%</td>
<td>68%</td>
</tr>
<tr>
<td>Ethical Compliance and Accuracy in Reporting</td>
<td>2%</td>
<td>2%</td>
<td>19%</td>
<td>13%</td>
<td>65%</td>
</tr>
<tr>
<td>Identify Routine Hardware and Software Problems that Occur During Everyday use</td>
<td>2%</td>
<td>0%</td>
<td>9%</td>
<td>16%</td>
<td>73%</td>
</tr>
<tr>
<td>Use of Word Processing and/or Spreadsheet</td>
<td>2%</td>
<td>0%</td>
<td>17%</td>
<td>17%</td>
<td>65%</td>
</tr>
<tr>
<td>Use of Electronic Presentation</td>
<td>2%</td>
<td>0%</td>
<td>7%</td>
<td>16%</td>
<td>75%</td>
</tr>
</tbody>
</table>
Information Competency and Research Percentages of Students (54) Assessed by Dept.

- College of Business: 39%
- BCES Dept.: 24%
- Humanities and Soc. Sciences Dept.: 17%
- College of Nursing and Health Sciences: 11%
- College of Engineering: 6%
- Math and Physical Science Dept.: 4%
- College of Education: 0%
### Fall 2018 Semester: Cultural Sustainability Outcome

**Rubric Data Summary: 300 or 400 level courses (N=39)**

<table>
<thead>
<tr>
<th></th>
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<th>1</th>
<th>2</th>
<th>3 Target</th>
<th>4 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intersectionality of Identities</td>
<td>3%</td>
<td>0%</td>
<td>5%</td>
<td>43%</td>
<td>49%</td>
</tr>
<tr>
<td>Understand that there are Spectrums of Identities</td>
<td>3%</td>
<td>0%</td>
<td>5%</td>
<td>32%</td>
<td>59%</td>
</tr>
<tr>
<td>Sustainability and Healthy Global Environment</td>
<td>3%</td>
<td>0%</td>
<td>11%</td>
<td>19%</td>
<td>68%</td>
</tr>
<tr>
<td>Respect and Dignity for Distinct Cultures of NM</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>16%</td>
<td>81%</td>
</tr>
</tbody>
</table>
Cultural Sustainability
Percentage of Students (39) Assessed by Dept.

- College of Business: 39%
- BCES Dept.: 24%
- Humanities and Soc. Sciences Dept.: 17%
- College of Nursing and Health Sciences: 11%
- College of Engineering: 6%
- Math and Physical Science Dept.: 4%
- College of Education: 0%
Faculty Panel 11:15-12 pm

Faculty will share an effective, student learning strategy that has been implemented in their class since last Spring 2018 - Assessment Day.

<table>
<thead>
<tr>
<th>College</th>
<th>Faculty Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Nursing and Health Sciences</td>
<td>Sarah Bogar</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Lori Franklin</td>
</tr>
<tr>
<td></td>
<td>Joaquin Gallegos</td>
</tr>
<tr>
<td>College of Engineering and Technology</td>
<td>Dr. Behnam Mousavi</td>
</tr>
<tr>
<td>College of Business</td>
<td>Victoria Erhart</td>
</tr>
<tr>
<td>College of Education</td>
<td>Dr. Ruth Hidalgo</td>
</tr>
</tbody>
</table>
LUNCH
Mid-day Mingle  12-12:30 pm

Thank You NNMC Student Senate for Lunch!!!

We appreciate the NNMC Student Senators and Ambassadors who will participate in Group Work this afternoon!
1. Establish groups (across disciplines)
2. Groups brainstorm, discuss, and develop one improvement strategies per student learning outcome. Discuss underlying causes and how to improve.
3. 15 minutes per student learning outcome.
4. Please write it on handout provided (color coded).
5. Tape the handout on white board on the back of the room.
Gallery Walk 1:30 - 1:45 pm

• Each person gets 4 orange dots.

• Each person votes for one improvement strategy per college-wide student learning outcome.
Critical Thought

Area for Improvement: Sources of Information

Each group:
• Brainstorms and identifies one strategy for improvement
• discussed underlying causes and how to improve
• 8 votes from faculty

#1 College Wide Strategy:
Standardize college-wide APA/MLA tutorial placed on blackboard (LMS) systems so everyone uses the same format. This includes source evaluation (CRAP), databases, preferred articles by department, team-charters for group assignments; team instruction on blackboard, templates for article or assignment development.

Group Members: Lori Franklin, Dr. Lori Baca, Gloriadell Gonzales, Dr. Bryan Malone, Christian Owona (Student Ambassador)
Critical Thought

Area for Improvement: Sources of Information

Each group:
• Brainstorms and identifies one strategy for improvement
• discussed underlying causes and how to improve
• 5 votes from faculty

#2 College Wide Strategy:
Create a rubric of what constitutes a good source.

Group Members: Victoria Erhart, Dr. Ruth Hidalgo, Sarah Bogar, Dr. Behnam Mousavi
Critical Thought
Area for Improvement: Sources of Information

Each group:
• Brainstorms and identifies one strategy for improvement
• discussed underlying causes and how to improve
• 5 votes from faculty

#3 College Wide Strategy:
Assignment where students go to the library and learn about the resources available to them. They write a short paper about what they learned and how they intend to use the sources.

Group Members: Dr. Rose Cavalcante, Ellen Trabka, David Lindbloom
Communication

Area for Improvement: Development: Student provides facts, extended definitions, concrete details, quotations, and examples

Each group:

• Brainstorms and identifies one strategy for improvement
• discussed underlying causes and how to improve
• 10 votes from faculty

#1 College Wide Strategy:

Create a college-wide blackboard (LMS) tutorial of the writing process, provide 3 examples from each department showing document examples (poor, good, great) of a well developed document.

Group Members: Lori Franklin, Dr. Lori Baca, Gloriadell Sanchez, Dr. Bryan Malone, Pearly Artieda (Student Ambassador)
Communication

Area for Improvement: Development: Student provides facts, extended definitions, concrete details, quotations, and examples

Each group:
- Brainstorms and identifies one strategy for improvement.
- discussed underlying causes and how to improve
- 5 votes from faculty

#2 College Wide Strategy:
Giving the opportunity for students once a semester in class to do a research presentation in their specialty.

Group Members: Victoria Erhart, Sarah Bogar, Dr. Behnam Mousavi, Dr. Ruth Hidalgo
Information Competency and Research
Area for Improvement: Basic Research and Cognition

Each group:
• brainstorms and identifies one strategy for improvement
• discussed underlying causes and how to improve
• 10 votes from faculty

#1 College Wide Strategy:
1. Break down research assignment into chunks
   a. finding legitimate sources
   b. outline
   c. interviews/survey
   d. frequent feedback

Group Members: Teresa Beaty, Ann, Heather Winterer, Richard Sedillo, Simon Vaz, Bruno Guedes (Student Ambassador)
Information Competency and Research

Area for Improvement: Basic Research and Cognition

Each group:
- brainstorms and identifies one strategy for improvement.
- discussed underlying causes and how to improve.
- 5 votes from faculty

#2 College Wide Strategy:
Every student has a class on how to navigate the library database.

Group Members: Victoria Erhart, Dr. Behnam Mousavi, Sarah Bogar, Dr. Ruth Hidalgo
Cultural Sustainability

Area for Improvement: **Sustainability and Healthy Global Environment**

Each group:

- Brainstorms and identifies one strategy for improvement
- discussed underlying causes and how to improve
- **9 votes from faculty**

College Wide Strategy:

Develop a project proposal, express a concern, business plan, a film or something related by department to be presented at an annual academic event.

Group Members: Lori Franklin, Dr. Lori Baca, Gloriadell Sanchez, Dr. Bryan Malone, Pearly Artieda (Student Ambassador)
Cultural Sustainability

Area for Improvement: Sustainability and Healthy Global Environment

Each group:
• Brainstorms and identifies one strategy for improvement
• discussed underlying causes and how to improve
• 8 votes from faculty

College Wide Strategy:
Create a college-wide recycling program.

Group Members: Victoria Erhart, Dr. Ruth Hidalgo, Sarah Bogar, Dr. Behnam Mousavi
Assessment Day Evaluation

1. Do you find assessment day useful?

<table>
<thead>
<tr>
<th>Useful</th>
<th>Somewhat Useful</th>
<th>Not Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
</tbody>
</table>

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?


Assessment Day Survey Results

Do you find assessment day useful?

Answered: 13  Skipped: 0

- Useful: 92.31%
- Somewhat Useful: 7.69%
- Not Useful: 0%
Assessment Day Survey Results

**How would you improve Assessment Day?**

**Open ended responses:**

- We need more faculty in attendance.
- More open discussions.
- Have free time to talk to participants.
- Great speaker. I would like powerpoint slides. is it possible to have guest speaker hand out prior to day of presentation.
- Make it shorter.
- Nice! It's not too long or too short.
- Time is precious, how do we compress it?
- I would suggest selecting the day sooner in the academic year and making it mandatory.
- More awesome guest speakers like Dr. Parkes.
Do you feel that the assessment day activities will help us improve our programs?

Answered: 13   Skipped: 0

[Bar chart showing 100% response for 'Yes']
Assessment Day Survey Results

Do you feel that the assessment day activities will help us improve our programs?

Open ended responses:

- It was engaging and helpful. It was well planned activity.
- Nice explanations.
- Dr. Parkes talk was very effective.
- Very useful to hear what other faculty are doing to gather assessments.
Assessment Day Survey Results

If you entered rubric data in previous semesters (spring or fall of 2018) how would you improve the process?

Open ended responses:

I think we should look at more than one criteria.
Need to make clear distinction between curricular and co-curricular assessments.
I have not entered data yet.
Entering info online has helped (instead of paper).
It would be much more convenient to be able to enter the data for the entire course at one time - rather than student by student.
I think it's pretty easy-maybe if you didn't have to enter each ID # it would be less time.
Next Steps 1:45 - 2:00

Spring 2019
- Deans/Chairs identify 100 thru 400 level courses to assess Communication and Critical Thought.
- Faculty Enter rubric data by end of term.

Fall 2019
- **Implement Student Learning Improvement Strategies**
- Deans/Chairs identify 100 thru 400 level courses to assess Information Competency & Research and Cultural Sustainability.
- Faculty Enter rubric data by end of term.

Spring 2020
- **Implement Student Learning Improvement Strategies**
- Deans/Chairs identify 100 thru level courses to assess Information Communication & Critical Thought.
- Faculty Enter rubric data by end of term.
- Assessment Day review Spring 2019 and Fall 2019 rubric data.