Academic Program Assessment Manual
Practices and Procedures

New Mexico State University Alamogordo
2022-2023

TABLE OF CONTENTS

NEW MEXICO STATE UNIVERSITY ALAMOGORDO

New Mexico State University Alamogordo is a community college located in beautiful Alamogordo, New Mexico, with the Lincoln National Forest fifteen miles to the east and White Sands National Park fifteen miles to the west. The campus is situated "on the hill" above Alamogordo and provides inspiring views of the city and the Tularosa Basin. It offers the perfect venue for creative and motivated learning.

MISSION STATEMENT

The mission of New Mexico State University at Alamogordo is to provide quality learning opportunities for individuals in the diverse communities we serve.

VISION STATEMENT

New Mexico State University at Alamogordo provides support, inspiration, and intellectual challenge for the students in the diverse communities we serve. We prepare students to be critical and creative thinkers, effective communicators, goal-oriented, socially conscious, prepared for academic and career success, and lifelong learners.

CORE VALUES

- **We Value Excellence** in education as a lifelong opportunity to increase productivity, expand visions, and encourage enjoyment of learning.
- **We Value Integrity** in education through responsible teaching and honest interaction with students, colleagues, and community in an atmosphere of mutual respect.
- **We Value Innovation** as it applies to meeting the individual and changing needs of students, faculty, staff, and community.
- **We Value Diversity and Globalization** in education to prepare learners to be effective in a global society.

OVERVIEW OF ASSESSMENT

Assessment of student achievement is a critical component of NMSU-A's culture and success as an institution of higher learning. Assessment is an integral piece of the Vision Statement, Core Values, Strategic Plan, and Operations Manual. Student achievement of course objectives is regularly assessed at the course level in both face to face and online classes. Program level assessment of students' achievement of Program outcomes that is completed each semester is essential to ensuring the success of our students. Additionally, aligning Program Outcomes to Institutional Learning Outcomes and to General Education Outcomes from the state of New Mexico enables a broader view of achievement.

Operational Definitions

NMSU-A uses these operational definitions in the assessment process:

Program—Associate Degree or Certificate

Course Objective—learning outcomes specific to the individual course level

Program Learning Outcome (PLO)—learning outcomes broad enough to encompass multiple courses in programs

Institutional Learning Outcomes (ILO)—those key skills and knowledge bases that exemplify aspects of the NMSU-A Vision Statement

General Education Outcomes—broad outcomes that focus on the essential skills needed by today's college graduates to be successful as they pursue advanced degrees and/or careers.

AEFIS (Assessment, Evaluation, Feedback & Intervention System)—a web-based data management and assessment system

PROGRAM ASSESSMENT PLANNING

Overview

NMSU-A has a Program Assessment plan that encompasses both a continuous measurement of student achievement of Program Learning Outcomes and formal reporting based upon a five-year cycle. Program Learning Outcomes are the foundation for assessment.

Program Learning Outcomes

Program Learning Outcomes (PLOs) identify what a student will learn or be able to do upon completion of the program. PLOs are closely aligned and mapped with courses in a program and individual objectives and assignments within courses. Outcomes are typically measured using tools such as grades and rubric scores derived from student performance on individual assignments within multiple courses. Programs may have as many outcomes as necessary to create accurate and robust program findings and support a culture of continuous improvement. Most programs tend to have between six and eight PLOs.
For NMSU-A, PLOs for all programs are listed in the NMSU-A catalog for review by potential students, current students, and the public at large. This catalog is available on the NMSU-A website.

Measurement of student achievement of all PLOs at NMSU-A is continuous and available for review every semester. Comprehensive review of achievement data and generation of formal reports with analysis of achievement results for designated programs occurs on a five-year rotation schedule. Generally, five to seven programs are selected for comprehensive review and formal reporting each year. All PLOs for selected programs are assessed. Additionally, student achievement of Institutional Learning Outcomes (ILOs) and General Education Outcomes are simultaneously assessed through program assessment. This is achieved by careful mapping of PLOs to ILOs and General Education courses and objectives to General Education Outcomes.

Performance Criteria

Performance criteria have been established for each program outcome. These criteria describe the expected level of performance for the majority of a program's students for each outcome measure. Performance criteria were determined by the Division Heads and faculty based on their expertise in the field. Most performance criteria expect 70% to 80% of students to attain a set level of proficiency for a measure. Outcomes not met are viewed as important data points and opportunities for improvement.

Assessment Mapping

Assessment mapping for programs is based on comprehensive mapping of courses/objectives in programs to PLOs. Mapping identifies where PLOs are addressed by course objectives. Subsequently, individual assignments within courses (both online and face to face) are linked to programs. Faculty are the primary source for the linking of assignments to programs. They are provided with tables to align a course to specific assignments that are appropriate measures of PLOs for a designated program. A sample is provided below.

Instructor: Daniel Johnson

COURSE: *COMM 1130*G   **Delivery Method: face to face**

Program Learning Outcome and Number:

➢ Communicate effectively and professionally, both orally and in writing. (Prebusiness 1)

Program(s): Associate of Prebusiness

Assignment Name from Canvas Gradebook:

1.

2.

3.

(Note, the assignment must have points associated with it or it cannot be used. It cannot be a Zero Point assignment

Instructor: Daniel Johnson

COURSE: *COMM 1130G*   **Delivery Method: face to face**

Program Learning Outcome and Number:

➢ Access, evaluate, and interpret ideas, images, and information, then effectively communicate the results of such investigation. (Associate of Fine Arts 3)

Program(s): Associate of Fine Arts

Assignment Name from Canvas Gradebook:

1.

2.

3.

(Note, the assignment must have points associated with it or it cannot be used. It cannot be a Zero Point assignment

ASSESSMENT PROCESS AND CYCLE

The assessment process at NMSU-A is a continuous cycle of collecting, evaluating, and using information and data concerning student achievement of learning outcomes at multiple levels. The process begins with the identification, development, and use of course objectives, program outcomes, Institutional Learning Outcomes, and General Education Outcomes to guide data collection. Using curriculum mapping, we then identify where expected outcomes are addressed and data can be collected. Data is collected each semester for all programs and certificates. Using a five-year schedule, specific programs are selected for examination. Program data is reviewed, evaluated, and a Program Assessment Report is generated by faculty teams to identify areas where information can be used to implement improvements to instruction, curricula, or the assessment process. The figure below illustrates NMSU-A's assessment process.

```
            Gather Data and
              Evidence

Identify Outcomes              Interpret Evidence,
                               Document and
Refine 0utcomes                Inform
and Process                    Constituents

   Evaluate/Assess          Implement
   Improvements             Improvements
   Change                   Change
```
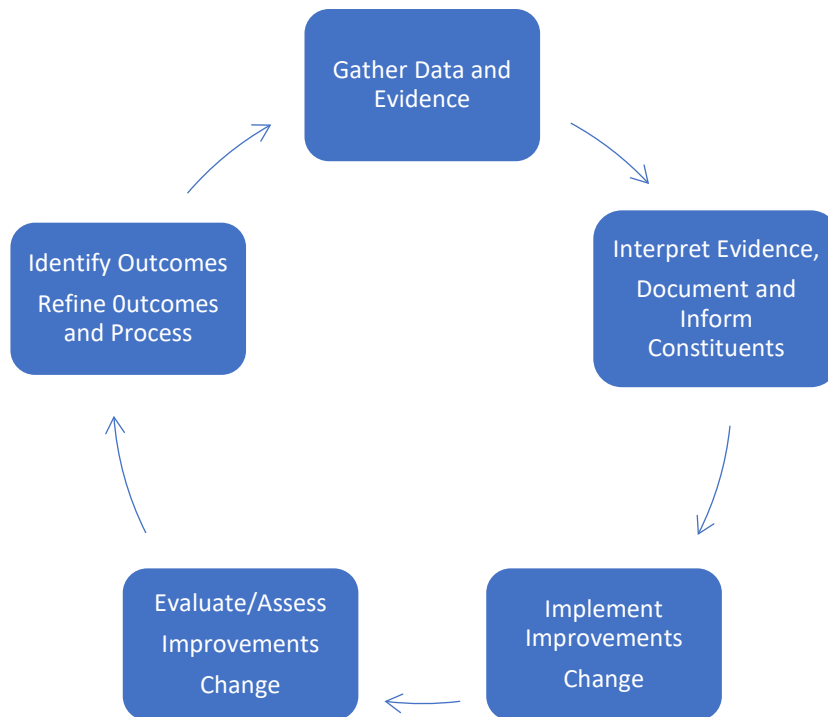
CURRICULUM MAPPING AND ASSESMENT MAPPING

NMSU-A uses a comprehensive system of curriculum mapping to identify where expected outcomes are measured and data concerning student achievement can be collected. All of NMSU-A's curriculum mapping systems are entered and stored in our web-based assessment management platform, AEFIS. Curriculum mapping includes the broadest level, ILOs, to the specific level, course objectives, and individual assignments within courses. The diagram below illustrates our curriculum mapping structure and alignment.

```
┌─────────────────────┐          ┌─────────────────────┐
│    Institutional    │ <──────> │  General Education  │
│  Learning Outcomes  │          │      Outcomes       │
└─────────────────────┘          └─────────────────────┘
           │
           ▼
┌─────────────────────┐
│    Program Level    │
│      Outcomes       │
└─────────────────────┘
           │
           ▼
┌─────────────────────┐          ┌─────────────────────┐
│   Courses/Course    │ ──────>  │  Assessment Mapping │
│  Level Objectives   │          │ to Specific Assignments │
│                     │          │    Within Courses   │
└─────────────────────┘          └─────────────────────┘
```
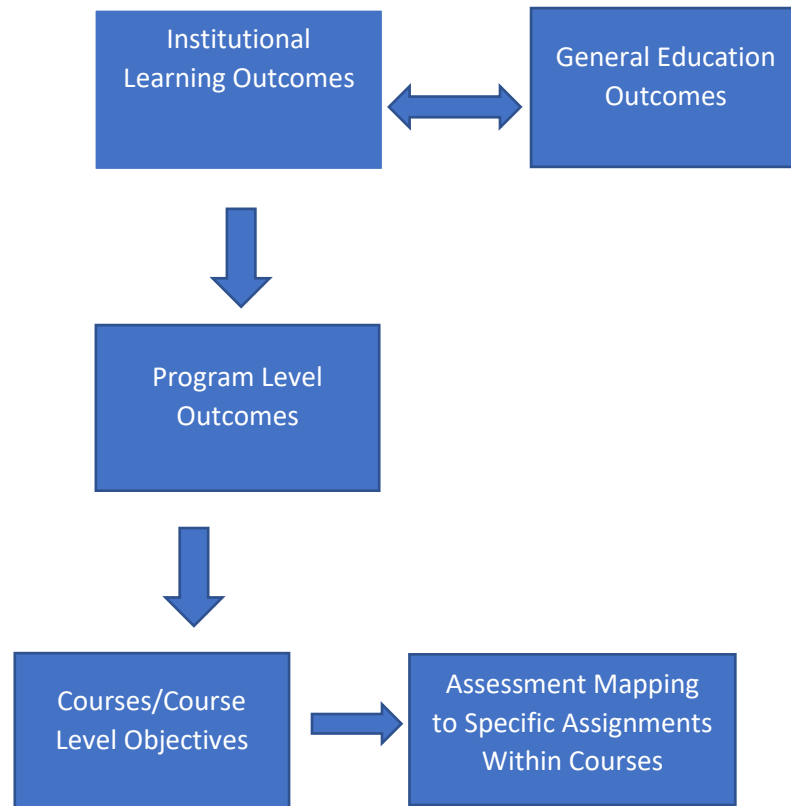
Sample: Specific Curriculum Mapping and Assessment Mapping

Course	Institutional Outcome	General Education Outcome	Program Outcome Associate in Pre-Business	Course Objective(s)	Assignment Links Fall 2021 For Assessment Mapping
COMM 1115G online and face to face	**Communication/Literacy:** A. Write a college-level essay B. Write a paper using borrowed material C. Speak effectively in groups and in front of groups D. Find and evaluate information E. Read at the college level F. Listen effectively G. Demonstrate the ability to interact and work well with others	**Communication: Genre and Medium Awareness, Application, and Versatility** Identify and communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (i.e., attending to audience, purpose context	**Communicate effectively and professionally, both orally and in writing.**	Apply various concepts and skills in multiple communication contexts	Assignment Name from Canvas Gradebook**:** 1. Module 5 Project: Activity 2.Module 5 Project: Discussion 3. Module 1 Journal: Overview of Communications. (This assignment is repeated in all but a few Modules).

DEVELOPMENT OF INSTITUTIONAL LEARNING OUTCOMES

NMSU-A has articulated six institutional learning outcomes that fulfill the Vision Statement of the institution. These Institutional Learning Outcomes (ILOs) were developed by the faculty at large in the fall of 2014 in a general meeting. NMSU-A's ILOs address the broad skills and knowledge that all students in all programs should acquire as a result of instruction and experiences at the institution. ILOs form the foundation for curriculum mapping at every level and thus provide a broad measurement of student achievement. The following is a sample of the ILOs for the institution:
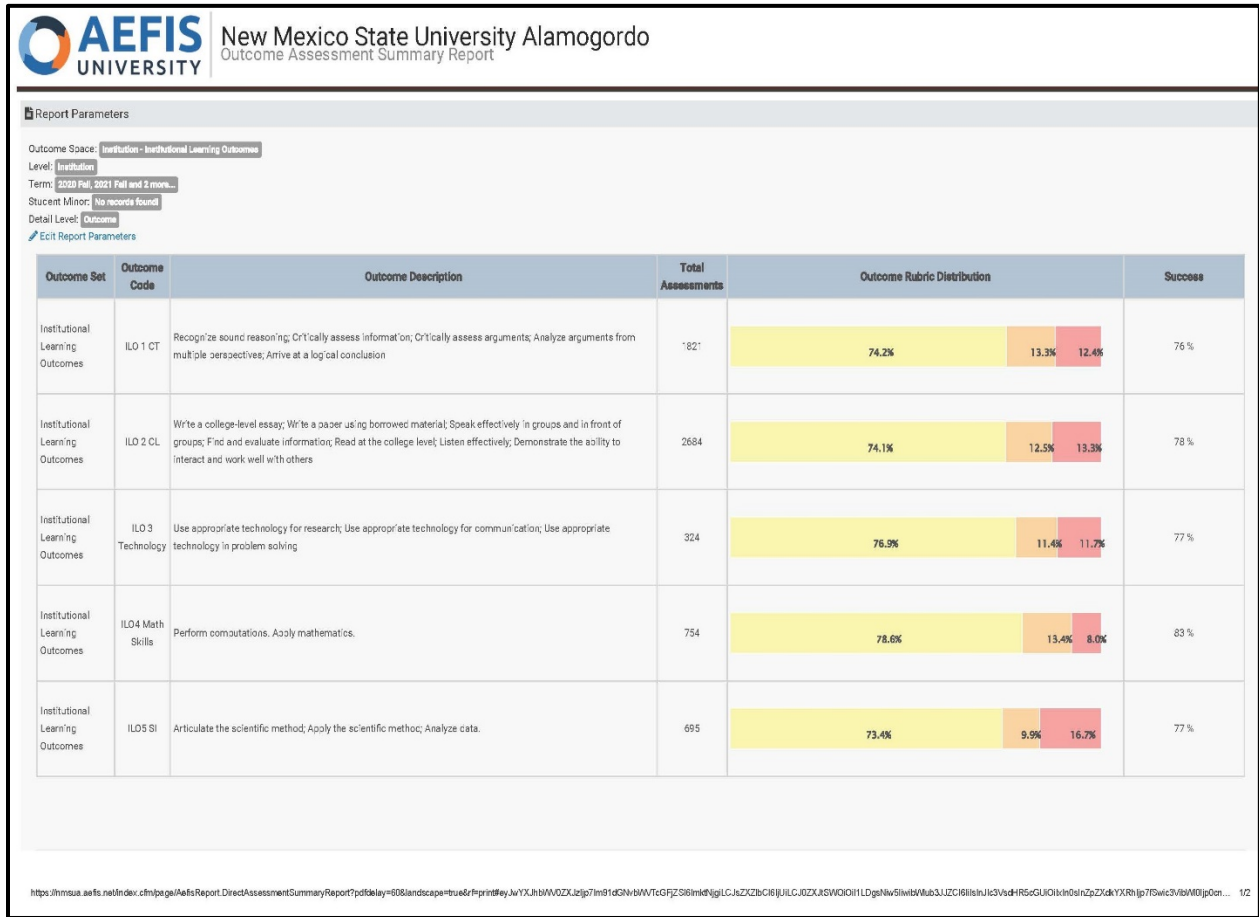
ILO 1 CT
Critical Thinking
Recognize sound reasoning; Critically assess information; Critically assess arguments; Analyze arguments from multiple perspectives; Arrive at a logical conclusion.

A full listing of ILOs can be seen in Appendix A.

As the foundation for curriculum mapping and assessment mapping, it is vital that NMSU-A regularly assess and examine student achievement regarding attainment of ILOs. Assessment is continuous and results can be examined each semester or by academic year. A sample of results is below.

AEFIS UNIVERSITY — New Mexico State University Alamogordo
Outcome Assessment Summary Report

Report Parameters

Outcome Space: Institution - Institutional Learning Outcomes
Level: Institution
Term: 2020 Fall, 2021 Fall and 2 more...
Student Minor: No records found!
Detail Level: Outcome
Edit Report Parameters

Outcome Set	Outcome Code	Outcome Description	Total Assessments	Outcome Rubric Distribution	Success
Institutional Learning Outcomes	ILO 1 CT	Recognize sound reasoning; Critically assess information; Critically assess arguments; Analyze arguments from multiple perspectives; Arrive at a logical conclusion	1821	74.2% 13.3% 12.4%	76 %
Institutional Learning Outcomes	ILO 2 CL	Write a college-level essay; Write a paper using borrowed material; Speak effectively in groups and in front of groups; Find and evaluate information; Read at the college level; Listen effectively; Demonstrate the ability to interact and work well with others	2684	74.1% 12.5% 13.3%	78 %
Institutional Learning Outcomes	ILO 3 Technology	Use appropriate technology for research; Use appropriate technology for communication; Use appropriate technology in problem solving	324	76.9% 11.4% 11.7%	77 %
Institutional Learning Outcomes	ILO4 Math Skills	Perform computations. Apply mathematics.	754	78.6% 13.4% 8.0%	83 %
Institutional Learning Outcomes	ILO5 SI	Articulate the scientific method; Apply the scientific method; Analyze data.	695	73.4% 9.9% 16.7%	77 %

https://nmsua.aefis.net/index.cfm/page/AefisReport.DirectAssessmentSummaryReport?pdfdelay=60&landscape=true&rf=print#ey.JwYXJhbWV0ZXJzIjp7Im91dGNvbWVTcGFjZSI6IjUiLCJ0ZXJtSWQiOiI1LDgsNiw5iiwibWlub3JJZCI6IiIsInJic3VscHR5cGUiOiIxIn0slnZpZXdkYXRhljp7fSwic3ViWl0ljp0cn... 1/2

DEVELOPMENT OF ACADEMIC PROGRAM OUTCOMES

Using ILOs as a foundation, NMSU-A Program Outcomes have been developed for each program and certificate offered by the institution. These Program Outcomes were developed by teams of faculty with content area expertise specific to programs. Faculty then mapped courses in degree plans to outcomes in order to complete a broad curriculum map. A sample program outcome is illustrated below. A broader sample of Program outcomes can be reviewed in Appendix B.

> Associate of Criminal Justice
> CJ 4 Program Outcome - Critical Thinking
> Analyze given fact patterns or real-world scenarios from the perspectives of defendants, victims, law enforcement officers and other participants in the criminal justice systems.
> Related Outcomes: ILO 1 CT (Institutional)

Assessment is continuous and results can be examined each semester or by academic year. A sample of results is below.
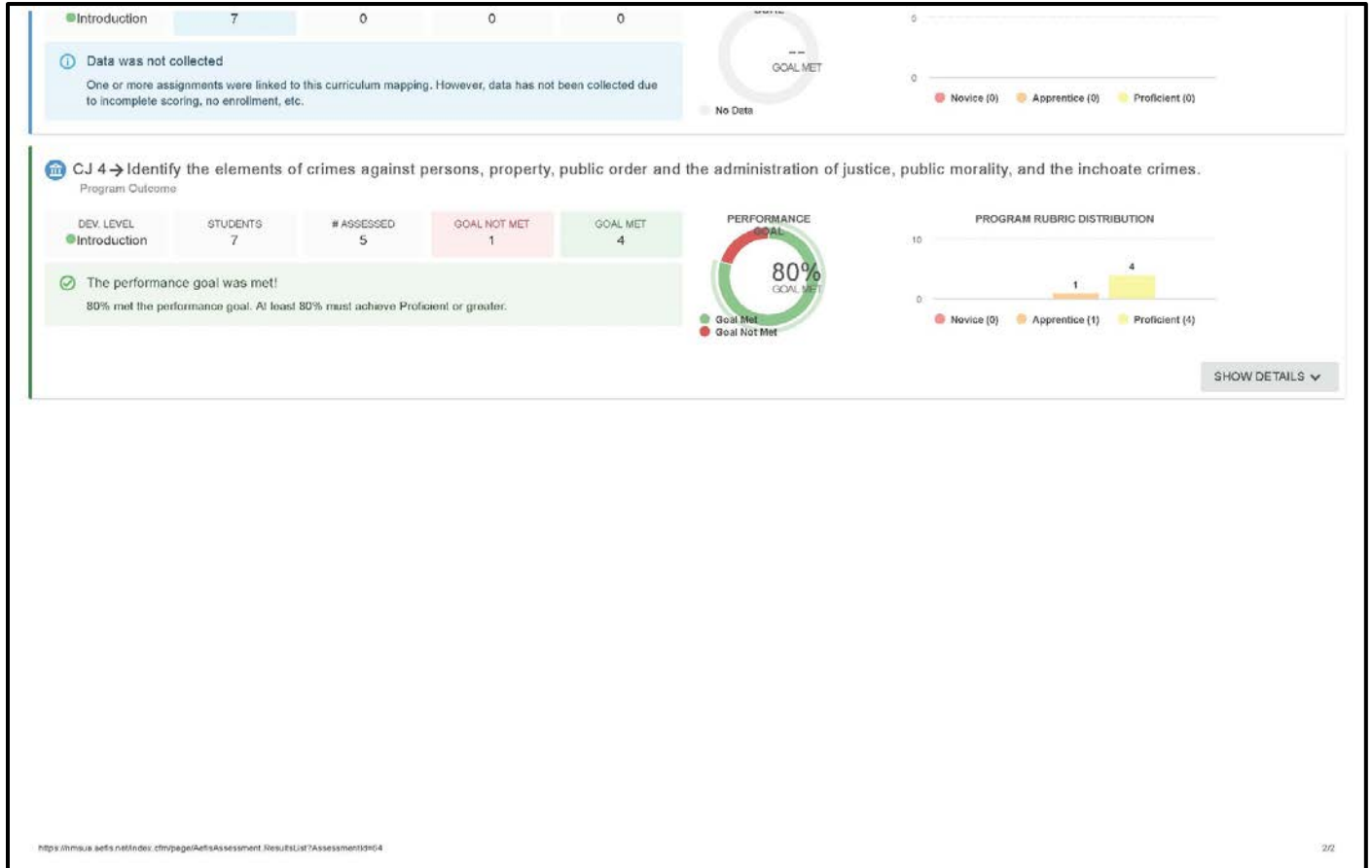
COURSE LEVEL OBJECTIVES

Course level objectives originate from two sources: the New Mexico (Common) Course Numbering System (NMCNS) catalog and syllabi constructed by faculty. The goal of the New Mexico (Common) Course Numbering System is to improve the articulation and transfer of courses between New Mexico's Higher Education Institutions. The New Mexico Lower Division Course Catalog is the official list of course descriptions and student learning outcomes (defined by NMSU-A as objectives) for all lower division courses that are approved to be part of the New Mexico Course Numbering System. The course catalog lists courses by their approved 4-letter discipline prefix and 4-digit number (New Mexico [Common] Course Numbering System NMCNS, Revised 4/06/2022). The second source of course objectives in the NMSU-A structure of curriculum mapping consists of those syllabi by faculty for courses that are not included in the New Mexico Lower Division Course Catalog.

Sample course level objective aligned with Program Outcome and ILO:
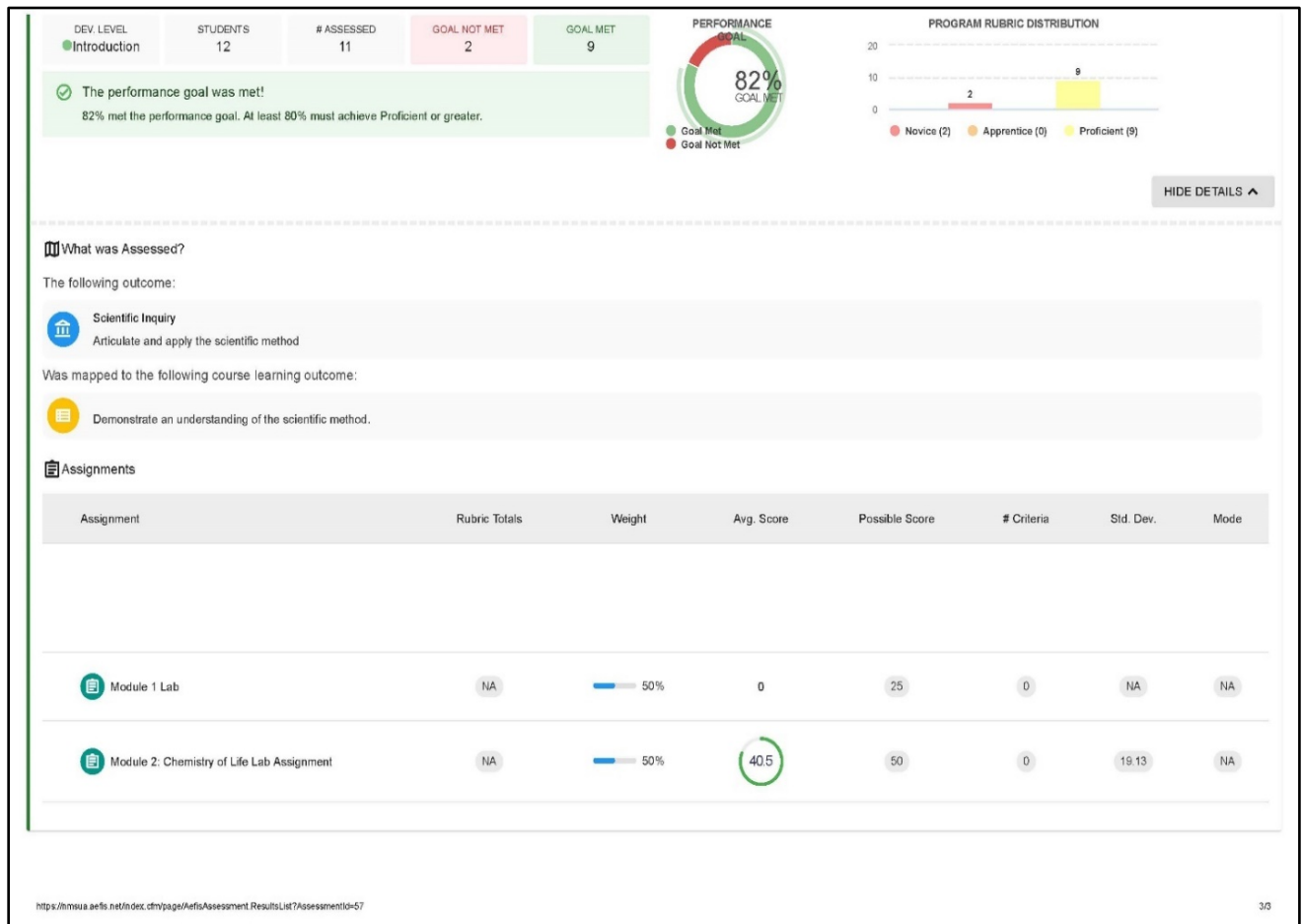
BIO 1120L A20 Course Level Objective
Demonstrate an understanding of the scientific method. (New Mexico Lower Division Course Catalog)

Program Outcome: Associate of Arts
Program Outcome AARTS 5 – Scientific Inquiry: Articulate and apply the scientific method
ILO 5--Articulate the scientific method; Apply the scientific method; Analyze data.

Course level assessment is continuous and completed every semester for those courses aligned with program outcomes and for which assignments within the course have been linked. These assessments are readily available for review by faculty and supervisors through our data and assessment management system. An example is shown below that illustrates curriculum and assessment mapping through the course objective level for BIOL 1120L A20. Student achievement results are shown for a specific assignment linked to a PLO and course objective (termed "course learning outcome"). The figure below illustrates these results.

DEV. LEVEL	STUDENTS	# ASSESSED	GOAL NOT MET	GOAL MET
●Introduction	12	11	2	9

⊘ The performance goal was met!
82% met the performance goal. At least 80% must achieve Proficient or greater.

PERFORMANCE GOAL: **82%** GOAL MET
● Goal Met
● Goal Not Met

PROGRAM RUBRIC DISTRIBUTION
● Novice (2) ● Apprentice (0) ● Proficient (9)

HIDE DETAILS ⌃

What was Assessed?

The following outcome:

🏛 Scientific Inquiry
Articulate and apply the scientific method

Was mapped to the following course learning outcome:

📋 Demonstrate an understanding of the scientific method.

Assignments

Assignment	Rubric Totals	Weight	Avg. Score	Possible Score	# Criteria	Std. Dev.	Mode
📄 Module 1 Lab	NA	50%	0	25	0	NA	NA
📄 Module 2: Chemistry of Life Lab Assignment	NA	50%	40.5	50	0	19.13	NA

https://nmsua.aefis.net/index.cfm/page/AefisAssessment.ResultsList?AssessmentId=57   3/3

13

GENERAL EDUCATION OUTCOMES

General Education (GE) Outcomes are addressed in NMSU-A's curriculum mapping structure and assessment process. NMSU-A's lower-division General Education program is grounded in New Mexico's General Education Curriculum (NM GE). Statewide adoption of a new "essential skills" curriculum (with required implementation by August 2019) was focused on development of essential skills and attitudes that every college-educated person should possess.

New Mexico developed a model of general education to focus on the essential skills that are needed by today's college graduates to be successful as they pursue advanced degrees and/or careers. The state has adopted two models: one for applied associate degrees and a second for bachelors and all other associate degrees. The defining characteristic of a New Mexico general education course is its focus on essential skills: communication, quantitative reasoning, critical thinking, information and digital literacy, and personal and social responsibility. Each of the General Education content areas are associated with three essential skills. In addition, each essential skill is comprised of component skills. (New Mexico Higher Education Department https://hed.state.nm.us).

General Education content areas are associated with three essential skills. In addition, each essential skill is comprised of component skills

These General Education outcomes are addressed in the NMSU-A assessment system as an individual program that integrates and aligns courses and outcomes from multiple other programs.

Sample General Education Outcome with Alignment to ILOs and Program SLOs

GEN ED Outcome 10
Critical Thinking: Reasoning/Conclusion

Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.

Related Outcome: ILO 1 Recognize sound reasoning, critically assess information, critically assess arguments, analyze arguments from multiple perspectives, arrive at a logical conclusion

Related Outcome: PLO Pre-Business 5 Critical Thinking
Analyze information using critical thinking and decision-making skills to make informed business decisions.

Given that the state of New Mexico has developed a model of general education to focus on the essential skills that are needed by today's college graduates to be successful as they pursue advanced degrees and/or careers, NMSU-A realizes the need to examine how successful our students are in relation to these essential skills. Assessment is continuous and can be examined each semester. An illustration is below.

AEFIS UNIVERSITY — New Mexico State University Alamogordo
Outcome Assessment Summary Report

Report Parameters

Outcome Space: Program - GENERAL EDUCATION
Level: Program
Term: 2021 Fall, 2022 Spring
Student Minor: No records found!
Detail Level: Outcome
Edit Report Parameters

Outcome Set	Outcome Code	Outcome Description	Total Assessments	Outcome Rubric Distribution	Success
GENERAL EDUCATION	GEN ED 1	Identify and communicate in various genres and mediums (oral, written, and digital) strategies appropriate for the rhetorical situations (i.e., attending to audience, purpose context)	44	77.3% / 0.0% / 22.7%	77 %
GENERAL EDUCATION	GEN ED 4	Express quantitative information symbolically, graphically, and in written or oral language.	54	85.2% / 3.7% 11.1%	85 %
GENERAL EDUCATION	GEN ED 6	Apply appropriate quantitative models to real world or other contextual problems.	7	57.1% / 28.6% / 14.3%	57 %
GENERAL EDUCATION	GEN ED 8	Identify and gather the information/data necessary to address the problem or question.	7	28.6% / 42.9% / 28.6%	29 %
GENERAL EDUCATION	GEN ED 9	Evaluate evidence/data for credibility (e.g. bias, reliability, and validity), probable truth, and relevance to a situation.	60	58.3% / 8.3% / 33.3%	58 %

DATA AND ASSESSMENT MANAGEMENT

NMSU-A uses AEFIS (Assessment, Evaluation, Feedback & Intervention System), a web-based management system to collect, compile, store and manage achievement data and evidence. AEFIS integrates data from course assignments that are linked to programs via Canvas and gradebook scores. AEFIS is comprehensive in data production and so results involving student achievement may be viewed at all levels: individual student, course, program, and Institutional levels. This process assists our institution in the collection and application of real-time data that enables the institution to examine student performance in a continuous cycle of improvement.

AEFIS is mainly organized by and around academic degree programs and certificates. This organization is individualized to our institution's educational outcomes for student achievement. Data is collected according to curriculum mapping and alignment of all outcomes. NMSU-A's AEFIS platform currently contains:

15

- 414 courses and course objectives
- 31 programs (some degrees separated by concentrations such as Business Management Marketing)
- All Program Learning Outcomes
- Institutional Learning Outcomes
- General Education Outcomes

AEFIS supports the institution's ability in reviewing not only the results of program assessment but that of student achievement of course objectives, ILOs, and General Education Outcomes.

The practical sequence of steps for our Assessment Process and data management is as follows:

1. Data entry of all outcome and objective information in AEFIS
2. Curriculum mapping of Program Outcomes to Institutional Learning Outcomes
3. Determining educational experiences by semester for each program (according to degree plans)
4. Curriculum mapping educational experiences to program outcomes for each program
5. On a semester basis, the determination of specific courses that assignment linking is needed
6. Construction of tables for faculty to complete concerning assignment linking (completed sample table provided in Appendix E)
7. Linking of assignments in AEFIS to program outcomes
8. Continuous revision of curriculum mapping and educational experiences for programs as a result of curriculum changes, faculty revisions to courses and assignments, change of faculty
9. Using a five-year plan, generation of Program Assessment Reports
10. Review of Program Assessment Reports by the faculty Assessment Committee
11. Revisions if needed to Program Assessment Reports
12. Implementation of improvements to programs, courses, or process
13. Review of improvement results/make changes

PROGRAM ASSESSMENT REPORTING AND DOCUMENTATION

Program Assessment Reports are generated on a yearly (academic year) basis. NMSU-A has constructed a five-year rotation cycle with six to seven programs scheduled for each year. Small teams of faculty review data and results compiled in AEFIS and complete a report of student achievement using a template located in AEFIS.

The Program Assessment template was developed by a group including faculty, a Division Head, the Director of Assessment, and a Canvas (NMSU-A's online learning platform) representative. The template is inclusive of program learning outcomes, courses assessed, actual student achievement data, data analysis and comments, and improvement planning. Sample items are presented below. The full template can be seen in Appendix F.

Sample Report Template Items and Responses:

Part 2: Assessment Data
AEFIS Table: Student Outcome Achievement Report (attach as PDF)

AEFIS UNIVERSITY — New Mexico State University Alamogordo
Student Outcome Achievement

Report Parameters

Outcome Set: Program - Associate of Education Elementary
Academic Year: 2021 - 2022
Educational Experience Category: Fall 1 [Associate of Education Elementary], Spring 1 [Associate of Education Elementary] and 1 more...
Developmental Level: 1-Introduction
Student Degree: AL - Education
Show All Courses: Show only assessed courses
Course Direction: Courses in the First Column
✎ Edit Report Parameters

Student Outcome Achievement

Student Outcome Achievement

	EDUC 1	EDUC 2	EDUC 3	EDUC 4	Total
BLED 1110	100.00% 8 / 8		100.00% 8 / 8		100.00% 16 / 16
CEPY 1120G		100.00% 4 / 4			100.00% 4 / 4
COMM 1130G			100.00% 1 / 1		100.00% 1 / 1
EDLT 2110				100.00% 5 / 5	100.00% 5 / 5
Total	100.00% 8 / 8	100.00% 4 / 4	100.00% 9 / 9	100.00% 5 / 5	100.00% 26 / 26

Generated by AEFIS on 5/23/2022 at 2:53:57PM
Page 1

https://nmsua.aefis.net/index.cfm/page/AefisReport.StudentOutcomeAchievement?rf=print#eyJwYXJhbWV0ZXJzIjp7Im91dGNvbWVTcGFjZSI6InAtNzY1NTQwOTMtREFCNi00RTRGLThBODUxOEM1RDg2ODEzQ0UiLCJwcm9ncmFtVmVyc2lvbiVVSUQiOiI3NjU1NDBBMy1EQUI2LTRFNEY1OEE4NTE4QzVEODY4MTNDR... 1/1

Part 3: Analysis and Discuss of Results/Trends from Data Presented

   Sample text box entry

   "Criteria for proficient performance is set at 80% for all outcomes.
   The data provided in this beginning snapshot of student achievement in regards to
   General Education outcomes suggests that students are performing well in the area of
   outcome #4.
   This outcome is:
      Express quantitative information symbolically, graphically, and in written or oral
   language.
   The percentage of students meeting the proficiency level set for the outcome
   was 85.2%. This outcome had a total of 54 assessment. This is a fairly good sample.

   Conversely, students demonstrated low performance achievement in related to several
   General Education outcomes.
   Outcome #6: Apply appropriate quantitative models to real world or other contextual
   models.
      Percentage of students meeting the proficiency level = 57.1%
   Outcome #8: Identify and gather the information/data necessary to address the
   problem or question.
      Percentage of students meeting the proficiency level = 28.6%
   Outcome #9: Evaluate evidence/data for credibility (e.g. bias, reliability, and validity),
   probable truth, and relevance to a situation.
      Percentage of students meeting the proficiency level = 58.3%
   It should be noted that **only** Outcome #9 had a substantial number of assessments.

   Also of note is the condition that current results reflect a total of only 172 assessments.
   Given that General Education outcomes are broad and apply to many General Education
   academic courses, the number of assessments should be much larger."

Part 4. Improvement Plan: *Provide a specific and detailed improvement plan that addresses the major concerns revealed by your data analysis*

Continuous Improvement Plan: Academic Achievement

Associate of Education, New Mexico State University Alamogordo

Academic Year: 2022-2023

Goal 1: Increase enrollment so as to gain a more robust view of student achievement.

Strategy 1:   Create more attractive and focused marketing materials for distribution in the community. (target completion date—end of fall 2022)

Strategy 2:   Visit local high schools to inform students concerning the opportunities available at NMSU-A for initiating teaching careers. (target completion date—end of 2022)

LEADERSHIP: Division Head, Education Faculty, Title V personnel

Goal 2: Monitor and gain specific achievement data concerning Education majors' progress in English classes.

Strategy 1:   Examine assignment links in English classes for alignment to Education Program outcomes and modify if needed. (target completion date--October, 2022)

Strategy 2:   Request student progress data from English instructors during the fall semester of 2022. (target completion date—midterm, fall 2022)

Strategy 2:   Using the NMSU-A data management system examine achievement results for Education majors on a monthly basis (target completion date—continuous fall, 2022)

LEADERSHIP: Division Head, Education Faculty, Course Instructors, Director of Assessment

Goal 3: Complete alignment and assignment linking for ELAD 2340 (new course on degree) to obtain more complete and robust achievement data.

Strategy 1:   Obtain information from course instructor concerning assignments that measure Program Outcomes. (target completion date—September 2022)

LEADERSHIP: Division Head, Course Instructor, Director of Assessment

May, 2022

After Program Assessment reports are generated, they are reviewed and discussed by NMSU-A's Program Assessment Committee. The Program Assessment Committee has a specific charge "to read and review program assessment reports and to provide feedback to faculty towards improvement of quality of programs as related to student learning." (NMSU-A Operations Manual) The Program Assessment Committee is comprised of faculty, administrators, and representatives of additional departments such as the library and tutoring center. Specific membership and charges can be seen in Appendix G.

Our data management system, AEFIS, includes a specific workflow path for the examination and feedback aspect of Program Assessment reporting

Data Collection Workflow
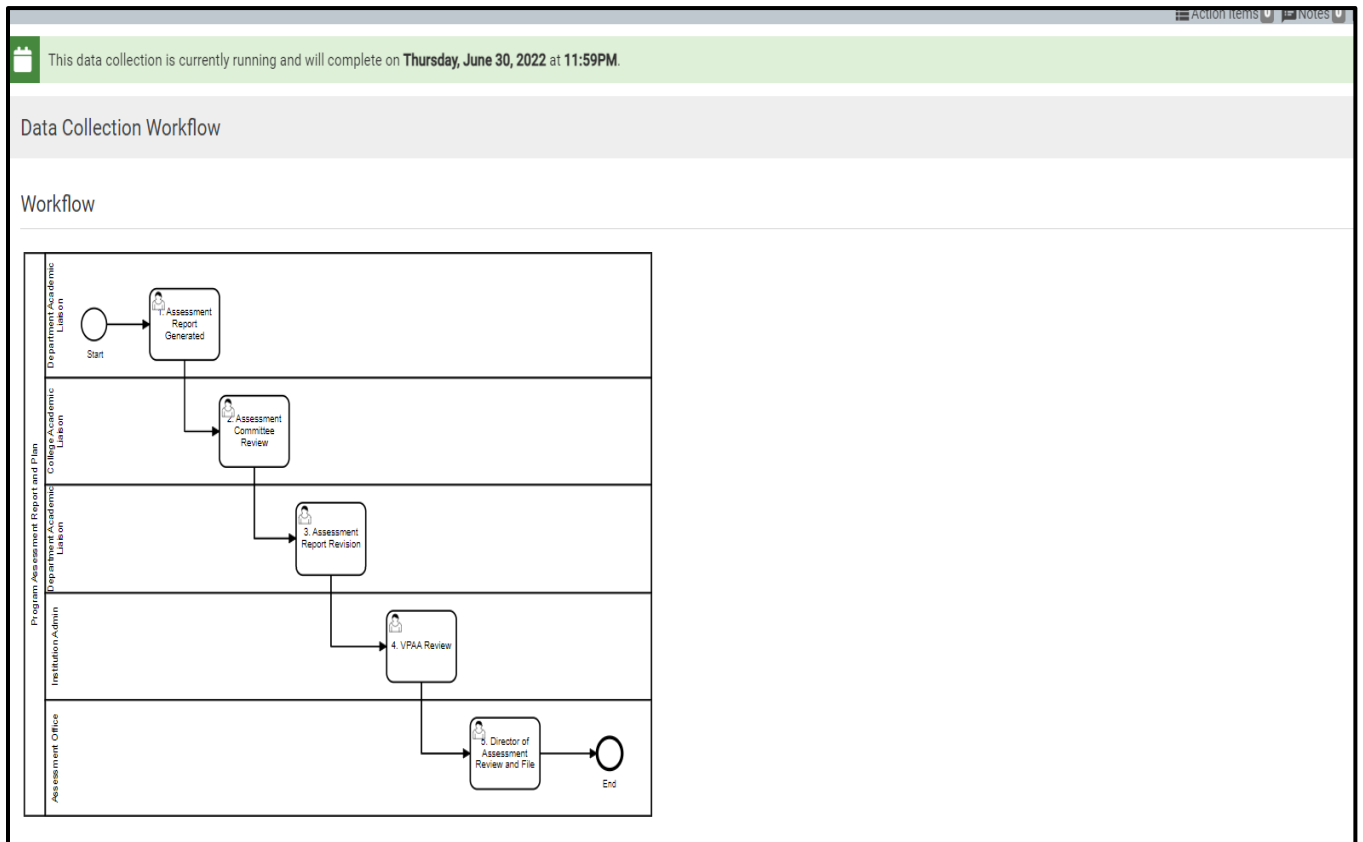
USING ASSESSMENT RESULTS FOR IMPROVEMENT

NMSU-A uses the results of the assessment of student achievement for many purposes including:
- Improving the assessment process and comprehensive data collection
- Changing the manner in which programs are structured.
- Monitoring program health
- Improving student assignments and instruction
- Implementing improvement plans

Assessment Reports include sections where faculty teams must examine achievement results and data in depth and create formal Improvement Plans that will improve learning opportunities for students. The comprehensive nature of our data management system facilitates the compilation of data through a broad spectrum ranging from data concerning individual student performance through data concerning overall student achievement of Institutional Learning Outcomes thus facilitating change that can be planned at all levels.

Since one of the primary foci of our current assessment process is achievement of program outcomes, this is also the primary focus to initiate change or improvement. Thorough examination and analysis of achievement data is used to review the curriculum content of programs for possible changes to courses required in degrees or the sequence of course progression plans for students. More specific adjustments can also be made to Program Learning Outcomes, curriculum mapping, course objectives, and course assignments.

Implementation of Improvement Plans

Improvement planning and implementation is the key conclusion to the assessment process. Quality Improvement Plans should include the following elements:

A. Improvement Goals/Initiatives
B. Leadership designations/responsible parties
C. Stakeholders
D. Specific Strategies/Measurement
E. Timelines

RESOURCES

alamogordo.nmsu.edu

New Mexico's General Education Curriculum (NM GE)

New Mexico Higher Education Department https://hed.state.nm.us

NMSU-A Operations Manual

nmsua.aefis.net

APPENDICES

NMSU-Alamogordo
Institutional Learning Outcomes
Adopted during the 29 Sep 2014 Faculty Meeting

In the following areas our students will be able to….

ILO 1: **Critical Thinking**:

    A. Recognize sound reasoning

    B. Critically assess information

    C. Critically assess arguments

    D. Analyze arguments from multiple perspectives

    E. Arrive at a logical conclusion

ILO 2: **Communication/Literacy:**

    H. Write a college-level essay

    I. Write a paper using borrowed material

    J. Speak effectively in groups and in front of groups

    K. Find and evaluate information

    L. Read at the college level

    M. Listen effectively

    N. Demonstrate the ability to interact and work well with others

ILO 3: **Technology:**

    A. Use appropriate technology for research

    B. Use appropriate technology for communication

    C. Use appropriate technology in problem solving

ILO 4: **Mathematics Skills**:

    A. Perform computations

    B. Apply mathematics

ILO 5: **Scientific Inquiry**:

    A. Articulate the scientific method

    B. Apply the scientific method

    C. Analyze data

ILO 6: **Diversity & Ethical Principles**:

    A. Demonstrate an awareness of diversity issues

    B. Demonstrate an awareness of ethical principles

APPENDIX B

Sample Program Outcomes

AEFIS UNIVERSITY | New Mexico State University Alamogordo
Student Outcomes

Associate of Science `Draft`

Program-8
College: NMSU - Alamogordo | Department: Arts & Sciences

Created: 10/17/2019 4:00:19 PM MDT
Last Modified: 4/23/2020 11:00:20 AM MDT

Student Outcomes

Associate of Science
● Program Outcomes | **Mapping Method:** Outcomes

ASC 4

Scientific Perspective

Evaluate the validity of information from a scientific perspective

1. Novice
2. Apprentice
3. Proficient

🏛 Program   🔗 ILO 1 CT **(I)**   🔗 ILO5 SI **(I)**

ASC 1

Laboratory Methods

Demonstrate proper use of laboratory equipment to collect relevant and quality data.

1. Novice
2. Apprentice
3. Proficient

🏛 Program   🔗 ILO5 SI **(I)**   🔗 ILO4 Math Skills **(I)**

ASC 2

Mathematics Skills

Demonstrate mathematical techniques to evaluate and solve scientific problems

1. Novice
2. Apprentice
3. Proficient

🏛 Program   🔗 ILO4 Math Skills **(I)**

ASC 3

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APPENDIX C

Mapping Program Outcomes to Curriculum

Associate Degree in Pre-Business

Outcome Number	ACCT 221	ACCT 222	BCIS 110	BUSA 111	ECON 251	ECON 252
1	●	●	●	●	●	●
2	●	●		●	●	●
3	●	●		●	●	●
4	●	●		●	●	●
5	●	●		●	●	●
6	●	●	●	●	●	●

Program Learning Outcomes: Graduates of the program will:

PLO 1: Communicate effectively and professionally, both orally and in writing.

PLO 2: Explain social responsibility and ethics as they apply to all business stakeholders.

PLO 3: Explain relevant theories and principles associated within the business environment.

PLO 4: Describe general business concepts in the functional areas of business.

PLO 5: Analyze information using critical thinking and decision-making skills to make informed business decisions.

PLO 6: Utilize business computer applications, and specifically spreadsheet and database software, for quantitative business analysis.

*Completed by faculty content experts

5-Year Rotation Assessment Reports

NMSU-A Degrees and Certificates AY 20-21

XXXXX program assessment
C&T Program Review
A&S Program Review

Name	Type	Credits	Divison	Fully Online	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26	gram ASSESSMENT L.
Allied Health	Associate	61-65	C&T		XXXXX		X			
Arts	Associate	60	A&S	Y	X		XXXX			
Automotive and Hybrid Technology (inclusive of certificates)	Applied Associate	63	C&T		XXXXX			X		
Criminal Justice	Associate	60	A&S	Y	XXXXX		X			
Early Childhood	Associate	68	C&T		x		XXXX			
Education (all concentrations)	Associate	60-61	C&T		XXXXX	x				
Fine Arts	Associate	60	A&S				XXXX	X		
General Education	across all programs	NA	A&S		XXXXX					
General Engineering	Associate	60	C&T		x	XXXX				
Prebusiness	Associate	60	C&T	Y		x		XXXXX		
Science	Associate	60	A&S	Y	X		XXXX			
Social Work	Associate	60	C&T				x	XXXXX		
Business Management (inclusive of marketing concentration)	Applied Associate	61	C&T	Y		XXXX	x			
Computer Science	Applied Associate	60	A&S				XXXX		X	
Engineering Technology (inclusive of Biomedical and Electronics)	Applied Associate	61	C&T		XXXXX			x		
Emergency Medical Services, Intermediate	Applied Associate	60	C&T					XXXXX	x	
Graphic Design (inclusive of certificates)	Applied Associate	61	A&S			X	XXXXX			
Information Technology	Applied Associate	65	C&T		x	XXXX				
Medical Assistant	Applied Associate	61	C&T			x		XXXXX		
Paralegal Studies	Applied Associate	61	A&S	Y	XXXXX		X			
Renewable Energy Systems Technology (inclusive of certificates)	Applied Associate	62	C&T						x	
Accounting/Bookkeeping	Certificate	30	C&T			XXXX				
Digital Photographic Technology	Certificate	19	A&S					XXXXX	X	
Business Leadership Skills	Certificate	18	C&T	Y			XXXXX			
Legal Assistant	Certificate	29	A&S		XXXXX					
Welding	Certificate	21	C&T			XXXX	x			

APPENDIX E

Completed Assignment/Assessment Linking Table

INSTRUCTOR: Daniel Johnson

COURSE: *COMM 1115G*   Delivery Method: online and face to face

Program Learning Outcome and Number:

➢ Demonstrate ability to speak effectively in front of groups.(Associate of Arts 2)

➢ **Program(s):** Associate of Arts

Assignment Name from Canvas Gradebook:

1. Module 5 Project : Discussion

2.

3.

(Note, the assignment must have points associated with it or it cannot be used. It cannot be a Zero Point assignment

Instructor: Daniel Johnson

COURSE: *COMM 1115G*   Delivery Method: online and face to face

Program Learning Outcome and Number:

➢ Communicate effectively and professionally, both orally and in writing. (Prebusiness 1)

Program(s): Associate of Prebusiness

Assignment Name from Canvas Gradebook:

1. Module 5 Project: Activity

2. Module 5 Project: Discussion

3. Module 1 Journal: Overview of Communications. (This assignment is repeated in all but a few Modules).

(Note, the assignment must have points associated with it or it cannot be used. It cannot be a Zero Point assignment)

APPENDIX F

Program Assessment Report Template

NMSU-A Program Assessment Report Template

*Initial Working template from NMHEAA Retreat – June 2021

Part 1: Program Profile

A: Name of Program (will appear automatically)

B: Terms used for Assessment Data: (Should cover at least 2 semesters)

C: Insert My Academic Plan: (The Maps can be found in Catalog)

D: List Program Learning Outcomes with aligned courses. (obtained from AEFIS)

E: Improvement Plan (Attach here)

Part 2: Assessment Data

A: AEFIS Table: Student Outcome Achievement Report (Attach as a PDF)
Comments: (For example: there are some assessment pieces missing from some of the classes; there may be some misalignment of courses or missing courses.)

B: AEFIS Report: Completed Assessments (Attach as a PDF)

Comments:

C: Other assessment data relevant to the program. For example, HESI, ASE, Internship Feedback, Capstone Course Assignments.

Comments on other assessment data:

D: Description of certification information included in this program (if applicable)

State or National Certification	Semester	Criteria for Success	Results	Comments

Please give key of any acronyms:

Part 3: Analysis and Discussion of Results/Trends from Data Presented

A: Provide a descriptive statistical analysis of student performance based on the data provided in this report. You could include percentage of students' high performance, low performance, low enrollment, etc.

B: Based on your analysis of the data, what are the implications.

C: Gaps or questions about data validity from the tables provided.

D: Describe strengths revealed by the data analysis

E: Describe major concerns revealed by the data analysis

F: Other Comments

Part 4: Improvement Plan

Addressing major concerns.

    A: Provide a specific and detailed improvement plan that addresses the major concerns revealed by your data analysis.

    B: What are the expected results based on your improvement plan. Please included data sources and data elements you will use to support your improvement plan.

    C: Describe how you will document the results of your improvement plan.

Building on strengths, in a continuous improvement model.

    A: Provide a specific and detailed continuous improvement plan that supports strengthening the program.

    B: What are the expected results based on your continuous improvement plan? Please include data sources and data elements you will use to support your continuous improvement plan.

    C: Describe how you will document the results of your continuous improvement plan.

D: Other general comments:

Assessment Committee Description

Assessment Committee

Assessment Committee (Established 1/08; Revised 1/09, 1/13, 11/17, 02/18, 10/20, 10/22)

General Charge(s)

- To establish subcommittees, ad-hoc committees and groups in areas related to assessment of student learning.
- To develop the process to assess and update the Institutional Learning Outcomes of NMSU-A.
- To recommend to the Academic Council methods, processes, and procedures that will promote the use of course- and program-level student learning outcomes.

To oversee ongoing implementation and evaluation of institution-wide assessment at NMSU-A, to include, if required by NMHED and/or other governing body, General Education assessment.

To read and review program assessment reports and to provide feedback to faculty towards improvement of quality of programs as related to student learning.

Specific Charge(s)

- To coordinate the process of academic program assessments, and other assessment processes involving student learning outcomes.
- To support the process of co-curricular student learning assessment in related academic area/departments.

Membership (voting)

- Director of Assessment (Standing)
- Director of ASC/AE or designee (Standing)
- Vice President for Student Success or designee (Standing)
- Coordinator of Library Services or designee (Standing)
- A minimum of four regular faculty members*
- A minimum of one temporary part-time faculty member from each division, if available

*While not required, it is suggested that each division share equally in this membership and hence provide two regular faculty members when possible; with a minimum of one faculty member from each division.

Advisory Membership (non-voting)

- Vice President for Academic Affairs
- All Division Heads
- Institutional Research representative
- Members of the Quality Assurance Team
- Student, if available, appointed by the Vice President for Student Success

Officers

The Chair is elected by all voting committee members for a two-year term. The Vice-Chair is elected by all voting members for a two-year term. The Recording Secretary is a member of the committee and is elected by the committee members every year.

The Chair and Vice-Chair shall be voting members.

Term

Regular faculty members are elected by all faculty for two-year terms. The temporary part-time faculty member is elected by all faculty within the division for a one-year term.

Meetings

The full committee meets as required to conduct business, but no less than once per month during the fall and spring semesters. The subcommittees meet as required to conduct subcommittee business.

Reporting Structure

This committee chair presents a summary report to Academic Council a minimum of once per academic year. The chair regularly reports to Academic Council. Summary reports from this committee will be sent to the recording secretary of Academic Council. Subcommittees report to the full committee, the Assessment Committee, as needed during the academic year.