

# **Assessment Progress Report**

Academic Year: 2015-2016



Submitted September 30, 2016

Office of Curriculum and Assessment

# Annual Assessment Progress Report

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## Assessment Progress Report

Academic Year 2015-2016

### **Purpose/Overview**

This document will detail the progress and activities of the Office of Curriculum and Assessment in the area of academics for the 2015-2016 academic year. Included in the report are elements describing progress and activities in the areas of: Institutional Learning Outcomes, program level assessment, course level assessment, support departmental assessment, communication, professional development, areas relevant to accreditation, and further recommendations for action.

### **Brief History**

Course level assessment has long been a part of NMSU-A academics. Instructors previously completed a CAP (Course Action Plan) as part of their duties. Copies of these can be found in individual instructor files. The course level assessment process became more focused in spring of 2013 following an accreditation visit by the Higher Learning Commission (HLC). As a result of HLC recommendations several actions were taken:

- Hiring of the first Director of Assessment (Dr. Erin O'Neill-Armendarez)
- Establishment of a more formal and consolidated process of course level assessment
- Establishment of a course "rotation" schedule of courses to be assessed
- Construction of a Canvas assessment workspace where course level reports could be stored and available for multiple constituents to read and review
- Construction of a template for reporting course level assessment results to facilitate consistency of information
- Offering of multiple professional development opportunities for faculty and staff
- Submission of a Progress Report to HLC in December of 2013

Historically, program assessment has been somewhat incomplete and dependent on program review. NMSU-A's program review process includes a section for student assessment information, but quite frankly this has been inconsistent and accurate information has not been provided.

Assessment of student learning by academic support departments such as Student Services, the Academic Support Center, and the library has been somewhat disorganized. Prior to 2015-2016, assessment planning by these support departments was incomplete and plans were often not fully implemented.

New processes for the assessment of Institutional Learning Outcomes and the Learning Signature gained more traction during the 2015-2016 academic year. However, it must be noted that assessment of Institutional Learning Outcomes has a solid history in the work of the General Education Committee who established targets for assessment, gathered artifacts, and evaluated those artifacts.

### **Major Progress Points: 2015-2016**

- Remodel of the Canvas Assessment Workspace
- Update to the Course Level Assessment Report template
- Creation of the newsletter, *Assessment Brief*, for faculty

- Update to the Assessment Page on the campus website
- Development of a Comprehensive Academic Assessment Plan
- Development of a viable and sustainable process to assess program student learning outcomes
- Development of an analysis process for reviewing course level reports
- Analysis of 181 different course level reports from fall 2013 through spring 2016
- Reporting of analysis of course assessment data to faculty
- Preliminary analysis and provision of feedback concerning program assessment plans
- Workshops, videos, and specialized training for faculty
- Documentation of all assessment plans and reports
- Development and evaluation of an assessment plan for Institutional Learning Outcomes by the ILO committee
- Update and addition of assessment points in the Assessment Academy project (creation of a Learning Signature)
- Collaboration with faculty involved in pilot programs (Service Learning, Math Redesign, and the English ALP model) to develop assessment plans

### **Comprehensive Academic Assessment Plan**

In fall of 2015, a Comprehensive Academic Assessment Plan (CAAP) was generated that defines the components of the institution's assessment of student learning. The CAAP plan is an overarching document that attends to the purpose of academic assessment and specifies three major components of quality assessment planning: who is responsible, what will be assessed and when assessment will take place (Suskie as cited in Banta, 2009).

The CAAP is derived from NMSU-A's mission statement and Strategic Plan (Goal 1) and includes assessment of student learning at multiple levels. These include Institutional Learning Outcomes, program level outcomes and course level objectives. In addition to the Learning Signature and support services through related departments such as the Academic Support Center, Student Services, and Library services were included. The CAAP plan was reviewed by faculty and Academic Council. The CAAP plan is posted on the campus website and Canvas Assessment Workspace. See Appendix A for CAAP.

### **Institutional Learning Outcomes Assessment**

The Institutional Learning Outcomes (ILOs) were developed for the Learning Signature process. The outcomes were generated by faculty in the Fall of 2014. Currently, the assessment of ILOs falls within the purview of the ILO faculty committee. This committee has also accomplished various tasks such as mapping of the ILOs to New Mexico Core competencies and mapping of ILOs to courses on several degrees. This past year the committee met several times to develop an assessment plan. The plan was reviewed and evaluated by several faculty and staff members, revealing a need to revise and refine the assessment plan. The office of Curriculum and Assessment has mapped program student learning outcomes to ILOs. See Appendix B for mapping, assessment plan, and evaluation of plan.

The Director of Curriculum and Assessment recommends that the ILO assessment plan be revised to address the assessment of student achievement of ILOs. It is also recommended that the ILO

committee review assessment data from program level assessment for use in measuring achievement of ILOs.

### **Program Level Assessment**

In collaboration with the office of the Vice President of Academic Affairs a sustainable and viable method of assessing program student learning outcomes was developed in the fall of 2015. This method was implemented to gather information about student achievement in programs of study and was designed on a three-year cycle with assessment of two program student learning outcomes per academic year.

This process includes:

- Submission of an assessment plan to the Vice President of Academic Affairs and the Office of Curriculum and Assessment by Division faculty for every degree/certificate program (templates are provided)
- Reviewing assessment plans and providing feedback to Divisions by the Vice President of Academic Affairs and the Office of Curriculum and Assessment
- Gathering assessment data through designated assessments/assignments over predetermined time periods
- Submission of assessment report by Division faculty to the Vice President of Academic Affairs and the Office of Curriculum and Assessment (templates are provided)
- Review of assessment results by the Vice President of Academic Affairs and the Office of Curriculum and Assessment and feedback provided to Divisions

Progress to date on program assessment has been somewhat slow partially due to an institutional reorganization. Some confusion about how program assessment relates to an established program review process may have also delayed progress.

A first analysis of program assessment plans by the Vice President of Academic Affairs and the Director of Curriculum and Assessment indicates that a majority of plans contained measurable program student learning outcomes. Assessment plans with non-measurable outcomes were returned to Division faculty with suggestions for improvement. Several plans appeared limited in scope appearing to be more similar to course level objectives; this was discussed with Division Heads and suggestions were made for improvement.

Although assessment plans were documented for all programs, assessment reports were limited and resulted in submission of reports for these areas:

Associate of Fine Arts

Associate of Arts

Associate of Pre-Business

Applied Associate of Electronics Technology

Applied Associate of Business Office Technology

Applied Associate of Occupational Business

Certificate in Photographic Technology

To accomplish this assessment, faculty gathered data from previously graded assignments. In some instances, they reported three years' worth of data and then used a template to complete a report. A sample analysis/review of these reports was conducted. Reports were analyzed as to:

- Quality of student learning outcomes
- Appropriateness of assessment methodology to outcomes
- Clarity of report of assessment data/results
- Accuracy and clarity of analysis/interpretation of results
- Inclusion of an improvement plan
- Quality of improvement plan
- Achievement by students

This was a limited review and must be viewed with caution as only seven reports were available at the time of this report. The review indicated that improvement needs to be made in the quality/measurability of outcomes; match of assessment method to outcomes; and viability/utility of improvement plans. This analysis/review process will continue with attention to the three areas above and improving the process itself.

Reports indicated that students are achieving program learning outcomes and this is documented. These reports also identified improvement plans and actions to be taken based on assessment results. For example, the report for the Associate of Fine Arts identified a strategy for the student learning outcome, “creative problem solving through successful integration of knowledge and experience” to improve competency ratings to > 80% through assignment adjustments. The Business Office Technology report identified the need to consult the curriculum map for the program and include data from more BOT classes related to program learning outcomes to gain a broader sense of student learning across many courses. All templates and samples of plans, reports, review instruments can be seen in Appendix C.

The Director of Curriculum and Assessment recommends that this process of program assessment of student learning outcomes continues. This process has just begun and is somewhat new to the campus, but shows strong potential in improving student learning. Also recommended is a concentrated effort to communicate details and concepts about this process to the faculty and campus at large.

### **Course Level Assessment**

The purpose of course level assessment is two-fold. One purpose is to use results so that instructors can make data-based decisions about improvements to instructional strategies and curricula. A second purpose is to inform and improve program assessment. Course level assessment reporting occurs each semester. A rotation schedule of course assessment is developed for by semester in consultation with Division Heads and posted in the Canvas Assessment Workspace for access by faculty. In the spring of 2015, email notification for those instructors needing to conduct and report assessment was added. At the conclusion of the semester instructors use a template provided in the Workspace to report results. The report can be submitted through Canvas or sent directly to the office of Curriculum and Assessment.

Improvements to course level assessment began in fall of 2013 as a result of the last accreditation visit. Since that time more steps have been taken to improve the process. A broad analytical process to examine courses across multiple and varied content areas learning outcomes was designed and implemented in the fall of 2015. The template used to report course level assessment was improved to include information about the use of previous assessment to improve achievement. There is also a section concerning the alignment of course level objectives to program student learning outcomes.

Improvements have been made to include repetition of courses to document improvement and target courses crucial to program level assessment. Templates and a sample rotation schedule can be seen in Appendix D.

### *Analysis of Course Level Reports: Primary Findings*

Analysis of course level assessment reports revealed areas of dramatic improvement and opportunities for growth. A total of 428 course sections (representing 181 different courses) were read, reviewed, and rated across criteria such as measurability of objectives, appropriateness of assessment methodology, and plans for improvement. A coding system was developed to provide consistency of review. Using the coding system, information was consolidated from a variety of course reports and findings summarized. The coding system, tables, and graphs of findings can be seen in Appendix E.

Results of the analysis revealed some positive signs of growth in the assessment process. Review of course reports for fall of 2013 indicated that 79% of course reports contained measurable objectives. As of spring 2016, 90% of reports contained measurable objectives. The most dramatic gain occurred between fall of 2013 and fall of 2014 where a gain of 14% can be seen. This gain may be explained by concentrated efforts to improve through:

- Workshops, presentations and materials for faculty
- Adoption and training for faculty in the use of QM design standards

Significant efforts have been made to improve the fundamental concept of alignment between measurable objectives and use of appropriate or matching assessment methodology. In fall of 2013, only 74% of course reports contained aligned methodology. This percentage has steadily risen over semesters and as of spring 2016, 91% of course reports contained assessment methodologies that were appropriate to the nature and structure of objectives. These mismatches are primarily due to the fact that objectives were non-measurable and determination of appropriateness cannot be made.

Analysis also revealed some areas that can be improved. An area that was noted in the analysis was the tendency of instructors to plan multiple types of improvement strategies to address problems in achievement. Multiple strategies such as adding group work, developing a study guide, redesigning quizzes, and adding an assignment are prime examples included in one report. Multiple strategies (as a category) is consistently identified as the most frequent improvement strategy. This presents a problem in improvement as it may be difficult to determine exactly which strategy is effective.

### *Improvement to Instruction Based on Assessment Results*

Using assessment results to improve instruction and documenting improvement has certainly been challenging for this institution. The analysis of course reports addressed whether or not instructors planned changes or improvements to the course and/or instruction. It was found that instructors did indeed plan changes. However, documentation of these improvements and their impact remains sparse. In the fall of 2015, positive steps were taken to remedy this issue by changing the course level reporting template to include direct prompts such as:

- Did you make improvements in this current course based on previous course level assessment?
- Describe the specific improvements made.
- Describe the impact of improvements.

This revised template was used in the spring of 2016 with encouraging results. Review of reports for spring of 2016 revealed that 41% of instructors submitting assessment reports had made improvements based on previous assessment results. 70% of instructors determined that improvement strategies were effective in improving student achievement of objectives. Examples of the process of closing the loop between assessment to improved instruction can be seen in these course level reports: NA 101, OEPT 100, CS 110 and BIO 111G. See Appendix G for the example reports.

The Director of Curriculum and Assessment recommends that NMSU-A continues to improve course level assessment by implementing an action plan focused on these target goals:

- Improve the use of course level assessment results to modify instruction and increase student achievement with documentation of improvement
- Improve communication and professional development for faculty and other campus constituents
- Improve faculty engagement and involvement in the assessment process

The Action Plan and specific strategies to pursue these goals have been developed and can be found in Appendices H and I.

### **Specialized Course Level Assessment**

The institution has three additional and specialized types of course level assessment. These are: evaluation of online course design through the Quality Matters model standards, assessment of student performance in a service learning pilot program, and assessment of student learning in instructional models designed to accelerate progression through developmental math and English. These special cases of course assessment have written assessment plans and results have been obtained for some cases, such as service learning. Evaluation of online course design is ongoing through the Quality Matters process. Assessment results for the instructional models concerning developmental courses have not been obtained as the Math Redesign model has just been implemented and a formal assessment plan of the ALP English has just been created. Assessment plans can be seen in Appendix J. Results for Service Learning Assessment can be seen in Appendix L.

### **Learning Signature/Assessment Academy/Co-Curricular Assessment**

The campus Learning Signature which is also the institution's HLC Assessment Academy project provides a metaphorical context for how and why the institution pursues teaching and learning within an aspired learning environment at the college (Learning Signature Task Force, 2014). The purpose and results of Learning Signature assessment is to evaluate and monitor the implementation of the project goals. The Learning Signature documents and Assessment Academy Documents can be seen in Appendix K. Some of the areas that have been assessed and results reviewed are:

- The assessment plan for ILOs has been evaluated as part of the Institutional Learning Outcomes goal (number 1)
- Data from a service learning pilot was gathered and analyzed as part of the Student Learning Experiences goal (number 2)
- Exit surveys from graduates have been reviewed and analyzed as part of the Learning Signature Descriptors goal (number 5)



- Information from the 2<sup>nd</sup> Annual Engagement Conference has been gathered and analyzed as part of the Student Learning Experiences goal (number 2)
- An engagement survey conducted with faculty as part of the Student Learning Experiences goal (number 2)

As previously stated on page 4, the assessment plan for ILOs has been evaluated revealing a need to revise and refine the assessment plan.

A service learning pilot is listed as a part of the Learning Signature implementation plan. Service learning was considered the operationalization of co-curricular programs. Service learning personnel completed an assessment at the end of the spring 2016. Major findings for 2015 and 2016 are below:

#### *2015*

- Ninety-two percent (92%) of the students surveyed reported seeing the connection between their academic learning at this college and real-life experiences.
- All students, evaluated on several criteria, felt that they practiced or observed relevant skills in the jobs or careers in which they are interested.
- Five of 12 surveyed students (42%) acknowledged relevance between activities they can carry out in their community and their own major. Of the remaining students, six (6, 50%) saw no relevance, and one (1) (8%) did not respond.

#### *2016*

Results for assessment (by student survey) conducted in spring of 2016 showed that students involved with service learning modestly agreed that they felt satisfied with the experience and that the experience was of high quality. However, in another area most students reported that the experience did not influence future career planning. Students suggested these improvements: more information, more communication, fewer hours, more fun, screening, working closer with the, and not pushing the service learning experience on them.

A full report of the assessment for this service learning pilot can be found in Appendix L.

The Learning Signature Task force designed and conducted an exit survey of graduates in May of 2015 and 2016. The process included a brief self-report survey in course evaluation packets at the end of the spring semesters. Only the students graduating were asked to fill this out. The survey consisted of a rubric on which students rate themselves with respect to areas such as “prepared for Academic and Career success and skill in Effective Communication.” Ratings were then assigned a numerical value comprised of: No evidence=0, Emerging=1, Competent=2, Successful=3. The full survey can be seen in Appendix M. Below are brief highlights of tabulated results from both 2015 and 2016:

#### May 2015 n=40

Highest mean rating: 2.8 in category of Goal Oriented

Lowest mean rating: 2.4 in category of Socially Conscious

#### May 2016 n=8

Highest mean rating: 2.6 in category of Prepared for Academic and Career Success

Lowest mean rating: 1.75 in category of Sense of Identity & Community with NMSU-A

These results should be viewed with caution as the sample is small and may not generalize to the graduate population. However, they do represent a snapshot in time for the individuals who completed the survey.

The Learning Signature Task Force also sponsored an Engagement Conference for faculty and staff in April of 2016 as an implementation of a project goal. Approximately 25 people attended this event. Participants were asked to complete a feedback survey (Appendix N) at the conclusion of the event. Primary themes from the survey (n=17) were:

- Most valuable part of conference was: keynote speaker and service learning session
- It was a worthwhile conference because: of interaction with other faculty
- Instructional strategies gained: how to design and incorporate service learning
- Better understanding of “engagement” related to instruction was: deeper understanding
- Will you change instruction? will change some aspects

In conjunction with the Engagement Conference the task force also utilized an online survey of faculty related to engagement. The survey was completed by 28 faculty members. Below are major results/findings: Full results are shown in Appendix O.

- 50% of respondents felt that students were very engaged in their course
- 89% listed “providing prompt feedback on assignments” as their main engagement strategy for students
- 64% stated that they had experienced barriers or challenges regarding student engagement

It is recommended that we continue to maintain reports and updates concerning our Assessment Academy project, Development of a Learning Signature. The assessment of implementation goals of the Learning Signature plan should continue and be updated yearly. Definition of and assessment of achievement of co-curricular outcomes should be addressed in a more formalized way.

### **Departmental Assessment of Academic Support Areas**

Departmental assessment encompasses three departments: Academic Support Center, Student Success, and Library services. The purpose and results of departmental assessment is to gain information about the effectiveness of support services impacting academic achievement. Each department has written formal assessment plans and have begun to gather data for analysis. The Academic Support Center has submitted report of assessment from an initial plan; formalized a second plan; and submitted a second report. Primary assessment findings related to the Academic Support Center are:

During the ASC's initial assessment report for 2014-2015, the goal for increased use of the ASC was not met, but the goals relating to tutoring opportunities and improved online tutoring were met. In 2015-2016, the ASC did meet the goal of increased use in multiple areas. Improvements for 2016-2017 include an external partnership with Park University, which will continue to increase use, implementation of new exam opportunities, and structured online proctoring for the campus via an

agreement with ProctorU. Additionally, new tutoring disciplines will be established based on feedback from Student Satisfaction Surveys, including chemistry, high-level math, physics, statistics, and accounting. Assessment results for the departments of Student Services and Library services have not been obtained as yet as assessment plans were completed late in 2016. Departmental assessment plans and reports can be seen in Appendix P.

The Director of Curriculum and Assessment recommends that NMSU-A continue with departmental assessment in terms of planning and obtaining results with assistance provided to Student Services and the Library in carrying through on assessment and reporting results.

### **Communication and Professional Development**

Communication of assessment processes and results to campus constituents is a vital part of the assessment process. This past academic year efforts were made to communicate results to faculty in particular. Assessment results were shared and explained to faculty by the Director of Curriculum and Assessment at a faculty meeting in November of 2015. A video of this presentation was posted on the Canvas Assessment Workspace for access by faculty unable to attend. The Vice President of Academic Affairs also presented information about the use of assessment results in a faculty meeting in April of 2016. Faculty were also provided a monthly *Assessment Brief* that highlights faculty accomplishments and resources. Samples of these briefs can be seen in Appendix Q.

Continuous professional development is an important component of the assessment process. The faculty were surveyed at the beginning of 2015-2016 academic year as to what topics they desired for workshops or presentations. One of the topics highly requested, "Item Analysis" was covered in a workshop presented by Dr. Karen Reid and Dr. Rita Eisle in the fall of 2015. The faculty meeting presentations by the Director of Curriculum and Assessment and the Vice President of Academic Affairs incorporated professional development as well as sharing of results.

The Director of Curriculum and Assessment recommends that more efforts be made to share and explain assessment results with all campus constituents on a regular basis. Professional development opportunities need to be extended and made available to all faculty and staff.

### **Summary**

Substantial progress has been made to improve the assessment process for many areas and levels at NMSU-A during the academic year 2015-2016. There are many areas that still need attention and improvement, but an improvement action plan with accompanying target goals and strategies has been developed and will be implemented.

Here are major highlights of what is known at this time:

- A Comprehensive Academic Assessment Plan has been developed to organize our efforts
- All course level reports from fall 2013 to spring 2016 have been reviewed/analyzed
- In fall of 2013 the percentage of course level reports that contained measurable objectives was only 79%. We have made steady gains in this with our latest semester reports (spring of 2016) showing that 90% of reports contained measurable objectives
- Every semester documented shows that over 70% of the assessment methods used for course level assessments are appropriate for objectives
- Instructors routinely plan improvement based on assessment results: over 60% each semester with the exception of spring 2015

- Course level assessment reports are documented for 181 different courses
- A viable and sustainable process for the assessment of students' achievement of program level learning outcomes has been implemented.
- Assessment plans for specialized and departmental assessment are documented

Here are major highlights of what still needs to be known:

- How does ILO assessment integrate with program assessment and what process will be used to assess ILOs?
- What are the quantifiable levels of student achievement in degree programs?
- How can faculty engagement in the assessment process be increased?
- What are the results for our specialized and departmental assessments?
- How can we increase documentation of course improvement efforts based on assessment?
- What are the quantifiable results of course improvements?

### **Recommendations Summary**

The ILO assessment plan needs to be revised to attend to the assessment of student achievement of ILOs. It is also recommended that the ILO committee review assessment data from program level assessment for use in measuring achievement of ILOs.

The process of assessment of program student learning outcomes should continue. This process has just begun and is somewhat new to the campus but shows strong potential to gain information to improve student learning. Also recommended is a concentrated effort to communicate details and concepts about this process to the faculty and campus at large.

Continue to improve our course level assessment by implementing the action plan created as a result of our self-study with a focus on these target goals:

- Improve the use of course level assessment results to modify instruction and increase student achievement and document
- Improve communication and professional development for faculty and other campus constituents
- Improve faculty engagement and involvement in the assessment process

Continue to maintain reports and updates concerning our Assessment Academy project, Development of a Learning Signature. The assessment of implementation goals of the Learning Signature plan should continue and be updated yearly. Definition of and assessment of achievement of co-curricular outcomes should be addressed in a more formalized way.

Continue with departmental assessment in terms of planning and obtaining results. Assist Student Services and the Library in carrying through on assessment and reporting results.

More efforts should be made to share and explain assessment results with all campus constituents on a regular basis.

### **Timelines**

## **Institutional Learning Outcomes Assessment**

To be determined: recommend yearly

**Program Level Assessment**

Yearly with a rotation of 3 years to examine all program student learning outcomes: assessment plans submitted in the fall; assessment reports submitted in the spring

**Course Level Assessment:**

Every semester in a predetermined rotation schedule

**Specialized Course Level Assessment**

Yearly or as determined by assessment plan

**Learning Signature/Assessment Academy/Co-Curricular Assessment**

Yearly

**Departmental Assessment**

Yearly or as determined by assessment plan

**References**

Banta, T., Jones, E., & Black, K. (2009). *Designing effective assessment*. San Francisco, CA: Jossey-Bass.

Learning Signature Task Force (2014). *Learning Signature from Concept to Reality*

Suskie, L. (2009). *Assessing student learning*. San Francisco, CA: Jossey-Bass.

# Appendice

## Appendix A

### Comprehensive Academic Assessment Plan



### Comprehensive Academic Assessment Plan



#### Overall Purpose

In accordance with New Mexico State University Alamosordo's Strategic Plan and Mission Statement this comprehensive assessment plan was developed to ensure that student learning is continually assessed and improved through meaningful assessment at multiple levels.

#### Mission Statement

*Provide quality learning opportunities for individuals in the diverse communities we serve.*

#### Strategic Plan

##### **Goal 1: Recruitment/Student Success**

*Provide students with an excellent education in a community college environment that provides opportunity and promotes the enjoyment of lifelong learning. Moreover, to provide students the experiences and knowledge that will lead to success in the workforce or will establish the foundation for further education.*

##### *Current Strategy*

- A. *Ensure student learning is continually assessed and improved through meaningful assessment.*

#### Components of Assessment

#### Institutional Learning Outcomes

Institutional learning outcomes provide an overarching framework for definition of student competencies across programs and curricula. The purpose and results of Institutional Learning Outcomes (ILO) assessment is to inform programs, curricula, and instruction as to the broad achievement of learning.

Who: Institutional Learning Outcomes committee, Director of Curriculum and Assessment

What: Assess student achievement of Institutional Learning outcomes; data analyzed to ensure that every student that completes a degree or certificate on our campus (NMSU-A), leaves with all of these Knowledge, Skills and Abilities (KSAs) which we refer to as ILOs.

When: The assessment of the 6 Institutional Learning Outcomes completed in a four-year cycle.

#### Program Level

The purpose and results of program assessment of student learning outcomes is to monitor student achievement of program level learning outcomes in order to make improvement to courses, curricula of degrees, and provide a basis for accountability to students and the community.

Who: Division Head and division faculty; Vice President of Academic Affairs: Director of Curriculum and Assessment

What: Assess student achievement of program level student learning outcomes; data analyzed to examine level of student performance, relevance of curriculum, alignment of course level objectives to program

When: Three year cycle of all outcomes with a yearly schedule of two outcomes with: assessment

plans developed in fall semester; data gathered and reports generated in the spring semester; data analyzed at the end of spring semester

### **Course Level**

The purpose and results of course level assessment is two-fold. The primary purpose of course level assessment is to inform program assessment. The secondary purpose of course level assignment is to monitor student learning in courses so that instructors can make data based decisions about improvements to instructional strategies and curricula.

*Who:* Faculty, Division Heads, Vice President of Academic Affairs; Director of Curriculum and Assessment

*What:* Assess student achievement of course level objectives, identify areas of concern, construct improvement strategies; implement improvement and document effectiveness. Analysis of course level reports across courses.

*When:* Every fall and spring semester as per schedule of rotation.

### **Additional Course Level Assessment**

#### **Online Course Design**

The purpose of online course design evaluation is to assure consistency and quality of courses offered using an online format (distance delivery). Online course design quality is primarily evaluated through the Quality Matters program. Results of Quality Matters external reviews are used to improve the design and effectiveness of online courses.

*Who:* Faculty, Quality Assurance Team, Peer Reviewers, Online Quality Assurance Director

*What:* Review of online courses for quality and alignment with Quality Matters design standards.

*When:* Ongoing, continuous

#### **Service Learning**

The service learning pilot program is an engagement component of the Learning Signature, HSI STEM grant, program level outcomes, and course level outcomes. This project is in a pilot phase at this time. The purpose of pilot assessment is to: gain information as to the success and viability of this program; gather data as to learning benefits to those students involved in the program.

*Who:* STEM Outreach Coordinator; Grant project manager; Faculty; Director of Curriculum and Assessment

*What:* Assessing viability of pilot, benefit to students and faculty; contribution to retention, engagement, enrichment, and program/course outcomes.

*When:* Spring and fall semesters (2015-2016)

### **Advanced Level Placement(ALP) for English 111G**

The purpose of ALP design (based on an immersion process) is to assist students in working through Developmental English classes and progress through the 4 credit English 111G requirement in a timelier fashion, therefore preserving financial aid



resources. Results of assessment of the ALP design are used to improve class activities and instruction and to modify the tutoring process.

*Who:* All English 111G faculty, Institutional Research, Advising, Director of Curriculum and Assessment

*What:* Assess writing samples using a common rubric. Examine subsequent enrollment and success of students in 200 level English classes. Examine anecdotal narratives from instructors

*When:* Yearly: end of Academic year

### **Developmental Math Redesign**

The Developmental Math redesign project is a pilot program focused towards decreasing the time and resources that students expend in the completion of developmental math courses. The purpose of pilot assessment is to: gain information as to the success and viability of this program; gather data concerning the sufficiency of academic support for students; and the impact upon student attitude and confidence level.

*Who:* Faculty, Division Head, Redesign Task Force, Director of Curriculum and Assessment, Vice President of Academic Affairs

*What:* Assessing viability of pilot, benefit to students and faculty; contribution to retention, engagement, enrichment, and program/course outcomes.

*When:* At the end of each semester.

### **Learning Signature**

The Learning Signature, also a Higher Learning Commission Assessment Academy project, provides a metaphorical context for how and why the institution pursues teaching and learning within an aspired learning environment at the college. The purpose and results of Learning Signature assessment is to evaluate and monitor the implementation of the project and its components.

*Who:* Learning Signature Task Force, Team leader of Assessment Academy project

*What:* Assess progress of implementation components and subprojects

*When:* Continuous

### **Departmental**

Departmental assessment encompasses those departments that support student achievement and learning: Academic Support Center, Student Success, and Library services. The purpose and results of departmental assessment is to gain information about the effectiveness of support services impacting academic achievement.

*Who:* Staff and supervisors of departments, Director of Curriculum and Assessment

*What:* Assess progress and implementation of goals associated with student academic achievement

*When:* Yearly

**Appendix B**  
Institutional Learning Outcomes Documents

**NMSU-Alamogordo: Institutional Learning Outcomes**

**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:**

- 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

**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

Adopted during the 29 Sep 2014 Faculty Meeting

### Sample Mapping of ILOs to Degree

NMSU-A Degree: SOCIAL SERVICES ASSOCIATE DEGREE																								
Category	Course	Course Level Objectives	ILO 1: Critical Thinking					ILO 2: Communication/Literacy					ILO 3: Technology		mathemat	Scientific	Inrsity & Ethical							
			Recognize sound reasoning	Critically assess information	Critically assess arguments	Analyze arguments from multiple perspectives	Arrive at a logical conclusion	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	Use appropriate technology for research	Use appropriate technology for communication	Use appropriate technology in problem solving	Perform computations	Apply mathematics	Articulate the scientific method	Apply the scientific method	Analyze data	Demonstrate an awareness of diversity issues	Demonstrate an awareness of ethical principles
<u>GEN ED REQ</u>	ENGL 111G	analyze and evaluate written communication in terms of situation, audience, purpose,	I	M	I	M	I				M	I												
		use effective rhetorical strategies to persuade, inform, and engage	M				M																	
		express a primary purpose in a compelling statement and order supporting points logically and convincingly						M																
		employ writing processes such as planning, collaborating, organizing, composing, revising,					M																	
		learn how to gather information to support ideas without plagiarizing, misinforming or distorting								M	I				M	M					M			M
		integrate research correctly and ethically from credible sources to support the primary purpose of a communication						M			I					M								M

## Mapping of ILOs to NM Common Core

### NM General Education Common Core Competencies (Revised Mapping 12-3-13)

#### Area I: Communications

- Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and adverse points of view (ILO1; ILO.6)
- Express a primary purpose in a compelling statement and order supporting points logically and convincingly (ILO1; ILO2---A,B,C)
- Use effective rhetorical strategies to persuade, inform, and engage (ILO1; ILO2---A,C; ILO6)
- Employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics (ILO2---A, B, C).
- Integrate research correctly and ethically from credible sources to support the primary purpose of communication (ILO2---A,B,C,D; ILO6)
- Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences. (ILO1; ILO2---1,2,3,4; ILO6)

#### Area II: Mathematics

- Construct and analyze graphs and/or data set (ILO4---A)
- Use and solve various kinds of equations. (ILO4---A)
- Understand and write mathematical explanations using appropriate definitions and symbols (ILO4---B).
- Demonstrate problem solving skills within the context of mathematical applications (ILO4---B)

#### Area III: Laboratory Sciences

- Describe the process of scientific inquiry (ILO5---A)
- Solve problems scientifically (ILO5---A)
- Communicate scientific information (ILO2---A,B,C,D; ILO6)
- Apply quantitative analysis to scientific problems (ILO5---B,C)
- Apply scientific thinking to real world problems (ILO5---B,C)

#### Area IV: Social and Behavioral Sciences

- Identify, describe, and explain human behaviors are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities (ILO1; ILO2; ILO6)
- Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions (ILO1; ILO2; ILO6)
- Describe ongoing reciprocal interactions among self, society, and the environment (ILO1; ILO2; ILO6)
- Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments (ILO1; ILO2; ILO5; ILO6)

#### Areas V: Humanities and Fine Arts

- Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, and film) (ILO1; ILO2; ILO6)
- Compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, social, cultural, religious, intellectual) (ILO1; ILO2; ILO6)
- Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives (ILO1; ILO2; ILO6)
- Draw on historical and/or cultural perspectives to evaluate and/or all of the following contemporary problems/issues, contemporary modes of expression, and contemporary thought (ILO1; ILO2; ILO6)

\*Note: Common Core and General Education design under review by state.

Sample of ILOs Mapped to Program Learning Outcomes

Associate of Allied Health	Institution Learning Outcomes					
	Critical Thinking	Communication/Literacy	Technology	Mathematics Skills	Scientific Inquiry	Diversity & Ethical Principles
Apply the knowledge and principles of professional responsibilities of teaching/learning of the patient population across the life-span in the long-term, acute, and emergent care settings		P--Teaching/ learning of patients requires effective communication				P-- Professional responsibility to teach patients across their lifetime could relate to ethical principles
Demonstrate and incorporate critical thinking and physical/tactile skills required when working with the delivery of long-term, acute, and emergent health care.	M					
Demonstrate cognitive and physical assessments in order to facilitate and incorporate the competent delivery of patient centered care and the principles of teaching/learning of patients in the long-term, acute, and emergent settings across the lifespan.						
Describe the differences in healthcare delivery required to meet the needs of patients and families from diverse cultural backgrounds.						M
Apply the principles of knowledge and skills necessary to maintain clear communication in the provision of collaborative health care.		M				
Demonstrate and incorporate the principles of professionalism in all aspects of obtaining employment in the healthcare setting and in the collaborative working relationships with patients and colleagues.		P-- Professionalism in relationships with patients and colleagues could possibly match with the "demonstrate ability to interact and work well with others" portion of this ILO.				

Program Student Learning Outcomes

M=Match  
P=Partial match (includes notes explaining the partial match)  
**Highlighted**=No match or partial match(s) only

## Institutional Learning Outcomes (ILO) Committee

### ILO Assessment Plan

November 7, 2015

#### **Purpose**

This plan is to serve as a guideline for the assessment of NMSU-Alamogordo's Institutional Learning Outcomes. The assessment of the 6 Institutional Learning Outcomes will be completed in a four-year cycle as outlined below. Data will be analyzed to ensure that every student that completes a degree or certificate on our campus (NMSU-A), leaves with all of these Knowledge, Skills and Abilities (KSAs) which we refer to as ILOs. Results will show strengths and weakness in these KSAs and where improvements need to be made.

#### **Year 1 (2015 – 2016):**

The ILO Committee will evaluate whether the low representation and assessment of ILO 5 and 6 is appropriately low as compared to the other 4 ILOs. To do this, the ILO Committee will:

1. Review the aggregation data to locate courses with a large number of "I" (implied assessment) denoted for these ILOs, and speak with the course representative to determine if there is a way to provide assessment data for these ILOs and therefore change them to "M" (measured).
2. Review Program Level Assessment Reports with the Director of Curriculum and Program Assessment looking for documented assessment of ILO 5 & ILO 6.

#### **Year 2 (2016 – 2017):**

ILO 1: Critical Thinking

ILO 2: Communication/Literacy

ILO 3: Technology

#### **Year 3 (2017 – 2018):**

ILO 4: Mathematics Skills

ILO 5: Scientific Inquiry

ILO 6: Diversity and Ethical Principles

#### **Year 4 (2018 – 2019):**

Reassess the ILO assessment and process. Potential topics to consider:

\*Differences between online and face-to-face assessment.

\*Placement in courses (such as first year English and Developmental Math).

## Evaluation of ILO Assessment Plan

Rater	question 1	question 2	question 3	question 4	question 5	question 6	question 7	Comments
1	3	3	4	4	3	4	2	would be nice to see data gathered so far
2	4	3	4	4	3	3	4	method for gathering data was not explained
3	2	2	4	4	3	4	2	how does plan facilitate improvement in student achievement?
4	4	4	4	4	4	4	4	There is no closing of the loop, after you assess what do you do with results
5	4	4	4	4	5	4	5	Year 2,3,4 should each address 2 ILOs so you are closing the loop on 2 and start assessing 2 new ILOs
6	2	2	3	4	2	2	1	closing the loop was not included on the plan
7	2	2	4	2	2	4	2	Does not say what will happen if students are not getting the KSAs
Average Rating	3	2.85714286	3.8571429	3.7142857	3.1428571	3.5714286	2.857143	

**Appendix C**  
Program Level Assessment Documents  
Program Assessment Plan Template



## NMSU-A Program Assessment Plan

Revised 9/16/16

*Complete a separate form for each program assessment project you will undertake during the upcoming academic year and submit to the Vice President of Academic Affairs and Director of Curriculum and Assessment.*

Academic Year of Assessment:

Submission Date:

Program:

Student Learning Outcomes:

---

Targeted Program Student Learning Outcome(s) Addressed for this plan:

Description and table of assignments/projects/exams with course numbers that will be used in the assessment of program student learning outcomes:

Description of data collection timeline and procedure:

Curriculum Map

Table showing alignment of program student learning outcomes with Institutional Learning Outcomes.

---

Team Members:

Division Head Signature:

Date:





## NMSU-A Program Assessment Report

Revised 9/16/16

*Complete a separate form for each assessment report for the past academic year and submit to the Vice President of Academic Affairs and Director of Curriculum and Assessment.*

Academic Year of Assessment:

Submission Date:

Program:

Student Learning Outcomes Assessed:

---

Description and table of appropriate assignments/project/exams with course numbers that were used in assessment of student learning outcomes.

Description of any other information used in the assessment.

Report of Assessment Data, Results and Benchmark Rubric:

Analysis and Interpretation/Reflection on Results or Trends:

Plan for Improving the Assessment Process and/or Student Learning:

---

Team Members:

Division Head Signature:

Date:

Sample Program Assessment Plan



## **NMSU-A Program Assessment Plan: Photographic Technology**

*Complete a separate form for each program assessment project you will undertake during the upcoming academic year and submit to the Vice President of Academic Affairs and Director of Curriculum and Assessment.*

**Academic Year of Assessment:** 2015-2016

**Submission Date:** 10/25/2015

**Program:** Photographic Technology

**Student Learning Outcomes:**

1. Demonstrate camera mastery.
2. Demonstrate proper image adjustment and correction techniques.
3. Practice effective composition techniques.
4. Illustrate the principles of photographic lighting.
5. Apply techniques for modifying light.
6. Demonstrate image quality appropriate for a portfolio.
7. Demonstrate critical thinking skills in analyzing artworks.

NOTE: See Photographic Technology Program Assessment and Curriculum Map at the end of the document for an overview of planned assessment.

**Submitted by:**

---

### **Program Student Learning Outcome(s) Addressed:**

1. Demonstrate camera mastery.
2. Demonstrate proper image adjustment and correction techniques.

### **Description of Assignment/Assessment Project:**

1. Demonstrate camera mastery.

OEPT 100: Photographics I. Assignment 4: Light - final assignment in the course dealing with exploring the qualities of light and visual abstraction.

OEPT 155: Portraiture. Final Portfolio: compilation of the best digital portraiture work from the semester.

ART 272: Digital Imaging II. Assignment 4: Large Scale Black and White Images - final assignment in the course in which professional-quality black and white and duotone digital images are produced.

CMT 216: Digital Photography and Imaging II. Final Portfolio: compilation of the best theme-based color digital work from the semester.

2. Demonstrate proper image adjustment and correction techniques.

OEPT 100: Photographics I. Assignment 4: Light - final assignment in the course dealing with exploring the qualities of light and visual abstraction. Photographic prints are required.

CMT 115: Digital Photography and Imaging I. Exercise 2: Image Adjustments - an exercise that isolates basic image adjustment techniques for digital images.

ART 272: Digital Imaging II. Perfect Image II: an assignment that isolates and assesses basic to advanced image adjustment techniques for digital images.

CMT 216: Digital Photography and Imaging II. Assignment 2: Time of Day and the Color and Power of Light - an assignment that requires working with white balance concerns and visual contrast in both natural and artificial light, and exploring an individual photographic theme. Basic to advanced image adjustments are required on all images.

**Description Assessment and Data Collection Procedure:**

1. Demonstrate camera mastery.

OEPT 100: Photographics I. Assignment 4: proper exposure, focus, and use of camera controls on a 35mm camera assessed and averaged.

OEPT 155: Portraiture. Final Portfolio: camera mastery via proper focus, exposure, and use of camera controls of a digital camera assessed and averaged.

ART 272: Digital Imaging II. Assignment 4: camera mastery via proper focus, exposure, and use of camera controls of a digital camera assessed and averaged.

CMT 216: Digital Photography and Imaging II. Final Portfolio: camera mastery via proper focus, exposure, and use of camera controls of a digital camera assessed and averaged.

2. Demonstrate proper image adjustment and correction techniques.

OEPT 100: Photographics I. Assignment 4: proper darkroom techniques for image correction on photographic prints assessed and averaged.

CMT 115: Digital Photography and Imaging I. Exercise 2: proper basic image adjustment techniques for digital images assessed and averaged.

ART 272: Digital Imaging II. Perfect Image II: proper basic to advanced image adjustment techniques for digital images assessed and averaged.

CMT 216: Digital Photography and Imaging II. Assignment 2: proper basic to advanced image adjustment techniques for digital images assessed and averaged.

NOTE: Four years of data will be compiled, 2012-2015. OEPT 100 and OEPT 155 are taught on a rotation of every other year, so two years' data will be compiled for those courses, 2012 and 2014, when the courses were offered.

**Division Head Signature:**

**Date:**

Example 1 of Program Assessment Reports



## NMSU---A Program Assessment Report: Photographic Technology

*Complete a separate form for each assessment report for the past academic year and submit to the Vice President of Academic Affairs and Director of Curriculum and Assessment.*

**Academic Year of Assessment:** 2015---2016

**Submission Date:** 1/14/2016

**Program:** Photographic Technology

**Student Learning Outcomes Assessed:**

1. Demonstrate camera mastery.
2. Demonstrate proper image adjustment and correction techniques.

---

### Description of Assessment Procedure/Methodology:

1. Demonstrate camera mastery.

OEPT 100: Photographics I. Assignment 4: proper exposure, focus, and use of camera controls on a 35mm camera assessed and averaged.

OEPT 155: Portraiture. Final Portfolio: camera mastery via proper focus, exposure, and use of camera controls of a digital camera assessed and averaged.

ART 272: Digital Imaging II. Assignment 4: camera mastery via proper focus, exposure, and use of camera controls of a digital camera assessed and averaged.

CMT 216: Digital Photography and Imaging II. Final Portfolio: camera mastery via proper focus, exposure, and use of camera controls of a digital camera assessed and averaged.

2. Demonstrate proper image adjustment and correction techniques.

OEPT 100: Photographics I. Assignment 4: proper darkroom techniques for image correction on photographic prints assessed and averaged.

CMT 115: Digital Photography and Imaging I. Exercise 2: proper basic image adjustment techniques for digital images assessed and averaged.

ART 272: Digital Imaging II. Perfect Image 2: proper basic to advanced image adjustment techniques for digital images assessed and averaged.

CMT 216: Digital Photography and Imaging II. Assignment 2: proper basic to advanced image adjustment techniques for digital images assessed and averaged.

NOTE: Four years of data was compiled, 2012---2015. OEPT 100 and OEPT 155 are taught on a rotation of every other year, so two years' data was compiled for those courses, 2012 and 2014, when the courses were offered.

## Report of Assessment Data and Results:

Data indicates assessment results for assignments indicated above. Skills are graded for individual students for the specific outcomes and the results are averaged for one course percentage.

1. Demonstrate camera mastery.

OEPT 100: Assignment 4

Spring 2012: 91%

Spring 2014: 84%

OEPT 155: Portfolio

Fall 2012: 94%

Fall 2014: 92%

ART 272: Assignment 4

Spring 2012: 91%

Spring 2013: 94%

Spring 2014: 92%

Spring 2015: 96%

CMT 216: Portfolio

Fall 2012: 95%

Fall 2013: 96%

Fall 2014: 93%

Fall 2015: 95%

2. Demonstrate proper image adjustment and correction techniques. OEPT

100: Assignment 4

Spring 2012: 92%

Spring 2014: 82%

CMT 115: Exercise 2

Spring 2012: 94%  
Spring 2013: 93%  
Spring 2014: 95%  
Spring 2015: 96%

ART 272: Perfect Image 2

Spring 2012: 93%  
Spring 2013: 94%  
Spring 2014: 95%  
Spring 2015: 95%

CMT 216: Assignment 2

Fall 2012: 92%  
Fall 2013: 88%  
Fall 2014: 90%  
Fall 2015: 91%

## **Analysis and Interpretation/Reflection on Results or Trends:**

There are no large problem areas with student learning noted. In the studio courses assessed, 80% meets expectations for competency. All data accrued shows a competency level above 80%. Data across multiple years remains fairly consistent, with changes relative to different student populations evident.

OEPT 100 and CMT 115 are introductory level classes for film photography and digital photography, respectively. Therefore, success rate is often lower than in the more advanced courses with data in the report, OEPT 155, ART 272, and CMT 216. This is not a concern unless it falls below 80%.

The weakest areas in Outcome #1: Camera Mastery, are aperture control and exposure. Resolution of these issues improves in advanced courses.

The weakest areas in Outcome #2: Image Correction, are adjusting tonal levels and sharpness. Resolution of these issues improves in advanced courses.

For Outcome #2: Image Correction, the percentages could be improved in CMT 216, given that this is an advanced course.

### **Plan for Improving the Assessment Process and/or Student Learning:**

For Outcome #2: Image Correction, the percentages could be improved in CMT 216. This is assessed in Assignment 2. The instructor will provide more support in Assignment 1 for image correction techniques. Students learn these skills in CMT 115, but it appears that more review and emphasis is needed.



## NMSU-A Program Assessment Report: Business Office Technology

*Complete a separate form for each assessment report for the past academic year and submit to the Vice President of Academic Affairs and Director of Curriculum and Assessment.*

**Academic Year of Assessment: 2015-2016**

**Submission Date: 1/29/16**

**Program:** Business Office Technology

**Student Learning Outcomes Assessed:** PLO-2: Demonstrate proficiency in keyboarding, and PLO-5: Utilize time management skills and set priorities while organizing and scheduling varied office activities

**Submitted by:**

---

### Description of Assessment Procedure/Methodology:

PLO-2: In BOT 102 students' proficiency in keyboarding are assessed in the following assignments:

1. Ungraded Pretest Review
2. Review Buddy
3. Discussions
4. 11 Assignments that may be edited for a higher grade to learn correct document formatting
5. 14 Assignments of Practice Timed Writing
6. Self-Quizzes on Document Formatting
7. Performance Assessment Exams on Document Formatting
8. Written Assignments
9. E-Portfolio
10. Base Timing and Final Timed Writing
11. Final Exam

PLO-5: In BOT 220, the Business Office Technology internship class, student interns are evaluated by their supervisor at the internship site based on the following area:

Judgment: ability of intern to make decisions and to utilize working time to best advantage. Does intern plan logically to get work done in best possible manner? Are all facts obtained before making decisions? Does intern know when to seek advice in unusual situations? Does intern act wisely?

Report of Assessment Data and Results:

PLO-2:

	2013							2014						2015									
	SP			SU	Fall			SP			Fall			SP			SU				Fall		
	101	102	202	202	101	102	202	101	102	202	101	102	202	101	102	202	101	202	101		102	202	
A's	15	11	3	8	9	12	6	7	6	4	10	11	5	10	4	0	5	1	3	12	5	147	
B's	0	1	1	0	0	0	1	1	2	0	1	0	1	2	3	0	0	1	3	1	0	18	
C's	1	2	1	0	0	3	0	0	0	0	1	1	0	1	0	0	1	1	2	2	0	16	
D's	0	0	0	0	0	0	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0	6	
F's	4	6	1	4	6	11	2	7	3	2	3	3	0	1	3	2	0	0	5	3	1	67	
W's	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	3	
																						257	

Non-Participating Students	76		
# of Enrolled Students	257		
# of Participating	181		
		Fraction	
Percent of Part to Receive an A	81%	147	181
Percent of Part to Receive an B	10%	18	181
Percent of Part to Receive an C	9%	16	181
	100%		

PLO-5:

*Number of students receiving:*

Instructor	Semester	Assignment	A	B	C	D	F	Not Completed	Total Students
Cook	SP 13	Evaluation Form	6	1					7
Cook	SU 13	Evaluation Form	2	1	1				4
Cook	FA 13	Evaluation Form	3	1					4
Cook	SP 14	Evaluation Form	1	2	1				4
Cook	SU 14	Evaluation Form	1						1
Cook	FA 14	Evaluation Form	3						3
Cook	SP 15	Evaluation Form	5	1					6
Cook	SU 15	Evaluation Form	1						1
Cook	FA 15	Evaluation Form		1					1
TOTALS BY GRADE			22	7	2	0	0		
PERCENT BY GRADE									
(of students completing assignment)			71%	23%	6%	0%	0%		
Total students completing assignments			31						

Note: A passing score is 70% or higher. Some of the sample sizes are very low (these are internship classes), but overall 100% of the students received a grade of 70 or better on this section of the evaluation form the supervisor submitted.



**Analysis and Interpretation/Reflection on Results or Trends:**

PLO-2: By using the 11 different assessment procedures and methodology, by the last assignment (#11) students have mastered document formatting of business correspondences, understanding line spacing within different documents, and are more familiar with some of the document formatting features in Word 2013. I am always searching out different types of assessments to better help my students become successful in keyboarding. It is my plan to keep up-to-date on the new technology such as SkyDrive, OneDrive, and Google Docs for the students to use.

PLO-5: Because we only used one course to assess this particular PLO, the percentages could be misleading. Next year when we assess two more PLOs, we need to assess several courses inside one PLO for better accuracy of student success.

**Plan for Improving the Assessment Process and/or Student Learning:**

Overall, we have a different assessment process in place this year as we assess two new PLOs. We plan to assess PLO-3 and PLO-6, and in doing so, we will consult the Curriculum Map and include several more BOT classes that are tied to these PLOs. In that way, we will get a much broader sense for successful student learning across many courses in the curriculum.

---

## Sample Coding System for Program Reports

Coding System: Program Report: **SAMPLE DRAFT ONE**

Fall, 2016

Code	Area	Operational Definitions
E L P	Quality of Student Learning Outcomes: Outcomes are Measurable and appropriate to the program Level	<b>E=Excellent</b> Outcomes are measurable and appropriate to the program Level; reflect breath of a total program <b>L=Limited</b> Potentially measurable but poorly or incompletely stated; still appropriate to program level assessment <b>P= Poor</b> Outcomes are not measurable or more suited to course level assessment
E G P	Assessment Procedure or Methodology is Appropriate to Outcomes	<b>E=Excellent</b> Assessment Procedure or Methodology is appropriate to outcomes: method is likely to answer what is needed to be known and yields information about performance of outcomes. Methodology is broad and specific enough in scope to reflect program level assessment of achievement. <b>G= Good</b> Methodology is somewhat appropriate to outcomes. Methodology is limited in scope; more appropriate to course level assessment <b>P=Poor</b> Methodology is inappropriate, limited, unrelated to outcomes
V M N	Report of Assessment Data and Results is Understandable	<b>V=very clear</b> Assessment data and results are present in a way that is easy to understand, logical, and usable for improvement decisions <b>M=moderately clear</b> somewhat hard to determine relationship to outcomes and use for improvement; results need labeling or explanation; numbers presented but unclear what is represented. <b>N=not clear</b> very difficult to understand, little relationship to outcomes, little use for improvement.
E G P	Analysis/Interpretation of Result is Appropriate	<b>E= Excellent</b> Analysis and interpretation of results are accurate to actual data in results and presented in a way that is easy to understand. <b>G= Good</b> Analysis and interpretation are generally accurate but somewhat difficult to understand <b>P= Poor</b> Analysis and interpretation are inaccurate and very difficult to understand
Y N NA	Report contains a plan for improving assessment process or student achievement	<b>Y=</b> A plan for improvement is presented if warranted by assessment results and problems with methodology <b>N=</b> No evidence of an improvement plan even though assessment results and methodology indicate a need <b>NA=</b> Student achievement is solid as shown by actual assessment reports, no improvement plan needed

## SAMPLE ANALYSIS OF PROGRAM REPORTS

\*limited sample

Review of Program Reports for 2015-2016								
Program Report	Quality of Student Learning Outcomes	Assessment Procedure or Methodology is Appropriate to Outcomes	Report of Assessment Data and Results is Understandable	Analysis and Interpretation is Appropriate to Results	Report contains a plan for improving assessment process or student achievement	Improvement plan relates to actual results	Student Achievement	COMMENTS
Fine Arts	L	E	V	E	Y	G	E	Outcomes need to be restated. Demonstrate through....
Assoc of Arts	E	G	M	G	y	G	E	Assesment methods limited in scope to two classes
Assoc of BMGT	L	G	M	G	Y	E	E	One outcome needs restating. Demonstrate through...Improvement plan addresses shortcoming in assessment methodolgy
Assoc of BOT	L	G	M	G	Y	E	E	One outcome needs restating. Demonstrate through...Improvement plan addresses shortcoming in assessment methodolgy
Cert. in Photo	L	E	V	E	Y	E	E	Outcomes need to be restated. Demonstrate through....
Assoc in Pre-Bus	E	G	M	E	Y	G	G	data needs summary for clarity
Assoc of ET	L	G	V	E	Y	G	E	Outcomes need to be restated. Demonstrate through.... Results limited in scope to one class

**Appendix D**  
Course Level Reporting Template and Sample Rotation



**NMSU-A Course Level Assessment  
Report Form**

Please use this form for reporting all course level assessment at NMSU-A. This form can be used for reporting on single or multiple sections of the same course.

**Instructions**

PLEASE submit only **one** report for multiple sections of the same course. Save the report form to your computer. Complete the report. After saving the completed report go to the ASSIGNMENT in the Canvas Assessment workspace and submit the report.

Course Name: \_\_\_\_\_  
Course Prefix: \_\_\_\_\_  
Course Number: \_\_\_\_\_  
Course Section Number(s): \_\_\_\_\_  
Academic Semester and Year of Assessment: \_\_\_\_\_  
Submission Date: \_\_\_\_\_

*\*If you are reporting on multiple section of the same course, list all section and CRN numbers above.*

Is this course a New Mexico Common Core Course? Y \_\_\_ N \_\_\_

If yes, in which of the five Common Core areas does the course belong?

For help, see pages 19-21 of the 2015-2016 NMSU-A Catalog, available at <http://nmsua.edu/catalog/>.

Area I: Communications

Area II: Mathematics/Algebra

Area III: Laboratory Sciences

Area IV: Social and Behavioral Sciences

Area V: Humanities

*(If the course assessed is not a New Mexico Common Core course (a G course) no box need be checked.)*

**IMPROVEMENT BACKGROUND**

1. Did you make improvements in this current course based on previous course level assessment of this course?

If no, leave this question blank.

If yes, please list the semester of previous course level assessment. \_\_\_\_\_

2. If you responded yes to question number 1 that you made improvements based on previous course level assessment, please describe the specific improvements.
3. Describe the impact of the improvements discussed in question 2 on student achievement.

**CURRENT ASSESSMENT**

1. Please list the **TWO** *course* level student learning outcomes (objectives) that you targeted for this report and analysis.
2. Please list the **PROGRAM ASSESSMENT** student learning outcomes (any or all) that these targeted course level objectives correspond or contribute to.

*These program assessment student learning outcomes are available through your Division Head or through the Canvas Assessment workspace under the page "Program Learning Student Outcomes: All Divisions."*

3. Please describe the assessment measure used to assess each of the two targeted **course** level outcomes/objectives listed above.

*Be sure to specify which test or assignment applies to each learning outcome. If you have assignments, tests, or rubrics, you may submit them as attachments along with your final report. Remove all identifying student data before submission.*

4. Please give a brief summary of the student achievement (results) for each targeted outcome/objective using data collected from each assessment measure.

*Be sure to specify which data relate to each objective that you targeted. If you have charts or graphs of data on student performance, you may submit as attachments along with your final report. Remove all identifying student data before submission.*

5. Please share a brief summary of your analysis or interpretation of these assessment results.

*Were the standards you set met for each outcome? Did students have difficulty achieving any of the objectives you targeted? If so, where did they seem to have the most difficulty, and why? Was the assessment method appropriate? Remove all identifying student data before submission.*

## CURRENT IMPROVEMENT PLAN

1. Please give a brief description of the **NEW** improvement plan you have designed to help students achieve the targeted course level outcomes/objectives that you listed on page 2.

*Reflect on method, materials, time on task, etc. Try to focus on a single effective method of improvement.*

2. Please describe how you will measure the impact of your improvement plan upon student achievement.

If you need assistance, contact Joyce Hill, NMSUA Director of Curriculum and Assessment, Allied Health 164, ext. 3879, [joyhill@nmsu.edu](mailto:joyhill@nmsu.edu)

<b>Group I</b>	<b>Reason for Assessment:</b> <i>No documentation of course assessment</i>	<b>Comments</b>
<b>Course</b>		
AHS 120		
ANTHR 125		
ART 261		
AUTO 114		
AUTO 203		
BA 202		
BIO 262		
BOT 239		
CCDR105		
CJ205		
CMT223		
CMT 230		
ECED135		Possible contributor to Education Program assessment
ECED245		Possible contributor to Education Program assessment
ET246		
HIST 102		
HIST202		
MATH 111		Possible contributor to Education Program assessment
OECS211		
OEEM218		
OETS117		
PE173		
PLS 231		
PHYS215		
SPAN112		
<b>Group II</b>	<b>Reason for Assessment:</b> <i>Contributes to assessment of program level student learning outcomes</i>	<b>Program</b>
ART165		Graphic Design
ART275		Fine Arts
BOT 205		BOT
CJ101		Criminal Justice
COMM 253		Associate of Arts
E S110		Science
ECON251		Pre-Business

EDUC181		Education
ELA250		Education
ENGR100		Engineering
ET120		Electronics Technology
ET253		Information Technology
MATH121		Science
NA101		Allied Health
OEBM 140		Biomedical
OECS220		Computing
OEEM120		EMT
OEPT155		Photographic Technology
PLS274		Paralegal Studies
SOC101		Social Services
SW221		Social Services
<b>Group III</b>	<b>Reason for Assessment:</b> <i>Documentation of improvement based on previous assessment results</i>	<b>Comments</b>
ASTR 110		
BA104		
CCDM114		
ECED255		
HIST201		
MATH142		
MATH192		
MATH210		
PHIL101		
PSYCH266		

**Appendix E**  
Course Level Assessment Analysis Documents

Coding System: Revised Spring 2016

Analysis of Course Level Assessment Reports

Code	Area	Operational Definitions
Y/N	Made improvements based on previous assessment results	Y= instructor states improvements to current course made based on previous level assessment N=instructor indicates none made; leaves questions blank
IF Y then See codes below	Specific Type of improvement made	See codes below IF N rate NA
IF Y See codes below	Results/Findings from assessment of improvement changes	See codes below IF N rate NA
Y/N	Objectives measurable	Y= at least 75% objectives are measurable Note if limited number objectives stated comment required
D	Alignment with program level student learning outcomes	Direct alignment of course level objectives with program level learning outcomes Course level objectives <b>directly</b> contribute to program outcomes and are foundational knowledge, skills, or affects required to achieve program level outcomes. Relationship is clear and easily seen by non-content specific observers.
R	Alignment with program level student learning outcomes	Related alignment of course level objectives with program level learning outcomes Course level objectives <b>relate</b> to program outcomes and are foundational knowledge, skills, or affects required to achieve program level outcomes. Relationship would need explanation by content experts.
P	Alignment with program level student learning outcomes	Poor or no alignment of course level objectives with program level learning outcomes Course level objectives are unrelated to program outcomes and do not appear to be foundational knowledge, skills, or affects required to achieve program level outcomes. Relationship is not observable.
SR	Assessment Methodology	Selected response or constructed response <u>Tests</u> : T/F, matching, multiple choice, fill in blank, short answer
E	Assessment Methodology	<u>Essay</u> (Rubric) Writing assignments Research paper Journals
P	Assessment Methodology	Rating of Performance, product, project, artwork, portfolio <i>With rubric or criteria listing</i>
OB	Assessment Methodology	Observation of student performing task or skill <i>With rubric or criteria listing</i>
OR	Assessment Methodology	Critique of Oral, Discussion responses, debate, presentation <i>With rubric or criteria listing</i>
Y/N	Methods appropriate to objectives	Assessment method corresponds aligns with objective being assessed. EX: writing assignment for skills in thesis statement generation or supporting arguments
M	Findings of assessment	Majority of students (80%) met criteria for achievement Most standards of performance or competency met
S	Findings of assessment	Some students (50% to 79%) met criteria for achievement Some standards of performance or competency met



F	Findings of assessment	Few students (0-49%) met criteria for achievement Few standards of performance or competency met
Y/N	Instructor planned changes/new improvement plan	Instructor included comments or reference to changes to be made in course, materials, etc.
Time	Type of Change	Added time on topic or instruction
NM	Type of Change	New materials or more materials, new instructional strategy
RP	Type of Change	Review or practice exercises
MR	Type of Change	More reading for students
AA	Type of Change	Additional or modified assignments/activities
GS	Type of Change	Guides /supplements added
RW	Type of Change	Rewrite/change questions or prompts
RR	Type of Change	Revise or add rubric
BU	Type of Change	Break up assignments, add more frequent formative assessment
CT	Type of Change	Change time of assessment in semester
AL	Type of Change	Align assessment with objectives, assignments
RO	Type of Change	Revise objectives
IC	Type of Change	Instructor contact or encouragement
AE	Type of Change	Additional requirements for engagement
Use assessment method code above	How Impact of improvement will be measured	Instructor specifies how results of improvement strategies will be measured
Y/N	Changes made	Instructor implemented planned changes in subsequent semester or course
EF/NEF	Results of changes	EF=Changes resulted in improved achievement NEF=no improvement in achievement documented

### Sample Coding Worksheet

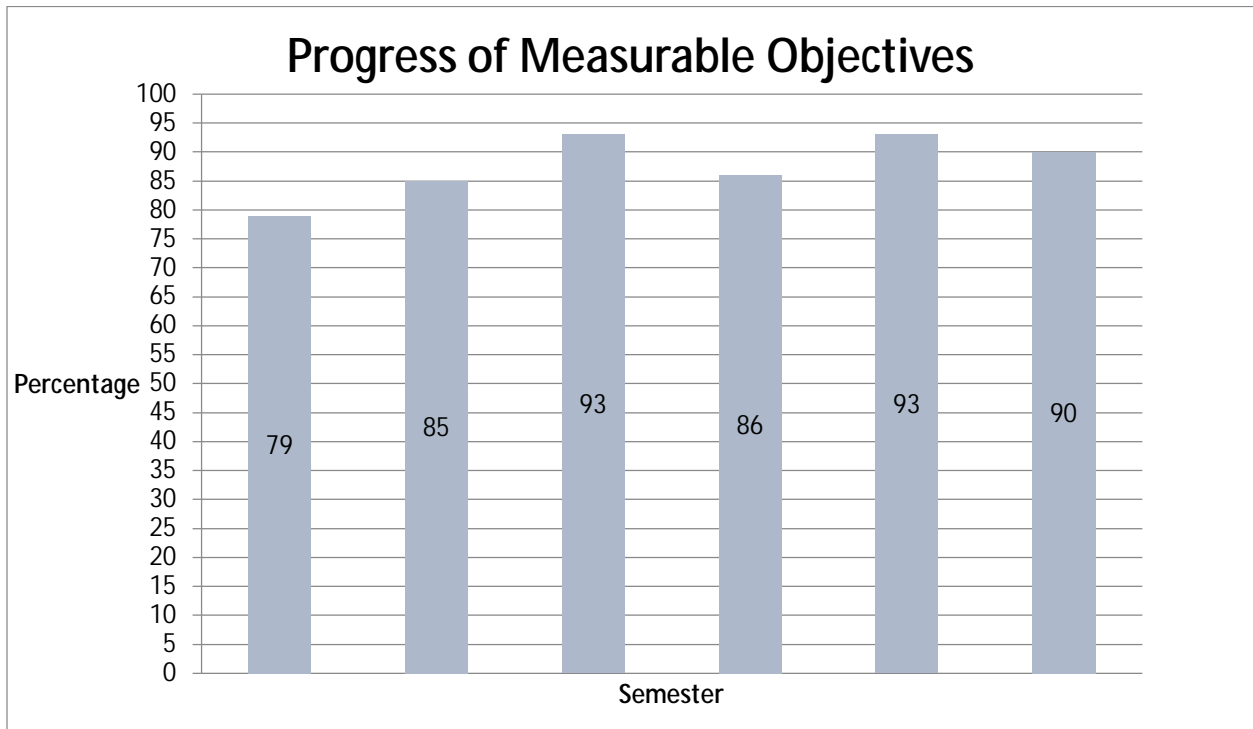
Course Assessment Fall 2015

Course Number & Section	Course Objectives are measurable (Yes/No) Comment	Assessment Methodologies Used	Methods appropriate to Objectives (Yes/No)	Finding(s)	Planned Changes	Type of Change	Changes Made (Yes/No)
NA 101 A60	Y	OB,SR	Y	M	Y	IC,RR,RO	
ART 275	Y MARGINAL	P	Y?	M	Y	AA	
PE 102 A01 A02	Y	SR	Y	M	N		
PE 112 A01	Y	SR	Y	M ONLY ONE DEGREE SEEKING	N		
CCDM 105 A01 A02	Y	SR	Y	M	Y	RP,AA	
PHYS 110 A20 A50 A70	Y	E,SR	Y	M	N		
CMT A01 A20	Y	P,SR	Y	M	Y	T,AA	
MATH 210 A20 A70	Y	SR,OR	Y	M	Y	IC	
ASTR 110 A01 A20 A70 A20(SUMMER)	Y	SR,OR,E	Y	M	Y	AA	
BIOL 221 A01	Y	SR	Y	M	Y	IC	
ELA 101 A20	Y	SR,P	Y	M	Y	AA	
BOT 110 A70	Y	P	Y	M	Y	NM,AA	
PSY 266 A01	Y	SR,E	Y	M	Y	T, AA	
ENG 211 A01	Y	R,OR	Y	S	Y	AA	
ART 252	Y MARGINAL	P	Y?	M	Y	AA	
BIOL 110 A20	Y	SR,OR	Y	M	Y	NM	
ET 246	N	P	N	M	N		
HIST 201	N	E,SR	N	M	Y	IC	

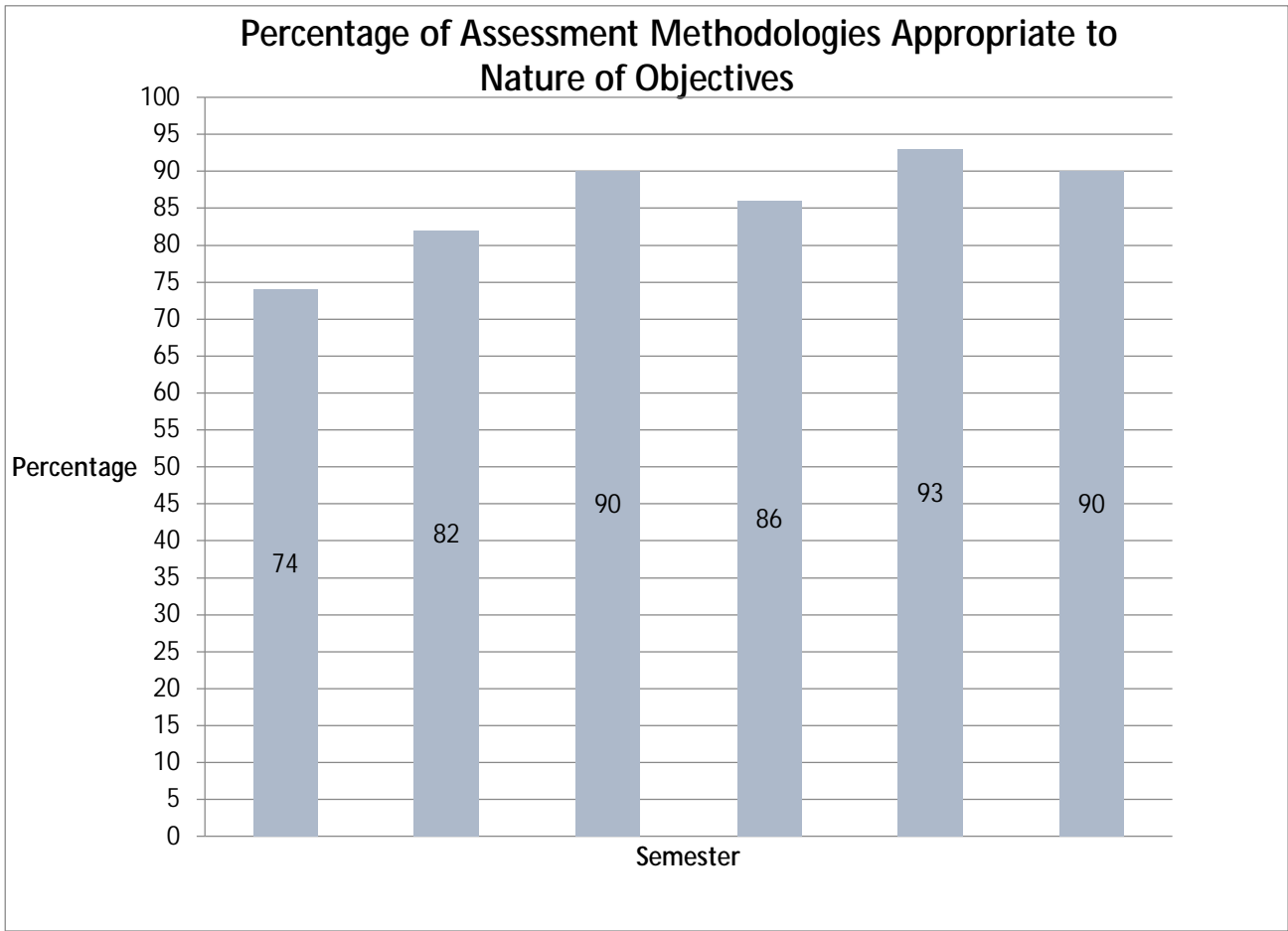
Sample Summary Sheet of Coding

Summary SPRING 2016 Course Level Analysis										
41 SECTIONS analyzed										
Made improvements based on previous assessment results	Type of Improvement	results of improvement	Course Objectives are measurable	Alignment with program outcomes	Assessment Methodologies Used	Methods appropriate to Objectives	Finding(s)	new improvement plan included	Type of improvement Change	how impact of improvement will be measured
N= 48% Y= 41%	Predominant types were AA, T, AE, NM	EF = 70% NEF = 29%	Y= 90% N=9%	D= 75% R= 4% P= 4% not given = 14%	Predominant were ST, E, P	Y= 90% N=9%	M = 58% S= 41% F=0%	Y= 63% N= 36% 53% of N had most achieved saw no need	predominant = mixed strategies	Predominant is same assessment method used for report for comparison

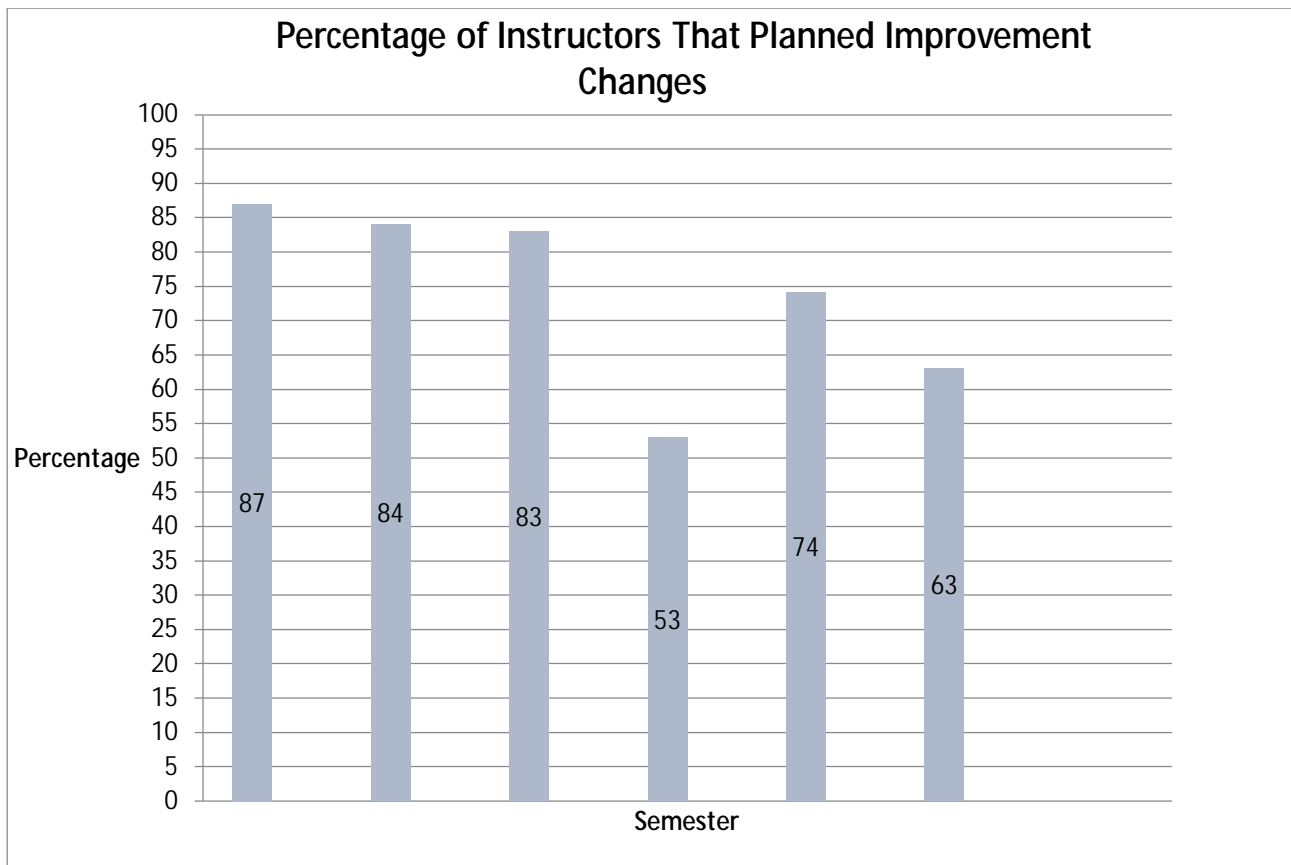
**Appendix F**  
Results of Course Level Analysis



Fall 2013 n=162	Spr 2014 n=86	Fa 2014 n=60	Spr 2015 n=52	Fa 2015 n=27	Spr 2016 n=41
79	85	93	86	93	90



Fall 2013 n=162	Spr 2014 n=86	Fa 2014 n=60	Spr 2015 n=52	Fa 2015 n=27	Spr 2016 n=41
74	82	90	86	93	90



Fall 2013 n=162	Spr 2014 n=86	Fa 2014 n=60	Spr 2015 n=52	Fa 2015 n=27	Spr 2016 n=41
87	84	83	53	74	63

## Broad Analysis of Course Level Assessment Reports

Semester	Percentage of Course Objectives That Were Measurable	Percentage of Assessment Methodologies Appropriate to Nature of Objectives	General Achievement Findings: How Students performed on objectives measured.	Percentage of Instructors That Planned Improvement Changes	Most Common Type of Improvement Strategy
Fall 2013 N=162	79%	74%  <i>Most Common Type of Assessment Methodology Used: Select Response</i>	Most achieved= 51% Some achieved=41% Few achieved=3% No results reported=4%	87%	Mixed strategies: more than one
Spring 2014 N= 86	85%	82%  <i>Most Common Type of Assessment Methodology Used: Select Response</i>	Most achieved=50% Some achieved=44% Few Achieved=5%	84%	Mixed strategies: more than one
Fall 2014 N= 60	93%	90%  <i>Most Common Type of Assessment Methodology Used: Select Response</i>	Most achieved=43% Some achieved=56% Few achieved=0%	83%	Mixed strategies: more than one
Spring 2015 N= 52	86%	86%  <i>Most Common Type of Assessment Methodology Used: Select Response</i>	Most achieved=50% Some achieved=48% Few achieved=0%	53%	Mixed strategies: more than one AND Additional or modified assignments
Fall 2015 N= 27	93%	93%  <i>Most Common Type of Assessment Methodology Used: Select Response</i>	Most achieved= 96% Some achieved=3% Few achieved=0%	74%	Mixed strategies: more than one
Spring 2016 N= 41	90%	90%  <i>Most Common Type of Assessment Methodology Used: Select Response</i>	Most achieved=58% Some achieved=17% Few achieved=0%	63%	Mixed strategies: more than one

## Appendix G

### Examples of Improvement Course Reports

#### EXAMPLE 1: NA 101 : Evaluation of Improvement Plan

May 19, 2016

- No improvement plan was identified for Objective #13 because students did not have difficulty achieving this outcome (as stated in NA 101 Course Level Assessment Report Form (January 2016)).
- I noticed an error on the report form on the last page in section VI. Objective #13 was incorrectly listed and both items discussed were geared toward improving objective #8 only. Here is the updated document with the correction: [NMSU-A Course Assessment NA 101 A60 Fall 2015 FINAL updated 05.19.16.docx](#)

#### 1) Objective 8:

##### Online Discussions:

Fall 2015 – The average of online discussions showed good performance in initial responses (3/3 students) and showed weak performance in responses to classmates' posts (2/3 students) and APA formatting.

- Plan to decrease amount of points on rubric for "responses to other classmates" from 5 points to 3 points and adopted for Spring 2016.
- And plan for instructor to actively participate in discussions, instead of just grading at the end of the discussion.

##### Spring 2016 –

- The average of online discussions showed good performance in initial responses and showed weak performance in responses to classmates' posts and APA formatting. A majority of points were deducted because on average 50% of students did not reply to their classmates' posts throughout the semester. In Discussion 3, 8 and 9, there was one student who didn't submit any posts (initial or reply). This outlier decreased the average scores on three discussions for spring 2016.

Spring 2016 discussion board grading rubric: [..\SUN PATH\Cohort 9 QM Review of NA 101\Discussion Board Grading Rubric December 2015 for QM courses.pdf](#)

- A majority of students did not post in discussion until late at night on the due dates; therefore, leaving minimal time for the instructor to provide feedback. In addition, the 24- hour time frame did not allow sufficient time for the instructor to provide feedback.
  - Fact: For the Online Discussions in the Fall 2015 and the Spring 2016 semester, the initial posts were due on Friday night and reply to classmates were posts due on Saturday night (24 hours in-between).
  - Recommendation is to spread out the time between the two posts. For example, change due date for initial post to Thursday and reply to classmates' posts leave on Saturday. This would allow for 48 hours between initial and reply posts, instead of only 24 hours.

##### Quiz 7:

**For Fall 2015, Quiz 7 had an average score of <80%.**

**For Spring 2016, Quiz 9 had an average score of 97%.**

There were 5 questions from Unit 34 on Quiz 9 for Spring 2016. Implemented Unit 34 power point presentation into Module for students to review prior to taking the Quiz 9. All (4/4) students answered all 5 questions correctly! This tool was successful! In spring 2016, the students performed better on the quiz unit 34 questions because this tool (power point presentation) was implemented.

#### 2) Plan to make course objectives more measurable was completed.

##### Previous NA 101 Course Objectives:

1. Describe the organization of healthcare facilities and the roles of the interdisciplinary healthcare team.
2. Apply nursing assistant theoretical knowledge in providing basic healthcare services.
3. Perform essential nursing assistant clinical skills related to the personal care and comfort of residents, including activities of daily living.
4. Carry out and follow up on patient/resident care tasks as delegated by the nurse.



5. Demonstrate effective, professional communication with faculty, clients and health care team members.
6. Employ ethical and moral behaviors, and the characteristics of honesty, responsibility and caring in the provision of patient/resident care.
7. Outline basic physical, emotional and psychosocial aspects of an elderly client.
8. Demonstrate caring, supportive and safe care of clients.
9. Define the scope of practice of a nursing assistant.
10. Record observations using appropriate medical terminology and abbreviations in completing clinical assignments.
11. Perform basic first aid, cardiopulmonary resuscitation (CPR) and the Heimlich maneuver.
12. Identify the organization of the human body, its systems, structure and functions.
13. Demonstrate general principles of medical asepsis.
14. Identify factors and appropriate actions to prevent suspected abuse and report suspected abuse to appropriate authorities.

New NA 101 Course Objectives as of 03/14/16 (posted in Fall 2016 syllabus):

1. Identify the organization of healthcare facilities and the roles of the interdisciplinary healthcare team as measured by completing assigned quiz.
2. Apply nursing assistant theoretical knowledge in providing basic healthcare services as measured by satisfactory lab and clinical performance.
3. Perform essential nursing assistant clinical skills related to the personal care and comfort of residents, including activities of daily living as measured by successful (100%) completion of course skills and actively and successfully participating in lab and clinical experiences.
4. Employ and follow up on patient/resident care tasks as delegated by the nurse as measured by actively participating in lab and clinical experiences.
5. Demonstrate effective, professional communication with faculty, clients and health care team members as measured by lab and clinical performance.
6. Employ ethical and moral behaviors, and the characteristics of honesty, responsibility and caring in the provision of patient/resident care as measured by active participation in online discussion, completing assigned ATI tutorial and satisfactory lab and clinical performance.
7. Outline basic physical, emotional and psychosocial aspects of an elderly client as measured by actively participating in assigned online discussion and assigned quizzes.
8. Demonstrate caring, supportive and safe care of clients as measured by satisfactory completion of the following skill: indirect care and satisfactory lab and clinical performance.
9. Define the scope of practice of a nursing assistant by actively participating in assigned online discussions.
10. Record observations using appropriate medical terminology and abbreviations in completing lab and clinical assignments and actively participating in assigned online discussions.
11. Perform basic first aid, cardiopulmonary resuscitation (CPR) and the Heimlich maneuver as measured by obtaining and/or maintaining current Basic Life Support for Health Care Provider (BLS) certification by the American Heart Association.
12. Identify the organization of the human body, its systems, structure and functions as measured by satisfactory completion of assigned quizzes.
13. Demonstrate skills of general principles of medical asepsis as measured by satisfactory completion of the following skills: donning and removing sterile gloves, donning and removing personal protective equipment, sterile dressing change, opening a sterile field and adding an item to a sterile field and indirect care and successfully completing the assigned ATI tutorial.
14. Identify factors and appropriate actions to prevent suspected abuse and report suspected abuse to appropriate authorities by completing assigned ATI tutorial and assigned quiz.
15. Identify professional strengths and weaknesses by actively participating in the online discussion on "Employment" and satisfactory completion of assigned quiz.

### **Example 2: OEPT 100**



**NMSU---A Course Level Assessment Report Form**

Please use this form for reporting all course level assessment at NMSU-A. This form can be used for reporting on single or multiple sections of the same course.

**Instructions**

PLEASE submit only **one** report for multiple sections of the same course. Save the report form to your computer. Complete the report. After saving the completed report go to the ASSIGNMENT in the Canvas Assessment workspace and submit the report.

Course Name: Photographics I \_\_\_\_\_  
Course Prefix: OEPT 100 \_\_\_\_\_  
Course Number: 33947 \_\_\_\_\_  
Course Section Number(s): 01 \_\_\_\_\_  
Academic Semester and Year of Assessment: Spring 2016 \_\_\_\_\_  
Submission Date: 4/30/16 \_\_\_\_\_

*\*If you are reporting on multiple section of the same course, list all section and CRN numbers above.*

Is this course a New Mexico Common Core Course? Y \_ N X

If yes, in which of the five Common Core areas does the course belong?

For help, see pages 19-21 of the 2015-2016 NMSU-A Catalog, available at

<http://nmsua.edu/catalog/>. Area I: Communications

Area II: Mathematics/Algebra

Area III: Laboratory Sciences

Area IV: Social and Behavioral Sciences

Area V: Humanities

*(If the course assessed is not a New Mexico Common Core course (a G course) no box need be checked.)*

**IMPROVEMENTBACKGROUND**

1. **Did you make improvements in this current course based on previous course level assessment of this course?**

Yes. Improvements were made relative to the Spring 2014 assessment.

2. **If you responded yes to question number 1 that you made improvements based on previous course level assessment, please describe the specific improvements.**

In the spring 2014 Course Assessment Report for OEPT 100, students had the most trouble with course learning objective # 6: Define photographic terminology. This was assessed using a test question. 80% of students achieved the equivalent of a B or above on this objective. The following was my plan for improvement, as listed on the spring 2014 Course Assessment Report for OEPT 100:

I do a review for the test but I will write a study guide. Several students missed the review and their scores were lower on the assessed section. A study guide would not only improve studying for the test for those who miss the review, but will also help all students to focus their studies in preparation for the test. Many students do not take good notes, so I think a study guide would be helpful to everyone.

3. **Describe the impact of the improvements discussed in question 2 on student achievement.**

The study guide was created and handed out on the day I gave a review for the test. Defining photographic terminology was assessed using the same test question. The results for spring 16 for course learning objective # 6 was 50% of students achieved the equivalent of a B or above on this objective. It appears that for the students in the particular class the study guide did not have any impact. This skill was also graded for individual students and the results were averaged for one course percentage. The average score was 80%.

## CURRENT ASSESSMENT

1. **Please list the TWO course level student learning outcomes (objectives) that you targeted for this report and analysis.**

Course # 4. Illustrate the principles of photographic lighting. Course

# 5. Practice dynamic composition techniques.

2. **Please list the PROGRAM ASSESSMENT student learning outcomes (any or all) that these targeted course level objectives correspond or contribute to.**

Program # 3. Practice effective composition techniques.

Program # 4. Illustrate the principles of photographic lighting.

3. **Please describe the assessment measure used to assess each of the two targeted course level outcomes/objectives listed above.**

**Course # 4. Illustrate the principles of photographic lighting.** Assignment 4: the use of spectral and diffused light in photographic prints assessed and averaged.

**Course # 5. Practice dynamic composition techniques.** Assignment 3: composition techniques on photographic prints assessed and averaged.

4. **Please give a brief summary of the student achievement (results) for each targeted outcome/objective using data collected from each assessment measure.**

Skills are graded for individual students for the specific outcomes and the results are averaged for one course percentage.

**Course # 4. Illustrate the principles of photographic lighting.** Average course percentage for this skill, assessed on Assignment 4, is 96%

**Course # 5. Practice dynamic composition techniques.** Average course percentage for this skill, assessed on Assignment 3, is 94%.

5. **Please share a brief summary of your analysis or interpretation of these assessment results.**

There are no large problem areas with student learning noted. In this studio course assessed, 80% meets expectations for competency. All data accrued shows a competency level above 80%. The assessment method was appropriate.

## CURRENT IMPROVEMENT PLAN

1. **Please give a brief description of the NEW improvement plan you have designed to help students achieve the targeted course level outcomes/objectives that you listed on page 2.**

As was indicated above, assessment indicates that no improvement is needed as students did very well with both photographic lighting and composition.

2. **Please describe how you will measure the impact of your improvement plan upon student achievement.**

This is not applicable since no improvement plan is needed.

### Example 3: CS 110

#### NMSU-A Course Level Assessment Report Form

Please use this form for reporting all course level assessment at NMSU-A. This form can be used for reporting on single or multiple sections of the same course.

#### Instructions

PLEASE submit only **one** report for multiple sections of the same course. Save the report form to your computer. Complete the report. After saving the completed report go to the ASSIGNMENT in the Canvas Assessment workspace and submit the report.

Course Name: Computer Literacy  
Course Prefix: CS  
Course Number: 110  
Course Section Number(s): A21 CRN 20735, A70 CRN 28646  
Academic Semester and Year of Assessment: Spring 2016  
Submission Date: Mar 31 2016

*\*If you are reporting on multiple section of the same course, list all section and CRN numbers above.*

Is this course a New Mexico Common Core Course? Y  N

If yes, in which of the five Common Core areas does the course belong?

For help, see pages 19-21 of the 2015-2016 NMSU-A Catalog, available at <http://nmsua.edu/catalog/>.

Area I: Communications

Area II: Mathematics/Algebra

Area III: Laboratory Sciences

Area IV: Social and Behavioral Sciences

Area V: Humanities

*(If the course assessed is not a New Mexico Common Core course (a G course) no box need be checked.)*

#### IMPROVEMENT BACKGROUND

4. Did you make improvements in this current course based on previous course level assessment of this course?

Yes.

If yes, please list the semester of previous course level assessment. Fall 2013

5. If you responded **yes** to question number 1 that you made improvements based on previous course level assessment, please describe the specific improvements.

I have added and/or improved the pdf / video examples to be more thorough to the end-of-module project assessments. The end-of-module projects assess the most important module competencies.

6. Describe the impact of the improvements discussed in question 2 on student achievement.

As the end-of-module project example(s) are improved overall students are better able to understand and complete the project(s) more successfully. Students better understand the expectations and requirements of the project.

#### CURRENT ASSESSMENT

6. Please list the TWO course level student learning outcomes (objectives) that you targeted for this report and analysis.

**Goal 3: Use a Word Processing Software Package**

**Goal 4: Use a Spreadsheet Software Package**

7. Please list the PROGRAM ASSESSMENT student learning outcomes (any or all) that these targeted course level objectives correspond or contribute to.

**Goal 3: Use a Word Processing Software Package**

Module Goal

- Use appropriate editing and formatting tools needed to create letters, newsletters, and research documents.

Competency Outline

- Create, save, and retrieve files
- Use word processing tools such as the spell check, thesaurus and grammar check
- Change margin, tab and line spacing settings
- Bold, italic and underline text
- Insert characters and bullets
- Left, center and right justify text
- Change font and font size
- Insert hard page breaks
- Insert dates and times
- Create, modify and format tables
- Cut, copy and paste within and between documents
- Create and edit headers and footers
- Insert page numbers

**Goal 4: Use a Spreadsheet Software Package**

Module Goal

- Create, edit, and format worksheets which include numerical data, formulas and functions, text, and graphs

Competency Outline

- Create and edit a simple worksheet
- Enter text, formulas and values in a worksheet
- Copy text, formulas and values
- Erase and modify cell contents
- Insert and delete rows and columns
- Save and retrieve a file and/or workbook
- Change column width and row height
- Format data in cells
- Apply borders and shading to cells
- Create and format graphs from worksheet data
- Understand and use absolute versus relative cell addressing
- Use value format (i.e. currency, percent, etc.)
- Use functions
- Sort data

- Filter lists

*These program assessment student learning outcomes are available through your Division Head or through the Canvas Assessment workspace under the page "Program Learning Student Outcomes: All Divisions."*

8. **Please describe the assessment measure used to assess each of the two targeted course level outcomes/objectives listed above.**

### **Goal 3: Use a Word Processing Software Package**

#### **Word Module Assessments**

##### **Discussion**

**Contrasting and Comparing Office Suites** - Click on the link or go to the "Discussions" module (on the left), select the "Contrasting and Comparing Office Suites" Discussion, follow the instructions on the Discussion. Respond to at least 1 time to a peer's post (complete on Canvas) (20 pts) - *see the "How to complete Discussion assignments" video link above*

#### **Chapter 6 - Creating, Editing, and Formatting Documents Using Word**

- **Chapter 6 Word Skills**, submit "6.1-SocialMediaProject-Your Name" (p 158-173) on Canvas, Individual. (submit on Canvas) (20 pts) - How to complete and submit "Skills" assignments (video)
- **Chapter 6 Projects (3 in all)** - (You will submit only **ONE** document for all three projects) - **Complete Project 1** (Creating and Editing a New Document, p181), **Project 2** (Editing and Formatting a Document, p 182), **and Project 3** (Formatting with Styles, p 182). (10 pts each, 30 pts total) - How to complete and submit "Project" assignments (video)
- **Part II Applications Ch 6 Online Quiz** (20 pts)

#### **Chapter 7 - Enhancing a Document with Special Features**

- **Chapter 7 Word Skills** (submit / attach all four (4) files),
  - submit "7.1-InsulaSummary-Your Name" (p 188-193),
  - submit "7.3-RezMealPlans-Your Name" (p 189-199),
  - submit "7.5-ChildLitBookRpt-Your Name" (p 200-201),
  - submit "7.6-CohabitationEssay-Your Name" (p 202-209),
  - **Review but no assignment** - "Creating a Resume and Cover Letter from Templates (p 210-211)
- **Chapter 7 Project 1** "Enhancing a Document with Visual Elements" (p 217). Submit "C7-Project1-GrandCanyonTripPlanner-Your Name" on Canvas. (20 pts)
- **Chapter 7 Project 2** "Inserting, Formatting, and Modifying a Table into a Document" (p 217-218). Submit "C7-Project2-GrandCanyonTripPlanner-Your Name" on Canvas. (20 pts)
- **Chapter 7 Project 3** "Completing a Research Report with Formatting, Citations, and Works Cited" (p 218-219). Submit "C7-Project3-EtanerceptEssay-Your Name" on Canvas. (20 pts)

**Word Project Objectives:** Create, save, and retrieve files

1. Use word processing tools such as the spell check, thesaurus and grammar check
2. Change margin, tab and line spacing settings
3. Bold, italic and underline text
4. Insert characters and bullets
5. Left, center and right justify text
6. Change font and font size
7. Insert hard page breaks
8. Insert dates and times
9. Use undo and redo options
10. Create, modify and format tables
11. Cut, copy and paste within and between documents
12. Create and edit headers and footers
13. Insert page numbers
14. Select a printer, number of copies, multiple pages
15. Indent the first line of a paragraph

### **Word Project**

**1) Create a New Word Document**, change your margins to the following:  
Top: 0.75" Bottom: 0.75 Right: 0.6" Left: 0.6". (*Obj. 1 & 3, 4 pts*)

#### **2) Title page (18 total pts)**

- Title (bold, centered, Calibri 36) (do not use Word art) (*Obj. 4, 6, & 7, 4 pts*)

For second and third lines (centered, Calibri 24, 10 pt paragraph spacing after)

- (2nd line) Enter “by” (centered, Calibri 24, 10 pt paragraph spacing after) (*Obj. 3, 6, & 7, 2 pts*)
- (3rd line) Your name,
- Date (Month, day year format) (centered, italics, Calibri 20, 10 pt paragraph spacing after) (*Obj. 3, 4, 6, 7, & 9, 5 pts*)
- Insert a relevant and appropriate image or picture (center) (*5 pts*)
- Enter a “page break” (ctrl-enter) to start the next page (*Obj. 8, 2 pt*)

#### **3) Page 2 – Body (26 total pts)**

1. Use Calibri 12 for the body text (*3 pts*)
2. left align paragraphs (*Obj. 6) (2 pts)*)
3. indent the first line of each paragraph (*Obj. 16) (1 pt)*)
4. Body should be nearly one full page. The text needs to be one page in length NOT including the images. (Images can roll the 2<sup>nd</sup> page into a third page).

#### **What information to include in this page:**

- **Paragraph #1:** Give a brief summary of the life and career highlights of the person(s) that you chose. (*2 pts*)
  - Directly after paragraph 1 create a table (you may hide the grid lines, I didn’t hide them in my example) and use bullets, underline and bold to **signify the highlights (achievements, songs, etc.)**. (*Obj. 4, 5 & 11, (table 5 pts, bullets 5 pts, underlines & bolds 2 pts)*)
- **Paragraph #2:** Locate a source and write about what you believe to be that person(s) biggest achievement, quote something from that article? Also, tell us why you think this is their greatest achievement? (*2 pts*)
- **Paragraph #3:** What surprised you the most about this person (something that you did not know about them)? (*2 pts*)



- **Paragraph #4:** Conclude with what is the biggest thing about life that you have learned from this person's life. (2 pts)
- 4) Double space the body of your document (not the title page) (Obj. 3, 3 pts)
  - 5) Move (cut and paste) the table and place it behind paragraph 5 (Remember to DELETE the table after paragraph 1). (Obj. 12, 3 pts)
  - 6) Title the table "**Highlights**", center, bold, Calibri 14, (Obj. 4, 6, & 7, 2 pts)
  - 7) Create a footer with that includes the centered page number. (Obj. 13 & 14. 3 pts)
  - 8) Spell check your document. (Obj. 2, 3 pts)
  - 9) Save your document as "CS110 – your name – semester" and submit to Canvas. (Obj.1)
- 

#### **Goal 4: Use a Spreadsheet Software Package**

##### **Excel Module Assessments**

- **Chapter 8 Excel Skills,**
  - submit "8.1-CarCost-Your Name" (p 224-233),
  - submit "8.4-SchoolBudget-Your Name" (p 234-245),
  - submit "8.4-SchoolBudgetWithFormulasDisplayed-Your Name" (p 242-243),
  - submit "8.9-NSCSuppliesInventory-Your Name" (p 246-247),

submit all on Canvas (20 pts)

- **Part II Applications Ch 8 Online Quiz** (20 pts)

##### **Chapter 9 - Working with Functions, Charts, Tables, and Page Layout Options in Excel**

- **Chapter 9 Excel Skills,**
  - submit "9.1-FinancialPlanner-Your Name" (p 258-267),
  - submit "9.6-SocialMediaStats-Your Name" (p 268-275),
  - submit "9.10-SchoolBudget-Your Name" (p 276-277),
  - submit "9.11-CalorieActivityTable-Your Name" (p 278-279),

submit on Canvas. (20 pts)

- **Chapter 9 Project 1** "Adding Statistical, Date, Financial, and Logical Functions to a Workbook" (p 285). Submit "C9-Project1-AuctionFeesandMortgagePlanner-Your Name" on Canvas. (20 pts)
- **Chapter 9 Project 2** "Creating and Modifying Charts" (p 286). Submit "C9-Project2-VacDestinations-Your Name" on Canvas. (20 pts)

##### **Project Description** (assessments most important objectives)

Students will create a fictional personal or business budget. The budget will include a title, income and expense data, net income, and chart. Follow the general outline as defined in the following steps but take liberty with making the budget spreadsheet your own. There is an example linked. The Objective of this project is to have students demonstrate their ability to use the basic features of Microsoft Excel.

## Excel Project Objectives:

Use a Spreadsheet Software Package

1. Create and edit a simple worksheet
2. Enter text, formulas and values in a worksheet
3. Copy text, formulas and values
4. Erase and modify cell contents
5. Insert and delete rows and columns
6. Use the print preview function
7. Save and retrieve a file and/or workbook
8. Change column width and row height
9. Format data in cells
10. Apply borders and shading to cells
11. Create and format graphs from worksheet data
12. Understand and use absolute versus relative cell addressing
13. Use value format (i.e. currency, percent, etc.)
14. Use functions
15. Sort data
16. Filter lists

## Excel Project Assessment

**1) Create a new Spreadsheet, SAVE it as “Budget – your name”. (Obj. 1 & 7, 4 pts)**

**2) Title (Obj. 2, 10, & 14, 10 pts)**

*(Follow the example provided, MAKE UP AND ENTER YOUR OWN INFORMATION)*

- Merge cells A1 through D1. Enter the Title of your budget. Apply border and shading of your choice to the merged cells A1 through D1.
- Cell A2 - Enter your name
- Cell C2 - use a function to enter Today’s date (use the “today” function).
- Cell A4 - Enter “Monthly Income:”

**3) Budget (Obj. 2, 8, 9, 10, 13, & 14, 20 pts)**

*(Follow the example provided, MAKE UP AND ENTER YOUR OWN INFORMATION)*

- Enter information into cells A4 through D24 as shown in the provided example – **AGAIN, MAKE UP AND ENTER YOUR OWN INFORMATION.**
- Cell D8 - Use the **SUM** function to sum C5 through C7.
- Cell D17 - Use the **SUM** function to sum cells C11 through C15
- Cell D19 – use a formula to find the net of income and expense (D8, D17)
- Cells C22 through C24 – Use formulas to find the average, maximum, and minimum expenses.
- Right justify cells C8, C17, and C19.
- Bold cells (see example)
- Apply a bottom border and shading to cells C8 through D8 and cells C17 through D17.
- In Cell D19 set up conditional formatting so the cell will turn red if you have a negative balance

**4) Projected Summer Budget (Obj. 2, 3, 5, 8, 9, 10, 12, 13, & 14, 20 pts)**

*(Follow the example provided, MAKE UP AND ENTER YOUR OWN INFORMATION)*

- Assume your Income stays the same in May, June, July, and August but your expenses change during the summer months.
- Enter Months into your spreadsheet (row 29 in my example)
- Fill and create a bottom border on the months, adjust column widths as necessary
- Copy your income (cell D19) to cell B30 using an **absolute** reference (this is where you use the dollar sign to signify an absolute reference)
- Copy the cell in B30 to cells C30 through E30 (either simply copy or use the FILL)
- Copy Expenses from under **Expenses** in the **Budget section** (above) into Projected Expenses
- Insert a new row just under Expenses in Projected Expenses, name it “Misc”
- Enter your expense information for May through August.
- Create a formula (**SUM**) for **May** in the **Expense** row summing all expenses then copy the formula (use relative cell references) to June, July, and August.
- Create a formula for **May** in the **Net** row finding the net amount each month. Copy the formula to June, July, and August.

**5) Charts (Obj. 11, 8 pts)**

*(Follow the example provided)*

- To the right side of the “**Monthly Income and Expenses**” create a pie chart showing the Income to Expenses.
- Below the “**Projected Summer Budget**” create a chart showing your summer income and expenses (you may use a line or bar chart). Months, dollar levels, and legend (showing Income and Expense) need to be visible in the chart.

*Be sure to specify which test or assignment applies to each learning outcome. If you have assignments, tests, or rubrics, you may submit them as attachments along with your final report. Remove all identifying student data before submission.*

9. **Please give a brief summary of the student achievement (results) for each targeted outcome/objective using data collected from each assessment measure.**

The following are the end-of-module projects for Goal 3 and Goal 4. These projects are intended to be an assessment summary of all of the most important skills learned within each module. As such I did not include the specific grading for each modules assignments in this section.

An overall average is included for each section as well as an average that removed any scores of “0” for students who did not submit the project for grading.

For instance, in the second section, A70, Stu1 attended part of the course but failed the course not completing the project for neither Goal 3 (Word) or Goal 4 (Excel). Also in section A70 Stu2 and Stu4 passed the course but did not submit either the Word Project or the Excel Project.

Spring 2016 -

Goal 3 & Goal 4 Assessment Summary

CS 110 A21

	Word %	Excel %
Stu1	100%	85%
Stu2	100%	94%
Stu3	95%	77%
Stu4	73%	87%
Stu5	100%	16%

Stu6	94%	94%
Overall Average	94%	76%
<b>Avg of completed Assessment</b>	<b>94%</b>	<b>76%</b>

CS 110 A70

	Word %	Excel %
Stu1	0%	0%
Stu2	92%	0%
Stu3	92%	97%
Stu4	0%	100%
Stu5	100%	100%
Stu6	90%	100%
Stu7	100%	94%
Stu8	97%	100%
Stu9	94%	55%
Stu10	100%	94%
Stu11	97%	90%
Stu12	100%	100%
Stu13	90%	100%
Overall Average	81%	79%
<b>Avg of completed Assessment</b>	<b>96%</b>	<b>94%</b>

**Combined**

	Word %	Excel %
A21-Stu1	100%	85%
A21-Stu2	100%	94%
A21-Stu3	95%	77%
A21-Stu4	73%	87%
A21-Stu5	100%	16%
A21-Stu6	94%	94%
A70-Stu1	0%	0%
A70-Stu2	92%	0%
A70-Stu3	92%	97%
A70-Stu4	0%	100%
A70-Stu5	100%	100%
A70-Stu6	90%	100%
A70-Stu7	100%	94%
A70-Stu8	97%	100%
A70-Stu9	94%	55%
A70-Stu10	100%	94%
A70-Stu11	97%	90%
A70-Stu12	100%	100%

A70-Stu13	90%	100%
Overall Average	85%	78%
<b>Avg of completed Assessment</b>	95%	87%

### Summary - Word Project Objectives:

(text in red indicate an issue with student success, text in blue indicate areas of assessment improvement)

1. Use word processing tools such as the spell check, thesaurus and grammar check
  - No consistent issue
2. Change margin, tab and line spacing settings
  - No consistent issue
3. Bold, italic and underline text
  - Consistent issue among perhaps 25% of the students. Bold, italics, and underlining is required in two parts of the project. The steps are simple and the *pdf example* in the module shows where and what to bold, italicize, or underline. It appears the primary reason students may miss these questions is simply not following directions.
4. Insert characters and bullets
  - No consistent issue
5. Left, center and right justify text
  - No consistent issue
6. Change font and font size
  - No consistent issue
7. Insert hard page breaks
  - No consistent issue
8. Insert dates and times
  - No consistent issue
9. Use undo and redo options
  - This objective hasn't been assessed. Upon reviewing, since this objective is difficult to assess, I find I should remove it from the list of objectives for this project.
10. Create, modify and format tables
  - No consistent issue
11. Cut, copy and paste within and between documents
  - No consistent issue
12. Create and edit headers and footers
  - No consistent issue
13. Insert page numbers
  - No consistent issue
14. Select a printer, number of copies, multiple pages
  - This objective hasn't been assessed. Upon reviewing I will edit the project to ask students go to the Print screen, select 2 copies, and the first two of three pages then have students take a screen shot of the selection.
15. Indent the first line of a paragraph

### Summary – Excel Project Objectives

(text in red indicate an issue with student success, text in blue indicate areas of assessment improvement)

3. Create and edit a simple worksheet
  - a. No consistent issue
4. Enter text, formulas and values in a worksheet
  - a. No consistent issue
5. Copy text, formulas and values
  - a. No consistent issue
6. Erase and modify cell contents
  - a. No consistent issue

7. Insert and delete rows and columns
  - a. No consistent issue
8. Use the print preview function
  - a. This objective hasn't been assessed. Upon reviewing I will edit the project to ask students go to the Print screen, select 2 copies, and the first two of three pages then have students take a screen shot of the selection.
9. Save and retrieve a file and/or workbook
  - a. No consistent issue
10. Change column width and row height
  - a. No consistent issue
11. Format data in cells
  - a. No consistent issue
12. Apply borders and shading to cells
  - a. No consistent issue
13. Create and format graphs from worksheet data
  - a. Consistent issue among perhaps 33% of the students. Both a pie chart and Line/bar chart is required. Most students have problems with the pie chart (usually there is no problem with the bar chart). Although the steps are of moderate difficulty the steps for creating both pie and bar charts are shown in an *instructional video* and the result is shown in the *example image on our classes course site*. It appears the primary reason students may miss these charts is simply by not following directions.
14. Understand and use absolute versus relative cell addressing
  - a. Consistent issue among perhaps 50% of the students. Referencing a cell value using absolute references is required. The steps are simple and are shown in an *instructional video*. It appears the primary reason students may miss these charts is simply by not following directions.
15. Use value format (i.e. currency, percent, etc.)
  - a. No consistent issue
16. Use functions
  - a. Generally, with most students, there is no issue. Probably 33% of students miss one or two formulas within this project. There are a variety of functions/formulas used in this project with varying levels of difficulty but all steps are shown in an *instructional video* and the results are displayed in the *example image on our classes course site*. It appears the primary reason students may miss these charts is simply by not following directions.
17. Sort data
  - a. Although "**sort data**" is assessed in other module assignments it is NOT assessed in the Excel Project. As such I'll remove the "sort data" objective from the Excel Project objectives.
18. Filter lists
  - a. Although "**filter lists**" is assessed in other module assignments it is NOT assessed in the Excel Project. As such I'll remove the "sort data" objective from the Excel Project objectives.

*Be sure to specify which data relate to each objective that you targeted. If you have charts or graphs of data on student performance, you may submit as attachments along with your final report. Remove all identifying student data before submission.*

**10. Please share a brief summary of your analysis or interpretation of these assessment results.**

Overall students do very well on both the Goal 3 (Word) and Goal 4 (Excel) modules. Since the steps to complete all objectives are clearly shown in a pdf (Word) or in an instructional video with accompanying result images (Excel) it appears those students missing the specific objectives listed in **Word** - Obj. 1. Bold, italic and underline text, and in **Excel** – Obj. 11. Create and format graphs from worksheet data, Obj. 12. Understand and use absolute versus relative cell addressing, and Obj. 14. Use functions, is **simply due to student carelessness or oversight.**

*Were the standards you set met for each outcome? Did students have difficulty achieving any of the objectives you targeted? If so, where did they seem to have the most difficulty, and why? Was the assessment method appropriate? Remove all identifying student data before submission.*

## CURRENT IMPROVEMENT PLAN

**1. Please give a brief description of the NEW improvement plan you have designed to help students achieve the targeted course level outcomes/objectives that you listed on page 2.**

First, in order to improve both courses (and simplify them) I'll remove the non-assessed objectives.

Second, I'll better highlight the availability of the project support resources such as the Word pdf and Excel instructional video and example. Also I will stress the importance that students review the resources prior to starting the project. Possibly I'll force students to open the support resources prior to accessing the project, however this depends upon the resulting navigability of the course.

*Reflect on method, materials, time on task, etc. Try to focus on a single effective method of improvement.*

**2. Please describe how you will measure the impact of your improvement plan upon student achievement.**

Each project objective within the course objectives (Goal 3 and Goal 4) is assessed separately. I can simply assess the point values associated for each step of the project and enter them into a grade check / value matrix then calculate the percentage to see if there has been an improvement.

If you need assistance, contact Joyce Hill, NMSUA Director of Curriculum and Assessment, Allied Health 164, ext. 3870,  
[joyhill@nmsu.edu](mailto:joyhill@nmsu.edu)

## Example 4: BIO 111G



### NMSU-A Course Level Assessment Report Form

Please use this form for reporting all course level assessment at NMSU-A. This form can be used for reporting on single or multiple sections of the same course.

#### Instructions

PLEASE submit only **one** report for multiple sections of the same course. Save the report form to your computer. Complete the report. After saving the completed report go to the ASSIGNMENT in the Canvas Assessment workspace and submit the report.

Course Name: Online Natural History of Life Lecture

Course Prefix: BIOL

Course Number: 111G

Course Section Number(s): A20

Academic Semester and Year of Assessment: Spring 2016

Submission Date: 5/31/2016

*\*If you are reporting on multiple section of the same course, list all section and CRN numbers above.*

Is this course a New Mexico Common Core Course? Y  N

If yes, in which of the five Common Core areas does the course belong?

Area III: Laboratory Sciences

Area I: Communications

Area II: Mathematics/Algebra

**Area III: Laboratory Sciences**

Area IV: Social and Behavioral Sciences

Area V: Humanities

*(If the course assessed is not a New Mexico Common Core course (a G course) no box need be checked.)*



## IMPROVEMENT BACKGROUND

1. **Did you make improvements in this current course based on previous course level assessment of this course?** Yes

If no, leave this question blank.

If yes, please list the semester of previous course level assessment. Fall 2014

2. **If you responded yes to question number 1 that you made improvements based on previous course level assessment, please describe the specific improvements.**

I encouraged students to participate in module discussions multiple times throughout each module by changing the minimum requirements for these assignments to include at least 2 post submissions per module rather than only 1. I also changed the grading requirements to include a required response to another student's post to encourage increased student to student interaction.

I allocated additional time for mid-term/final quiz material review during the weekly live online lecture/help sessions, held throughout the semester.

I shortened the study guides and the corresponding quizzes in order to help the students to spend their time more effectively on studying the most important concepts for each learning objective.

I added general math and calculator skills review posts and allocated additional lecture- time for these within the course. I also made the recordings of the live lecture/help sessions a more permanent part of the course, by making them available for a longer period of time: through the end of the semester after the initial recording time (rather than only for the 14-day posting period that is preset within Canvas, by manually re- uploading copies of these onto a separate course wiki-page).

I offered less extra-credit for participation in additional special topic discussions and limited the time period for submitting extra-credit work. I also graded the final course project (the Biology Math Problems assignment) with a more clearly defined and stricter grading rubric. This ensured that all students were required to put in more effort into participating in all of their required/graded assignments on regular basis throughout the semester in order to receive a good final course grade, rather than attempting to make-up substantial missed points by submitting numerous last-minute extra-credit discussion posts.

**3. Describe the impact of the improvements discussed in question 2 on student achievement.**

As a result of the above improvements, overall course and assignment participation by the students increased. A greater number of students participated in all of the required/graded assignments; especially, more students participated in the proctored midterm and final quizzes and the Biology Math problems assignment.

Finally, collaborative student to student interactions increased in both as part of the class-wide discussions and as part of the group assignment (Biology Math Problems assignment).

**CURRENT ASSESSMENT**

**1. Please list the TWO course level student learning outcomes (objectives) that you targeted for this report and analysis.**

Identify basic chemical structures, cellular structures and their function, and discuss their importance in biological processes

Assess the structure of chromosomes and basic patterns of inheritance

**2. Please list the PROGRAM ASSESSMENT student learning outcomes (any or all) that these targeted course level objectives correspond or contribute to.**

*These program assessment student learning outcomes are available through your Division Head or through the Canvas Assessment workspace under the page "Program Learning Student Outcomes: All Divisions."*

Employ critical thinking skills to judge the validity of information from a scientific perspective.

Demonstrate mathematical techniques to evaluate and solve scientific problems.

**3. Please describe the assessment measure used to assess each of the two targeted course level outcomes/objectives listed above.**

*Be sure to specify which test or assignment applies to each learning outcome. If you have assignments, tests, or rubrics, you may submit them as attachments along with your final report. Remove all identifying student data before submission.*

Course Learning Outcome: Identify basic chemical structures, cellular structures and their function, and discuss their importance in biological processes

Assessment: Quiz #2 (Ch. 5) Quiz

A copy of this quiz, along with analysis by question, is provided as an attachment with this report.

The quiz consisted of 10 multiple-choice questions worth 10 points total, with 1 point awarded per each correctly answered question. This quiz was timed, and students had 20 minutes to complete it. The quiz was closed-book; however, students were given a study guide prior to testing which contained quiz questions among additional concept-related but not-tested questions.

Course Learning Outcome: Assess the structure of chromosomes and basic patterns of inheritance

Assessment: Quiz #7 (Ch. 16) Quiz

A copy of this quiz, along with analysis by question, is provided as an attachment with this report.

The quiz consisted of 10 multiple-choice questions worth 10 points total, with 1 point awarded per each correctly answered question. This quiz was timed, and students had 20 minutes to complete it. The quiz was closed-book; however, students were given a study guide prior to testing which contained quiz questions among additional concept-related but not-tested questions.

4. **Please give a brief summary of the student achievement (results) for each targeted outcome/objective using data collected from each assessment measure.**

*Be sure to specify which data relate to each objective that you targeted. If you have charts or graphs of data on student performance, you may submit as attachments along with your final report. Remove all identifying student data before submission.*

Course Learning Outcome: Identify basic chemical structures, cellular structures and their function, and discuss their importance in biological processes

Assessment: Quiz #2 (Ch. 5) Quiz

Assessment results: Average student score on this quiz was 82%. 71% of students received a score of 80% (B) or higher on this quiz.

Course Learning Outcome: Identify basic chemical structures, cellular structures and their function, and discuss their importance in biological processes

Assessment: Quiz #7 (Ch. 16) Quiz

Assessment results: Average student score on this quiz was 90%. 79% of students received a score of 80% (B) or higher on this quiz.

Supporting evidence for this analysis is provided as an attachment with this report.

5. **Please share a brief summary of your analysis or interpretation of these assessment results.**

*Were the standards you set met for each outcome? Did students have difficulty achieving any of the objectives you targeted? If so, where did they seem to have the most difficulty, and why? Was the assessment method appropriate? Remove all identifying student data before submission.*

Yes, the standards that I set were met for each of the above outcomes. I set the following standards for the outcomes/assessments in this course: assignment participation rate should be at or above 80%, assignment average grade (for those students who participate in assignment) should be at or above 80% (B), and percent of students whose assignment score is at or above 80% (B) should be at or above 70%.

All standards were met for the above objectives.

Participation in both assessments was 100%. 71% of students received a score of 80% (B) or higher on the quiz linked to first assessed objective; the average score on this quiz was 82%. Then, 79% of students received a score of 80% (B) or higher on the quiz linked to the second assessed objective; the average score on this quiz was 90%.

Therefore, most students who participated in the above correlated assessments did not have a difficult time achieving any of the set Student Learning Objective standards for each assessment.

## **CURRENT IMPROVEMENT PLAN**

- 1. Please give a brief description of the NEW improvement plan you have designed to help students achieve the targeted course level outcomes/objectives that you listed on page 2.**

*Reflect on method, materials, time on task, etc. Try to focus on a single effective method of improvement.*

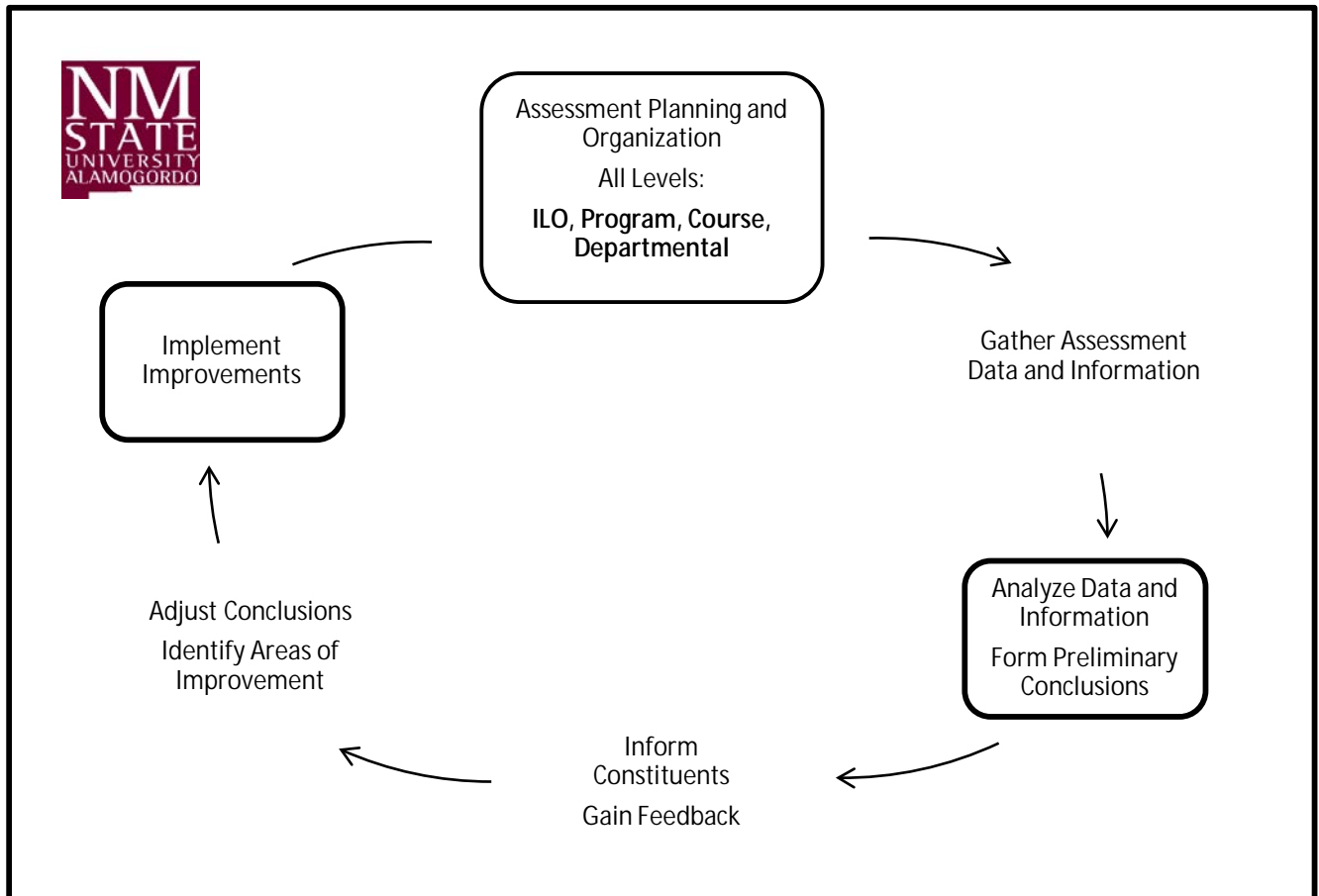
At the end of the weekly live lecture, I could go over the explanation for the most frequently missed quiz question for the upcoming quiz for that week. This way, current students could learn from mistakes made by students during the previous semester and hopefully avoid missing the same frequently missed quiz question.

- 2. Please describe how you will measure the impact of your improvement plan upon student achievement.**

I could compare the percent of students who correctly answer that particular question during the current semester with the percent of students who correctly answered that question during the previous semester. If the improvement method is successful, a higher percent of students should answer the previously most-missed question on each quiz correctly during the current semester than during the previous semester.

If you need assistance, contact Joyce Hill, NMSUA Director of Curriculum and Assessment, Allied Health 164, ext.3879, joyhill@nmsu.edu

**Appendix H**  
Assessment Process Action Plan



# Appendix I

## Strategies to Implement Action Plan

### Action Plan Target Goals

#### Continuous Improvement to Assessment Processes

#### **Goal A: Improve use of course level assessment results to improve instruction and student achievement: documentation of improvement**

##### **TimeLine: Completion of all activities by December 2017**

##### **Strategies**

1. Development of long term course schedule of rotation to include: specific scheduling to repeat assessment to examine improvement, courses related to program level outcomes, and assurance of comprehensive course level assessment
2. Determine methods and timeline to assess achievement in special courses and co-curricular activities such as internships, clinicals, field experiences, service learning, and special topics classes
3. Strengthening of the process measuring of the impact improvement strategies
4. Continuous update to course level reporting template to facilitate documentation of improvement
5. Analysis and documentation of the impact of instructional improvements upon student achievement
6. Alignment of course level objectives to program level student learning outcomes
7. Design more effective practice for the assessment of co-curricular programs
8. Further refine the analysis process and include precision as to: alignment of objectives across sections of the same course, alignment of assessment methodology across sections of the same course, use of rubrics,

#### **Goal B: Improve assessment of Institutional Learning Outcomes**

##### **TimeLine: Completion of all activities by December of 2017**

##### **Strategies**

1. Revise Assessment Plan
2. Use assessment results from course and program level
3. Integrate ILO assessment with program level assessment
4. Analyze assessment results
5. Inform faculty staff of assessment results

#### **Goal C: Improve the program level assessment process and link use of results to curriculum development and degree revision**

##### **TimeLine: Completion of all activities by December of 2017**

##### **Strategies**

1. Refine the analysis process and conduct more in depth analysis of plans and results
2. Inform faculty of assessment results
3. Hold professional development sessions concerning use of program assessment results in course curriculum development
4. Collaboration with Curriculum Committee on use of program assessment to inform degree and program revision
5. Possible integration of Program Assessment of Student Learning Outcomes with Program Review Process

**Goal D: Improve communication and professional development for faculty and other campus constituents**

**TimeLine: Completion of all activities by December 2017**

**Strategies**

1. Focused professional development in the area of using assessment results to improve achievement; effectiveness of limiting variables
1. Development of an Assessment Handbook for all campus constituents; easy access to handbook through several avenues
2. Professional development workshops/training/videos for faculty on areas requested and: use of assessment results, designing and documenting improvement strategies, program assessment versus program review
3. Posting of assessment information in multiple relevant sites such as CANVAS workspace, website

**Goal E: Improve faculty engagement and involvement in the assessment process**

**TimeLine: Completion of all activities by December 2017**

**Strategies**

1. Posting of assessment results on the faculty resources section of the campus website
2. Hold meetings with small groups of faculty to answer questions and inform
3. Highlight individual faculty accomplishments in Assessment Brief (newsletter)

**Appendix J**  
Specialized Course Level Assessment Plans

## **ASSESSMENT OF PILOT PROGRAM**

*How to determine if the pilot program, our redesign, is a success.*

❖ **GOAL 1: Student success is expected to increase due to student attitude.**

**Strategies or Measures:**

Student attendance has increased.

Percentage wise, more students received a C or better in the Fall Semester of Math 120 than during the previous semesters.

We will need to look at number of A's, B's, and C's versus D's and F's. Section by section as well as overall.

We will compare students in Math 120 with the other 2 groups of students (120/101 and 120/101/107). This will determine if there is a correlation between success and courses offered.

We will continue assessment in the subsequent semester to view success of Math 121 students.

❖ **GOAL 2: Consider a common rubric for grading quizzes and tests. Consistency.**

**Strategies or Measures:**

Consider homework assigned:

Make sure it is building on past concepts learned.

Make sure it adheres to the course objectives.

Make sure it is between \_\_\_\_ and \_\_\_\_ minutes in length to ensure adequate practice and time on task.

❖ **GOAL 3: Student Attitude has become more positive concerning taking future math courses and continual enrolment at NMSU-A. The student is not as intimidated by new concepts or tasks.**

**Strategies or Measures:**

Issues faced during the Homework Lab session.

Different students from different instructors grouped together.

Are there inconsistencies with what the professors of MATH 120 expect?

❖ **GOAL 4: Cost to the student. Old schedule versus the Pilot Program**

**Strategies or Measures:**

Tuition, books, and WebAssign.

105, 112, 113, 114, 120 versus 105, 120 (along with students enrolled in 101 and 107).



## English Area Assessment Plan 2016-17

Fall 2017

Goal A. Track Completion Rates in all 4 credit writing courses

- ❖ Assess corresponding information of students who fail CCDE 110 and/or English 111G
  - schedules – in order to assess student's initial placement
  - grades in courses taken simultaneously with English
  - reasons for withdrawal
  - completion rates and corresponding seat caps

Goal B. Determine effectiveness of Advanced Level Placement (ALP) models

- ❖ Examine completion rate of 111 component
- ❖ Examine completion rate of CCDE component
- ❖ Examine completion rate of both 111 and CCDE component
- ❖ Examine grades in subsequent 200 level course
- ❖ Examine grades in required writing-intensive G course, other than English 111G

Goal C. Determine effectiveness of ALP Reading/Writing combination course

- ❖ Offered Spring 2017
- ❖ Follow ALP model above

Goal A depends upon data gathered from the Office of Institutional Assessment, and will be based on last 4 years of data.

Goal B depends upon data from Office of Institutional Assessment, and will be based on last 3 semesters of data and from data gathered after students have completed 200 level English course and a writing-intensive G course in 2017-2018. Goal B also depends upon available information from student communications with individual faculty members.

Goal C depends upon data from Office of Institutional Assessment, and will be based on Spring 2017 single course option.

## **Appendix K**

### Learning Signature and Assessment Academy Documents

#### **Learning Signature from Concept to Reality—NMSU Alamogordo (Rolling Plan: Activities and Associated Expenditures Reviewed Annually and Revised As Needed)**

**\*\*\* please note: budgeting amounts not approved**

#### **OVERVIEW**

Definition of Learning Signature:

The college learning signature conveys the institution's definition of an educated person, and articulates the intended unique qualities of the campus learning environment that enrich and support student learning toward development of the values and skills considered important for all students at the institution.

The learning signature provides a metaphorical context for how and why we pursue teaching and learning within an aspired learning environment at the college. It is not an extra layer of assessment, as such, but provides the purpose and value statement – a local benchmark – to guide our learning strategies and all aspects of assessment of curricular and co-curricular learning, and academic and student support services.

#### **The Learning Signature for New Mexico State University Alamogordo:**

NMSU-A provides an inspiring and intellectually challenging learning environment that supports students to become critical and creative thinkers who are socially conscious, lifelong learners. Our graduates are effective communicators who are goal oriented and prepared for academic and career success.

The learning signature is manifested through four major components of the campus environment:

- institutional learning outcomes
- student learning experiences
- co-curricular learning outcomes
- academic, student, and other support services

#### **YEAR ONE**

**Projected Budget: \$2000**

#### ***Defining the Learning Signature for NMSU-A***

- Form Learning Signature Task Force to explore the concept of a Campus Learning Signature and what that could mean for NMSU-A faculty, staff, and students. (completed)
- Develop descriptors for our campus experience and for our graduating students. (completed)
- Hold student focus groups to get input from students about their experiences at NMSU-A. (completed)
- Meet with faculty, staff, and administration to refine descriptors. (in progress)
- Draft a plan for implementing a learning signature for NMSU-A. (in progress)
- Obtain campus-wide approval for the NMSU-A learning signature definition and implementation plan.

#### ***Implementing the Learning Signature***

##### **1. Institutional Learning Outcomes**

- ILO Committee and faculty identify ILOs. (completed)
- ILO Committee and faculty map ILOs to course SLOs and then to NMSU-A programs and certificates. (in progress)
- Administration initiates participation in the HLC Assessment Academy. (completed)

## 2. Student Learning Experiences

- Faculty discuss framework for engaging student learning experiences and share current student learning assignments at NMSU-A which exhibit this framework. (completed)
- Faculty design individual or collaborative assignments using engagement strategies and use them in classes. (in process)
- Teaching and Learning Committee (TLC) and Learning Signature Task Force (LSTF) co-host end-of-the-year engagement conference in which attendees share student learning engagement strategies and assignments. (planning in process) (\$1000)

## 3. Co-Curricular Learning Outcomes

- LSTF discusses how to address co-curricular outcomes and develops conceptual framework of add-on activities that support ILOs (completed)
- LSTF explores possible implementation methods for co-curricular activities

## 4. Academic, Student and Other Support Services

- LSTF holds discussions with each Support Service area to identify how the area fits into and supports the Learning Signature. (in progress)
- NMSU-A completes a needs assessment of each Support Service area and develops a plan to address any deficiencies identified.
- NMSU-A develops and implements a training plan for all staff members, including work study employees, volunteers, etc., in each Support Service area, to include customer service, ADA, and area specific information. (\$1000)
- Divisions and Student Services staff review MAPs (My Academic Plans) to ensure they align with the catalog and STAR audit. (in progress)
- Divisions develop MAPs for part-time students. (in progress)

## 5. Assessment of Learning Signature Descriptors

- LSTF creates NMSU-A Exit Survey for graduates with questions addressing the proposed NMSU-A graduate descriptors and distributes to those students graduating in May 2015.
- LSTF composes questions related to the proposed NMSU-A campus descriptors and adds them to the current NMSU-A Student Orientation Exit Survey. Surveys are given to students attending student orientation days for Summer 2015 and Fall 2015.

## **YEAR TWO**

**Projected Budget: \$13,900**

### ***Implementing the Learning Signature***

#### 1. Institutional Learning Outcomes

- ILO Committee and faculty analyze ILOs currently addressed, not addressed.
- ILO Committee and faculty refine and edit ILOs based on analysis.
- ILO Committee and faculty develop and approve a plan for ongoing assessment of ILOs.
- ILO Committee and faculty begin assessing ILOs.

#### 2. Student Learning Experiences

- Faculty Include at least one engagement assignment on teaching portion of allocation of effort statements.

- Adjunct and regular faculty present a series of workshops/seminars at NMSU-A where they share engagement assignments and allied teaching processes.
  - NMSU-A pilots programs in service and project learning.
  - TLC & LSTF work together to provide training that supports faculty needs for addressing the Learning Signature concepts. (\$2000)
  - TLC & LSTF co-host second annual engagement conference. (\$1500)
3. Co-Curricular Learning Outcomes
- Co-Curricular Task Force (CCTF) comprised of students and campus employees drafts a framework for co-curricular learning activities that support the ILOs and the learning signature descriptors.
  - CCTF solicits and analyzes input from student organizations. (\$200 to possibly feed the student organizations at various meetings with the CCTF)
  - CCTF develops a plan to increase student involvement in student organizations and other campus events.
  - CCTF meets with various college constituencies to develop plans for partnerships.
  - CCTF identifies instructors and courses for partnerships with student organizations.
  - CCTF plans pilot program with a maximum budget of \$2000 for Year 3.
4. Academic, Student and Other Support Services
- Student Services staff and faculty implement content area group advising. (\$500 – lunch for training sessions)
  - NMSU-A implements basic skills requirement – students must complete their Math and English requirements within the first year.
  - NMSU-A implements campus-wide student mentorship including peer to peer mentorship. (\$200)
  - NMSU-A implements a student ambassador program. (\$500 – shirts and training)
  - NMSU-A develops a plan to acquire current reference material for the Library and Academic Support Center (\$4000 to provide accurate textbooks and technology in both areas for current courses).
  - NMSU-A develops cohorts for degree areas.
  - Divisions work to align degree pathways with NMSU Las Cruces and develop 4-year MAPs for those students transferring to NMSU Las Cruces.
  - Divisions begin to develop articulation agreements with other academic institutions in our region and develop 4-year MAPs for those students transferring to those institutions.
  - NMSU-A develops a technology plan to include the rotation for replacing computers.
5. Assessment of Learning Signature Descriptors
- LSTF reviews results of NMSU-A Exit Survey for graduates. Reviews and revises, if necessary, questions addressing the proposed NMSU-A graduate descriptors. Survey is distributed to those students graduating in May 2016.
  - LSTF reviews results of NMSU-A Student Orientation Survey related to the Learning Signature descriptors. Review and revises, if necessary, questions related to the proposed NMSU-A campus descriptors. Surveys are given to students attending student orientation days for Spring 2016, Summer 2016 and Fall 2017.
6. Communication/Awareness
- LSTF writes a snippet about the NMSU-A Learning Signature and what its purpose is. Incorporates that snippet into:
    - Hiring process
    - New employee orientation
    - New student orientation
    - Strategic plan

- Twice each semester LSTF produces and distributes a one-page flyer that includes the snippet mentioned above and the following:
  - Update of the Learning Signature Task Force activities
  - Short descriptions from different areas of campus about their activities related to the NMSU-A Learning Signature
- LSTF leads Q&A breakout sessions about the learning signature at Fall and Spring Convocations. Possible topics might be: What does it mean to be socially conscious? An effective communicator? A critical and creative thinker?
- LSTF works with all areas of campus to find ways to display and increase awareness of the Learning Signature descriptors. (\$1000)
- Write report on progress of campus learning signature for upcoming HLC visit and for use by participants in HLC Assessment Academy.

#### 7. Learning Signature in Action

- In second semester, begin Lecture Series which brings 2 speakers each semester to campus to inspire. The Lecture Series is an event open to all campus constituencies as well as the community at large. (\$2000)

#### 8. Other

- Hold August working retreat for LSTF, TLC, PAC, ILO Committee to plan and coordinate activities necessary for Learning Signature implementation in Year Two. (\$1000)
- Review and possibly revise the NMSU-A Mission Statement.
- Write description for a standing Learning Signature Committee at NMSU-A and obtain approval.
- Hold May working retreat for LSTF, TLC, PAC, ILO Committee to review and make any necessary changes to the Implementation Plan and to plan and coordinate activities necessary for Learning Signature implementation in Year Three. (\$1000)

### **YEAR THREE: Implementing the Learning Signature**

#### 1. Institutional Learning Outcomes

- ILO Committee and faculty continue assessing ILOs.
- ILO Committee and faculty analyze information from previous year's ILO assessment.
- NMSU-A develops a plan to address any problem areas identified in analysis of ILO assessment information.

#### 2. Student Learning Experiences

- NMSU-A creates Teaching Academy. The Teaching Academy is made up of events dedicated to engagement in academic life. These events are planned by the TLC with input from many campus stakeholders, including but not limited to faculty, students, student organizations, administrators. (\$5000)
- TLC & LSC (Learning Signature Committee) work together to provide training that supports faculty needs for addressing the Learning Signature concepts. (\$2000)
- TLC & LSC co-host third annual engagement conference. (\$1200)

#### 3. Co-Curricular Learning Outcomes

- NMSU-A implements a program in service and project learning.
- CCTF and faculty map co-curricular learning outcomes to academic programs.
- CCTF obtains and analyzes feedback from faculty, students, and others involved in the service and project learning program.
- CCTF develops budget for Year 4 implementation of co-curricular learning projects.
- CCTF identifies assessment methods for documenting effectiveness of co-curricular programs.

- CCTF develops a way to recognize the Outstanding Co-Curricular project at NMSU-A Graduation ceremonies.
4. Academic, Student and Other Support Services
- NMSU-A provides ongoing professional development for Support Service areas (\$1000).
  - NMSU-A implements mandatory benchmark advising at 15, 30 and 45 credit hours.
  - NMSU-A creates an Office of Student Life (or Student Activities Office or Co-Curricular Programs Office). This Office works with student groups and helps with transitioning when there is an adviser for the group. It ~~also~~ serves as a clearinghouse of information related to student groups wanting to participate in co-curricular activities and faculty having ideas for co-curricular activities, and it helps coordinate co-curricular activities involving multiple student groups and/or multiple faculty/courses. In addition, it coordinates internship and service learning opportunities and requests. (\$41,000 for 1 staff member including 35% fringe, \$2,400 for 2 work study students, \$6,600 for computers, office supplies and engagement activities)
  - NMSU-A implements the technology plan for all support services/staff areas campus-wide. (\$32,000 – computers on a 5-year replacement plan)
  - Student Services and faculty increase community involvement by having persons from different careers speak to students regarding the realities of each career.
5. Assessment of Learning Signature Descriptors
- LSC develops way(s) to assess the impact of the Learning Signature on student enrollment, success, and retention.
  - LSC reviews results of NMSU-A Exit Survey for graduates. Reviews and revises, if necessary, questions addressing the proposed NMSU-A graduate descriptors. Survey is distributed to those students graduating in May 2017.
  - LSC reviews results of NMSU-A Student Orientation Survey related to the Learning Signature descriptors. Review and revises, if necessary, questions related to the proposed NMSU-A campus descriptors. Surveys are given to students attending student orientation days for Spring 2017, Summer 2017 and Fall 2018.
6. Communication/Publicizing
- Twice each semester LSC produces and distributes a one-page flyer that includes the following:
    - Update of the Learning Signature Task Force activities
    - Short descriptions from different areas of campus about their activities related to the NMSU-A Learning Signature
    - Learning Signature Success Stories
  - LSC leads Q&A breakout sessions about the learning signature at Fall and Spring Convocations. Possible topic might be: What are ways we can assess the student's journey on our campus (value added)?
  - Write report on progress of campus learning signature for use by participants in HLC Assessment Academy.
7. Learning Signature in Action
- Continue Lecture Series events. (\$5000)
8. Other
- Hold May working retreat for LSC, TLC, PAC, ILO Committee to review and make any necessary changes to the Implementation Plan and to plan and coordinate activities necessary for Learning Signature implementation in Year Four. (\$1000)

**YEAR FOUR: *Implementing the Learning Signature***

1. Institutional Learning Outcomes
  - ILO Committee and faculty continue assessing ILOs.
  - ILO Committee and faculty analyze information from previous year's ILO assessment.
  - NMSU-A develops a plan to address any problem areas identified in analysis of ILO assessment information.
2. Student Learning Experiences
  - TLC & LSC work together to provide training that supports faculty needs for addressing the Learning Signature concepts. (\$2500)
  - TLC and NMSU-A Teaching Academy co-host fourth annual engagement conference. (\$1500)
3. Co-Curricular Learning Outcomes
  - NMSU-A implements changes to co-curricular programs based on feedback from Year 3.
  - NMSU-A fully implements co-curricular learning program.
  - The CCTF's tasks are completed and the Learning Signature Committee works with the Office of Student Life to coordinate future co-curricular learning projects.
4. Academic, Student and Other Support Services
  - The Office of Student Life or Student Activities coordinates co-curricular activities, student organizations, community involvement, and other non-academic student engagement activities. (\$48,000 cost for staff, work study students and engagement activities)
  - NMSU-A continues to evaluate technology and training needs for Support Service areas. (\$32,000 - based on 5-year replacement plan)
  - NMSU-A continues to provide professional development for Support Service areas (\$1000).
5. Assessment of Learning Signature Descriptors
  - LSC reviews results of NMSU-A Exit Survey for graduates. Reviews and revises, if necessary, questions addressing the proposed NMSU-A graduate descriptors. Survey is distributed to those students graduating in May 2017.
  - LSC reviews results of NMSU-A Student Orientation Survey related to the Learning Signature descriptors. Review and revises, if necessary, questions related to the proposed NMSU-A campus descriptors. Surveys are given to students attending student orientation days for Spring 2018, Summer 2018 and Fall 2019.
6. Communication/Publicizing
  - Twice each semester LSC produces and distributes a one-page flyer that includes the following:
    - Update of the Learning Signature Task Force activities
    - Short descriptions from different areas of campus about their activities related to the NMSU-A Learning Signature
    - Learning Signature Success Stories
  - LSC leads Q&A breakout sessions about the learning signature at Fall and Spring Convocations. Possible topic might be: Does NMSU-A have the structure in place to sustain the Learning Signature?
  - Write final report on campus learning signature project for use by participants in HLC Assessment Academy.
7. Learning Signature in Action
  - Continue Lecture Series events. (\$5000)
8. Other

- Hold May working retreat for LSC, TLC, PAC, ILO Committee, and others to write the procedures for continuation of the Learning Signature for inclusion in the NMSU-A Operations Manual. (\$1200)



# Learning Signature Operationalized to Include Assessment Points

\*note: progress reports submitted each year



New Mexico State University Alamosordo

Development of a College Learning Signature: Assessment  
Year Two: 2015-2016

## Overview

### Purpose

This current plan seeks to serve as a guideline for the assessment of key features of NMSU-A's Learning Signature plan. The Learning Signature plan has been refined and adopted by the campus as a course of action with year two being an implementation year. The following document outlines strategies to assess implementation and was developed in collaboration with Learning Signature task force members.

### History

#### Original guiding questions

The overarching questions guiding the learning project are:

- What is an educated person? How is a student different for having attended NMSU-A?
- How do we help the student to become an educated person?
- How will we know that they are educated and that they are satisfied with the learning process?

To answer the above questions, we are focusing on the development of a college "learning signature." Therefore, the learning project has the potential to impact all aspects of the college experience, to help shape institutional culture, and to advance teaching and learning.

#### Final definition of Learning Signature (finalized as May, 2015)

The Learning Signature conveys the institution's definition of an educated person, and articulates the intended unique qualities of the campus learning environment that enrich and support student learning toward development of the values and skills considered important for all students at the institution.

The learning signature provides a metaphorical context for how and why we pursue teaching and learning within an aspired learning environment at the college. It is not an extra layer of assessment, as such, but provides the purpose and value statement – a local benchmark – to guide our learning strategies and all aspects of assessment of curricular and co-curricular learning, and academic and student support services.

NMSU-A provides an inspiring and intellectually challenging learning environment that supports students to become critical and creative thinkers who are socially conscious, lifelong learners. Our graduates are effective communicators who are goal oriented and prepared for academic and career success.

The learning signature is manifested through four major components of the campus environment:

- institutional learning outcomes
- student learning experiences
- co-curricular learning outcomes
- academic, student, and other support services

## Year Two Implementation

### Key Areas with Assessment Points

The implementation plan for year two (2015-2016) will focus on the areas outlined below. Assessment points for key components are included for these areas. Please note that area 1, institutional learning outcomes, covers items not completed as part of the previous year.

## 9. Institutional Learning Outcomes

- ILO Committee and faculty analyze ILOs currently addressed, not addressed.
- ILO Committee and faculty refine and edit ILOs based on analysis.
- ILO Committee and faculty develop and approve a plan for ongoing assessment of ILOs.
- ILO Committee and faculty begin assessing ILOs.

Assessment Point:

- Evaluate ILO assessment plan

## 10. Student Learning Experiences

- Faculty Include at least one engagement assignment on teaching portion of allocation of effort statements.
- Adjunct and regular faculty present a series of workshops/seminars at NMSU-A where they share engagement assignments and allied teaching processes.
- NMSU-A pilots programs in service and project learning.
- TLC & LSTF work together to provide training that supports faculty needs for addressing the Learning Signature concepts.
- TLC & LSTF co-host second annual engagement conference.

Assessment Point(s):

- Data will be gathered and analyzed from service learning pilot in the spring of 2016
- A survey of faculty will be completed concerning the inclusion of engagement assignments in syllabi and information from fall, 2015 and spring 2016 compared
- A survey of participants attending second engagement conference will be conducted

## 11. Co-Curricular Learning Outcomes

- Co-Curricular Task Force (CCTF) comprised of students and campus employees drafts a framework for co-curricular learning activities that support the ILOs and the learning signature descriptors.
- CCTF solicits and analyzes input from student organizations.
- CCTF develops a plan to increase student involvement in student organizations and other campus events.
- CCTF meets with various college constituencies to develop plans for partnerships.
- CCTF identifies instructors and courses for partnerships with student organizations.
- CCTF plans pilot program.

Assessment point:

- Analysis of input from student organizations will be conducted
- Analysis of input from other stakeholders (community, faculty, potential employers, etc.)

## 12. Academic, Student and Other Support Services

- Student Services staff and faculty implement content area group advising.
- NMSU-A implements basic skills requirement – students must complete their Math and English requirements within the first year.
- NMSU-A implements campus-wide student mentorship including peer to peer mentorship.
- NMSU-A implements a student ambassador program.
- NMSU-A develops a plan to acquire current reference material for the Library and Academic Support Center
- NMSU-A develops cohorts for degree areas.
- Divisions work to align degree pathways with NMSU Las Cruces and develop 4-year MAPs for those students transferring to NMSU Las Cruces.

- Divisions begin to develop articulation agreements with other academic institutions in our region and develop 4-year MAPs for those students transferring to those institutions.
- NMSU-A develops a technology plan to include the rotation for replacing computers.

Assessment point:

- A comparison Noel-Levitz data from 2014 and 2016 regarding student satisfaction with advising will be conducted (addressing implementation of content area group advising).

### 13. Assessment of Learning Signature Descriptors

- LSTF reviews results of NMSU-A Exit Survey for graduates. Reviews and revises, if necessary, questions addressing the proposed NMSU-A graduate descriptors. Survey is distributed to those students graduating in May 2016.
- LSTF reviews results of NMSU-A Student Orientation Survey related to the Learning Signature descriptors. Review and revises, if necessary, questions related to the proposed NMSU-A campus descriptors. Surveys are given to students attending student orientation days for Spring 2016, Summer 2016 and Fall 2017.

Assessment point(s):

- The exit survey for graduates 2015 and 2016 will be reviewed and analyzed
- Survey results for Orientation survey will be reviewed

### 14. Communication/Awareness

- LSTF writes a snippet about the NMSU-A Learning Signature and what its purpose is. Incorporates that snippet into:
  - Hiring process
  - New employee orientation
  - New student orientation
  - Strategic plan
- At least twice each semester, the snippet mentioned above and information about current Learning Signature activities on campus will be included in the Campus Connections newsletter, which is distributed on a bi-monthly basis.
  - Update of the Learning Signature Task Force activities
  - Short descriptions from different areas of campus about their activities related to the NMSU-A Learning Signature
- LSTF leads Q&A breakout sessions about the learning signature at Fall and Spring Convocations. Possible topics might be: What does it mean to be socially conscious? An effective communicator? A critical and creative thinker?
- LSTF works with all areas of campus to find ways to display and increase awareness of the Learning Signature descriptors.
- Write report on progress of campus learning signature for upcoming HLC visit and for use by participants in HLC Assessment Academy.

Assessment point:

- Records of communications (in all formats) with all stakeholders of efforts to increase awareness of learning signature descriptors will be kept

### 15. Learning Signature in Action

- In second semester, begin Lecture Series which brings 2 speakers each semester to campus to inspire. The Lecture Series is an event open to all campus constituencies as well as the community at large.

Assessment point:

- A survey of attendees as to (demographics, satisfaction, topics of interest, etc.) will be kept

- Analyze survey data to promote improvement

#### 16. Other

- Hold August working retreat for LSTF, TLC, PAC, ILO Committee to plan and coordinate activities necessary for Learning Signature implementation in Year Two.
- Review and possibly revise the NMSU-A Mission Statement.
- Write description for a standing Learning Signature Committee at NMSU-A and obtain approval.
- Hold May working retreat for LSTF, TLC, PAC, ILO Committee to review and make any necessary changes to the Implementation Plan and to plan and coordinate activities necessary for Learning Signature implementation in Year Three.

#### **Comments**

The Learning Signature plan continues to be a very ambitious plan with multiple areas of focus and will require effort to strengthen faculty and staff knowledge concerning the project. The Office of Curriculum and Assessment and the Learning Signature task force will continue to provide workshops and communication sessions concerning components of the Learning Signature. The assessment points included for each area are manageable and include measurement of communications and the difficult process involving the ILOs (Institutional Learning Outcomes).

# Assessment Academy Updates

February, 2016

## Assessment Academy Project Update

Questions from Project Update Request (HLC questions in bold)

- **What projects have you been following on the Collaboration Network? What have you learned from the experiences of other schools that is useful to your project?**

Quite honestly the Collaboration Network facet of the Assessment Academy has not been used to its full potential. We need to make this a strategy for our project.

- **Describe your team's implementation of the project you have designed.**

Implementation by Component:

### Institutional Learning Outcomes

1. Outcomes have been drafted and accepted by campus
2. An assessment plan for measuring achievement of outcomes has been drafted
3. An evaluation of the assessment plan has been conducted

### Student Learning Experiences

1. Assessment of nature of engagement assignments included in syllabi has begun
2. Workshops/seminars (via Brown bag lunches) have been held concerning engagement assignments and service learning
3. Piloting service learning for students in the community
4. Hosted the campus's first Engagement Conference in spring of 2015

### Co-Curricular Outcomes

1. Established a task force to draft framework for co-curricular learning activities
2. Plans made to solicit and analyze input from student organization concerning co-curricular activities

### Academic, Student, and Other Support Services

1. Implemented content area advising model
2. Plans made to implement a student ambassador program
3. Thorough and comprehensive retention plan developed in conjunction with Noel-Levitz consultant

### Assessment of Learning Signature Descriptors

1. Learning Signature Project plan revised to include specific assessment points
2. Conducted Exit Survey of graduates in spring of 2015
3. Review of Student Orientation surveys

### Communication Awareness

1. Information included campus newsletter about purpose of Learning Signature and update of activities

### Other

1. Lecture series initiated (speakers brought to campus each semester). One lecture completed
2. Review and revision of campus mission statement in progress.

- **How has your project developed and changed since the last posting?**

Some aspects were completed and attention focused on 2<sup>nd</sup> year implementation. Project description was updated with specific assessment points included. (*This new description can be sent via attachment.*) Project was checked for alignment with current campus Strategic Plan.

- How have you incorporated the feedback from the Consolidated Response to your previous Project Update?

We have included more efforts to inform campus constituents and thus increase the “buy in”. We have worked with administrators (as we have new leadership) to inform and support ongoing participation. Our new president was supportive of reviewing and/or revising the mission statement. The team leader has used Linda Suskie’s book as a reference frequently.

- Thus far, what have you discovered about student learning at your institution.

Our service learning pilot has revealed that students are very interested (good participation) in this type of learning and opportunity. Analysis of course level assessment reports has indicated that successful learning is tied to attendance (no surprise with this).

- How will you continue to advance your project in the next six months?

This information is included in the revised project description and implementation plan (*This new description can be sent via attachment.*)

- What challenges do you anticipate? How will you address them?

Some of the challenges we face are:

Limited budget—it would enhance our project to dedicate funds to some activities. However, the institution’s budget is very tight due to lower enrollment and decreased funding from the state. We will have to brainstorm to find ways to accomplish activities with little or no monies. We are confident that we can accomplish this.

Time management—the project has many components and the team has many other duties. It will be important for the team to continuously check progress and set deadlines.

# Assessment Academy Updates

September, 2016

## Assessment Academy Project Update

Questions from Project Update Request (HLC questions in bold)

**What projects have you been following on the Collaboration Network? What have you learned from the experiences of other schools that is useful to your project?**

To be candid, we must recognize that we have not followed projects on the Collaboration Network closely or regularly. We must improve this as we move into the final half of our project.

**Your team has reached the midpoint in the Academy. Summarize your team's accomplishments thus far.**

### **Year One Implementation Accomplishments**

Accomplishment by Component:

#### Institutional Learning Outcomes

1. Outcomes have been drafted and accepted by campus
2. An assessment plan for measuring achievement of outcomes has been drafted
3. An evaluation of the assessment plan has been conducted

#### Student Learning Experiences

1. Assessment of nature of engagement assignments included in syllabi has begun
2. Workshops/seminars (via Brown bag lunches) have been held concerning engagement assignments and service learning
3. Piloting service learning for students in the community
4. Hosted the campus's first Engagement Conference in spring of 2015

#### Co-Curricular Outcomes

1. Established a task force to draft framework for co-curricular learning activities
2. Plans made to solicit and analyze input from student organization concerning co-curricular activities

#### Academic, Student, and Other Support Services

1. Implemented content area advising model
2. Plans made to implement a student ambassador program
3. Thorough and comprehensive retention plan developed in conjunction with Noel-Levitz consultant

#### Assessment of Learning Signature Descriptors

1. Learning Signature Project plan revised to include specific assessment points
2. Conducted Exit Survey of graduates in spring of 2015
3. Review of Student Orientation surveys

### **Year Two Implementation Accomplishments**

Accomplishment by Component:

#### Institutional Learning Outcomes

1. An evaluation of the assessment plan has been conducted
2. Evaluation revealed need for revision of assessment plan
3. Institutional Learning Outcomes mapped to Program level student learning outcomes
4. Some assessment data gathered concerning student achievement of Institutional Learning Outcomes via program assessment (due to excellent alignment of program learning outcomes with ILOs)

#### Student Learning Experiences

1. Data from a service learning pilot was gathered and analyzed
2. Information from the 2<sup>nd</sup> Annual Engagement Conference has been gathered and analyzed
3. An engagement survey conducted with faculty

4. “Brown Bag” sessions held enabling faculty to share information concerning engagement and teaching strategies
5. Two workshops/presentations held (Traveling Teaching Academy based in Las Cruces) for faculty

Co-Curricular Outcomes

1. Co-Curricular operationalized as service learning for the campus during this time period
2. Data from a service learning pilot was gathered and analyzed
3. Partnerships established with community for service learning placement sites
4. Evaluation forms for students, faculty, and community members drafted and refined

Academic, Student, and Other Support Services

1. Ongoing professional development for support services established and ongoing
2. Content area advising firmly implemented
3. All Academic Support services departments have completed assessment plans
4. Academic Support Center department has completed report of assessment results

Assessment of Learning Signature Descriptors

1. Exit surveys from graduates have been reviewed and analyzed
2. Discussions have begun to improve exit survey process

Communication/Learning Signature in Action

1. Two “Lecture Series” events held on campus for all staff and faculty and community members

***Describe the most significant challenges and opportunities encountered in the development and initial implementation of your Academy project.***

Some of the challenges we have encountered remain the same from our first progress report:

Limited budget—it would enhance our project to dedicate funds to some activities. However, the institution’s budget is very tight due to lower enrollment and decreased funding from the state. We will have to brainstorm to find ways to accomplish activities with little or no monies.

Time management—the project has many components and the team has many other duties. It will be important for the team to continuously check progress and set deadlines.

Additionally, we continue to face the challenge of ways to incorporate our project involving the Learning Signature into multiple areas of campus functions.

We have had unique opportunities to facilitate some outstanding professional development sessions for faculty and staff via this project. The Engagement Conference is a prime example.

***How have you incorporated the feedback to your previous postings?***

We obtained excellent feedback from our mentor at the HLC Conference in Spring of 2016. She offered suggestions as to how to assess different components of our implementation plan and provided a list serve of information. The feedback from our posting in February of 2016 was very useful in prompting us to attend to many details such as posting the Institutional Learning Outcomes on our website.

***To this point, who has been engaged in the Academy process. Are there additional stakeholders who need to be included in the Academy process? How can they be engaged?***

At this point the Learning Signature Task force (a small group of faculty and the Vice President of Student Services have been engaged in the Academy process). They serve as the “team” for the project and meet frequently to pursue goals of implementation. Ideally, many more campus constituents should be involved—faculty and staff. We may need to consider adding to our team or increasing communication to constituents.

***What are your goals for the next six months? How will this advance your project?***

New Goals include:

- Continue to pursue active and effective methods of assessing achievement of Institutional Learning Outcomes
- Extend the co-curricular area (currently operationalized as service learning), define activities and examine methods to assess effectiveness



- Examine the assessment results of the Service Learning Pilot project to identify areas of strength and opportunities of improvement
- Focus on professional development that addresses the Learning Signature concepts
- Increase community involvement by inviting guests from different careers to speak to students
- Review and update the Graduate Exit survey and gain more survey results
- Create a local Teaching Academy—work with the Teaching and Learning Committee to accomplish
- Continue to host and evaluate the Engagement Conference.
- Increase efforts to communicate Learning Signature activities and concepts to the campus

All of these goals further a fuller incorporation of the Learning Signature concepts into everyday practice at the institution.

***What challenges do you anticipate? How will you address them?***

As always we face challenges in time management and budgeting. At this point, we have discovered SOME ways to contend with a very limited budget. However, time management may be a larger challenge. We recently engaged in an institutional reorganization that has required some additional time to implement and bring to smooth working order. Members of the Academy team as well as others on campus are stretched in terms of time available for meetings or project development.

We also face priority challenges. Declining enrollment and budget are on everyone’s mind. These are the priorities for the campus at this time. It may be difficult to engage faculty and staff in our Academy project. We must continue to advocate the important nature of concepts expressed by the Learning Signature:

*“NMSU-A provides an inspiring and intellectually challenging learning environment that supports students to become critical and creative thinkers who are socially conscious, lifelong learners. Our graduates are effective communicators who are goal oriented and prepared for academic and career success.”*

These are concepts that will provide support to increase enrollment, retain students, and promote completion.

We will address these challenges as best we can. We have rescheduled team meetings to be less frequent and scaled back some of our activities to better manage time and effort. We will need to discuss other ways to meet challenges.

**Appendix L**  
Service Learning Pilot Assessment

**NMSU-A Service Learning Assessment**

**2015 Academic Year**

The overall number of student participants exceeded expectations (40 students expected) by 13 participants during this one-year period. Results from the pilots provided preliminary information, including data from 12 surveyed students, useful for further modification of the service learning process at NMSU-A.

The average number of hours documented by surveyed students (7.7 of 10 expected hours), was lower than anticipated, yielding a lower than anticipated total number of hours (85) for the surveyed student population and an estimated 408 hours of total student service hours completed during the year.

**Student Learning Outcomes**

**1. Academic Development / Educational Success:**

- a. Desired Outcome: By the end of the service learning experience, students should be able to report having applied academic learning at this college to an off-campus community experience.
- b. Result: Ninety-two percent (92%) of the students reported seeing the connection between their academic learning at this college and real-life experiences.

**2. Critical Thinking:**

- a. Desired Outcome: By the end of the service learning experience, students should be able to identify the relationship between activities they can carry out in their community and their own major.
- b. Result: Five of 12 surveyed students (42%) acknowledged relevance. Of the remaining students, six (6, 50%) saw no relevance, and one (1) (8%) did not respond.

**3. Communication:**

- a. Desired Outcome: By the end of the service learning experience, students should be able to provide evidence, in the form of completed surveys, that they were able to effectively communicate with the agents and service learning coordinator to complete their experience.
- b. Result: 100% of the surveyed students were able to communicate well enough to meet minimal requirements. However, no data exist on student failure rates prior to the survey stage. Also, most forms were, in one way or another, incomplete.

**4. Career and Teamwork:**

- a. Desired Outcome: By the end of the service learning experience, students should be able to have a realistic understanding of the skills involved in the jobs or careers in which they are interested.
- b. Result. All students, evaluated on several criteria, felt that they practiced or observed relevant skills.

**5. Civic Responsibility:**

- a. Desired Outcome: By the end of the service learning experience, students should be able to describe the value of contributing to their communities.
- b. Result: Only one surveyed student (8%) expressed desire to contribute more to his or her community. The other 92% of students did not respond to the respective question on this subject.

## NMSU-A Service Learning Assessment - Spring 2016

### NMSU-A STEM Project Initiative

During the Spring of 2016, 16 students participated in Service Learning, as part of the BIOL 101G Curriculum pilot. The student population included 1 (6%) student in a STEM-Supported program and 4 (25%) STEM students (sensu lato). Students from nine majors and one undecided student participated. Forty-five percent of the students (5) had participated previously in Service Learning.

Agencies participating in the service learning this semester included the US Forest Service (2 students), White Sands National Monument (4), Button Brand Veterinary Services (4), and the Alameda Zoo (2). Students were surveyed on their service learning experience, including 21 questions related to their agreement/disagreement as to whether their service learning experience met goals set by the designers. On average, students were modestly in agreement with completion of goals related to satisfaction and quality of experience ( $\bar{x} = 1.7$ , on a scale of 1 = agree through 3 = disagree). Eleven of the students (73.3 %) expressed relatively strong agreement, rating the experience  $\leq 2.0$ , on average.

One student rated a number of aspects of the experience as being unsatisfying, greatly affecting the overall score, due to the small sample size ( $n = 15$ ). In the open section entitled, "Please share other comments, criticisms, opinion, etc. about your service learning experience..." that student responded, "I spent 6 of my 8 hours picking up sticks (literally) without any interaction with the provider."

Although the students reported that they felt most goals of the service learning experience were met, most students seemed to feel that the experience did not, in most cases, influence their future career plans ( $\bar{x} = 2.2$ ).

When asked to describe the experience with one to three adjectives, they used the following: amazing, interesting, boring, different, educational, enjoyable, excellent, "eye opening," fun, informative, interactive, interesting, "learning experience," long, neat, new, ok, outdoors, worthwhile. Some students seemed not to understand the concept of "describing with one to three adjectives" well enough to provide a relevant answer.

When questioned about potential improvements to student learning, students suggested having more agencies, more information, more communication, fewer hours, more fun, screening, working closer with them, and not pushing the service learning experience on them.

## Appendix M

### Graduate Exit Survey

#### Learning Signature at NMSU Alamogordo

Degree Earned: \_\_\_\_\_

	<b>NO EVIDENCE</b>	<b>EMERGING</b>	<b>COMPETENT</b>	<b>SUCCESSFUL</b>
<b>PREPARED FOR ACADEMIC AND CAREER SUCCESS</b>	I am not prepared for successful entry into a bachelors' degree program or chosen profession.	I have some discipline-specific knowledge but am not yet prepared to enter a bachelors' degree program or chosen progression.	I have ample discipline-specific knowledge and can interact competently with professionals in my field.	I have discipline-specific and broad general education knowledge and am prepared for entry into a bachelors' degree program or chosen professional field.
<b>LIFE-LONG LEARNING</b>	I have not developed habits identified with life-long learning.	My learning is mostly driven by activities that others (teachers, parents, etc.) require of me; my success or failure in learning is largely dependent on them and their ability to teach and motivate me.	I enjoy learning more about things that I'm interested in, and often create or participate in opportunities to learn for my own satisfaction; I believe my success or failure in learning is mostly dependent on my own efforts.	I am a self-motivated, active, intentional and habitual consumer of new learning experiences, and I believe I am the only one responsible for my own learning.
<b>EFFECTIVE COMMUNICATION</b>	I do not communicate my thoughts and ideas to others effectively.	I have a hard time expressing my thoughts and ideas to others; others frequently misunderstand and/or disregard my thoughts and ideas.	I am usually able to express my thoughts and ideas clearly and appropriately to others.	I am able to engage in and create valuable experiences through the exchange of meaningful thoughts and ideas with others.
<b>GOAL-ORIENTED</b>	I do not know how to create short- or long-term goals.	I create but do not complete short- and long-term goals.	I am able to create and carry out short-term goals but have trouble completing long-term goals.	I am able to create and complete my short- and long-term goals.
<b>TECHNOLOGICAL LITERACY</b>	I am not technologically literate.	I have difficulty using technology to complete tasks and communicate, am not aware of guidelines for using technology, and may or may not practice responsible and ethical use of technology.	I can competently and appropriately complete tasks and communicate through responsible and ethical use of technology.	I use technology to communicate and complete tasks in efficient, effective, responsible and ethical ways.
<b>INFORMATION LITERACY</b>	I am not able to find, evaluate or use information in efficient and/or appropriate ways.	I have difficulty finding, evaluating and/or using information in efficient and/or appropriate ways.	I am often able to find, evaluate and determine the appropriate use of available information.	I am able to consistently, successfully and efficiently find and evaluate information and use it in appropriate and ethical ways.
<b>SOCIALLY CONSCIOUS BEHAVIOR</b>	I see no need to engage in socially conscious behavior.	I appreciate the need for social justice, and solving societal problems, but do not	I occasionally engage in activities and have a desire to contribute to needs such as social	I have a personal commitment to, and actively and frequently engage in activities that

		feel a sense of personal responsibility to contribute to those needs.	justice and the solving of societal problems.	advance societal needs for social justice and the solving of societal problems.
<b>CRITICALTHINKING</b>	I'm not aware of how I form judgments, solve problems or make decisions.	I sometimes consider how I form judgments, solve problems, or what I base my decisions on; if I do, it's usually based on my own current knowledge and understanding of the topic/situation.	I am often aware of the things that influence my judgments, decisions and/or problem solving; I generally try to evaluate, analyze and interpret a situation before I act, and sometimes use inference when addressing a situation.	I make a habit of being purposeful and forward---thinking when forming judgments, solving problems or making decisions; I regularly evaluate, analyze and interpret situations before acting, and am skillful in using inference in my decision---making process.
<b>SENSE OF IDENTITY &amp; COMMUNITY WITH NMSU ALAMOGORDO</b>	I do not identify with the university community.	I rarely feel connected with NMSU Alamogordo or engage in activities outside of the classroom within the university community (student groups, plays, etc.).	I occasionally feel connected with NMSU Alamogordo and engage in activities outside the classroom within the university community.	I feel very connected with NMSU Alamogordo, and actively seek opportunities to engage in activities outside the classroom within the university community.
<b>CREATIVITY</b>	I am not creative – my work is not innovative, original or unique.	I rarely express creative ideas, and my work is usually based on standard ideas or forms.	I express ideas and produce work that is grounded in existing models, but usually has obvious original elements, or elements that are used in unique or original ways.	I express ideas and produce work that is innovative, original and uniquely my own.

It is anticipated that entering freshmen will primarily fall into the 'no evidence' or 'emerging' categories on many of these components. As they progress in their academic careers, they should be moving continuously across the rubric so that by graduation, they are primarily in the 'competent' and 'successful' categories.

*No evidence* – there is no readily available, observable evidence to substantiate that the student possesses this quality.

*Emerging* – generally includes awareness or knowledge of, but little or no action on the part of the student --- generally refers to a passive state of mind.

*Competent* – generally includes active participation/demonstration of characteristic – there is a shift from awareness/knowledge of, to engagement.

*Successful* – generally implies intentional proactive, self---directed, and consistent demonstration of the characteristic.

The Learning Signature Task Force thanks the NMSU Assessment Office for the use of the Baccalaureate Experience Rubric template which is here adapted.

**Appendix N**  
Engagement Conference Survey



Participant Feedback  
**2<sup>nd</sup> Annual Engagement Conference: April 8, 2016**

*Thank you for attending. Please help us improve this event by answering these few questions.*

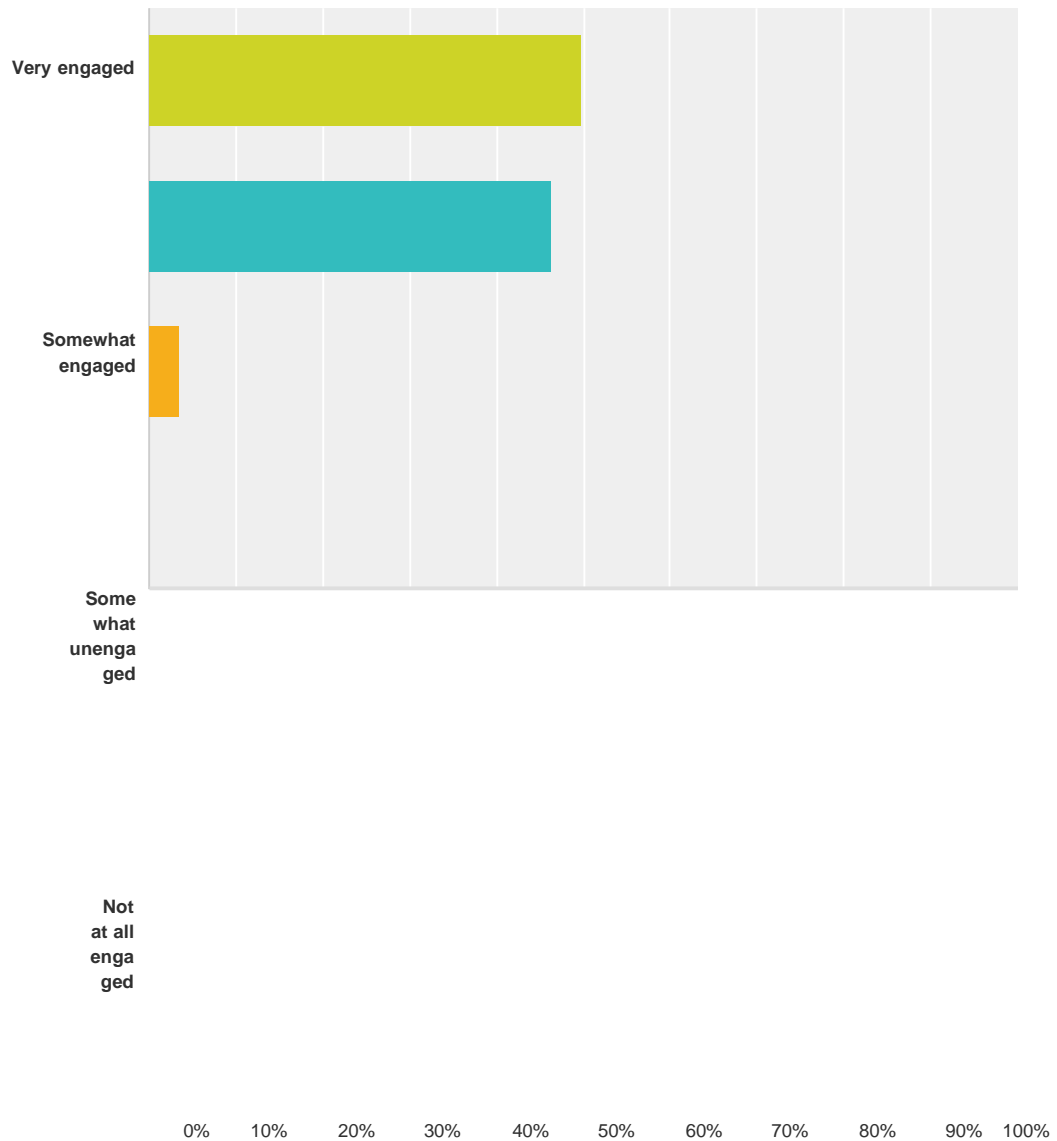
1. What was the most valuable part of this conference?
  
2. Was this conference a worthwhile use of your time? WHY OR WHY NOT?
  
3. What specific instructional strategies did you gain to use in your instruction to promote student engagement?
  
4. Do you have a better understanding of what "engagement" means as related to instruction? WHY OR WHY NOT?
  
5. How can the conference be improved?
  
6. Will you change a facet of your instruction as a result of the conference? WHY OR WHY NOT?

## Appendix O

### Faculty Engagement Survey

Q1 Student engagement is defined as the time and energy that students devote to educationally purposeful activities. Please rate your perception of student engagement in your classroom. If you taught more than one course, please think of one specific course.

Answered: 28 Skipped: 0



Answer Choices

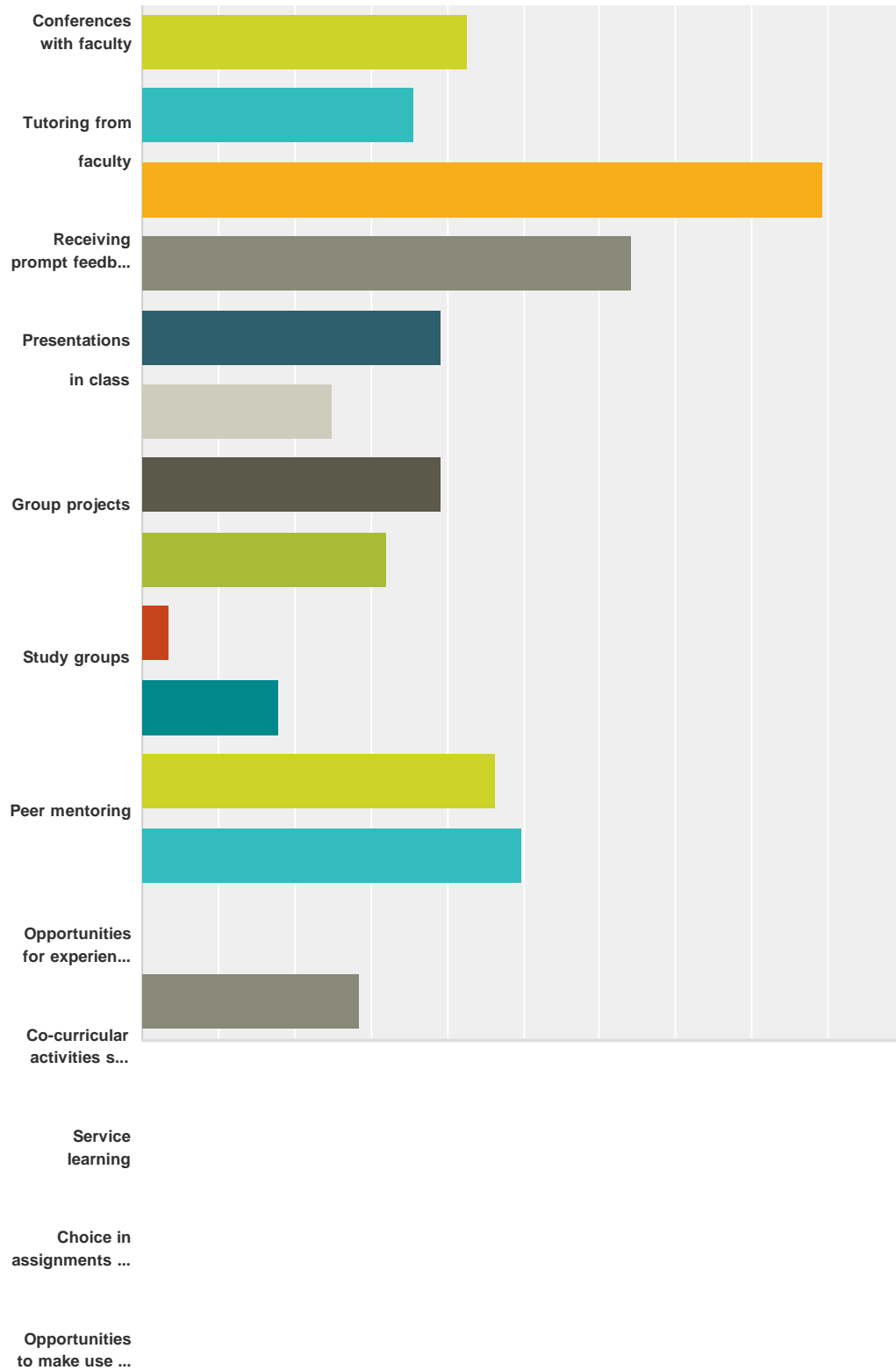
Responses

Very engaged	50.00%	14
Somewhat engaged	46.43%	13
Somewhat unengaged	3.57%	1
Not at all engaged	0.00%	0
<b>Total</b>		<b>28</b>



Q2 Select all of the engagement strategies that you used in Spring 2016. If you taught more than one course, please think of one specific course for this question.

Answered: 28 Skipped: 0



None

Other (please  
specify)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Answer Choices	Response	
Conferences with faculty	42.86%	12
Tutoring from faculty	35.71%	10
Receiving prompt feedback on assignments	89.29%	25
Presentations in class	64.29%	18

Group projects	39.29%	11
Study groups	25.00%	7
Peer mentoring	39.29%	11
Opportunities for experiences with diversity such as study abroad, guest speakers, and class discussions	32.14%	9
Co-curricular activities such as membership in a club or organization or interviews of experts in the content area	3.57%	1
Service learning	17.86%	5
Choice in assignments or projects	46.43%	13
Opportunities to make use of support services such as tutoring or the library	50.00%	14
None	0.00%	0
Other (please specify)	28.57%	8
<b>Total Respondents: 28</b>		

#	Other (please specify)	Date
1	Worked with students to help them to refine their practical skills.	4/26/2016 4:31 PM
2	iBEST instructor working with students on reading, writing and math skills.	4/26/2016 4:29 PM
3	Break up and vary the instructional routine so that students don't develop a "same old humdrum" expectation and want to be there to find out what we're doing today.	4/21/2016 2:37 PM
4	Tutoring with faculty: Open labs and make-up labs provide time for tutoring, skills practice, and mentoring. Receiving prompt feedback on assignments: Assignments are graded within the same week and discussed at the beginning of the next scheduled class to provide real-time feedback and clarification prior to evaluation & testing. Presentations in class: Poster presentations and skills practice incorporated into scenarios provide an avenue for faculty assessment of knowledge, skills competency, critical thinking, and proficiency in provision of care. Peer mentoring: Peer assessment and critique is practiced in class to provide real-time assessment and feedback required in teamwork and with essential proficiency in skills. Opportunities for experiences with diversity such as study abroad, guest speakers, and class discussions: Class discussions are utilized on Canvas in order to provide students with an avenue to practice research skills & techniques and to enhance learning by providing a collaborative learning environment which provides another avenue for practiced teamwork and a sense of community in the course. Service learning: Opportunities for service learning is incorporated every semester. Use of service learning provides real-time real-life engagement in the healthcare setting, as well as provides direct contact to a diverse healthcare population. Opportunities to make use of support services such as tutoring or the library: Use of the library and their services is an assignment incorporated into a course; A visit to the library for orientation, library services, and an activity which includes researching NMSU online databases and APA format. Other: Opportunities for real-time learning is the utilization of community volunteers in scenario & skills practice.	4/21/2016 11:38 AM
5	Weekly announcements and tips. Feedback comments given for every single assignment. Emails to students who are falling behind. Referrals to Quick Connect.	4/20/2016 6:48 PM
6	Other (hands-on demonstration with instructor).	4/20/2016 3:37 PM
7	watching court action; or taking internships where students work and observe in the law enforcement of court activities; students may also be assigned to watch real court action or current news coverage.	4/20/2016 3:24 PM
8	Socrative quizzes and exit tickets (clicker technology)	4/20/2016 3:23 PM

Q3 Please give specific examples of how you used each of the strategies selected above in your syllabi/classroom

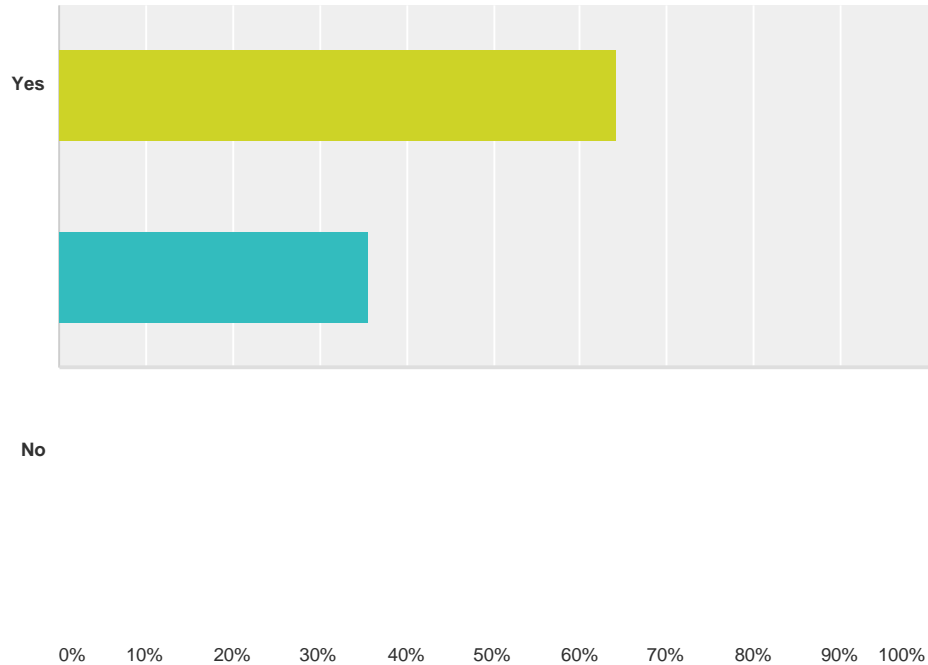
Answered: 21 Skipped: 7

#	Responses	Date
1	The students get immediate feedback on quizzes and feedback on assignments within 72 hours. They also get feedback from each other in discussion forums. They have one group project that they must work together to agree on the final terms of a legal document.	4/27/2016 1:25 PM
2	Students make the choice of what type of workouts procedure they want to do according to their personal fitness needs.	4/26/2016 6:07 PM
3	Wow! Too many to list them all. I will just list a few. I have students come to my office or work with me online several times throughout the semester. This allows me to meet one-on-one needs of the student. All assignments are returned in no more than a week. Most assignments are graded within 48 hours. Students do presentations on the chapters they are reading. The student receives feedback from me and from their peers, and their peers gain a greater understanding of the chapter by having it explained from a student perspective.	4/26/2016 5:33 PM
4	I only teach online. Students' work is graded and grades posted within 48 hours of the due date. Comments are posted when relevant on assignments that are submitted in Canvas. I check email daily and respond to any student questions promptly; I also respond in a timely manner to any questions posted on the Communications Lounge discussion board.	4/26/2016 4:57 PM
5	Quizzes were used to get feedback on homework. Workbooks were used to enhance their test taking skills. Had them make drug cards to reinforce allowable drugs/dosage.	4/26/2016 4:31 PM
6	Conferences with faculty -- I met with students if they were struggling with online discussions. I also provided tips on how to study and remember important steps of skills within the course. Receiving prompt feedback on assignments -- 1) I utilize Socrative (a type of clicker technology) for 8 weeks (weeks 2- 9; then students go to clinical). Socrative provides immediate feedback to the student and I review any questions that were answered incorrectly. They are not graded on wrong/right, but rather participation (5 points each week). When they arrive in the lab, they log into Socrative using the classroom code provided. They each complete a short Socrative quiz on the content learned from the previous week(s). At the end of lab, each student completes an "Exit Ticket" by answering the following questions: 1) How well did you understand the information? 2) What did you learn this week? 3) I will write one question on the board about skills/information they learned during the current week. They answer this 'free text' question and then submit the Exit Ticket. I believe Socrative is an excellent tool to keep students engaged in the course. 2) I provide feedback on assignments within one week. The students present a poster/pamphlet presentation on a health topic. it is 9-10 minutes in length. They must answer questions from the class as part of the rubric. Peer mentoring - the students work together to practice skills and perform role play as well. They provide positive feedback to one another when doing this. It's awesome. Opportunities for experiences with diversity -- We have online discussions and inclass discussions on various health care topics. One of the topics discussed is: cultural diversity. IBEST instructor works with students on reading, writing and math skills. The students who qualify for IBEST instructor have to have a specific COMPASS score (typically below normal).	4/26/2016 4:29 PM
7	I have 18 group activities that students complete over the course of the semester to help break up the lecture portion of the class. Students work together during lab activities as well. One of the lab assignments is to participate in a college event and write about it. Another lab has students design an imitation travel brochure that they present to the class.	4/26/2016 2:15 PM
8	I teach a 100% online class. Students are given immediate feedback on assignments and are expected to respond to my comments for an additional, final 10 points on the assignments. I available for conferences through email or phone calls even on weekends. Students are required to complete discussions on topics relating to music, and are required also, to respond to the other students' posts on the discussions. When I see a student who needs help in writing, I automatically refer him/her to the tutoring services. Because I do not know for sure if the student goes to tutoring, I am considering ways of how I can further encourage the student to do so, to take advantage of the services we offer. Unfortunately, because my class is an online class, students do not have the opportunity to travel abroad (although it would be wonderful if they could!).	4/21/2016 4:16 PM

9	Conferences and tutoring opportunities are encouraged by my open door policy and encouragement to come and see me if you have any questions. Students have a choice of several questions for their homework and are asked to complete two of often the four questions. I then break the class up based upon the questions they answered and have each question group share what they did and come up with what they think is the best answer to the question and share it with their classmates. My goal is to turn around homework and give it back to my students during the next class. I specifically place class discussion questions into my teaching notes to spark class discussions on the topics being discussed and encourage students to use the tutors from the Academic Support Center when they write their end of course essay.	4/21/2016 2:37 PM
10	will take too long to explain.	4/21/2016 9:30 AM
11	Because I teach exclusively online, the strategies for engagement are limited. I use constant feedback and keep response times to less than twenty four hours, striving for immediate response during weekend and evenings. I use weekly discussion posting to keep students engaged with other students, and I allow choices in the format and location of research and field study.	4/21/2016 8:57 AM
12	We have Peer Reviews often in the course. It is an online course. I provide feedback sometimes within 48 hours but usually within 5 days or sooner. I provide specific feedback comments on every single assignment. I post weekly announcements.	4/20/2016 6:48 PM
13	This would take too long to clarify all of the engagement activities.	4/20/2016 6:41 PM
14	Students are required to give more than one formal and several impromptu speeches. Many of the impromptu speeches are done as a group. The students are given parameters for their speeches but are allowed to pick their own topic. They are given speech prep nights in which to visit both the ASC and libraries.	4/20/2016 5:47 PM
15	Tutoring from faculty: Students meet with me outside of class during office hours and during Friday tutoring. Receiving prompt feedback on assignments: Homework is graded automatically on WebAssign. I hand-grade all tests and return them in a timely matter. Study Groups and Peer Mentoring: Students work on problems together in groups and in pairs. Opportunities to make use of support services such as tutoring or the library: We tour the Academic Support Center at the beginning of the semester. I encourage students to attend Friday Tutoring in the Science Center and go to the Academic Support Center for help.	4/20/2016 5:05 PM
16	Prompt feedback on assignments: As much as I can, I stay on top of my grading. I include written comments and invite students to talk with me further if there are concerns. Presentations in class: I invited the department head of the Government Department at NMSU to speak with my students in class. OK. So now you know who I am. :) Group projects: I have in my syllabus four simulations in which the students role play and experience specific aspects of government and politics.	4/20/2016 4:31 PM
17	This would take me hours to write. Really. Every assignment employs multiple activities and each build upon the other. At every stage there are lectures, peer team activities, group work and tutoring options. I have a major group research project, and I always get grades back to students within one week--sometimes even sooner. Since I teach composition, this is an important part of the course.	4/20/2016 3:43 PM
18	All assignments graded by the next class period. Slide presentations were given on the art of black and white photography. This was a small class with experienced students, so we discussed what skills they wanted to learn for beginning studio lighting, beyond what is normally demonstrated. They chose product photography, so I demonstrated some tips for studio lighting for product photography as well as showing them how to use an incident light meter (neither of these skills is normally shown in this course). The hands-on demonstration in the studio went well, as students got to ask questions about different set-ups and experiment with the lighting, level of diffusion, and the light meter.	4/20/2016 3:37 PM
19	1. Students talk with me often. 2. Power Points in class are often questions that lead through discussions of legal issues. 3. This semester, a prosecutor and a law enforcement officer (former student) are talking to the class. 4. Internships put the student into the community where they serve while learning. 5. Students are encouraged to go on line to research current news events concerning the law and/or criminal court cases. 6. Interns get to watch real court cases often.	4/20/2016 3:24 PM
20	In-person detailed midterm conferences Tutoring from IBEST instructor weekly Study sessions to prepare for final exam Students did poster or pamphlet projects in preparation for Health and Wellness Event in February 2016. They presented at the event and also to classmates. Students volunteered for the event to check blood pressures and blood sugar levels. Students were given a tour of the ASC and the library and were encouraged to use these resources in addition to the IBEST instructor Socratic quizzes at beginning and end of class. This is a free online source in which the instructor creates a quiz and receives instant feedback from student responses.	4/20/2016 3:23 PM
21	I give feedback on any assignment turned in prior to the due date and advise students on how to improve their grade if needed.	4/20/2016 3:10 PM

### Q4 Did you experience any barriers or challenges regarding student engagement?

Answered: 28 Skipped: 0



Answer Choices	Responses
Yes	64.29% 18
No	35.71% 10
<b>Total</b>	<b>28</b>

#	If yes, please describe.	Date
1	I have several students who fail to turn in assignments on time if at all. I've emailed them and utilized the campus connection option.	4/27/2016 1:25 PM
2	At the beginning of the semester, many students were reluctant to be engaged. They wanted to just sit in class and have me lecture. It took time to get them to embrace the activities that engaged them. Once they were engaged, I couldn't have a class that wasn't active! :-)	4/26/2016 5:33 PM
3	Students who are not participating in the online course and/or who are not submitting assignments rarely respond to emails from me or from Quick Connect.	4/26/2016 4:57 PM
4	Young students are constantly on social media, but they can't seem to answer emails or log into Canvas on a daily basis to check announcements. I have informed them repeatedly to log in daily, but it doesn't happen with all students.	4/26/2016 4:29 PM
5	It is sometimes difficult to engage the students when there are few students in the class. This is becoming more of a problem as our enrollment numbers dwindle.	4/26/2016 2:15 PM

6	<p>Many students are non-traditional students and are challenged to be engaged because of family and work responsibilities. Even though I am in agreement that non-traditional students should enroll in college classes, I experience many times these students began to fall behind in the class and are forced to drop the class. Unfortunately, many traditional students are just not in the habit of being disciplined enough to succeed in a fully online class. Some enroll in the class with the expectation that they will pass even if they do not complete the required work - which is wrong.</p>	4/21/2016 4:16 PM
7	<p>Depending upon the group of students, I can have problems with absenteeism. I consistency talk with my students to ensure they know what they missed and find out what I could do to encourage them to attend more frequently. I even encourage my students to bring their children to class if there is a temporary childcare issue.</p>	4/21/2016 2:37 PM
8	<p>No, student engagement is not an issue.</p>	4/21/2016 11:38 AM
9	<p>The classes are not flexible: nthing else can be changed in QM approved class.</p>	4/21/2016 12:31 AM
10	<p>Simply student effort (or lack thereof).</p>	4/20/2016 6:48 PM
11	<p>There are always a few students who are not comfortable working in groups and will not put full effort into the project.</p>	4/20/2016 5:47 PM

12	I have a couple students that have never attended class.	4/20/2016 5:05 PM
13	The biggest challenge I have in maintaining and striving to improve student engagement in my classes is time management. That is, I feel like I am always on the treadmill, running to keep up with my classes, committee work, and my personal life. I feel like I have little time to really step back and work on making changes or updates to my classes. It (the time thing) might be my own problem, but if faculty were given support in the form of time to work on revising a class every now and then, it would pay off in increased and improved engagement for our students.	4/20/2016 4:31 PM
14	Some students who are not engaged don't really want to be in school, but their parents want them to go. Others don't possess attributes of good students. For example: an older, working woman who wants grades given to her since she "paid cash for the course." She does not fully understand what her responsibility is, in terms of college work. Some students have too much going on; they have failed to understand that out of class work is an expectation of college.	4/20/2016 3:43 PM
15	Getting the students to take their education seriously.	4/20/2016 3:42 PM
16	For one student the only barrier was not doing the assigned reading before class.	4/20/2016 3:37 PM
17	In the specific class described here, no. However, I had three other classes, and I struggled with the engagement of some of the students in all of them.	4/20/2016 3:23 PM
18	Students attitude towards the content or material sometimes limits engagement. Students life circumstances often limit engagement in the classroom.	4/20/2016 3:13 PM
19	Online class - I can't be sure students are getting my comments and announcements even when I have told them to set (and showed to how) notifications. Some students just don't seem to get any communications.	4/20/2016 3:10 PM



## Q5 What changes in student achievement have you observed as a result of your engagement strategies?

Answered: 21 Skipped: 7

#	Responses	Date
1	I had one of the two particularly tardy students start to submit assignments.	4/27/2016 1:25 PM
2	Students enjoyed what that did in classes.	4/26/2016 6:07 PM
3	Students respond well to positive comments posted on their work.	4/26/2016 4:57 PM
4	None	4/26/2016 4:31 PM
5	Students recall information a lot faster and improved on skills competencies, writing and math skills.	4/26/2016 4:29 PM
6	Students are much more engaged with the material and with their classmates when they get to work together in groups.	4/26/2016 2:15 PM
7	Because I require students to respond to my feedback on grades, I have found this makes them more aware of their grade - they actually look at it. For some, visually seeing a "0" on an assignment makes a difference.	4/21/2016 4:16 PM
8	The number of students who disappear from my classes after Thanksgiving and Spring Break have dramatically been reduced. As a result, they tend to be more successful in completing the course activities scheduled during the final weeks and higher grades as a result of the effort investment during the semester.	4/21/2016 2:37 PM
9	The most significant change in student achievement observed is the real-time interaction with a diverse population seen in our volunteer pool and with service learning activities. These activities provide opportunities in the following areas of engagement in the learning process: -Hands-on experience with actual patients, refines and enhances skills related to areas of indirect/direct care, psycho/social, values/beliefs, ethical issues, patient rights, healthcare costs, collaborative care, teamwork, critical thinking, related career interests, world/work realities, cultural considerations, communication, social issues, leadership, civic participation, networking, partnership building, and importance of public service. These particular engagement activities have also been significant in introducing students to our local healthcare partners and to various healthcare organizations. In doing so, these opportunities provide an avenue which may lead to employment or a decision to move in another direction with their career. Engagement opportunities in service learning also serves as an avenue in providing realtime feedback to the community volunteers we utilize in our courses.in relation to campus initiatives, programs, and the importance of community.	4/21/2016 11:38 AM
10	None	4/21/2016 9:30 AM
11	Students are engaged enough with online learning alternatives that achievement is assured, and 90-100% of all students who begin the course will end up with a satisfactory grade.	4/21/2016 8:57 AM
12	Engagement is important. I like the idea of offering assignment choices. Student engagement leads to better performance, more discussion participation, etc.	4/20/2016 6:48 PM
13	As stated above, too long and detailed to list.	4/20/2016 6:41 PM
14	By mid-course, students are more comfortable with their environment and classmates resulting in better speeches.	4/20/2016 5:47 PM
15	Since I began teaching, I have always made student engagement a priority in my classes. Over the years, I have learned to improve my strategies. I feel that students who participate in my simulations, retain more about the processes or institutions we study as a result of experiencing "what it's like" to "be that" or "do that." I run into students at Walmart (where else) years later who remember participating in a simulation. As far as real assessment, the written essay responses I require after the simulations show that the student often has a deeper comprehension of the subject that was studied.	4/20/2016 4:31 PM
16	When a student WANTS to be engaged, they see the plan and the process of a project. They also respond well to opportunities for tutoring and revision.	4/20/2016 3:43 PM
17	A small amount due to the greater exposure to the material.	4/20/2016 3:42 PM
18	High level of engagement and excitement about the learning process was noted. Students brought in lots of products for the assignment and shot extra film. Excellent results were achieved, especially given this was the student's first work with studio lighting.	4/20/2016 3:37 PM

19	Some students have gone on to become employees of the places where they interned. Currently we have 5 former interns actually employed in the DA's office, and the DA is asking for more interns for a training program they are setting up.	4/20/2016 3:24 PM
20	Improved grades, less student confusion, fewer problems with incomplete assignments. The Socrative quizzes were great because I received instant feedback and could clarify any problem areas with content. Students actually started doing the assigned readings and were more actively involved in class activities and discussions than they were before implementing Socrative.	4/20/2016 3:23 PM
21	Sometimes I do reach them early and get them reengaged. There always seems to be 3 or 4 who just give up or never even log in.	4/20/2016 3:10 PM

Q6 Optional: If you would like tailored feedback comparing your engagement efforts in specific classes to overall student persistence and completion, please include your course and section number(s) below.

Specifics about your class(es) will not be disseminated without your permission.

Answered: 2 Skipped: 26

#	Responses	Date
1	GOVT 100G A01 Spring 2016	4/20/2016 4:31 PM
2	THTR101G Sec A70	4/20/2016 3:10 PM

**Appendix P**  
Departmental Assessment Plans and Reports

**Academic Support Unit Assessment Plan**  
**Townsend Library and Media Services**  
Library Instruction Assessment  
Media Services Assessment

Library Instruction.

Instructors contact the library with a request for instruction on some aspect of information literacy for their classes. The instructor describes the assignment in which their students will use the information literacy skills gained from the library instruction class. Prior to the class, the librarian prepares a lesson plan that includes specific objectives and learning outcomes tailored to the desired skill set the instructor wants the students to acquire.

At the beginning of the class the students are given the lesson plan with the goals and learning outcomes. After the instruction session, students are asked to complete a short assessment form related to the objectives of the class. Each stated goal has a corresponding question on the assessment form. The assessment questions will vary, in number and content, depending upon the objectives. It is planned that these results will be shared with the instructor as well as reviewed at the end of each semester to determine any necessary adjustments.

Example assessment progression:

*Objectives:*

1. Learn about some commercial resources you can use for collection development for students in your school's grade levels.
2. Learn the names and locations of New Mexico State Library (NMSL) Databases & Resources that can be used by students in your grade levels.

*Library Assessment - Part A*

1. Do you know the names and locations of one commercial vendor that might be used to aid in your collection development tasks? YES \_\_\_\_\_ NO \_\_\_\_\_
2. Can you find at least two NMSL resources that are suitable for students at your school's grade level? YES \_\_\_\_\_ NO \_\_\_\_\_

In addition, each assessment form will conclude with a set of standard questions. Two open-ended questions and one single response question.

*Library Assessment - Part B*

3. For what will you use these resources?  
\_\_\_\_\_
4. Did this workshop meet your expectations? YES \_\_\_\_\_ NO \_\_\_\_\_
5. What (if anything) would you change about this workshop so that it better met your needs or expectations? \_\_\_\_\_

The Library Instruction Assessment tools will be used beginning with the *fall 2016 term*. Beginning with *spring 2017*, other library services (beginning with Inter-Library Lending) will be evaluated with an online tool based on a modification of the Media Services Evaluation tool.

### Media Services.

Media services instituted a standardized process by which clients should request services. This consists of clients completing an online form to request media services: event scheduling, studio scheduling, ITV scheduling or equipment repair and maintenance. The form is submitted and an auto-reply is generated if it has been successfully sent to media staff. Within 2 business days of receiving the request, media services staff will send a confirmation email to the requestor and the item will appear on the media calendar (where applicable).

Each requestor is asked to complete an online evaluation form after the scheduled event/session has finished.

#### *Media Evaluation Form Part - A*

Date of Event (date and time stamp is automatically generated for each evaluation form submitted).

Location of Event (required)

Name of person coordinating your event

---

1. How well did the quality of our services meet your expectations of exemplary service? (required)

1

2

3

4

5

*Rank from 1(Did not meet my expectations) to 5(Met my expectations)*

What (if anything) would have allowed the Media Department to meet your expectations of exemplary service?

2. Was the equipment provided in good working order?

Yes

No

No Equipment Requested

3. Was the correct type and amount of equipment provided that you requested on your "Request Media Services form?"

Yes

No

No Equipment Requested

4. How easy was it to request services from the Media department?

1

2

3

4

5

Rank from 1(Not easy at all) to 5(Extremely easy)

What (if anything) would have improved the ease of requesting services from the Media Department?

*Media Evaluation Form Part – B*

**If you would like a response, please provide your name and email address.**

Name

Email address:

This evaluation (assessment) tool was implemented beginning with the **spring 2016 term**. Each month the media services technician meets with the library director to review results obtained and determine implementation of any necessary adjustments in services provided or in documentation requested.

## **Academic Support Center/Testing Center Assessment and Improvement Plan**

### **Comparisons Between Assessment Report 2014/2015 and Assessment Report 2015/2016:**

The Academic Support Center/Testing Center's initial departmental assessment plan, which was constructed in FY 2014/2015, consisted of 3 specific goals. Those goals were to 1) increase the use of the ASC by .5%, 2) increase tutoring opportunities for ASC tutors, and 3) add math and science tutoring to the existing processes for online reading and writing tutoring. These goals were the starting points for the departmental assessment plan constructed in FY 2015/2016. Regarding the increase of ASC use by .5%, this goal was not met in FY 2014/2015. Thus, this goal was carried over to the new assessment plan. A specific breakdown of results can be found below. However, it's worth mentioning here that this goal was met in FY 2015/2016. The second and third goals of the 2014/2015 were met during that assessment period. Based on this, new goals were established, which are highlighted below.

The Academic Support Center/Testing Center has drafted a second assessment and improvement plan, with the previously addressed goals in mind. The Academic Support Center/Testing Center has identified 4 primary goals to address during the 2015-2016 academic years. These 4 primary goals directly align with Goals 1, 2, and 3 of the NMSU-A Strategic Plan. The following goals were established to show improvement on a semester-to-semester basis. Additionally, it's important to note that these goals were not solely established the department administrators but are based on the input of all departmental staff.

### **Goals:**

- 1. Increase the use of the ASC/Testing Center by .5% each semester.**
- 2. Increase testing opportunities for NMSU-A students, external college students, and community members.**
- 3. Implement online test proctoring in the Testing Center.**
- 4. Increase the presence of the ASC/Testing Center at campus functions.**
- 5. Increase the satisfaction of students visiting the ASC/Testing Center.**

**Goal 1:** Increase the use of the ASC/Testing Center by .5% each semester.

### **Strategy:**

1. Increase the use of ASC/Testing Center flyers on campus; 1 that lists hours of operation and a second that lists specific tutoring disciplines offered for tutoring.
2. Increase the use of ASC publication information in the Campus Connection Newsletter.

3. Provide ASC orientation sessions and tours for various courses taught by campus faculty.
4. Continue providing study skills workshops for developmental courses, requested by campus faculty.
5. Continue using ASC Student Satisfaction Surveys to gauge student tutoring needs.
6. Seek out external opportunities to increase student use, such as Park University.

**Assessment Measures:**

1. Use TutorTrac data to identify the number of students, visits, and hours spent in the ASC.
2. Compare TutorTrac data for ASC use with the previous fiscal year.
3. Use TutorTrac data to identify the number of students, visits, and hours spend in the Testing Center.
4. Compare TutorTrac data for Testing Center use with the previous fiscal year.

**Goal 2:** Increase testing opportunities for NMSU-A students, external college students, and community members.

**Strategy:**

1. Implement the HiSET (High School Equivalency Test) in the Testing Center for Adult Education students.
2. Staff and oversee the Pearson VUE lab for GED testing. (This was previously not an ASC responsibility.)
3. Implement TEAS (Test of Essential Academic Skills) Testing for Allied Health students in the Testing Center.
4. Implement CLEP (College Level Examination Program) Testing for Allied Health and Sun Path students in the Testing Center.

**Assessment Measures:**

1. Active implementation of the HISET exam in the Testing Center.
2. Active staffing of the Pearson VUE lab for GED testing.
3. Active implementation of the TEAS exam in the Testing Center.
4. Active implementation of the CLEP test in the Testing Center.

**Goal 3:** Implement online test proctoring in the Testing Center.

**Strategy:**



1. Evaluate the top online test proctoring platforms in the country.
2. Present findings to the NMSU-A Academic Council.
3. Hold a training session on the chosen online proctoring service for NMSU-A Academic Council.
4. Sign a proctoring agreement with one of the services and implement online proctoring.

**Assessment Measures:**

1. Evaluation of ProctorU, Proctor Track, and Examyty.
2. Full implementation of online test proctoring in the Testing Center.

**Goal 4:** Increase the presence of the ASC/Testing Center at campus functions.

**Strategy:**

1. ASC Admins and ASC staff participate in various campus functions.
2. Hold ASC-sponsored functions on the NMSU-A campus.

**Assessment Measures:**

1. Attendance at campus events.
2. Student attendance data at ASC-sponsored events on the NMSU-A campus.

**Goal 5:** Increase the satisfaction of students visiting the ASC/Testing Center.

**Strategy:**

1. Use ASC Satisfaction Surveys, filled out by students on a voluntary basis, to show improvement from semester to semester.

**Assessment Measures:**

1. ASC Satisfaction Surveys

## Comprehensive Results:

ASC/Testing Center Use for Fall 2015 Semester				
Area:	Students:	Visits:	Hours:	Percentage:
ASC	302	1541	2630.2	50.7%
Testing Center	396	1494	2232.3	49.3%
<b>Total:</b>	698	3035	4862.5	100%

ASC/Testing Center Use for Spring 2016 Semester				
Area:	Students:	Visits:	Hours:	Percentage:
ASC	442	2869	5604.6	45.4%
Testing Center	685	3458	6003.3	54.6%
<b>Total:</b>	1127	6327	11608	100%

In reviewing and comparing the data from the Fall 2015 and Spring 2016 semesters, **Goal 1** of the Academic Support Center/Testing Center Assessment and Improvement Plan was met, and in some cases exceeded expectations. The number of students tutored in the ASC increased by .5%. The number of student visits in the ASC increased by .9%. The number of hours students spend tutoring in the ASC increased by 1.1%. The number of students testing in the Testing Center increased by .7%. The number of student visits in the Testing Center increased by 1.4%. The number of hours students spend testing in the Testing Center increased by 1.7%. These values may increase, as this data was aggregated with 2 weeks left in the semester. Regarding external tutoring opportunities, an agreement has been signed with Park University for the ASC to begin tutoring students enrolled in the institution that live in our area. This agreement comes with additional funding for the department.

**Goal 2** of the Academic Support Center/Testing Center Assessment and Improvement Plan is met. The HiSET paper exam is live and fully functional in the Testing Center. These exams are provided to Adult Education students and community members not enrolled in Adult Education classes on Mondays of every week in the Testing Center. In the Fall 2016 semester, the HiSET test will be given in both paper and online formats in CB701. This new location, whilst still being staffed by the ASC, will provide a wider ranging of testing dates and times for test takers. The Pearson VUE lab is now staffed by ASC testing proctors and under the supervision of the AE/ASC Director. This was previously not a responsibility of the Academic Support Center, but the ASC has now taken on this project from Student Services and ProTech. ASC Testing Proctors are currently in the process for becoming certified in the TEAS exam, which will be ready for implementation in the Fall 2016 semester. An application has been submitted to the appropriate stakeholder for the ASC's Testing Center to become a site that offers the CLEP test. We are awaiting approval.

**Goal 3** of the Academic Support Center/Testing Center Assessment and Improvement Plan is met. The ASC Tutor Coordinator, under the direction and guidance of the Interim VPAA, was tasked with evaluating three different online proctoring services to see what they can offer to our campus. The ASC Tutor Coordinator, who supervises all testing in the Testing Center, made connections with ProctorU, ProctorTrack, and Examity. Each of these services held meetings with the ASC Tutor Coordinator, who reported the findings back to the Interim VPAA. The ASC Tutor Coordinator then attended a NMSU-A Academic Council meeting to present the three online proctoring services. At this meeting, it was decided that the campus would move forward with ProctorTrack. The Interim VPAA was to contact the service and work out the specifics for payment in a partnership with Barnes & Noble. Complications arose with Barnes & Noble, which made this partnership with ProctorTrack unreasonable. Thus, the Interim VPAA instructed the ASC Tutor Coordinator to look into ProctorU, as ProctorU is utilized by a number of NMSU colleges. ProctorU provided a training session for the NMSU-A Academic Council, which was scheduled by the ASC Tutor Coordinator. After the training session, it was decided that ProctorU would be the choice for NMSU-A. The NMSU-A President signed an agreement with ProctorU, and full implementation of their services will be in place during the Fall 2016 semester.

**Goal 4** of the Academic Support Center/Testing Center Assessment and Improvement Plan is met. The ASC admins and staff, to date, have participated in the following events: Study Skills Workshops for the MESH Division, First Impressions, Fueling for Finals, Jr. Leadership Otero, the Diversity and Inclusion Fair, Eat and Complete with Dr. Van Winkle, and College Connection. The first ASC-sponsored “Meet the Tutors” event will take place in the Fall 2016 semester.

<b>Goal 5: ASC Student Satisfaction Survey Results</b>					
<b>Questions:</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>The tutor knew the material well.</b>	<b>84%</b>	<b>9%</b>	<b>2%</b>	<b>0%</b>	<b>5%</b>
<b>I felt comfortable asking my tutor questions.</b>	<b>87%</b>	<b>8%</b>	<b>0%</b>	<b>0%</b>	<b>5%</b>
<b>The tutor assessed my understanding by asking me questions.</b>	<b>87%</b>	<b>8%</b>	<b>0%</b>	<b>0%</b>	<b>5%</b>
<b>The tutor explained concepts and then encouraged me to work</b>	<b>87%</b>	<b>8%</b>	<b>0%</b>	<b>1%</b>	<b>4%</b>

<b>through the problems on my own.</b>					
<b>The tutor gave clear explanations.</b>	<b>89%</b>	<b>5%</b>	<b>0%</b>	<b>1%</b>	<b>5%</b>
<b>I feel that my tutor is concerned about my progress.</b>	<b>87%</b>	<b>6%</b>	<b>1%</b>	<b>1%</b>	<b>5%</b>

### **FY 2016/2017 Coming Improvements:**

Based on the results of the FY 2015/2016 departmental assessment plan, specific improvements to the Academic Support Center and Testing Center will be implemented in FY 2016/2017.

1. One of the most vital improvements, which will assist in the increased use of the Academic Support Center will be a partnership with an external academic institution called Park University. An agreement has been signed with Park University to allow the Academic Support Center tutors to provide tutoring services to students living in our geographical area that are enrolled in online and face-2-face courses with Park University.
2. The Academic Support Center will increase testing opportunities for students in the community and surrounding areas, especially in the areas of Allied Health and Adult Education. The Testing Center will oversee GED exams, which previously were responsibilities of Student Services. The full implementation of the HiSET exam, which is a second high school equivalency certification recognized in New Mexico, will be overseen by the Testing Center and administered in both paper/pencil and online testing formats. The TEAS exam for Allied Health students will be implemented in the Testing Center, and testing proctors are currently participating in training activities related to the proctoring of this exam. There has been much interest in the CLEP exam by the iBest area of our campus. An application has been submitted to offer the CLEP exam, as there are no testing centers in the area that offer this type of test.
3. Full implementation of online test proctoring will be available for all faculty and students at NMSU-A. An agreement has been signed with the ProctorU, a national online test proctoring organization, and a pilot began in the summer of 2016.
4. The Academic Support Center and Testing Center will increase their presence at various campus functions and events to continually increase the possibility for use by NMSU-A students, and other student populations in the geographical area.
5. The Academic Support Center and Testing Center will continue to use ASC Student Satisfaction Surveys to gauge student needs related to tutoring and testing improvement. These surveys provide quality, first hand information from students regarding the specific tutoring. Based off the concerns of students during the last round of surveys, the ASC will now offer tutoring in the following areas: chemistry, accounting, physics, statistics, environmental science, and a greater degree of high-level math tutor availability.

## Student Services Improvement Plan

Student Services will be working on three goals for the 2015-2016 academic year.

### Goals

1. Providing quality financial aid and academic advising.
2. Increasing retention, graduation and transfer rates.
3. Increased student engagement.

#### **Goal 1: Providing quality financial aid and academic advising**

##### Strategy

1. Train students to print, review and understand their degree plan.
2. Develop and implement an advising syllabus.
3. See students within 30 minutes as an average.
4. Use academic terms when speaking with students.
5. Front desk triage students ensure they are requesting the correct service.

##### Assessment

1. Use the reports in Blue Eon to identify the average wait time
2. Increase scores on the CSSE and Noel Levitz (get with Greg to know the question numbers)
3. Create a Student Services survey that could be incorporated in Faculty Assessment that is completed at the ending of the semester

#### **Goal 2: Increased retention, graduation and transfer rates**

##### Strategy

1. Monitor probationary students
2. Keep students on degree plans
3. Call students who have not registered for the semester
4. Contact students with 45 or more credits to prepare for graduation
5. Start discussing graduation from the first contact with students
6. Encourage students to take 12-12-6
7. Develop relationships with students

##### Assessment

1. Increase graduation rate by 1% per academic year
2. Increase retention rate by 1% per academic year
3. Increase transfer rate by 1% per academic year

**Goal 3: Increased student engagement**

Strategy

1. Implement a student ambassador program
2. Monitor service learning so hours can be transcribed and student can be recognized
3. Increase the involvement of student organizations in all student services activities

Assessment

1. Increased student engagement scores on CSSE and Noel Levitz (get with Greg to know the question numbers).

## Appendix Q

### Sample Assessment Briefs

New Mexico State University Alamogordo

# Assessment Brief

October 2015

#### TIPS

Please remember:

Three elements are usually found in a well-formed rubric: (1) evaluative criteria, (2) quality distinctions, and (3) an application strategy (Popham, 2010).

#### NEWS

- The NMHEAR conference will be held in Albuquerque on February 25 and 26.
- The Canvas Assessment Workspace and Resource Site has been updated. Please check it out.
- **Assessment workshop coming!**  
October 22<sup>nd</sup> from 12:15 to 1:00 pm in CB 801: *Item Analysis of Test Results*—Rita Eisele and Karen Reid

#### LEADING

- Kudos to Kris Johnson, math instructor, for spending extra hours outside of the classroom hours outside of class working with individual students to help them understand the mistakes they have made on their exam.
- Kudos to Maria Saenz and Miguel Viscarra for beginning their second year plan for departmental assessment.
- Kudos to Ester Gonzales for incorporating assessment strategies into the service learning pilot.

#### RESOURCES

- Popham, W. J. (2010). Rubrics. In *Everything school leaders need to know about assessment* (pp. 119-136). Thousand Oaks. Corwin.
- Suskie, L. (2009). Developing learning goals. In *Assessing student learning: A common sense guide* (pp. 115-133). San Francisco. Jossey-Bass.

I have copies of all these materials that I can give you!

QUESTIONS, COMMENTS, COMPLAINTS, SUGGESTIONS,  
**All are welcome.** Please email  
office 164 in the Allied Health building.



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CONTRIBUTIONS?

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# New Mexico State University Alamogordo

## Assessment Brief

March/April 2016

### TIPS

Please remember:

“Assessments are worthwhile only if the results are put to good use...” (Suski, 2009)

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### NEWS

#### GOOD NEWS! Some assessment results!

- In spring semester of 2014, **85%** of the objectives in course level reports were measurable. In fall semester of 2015, **93%** were measurable. We made gains!
- During both semesters at least **90%** of methods we used to assess objectives were appropriate to the objectives. No glaring cases of mismatches—i.e. a multiple choice test to measure a writing objective.  
*Progress: Beginning work on 2015 courses!*
- The Canvas Assessment Workspace and Resource Site have been updated. All information on course level assessment is ready to go!
- There are copies of the program assessment plans in the Canvas Assessment Workspace.

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### LEADING

→**Kudos** To those Divisions and faculty that have turned program assessment reports!

→**Kudos** To Gloria Villaverde for using assessment results to improve instruction!

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### RESOURCES

Brown, G.R., & Rhodes, R. L. (2016). *Assessment practices for advancing transfer student success*. Washington, DC: Association of American Colleges and Universities.

Suski, L. (2009). *Assessing student learning*. (2<sup>nd</sup> Ed.). San Francisco, CA: Jossey-Bass.

Zilvinskis, J. (2015). Using authentic assessment to reinforce student learning in high-impact practices. *Assessment Update*, 27, 7-12.

I have copies of all these materials that I can give you!

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### QUESTIONS, COMMENTS, COMPLAINTS, SUGGESTIONS, CONTRIBUTIONS?

**All are welcome.** Please email office 164 in the Allied Health building.

[joyhill@nmsu.edu](mailto:joyhill@nmsu.edu) or call 439-3879, or come by



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