

NOTES from Dessert & Conversation Session at Oct 19, 2007
Assessment Conversations Across Campus

Common Question:

How has assessment impacted your work at CNM?

- It has given them more work to do On 199. AT had assessment advisor, but has been difficult to get faculty on board. Assessing Exit Groups are extremely important, but how do you get faculty to truly embrace it. Takes his time cause he has to evaluate it. Has had to set deadlines, priorities.
- Quizzes and exams used to assess level of understanding.
- Has given him a better sense of what needs to be fixed and what doesn't. Also gives sense of what faculties are doing to make changes.
- ESL Dept-changes nearly every year- ex- universal pretests, then quit doing it suddenly.
- Require all students in program to take standardized test. Goes to some fears of losing funding.
- Now after 40 contact hours, federal requirement requires taking it again (at a testing center).
- Critique: Students don't want to pass out beyond their comfort level
- Teachers likely fear the test for funding issues and thus must start teaching itself directly.
- BIT: "team" emphasis="Work Keys" has teamwork component. I felt constrained to change to fit this tool which wasn't designed with my cause in mind. New books, new designs. My faculty needed to use it, so I had to "sell it" to them.

CHSS: Were terrified of taking our own creative assessments for our abstract concepts and forcing them to become "Work-Keyed".

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- Bio labs have a common midterm and final built in system to compare access sections. They assess certain questions for all questions to identify areas students are weak in. Biology for NM-majors- asks students to say (on an anonymous

form) what they learned. Teacher has multiple choices to assess what students need to work on.

- Institution efforts at assessment have little impact on me and my classes. My assessment is part of my program, however, it guides my time and teaching. I think about students awareness to my assessment of them, are they getting what I'm conveying
- ESL students take a test every 40 hours. CASAS assessment I'm doing in class have no bearing on the CASAS or what is happening in the department or institute.
- Rubrics and field assignment used- culturally makes performance clear, and know what is expected.
- Shocked and disappointed in data collection experience of assessment in grammar if from past years. Changes assessment procedure. Hasn't affected teaching method much, not lectured much? Level complexity and content heavy does lecture because of this. Quiz's end topics writing assignment-not graded.
- Rubrics- learning objective. Motivating is an important learning factor. Entrance audience, better counseling is helpful. A success strategy program geared toward detention, success personally and professionally. Blackboard, preview point, passport.

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- On-going process, weekly attention to outcomes
 - Lots of questioning of students
 - Looks for trends to emerge/cautious of too much weight to singly comments.
 - Emphasis on how today's information is necessary for tomorrows building knowledge.
 - Intersection/overlays of discipline

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- I came to this section.
 - It increased my program

- (National) standards and accreditation creating a high bar for the program which may be impacting enrollment.

Jobs are available for students who don't meet the ABET standards.

- Allow curriculum adjustment with other institutions.
 - A lot of time is spent on assessment- not always wheel spent. A lot of reinventing the wheel.
 - Doesn't always lead to better learning.
 - Assessment through a project designed by students is useful.
 - It made us think about what our students should be able to do.
 - The assessment can overshadow the learning.
 - Assessments often from outside can prove to be problematic.
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Measuring student performance against established goals and/or benchmarks.

- Student assistance tool-mechanism to help the student use feedback and evaluation (peer evaluation)
 - Pros and cons of mandated standards.
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- Assigned SAAC report due/overdue, what is assessment measure?
 - Time consuming, development of new system.
 - Process needs to be simplified-faculty overwhelmed.
 - Core competencies change, get buy in from faculty.
 - Individual assessment easy, but a report is more difficult-agree on mastery of content, sometimes part-time students are challenged, especially with large time-spans.
 - Final assessment (National type exam) helped find where we were not meeting students' needs.
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- Woman on ACT- looked essays formally and students overall can't write-so set up learning community and so students learn to write and do research.
 - Department-from syllabus, social studies and try to relate to real life, never paradigms-students are writing well, but not addressing questions-how evaluate?
 - Difficult for students to go beyond past cultural norms, when addressing sensitive topics, such as race etc., when they've been victims.
 - Interacting with colleagues right after class, getting suggestions and changes, but how to document is a big question.
 - Informal discussion and changes seem to be effective-how does formal fit in?
 - Spending time developing rubrics, being specific, or breaking down.
 - Testing and giving grades-mark mistakes on test, students rework and ask for help as needed-bring back to instructor and grade changes.
 - Test analysis, error analysis by students, and teacher sees patterns.
 - We all teach study skills.
 - Blue print reading as a study skill seen as helpful by teacher in another discipline in class.
 - Anatomy and fitness linked courses together.
 - Special needs students are far below average but working hard-suggest oral exam of small groups.
 - Attendance? A big problem, various things tried. Quizzes often allow coming to another section, a larger cultural problem, tighter attendance policy, students checking themselves how many absence marks-students don't drop them selves.
 - Focus on whether they're keeping up with work, but see correspondence between passing and attendance, use attendance for graduations of grade, e.g. A rather than B.
 - Test grades more important
 - Judge process, not just end-attendance part of process.
 - Give make up opportunities, see teacher and get overview and assignments.
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- At first it felt like extra paperwork, but realized it helped us understand what teaching techniques went best with what topics.
- Teach GED (no grades), but do own assessment-in APS assessment is constant-still learning here.
- Assess at all levels-important not to be selfish-need to accept that might have to be done a different way.
- Course objectives are helpful.
- Rather this should be more about “student learning” than “assessment”.
- I should be more efficient-tests or essays?
- Why full-fledged paper?
- How do we know if they really can think critically?
- The task is exactly to sort out what skills we want them to get.
- General discussion of use of peer review and small group work-prior to assessment also of graded vs. ungraded activities.

1. Time in course is limited-assessment requirements erode course time.
 - Quality instruction, stopping for students to catch up problematic when specific coverage is required.
2. Program- specific requirements: some technical programs have 100% - 95% placement in jobs-how better can you get?
3. Rubrics-welding: have them for everything that is done.
 - English: use rubrics for the departments to establish. Quality criteria for A, B, C, D, F essays across the dept. w/master syllabus.

- Sociology: reassuring assessment procedure to try to accommodate various theoretical positives within the discipline but address basic outcome skill sets.
- Religious and Humanities- based on course objectives, not formal application on student work.
- DADE- course objective- portfolio evaluation not done by rubric.

4. Best practice- technologies-industry assessment tool: external driver assessment capstone courses and portfolios.

- E- portfolios-ok if not accessible to students for CHSS, or MSE.

5. Why bother? – Program validity: proves competencies have been evaluated of one's own teaching methods: what works?

- Leads to improved teaching approach.
- Causes within a program determine of what is being learned and what students need to go on.
- Safety: justify program effectiveness for term after assessment to make changes.

6. TABE Reading Comprehension pre/post- below competency.

- Spread out time in metro classes: more face-time w/ students in classroom.
- 3-week intensive (5hrs/week) reading, writing, math, how to engage in discussion: How to come up with question and answer questions and assessment competencies.

- Normal curve of capability and preparation: not 80-90 % at the D level or F level-across the board, literacy.
- College testing skills orientation class: Study skills, college culture, library, behavioral expectations.
- Academic supplement courses tied with credit courses- problem is transferability.

7. Results- portfolios graded and given back; grade spread.

- Efforts- rubrics must be worth points, variety of types of assessments: tests, essays, conferences, and questionnaire.
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Assessment

- Documenting
- Doing paperwork

Doing same as before

- New focus
- Quizzes- earning factor for teacher and student quizzes used for assessment/not grading, more honest about what to know or don't know.
- Learning communication- assessment of class by the class
- SG ID- small group instructor diagnoses; groups by outside facilitators.
- Streamline process. Facilitator writes up report.
- Assess- what

- Project- team projects
 - Product- group
 - Hands on
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Projects- animation

- Large final project- shown at end of semester.
 - Use industry contacts to determine what skills students need for marketplace.
 - Quizzes to understand what concepts students' perceptions of concepts can be different.
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- Instructor dependant
 - Students came in different levels – starting pt. 4 assessments are different.
 - Different levels- Hard to get by; it was hard; won't go away – careful how approach – climate now but needs to be moved to culture.
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Arch drafting – Day 3 drawing – do it – if not right

- Assessment never been defined- Need to re-do portfolio negative impact – DMP told how to assess – more paperwork tell what needs to do and then do it.

- Assessment on different levels – 3 years to learn.
- Student/classroom/program/school/division/ – what level needs to be done by what report – 30 page reports to SACC proving doing it not by just doing it – paperwork vs. application.

Math – all assessment – homework, chapters, immediate feedback – records – self paced – CR/NCR Level of students (1st grade?) 17 – 60 yrs. And bring to class – some don't pass and what do we do with them 3 repeats.

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- Scheduling – convince Dennis to build schedule that works for students and instructors – want to know from classroom perspective – external stress.
Instructors want for students (lack of communication)
 - Has a paper of course planned?
 - AA doesn't list
 - 20,000 students
 - 65 % want degree – 13,000
 - Graduate – where are the others
 - Average 5 credit per students.

The departments are on different schedule.

More assessment, but no time to assess the results.

1. No time to implement new ideas
2. Give instructors time to assess and make curriculum change.
3. Teach different classes but haven't thought it before, but difficult to develop assessment tool.

Climate – causes problems for new faculty culture – causes problems to those that have been here longer.

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- No impact but optimistic
 - ECA – no assessment yet
 - SAC/ECA no deeded chairs
 - Wary of Qs or their ebbs and flows
 - Measurement of goals – teaching and leaving
 - Validity of questions – close the loops
 - Midterms – to access material for final
 - Sticky notes for student feedback
 - Input of other teachers is valuable
 - Data collecting but not enough evaluation of data to determine direction and teaching to test is wrong; they are not able to apply learning of thinking.
 - What skills, knowledge/ability and a degree/ do sets and have and are being delivered?
 - The curriculum teaching to objectives rather than testing?
 - Safety and nutritional plans, lab, and computer skills (synthesis) competency based assessment.

Assessment impacts our teaching continually. We reconsider our methodology, our content, our teaching styles, our students' learning styles.

- We modify our class schedules, our assessment techniques and methods in order to reach our students. We seek the strategies and include the needed technology to improve our teaching and our students' learning.
 - We talk about the value of assessment in the evaluation of our students' learning.
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- Lots more committee meetings
- More stress because we don't meet criteria, we lose our job – 1 year to go up a level – if not, don't get funding.
- Forces us to take a look at our own curriculum.
- As a part-timer, I didn't hear about it all.
- As a full-timer, I just heard about it. Students told one thing.
- Assessment – all assess lecture/lab, formal/informal, quizzes, tests, exams, and industry competencies.
- Learn the terminology skills
- Specializing accrediting agencies based on no exam driven by industry.
- The whole issue of assessment caused confusion between p/t and f/t faculty.
- As to big picture – p/time doesn't get information - - consensus
- Frustration of chairs to disseminate the information.
- Assessment often addressed during department meetings; therefore part-time faculty missed out. The minutes of the meetings aren't the same. Part-timers have other jobs Information disseminated to adjunct faculty unevenly.
- SAA 101 required in AT would be very helpful.
- “Goals for teaching” is helpful review but mixed results/opinions. Maybe too general, seems like more of a support group for faculty.

- I wish administration knew what they wanted. Define consensus on what faculty need to do. There are too many mixed signals. Know it when we see it.
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GROUP 2: We use assessment to improve our teaching techniques. We do assessment in every class every day. - - formally and informally - - whether we realize it or not.

Comparison of course styles collaborative projects, self-paced.

- System administration programs – students can get certification feedback but feedback doesn't get back to faculty.
 - In some cases, students can be followed up with surveys, but it is hard to follow up and keep track of students.
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CHSS/ART ESA/MATH and ENGLISH

Testing impacts 71 or more. Group project assessment.

Ongoing and changes overtime. It overlays what was learned stage by stage, verbalize objective, impacted not relevant because it's always been integral.

Assessment gives a matrix to review aside from the syllabus; with limited objectives.

Target depends on our knowledge of needs. Objectives that are core MUST be known by the teacher's curriculum review imperative (every 2 years)

- Burn out, too many forms
 - May help to change lectures – improve
 - Looking at ability for students to learn.
 - When you have assessed your class and find a problem. (e.g., pre-register may be too easy or scare of exam not set high enough) and students are not able to perform some of the Basic Steps (calculators) of your class – how do you tell them, “can you suggest the next lower level class.”
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- Originally increased work/lead.
 - One department played “Guess what we’re thinking?”
 - After several decisions – things are better now.
 - Continuing improvement – using rubrics.
 - Increased knowledge and with exit competencies.
 - Use rubrics a lot – constant
 - Muddiest point
 - A one minute writing of what you’ve learned
 - Use of rubrics and beneficial increased.
 - One department developing good rubrics for goals and objectives of classes and department.
 - Exit competencies used in job connections to help place students.
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- English, ECA, math, reading – next course success
- 19 states, 11000 institutions
- Higher education
- Learning comm.

- PDSA
- life skills-
- Higher Learning Commission
- Shift from a culture of assessment to a culture of learning.
- Learning College.
- How do you use data to affect student learning.
- Different set of questions to addresses.

- From indirect –
- From process to outcome measures
- Students have no idea how to study.
- CONTEXT
- Classroom assessment allows us to know if they are hanging in there
- One-minute papers
- Muddiest point
- Other forms of feedback
- Individual programs
- Relate to student learning
- Closing the loops
- PDSA – close the loops
- 2 issues
- Program effectiveness
- Student learning outcomes
- Easy courses are “favorite”
- We know how to make them satisfied.
- Number of students participated
- Student learning – what the student will know as a result of the experience
- Academic/student learning – outcomes/program effectiveness
- People go to lengths protect their culture –

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- We assess and assess come up with ideas we identify the problem and move on to the next assessment.
 - It feels like we're doing it just to show we are assessing.
 - Assess and assess but what is the intent, we need to close the gap.
 - Move from a climate to a culture of learning.
 - Need symbols of placement of learning and our culture. Ex. Richard CC culture is learning college.
 - Idea have parent support groups, to connect network take care of child while prepare a paper.
 - Need ways to create communications learning comities – ect. Nursing cohort.
 - Help with – retention when invested in our school/community
 - When wall or campus – see signage of leaf nine.
 - Idea central place @ JMMC would help us in architecture, natural, furniture, plants, light, etc.
 - Create environments – build where students are – softer chairs, vending machines etc.
 - Timing and delivery (for studs) are important – assessment students to find this out.
 - Assessing learning environments.
 - Assessing for
 - Learning and belonging to a CNM learning centered school.
 - Lecture/ group-work
 - To change signage - add message because we care about your safety...then secure it with message.
 - Figure out ways to help student in classroom AND assess environment for learning.

- Ex: Student where hang out b/w JMMC and hangout commons area.
- Makes tradition/stories/blueprints/memories
- Plus/delta for students – main campus – JS building no access to food/coffee – back in time for class after break, how coffee closer to MS

What are the teaching methods we are going to assess?

- Helped live objectives in course content at NMSU – grants just beginning to authorize, objectives beginning dialogue.
- Faculty divide be in the student selves sometimes it's hard to accept change, culture our CC students are at traditional students; not black and white, everyone's person is different ; TV generalize
- Given as a chance to analyze teaching materials without pointing fingers. We all love to question out teaching. Makes me reflect and/or I present material, also that should put more on students, how do I get them divided. Do we have a lectured environment? Change the way delivery knowledge lecture differently depending on classroom work with my own assessment data dialogue with students or what students are or aren't getting.
- Assessment is not just for us, we love to send out of really hid around with students; this is formalizing it, what do you want from me? Generalizes material applicant template getting lectures out of classroom. How do you import information if you don't lecture? Why do students take out their pen and paper, they've been trained to take notes to pass tests. What they really learned is memorizing? Has nothing to do with life. Get this to start to think students are afraid of being embarrassed get them comfortable.

Students are not trained in the actual learning process. Assessment to see what is really going on in the classroom.

XL Exam style and teaching styles

- How prepared they are before they enter a class; prerequisite/connect and ECA
 - Allowing them to take what they want.
 - Student assessment, don't set them up to fail.
 - Take remedial classes along with others
 - Pretest of the 1st day and no pretests to get info on programs.
 - HPWS response has helped us find out where we are weak and need improvement
 - MSE- Has helped us pull all of our info together and keep organized-helped to cooperate with others in MSE, has made me a more responsible teacher-more care-will work more on what needs to be done.
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How are rubrics used in your program?

- ESL- I use them for paradigms of discussion. This is my own creation; its not encouraged as a department.
- ESL fairly unclear or overall meaning of rubrics, except for simply grading.
- Problem of norming of grading on rubrics. What is the meaning of "sometimes does X"?
- Students complain more with quantified scores than with narrative comments. I can teach them new things in narrative comments.
- Math-I love them, not rubrics of scoring, I do them with very detailed competencies skills so I can communicate with them and they improve dramatically.
- Peer evaluation using rubrics.
- Self Evaluation
- Road map to success!

- Relating learning to life apply listings.
 - Model for excellence not used in every discipline(formal written rubrics)
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- Confirmed long discussion re education and our experiences with it.

Disruptive students?

- Keep involved in class, teacher set agenda? Angry students?
 - Students fighting with each other, but resolved.
 - Rubric for evaluating math performance? Subjective vs. objective assessment, also as relates to each students' process.
 - Concept journal: word, definition in own words, example form own life.
 - One minute response papers.
 - Dichotomy between students who care deeply and want A's and those who are just there.
 - Use of clickers- in Biology and Sciences seems different than in more expended contexts.
 - Fewer lectures, narrower focus.
 - Ask student to write key concepts at end of class, or as tests approach.
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1. How communication efforts- advisory committee outreach to industry placement.
 - APS- outreach, dorns/ chairs/TBPR- presentations of assessment data-teaching needs, techniques.
2. Assessment 101-CNM
 - Phoenix conference with assessment
 - UNM embedded assessment
 - Make it a component of Tools for Teach

- Release time/monetary compensation for Profession temporary courses.
3. Campus-wide sharing of what's happening in assessment instead of convocation.
- Teaching practices- conferences/group
 - a. Require theory application to another class at life experience.
 - X-course application requirements.

Street rule used in religious orders

Use matrix, not rubric.

- List question items to get good grade on drawing to what degree did you use if right.

Benchmarks

- Working rubric is difficult – wording hard to find consensus.
- Rubrics are vague – not specific enough so can't be understood the same – too vague to be meaningful for all subject areas.
- Nobody knows clearly what a rubric is/assessment is but instructor is expected to be evaluated by if “isn't to evaluate”, but tenure is based on it.
- Business model vs. Education Model
- Teach from student learner centered perspective but evaluated from teacher centered.
- Used CNM Core Competencies rubrics as basis to start our own program. Identified common mistakes and related. Use rubric to evaluate portfolio.

AT- Don't use a rubric/don't write it, depends on where (AT) don't do first term. But use the rubrics the second term. Students are well informed as to outcomes and rubrics.

ECA – Have rubric in writing – easier for students to have something across more easily – small groups.

AT – objectives of course

Don't use rubrics. We all use rubrics goals written in a manner that we use to measure.

We all use rubrics – either informally or formally. –

Not everyone uses the term “rubric” or even familiar with the terminology, but the student learning happens through logical/precise planning.

- Rubrics per se' not used; but we all use informal rubrics – CONSENSUS
- We had a discussion about the use of rubrics in various programs (i.e., ECA courses, Technology courses, MSE courses, Chemistry etc.)
- We wondered if rubrics should be used for all courses. May work well for some courses (like Math), but not for others.

Detailed rubrics not practical for art/portfolio review. Interview with holistic view of student progress.

NOTE: data collection irrelevant if not closing loop.

- First off, people have been confused of what rubrics are.
- We use as an assessment question.
- English use a great deal. Rubrics on judging written assignment.
- Reading has a critical thinking rubric
- Math more – you tell them the less likely they'll think critically

- Rubric sites on the net
 - Rubric development, good discussion for faculty process was difficult. Bu by the time it was done, good collective understands what was happening.
 - Why don't we have a standard book at CNM, just like in k-12.
 - CHSS course objectives not been really standardized master syllabi.
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- Have thin; it's in morrow, comes naturally we are made to formalize at my expense are more informed.
 - They want us to put in a template.
 - See things differently not from academic come from a different career.
 - I'm afraid of changes high schools need to change tenth grade. Is college career patterns technologies students are connected, rubrics change as our world changes?
 - First, talk about what rubrics are; what are your rubrics measuring?
 - School department progress course, the 4 levels of rubrics/assessment.
 - Spend all time assessing, at testing. Students communicating things like activities, quizzes/tests.
 - Applying the content is what is important.
 - Structure of data collections. When we live new profession, we don't ask them about their assessment methods(give, don't ask them about assessment methods)
 - Get benchmark rubrics every staff meeting.
 - More forceful accountability.
 - You want to be more flexible; but that we need to be more structured.
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- Response- I don't believe in them. They are subjective. Don't use them. They do have a place but not in all programs.

- Response- Just starting to use them. Not sure yet.
 - Response- used in Algebra. They are an easy way to record where errors are made. They help with grading and comparison.
 - Response- Don't think they are used in my program. ESL is strange as far as assessment. Things don't fit into a rubric.
 - Response- Used rubric for common final-helps to standardize things
 - Response-Used to indicate the place you are at
 - Response- Rubrics make sense if there is a chance for partial credit.
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Share a best practice in assessment.

- APS assessment. Took one core Competency/Exit. Communication chosen observed presentations result, presented a list to grow of the results-
 - Employer feedback.
 - An exit project(capstone project)
 - Have an assignment team in your division (faculty chairs)
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- Teamwork- put students in groups to do a task. One project demo in class. Different roles assigned on team. Team decides on roles
 - Designed class to see if students can write in a group in real-life setting. CNM "commercials" real-world clients and expectations.
 - Teaching practice using technology. Internet searches to find job applications. Industry vendors/associations. % minute report in vendor/assoc. Get information for instructor too. Writes on a number of core competencies.

Liberal Arts Perspective: has a student watch Dave Chapelle-

- Racial comedy
- “What makes you laugh?” everyone laughs
- What did u have to know to get their joke? Humor is contextual, helps students communicate about different topic.

Automotive- Troubleshooting class

- Analyze problem/what is wrong with car/how to fix car.
- Work in teams
- Test, before the test – not for grade – not same test, same concepts draft, one on one, final paper. (i.e.), it was there improvement (4 times) Practice exam (last term’s exam).
- One-minute paper (Classroom Assessment Techniques).
- Work a math problem or chemistry problem (Do problems on paper or on board)
- Assign work to students (e.g., look up information - - teach others.
- Index cards – 3 most important points just covered Classroom Assessment Technique.
- ESA: Portfolio of holistic evaluation of (something) based on course of objective. No detailed rubric. Reading portfolio by 3 instructors, normalized objectifies no rubric.
- Math: exit tests, no rubrics.
- Splotch: tried rubric/ non sales factory so far.

- ART/studio – portfolio review and discussion for language and art vernacular rubrics not practical.
 - Limited overall oval for 1st intro rubric useful second time through evaluation and goal now that you've been through it.
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- Critical thinking – group project on media (evaluate commercials and how is it affected? Work as a team to present – do a survey in community – procedure results with a graph – speech write questions.
- Teamwork – create an online gaming business (integration of IT and business)
- Life Skills – (4 absences – you're gone) responsibility/reliability. Papers/assignments. NO late work.
- Numeracy – Food costing when developing a budget.

- Our processes that help student learning.
- Professional development incorporates aspects of learning – correct learning with what they know – music corrective to writing.
- When teachers/staff count service work and professional development count toward certifications, progress development etc.
- Smaller groups of people – from different disciplines helps get information, creativity.

Why bother with assessment?

- To assess teachers, students and programs
- Improvement is a never-ending process-you can't stop
- Assessments can change as student population's change- can help faculty understand their students.

- Presenting outcomes of the beginning of the course can help students understand when they need to learn.
 - You can't afford to leave anything to chance.
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- Assessment process/results – what is going on in other classes didn't know.
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- Closing thought – Accreditation system – with professionals they didn't know what is needed in the real world. Stop with advisement committee and their assessment system is job, but not graduating high percentages.
 - Assessment validates skills. We can assure employers that our students have the required skills.
 - We can determine whether or not we're doing a good job as instructors teaching important skills, information, etc.
 - It's important in order for CNM to maintain its good reputation.
- Because we have to accredit.
- How else do you know learning is occurring?
- Create a dialogue between faculty and students on what concepts and skills are learned.
 - Provide feedback for faculty.
- Program level assessment
 - Can it be used for more student supplementation and instructional support?
 - Can it be used to push for an increase in learning communities and/or advising to direct students who do poorly on accuplacer to take these partnered courses.

If you had unlimited resources (e.g., time, money), what assessment would you like to conduct?

- Critical thinking-how do you teach it?
 - Figure out how to design assignments that would lead the students into critical thinking.
 - How can we get students into the curriculum, they need to be in placement.
 - Implement pre-requisites on a higher level.
 - Support the college administration with students in mind rather than monetary motivation.
 - How do we handle students that are learning disabled or have behavioral challenges-can some money be made available to help support these students.
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- Accuplacer scores are course outcomes. Vocabulary knowledge is course outcomes. What educational outcomes are important to students?
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- “Be able to see in their heads” – electrodes.
Some are engaged, some look engaged, but don’t even bother.

- State of the art equipment?
Would students work improve – bet that answer is no.

- Assess students after graduation. Track them to see how CNM impacted them.
- Good tracking in truck driving – can assess how well they’re doing by pay level – Very tied to industry.
- Dedicated area for trucking range. Students don’t get consistent quality.
- Faculty overloaded at CNM.
 - Pilot program for learning communication. More professional level - higher quality education instruction?
- Course release time.
- We would assess everything we do – at a very detailed level.

- Communicate at all levels – full and part.
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- Use CAT or program, group work to build a house.
 - Incorporates all math skills
 - Assess other instructors to see if they help each other with the topic. For example, how does a math teacher teach writing?
 - Spend more time with the students
 - Have student debate a professional in the field following a lecture.
 - Compare students with or without an orientation, campus tours, resources, locations, etc.
 - Increased assessment of special services availability.
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FOLLOW UP STUDIES

We want to know how are CNM students perform at UNM. Did our 100 and 200 level courses prepare them for upper-level courses?

- Other kinds of follow-up studies.

How are our graduates doing in the work force?

“NEXT-STEP ASSESSMENT”

- Student placement (which is assessment) into said class. Multiple choices are unfair to writing samples. Funding needed and necessary for accurate placement.
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- Build a house
- Pass inspection
- Wire the house

- Adult education, house bound
- Practical problem solving experience
- Actual students that passed
- Analytical critique for each class they take for English, be able to apply it as they get further along
- Find out access disciplines
- Work keys for assessment
- Exit competencies
- Upper math did not apply and or below national norm.

How do you communicate assessment efforts and results to students?

- Show students that they will be able to do, then students can self-assess, they can see their accomplishments. How do you engage students in learning? Response- Make it relevant to their real life, look at where math or the subject can be applied.
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- BIT- Difficult to share their intra-team assessments when they will still be working with these same members.
 - ESL- Outside testing service sends printout. GED and others get a concept-by-concept breakdown of results.
 - I do several assessments every week with same day or next day measure.
 - ESL- I give them constant verbal feedback.
 - ESL- I give them the exam back and have them correct it in teams.
 - MATH- I never tell them course averages- Why should they care about that?
 - BIT- Grammar- When I return quizzes, I go over the ones missed most often.
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-

- Excel spread sheet, form letter, drop date reports, feedback, syllables-uniformed and respective aspect become too grade focus.
Rubric passed back with points-get away from grading scale A, B, C with comments. Temper anxiety.
1,000 point scale-
Intensive reflection period deep on everything. Use rubrics-after each paper.
If requiring students go back and correct-reflect on each item needs to be addressed.
-

- Skills-based, done on the fly, leading to more class time on certain topics.
 - Compile and chart student responses.
 - I don't show them the curve.
 - I do, but also let them also correct their errors.
 - Make them figure out course grade based on individual scores.
 - Should be frequent and in various modes, other strategies: rubrics, Socratic Method, scaffolding meta-cognition.
-

How does this class compare to others,
Comparative values

- Written test given by state to move on to next level (truck driving). 75% move on to next level; going through the drug/physical testing also.
- Detailed syllabus - list of reqz what constitutes a good project

- Save old student projects- A,B,C level
- Technical and artistic assessment industry standards of expertise.
- Keep personal bias out.

Instant feedback in computer lab quizzes.

Why is it wrong? Why write?

- Try to be as clear as possible in grading rubrics.
 - Grading is hard- feedback is good.
 - Assigning grades feels improvisational; it lets students know about subjectivity.
 - Quizzes- discuss answers in groups.
 - Learning communication- how to assess linkage.
 - Developing method to assess, perception in real-life situations.
-
- Give statistics and privileges – will sometimes revisit material but don't have time to have everyone caught up.
 - Affects assessment results
 - Hours expected to give time for developing curriculum, tests, grading, assess student progress solution – lower teaching looks.
 - Students 1 on 1 help, test results – evaluating tests - all do with students.

-
- How does the degree include outcomes for success?
 - What records are showing the exit competencies are being fulfilled?
 - What are the outcomes of out programs?
 - Feedback from internship programs
 - Mentorship and practical skills volunteering to give back to the community.
 - Work study tutors belong in the field that they are studying.

-
- Have students present to others and share experience and provide immediate feedback.

- Take home quiz and go over together and discuss – share trends.
 - Group work- create “religion”, report and why elements important, provide comments feedback.
 - Quick idea @ end of class about what still don’t under; follow up
 - Review test questions, explain again; provide reason.
 - Check whether it works; figure out why not.
-

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-

- That’s what we’re hoping to do with the rubrics.
 - Feedback on student performance.
 - Small groups - - have the students reflect on what they’ve learned.
 - Give students feedback and then give them a chance to redo incorrect work (e.g., redo a chemistry lab that was done incorrectly)
-
- We talked also about getting students involved in assessment efforts (e.g., creating exams and crossword puzzles, creating rubrics for grading purposes.
-
- Review past lessons and how it will be applied. Spell it out and drum it for 15 show percentages of semester lessons.
-
- Discussion of quizzes and test results.
 - Comments on rubrics.
 - Daily basis on individual basis but not on a program basis.
 - Capstone classes – students don’t know why they’re taking them.
 - We need to let them know exit competencies.
 - We need to communicate over all the competencies.

- State wide HLC
 - Communicate through websites
 - Advertisements-focus on students, not just passing people, show what happens with students after they graduate
 - We do have tools that we are not using.
 - Information is getting out there
 - Students in high school taking college courses- parents feel good and students realize they will have to study
 - 4 years of Math required in High School now
 - Can't drop out till 17 now.
 - Seems like CNM is putting assessment out there
 - Creating classes based on needs of employers. They must be demanding competencies that must be assessed.
-
- One teacher uses a spreadsheet so students can compare themselves to the rest of the class.
 - Much easier to assess for course than for degree
 - Give points back to students if discover a bad question
 - Leave comments on tests
 - Explain process before assessment days. Tell them where they are compared to mean, median and mode
 - Give out grade sheets after exam
 - Have students self-assess how comfortable are you with this task or that task, students usually underreport their ability
 - Give students practice tests-to get ready for standardized tests

How might CNM communicate assessment efforts?

- Not necessary to communicate with UNM
 - Necessary to communicate with other colleges so that we can share best practices.
-
- MATH- We are seeking joint assessment with UNM, but isn't that just a way to compete...so we all rejected it. We'll match objectives and assessment, IE-slop paradigms but not joint exams.
 - How do we assess understanding and thinking when these are not explicit competencies?
-
- Survey hospitals, find out how effective the HUC program is- market HUC program so that more of CNM is aware of program.

- English department- Ask other departments in help in looking at English errors. Change attitude of “English dept. fails” rather than the English department needs help.
- Radio-show KUNM- Bring CNM faculty together- 1 minute commercial on local TV station to introduce educational issues and programs.(HUC)
- Important to know core issues.
- Posters like the ones we have today are or conference.
- Educate faculty more about CNM/High school collaborations.
- Involve employers in the assessment success.
- Pump up the efforts to assess how on graduates are doing in the work world.
- More meetings between corresponding departments at CNM and UNM.
- Intersection with industry and business advisory boards

Outreach to employers and the community.

Certificates with competencies listed.

Interview projects.

- Students interview someone in a career field and bring the information back to class.

- Have more conferences hosted by CNM
- Articulation team to look at measure student outcomes such as transfer courses.
- Encourage outside programs to collaborate.
- Sharing of information and collaboration within the college(mentorships/relationships)
- Other colleges set examples and help with training for us.

- Develop better communication with other schools.

- What are the outcomes?
- Conferences are a good way to network

In it, world conferences are invaluable compare programs.

What do you look for in a student?

“How set up truck to do”

National standards/instructor credentials

Put information out on the web - make assessment transparent

- World industry, understand it? Advisory committee.

Liberal arts – develop advisory committee. Include career and technical divisions as they may get liberal arts “product”.

- Quit re-inventing the wheel.
- Cancel meetings repeat
- All have advisement committee-
 - Changing names to mesh with other colleges

“No comment”

- Name change-

- It fits
- Hooking up with community
- What are the degree/outcomes and concern with industry advisory
- Sharing and problems of outcomes.
- Intern programs
- Extra credit assignments
- People take the path of least resistance, students ate not taking initiative.
- Altruistic behavior
- Required knowledge to achieve outcomes

- Choices of achievement
 - Students will demonstrate skills in the community and they actually learn from it.
-

- Perkin's project – early childhood development course for day care, entry level workers.
- Learning community in Spanish and English.

- Advisory boards
 - Websites
 - Master course outlines
 - Competency mapping
 - Communicate with students – community/employers
 - “Word of Mouth”
-

- Conferences
 - Invite community and employers for meetings
 - Communicate to legislators
 - Advisory committees
-

Define a consistent assessment process within CNM first. – Such as WorkKeys, CNM can get on Bandwagon in every program. – Not practical perhaps in some programs.

Do employers care? Do they just want the end product?

- Advisory committee – exit competencies and communicate with advisory committee.
 - Enhanced marketing to community – consensus
 - Placement job employment services – full time staff. AT coop/internship
 - Service Learning – orientation for several weeks for students (rather than just first week). Set students into community – form of communication with community.
 - Would like the basics/reading/writing/arithmetic addressed within.
 - Discussion questions (small groups) - - this particular session was useful - - a good start.
 - Certification degrees must communicate with state holders listed shows up in employment rates.
-

- Those doing well put it on the web
 - Conferences where we interact with other community members.
 - Make it more apparent in electronic and paper format to all what we teach and how to access it.
 - Website on higher education assessment.
 - State-wide collaborative efforts with assessment.
 - Participate in professional organizations.
 - Linking with recruitment in high schools providing printed material.
 - Specify competency on syllabus?
 - When students see their programs are accepted to other universities and employers, this is a bridge.
 - +
-

- Work-ready assessment.
 - Collaborate more school to school within CNM and to go in one direction then go to align processor.
 - When you get together and talk to professionals from other places – it's vital to mix % of people teaching different discussions.
 - Need to start collaborations among ourselves.
 - Assess our meetings – does this effect learning?
 - We feel time is well spent – have structure – but the connections and creative communications helps us and ultimately helps students.
 - Benchmark ourselves.
 - When CHSS or MSE separated, something was lost.
 - Sharing issues comes disciplines. Processes and are similar regardless of discipline.
 - Appreciative inquiry – learning is what we have in common.
-

- Trades: through advisory committees what they would like to see
- They have co-op: get school credit
- Students have to report back
- Adult Education: try to get them into the collage
- Feed back from the programs they go into
- Teaching to GED, Fed. Test
 - Skills
 - Problem solving

What kind of training in assessment would benefit you?

- General information on what kinds of tests assess what?
- A process by which faculty from different disciplines can coordinate competencies/assessments.

- A model for one assessment outcome across divisions.
 - How do you close the Loop? A concrete how-to in implementation.
 - Training on bringing it all together.
 - Move information from employers on what the students actually need on the job-
 - Differences between assessing knowledge (i.e., the parts of the cell in biology) and skills (e.g., how to fix a carburetor)
 - Making our assessments transparent to the community.
 - Need rubrics to be useful and meaningful to our students.
 - Assessing a welding project vs. assessing understanding of a piece of literature.
-

- Faculty comes from industry- how to write clear assessment/learning outcome measurements?

Break down what is necessary for students to succeed in outcomes.

- Understanding what you're teaching-application of knowledge instead of teaching to a test. Understanding the industry.
 - Getting away from subjective assessment.
 - Training to help outside evaluators understand objectives/assessment.
 - SAA 101- How to produce report (incorporate something to write unto. (i.e. tools for teaching)
-

- What ways to engage students in required reading?

- Practical vs. philosophical
 - Rubric of what expected
 - Practical application, close to loop
 - Go through project start to finish quickly
 - Self-reporting
-

- Wrong? Rather where are resources to teach me how to use it.
 - Training in practical statistic analysis for all of us. I.e., what does the majority mean when looking at a chart?
-

- Training in getting faculty members more involved in assessment.
 - How do you define assessment and how do you measure it.
 - What does assessment mean?
 - Part timers and most faculty would like to understand this.
 - We need the ABC's of assessment.
-

- How learning of subject connects to bigger picture – other things.
- Ask students why is this relevant to you.
- Help students break through why this is important. Breakthrough – that learning is contextual – not only what is in it for me

- What is the point?
 - When students choose topic, etc then become more invested move from “what in it for me”
-

- Training on help with construction of rubric, i.e., improved in sentence structure, etc.
 - Mistakes opportunities to learn
 - Can make them fun
 - Assessment/learning should be fun and/or uplifting.
 - Learning can be exciting, move it forward.
 - Need rubrics and uniform.
 - Students, it is not a mystery, this is an “A”, this is a “B” etc.
 - Rubrics help you see the big picture.
-

- CNM Rubrics
- Training assembled in one place models
- Math oriented
- Sequence class
- Can’t cover the material

- Does not apply because of the nature of the material can; can correct immediately
- 80% get info. 20% does not have to go to tutoring have to meet learning outcomes
- Authentic assessment
- Do your best accept that 20% will not get it
- We are all going to give 100%