

SUMMARY RESULTS

Assessment Conversations Across Campus

Conference Evaluation

Student Academic Achievement Committee

These results come from notes taken during the conference's Dessert & Conversation session, completed evaluation forms, registration and sign-in material.

1. Conference Costs and Conference Participation	2
2. Meeting Conference Main Goals	3
3. Conference Utility & Enjoyment	4
4. Future Professional Development	5
5. Recommendations	6

This summary reports the main outcomes from the October 19 conference. The detailed report contains all information in this summary along with all other information collected during the conference. This includes tables with counts of all possible responses as well as all comments made on the participant evaluations and the Dessert & Conversation session. The detailed report can be found on the following website.

Detailed Conference Evaluation Report:

<http://www.cnm.edu/facstaff/aqip/AAfiles/DetailEvalResults.pdf>

Conference Cost and Participation

Conference Cost

Facility Rental, Breakfast, Lunch	\$10,663
Part-Time Faculty Compensation	9,293
Keynote Speaker	2,010
Supplies	164
Total Expenses	\$22,130

Conference Participation

	Number of Individuals Registered		Number of Individuals Attending	
	n	%	n	%
Full-Time Faculty				
AT	26	10.1%	25	11.1%
BIT	14	5.4%	12	5.3%
CHSS	40	15.6%	37	16.4%
ECA	16	6.2%	13	5.8%
HWPS	19	7.4%	16	7.1%
MSE	14	5.4%	14	6.2%
Full-Time Faculty Total	129	50.2%	117	52.0%
Part-Time Faculty				
AT	-		1	0.4%
BIT	6	2.3%	4	1.8%
CHSS	26	10.1%	22	9.8%
ECA	19	7.4%	19	8.4%
HWPS	4	1.6%	3	1.3%
MSE	13	5.1%	11	4.9%
Part-Time Faculty Total	68	26.5%	60	26.7%
CNM Staff	49	19.1%	41	18.2%
Participants Outside of CNM				
Navajo Technical College	5	1.9%	5	2.2%
Northern NM CC	2	0.8%	2	0.9%
Total Participants	257	100.0%	225	100.0%

Cost per Participant in Attendance \$98.36

Meeting Conference Main Goals

"Very useful to hear what other schools/instructors are doing."

"There is a lot of knowledge with the CNM faculty - we can sure learn from each other."

1. Communication

92.6% of participants agree or strongly agree that they learned what others were doing in assessment efforts.

2. Learning about assessment

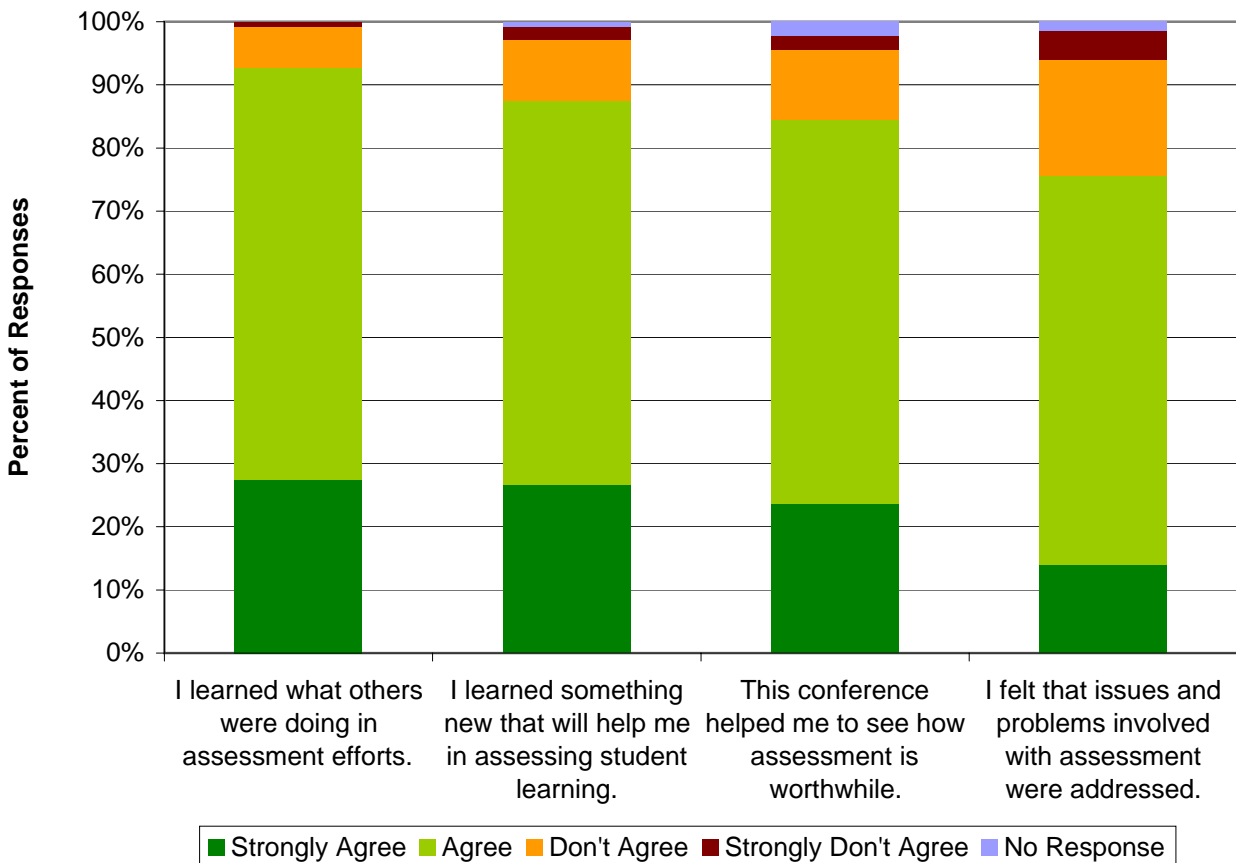
87.4% of participants agree or strongly agree that they learning something new that will help in assessing student learning.

3. Why bother with assessment

84.4% of participants agree or strongly agree that this conference helped them to see how assessment is worthwhile.

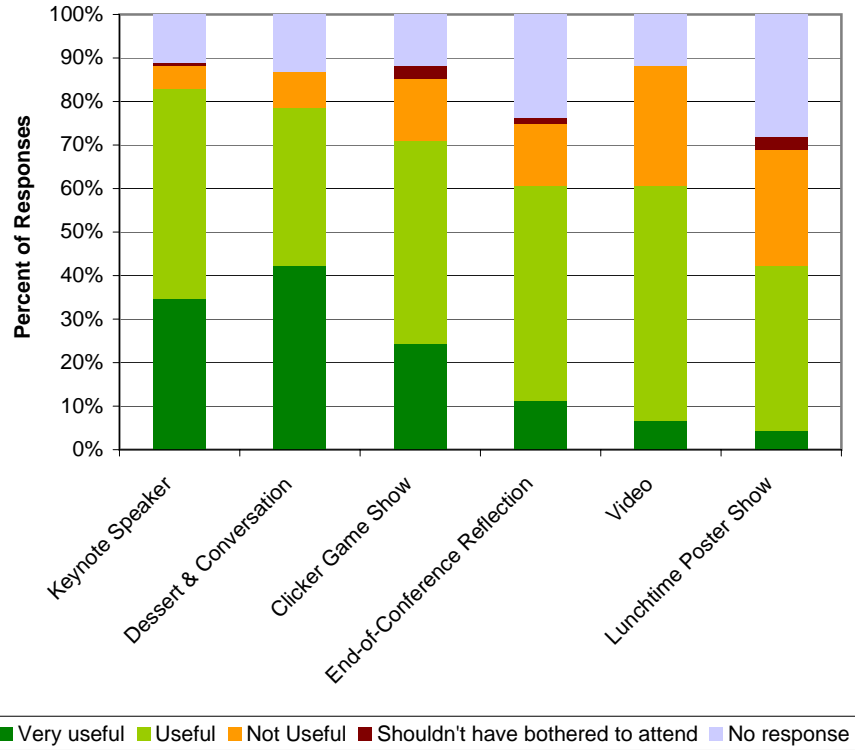
4. Addressing issues and problems with assessment

75.6% of participants agree or strongly agree that issues and problems involved with assessment were addressed.

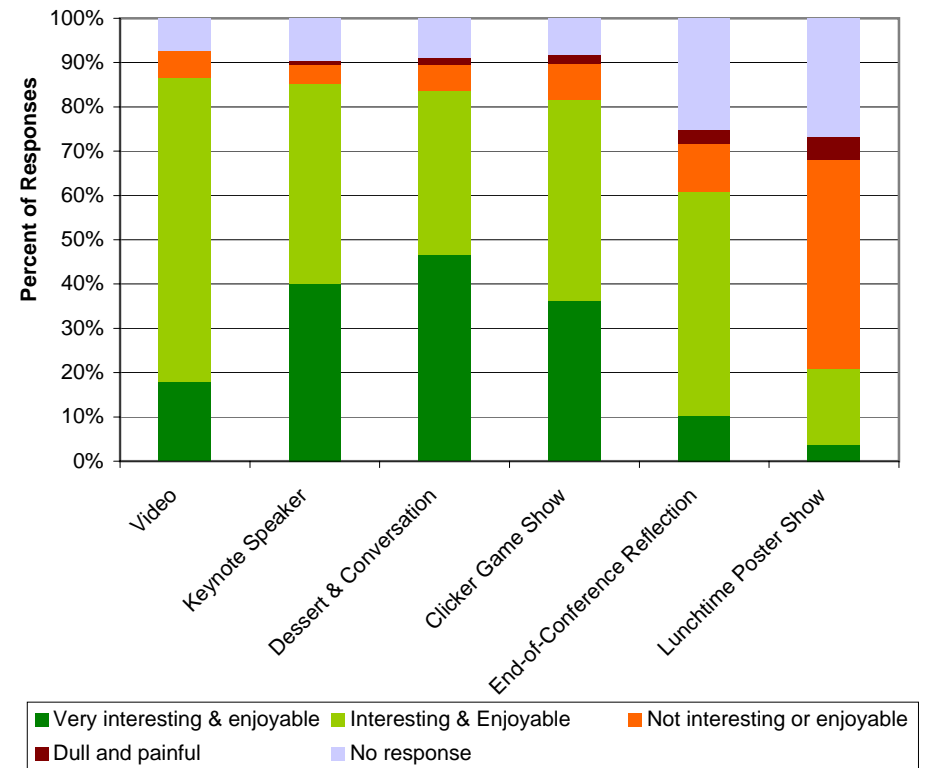


Information comes from 135 completed conference evaluations (60% of the 225 in attendance).

Utility of Conference Activities



Enjoyment of Conference Activities



Percent of participants rating activity as useful or very useful

- 83.0% Keynote speaker's presentation
- 78.5% Dessert & Conversation
- 71.1% Clicker Game Show
- 60.7% End-of-Conference Reflection
- 60.7% Video
- 42.2% Luncheon Poster Show

Percent of participants rating activity as interesting and enjoyable or very interesting and enjoyable

- 86.7% Video
- 85.2% Keynote speaker's presentation
- 83.7% Dessert & Conversation
- 81.5% Clicker Game Show
- 60.7% End-of-Conference Reflection
- 20.7% Luncheon Poster Show

Information comes from 135 completed conference evaluations (60% of the 225 in attendance).

Future Professional Development

The following remarks were culled from the 135 completed conference evaluations and the notes from the twenty-one Dessert & Conversation tables. The table discussions were structured around questions developed by SAAC; participants were randomly assigned to tables to provide representation from different schools and departments. Dessert & Conversation generated 40 pages of notes.

SAAC sought to identify responses directly related to professional development issues, and then worked to pull out additional themes from the print material.

I. Communication and Community Building

One of the most prevalent themes in the notes and comments centered on communication and learning from colleagues, not coincidentally two of the conference goals.

Participants offered appreciative comments about the opportunity to talk to colleagues in other departments and schools (27)¹, e.g.,

“To talk with specific disciplines/programs that my students go on to.”

“Need to be able to share across the school and rarely get the chance.”

“Today was useful for community building across the campus.”

The comments calling for more “breakout sessions” reinforce the communication and community building themes.

II. Focused Assessment Training vs. Assessment Basics

Both sources of written material yielded a clear consensus: limit the focus of future endeavors of assessment meetings (34)¹. The recommendations emphasized:

“Offer concrete examples.”

“More classroom focus.”

“Pick a particular assessment issue and work towards a solution.”

“I’m ready for some real assessment training.”

Specific suggestions for focused training included rubric development and use (12)¹ and information on teaching and assessing critical thinking (6)¹. “Closing the loop” (10)¹ was also popular: “Assess and assess but what is the intent? We need to close the gap.”

An important minority of faculty and staff asked for help with assessment “nuts and bolts” (12)¹. As expected, the comments clustered around assessment basics did not offer direction about which “basics” are more critical, e.g., meaning of assessment, what kinds of tests measure what, basic statistics, differentiating skills and knowledge.

III. CNM Culture

Two strands of thought are worthy of mention, although both are based on a scant number of comments. First, part-time faculty issues emerged as a theme (18)¹. Communication with part-time faculty and recognizing the importance of compensating adjunct instructors for assessment (and conference) involvement were critical issues:

“Assessment often addressed during department meetings...part-time faculty miss out.”

“The whole issue of assessment caused confusion between p/t and f/t faculty.”

“Good to see part-time faculty here—money well spent.”

Second, faculty and staff asked for more direction and support from the administration (6)¹:

“I wish administration knew what they wanted...too many mixed signals.”

“Would like to see more of higher administration in full attendance.”

“What kind of things are possible/is administration willing to be flexible (rules and budgets) to innovate.”

¹ Numbers in parenthesis indicate the number of comparable statements.

Recommendations

1 Offer an all-campus assessment conference every two years.

SAAC recommends an all-campus event as a good investment. The suggested theme—What's changed since the last conference?—is derived from the notes and comments.

2 Structure opportunities for cross-school interactions focused on assessment.

Both issues are heavily endorsed by the notes and comments. One option would be to host mini-conferences (on campus) in alternate years where faculty and staff share best practices in teaching and assessment combined with focused training (e.g., rubric use).

These interactions could also be structured as part of regular school/program faculty meetings and organized around the CNM core competencies (e.g., BIT and CHSS meet to discuss written communication).

3 Encourage enrollment in the assessment basics course offered through Organizational Learning.

The course, coordinated by Scott Henriksen (AT), would benefit from alternative advertising and recruitment methods.

4 Offer focused assessment learning opportunities through Organizational Learning, with financial support from ALT.

Organizational Learning represents an established structure for short workshops on specific assessment topics, e.g., critical thinking, rubric use, presentation of data, "closing the loop." Funds should be allocated for compensating workshop organizers.

It is reasonable to consider organizing an Assessment Track of learning options through Organizational Learning (recommendations 3 and 4) in the next few years. We suggest such an endeavor mandates a more centralized assessment structure at CNM (e.g., an Assessment Office), rather than relying on the good will and occasional compensation of those involved in assessment.

5 Continue compensation of part-time faculty for assessment training and involvement, especially for the recommendations presented here.