

CNM ANNUAL STUDENT LEARNING ASSESSMENT REPORT

Due to the Student Academic Assessment Committee by October 15



PART 1: REPORT INFORMATION

Report Year and Contact Information			
<u>2017-2018</u> Academic Year	<u>Catron Allred</u> Contact Person	<u>Callred2@cnm.edu</u> CNM Email	<u>50606</u> CNM Office Extension

Subject of this Report
CHSS--TLOL_CERT--Online Teaching and Learning Certificate

PART 2: CONTEXT IN WHICH THE ASSESSMENT TOOK PLACE

Program/Area Highlights and Successes
<p>(Wherever applicable, include course completion rates, job placement outcomes, and licensing examination pass rates. See the program information dashboard at https://livecnm.sharepoint.com/sites/Dashboards/SitePages/Program%20Information%20Dashboard.aspx (access restricted to CNM employees) and other reports at https://www.cnm.edu/depts/opie.)</p> <p>The Online Teaching and Learning certificate was created to support K-12 and post-secondary faculty in best practices for online teaching and learning, expanding upon the two existing courses to create a 6 course certificate. In Fall 2017 we had 41 declared majors and 16 graduates from Fall 2017-Summer 2018. In addition to training faculty at CNM, we have a partnership with APS to train their online teachers and many faculty from other NM higher education schools are taking the coursework. The courses will be going through the internal QM review process in preparation for national QM certification. We plan to market this certificate nationally after all of the courses are QM certified at the national level.</p>

Changes Implemented During the Past Year in Support of Student Learning
<p>During Summer 2018, faculty in the program did a complete program revision to update the courses, align the objectives with assessments and build competency-based grading and completion into the program. The final program revision will be ready for Spring 2019. We look forward to analyzing course retention and course feedback based on the program revision.</p>

PART 3: REPORT ON ASSESSMENT OF STUDENT LEARNING

Assessment Method	Type of Assessment Tool	Population or Course(s) Assessed	Graduate Learning Outcome(s) Assessed	Mastery Level (E.g., "Minimum score of 3 on a rubric scaled 0-4" or "Minimum score of 75%")	Targeted % Achieving Mastery	Outcome
Course Survey	Direct & Internal	TLOL Classes	Alignment of course material and course learning objectives	3.5 out of 5 point scale	100%	Target met

Summary of Assessment Findings

The course evaluation surveys were used to assess the TLOL classes this time around because of the program revision and the faculty/student survey revision that accompanies deployment of the new curriculum. Student course surveys were administered in both the Fall of 2017 and the Spring of 2018 and the quantitative results on questions of alignment and how well course materials supported achievement of course learning objectives was 4.3 in the Fall 2017, and 4.5 in Spring 2018.

Interpretation of Assessment Findings

The quantitative results indicated student perceptions of alignment between course learning objectives and course assignments/outcomes was high, but the qualitative responses described frustration with the learning materials used, the number of assignments, and the pace of the course. It is unclear why the discrepancy between ratings and comments, but the team evaluated the courses with the QM rubric to further corroborate student responses and found areas in need of improvement that align with the survey results collected.

Action Plan in Support of Student Learning (Describe changes to be made that are based at least in part on the assessment interpretation. If the assessment did not yield useful information, describe changes to be made in the assessment methodology and/or criteria.)

In the Summer of 2018, the TLOL courses underwent revision in response to student feedback and ratings on the QM Rubric. Formative assessment in the Fall of 2018 continued to drive needed improvements and the full curriculum revision should be ready for rollout in Spring 2019 along with new faculty and course surveys to evaluate the level of alignment between more efficiently focused course assessments and the stated learning objectives.

Please select all of the following that characterize the types of changes described in the above action plan:

- Assessment criteria revision
- Budgetary reallocation
- Curricular Revision
- Assessment methodology revision
- Change in teaching approach
- Faculty training/development
- Assignment revision
- Course content revision
- Process revision

Recommendations, Proposals, and/or Funding Requests	Budget Needed
<p>In order to more efficiently collect, analyze, and act upon programmatic data, the Education Program would benefit tremendously from data software. This program assessment provides a glimpse into the alignment and effectiveness of our program, but with more sophisticated data software (e.g., Tk20, LiveText), we could collect more robust data that would allow us to draw better conclusions about what is working well in our program and what improvements should be made on a formative and summative basis</p>	

PART 4: REMAINING YEARS IN CURRENT ASSESSMENT CYCLE PLAN (including any revisions) – **OR -- UPCOMING ASSESSMENT CYCLE PLAN** (if this was the final year)

Years of Full Cycle	Next Year's Assessment Focus (Describe how the next planned assessment is expected to provide information that can be used toward improving student learning.)
2017-2022	Student and faculty surveys will address the Student Learning Outcomes (SLOs) in each Teacher Education course, as was implemented in Fall 2017.

Graduate Learning Outcomes to Be Assessed	Years in which Assessment Is Planned	Population/Courses to Be Assessed	Planned Assessment Approach
Alignment between course summative assessments and course learning objectives	2017-2020	TLOL Courses	Student and Faculty Surveys