

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			
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Academic Year	Contact Person	CNM Email	CNM Office Extension

Subject of this Report
CHSS--GE_COM_COM--General Education Communication

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 Communications program during the 2017-2018 academic year successfully offered between 35 course sections (summer) and 75 course sections (fall). Across all courses, sections had a nearly 90% retention rate and at least a 78% completer success rate. For 2017-2018, the Communications department assessed the general education criteria for Area I, competency “Express a primary purpose in a compelling statement and order supporting points logically and convincingly” in addition to the LALA critical analysis and effective communication criteria. Learning assessment occurred across two (2) general education courses with traditional and online course formats. Overall, the department assessed the ability of 985 CNM students to demonstrate their competency with each assessed criteria.</p>

Changes Implemented During the Past Year in Support of Student Learning
<p>The past year, instructors intentionally focused on actively engaging students to critically analyze materials delivered in various formats (i.e. electronic publications, podcasts, film, books, academic and/or popular articles), and communicate in writing, as well as in oral individual and/or group presentations, well developed arguments in support of, or against, various relevant topics.</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
Summative Assessment	Direct & Internal	1130	Area I: Competency "Express a primary purpose in a compelling statement and order supporting points logically and convincingly"	Minimum score of 3 on a rubric scaled 0 through 3	65%	Target met
Summative Assessment	Direct & Internal	2221	Area I: Competency "Express a primary purpose in a compelling statement and order supporting points logically and convincingly"	Minimum score of 3 on a rubric scaled 0 through 3	65%	Target met

Summary of Assessment Findings

Across all sections that participated in LALA/General Education Assessment, on average, more than half (65%) of all students who were assessed (n=985) demonstrated mastery on at least one general education or LALA criteria.

Interpretation of Assessment Findings

Although more than half of the students assessed across all course sections and all general education criteria demonstrated mastery of the subject matter and associated communication skills, 29% demonstrated proficiency in the general education competency. We are pleased that fewer than 6% of the students who were assessed demonstrated only a developing level of competency related to expressing a primary purpose in a compelling statement and properly supporting their statement. That more than 90% of students who were assessed in both general education courses achieved at least proficiency in the subject(s) confirms that CNM can be confident in Communication students' grasp of making compelling statements and moving to logically/convincingly support their points.

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.)

We are still striving to achieve truly meaningful assessment of student learning; in this effort, we plan to participate in an assessment re-design with LALA that incorporates general education essential skills (new in 2019), some student learning outcomes, and a dedicated, trained scoring team. Our hope is that by assessing student learning of essential skills and student learning outcomes using a consistent assignment prompt, and having student work scored by teams trained in interrater reliability, (who are not necessarily subject matter experts), we will achieve a clearer understanding of the successes and challenges

across courses and course sections. Further, we have been participating in discussions related to how individual instructors incorporate essential skills into their courses and how we, as instructors, informally gauge student ability to demonstrate mastery of essential skills.

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

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| <input checked="" type="checkbox"/> Assessment criteria revision | <input checked="" type="checkbox"/> Assessment methodology revision | <input checked="" type="checkbox"/> Assignment revision |
| <input type="checkbox"/> Budgetary reallocation | <input checked="" type="checkbox"/> Change in teaching approach | <input type="checkbox"/> Course content revision |
| <input type="checkbox"/> Curricular Revision | <input type="checkbox"/> Faculty training/development | <input checked="" type="checkbox"/> Process revision |

Recommendations, Proposals, and/or Funding Requests	Budget Needed