



Assessment Report

PART 1: CONTACT & PROGRAM IDENTIFICATION

Report Year and Contact Information:		
<u>2019-2020</u>	<u>Catron Allred</u>	<u>callred2@cnm.edu</u>
Academic Year	Contact Person	Email

Name of Program:	Courses:
Online Teaching & Learning Certificate	TLOL 1010 TLOL 1015 TLOL 1020 TLOL 1025 TLOL 1030 TLOL 1035

PART 2: PROGRAM SUMMARY

Provide a high-level review of the program to include highlights, successes, challenges, significant changes, and significant resources needed to support the program.
<p>The Online Teaching and Learning certificate were 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. The program has grown significantly from 80 declared majors in 2017-2018 to and 118 declared majors in 2019-2020 academic year with 14 certificates awarded. In addition to training faculty at CNM, many faculties from other NM higher education schools are taking the coursework. Due to the quick move to online in Spring 2020, we offered additional sections of TLOL to support faculty certification and supported additional faculty through the non-credit offerings of the course. CNM Ingenuity also offered our courses on the non-credit side and this certificate will be offered through Unmudl. It will be interesting to see if enrollment on the credit side drops as additional non-credit offerings are available.</p>

Part 3: DATA REVIEW

Program Data (Each Review Year is defined as Summer, Fall, and Spring terms)	Review Year 19-20	Review Year 18-19	Review Year 17-18
Annual number of graduate awards is greater than 10	14	36	8
Number of declared majors	118	107	80
Average class size	19	20	20
Annual Average class retention rate is 70% or above (SAGE 65%)	95%	97%	96%
Annual C-Pass rate for coursework is 60% or above	91%	93%	91%
Average class fill rate at 60% or above capacity within a term or over a year	60%	66%	66%
Transfer numbers/percent	NA	4 (11%)	2 (25%)
Full-time to part-time faculty ratio	4: 12	3: 13	0: 14

Summarize how your program met or did not meet the target measures based on the data above.

All goals were met.

Part 4: PROGRAM LEARNING OUTCOME ANALYSIS.

Learning Outcome	Population or Course(s) Assessed	Assessment Methods	Summary of Assessment Results
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<p>Alignment between course summative assessments and course learning objectives</p>	<p>TLOL Courses</p>	<p>Survey.</p>	<p>The course evaluation surveys were used to assess the TLOL classes based on the first two questions on whether students understood the course goals and whether they were met. All surveys had a mean of 4 or higher out of the 5-point scale. We had survey responses from the intersession TLOL 1010 (4.29 mean), TLOL 1010 (4.4), TLOL 1015 (4.67) and TLOL 1020 (4.72). The surveys were administered in both the Fall of 2019 and were not given in Spring 2020 due to the pandemic.</p> <p>The quantitative results on questions of alignment and how well course materials supported achievement of course learning objectives was overwhelmingly positive and instructors expressed appreciation for the content and clarity of the courses. The required introduction course for faculty teaching at CNM, TLOL 1010, has a lower mean due to one student being upset with the requirement and the pace of the 3-week intersession.</p>
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Interpretation of Assessment findings

The quantitative results indicated student perceptions of alignment between course learning objectives and course assignments/outcomes was high and that students found the course assignments and content relevant to their work as online instructors.

Part 6: ADDITIONAL ACTION PLAN IN SUPPORT OF STUDENT LEARNING (IF APPROPRIATE)

Upcoming year	Changes planned for the upcoming year	Data motivating this change
2020-2021	The strong feedback on the courses suggests that the course revisions lead to higher levels of engagement and satisfaction with the courses. Courses are now being offered in a competency-based format and in shorter 3-week intersession intensives. The courses will be offered in Brightspace starting in Fall 2020 to support the Brightspace transition in Spring 2021.	Positive qualitative and quantitative data.
2020-2021		
2020-2021		

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

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

Part 6: COMMENTS

Use this section to record any comments, notes, or questions from individuals who reviewed this report.
School Dean:
SAAC Representative: