CNM ANNUAL STUDENT LEARNING ASSESSMENT REPORT

Due to the Student Academic Assessment Committee by October 15

Central New Mexico Community College

PART 1: REPORT INFORMATION

Report Year and Contact Information			
2017-2018	Richard Calabro`	rcalabro@cnm.edu	51100
Academic Year	**Contact Person**	**CNM Email**	**CNM Office Extension**

Subject of this Report
MSE--BIOLOGY_AS--Biology Degree

PART 2: CONTEXT IN WHICH THE ASSESSMENT TOOK PLACE

Program/Area Highlights and Successes (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.)

This report represents the 3rd year in our 5 year plan to assess the degree outcomes for CNM's Associate of Science in Biology. As stated in previous reports, the degree outcomes have largely been aligned with the state's general education outcomes and, so, we assess those as well. The scheduled assessments for this reporting year were as follows:

Fall 2017: Metabolic Pathways (in Bio 1510/1592), Scientific Method (in Bio 2410), and Ecological Patterns (in Bio 2492)

Spring 2018: Scientific Method, Integration of Concepts, Modelling of Ecological Patterns, Communication, and Collaboration (all in Bio 1510/1592)

Summer 2018: Metabolic Pathways (in Bio 1610/1692)

Unfortunately, almost no useful data was gathered during this reporting year. There are many reasons for this. One reason is that changes in scheduling the courses resulted in instructor turnover for some of the classes. With such turnover we experienced a loss of momentum in the assessment plan and vision, and communication of the assessment tools and expectations was not effective. A second reason involves loss of enthusiasm for the assessment activities due to decisions made by UNM which cast the future of the degree in doubt. By moving one of the required courses to the junior level, we anticipate that many fewer students will seek to complete the degree here at CNM. This, frankly, had a devastating impact on the instructors' enthusiasm for assessment. A third reason stems from the extensive reorganization taking place at the state level regarding General Education outcomes and expectations. It is clear that our current five year plan will become obsolete this year and a new one will have to be created. The uncertainty leading up to these changes, coupled with the exasperation at having to, essentially, "start all over", created an environment in which assessment was not seen as valuable.

It is my understanding that, beginning in Spring term 2019, a new group of faculty will assume leadership of the assessment for the Biology degree and begin work on revamping the outcomes and creating a new plan that will align with changes made at the state level. It is hoped that the state will maintain sufficient stability to allow a 6 year assessment of the degree without a need for further adjustment or overhaul.

With the meager data that was collected, we can weakly state the following:

Students appear to be performing adequately in the following areas (though none of our rubrics were used to evaluate this): Metabolic Pathways, Integration of Concepts, and Scientific Method

Students continue to perform quite poorly in the arena of both written and oral communication

Changes Implemented During the Past Year in Support of Student Learning

None, due to lack of data as indicated above

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**
Embedded Assignment	Direct & Internal	Bio 2412	Scientific Method	Score of 70%	84%	Target met
Embedded Assignment	Direct & Internal	Bio 1510/1592	Metabolic Pathways, Integration of Concepts	Score of 70%	N/A	Target met
Embedded Assignment	Direct & Internal	Bio 1510/1592	Communication	70%	60%	Target not met

Summary of Assessment Findings

With so little data, it is difficult to draw any conclusions. We do not have the data on "Targeted % Achieving Mastery" for Metabolic Pathways and Integration of Concepts. However, we do know that the class average on the Metabolic Pathways assignment was approximately 72%; the class average on the Integration assignment was 78.9%. Our greatest area of concern is the students' inability to communicate effectively either verbally or in writing.

Interpretation of Assessment Findings

Since our rubrics were not employed and we have so little data, it is difficult to draw many conclusions. One thing is certain: we must strive to provide our students with more guidance and opportunity in the area of oral and written communication.

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.)
This report should be shared with the new team of faculty assuming responsibility for assessment. This, along with previous years' reports, should provide some information that they can use as the craft the new assessment plan. In addition, the group must make the plan clear to faculty teaching the majors courses. Faculty signing up to teach these courses must understand their responsibility to follow whatever assignments and use whatever rubrics stipulated by the plan.

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**
A new plan needs to be developed to align with changes at the state level and the degree must be re-examined to accommodate changes made by UNM.	

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.)
Year 4	N/A: Plan must be completely revised