

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>2018-2019</u> Academic Year	<u>Andy Tibble and Judith Tomasson</u> Contact Person	<u>atibble@cnm.edu; jbalaczs@cnm.edu</u> CNM Email	<u>50154; 50239</u> CNM Office Extension

Subject of this Report
SAGE--SAGE_CSE--College Success Experience (CSE)

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 .)
<p>CSE1101 is a transferable, college-level course that aims to improve the students' academic and personal skills and to develop a successful mindset regarding the challenges of college. In addition to being taught at CNM's campuses, the course is a popular option for the high school dual credit population.</p> <p>The average discipline retention rate for the 2018-19 academic year was 84.7%, an decrease of 3% from the previous academic year. The average C-Pass rate was 73%, identical to the previous academic year. The average class-fill rate was 70.7%.</p> <p>The course has been revised to be included in the NM General Education common course numbering system as FYEX 1110. This will enhance the transferability of the course, and it may lead to increased enrollment.</p>

Changes Implemented During the Past Year in Support of Student Learning

During the 2018-19 academic year, CSE faculty worked on submitting the course for approval to the NM General Education Core. The course needed adopt a new title, course description and learning objectives to be included as a First Year Seminar course (FYEX1110). The existing curriculum fit well with the new state SLO's so no significant curriculum changes were made in the past academic year.

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
Midterm Assessment	Direct & Internal	CSE1101 students	developing a personal study plan using active reading and learning strategies	Minimum score of 2 on a rubric scaled 0-3. (3= proficient, 2= developing, 1= emergent, 0= needs improvement)	80%	Target met
Midterm Assessment	Direct & Internal	CSE1101 students	applying critical and creative thinking skills to solve problems related to college and life situations	Minimum score of 2 on a rubric scaled 0-3. (3= proficient, 2= developing, 1= emergent, 0= needs improvement)	80%	Target met
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Summary of Assessment Findings
<p>The CSE1101 Study Skills Midterm assessment was completed by more than 80% of students in sections that reported data. Data across all sections for Fall 2018 and Spring 2019 was remarkably consistent with slightly more than 80% of students rated as meeting the 3 (proficient) or 2 (developing) level on the rubric.</p>

Interpretation of Assessment Findings
<p>Based on the results of the midterm assessment, students demonstrate learning and understanding of the study skills areas and strategies presented in the course. The students are able to apply knowledge of study skills areas and strategies to the case study provided in the assessment.</p> <p>The second years data confirms the AY2017-18 findings. Reporting for high school sections was better this year thanks to improved communication between SAGE and the high school partner institutions. The data shows that high school students outcomes on the Mid Term assessment are comparable those students taking the course at CNM.</p>

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.)

CSE faculty are currently developing a new assessment that will focus on the final project in the course.

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

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

Recommendations, Proposals, and/or Funding Requests

Budget Needed

None at this time.

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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.)
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Graduate Learning Outcomes to Be Assessed	Years in which Assessment Is Planned	Population/Courses to Be Assessed	Planned Assessment Approach
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