

# 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			
2018-2019	Alex Piland, Alice Trabaudo, Pam Herrington	apiland@cnm.edu, atrabaudo@cnm.edu, pherrington@cnm.edu	
<b>Academic Year</b>	<b>Contact Person</b>	<b>CNM Email</b>	<b>CNM Office Extension</b>

**Subject of this Report** (Please copy and paste the program identifier from the Program Identifiers spreadsheet without making any changes. Only one program identifier can be included per report.)

SAGE--SAGE\_IRW--Integrated Reading and Writing

## 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>.)

In 2018-19, the overall pass rates for IRW 0970 and IRW 0980 remained over 60 percent; IRW 0980 had a 63.7% pass rate, and IRW 0970 had a 60.2% pass rate.

In 2018-19, our distance learning sections of IRW 0970 and IRW 0980 saw increased pass rates (an increase of 1.6% in IRW 0970 distance learning sections and an increase of 0.9% in IRW 0980 distance learning sections). We attribute this success to the norming sessions IRW faculty have held to discuss our assessment of our student learning outcomes, revision of the assignments in our IRW collaborative courses, and changes to our distance learning participation and attendance policies.

IRW full-time faculty have redesigned the IRW 0980 and ENGL 1110 jump start co-requisite program and curriculum. We now offer the WriteStart Learning Community that will provide students with the support of IRW and ENGL teaching partners who will assist students in the paired learning community courses. We are currently exploring other pairings.

**Changes Implemented During the Past Year in Support of Student Learning**

IRW faculty met to complete norming for IRW 0970 portfolios.

IRW faculty met with CHSS faculty to set new placement scores using the Next Generation Accuplacer Reading Test and the WritePlacer.



**PART 3: REPORT ON ASSESSMENT OF STUDENT LEARNING**

<b>Assessment Method</b>	<b>Type of Assessment Tool</b>	<b>Population or Course(s) Assessed</b>	<b>Graduate Learning Outcome(s) Assessed</b>	<b>Mastery Level</b> (E.g., "Minimum score of 3 on a rubric scaled 0-4" or "Minimum score of 75%")	<b>Targeted % Achieving Mastery</b>	<b>Outcome</b>
Portfolio	Direct internal	IRW 0980	Demonstrate use of a reading process that increases comprehension and retention; steps should include pre-reading, active reading, and post-reading	Pass or no pass	65%	Target met
Portfolio	Direct internal	IRW 0980	Demonstrate the ability to summarize various texts while successfully integrating credible source material into new writing	Pass or no pass	65%	Target met
Portfolio	Direct internal	IRW 0980	Demonstrate use of a writing process; steps should include prewriting, drafting, revising, and editing	Pass or no pass	65%	Target met
Portfolio	Direct internal	IRW 0980	Produce writing tasks that meet appropriate rhetorical and grammatical expectations, including (4A) a clear main idea that focuses the writing	Pass or no pass	65%	Target met
Portfolio	Direct internal	IRW 0980	Produce writing tasks that meet appropriate rhetorical and grammatical expectations, including (4B) development of adequate, specific, and logical support	Pass or no pass	65%	Target met

Portfolio	Direct internal	IRW 0980	Produce writing tasks that meet appropriate rhetorical and grammatical expectations, including (4C) organization of ideas within and among paragraphs	Pass or no pass	65%	Target met
Portfolio	Direct internal	IRW 0980	Produce writing tasks that meet appropriate rhetorical and grammatical expectations, including (4D) reasonable correctness in Standard Written English	Pass or no pass	65%	Target met
	N/A				N/A	N/A
	N/A				N/A	N/A
	N/A				N/A	N/A

<b>Summary of Assessment Findings</b>
<p>Summary of IRW 0980 Final Assessment/Portfolio</p> <p>1,150 students out of 1,745 enrolled at census submitted a portfolio (65.9%).</p> <p>1,150 students out of 1,489 enrolled at the end of the term submitted a portfolio (77.2%).</p> <p>1,116 students out of 1,745 enrolled at census passed the portfolio (64%).</p> <p>1,116 students out of 1,489 enrolled at the end of the term passed the portfolio (74.9%).</p> <p>1,116 students out of 1,150 students who submitted a portfolio passed the course (97%).</p> <p>Summary of the IRW 0980 Student Learning Outcomes (SLOs)</p> <p>45 out of 1,150 students (4%) did not meet SLO 1: Demonstrate use of a reading process that increases comprehension and retention; steps should include pre-reading, active reading, and post-reading. (96.1% passed SLO 1.)</p> <p>46 out of 1,150 students (4%) did not meet SLO 2: Demonstrate the ability to summarize various texts while successfully integrating credible source material into new writing. (96% passed SLO 2.)</p>

33 out of 1,150 students (3%) did not meet SLO 3: Demonstrate use of a writing process; steps should include prewriting, drafting, revising, and editing. (97.1% passed SLO 3.)

32 out of 1,150 students (2.8%) did not meet SLO 4A: Produce writing tasks that meet appropriate rhetorical and grammatical expectations, including a clear main idea that focuses the writing. (97.2% passed SLO 4A.)

36 out of 1,150 students (3.1%) did not meet SLO 4B: Produce writing tasks that meet appropriate rhetorical and grammatical expectations, including development of adequate, specific, and logical support. (96.9% passed SLO 4B.)

31 out of 1,150 students (2.7%) did not meet SLO 4C: Produce writing tasks that meet appropriate rhetorical and grammatical expectations, including organization of ideas within and among paragraphs. (97.3% passed SLO 4C.)

41 out of 1,150 students (3.6%) did not meet SLO 4D: Produce writing tasks that meet appropriate rhetorical and grammatical expectations, including reasonable correctness in Standard Written English. (96.4% passed SLO 4D.)

### Interpretation of Assessment Findings

The majority of students who submit a portfolio meet the student learning outcomes (at least 95% of students who submit a portfolio meet all objectives).

### 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 will discuss the final measures forms and final measures reporting to ensure that faculty are all reporting student success in the same way. IRW faculty have noted minor inconsistencies in faculty's reporting of final measures data. There is a need to develop a reporting form that will identify errors. Faculty will ask the SAGE administration if it may be possible to develop a final measures form that notes errors.

**Please select all of 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

### Recommendations, Proposals, and/or Funding Requests

### Budget Needed

N/A

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

<b>Years of Full Cycle</b>	<b>Next Year’s Assessment Focus</b> (Describe how the next planned assessment is expected to provide information that can be used toward improving student learning.)
2019-2020	IRW 0970 and ESOL 0971 Student Learning Outcomes

<b>Graduate Learning Outcomes to Be Assessed</b>	<b>Years in which Assessment Is Planned</b>	<b>Population/Courses to Be Assessed</b>	<b>Planned Assessment Approach</b>
Apply reading strategies to facilitate comprehension of academic and workplace reading.	2019-2020	IRW 0970/ESOL 0971	Portfolio
Demonstrate effective use of writing processes for academic and workplace purposes.	2019-2020	IRW 0970/ESOL 0971	Portfolio
Identify, analyze, and evaluate text features, including main ideas, topic sentences, supporting details, and organization of ideas.	2019-2020	IRW 0970/ESOL 0971	Portfolio
Produce sentences and paragraphs that successfully develop ideas with clear purpose and focus.	2019-2020	IRW 0970/ESOL 0971	Portfolio
Identify and correct major errors in sentence structure, grammar, and mechanics within the context of their own writing.	2019-2020	IRW 0970/ESOL 0971	Portfolio
Use technology effectively for writing and reading tasks.	2019-2020	IRW 0970/ESOL 0971	Portfolio

