CNM ANNUAL STUDENT LEARNING ASSESSMENT REPORT

Due to the Student Academic Assessment Committee by October 15

CNM>
Central New Mexico Community College

PART 1: REPORT INFORMATION

Report Year and Contact Information			
2018-2019	John Morningstar	jmorningstar@cnm.edu	52218
Academic Year	**Contact Person**	**CNM Email**	**CNM Office Extension**

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.)
AT--TRDR_CERT--Truck Driving Class A Certificate

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.)
2018-2019 saw the Trucking program continue to adjust to the new staff (with Steve Shikenjanski becoming the 3rd Full-Time Instructor) and the increased enrollment following the closing of Rocky Mountain Trucking School the previous year. This year saw a significant increase in students who finished the course: 136 students tested for their CDL through the program, compared to the previous year's 117, and, although our overall rate of students obtaining a CDL dropped slightly (86% vs previous year's 88%), the final numbers show more students obtaining a CDL through the program than in the previous year.

Changes Implemented During the Past Year in Support of Student Learning
One major change to the program in the past year was, in 1392, moving from 7 driving shifts over four periods of time to 6 driving shifts over 3 periods of time, with a corresponding half-hour increase in shift length. The intent was to decrease the number of students missing driving shifts due to confusion and scheduling conflicts, and although we did not track this metric, the driving shifts seemed to have more consistent attendence. Another change inplemented in the summer term was to not reveal to students the route they would test on in the state exam, in an attempt to not create unduly expectation of what their test should be, as we were concerned that this expectation was at times hindering their performance. The sample size of data on this change is too small to meaningfully analyze at this time.

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
3rd Party CDL Exam for license	Direct external	1392	Earn Class A CDL	Pass test	90%	Target not met
Resume & Cover Letter	Direct internal	1220	Proficiency in Communication Skills relevant to industry	80% or above	80%	Target partially m
Oral Reports	Direct internal	1392	Proficiency in Communication Skills relevant to industry	80% or above	80%	Target partially m
Driver Interviews	Direct internal	1392	Proficiency in Communication Skills relevant to industry	80% or above	80%	Target partially m
Research Paper	Direct internal	1392	Proficiency in Communication Skills relevant to industry	70% or above	80%	Target not met
Team Trip Project	Direct internal	1220	Proficiency in Computational Skills relevant to industry	80% or above	80%	Target not met
Internet Search Projects	Direct internal	1120, 1220 and 1392	Proficiency in Technology Skills relevant to industry	80% or above	80%	Target partially m
Hazardous Materials Exam	Direct internal	1392	Proficiency in Safety Consciousness and Skills relevant to industry	80% or above	80%	Target not met
CNM PreTrip Final Exam	Direct internal	1392	Proficiency in Safety Consciousness and Skills relevant to industry	80% or above	90%	Target partially m
CNM Road Final Exam	Direct internal	1392	Proficiency in Safety Consciousness and Skills relevant to industry	80% or above	90%	Target not met

Summary of Assessment Findings

Learning Outcome #1: The pass rate was calculated on the basis of both total students who were in the course and total students who took the test, and niether of those pass rates exceeded 90% (85% and 86%, respectively). However, we did not break out how many of those students passed on their first attempt, or how many passed after obtaining additional training in the refresher course, which would have provided a better picture of our overall success. These rates are mostly consistent with the previous year's pass rate, and a trend is beginning to emerge: the pass rate in the summer is significantly lower than the pass rate in the spring and fall terms (76% vs approximately 90% this year, similar last year). As we are close to hitting our target outside of summer term, attention will be paid to how to try to improve the course in that shortened term.

Learning Outcome #2: For the Cover Letter/Resume assignment, 77% of students who were in the classes submitted the project at target level, and 91% of those who submitted the project did so at the target level. For the Oral Reports, 51% of the students in the classes submitted the project at target level, but 100% of those who did submit the project did so at target level. For the Driver Interviews, 76% of students in the classes submitted the project at target level, but 100% of those who submitted the project did so at target level. On the Research Paper, which was not used until Spring term, 59% of the students in the classes submitted the project at target level, and 78% of those who submitted it did so at target level. As all of these assignments are done during 1392, when the students do not meet as a group, the discrepancy in % for those in the class vs those who submit is not surprising. The increased scoring of students on the research paper this year as opposed to last my be an effect of different instructors grading the project, or possibly just a result of a larger sample size.

Learning Outcome #3: For the Team Trip project, 42% of the students in the classes submitted the project at the target level, and 44% of those who submitted projects did so at the target level. A change in the instructor for the online section and resulting change in emphasis on this project seems to have resulted in a higher submission percentage, but the lower percentage of projects hitting the target may reflect the increased degree of difficulty of the project, which was changed in the middle of the previous report's timeframe. Nonetheless, the low percentage certainly suggests that more work remains to be done to bring students overall up to the program's standards.

Learning Outcome #4: For the Internet Search Projects, 74% of students in the classes submitted the project at the target level, and 89% of those who submitted the project did so at the target level.

Learning Outcome #5: For the Hazardous Materials Exam, 66% of the students in the classes submitted the test at the target level, and 67% of the students who submitted the test did so at the target level. Although these numbers do not hit the target, they are both over 10% higher than the previous year, which will bear watching on future reports. For the Pretrip Final, 89% of the students in the classes performed the test at the target level, and 90% of the students who performed the test did so at the target level. This represents a dip on both measures from the previous year, which might reflect a correction in internal scoring mentioned in staff meetings -- we are attempting to more accurately reflect scores obtained on the state exam, and are attempting to grade a little harder. For the Road Final, 82% of the students in the classes performed the test did so at the target level, and 82% of the students who performed the test did so at the target level. These numbers are close to the previous year, but still may not hue as close to state exam results as we would like.

Interpretation of Assessment Findings

Assessment findings again show a mixed bag. Although the program did not fully meet targets in the Communication (#2), Computation (#3) or Technology (#4) Learning Outcomes, the program came closer in Learning Outcomes #1 (Gaining License) and #5 (Safety), with the exception of the HazMat Exam. Further, in the majority of the competencies wherein targets were not hit, the projects that were submitted did hit the targets (with the exception of SLO #3), suggesting that the primary issue is a lack of completion of projects more than a lack of ability to perform tasks (again, excepting #3). The overall picture shows that we are strongest on the practical measures that directly apply to obtaining the CDL, as would be expected and as is probably appropriate, given that the students come into the program with obtaining the license as their goal. The challenge is to improve their submission rates for non-driving classwork, and to improve passing rates overall, especially with regard to the HazMat exam. The data also show that projects assigned and given time for completion in the classroom have higher submission rates than projects assigned during 1392, when there is no classroom time. The Research Paper, it should be noted, has been given a target of 70% score, with 80% submitting projects that achieve that score or higher. The reason for the lower bar on this assignment is how atypical it is of the industry and of other driving programs, but the hope is that it will lead to greater student outcomes in industry, especially given the consistantly high turnover rate.

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.)

One possible change to improve scores on the HazMat test would be to move it to the end of 1220, which is the course in which the material is taught -- this was discussed and implemented by the 01 (day) section, but not the 02 or 21 sections of the program, and the results do not seem to support significant improvement (68% pass rate 01 section, 65% pass rate other sections). The primary focus of assessment, moving forward, will be to find the correlation between CNM Final test scores and obtaining the CDL on the first attempt, something that was not tracked sufficiently well in the past year, to see how accurate our evaluation of our students is. Revisiting our format for Summer term is also indicated by the data, and revision of the process and teaching approach for that term seems necessary -- this will be addressed at the next program meeting.

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
None at this time	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)

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.)
2015-2020	All -- we assess all 5 learning outcomes every report, as our program is only 1 term in length.

Graduate Learning Outcomes to Be Assessed	Years in which Assessment Is Planned	Population/Courses to Be Assessed	Planned Assessment Approach
1: Earn a Class A Commercial Driver's License	All	All 1392 students	Direct test administered by external examiner
2: Demonstrate proficiency in communications skills requirede in the transportation industry	All	All 1392 students	Resume and cover letter, oral reports, driver interviews and research paper
3: Demonstrate proficiency in the computational skills required in the transportation industry	All	All 1220 students	Team trip project, internal and direct
4: Demonstrate proficiency in the technology skills required in the transportation industry	All	All 1120, 1220 and 1392 students	Printing copies of internet websites relating to trucking companies, organizations, vendors, and driving job applications
5: Demonstrate the ability to work in a safe manner as required in the transportation industry	All	All 1392 students	Pre-Trip Final, Road Driving Final, Hazardous Materials Exam