

# 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>Catron Allred</u> Contact Person	<u>Callred2@cnm.edu</u> CNM Email	<u>50606</u> CNM Office Extension

  

Subject of this Report
CHSS--TLOL_CERT--Online Teaching and Learning Certificate

## PART 2: CONTEXT IN WHICH THE ASSESSMENT TOOK PLACE

Program/Area Highlights and Successes
<p>(Wherever applicable, include course completion rates, job placement outcomes, and licensing examination pass rates. See the program information dashboard at <a href="https://livecnm.sharepoint.com/sites/Dashboards/SitePages/Program%20Information%20Dashboard.aspx">https://livecnm.sharepoint.com/sites/Dashboards/SitePages/Program%20Information%20Dashboard.aspx</a> (access restricted to CNM employees) and other reports at <a href="https://www.cnm.edu/depts/opie">https://www.cnm.edu/depts/opie</a>.)</p> <p>The Online Teaching and Learning certificate was 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 and in this 2018-2019 academic year, there were 107 declared majors, with 36 certificates awarded. In addition to training faculty at CNM, we have a partnership with APS to train their online teachers and many faculty from other NM higher education schools are taking the coursework. The courses will be going through the internal QM review process in preparation for national QM certification. We plan to market this certificate nationally after all of the courses are QM certified at the national level.</p>

  

Changes Implemented During the Past Year in Support of Student Learning
<p>During Summer 2018, faculty in the program did a complete program revision to update the courses, align the objectives with assessments and build competency-based grading and completion into the program across courses. The final program revision was ready for Fall 2019. Course feedback from TLOL 1010, 1015, and 1025 from Fall 2018 to Spring 2019 indicated a markedly greater satisfaction with the course goals, alignment of content, and relevance of the curriculum. Minor program revisions continue to address continuous improvement.</p>

**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>
Course Survey	Direct & Internal	TLOL Classes	Alignment of course material and course learning objectives	3.5 out of 5 point scale	100%	Target met
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**Summary of Assessment Findings**

The course evaluation surveys were used to assess the TLOL classes this time around because of the program revision and the faculty/student survey revision that accompanies deployment of the new curriculum. Student course surveys were administered in both the Fall of 2018 and Spring of 2019 and the quantitative results on questions of alignment and how well course materials supported achievement of course learning objectives was positive. Fall 2018 responses indicated some confusion and areas in need of improvement that were addressed and implemented in Spring 2019. The results of course evaluations were markedly more positive in the Spring 2019, indicating higher alignment between materials and course objectives, the supportive feedback provided by instructors in relation to revised rubrics and course summatives, and better organization of the courses that facilitated student success.

**Interpretation of Assessment Findings**

The quantitative results indicated student perceptions of alignment between course learning objectives and course assignments/outcomes was high, but the qualitative responses described frustration with the learning materials used, the number of assignments, and the pace of the course in the Fall 2018. Faculty made revisions, streamlined, and revisited course materials and rubrics and the students indicated positive feedback in relation to these changes in Spring 2019.

**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.)

In the Summer of 2018, the TLOL courses underwent revision in response to student feedback and ratings on the QM Rubric. Formative assessment in the Fall of 2018 continued to drive needed improvements and the full curriculum revision was ready for rollout in Fall 2019. Surveys beyond the course evaluations are being developed this academic year to provide more specific feedback about the course to support continuous improvement.

**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 checked="" type="checkbox"/> Course content revision |
| <input checked="" type="checkbox"/> Curricular Revision | <input type="checkbox"/> Faculty training/development               | <input type="checkbox"/> Process revision                   |

Recommendations, Proposals, and/or Funding Requests	Budget Needed
<p>In order to more efficiently collect, analyze, and act upon programmatic data, the Education Program would benefit tremendously from data software. This program assessment provides a glimpse into the alignment and effectiveness of our program, but with more sophisticated data software (e.g., Tk20, LiveText), we could collect more robust data that would allow us to draw better conclusions about what is working well in our program and what improvements should be made on a formative and summative basis</p>	<p>Click or tap here to enter text.</p>

**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.)
2017-2022	Student and faculty surveys will address the Student Learning Outcomes (SLOs) in each Teacher Education course, as was implemented in Fall 2017.

Graduate Learning Outcomes to Be Assessed	Years in which Assessment Is Planned	Population/Courses to Be Assessed	Planned Assessment Approach
Alignment between course summative assessments and course learning objectives	2017-2020	TLOL Courses	Student and Faculty Surveys
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