

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>2017-2018</u> Academic Year	<u>Nora Nixon</u> Contact Person	<u>nnixon@cnm.edu</u> CNM Email	<u>225-3935</u> CNM Office Extension

Subject of this Report
Choose an item.

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 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> <p>SAGE’s non-credit Adult Basic Education (ABE) program includes classes in English as a Second Language (ESL) and High School Equivalency (HSE). The purpose of the program is to help English language learners improve their English skills for life, work, and academic contexts, and to help students seeking high school equivalency to prepare for and pass the state-approved high school equivalency exams (GED or HiSET).</p> <p>We also offer Integrated Basic Education and Skills Training (I-BEST) programs for ESL students who are co-enrolled in CHSS’s Early Childhood Multicultural Education certificate program or HWPS’s Nursing Assistant certificate program.</p> <p>For the 2018-2019 academic year, we are submitting our SAAC report based on the results of standardized tests that are required by our federal and state grant funding: The Comprehensive Adult Student Assessment System Reading for Life and Work (CASAS) for ESL, and the Test of Adult Basic Education reading and math (TABE) for HSE and the new CASAS Reading and Math GOALS tests for HSE.</p> <p>The TABE and CASAS tests measure students’ English and Math abilities and classify them into one of five ABE / ESL levels. Students take a pre-test for placement when they enter the program, and then take progress tests when they have attended at least 40 hours of class. When our students move up to the next level as result of their assessment, this is called a “level gain” by our funders. In November 2018, the TABE 9 & 10 tests were discontinued by the New Mexico Higher Education Department, and our program had to implement the new TABE 11 & 12 tests.</p>

Changes Implemented During the Past Year in Support of Student Learning

Due to the drop in HSE post test level gains that occurred this past fiscal year, our program decided to abandon the TABE 11 & 12 tests and implement the newly NRS approved CASAS Reading and Math Goals tests for all HSE students to try to improve post test level gains.

PART 3: REPORT ON ASSESSMENT OF STUDENT LEARNING

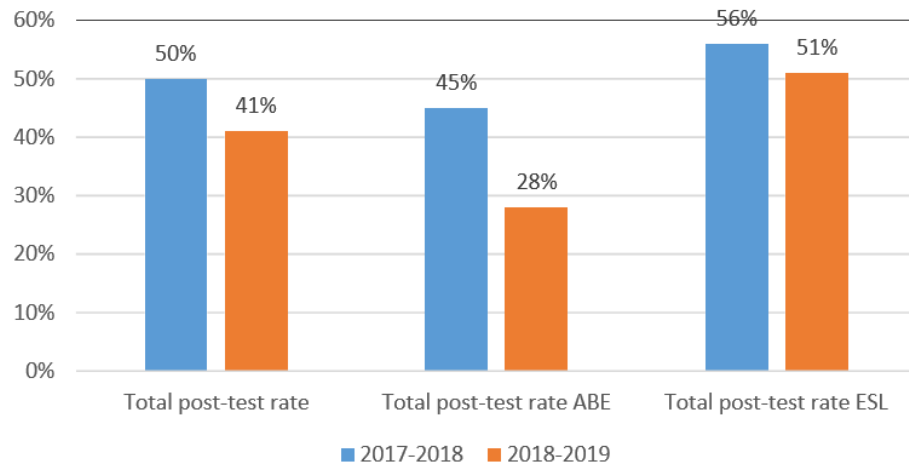
Assessment Method	Type of Assessment Tool	Population or Course(s) Assessed	Graduate Learning Outcome(s) Assessed	Mastery Level (E.g., "Minimum score of 3 on a rubric scaled 0-4" or "Minimum score of 75%")	Targeted % Achieving Mastery	Outcome
Tests of Adult Basic Education (TABE) Reading and Math	Direct & External	All High School Equivalency students who attended instruction at least 40 hours	Ability to make a level gain on the test	Increasing test score sufficiently to raise level at least one step on the assessment scale	50%	Target partially met
Comprehensive Adult Student Assessment System (CASAS) Life and Work Reading	Direct & External	All ESL students who attended instruction at least 40 hours.	Ability to make a level gain on the test	Increasing test score sufficiently to raise level at least one step on the assessment scale	50%	Target partially met
Comprehensive Adult Student Assessment System (CASAS) Reading and Math GOALS (Replacing TABE tests)	Direct & External	All High School Equivalency students who attended instruction at least 40 hours	Ability to make a level gain on the test	Increasing test score sufficiently to raise level at least one step on the assessment scale	N/A	N/A

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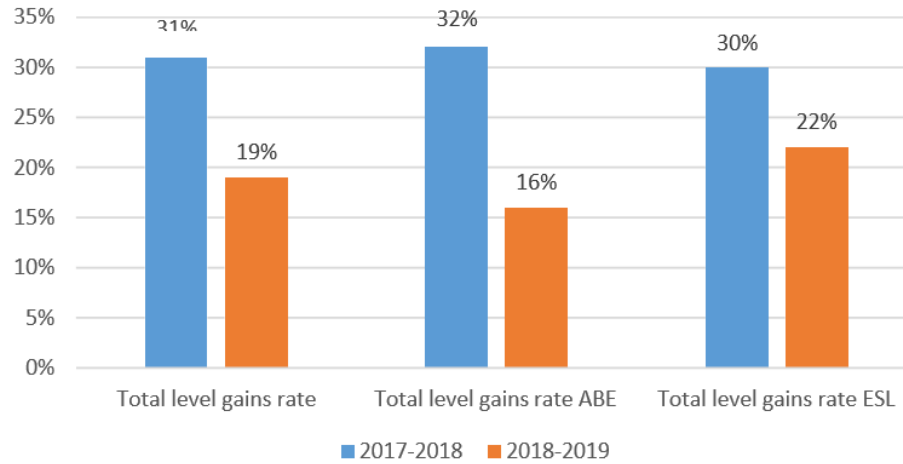
Summary of Assessment Findings

The comparison of Post-test rates and Level gains rates for 2017-2018 and 2018-2019 are shown below:

Post-test rates comparison 17-18 & 18-19



Level gains rates comparison 17-18 & 18-19



Interpretation of Assessment Findings

There were several factors which contributed to the drop in HSE level gains. The new TABE 11 and 12 tests were much longer and more difficult. Students frequently had to retest due to out of range scores, and because of the length of the tests, we were no longer able to do paper progress testing in class. This negatively impacted our post-test rates as well as our level gains.

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.)

Due to the drop in level gains that occurred this past fiscal year, our program decided to abandon the TABE 11 & 12 tests and implement the newly NRS approved CASAS Reading and Math Goals tests for all HSE students. In addition, our program is being restructured as follows:

- All (New and Returning Students) are required to attend an Orientation – first five weeks 2020: Jan 13 – Feb 14. Full-Time Faculty will conduct these Orientations.
- Students will not be able to register for classes until successful completion of Orientation. All students (including continuing and returning) must successfully complete the new Orientation and go through the same processes as first time students. The orientations will include goal setting steps for students.
- The Orientation sign up web form should be available online for students by November 15, 2019. It will collect contact information and send a confirmation email. A reminder for Orientation will be sent before the session begins. Students will be asked which method of communication they prefer. Next steps for spring registration will be communicated during and after orientation.
- Classes for spring 2020 have been rescheduled to meet in five-week intensive time blocks starting February 17, 2020 to allow time for potential curricular changes to be implemented and for faculty to be trained on new processes.

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

Recommendations, Proposals, and/or Funding Requests	Budget Needed
None	None

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.)
N/A	We currently do not follow a cycle for ABE assessment

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