

# 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> <b>Academic Year</b>	<u>Amy Christensen</u> <b>Contact Person</b>	<u>achristensen@cnm.edu</u> <b>CNM Email</b>	<u>50101</u> <b>CNM Office Extension</b>
Subject of this Report			
SAGE--ESOLCC_CERT--ESOL Communication and Culture Certificate			

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

<b>Program/Area Highlights and Successes</b> (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>The Bilingual Customer Service Representative Certificate AND the ESOL Certificate in Communication and Culture in Customer Service is a two-term, dual certificate program for students who are non-native English speakers. Students must be able to speak, read and write English well as the courses are completely taught in English. The program is designed to help students develop English technical skills and will prepare them for jobs in customer service occupations. Classes are offered in the evenings and online. The certificate is a collaborative effort between the Schools of Adult and General Education and Business and Information Technology.</p> <p>Employment opportunities in retail, hi-tech and small business as a:</p> <p>Bilingual Customer Service Representative; Bilingual Client Relations Representative, or Bilingual Online Support Specialist</p> <p>This dual certificate program is composed of six classes. They are</p> <ol style="list-style-type: none"><li>1. ESOL 1001: Academic and Workplace Communication</li><li>2. ESOL 1010L Reading and Vocabulary</li><li>3. ESOL 1020 Grammar and Composition</li><li>4. ESOL 1030 U.S. Culture and Contemporary Issues</li></ol>

- 5. BA 2230 Customer Service
- 6. OTEC 1170 Telephone Skills

This new certificate program began in Spring 2018.

The second year of the program Fall 2018/Spring 2019 had two separate cohorts. One was a high school in Ohio where the classes were offered totally online. 8 students earned their ESOL certificate in this program. The other cohort was offered face to face and in a hybrid fashion at CNM. 9 students got their certificates in the face to face cohort (This includes 2 students who started in the 2018 cohort)

Since the Summer of 2016, 135 students have declared the ESOL Certificate in Communication and Culture for Special Purposes as their CNM major. Initially, SAGE offered these classes for Health Care, but we were unable to fill the classes. Thus, some of these 135 students may have been initially interested in the “special purpose” of Health Care.

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

These four ESOL classes in the Bilinugual Customer Care Certificate and the ESOL Certificate in Communication and Culture for Customer Servicer were run for the first time in Spring 2018 and Summer 2018.. Over the summer of 2018, all the activities and assessments were put online so that the classes could be offered in both the F2f/hybrid model and online. Activities were tweaked for the Fall 2018/19 year according to student feedback given throughout the last academic year. There was another major tweaking of activities in the Summer of 2019 based upon anecdotal feedback from students and the facilitator in Ohio who was working with a group of high school students.

**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
Appropriate Feedback Journal Entry and Conflict Resolution Quiz	Direct & Internal	ESOL 1001	Communicate effectively and appropriately with clients and co-workers in industry settings and formats.	Minimum score of 81% on a rubric for the journal entry and minimum score of 81% on the quiz.	80%	Target met

Teamwork Presentation	Direct & Internal	ESOL 1001	Design and deliver effective presentations appropriate for the industry specific setting.	Minimum score of 81% on the rubric.	80%	Target met
3 Rs and Annotation Assignment	Direct & Internal	ESOL 1010	Reading -Apply pre-, during, and post-reading strategies.	Minimum score of 81% on the assignment.	80%	Target met
Vocabulary Plan Journal Entry	Direct & Internal	ESOL 1010	Vocabulary - Employ strategies to develop academic and/or professional vocabulary.	Minimum score of 81% on the journal rubric.	80%	Target met
Job Application assignment	Direct & Internal	ESOL 1020	Writing - Demonstrate professional writing conventions (grammar, audience awareness, formality) appropriate to purpose and context.	Minimum score of 81% on the assignment which uses rubrics.	80%	Target met
Online grammar post-tests	Direct & Internal	ESOL 1020	Grammar - Recognize and understand the meaning of targeted grammatical structures.	Minimum score of 81% on grammar tests. Results showed 54.5%	80%	Target not met
Beliefs/Values/Ethics journal entry	Direct & Internal	ESOL 1030	Demonstrate awareness of the ways in which beliefs, values, and ethics can influence interactions and expectations among and between clients, colleagues, and supervisors.	Minimum score of 81% on the journal rubric.	80%	Target met

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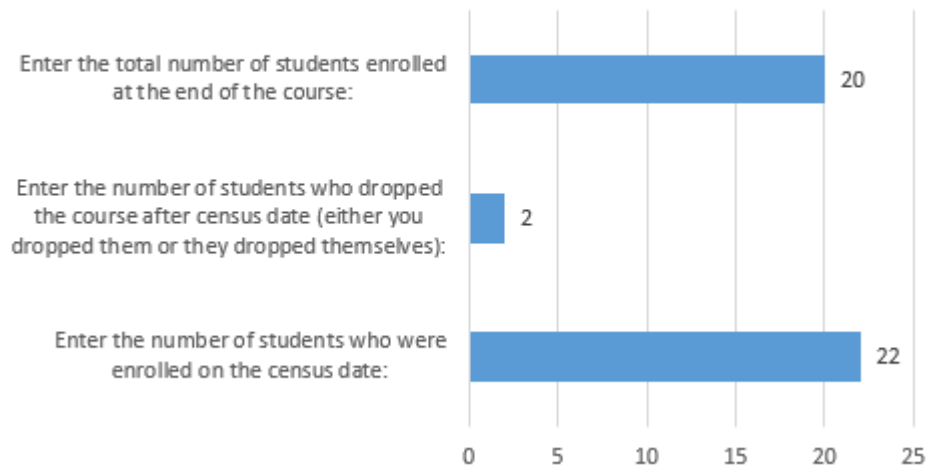
### Summary of Assessment Findings

By choosing 1-2 outcomes for each class to assess over the 5-year period, the SAGE ESOL certificate program will get a better and more comprehensive picture to ensure we are indeed promoting organizational excellence and innovation in our ESOL classes specifically related to increasing student success.

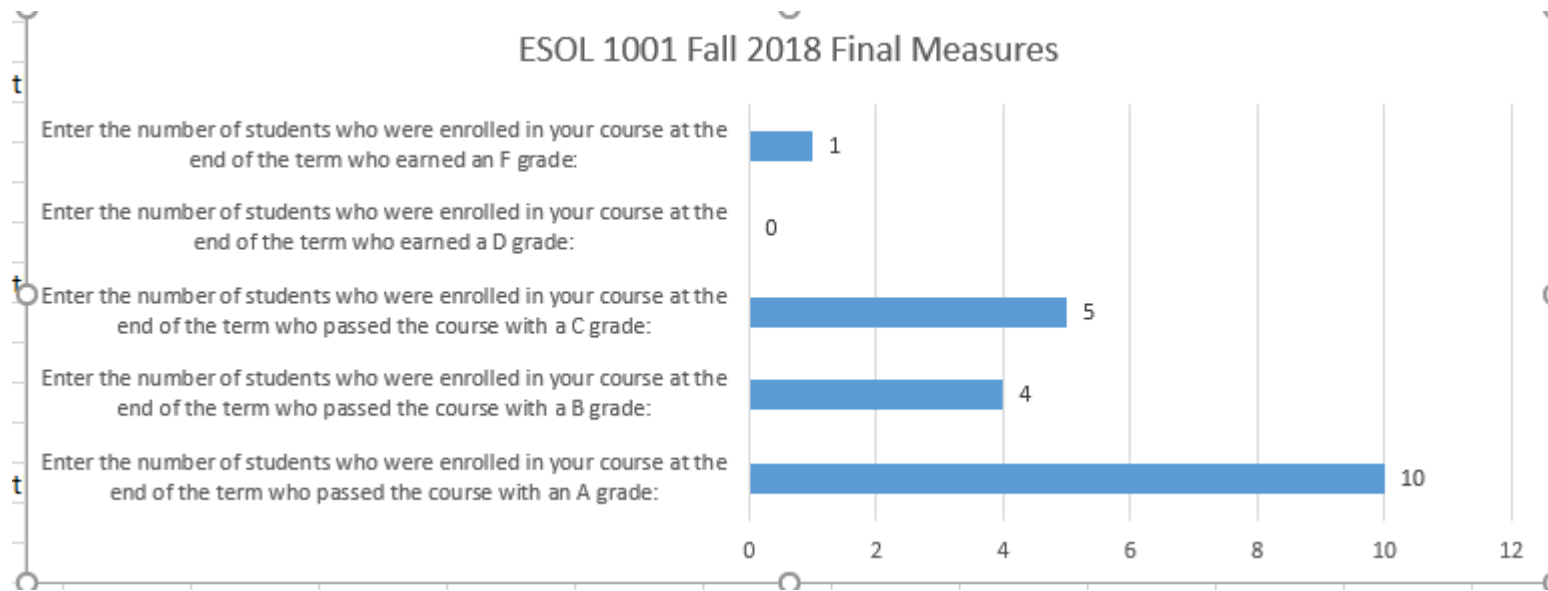
In ESOL 1001, the retention rate was 90.1%. In ESOL 1010 the retention rate was 83.3%. In ESOL 1020 the retention rate was 90.1%, and in ESOL 1030 the retention rate was 87.5%. Below is the data from the 4 classes which includes the number of students enrolled on census date, the number who dropped, and the number of students who finished the class with an A, B, C, D, or F grade. The 1-2 learning outcomes are identified and student performance indicated.

ESOL students continue to struggle with grammar which may be one reason why ESOL 1020 appears to be the most difficult in this sequence of classes. A target that was not met was to recognize and understand the meaning of targeted grammatical structures. Faculty need to continue to search for ways to help students understand complex grammatical structures.

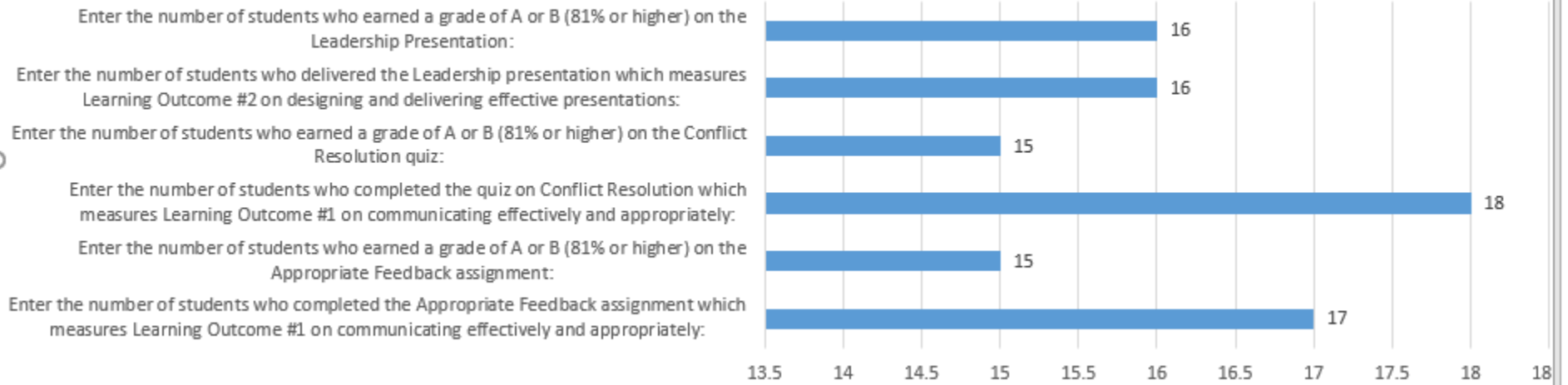
### ESOL 1001 Fall 2018 Final Measures



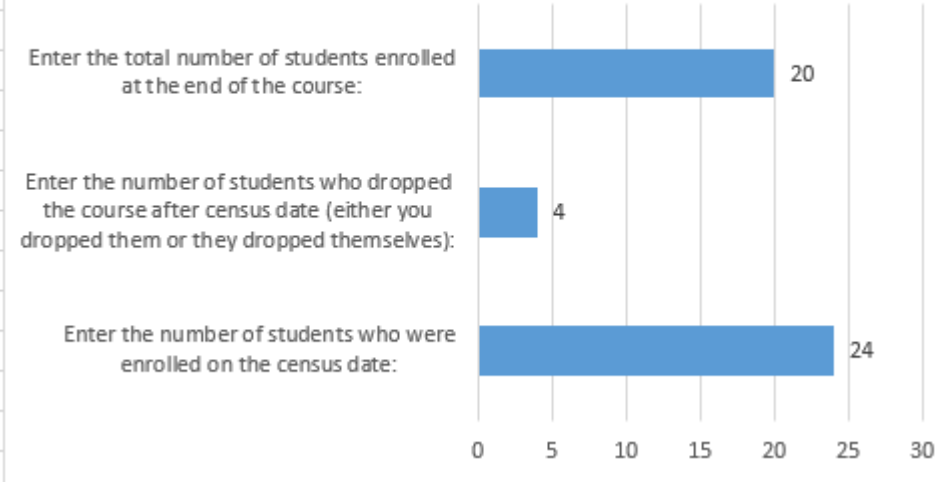
### ESOL 1001 Fall 2018 Final Measures



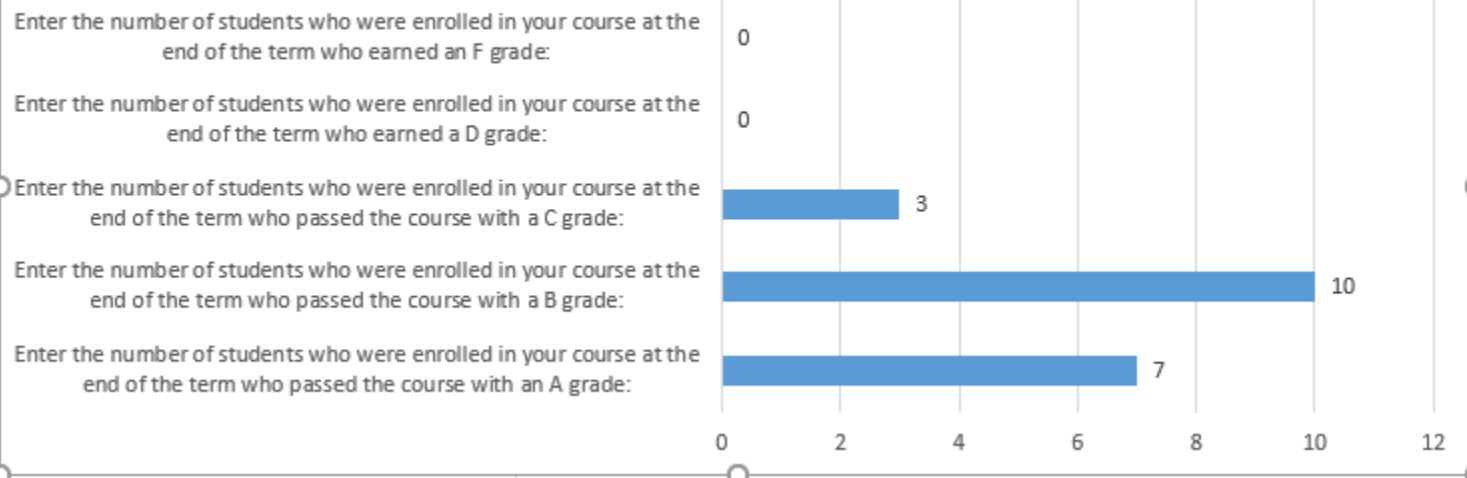
### ESOL 1001 Fall 2018 Final Measures



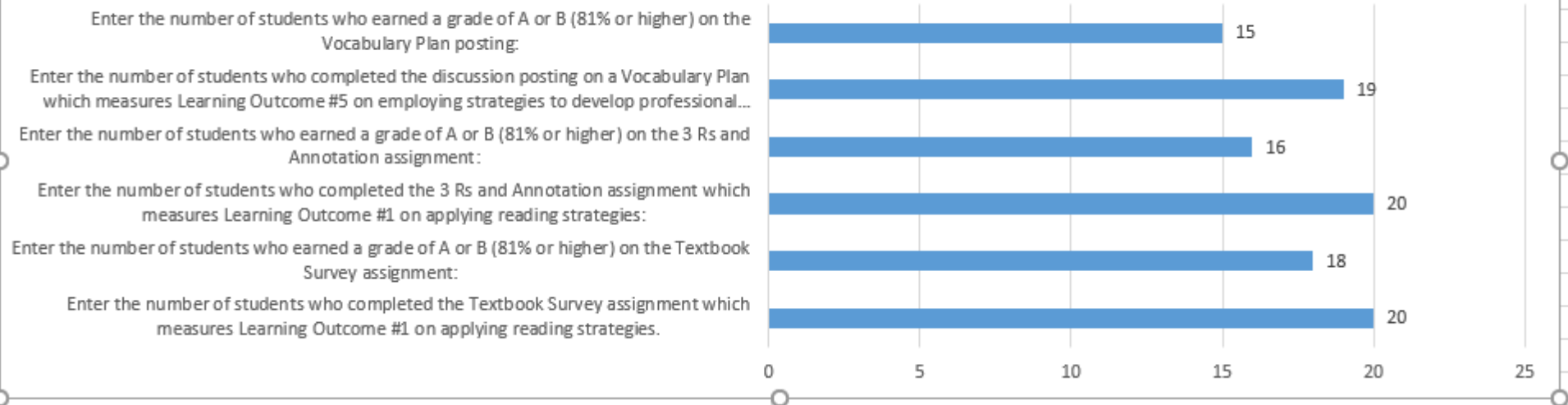
### ESOL 1010 Fall 2018 Final Measures



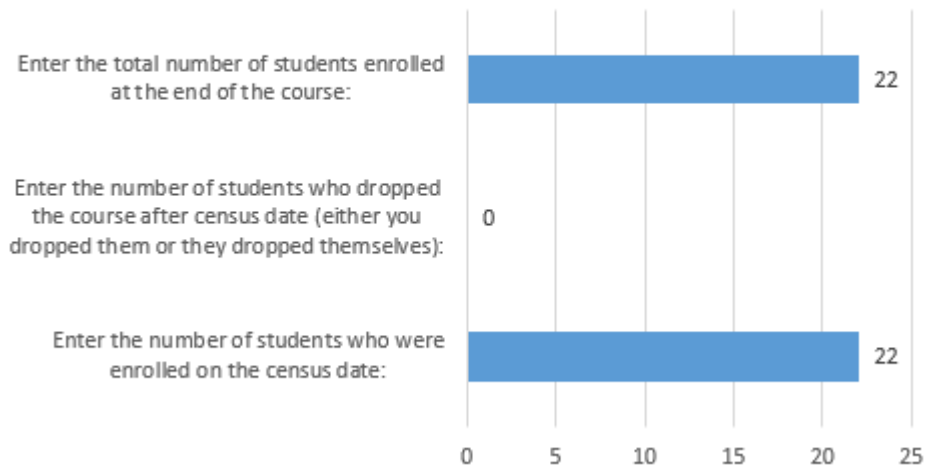
### ESOL 1010 Fall 2018 Final Measures



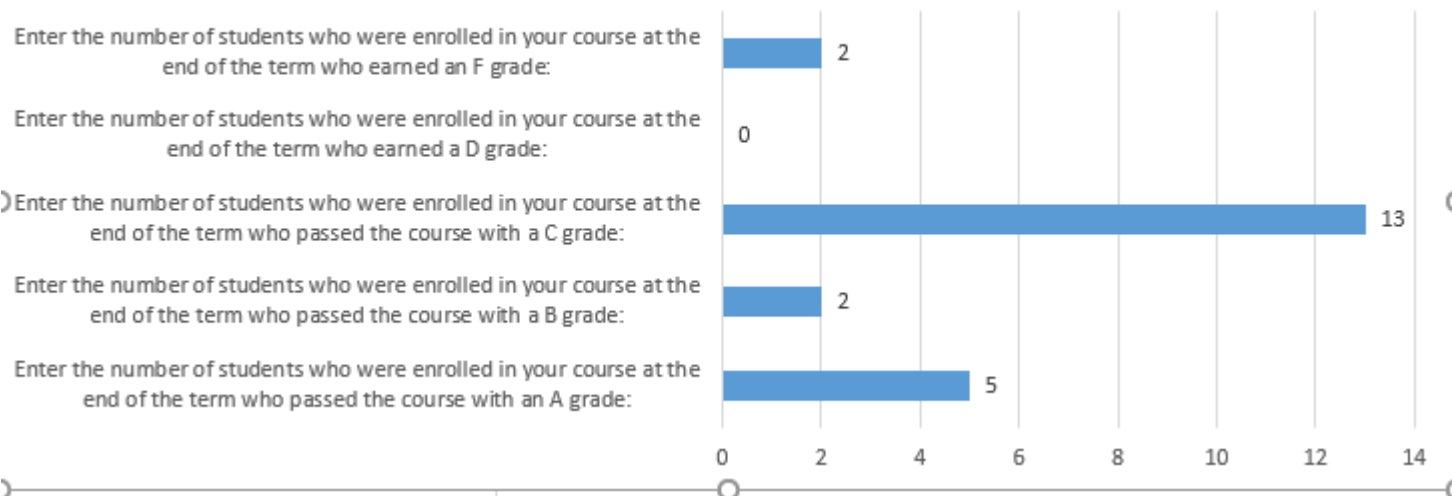
### ESOL 1010 Fall 2018 Final Measures



### ESOL 1020 Spring 2019 Final Measures

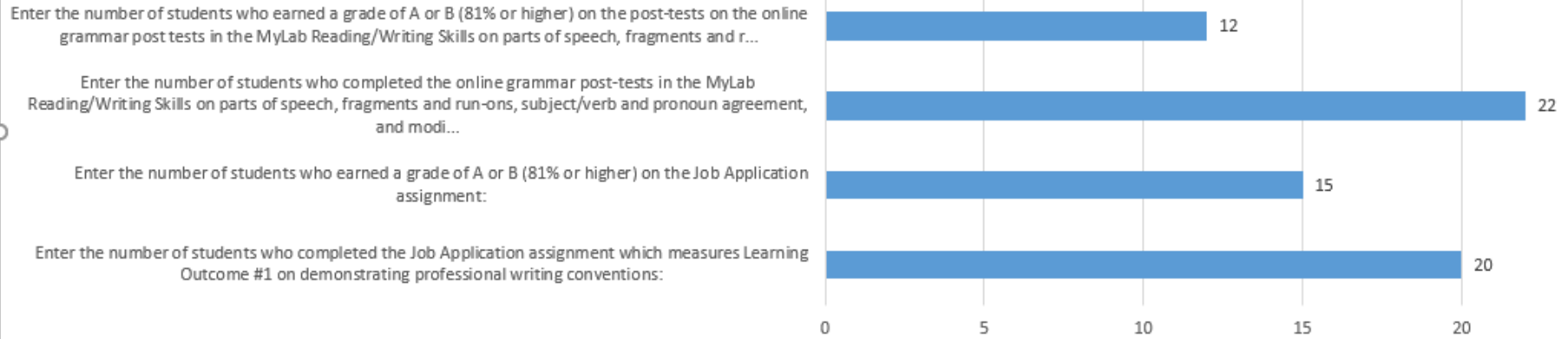


### ESOL 1020 Spring 2019 Final Measures

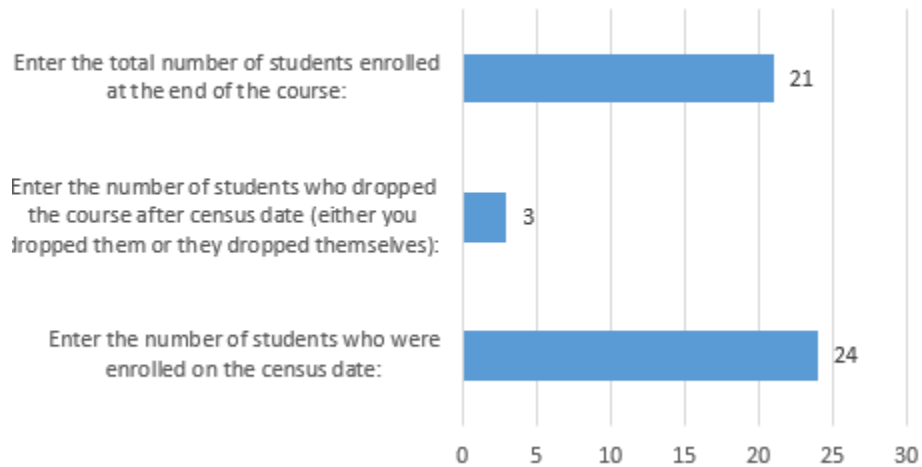


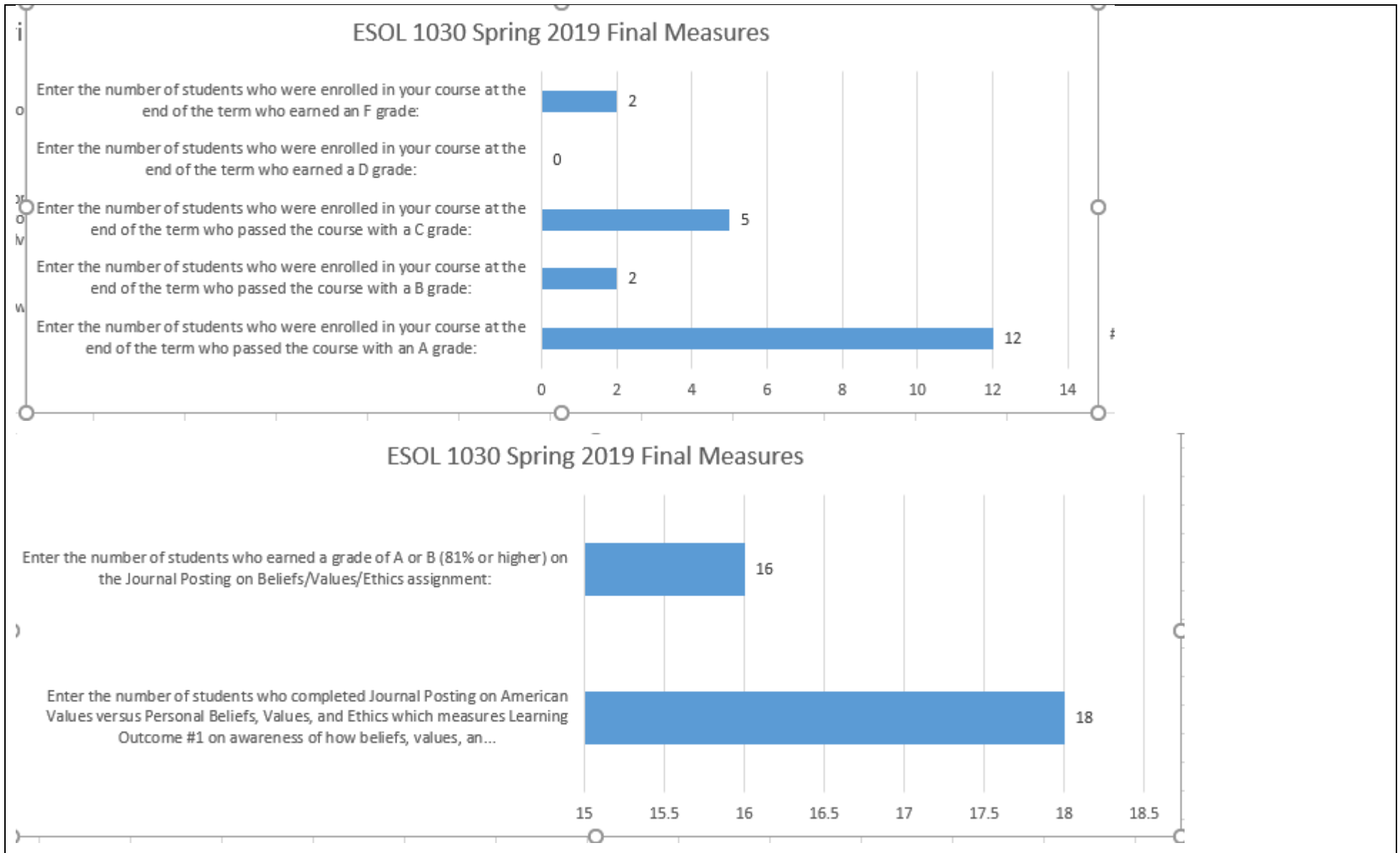


### ESOL 1020 Spring 2019 Final Measures



### ESOL 1030 Spring 2019 Final Measures





**Interpretation of Assessment Findings**

We completed the second year of this dual certificate program, so we don't have large numbers of students to evaluate. In addition, the students are all carefully screened by Ana Patino-Guillen who serves as the Bilingual Program Manager in BIT which may factor into their success on the outcomes we

measured in this first part of the cycle. A large percentage of the students earned As in these classes which is a testament to their commitment to the program and the support and encouragement that Ms. Patino-Guillen offers the students.

**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.)

Almost all of the the targets were met. We will continue to make further changes in the classes in our commitment towards backwards design where we have first established the learning outcomes, figured out an assessment tool, and then designed practical activities to meet the outcomes. We would like to create a student survey or use a focus group to find out which assignments the students thought were the most useful/practical for meeting the learning outcomes. We might also consider doing some alumni and employer surveys in conjunction with BIT to better tailor our ESOL courses to industry and employee needs. Finally, there needs to be more communication between the SAGE ESOL teachers and the BIT teachers to make sure that the ESOL teaching is supporting and enhancing the teaching that is going on in the two BIT classes.

Given the low numbers of students enrolled in this Customer Care Certificate program, SAGE needs to retool the entire curriculum so that it appeals to more ESOL students outside of Customer Service and Health Care. Originally, SAGE wanted classes entirely composed of students interested in health care or customer service. Unfortunately, the demand is not there to support these “pure” ESOL specific content classes. Thus, we need to reach out to other schools to find out if there is a need for collaboration in which students can earn the ESOL certificate to help them be more successful in the careers they have chosen to pursue. The activities in the current curriculum for Customer Care need to be altered to appeal to a wider audience. The need for additional collaborations needs to be identified, a student population recruited, and curriculum changes made.

**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 type="checkbox"/> Assessment methodology revision         | <input checked="" type="checkbox"/> Assignment revision     |
| <input checked="" 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 checked="" type="checkbox"/> Faculty training/development | <input type="checkbox"/> Process revision                   |

Recommendations, Proposals, and/or Funding Requests	Budget Needed
<p>Since 2016, 135 students have identified ESOL as their major. We need to reach out to those students to find out what “special purpose” they are interested in pursuing. Then, we need to alter the current ESOL series of 4 courses to integrate assignments that more closely match the students’ career area of interest. This is a major curriculum revision which requires either course release or project compensation.</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)

<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.)
2018-2023	Next year (2019-2020) the same learning outcomes will be assessed that are outlined above. Different outcomes will be assessed in years 3-4 (2020/2022) and year 5 (2022/2023). Below is a list of all the 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>
<ul style="list-style-type: none"> <li>Develop note-taking skills by listening to short lectures and taking notes from experts in the industry</li> </ul>	2020/2022	ESOL 1001	Writing assignments; homework
<ul style="list-style-type: none"> <li>Practice answering job interview questions</li> </ul>	2020/2022	ESOL 1001	Demonstrations/performances
<ul style="list-style-type: none"> <li>Identify and summarize main ideas, supporting details, and examples.</li> </ul>	2020/2022	ESOL 1010	Homework/writing assignments
<ul style="list-style-type: none"> <li>Use critical reading and thinking strategies.</li> </ul>	2020/2022	ESOL 1010	Homework/quizzes
<ul style="list-style-type: none"> <li>Demonstrate effective writing skills for communication in customer service which includes writing emails, letters, summaries, and short reports for various purposes</li> </ul>	2020/2022	ESOL 1020	Writing assignments
<ul style="list-style-type: none"> <li>Use targeted grammatical structures meaningfully and appropriately in written production</li> </ul>	2020/2022	ESOL 1020	Pre and post tests, writing assignments
<ul style="list-style-type: none"> <li>Identify culturally-determined features of workplace interactions and define the key roles and responsibilities of professionals in this field.</li> </ul>	2020/2022	ESOL 1030	Projects/research
<ul style="list-style-type: none"> <li>Recognize and understand idioms in industry contexts.</li> </ul>	2022/2023	ESOL 1001	Wikis/quizzes
<ul style="list-style-type: none"> <li>Use stress, intonation, and correct pronunciation for effective communication</li> </ul>	2022/2023	ESOL 1001	Presentations
<ul style="list-style-type: none"> <li>Interpret and explain charts and tables</li> </ul>	2022/2023	ESOL 1010	Homework/research

<ul style="list-style-type: none"> <li>Utilize word elements to understand and predict the meaning of English words.</li> </ul>	2022/2023	ESOL 1010	Quizzes/homework
<ul style="list-style-type: none"> <li>Self-correct when using targeted grammatical structures.</li> </ul>	2022/2023	ESOL 1020	Pre-post tests/writing assignments
<ul style="list-style-type: none"> <li>Communicate and interact in various business settings using professional etiquette</li> </ul>	2022/2023	ESOL 1030	Demonstrations/projects
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