

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>	<u>Zac Shank</u>	<u>zshank@cnm.edu</u>	<u>51162</u>
Academic Year	Contact Person	CNM Email	CNM Office Extension

Subject of this Report
CHSS--JEWELRY_CERT--Bench Jewelry 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 .)
As students are challenged to demonstrate their level of proficiency in communication and critical thinking/analysis across all of the general education courses in CHSS, the Bench Jewlery Certificate program's course success rates and retention rates have increased roughly 2% over last assessment cycle's rates. It is promising to note that with the teaching and learning focus on essential skills, in combination with the CHSS uniform assessment method, students are remaining successful in their art studio courses and in the program.

Changes Implemented During the Past Year in Support of Student Learning
The CHSS focus on effective communication and critical analysis has allowed our instructors to intentionally weave assignments and instructional activities that target these outcomes across our courses. Instructors are emphasizing the importance for students to demonstrate their critical thinking and effective communication skills by developing assignments that measure proficiency in course learning outcomes while simultaneously allowing students to practice their critical thinking and communication abilities across various media. Further, in anticipation of the general education skills assessments, the CHSS Assessment Team has implemented an assessment method with increased validity and reliability that is more representative of students' ability to demonstrate our program learning outcomes. The efforts of the CHSS assessment team have led to benefits for instructors and students alike. Our instructors have benefitted from the decreased focus on annual assessment reporting thus allowing them more time and freedom to focus on designing creative and innovative assignments/activities that teach not only course-level outcomes but improve students' critical thinking and communication skills. Shifting the

focus away from institutional/school assessment tasks to designing and sharing new teaching strategies has improved student learning as well as compliance with assessment.

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
Summative	Direct & Internal	ENGL 1101, SOC, 1101, PHIL 1156	Communication	Minimum score of 3 on a rubric scaled 0-4	60%	Target met
Summative	Direct & Internal	ENGL 1101, SOC 1101, PHIL 1156	Critical Thinking/Analysis	Minimum score of 3 on a rubric scaled 0-5	50%	Target met
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Summary of Assessment Findings

After the mid-point of the Spring 2019 semester, students' ability to demonstrate critical thinking/analysis and effective communication was assessed across three CHSS General Education Core courses (English 1101/1101P, Sociology 1101 and Philosophy 1156). English 1101/1101P is a course required in every CHSS program, Sociology 1101 and Philosophy 1156 are either required by the program (or as a program approved elective) to fulfill general education social and behavioral science core or humanities core. All students in Sociology 1101 as well as English 1101/1101P were provided with instructions and up to 75 minutes to respond to the writing prompt provided by the instructor (distance learning students were assigned a timed writing assessment; students in brick and mortar courses completed their assessment assignment in class or in a CNM computer lab. Similarly, students in two sections of Philosophy 1156 completed their assessment assignment. Instructors in each course section awarded course points for the completed assessment assignment; all instructors had the freedom to assign an assignment grade with feedback or award points for assessment participation that contributed to the students' final grade. The assessment team did not see nor review faculty-assigned student assessment grades. Clean copies of completed assessments were submitted to the CHSS Assessment Team (CAT). A stratified, random sample (15%) was taken from the 1,300 completed assessment assignments that were submitted to CAT for scoring (n=193). After the conclusion of the Spring 2019 semester, members of CAT gathered to dual score each student assessment assignment in the sample.

Each assessment assignment was assessed for evidence of student ability to demonstrate effective communication and critical thinking/analysis. The outcome *communication* was defined as: "Written work is appropriate for audience, purpose, and context". *Critical thinking/analysis* was defined using three components, 1) relevant problem/question/argument or position clearly stated, 2) relevant problem/question/argument or position is appropriately described/explained, and 3) response contains a relevant and logically sound argument (evidence clearly aligns to the argument or position). Each outcome was scored independently by two CAT members on a nominal scale of 0 to 4 (see Table 1). As introductory general education core courses, the target assessment score in the second half of the Spring term is 3 (developing).

Table 1: Assessment Scoring Scale

0	1 Novice	2 Emerging	3 Developing	4 Proficient
Absent or Does Not Meet Expectations	Attempts to address some (but not all) elements of the skill but is unclear and/or disorganized/illogical.	Addresses most elements of the skill and offers some evidence of logic and organization.	Addresses all elements of the skill, offers some evidence of logic and organization.	Addresses all elements of the skill and demonstrates student ability to clearly articulate argument/opinion, and logically supports the argument/opinion with appropriate evidence.

Table 2: Sample Descriptive Statistics

Course	Number of Assignments Assessed
English 1101/1101P	107 (33 DL)
Sociology 1101	81 (31 DL)
Philosophy 1156	5

Table 3: Descriptive Results (n=193)

Skill Assessed	Min	Max	Mean	SD
Communication	1	4	2.7	.86
Critical Thinking				

Component 1	1	4	2.8	.90
Component 2	1	4	2.7	.90
Component 3	0	4	2.6	.95

Table 4: Frequency Results (n=193)

Skill Assessed	Freq.	%	Cumulative %
Communication			
Novice	18	9.3	9.3
Emerging	59	30.6	40
Developing	84	43.5	83.4
Proficient	32	16.6	100
Critical Thinking			
Component 1			
Novice	16	8.3	9.3
Emerging	50	25.9	39.9
Developing	79	40.9	83.4
Proficient	48	24.9	100
Component 2			
Novice	19	9.8	9.8
Emerging	62	32.1	42.0
Developing	75	38.9	80.8

Proficient	37	19.2	100
Component 3			
Absent/Did not meet expectations	1	0.5	0.5
Novice	23	11.9	12.4
Emerging	61	31.6	44.0
Developing	69	35.8	79.8
Proficient	39	20.2	100

Interpretation of Assessment Findings

Overall, the CAT scoring team had substantial interrater reliability for each skill assessed (kappa 0.6). This level of interrater reliability not only offers support for the reliability and validity of the measures and scoring rubric but is also an *improvement over the interrater reliability achieved in the previous spring (2018) assessment pilot*. On average, student work assessed in the Spring 2019 assessment cycle suggests that most students in the introductory general education core courses demonstrate a near developing level of ability (mean 2.7) to produce written work that is appropriate for the audience, purpose, and context; within the communication skill, the majority of student assignments (60%) received a developing or proficient score. The assessment of student work for evidence that a relevant problem/question/argument or position was clearly stated was, on average, demonstrated at a near-developing level of ability (2.8); however, within this critical thinking skill component (component 1), 65% of the student work that was assessed received a score at or above the target (developing) level. The second component skill within critical thinking, (relevant problem/question/argument or position is appropriately described/explained) also received an average score that indicates students' ability is near developing (2.7). In the second component skill to measure critical thinking, roughly 58% of the assessment assignments in the sample received a score at or above the target (developing) level. Finally, student ability to respond to the assessment assignment prompt with a relevant and logically sound argument was also, on average, near developing (2.6); roughly 56% of the assessment assignments in the sample received a score at or above the target (developing) level.

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.)

Based upon the final pilot results from the new CHSS assessment methodology and in preparation for scaling this methodology across all general education courses and programs, our CAT is *considering making some modifications to the instructions that students are given at the time of assessment*. For the communication skill and each component skill of critical thinking, more than half of all students assessed submitted work that demonstrated at least a

developing level of ability. For the Spring 2020 assessment cycle, CAT is discussing revising the details provided in the instructions that are given to students as well as discuss ways to ensure that all students are receiving the same instructions in the same manner across all course sections. Moreover, *to improve students' ability to demonstrate their communication and critical thinking*, CAT members will facilitate discussions around strategies that encourage students to demonstrate stronger communication and critical thinking skills in general, non-subject matter specific assignments. Instructors are encouraged to share in-class and out-of-class facilitated and/or active learning strategies that encourage student learning in written communication and critical thinking. *The mean target assessment score for Program Learning Outcomes in Spring 2020 is at least 3- developing (increase range 0.2 – 0.4).*

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

Recommendations, Proposals, and/or Funding Requests	Budget Needed
Click or tap here to enter text.	Click or tap here to enter text.

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