

CENTRAL NEW MEXICO COMMUNITY COLLEGE
ASSESSMENT REPORT
Due to SAAC by October 15

PART 1: CONTACT & PROGRAM IDENTIFICATION

Report Year and Contact Information:			
<u>2013-2014</u> Academic Year	<u>Nora Nixon</u> Contact Person	<u>nnixon@cnm.edu</u> Email	<u>224-4000 ext. 50233</u> Phone Number

Subject of this Assessment Report:		
Program: _____ <input type="checkbox"/> Certificate <input type="checkbox"/> AA <input type="checkbox"/> AS <input type="checkbox"/> AAS	Gen Ed Area: _____ Applicable to: <input type="checkbox"/> AA/AS <input type="checkbox"/> AAS	Discipline Area: <u>SAGE Developmental English</u>

PART 2: EVIDENCE OF ACHIEVEMENT OF PROGRAM OUTCOMES

Summary of Program Success in Achieving Desired Outcomes:
<p><u>FALL 2013:</u> 1377 students enrolled in 88 sections of English 0950; average enrollment 15.3; 86% submitted portfolios (final measure); 95.2 % passed final measure 36 students enrolled in 2 sections of ESOL 0951; average enrollment 18; 83.3% submitted portfolios (final measure); 87% passed final measure</p> <p><u>SPRING 2014:</u> 1077 students enrolled in 79 sections of English 0950; average enrollment 13.6; 84% submitted portfolios (final measure); 97% passed final measure 26 students enrolled in 2 sections of ESOL 0951; average enrollment 13; 92% submitted portfolios (final measure); 96% passed final measure</p> <p><u>SUMMER 2014:</u> 310 students enrolled in 28 sections of English 0950; average enrollment 11.1; 86.5% submitted portfolios (final measure); 98% passed final measure 30 students enrolled in 2 sections of ESOL 0951; average enrollment 15; 97.7 % submitted portfolios (final measure); 97% passed final measure</p>

Description and Evaluation of Recent Changes Made in Support of Student Learning:

We increased the number of norming sessions to at least one per term. We determined that we need to hold norming sessions much earlier in the term. We held a norming session and discussed the SAAC Report on October 31, 2014, and we have scheduled another norming session for portfolios and to also discuss objectives #4 and #7 in January, 2015.

PART 3: REPORT ON RECENT ASSESSMENT OF STUDENT LEARNING PROCESSES

Learning Outcome(s)/Exit Competencies Assessed:	Classes/Cohorts Assessed:
<i>To add rows: right-click in cell below and select "Insert," "Insert Rows Above"</i>	
1. Demonstrate effective use of a writing process.	English 0950/ESOL 0951
2. Demonstrate an ability to understand readings and to correctly integrate ideas or information from readings or other sources within his or her own writing.	English 0950/ESOL 0951
3. Produce writing that has a clear main idea that focuses the writing.	English 0950/ESOL 0951
4. Produce writing that develops the main idea with adequate, specific, and logical support.	English 0950/ESOL 0951
5. Produce writing that uses language and tone that is appropriate for a college-educated audience.	English 0950/ESOL 0951
6. Produce writing that organizes the ideas within the paragraphs and from one paragraph to the next smoothly.	English 0950/ESOL 0951
7. Produce writing that communicates – with reasonable correctness – in standard written English.	English 0950/ESOL 0951

Measurement Tool(s) Used:	Enter X's for type of tool				Initial Achievement Target or Expectation:
	Internal	External	Direct	Indirect	
<i>To add rows: right –click in cell below and select “Insert,” “Insert Rows Above”</i>					
Portfolio of students’ best work	X		X		<p>If an English 0950/0951 portfolio did NOT meet one of the 5 objectives below, it did not pass.</p> <ol style="list-style-type: none"> 1. Has a clear main idea that focuses the essay; 2. Develops the main idea with adequate, specific, and logical support; 3. Uses language and tone that is appropriate for a college-educated audience; 4. Organizes the ideas within paragraphs and from one paragraph to the next smoothly; 5. Communicates--with reasonable correctness--in standard written English.

Assessment Results/Findings:			
<p>We see that we need to consider two objectives for student success in their portfolios: objective #2 - Develops the main idea with adequate, specific, and logical support, and objective #5 – Communicates – with reasonable correctness—in standard written English.</p>			
<p>Fall 2013 Final Measures Data English/ESOL*</p>			
Course	Average Enrollment	Percent Taking Final Measure	Percent Passing Final Measure
ENG 0950	(1377/88) 15.6	(1183/1377) 86.0%	(1126/1183) 95.2%
ESOL 0951	(36/2) 18	(30/36) 83.3%	(26/30) 87%
<p>English 0950/ESOL 0951/IS-E 100 Fall 2013 Portfolio Results:</p>			
Objective	**Number of students who failed each objective (Total # of students who failed portfolio = 61)	% of the 61 students who failed each objective	
1. Main Idea	32	52.5%	

2. Support	39	63.9%
3. Audience Awareness	27	44.3%
4. Organization	30	49.2%
5. Grammar	40	65.6%

*The data include the final measure forms that faculty filled out. There are a few missing sections that were not submitted. Spring 2014 data are more accurate.

**The numbers in the second column represent the number of students who did NOT pass each objective. For example, out of the 61 students who failed the portfolio, 32 of them failed to meet the main idea objective. The third column shows the % of students who did NOT pass this particular objective. Many of the 61 students who did not pass the portfolio did not pass more than one objective. These data are collected from the online Final Measure forms all English faculty fill out at the end of each term.

Spring 2014 Final Measures Data English/ESOL*

Course	Average Enrollment (At the end of the term)	Percent Taking Final Measure	Percent Passing Final Measure
ENG 0950	13.6 (1077/79)	84% (905/1077)	97% (880/905)
ESOL 0951	13 (26/2)	92% (24/26)	96% (23/24)

*The data include the final measure forms that faculty filled out in April 2014.

** Numbers in parentheses represent raw data: 1077 students enrolled in 79 sections of English 0950 and 26 students enrolled in 2 sections of ESOL 0951.

English 0950/ESOL 0951/ Spring 2014 Portfolio Results:

Objective	***Number of students who failed each objective (Total # of students who failed portfolio = 26)	% of the 26 students who failed each objective
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6. Main Idea	6	23%
7. Support	13	50%
8. Audience Awareness	7	27%
9. Organization	7	27%
10. Grammar	13	50%

***The numbers in the second column represent the number of students who did NOT pass each objective. For example, out of the 26 students who failed the portfolio, 6 of them failed to meet the Main Idea objective. The third column shows the % of students who did NOT pass this particular objective. Many of the 26 students who did not pass the portfolio did not pass more than one objective.

Summer 2014 Final Measures Data English/ESOL*

Course	Average Enrollment (At the end of the term)	Percent Taking Final Measure	Percent Passing Final Measure
ENG 0950	11.1 (310/28)	86.5% (268/310)	98% (263/268)
ESOL 0951	15 (30/2)	97.7% (29/30)	97% (28/29)

*The data include the final measure forms that faculty filled out in August 2014.

** Numbers in parentheses represent raw data: 310 students enrolled in 28 sections of English 0950 and 30 students enrolled in 2 sections of ESOL 0951.

English 0950/ESOL 0951 Summer 2014 Portfolio Results:

Objective	***Number of students who failed each objective (Total # of students who failed portfolio = 6)	% of the 6 students who failed each objective
11. Main Idea	3	50%
12. Support	6	100%
13. Audience	5	83.3%

Awareness		
14. Organization	5	83.3%
15. Grammar	6	100%

***The numbers in the second column represent the number of students who did NOT pass each objective. For example, out of the 6 students who failed the portfolio, 3 of them failed to meet the main idea objective. The third column shows the % of students who did NOT pass this particular objective. Many of the 6 students who did not pass the portfolio did not pass more than one objective.

Analysis and Interpretation of Assessment Results/Findings:

The two objectives that students consistently had the hardest time meeting for each of the three terms was the support objective and the grammar objective, which is a trend we saw last year as well.

Action Plan in Support of Student Learning:

1. Review final measures data with English faculty and discuss ways to improve student performance.
2. Conduct essay and portfolio norming sessions with faculty earlier in the term.
3. Discuss with faculty next steps for increasing student success on the portfolios and in the next level classes.

Recommendations, Proposals, and/or Funding Requests:

Recommendations include researching the success of contextualized writing courses paired with a core course in a co-requisite model at peer institutions and determining the feasibility of piloting English courses in co-requisite models with other schools at CNM. We feel this model will provide students with deeper learning experiences to provide more support in their writing.

Recommendations include tracking the success of students enrolled in the Accelerated English 0950/1101 courses, particularly looking at objectives #2 and #5 in their portfolios. We want to find out if students in an Accelerated 0950/1101 course produce portfolios that are stronger in the support and grammar objectives.

Recommendations include tracking the retention and success of students enrolled in the Accelerated English 0950/1101 courses, particularly looking at success in English 1102 and at least one other core course.

Recommendations include piloting the Accelerated English 0950/1101 course in a 12-week Summer 2015 term. We wish to find out if these students can be successful at accelerating and passing English 0950 and English 1101 in 12 weeks.

PART 4: EMBEDDED OUTCOMES

Critical Thinking and Life Skills/Teamwork Development within Programs:	
a)	Please describe how Critical Thinking assessment is embedded within your program assessment.
b)	Please describe how Life Skills/Teamwork assessment is embedded within your program assessment.
a)	N/A (SAGE Developmental English Discipline)
b)	N/A (SAGE Developmental English Discipline)

PART 5: ASSESSMENT CYCLE PLAN (Copy and paste from original plan if unchanged)

Cycle Years:	Plan Description:
2011-2016	The primary purpose of ENG 0950/ESOL 0951 is to prepare students to succeed in first-year college composition. Students will learn the rhetorical and grammatical skills necessary to write purposeful, reader-centered assignments. Students are required to submit a portfolio of their three best assignments for either panel grading or for their instructors to evaluate using the learning outcomes listed below. As part of the final measures, teachers are required to document which portfolios do not pass based upon NOT meeting the established objectives. Instructors participate in an essay norming session once a term.

Student Learning Outcomes/Exit Competencies:	When Measured:	Where Measured:	How Measured:
1. Student Learning Outcomes 3 - 7	Fall 2011 - Spring 2012	English 0950/ESOL 0951	Portfolio of students' best work
2. Student Learning Outcomes 3 - 7	Fall 2012 – Spring 2013	English 0950/ESOL 0951	Portfolio of students' best work
3. Student Learning Outcomes 3 - 7	Fall 2013 – Spring 2014	English 0950/ESOL 0951	Portfolio of students' best work
4. Student Learning Outcomes 3 - 7	Fall 2014 – Spring 2015	English 0950/ESOL 0951	Portfolio of students' best work
5. Student Learning Outcomes 4 and 7	Fall 2015 – Spring 2016	English 0950/ESOL 0951	Portfolio of students' best work