



Assessment Report

PART 1: CONTACT & PROGRAM IDENTIFICATION

Report Year and Contact Information:		
<u>2019-2020</u>	<u>Judith Tomasson</u>	<u>jbalazs@cnm.edu</u>
Academic Year	Contact Person	Email

Name of Program:	Courses:
Developmental/Intro Course: FYEX	FYEX 1110

PART 2: PROGRAM SUMMARY

Provide a high-level review of the program to include highlights, successes, challenges, significant changes, and significant resources needed to support the program.
FYEX1110 is a transferable, college-level course that aims to improve the students' academic and personal skills and to develop a successful mindset regarding the challenges of college. In addition to being taught at CNM's campuses, the course is a popular option for the high school dual credit population. A significant change and challenge for the last year was that final measures were not collected for Spring and Summer terms because of the disruption caused by COVID-19.

Part 3: DATA REVIEW

Program Data (Each Review Year is defined as Summer, Fall, and Spring terms)	Review Year 19-20	Review Year 18-19	Review Year 17-18
Annual number of graduate awards is greater than 10	.	.	.
Number of declared majors	.	.	.
Average class size	17	18	19
Annual Average class retention rate is 70% or above (SAGE 65%)	85%	88%	88%
Annual C-Pass rate for coursework is 60% or above	70%	72%	73%
Average class fill rate at 60% or above capacity within a term or over a year	67%	71%	73%
Transfer numbers/percent	NA	NA	NA
Full-time to part-time faculty ratio	7: 33	11: 30	16: 33

Summarize how your program met or did not meet the target measures based on the data above.

Based on the results, FYEX 1110 is meeting all the targets set for the course. It is a little concerning to see the slight drop from AY18-19 to AY19-20. That is possibly just a normal variation, but it is worth keeping an eye on. The number of FT to PT Faculty teaching the course has dropped quite a bit and might be a factor. This course takes some time to learn how to teach well.

Part 4: PROGRAM LEARNING OUTCOME ANALYSIS.

Learning Outcome	Population or Course(s) Assessed	Assessment Methods	Summary of Assessment Results
Develop essential reading, writing, and critical thinking skills used in study and in research	FYEX 1110	Class project, Capstone project, and Homework assignments.	
Recognize the ways in which s/he is responsible for her/his own experience in education.	FYEX 1110	Class project, Capstone project, and Homework assignments.	

Interpretation of Assessment findings
<p>Assessment Analysis: Faculty employ a rubric that focuses on meeting the Learning Outcome through the final project (>1000-word essay) Minimum score of 2 on a rubric scaled 0-3. (3= proficient, 2= developing, 1= emergent, 0= needs improvement) For Fall 2019 78% of students scored at the 2 or 3 level. Of the 171 students 62 scored at level 3, 71 at level 2, 33 at level 1 and 5 at level 0. Data is collected via the SAGE Final Measures reporting process. AY 2019-2020 was not a normal year. Due to the pandemic, SAGE only gathered Final Measures reports in Fall 2019. These Program Learning Outcomes were selected to replace a previous assessment method and Fall 2019 was the first term for which this data was collected. Overall, the data is very positive in that we are seeing the selected outcomes met in the course. An ongoing issue with data collection in FYEX1110 is a lack of reporting from dual credit sections. Dual credit sections of FYEX1110 meet at high schools and are taught by qualified high school faculty. There is data missing from several sections in Fall 2019.</p>

Part 6: ADDITIONAL ACTION PLAN IN SUPPORT OF STUDENT LEARNING (IF APPROPRIATE)

Upcoming year	Changes planned for the upcoming year	Data motivating this change
2020-2021	Action Plan: No significant changes are planned for the upcoming year. We have only collected one semester of data for these learning outcomes using the SAGE Final Measures reporting procedure. We need at least one full year of data to review.	
2020-2021	One goal us to collect final measures data from all sections and include all dual credit sections in this data collection.	High school instructors who teach dual credit courses may need training in following FYEX discipline expectations for collecting and submitting final measures data.
2020-2021		

Please Select all the following that characterize the types of changes described in the above action plan:

- Assessment criteria revision
- Assessment methodology revision
- Assignment revision
- Budgetary reallocation
- Change in teaching approach
- Course content revision
- Curricular Revision
- Faculty training/development
- Process revision

Part 6: COMMENTS

Use this section to record any comments, notes, or questions from individuals who reviewed this report.
School Dean:

SAAC Representative: