



Assessment Report

PART 1: CONTACT & PROGRAM IDENTIFICATION

Report Year and Contact Information:		
2019-2020	Pamela Herrington	pherrington@cnm.edu
Academic Year	Contact Person	Email

Name of Program:	Courses:
Developmental/Intro Course: IRW	IRW 0970

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.
<p>During the 2019-20 academic year, the IRW program met the yearly goals that were set for our average class fill rate, retention rate, and C-pass rate. The IRW program's overall average class fill rate was 83 percent, the program's retention rate was 83 percent, and the program's C-pass rate was 65 percent.</p> <p>The IRW program has also seen an increase in C-pass rates in IRW distance learning courses. During the 2019-20 academic year, the IRW distance learning team revised the IRW distance learning collaborative courses to ensure that instructions are clear to students and that multimedia is incorporated to support the student learning outcomes.</p> <p>Three full-time IRW faculty participated in the revision of the IRW 0980 WriteStart Learning Community curriculum to align the IRW 0980 assignments with the new ENGL 1110 curriculum. As described in a report produced by CHSS Instructor Marissa Juarez and SAGE Instructor Pam Herrington:</p> <p>"The fall 2019 term saw an increase in the number of sections and students enrolled in the IRW 0980/ENGL 1110 learning community, newly minted WriteStart. We offered three sections of the WriteStart Learning community, with a total of 60 students enrolled. Fall 2019 data shows that of these students, 73% received a grade of credit (CR) in IRW 0980 and 75% received a passing grade (A, B, or C) in ENGL 1110. In fall 2019, success rates of learning community</p>

students surpassed standalone sections of IRW 0980 by 7%...66% students passed standalone sections of IRW 0980 compared to the success rate of 73% in learning community sections of IRW 0980. In fall 2019, success rates of learning community students who completed ENGL 1110 surpassed standalone sections of ENGL 1110 by 5%, with 70% of students passing standalone sections of ENG 1110 and 75% passing WriteStart sections."

Changes to the WriteStart Learning Community Program have resulted in more students completing their developmental requirements while also completing ENGL 1110 in the same term.

COVID-19 impacted course delivery modes in spring 2020. Many faculties had to adjust quickly to remote teaching methods.

Additionally, the IRW discipline has seen a shift in the full-time/part-time faculty ratio. We have seen a decrease in sections taught by full-time faculty. In the 2017-18 academic year, approximately 66 percent of IRW sections were taught by full-time instructors whereas in the 2019-20 academic year, approximately 34 percent of IRW sections were taught by full-time instructors.

Part 3: DATA REVIEW

Program Data	Review Year	Review Year	Review Year
(Each Review Year is defined as Summer, Fall, and Spring terms)	19-20	18-19	17-18

Annual number of graduate awards is greater than 10	.	.	.
Number of declared majors	.	.	.
Average class size	17	19	20
Annual Average class retention rate is 70% or above (SAGE 65%)	84%	81%	81%
Annual C-Pass rate for coursework is 60% or above	65%	60%	59%
Average class fill rate at 60% or above capacity within a term or over a year	73%	85%	89%
Transfer numbers/percent	NA	NA	NA
Full-time to part-time faculty ratio	5: 28	13: 31	29: 13

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

During the 2019-20 academic year, the IRW program's average class fill rate was 83 percent, the program's retention rate was 83 percent, and the program's C-pass rate was 65 percent.

IRW 0970 had an average class fill rate of 73 percent.
 IRW 0980 had an average class fill rate of 86 percent.

IRW 0970 had a retention rate of 84 percent.
 IRW 0980 had a retention rate of 82 percent.

IRW 0970 had a C-pass rate of 65 percent.
 IRW 0980 had a C-pass rate of 64 percent.

We met all of the targets listed.

Part 4: PROGRAM LEARNING OUTCOME ANALYSIS.

Learning Outcome	Population or Course(s) Assessed	Assessment Methods	Summary of Assessment Results
Demonstrate the ability to summarize various texts while successfully integrating credible source material into new writing.	IRW 0980 and ESOL 0981	Portfolio.	97.51 percent met SLO 2. (784 students out of 804 who submitted a portfolio met this objective.)
Demonstrate use of a reading process that increases comprehension and retention; steps should include pre-reading, active reading, and post-reading.	IRW 0980 and ESOL 0981	Portfolio.	97.39 percent met SLO 1. (783 students out of 804 who submitted a portfolio met this objective.)

Learning Outcome	Population or Course(s) Assessed	Assessment Methods	Summary of Assessment Results
Demonstrate use of a writing process; steps should include prewriting, drafting, revising, and editing.	IRW 0980 and ESOL 0981	Portfolio.	97.76 percent met SLO 3. (786 students out of 804 who submitted a portfolio met this objective.)
Produce writing tasks that meet appropriate rhetorical and grammatical expectations, including a clear main idea that focuses the writing, development of adequate, specific, and logical support, organization of ideas within and among paragraphs, and reasonable correctness in Standard Written English.	IRW 0980 and ESOL 0981	Portfolio.	<p>98.13 percent met SLO 4A. (789 students out of 804 who submitted a portfolio met this objective.)</p> <p>97.76 percent met SLO 4B. (786 students out of 804 who submitted a portfolio met this objective.)</p> <p>98.01 percent met SLO 4C. (788 students out of 804 who submitted a portfolio met this objective.)</p> <p>97.51 percent met SLO 4D. (784 students out of 804 who submitted a portfolio met this objective.)</p>

Interpretation of Assessment findings

The majority of IRW 0980 students who submitted a portfolio met the learning outcomes. (At least 95 percent of students who submitted a portfolio met all objectives.)

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

Upcoming year	Changes planned for the upcoming year	Data motivating this change
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<p>2020-2021</p>	<p>In spring 2021, the IRW 0970 and 0980 portfolio assessments will be replaced with reflection assignments. The reflection assignments will be required in all sections of IRW 0970 and 0980 courses. Students will complete these assignments in the last week of the term.</p> <p>During the 2020-2021 academic year, faculty will focus on the IRW 0980 level. In IRW 0980, the reflection assignment will assess all four of the student learning outcomes:</p> <ol style="list-style-type: none"> 1. Demonstrate use of a reading process that increases comprehension and retention; steps should include... <ul style="list-style-type: none"> • Pre-reading, • Active reading, • Post-reading; 2. Demonstrate the ability to summarize various texts while successfully integrating credible source material into new writing; 3. Demonstrate use of a writing process; steps should include... <ul style="list-style-type: none"> • Prewriting, 	<p>Faculty are replacing the portfolio assessments with reflection assignments because we feel the new reflection assignments with better help us capture data on students' ability to meet the SLOs. In assessing the portfolio assessments, we have found that the majority of students who submit a portfolio pass the portfolio. Most students use their instructor's feedback to revise their IRW projects so that they submit revised versions of their projects as part of their final portfolios; however, the portfolio assessment does not allow students to demonstrate what they can complete on their own without an instructor's assistance. By replacing the portfolio with a reflection assignment, we hope to be better able to gauge where students excel in terms of the SLOs and where we can continue to strengthen our curriculum.</p> <p>The master syllabi will be updated to note that the reflection assignment will be 10 percent of the course grade. If faculty use a point-based system, the reflection assignment should account for 10 percent of the total points, for instance 100 points in a 1,000-point course.</p>
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Upcoming year	Changes planned for the upcoming year	Data motivating this change
	<ul style="list-style-type: none"> • Drafting, • Revising, • Editing; <p>4. Produce writing tasks that meet appropriate rhetorical and grammatical expectations, including...</p> <ul style="list-style-type: none"> • A clear main idea that focuses the writing, • Development of adequate, specific, and logical support, • Organization of ideas within and among paragraphs, • Reasonable correctness in Standard Written English. <p>Faculty have selected all four outcomes because the IRW 0980 course is a prerequisite for many college-level courses. Faculty want to ensure that students can demonstrate their ability to meet these outcomes upon exiting their IRW 0980 courses. During the Spring 2021 and Summer 2021 terms, faculty will collect samples of students' completed reflection assignments and complete a norming session in the Fall 2021 term.</p>	
2020-2021		

Upcoming year	Changes planned for the upcoming year	Data motivating this change
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: