Fall 2019

"Assess Me Street"

Faculty In-service

An Update

August 19, 2019

3 Minute Assessment Talk

▶ It's on our Student Learning and Assessment webpage

https://www.roswell.enmu.edu/wp-content/uploads/delightful-downloads/2019/04/3-Minute-Assessment-Talk.pdf

3-Minute Assessment Talk

The Differences Between Course & Program-Level Assessment

BY MATTHEW GULLIFORD

Purpose

1 **Course-level assessment** generally seeks to answer questions such as: "Are students collectively achieving the intended course learning outcomes?" or "Do multiple-course sections achieve similar outcomes?" and "How prepared are students for progression onto subsequent courses within the program?"

2 **Program-level assessment** generally seeks to answer questions such as: "Do the program's courses enable students to cumulatively achieve the program's intended learning outcomes?" or "How well does the program prepare students for graduation/ employment?" and "Is the program fulfilling its mission, meeting discipline-specific accreditation standards, and advancing institutional-wide goals?"

3:00

Scope

3 **Course-level assessment** focuses more *narrowly* on course-specific learning outcomes. For example, upon successful completion of the Great British Bake Off course, students will be able to "prepare a traditional layered Victoria sponge cake with strawberry jam and fresh cream." Luvvly-jubbly! (That's "lovely" to you.)

4 **Program-level assessment** focuses more *broadly* on program learning outcomes. For example, upon successful completion of the Baking and Pastry Arts degree, students will be able to "produce a variety of international and classical desserts and demonstrate how they are utilized in the contemporary food service industry." Smashing! (That's "terrific" to you.)

2:15

Timing

Teaching with Technology: Final Paper

B+

5 **Course-level assessment** usually measures student learning near the *end of a course* (e.g., using a final paper, exam, or presentation).

6 **Program-level assessment** often measures the cumulative effect of student learning near the *end of a program* after the majority of the program's core courses have been completed (e.g., capstone project, thesis, or portfolio).

M.A. Education: Capstone

A

1:30

Structure
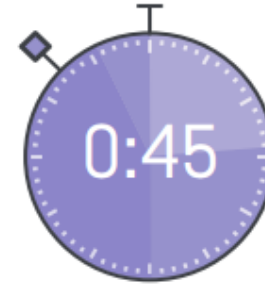
7 Course-level learning outcomes are usually aligned to program-level learning outcomes, which are then aligned to institutional learning outcomes or goals.

Institutional Learning Outcomes

Program Learning Outcomes

Course Learning Outcomes
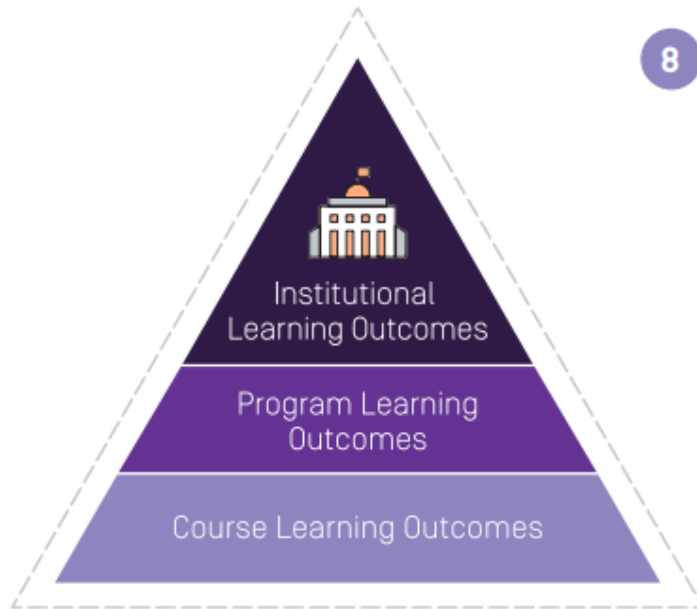
8 In order for both course- and program-level assessment to be meaningful and effective, expected learning outcomes, scoring rubrics, and common embedded assignments (that will gather enough evidence to meet the assessment criteria) need to be defined and agreed upon by faculty teaching the courses.

Despite some core differences, keep in mind the main goal for both course- and program-level assessment is to determine what pedagogical and curricular changes can be implemented in order to improve student learning.

Watermark--Taskstream

- Tracking Tool
  - Strategic Plan
  - Institutional Learning Outcomes
  - Program Learning Outcomes
- Simple Interface

Wa...
we...

Office Management and Tec...

Workspace : Academic Assessment Workspace

EXPAND ALL COLLAPSE ALL

1.0 Construct...
Construct pro...
documents that...
and ideas in clea...

Courses and Learning Activities

ENTR 1110
Entrepreneurship

ACCT 200
Basic Bookkeeping and Accounting

MATH 1350
Introduction to Statistics

BCIS 1110
Fundamentals of Information Literacy and Systems

CIT 101
Basic Computer Skills I

CIT 185
Introduction to Computer Information Systems

ENMU R HOME SHARED RESOURCES LOCATOR MESSAGES RESOURCE

Social Sciences | PREVIEW

Workspace : 5 Year Program Review ENMU-Roswell

EXPAND ALL COLLAPSE ALL

Edit Content:

General Information

Note : This is a LIVE workspace area. You have permission to access...
you make may disorient the owners of the workspace.

Introduction
 Submission
 Response

Program Description
 Mission Statement
 Purpose:

Demographics
 Review and comment on program demographics

SWOT Analysis
 Submission

Program Learning Outcomes (PLOs)
 Please list your current program learning outcomes

Student Data: Majors, Grade Distributions, Completions, etc.
 Please provide analysis of student data

Course Frequency and Issues

4.0 Utilize effective administration
Utilize effective administration skills to enhance the productive operation of the workplace.

Demon...
...atermark...

...ns & Info

K OUT

E

What's Happening this Fall?

Measuring Program Learning Outcomes

▶ Business Administration

▶ Computer Information Technology

▶ General Education

▶ Nursing

▶ Automotive

Ruffalo Noel-Levitz Student Satisfaction Inventory--October

Best Colleges to Work For--surveys will be sent out to employees

Identify--Institutional Learning Outcomes

Institutional Learning Outcomes (ILOs) include the knowledge, skills and competencies embedded within every aspect of the college to inspire and enhance each student's transferable learning skills. The ILOs represent the broad categories of competence that enable students to be successful in further education, careers, as citizens and in their personal lives. They are:

INQUIRY--Students are able to gather and synthesize relevant information, evaluate alternatives, and implement creative and effective solutions.

COLLABORATION--Students are able to perform effectively as part of a team.

COMMUNICATION--Students are able to effectively express and exchange ideas through listening, speaking, reading, writing and other modes of communication.

COMMUNITY--Students are able to practice community engagement that addresses social justice, environmental responsibility and cultural diversity.

Co-Curricular Assessment

Co-Curricular Assessment Committee

MEMBERS (in alphabetical order)

Russell Baker, Director, STEM Academic Support

James Edwards, Career Center Coordinator

Frank Gonzales, Director, Physical Education Center

Karina Leven, Student Support Specialist, TRiO

James Mares, Director, Admissions and Records

Veronica Regalado, Director, Student Support Services, TRiO

Devin Stroman, Director, One Stop Student Services Center

Carolyn Vigil, Director, Advising Services

Student, TBD

Co-Curricular Assessment Committee

Mission

To ensure appropriate definitions, expectations, policies and procedures, and oversight related to co-curricular assessment are developed and implemented.

Scope of Work:

- Defining co-curricular assessment
- Developing assessment planning processes that are meaningful for personnel in all co-curricular areas
- Providing leadership by identifying co-curricular outcomes and directing assessment efforts within the co-curricular areas
- Review submitted assessment plans and reports and recommend revisions on an ongoing basis

Reporting Structure:

The Co-Curricular Assessment Committee (CCAC) operates under the authority of the Institutional Assessment Committee (IAC).

Co-Curricular Assessment Committee

Co-Curricular Definition

(Approved 6/26/2019)

Eastern New Mexico University – Roswell defines co-curricular as a student's purposeful participation in an assessable university sponsored activity, outside the scope of a credit bearing activity, that contributes to the achievement of the University's Institutional Learning Outcomes.

Co-Curricular Assessment Committee

Co-Curricular Alignment Framework
(Approved 7-17-2019)

Co-Curricular Activities
- Co-Curricular Activity

Institutional Learning Outcomes
- Inquiry
- Collaboration
- Communication
- Community

Strategic Plan
- Student Success
- Faculty and Staff Success
- Community Success
- Employer Success
- Mission Ready Success
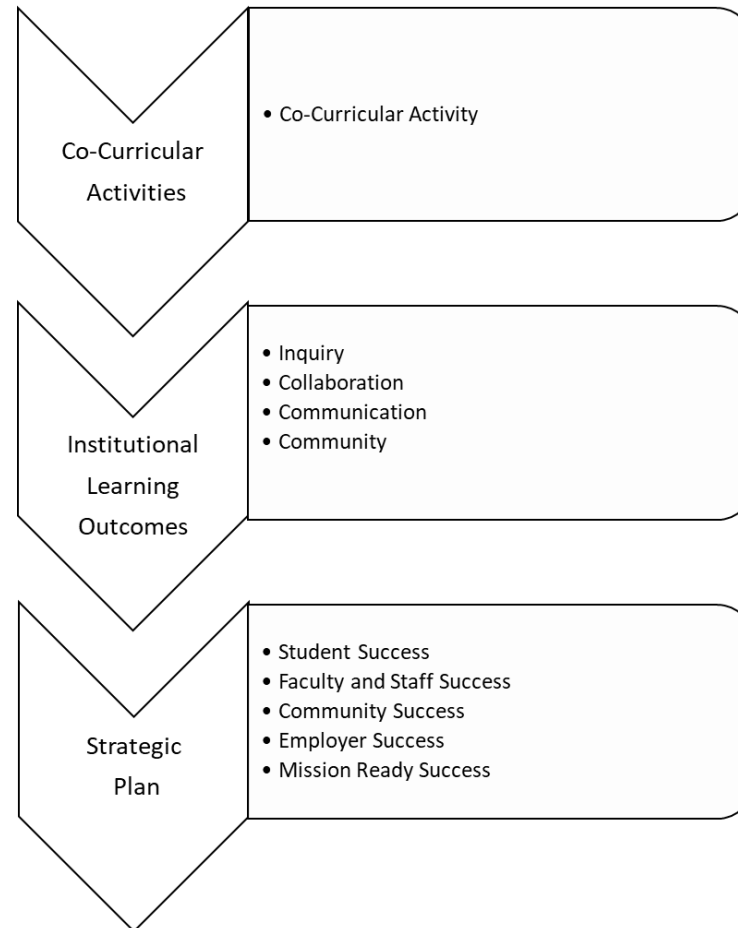
Co-Curricular Assessment Committee

Assessment Schedule
(Approved 7-17-2019)

2019-2020	2020-2021	2021-2022
Success Center	Library	Instructional Technology
TRiO/Student Support Services	Physical Education Center	Veteran's Resource Center
Advising Services (Presidential Scholars)	Financial Aid	One Stop Center
Career Services	TRiO/Educational Opportunity Center	iCenter
Clubs (Service)	Clubs (Academic)	Clubs (Social)

….Look for the Co-Curricular Activity Stamp!

Assessment Handbook

- Posted online at Assessment and Student Learning Website
- Collection Cycles
- Program Review
  - Service Area
  - Academic Area
- Institutional Learning Outcomes
- General Education Learning Outcomes
- Program Learning Outcomes
- Course Learning Outcomes
- Glossary

Focus Visit—Learning Our ABCs

- 3A-The institution's degree programs are appropriate to higher education.—Laurie Jensen

- 4B-The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.—Edna Yokum (for Amo)

- 5C-The institution engages in systematic and integrated planning.—Chad Smith

General Education Learning Outcomes

▶ Critical Thinking

Rating	Did not attempt	Emerging		Developing		Proficient	
		Yes	No	Yes	No	Yes	No
Problem Setting Delineates a problem or question. Students state problems/questions appropriate to the context							
		Yes	No	Yes	No	Yes	
Evidence Acquisition Identify and gather the information/data necessary to address the problem or question.							
		Yes	No	Yes	No	Yes	No
Evidence Evaluation Evaluate evidence/data for credibility (e.g. bias, reliability, validity), probable truth, and relevance to a situation							
		Yes	No	Yes	No	Yes	No
Reasoning or conclusion Develop conclusions, solutions, and outcomes that reflect and inform, well-reasoned evaluation.							

NORMING PARTY GEN ED

Program Review—New Processes

- Academic Areas Scheduled for this year
  - Teacher Education
  - University Studies
  - Aviation Maintenance
  - CDL
  - Mathematics
  - Medical Coding/Phlebotomy
- New Process Cycle
  - Fall—Receive Information by September 1st—Submit in
  - Spring—Committee meets to review PR—Return with comments by April 1st
  - Summer—Make necessary changes/implement in fall

SAMPLE PRE-POPULATED DATA SHEET

ACADEMIC PROGRAM REVIEW DATA SHEET 2019-2020

draft

PROGRAM NAME Mathematics

PROGRAM CATALOG DESCRIPTION

No Description Posted in Catalog

PROGRAM CIP CODE 27.0101

IES PROGRAM CIP DESCRIPTION (https://nces.ed.gov/ipeds/cipcode)

Mathematics, General. A general program that focuses on the analysis of quantities, magnitudes, forms, and their relationships, using symbolic logic and language. Includes instruction in algebra, calculus, functional analysis, geometry, number theory, logic, topology and other mathematical specializations.

PROGRAM LEARNING OUTCOMES AS POSTED IN CURRENT CATALOG

Program Learning Outcomes

In addition to supporting institutional learning outcomes and building upon the foundational general education outcomes, upon completion of this program students will be able to:

1. Students will demonstrate mathematical and statistical reasoning and computation of equations necessary to implement the creative and effective solution of real-world problems in engineering, math, and science.

2. Students will demonstrate critical thinking skills necessary to solve complex mathematical problems that require precision and accuracy of results.

3. Students will demonstrate functional knowledge of scientific content in fields such as Chemistry, Biology, Geology, and Physics, so they will be able to understand and explain the fundamental forces and mechanisms at work that govern our planet and universe.

4. Students will be able to articulate in writing and orally the fundamental principles of mathematical application and sound experimental design based upon reasoning, logic, computation, and sound analytical processes.

PROGRAM LEARNING OUTCOME DATA

LET'S THINK HOW WE WANT TO PRESENT THIS INFO—WHICH WE DON'T HAVE YET

PROGRAM SUMMARY SNAPSHOT

RAASAMT 47.0607	AAS_Aviation Maintenance Tech	2013	2014	2015	2016	2017
	Head Count	163	159	160	145	117
	SCH Generated	1,729	1,612	1,823	1,475	1,131
	Course Completion Pct	85	85	88	87	84
	Awarded Certificates/Degrees	84	73	84	75	38

STUDENT DEMOGRAPHICS

Select Comparison Year: 2017   Select Major(s):
RMA - Medical Assisting
RMAA - Media Arts- Animation
RMAD - Media Arts- Graphic Design
RMAF - Media Arts- Film
RMAT - Mathematics
RMDC - Medical Coding
RMS - Medical Scribe
RNDG - Roswell Non Degree

Race / Ethnicity	2013	2014	2015	2016	2017
Hispanic or Latino	2	4	6	2	3
White	3	3	5	2	2
Two or More Races	0	1	1	0	0
Race and Ethnicity Unknown	0	0	1	0	0
	5	8	13	4	5

Gender	2013	2014	2015	2016	2017
Female	2	2	2	2	1
Male	3	6	11	2	4
	5	8	13	4	5

Average Age	2013	2014	2015	2016	2017
Average Age	26	24	22	22	27

Overall GPA	2013	2014	2015	2016	2017
1.99 or Lower	1	0	3	0	1
2.00 - 2.49	0	1	1	0	0
2.50 - 2.99	0	2	2	0	1
3.00 - 3.49	1	1	4	4	1
3.500 and Above	3	4	3	0	2
	5	8	13	4	5

Average GPA	2013	2014	2015	2016	2017
	3.04	3.22	2.65	3.23	2.71

COURSE FREQUENCY

We need to look at how we want to do this data pull—it's messy.

Course   Title Face_to_Face_Terms

AFRM 101   Aircraft Electrical Systems   201311; 201341; 201411; 201511; 201611; 201711

GRADE DISTRIBUTION

Need Spring

Need Spring

COMPLETION/GRADUATION INFORMATION

Sample Academic Program Review Rubric

REFLECTION AND ANALYSIS					
Review Item	**Criteria**	**Rating: Acceptable or Action Required**		**N/A**	**Comments**
Mission and Goals	Did reviewee adequately analyze current resources and explain how additional resources might benefit outcomes?	Acceptable ☐	Action Required ☐ Immediate Action ☐ Non-immediate Action☐	☐	
Teaching and Learning	Is it clear what specific changes in teaching strategies will be made as a result of this review?	Acceptable ☐	Action Required ☐ Immediate Action ☐ Non-immediate Action☐	☐	
Student Learning Outcomes	Is the program assessing student learning?	Acceptable ☐	Action Required ☐ Immediate Action ☐ Non-immediate Action☐	☐	

Professional Development (PD)	Did the reviewee adequately address PD activities?	Acceptable ☐	Action Required ☐ Immediate Action ☐ Non-immediate Action☐	☐	
Quality Matters (QM) Distance Education	Are future plans for QM clear?	Acceptable ☐	Action Required ☐ Immediate Action ☐ Non-immediate Action☐	☐	
Employment Outcomes	Were employment outcomes for graduates addressed in review?	Acceptable ☐	Action Required ☐ Immediate Action ☐ Non-immediate Action☐	☐	
Stakeholder Relationships	Is program's relationships with stakeholders discussed?	Acceptable ☐	Action Required ☐ Immediate Action ☐ Non-immediate Action☐	☐	
Stakeholder Input	Is it clear that program is receiving input from stakeholders?	Acceptable ☐	Action Required ☐ Immediate Action ☐ Non-immediate Action☐	☐	
Conclusions and New Priorities	Is it clear what priorities the program will be addressing next year?	Acceptable ☐	Action Required ☐ Immediate Action ☐ Non-immediate Action☐	☐	

Space for additional comments and suggestions for improving learning outcomes for students

Post-Faculty Assessment Survey

Survey of Assessment Culture

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Assessment is expected as part of my institution's continuous improvement process.	1	5	1.81	0.93	0.87	42
2	Assessment is an exercise primarily for compliance purposes.	1	6	3.76	1.53	2.33	41
3	The purpose of assessment is clearly understood at my institution.	1	5	3.2	1.33	1.77	41
4	Assessment efforts do not have a clear focus.	1	6	3.39	1.36	1.85	41
5	Assessment processes yield evidence of my institution's effectiveness.	1	6	2.48	1.18	1.4	40

Q & A

Thanks for your time—and I hope some of your attention!

Please remember we all have to work together for our students to succeed.