

Student Learning Assessment Committee



**ANNUAL REPORT
2013-2014**

October 2014

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STUDENT LEARNING ASSESSMENT COMMITTEE

This report is a summary of the activities of the Student Learning Assessment Committee (SLAC) during the 2013-2014 academic year.

COMMITTEE COMPOSITION

During the 2013-2014 academic year, the Student Learning Assessment Committee consisted of the following members:

Tom Morris	Co-Chair, Health and Wellness Facility Coordinator/Faculty
Dr. Forrest Kaatz	Co-Chair, Director of Institutional Research and Development
Dr. John Bauler	Director of Distance Education
Rose Chavez	Retention Specialist
Kim Enriquez	Committee Secretary, Administrative Assistant/ Adjunct Faculty
Donna Garcia	Director of Academic Affairs
Natalie Gillard	Vice-President of Academic Affairs
Dr. Axel Hungerbuehler	Natural Sciences Faculty/ Museum Curator
Dr. Philip Kaatz	Mathematics/Physical Science Faculty

COMMITTEE OBJECTIVES

The Student Learning Assessment Committee has three explicit objectives:

- Objective 1 Enhance the knowledge of all full-time and adjunct faculty at Mesalands Community College about the assessment of student learning by conducting meetings and workshops, distributing materials, and by providing resources (e.g., Assessment Reserve Collection in the Library) with the ultimate goal of improving student learning and success. All faculty will receive a copy of the *Student Learning Assessment Guide for Faculty* by the first week of classes. The Student Learning Assessment Committee will have at least one joint meeting with the Faculty Council every semester.
- Objective 2 Facilitate and implement the development of feedback loops and information dissemination about assessment of student learning at the College by:
- producing an *Annual Report* by October of each year
 - providing all faculty with copies of the *Student Learning Assessment Guide for Faculty* each academic year

- c. having at least one joint meeting with the Faculty Council every fall and spring semester
- d. providing all adjunct and new faculty with assessment-related training and an assessment mentor
- e. presenting information on assessment at every new student orientation and during each section of ACS 100: Student College Success course, including delivery of the brochure *Student Guide to Learning Assessment*
- f. conducting a semi-annual Assessment Day to be held every fall and spring semesters. The semi-annual Assessment Day is a joint meeting between the Committee and all full-time faculty used to discuss, update, and refine the assessment practices at the College

Objective 3 Oversee the implementation of the *Student Learning Assessment Guide for Faculty* so that faculty and staff will provide all the documents and reports specified in the *Guide* by the stated deadline.

STUDENT LEARNING ASSESSMENT COMMITTEE ACTIVITIES AND GOALS 2013-2014

In preparation for the March 2014 reaffirmation visit by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools, the Student Learning Assessment Committee had the opportunity to evaluate the College's effectiveness as it relates to assessment of student learning by summarizing its processes designed to promote continuous improvement. As stated in the *Self-Study Report for Reaffirmation March 2014*, the College identified numerous opportunities for improvement related to assessment of student learning. Those opportunities for improvement, with the ultimate goal of improving student learning and success, are as follows:

- With that knowledge and experience gained during the institution's participation in the Higher Learning Commission Academy for Assessment of Student Learning, Mesalands Community College has identified the need to establish a plan-do-study-adjust (PDSA) cycle of assessment of student learning across all divisions/departments of the College. The **Institutional Focus on Student Learning Assessment 2013-2014** section of the *Student Learning Assessment Model 2013-2014* (pages 23-24) and the **Student Learning Assessment Committee Goals 2013-2014** section of the *Student Learning Assessment Committee Annual Report 2012-2013* (page 4) have explicitly identified the following objectives as they relate to assessment:
 - Develop an action plan to establish a PDSA cycle of learning assessment in Student Affairs.

- Develop an action plan to establish a PDSA cycle of learning assessment in the Educational Services Center for the pre-collegiate and developmental courses/programs.
- Investigate processes to collect data from graduating students, alumni, and employers in order to assess how successful the College is at placing well-prepared graduates into the workforce and using this information to improve student learning.
- The College tracks completion rates of general education transfer classes and STEM courses but does not do anything with that data. The Student Learning Assessment Committee has established a goal of creating a process of identifying courses with high failure and/or drop-out rates (*Student Learning Assessment Committee Annual Report 2011-2012*, pages 27-28). The plan is to use the data to begin the process of identifying causes for the high attrition rates in certain classes while identifying successful persistence related services (PRS) with the ultimate goal of improving persistence in those courses.
- The College has not established consistent processes, i.e., implementing a PDSA cycle of assessment, to improve student retention, persistence and graduation. The College and Student Learning Assessment Committee have identified this failure to “close the loop” as an opportunity for improvement (*Student Learning Assessment Model 2013-2014*, page 13-14, and *Student Learning Assessment Committee Annual Report 2012-2013*, page 4). In order to begin working on this opportunity for improvement, Mesalands Community College will apply for the Higher Learning Commission’s Academy for Student Persistence and Completion as well as participate in the New Mexico Higher Education Assessment Association’s Summer Retreat 2014 as a means to begin addressing these issues.
- Mesalands Community College recognizes the need to use embedded assessment and other appropriate tools to assess whether or not the quality and quantity of learning is consistent wherever and however programs and course are offered. An opportunity for improvement exists to use the PDSA cycle of assessment to compare and contrast the amount of learning that occurs wherever and however courses are offered.
- The Faculty Council and Faculty Senate have discussed the need to reduce the number of required general education courses and field of study courses in some programs. Although the institution conforms to the commonly accepted minimum associate’s degree program length of 60 semester credits, a number of the College’s AA and AAS Degree programs require 70 or more hours to complete. This requires students to dedicate a significant amount of time and financial resources to pursuing a degree. The College must evaluate these programs to determine what changes, if any, can be made to decrease the number of hours required to complete a degree without negatively impacting student learning and success.

The Student Learning Assessment Committee, in conjunction with administration, Faculty Senate, and the entire College community will need to work together to

prioritize and begin addressing the above mentioned opportunities as well as address those findings of the HLC visiting team. Although the College has not yet received the formal report from the HLC on the reaffirmation visit, this report will drive the establishment of the SLAC activities for the foreseeable future.

COMMITTEE SELF-EDUCATION

The Student Learning Assessment Committee continued its ongoing self-education process during the fall 2013 and spring 2014 semesters.

- Ms. Rose Chavez, Ms. Donna Garcia, Dr. F. Kaatz, Dr. P. Kaatz, and Mr. Morris attended the New Mexico Higher Education Assessment and Retention Conference on February 27-28, 2014.
- Ms. Gillard, Dr. F. Kaatz, and Mr. Morris attended the Higher Learning Commissions Annual Conference in Chicago, Illinois, on April 12-14, 2014.

INSTITUTIONAL LEVEL ASSESSMENT

The following sections describe and summarize the results of those activities the College used to assess student learning at the institutional level.

Computer Adaptive Placement Assessment and Support System (COMPASS)

The COMPASS test is a comprehensive software and operational support package developed by ACT to help post-secondary institutions place students into appropriate entry-level courses and to diagnose specific areas of strengths and weaknesses. COMPASS software administers, scores, and reports the results of adaptive placement and diagnostic tests in the areas of mathematics, reading, and writing skills. Based on the COMPASS testing, it is evident that significant numbers of students enrolling at the College are ill-prepared to be successful in the regular college courses.

The following table identifies the percentage of students needing remediation over the course of the last 8 years.

MESALANDS COMMUNITY COLLEGE PERCENTAGE OF STUDENTS NEEDING REMEDIATION 2006-2014 ACADEMIC YEARS								
	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014
Math	88.3	89.0	87.5	86.6	89.9	87.5	90.2	83.2
English	59.5	65.5	62.0	62.8	60.3	66.3	59.9	58.5
Reading	64.5	59.9	58.3	52.9	51.5	53.7	56.9	63.2

It is important that the College's remediation efforts prove helpful to students once they enroll in regular college-level math and English courses. The following tables attempt to identify whether or not the math and English pre-collegiate course work is preparing students for success in their regular math and English course work.

Effectiveness of Pre-Collegiate Course Work

Academic Cycle 2013-2014	Number	C or better	% C or better
Students Completing ENG 102	182	161	88%
Completed pre-collegiate ENG in past year	18	17	94%
No pre-collegiate ENG in past year	164	144	88%
Students Completing MATH 107	81	50	62%
Completed pre-collegiate MATH in past year	38	32	84%
No pre-collegiate MATH in past year	43	18	42%
Academic Cycle 2012-2013	Number	C or better	% C or better
Students Completing ENG 102	193	168	87%
Completed pre-collegiate ENG in past year	19	12	63%
No pre-collegiate ENG in past year	174	156	90%
Students Completing MATH 107	248	215	87%
Completed pre-collegiate MATH in past year	35	22	63%
No pre-collegiate MATH in past year	213	193	91%
Academic Cycle 2011-2012	Number	C or better	% C or better
Students Completing ENG 102	219	188	86%
Completed pre-collegiate ENG in past year	19	12	63%
No pre-collegiate ENG in past year	200	176	88%
Students Completing MATH 107	135	79	59%
Completed pre-collegiate MATH in past year	33	18	55%
No pre-collegiate MATH in past year	102	61	60%

PDSA CYCLE 2013-2014 ANALYSIS OPPORTUNITIES FOR IMPROVEMENT

Problem Area

The College will continue to collect data to evaluate the effectiveness of pre-collegiate course work in preparing students for future success in general education collegiate courses in order to identify gaps and trends.

Goal and Action Plan

The Persistence Committee has established the following goals that are aligned with the New Mexico Higher Education Department's Success Metrics related to improving the success of at-risk students:

- 1) Develop strategies to increase the number of students passing pre-collegiate and general education classes with a grade of "C" or better.
- 2) Revise the Adult Basic Education (ABE) English and math courses to prepare students for college-level courses, as evidenced by a COMPASS score of 70 or above.

The Persistence Committee, the Student Learning Assessment Committee, along with the pre-collegiate Faculty and the Educational Services Center, which is responsible for administration of pre-collegiate course work, will begin establishing a plan→do→study→adjust cycle of assessment with the goal of improving its services with the ultimate goal of preparing students enrolled in the pre-collegiate classes for future success in their regular college courses.

Results

To be discussed in the 2014-2015 report.

Collegiate Assessment of Academic Proficiency Testing (CAAP)

The CAAP test is administered at the end of the fall and spring semesters to students petitioning to graduate and/or those students completing 60 hours of course work by the test dates. Students who have completed ENG 102 – English Composition are eligible to complete the writing and reading portions of the CAAP. Students who have completed a required laboratory science course are eligible to complete the scientific reasoning and critical thinking portions of the CAAP. Students who have completed Math 110 – College Algebra are eligible to take the math portion of the test.

Students who score above the 50th percentile nationally in any subject are awarded certificates of achievement from ACT. The following tables summarize these achievement results:

MESALANDS COMMUNITY COLLEGE CAAP CERTIFICATE AWARDS BY SUBJECT 2013-2014 ACADEMIC YEAR					
	Writing	Math	Reading	Critical Thinking	Science
Number of Certificates Awarded	7	22	9	8	8
Number of Students Participating	43	43	43	43	43

MESALANDS COMMUNITY COLLEGE NUMBER OF STUDENTS RECEIVING CAAP CERTIFICATE AWARDS BY NUMBER OF SUB-TESTS 2013-2014 ACADEMIC YEAR							
Number of Students Participating	Total Sub-tests	Number of Certificates Awarded	Five Sub-tests	Four Sub-tests	Three Sub-tests	Two Sub-tests	One Sub-test
43	215	54	2	3	3	5	13

The CAAP result averages for each subject area compared to the corresponding national average are given in the following table:

MESALANDS COMMUNITY COLLEGE CAAP AVERAGES BY SUBJECT AREA 2013-2014 ACADEMIC YEAR					
Subject	Writing	Math	Reading	Critical Thinking	Science Reasoning
MCC Avg.	57.2	55.1	57.4	55.8	56.1
National Avg.	61.5	56.0	60.2	60.8	59.2

The following table displays the comparative results of the CAAP Test for the years 2003 through 2013.

PERCENT OF NATIONAL AVERAGE 2003-2012										
Mesalands Community College Mean Score as % of National Mean	Year									
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Writing	94.88	95.04	96.47	97.27	96.30	95.65	95.65	96.77	97.90	97.73
Math	99.82	102.1	99.47	98.25	99.82	96.98	103.2	102.4	101.4	97.51
Reading	95.40	94.88	97.35	95.70	97.85	97.35	99.00	98.51	98.34	98.84
Critical Thinking	94.07	98.02	98.84	95.22	97.04	97.05	95.89	97.03	98.02	97.85
Science Reasoning	95.93	97.80	97.95	97.97	97.29	98.65	97.47	100.2	98.48	99.15

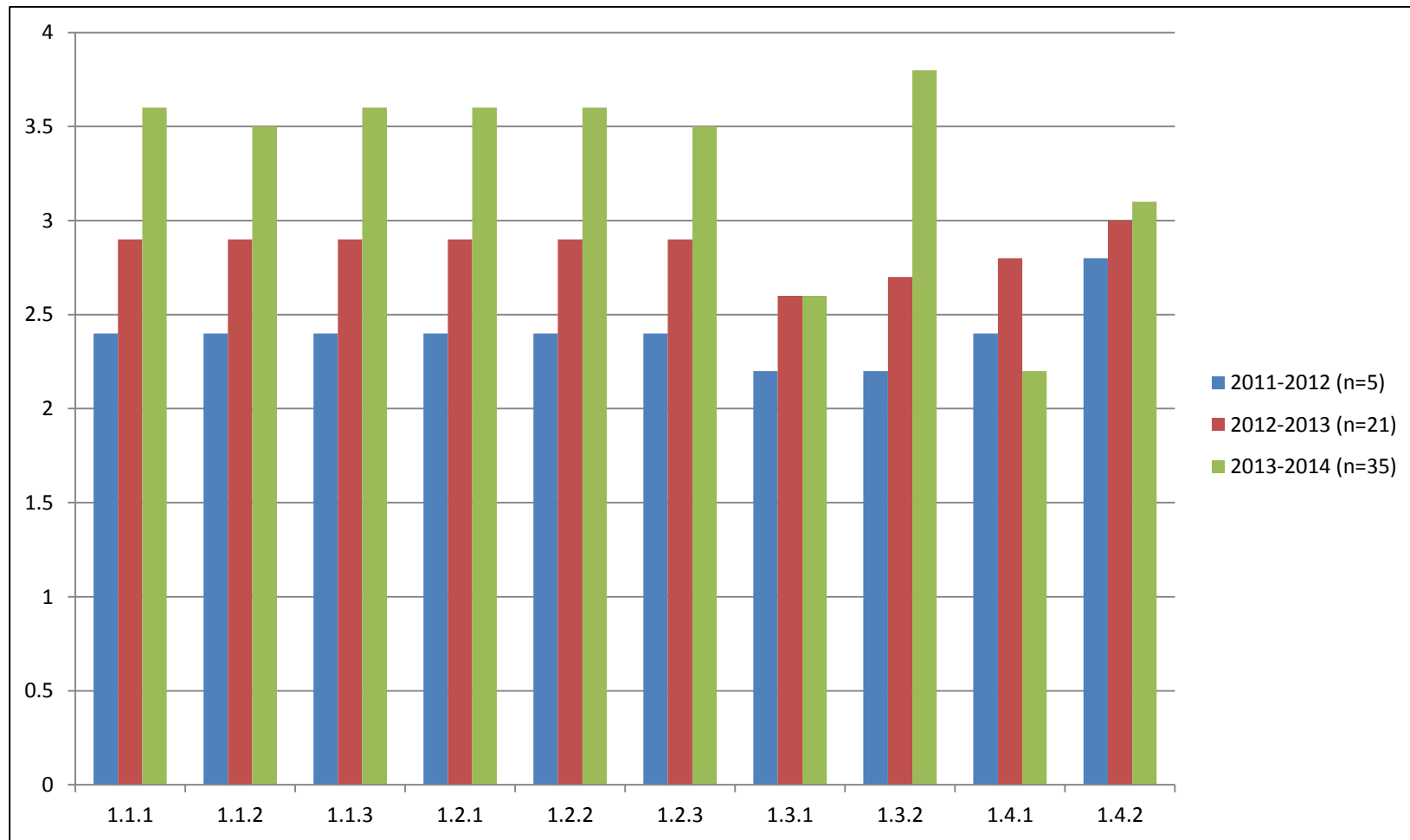
PERCENT OF NATIONAL AVERAGE 2013-2014		
Mesalands Community College Mean Score as % of National Mean	Year	
	2013	2014
Writing	96.75	93.01
Math	98.04	98.39
Reading	99.51	95.35
Critical Thinking	99.34	91.78
Science Reasoning	96.45	94.76

ENG 299: Capstone Portfolio Course

In an attempt to assess general education competency attainment of graduating students, the College requires all students graduating with a degree to complete the ENG 299: Capstone Portfolio Course during their last semester of enrollment. This capstone course utilizes the College's rubrics to assess achievement of the general education competencies (writing, oral presentation, information technology, critical thinking, scientific and mathematical reasoning) using student artifacts. A portfolio reflecting best practices is submitted to a faculty committee for review and evaluation.

Measurement Tool:
General Education Objective:
Goal Results:
General Education Competency: Writing

ENG 299 Capstone Portfolio Course – Writing Artifact
1
Average Score “Excellent(4)”/”Proficient(3)”



Provides a clear, concise thesis statement

1.1.1 Statement is clear and concise

1.1.2 Statement is well-reasoned

1.1.3 Statement leads to plentiful additional discussion

Provides supporting paragraphs which relate to the thesis

1.2.1 Supporting paragraphs are well-reasoned

1.2.2 Supporting paragraphs clearly relate to the thesis

1.2.3 Supporting paragraphs are cohesive and logically developed

Correctly incorporates outside sources

1.3.1 Provides relevant outside sources

1.3.2 Cites outside sources correctly

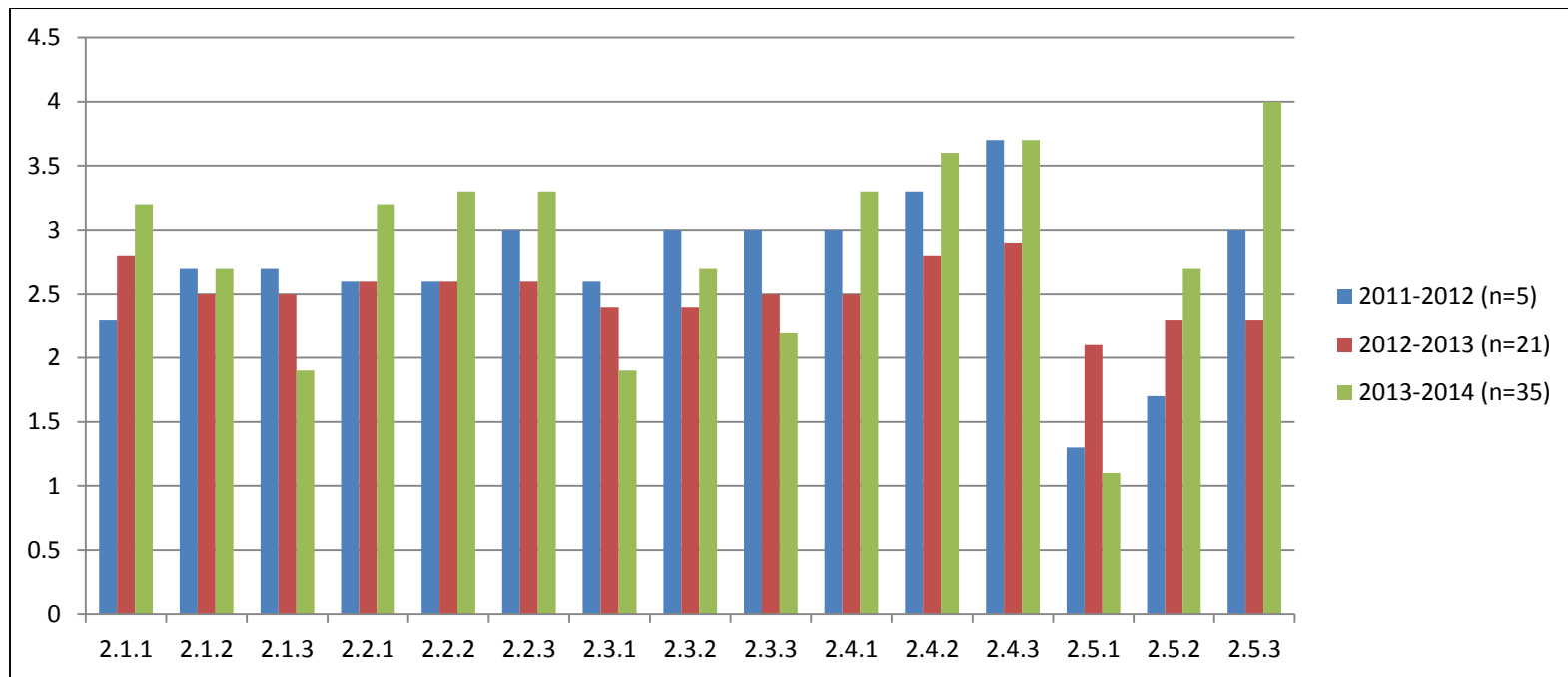
Uses appropriate grammar, syntax, punctuation, and spelling

1.4.1 Writing is error free in all categories (sentence structure, punctuation, spelling and grammar)

1.4.2 Sentence structure and vocabulary are well-developed and varied

Measurement Tool: ENG 299 Capstone Portfolio Course – Oral Presentation Artifact
General Education Objective(s): 2
Goal Results: Average Score “Excellent(4)”/”Proficient(3)”

General Education Competency: Oral Presentation



Provides a well-organized speech with appropriate introduction and conclusion

2.1.1 Very well-organized

2.1.2 Attention grabbing introduction

2.1.3 Convincing conclusion

Provides main points that are well-documented, compelling, supported with facts, developed clearly and concisely, and focused on the topic

- 2.2.1 All main points are well-documented and supported by numerous, compelling facts
- 2.2.1 Clearly and concisely presented
- 2.2.3 Remains focused on topic throughout entire presentation
- Uses appropriate gestures, movements and eye contact
- 2.3.1 Excellent gestures and eye contact
- 2.3.2 Conversational presentation
- 2.3.3 Utilize note cards appropriately
- Speaks clearly and understandably using standard, edited English
- with correct mechanics (pronunciation, sentence structure and grammar) relative to audience
- 2.4.1 Excellent mechanics throughout
- 2.4.2 Very appropriate presentation relative to audience
- 2.4.3 Tone is respectful and civil
- Provides appropriate handouts and/or visual aids
- 2.5.1 Provides entire audience with useful, presentation quality handouts
- 2.5.2 Handouts/audiovisual aids contain appropriate amount of information
- 2.5.3 Grammatically correct material

Measurement Tool:

ENG 299 Capstone Portfolio Course – Information Technology Artifact

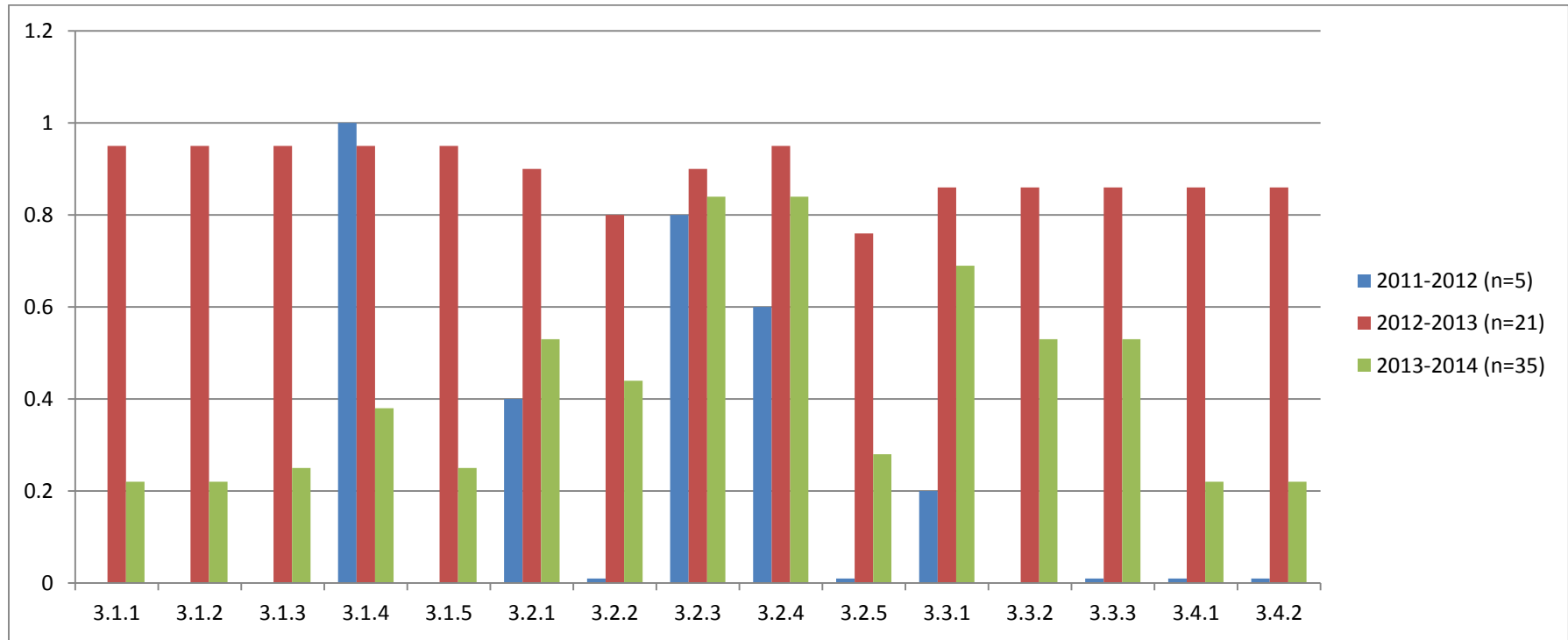
General Education Objective(s):

3

Goal Results:

Average Score 1.0 (100%)

General Education Competency: Information Technology



Demonstrates basic computer and operating skills

3.1.1 Access and change computer setting under Control Panel

3.1.2 Navigate file directory structures and paths

3.1.3 Perform file management tasks (select, copy, rename and/or delete files)

3.1.4 Create, save, open, and print a document from some application

3.1.5 Navigate and locate information from Windows Help

Performs core tasks of Microsoft Office applications

- 3.2.1 Format a document and how to use page layout, e.g., headers, footer, page breaks, bullets, etc.
- 3.2.2 Create tables, charts, graphs and/or formulas
- 3.2.3 Import and sort data and/or images in to a document and format them appropriately
- 3.2.4 Demonstrate techniques for copying, cutting and pasting text and/or images with a document
- 3.2.5 Review a document using tools: spelling, grammar, word count, and thesaurus

Uses a search engine to access, navigate and evaluate information on the internet

- 3.3.1 Retrieve information from an internet search engine
- 3.3.2 Evaluate and rank sources of information for validity
- 3.3.3 Select, copy and paste information retrieved from the internet College database

Uses email with appropriate etiquette

- 3.4.1 Open, create and/or send email with attachments
- 3.4.2 Demonstrates appropriate email etiquette

PDSA CYCLE 2013-2014 ANALYSIS OPPORTUNITIES FOR IMPROVEMENT

Problem Area

One hundred percent of the components of each criterion showed a decrease when compared to the 2012-2013 data. Eighty-seven percent of the criteria were assessed at less than 70% while 60% were scored at less than 50%.

Goal

The goal is to increase the average score for all criteria to 80%.

Action Plan

The Student Learning Assessment Committee will establish a sub-committee to develop a specific list of tasks/activities that students will need to complete in order to address all criteria at a 100% level. This *Information Technology Artifact Checklist* will be distributed to all students enrolled in ENG 299 on the first day of class. The *Checklist* will include the activities that need to be reflected on the artifact to meet all criteria expectations at the 100% level. The *Checklist* will be distributed to all College faculty via the *Student Learning Assessment Guide for Faculty 2014-2015* as a tool to help faculty understand what is required for the information technology general education competency. Assessment of the IT competency using the College rubric is required of all faculty, wherever and however they teach for the College, during the 14-15 academic cycle.

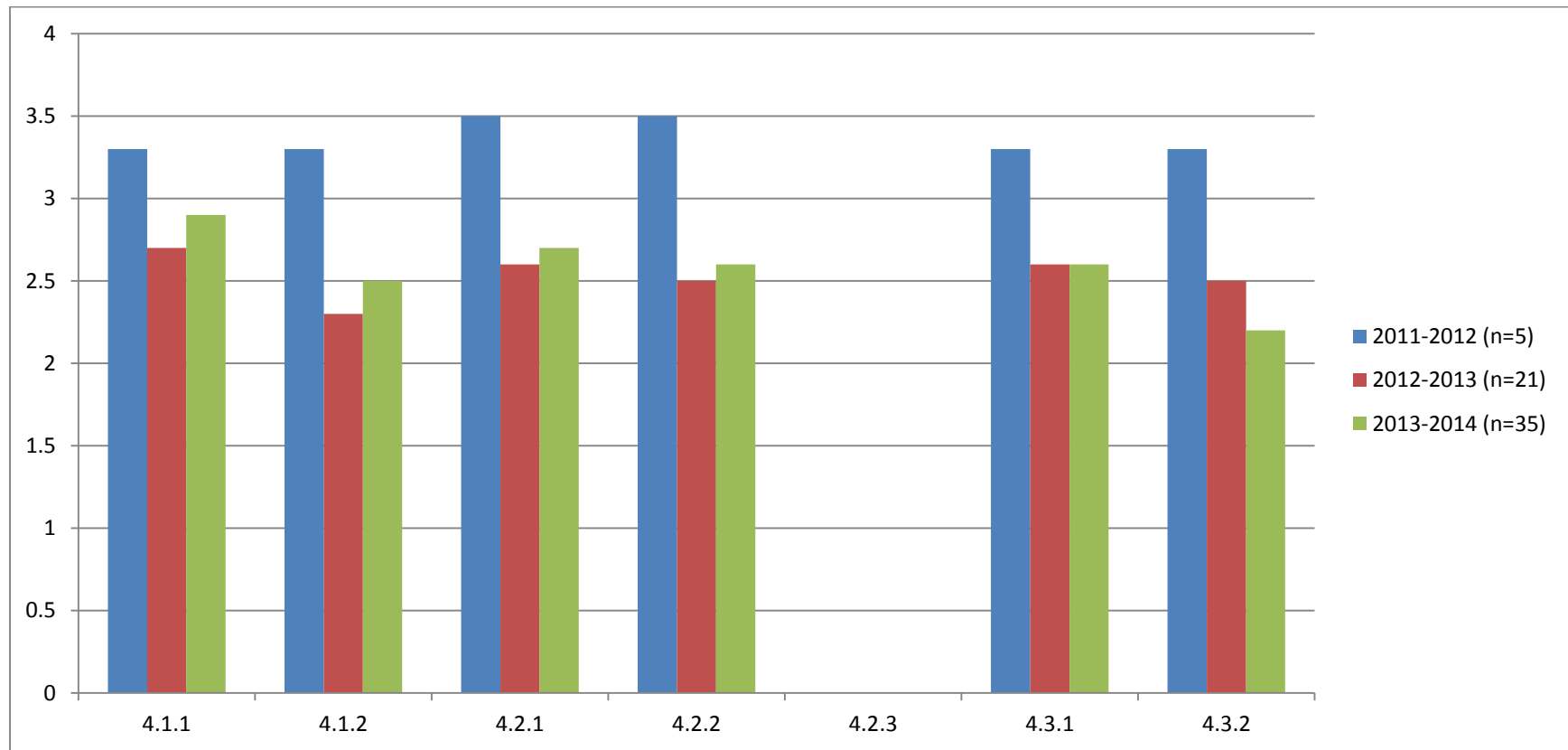
Results

To be discussed in the 14-15 report.

Measurement Tool:
General Education Objective(s):
Goal Results:

ENG 299 Capstone Portfolio Course – Mathematical Reasoning Artifact
4
Average Score “Excellent(4)”/”Proficient(3)”

General Education Competency: Mathematical Reasoning



Constructs and/or analyzes numerical or graphical representations of data

4.1.1 A correct solution using an appropriate strategy is given

4.1.2 Descriptions of the results are complete and coherent

Simplifies, evaluates, and/or solves various equations and/or formulas

4.2.1 Demonstrates complete understanding of the problems with correct solutions

4.2.2 Answers are interpreted correctly, with appropriate labels

4.2.3 Correctly identifies units and performs conversions

Formulates and communicates mathematical explanations

4.3.1 Gives a complete response with clear explanations

4.3.2 Communicates effectively to the intended audience; demonstrates complete understanding of the mathematical ideas and processes

PDSA CYCLE 2013-2014 ANALYSIS OPPORTUNITIES FOR IMPROVEMENT

Problem Area

The faculty committee that assesses the Mathematical Reasoning Artifact identified the biggest issue being the lack of appropriate student artifacts. It appears that many of the students enrolled in ENG 299 are creating an artifact specifically for this course resulting in low scores on this assessment. This indicates that the College is not doing an adequate job identifying appropriate course work that could be submitted by students to address the mathematical reasoning criteria. This may also indicate that math faculty have not been properly educated as to the use of the rubric as a means to identify proficiency in this general education competency.

Goal

Two goals have been identified to address this problem area.

- 1) Math faculty will be asked to design and require specific assignments in their classes that demonstrate students possess a proficiency in the mathematical reasoning general education competency based on the rubric. Math faculty will reinforce that these specific assignments, if done correctly, can and should be used as artifacts in the ENG 299 course.
- 2) The Student Learning Assessment Committee will identify a mechanism that allows students to store all their work generated during their tenure at the College that could potentially be used as artifacts to demonstrate general education competency.

Action Plan

- 1) Two Faculty Council meetings (involving full-time and adjunct faculty) will be held at the beginning and midterm portion of the fall and spring semester (as part of the Faculty Council meeting and Assessment Day). These structured meetings will include assessment training for using the general education rubrics, faculty-led discussions regarding the importance and use of assessment as well as open discussion between faculty on any pertinent assessment-related topic. During portions of these meetings, faculty will be divided into programs/course specific groups to facilitate discussion and application of how to use rubrics to drive teaching and learning in the classroom. Time will be dedicated to discuss how faculty can incorporate the Mathematical Reasoning Rubric into their courses with a goal of helping students generate an appropriate artifact.

- 2) The SLAC will study two different platforms to electronically store and maintain potential student artifacts throughout their education experience at the College for use in the ENG 299 courses: Moodle and Google platforms.
 - a. A specific action plan will be developed to educate students to the process and importance of saving their work as potential artifacts.

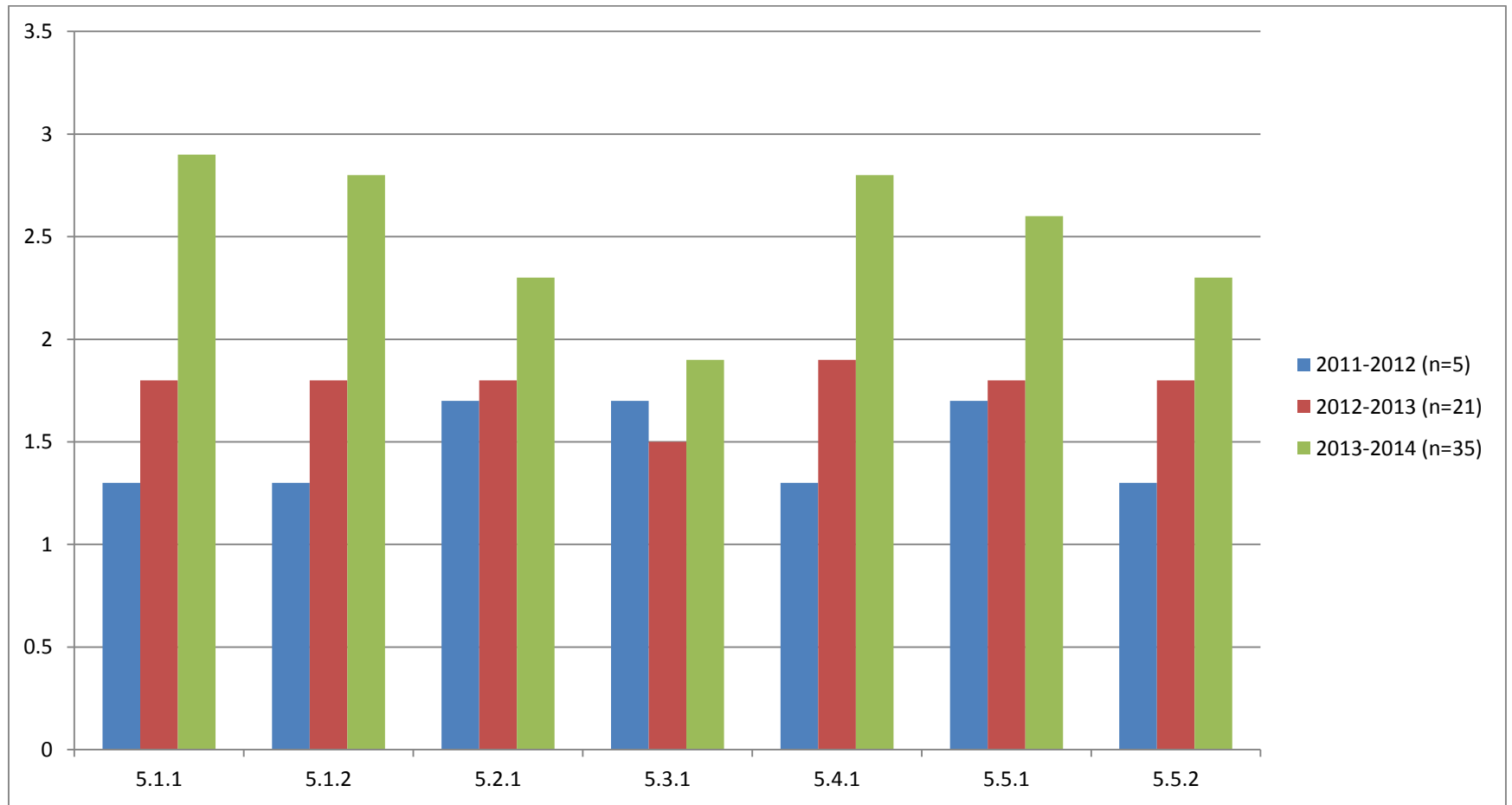
Results

To be discussed in the 14-15 report.

Measurement Tool:
General Education Objective(s):
Goal Results:

ENG 299 Capstone Portfolio Course – Scientific Reasoning Artifact
5
Average Score “Excellent(4)”/”Proficient(3)”

General Education Competency: Scientific Reasoning



Problem is recognized and investigative question is formulated

5.1.1 Problem is recognized and explained in detail

5.1.2 Investigative question is clearly formulated

Reasonable, testable hypothesis is presented

5.2.1 Hypothesis is reasonable, clearly stated, and fully explains question

Prediction is formulated as logical consequence of the hypothesis

5.3.1 Prediction is logical and fully explained

Data/observations to test hypothesis are gathered or compiled

5.4.1 High quality data and /or high quantity of suitable data gathered and presented professionally (list or table)

Formulation of a conclusion

5.5.1 Conclusion is logical and well formulated

5.5.2 Conclusion explains in detail the degree of correctness of the hypothesis and identifies further avenues of testing, or formulates new hypothesis

Scientific Reasoning Comments:

Over the last three years, the data demonstrate a remarkable overall increase in all seven evaluated scientific reasoning criteria. The average scores have risen by at least one category in four competencies, and show a lesser average increase for the remaining two. The College interprets these observations as a result of two measures that were established in this time span:

- 1) The Natural Sciences faculty introduces the students of ENG 299 to the Scientific Reasoning Rubric and discusses good and poor examples taken from the portfolios of previous students of ENG 299.
- 2) Several science laboratory courses (for instance, GEOL 141 Introduction to Environmental Science and BIOL 211: Human Anatomy and Physiology I) have developed laboratory exercises that explicitly target the evaluated criteria, and encourage students to keep and submit these artifacts for their portfolio.

General Education Competency Assessment

Mesalands Community College has identified six general education competencies that reflect those knowledge, skills and professional dispositions that students will possess and demonstrate upon graduation with a degree. The following General Education Competencies Program Reporting Schedule identifies the academic cycle during which those competencies are assessed. Assessment occurs using the College rubrics.

GENERAL EDUCATION COMPETENCIES* PROGRAM REPORTING SCHEDULE

Specific general education competencies are assessed and reported on each year with the goal of implementing and reviewing curricular adjustments to improve learning on a three year cycle.

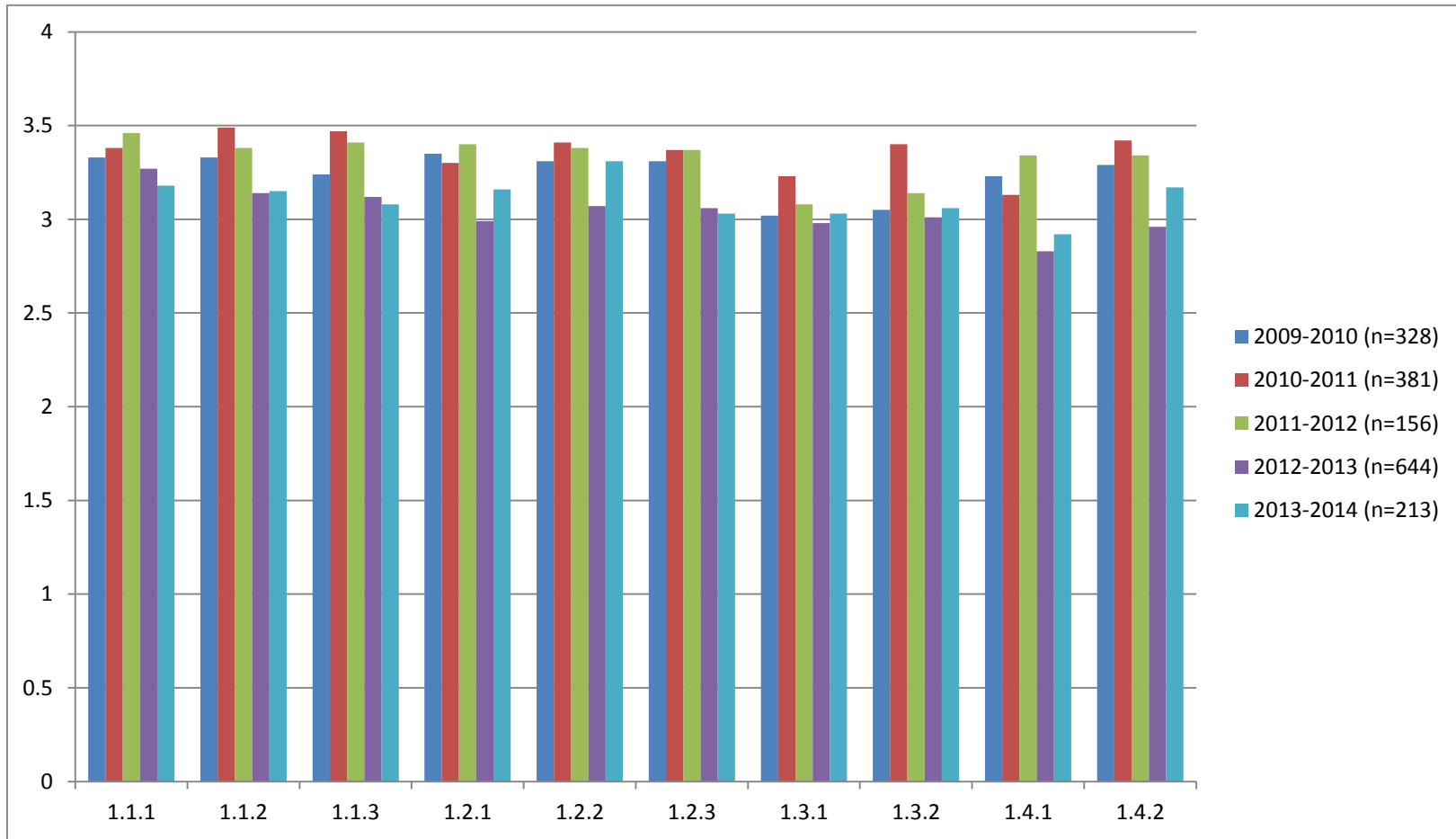
Report Year	Academic Cycle	General Education Competencies Assessed
2014-2015	Summer 2014, Fall 2014, Spring 2015	Scientific Reasoning and Critical Thinking
2015-2016	Summer 2015, Fall 2015, Spring 2016	Writing and Information Technology
2016-2017	Summer 2016, Fall 2016, Spring 2017	Oral Presentation and Mathematical Reasoning
2017-2018	Summer 2017, Fall 2017, Spring 2018	Scientific Reasoning and Critical Thinking
2018-2019	Summer 2018, Fall 2018, Spring 2019	Writing and Information Technology
2019-2020	Summer 2019, Fall 2019, Spring 2020	Oral Presentation and Mathematical Reasoning

*General Education Competencies:

- Writing
- Oral Presentation
- Information Technology
- Critical Thinking
- Scientific Reasoning
- Mathematical Reasoning

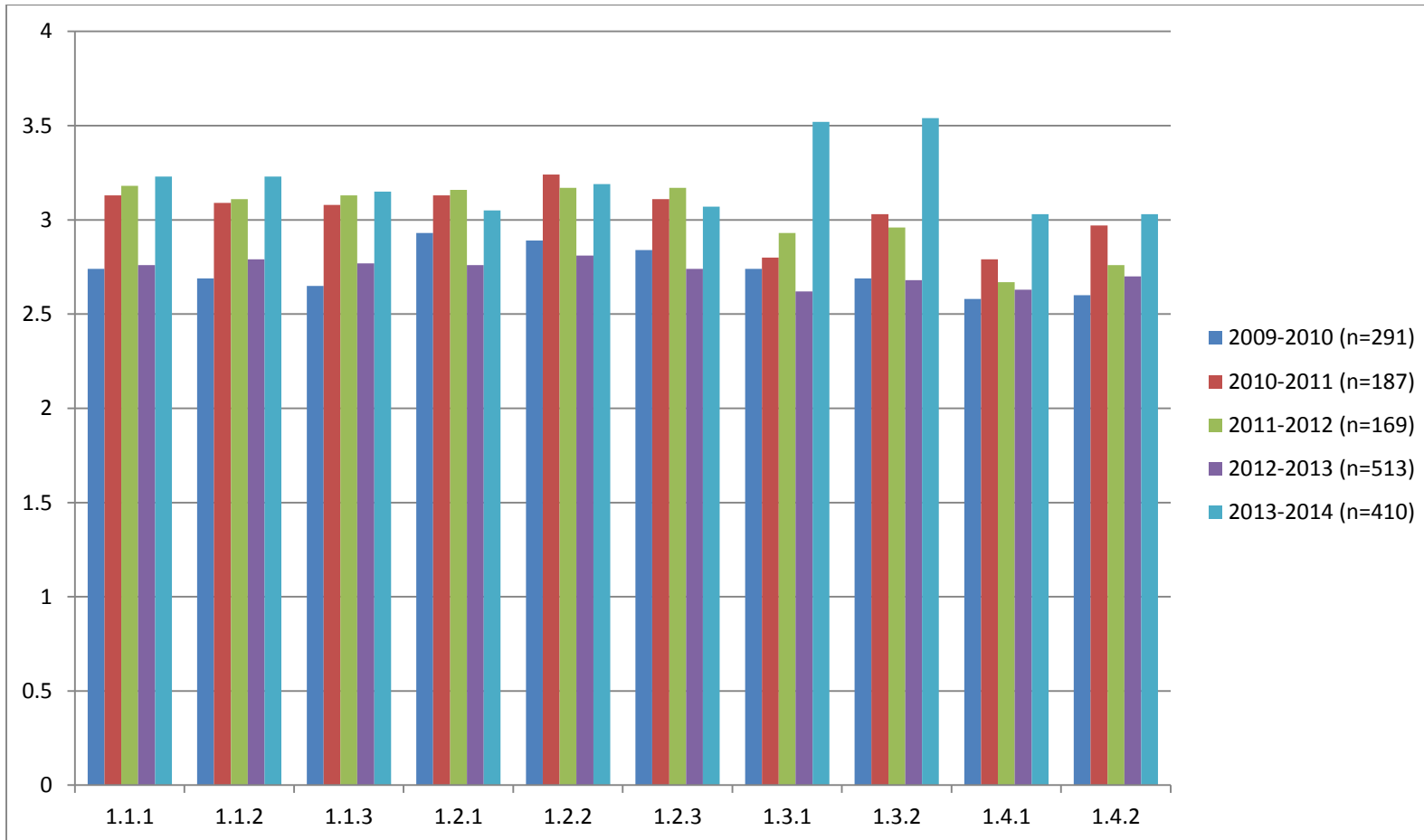
Measurement Tool:
General Education Objective(s):
Goal Results:

General Education Competency Writing Rubric
 1 (with ENG 102)
 Average Score "Excellent(4)"/"Proficient(3)"



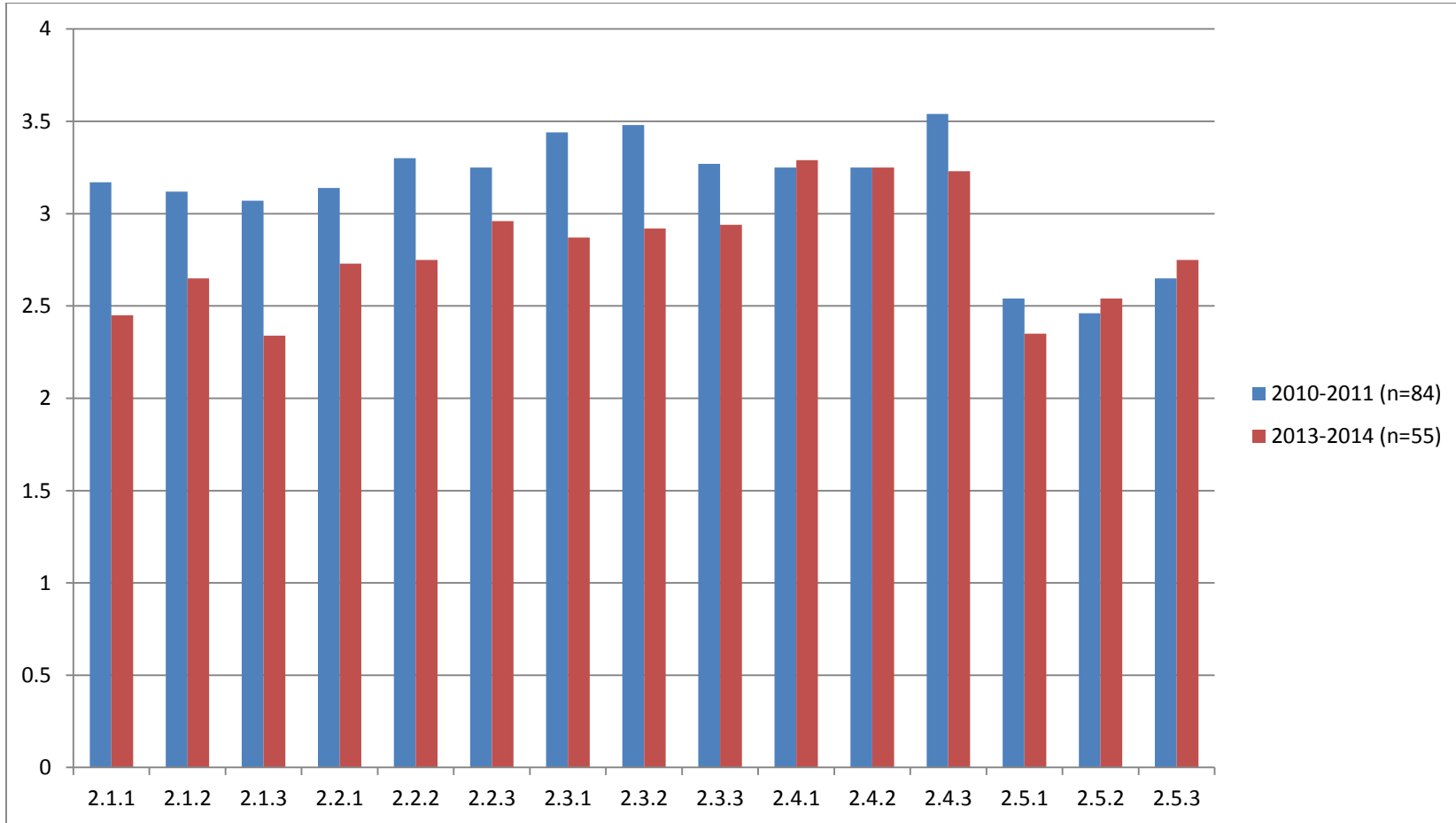
Measurement Tool:
General Education Objective(s):
Goal Results:

General Education Competency Writing Rubric
 1(without ENG 102)
 Average Score “Excellent(4)”/”Proficient(3)”/”Adequate(2)”



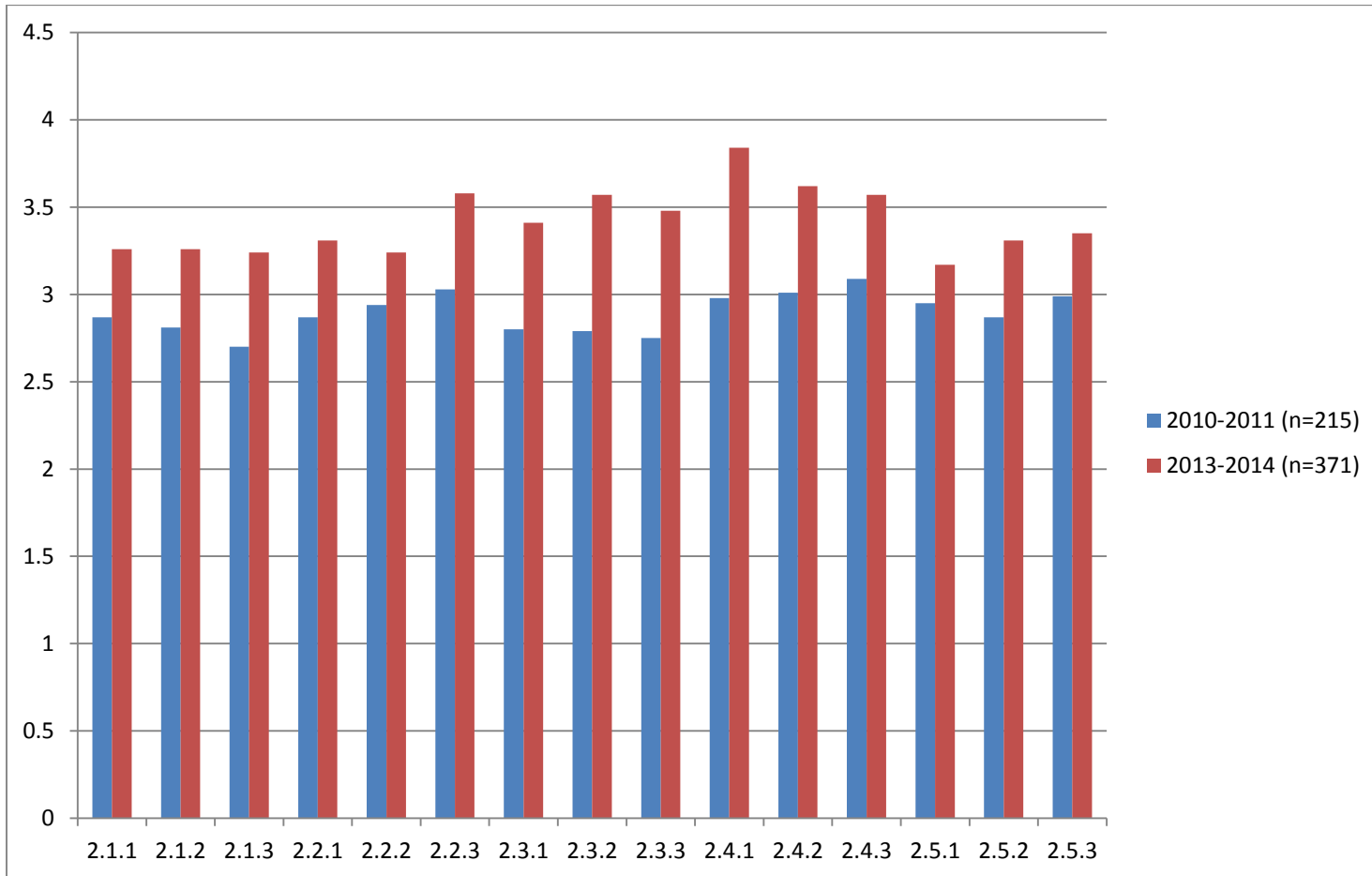
Measurement Tool:
General Education Objective(s):
Goal Results:

General Education Competency Oral Communication Rubric
2(with COM 102)
Average Score “Excellent(4)”/”Proficient(3)”



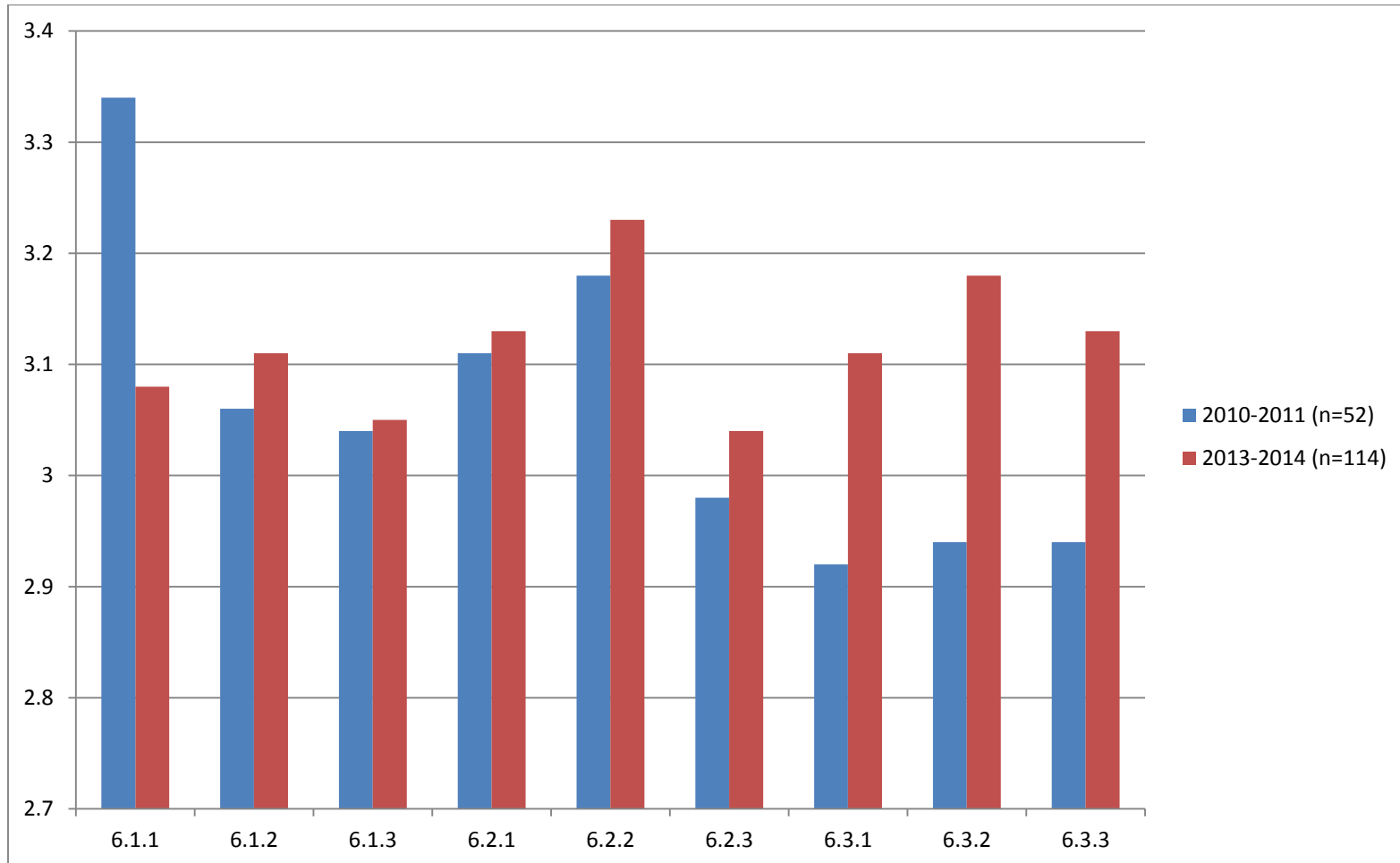
Measurement Tool:
General Education Objective(s):
Goal Results:

General Education Competency Oral Communication Rubric
2(without COM 102)
Average Score “Excellent(4)”/”Proficient(3)”/”Adequate(2)”



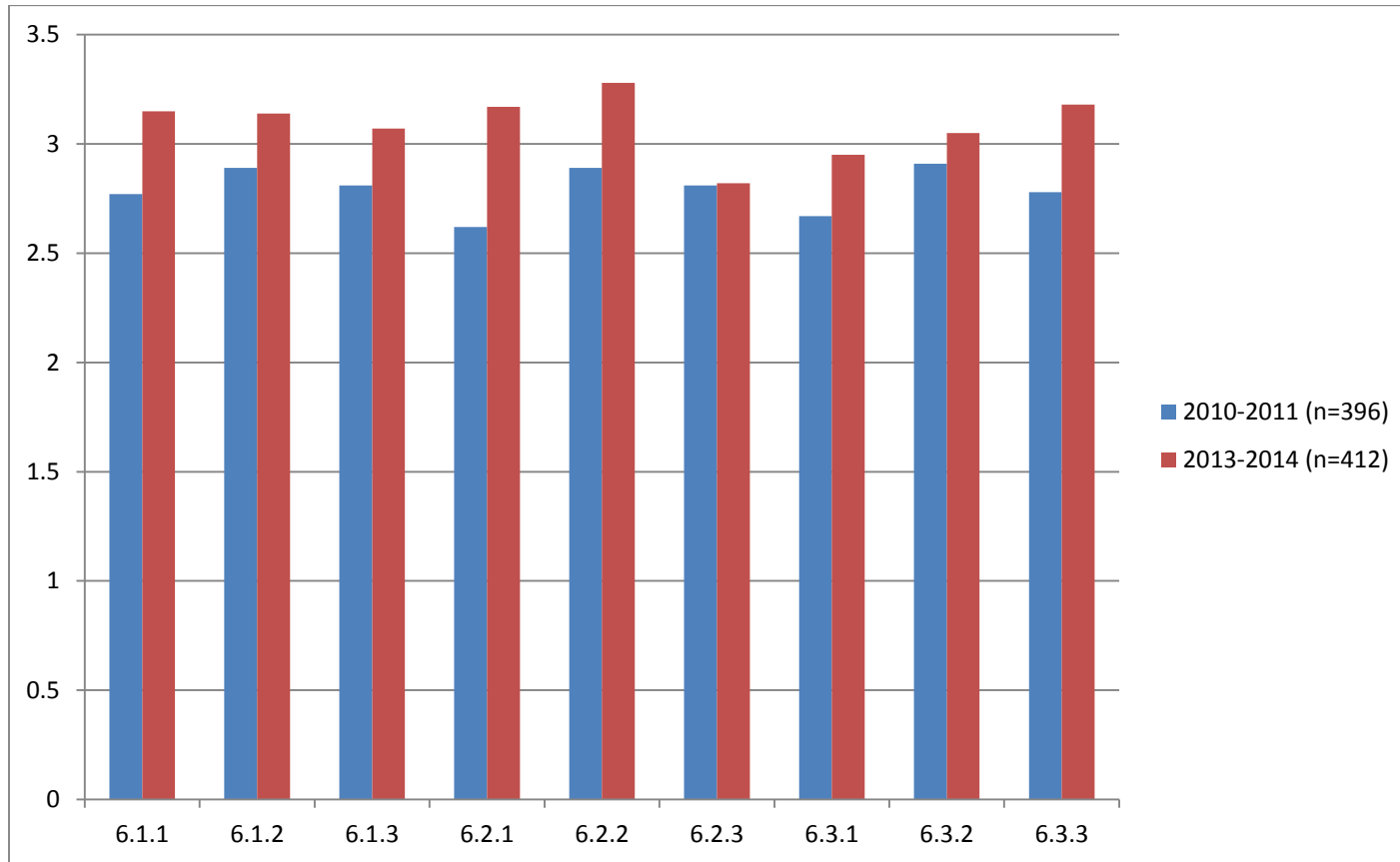
Measurement Tool:
General Education Objective(s):
Goal Results:

General Education Competency Critical Thinking Rubric
6 (with Lab)
Average Score “Excellent(4)”/”Proficient(3)”



Measurement Tool:
General Education Objective(s):
Goal Results:

General Education Competency Critical Thinking Rubric
6 (without Lab)
Average Score “Excellent(4)”/”Proficient(3)”/”Adequate(2)”



General Education Competency Assessment Comments

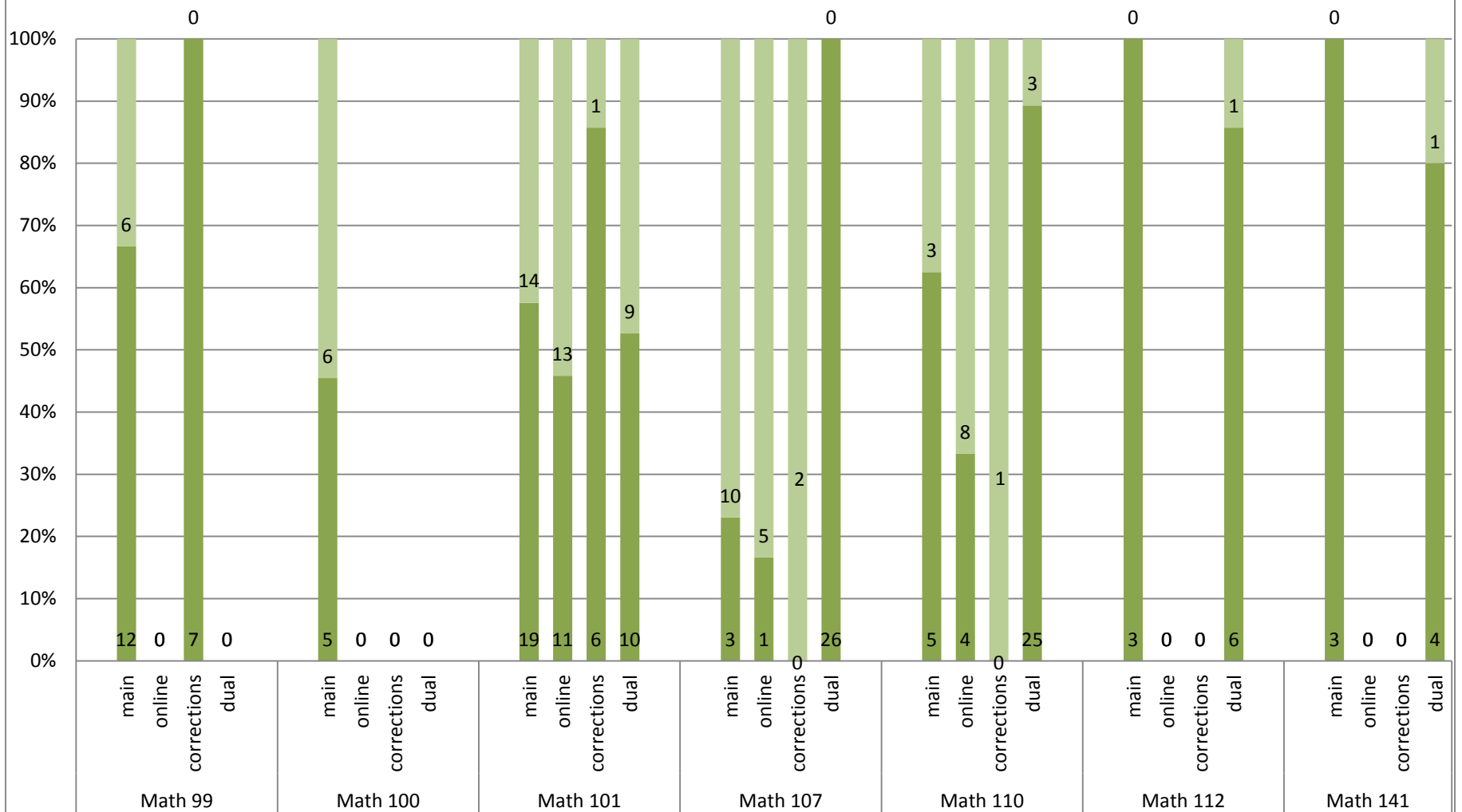
Based on the above identified General Education Competencies Program Reporting Schedule, collection of assessment data for all competencies occurs on a three year cycle. The ability to identify trends in the data will require additional cycles to fully realize. In order to capture additional data on general education competency attainment, program directors will be encouraged to collect data for all six competencies each academic cycle and report the results in the individual *Student Learning Assessment Program Reports*. This will allow for additional and more frequent data collection, which, in turn, will allow for a quicker identification of trends.

Science, Technology, Engineering, Mathematics Course Completion Rates

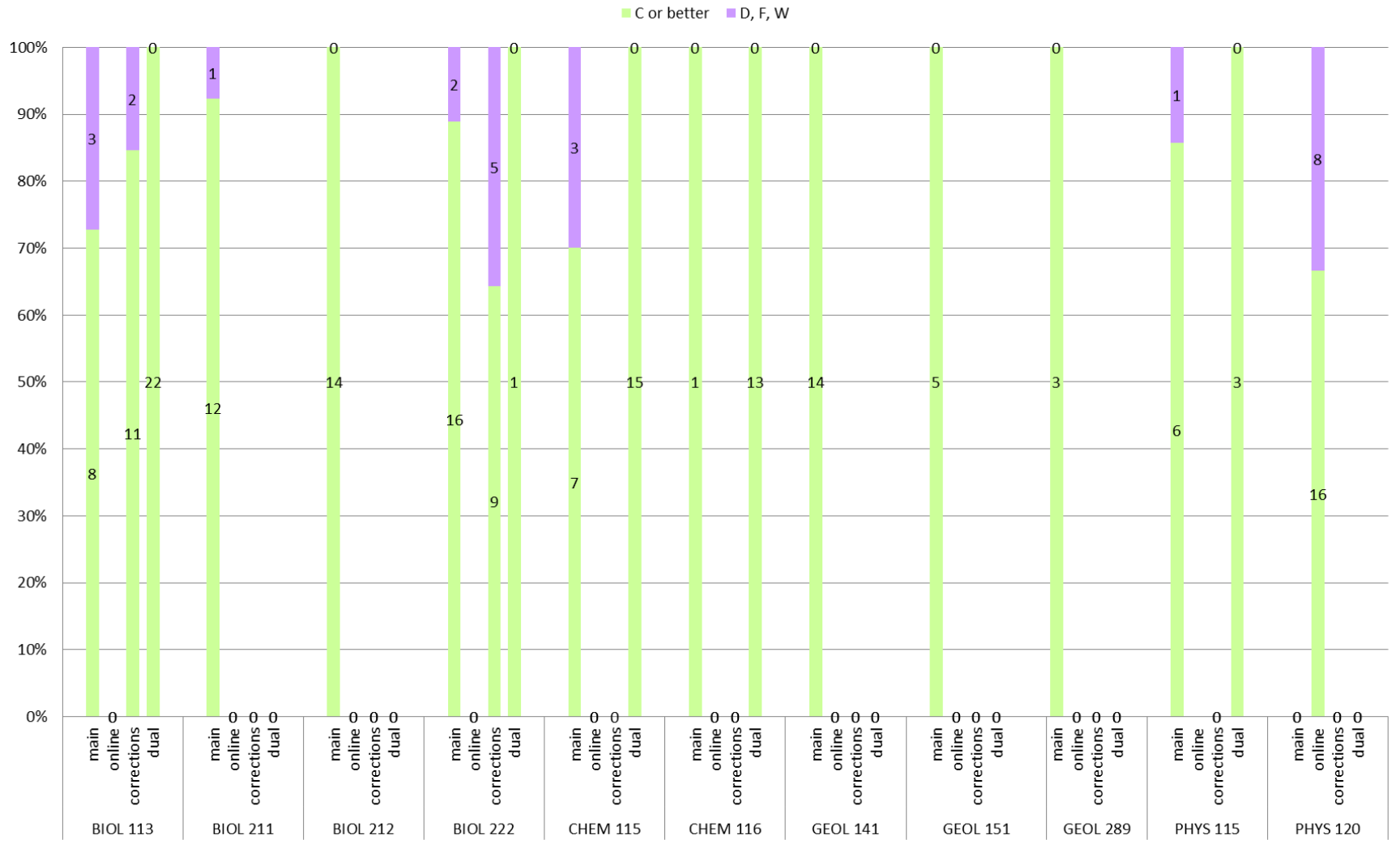
The following data shows completion rates for STEM courses wherever and however they are offered through the College.

Mesalands Community College
 Pass Rates in Math Classes
 2013-2014

■ C or better ■ D, F, W

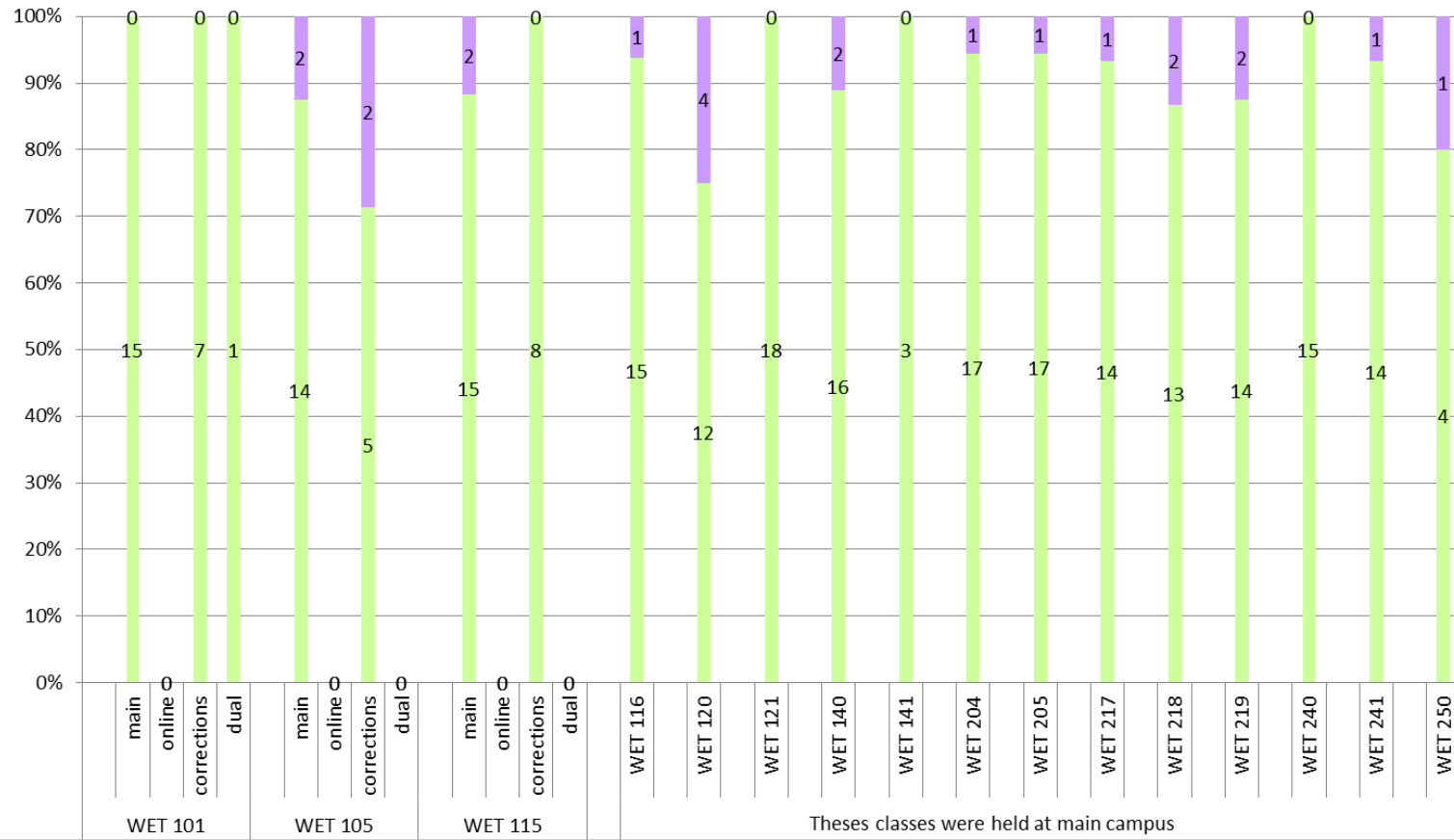


Mesalands Community College Pass Rates for Science courses 2013-2014



Mesalands Community College Pass Rates for Wind Energy Technology Classes 2013-2014

■ C or better ■ D, F, W



COMPLETION RATES OF GENERAL EDUCATION CORE CLASSES

The data below also includes dual enrollment of high school students taking classes through the College.

COMPLETION RATES OF GENERAL EDUCATION TRANSFER CLASSES 2007-2012 ACADEMIC YEARS										
Year	2007-08		2008-09		2009-10		2010-11		2011-12	
Course	N	% C or better	N	% C or better	N	% C or better	N	% C or better	N	% C or better
Area I: Communications										
ENG 102	187	86.63	258	81.78	205	78.05	221	80.54	220	87.27
ENG 104	71	81.69	145	90.34	120	89.17	171	89.47	129	92.25
COM 101	83	73.49	41	70.73	93	96.77	87	87.36	87	78.16
COM 102	49	77.55	45	86.67	86	75.58	94	76.60	72	84.72
Area II: Mathematics										
MATH 110	36	77.78	58	82.76	51	80.39	79	86.08	46	69.56
STAT 213	16	87.5	16	68.75	17	94.11	7	42.86	28	92.86
Area III: Laboratory Science										
BIOL 113	43	76.74	23	78.26	64	73.44	42	69.05	60	80.00
CHEM 115	41	95.12	102	97.06	12	75.00	35	91.43	42	92.86
CHEM 116	16	100.0	41	90.24	11	100.0	23	86.96	27	88.89
GEOL 141	12	50.0	37	81.08	65	70.77	45	75.55	61	62.30
GEOL 151	15	53.33	5	100.0	27	100.0	3	100.0	7	85.71
PHYS 115	0	NA	0	NA	5	60.00	5	100.0	8	100.0
PHYS 120	12	83.33	5	60.00	0	NA	24	29.17	5	100.0
Area IV: Social and Behavioral Science										
ANTH 101	20	55.00	17	82.35	5	60.00	8	50.00	11	100.0
ECON 251	54	83.33	97	92.78	105	76.19	77	93.57	81	91.36
ECON 252	10	40.00	19	52.63	7	85.71	24	58.33	31	67.74
PSCI 102	41	100.0	90	88.89	77	96.10	85	89.41	93	91.40
PSCI 202	11	90.91	17	100.0	32	96.88	33	84.85	29	86.21
PSY 101	46	91.30	110	84.55	107	88.79	159	86.79	92	84.78
SOC 101	29	96.55	50	94.00	48	89.58	44	88.64	44	93.18
SOC 212	14	78.57	0	NA	16	56.25	12	100.0	1	100.0
Area V: Humanities and Fine Arts										
ART 101	62	80.65	31	54.84	109	55.96	77	71.43	98	72.45
MUS 101	26	80.77	39	66.67	39	79.49	36	86.11	106	74.53
HIST 101	23	95.65	26	92.31	58	96.55	50	84.00	37	89.19
HIST 102	28	96.43	35	100.0	59	96.61	29	86.21	19	89.47
HIST 121	11	90.91	10	70.00	7	57.14	8	100.0	5	40.00
Total Number of Students Enrolled and Overall %C or Better Averages										
Totals	956	83.16	1317	85.12	1425	82.25	1478	82.81	1439	83.67

COMPLETION RATES OF GENERAL EDUCATION TRANSFER CLASSES 2007-2014 ACADEMIC YEARS				
Year	2012-13		2013-14	
Course	N	% C or better	N	% C or better
Area I: Communications				
ENG 102	193	87.05	182	88.46
ENG 104	142	92.25	143	96.5
COM 101	76	67.11	73	93.15
COM 102	82	92.68	59	84.75
Area II: Mathematics				
MATH 110	50	80.00	25	75.55
STAT 213	8	75.00	2	100.00
Area III: Laboratory Science				
BIOL 113	45	86.67	45	93.33
CHEM 113	10	60.00	0	
CHEM 115	18	55.56	25	88.00
CHEM 116	0		14	100.00
GEOL 141	30	80.00	16	100.00
GEOL 151	5	80.00	11	100.00
PHYS 115	5	60.00	10	90.00
PHYS 120	23	78.26	25	96.00
Area IV: Social and Behavioral Science				
ANTH 101	10	80.00	18	88.89
ECON 251	91	94.79	108	90.74
ECON 252	10	100.0	10	40.00
PSCI 102	89	96.63	94	97.87
PSCI 202	29	79.31	23	100.00
PSY 101	57	87.72	62	75.81
SOC 101	52	86.54	57	85.96
SOC 212	0		13	100.00
Area V: Humanities and Fine Arts				
ART 101	73	68.49	44	77.27
MUS 101	46	86.96	48	91.67
HIST 101	34	79.41	24	100.00
HIST 102	28	96.43	19	100.00
HIST 121	10	60.00	0	
Total Number of Students Enrolled and Overall %C or Better Averages				
Totals	1221	85.09	1174	90.03

PDSA CYCLE 2013-2014 ANALYSIS OPPORTUNITIES FOR IMPROVEMENT

Problem Area

Despite the collection of persistence data for the completion of general education transfer courses, the College does not use this data with the goal of improving student success.

Goal

The College is applying for the Higher Learning Commission's Academy for Student Persistence and Completion in order to establish and implement a comprehensive plan to assess persistence and completion efforts. Specifically, the College's goal is to utilize the plan-do-study-adjust cycle to assess efforts for improving student persistence.

Action Plan

Apply for the Higher Learning Commission's Academy for Student Persistence and Completion in order to establish and implement a comprehensive plan to assess and improve persistence and completion efforts. If this is not feasible, the College will consider participating in future New Mexico Higher Education Assessment Association's (NMHEAA) retreats by sending a team of 4 or more participants to develop a plan-do-study-adjust cycle of assessment to improve student retention, persistence and graduation.

The SLAC will meet with the Director of Enrollment Management, the Assistant Director of Institutional Technology, and the Director of Business and Auxiliary Services in order to identify a mechanism in Jenzebar to differentiate persistence of students completing general education transfer courses based on wherever and however the courses are completed. This will allow for the identification of specific courses (delivery mode and site) that have subpar completion rates. The ultimate goal will be to identify effective PRS that improve completion of those courses not meeting the "C" or better goal.

Results

To be discussed in the 2014-2015 report.

INSTITUTIONAL SURVEYS

Mesalands Community College has not utilized a regular cycle of surveys (Student Opinion Survey, Withdrawing/Non-Returning Student Survey, Alumni Survey and others) which provide indirect measures of student learning, as well as some attitudinal data useful for assessment. No results have been reported over the course of the last several years.

The College must identify what meaningful data is important to indirectly measure student learning and begin collecting said data. It is also critical that the College investigate processes to collect data from graduating students, alumni, and employers in order to assess how successful the College is at placing well-prepared graduates into the workforce and using this information to improve student learning.

PROGRAM LEVEL ASSESSMENT

Student Learning Assessment Program Reports

The purpose of program level assessment is to document how well students are accomplishing the program specific objectives and general education competencies. The program objectives and general education competencies are Mesalands' contract with all stakeholders and reflect those competencies that students will possess and demonstrate upon graduation. These program objectives and general education competencies reflect those knowledge, skills and professional dispositions valued by workplace employers and other interested parties and represent the most deeply held values of the College, thereby driving much of what occurs at Mesalands. Degree programs are required to assess both general education competency and program objective outcomes. Certificate programs are required to measure program objective outcomes only.

The Student Learning Assessment Program Reports collectively document the individual programs' and College's attempt to more succinctly and comprehensively identify and measure outcomes attainment and to use this information to improve teaching and learning. The individual program reports are published in a separate document entitled *Student Learning Assessment Program Reports 2013-2014* and are available on the College website.

ASSESSING PROGRAM ASSESSMENT 2013-2014

Assessment can be defined as the process of determining the quality and quantity of student learning in order to improve future learning. It is critical that faculty members at Mesalands Community College meaningfully capture and document what they are teaching, what students are learning and how this information ultimately improves the teaching-learning relationship. To that end, Mesalands Community College encourages faculty to take "ownership" of their respective programs and courses in terms of whether or not students are learning what faculty say they are learning as identified in the course objectives, program objectives and general education competencies. Effective assessment of student learning is a matter of commitment, not a matter of compliance. Mesalands Community College is dedicated to establishing a culture of assessment embedded in every aspect of the educational process.

In order to improve the plan→do→study→adjust cycle of program assessment at the College, the Student Learning Assessment Committee (SLAC) assesses program assessment on an annual basis. The goals of assessing the assessment are twofold. First, this report will give feedback to the faculty as to how they are doing in terms of assessment with the goal of helping them to

continually improve the teaching-learning relationship both inside and outside the classroom. Second, this report will help the College identify how it is doing in terms of its own assessment efforts with the goal of attentively reshaping and meaningfully improving the continual process of student learning and assessment.

This report focuses on how well programs are assessing both program objectives and general education competencies. Degree and certificate programs are required to complete an annual report documenting their annual assessment activities. Lead faculty and program directors are encouraged to modify their reports so as to better meet the individual needs and characteristics of their programs and make the report more meaningful to all stakeholders. These reports are then reviewed by the Chair of the Student Learning Assessment Committee who uses the *Student Learning Assessment Program Report Evaluation Rubric* to evaluate each program report. Results of this evaluation are shared with the College during the August Assessment Day.

Generally speaking, SLAC would like to see a migration of programs from the left hand columns of the following rubrics to the right hand columns indicating more comprehensive and meaningful assessment efforts. It is SLAC's goal to facilitate this migration.

MEASURES PROGRAM OBJECTIVES*

1 No program objectives measured	2	3	4 Measured program objectives
Social Work (4) Wind Energy Technology (4)			Animal Science (S) Business Administration (S) Business Occupations Technology (S) Early Childhood (S) Farrier Science (S) Fine Arts (S) Natural Sciences (S) Professional Writing (S)

MEASURES GENERAL EDUCATION COMPETENCIES *

Communication-Writing (Writing Across the Curriculum) - **REQUIRED**

1 No Writing measured	2	3	4 Writing measured
Business Administration (S) Business Occupations Technology (S) Natural Sciences (4) Social Work (4) University Studies (S) Wind Energy Technology (4)			Animal Science (S) Early Childhood (S) Farrier Science (S) Fine Arts (S) Professional Writing (S)

Communication-Oral Communication - **REQUIRED**

1 No Oral Communication measured	2	3	4 Oral Communication measured
Business Administration (S) Business Occupations Technology (S) Fine Arts (S) Natural Sciences (S) Social Work (S) University Studies (S) Wind Energy Technology (S)			Animal Science (S) Early Childhood (S) Farrier Science (1) Professional Writing (N)

Communication-Information Technology

1 No Information Technology measured	2	3	4 Information Technology measured
Animal Science (4) Business Administration (S) Business Occupations Technology (S) Early Childhood (S) Farrier Science (S) Fine Arts (S) Natural Sciences (S) Social Work (S) University Studies (S) Wind Energy Technology (S)			

Critical Thinking - **REQUIRED**

1 No Critical Thinking measured	2	3	4 Critical Thinking measured
Business Administration (S) Business Occupations Technology (S) Fine Arts (4) Natural Sciences (4) Social Work (4) University Studies (4) Wind Energy Technology (4)			Animal Science (S) Early Childhood (1) Farrier Science (S) Professional Writing (N)

USES BOTH INTERNAL AND EXTERNAL SOURCES*

1 No data	2	3 Uses either internal data or external data	4 Uses both internal data and external data
Social Work (3)		Animal Science (S) Business Administration (S) Business Occupations Technology (S) Early Childhood (S) Fine Arts (S) Natural Sciences (S) Professional Writing (S) University Studies (S) Wind Energy Technology (S)	Farrier Science (3)

COMPLETE DATA SUMMARY*

<p align="center">1 No or minimal data summary</p>	<p align="center">2</p>	<p align="center">3</p>	<p align="center">4 Full data summary explaining who, what, where, when, how, why and to what extent</p>
<p>Animal Science Business Administration Business Occupations Technology Early Childhood Farrier Science Fine Arts Natural Sciences Professional Writing Social Work University Studies Wind Energy Technology</p>			

**CHANGED CURRICULUM BASED ON DATA
(CLOSED THE LOOP)***

<p align="center">1 No changes made</p>	<p align="center">2 Changes made without data/changes based on anecdotal data</p>	<p align="center">3 Changes made based on empirical data</p>	<p align="center">4 Changes made based on empirical data with follow-up plans to measure effectiveness</p>
Animal Science (2) Business Administration (4) Business Occupations Technology (2) Early Childhood (2) Wind Energy Technology (4)	Farrier Science (4) Fine Arts (S) Natural Sciences (4) Professional Writing (3) Social Work (S) University Studies (S)		

*The number in parenthesis following the program title represents that column under which that specific program appeared last year. An "S" meaning "same" indicates that the program did not change columns from last year while an "N" indicates that the program is "new" to the chart and did not appear on it last year. As indicated earlier, SLAC would like to see a migration of programs from the left hand columns of the rubric to the right hand columns indicating more comprehensive and meaningful assessment efforts.

**STUDENT LEARNING ASSESSMENT PROGRAM REPORT EVALUATION RUBRIC
MESALANDS COMMUNITY COLLEGE**

Evaluation Criteria	1	2	3	4
Measures Program Objectives	No program objectives measured.			Program objectives measured.
Measures General Education Competencies**	Not measured.			Measured.
Uses Both Internal and External Sources	No data.		Uses either internal data or external data.	Uses both internal data and external data.
Has Complete Data Summary	No or minimal data summary.			Full data summary explaining who, what, where, when, how, why and to what extent.
Changed Curriculum Based on Data (Closed the Loop)	No changes made.	Changes made without data/changes based on anecdotal data.	Changes made based on empirical data.	Changes made based on empirical data with follow-up plans to measure effectiveness.

**Assessment of the General Education Competencies is based on the *General Education Competency Reporting Schedule*.

PDSA CYCLE 2009-2010 ANALYSIS OPPORTUNITIES FOR IMPROVEMENT

Problem Area

Despite implementation of the Writing Across the Curriculum plan and collection of the data, very few programs reported data specific to their plan of study students.

Goal

One hundred percent of programs will report on the general education competency of writing utilizing the Writing Across the Curriculum rubric.

Action Plan

Lead instructors/program directors will be required to keep hard copies of their results as documented on the Writing Across the Curriculum rubric and to report this data using a standardized report format. *Note: Faculty did submit assessment results on the general education competency of writing utilizing the Writing Across the Curriculum rubric. This data was reported for the entire College but not broken down program-specifically.*

Results

Only 44% of programs (7 out of 16) reported program-specific Writing Across the Curriculum (WAC) data in their Student Learning Assessment Program Reports. This is difficult to explain since all faculty at the College are required to participate in the WAC initiative. A general education competency writing rubric was developed in order to facilitate the data collection in support of the WAC initiative.

Problem Area

Assessment of the general education competencies – critical thinking will be implemented during the spring 2011 semester. This data will be collected both at a College-wide and program level.

Goal

One hundred percent of programs will report on the general education competency – critical thinking utilizing the specific rubric that will be created during the fall 2010 semester.

Action Plan

The Student Learning Assessment Committee will be responsible for creating the rubric as well as “rolling out” this plan to all full-time and adjunct faculty.

Results

Only 12% of programs (2 of 16) reported program-specific data on critical thinking competency attainment. After this goal was established, the SLAC decided to allow all faculty to assess either the general education competencies of critical thinking or oral presentation. Thirty-one percent (5 of 16) of programs reported oral presentation competency attainment. Having said that, only 44% of programs (7 of 16) reported program specific data on either critical thinking or oral presentation competency attainment in their Student Learning Assessment Reports.

PDSA CYCLE 2011-2012 ANALYSIS OPPORTUNITIES FOR IMPROVEMENT

Problem Area

Three years ago with the initiation of the updated Student Learning Assessment Program Reports, lead faculty and program directors were given a report format to assist in the generation of the individual program reports. This suggested report format was in response to faculty requests for directions on what they “needed to do.”

Goal

Facilitate faculty to take more ownership of their program reports by encouraging them to modify, revise and rework them to more adequately reflect the unique characteristics and needs of the program and stakeholders with the ultimate goal of improving learning.

Action Plan

Discuss in detail the above mentioned goal at the spring 2013 Assessment Day.

Results

On Friday, January 18, 2013, a significant amount of time was spent during the Faculty Council meeting discussing the collective quality of the *Student Learning Assessment Program Reports*. General and specific suggestions were made to lead faculty and program directors on how to revise and rework the *Reports* to reflect the unique characteristics and needs of the different programs. The importance of “closing the loop” reflecting data driven changes was also focused

upon. Having said that, the Chair of the Student Learning Assessment Committee was disappointed in the quality of the Reports as reflected in the above Assessing Program Assessment results. Problems areas identified were as follows:

- Not a single program modified its Report to better reflect its unique characteristics
- Specific recommendations made by the Chair of the Student Learning Assessment Committee were not implemented into any of the identified programs.
- Numerous programs lacked data on a number of their identified objectives.
- Changes to the programs was neither based on the analysis of assessment results nor data driven

PDSA CYCLE 2012-2013 ANALYSIS OPPORTUNITIES FOR IMPROVEMENT

Problem Area

There will be a significant number of new program directors/lead faculty (Animal Science, Business Administration, Business Office Technology, and Technical and Professional Writing) arriving at the College during the fall 2013 semester. It is important that the plan-do-study-adjust cycle of assessment and closing of the loop not be disrupted.

Goal

1. New faculty will be trained and mentored to continue the assessment cycle.
2. Meaningful Student Learning Assessment Program Reports will be submitted for the 2013-2014 reporting cycle

Action Plan

The Chair of the Student Learning Assessment Committee is charged with the mentoring of new faculty in order to ensure creation of the above mentioned reports.

Results

One-hundred percent of new program directors met with the Chair of the Student Learning Assessment Committee two or more times during the 2013-2014 academic cycle. General and specific suggestions and recommendations were made to all program directors on how to revise and rework the *Reports* to reflect the unique characteristics and needs of the different programs. The importance of “closing the loop” based on quantitative data was also focused upon. Few, if any, programs meaningfully used hard data to drive changes in their programs to

improve student learning. The same problem areas identified in last year's report remained and are as follows:

- Not a single program modified its Report to better reflect its unique characteristics
- Few recommendations made by the Chair of the Student Learning Assessment Committee were implemented into any of the identified programs.
- Numerous programs lacked data on a number of their identified program objectives and general education competencies.
- Changes to the programs was neither based on the analysis of assessment results nor data driven.

PDSA CYCLE 2013-2014 ANALYSIS OPPORTUNITIES FOR IMPROVEMENT

Problem Area

The PDSA Cycle Analysis portion of 100% of the program reports failed to utilize quantitative data when identifying and discussing opportunities for improvement. Identified changes to every program were based on anecdotal information and lacked meaningful baseline information upon which to implement a PDSA cycle of improving student learning. Changes to the programs were neither based on the analysis of assessment results nor data driven. Many programs also lacked data on general education competencies.

Similar to the previous 2012-2013 cycle, not a single program modified its Report to better reflect its unique characteristics while few recommendations made by the Chair of the Student Learning Assessment Committee were implemented into any of the identified programs.

These problem areas were significant despite the fact that the Chair of the Student Learning Assessment Committee had numerous meetings with a number of program directors and provided written feedback in two different forms to all directors.

Goal

Increase the number of reports to 100% that use quantitative data when identifying and discussing opportunities for improvement and "closing the loop" on assessment-related curricular changes.

Action Plan

- 1) Two meetings will be held during both the fall and spring semesters to reinforce the importance of using quantitative data when identifying and discussing opportunities for improvement and “closing the loop” on assessment-related curricular changes. Educating the faculty and establishing “buy-in” to the use of assessment to improve student learning will be a major topic of open discussion.
- 2) All program directors will individually meet with both the Vice President of Academic Affairs and the Co-Chair of the Student Learning Assessment Committee and will be required to submit an approved annual program report before leaving for the summer break.
- 3) Meaningful assessment as reflected in the program reports will be added as an important criteria when performing annual faculty evaluations.

Results

To be discussed in the 2014-2015 report.

CLASSROOM LEVEL ASSESSMENT

The goal of faculty assessment of student learning at the individual course level is to identify what has and has not worked at increasing learning in the classroom and how this information can be used in present and future classes to improve the teaching-learning relationship between faculty and students. In the past, Mesalands Community College required all faculty to complete a *Faculty Outcomes Assessment Form*. This form was the College's attempt to collect quantitative data regarding the students' performance on the courses' identified learning outcomes, i.e., course objectives.

The *Faculty Outcomes Assessment Form* was not well received by faculty. Faculty indicated that the form was too time consuming to fill out while the information they were required to supply did not lead to improved student learning. Based on this feedback, the SLAC redesigned the form to make it more user friendly, as well as provide more useful information that could be used to improve student learning, regardless of who was teaching the course in question. The new *MCC Faculty Outcomes Assessment Narrative Form* asks three questions:

- 1) Comment on any strategies you used in the course that improved student learning.
- 2) Comment on anything that was not successful in meeting your learning objectives.
- 3) What changes to this course would you recommend for yourself or another instructor to improve student learning the next time this course is offered?

Faculty complete the *MCC Faculty Outcomes Assessment Narrative Form* for each class they teach at the end of the fall, spring and summer semesters.

Electronic copies of completed forms are kept on file and made available to all College faculty teaching that specific course. The availability of these forms is identified in the *Student Learning Assessment Guide for Faculty*. Faculty are encouraged to review the information on these Forms with the goal of assisting them at improving student learning.

