What does an NMHU graduate look like in **2012?**

TRAITS

Core Curriculum

Disciplines

CLARIFYING QUESTIONS:

1) What are NMHU's core values (and how can we find and articulate them)

2) How do we align course level assessment of student learning with the traits?

3) How do we create and implement the system and data collection with existing structures?

DEFINING CLEAR OUTCOMES:

1) Faculty, Staff & Students involved in development

2) Traits identified and agreed upon

3) System developed and operating

4) Syllabi reflect traits and link to assessment of student learning

5) Effective data collected (centrally) and utilized at program level to enhance student learning.

RESULTS OF TRAITS SURVEY

Results	Faculty (56)	Staff (54)	Students (77)
Mastery of content knowledge and skills	100%	100%	94.8%
Effective communication skills	100%	100%	97.4%
Critical thinking skills	100%	100%	98.7%
Reflective thinking skills	82.9%	96.3%	85.7%
Effective use of technology	91.0%	100%	93.5%
Quantitative or qualitative analysis of data & information	92.8%	96.3%	86.8%

RESULTS OF TRAITS SURVEY

Based on the surveys and discussion by the Faculty Senate, the following traits were selected:

- Mastery of content knowledge and skills
- Effective communication skills
- Critical and reflective thinking skills
- Effective use of technology

For the NCA visit, these traits now need to be linked to existing courses, syllabi, or outcomes in NMHU programs.

EXAMPLES OF HOW TRAITS CAN BE INCORPORATED INTO EXISTING OUTCOMES ASSESSMENT

* Each discipline already has expected outcomes for their programs.
* Using these outcomes, identify which trait that your outcome assesses
  + Incorporate the trait into the course syllabus used for the assessment
* Identify any trait not addressed by your current OA plan – how can you address the trait?
  + Create new outcomes statements for trait

EXAMPLE CONT...

* For Example: "Students in HPS will demonstrate a complete understanding of the comprehensive knowledge of Human Performance and Sport"
  * Mastery of content knowledge and skills

* Align each OA statement with the traits

* In ESS- we do not have an OA that covers technology, specifically. Therefore, our faculty will meet this summer to identify an outcomes statement for technology for each of our programs

TRAIT: EFFECTIVE COMMUNICATION SKILLS

* *Syllabus "Course Outcome:"* (SPED 401/501, Diagnosis of the Exceptional Child): Demonstrate effective communication skills by summarizing special education assessment results in the Present Levels of Educational Performance (PLEP) section of an Individualized Education Program (IEP) with a score of at least 80% on Assignment 5.

* *Assessment*: Checklist scoring of Assignment 5.

* *Link of course-level assessment to trait*:
  + Trait mastered (score on Assignment 5 of 80% or higher)
  + Trait NOT mastered (score on Assignment 5 of lower than 80%)

EXAMPLE: ENGLISH DEPT.

* Engl 111 objective:
* Students will write in both print and new media (online) genres

* Engl 112 objective:
* Students will use library and databases to conduct research

Trait:

* Effective Use of Technology

TRAIT: EFFECTIVE USE OF TECHNOLOGY

* *Syllabus "Course Outcome:" (GNED 451, Student Teaching)*: Demonstrate effective use of technology by developing an electronic portfolio with a mean rating of at least a 3 on a 4-point rubric.

* *Assessment*: Portfolio rating on the checklist/rating scale used to assess the electronic portfolio turned in as a part of GNED 451.

* *Link of course-level assessment to trait*:
  + 1 – Trait mastered (portfolio rating of 3 or higher)
  + 0 – Trait NOT mastered (portfolio rating less than 3)

THANK YOU
ASSESSMENT FOR STUDENT LEARNING COMMITTEE

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