

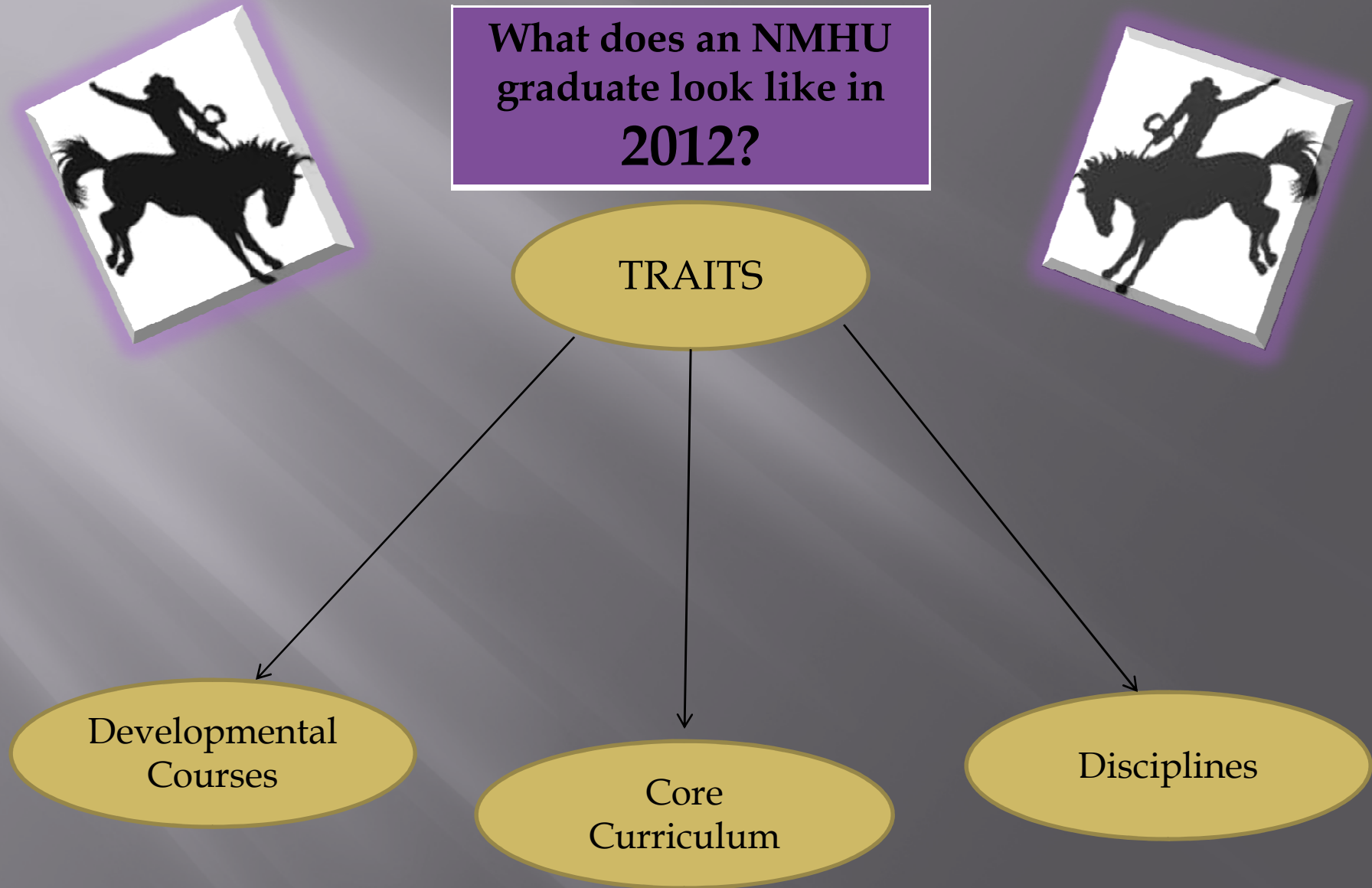
NEW MEXICO HIGHLANDS UNIVERSITY

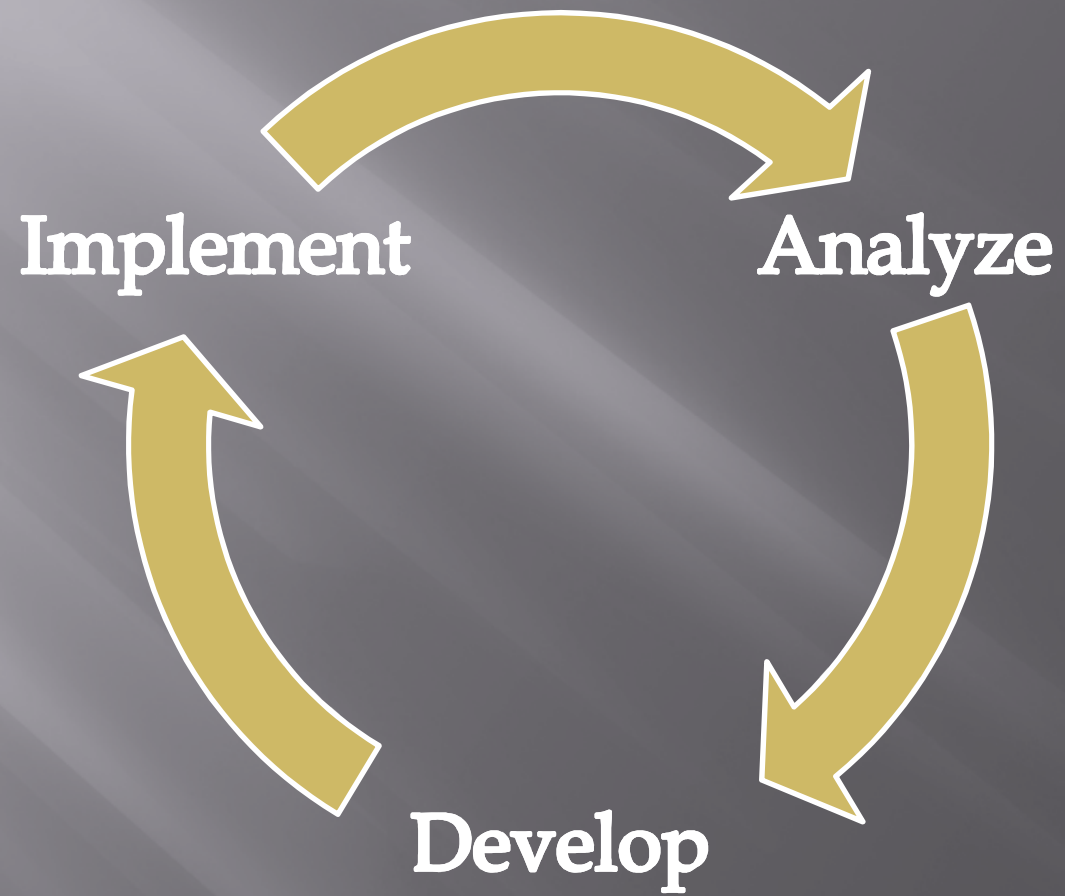


Assessment of Student Learning Committee

STORYBOARD 1: NEEDS RELATED TO ASSESSMENT OF STUDENT LEARNING

What does an NMHU
graduate look like in
2012?





STORYBOARD 2: STUDENT LEARNING PROJECT QUESTION(S) AND OUTCOMES

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) System developed and operating
- 2) Traits identified and agreed upon
- 3) Faculty, Staff & Students involved in development
- 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.

STORYBOARD 3: PROJECT IMPLEMENTATION (Design & Process)

When	What	Who's Responsible	How/Details	Resources
July 1	Meeting w/Dr. Rivera & Dr. Jean Hill	Committee	Presentation	
July 15	Develop survey and disseminate	Kathy, Holly, Maxine & Steve	Set up meeting	OIER
Aug. 11	Presentation Faculty Development Week	Committee	Schedule w/Dr LaGrange	Update Dr. Rivera
Sept. 15	Meet Chairs: Faculty, Student and Staff Senate	Committee	TBA	Handouts
Dec. 15	Traits due to committee (finalized)	Faculty, Student and Staff Senate submit to committee	Hard copies	Update Dr. Rivera
Jan. 15	Traits unveiled and departments (programs) tie-in course-level assessment of student learning		TBA	
Spring 09	Training: align assessment w/traits	TBA	TBA	Bib books (info) – Office of OAC
Sept. 09	Outcomes assessment of student learning (plan aligned to traits and 08/09 reports due (old system) DUE			

STORYBOARD 4: EVIDENCE COLLECTED FOR EACH PROJECT

- *Agenda – meetings: Dr. Rivera, Dr. Hill, Senates, etc.*
- *Survey (input on traits)*
- *Faculty feedback on system and survey presentation*
- *System – narrative(?) - flowchart - handbook/manual*
- *Spring – Training (agendas, worksheets)*
- *Sept. 2009 => Assessment of student learning*
- *Department documents → Assessment of student learning aligned to traits for 09/10 academic year.*

STORYBOARD 5: INTERPRETING EVIDENCE, MAKING IT USABLE INFORMATION

EVIDENCE	→	INFORMATION
Survey 1 st draft	→	Committee presents
Find Survey	→	OIER collects
	→	Committee presents for faculty, staff and Senate
Assess on student learning plan OA Coordinator checks for appropriate alignment [feedback to depts., programs, etc]		
Spring 09	→	best practices [handbook/manual/bib]

STORYBOARD 6: USING THE EVIDENCE TO IMPROVE STUDENT LEARNING

*Resources > bib library book this fall

*Trust, but verify

Space and flexibility I data input/review/use

But some accountability/monitoring through OAC and OIER

STORYBOARD 7: PROJECT OBSTACLES AND CHALLENGES

Obstacle Description	Proposed Solution
Low survey feedback Need Coordinator	2nd draft Faculty Development Week Recommend to Dr. Rivera
Time for faculty to review and plan new outcome assessment	
The (A) Word	Use “student learning”
Imparting/sharing but practical resources	Center for teaching excellence and resources

STORYBOARD 8:

MEASURING THE IMPACT OF YOUR CHANGE

- Increase percentages of students who will attain learning outcomes
- Objectivity and reliability in data collection and retention
- Effective and fluid student learning assessment system
- Implement this (revised) action plan } build quality of plans
- Identify the 2012 graduate
- Focus on end-goal of action plan and build backwards
- Faculty participate
- Website pages (OIER/OAC) link to NMHU homepage
- OAC job description and OIER practices (hand book)
- Ongoing critical evaluation of system
- Sept. 2009: OA plans. OAC position. Committee continued existence

STORYBOARD 9: KEEPING ON TRACK: FORMATIVE EVALUATION

All faculty inputs data through banner

- dev and core

- May 09

- disciplines

- Dec 09? → May 10

OAC compiles & facilitates evaluation of data

- Dec 09

Traits and outcomes identified

- Jan 09

(ctte develops OA Handbook: Kathy and Chris, institutional plan; Holly, overview and examples of teaching/assessment); bibliography (ctte and OAC self-assess final copy Aug 09)

% programs w/plans

- Aug 09 (Sept 10)

% programs reporting results

- Sept 10

% students achieving outcomes

- Sept 1

Sharable Products:

1. Webpage's up
2. Reports to Gilbert by ctte

Handbook Feb. 09 (times TBA)

Evidence of Sustained Commitment: Reports to NCA

Feedback: Faculty Development Week '08, '09, '10

OAC library up by 12/08

STORYBOARD 10: COMMUNICATION & SHARED RESPONSIBILITY PLAN

The communication (meetings, events, websites, memo's...etc) we must accomplish within the next:

Two Weeks		Three Months		Six Months		Year	
<u>What</u>	<u>Who</u>	<u>What</u>	<u>Who</u>	<u>What</u>	<u>Who</u>	<u>What</u>	<u>Who</u>
This workshop and action plan: to Gilbert 7/1 Survey 7/15 Presentation to faculty; 2 nd chance to survey: 8/11		<u>Meet Gilbert and Jean</u> <u>Faculty senate</u> <u>Student senate</u> <u>Depts. as needed</u> <u>Intro web pages</u>		<u>Traits in outcomes</u> <u>Aligned: 2/09</u> <u>Handbook</u> <u>Build webpages</u>		<u>Ongoing NCA reports</u> <u>Banner and webpages</u> <u>Complete</u>	

Outcomes Assessment Survey Results



Response Summary

Total Started Survey: 28
Total Completed Survey: 27 (96.4%)

Page: Outcomes Assessment Survey

1. Select the appropriate box:

Select one

	College of Arts & Science	School of Education	School of Business	School of Social Work	Response Count
College/School:	53.6% (15)	28.6% (8)	7.1% (2)	10.7% (3)	28
	answered question				28
	skipped question				0

2. Select the appropriate box:

Select one

	Main Campus	Rio Rancho	Farmington	Santa Fe/Espanola	Roswell	Raton	Response Count
Location site:	82.1% (23)	10.7% (3)	7.1% (2)	0.0% (0)	0.0% (0)	0.0% (0)	28
	answered question						28
	skipped question						0

At this point we are trying to generate a list of traits that are already being taught across programs.

3. Listed below are six traits that our committee has identified based on our review of what other institutions are currently doing as well as on traits that we have been using at Highlands for several years to assess attainment of outcomes in our core curriculum. Indicate whether you are in favor or not in favor of each proposed trait listed below by checking "Yes" or "No"

	Yes	No	Response Count
Mastery of content knowledge and skills	100.0% (28)	0.0% (0)	28
Effective communication skills	100.0% (28)	0.0% (0)	28
Critical thinking skills	100.0% (28)	0.0% (0)	28
Reflective thinking skills	96.3% (26)	3.7% (1)	27
Effective use of technology	92.9% (26)	7.1% (2)	28
Quantitative or qualitative analysis of data & information	100.0% (28)	0.0% (0)	28
	answered question		28
	skipped question		0

We would also like you to specify any other traits that you feel are important to students to have acquired.

Comment Text	Response Date
1. Writing skills.	Thu, 7/24/08 10:19 AM
2. 1. Solid writing skills	Mon, 7/21/08 5:17 PM
3. team work/collaboration ethnics (including ethical and appropriate use of internet for "professional" related interactions, as in courses, etc., plagiarism, etc.) self-directed/responsibilities as a student at highlands appreciation of diversity basic knowledge of issues in globalization	Sun, 7/20/08 9:33 PM
4. 1. An understanding the ethical principals of the field or discipline and (in some cases -professional schools) the ability to engage in ethical decision-making. (This could be a sub-category under master of content knowledge and skills, but i would like to see ethics identified as a core trait.	Sun, 7/20/08 8:04 PM
5. Adoption of professional values and code of ethics	Fri, 7/18/08 8:51 AM
6. Work ethic, more focus on education not grade.	Fri, 7/18/08 7:32 AM
7. Interest in learning, understanding of different points of view	Thu, 7/17/08 1:21 PM
8. Is writing subsumed under communication skills?	Thu, 7/17/08 11:26 AM
9. read at college level	Thu, 7/17/08 11:13 AM
10. advocacy / appreciation of minority language children & families	Thu, 7/17/08 10:35 AM
11. More direct contact with persons with co-occurring disorders (addiction & mental illness). Greater emphasis on Spanish in the graduate concentrations- GNP and Clinical. More support for the Bilingual concentration. A "licensure prep" elective in the curriculum would benefit students substantially.	Thu, 7/17/08 10:33 AM
12. Reading ability, math and geometry competence, use of adaptive learning and management	Thu, 7/17/08 10:05 AM
13. Specific to communication: solid writing skills, solid oral presentation skills. Also - the above is VERY generic and sketchy,	Thu, 7/17/08 9:48 AM
14. `A broader knowledge of the world outside New Mexico Better liberal arts background from somewhere so that the student is truly a broadly educated person	Thu, 7/17/08 9:36 AM
15. Effective writing skills	Thu, 7/17/08 9:18 AM

THANK YOU

ASSESSMENT FOR STUDENT
LEARNING COMMITTEE

Jenkins, Kathy
Nelson, Chris
Young, Margaret
Shaw, Mary
Middleton, Holly
Weatherburn, Stephen
Salas, Maxine L