

Progress Report on Assessment of Student Learning Outcomes

Spring 2016

In 2008, Highlands joined the HLC Academy for the Assessment of Student Learning. Our project for the Academy was to develop a Banner-based, university-wide assessment system that would allow for program-specific, university-wide, and specialty assessments of student outcomes. The project began with the identification of four traits that we expect to be present in every Highlands graduate. Those traits, as identified by surveys and discussions with the faculty, staff and students of NMHU, are:

- Mastery of Content Knowledge and Skills
- Effective Communication Skills
- Critical and Reflective Thinking Skills
- Use of Technology

By 2009, the four traits had been adopted and were incorporated into course syllabi and program assessment. We had begun the development of a Banner-based system for uploading assessment data and providing assessment reports. Workshops were held with faculty, and the Outcomes Assessment Committee of the Faculty Senate had drafted an Outcomes Assessment Handbook reflecting the new assessment program. That Handbook was officially adopted in the spring of 2015.

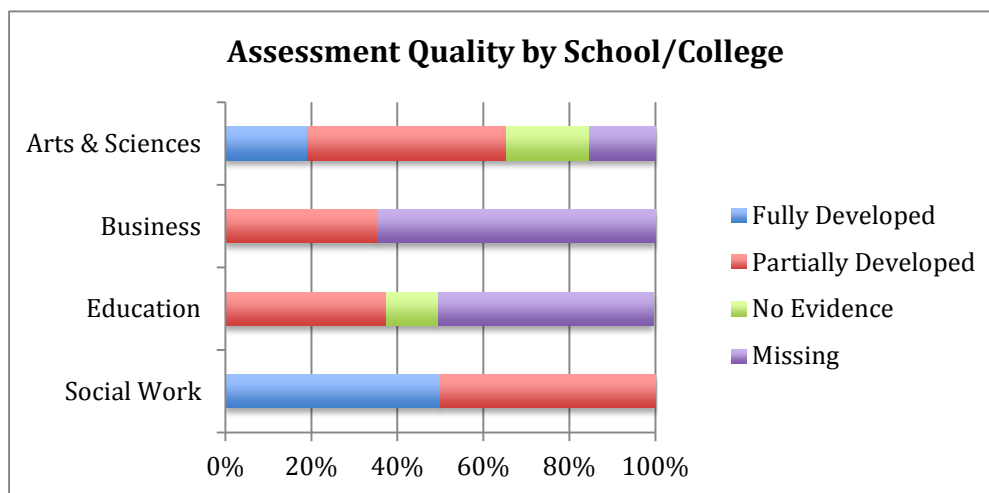
Progress Since September of 2015

Highlands assesses the quality of each program's outcomes assessment efforts through a process of peer review workshops. The last workshop was held during Faculty Development Week before the beginning of the fall 2015 semester. To help assess the progress made since that time, peer review workshops were held in the beginning of March. Each faculty member participating in the workshops conducted reviews of other programs and received feedback on his or her own program from peers.

The Academic Outcomes Assessment Peer Review Rubric used in this process is included in Appendix A of this report. This rubric is a revision of the peer review form used in previous workshops. Eleven programs were reviewed by two faculty members each and the results of these reviews were used to assess the inter-rater reliability of the rubric. Of 168 observations 96 were rated identically by both faculty members, for an inter-rater reliability index of 57%. "Good" inter-rater reliability is considered to be 80% or above and this is our goal. This level was only attained on three of the elements of the rubric. To address this the Outcomes Assessment Committee will review the rubric to identify areas that can be clarified and develop instructions for users.

The chart below shows the percent of programs in each School and College whose average peer review rankings identified their outcomes assessment reports as Fully Developed (3), Partially Developed (2), No Evidence (1), or the program was missing a report (0). This chart is based upon the peer reviews of 27 programs in the College of Arts & Sciences, 17

programs in the School of Business, Media and Technology, 8 programs in the School of Education, and 2 programs in the School of Social Work.



Only a minority of the programs (11%) were given an average rating of Fully Developed by their peers. Another 42% were rated as Partially Developed. Average ratings were highest for the elements “Learning outcomes are clearly linked to the program’s mission statement” and “Learning outcomes are clear and measurable” (total average rating 2.4 out of 3). Average ratings were lowest for the elements addressing the use and reporting of results. Complete results for the programs assessed are included in Appendix B.

Assessment of Center Students

The NMHU assessment system allows for the aggregation and disaggregation of assessment data for any group of students, including students at the Centers. There are 14 programs that are offered at one or more of the NMHU Centers, eight undergraduate and six graduate. Of those only one program does not currently collect data from their students at the Centers. That program will begin collecting that data for the 2015-2016 academic year.

Overall there were 1,172 assessments in 2014-2015 from students in academic programs that are offered on the main campus and at the Centers. The numbers are about equally distributed between the main campus and the Centers. Altogether, 86.9% of the assessments from the main campus showed that students were meeting the criterion for success for the student learning outcome, compared to 91.6% of students from the Centers.

Main Campus				Centers			
# Students Met Criterion	# of Students Did Not Meet Criterion	Total # Students Assessed	% Met Criterion	# Students Met Criterion	# of Student Did Not Meet Criterion	Total # Students Assessed	% Met Criterion
778	117	895	86.9%	803	75	877	91.6%

These aggregate results, while an encouraging indication of the performance of students at the Centers, give no information concerning specific academic programs, or how those

programs might improve their programs. To deal with this problem, academic programs offered at the Centers will be provided with specific analyses of main campus versus Center student learning outcomes to be included in their outcomes assessment reports. Data from 2014-2015 has been provided to these programs this spring, and programs will be required to report these data in all future reports.

An example of these program-specific data, from the Criminal Justice Studies (BA) program, is below. These data, broken down by student learning outcome (SLO) and means of assessment (1 = first means of assessment; 2 = second means of assessment), are already included in the program’s published outcomes assessment report for 2014-2015.

Criminal Justice Studies (BA) 2014-2015 Outcomes Assessment Results by Main Campus and Centers

SLO	Main Campus				Centers			
	# Students Met Criterion	# of Student Did Not Meet Criterion	Total # Students Assessed	% Met Criterion	# Students Met Criterion	# of Student Did Not Meet Criterion	Total # Students Assessed	% Met Criterion
SLO 1, 1	48	13	61	78.7%	8	3	11	72.7%
SLO 2, 1	25	12	37	67.6%	6	4	10	60%
SLO 2, 2	43	10	53	81.1%	8	3	11	72.7%
SLO3, 1	20	10	30	66.7%	6	4	10	60%

In contrast to the combined results for all programs presented above, Criminal Justice Studies program students at the Centers performed less well than students on the main campus on all student learning outcomes. The majority of the criminal justice classes have been presented at the Centers via ITV and the program faculty has interpreted these data to mean that the ITV format is not ideal for those students. This year fewer of those classes taught via ITV and the program is working with the administration to eliminate ITV courses altogether. An analysis of the 2015-2016 data (which will be available this summer) will hopefully provide an opportunity to see if the change in instructional modality is improving performance on student learning outcomes at the Centers.

Dissemination of Outcomes Assessment Results

Currently complete outcomes assessment reports for each academic program are published on the Institutional Research section of the NMHU website here: <http://www.nmhu.edu/institutional-research/academic-program-outcomes-assessment/>

That location is not ideal, since members of the public would not think to look there for this information. We plan to change that system so that the reports are posted on the website of each academic program, with the heading “Assessment of Student Learning Outcomes”. The web pages in institutional research will be maintained, but will only provide links to the reports on the pages of the academic programs.

Implementation of Improvements

- 1) The academic programs are currently reviewing the peer reviews completed this spring. Several programs will be modifying their plans this spring in response to that feedback. They will be:
 - Re-writing their student learning outcomes to ensure that they are clearly linked to the mission of the program and describe outcomes specific to their program
 - Ensuring that their means of assessment are direct measures of their student learning outcomes and are clearly explained
 - Ensuring that their assessments include all students in their programs, including those online, at the Centers, and at different stages in the program
 - Ensuring that practicums, internships and field experience programs are assessed
 - Ensuring that the criteria for success on each means of assessment are clearly explained
- 2) As per the timeline in the NMHU Outcomes Assessment Handbook, all assessment data are to be entered into the system at the end of the academic year.
- 3) Reports will be generated by the Office of Institutional Effectiveness and Research and sent to the program faculty at the end of the fall semester. These reports will include analysis of Center and online students and practicum/internship/field experience programs where appropriate.
- 4) Program faculty will interpret the results and provide a complete report to the OIER for posting.
- 5) A peer review workshop will be held during Faculty Development Week before the beginning of the fall semester. Data collected during that workshop will be used to develop an update of this report, which will be reviewed by the Outcomes Assessment Committee of the Faculty Senate and the Office of Academic Affairs. The report will also be posted on the website.

Appendix A: Peer Review Rubric

LEARNING OUTCOMES:	<i>Fully Developed and Implemented</i>	<i>Developing/Partially Implemented</i>	<i>No Evidence</i>
Learning outcomes are clearly linked to the program's mission statement	Anyone reading the report would clearly see how the learning outcomes are central outcomes of the program's mission.	While some learning outcomes have a clear, specific link to the mission, for others this link is absent or hard to see.	The mission is missing or the learning outcomes are generic, with no clear and specific link between the learning outcomes and the mission.
Learning outcomes and means of assessment are clearly linked to the four NMHU traits	Each trait is measured multiple times under learning outcomes that are logically linked and means of assessment that are objectively good measures of the trait.	Some traits are included, but not all, or some traits are only measured once.	The four NMHU traits are not mentioned in the report.
Learning outcomes are clear and measurable	The learning outcomes and the means of measurement are clearly explained, so that anyone reading the report can understand them.	While some learning outcomes have a clear, logical means of measurement, others are either generic or hard to understand.	The learning outcomes are vague or abstract to the point that they cannot be objectively measured. "Students will become better citizens."
Learning outcomes span multiple levels of outcomes (attitudes, knowledge, skills, ultimate outcomes/achievements such as employment)	Learning outcomes span the range of levels, including information on the rate at which program graduates achieve expected behavioral goals.	Learning outcomes include attitudes and knowledge acquisition, but lack any measure of behavioral change or goal attainment, such as job attainment, scholarly publications, enrollment in grad school, or licensure attainment.	Learning outcomes focus entirely on one level, such as students' satisfaction with the program.
ASSESSMENT METHODS:	<i>Fully Developed and Implemented</i>	<i>Developing/Partially Implemented</i>	<i>No Evidence</i>
Multiple assessment measures are identified	Learning outcomes are measured in more than one way.	Multiple sources of data may be used, but they are lumped together as one means of assessment.	Only one means of assessment is listed for each learning outcome.

Direct measures of student learning or achievements that are clearly aligned to the learning outcomes are emphasized	The means of assessment is a clear, direct measure of the learning outcome and is as objective as possible, such as specific course assignments or student achievements directly focused on the learning outcome.	The quality, objectivity and validity of assessment measures is mixed.	Measures are limited to global assessments that have little clear connection to the learning outcome, such as course grades or student satisfaction measures. The overall validity of the means of assessment is questionable.
Assessment measures allow student performance to be gauged over time	The choice of measures allows for the assessment of beginning, advanced, and graduating students in the program.	Assessments focus heavily, but not exclusively, on one group of students.	Only one group of students is assessed (such as program graduates), allowing for no measurement of students over time or students who are not successful in the program.
If the program is present at the Centers or online, those students are included in the data collection and report	Data from Center or online students is clearly and consistently collected and discussed.	Data from Center or online students is collected inconsistently.	The program is offered at the Centers or online, but there is no indication of data collected from Center or online students.
REPORTING AND USE OF RESULTS:	Fully Developed and Implemented	Developing/Partially Implemented	No Evidence
Assessment results are reported	Data is reported for all measures.	Some data is reported, but some is missing.	No or very little data is reported.
Assessment results are clearly explained.	Interpretations of results are clearly linked back to the learning outcome and what the results mean for students and the program is explained.	Interpretations go beyond just a description of the results to include some explanation of what the results mean.	Any data that is presented has no or minimal interpretations (e.g., "80% of students met this goal" with no other explanations).
Assessment results are used by the program faculty to improve student learning (e.g., change/revise learning outcomes, change/revise courses or curriculum)	The report provides specific ways in which the academic program has been modified and improved based upon outcomes results.	The data may have been used to identify an area for improvement, but no changes have been made.	There is no indication that the results have been used to improve the academic program.
Assessment results are used to identify how the assessment process should be modified	Clear plans to improve the assessment process based upon the data are included.	Recognition that some aspects of the assessment process could be improved but no plans to change them	No discussion of using the results to improve the outcomes assessment process.

<p>Information from the assessment results is shared with multiple constituents</p>	<p>The final report is written in such a way that anyone, including prospective students and their parents, can read the report and clearly understand the goals of the program, and the successes and challenges the program has had in achieving those outcomes.</p>	<p>The report may be understandable to a wide audience, but it provides little useful information (i.e., all students meet all the learning outcomes, or this is a program that is designed to lead to licensure but no data on licensure attainment is provided).</p>	<p>The report is difficult for anyone outside of the program to understand, or it provides little to no information that gives a clear picture of what students in the program achieve.</p>
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Appendix B: Program Specific Peer Review Data

The table below gives the average peer ratings on the rubric for each academic program. A score of 3 means that the program has fully developed and implemented that criterion, while a score of 1 indicates that the reviewers saw no evidence of that criterion on the program's plans or reports. A blank in column K indicates that the program is not offered online or at the Centers.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
School or College	Program	Degree Level	Learning outcomes are clearly linked to the program's mission statement.	Learning outcomes and means of assessment are clearly linked to the four NMHU traits	Learning outcomes are clearly measurable	Learning outcomes span multiple levels of outcomes	Multiple assessments are identified	Direct measures of student learning or achievements that are clearly aligned to the learning outcomes are emphasized.	Assessment measures allow student performance to be gauged over time	If the program is present at the Centers or online, those students are included in the data collection and report	Assessment results are reported.	Assessment results are clearly explained	Assessment results are used by the program faculty to improve student learning	Assessment results are used to identify how the assessment process should be modified	Information from the assessment results is shared with multiple constituents.
Arts & Sciences	Anthropology	Baccalaureate													
Arts & Sciences	Anthropology	Master	1.0	1.0	1.0	2.0	2.0	1.0	1.0		1.0	1.0	1.0	1.0	1.0
Arts & Sciences	Applied Sociology	Master													
Arts & Sciences	Biology	Master	2.0	2.0	3.0	3.0	3.0	3.0	3.0		3.0	3.0	3.0	2.0	3.0
Arts & Sciences	Biology Undergraduate	Baccalaureate	3.0	2.5	2.5	3.0	3.0	2.5	1.0		3.0	2.0	1.5	1.5	3.0
Arts & Sciences	Chemistry Graduate	Master	2.0	2.5	2.5	2.0	2.5	2.0	2.5		2.5	2.5	2.0	2.5	2.5
Arts & Sciences	Chemistry Undergraduate	Baccalaureate	3.0	2.0	2.0	3.0	2.7	2.3	2.0		2.3	2.0	2.7	1.7	2.7
Arts & Sciences	Computer Science	Master													
Arts & Sciences	Computer Science	Baccalaureate	1.0	1.0	1.5	2.0	2.0	1.5	1.5		1.0	1.0	1.0	1.0	1.0
Arts & Sciences	Counseling and Guidance	Master	2.5	1.5	3.0	3.0	2.0	3.0	3.0	0.0	2.0	3.0	2.0	1.0	1.5
Arts & Sciences	Criminal Justice Studies	Baccalaureate	3.0	1.5	3.0	3.0	2.5	3.0	3.0	2.0	2.0	2.5	3.0	3.0	2.0
Arts & Sciences	English Graduate	Master	3.0	1.0	3.0	2.0	3.0	3.0	3.0		3.0	3.0	3.0	3.0	3.0
Arts & Sciences	English Undergraduate	Baccalaureate	2.5	2.0	3.0	2.0	2.5	3.0	1.5		3.0	2.5	3.0	3.0	3.0
Arts & Sciences	Environmental Geology	Baccalaureate	2.0	2.0	2.0	2.0	2.0	1.0	1.0		3.0	3.0	3.0	3.0	1.0
Arts & Sciences	Environmental Science	Master	2.0	2.0	2.0	2.0	2.0	2.0	2.0		3.0	3.0	2.0	2.0	2.0
Arts & Sciences	Fine Arts	Baccalaureate	2.0	2.0	2.0	2.0	1.0	1.0	1.0		1.0	2.0	1.0	1.0	1.0
Arts & Sciences	Forestry	Baccalaureate	2.0	1.0	2.0	3.0	2.0	2.0	2.0		1.0	1.0	1.0	1.0	1.0
Arts & Sciences	Geology	Master	3.0	2.0	3.0	3.0	3.0	2.0	3.0		3.0	3.0	1.0	1.0	3.0
Arts & Sciences	Health	Baccalaureate	3.0	3.0	2.0	2.0	3.0	3.0	2.0	2.0	2.0	1.0	1.0	1.0	2.0
Arts & Sciences	History	Baccalaureate	3.0	1.5	3.0	2.0	3.0	3.0	2.0		3.0	1.0	1.5	2.0	1.5
Arts & Sciences	History and Political Science	Master	1.0	1.0	3.0	3.0	3.0	3.0	3.0		1.0	1.0	1.0	1.0	1.0
Arts & Sciences	Human Performance and	Master	1.0	2.0	1.5	1.0	1.0	1.0	1.0		1.5	1.0	1.0	1.0	1.0
Arts & Sciences	Mathematics	Baccalaureate	1.0	1.0	1.0	1.0	1.0	1.0	1.0		1.0	1.0	1.0	1.0	1.0
Arts & Sciences	Music	Baccalaureate	2.0	1.0	1.0	1.0	2.0	1.0	3.0		1.0	1.0	1.0	1.0	1.0
Arts & Sciences	Nursing	Baccalaureate	3.0	2.0	3.0	3.0	1.0	1.0	2.0	2.0	3.0	3.0	3.0	1.0	3.0
Arts & Sciences	Political and Government	Master													
Arts & Sciences	Political Science	Baccalaureate	3.0	2.0	2.0	2.0	2.0	2.0	2.0		2.0	2.0	2.0	2.0	2.0
Arts & Sciences	Psychology	Baccalaureate	3.0	2.0	2.0	2.0	2.0	2.0	2.0	1.0	3.0	3.0	3.0	2.0	3.0

Arts & Sciences	Psychology	Master	3.0	3.0	3.0	2.0	3.0	3.0	2.5		2.5	2.5	2.5	2.5	2.5
Arts & Sciences	Sociology	Baccalaureate	3.0	2.0	3.0	2.0	3.0	3.0	2.0		3.0	3.0	3.0	2.0	3.0
Arts & Sciences	Spanish	Baccalaureate	3.0	1.0	1.5	1.5	3.0	2.5	1.5		1.0	1.0	1.5	1.0	1.5
Business & Media	Business Undergraduate:	Baccalaureate	3.0	3.0	3.0	1.0	1.0	3.0	1.0	1.0	3.0	3.0	1.0	1.0	2.0
Business & Media	Business Undergraduate: Oil	Baccalaureate													
Business & Media	Business: Common Outcomes	Baccalaureate	3.0	3.0	3.0	3.0	3.0	3.0	2.0	1.0	2.0	3.0	1.0	1.0	1.0
Business & Media	Business: Accounting	Baccalaureate	2.0	2.0	3.0	2.0	3.0	3.0	2.0	1.0	3.0	2.0	1.0	1.0	2.0
Business & Media	Business: Accounting	Master	2.0	2.0	3.0	2.0	3.0	3.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0
Business & Media	Business: Common Outcomes	Master	3.0	2.0	3.0	3.0	2.5	2.0	2.0	1.0	2.0	1.0	1.0	1.0	1.5
Business & Media	Business: Finance	Baccalaureate	2.0	2.0	3.0	2.0	1.0	3.0	2.0	1.0	3.0	1.0	1.0	1.0	1.0
Business & Media	Business: Finance	Master													
Business & Media	Business: HR Management	Master	2.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	1.0	1.0	2.0	1.0
Business & Media	Business: International	Master													
Business & Media	Business: International	Baccalaureate													
Business & Media	Business: Management	Baccalaureate	2.0	2.0	3.0	2.0	3.0	3.0	2.0	1.0	3.0	2.0	1.0	1.0	2.0
Business & Media	Business: Oil and Gas	Master													
Business & Media	Media Arts	Master	2.0	1.0	2.0	2.0	3.0	1.0	1.0	1.0	3.0	1.0	1.0	1.0	1.0
Business & Media	Media Arts Undergraduate	Baccalaureate	3.0	3.0	3.0	1.0	2.0	2.0	1.0		1.0	1.0	1.0	1.0	1.0
Business & Media	Software Systems Design	Master													
Business & Media	Software Systems Design	Baccalaureate													
Education	Curriculum and Instruction	Master	1	3	3	2	1	1	1	1	1	1	1	1	1
Education	Counseling and Guidance	Master	2.5	1.5	3	3	2	3	3	0	2	3	2	1	1.5
Education	Early Childhood Multicultural	Baccalaureate													
Education	Educational Leadership	Master	2	3	2	1.5	3	2	2	2.5	2.5	1.5	1	1	1
Education	Elementary Education	Baccalaureate													
Education	Special Education	Baccalaureate													
Education	Special Education	Master	2.5	3	3	2.5	3	3	2.5	1	2.5	2	1.5	2	3
Social Work	Social Work	Baccalaureate	3	3	3	3	3	3	2	3	3	3	3	3	3
Social Work	Social Work	Master	3	3	3	3	3	3	3	3	3	3	3	3	3