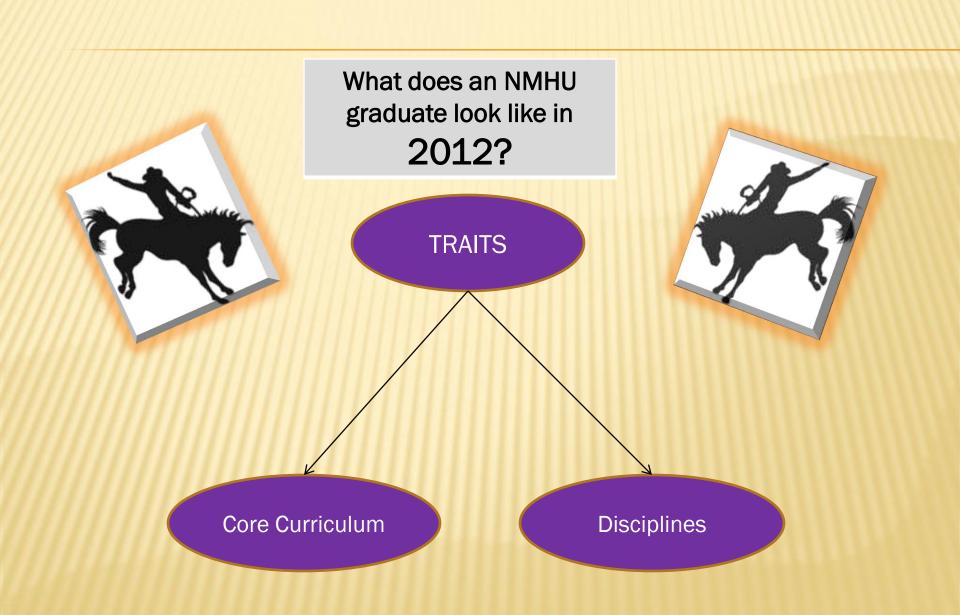
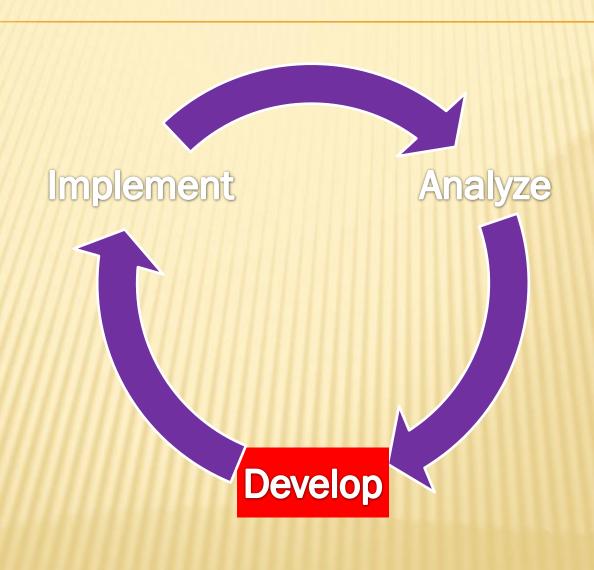
## NEW MEXICO HIGHLANDS UNIVERSITY



Assessment of Student Learning Committee





#### **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 EXAMPIC:** "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 4point 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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Salas, Maxine
Shaw, Mary
Weatherburn, Stephen
Young, Margaret