

Academic Assessment Report

Fall 2017

In 2008, Highlands joined the HLC Academy for the Assessment of Student Learning. The 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 were expected 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. 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 fall of 2016.

Assessment by Student Type

The NMHU assessment system allows for the aggregation and disaggregation of assessment data for several groups of students, to include:

- Campus Location
- Major of Assessed Student
- Classification (Freshman, Sophomore, Junior, Senior, Graduate, etc.)
- Credits (Fulltime / Part-time)
- Ethnicity
- Gender
- Athletics (NCAA Sport Participant)

The next page illustrates an example of the data that is collected for each assessed program. This particular example is an excerpt from the Criminal Justice Studies program. As one can see, there are three Student Learning Outcomes (SLO) assessed and the NMHU Traits are identified for each SLO.

In cases where a student met the assessed SLO, they are noted with a “1”. In cases where the student was assessed but did not meet the SLO criterion, they are noted with a “0”. “N/A” indicates that the student was not assessed for that particular SLO.

Academic Year (2016-2017)											
UG Criminal Justice Studies											
SLO 1 - Demonstrate critical thinking and an understanding of criminal justice as applied to everyday life.											
SLO 2 - Be able to read, understand and critique sociological and criminal justice literature.											
SLO 3 - Ability to design, analyze and interpret the results of research and to report the results in written form using ASA.											
NMHU Traits	SLO 1	SLO 2.A	SLO 2.B	SLO 3							
Critical and Reflective Thinking Skills	Yes	No	No	Yes							
Effective Communication Skills	No	No	No	No							
Effective Use of Technology	No	No	No	Yes							
Mastery of Content Knowledge and Skills	Yes	Yes	Yes	No							
Student I					Campus	Major	Classification	Credi	Ethnicity	M/	Athlet
Enter "1" if this student is assessed for this SLO and criterion is MET.	1	1	0	N/A	NMHU@Las Vegas	Sociology/Anthropology	Senior	12	Hispanic	M	
	1	1	N/A	N/A	NMHU@Las Vegas	Political Science	Junior	6	Hispanic	M	
	1	1	0	N/A	NMHU@Las Vegas	Health	Junior	12	Hispanic	F	
Enter "0" if this student is assessed for this SLO and criterion is NOT MET.	1	1	N/A	N/A	NMHU@Las Vegas	Political Science	Senior	15	Hispanic	M	
	0	N/A	1	N/A	NMHU@Las Vegas	Psychology	Freshman	12	Hispanic	M	
	N/A	N/A	N/A	1	NMHU@Farmington	Criminal Justice Studies	Junior	6	American Indian	M	
Enter "N/A" if this student is NOT ASSESSED for this SLO.	N/A	1	N/A	1	NMHU@Santa Fe	Criminal Justice Studies	Senior	3	Hispanic	F	
	1	1	1	1	NMHU@Las Vegas	Criminal Justice Studies	Junior	14	Hispanic	M	
	0	0	0	N/A	NMHU@Las Vegas	Criminal Justice Studies	Junior	15	Hispanic	M	

The filters in the data sheet allow program faculty to take in in-depth look at their students' performance with great variety of combinations. For example, if the faculty was interested in investigating the number of Farmington and Santa Fe female Hispanic students that met SLO 1 criterion, the filters in the table could be manipulated to tell the following story:

Out of 166 total assessed students, 129 were assessed for SLO 1 criterion; of those 129, 13 were from Santa Fe and Farmington Centers; of those 13, 4 were Hispanic; of those 4, 3 were female; and of those 3, all successfully met the SLO 1 criterion.

Assessment by NMHU Trait

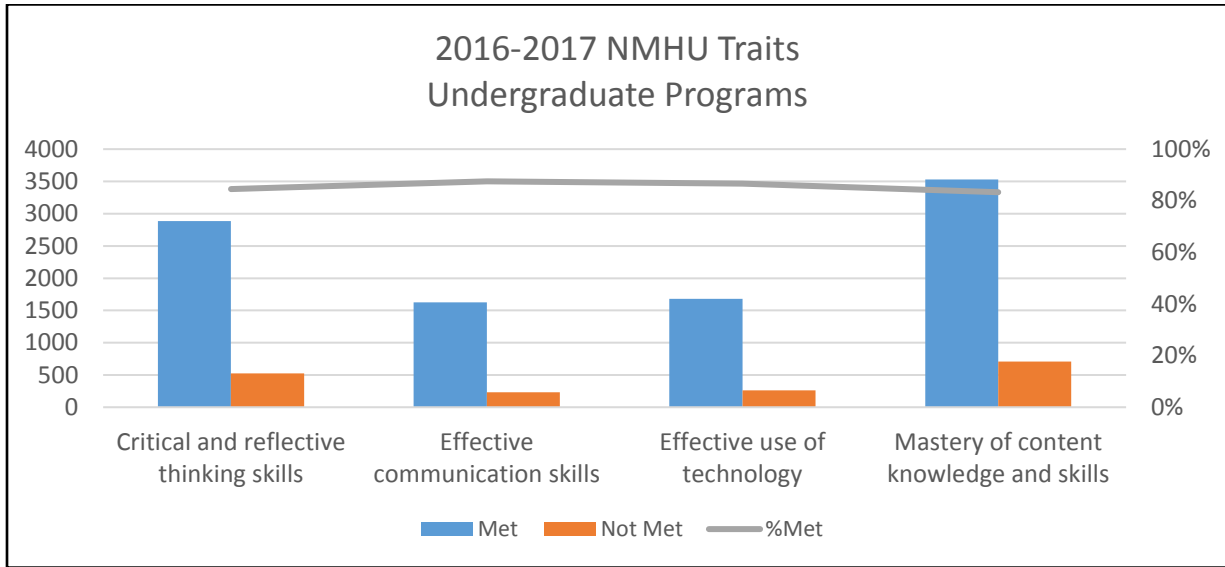
The individual program data are consolidated to generate a university-wide data table that illustrates the achievement of the four NMHU Traits (see excerpt below).

School	Ac Yr	Class	Prog	Trait	Met	Not Met	Total	%Met
CAS	2016-2017	UG	ANTH	Mastery of Content Knowledge and Skills	515	125	640	80.5%
CAS	2016-2017	UG	ANTH	Critical and Reflective Thinking Skills	515	125	640	80.5%
CAS	2016-2017	UG	ANTH	Effective communication skills	172	41	213	80.8%
CAS	2016-2017	UG	ANTH	Effective use of technology	172	41	213	80.8%
CAS	2016-2017	UG	BIOL	Mastery of Content Knowledge and Skills	52	3	55	94.5%
CAS	2016-2017	UG	BIOL	Effective Communication Skills	96	10	106	90.6%
CAS	2016-2017	UG	BIOL	Effective Use of Technology	86	10	96	89.6%
CAS	2016-2017	GR	BIOL	Mastery of Content Knowledge and Skills	40	2	42	95.2%
CAS	2016-2017	GR	BIOL	Effective Communication Skills	32	2	34	94.1%
CAS	2016-2017	GR	BIOL	Critical and Reflective Thinking Skills	32	2	34	94.1%

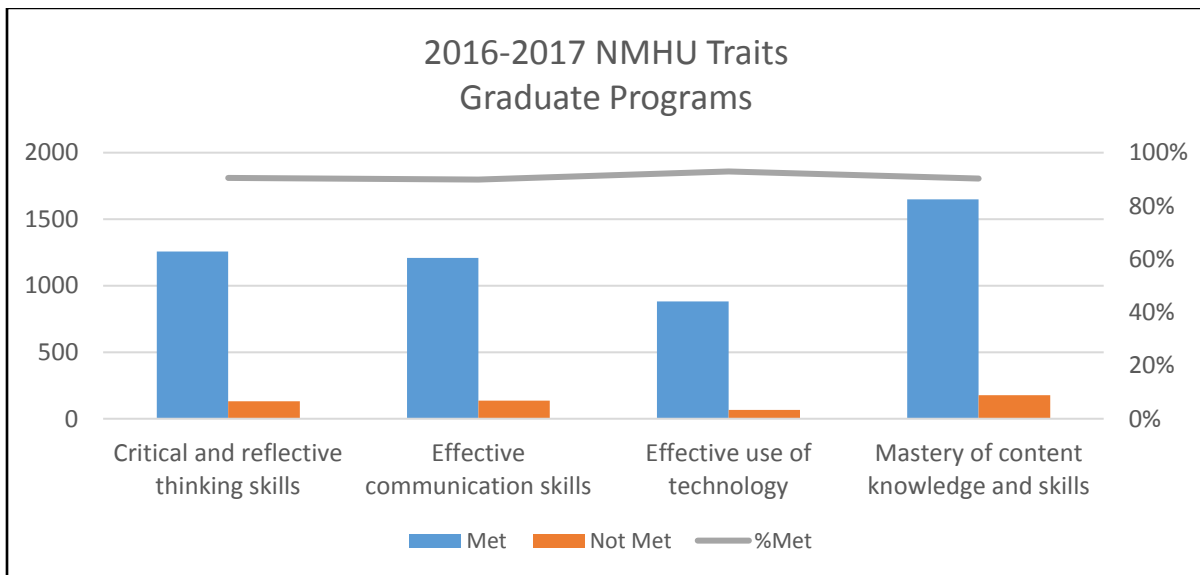
The NMHU assessment system allows for the aggregation and disaggregation of assessment data for a number of group types to include:

- School / College (Arts & Sciences, Social Work, etc.)
- Classification (Undergraduate, Graduate)
- Program
- Trait

In academic year 2016-2017, there were a total of 16,956 data points collected between the undergraduate and graduate programs which were used to generate the following summary charts and tables.



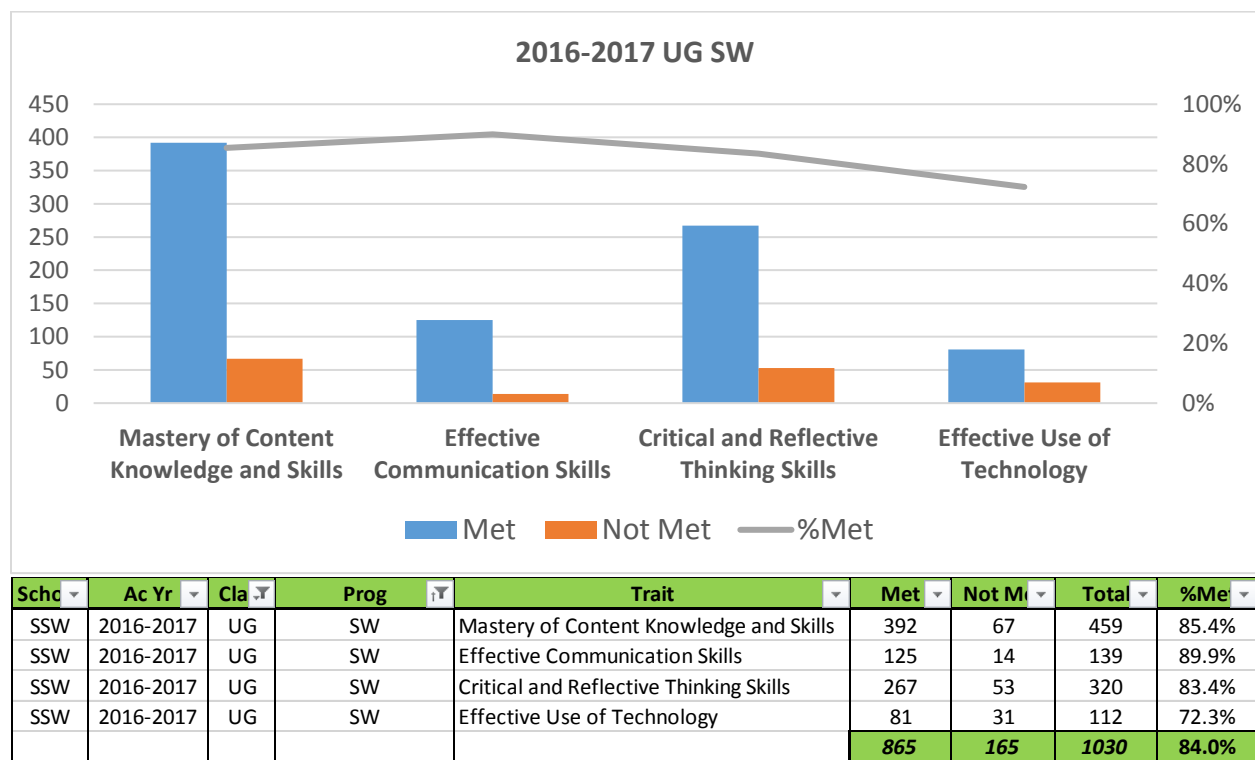
2016-17 Undergraduate Programs				
NMHU Trait	Criteria			
	Met	Not Met	Total	%Met
Critical and reflective thinking skills	2887	526	3413	84.6%
Effective communication skills	1628	232	1860	87.5%
Effective use of technology	1678	260	1938	86.6%
Mastery of content knowledge and skills	3530	707	4237	83.3%
TOTAL	9723	1725	11448	84.9%



2016-17 Graduate Programs				
NMHU Trait	Criteria			
	Met	Not Met	Total	%Met
Critical and reflective thinking skills	1257	131	1388	90.6%
Effective communication skills	1209	136	1345	89.9%
Effective use of technology	881	67	948	92.9%
Mastery of content knowledge and skills	1650	177	1827	90.3%
TOTAL	4997	511	5508	90.7%

These charts and tables indicate that the NMHU programs tend to emphasize the NMHU Trait of Mastery of content knowledge and skills over the other traits. Additionally, about 85% of the undergraduate students met trait criteria, whereas about 91% of graduate students met trait criteria. These results are consistent with the previous year's results.

Similar charts and tables can be generated at the program level. For example, see the undergraduate Social Work results below:



The charts and tables offer visual and numerical insight into student performance and program emphasis related to the NMHU Traits.

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:

Peer Reviews

Highlands assesses the quality of each program’s outcomes assessment efforts through a process of peer review workshops. The peer reviews for the 2016-2017 assessment year will occur during fall 2017. Each faculty member participating in the workshops will conduct reviews of other programs and receive feedback on his or her own program.

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.

The data collected from the Peer Review Rubric will be added to a data table for comparison and presentation. An example of the table is included in Appendix B.

Implementation of Program Improvements

Annually, the academic programs consider program data and review peer feedback to discuss methods of program improvement for the next academic year. Items of consideration may include:

- 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

Improvement Plans are then generated and posted on the Outcomes Assessment website noted above. Below is an example Improvement Plan for the MBA program.

Summary of Relevant Data (Areas to focus on in 2017-2018)	Action Steps/Plans	Disciplinary SMART Goals
Master in Business Administration		
1. The Department conducted a comprehensive review of its curriculum for the MBA concentrations. The purpose of the review was to align the program’s requirements with the university’s overall graduation and ACBSP requirements, to provide greater flexibility for students in pursuing courses of interest, and to align the curriculum with the Department’s capacity to dependably and regularly deliver the curriculum, all of which	1. Modifications to individual course requirements and means of assessments. 2. Utilize the worldwide Business Strategy Game as a means of external assessment. 3. Add prerequisites were to the MBA capstone course so students have a stronger foundation in business principles before competing in the Business Strategy Game. 4. Increased availability of tutoring services.	1. Improved student performance in capstone 2. Improved retention rates 3. Improved graduation rates 4. Increased number of majors 5. Improved outcome performance

benefit student learning. The revised curriculum increased emphasis on ethics and globalization.	<ol style="list-style-type: none"> 5. Respond to student email and phone messages within 24 hours during the work week. 6. Effectively advise students toward degree completion. Students are assigned an academic advisor in their chosen concentration area. 7. Implement monthly "Coffee with the Dean" and "Welcome Back Student BBQ". 	
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Summary

The NMHU Assessment program is a faculty-driven, year-long process that allows the academic disciplines to define their student learning outcomes, align the outcomes with the desired NMHU Traits, determine the means by which the outcomes are measured, then collect the data. Once the data are measured and analyzed, the story of program success can be told.

The Peer Reviews and Program Improvement Plans allow for program observation and feedback to the faculty to implement modifications to their programs to close the loop in this cycle.

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.
Information from the assessment results is shared with multiple constituents	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.	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).	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.

Appendix B: Program Specific Peer Review Data Example

The table below gives an example of 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