



Comprehensive Academic Assessment Plan



Overall Purpose

In accordance with New Mexico State University Alamosordo's Strategic Plan and Mission Statement this comprehensive assessment plan was developed to ensure that student learning is continually assessed and improved through meaningful assessment at multiple levels.

Mission Statement

Provide quality learning opportunities for individuals in the diverse communities we serve.

Strategic Plan

Goal 1: Recruitment/Student Success

Provide students with an excellent education in a community college environment that provides opportunity and promotes the enjoyment of lifelong learning. Moreover, to provide students the experiences and knowledge that will lead to success in the workforce or will establish the foundation for further education.

Current Strategy

- A. *Ensure student learning is continually assessed and improved through meaningful assessment.*

Components of Assessment

Institutional Learning Outcomes

Institutional learning outcomes provide an overarching framework for definition of student competencies across programs and curricula. The purpose and results of Institutional Learning Outcomes (ILO) assessment is to inform programs, curricula, and instruction as to the broad achievement of learning.

Who: Institutional Learning Outcomes committee, Director of Curriculum and Assessment

What: Assess student achievement of Institutional Learning outcomes; data analyzed to ensure that every student that completes a degree or certificate on our campus (NMSU-A), leaves with all of these Knowledge, Skills and Abilities (KSAs) which we refer to as ILOs.

When: The assessment of the 6 Institutional Learning Outcomes completed in a four year cycle.

Program Level

The purpose and results of program assessment of student learning outcomes is to monitor student achievement of program level learning outcomes in order to make improvement to courses, curricula of degrees, and provide a basis for accountability to students and the community.

Who: Division Head and division faculty; Vice President of Academic Affairs; Director of Curriculum and Assessment

What: Assess student achievement of program level student learning outcomes; data analyzed to examine level of student performance, relevance of curriculum, alignment of course level objectives to program

When: Three year cycle of all outcomes with a yearly schedule of two outcomes with: assessment plans developed in fall semester; data gathered and reports generated in the spring semester; data analyzed at the end of spring semester

Course Level

The purpose and results of course level assessment is two-fold. The primary purpose of course level assessment is to inform program assessment. The secondary purpose of course level assignment is to monitor student learning in courses so that instructors can make data based decisions about improvements to instructional strategies and curricula.

Who: Faculty, Division Heads, Vice President of Academic Affairs; Director of Curriculum and Assessment

What: Assess student achievement of course level objectives, identify areas of concern, construct improvement strategies; implement improvement and document effectiveness. Analysis of course level reports across courses.

When: Every fall and spring semester as per schedule of rotation.

Additional Course Level Assessment

Online Course Design

The purpose of online course design evaluation is to assure consistency and quality of courses offered using an online format (distance delivery). Online course design quality is primarily evaluated through the Quality Matters program. Results of Quality Matters external reviews are used to improve the design and effectiveness of online courses.

Who: Faculty, Quality Assurance Team, Peer Reviewers, Online Quality Assurance Director

What: Review of online courses for quality and alignment with Quality Matters design standards.

When: Ongoing, continuous

Service Learning

The service learning pilot program is an engagement component of the Learning Signature, HSI STEM grant, program level outcomes, and course level outcomes. This project is in a pilot phase at this time. The purpose of pilot assessment is to:

gain information as to the success and viability of this program; gather data as to learning benefits to those students involved in the program.

Who: STEM Outreach Coordinator; Grant project manager; Faculty; Director of Curriculum and Assessment

What: Assessing viability of pilot, benefit to students and faculty; contribution to retention, engagement, enrichment, and program/course outcomes.

When: Spring and fall semesters (2015-2016)

Advanced Level Placement(ALP) for English 111G

The purpose of ALP design (based on an immersion process) is to assist students in working through Developmental English classes and progress through the 4 credit English 111G requirement in a more timely fashion, therefore preserving financial aid resources. Results of assessment of the ALP design are used to improve class activities and instruction and to modify the tutoring process.

Who: All English 111G faculty, Institutional Research, Advising, Director of Curriculum and Assessment

What: Assess writing samples using a common rubric. Examine subsequent enrollment and success of students in 200 level English classes. Examine anecdotal narratives from instructors

When: Yearly: end of Academic year

Developmental Math Redesign

The Developmental Math redesign project is a pilot program focused towards decreasing the time and resources that students' expend in the completion of developmental math courses. The purpose of pilot assessment is to: gain information as to the success and viability of this program; gather data concerning the sufficiency of academic support for students; and the impact upon student attitude and confidence level.

Who: Faculty, Division Head, Redesign Task Force, Director of Curriculum and Assessment, Vice President of Academic Affairs

What: Assessing viability of pilot, benefit to students and faculty; contribution to retention, engagement, enrichment, and program/course outcomes.

When: At the end of each semester.

Learning Signature

The Learning Signature, also a Higher Learning Commission Assessment Academy project, provides a metaphorical context for how and why the institution pursues teaching and learning within an aspired learning environment at the college. The purpose and results of Learning Signature assessment is to evaluate and monitor the implementation of the project and its components.

Who: Learning Signature Task Force, Team leader of Assessment Academy project

What: Assess progress of implementation components and subprojects

When: Continuous

Departmental

Departmental assessment encompasses those departments that support student achievement and learning: Academic Support Center, Student Success, and Library services. The purpose and results of departmental assessment is to gain information about the effectiveness of support services impacting academic achievement.

Who: Staff and supervisors of departments, Director of Curriculum and Assessment

What: Assess progress and implementation of goals associated with student academic achievement

When: Yearly