



Assessment Handbook

Student Learning Outcomes Assessment

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MISSION OF NEW MEXICO STATE UNIVERSITY CARLSBAD

The mission of New Mexico State University Carlsbad is to provide access to quality educational opportunities and to support the economic and cultural life of the people of southeastern New Mexico.

VISION STATEMENT

New Mexico State University Carlsbad will be the foremost institution of higher education in southeastern New Mexico.

INTRODUCTION

As stated in its Mission, New Mexico State University Carlsbad is committed to providing quality education. The institution realizes that excellence in education can only be accomplished by vigorous assessment of student academic achievement that serves to improve learning, teaching, strategic planning and institutional effectiveness.

The administration and faculty of New Mexico State University Carlsbad are committed to excellence in learning and teaching and their professional enhancement through the use of comprehensive assessment to make continuous improvement efforts. This assessment handbook is focused, practical, user-friendly, issues-oriented, and integral to the fabric of the University.

The diverse perceived benefits of an assessment handbook are:

- Enhancement of learning and teaching
- Improvement of strategic planning
- Demonstration of institutional effectiveness to funding agencies
- Promotion of effective/efficient resource allocation

The University is committed to two basic tenets:

1. Assessment should start small and build on small successes.
2. Assessment should be cost-effective and linked to budget planning.
3. Assessment should be systematic, widespread and useful.
4. Assessment should involve the whole campus community, including students, faculty, staff, administrators, and executives.

5. Assessment should be used to inform decision-making and strategic planning.

THE ASSESSMENT COMMITTEE

Committee Structure

The Assessment Committee exists as a standing committee of the University. The committee is charged with planning and the implementation of institution-wide assessment of student academic achievement.

The committee is composed of 14 members including the Vice President of Academic Affairs, department chairs or representatives, the Institutional Researcher; the Director of the Developmental Education Program and an administrative assistant. The committee meets monthly, or as required. Its meetings are open to the University community and minutes are prepared, approved and available to interested parties.

Committee Purpose

The committee is charged with entering into an ongoing dialog with the University community about the assessment of student academic achievement. As a result of this dialog the committee has designed this handbook outlining the assessment of student academic achievement at the institution and guiding the implementation and continuous re-evaluation of assessment processes at NMSU Carlsbad.

Committee Objectives

The principal objectives of the Assessment Committee are to:

1. Enhance the knowledge of the faculty at New Mexico State University Carlsbad about the assessment of student learning by:
 - Conducting meetings and workshops training faculty on assessment techniques and generating faculty input on NMSU Carlsbad's assessment processes.
 - Distributing of materials that allow faculty to report on course and program assessment.
 - Providing assessment resources (e.g., Assessment Reserve Collection in the

Library).

2. Provide a comprehensive plan for assessment at the University and periodically revising that plan to continuously improve assessment processes.
3. Facilitate and utilize feedback loops and information dissemination about assessment at the University by:
 - Coordinating the production of triennial program reviews that incorporate course and program assessment.
 - Producing annual core competencies reports that are submitted to the New Mexico Higher Education Department each year.
 - Maintaining a NMSU Carlsbad web site that provides assessment information and resources for faculty, students, and the Carlsbad community.
 - Providing all full-time faculty and executives access to a central evidentiary file that contains course and program assessment reports.
 - Reporting to the faculty on assessment at each faculty meeting and at the Fall and Spring Faculty Orientations.

CONCEPTUAL FRAMEWORK

The Educational Outcomes/Assessment Committee recommends, as an overall conceptual model for assessment of student academic achievement, the use of the Input-Environment-Outcome (I-E-O) model as explained by Alexander Astin in his book, Assessment for Excellence (1991) that is in the Assessment Reserve Collection in the University Library.

This model emphasizes the necessity of consideration of what the student brings to the course/program, the environment of learning within the course/program, and student outcomes. These three elements are interdependent, and assessment of student academic achievement cannot be worthwhile without consideration of all three.

The current plan involves a broad range of direct and indirect assessment measures that are utilized at the classroom, program and institutional level and at all stages of the student's academic progress.

COMMITMENT TO ASSESSMENT

Realizing the importance and potential of the assessment process to New Mexico State University Carlsbad, the University has demonstrated interest and support at all levels.

The Vice-President of Academic Affairs initiated the development of the assessment process and formed the Assessment Committee. Further, he has provided direct and indirect resources to allow for the implementation of an Assessment Resource Collection in the Library, and to facilitate committee members (and other faculty) attending local and national conferences and workshops. In the 2009-2010 academic year he established a line item in the University budget for assessment.

Faculty members are actively involved in the development of the assessment process through joint meetings of the Assessment Committee and the faculty.

Students at New Mexico State University Carlsbad are involved in the assessment process through:

- Having a student serve on the assessment committee
- Having members of the Assessment Committee make presentations to the Student Senate.
- Providing information about assessment to students via NMSU Carlsbad's assessment web site.
- Having advisers and faculty mentor students through program and institutional assessments.

The assessment of student academic achievement is an ongoing and evolutionary process. The Assessment Committee will participate in feedback loops as directed by the Student Outcomes Assessment Plan. The assessment committee will review and revise methodologies and procedures as a result of this process. This plan will be reviewed and revised, if necessary, on a biennial basis.

COMPREHENSIVE ASSESSMENT PROCESS AT NEW MEXICO STATE UNIVERSITY CARLSBAD

ORGANIZATIONAL STRUCTURE

Responsibility

The person ultimately responsible for the assessment process at New Mexico State University Carlsbad is the Vice-President of Academic Affairs. However, the process is supervised and administered by the Outcomes Assessment Coordinator and the Assessment Committee.

Data Collection and Interpretation

The Vice-President of Academic Affairs, Outcomes Assessment Coordinator, and Assessment Committee are responsible for the collection and interpretation of information about assessment. Data will be provided by individual faculty, chairs and directors, on standard forms (Appendix A1-A3); and by the Registrar, Institutional Research, and American College Testing (ACT).

Data Dissemination

Assessment data is available to faculty and executives for decision-making and strategic planning purposes.

1. All course and program assessment reports created by faculty, department chairs, and program managers are placed in a secure, accessible, online evidentiary file. Faculty and executives can access assessment data to inform decision-making and strategic planning.
2. Program reviews incorporate course and program level assessment to help departments and programs determine improvements needed to further student success.
3. Assessment data is presented on a regular basis to faculty in faculty meetings for discussion and generation of insight into program and institutional processes that affect student learning.
4. The assessment committee regularly presents information on assessment to the steering committee to help guide decision making and strategic planning.
5. Programs present course and program assessment in their program reviews to the steering committee to help guide decision making and strategic planning.

Feedback Loops

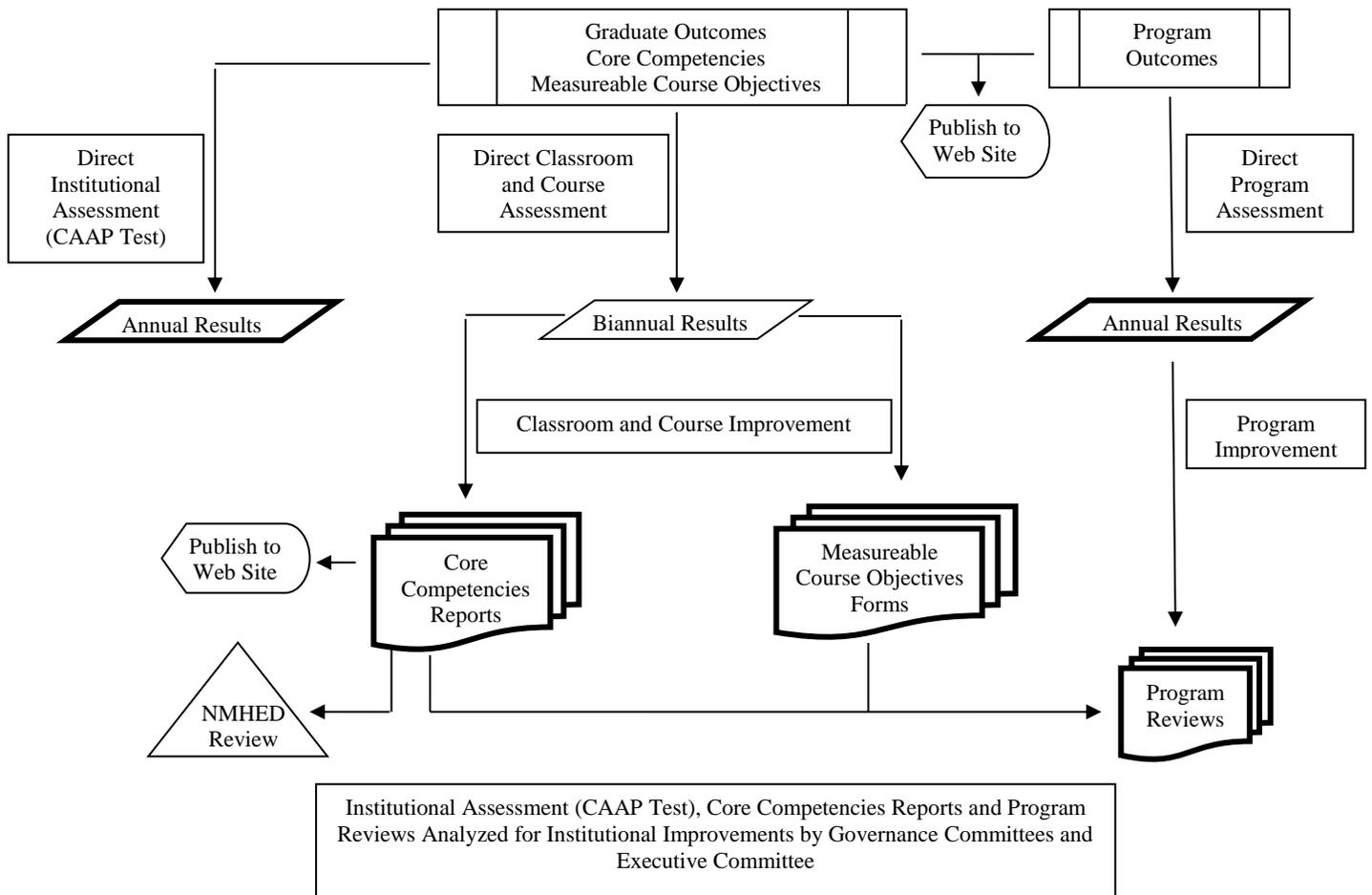
It is paramount to the success of the assessment process that there are feedback loops in the assessment process.

The diagram on the following page details how NMSU Carlsbad uses course, program and institutional assessment to inform improvements at all of these levels. Student learning outcomes include graduate outcomes and core competencies that are aligned with measurable course objectives that are directly assessed in the classroom and in courses with multiple sections. Programs are directly assessed using individual, specific program assessments created by each program by program managers and faculty. Graduate outcomes, core competencies and program outcomes are published to the college's website. Direct institutional assessment of the graduate

outcomes is accomplished using the CAAP test with students about to graduate.

Faculty make course level improvements based upon direct classroom assessment of measureable course objectives aligned with graduate outcomes and core competencies. Classroom and course assessment types, results, and corresponding improvements are documented on a biannual basis by faculty in measureable course outcome forms which are collected to a central, evidentiary file. This information is used to compile a *Core Competencies Report* which is submitted each year to the New Mexico Higher Education Department (NMHED) for evaluation and review by the New Mexico Assessment Task Force (NMATF).

Annual program assessment results are also posted to a central, evidentiary file. Program assessment results, completed measureable course objective forms, and *Core Competencies Reports* are used in writing program reviews and identifying action projects and strategies for program improvement. Finally, governance committees and the executive committee examine CAAP test results, core competencies reports, and program reviews to inform institutional improvements (action plans, strategic issues).



* Items in bold are published to central evidentiary file.

ASSESSMENT EMBEDDED THROUGHOUT THE INSTITUTION

1. Assessment at All Levels of the Institution

New Mexico State University Carlsbad realizes that meaningful and effective assessment must be pervasive throughout the institution. Therefore, assessment is embedded throughout the structure of the University:

Classroom Level Assessment:

Individual faculty members include graduate outcomes, core competencies, and measureable course outcomes in their syllabi. Faculty members use a variety of direct measures that correspond to these outcomes to assess student learning. Faculty members make class and course improvements based upon these direct assessments and report on the results of these

assessments each semester. Indirect assessments using anonymous student surveys are also performed each semester and that feedback is presented to each instructor.

Program Level Assessment:

Program Assessment has four main components:

1. Each degree-seeking program has created program outcomes specific to the program that are published on the NMSU Carlsbad website and the University Catalog and which are assessed for all graduating students.
2. Each program has created program assessments that are given to all program graduates each spring semester.
3. Each program reports on the assessment results and program improvements made based upon the results of the program assessments.
4. Program reviews incorporate course and program assessments which are presented on a triennial basis to the steering committee which uses this information and evidence to inform decision-making and strategic planning.

Institutional Level Assessment - Instructional:

The principal institutional-level assessment measures will be the ACT (American College Testing) COMPASS (Computer-Adaptive Placement Assessment and Support System) test for placement of students, and the CAAP (Collegiate Assessment of Academic Proficiency) test given as an exit exam to students about to graduate.

Additional information will be obtained from attitudinal surveys (e.g., Student Opinion Survey) given to students routinely by the Institutional Research Office. Data from these sources will be analyzed by the Assessment and Steering Committees.

Institutional Level Assessment - Administrative:

The Vice-President of Academic Affairs is in charge of the budget planning process and is a member of the Executive Committee. Thus, the needs of the Committee can be communicated directly to the highest levels of decision-making and strategic planning at the University. Assessment has its own budget line in the budget of the University which provides for testing, educational materials, travel to meetings, and other expenses.

Not only is assessment embedded throughout the structure of the institution, but it is also enmeshed at all stages of the student’s learning experience at the institution.

Assessment Prior to Registration:

The University requires that students do the following assessment activities depending on their admission status:

- New, degree-seeking students (first time at any college or university and planning to complete a certificate or degree) must complete all sections of the ACT Computer-Adaptive Placement and Support System (COMPASS) test as a placement test.
- Non-degree students (want to take classes for work or personal interest but not get a degree) must take the COMPASS placement test prior to enrolling in any math, reading, or English course.
- Readmitted students (have been previously admitted but not attended in a semester or more--not counting a summer session) must take the COMPASS placement test if basic skills proficiencies have not been met. Students must be eligible to take ENGL 111G, MATH 120, and COLL 108.
- Transfer students (have attended another college or university before NMSU Carlsbad) must take the reading section of the (COMPASS) placement test and, if no transfer credit has been or is anticipated to be awarded for ENGL 111G and MATH 120, must take the English and math sections of the placement test as well.

ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT					
PRIOR TO REGISTRATION					
ASSESSMENT TOOLS	TARGET POPULATION	DISTRIBUTION OF RESULTS	USE OF RESULTS	RESPONSIBILITY	IMPLEMENTATION TIMELINE
ACT or COMPASS	All students in degree programs, and all students taking an English or math class	Chairs, Directors, Vice-President of Academic Affairs, and Assessment Committee	Placement in English, math, and reading classes	TEAM Center	Upon registration

Assessment Within and End of Semester:

Individual faculty members utilize a variety of direct assessment measures within their classes and report to the Assessment Committee on standardized forms (Appendices A1 and A2).

The Withdrawing/Non-returning Student Survey is given to all students who leave the University prior to graduation. Data from this survey are reviewed by the Assessment and Retention Committees. A Graduate Survey is also performed that samples a broad temporal range of graduates.

ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT					
WITHIN AND END OF EACH SEMESTER					
ASSESSMENT TOOLS	TARGET POPULATION	DISTRIBUTION OF RESULTS	USE OF RESULTS	RESPONSIBILITY	IMPLEMENTATION TIMELINE
Direct Course Assessments (Exam. Papers, Projects, Observations, et cetera)	All current students	Chairs, Directors, Vice-President of Academic Affairs, and Assessment Committee	To assess completion of student goals and to determine effects of instruction and foster continuous improvement in student learning	Individual faculty with assistance from the Assessment Committee	Every semester
Appropriate course-embedded CATs	All current students	Sharing of results by participating faculty on a voluntary basis	To determine effects of instruction and foster continuous improvement in student learning	Individual faculty with assistance from the Assessment Committee	Every semester
Withdrawing Non-returning Student Survey	Students who leave during the semester or who don't return next semester and those who transfer to another institution	Chairs, Directors, Vice-President of Academic Affairs, and Assessment and Retention Committees	To assess completion of student goals	Student Services Personnel	As needed

ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT					
END OF PROGRAM					
ASSESSMENT TOOLS	TARGET POPULATION	DISTRIBUTION OF RESULTS	USE OF RESULTS	RESPONSIBILITY	IMPLEMENTATION TIMELINE
Program Assessments (Capstone Courses/ Projects, Papers, Portfolios, et cetera)	Degree-seeking students	Program Reviews Chairs, Directors, Vice-President of Academic Affairs, and Assessment Committee	Assessment of student learning in particular program	Program Managers and Department Chairs	Annual
Exit Exam	All students at graduation with a degree	Chairs, Directors, Vice-President of Academic Affairs, and Assessment Committee	Assessment of overall student learning	Assessment Committee	Annual

Assessment after Graduation:

The University conducts a Graduate Survey that provides qualitative data on the success of various aspects of student learning (e.g., cooperation, cooperative working). The results of this survey are analyzed and utilized by the Assessment and Steering Committees.

ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT					
AFTER GRADUATION					
ASSESSMENT TOOLS	TARGET POPULATION	DISTRIBUTION OF RESULTS	USE OF RESULTS	RESPONSIBILITY	IMPLEMENTATION TIMELINE
Graduate Survey	All University graduates	Student Services	Gauge students' self- assessment of student learning experience	Student Services	Annual

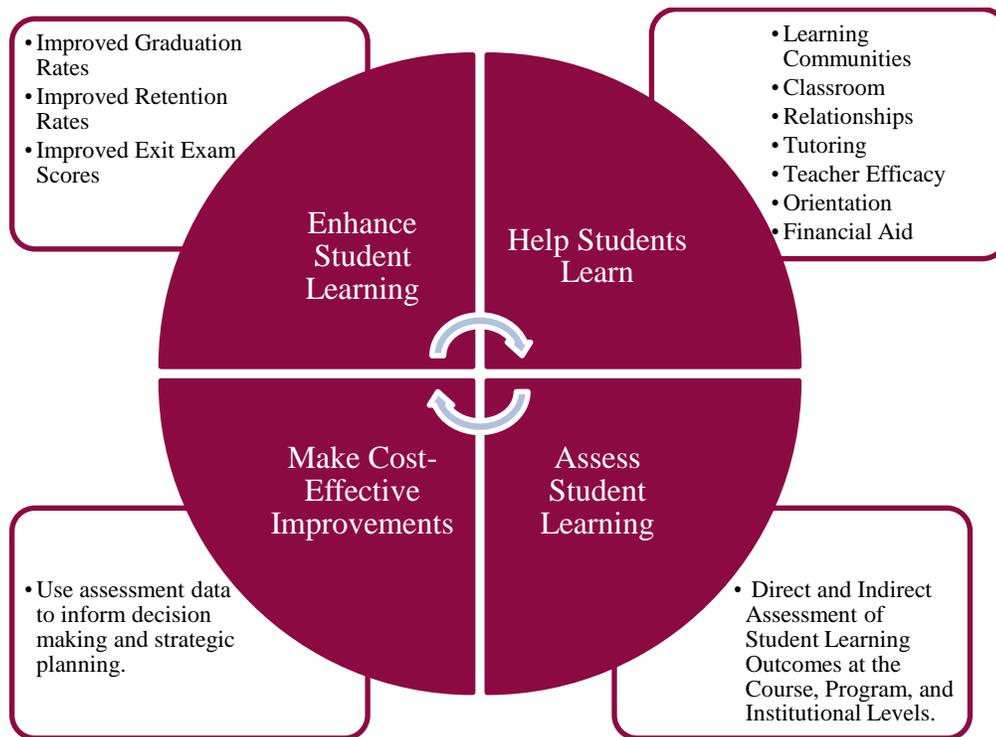
Other Assessment Measures:

ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT					
PERIODICALLY					
ASSESSMENT TOOLS	TARGET POPULATION	DISTRIBUTION OF RESULTS	USE OF RESULTS	RESPONSIBILITY	IMPLEMENTATION TIMELINE
ACT Student Opinion Survey	All students	Chairs, Directors, Vice-President of Academic Affairs, Assessment Committee, and Executive Committee	Assess attitudinal aspects of students' responses to learning	Institutional Research	Annual
Degree-Seeking Program Review	All programs on a rotating basis	Faculty, Vice-President of Academic Affairs, Governance Committees	For program improvement, modification, and validation. For stimulating improvements in assessment process at the program level	Vice-President of Academic Affairs	Every degree-seeking program, every three years

STRATEGY FOR CONTINUED SUCCESS: ONGOING ASSESSMENT AT NEW MEXICO STATE UNIVERSITY CARLSBAD

Assessment is not a terminal endeavor. The assessment process must be cyclic and ongoing. Therefore, after implementation of each revision of the *Student Outcomes Assessment Model*, there will be feedback as to the success and relative usefulness of different aspects of the assessment process.

Assessment Cycle at NMSU Carlsbad:



The *Student Outcomes Assessment Model* will require evaluation on an ongoing basis. There is no universal template for the assessment of student academic achievement. Our assessment process will evolve with the needs and expectations of the institution. Assessment is an ongoing journey as we adapt, improve, and strive to create a complete learning-centered institution.

Appendix A

Appendix A-1: Core Competency/Measureable Course Outcomes Reporting Form

Instructors teaching general education courses must use core competencies published by the state. Professors teaching courses other than general education courses must use measureable course outcomes published in their syllabi.

Instructor: [Click here to enter text.](#)

Course: [Click here to enter text.](#)

Section Number(s): [Click here to enter text.](#)

Semester: [Click here to enter text.](#)

Year: [Click here to enter text.](#)

Core Competency/Measureable Course Outcome #1

Graduate Outcome: Click here to enter text.
Core Competency or Measureable Course Outcome: Click here to enter text.
Description of Assessment: Click here to enter text.
Results: ___ % of students performed at ___ % or above on this core competency/course outcome.
Analysis/Interpretation of Results: Click here to enter text.
Course Improvements Based on Results: Click here to enter text.

Core Competency/Measureable Course Outcome #2

Graduate Outcome: Click here to enter text.
Core Competency or Measureable Course Outcome: Click here to enter text.
Description of Assessment: Click here to enter text.
Results: ___ % of students performed at ___ % or above on this core competency/course outcome.
Analysis/Interpretation of Results: Click here to enter text.
Course Improvements Based on Results: Click here to enter text.

Core Competency/Measureable Course Outcome #3

Graduate Outcome: Click here to enter text.
Core Competency or Measureable Course Outcome: Click here to enter text.
Description of Assessment: Click here to enter text.
Results: ___ % of students performed at ___ % or above on this core competency/course outcome.
Analysis/Interpretation of Results: Click here to enter text.
Course Improvements Based on Results: Click here to enter text.

Appendix A-2: Program Outcomes Assessment Reporting Form

Program Name: [Click here to enter text.](#)

Person Submitting Form: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Program Outcomes: 1) Click here to enter text. 2) Click here to enter text. 3) Click here to enter text.
Description of Program Assessment: Click here to enter text.
How many students participated in the program assessment? Click here to enter text.
Results: _____% of students performed at _____% or above on stated program outcomes.
What program improvements will you make based upon assessment results? Click here to enter text.
What improvements will you make in the program assessment? Click here to enter text.
Briefly describe the discussion you have had with program faculty regarding program assessment results: Click here to enter text.

Appendix A-3: Annual Program Review Reporting Form

Program or Department Name: Click here to enter text.

Date: Click here to enter text.

Person Completing Form: Click here to enter text.

Executive Summary

- Identify the critical recommendations for your program.

Click here to enter text.

- Identify the strengths and weaknesses of your program.

Click here to enter text.

- Identify your program's curricular needs based upon the population you serve.

Click here to enter text.

- Identify any resources (facilities, equipment, financing) your program needs.

Click here to enter text.

- Identify any specific staffing needs your program has.

Click here to enter text.

Program Goals

Click here to enter text.

Program Outcomes

Click here to enter text.

Program Outcomes and Program Matrix

- Please attach curriculum map showing courses offered and program outcomes addressed in each course.

Program Assessment

- Please attach the program's most recently completed program outcomes assessment form.

Program Data and Trends

What is the current number of declared majors in your program?	Click here to enter text.
How does this compare to previous years?	Click here to enter text.
What is the program's most recent retention rate?	Click here to enter text.
How does this compare to previous years?	Click here to enter text.
What is the program's most recent graduation rate?	Click here to enter text.
How does this compare to previous years?	Click here to enter text.

Curriculum

- Please attach a list of your program's current class offerings which includes their measurable course outcomes or core competencies addressed.
 - What is the number of online versus face-to-face courses offered by your program? _____
 - What is the number of support versus program classes offered by your program? _____
- Are there any courses in the catalog that have not been offered in the past three years? If yes, identify the courses and discuss your plans regarding these courses.

Click here to enter text.

- Briefly describe how your courses meet the NMHED general education transfer requirements or NMSU transfer requirements (i.e. B.A.S.)?

Click here to enter text.

- Summarize the results of your course assessment efforts and improvements made to courses based upon assessment results.

Click here to enter text.

Resources

- Facilities

- Identify the primary facilities (buildings, classrooms, laboratories) used by the program.

Click here to enter text.

- Are current buildings, classrooms, laboratories, and offices sufficient to meet the needs of your program? If no, explain what deficiencies exist?

Click here to enter text.

- How might any deficiencies identified above be addressed by the program? By the college?

Click here to enter text.

- Equipment

- Briefly describe current equipment used by your program and indicate whether it is adequate or inadequate.

Click here to enter text.

- Is additional equipment required to support this program? If so, please explain.

Click here to enter text.

- Budget/Finances

- Is adequate financial support available to meet the needs of this program? If not, please explain?

Click here to enter text.

- Advising

- What are your program's current efforts and responsibilities in advising students?

Click here to enter text.

Faculty

- Identify trends in staffing using information for full-time faculty, adjunct faculty, overload faculty, and staff. How have these changed over time?

Click here to enter text.

- Based on the trends identified above, identify specific program staffing needs. If the program reports a need for additional positions, specify how any additional faculty/staff will enhance program performance and student success.

Click here to enter text.

- Briefly describe departmental faculty members' qualifications and recent professional development activity.

Click here to enter text.