

PHILOSOPHY:

CNM believes that tracking of student outcomes is important to improving the educational experience for all students. The SAAC Assessment Process supports CNM's accreditation as well as the goals and specific components of CNM's Strategic Direction as stated below:

- **Student Success:** Implement and measure the impact of strategies to promote student retention and success.
- **Community Success:** Timely, relevant, honest assessment of diverse community needs, and agility to respond.
- **Organizational Excellence and Innovation:** Advance the quality journey to measure and improve performance outcomes, to promote evidence-based decision-making, and to promote a culture of accountability.

RATIONALE/PURPOSE:

The primary purpose of SAAC's Assessment Process is to provide a consistent process for documenting and reporting outcomes results and actions taken as a result of assessment.

REQUIRED FORMS/DOCUMENTS

The following forms are submitted to the school's SAAC representatives and the director of student learning assessment:

- **ASSESSMENT CYCLE PLAN** (a 5-year assessment plan required for new areas/programs/disciplines and those wrapping up a prior 5-year cycle)
- **ASSESSMENT REPORT** (submitted annually for each area/program/discipline)

ASSESSMENT PROCESS:

For newly approved areas/programs/disciplines (and for any areas/programs/disciplines for which an assessment cycle plan has not already been submitted to SAAC), the following must be completed by the dates indicated:

- Enter student learning outcome statements (SLOs) into the curriculum management system by the first day of the following June.
- Develop and submit by October 15 a 5-year assessment cycle plan (using the form provided by SAAC). At least one outcome should be assessed each year. All outcomes, where feasible, should be assessed within the 5-year cycle. SAAC requests/strongly recommends that each outcome be assessed for at least two consecutive years.

For existing areas/programs/disciplines, the assessment process is as follows:

- Assess, all outcomes, where feasible, over a 5-year period. At the end of the 5 years, develop a new 5-year assessment cycle plan (which is due by October 15 of the year in which the new plan will be implemented).
- Submit assessment reports by October 15 of each year.

- The reporting period runs from Summer (for which assessment is optional) through the following Spring.

The Director of Student Learning Assessment is responsible for facilitating and tracking report completion and posting submitted reports to the SAAC web pages. The Director of Student Learning Assessment will also be available upon request to assist the faculty with course and/or program assessment planning.

ASSESSMENT RECORD RETENTION

To ensure that documentation is available to support longitudinal comparisons in ongoing program assessment and to produce evidentiary archives for internal process evaluation and accreditation review, the following records should be submitted in electronic format to the Director of Student Learning Assessment by October 15 of the reporting year and also retained within the school (in electronic or paper format) for seven years following the October 15 due date:

1. The initial cycle plan for each 5-year assessment cycle

The separate cycle plan form, completed at the beginning of the five-year cycle, is submitted during the first year only. Revisions to the cycle plan during the cycle are to be noted in the annual assessment report.

2. Annual assessment report

3. One copy of any written assessment instrument referenced in the annual assessment report

SAAC requests retention of the master copy only, not individual students' records. According to CNM academic policy, students' records are to be retained for a minimum of one semester following course completion; SAAC does not request any additional retention of students' individual assessment documents.

If specific assessment questions were embedded within other course documents, only the questions used for the assessment need to be retained.

If no written assessment instruments are referenced in the assessment report, then no supportive documentation is required.

4. A summary of any data analysis supporting the assessment findings noted in the annual assessment report

SAAC requests retention of data at the aggregate level only. If individual students' results are retained, the format should be such that the identity of individual students is not discernable.

Examples of summary data include score frequency tables, item analyses (response frequencies by item), and the results of any statistical analyses (correlations, t-tests, Chi Square studies, etc.).

If no data analysis was conducted beyond what has already been presented in the assessment report, then no supportive documentation is required.

DEFINITIONS:

Achievement Target	This is the value (i.e. date, quantity, percentage) you use to determine if you succeeded in accomplishing your goal with regard to the specific outcome assessed.
Action Plan	A plan for assessment and/or change, based upon assessment results and other relevant data such as, but not limited to industry input. Even if a target is met, the action plan can include goals to improve future results.
Assessment plan	A brief statement that provides the program strategy for assessing its exit competencies over a five year period.
Assessment cycle plan	A timeline that shows when, where and how program student learning outcomes are being assessed.
Assessment results/findings	The actual results from the assessment tools.
Classes/Cohort	The specific course(s) or group of students (cohort) in which assessment will occur.
Discipline	An area within CNM that is not a General Education area and does not offer a certificate or degree but has a group of courses for which it is desirable to assess student outcomes, i.e. Developmental English, ESL coursework, etc.
General Education Areas	General Education fall into one of two categories, AA/AS or AAS. The specific areas for the AA/AS General Education are: Communication, Math, Lab Sciences, Social/Behavioral Sciences, Humanities & Fine Arts, and Computer Literacy. The specific areas for the AAS General Education are: Written Communication, Math, Human Relations, Computer Literacy, and "Other" category.
Measurement tool(s)	Specific assignment(s), comprehensives, internship evaluation, interviews, licensure exam, performance, portfolios, pre/post tests, presentations, standard test, surveys, thesis/projects, video/audiotape, exams, etc.
Learning Outcome	A student learning outcome (SLO) from either General Education outcomes or program outcomes as listed in the catalog.
Program	Programs are certificates or degrees offered by CNM
Student Learning Outcome	A statement that defines what students are expected to accomplish by the end of the course and/or program, i.e. exit competency.
Type of tool	A tool will usually fit one description from each pair below: <p style="text-align: center;"><u>Direct</u>: Individual student performance OR <u>Indirect</u>: Surveys of advisory board, employers, alumni, etc.; transfer acceptance, focus groups, etc.</p> <p style="text-align: center;"><u>Internal</u>: Tool created by school/program OR <u>External</u>: Tool created and/or completed by independent 3rd party, such as licensure board, preceptor, employers, etc.</p>
When measured	Academic semester/year when each competency is to be measured. This can be every year or on a rotating basis.
Where measured	If measured in a specific course or courses, each course would be listed. In addition the where could include extra-curricular settings (as in certification exams administered by 3 rd -party entities, interviews, surveys, etc.).