CSN
COLLEGE OF SOUTHERN NEVADA

Office of Assessment and Accreditation

ANNUAL REPORT 2019-2020
ASSESSMENT OF STUDENT LEARNING
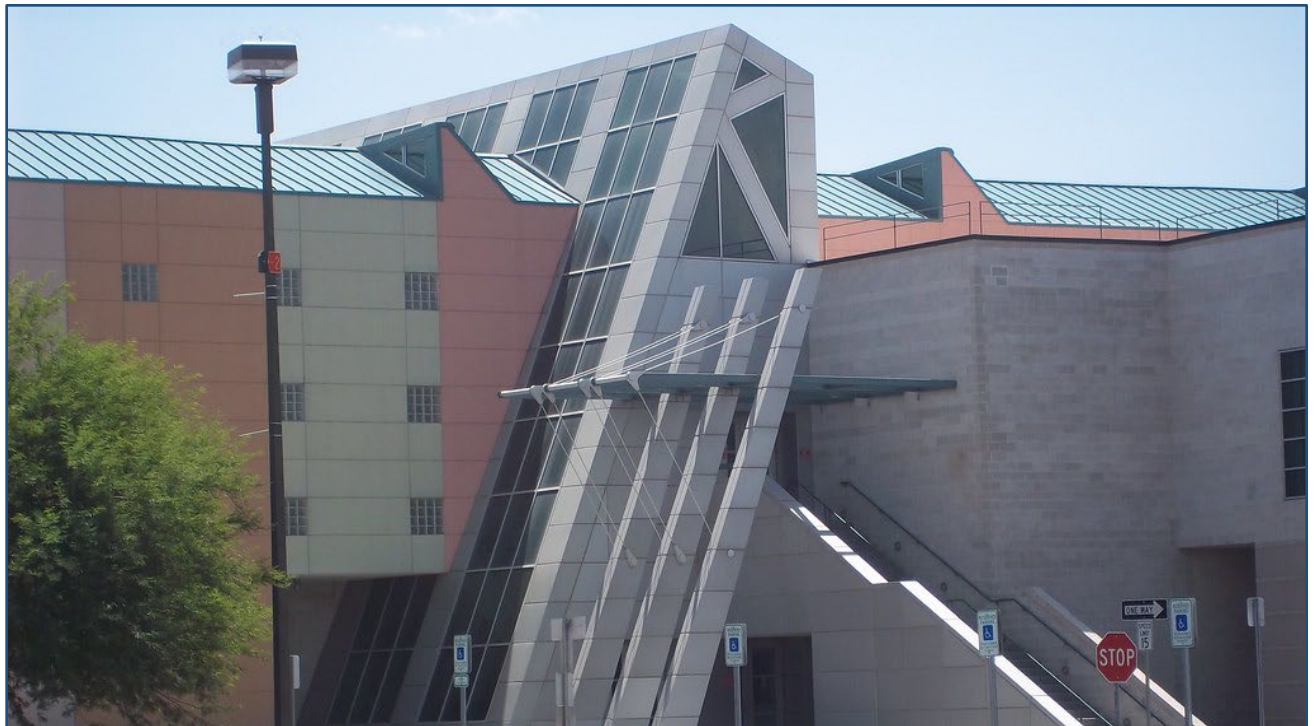**Submitted by Shari Peterson PhD, RDH**

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Student Learning Outcome Achievement (SLO) Overview

Departments/ programs, complete a cyclic assessment plan (previously 3-year and transitioning to 6-year plans) that outlines how they will assessment course and program learning outcome achievement. Plans include measures, courses to be reviewed, timeframe for collecting and analyzing data, and key individuals responsible for assuring plan components are accomplished. Both course and program level student learning outcome achievement are expected to be reported in a fall annual assessment report due November 1. Currently we are transitioning assessment planning and reporting to an electronic format (Watermark Taskstream) in order to show NWCCU compliance across all institutional courses, programs, and general education courses. Compliance with submitting annual assessment reports increased by 2% this year despite switching to an online reporting system (see Figure 1). Annual reporting compliance over the last five years averages 84% and has been fairly consistent for the last three years.

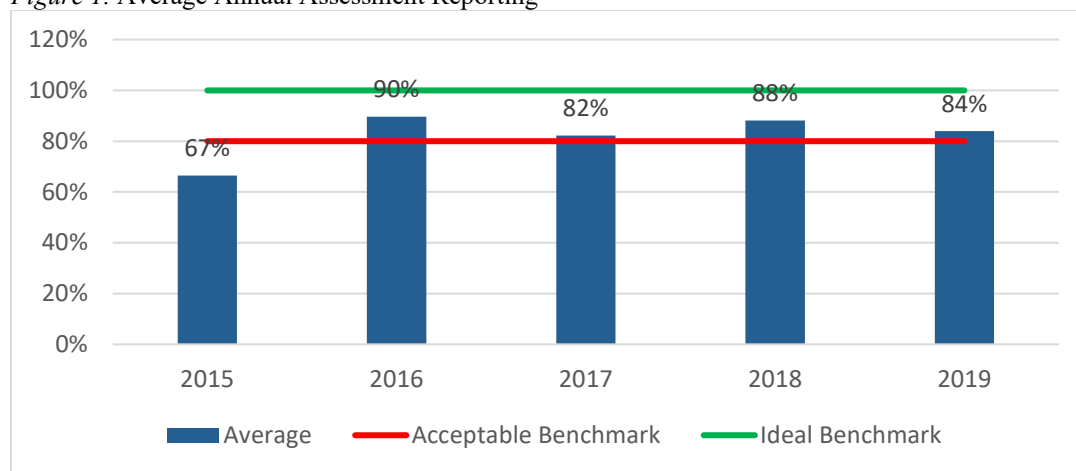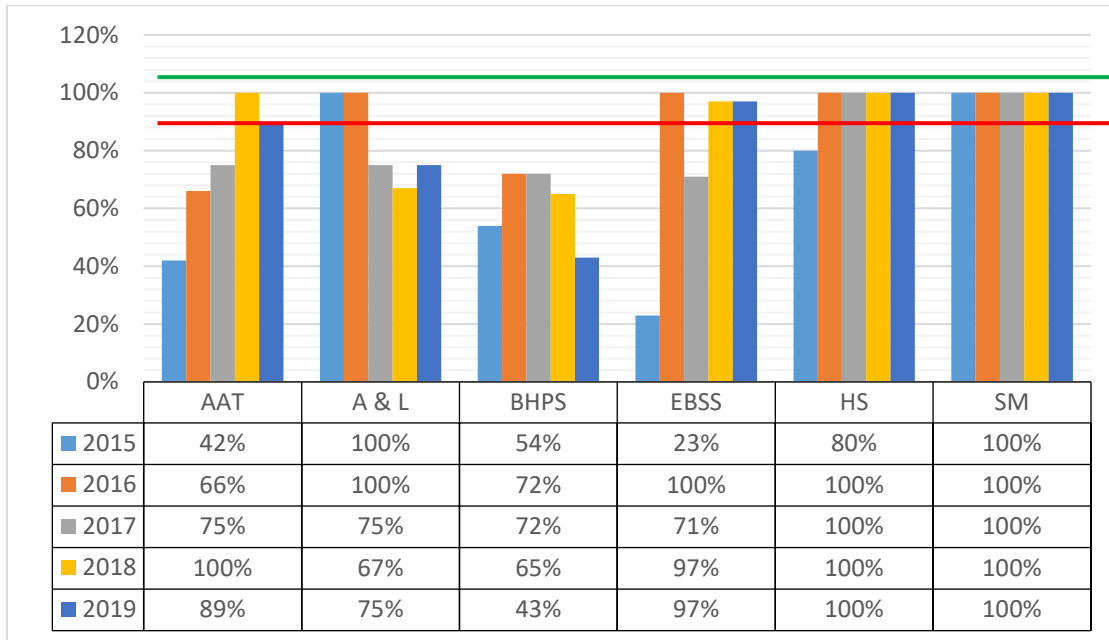*Figure 1.* Average Annual Assessment Reporting

Figure 2 below identifies school compliance with annual assessment reporting. During the year of academic program review, the percentage indicates those programs who participated in and reported to the NSHE Board of Regents. During academic program review, programs are to reflect on student learning outcome achievement trends and include those trends in their SWOT analysis.

Course-level

Course-level assessment of SLOs is incorporated in annual assessment reports. Departments/programs indicate in their assessment plans which courses they intend to review and report on SLO achievement for each year of their plan. 56% of program have indicated courses to review annually. However, compliance with reporting course-level SLO is less than 1% of all active CSN courses. This is an area that needs focused improvement and the college has purchased several electronic resources (Watermark Aqua and Via) to help departments/program with organizing data collection and analyzing their findings.

Figure 2. Annual Assessment Reporting by School

	AAT	A & L	BHPS	EBSS	HS	SM
2015	42%	100%	54%	23%	80%	100%
2016	66%	100%	72%	100%	100%	100%
2017	75%	75%	72%	71%	100%	100%
2018	100%	67%	65%	97%	100%	100%
2019	89%	75%	43%	97%	100%	100%

NWCCU Compliance: CSN is not yet compliant with the following NWCCU 2015 Recommendation #1 as indicated by the highlighted areas specific to reporting course-level student learning outcome achievement to inform programs.

>   REC 1. The evaluation committee recommends that the College of Southern Nevada consistently use and document assessments to improve achievement of its identified student learning outcomes across its entire general education core and across all of its courses, programs, and degrees, wherever offered and however delivered (Standard 4.A.3 and 4.B.2).

To become fully compliant, we need to show the following:
1. CSN faculty are consistently conducting and reporting SLO achievement when their course is scheduled for review.
2. As a part of course review, CSN faculty need to document the type of assessment measures used.
3. As a part of course review, CSN faculty need to document the decisions/changes the faculty made to improve SLO achievement.
4. In addition, assessment findings need to be disaggregated by campus and or type of delivery mechanism (in-person, hybrid, online).
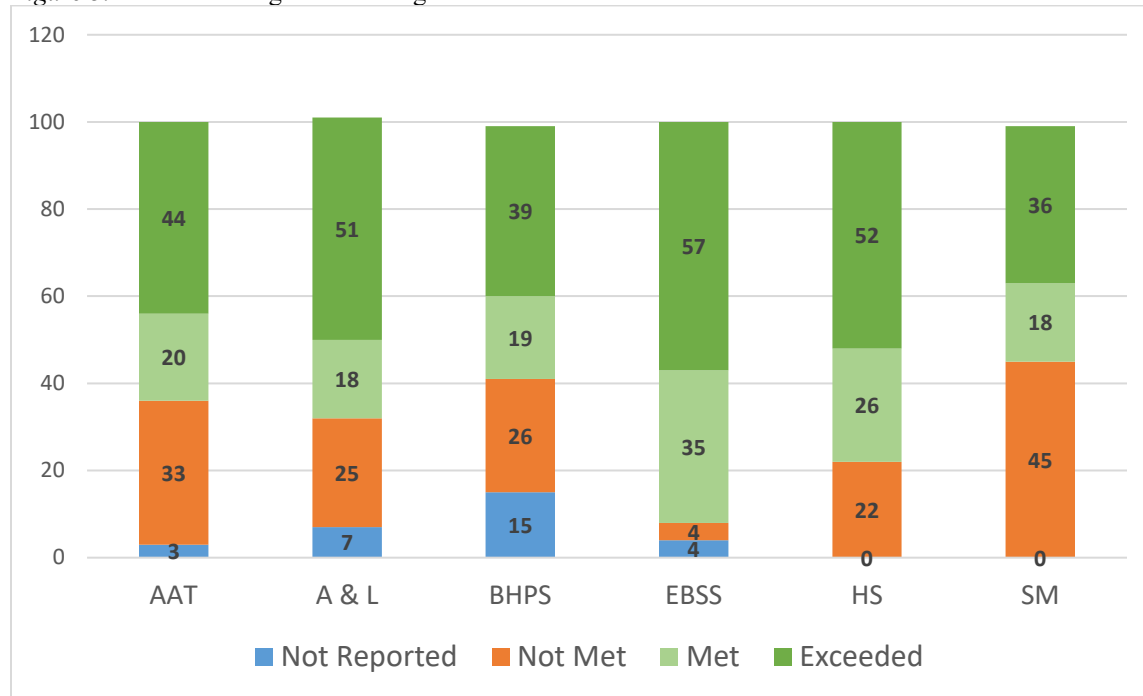
To assist with reporting items 1-3, a reporting survey is now embedded and available within each individual program annual assessment reporting workspace in Taskstream so assessment managers can report course SLO achievement, indicate the type of assessment measures used, and the decisions/changes made as a result of student performance.
Regarding item four (4), the office of assessment and accreditation (OAA) can help with disaggregation of course SLO achievement data.

Program-level

Figure 3 illustrates when PLO achievement is averaged across all school programs, all schools met or exceeded their minimum acceptable targets and several programs exceeded their ideal targets. Considering that most programs set acceptable and ideal targets without any baseline data, it appears that some targets may need to be adjusted to higher performance targets.

Figure 3. Academic Program Learning Outcome Achievement

To assist with reporting items one and two, faculty need to report decisions/changes for improvement and upload evidence files in the findings component of Taskstream. In this reporting cycle only 47 of the 163 program (29%) included evidence of data analysis and interpretation. Professional development will be offered to faculty on descriptive analysis as well as item analysis as initial methods of conducting data analysis. About 54% of programs are completing at least one action plan for improvement. However, programs are not revisiting their action plans during the year to provide status update to assure completion and implementation.

Regarding item three, if raw data is reported to the office of assessment and accreditation (OAA) we can help with disaggregation of PLO achievement data by location and type of course delivery. However, it is anticipated that with the onset of the COVID-19 pandemic, many assessment processes may need to be altered for the next data collection cycle.

NWCCU Compliance: CSN is mostly compliant with the following NWCCU Standards and 2015 Recommendation #1 as indicated by the highlighted areas specific to documenting evidence of program-level student learning outcome achievement.

> 1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

1.C.7 The institution ==uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes==.
REC 1.The evaluation committee recommends that the College of Southern Nevada consistently use and ==document assessments to improve achievement of its identified student learning outcomes== across its entire general education core and ==across all of its== courses, ==programs,== and degrees, ==wherever offered and however delivered== (Standard 4.A.3 and 4.B.2).

To become fully compliant, we need to show the following:
1. As a part of annual assessment planning and reporting, CSN faculty need to document the decisions/changes the faculty made to inform planning and improve program learning outcome (PLO) achievement.
2. As a part of annual assessment reporting, CSN faculty need to document (provide evidence of) PLO achievement, not just provide a statement of PLO achievement.
3. As a part of analyzing PLO findings, PLO findings need to be disaggregated by campus and or type of delivery mechanism (in-person, hybrid, online).

General Education level
CSN currently uses a ten-category distribution model to define its general education core requirements program (see Faculty Senate policy on AA, AS, and AB degrees). Figure 4 indicates the number of approved general education courses specified in policy by each general education category. If students successfully complete the general education course credit requirements, students are identified as having achieved general education student learning outcomes. Reports submitted to the OAA on general education course student learning outcome achievement measure course SLOs and do not measure the general education student learning outcomes identified in the faculty senate general education policy. Currently, two (2) courses in the Mathematics category and four (4) courses in the Natural Science category measure and report on General Education SLOs (see Figure 5).

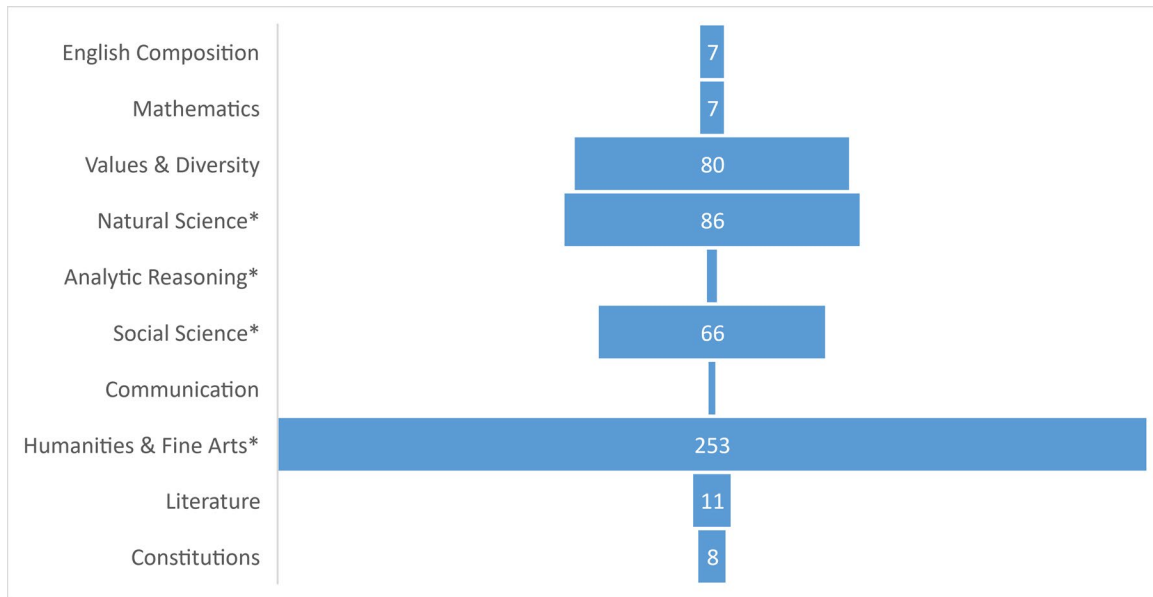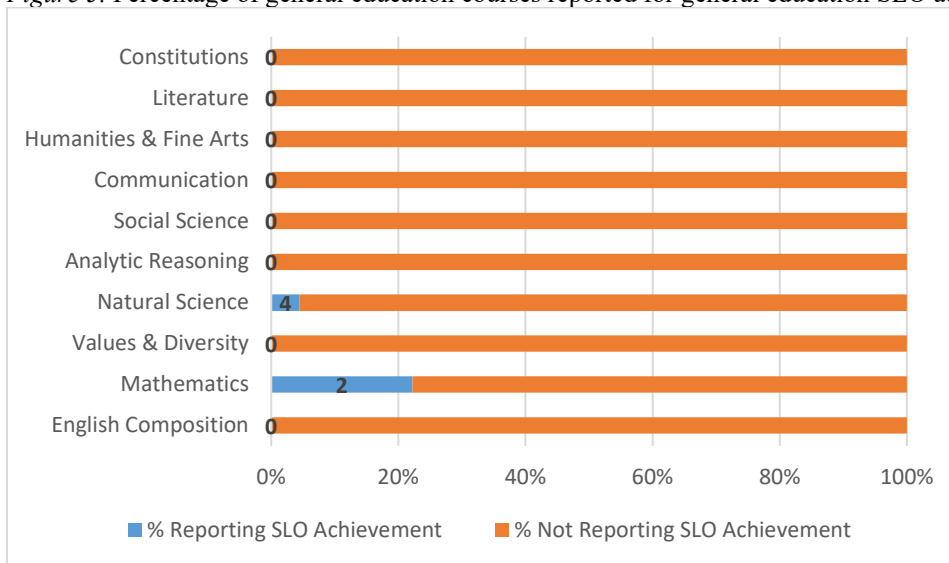*Figure 4*. Number of General Education Courses Per Policy

Figure 5. Percentage of general education courses reported for general education SLO achievement

In fall 2019, the Office of Assessment and Accreditation, Communication and English department faculty conducted an assessment of related instruction general education courses for non-transfer degree and certificate programs to determine how student work in these courses demonstrate achievement of the related instruction SLOs and also compare student performance to national benchmarks using the AAC&U Value Rubrics for oral and written communication. Peer review scoring of these student artifacts by Communication and English department faculty will be conducted during Fall 2020 and reported to the Faculty Senate, VPAA, Department Chairs and Deans in Spring 2021

NWCCU Compliance: CSN is not yet compliant with the following NWCCU Standard 1.C.6 and 2015 Recommendation #1 as indicated by the highlighted areas specific to reporting general education student learning outcome achievement.

1.C.6. Consistent with its mission, the institution ==establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies.== Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

REC 1. The evaluation committee recommends that the College of Southern Nevada ==consistently use and document assessments to improve achievement of its identified student learning outcomes== across its entire general education core and ==across all of its courses,== programs, and degrees, ==wherever offered and however delivered== (Standard 4.A.3 and 4.B.2).

To become fully compliant, we need to show the following:
1. CSN faculty who teach general education courses are consistently conducting and reporting general education SLO achievement when their course is scheduled for review.
2. As a part of course review, CSN faculty need to document the type of assessment measures used.
3. As a part of course review, CSN faculty need to document the decisions/changes the faculty made to improve general education SLO achievement.
4. In addition, assessment findings need to be disaggregated by campus and or type of delivery mechanism (in-person, hybrid, online).

Regarding NWCCU Standard 1.C.6, there has been interest by Faculty Senate curriculum and assessment committees to modify the current general education distribution model to a system that reflects and emphasizes the skills clarified in standard 1.C.6, rather than course completion. Planning for general education reform is a primary improvement project and subsequent assessment reporting is not likely to occur before our NWCCU year seven self-study report and subsequent site visit in fall 2022.