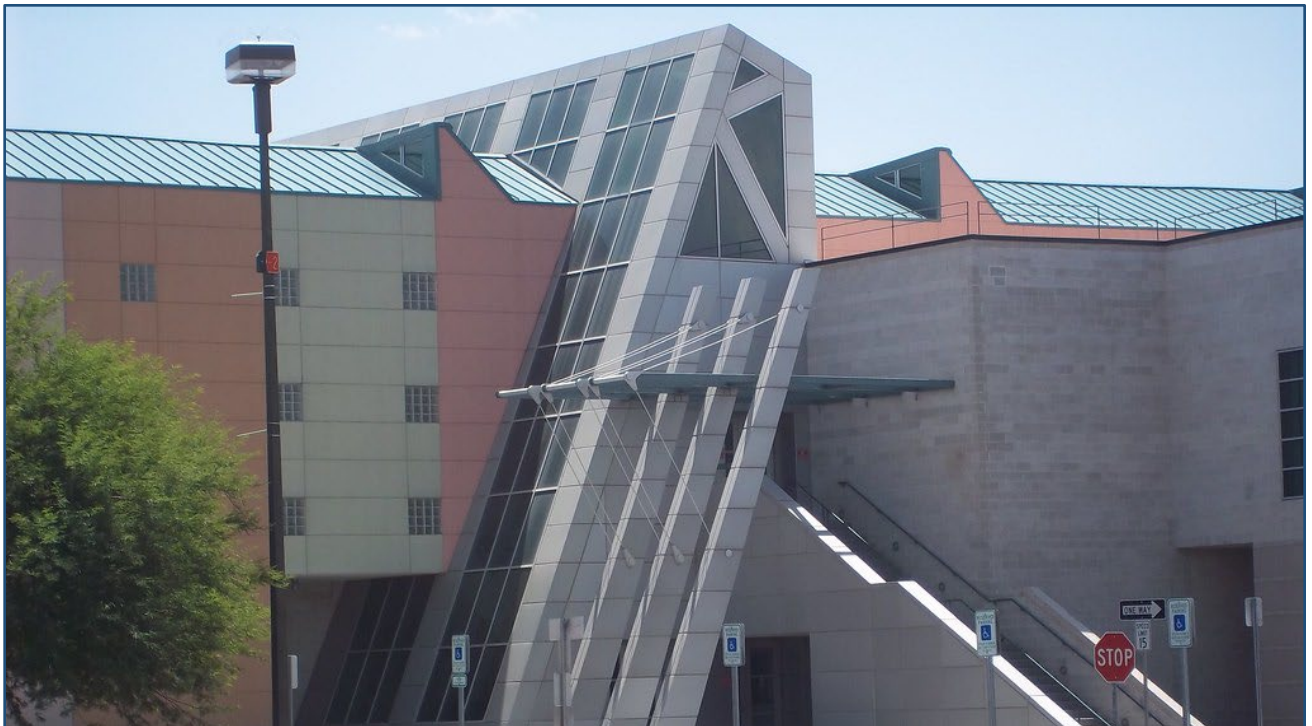




CSN
COLLEGE OF
SOUTHERN NEVADA

Office of Assessment and Accreditation

**ANNUAL REPORT 2020-2021
ASSESSMENT OF STUDENT LEARNING
Submitted by Shari Peterson PhD, RDH**



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Overview of CSN Student Learning Outcome (SLO) Achievement System

Departments and/or programs, create a six-year assessment plan that outlines how they will assess program (major) learning outcomes (PLOs) and general education learning outcomes (GELOs) for achievement as well as what courses they will review annually. Assessment plans identify measures for each PLO and GELO with acceptable and ideal performance targets, courses where data will be collected, the timeframe for collecting and analyzing data, and key individuals responsible for assuring plan components are accomplished. Assessment plans are created, updated, and reported in our assessment management system [Watermark Taskstream](#) which are due annually November 1st. The sixth year of the assessment cycle, programs complete a comprehensive program review that includes a trend analysis of student learning and student achievement data along with additional data sets identified within the [Faculty Senate academic program review policy](#). The academic program review policy lists the rotational schedule for each academic school to participate in the review process and report to the Nevada System of Higher Education (NSHE) Board of Regents (BOR). All programs within an academic school are on the same six-year assessment and review cycle.

The Office of Assessment and Accreditation (OAA) has established success benchmarks that guide the construct of the Annual Report on Assessment of Student Learning.

- 1) Annual Reporting- 100% of programs will submit a comprehensive annual assessment report
- 2) Learning Outcome Achievement- 80% of program and general education student learning outcome achievement acceptable targets are met.
- 3) Course Reviews- 5% increase in reporting of course reviews year over year.
- 4) Analysis Evidence- 50% of assessment reports include evidence of outcomes analysis for the current cycle.
- 5) Action Plan Completion- 50% of assessment reports include completed action plans for improvement from the previous cycle.
- 6) Professional Development- 10% increase in attendance at assessment professional development offerings year over year.

Annual Reporting

In 2012, CSN established in its strategic plan a goal indicator of 100% compliance with annual assessment reporting. In 2018, the compliance goal was not included in the new CSN strategic plan. Instead, a new objective was focused on achievement of institutional learning outcomes. In addition, the OAA unit plan established annual reporting goals at the course, program, general education, and institution levels that focus on comprehensiveness and quality in reporting. A new acceptable benchmark of 80% comprehensive reporting and ideal benchmark of 100% was established. Over the past seven reporting cycles, average annual assessment reporting has been above the acceptable benchmark except for 2015 after the previous director retired and 2020 when the COVID 19 pandemic impacted instruction and assessment methods (see Figure 1). The seven-year reporting average is 81% across all schools meeting the unit plan goal for the OAA. The School of Health Science and Science has met acceptable and ideal reporting benchmarks while the School of Mathematics, and Engineering has met the ideal reporting benchmark all seven years.

Figure 1. Annual assessment reporting compliance

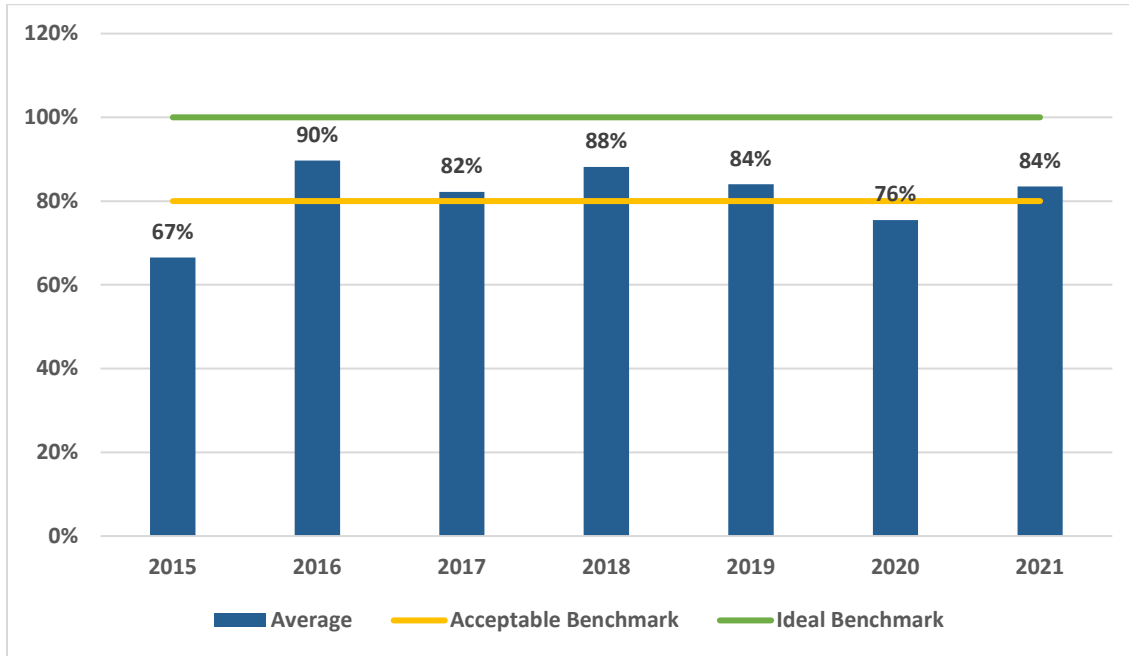
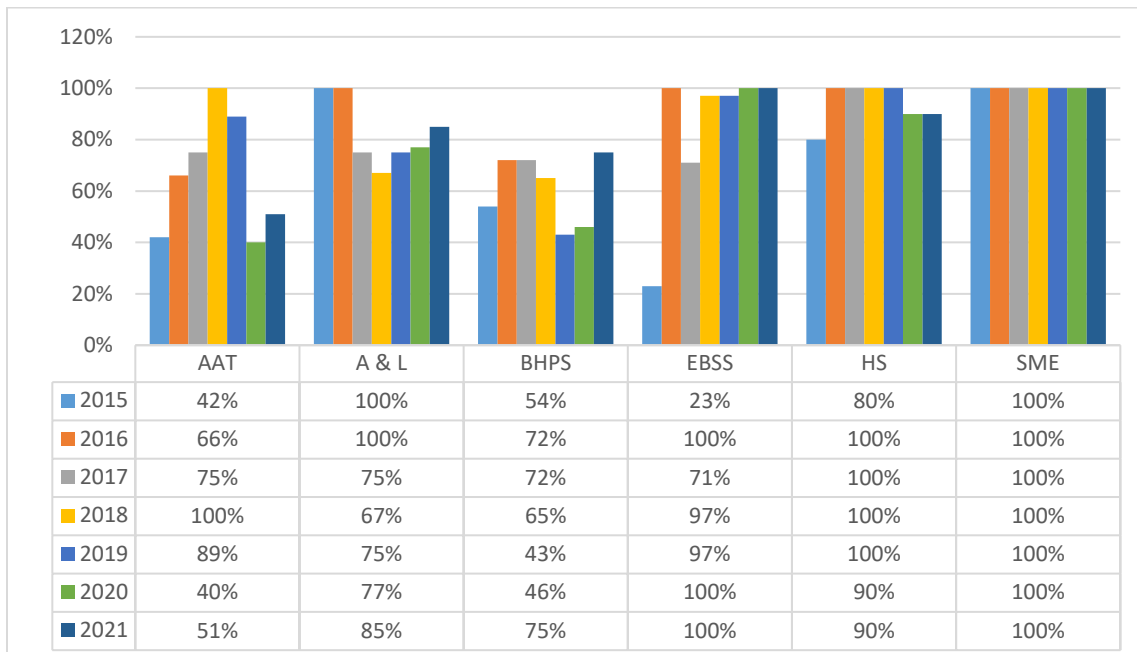


Figure 2 illustrates annual assessment reporting by academic school. Programs completing academic program review are counted as completing annual assessment reporting (2015- A&L, 2016- BHPS & EBSS, 2017- SME, 2018- AAT, 2019- HS, 2020- none, 2021- BHPS & EBSS).

Figure 2. Annual assessment reporting by school



Notes. Academic school acronyms, AAT = Advanced and Applied Technologies, A&L = Arts and Letters, BHPS = Business, Hospitality, and Public Service, EBSS = Education, Behavior and Social Science, HS = Health Sciences, SME = Science, Mathematics and Engineering.

Course-level

In 2015, CSN established achievement reporting formats as Not Achieved, Partially Achieved, and Achieved. In 2019 CSN adopted Watermark Taskstream assessment management system and learning outcome achievement was changed to include acceptable and ideal targets. Acceptable achievement targets are not met, met, or exceeded and ideal achievement targets are moving away, approaching, and exceeded. Reporting of course-level assessment of SLOs is incorporated within 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. CSN currently lists 2110 active courses. However, the number of active courses offered annually fluctuates depending on curriculum changes and student need. The Office of Assessment and Accreditation has set a target to have 10% of all active courses reviewed once within a 10-year cycle (program and general education courses). Currently, 56% of program assessment plans have indicated at least 3 courses to review annually. For the 2020-2021 assessment cycle, 13% of all active CSN courses have been reviewed. However, only 8% reported data on student learning outcome achievement. This is an area that needs improvement through consistency in reporting. The college has purchased several electronic resources (Watermark Aqua and Via) to help departments/program with planning and organizing course and program learning outcome data collection. These software programs are optional and few academic programs utilize the software regularly with the exception of the English department.

NWCCU Compliance: CSN is developing compliance 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 improve compliance, 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

Table 1 illustrates when PLO achievement is averaged across all school programs, all schools met or exceeded their minimum acceptable targets and all schools (except one) are approaching or exceeding ideal targets. When ideal targets are achieved, the ideal target should become the new acceptable target and a new ideal target should be established. This will be the focus of refining measures and targets during academic year 2020-2021.

NWCCU Compliance: CSN is compliant with the following NWCCU 2010 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).

Table 1. Academic program learning outcome achievement

AY 2019-2020 Reporting	Acceptable Target				Ideal Target			
	Exceeded	Met	Not Met	Un-specified	Exceeded	Approaching	Moving Away	Un-specified
AAT	41%	17%	38%	4%	30%	48%	11%	11%
A & L	45%	26%	23%	6%	38%	34%	23%	6%
BHPS	46%	21%	28%	5%	21%	58%	11%	11%
EBSS	57%	36%	4%	2%	55%	40%	2%	2%
HS	18%	64%	8%	10%	16%	48%	4%	32%
SME	44%	11%	44%	0%	0%	11%	22%	67%
Average	42%	29%	23%	6%				

Notes. Academic school acronyms, AAT = Advanced and Applied Technologies, A&L = Arts and Letters, BHPS = Business, Hospitality, and Public Service, EBSS = Education, Behavior and Social Science, HS = Health Sciences, SME = Science, Mathematics and Engineering.

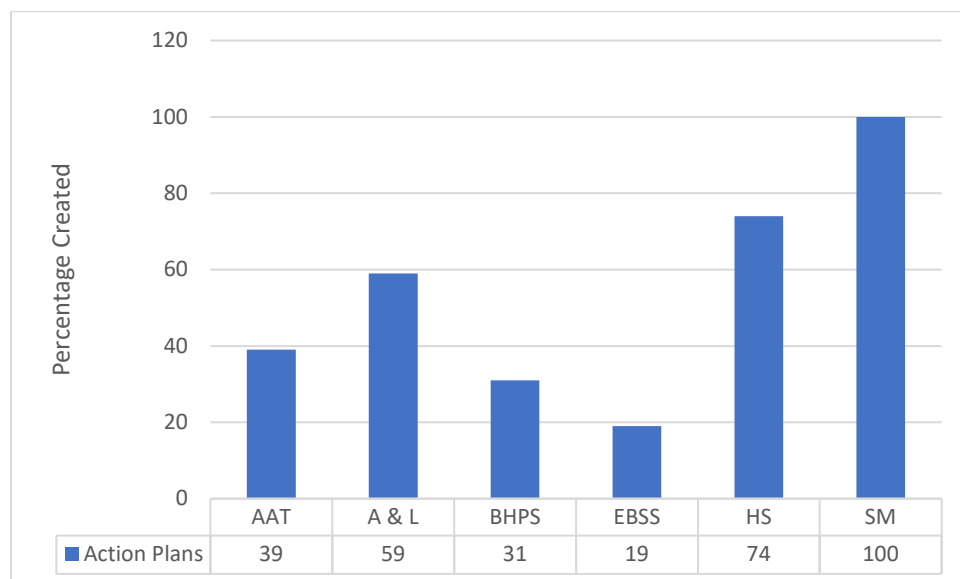
To highly develop compliance, we need to show the following:

1. As a part of annual assessment planning and reporting, CSN faculty need to improve the quality of documenting 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 improve the quality of documenting (provide evidence of) PLO achievement, by including analysis figures as well as evidence.
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).

For the 2020-2021 assessment reporting cycle, programs have shown greater effort in creating action plans for improvement (Figure 3). There is greater specificity in identifying how data informed changes to curriculum, assessment measures, learning resources, and the learning environment. Action plans for improvement provide detail on the steps or tasks required to complete the action, who is responsible for the tasks, a timeline for completion, identified measures for tracking progress, measuring success, efficiency, or adequacy. Units are encouraged to provide status updates on their actions monthly to document what has been completed and what still needs to be accomplished within the current assessment cycle.

Figure 3. Percentage of programs completing action plans for improvement by school



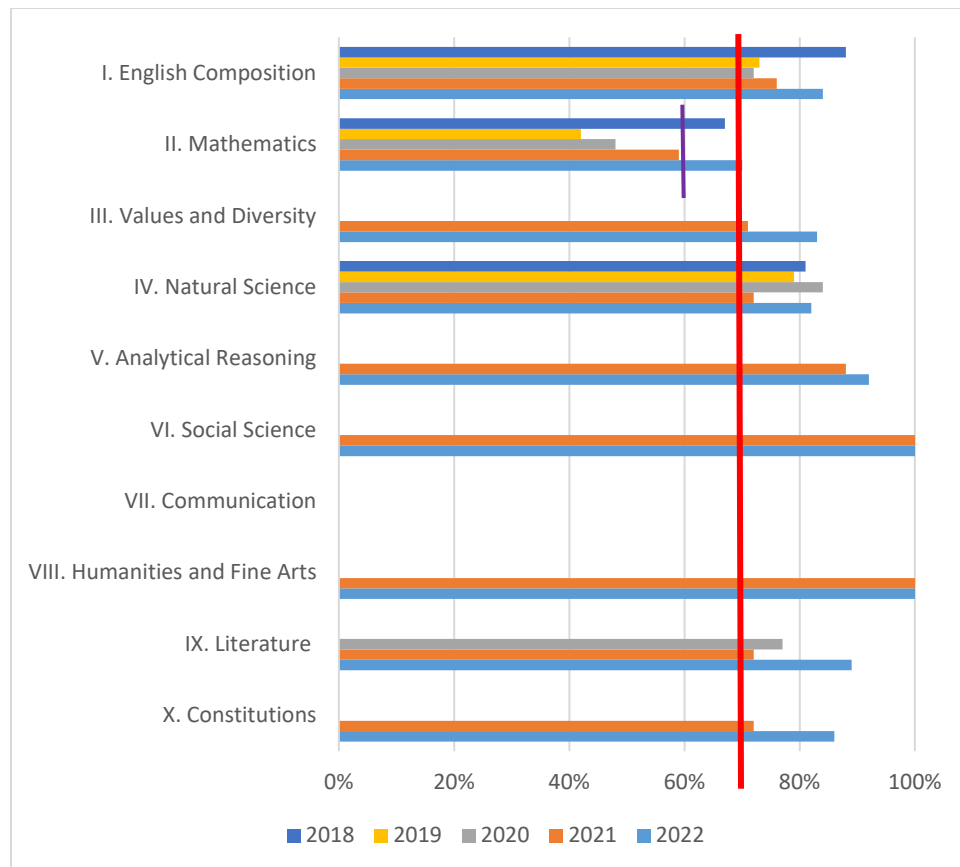
General Education/Institutional level

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). For 2020-2021 assessment cycle there were 443 general education courses of which 23 courses were reviewed and reported on General Education Learning Outcome Achievement. Over the past seven years a total of 173 general education courses (39%) have been reviewed and student achievement of general education learning outcomes has occurred.

Table 2 shows student success in comprehending general education course content for the general education distribution categories. Competence is met at a minimum assessment level of 70% across all assessment measures reported within a category. Category VII. Communication has not yet been assessed using the general education learning outcomes for that category and

Categories III, V, VI, VIII, and X were not systematically assessed until 2010. All General Education categories (except II. Mathematics and VII. Communication) show students demonstrate competence at 70% or higher. Note. Mathematics has set 60% as the level of competence for general education learning outcome achievement. Therefore, eight of the 10 categories have achieved our general education achievement goal.

Table 2. General education competence at the course level



CSN has three Institutional Learning Outcomes (ILO) that identify abilities students should demonstrate by the time they earn their degree or certificate. ILOs identify core abilities and skills that are emphasized in all coursework at CSN.

ILO 1- Use effective communication in personal and professional contexts

ILO 2- Serve and value our community

ILO 3- Apply critical thinking in a variety of settings

In Spring 2020, CSN launched a pilot study to assess exiting students for competence in ILO 3 Critical Thinking. The assessment was sent to 2208 students of which 42 responded (2% response rate). The assessment consisted of two quantitative reasoning questions, two information literacy questions, and one cause and effect question. Student must demonstrate competence in three of the five questions to be deemed minimally competent, four questions to be deemed competent, and five questions to be deemed highly competent. Figure 4 shows that

over 90% of exiting students demonstrated competent or highly competent in critical thinking ability.

Figure 4. General education assessment of critical thinking across the learning journey



NWCCU Compliance: CSN is developing compliance with the following NWCCU 2010 Standard 1.C.6 and 2015 Recommendation #1 as indicated by the italicized and underlined 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 improve compliance:

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 2010 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.

