

## **NMJC Institutional Assessment**

### **Summary 2024-2025**

NMJC's mission, success through learning, is measured in how well graduates communicate, critically think, problem solve, and interact within their communities as they pursue education and career goals after attending NMJC. Assessment of student learning is a means of providing evidence of value in courses, programs of study, degrees earned, and cocurricular activities at NMJC. This report summarizes academic and cocurricular assessment efforts for the fall 2024 and spring 2025 academic cycle.

#### Academic Assessment

Detailed data and analysis for academic assessment can be found in corresponding area, department, and program level reports. This document provides combined results of academic areas, departments, and programs that are aligned to the NMJC institutional learning outcomes. As of the 2024-2025 academic year, data is reported using the Nuventive platform. Shown below is the data summary from Nuventive followed by EPP data. The Nuventive data summary provides the internal assessment of student learning using instructor reported results aligned to the institutional learning outcomes (ILOs). EPP data, formerly ETS, provides the external view that compares NMJC students to other institutions.

The state of student learning at NMJC could be described as enduring and consistent. The current process has existed since 2014 with consistent results. In the fall of 2023 the office of institutional research, planning, and effectiveness began exploring the options for an assessment reporting platform. The goal was to streamline the process of gathering area and program level reports and shorten the time needed for institutional summaries. Adopting an assessment reporting platform was a logical step and a welcome improvement to the assessment reporting process. The college adopted the Nuventive platform during the spring of 2024. It has greatly supported the work of assessment and many other aspects of institutional effectiveness.

NMJC recognizes that the work of assessment is not always the sole reason for change or improvement. However, the assessment process, and the evidence it produces, is essential to providing context for and tracking of changes in student learning.

## Institutional Learning Outcomes Data Fall 2024 – Spring 2025

(First cycle using Nuventive):

| ILO                                     | Students Assessed | Students Successful | Overall Success Rate | Classroom Success Rate | Online Success Rate |
|-----------------------------------------|-------------------|---------------------|----------------------|------------------------|---------------------|
| ⊕ Communication                         | 16,293            | 13,299              | 81.6%                | 82.8%                  | 72.7%               |
| ⊕ Critical Thinking and Problem Solving | 14,722            | 11,991              | 81.4%                | 82.9%                  | 75.0%               |
| ⊕ Self and Community                    | 8,090             | 6,977               | 86.2%                | 86.7%                  | 83.8%               |

### ILOs with sub-component results:

| ILO             | ILO Sub-Component                                                                                            | Students Assessed | Students Successful | Overall Success Rate | Classroom Success Rate | Online Success Rate |
|-----------------|--------------------------------------------------------------------------------------------------------------|-------------------|---------------------|----------------------|------------------------|---------------------|
| ⊖ Communication | ⊕ Communication - Communicate in an accurate, correct, and understandable manner.                            | 15,036            | 12,439              | 82.7%                | 83.7%                  | 74.4%               |
|                 | ⊕ Communication - Comprehend information to summarize, analyze, evaluate, and apply to a specific situation. | 13,515            | 11,178              | 82.7%                | 83.2%                  | 78.3%               |

| ILO                                   | ILO Sub-Component                                                                                                                         | Students Assessed | Students Successful | Overall Success Rate | Classroom Success Rate | Online Success Rate |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------------|----------------------|------------------------|---------------------|
| Critical Thinking and Problem Solving | Critical Thinking and Problem Solving - Apply critical thinking, analysis, and problem solving to data.                                   | 9,302             | 7,386               | 79.4%                | 81.0%                  | 75.0%               |
|                                       | Critical Thinking and Problem Solving - Define a problem and arrive at a logical solution.                                                | 9,707             | 8,158               | 84.0%                | 85.4%                  | 79.0%               |
|                                       | Critical Thinking and Problem Solving - Use appropriate technology and information systems to collect, analyze, and organize information. | 9,636             | 8,034               | 83.4%                | 84.5%                  | 79.4%               |

| ILO                | ILO Sub-Component                                                                                                                       | Students Assessed | Students Successful | Overall Success Rate | Classroom Success Rate | Online Success Rate |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------------|----------------------|------------------------|---------------------|
| Self and Community | Self and Community - Analyze and reflect on the ethical dimensions of legal, social, and / or scientific issues.                        | 5,301             | 4,507               | 85.0%                | 84.9%                  | 85.7%               |
|                    | Self and Community - Communicate an awareness of a variety of perspectives of ethical issues.                                           | 6,926             | 5,922               | 85.5%                | 85.5%                  | 85.3%               |
|                    | Self and Community - Interact with individuals and within groups with integrity and awareness of others' opinions, feelings and values. | 7,775             | 6,747               | 86.8%                | 86.7%                  | 87.3%               |

| INSTITUTIONAL<br>LEARNING OUTCOME        | Fall 2020-<br>Spring 2021 | Fall 2021-<br>Spring 2022 | Fall 2022-<br>Spring 2023 | Fall 2024-<br>Spring 2025<br>with<br>Nuventive |
|------------------------------------------|---------------------------|---------------------------|---------------------------|------------------------------------------------|
| COMMUNICATION                            | 80%                       | 78%                       | 84%                       | 82%                                            |
| CRITICAL THINKING and<br>PROBLEM SOLVING | 77%                       | 87%                       | 86%                       | 82%                                            |
| SELF AND COMMUNITY                       | 80%                       | 79%                       | 87%                       | 87%                                            |

**EPP Data:**

| Skill             | NMJC<br>Spring 2024<br>112 students | All Institution Types, all<br>students<br>2018-2023<br>136 institutions<br>207,003 students |
|-------------------|-------------------------------------|---------------------------------------------------------------------------------------------|
| Overall Score     | 432.29                              | 436.1                                                                                       |
| Critical Thinking | 109.55                              | 109.8                                                                                       |
| Reading           | 112.71                              | 115.1                                                                                       |
| Writing           | 110.69                              | 112.4                                                                                       |
| Mathematics       | 112.4                               | 111.8                                                                                       |

**Previous ETS data:**

| ETS summary for <u>all</u> cohorts<br>through 2022 | NMJC   | All (43 Associate's colleges,<br>2017-2022) |
|----------------------------------------------------|--------|---------------------------------------------|
| Number of students                                 | 1147   | 25,529                                      |
| Overall Score                                      | 425.90 | 434.4                                       |
| Communication (writing)                            | 110.11 | 112.1                                       |
| Critical Thinking                                  | 107.55 | 109.4                                       |

Essential points:

- ✓ NMJC's process of assessment covers all levels but focuses on instructor to student engagement at the course level with reporting at the department/program level.
- ✓ Institutional results have been very stable internally and externally.
- ✓ Assessment functions alongside multiple other processes and influences such as program review, faculty evaluation, organizational changes, state higher education department compliance duties (New Mexico Higher Education Department, NMHED), and regional accreditation expectations (Higher Learning Commission, HLC).
- ✓ The work of faculty in assessing student learning has led to various improvements.
- ✓ Goals and initiatives are being integrated campus wide at all levels.

The following are examples of current actions and goals based on assessment of student learning:

- Nuventive as the new assessment reporting tool is open to all faculty. The roll out was careful and customized to the needs of faculty in each area and program. Faculty preferences for training and timing are being accommodated. Many faculty members like Nuventive for assessment reporting. Some have experienced frustration with it. The main complaints are that it requires several layers of clicks to get into the forms and that the pages require a lot of scrolling.
- "What it takes to be an NMJC student" was a significant project that shared the institutional SLOs with students in a student friendly and intuitive way. The project is a great example of cross campus collaboration (students, divisions, faculty, committee members). However, the roll out probably has not reached the broader student population. Assessment committee members plan to encourage faculty to incorporate the list and/or the video into their first day of class activities.
- The Student Learning Outcomes Assessment Committee used the data collected from the spring 2024 administration of the EPP to change future selection of students to take the EPP. Spring 2024 was a pilot for administering the EPP. The results of the group tested that semester was closer to the overall average. Therefore, the committee decided to select courses such as Statistics, Composition II, and Anatomy and Physiology because those classes have prerequisites, so those students typically have more time at the college and may be closer to graduation. The next administration of the EPP will be spring of 2026.
- The most significant course level change underway is the CORECHO 2 project. This initiative removes developmental math and English courses as roadblocks to credit bearing courses. The corequisite model will allow students to be placed directly into college credit math and English courses because the courses will be redesigned with supplemental instruction time that will provide the remediation of skills that previously existed in developmental courses. Remediation is imbedded into the curriculum using a "just in time teaching" approach. Planning and preparation is happening across the 2025-2026 academic year. Corequisite courses will be launched fall of 2026. Early decisions include using a three-credit hour with four-contact hour model. Assessment methods will be reviewed as corequisite courses are developed.

- Improving student engagement remains a top priority in the semesters following the Quality Initiative (QI). Faculty across general education areas and career training areas continue to use student engagement strategies presented in ongoing, in house professional development workshops each semester.
- Academic honesty continues to be a common concern across all areas and programs. Designing courses and assignments that prevent use of AI or properly guide use of AI are a constant challenge. It is clear that high value, secure or proctored assignments have lower student success. Faculty development for strategies and tools to manage AI in higher education are planned.
- Assessment processes are consistent across all modalities, but many areas see decreased success in online classes.
- Increased use of Dropout Detective among CTE faculty, which streamlines student support communications and documentation.
- The updated Program Review process with use of Nuventive has encouraged long-term planning and assessment of courses/curricula/equipment needs in support of student learning.

### Cocurricular Assessment

Goal of Co-Curricular Assessment at New Mexico Junior College:

New Mexico Junior College will support student success through learning both inside and outside of the academic classroom. By creating, evaluating, and improving activities that foster the holistic development of our students' communication skills, critical thinking and problem-solving processes, and awareness of themselves and their role and relationship to our community.

Definition of Co-Curricular Activities at New Mexico Junior College:

At New Mexico Junior College, the term co-curricular refers to activities, programs, and learning experiences that occur outside of the academic classroom and complement the academic curricula through the holistic development of our students' communication skills, critical thinking and problem-solving processes, and awareness of themselves and their role and relationship to our community.

From this definition areas that could be considered cocurricular for NMJC are SkillsUSA, Phi Theta Kappa, Mu Alpha Theta, and Student Government (when it becomes operational). The assessment methods employed in the 2024-2025 academic year were pre and post assessment surveys and organizer observations of student engagement. For the 2024-2025 year there were 45 campus events held for students. Observations and feedback indicated that 14 were noted as low student attendance or had no feedback, 20 events showed strong positive feedback.

Cocurricular assessment is considered surface level in its initial form. It exists, but methods and measures need to be improved. The goal, definition, and institutional learning outcomes provided a relevant foundation. The methods and processes will be strengthened and deployed in the 2026-2027 academic year.