

**CENTRAL NEW MEXICO COMMUNITY COLLEGE**  
**ASSESSMENT REPORT-Part I**  
**Assessment Data Results**

The purpose of this form is to provide a written summary of your assessment results for the current assessment cycle.

Spring 2012  
 (Assessment Period Covered)

June 20, 2012  
 (Date Report Submitted)

Harley McDaniel hmcdaniel@cnm.edu  
 (Contact Person/email/phone)

**Choose ONE of the following 3 areas for this assessment report and insert the name of the general education area, certificate, degree or discipline on the appropriate line:**

**See definitions for each category in Assessment Process document**

<b>Gen Ed Area</b> (see definitions)  AA/AS <input type="checkbox"/> AAS <input type="checkbox"/>	or	<b>Program</b>  Certificate <input type="checkbox"/> AA/AS-Fine Arts <input checked="" type="checkbox"/> AAS <input type="checkbox"/>
<b>Or Discipline Area</b> (see definitions) _____		
Outcome(s) assessed:  <p style="text-align: center;">#3 Recognize how culture, history, politics, art, and religion impact society.</p>		
Classes/Cohort Assessed:  Career Concerns. Spring only capstone course for the Fine Arts program		
Measurement tool(s):		

Direct Internal

Digital Portfolio Scoring Rubric- attached and copied below

Total Number of students assessed: 18

Results:

- 0- 1 (This Student Audited the course.)
- 1- 3 (These student did not have a complete body of work- minimum of 10 pieces)
- 2- 7
- 3- 7

78% of students achieved minimum or beyond minimum expectations for this Assessment.

**Fine Arts Program Level Assessment**

Outcome #5

Students will present a digital portfolio of personally created works of art (to a group of peers).

Semester and Year: Spring 2012                      Course Assessed: Art Career Concerns

**Scoring Rubric**

- 4- Student does not submit or present a digital portfolio.
- 5- Student presents digital portfolio but fails to meet minimum expectations.
- 6- Student presents digital portfolio and meets minimum expectations.
- 7- Student presents digital portfolio and exceeds minimum expectations.

	Student	0	1	2	3
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Achievement Target (if more than one measurement tool, list target for each tool separately):

For this cycle we were just setting a baseline. Our goal will be to increase the number of correct answers on the next assessment in this cycle.

Assessment Results/Findings (if more than one measurement tool, list results for each tool separately):

I have retained all copies of individually submitted Assessment data submission forms. Below you will see the data from all those combined forms. If an accrediting body needs to see the individual forms, they are available. I assured faculty that the forms would remain anonymous, if they were needed. Please let me know if you want the completed forms. I have attached a blank Assessment data submission form to this email as well.

**ASSESSMENT DATA:**

Q1

Total number of Students to complete assessment: 211

Total number of Students to answer correctly: 104

Percent correct: 49%

Q2

Total number of Students to complete assessment: 210

Total number of Students to answer correctly: 186

Percent correct: 88%

Q3

Total number of Students to complete assessment: 210

Total number of Students to answer correctly: 159

Percent correct: 76%

Q4

Total number of Students to complete assessment: 210

Total number of Students to answer correctly: 194

Percent correct: 92%

Q4

Total number of Students to complete assessment: 210

Total number of Students to answer correctly: 194

Percent correct: 92%

**Assessment Questions used:**

Q1

From the very first Cave Paintings to contemporary artwork created today, which of the following have always remained constant? Art \_\_\_\_\_.

- a. is used to express the artist's inner emotions and personal vision.
- b. reflects and confirms cultural beliefs.
- c. is experimental and cutting-edge.
- d. provides much needed decoration for domestic spaces.

Answer: b

Q2

T/F Art and architecture have been used to symbolize the power of the state and religious figures.

Answer: T

Q3

T/F The architecture created by a culture will demonstrate the technology of that period.

Q4

T/F When discussing artworks from the past, it is important to understand the socio-political context surrounding their creation.

**CENTRAL NEW MEXICO COMMUNITY COLLEGE  
ASSESSMENT REPORT – Part II  
Action Plan & Assessment Plan Update**

The purpose of this form is to provide a written summary of your assessment action plan for the designated assessment cycle and provide an updated assessment cycle plan for the current 5-year cycle

Spring 2012  
 \_\_\_\_\_  
 (Report Period)  
 Harley McDaniel hmcdaniel@cnm.edu  
 \_\_\_\_\_  
 (Contact Person/email/phone)

June 20 2012  
 \_\_\_\_\_  
 (Date Report Submitted)

**Indicate ONE of the following 3 areas for this assessment report and insert the name of the general education area, certificate, degree or discipline on the appropriate line:**

**See definitions for each category in Assessment Process document**

<p><b>Gen Ed Area</b> (see definitions) _____</p> <p>AA/AS <input type="checkbox"/></p> <p>AAS <input type="checkbox"/></p>	or	<p><b>Program</b> _____</p> <p>Certificate <input type="checkbox"/></p> <p>AA/AS <input type="checkbox"/></p> <p>AAS <input type="checkbox"/></p>
<p><b>Or Discipline Area</b> (see definitions) _____</p>		
<p>Data Results Period upon which this Action Plan is based (period which ended 6/30/xx):</p> <p>Period which ended 6/30/2012</p>		
<p>Action Plan (close the loop):</p> <p>We only assess this outcome once a year in our capstone course, Carreer Concerns, which is only offered in the Spring Semester. Because of the limited data we can collect each year, I would like to gather data over a few years to establish a curve and then try to turn that curve once we actually have usable data.</p>		



**ASSESSMENT PLAN**

The assessment plan includes three parts:

1. **The plan description** (This should be a brief written description of the assessment plan(s) for the area/certificate/degree/discipline. If all outcomes are not shown in item #3 below as assessed in the 5 year cycle, this description must include information about their eventual assessment)
2. **The student learning outcomes for the area/program/discipline** for the 5 year cycle.
3. **The assessment cycle timeline**

**1 Plan Description**

We will continue to assess each outcome according to the assessment cycle. Each semester, once assessment data for the previous semester is collected and compiled, we will discuss how to increase the number of successful outcomes as a group at the beginning of the semester discipline meetings.

2 Provide the list of current student learning outcomes for this area or program (you may add more lines if necessary by right clicking and choosing insert row below):

1	Distinguish historical periods and respective cultural developments from a global perspective.
2	Demonstrate an ability to understand, analyze, and synthesize concepts logically based on written and verbal communication.
3	Recognize how culture, history, politics, art, and religion impact society.
4	Students will create personal works of art that demonstrate quality craftsmanship.
5	Students will utilize the principles and elements of design to create personal works of artwork.
6	Students will explore a variety of media, materials, and techniques in the creation of personal works of art.
7	Students will write an artist statement that demonstrates understanding of contemporary Artist's issues and places their own personal work within the historical art context.
8	Students will present a digital portfolio of personally created works of art (to a group of peers).

9	
10	

**3 Assessment Cycle timeline for the above student learning outcomes for the next five years.**

<b>Outcome #</b>	<b>When Measured</b>	<b>Where measured (i.e. what course(s))</b>	<b>Measurement tool(s) &amp; Type of tool</b>
1	Spring 2013- Spring2015	ARTH 1101	Embedded Questions in Final Exam. Direct Internal
2	Fall 2013-Fall 2015	ARTH1101	Embedded Questions in Final Exam. Direct Internal
3	Spring 2012-2014	ARTH1101	Embedded Questions in Final Exam. Direct Internal
4	Fall 2013-Fall2015	ARTH1101	Assessment Rubric for Critique paper. Direct Internal
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