

CENTRAL NEW MEXICO COMMUNITY COLLEGE
ASSESSMENT REPORT
Due to SAAC by October 15

PART 1: CONTACT & PROGRAM IDENTIFICATION

Report Year and Contact Information			
2015-2016 Academic Year	Stephen Mathewson Contact Person	Email :smathewson@cnm.edu	224-4000x50075 Phone Number

Subject of this Assessment Report		
Program: _____ <input type="checkbox"/> Certificate <input type="checkbox"/> AA <input type="checkbox"/> AS <input type="checkbox"/> AAS	Gen Ed Area: Communication: English Applicable to: <input checked="" type="checkbox"/> AA/AS <input checked="" type="checkbox"/> AAS	Non-Award, Non-Gen-Ed Discipline Area: _____

PART 2: THE YEAR IN RETROSPECT

Program/Area Highlights (Including, wherever applicable, course completion, job placement, and licensing examination information)

Changes Made in Support of Student Learning

PART 3: REPORT ON RECENT ASSESSMENT OF STUDENT LEARNING

Student Learning Outcome(s) Assessed	Classes/Cohorts Assessed
<i>To add rows: right-click in cell below and select "Insert," "Insert Rows Above"</i>	
See crosswalk of LALA outcomes to CNM Gen Ed outcomes at the end of this report.	ENG 1101

Measurement Tool(s) Used	Enter X's for type of tool				Initial Achievement Target or Expectation
	Internal	External	Direct	Indirect	
<i>To add rows: right-click in cell below and select "Insert," "Insert Rows Above"</i>					
	X		X		

Assessment Findings

In the Spring 2015 semester, eight instructors participated in actively assessing 181 CNM students currently taking English 1101 classes. Initially, the department set a target to decrease the number of students scoring a zero in the assessment criteria. The English department reported that the percent of zero scores in the 2015 assessment were much lower than what was reported in the previous year's assessment thus successfully meeting their target.

Analysis and Interpretation of Assessment Findings

Each instructor assessed students' Effective Communication and Critical Analysis skills using the LALA assessment rubric (see Appendix A). According to the English LALA results (p. 22), the student assessment scores reported in 2016 were higher than those reported in 2015. Most notably, fewer students assessed in 2015 received a score of zero in Critical Analysis skills and Effective Communication than in the previous year's assessment. This demonstrates student improvement in both emerging Critical Analysis and Effective Communication skills.

Action Plan in Support of Student Learning

Overall, the English faculty agree that due to clearer instructions for data entry and assessment scoring, their data was more reliable and accurate. The 2015 LALA experience revealed that the assessed courses' outcomes nicely align with the LALA outcomes. Faculty intend to continue using the LALA assessment to also aid in measuring department student learning outcomes. Using an evaluation argument assignment, the English faculty were able to tailor the assessment to their individual classes while using the same assessment rubric across introductory courses.

Faculty in the English Department are beginning to see some value in the assessment data gathered through the LALA assessment process. Overall, instructors who participated in the 2016 assessment were comfortable with some of the changes made by the LALA team to the data collection process, and some appreciated clear instructions for data entry but others are still quite dissatisfied. Furthermore, due to the very large number of students and instructors in English courses, they do not envision incorporating General Education criteria into their LALA assignment or assessment; they will likely opt to perform separate LALA and General Education student learning assessments.

Please indicate with an X all of the following that characterize the types of changes described in the above action plan:

- Pedagogical change
 Course revision
 Process revision
 Curricular revision
 Budgetary reallocation
 Faculty training/development
 Assessment criteria revision
 Assessment methodology revision

Recommendations, Proposals, and/or Funding Requests

PART 4: ASSESSMENT CYCLE PLAN UPDATE (Copy and paste from original plan if unchanged)

Cycle Years	Description of Changes Made (if applicable)
NA	

Student Learning Outcomes	When Measured	Where Measured	How Measured
1. NA			

Assessment Categories & Score	2016 All Students	2015 English	2016 English
CA1			
0	.5%	14.2%	
1	10.4%	19.8%	13.8%
2	30.9%	36.6%	33.7%
3	58.2%	29.4%	52.5%
CA2			

0	2.7%	12.9%	2.2%
1	13.1%	15.7%	16.0%
2	34.4%	36.2%	37.6%
3	49.7%	35.2%	44.2%
CA3			
0	3.0%	12.9%	1.1%
1	17.0%	19.9%	21.7%
2	38.0%	41.1%	38.3%
3	42.0%	26.1%	38.9%
AVG CA	2.3		2.3
DSCA1			
Not Assessed			85.9%
1			1.4%
2			.5%
3			5.5%
DSCA2			
Not Assessed			86.8%
1			1.4%
2			2.7%

3			2.7%
EC1			
0	1.9%	12.7%	1.7%
1	11.8%	19.9%	22.7%
2	35.1%	36.9%	37.0%
3	51.1%	30.4%	38.7%
EC2			
0	2%	15.7%	1.1%
1	11.4%	21.5%	26.0%
2	31.5%	33.8%	35.9%
3	55.1%	29.0%	37.0%
Assessment Categories & Score	2016 All Students	2015 English	2016 English
DSEC1			
Not Assessed			86.4%
1			2.3%
2			3.2%

3			1.8%
DSEC2			
Not Assessed			86.4%
1			2.7%
3			4.5%
AVG EC	2.4		2.1

Crosswalk of Liberal Arts Outcomes to CNM General Education Outcomes

Crosswalk of Liberal Arts Outcomes to CNM General Education Outcomes

Liberal Arts Outcomes (below) and CNM Gen Ed Outcomes for Communication (right)	1. Produce audience appropriate communication that displays consideration of ethical principles and diverse points of view.	2. Communicate clearly, concisely, and with purpose in oral and written form.	3. Apply standard oral and written English in academic and workplace communication.	4. Analyze, evaluate, and appropriately apply oral and written communication.	5. Identify, categorize, evaluate, and cite multiple resources necessary to produce projects, papers, or performances.
Critical Analysis					
Identify main issues, concepts, problems, and/or techniques		X			X
Incorporate more than one perspective, source, method, technique, and/or approach	X				X
Demonstrate mastery by evaluating, analyzing, interpreting and/or synthesizing			X	X	X
Effective Communication					
Demonstrate organization and/or coherence of ideas, content, and/or formulas		X	X	X	
Produce communication appropriate to audience, situation, venue, and/or context	X		X	X	

