

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

PART 1: CONTACT & PROGRAM IDENTIFICATION

Report Year and Contact Information			
<u>2015-2016</u>	<u>Lisa German</u>	<u>lgerman@cnm.edu</u>	_____
Academic Year	Contact Person	Email	Phone Number
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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: Journalism Applicable to: <input type="checkbox"/> AA/AS <input 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.	JOUR 1171, 2290

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, roughly 7 instructors participated in actively assessing 531 CNM students currently taking 1000-level Communications classes. Initially, the department expected to assess more students than were assessed in the previous year. The communications department successfully met their expectation and target through the collection of data on over 500 students in 2015.

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 Communications LALA results (p. 22), the student assessment scores show that the majority of students taking communications classes sufficiently demonstrate Critical Analysis and Effective Communication skills. The Communications faculty recognized, as a result of the 2015 LALA data, that many students demonstrate a weakness in developing and supporting argument strategies.

Action Plan in Support of Student Learning

Communications faculty agree that there is a need for the department to re-evaluate and re-norm the assessment process. with an assessment of this size, they will need to implement a norming session to standardize faculty scoring. The 2015 LALA experience revealed that norming will be key for obtaining consistent data. Faculty also agree that prior to future assessments, the assessment assignment will be designed with the assessment rubric in mind.

Faculty in the Communications department are open to continuing assessment and hope to see 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. Instructors who participated in LALA were pleased with the support that they received from their LALA coordinator. Communications faculty are open to combining the General Education and LALA assessment criteria therefore assessing

numerous criteria using only one assessment process.

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			

Journalism Results reported with Communication*

Assessment Categories & Score	2016 All Students	2016 Journalism
CA1		
0	.5%	
1	10.4%	8.3%
2	30.9%	66.7%
3	58.2%	25.0%

CA2		
0	2.7%	
1	13.1%	14.3%
2	34.4%	57.1%
3	49.7%	28.6%
CA3		
0	3.0%	
1	17.0%	
2	38.0%	50%
3	42.0%	50%
AVG CA	2.3	2.5
EC1		
0	1.9%	
1	11.8%	20.0%
2	35.1%	50.0%
3	51.1%	30.0%
EC2		
0	2%	
1	11.4%	

2	31.5%	54.5%
3	55.1%	45.5%
AVG EC	2.4	2.3
N	3443	14

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	