

**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 <b>Academic Year</b>	Harley McDaniel <b>Contact Person</b>	hmcDaniel@cnm.edu <b>Email</b>	 <b>Phone Number</b>
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Subject of this Assessment Report			
<b>Program:</b> _____ <input type="checkbox"/> Certificate <input type="checkbox"/> AA <input type="checkbox"/> AS <input type="checkbox"/> AAS	<b>Gen Ed Area:</b> Humanities and Fine Arts: Art History and Art Studio Applicable to: <input checked="" type="checkbox"/> AA/AS <input checked="" type="checkbox"/> AAS	<b>Non-Award, Non-Gen-Ed Discipline Area:</b> _____	

**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.	Art History    1101, 2202, 2250, 2251
	Art Studio    2205, 2207, 2208, 2210

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, more than 12 instructors participated in actively assessing 394 CNM students currently taking 1000 and/or 2000-level Art History, or Art Studio classes. Initially, the department expected to assess more students than were assessed in the previous year, and set a target to decrease the number of students scoring a zero in the assessment criteria. The art department successfully met their expectation and target through the collection of data on 314 more students in 2015 than in the previous year's assessment. The department also reported that the percent of zero scores in the 2015 assessment were much lower what was reported in the previous year's assessment.

*Art History & Art Studio*

	2016	2015	2016	2015	2016
	All Students	Art History	Art History	Art Studio	Art Studio
CA1					
0	.5%	11.1%	4.9%	0%	
1	10.4%	11.1%	8.3%	9.1%	2.1%
2	30.9%	27.8%	35.2%	0%	27.1%
3	58.2%	50.0%	51.5%	90.9%	70.8%
CA2					

0	2.7%	11.1%	4.9%	0%	
1	13.1%	5.6%	10.5%	9.1%	2.1%
2	34.4%	44.4%	28.7%	63.6%	33.3%
3	49.7%	38.9%	55.9%	27.3%	64.6%
CA3					
0	3.0%	11.1%	5%	9.1%	
1	17.0%	25.0%	15.2%	0%	3.4%
2	38.0%	22.2%	33.1%	36.4%	36.2%
3	42.0%	41.7%	46.7%	54.5%	60.3%
AVG CA	2.3		2.3		2.6
DSCA1					
Not Assessed			70.2%		84.1%
1			3.4%		
2			10.2%		
3			16.0%		15.9%
DSCA2					
Not Assessed			70.2%		84.1%
1			3.4%		
2			10.8%		3.2%

3			15.4%		12.7%
EC1					
0	1.9%	11.1%	4.6%	0%	
1	11.8%	5.6%	9.0%	9.1%	2.1%
2	35.1%	44.4%	33.1%	18.2%	35.4%
3	51.1%	38.9%	53.3%	72.7%	62.5%
EC2					
0	2%	11.1%	4.6%	0%	
1	11.4%	8.3%	5.9%	9.1%	4.2%
2	31.5%	41.7%	26.9%	27.3%	33.3%
3	55.1%	38.9%	62.5%	63.6%	62.5%

Assessment Categories & Score	2016 All Students	2015 Art History	2016 Art History	2015 Art Studio	2016 Art Studio
DSEC1					
Not Assessed		70.2%			
0					
1		4.0%			

2		9.2%			
3		16.3%			
DSEC2					
Not Assessed					
0		70.2%			
1		3.7%			
2		10.8%			
3		15.1%			
AVG EC	2.4		2.4		2.6
N	3443	36	325	11	58

#### **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 Art History & Art Studio LALA results (p. 16), the student assessment scores reported in 2016 were higher than those reported in 2015. Average Critical Analysis scores were slightly higher in 2015 compared to the previous year; average Effective Communication scores were also slightly higher. 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**

Art History and Art Studio faculty agree that, 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, classroom instruction will include an independent discussion with students on critical thinking and Effective Communication.

Faculty in the Art History and Art Studio 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; however, they felt that they lacked adequate support from their LALA coordinator as they performed and completed the assessment. Furthermore, the Art History and Art Studio department has proactively and effectively expanded their current LALA assessment tool and rubric to include General Education criteria thereby eliminating the need to conduct two, separate, formal 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			

**Crosswalk Between Liberal Arts Outcomes and CNM General Education Outcomes**

<b>Liberal Arts Outcomes (below) and CNM Gen Ed Outcomes for Humanities and Fine Arts (right)</b>	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. Participate and/or critically evaluate the arts.
<b>Critical Analysis</b>				
Identify main issues, concepts, problems, and/or techniques	X		X	X
Incorporate more than one perspective, source, method, technique, and/or approach	X		X	X
Demonstrate mastery by evaluating, analyzing, interpreting and/or synthesizing		X	X	X
<b>Effective Communication</b>				
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