

**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	Ellen Cain	ecain@cnm.edu	
<b>Academic Year</b>	<b>Contact Person</b>	<b>Email</b>	<b>Phone Number</b>
	Brandon Morgan	bmmorgan@cnm.edu	
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: History _____  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 <i>To add rows: right –click in cell below and select “Insert,” “Insert Rows Above”</i>	Classes/Cohorts Assessed
See crosswalk of LALA outcomes to CNM Gen Ed outcomes at the end of this report.	Hist 1101, Hist 1182, Hist1161

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

Assessment Findings
<p>In the Spring 2015 semester, seven instructors participated in actively assessing 249 CNM students currently taking 1000-level History classes. Initially, the department set a target to decrease the number of students scoring a zero in the assessment criteria. The History 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.</p>

Analysis and Interpretation of Assessment Findings
<p>Each instructor assessed students’ Effective Communication and Critical Analysis skills using different assignments but with same guidelines and the LALA assessment rubric (see Appendix A). According to the History LALA results (p. 26), the student assessment scores reported in 2016</p>

were higher than those reported in 2015. Average Critical Analysis scores were slightly higher in 2015 compared to the previous year. Most notably, fewer students assessed in 2015 received a score of zero in Critical Analysis skills 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**

History faculty agree that, in order to improve assessment in their department, they will design and implement a pre-test/post-test assessment design. Students will be assessed during the first quarter of the semester to get a baseline for student ability in Critical Analysis and Effective Communication skills. The LALA assessment will then be performed during the last quarter of the semester and used as a post-test. Faculty expect that student ability will improve over the course of the semester with instruction on Critical Analysis and Effective Communication that is tailored to student needs identified in the pre-test. Faculty will work to share instructional techniques and assignments that they feel facilitate student learning improvement.

History Department faculty 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 the changes made by the LALA team to the data collection process and they are very pleased with the support they received from their LALA coordinator as they performed and completed the assessment. Furthermore, the History department is very interested in working with the LALA team to incorporate General Education criteria into their assignment and rubric thereby eliminating the need for two separate assessments.

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

- |   |   |   |  |
|---|---|---|--|
| <input type="checkbox"/> Pedagogical change     | <input type="checkbox"/> Course revision              | <input type="checkbox"/> Process revision             | <input type="checkbox"/> Curricular revision             |
| <input type="checkbox"/> Budgetary reallocation | <input type="checkbox"/> Faculty training/development | <input type="checkbox"/> Assessment criteria revision | <input type="checkbox"/> Assessment methodology revision |

<b>Recommendations, Proposals, and/or Funding Requests</b>

**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	2015	2015	2016
	All Students	HIST	History	History
CA1				
0	.5%	14.2%	19.6%	
1	10.4%	11.3%	3.9%	12.5%
2	30.9%	26.5%	13.7%	30.0%
3	58.2%	47.9%	62.7%	57.5%

CA2				
0	2.7%	15.2%	19.6%	1.5%
1	13.1%	10.9%	2.0%	14.0%
2	34.4%	27.0%	19.6%	28.0%
3	49.7%	46.9%	58.8%	56.5%
CA3				
0	3.0%	16.5%	19.6%	1.0%
1	17.0%	11.9%	3.9%	14.0%
2	38.0%	29.0%	25.5%	36.5%
3	42.0%	42.6%	51.0%	48.5%
AVG CA	2.3			2.4
EC1				
0	1.9%	15.8%	19.6%	5.5%
1	11.8%	10.3%	3.9%	8.5%
2	35.1%	26.7%	13.7%	30.5%
3	51.1%	47.1%	62.7%	55.5%
EC2				
0	2%	15.4%	19.6%	6.0%
1	11.4%	10.3%	3.9%	9.0%

2	31.5%	27.4%	15.7%	31.0%
3	55.1%	46.9%	60.8%	54.0%
AVG EC	2.4			2.3
N	3443	486	51	249

### Crosswalk of Liberal Arts Outcomes to 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
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