

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> Academic Year	<u>Sara Egelman</u> Contact Person	<u>segelman@cnm.edu</u> Email	_____ 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: <u>Humanities and Fine Arts: Humanities and Religion</u> 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.	Humanities 1111, Religion 1107 See crosswalk of LALA outcomes to CNM Gen Ed outcomes at the end of this report.

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
<p>In the Spring 2015 semester, roughly 4 instructors participated in actively assessing 164 CNM students currently taking 1000-level Religion/Humanities classes. Initially, the department set a target to assess more students than were assessed the previous year and increase assessment scores in Critical Analysis and Effective Communication skills. The department met their target by assessing 79 more students in 2015 than in the previous year.</p>

Analysis and Interpretation of Assessment Findings
<p>Each instructor assessed students' Effective Communication and Critical Analysis skills using the LALA assessment rubric (see Appendix A). Further, a higher percentage of students assessed received a score of '3' on their assessment assignments in both Critical Analysis and Effective Communication skills. This difference may be due, in part, to the creation and implementation of a new assessment assignment in 2015.</p>

Action Plan in Support of Student Learning
<p>The Religion/Humanities department intends to continue revising and strengthening teaching practices that will prepare students to move beyond the basic levels of Critical Analysis and Effective Communication skills. Further, they will continue to discuss strategies for supporting student learning in the assessment areas.</p> <p>Overall, the Religion faculty do not think that there is value in the data gathered through the LALA process. Faculty are willing to continue working toward an assessment that will yield valuable information. 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, they appreciated clear instructions for data entry. Furthermore, the Religion department has not discussed combining LALA with General Education assessment criteria, but they seem open to entertaining this possibility.</p>

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			

Humanities Results reported with Religion*

Assessment Categories & Score	2016 All Students	2015 Humanities	2016 Humanities
CA1			
0	.5%	8.0%	
1	10.4%	52.0%	11.5%
2	30.9%	24.0%	21.2%
3	58.2%	16.0%	67.3%
CA2			
0	2.7%	8.0%	

1	13.1%	48.0%	17.3%
2	34.4%	32.0%	51.9%
3	49.7%	12.0%	30.8%
CA3			
0	3.0%	12.0%	
1	17.0%	60.0%	7.7%
2	38.0%	20.0%	51.9%
3	42.0%	8.0%	40.4%
AVG CA	2.3		2.4
EC1			
0	1.9%	12.0%	1.9%
1	11.8%	48.0%	5.8%
2	35.1%	36.0%	42.3%
3	51.1%	4.0%	50.0%
EC2			
0	2%	16.0%	3.8%
1	11.4%	36.0%	9.6%
2	31.5%	32.0%	23.1%
3	55.1%	16.0%	63.5%

AVG EC	2.4		2.4
N	3443	25	52

Religion

Assessment Categories & Score	2016 All Students	2015 Religion	2016 Religion
CA1			
0	.5%	0%	.6%
1	10.4%	17.0%	14%
2	30.9%	54.5%	34.1%
3	58.2%	28.6%	51.2%
CA2			
0	2.7%	.9%	4.3%
1	13.1%	20.5%	16.5%
2	34.4%	50.0%	33.5%
3	49.7%	28.6%	45.7%
CA3			

0	3.0%	.9%	3.0%
1	17.0%	32.1%	18.3%
2	38.0%	42.9%	33.5%
3	42.0%	24.1%	45.1%
AVG CA	2.3		2.3
EC1			
0	1.9%	.9%	3.7%
1	11.8%	19.6%	14%
2	35.1%	49.1%	28%
3	51.1%	30.4%	54.3%
EC2			
0	2%	2.7%	3.7%
1	11.4%	17.0%	9.8%
2	31.5%	45.5%	33.5%
3	55.1%	34.8%	53.0%
AVG EC	2.4		2.3
N	3443	112	164

See crosswalk of LALA outcomes to CNM Gen Ed outcomes at the end of this report.

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	