

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 | Luke Phillips | lphillips8@cnm.edu | |
| Academic Year | Contact Person | 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: Humanities and Fine Arts: Languages 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) |
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| |

| Changes Made in Support of Student Learning |
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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. | SPAN 1101, FREN 1101, ARAB 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, more than 12 instructors participated in actively assessing 462 CNM students currently taking modern language classes. Initially, the department set a target to increase the number of students assessed and decrease the percentage of students scoring a zero in the assessment criteria. The Modern Language department successfully met their targets by increasing their assessed population by 377 students; the department also reported that no assessed student received a zero scores in the 2015 assessment.

Analysis and Interpretation of Assessment Findings

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 Modern Languages LALA results (p. 35), the student assessment scores reported in 2016 were higher than those reported in 2015. Average Critical Analysis scores and Effective Communication scores were slightly higher in 2015 compared to the previous year. Most notably, all of the students assessed received at least an assessment score of '1'. This demonstrates student improvement in both emerging Critical Analysis and Effective Communication skills.

Action Plan in Support of Student Learning

Modern Languages faculty agree that, in order to improve assessment in their department, they will strive to improve the attendance of their "norming party". The faculty also agree that they will thoroughly explain the assessment process to their students and also provide a mock assessment assignment (or demonstration) in classes.

Faculty in the Modern Languages Department strongly agree that there is value in the assessment data gathered through the LALA assessment process. Overall, instructors who participated in the 2016 assessment were comfortable with and very pleased 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 Modern Languages 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:

- 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 |
|---|
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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 | | | |

Spanish

| Assessment Categories & Score | 2016 All Students | 2015 Spanish | 2016 Spanish |
|-------------------------------|----------------------|-----------------|-----------------|
| CA1 | | | |
| 0 | .5% | 3.5% | |

| | | | |
|--------|-------|-------|-------|
| 1 | 10.4% | 9.4% | 7.4% |
| 2 | 30.9% | 34.1% | 30.1% |
| 3 | 58.2% | 52.9% | 62.6% |
| CA2 | | | |
| 0 | 2.7% | 1.2% | |
| 1 | 13.1% | 16.5% | 6.3% |
| 2 | 34.4% | 35.3% | 37.0% |
| 3 | 49.7% | 47.1% | 56.7% |
| CA3 | | | |
| 0 | 3.0% | 2.4% | |
| 1 | 17.0% | 21.2% | 6.5% |
| 2 | 38.0% | 37.6% | 39.5% |
| 3 | 42.0% | 38.8% | 54.0% |
| AVG CA | 2.3 | | 2.5 |
| EC1 | | | |
| 0 | 1.9% | 14.1% | |
| 1 | 11.8% | 18.8% | 6.3% |
| 2 | 35.1% | 21.2% | 36.2% |
| 3 | 51.1% | 45.9% | 57.5% |

| | | | |
|--------|-------|-------|-------|
| EC2 | | | |
| 0 | 2% | 1.2% | |
| 1 | 11.4% | 20.0% | 6.5% |
| 2 | 31.5% | 40.0% | 29.0% |
| 3 | 55.1% | 38.8% | 64.5% |
| AVG EC | 2.4 | | 2.5 |
| N | 3443 | 85 | 462 |

Crosswalk of Liberal Arts Outcomes to CNM General Education Outcomes

| Liberal Arts Outcomes (below) and CNM Gen Ed Outcomes for Humanities and Fine Arts (right) | 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. |
|---|---|--|--|---|
| Critical Analysis | | | | |
| 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 |
| 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 |
|---|--|--|--|---|