

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	Vincent S Schenck	vschenck@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: Music 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>	
Crosswalk of Liberal Arts Outcomes to CNM General Education Outcomes See crosswalk of LALA outcomes to CNM Gen Ed outcomes at the end of this report.	MUS 1139, MUS 1140,

--	--

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 six instructors participated in actively assessing 383 CNM students currently taking 1000-level Music classes. The Music department reported that the majority of students assessed in the 2015 assessment received scores of '2' and '3'.</p>

Analysis and Interpretation of Assessment Findings
<p>Each instructor assessed students' Effective Communication and Critical Analysis skills using a specific question on a multiple choice exam in combination with a concert report scored using the LALA rubric (see Appendix A). According to the Music LALA results (p. 30). Overwhelmingly, students who participated in the Music assessment demonstrated higher levels of Critical Analysis skills and Effective Communication than the assessed population as a whole.</p>

Action Plan in Support of Student Learning
<p>The Music faculty learned that assessment scores are likely affected by when in a term the instructor chose to administer the assessment. They also note the importance of a norming session. Music faculty will continue to discuss the possibility of setting a time-frame for all music student assessment administration. Further, they will continue to work toward norming in order to improve consistency in faculty scoring. After discussion, the music faculty agree that student improvement can be made if the instructors utilize more writing assignment activities. They will work toward offering students more opportunities to practice Critical Analysis and Effective Communication skills.</p> <p>Faculty in the Music Department are beginning to see some value in the assessment data gathered through the LALA assessment process. Overall,</p>

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 Music 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

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 .			

Music

Assessment Categories & Score	2016 All Students	2016 Music
CA1		
0	.5%	3.4%

1	10.4%	7.3%
2	30.9%	23.5%
3	58.2%	65.8%
CA2		
0	2.7%	6.3%
1	13.1%	2.3%
2	34.4%	13.6%
3	49.7%	77.8%
CA3		
0	3.0%	9.7%
1	17.0%	6.0%
2	38.0%	12.8%
3	42.0%	71.5%
AVG CA	2.3	
EC1		
0	1.9%	8.4%
1	11.8%	3.9%
2	35.1%	8.6%
3	51.1%	79.1%

EC2		
0	2%	5.2%
1	11.4%	3.7%
2	31.5%	22.5%
3	55.1%	68.7%
AVG EC	2.4	
N	3443	383

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
---	--	--	--	---