

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	Rinita Mazumdar	rmazumdar@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: Philosophy 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.	PHIL

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, approximately six instructors participated in actively assessing 83 CNM students currently taking 1000 and/or 2000-level Philosophy classes. Initially, the department set a target to decrease the number of students scoring a zero in the assessment criteria. The Philosophy 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 thus successfully meeting their target.

Analysis and Interpretation of Assessment Findings

Each instructor assessed students' Effective Communication and Critical Analysis skills using the LALA assessment rubric (see Appendix A); however, assessment assignments were chosen at the instructor's discretion. According to the Philosophy LALA results (p. 32), the student assessment scores reported in 2016 were higher than those reported in 2015. 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

Moving forward, the Philosophy department will strive to maintain as much continuity in future measures as possible so that the numbers can begin to allow for meaningful analyses. The hope is to compare how students who have taken philosophy score on all departmental assessments. The faculty are also working toward development and implementation of assessment tools that are comparable in content/quality with other departments within CHSS. Philosophy instructors are also discussing the possibility of giving students specific guidelines for assessment assignments in order to make performance expectations clear.

Overall, the Philosophy department faculty agree that critical thinking and Effective Communication skills are foundational to the discipline.

They argue that because these skills are the very nature of their discipline, instructors are continuously working to challenge and improve student ability in these areas. It appears that the Philosophy faculty do not agree that this type of student assessment yields any valuable measure of teaching successes or student skills in critical thinking or Effective Communication. Faculty in the Philosophy Department strongly disagree that LALA processes and results offer any value to their teaching or understanding of student learning in critical thinking or Effective Communication. Instructors who participated in the 2016 assessment were comfortable with some of the changes made by the LALA team to the data collection process, and they were satisfied with the support that they See crosswalk of LALA outcomes to CNM Gen Ed outcomes at the end of this report.

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			

Philosophy

Assessment Categories & Score	2016	2015	2016
	All Students	Philosophy	Philosophy

CA1			
0	.5%	4.5%	
1	10.4%	19.7%	16.9%
2	30.9%	43.9%	41.0%
3	58.2%	31.8%	42.2%
CA2			
0	2.7%	3.0%	
1	13.1%	22.7%	18.1%
2	34.4%	43.9%	47.0%
3	49.7%	30.3%	34.9%
CA3			
0	3.0%	9.1%	
1	17.0%	30.3%	18.1%
2	38.0%	33.3%	47.0%
3	42.0%	27.3%	34.9%
AVG CA	2.3		2.1
EC1			
0	1.9%	6.1%	
1	11.8%	24.2%	15.7%

2	35.1%	34.8%	45.8%
3	51.1%	34.8%	38.6%
EC2			
0	2%	3.0%	
1	11.4%	15.2%	19.3%
2	31.5%	25.8%	39.8%
3	55.1%	56.1%	41.0%
AVG EC	2.4		2.2
N	3443	66	83

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