

**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 <b>Academic Year</b>	Leonard Madrid <b>Contact Person</b>	lmadrid@cnm.edu <b>Email</b>	 <b>Phone Number</b>

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: Theatre  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	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.	

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, roughly 4 instructors participated in actively assessing 84 CNM students currently taking 1000-level Theatre and/or Dance classes. Initially, the department set a target to increase student scores in Critical Analysis and Effective Communication.

**Analysis and Interpretation of Assessment Findings**

The department reported that the majority of students assessed demonstrated satisfactory Critical Analysis and Effective Communication skills (students scored a '2' or a '3'). Each instructor assessed students' Effective Communication and Critical Analysis skills using the LALA assessment rubric (see Appendix A) and an oral presentation in conjunction with the written analysis of play performance(s).

**Action Plan in Support of Student Learning**

Faculty in the Theatre and Dance department plan to incorporate more specific points that students should address in their assessment presentations.

Overall, the Theatre and Dance faculty agree that the LALA process and associated data are strong and meaningful. 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 and were pleased with the support that they received from their LALA coordinator. Furthermore, they have discussed are interested in combining the LALA and General Education assessments thus assessing student learning in numerous areas with only one set of assessment tools.

**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			

*Theatre*

Assessment Categories & Score	2016 All Students	2015 Theatre	2016 Theatre
CA1			
0	.5%	12.3%	
1	10.4%	5.2%	3.6%
2	30.9%	29.0%	19.0%
3	58.2%	53.5%	77.4%
CA2			
0	2.7%	12.3%	1.2%

1	13.1%	10.3%	3.6%
2	34.4%	32.9%	38.1%
3	49.7%	44.5%	57.1%
CA3			
0	3.0%	12.3%	
1	17.0%	7.1%	4.8%
2	38.0%	34.8%	29.8%
3	42.0%	45.8%	65.5%
AVG CA	2.3		2.6
EC1			
0	1.9%	11.6%	
1	11.8%	9.7%	8.3%
2	35.1%	31.0%	19.0%
3	51.1%	47.7%	72.6%
EC2			
0	2%	14.2%	
1	11.4%	5.2%	7.6%
2	31.5%	25.2%	19.0%
3	55.1%	55.5%	73.4%

AVG EC	2.4		2.6
N	3443	155	84

### 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.
<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