

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	Susan Ruth	sruth@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: Social, Behavioral Sciences: Anthropology 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.	ANTH 1101,1110,2096

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, four instructors participated in actively assessing 195 CNM students currently taking an Introduction to Anthropology class. Initially, the department expected to assess more students than were assessed in the previous year. The anthropology department successfully met this expectation through the collection of data on 36 more students in 2015 than in the previous year's assessment. Each instructor assessed students' Effective Communication and Critical Analysis skills using the LALA assessment rubric (see Appendix A).

Analysis and Interpretation of Assessment Findings

According to the Anthropology LALA results (p. 13), the student assessment scores reported in 2016 were higher than those reported in 2015. Average Critical Analysis scores were slightly higher in 2015 compared to the previous year; average Effective Communication scores were also slightly higher. Most notably, fewer students assessed in 2015 received a score of zero in Critical Analysis skills than in the previous year's assessment. This demonstrates student improvement in emerging Critical Analysis skills.

Action Plan in Support of Student Learning

Anthropology faculty agree that, based on the 2016 scores for Critical Analysis (3), faculty will focus on directing classroom instruction toward enhancing student Critical Analysis skills. The department will continue to share strategies for teaching and directing student thinking. Faculty have suggested using an online application to create a real-time file sharing that will encourage instructors to share ideas and teaching strategies aimed at improving student Critical Analysis and Effective Communication skills. By having an open dialogue within the department and sharing best practices, the faculty also intend to refine and implement either a revised or new assessment tool.

Faculty in the Anthropology Department are beginning to see some value in the assessment data gathered through the LALA assessment process. Overall, instructors who participated in the 2016 assessment were pleased with the changes made by the LALA team to the data collection

process, and they felt that they had adequate support from their LALA coordinator as they performed and completed the assessment. Furthermore, the Anthropology department is interested in modifying their current LALA assessment tool and rubric to include General Education criteria thereby eliminating the need to conduct two, separate, formal assessments.

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Please indicate with an X all of the following that characterize the types of changes described in the above action plan:

- | | | | |
|---|---|---|--|
| <input type="checkbox"/> Pedagogical change | <input type="checkbox"/> Course revision | <input type="checkbox"/> Process revision | <input type="checkbox"/> Curricular revision |
| <input type="checkbox"/> Budgetary reallocation | <input type="checkbox"/> Faculty training/development | <input type="checkbox"/> Assessment criteria revision | <input type="checkbox"/> 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			

Anthropology

Assessment Categories & Score	2016 All Students	2015 Anthropology	2016 Anthropology
CA1			
0	.5%	13.8%	
1	10.4%	7.5%	7.2%
2	30.9%	13.2%	26.7%
3	58.2%	65.4%	66.2%
CA2			
0	2.7%	11.3%	3.1%
1	13.1%	4.4%	9.2%
2	34.4%	21.4%	27.7%
3	49.7%	62.9%	66.2%
CA3			
0	3.0%	10.7%	.5%
1	17.0%	5.0%	11.8%
2	38.0%	22.0%	31.8%

3	42.0%	62.3%	56.4%
AVG CA	2.3		2.5
DSCA1			
Not Assessed			84.1%
3			15.9%
DSCA2			
Not Assessed			84.1%
2			3.2%
3			12.7%
EC1			
0	1.9%	10.1%	2.6%
1	11.8%	2.5%	7.8%
2	35.1%	10.1%	30.1%
3	51.1%	77.4%	59.6%
EC2			
0	2%	10.1%	2.6%
1	11.4%	6.3%	6.7%
2	31.5%	11.9%	26.9%
3	55.1%	71.7%	63.7%

AVG EC	2.4		2.5
N	3443	159	195

Anthropology

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Crosswalk of Liberal Arts Outcomes to CNM General Education Outcomes

Liberal Arts Outcomes (below) and CNM Gen Ed Outcomes for Social/Behavioral Sciences (right)	1. Analyze relevant issues utilizing concepts and evidence from the social/behavioral sciences.	2. Evaluate alternative explanations of social/behavioral phenomena with regard to evidence and scientific reasoning.	3. Identify research methods used in the social/behavioral sciences.	4. Describe how the social context can affect individual behavior, and how individual behavior can affect the social context.	5. Contrast the implications of individual choices from individual, community, and global perspectives.
Critical Analysis					
Identify main issues, concepts, problems, and/or techniques		X	X	X	X
Incorporate more than one perspective, source, method, technique, and/or approach	X	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
Produce communication appropriate to audience, situation, venue, and/or context				X	