

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: Social & Behavioral Sciences: Cultural Studies 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.	CST 1150 (Introduction to Culture Studies) CST 2260 (Popular Culture/Identity)

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 three instructors participated in actively assessing 67 CNM students currently taking 1000-level classes. Initially, the department set a target to increase the number of students assessed and decrease the number of students scoring a zero in the assessment criteria. The Cultural Studies department met these targets first by assessing 57 more students than had been assessed the previous year; second, they met their target to increase student scores and reported that all students assessed in 2015 received at least a score of '1' in Critical Analysis and Effective Communication skills.

Analysis and Interpretation of Assessment Findings

Each instructor assessed students' Effective Communication and Critical Analysis skills with different assignments and different scoring rubrics (for more detailed information on these tools, please contact the department coordinator directly). According to the Cultural Studies LALA results (p. 18), there was variation in student skills. Overall, students who were assessed demonstrated an increase in Critical Analysis skills and a slight decrease in Effective Communication. 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

Overall, the Cultural Studies faculty agree that they will continue to work toward a revision of their assessment rubric and strategies. Faculty intend to continue using the LALA assessment to also aid in measuring department student learning outcomes, and they are closely monitoring class results in light of pre-requisite policy changes. They suspect that the differences noted in student scores (2016) compared to the previous year is likely due, in part, to assessing different courses each year. This also means that the assessment assignments were also quite different. Further assessment is necessary in order to identify teaching successes and opportunities.

Faculty in the Cultural Studies Department are still struggling to see the value in data gathered through the LALA assessment process; one reason

for this may be that they are still working to determine the best ways to effectively and consistently assess student learning. Overall, instructors who participated in the 2016 assessment were comfortable with the changes made by the LALA team to the data collection process, and they were very pleased with the support that they received from their LALA coordinator. Furthermore, the Cultural Studies faculty are open to incorporating General Education criteria into their LALA assignment or assessment;

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			

Cultural Studies

Assessment Categories & Score	2016 All Students	2015 Cultural Studies	2016 C & C Studies
CA1			
0	.5%	10%	
1	10.4%	0%	3%

2	30.9%	0%	7.5%
3	58.2%	90%	89.6%
CA2			
0	2.7%	10%	
1	13.1%	10%	1.5%
2	34.4%	0%	10.4%%
3	49.7%	80%	88.1%%
CA3			
0	3.0%	10%	
1	17.0%	10%	3%
2	38.0%	0%	10.4%
3	42.0%	80%	86.6%
AVG CA	2.3		3.0
EC1			
0	1.9%	0%	
1	11.8%	10%	1.5%
2	35.1%	50%	13.4%
3	51.1%	40%	85.1%
EC2			

0	2%	0%	
1	11.4%	0%	6%
2	31.5%	10%	14.9%
3	55.1%	90%	79.1%
AVG EC	2.4		2.9
N	3443	10	67

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