

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 four instructors participated in actively assessing 313 CNM students currently taking 1000 and 2000-level Economics classes. Initially, the department set a target to participate in LALA. The Economics department met this target by participating and assessing a large number of students.

Analysis and Interpretation of Assessment Findings

Each instructor assessed students' Effective Communication and Critical Analysis skills using the LALA assessment rubric (see Appendix A). According to the Economics LALA results (p. 20), the overwhelming majority of students assessed demonstrated satisfactory Critical Analysis and Effective Communication skills (most scored a '2' or '3' on each criteria). Economics faculty assess students in online courses modified their assessment slightly due to the logistic differences of assessing online compared to in-person. Their initial LALA results provide support for the idea that the assessed students taking economics in 2015 (both online and in-person) were judged by their instructors to have at least a basic-level of competency in these skill areas.

Action Plan in Support of Student Learning

Overall, the Economics faculty agree that they will need more assessment data over time before any meaningful conclusions can be drawn from LALA results. The 2015 LALA experience revealed their desire to focus on increasing their LALA participation rate. Faculty in the Economics Department firmly disagree that the LALA assessment process yields any value in understanding student learning. They note that the limitations of LALA methodology likely misrepresent student learning at the class-level and LALA data results cannot be used to suggest any level of student learning attributable to individual instructors or departments. Overall, 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 some appreciated clear instructions for data

entry but others are still quite dissatisfied. Furthermore, the Economics department does not envision combining LALA and General Education assessment and the department will likely maintain 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			

Economics

Assessment Categories & Score	2016 All Students	2016 Economics
CA1		
0	.5%	1.9%
1	10.4%	10.5%
2	30.9%	31.0%

3	58.2%	56.5%
CA2		
0	2.7%	1.3%
1	13.1%	9.3%
2	34.4%	36.4%
3	49.7%	53.0%
CA3		
0	3.0%	4.8%
1	17.0%	24.6%
2	38.0%	32.6%
3	42.0%	38.0%
AVG CA	2.3	2.3
EC1		
0	1.9%	2.2%
1	11.8%	9.6%
2	35.1%	40.9%
3	51.1%	47.3%
EC2		
0	2%	2.6%

1	11.4%	11.8%
2	31.5%	36.4%
3	55.1%	49.2%
AVG EC	2.4	2.3
N	3443	313

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	