

CENTRAL NEW MEXICO COMMUNITY COLLEGE
ASSESSMENT REPORT
Due to SAAC by October 15

PART 1: CONTACT & PROGRAM IDENTIFICATION

Report Year and Contact Information			
<u>2015-2016</u> Academic Year	<u>Anip Uppal</u> Contact Person	<u>auppal@cnm.edu</u> 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: <u>Social & Behavioral Sciences: Political Science</u> 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. aNI	PSCI, 1110,2200,2240,2270

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, a few instructors participated in actively assessing 135 CNM students currently taking 1000 and 2000-level Political Science classes. Initially, the department set a target to increase the number of students assessed and to decrease the number of students scoring a zero in the assessment criteria. The Political Science 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). According to the Political Science LALA results (p. 34), 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

The Political Science faculty will strive to continue improving teaching to directly affect student communication skills. They note plans to incorporate more speeches, presentations and extra credit opportunities applicable to specific courses that will challenge students' Critical Analysis and Effective Communication skills. Their plans include requiring Effective Communication presentations, requiring a comprehensive examination of research policy to encourage Critical Analysis, and offering service learning opportunities that connect theory to practice.

Faculty in the Political Science 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 comfortable with some of the changes made by the LALA team to the data collection process, and they were pleased with the support that they received from their LALA coordinator. Furthermore, the department is

interested in combining their LALA with the General Education assessment criteria, thereby assessing for both LALA and General Education in only one assessment process.

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			

Political Science

Assessment Categories & Score	2016 All Students	2015 Polisci	2016 Polisci
CA1			
0	.5%	9.5%	
1	10.4%	38.1%	3.7%
2	30.9%	33.3%	23.0%

3	58.2%	19.0%	73.3%
CA2			
0	2.7%	14.3%	
1	13.1%	23.8%	8.1%
2	34.4%	47.6%%	25.9%
3	49.7%	14.3%	65.9%
CA3			
0	3.0%	28.6%	
1	17.0%	28.6%	10.4%
2	38.0%	28.6%	39.3%
3	42.0%	14.3%	50.4%
AVG CA	2.3		2.6
EC1			
0	1.9%	9.5%	
1	11.8%	42.9%	8.1%
2	35.1%	23.8%	33.3%
3	51.1%	23.8%	58.5%
EC2			
0	2%	23.8%	

1	11.4%	19.0%	10.4%
2	31.5%	23.8%	20.7%
3	55.1%	33.3%	68.9%
AVG EC	2.4		2.5
N	3443	21	135

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	