

**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  | Ashley Nielson  | Anielsen6@cnm.edu                                      |                     |
| <b>Academic Year</b>   | <b>Contact Person</b>   | <b>Email</b>   | <b>Phone Number</b> |
|  | Scott Griffin   | scoot@cnm.edu  |                     |
| Subject of this Assessment Report  |   |  |                     |
| <b>Program:</b> _____<br><input type="checkbox"/> Certificate <input type="checkbox"/> AA <input type="checkbox"/> AS <input type="checkbox"/> AAS | <b>Gen Ed Area:</b> Social & Behavioral<br>Sciences: Psychology<br>Applicable to: <input checked="" type="checkbox"/> AA/AS <input checked="" type="checkbox"/> AAS | <b>Non-Award, Non-Gen-Ed Discipline Area:</b><br>_____ |                     |

**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><br>See crosswalk of LALA outcomes to CNM Gen Ed outcomes at the end of this report. | PSY 1105,2200,2220       |

| 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 12 instructors participated in actively assessing 530 CNM students currently taking 1000 and 2000-level Psychology classes. Initially, the department set a target to successfully assess student learning using LALA and accurately record assessment data. The Psychology department reported that the majority of students assessed demonstrated satisfactory Critical Analysis and Effective Communication skills (students scored a '2' or a '3').

**Analysis and Interpretation of Assessment Findings**

Each instructor assessed students' Effective Communication and Critical Analysis skills using the LALA assessment rubric (see Appendix A). The LALA process revealed that assessing students in online classes requires some level of adaptation and revision to the assessment process. The psychology department also intends to continue revising and strengthening teaching practices that will prepare students to move beyond the basic levels of Critical Analysis and Effective Communication skills. Further, they will continue to discuss new assessment assignments that will increase interest in faculty desire to participate as well as student desire to complete the assignment.

**Action Plan in Support of Student Learning**

Overall, the Psychology faculty agree that they now have a better understanding of the assessment process and will strive to build an assessment that will yield more meaningful data on teaching and student learning. Faculty in the Psychology Department are not sure yet if there will be value in the assessment data gathered through the LALA assessment process, but it appears that they are willing to continue working toward an assessment that will yield valuable information. 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, they appreciated clear instructions for data entry and were pleased with the support that they received from their LALA coordinator. Furthermore, they are very 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                     |               |                |              |

*Psychology*

| Assessment Categories & Score | 2016<br>All Students | 2016<br>Psychology |
|-------------------------------|----------------------|--------------------|
| CA1                           |                      |                    |
| 0                             | .5%                  |                    |
| 1                             | 10.4%                | 18.1%              |

|        |       |       |
|--------|-------|-------|
| 2      | 30.9% | 30.2% |
| 3      | 58.2% | 51.7% |
| CA2    |       |       |
| 0      | 2.7%  | 6.6%  |
| 1      | 13.1% | 28.3% |
| 2      | 34.4% | 34.3% |
| 3      | 49.7% | 30.8% |
| CA3    |       |       |
| 0      | 3.0%  | 10.0% |
| 1      | 17.0% | 30.6% |
| 2      | 38.0% | 32.5% |
| 3      | 42.0% | 27.0% |
| AVG CA | 2.3   | 2.0   |
| EC1    |       |       |
| 0      | 1.9%  | 4.7%  |
| 1      | 11.8% | 24.3% |
| 2      | 35.1% | 37.9% |
| 3      | 51.1% | 33.0% |
| EC2    |       |       |

|        |       |       |
|--------|-------|-------|
| 0      | 2%    | 3.9%  |
| 1      | 11.4% | 19.7% |
| 2      | 31.5% | 45.3% |
| 3      | 55.1% | 31.1% |
| AVG EC | 2.4   | 2.0   |
| N      | 3443  | 530   |

### 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. |
|--|---|---|--|---|---|
| <b>Critical Analysis</b>   |   |   |  |   |   |
| 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   |   |
| <b>Effective Communication</b>   |   |   |  |   |   |
| Demonstrate organization and/or coherence of ideas, content, and/or formulas                 |   |   |  | X   | X   |
| Produce communication appropriate to audience, situation, venue, and/or context              |   |   |  | X   |   |

