

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	Pat Seitz	seitz@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: Sociology 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.	SOCI, 1101,2205,2211,2213,2221

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 nine instructors participated in actively assessing 835 CNM students currently taking 1000 and 2000-level Sociology classes. Initially, the department set a target to improve assessment administration in the classroom and improve student scores in Critical Analysis and Effective Communication. The Sociology department met both target goals; first, sociology faculty specified when in the semester the assessment assignment was to be distributed to students. The department also agreed to inform students of the assessment procedure, the scoring rubric and to make the assessment assignment a graded element in each class.

Analysis and Interpretation of Assessment Findings

The sociology department reported that the majority of students assessed demonstrated satisfactory Critical Analysis and Effective Communication skills (students scored a '2' or a '3'), and compared to the previous year a lower percentage of students received a score of '0'. Each instructor assessed students' Effective Communication and Critical Analysis skills using the LALA assessment rubric (see Appendix A) and a common assessment assignment.

Action Plan in Support of Student Learning

Moving forward, the sociology department will focus attention on maintaining strong levels of Critical Analysis required in classes and improve measurement of students' Effective Communication skills. To accomplish these things, the sociology department is revising the assessment assignment and implementing a pre-test/post-test design. The department has also planned to develop and film a short skit example that will demonstrate using Critical Analysis in reading a fundamental sociological work. The film will be made available to instructors who are interested in providing students with a visual tool to better understand assessment expectations.

Overall, the Sociology faculty agree that there is some value in the LALA data and process. Faculty will continue working toward an assessment

that will yield valuable information. They have several meetings and discussions planned that will address best practices and refining the assessment tools/processes. 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 have already included General Education assessment criteria in the LALA and plan to assess numerous areas of student learning 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			

Sociology

Assessment Categories & Score	2016	2015	2016
	All Students	Sociology	Sociology
CA1			
0	.5%	1.7%	

1	10.4%	10.2%	9.7%
2	30.9%	36.6%	34.7%
3	58.2%	51.5%	55.6%
CA2			
0	2.7%	3.2%	2.6%
1	13.1%	12.6%	10.8%
2	34.4%	42.0%	38.8%
3	49.7%	42.2%	47.8%
CA3			
0	3.0%	5.1%	2.3%
1	17.0%	19.5%	19.0%
2	38.0%	47.3%	46.3%
3	42.0%	28.1%	32.3%
AVG CA	2.3		2.3
DSCA1			
0			3.0%
1			13%
2			33.%
3			23.5%

DSCA2			
0			.4%
1			7.6%
2			31.5%
3			33.0%
EC1			
0	1.9%	1.4%	
1	11.8%	8.7%	9.1%
2	35.1%	45.4%	39.5%
3	51.1%	44.5%	51.4%
EC2			
0	2%	1.4%	.4%
1	11.4%	9.2%	10.5%
2	31.5%	40.1%	29.7%
3	55.1%	49.3%	59.4%
AVG EC	2.4		2.5

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	