

CENTRAL NEW MEXICO COMMUNITY COLLEGE
ASSESSMENT REPORT-Part I
Assessment Data Results

The purpose of this form is to provide a written summary of your assessment results for the current assessment cycle.

Spring 2012
 (Assessment Period Covered)

June 20, 2012
 (Date Report Submitted)

Glenda Davis gdavis@cnm.edu x 50112 350-5774
 (Contact Person/email/phone)

Choose ONE of the following 3 areas for this assessment report and insert the name of the general education area, certificate, degree or discipline on the appropriate line:

See definitions for each category in Assessment Process document

Gen Ed Area (see definitions)	<u>Communications - Area I</u>	or	Program	
AA/AS AAS	<input checked="" type="checkbox"/> <input type="checkbox"/>		Certificate AA/AS AAS	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Or Discipline Area (see definitions)	<u>Communication Studies/Journalism</u>			
Outcome(s) assessed:				
<ol style="list-style-type: none"> 1. Produce audience appropriate communication that displays consideration of ethical principles and diverse points of view. 2. Communicate clearly, concisely, and with purpose in oral and written form. 3. Apply standard oral and written English in academic and workplace communication. 4. Analyze, evaluate, and appropriately apply oral and written communication. 5. Identify, categorize, evaluate, and cite multiple resources necessary to produce projects, papers, or performances. 				
Classes/Cohort Assessed:				
Communication Studies 2221, Interpersonal Communication				

Measurement tool(s):

4 standardized assessment tools already used in this course

Type of tool (for each tool listed above, indicate type of tool):

Each of these four tools contain written and an oral sections.

Achievement Target (if more than one measurement tool, list target for each tool separately):

We had no predetermined target and will use this data to help us set a target for fall.

Assessment Results/Findings (if more than one measurement tool, list results for each tool separately):

Assessment Type	Total enrolled in course	Total completing assessment	% of enrolled completed assessment	Total passed with 70% or higher	% of total enrolled who passed	% of total completing assessments passed
Perception Check	420	400	95.23 %	356	84.76 %	89.00 %
Listening	412	380	92.23 %	314	76.21 %	82.63 %
Assertive Message	385	380	98.70 %	326	84.68 %	85.79 %
Responding Non-Defensively to Criticism	400	379	94.75 %	334	83.50 %	88.13 %

**CENTRAL NEW MEXICO COMMUNITY COLLEGE
ASSESSMENT REPORT – Part II
Action Plan & Assessment Plan Update**

The purpose of this form is to provide a written summary of your assessment action plan for the designated assessment cycle and provide an updated assessment cycle plan for the current 5-year cycle

Fall 2012 (on 1st year of cycle)
 (Report Period)
 Glenda Davis gdavis@cnm.edu x 50112
 (Contact Person/email/phone)

October 15<2012
 (Date Report Submitted)

Indicate ONE of the following 3 areas for this assessment report and insert the name of the general education area, certificate, degree or discipline on the appropriate line:

See definitions for each category in Assessment Process document

Gen Ed Area (see definitions)	<u>Area 1 - Communications</u>	or	Program
AA/AS	<input checked="" type="checkbox"/>		Certificate
AAS	<input type="checkbox"/>		AA/AS
			AAS
Or Discipline Area (see definitions)	<hr/>		

Data Results Period upon which this Action Plan is based (period which ended 6/30/xx): Data from Spring 2012

Action Plan (close the loop): Based on our analysis of the causes of the lower scores for the Listening/Paraphrasing Assessment, the following action plan has been accepted:

Action Plan (close the loop): Comm 2221 Listening/Paraphrasing Assessment

1. Limit assessment to Paraphrasing only
2. Analyze assessment to judge necessary components of assessment
3. Delete unnecessary components

4. Edit wording of remaining components for clarity
5. Edit title, instructions, grading checklist & rubric for clarity
6. Maintain multiple methods for demonstration
7. Discuss key components of demonstration to reach agreement
8. Choose a set of methods
9. Analyze & Edit Methods
 - a. Develop a clear set of instructions for each
 - b. Evaluate methods' abilities to accurately assess key components
 - c. Compare methods to determine equality of assessment strength of each
 - d. Delete/adapt methods to achieve method assessment equality
10. Complete action plan and incorporate into Comm 2221 Master Syllabi by November 19th
11. Implement & test remedy Spring 2013 term
12. Review results Summer 2013 term

ASSESSMENT PLAN

The assessment plan includes three parts:

1. **The plan description** (This should be a brief written description of the assessment plan(s) for the area/certificate/degree/discipline. If all outcomes are not shown in item #3 below as assessed in the 5 year cycle, this description must include information about their eventual assessment)
2. **The student learning outcomes for the area/program/discipline** for the 5 year cycle.
3. **The assessment cycle timeline**

1 Plan Description

Based on collected data, we are modifying one of the four the assessments ("Listening") previously listed in COMM 2221. We also agreed to move forward next with COMM 1130, Public Speaking will be piloting a rubric this fall to be used to grade persuasive speeches. Depending on our results, we plan to recommend this rubric to be used by all instructors in all sections of public speaking in Spring 2013.

- 2 **Provide the list of current student learning outcomes for this area or program (you may add more lines if necessary by right clicking and choosing insert row below):**

Outcome(s) assessed:

6. Produce audience appropriate communication that displays consideration of ethical principles and diverse points of view.
7. Communicate clearly, concisely, and with purpose in oral and written form.
8. Apply standard oral and written English in academic and workplace communication.
9. Analyze, evaluate, and appropriately apply oral and written communication.
10. Identify, categorize, evaluate, and cite multiple resources necessary to produce projects, papers, or performances.

--

3 Assessment Cycle timeline for the above student learning outcomes for the next five years.

Outcome #	When Measured	Where measured (i.e. what course(s))	Measurement tool(s) & Type of tool
1-5	Spring 12-Sp 14	COMM 2221	4 previously used assessment tools – modifying the listening tool
1-5	Spring 13-Sp15	COMM 1130	Grading Rubric for Persuasive Speech recommended by the NCA
1-5	Spring 14-Sp 16	COMM 2232	Capstone Project to be determined
1-5	Spring 15-Sp 17	JOUR 1171	Capstone Project to be determined
1-5	Spring 16-Sp 18	COMM 2240	Capstone Project to be determined