

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.

Fall 2011-Spring 2012	Sept. 7, 2012 (Revised from May 30, 2012)
(Assessment Period Covered)	(Date Report Submitted)
Andrew Russell/ aruss@cnm.edu/ ext. 50149 (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)	Area V	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)	Humanities/History			

- Outcome(s) assessed:
- Distinguish historical periods and respective cultural developments from a global perspective.
 - Recognize how culture, history, politics, art, and religion impact society.

Classes/Cohort Assessed:

- HIST 1101 (Western Civilization I) & HIST 1161 (U.S. History I)
- The Assessment Team elected to assess the performance of the History Department, not individual faculty or class performance

Measurement tool(s):

- After soliciting input from FT and PT faculty, the History Assessment team produced two short, multiple-choice quizzes (one for each of the subject areas) designed to test student knowledge in these specific outcomes areas
- The quizzes were to be administered near the end of the semester, thus their questions dealt mainly with subject matter generally covered after the midterm
- Each quiz contained five questions, asking students to identify the right answer out of four multiple-choice possibilities

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

Both quizzes qualify as “internal tools” created by the Department

- The History Department and the Assessment Team did not have an opportunity to discuss an achievement target in detail or arrive at a consensus
- Given the great breadth of history covered in both subject areas, combined with variations in teaching styles and emphasis, we thought that test results were likely to vary a good deal by class section
- We tried to devise questions on topics that are both tied to the Outcomes being assessed and “standard material” usually covered in textbooks and lectures in these subject areas
- This is the initial year of this new program of outcomes assessment, so we are **obtaining baseline data in 2011-2012 to set and achievement target for 2012-2013.**

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

HIST 1161:

- The quiz was administered in 12 different sections of the class to a total of 211 students
- 79% of the total of students earned scores of 60% or better on the quiz
- 61% earned scores of 80% or better, and 29% earned perfect scores of 100%
- A quiz grade of 60% would constitute a passing grade by CNM and History Department standards, but our goal should be set higher
- Some variation in score results appeared in comparing different sections, and the dynamics behind those

results may be worth studying

HIST 1101:

- The quiz was administered in 12 different sections of the class to a total of 249 students
- 90% of the total of students earned scores of 60% or better on the quiz
- 74% earned scores of 80% or better, and 28% earned perfect scores of 100%
- A quiz grade of 60% would constitute a passing grade by CNM and History Department standards, but our goal should be set higher
- Some variation in score results appeared in comparing different sections, and the dynamics behind those results may be worth studying

**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

Spring 2012
 (Report Period)
 Brandon Morgan / bmorgan19@cnm.edu / 224-4000 ext. 50309
 (Contact Person/email/phone)

10/10/2012
 (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)	Humanities _____	or	Program _____
AA/AS	<input checked="" type="checkbox"/>		Certificate <input type="checkbox"/>
AAS	<input type="checkbox"/>		AA/AS <input type="checkbox"/>
			AAS <input type="checkbox"/>
Or Discipline Area (see definitions)	_____		

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

Period which ended 5/3/2012

Action Plan (close the loop):

Our findings were that the assessment tool (5 question, multiple choice exam) was inadequate. We will implement a 10 question, multiple choice exam for the next assessment cycle to alleviate this problem and return more meaningful results. The exam will once again be an internal assessment tool and it will address outcomes 1 and 3.

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

Our assessment activities to date have been focused on CNM Gen Ed outcomes for the Humanities. Our revised assessment tool, using a 10 question, multiple choice exam, will also be implemented this fall as we begin to assess History 1162 and History 1102

- 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):**

1	Distinguish historical periods and respective cultural developments from a global perspective.
2	Demonstrate an ability to understand, analyze, and synthesize concepts logically based on written and verbal communication.
3	Recognize how culture, history, politics, art, and religion impact society.
4	Participate and/or critically evaluate the arts.
5	
6	
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8	
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10	

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 and 3	Fall 2011-Spring 2013	Hist 1101, 1161	Multiple-choice questions to test content knowledge
1 and 3	Fall 2012-Spring 2014	Hist 1102, 1162	Multiple-choice questions to test content knowledge
2 and 4	Fall 2013-Spring 2015	Hist 1101, 1102, 1161, 1162	Essay question assessed using rubric
1 and 3	Fall 2013-Spring 2015	Hist 2230, 2240, 2270	Multiple-choice questions to test content knowledge
1 and 3	Fall 2013-Spring 2015	Hist 2260, 1181, 1182	Multiple-choice questions to test content knowledge
2 and 4	Fall 2014-Spring 2016	Hist 2230, 2240, 2270	Essay question assessed using rubric
2 and 4	Fall 2014-Spring 2016	Hist 2260, 1181, 1182	Essay question assessed using rubric