

**ASSESSMENT REPORT
CENTRAL NEW MEXICO COMMUNITY COLLEGE**

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)

9/2/2012
(Date Report Submitted)

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

<p>Gen Ed Area (see definitions)</p> <p>_____</p> <p>AA/AS <input type="checkbox"/></p> <p>AAS <input type="checkbox"/></p>	or	<p>Program</p> <p>_____</p> <p>Certificate <input type="checkbox"/></p> <p>AA/AS <input type="checkbox"/></p> <p>AAS <input type="checkbox"/></p>	
<p>Or Discipline Area (see definitions)</p> <p>_____</p>			
<p>Outcome(s) assessed:</p> <p>Computing a "z-score" using a mean and standard deviation and Answering question based upon a histogram</p>			
<p>Classes/Cohort Assessed:</p> <p>MATH 1330</p>			
<p>Measurement tool(s):</p> <p>Histogram: z-score</p>			
<p>Type of tool (for each tool listed above, indicate type of tool):</p> <p>1) For the histogram, there are three questions to be answered: a) histogram shape, b) the mean of the data,</p>			

and c) position of the mean relative the mean.
2) For the z-score, compute the zscore using mean and standard deviation.

Achievement Target (if more than one measurement tool, list target for each tool separately):
For each tool, there are 4 responses or scores: 0, 1, 2 or 3. We want as high as score as possible, say above a 2.

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

Below are the averages for each tool:

- 1a) 2.28
- 1b) 2.20
- 1c) 2.19
- 2) 2.13

Action Plan (close the loop):

Improve the scores.

**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 2011/Spring 2012
 (Report Period)
 Michael Crane/ mcrane@cnm.edu/ 50135
 (Contact Person/email/phone)

06/01/2012
 (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)	Math _____	or	Program _____
AA/AS	<input checked="" type="checkbox"/>		Certificate <input type="checkbox"/>
AAS	<input checked="" 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): Data results are from Spring 2012 (the period ending 6/30/2012)			
Action Plan (close the loop): 1. Increase the number of sections that actually participate in the assessment cycle by educating all faculty of the importance of assessing our SLOs and our students' success at attaining proficiency in them. About half of the sections participated in this round of assessment. 2. Create and deploy an online data submission form for faculty to use. The data collection and submission procedure used this period was unwieldy and a hassle.			

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

Summer: Discuss the distribution of student assessment scores, and the average assessment score. Based upon these discussions we'll determine the benefit of adapting our courses' structure to improve student's learning of the SLOs. Design questions for next round of imbedded assessment.

Fall/Spring: We'll collect, collate, and analyze the data from the imbedded assessments.

- 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	Solve various kinds of equations, simplify expressions, and apply formulas.
2	Demonstrate computational skills with and without the use of technology.
3	Generate and interpret a variety of graphs and/or data sets.
4	Demonstrate problem solving skills within the context of mathematical applications.
5	Demonstrate ability to write mathematical explanations using appropriate definitions and symbols.
6	
7	
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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	F2011/Sp2013	Math 1315 & 1330	Direct/ Internal Imbedded questions in exams. Math 1315 question is solving a logarithmic/exponential equation; Math 1330 is solving a z-score equation.
2	F2012/Sp2014	Math 1315 & 1330	Direct/ Internal. Imbedded questions in exams.
3	F2011/Sp2013	Math 1315 & 1330	Direct/ Internal. Imbedded questions in exams. Math 1315 questions are interpreting the vertex, domain and range of a truncated parabola; Math 1330 are the shape description, mean and median for a histogram.
4	F2012/Sp2014	Math 1315 & 1330	Direct/ Internal . Imbedded questions in exams.
5	F2013/Sp2015	Math 1315 & 1330	Direct/ Internal. Imbedded questions in exams.
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