

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.

 Academic Year 2011-2012

 June 15, 2012

 Roy Turner, rdturmer@cnm.edu

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) AA/AS <input type="checkbox"/> AAS <input type="checkbox"/> Or Discipline Area (see definitions) <u>SAGE ESOL</u>	or	Program Certificate <input type="checkbox"/> AA/AS <input type="checkbox"/> AAS <input type="checkbox"/>
Outcome(s) assessed: Upon the successful completion of ESOL 0951, students will be able to do the following: <ol style="list-style-type: none"> 1. Demonstrate effective use of a writing process in out-of-class assignments and in timed, in-class situations. 2. Demonstrate an ability to understand readings and to integrate ideas or information from these readings or other sources within his or her own writing. 3. Produce writing that has a clear main idea that focuses the writing and is meaningful to the readers; develops the main idea with adequate, specific, and logical support that makes an impact on the reader; reflects choices based on the audience's knowledge level, experience, opinion, and interests; takes the reader from one idea to another and organizes the ideas both within and between paragraphs; and communicates--with reasonable correctness--in standard written 		

English.
Classes/Cohort Assessed: ESOL 0951
Measurement tool(s): Final portfolio
Type of tool (for each tool listed above, indicate type of tool):

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

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

The portfolio submission rate for Spring 2012 was 97% (66 portfolios submitted/68 students enrolled in ESOL 0951 at the end of the term). Of the portfolios submitted, 100% passed (66).

**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-Summer 2012
 (Report Period)
 Amy Christensen achristensen@cnm.edu 224-4000 ext. 50101
 (Contact Person/email/phone)

September 28, 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

<p>Gen Ed Area (see definitions) _____</p> <p>AA/AS <input type="checkbox"/> AAS <input type="checkbox"/></p>	or	<p>Program _____</p> <p>Certificate <input type="checkbox"/> AA/AS <input type="checkbox"/> AAS <input type="checkbox"/></p>
<p>Or Discipline Area (see definitions) _____</p> <p>SAGE ESOL _____</p>		
<p>Data Results Period upon which this Action Plan is based (period which ended 6/30/xx): Fall 2011-Summer 2012</p>		
<p>Action Plan (close the loop):</p> <ol style="list-style-type: none"> 1. Share data generated for this report with ESOL faculty 2. Conduct an essay norming session with faculty (Scheduled 9/21/2012) 3. Decide how we can use this data and what our next steps should be to maximize student retention and increase student success in next level classes. 		

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

The primary purpose of ESOL 0951 is to prepare students to succeed in first-year college composition. Students will learn the rhetorical and grammatical skills necessary to write purposeful, reader-centered assignments. Students are required to submit a portfolio of their three best assignments for either panel grading or for their instructors to evaluate using the learning outcomes listed below. As part of the final measures, teachers are required to document which portfolios do not pass based upon NOT meeting the established objectives. Instructors participate in an essay norming session once a term.

- 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	Demonstrate effective use of a writing process
2	Demonstrate an ability to understand readings and to correctly integrate ideas or information from readings or other sources within his or her own writing.
3	Produce writing that has a clear main idea that focuses the writing
4	Produce writing that develops the main idea with adequate, specific, and logical support
5	Produce writing that uses language and tone that is appropriate for a college-educated audience
6	Produce writing that organizes the ideas within paragraphs and from one paragraph to the next smoothly
7	Produce writing that communicates -with reasonable correctness--in standard written English

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

3

Outcome #	When Measured	Where measured (i.e. what course(s))	Measurement tool(s) & Type of tool
3-7	Fall 2011-Spring 2012	English 0950/ESOL 0951	Portfolio of students' best work
3-7	Fall 2012-Spring 2013	English 0950/ESOL 0951	Portfolio of students' best work
3-7	Fall 2013-Spring 2014	English 0950/ESOL 0951	Portfolio of students' best work
3-7	Fall 2014-Spring 2015	English 0950/ESOL 0951	Portfolio of students' best work
1-2	Fall 2015-Spring 2016	English 0950/ESOL 0951	Portfolio of students' best work