

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 2012-Spring 2013
 (Assessment Period Covered)

June 7, 2013
 (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)	or	Program	HISTORY
AA/AS <input type="checkbox"/> AAS <input type="checkbox"/>		Certificate AA/AS AAS	<input type="checkbox"/> <input checked="" type="checkbox"/> X <input type="checkbox"/>
Or Discipline Area (see definitions) _____			
Outcome(s) assessed:			

During this cycle, the History Discipline had to search for, locate, discuss and change its History Discipline Learning Outcomes to bring them more in line with other Humanities and Liberal Arts programs. The History Discipline's old Learning Outcomes were described as:

- 1- Identify techniques of historical investigation and analysis.
- 2- Integrate ideas from multiple disciplines to interpret the human experience in society.
- 3- Demonstrate the value of diversity.

We revised these History Learning Outcomes, as reflected in the last Assessment Report II—Action Plan and Assessment Plan Update we submitted, to now read:

- 1- Students will demonstrate techniques of critical thinking in historical investigation and analysis.
- 2- Students will recognize the inter-disciplinary nature of historical studies.
- 3- Students will demonstrate sensitivity to diversity in human experiences and outlooks

We were not, however, able to dedicate time to developing an assessment instrument to measure one or more of these outcomes in the reporting period.

Classes/Cohort Assessed:

N/A

Measurement tool(s):

N/A

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

N/A

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

N/A



**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 2013

 (Report Period)
 Andrew Russell/ aruss@cnm.edu /224-4000 ext. 50149

 (Contact Person/email/phone)

3/14/2014

 (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) _____ AA/AS <input type="checkbox"/> AAS <input type="checkbox"/>	or	Program _____ Certificate <input type="checkbox"/> AA/AS <input checked="" type="checkbox"/> X 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 5/3/2013		
Action Plan (close the loop): Our team worked last year to successfully revise the History Degree outcomes, completed fall 2012, and began to discuss how to devise the assessment plan for those outcomes. However, we subsequently learned of an initiative within the School of CHSS to consider altering discipline outcomes to mirror the Liberal Arts AA degree outcomes. This sounded to the History assessment team like a good way to simplify the assessment process. We will be soliciting feedback from History Department faculty in the coming months to see if they support the adoption of the Liberal Arts AA Degree		

outcomes (to measure 1) Critical Analysis and 2) Effective Communication) over the current degree outcomes. We are also following the development of a universal rubric to measure those outcomes and will explore ways that the rubric might be adjusted to better serve our discipline. Finally, we will discuss with history faculty which of our courses would provide the best setting for measuring these outcomes, gathering suggestions and samples of assessment instruments/tools that might be used, and exploring whether we might want to develop a history “capstone” class and complete the assessments in that class.

ASSESEMENT 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

Yet to be determined (see explanation above). Below are our tentatively revised outcomes for the History AA Degree, followed by the Liberal Arts AA Degree Outcomes we may potentially adopt.

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	Students will demonstrate techniques of critical thinking in historical investigation and analysis.
2	Students will recognize the inter-disciplinary nature of historical studies.
3	Students will demonstrate sensitivity to diversity in human experiences and outlooks.
4	
5	Critical Analysis (LA degree outcome)
6	Effective Communication (LA degree outcome)
7	
8	
9	
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	TBD (See above explanation)		
2			
3			
4			
5			
6			
7			
8			
9			
10			