

CENTRAL NEW MEXICO COMMUNITY COLLEGE
ASSESSMENT REPORT
Due to SAAC by October 15

PART 1: CONTACT & PROGRAM IDENTIFICATION

Report Year and Contact Information:			
<u>2013-2014</u> Academic Year	<u>pat seitz</u> Contact Person	<u>seitz@cnm.edu</u> Email	<u>ext. 50040</u> Phone Number

Subject of this Assessment Report:		
Program: <u>Liberal Arts</u> <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> AA <input type="checkbox"/> AS <input type="checkbox"/> AAS	Gen Ed Area: _____ Applicable to: <input type="checkbox"/> AA/AS <input type="checkbox"/> AAS	Discipline Area: _____

PART 2: EVIDENCE OF ACHIEVEMENT OF PROGRAM OUTCOMES

Summary of Program Success in Achieving Desired Outcomes:
Liberal Arts reinitiated assessment in 2013-2014 with the pilot project described here. The effort was successful in that rubrics for the new Liberal Arts outcomes are finalized and put into operation in 2014-2015.

Description and Evaluation of Recent Changes Made in Support of Student Learning:
Changes are not recommended due to the nature of the project, but suggestions for faculty include norming student work and scaffolding from the more elementary dimension of critical analysis to the more demanding dimension.

PART 3: REPORT ON RECENT ASSESSMENT OF STUDENT LEARNING PROCESSES

Learning Outcome(s)/Exit Competencies Assessed: <small>To add rows: right-click in cell below and select "Insert," "Insert Rows Above"</small>	Classes/Cohorts Assessed:
Critical Analysis	Political Science 2260 Psychology 2220, 2233, 2260, 2265, 2280 Sociology 2213

Sample = 145 students, of which 11 were Liberal Arts majors; spring 2014.

Measurement Tool(s) Used:	Enter X's for type of tool				Initial Achievement Target or Expectation:
	Internal	External	Direct	Indirect	
<p><i>To add rows: right-click in cell below and select "Insert," "Insert Rows Above"</i></p> <p>Political Science 2260 Students completed a traditional research report.</p> <p>Psychology 2220, 2233, 2260, 2265, 2280 Students were given hypothetical scenarios and asked to complete short answer questions addressing psychological concepts based on classical conditioning theory.</p> <p>Sociology 2213 Students read a scholarly article and were asked to complete short answer questions with instructions to identify the key theme of the article and supporting points.</p> <p>Written work was required for the respective assessments. The three assessment tools were scored with a common rubric.</p>	x		x		<p>The tools represent a pilot effort to test the dimensions of the learning outcomes (shown in results/findings section); the outcomes are new to Liberal Arts. Achievement targets were not selected.</p>

Assessment Results/Findings:

Table 1
Critical Analysis Mean Scores:
Political Science, Psychology and Sociology Pilot Study, spring 2014
(1-4 scale where 4 = exemplary)

Critical Analysis Dimensions	Total sample	Liberal Arts majors
Identify main issues, concepts, problems, and/or techniques	3.42	3.73
Incorporate more than one perspective, source, method, technique, and/or approach	3.22	3.00
Demonstrate mastery by evaluating, analyzing, interpreting and/or synthesizing	3.05	3.09
Number of students	145	11

Exploratory analyses were conducted with the total sample and the results show a positive correlation between rubric scores and grade point average.

Analysis and Interpretation of Assessment Results/Findings:

The results show that students were quite successful. Students exhibited the highest scores for the most elementary dimension of critical analysis—*identify main issues*. Scores decreased for the 2nd dimension—*incorporate more than one perspective*—and again for the most sophisticated dimension, *demonstrate mastery*. Notably, scores for the 2nd and 3rd dimensions are essentially the same for Liberal Arts majors.

Although the sample is not representative of Liberal Arts students it is noteworthy that majors exhibited stronger performance for two of the three dimensions compared to the total sample.

Action Plan in Support of Student Learning:

The limited scope of the pilot effort doesn't support development of an action plan for departments in CHSS. That said, the results for the pilot effort in three CHSS departments suggest that students may benefit from more scaffolding, specifically to build up from the "*identify main issues*" task. In addition, CHSS faculty may wish to norm student work prior to scoring assessment tools in spring 2015.

Recommendations, Proposals, and/or Funding Requests:

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PART 4: EMBEDDED OUTCOMES

Critical Thinking and Life Skills/Teamwork Development within Programs:	
a) Please describe how Critical Thinking assessment is embedded within your program assessment.	
b) Please describe how Life Skills/Teamwork assessment is embedded within your program assessment.	
a)	
b)	

PART 5: ASSESSMENT CYCLE PLAN (Copy and paste from original plan if unchanged)

Cycle Years:	Plan Description:
2014-15	The rubrics for the two Liberal Arts outcomes, critical analysis and effective communication, have been completed and shared with the CHSS faculty. Departments will develop Liberal Arts assessment plans in fall 2014 and measure the outcomes in spring 2015. Departments will create their own assessment tools and score with the Liberal Arts rubrics. Faculty are encouraged to develop assessment instruments that will allow for measurement of General Education outcomes and outcomes for department-specific degrees (e.g., AA in History, AA in English) with the same tools used for Liberal Arts.

Student Learning Outcomes/Exit Competencies:	When Measured:	Where Measured:	How Measured:
1. Critical analysis	spring 2014	CHSS courses	Department-specific tools
2. Effective communication	spring 2014	CHSS courses	Department-specific tools