

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>Erica Reed</u> Contact Person	<u>ekerns@cnm.edu</u> Email	<u>Ext. 50269</u> Phone Number

Subject of this Assessment Report:		
Program: _____ <input type="checkbox"/> Certificate <input 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: <u>Reading and Critical Thinking</u>

PART 2: EVIDENCE OF ACHIEVEMENT OF PROGRAM OUTCOMES

Summary of Program Success in Achieving Desired Outcomes:
Beginning with the Spring 2014 term, this is the first year in the assessment cycle that we are looking at these specific course objectives; this data is our baseline for future comparisons.

Description and Evaluation of Recent Changes Made in Support of Student Learning:
The Reading discipline met to norm the Argument Analysis project that assesses the objectives being examined in this cycle.

PART 3: REPORT ON RECENT ASSESSMENT OF STUDENT LEARNING PROCESSES

Learning Outcome(s)/Exit Competencies Assessed: <i>To add rows: right –click in cell below and select “Insert,” “Insert Rows Above”</i>	Classes/Cohorts Assessed:
Apply critical reading skills to analyze and evaluate the components of an author’s argument.	RDG 0950
Identify a controversial issue and find information from a variety of sources to research the issue.	RDG 0950
Evaluate the credibility of sources of information.	RDG 0950

Measurement Tool(s) Used: <i>To add rows: right –click in cell below and select “Insert,” “Insert Rows Above”</i>	<i>Enter X’s for type of tool</i>				Initial Achievement Target or Expectation:
	Internal	External	Direct	Indirect	
Argument Analysis Project	X				Students are expected to meet these objectives with at least 70% mastery.

Assessment Results/Findings:							
Spring 2014							
Course	Avg Class Size (Beg enrollment)	Beginning Enrollment	Ending Enrollment	% Dropped	% Passed course	% Passed Argument Analysis	% didn’t turn in Argument Analysis
Reading 0950	(992/50) 19.8	992	792	(200/992) 20%	(650/792) 82%	(563/650) 86.6%	(55/792) 6.9%
Objectives 3 - 5			*Number of students who failed each objective (Total # of students who failed = 87)		% of the 87 students who failed each objective		

Analysis of components	68	78.2%
Evaluate components	69	79.3%
Identify issue	53	60.9%
Use systematic approach	50	57.5%
Use variety of sources	52	59.8%
Use criteria for evaluation of web sources	54	62.1%

*The numbers in the second column represent the number of students who did NOT pass each objective. For example, out of the 87 students who failed the critical reading project, 68 of them failed to meet the analyzing the components of an argument objective. The third column shows the % of students who did NOT pass this particular objective. Many of the 87 students who did not pass the project did not pass more than one objective. This data is collected from the online Final Measure forms all Reading Faculty fill out at the end of each term.

Summer 2014

Course	Avg Class Size (Beg enrollment)	Beginning Enrollment	Ending Enrollment	% Dropped	% Passed course	% Passed Argument Analysis	% didn't turn in Argument Analysis
Reading 0950	(330/18) 18.3	330	240	(90/330) 27.3%	(209/240) 87%	(209/234) 89.3%	(6/240) 2.5%

Objectives 3 - 5	*Number of students who failed each objective of the	% of the 25 students who failed each objective
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	(Total # of students who failed = 25)	
Analysis of components	20	80%
Evaluate components	20	80%
Identify issue	17	68%
Use systematic approach	19	76%
Use variety of sources	19	76%
Use criteria for evaluation of web sources	20	80%

*The numbers in the second column represent the number of students who did NOT pass each objective. For example, out of the 25 students who failed the critical reading project, 20 of them failed to meet the analyzing the components of an argument objective. The third column shows the % of students who did NOT pass this particular objective. Many of the 25 students who did not pass the project did not pass more than one objective. This data is collected from the online Final Measure forms all Reading Faculty fill out at the end of each term.

Analysis and Interpretation of Assessment Results/Findings:

Out of the 792 students in Spring 2014 who completed the course (either with CR or NC), 87 students either didn't turn in an Argument Analysis project or did not pass the project with at least 70% mastery. There is a similar trend in the Summer results. The analysis and evaluation of the components of argument seem to be the most challenging; however, the objectives are interrelated and assessed with overlapping activities, making it hard to tease-out exactly where students are struggling. Of greater concern is the 20% non-completion (drop) rate for the Spring and 27% rate for Summer.

Action Plan in Support of Student Learning:

The SAGE Reading Discipline is working on a complete program redesign according to the following timetable:

Fall 2014: Research models and report on findings

Spring 2015 (Summer 2015): Program redesign decisions and planning; front-end curricula development of new courses focusing on scope and sequence, objectives and requirements; coordinate with other schools; consider placement

Fall 2015: Propose new courses to the CCC for inclusion in 2016-2018 Catalog

Fall 2015-Spring 2015: continue course curricula development (assignments, activities, texts, etc.); faculty development as needed to prepare for teaching new courses

Fall 2016: New program begins

It is uncertain at this time how the new program will impact the current course objectives/learning outcomes.

In the meantime, the Reading Discipline has set the following goals for the remainder of 2014-2015:

Reading Goal	Actions
RDG discipline will increase DL RDG 0950 course offerings by 5%.	RDG 0950 DL will be offered as a 12-week course starting at the beginning of the term and as late start.
RDG 0750 students will succeed in RDG 0950 at comparable rates to students testing into RDG 0950.	<ul style="list-style-type: none"> • Support RDG faculty in the curriculum and instructional implementation of the course through more training opportunities. • Develop RDG 0950 resources on SAGE Community. • Create opportunities for peer observations and /or lecture capture of lessons tied to course objectives.
Students who succeed in RDG 0950 will succeed in their next level courses at a comparable rate to students testing into college level.	<ul style="list-style-type: none"> • Support RDG faculty in the curriculum and instructional implementation of the course through more training opportunities. • Develop RDG 0950 resources on SAGE Community. • Create opportunities for peer observations and /or lecture capture of lessons tied to course objectives.

The Reading department uses the following rubric to assess student mastery of course objectives:

<p>Objectives: Apply critical reading skills to analyze and evaluate the components of an author’s argument. Identify a controversial issue and find information from a variety of sources to research the issue. Evaluate the credibility of sources of information.</p>			
Strategy	Exemplary Performance	Minimal Performance	How to Build These Skills

<p>Analysis of author's argument</p>	<p>Identify and state the issue the author is addressing and form an issue question.</p> <p>Identify the author's claim and support that choice with evidence from the reading.</p> <p>Distinguish between literal and inferential meaning.</p> <p>Identify the author's major reasons and evidence used to support an argument including distinguishing among logical support, emotional support and opinion.</p> <p>Identify and state the author's conclusion in student's own words.</p> <p>Recognize flawed reasoning in argument.</p> <p>Identify the author's use of refutation if present.</p>	<p>Identifies the broad issue in a reading</p> <p>Identifies the author's claim in a reading</p> <p>Distinguish between literal and inferential meaning</p> <p>Identifies the author's major reasons and evidence used to support an argument</p> <p>Identifies the author's conclusion in a reading</p>	<p>Search the CNM library database Controversial Issues to find examples of issues and issue questions:</p> <p>Review examples of claims on pp. 246-248 in textbook.</p> <p>Review literal and inferential meaning on pp. 304-310 in textbook: What's an idiom? What is the author implying?</p> <p>Write the author's claim on the issue and then ask the question, "Why?" Find reasons the author uses to support his claim. Review types of logical support, emotional support and opinion pp. 271-275, 275-276 and 277-279 in the textbook.</p> <p>Review pp. 280-281 on conclusions. Practice paraphrasing using dictionary, thesaurus, look up function in Word. (Paraphrase arguments found in Controversial Issues database.)</p> <p>Review logical fallacies pp. 355-358 in the textbook</p> <p>Review refutation on p. 279-280 in the textbook.</p>
<p>Evaluation of author's argument</p>	<p>Make accurate inferences regarding the context of an author's argument including identifying author bias, values and beliefs.</p> <p>Evaluate the strength of an author's argument based on the evidence and support used, and the author's credibility.</p> <p>Articulate the student's own position on an issue.</p>	<p>Identifies author's bias</p> <p>Evaluate the strength of an author's argument based on the evidence and support used.</p> <p>Articulate the student's own position on an issue</p>	<p>Review pages 303-310 on how to make inferences and complete the practice exercises on pages 309 and 311.</p> <p>When evaluating the strength of an author's argument, consider the following: the relative amount of logical verses emotional support (reliance on primarily emotional support weakens the argument); logical support strengthens an argument if it can be verified to be true; the presence</p>

	Identify obvious and hidden argument		of refutation strengthens the argument; misleading evidence and logical fallacies weaken the argument. Discuss your issue and your point of view with a classmate or the instructor.
Strategy	Exemplary Performance	Minimal Performance	How to Build These Skills
Identify a controversial issue.	Recognize and explain the difference between expository and persuasive writing. Identify a topic about which there is more than one viewpoint. Identify an issue within that topic that will be the focus of further research.	Recognize the difference between expository and persuasive writing Identify a topic about which there is more than one viewpoint. Identify an issue within that topic that will be the focus of further research.	Reread and review Chapter 8, "Understand the Context, Purpose, Point of View," specifically pp. 235-245 and the summary on pp. 248-250. View the Power Point on Chapter 8 which is entitled "Context, Purpose, Point of View."*
Use a systematic approach to research topic	Use internet search engines, databases and CNM library resources to locate information on a topic. Limit search parameters (using and/or, "quotation marks", parentheses etc.) Identify multiple keywords for internet searches and modify keywords when search yields no viable results.	Use internet search engines, databases and CNM library resources to locate information on a topic. Use keywords for internet searches and modify keywords when search yields no viable results.	Read and annotate text pages 350 – 352, "How to Locate and Evaluate Internet Information."*
Find information from a variety of sources to research the issue	Find articles which reflect multiple viewpoints on the issue. Access library databases/resources, including periodicals and newspapers Apply skimming and scanning techniques to articles to make sure they're appropriate (content, readability) for purpose	Find articles which reflect two viewpoints on an issue. Apply skimming and scanning techniques to articles Access library databases/resources	Search the CNM library database Controversial Issues/Points of View Reference Center and Opposing Viewpoints in Context. Review how to locate and evaluate internet information on textbook pages 350-352. Use the five criteria on page 351 for evaluating web-based sources. Study Chapter 2--Five Efficient Reading

			<p>Strategies. These five strategies will teach you exactly what to do when you want to speed up your reading or read only parts of a text to get information you need.</p> <p>Learn and practice “Strategy 3: Survey chapters and articles” on pages 38-39 of the textbook and “Strategy 5: skim, scan, and read selected passages for research. Take research notes” on pages 44-47.</p>
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Strategy	Exemplary Performance	Minimal Performance	How to Build These Skills
<p>Authority and Purpose</p>	<p>Investigate an author's experience, qualifications, and reputation through research.</p> <p>Identify the author, publisher or organization’s primary purpose in providing the information (educational, informational, commercial, entertainment, personal or persuasive)</p>	<p>Investigate an author's experience and qualifications, through research.</p> <p>Identify the primary purpose of an author source (inform, persuade or entertain)</p>	<p>Use the reading: Does the author explicitly mention what their experience is with the topic, their qualifications such as education and work history, and their reputation (is their work supported or rejected by other authors in their field)?</p> <p>Use bibliographic information: Use other information in the source to look for clues regarding the author’s experience, qualifications, and reputation.</p> <p>Use the Internet: Conduct a search on the Internet about the author. Look for other writings that the author has published. Look for the author’s webpage or school/work affiliations.</p> <p>Use the reading: Information about the author is located in the source. The author’s purpose may be located within the actual reading. Look for clues such as introductory paragraphs which usually state the purpose of the reading.</p>

			Use the Internet: After you locate the publisher within the source, do a search on the Internet for the publisher. Usually the purpose of the publisher and the types of articles they publish can be found on their webpage. There may be a mission statement which outlines the purpose of the publisher.
Objectivity	<p>Verify stated facts and statistics.</p> <p>Recognize persuasive or inflammatory language or images.</p> <p>Recognize obvious and hidden biases in material.</p>	<p>Recognize provocative language or images.</p> <p>Recognize obvious biases in material.</p>	<p>Consider the author's purpose (Is it to lead the reader to a certain conclusion?). Is the author attempting to persuade or express emotions? Is the author appealing to the reader's emotions? Are emotional examples given or emotional comparisons made? (See pages 277-8). Check for connotative language. Also review the summary pp 286-287.</p> <p>Consider the author's choice of language. Does it portray a particular "tone"? Does the tone suggest an underlying bias?</p> <p>Review pages 284-287 in textbook on how to recognize bias. Also see page 243 in your textbook on "Hidden and Unconscious argument".</p>
Currency	Find appropriately current or recently revised material.	Find appropriately current or recently revised material.	Locate the date of publication for the source and determine if the information is still relevant and accurate.
Coverage	<p>Recognize and compare multiple points of view on an issue.</p> <p>Explore a diverse range of sources and ideas</p>	<p>Compare at least two points of view on an issue.</p> <p>Explore a diverse range of sources and ideas</p>	Read the 3 viewpoints on Medical Marijuana on pages 295-302. Make a chart comparing the points for and against medical marijuana presented by each author. Add your own arguments for or against, or those of your classmates.

Recommendations, Proposals, and/or Funding Requests:

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)	<p>The course objectives/student learning outcomes being assessed in this cycle, in addition to another course objective, are all critical thinking objectives.</p> <ul style="list-style-type: none"> • Apply critical reading skills to analyze and evaluate the components of an author’s argument. • Identify a controversial issue and find information from a variety of sources to research the issue. • Evaluate the credibility of sources of information. • Students will apply techniques of critical reflection to broaden and support their perspectives and integrate new knowledge. <p>These objectives are assessed through class activities, homework assignments and two cumulative projects, one of which has been normed within the discipline.</p>
b)	

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

Cycle Years:	Plan Description:
	Due to the ongoing redesign of the SAGE Reading program, it is uncertain how course and curriculum changes will impact the current assessment plan. We will continue with the current cycle through Summer 2016.

Student Learning Outcomes/Exit Competencies:	When Measured:	Where Measured:	How Measured:
1. Apply critical reading skills to analyze and evaluate the components of an author’s argument.	Every semester	RDG 0950	Class activities, homework assignments, and Argument Analysis Project
2. Identify a controversial issue and find information from a variety of sources to research the issue.	Every semester	RDG 0950	Class activities, homework assignments, and Argument Analysis Project
3. Evaluate the credibility of sources of information.	Every semester	RDG 0950	Class activities, homework assignments, and Argument Analysis Project