

**CENTRAL NEW MEXICO COMMUNITY COLLEGE  
ASSESSMENT REPORT**

**PART 1: CONTACT & PROGRAM IDENTIFICATION**

Report Year and Contact Information:			
<u>2014-2015</u> <b>Academic Year</b>	<u>Rinita Mazumdar</u> <b>Contact Person</b>	<u>rmazumdar@cnm.edu</u> <b>Email</b>	<u>224-400 ext 50007</u> <b>Phone Number</b>

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

**PART 2: EVIDENCE OF OVERALL PROGRAM EFFECTIVENESS**

Summary of Program Successes:
<p>Data suggest that the large majority of students, assessed in liberal arts courses, demonstrate effective communication and critical analysis skills by achieving scores of 2 or 3 on the rubrics (0-3 scoring scale). <b>In both Humanities as well as in Religion the occurrence of “3” is very rare. Most students obtained between 1-2.</b></p>

Description and Evaluation of Recent Changes Made in Support of Student Learning:
<p>The implementation of school-wide assessment of effective communication and critical analysis has encouraged a process by which discipline faculty are engaged in discussing assignments and assessments that support these learning outcomes.</p>

**PART 3: REPORT ON RECENT ASSESSMENT OF STUDENT LEARNING**

Student Learning Outcome(s) Assessed: <small>To add rows: right-click in cell below and select "Insert," "Insert Rows Above"</small>	Classes/Cohorts Assessed:
Critical Analysis Effective Communication	<u>Spring 2015</u> <b>Humanities 1111</b> <b>Religion 1107</b>

Measurement Tool(s) Used:	Enter X's for type of tool				Initial Achievement Target or Expectation:
	Internal	External	Direct	Indirect	
<i>To add rows: right-click in cell below and select "Insert," "Insert Rows Above"</i>					
	x		x		This year was the first year of implementation and therefore designed to collect baseline data.

Assessment Findings:
<p>2,985 students were assessed in the following liberal arts disciplines: ANTH, ARTS, ARTH, CST, ENG, FREN, HIST, HUM, MUS, PHIL, PSCI, PSY, RLG, SOC, SPAN, and THEA. The largest number of students were assessed in sociology courses, followed by history, English, music, and psychology. The analysis focuses on liberal arts majors and associate liberal arts majors. Associate liberal arts majors are defined as discipline-specific majors within CHSS. Among those students assessed, 967 had a liberal arts major or associate liberal arts major declared Spring 2015: 28 anthropology, 45 communication, 163 criminology, 52 English, 40 fine arts, 33 history, 258 liberal arts, 21 political science, 13 pre-law, 246 psychology, 57 sociology, and 11 theatre. The vast majority (roughly 80-85%) of all students assessed, regardless of course or major, received a score of "2" or "3" in each rubric category on both rubrics.</p> <p>Overall, our data suggest that students who perform better at CNM (based upon lifetime GPA) demonstrate higher levels of ability in effective communication and critical analysis.</p> <p>Of the 965 students assessed who had a liberal arts or associated liberal arts major, those who had more than 30 credit hours did better on critical analysis than students with fewer credits.</p> <p>Because of questions around inter-rater reliability, as well as other data limitations, it is difficult to draw additional conclusions regarding liberal arts and associated majors, from the data collected at this time.</p>

Analysis and Interpretation of Assessment Findings:
<p>Despite measurement and assessment limitations, the majority of students assessed demonstrated critical analysis and effective communication skills.</p> <p>What we might also conclude from these data, examined in this comparative way, is that roughly 15-20% of our students who were assessed will benefit from courses that emphasize a student's ability to demonstrate critical analysis and effective communication regardless of course or major.</p>

<b>Action Plan in Support of Student Learning:</b>

<b>Recommendations, Proposals, and/or Funding Requests:</b>
LALA will be providing a tool to departments that will make merging individual course data (student names and IDs) with the data collection spreadsheet a much easier process.
LALA will be exploring options for addressing data limitations.
LALA encourages all departments to engage in a norming session using student sample assignments to improve inter-rater reliability.

**PART 4: EMBEDDED OUTCOMES**

<b>Critical Thinking and Life Skills/Teamwork Development within Programs:</b>
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)

<b>Cycle Years:</b>	<b>Plan Description:</b>

<b>Student Learning Outcomes:</b>	<b>When Measured:</b>	<b>Where Measured:</b>	<b>How Measured:</b>
1.			
2.			
3.			
4.			