



New Mexico Common Course Assessment Reports Form

Reporting Institution: Central New Mexico Community College

New Mexico Common Core Area: Area I: Communications

Competency Number Assessed: (note that *not* all competencies have to be assessed – mark all that apply to this assessment) ([link](#) to list of competencies for each area)

State Competency 1 <input type="checkbox"/>	State Competency 2 <input checked="" type="checkbox"/>	State Competency 3 <input checked="" type="checkbox"/>
State Competency 4 <input type="checkbox"/>	State Competency 5 <input type="checkbox"/>	State Competency 6 <input type="checkbox"/>

Academic Year of Assessment: 2012-2013

Submission Date: 5-21-2014

Institution Course Number: ENG 1101

NM Common Core Number ([link](#) to list of NMCC Numbers): ENGL1113

Submitted by: Ursula Waln, Director of Student Learning Assessment

Instructions: Fill in the text boxes in the table below for each course, area, or competency on which you are reporting assessment efforts.

Description of Assessment Procedure:

The instructors of College Writing employed an essay scored on a scale of 0-4 to assess CNM Gen Ed outcome 2, "Communicate clearly, concisely, and with purpose in oral and written form," which corresponds to the transfer core outcomes 2 and 3, "Express a primary purpose in a compelling statement and order supporting points logically and convincingly" and "Use effective rhetorical strategies to persuade, inform, and engage," respectively. This was direct, internal assessment of student learning. The achievement target was that 80% of students would score at or above a score of two on the essay.

Report of Assessment Data and Results:

A total of 1328 students' essays were assessed, with 20.9% scoring 4 (the highest score), 34.2% scoring 3, 26.3% scoring 2, 12.5% scoring 1, and 5.9% scoring zero.

As a measure of the overall competency rate, 81.4% scored at or above 2.

Analysis and Interpretation/Reflection on Results or Trends:

The 81.4% competency rate meets and slightly exceeds the achievement target of 80%.

Plan for Improving the Assessment Process and/or Student Learning:

The English faculty carried over a plan from 2012 to begin, in fall of 2013, using beginning-of-semester diagnostic writing samples to identify students with substandard written expression. The faculty plan to then use the diagnostic results to provide resources for students (such as online Bedford Handbook grammar exercises, ACE tutors, office hour meetings, writing conferences, etc.). After initial action, they plan to implement an assessment rubric with Essay #2, but to use the CNM Gen Ed assessment outcome 5, "Identify, categorize, evaluate, and cite multiple resources necessary to produce projects, papers, or performances." This outcome corresponds to the transfer core outcomes 5 and 1, "Integrate research correctly and ethically from credible sources to support the primary purpose of a communication" and "Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view," respectively. The assessment tool used in Fall 2013 will be used again in Spring 2014.