



New Mexico Common Course Assessment Reports Form

Reporting Institution: NEW MEXICO JUNIOR COLLEGE

New Mexico Common Core Area: Area I: Communication

Competency Number Assessed: (note that *not* all competencies have to be assessed – mark all that apply to this assessment by double-clicking on the check box and choosing the “checked” option) ([link](#) to list of competencies for each area)

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

Academic Year of Assessment: Fall 2011 – Spring 2012

Submission Date: 9/11/2012

Institution Course Number: SE 113; SE 123

NM Common Core Number ([link](#) to list of NM CC Numbers): COMM 1213; COMM 1113

Submitted by: Dr. Larry Sanderson, Director, Office of Institutional Effectiveness

Description of Assessment Procedure: Competency 1. COMM 1213: Two traditional classroom sections were assessed. Goal: 70% of students will achieve a success rate of 70% or better by completing three to six interactive listening assignments throughout the semester. **COMM 1113:** Four traditional classroom sections and two online sections were assessed. Benchmark: 75% of students will succeed at 70% or better. Traditional: Students were assigned to evaluate all speeches from their peers. Online: Students were assigned to construct and deliver the elements of an effective informative message. **Competency 2. COMM 1213:** Two traditional classroom sections were assessed. Goal: 70% of students will achieve a success rate of 70% or better. Students completed essay discussion questions on six exams as well as weekly journal reports over assigned topics. **COMM 1113:** Three traditional classroom sections and two online sections were assessed. Benchmark: 75% of students will succeed at 70% or better Traditional -- Persuasive Speech; students were required to turn in a detailed outline prior to the speech denoting style, main points, and the order of the speech; Online: speaking notes and successfully completing a speech outline. **Competency 3. COMM 1213:** One traditional classroom section was assessed. Goal: 70% of students will achieve a success rate of 70% or better. In-class



presentations selected from a variety of scenarios. **COMM 1113:** Four traditional classroom sections and two online sections were assessed. Benchmark: 75-80% of students will succeed at 70% or better. Traditional -- Students gave Informative Speeches designed to provide information on a chosen topic within a 3-5 minute range. Online -- Managing communication apprehension by self-reporting decreased communication anxiety about public speaking in the discussion board assignment.

Competency 4. COMM 1213: Two traditional classroom sections were assessed. Benchmark: 70% of students will achieve a success rate of 70% on analysis of communication—group presentations and individual reports.

COMM 1113: Two traditional sections were assessed. Benchmark: 75% of students will succeed at 70% or better on a Debate Speech wherein students are divided into 2-man debate teams and must work together to develop research assignments and adopt debate strategies both affirmative and negative.

Competency 5. COMM 1213: Two traditional classroom sections were assessed. Goal: 70% of students will achieve a success rate of 70% or better in researching assigned topics and giving a 3-minute research presentation of their results.

COMM 1113: Three traditional classroom sections and two online sections were assessed. Benchmark: 75% of students will succeed at 70% or better. Traditional -- Debate Speech wherein students are divided into 2-man debate teams.

Research must be more than superficial as the teams do not know beforehand whether they will argue for or against the proposal. Online: Construct the elements of an effective informative message (Informative Speech) by using credible sources and a plethora of research types.

Competency 6. COMM 1213: Two traditional classroom sections were assessed. Goal: 70% of students will achieve a success rate of 70% or better in providing within the final exam a well-considered written discussion on ways in which objective, thoughtful communication can be used in negotiating with others in both personal and professional relationships.

COMM 1113: Three traditional classroom sections and one line section were assessed. Benchmark: 75% of students will succeed at 70% or better. Traditional – Students will use National Forensic League Guidelines in their debates; Online: Persuasive Speeches.

Competency 6. COMM 1213: Two traditional classroom sections were assessed. Goal: 70% of students will achieve a success rate of 70% or better in providing within the final exam a well-considered written discussion on ways in which objective, thoughtful communication can be used in negotiating with others in both personal and professional relationships.

Report of Assessment Data and Results: [Click here to enter text.](#)

Competency	Course	Measure	Outcome	Met Measure?
1	COMM 1213	70%	(23/38) 61%	No
	COMM 1113	75%	Traditional: (47/58) 81% Online: (40/45) 89%	Yes
2	COMM 1213	70%	(20/28) 71%	Yes
	COMM 1113	75%	Traditional: (32/38) 84% Online: (36/45) 80%	Yes
3	COMM 1213	70%	(14/17) 82%	Yes
	COMM 1113	75-80%	Traditional: (34/38) 89% Online: (38/45) 84%	Yes
4	COMM 1213	70%	(48/52) 92%	Yes
	COMM 1113	75%	(33/38) 87%	Yes



5	COMM 1213 COMM 1113	70% 75%	(18/28) 64% Traditional: (35/38) 92% Online: (41/45) 90%	No Yes
6	COMM 1213 COMM 1113	70% 75%	(23/28) 82% Traditional: (34/38) 89% Online: (38/45) 85%	Yes Yes

Analysis and Interpretation/Reflection on Results or Trends: Our new Vice-President for Instruction is reviewing these reports and will be convening a working group to address analysis and interpretation / reflection on results or trends.

Plan for Improving the Assessment Process and/or Student Learning: (Addressing all areas/competencies – NMJC is implementing a comprehensive professional development program for faculty beginning Fall 2012.)

Competency 1. COMM 1213: Based on student suggestions, up to three more interactive listening assignments will be added. **COMM 1113:** More reading on all chapters relating to speech delivery will be required; also, stress the importance of giving feedback to peers to improve not only their personal skills but also those of their fellow students. Students will be required to sign their evaluations in order to receive attendance credit for the class period. Online: Strongly emphasize the importance of completing assignments.

Competency 2. COMM 1213: Cutting back on essay questions on three major exams and cutting the number of journal reports; take more time in class demonstrating how a paper should be developed; also, give oral and written feedback more frequently on the journals. **COMM 1113:** Hand out examples of what a proper outline would contain; devote more time to explaining the outline process.

Competency 3. COMM 1213: Add another in-class presentation based on student feedback; change from selecting students to present, 1st ask for volunteers thereby allowing shyer students to assess the situation before presenting. **COMM 1113:** Give in-class coaching on delivering speeches as well as show video of famous speeches; spend more time with students individually to assist in choosing topics; Online: Develop an ungraded discussion board to encourage students to “open up” about communication anxiety.

Competency 4. COMM 1213: Include at least one topic of interest outside of the information provided by the text. **COMM 1113:** Give detailed examples of how a Public Policy Debate is formatted; require students to discuss debate strategies with the professor before the debate.

Competency 5. COMM 1213: Require students to research 3-5 sources to integrate into their presentations; spend more time covering the assignment requirements in class and in writing more fully. **COMM 1113:** Give handouts indicating some of the best sources for the debate topic; require students to turn in bibliographies on a regular basis prior to the debate; Online: Continue to maintain source credibility as an important part of polishing one’s public speaking skills.

Competency 6. COMM 1213: Focus more on handling conflict in relationships since that is the direction that the majority of the students chose to take in addressing the question.



COMM 1113: Require all students to turn in a checklist of debate do's and don'ts prior to the debate; provide a video example of a debate before the students have to conduct their own; Online: continue to encourage students to choose persuasive speech topics with "real life" significance.



New Mexico Common Course Assessment Reports Form

Reporting Institution: NEW MEXICO JUNIOR COLLEGE

New Mexico Common Core Area: Area II: Mathematics - Algebra

Competency Number Assessed: (note that *not* all competencies have to be assessed – mark all that apply to this assessment by double-clicking on the check box and choosing the “checked” option) ([link](#) to list of competencies for each area)

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

Academic Year of Assessment: NOT ASSESSED FOR FALL 2011 – SPRING 2012

Submission Date: 9/11/2012

Institution Course Number: [Click here to enter text.](#)

NM Common Core Number ([link](#) to list of NM CC Numbers): [Click here to enter text.](#)

Submitted by: Dr. Larry Sanderson, Director, Office of Institutional Effectiveness

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: [Click here to enter text.](#)

Report of Assessment Data and Results: [Click here to enter text.](#)

Analysis and Interpretation/Reflection on Results or Trends: [Click here to enter text.](#)

Plan for Improving the Assessment Process and/or Student Learning: [Click here to enter text.](#)



New Mexico Common Course Assessment Reports Form

Reporting Institution: NEW MEXICO JUNIOR COLLEGE

New Mexico Common Core Area: Area II: Mathematics - Calculus

Competency Number Assessed: (note that *not* all competencies have to be assessed – mark all that apply to this assessment by double-clicking on the check box and choosing the “checked” option) ([link](#) to list of competencies for each area)

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

Academic Year of Assessment: Fall 2011 – Spring 2012

Submission Date: 9/11/2012

Institution Course Number: MA 154

NM Common Core Number ([link](#) to list of NM CC Numbers): MATH 1624

Submitted by: Dr. Larry Sanderson, Director, Office of Institutional Effectiveness

Description of Assessment Procedure: Competencies 1. – 4. MyMathLab assignment with questions corresponding to each component of each outcome. (The assignment was created as a test so help buttons were not available.) One attempt per question was allowed, but students were given a list of questions from the text as preparation for each question on the MML assignment. Goal: At least 70% of students would score 70% or better.

Report of Assessment Data and Results:

Competency	Measure	Outcome	Met Measure?
1	70%	(8/9) 89%	Yes
2	70%	(7/9) 78%	Yes
3	70%	(6/9) 67%	No
4	70%	(4/9) 44%	No



Analysis and Interpretation/Reflection on Results or Trends: Our new Vice-President for Instruction is reviewing these reports and will be convening a working group to address analysis and interpretation / reflection on results or trends.

Plan for Improving the Assessment Process and/or Student Learning: (Addressing all areas/competencies – NMJC is implementing a comprehensive professional development program for faculty beginning Fall 2012.) **Competencies 1-4:** Provide a review of the MML competency assignment. Since most students chose not to use the practice problems before attempting the MML assignment, a review assignment will be created in MML. The review assignment will have help buttons accessible and will have a minimum score as a prerequisite. Also, students will be directed to work on the competency review assignment by chapter to allow them to build up a reference for use on the cumulative assessment due before the final exam.



New Mexico Common Course Assessment Reports Form

Reporting Institution: NEW MEXICO JUNIOR COLLEGE

New Mexico Common Core Area: Area II: Mathematics - Other Mathematics

Competency Number Assessed: (note that *not* all competencies have to be assessed – mark all that apply to this assessment by double-clicking on the check box and choosing the “checked” option) ([link](#) to list of competencies for each area)

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

Academic Year of Assessment: NOT OFFERED/ASSESSED FALL 2011-SPRING 2012

Submission Date: 9/11/2012

Institution Course Number: [Click here to enter text.](#)

NM Common Core Number ([link](#) to list of NM CC Numbers): [Click here to enter text.](#)

Submitted by: Dr. Larry Sanderson, Director, Office of Institutional Effectiveness

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: [Click here to enter text.](#)

Report of Assessment Data and Results: [Click here to enter text.](#)

Analysis and Interpretation/Reflection on Results or Trends: [Click here to enter text.](#)

Plan for Improving the Assessment Process and/or Student Learning: [Click here to enter text.](#)



New Mexico Common Course Assessment Reports Form

Reporting Institution: NEW MEXICO JUNIOR COLLEGE

New Mexico Common Core Area: Area III: Laboratory Science

Competency Number Assessed: (note that *not* all competencies have to be assessed – mark all that apply to this assessment by double-clicking on the check box and choosing the “checked” option) ([link](#) to list of competencies for each area)

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

Academic Year of Assessment: Fall 2011- Spring 2012

Submission Date: 9/11/2012

Institution Course Number: CH 114A

NM Common Core Number ([link](#) to list of NM CC Numbers): CHEM 1214

Submitted by: Dr. Larry Sanderson, Director, Office of Institutional Effectiveness

Description of Assessment Procedure: All competencies were assessed in one online section. Benchmark: 75% of students will accomplish at least 70%. **Competency 1.** Unit assignments (reading and self-quizzes), class discussions, and unit labs. **Competency 2.** Word document reports of lab experiments, including objectives, observations, calculations, question answers, and conclusion. **Competency 3.** Unit class discussions and word document reports of lab experiments. **Competency 4.** Word document reports of lab experiments. **Competency 5.** Unit class discussions.

Report of Assessment Data and Results: [Click here to enter text.](#)

Competency	Measure	Outcome	Met Measure?
1	75%	(18/24) 75%	Yes
2	75%	(20/24) 83%	Yes
3	75%	(24/24) 100%	Yes
4	75%	(24/24) 100%	Yes



Analysis and Interpretation/Reflection on Results or Trends: Our new Vice-President for Instruction is reviewing these reports and will be convening a working group to address analysis and interpretation / reflection on results or trends.

Plan for Improving the Assessment Process and/or Student Learning: (Addressing all areas/competencies – NMJC is implementing a comprehensive professional development program for faculty beginning Fall 2012.) **Competency 1.** There will be more and different problem solving on the publisher's website and more and different multimedia. Different lab experiments will be selected. **Competency 2.** Additional questions will be assigned to some lab experiments and lab results will be used in unit discussions. **Competency 3.** Adding additional current topic information and providing more redirection of students' comments, plus elaborate further on the unit discussion topics. **Competency 4.** Provide a pre-lab tutorial that explains example calculations and references on the Internet. **Competency 5.** Adding additional current topic information and providing more redirection of students' comments, plus elaborate further on unit discussion topics.



New Mexico Common Course Assessment Reports Form

Reporting Institution: NEW MEXICO JUNIOR COLLEGE

New Mexico Common Core Area: Area IV: Social/Behavioral Science

Competency Number Assessed: (note that *not* all competencies have to be assessed – mark all that apply to this assessment by double-clicking on the check box and choosing the “checked” option) ([link](#) to list of competencies for each area)

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

Academic Year of Assessment: Fall 2011 – Spring 2012

Submission Date: 9/11/2012

Institution Course Number: PS 113; PS 213; PS 213B; PS 223; AN 123

NM Common Core Number ([link](#) to list of NM CC Numbers): PSYC 1113; ANTH 2113

Submitted by: Dr. Larry Sanderson, Director, Office of Institutional Effectiveness

Description of Assessment Procedure: Goal for all courses: 75% or more of students will succeed at 75% or better. **Competency 1. PSYC 1113:** Twenty-three sections were assessed. 3/23 sections: Written assignments; 18/23 sections: Unit quizzes; 2/23sections: Assignment and exam questions taken from Ch. 2/Intro to Psych, Ch. 2/Biology & Behavior, Ch. 5/Learning Behavior, Ch. 14/Social Psych. **PSYC 1113 Child:** One section was assessed in the traditional classroom: Unit test. **PSYC 1113: Human** Three traditional classroom sections and one online section were assessed. One traditional section: Students were required to answer a number of questions pertaining to values and unethical but not illegal behaviors. Two traditional and online sections: Quizzes/Case studies from Ch. 5. **PSYC 1113 Adolescent:** One traditional section was assessed – Unit quiz/short answer. **ANTH 2113:** Exam with an objective portion. (The first exam contained specific questions—T/F, Mat., and MC that allow the student to use the proper vocabulary in explaining the “what” and “how” of human behavior and its connection to numerous institutions among diverse communities. **Competency 2. PSYC 1113:** Twenty-two sections were assessed. 3/22 sections: Assignment/Exam questions selected from four tests; 5/22 sections: Assignment Rubric; 2/22 sections: Questions taken from Ch. 3/Perceptions & Sensations, Ch.



4/States of Consciousness, Ch. 9/Motivation & Emotion; 12/22 sections: Essay assignment. **PSYC 1113 Child:** One traditional classroom section was assessed -- essay assignment. **PSYC 1113: Human** Three traditional classroom sections and one online section were assessed. One traditional section: Students were required to answer a number of questions pertaining to motivation, job enrichment, positive reinforcement and team building; two traditional and online sections: Quizzes/Case studies from Ch. 12. **PSYC 1113 Adolescent:** One traditional section was assessed – Essay assignment. **ANTH 2113:** Exam with a subjective portion. (The second exam will have paragraph-type essay/short answer questions that reinforce the connections between politics, culture, geography, economy, history, and social institutions with our beliefs and values. **Competency 3. PSYC 1113:** Twenty-two sections were assessed. 3/22 sections: Questions selected from four tests; 17/22 sections: Unit quiz; 2/22 sections: Assignments/Exam questions taken from Ch. 8/Human Development; Ch. 7/Cognition, Language & IQ; Ch. 6/Memory; Ch. 10 Health & Stress. **PSYC 1113 Child:** Three online sections were assessed; N = 69. Unit Tests/discussion posts describing the relationships between heredity, environment, and child development (including personal experiences), and family influences on self-esteem. **PSYC 1113: Human:** Three traditional classroom sections and one online section were assessed. One traditional section: Students were required to answer a number of questions pertaining to emotional contagion, positive attitude and happiness. Two traditional and online sections: Quizzes/Case studies from Ch. 4. **PSYC 1113 Adolescent:** One traditional section was assessed – Unit quiz/short answer. **ANTH 2113:** Archaeology Work. (The students were given an opportunity to apply their knowledge with a “hands-on” application at the campus dig-site and in the field thus showing the connections between self, society, and the environment. (This was a joint field trip with a Geology class.) **Competency 4. PSYC 1113:** Twenty-two sections were assessed. 3/22 sections: Questions selected from four tests; 5/22 sections: Assignment Rubric; 2/22 sections: Assignment/exam questions taken from Ch. 11/Personality & Assessment; Ch. 12/Psychological Disorders; Ch. 13/Therapies; 12/22 sections: Essay assignment. **PSYC 1113 Child:** One traditional classroom section was assessed --Essay Assignment. **PSYC 1113: Human** Three traditional classroom and one online section were assessed. One traditional section: Students were required to answer a number of questions pertaining to respect for other cultural, different cultural management styles and cultural diversity. Two traditional and online sections: Quizzes/Case studies from Ch. 13. **PSYC 1113 Adolescent:** One traditional section was assessed – Essay assignment. **ANTH 2113:** Two written articles that relate to the field of Anthropology/with rubric. The students received a rubric detailing the process of writing up specific Anthropological papers after doing research.

Report of Assessment Data and Results: [Click here to enter text.](#)

Competency	Course	Measure	Outcome	Met Measure?
1	PSYC 1113	75%	(301/386) 78%	Yes



	PSYC 1113 Child PSYC 1113 Human		(24/31) 77% Traditional (33/44) 75% Online (10/12) 83%	Yes Yes
	PSCY 1113 Adoles. ANTH 2113		(12/16) 75% (11/14) 79%	Yes Yes
2	PSYC 1113 PSYC 1113 Child PSCY 1113 Human	75%	(240/356) 67% (24/27) 88% Traditional (28/44) 64% Online (6/11) 55%	No Yes No
	PSYC 1113 Adoles. ANTH 2113		(13/16) 81% (12/12) 100%	Yes Yes
3	PSYC 1113 PSYC 1113 Child PSYC 1113 Human	75%	(239/354) 68% (77/117) 66% Traditional (35/44) 80% Online (7/12) 58%	No No Yes No
	PSYC 1113 Adoles. ANTH 2113		(13/16) 81% (12/12) 100%	Yes Yes
4	PSYC 1113 PSYC 1113 Child PSYC 1113 Human	75%	(275/371) 74% (26/30) 86% Traditional (31/44) 70% Online (7/12) 58%	No Yes No
	PSYC 1113 Adoles. ANTH 2113		(15/16) 93% (8/10) 80%	Yes Yes

Analysis and Interpretation/Reflection on Results or Trends: Our new Vice-President for Instruction is reviewing these reports and will be convening a working group to address analysis and interpretation / reflection on results or trends.

Plan for Improving the Assessment Process and/or Student Learning: (Addressing all areas/competencies – NMJC is implementing a comprehensive professional development program for faculty beginning Fall 2012.) **Competency 1. PSYC 1113:** Different presentation of information will be used to increase score; change in emphasis on topic used in written assignments (parenting styles); add more behavior-related assignment questions to assignments/exams. **PSYC 1113: Human** Explore more ways of introducing students to a global perspective on values will be explored; target areas in the material that students need additional resources provided. **PSYC 1113 Adolescent:** Evaluate the tests and stress to the students the need to study before exams; need to more closely monitor exam success rates and implement changes to ways to present the information. **ANTH 2113:** Attendance is extremely



important for students to gain the valuable information needed on the first assessment. The instructor plans to reinforce the importance of being in the classroom for classes and to aid their involvement by review sheets, clickers, etc. There will be numerous small assignments that will give them additional participation points, too. The review sheets will be granted some points, as well. **Competency 2. PSYC 1113:** Different presentation of information will be used to increase scores. More time will be spent on how to use critical thinking skills; plus, review of individual questions to determine if they are valid for measuring the competency. Add more assessment measures for discussions w/instructor response to every discussion to further enhance knowledge of student assumptions and belief systems. **PSYC 1113: Human** Introduce more assignments to stress the importance of the individual's contribution to the social good; target areas in the material that students need additional resources provided. **ANTH 2113:** The students realized that they could excel by exploring a number of different ways of retaining the information needed. The instructor plans to continue with that approach, as well as varying the method of testing to show students with different learning styles new approaches to learning. **Competency 3. PSYC 1113:** Different presentation of information will be used to increase scores; add more lecture notes and assignment questions on personality theories; implement new strategies that include real-life case examples and group discussion of all factors involved. **PSYC 1113 Child:** Changes will be investigated; need to clarify to students that two postings are required to get full credit; also, will re-evaluate the point system for grading as some students don't appear to do the work after they have earned the grade they want. **PSYC 1113 Human:** More work will be assigned in the area of happiness; target areas in the material that students need additional resources provided. **ANTH 2113:** Based on the success of the approach taken, a campus field dig will be repeated for future semesters until such time that assessment results falter. **Competency 4. PSYC 1113:** More time will be spent on how to identify, describe, and explain issues related to research methods; also, review the essay assignment to determine if it is valid for measuring this competency. Different presentation of information will be used to increase scores. More content on various ethical dilemmas such as the "halo" and "bystander" effect will be added. **PSYC 1113: Human** More class time will be devoted to an appreciation of cultural diversity in our global market; target areas in the material where students need additional resources provided.



New Mexico Common Course Assessment Reports Form

Reporting Institution: NEW MEXICO JUNIOR COLLEGE

New Mexico Common Core Area: Area V: Humanities and Fine Arts

Competency Number Assessed: (note that *not* all competencies have to be assessed – mark all that apply to this assessment by double-clicking on the check box and choosing the “checked” option) ([link](#) to list of competencies for each area)

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

Academic Year of Assessment: Fall 2011 – Spring 2012

Submission Date: 9/11/2012

Institution Course Number: EN 213; EN 213C; EN 213D; EN 223; EN 223A; EN 223C; EN 223D; SP 114; SP 124

NM Common Core Number ([link](#) to list of NM CC Numbers): ENGL 2213; ENGL 2513; ENGL 2613; ENGL 2223; ENGL 2423; ENGL 2523; ENGL 2623; SPAN 1114; SPAN 1124

Submitted by: Dr. Larry Sanderson, Director, Office of Institutional Effectiveness

Description of Assessment Procedure: Goal for all courses: 70% of students will achieve a success rate of 70% or better on the following assessments. **Competency 1. ENGL 2213:** One traditional classroom section and two online sections were assessed using a range of daily assignments, including quizzes and a response paper on assigned reading(s). **ENGL 2513:** Two online sections were assessed using a range of daily assignments, including quizzes and a response paper on assigned reading(s). **ENGL 2613:** One online section was assessed using a range of daily assignments, including quizzes and a response paper on assigned reading(s). **ENGL 2223:** One traditional classroom section was assessed with a test over the “historical” King Arthur. **ENGL 2423:** One traditional classroom section was assessed using a range of daily assignments, including quizzes and a response paper on assigned reading(s). **ENGL 2523:** One online section was assessed using a range of daily assignments, including quizzes and a response paper



on assigned reading(s). **ENGL2623:** One traditional classroom section was assessed using a range of daily assignments, including quizzes and a response paper on assigned reading(s). **SPAN 1114:** One online section and three ITV (dual credit) sections were assessed using students' oral reports demonstrating their understanding and ability to analyze and critically interpret the important pieces of literature that demonstrate the importance of Mexican culture, heritage, and language. Another traditional classroom section and one online section were assessed using students' written activities examining food, places, customs, and communities in Spanish speaking countries. **SPAN 1124:** One online and two ITV sections were assessed using students' written activities examining places, art, sciences and history of Puerto Rico. **Competency 2. ENGL 2213:** One traditional classroom section and two online sections were assessed using students' answers to a series of compare and contrast questions on an exam. **ENGL 2513:** Two online sections were assessed using students' answers to a series of compare and contrast questions on an exam. **ENGL 2613:** One traditional classroom section was assessed by asking students to answer questions which involved comparing and contrasting Gilgamesh and Rama and present to the group. **ENGL 2223:** One traditional classroom section was assessed using students' answers to a series of compare and contrast questions on an exam over fictional King Arthur, including Excaliber. **ENGL 2423:** One traditional classroom section was assessed using students' answers to a series of compare/contrast questions on four major exams throughout the semester. **ENGL 2523:** One online section was assessed using students' answers to a series of compare/contrast questions on an exam. **ENGL2623:** One traditional classroom section was assessed. Students completed a paper comparing/contrasting an African novel to a Greek tragedy. **SPAN 1114:** One online section and three ITV (dual credit) sections were assessed using students' written reports comparing the literature, language, and culture of Mexico to the U.S. One traditional classroom section and one online section were assessed using students' written activities examining the educational system in Spain (Universidad Autonoma de Madrid). **SPAN 1124:** One online and two ITV sections only were assessed using students' written activities examining the tourism industry in Puerto Rico. **Competency 3. ENGL 2213:** One traditional classroom section and two online sections were assessed. Traditional: Students will take four short-answer exams throughout the semester that demonstrate their understanding of the diversity of the human experience in selected genres and subgenres; Online: Students will complete a research paper. **ENGL 2513:** Two online sections were assessed. Students completed a research paper. **ENGL 2613:** One traditional classroom section was assessed. Students completed a research paper focusing on an event, historical figure, or trend in the ancient, medieval, or early modern periods. **ENGL 2223:** One traditional classroom section was assessed. Students completed a paper examining how Luke Skywalker is based on the archetypal persona of King Arthur. **ENGL 2423:** One traditional classroom section was assessed. Students completed a research paper. **ENGL 2523:** One online section was assessed. Students completed a research paper. **ENGL2623:** One traditional classroom section was assessed. Students completed a research paper based on the modern era. **SPAN 1114:** One online section and three ITV (dual credit) sections were assessed using students'



projects which required students to identify and compare current statistics of at least two cities (one in the U.S. and one in Mexico) in the areas of ethnic/racial diversity, levels of education attained, and major sources of economy for the region. One traditional classroom section and one online section were assessed using students' written activities related to cultural values in the Hispanic community. **SPAN 1124:** One online and two ITV sections were assessed using students' written activities related to cultural values in the Hispanic community. **Competency 4. ENGL 2213:** One traditional classroom section and two online sections were assessed. Traditional – Students took four short-answer exams throughout the semester that demonstrated their understanding of historical and/or cultural perspectives vs. contemporary perspectives; Online: Students completed a research paper. **ENGL 2513:** Two online sections were assessed. Students completed a research paper. **ENGL 2613:** One traditional classroom section was assessed. Students gave an oral report relating to research of ancient periods to the early modern period. **ENGL 2223:** One traditional classroom section was assessed. Students completed an essay question over how the modern writer-director George Lucas drew from King Arthur to create a futuristic world in his Star Wars series. **ENGL 2423:** One traditional classroom section was assessed. Students completed a research paper. **ENGL 2523:** One online section was assessed. Students completed a research paper. **ENGL 2623:** One traditional classroom section was assessed. Students completed a research paper based on the modern era. **SPAN 1114:** One online section and three ITV (dual credit) sections were assessed using students' oral language proficiency exams, which demonstrate the ability to speak Spanish at the first semester level. One traditional classroom section and one online section were assessed using an activity relating to using names correctly in the Spanish-speaking world. **SPAN 1124:** One online and two ITV sections only were assessed using an activity relating to the importance of open air markets in the Spanish-speaking world.

Report of Assessment Data and Results: [Click here to enter text.](#)

Competency	Course	Measure	Outcome	Met Measure?
1	ENGL 2213	70%	Traditional (13/14) 93%	Yes
			Online (29/40) 73%	
	ENGL 2513		(28/32) 88%	Yes
	ENGL 2613		(17/18) 94%	Yes
	ENGL 2223		(7/9) 78%	Yes
	ENGL 2423		(9/10) 90%	Yes
	ENGL 2523		(30/32) 93%	Yes
	ENGL 2623		(10/12) 87%	Yes
	SPAN 1114		(104/151) 69%	No
	SPAN 1124	(46/49) 93%	Yes	
2	ENGL 2213	70%	Traditional (12/14) 86%	Yes



	ENGL 2513 ENGL 2613 ENGL 2223 ENGL 2423 ENGL 2523 ENGL 2623 SPAN 1114 SPAN 1124		Online (31/38) 82% (25/32) 78% (14/18) 80% (8/9) 89% (9/10) 90% (28/32) 87% (12/12) 100% (115/151) 76% (45/49) 92%	Yes Yes Yes Yes Yes Yes Yes Yes
3	ENGL 2213 ENGL 2513 ENGL 2516 ENGL 2223 ENGL 2423 ENGL 2523 ENGL 2623 SPAN 1114 SPAN 1124	70%	Traditional (14/14) 100% Online (24/31) 77% (27/32) 84% (16/18) 88% (8/9) 89% (8/10) 80% (27/32) 84% (12/12) 100% (115/151) 76% (44/49) 89%	Yes Yes Yes Yes Yes Yes Yes Yes
4	ENGL 2213 ENGL 2513 ENGL 2613 ENGL 2223 ENGL 2423 ENGL 2523 ENGL 2623 SPAN 1114 SPAN 1124	70%	Traditional (13/14) 93% Online (27/31) 87% (27/32) 84% (18/18) 100% (8/9) 89% (9/10) 90% (27/32) 84% (12/12) 100% (105/151) 70% (47/49) 94%	Yes Yes Yes Yes Yes Yes Yes Yes

Analysis and Interpretation/Reflection on Results or Trends: Our new Vice-President for Instruction is reviewing these reports and will be convening a working group to address analysis and interpretation / reflection on results or trends.

Plan for Improving the Assessment Process and/or Student Learning: (Addressing all areas/ competencies – NMJC is implementing a comprehensive professional development program for faculty beginning Fall 2012.) **Competency 1. ENGL 2213:** Traditional: Reducing the number of quizzes and incorporating a few bring-in reaction/response papers; Online: Changing the assignment to a common



film rather than allowing for individual choice and revising the analysis prompts; varying the types of daily assignments for use in Canvas. **ENGL 2513:** Adding additional components to the discussions to increase interactivity among students. **ENGL 2613:** Students claimed to forget about assignments being due, so several alerts will be utilized when the college changes from Blackboard to Canvas to remind students of due dates. **ENGL 2223:** Discussing the historical background of fictional characters at greater length within whole class/group settings. **ENGL 2423:** Students need more practice in determining the differences between expectations for short answer questions and in-depth essay question answers. **ENGL 2523:** Varying the types of daily assignments for use in Canvas. **ENGL 2623:** Encourage students to hand in all the necessary assignments. **SPAN 1114:** Stronger emphasis on oral communication -- students will be given additional opportunities to speak in class. Students will continue to be exposed to customs and culture of Spanish-speaking countries. **SPAN 1124:** Students will continue to be exposed to the arts and culture of Spanish-speaking countries; especially those that are part of the U.S. **Competency 2. ENGL 2213:** Traditional: Two compare/contrast questions will be included on the midterm exam and two on the final exam because students complained it was too difficult to remember all of the major readings on a comprehensive final exam; Online: Specify the criteria for comparative analysis as it is too open in its present form; revising the handout on preparing for and taking exams, as well as revise some text questions. **ENGL 2513:** Add more literary devices to the course. **ENGL 2613:** Add more practice test questions; also, start using Respondus Lockdown browser. **ENGL 2223:** More research on how to write comparison-contrast papers; devote more class time to watching how students enter their papers to ensure the accuracy of MLA application. **ENGL 2423:** More time will be devoted to covering the areas of religious and intellectual differences. **ENGL 2523:** Revision to the handout on preparing for and taking exams, as well as some revision to test questions. **ENGL 2623:** More connections can be made with other pieces of art. **SPAN 1114:** Educational goals of all students (Hispanic/Non-Hispanic) will continue to be stressed. **SPAN 1124:** Continue to stress the value of visiting/living in a Spanish-speaking country. **Competency 3. ENGL 2213:** Traditional – Students will write a single, semester-long research paper to provide them with a broader perspective; Online: Adding the requirement that students include at least 3 specific historical periods; break up the research paper into smaller steps with more draft work. **ENGL 2513:** Add more research components to prepare students for giving proper citations. **ENGL 2613:** Start the research paper earlier, dedicating a learning module just to the research paper. **ENGL 2223:** More research on how to write analysis papers. **ENGL 2423:** More time spent helping students make determinations on how the past affects the present. **ENGL 2523:** Break up the research paper into smaller steps with more draft work. **SPAN 1114:** Continue to focus on the cultural values of the Hispanic community. **SPAN 1124:** Continue to focus on cultural values as an integral part of foreign language. **Competency 4. ENGL 2213:** Traditional – Students will write a single, semester-long research paper to provide them with broader perspectives; Online: Break up the research paper into smaller steps with more draft work and require at least one additional source. **ENGL 2513:** Deeper into an analysis of the time period versus today.



ENGL 2613: Start the research paper earlier, dedicating a learning module just to the research paper. **ENGL 2223:** More research on how to write analysis papers. **ENGL 2423:** Give students extra time in looking at poetic images and symbols from the past to determine how symbolic language has changed. **ENGL 2523:** Break the research paper into smaller steps with more draft work. **SPAN 1114:** Give students additional opportunities to understand the importance of Hispanic surnames to create self-awareness of the students of Hispanic heritage of their own culture.