

New Mexico Common Course Assessment Reports Form

Reporting Institution: New Mexico Junior College

New Mexico Common Core Area: Area I, Communication

Competency Number Assessed:

State Competency 1 X	State Competency 2 X	State Competency 3 X
State Competency 4 X	State Competency 5 X	State Competency 6 X

Academic Year of Assessment: Fall 2016-Spring 2017

Submission Date: 10/24/2017

Institution Course Number: EN113, EN123, SE113, SE123

NM Common Core Number: ENGL1113, ENGL1123, ENGL2113, COMM1213, COMM1113

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

Description of Assessment Procedure: Assessment methods across courses and outcomes were not changed from the previous reporting cycle. Methods include essays (drafts, thesis development...), essay quizzes, discussions over reading assignments (in class and in Canvas), quizzes over reading assignments, term paper/research paper, projects or presentations with summaries.

Benchmark for all courses assessed in this area remains 70% of students will achieve a success rate of 70% or better on the assessment activities.

All sections of each course were assessed. Data was gathered within each course, combined departmentally and then combined by NM General Education Area.

Report of Assessment Data and Results:

- **State Competency 1:** "Students should analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view."
 - Results: 1299/1556 or 83% of students who completed the course met or exceeded the benchmark.
- **State Competency 2:** "Students should express a primary purpose in a compelling statement and order supporting points logically and convincingly."
 - Results: 1334/1546 or 86% of students who completed the course met or exceeded the benchmark.
- **State Competency 3:** "Students should use effective rhetorical strategies to persuade, inform, and engage."
 - Results: 1294/1544 or 84% of students who completed the course met or exceeded the benchmark.
- **State Competency 4:** "Students should employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics."
 - Results: 1285/1551 or 83% of students who completed the course met or exceeded the benchmark.

- **State Competency 5:** “Students should integrate research correctly and ethically from credible sources to support the primary purpose of a communication.”
 - Results: 1255/1544 or 81% of students who completed the course met or exceeded the benchmark.
- **State Competency 6:** “Students should engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.”
 - Results: 1334/1540 or 87% of students who completed the course met or exceeded the benchmark.

Benchmark met on all outcomes.

Analysis and Interpretation/Reflection on Results or Trends: Each department holds a meeting at the beginning of the academic year to review and analyze data, compare previous results, compare overall success rates and plan efforts for improvement. Departmental reports are submitted to the divisional dean and then to the academic vice president for additional review and feedback.

Area I has improved participation in assessment over the last few years and has maintained stable success rates. Overall student success rate for this assessment cycle was 1431/1844 or 78%. The previous success rate was 1893/2574 or 74%.

Numbers do not move much each year. Data has been combined from a different styles of assignments and was difficult to accept as meaningful reflection of trends. Numbers were seen as apples and oranges put together, but not truly relevant because each batch of students was as unique as the instructor developing the assignments. This prompted an idea to create common terms across courses to help see how well students apply the same skills in all communication classes and, hopefully, create a continuity in learning.

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

Faculty expressed frustration about students’ inability to transfer information learned in one course to other courses with similar objectives or assessments. They believe establishing one key term per objective could help create a common language across communication courses so skills might be connected and applied in all courses in this area. The goal is to help instructors communicate consistently with students so they understand transferability of skills is necessary and expected. Faculty settled on a common term for each outcome to use in each communication course. Terminology to be implemented is:

Competency I: Credibility (Students should be able to evaluate sources for credibility.)

Competency II: Hypothesis, thesis, antithesis (Students should be able to articulate a main idea.)

Competency III: Rhetoric (Students should be able to recognize the effective use of oral and / or written language.)

Competency IV: Research paper (Students should be able to identify the components and process of a research paper.)

Competency V: Plagiarism (Students should be able to define plagiarism and identify strategies to avoid it.)

Competency VI: Evidence (Students should be able to identify evidence supporting a thesis.)

New Mexico Common Course Assessment Reports Form

Reporting Institution: New Mexico Junior College
New Mexico Common Core Area: Area II, Mathematics
Competency Number Assessed:

State Competency 1 X	State Competency 2 X	State Competency 3 X
State Competency 4 X	State Competency 5 NA	State Competency 6 NA

Academic Year of Assessment: Fall 2016-Spring 2017
Submission Date: 10/24/2017
Institution Course Number: MA113, MA113B
NM Common Core Number: MATH1113, MATH2113
Submitted by: Larry Sanderson, Director, Office of Institutional Effectiveness

Description of Assessment Procedure: Instructors used various methods of assessment such as-

- “Assessments”- high value, proctored exams at certain points across the semester.
- Capstone/Final project- comprehensive assignment sectioned according to each outcome.
- “Final Assessments”- short final exams covering each outcome separately.
- Comprehensive final exam with sets of questions to address each outcome.

Benchmark for all courses assessed in this area was 75% of students will achieve a success rate of 70% or better on the assessment activities. All sections of each course were assessed. Data was gathered within each course, combined departmentally and then combined by NM General Education Area.

Report of Assessment Data and Results:

- **State Competency 1:** “Students should be able to construct and analyze graphs and/or data sets.”
 - Results: 343/440 or 78% of students who completed the course met or exceeded the benchmark.
- **State Competency 2:** “Students should be able to use and solve various kinds of equations.”
 - Results: 318/440 or 72% of students who completed the course met or exceeded the benchmark.
- **State Competency 3:** “Students should be able to understand and use mathematical explanations using appropriate definitions and symbols. “
 - Results: 304/440 or 69% of students who completed the course met or exceeded the benchmark.
- **State Competency 4:** “Students should be able to demonstrate problem solving skills within the context of mathematical applications.”
 - Results: 307/440 or 70% of students who completed the course met or exceeded the benchmark.

Benchmark met on outcome 1. Other outcomes were not met, but were close.

Analysis and Interpretation/Reflection on Results or Trends: The math department holds a meeting at the beginning of the academic year to review and analyze data, compare previous results, compare overall success rates and plan efforts for improvement. Departmental reports are submitted to the divisional dean and then to the academic vice president for additional review and feedback.

Area II courses overall success rate for fall 2016 and spring 2017 was 274/392 or 70%. College Algebra success rate was 183/267 or 69%. Statistics success rate was 91/125 or 73%. Intermediate Algebra, the prerequisite to both College Algebra and Statistics was the lowest success rate for math credit courses offered (170/419 or 41%).

Results per outcome for College Algebra met benchmark: G-79%, S-78%, N-75%, A-72%. This is improved over last assessments cycle. Results for Statistics were lower for notation and applications: G-75%, S-70%, N-58%, A-54%. Departmental results per outcome for all math credit courses were all outcomes at or near benchmark. Notation was still the lowest, but not by much. These results are similar to the previous assessment cycle.

Faculty continue to express concern for poor habits in students. Specifically, avoiding learning and completing work by over reliance on courseware and online problem solving sites, such as Mathway. Instructors believe MyMathLab was not facilitating retention of skills and was not preparing students for written exams, despite practice tests and reviews. Therefore, a new text and courseware were adopted for the sequence of three courses leading to College Algebra and Statistics. Timing was also right to try a new Statistics text from the same publisher. Basic Math, Elementary Algebra, Intermediate Algebra and Statistics were all in Hawkes texts and courseware for this assessment cycle. Early results show a healthy improvement with Basic Math and basically the same success rates with the others. However, notation and applications in Statistics did suffer a loss in the new system. The instructor will work on these skills and compare again next year.

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

College Algebra and Trig will go to a Hawkes text book in 2017-2018. Faculty believe the Hawkes system provides a better value with superior student and instructor support. Of course faculty will monitor success rates over the next year and beyond. Faculty continue to require high value, proctored exams at least twice over the semester. Students are expected to demonstrate mastery of objectives without access to resources. Use of Hawkes is meant to hold students more accountable for learning from lesson assignments leading to chapter tests. Use of high value, proctored exams is meant to diminish the probability that a student can earn a passing grade by using problem solving apps. NMJC faculty have begun a case study with the help of a Hawkes marketing analyst to compare results and various dynamics of student performance from Hawkes and MML. This case study should have preliminary results next year with ongoing monitoring each year for the next several years.

Advising and placement are still points of discussion and concern, especially *unwise placement*. Instructors are collecting data and discussing options with counselors for better placement of students. The policy advocated by math instructors is students must have a test score or prerequisite course no more than one year before enrolling for a math class. If the student's most recent indicator of readiness is more than a year old, the student must take a new placement test or speak with a math instructor before being allowed to enroll. This policy is a work in progress and requires a lot more communication between math instructors and student services staff. Advising must be early and personal which is, of course, challenging.

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:

State Competency 1 X	State Competency 2 X	State Competency 3 X
State Competency 4 X	State Competency 5 X	State Competency 6 NA

Academic Year of Assessment: Fall 2016-Spring 2017

Submission Date: 10/24/2017

Institution Course Number: BI114/114L, BI124/124L, CH114/114L, CH114A/114AL, CH124A/124AL, GE114/114L, GE124/124L, PH114A/114AL, PH114/114LPH124/124L, PH214/214L, PH224/224L

NM Common Core Number: BIOL1113/1111, BIOL1123/1121, CHEM1113/1111, CHEM1213/1211, CHEM1223/1221, GEOL1114, GEOL1214, ASTR1113/1111, PHYS1114, PHYS1124, PHYS1214, PHYS1224

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

Description of Assessment Procedure: Various assessment methods across courses and outcomes were used to collect data. Examples include quizzes, lab reports, journal articles, presentation of case studies or problems, laboratory exercises that call for the student to construct and test hypotheses related to the scientific discipline, to apply appropriate quantitative techniques for the type of material being covered with written and/or oral work to be evaluated according to college level writing criteria, as well as the standards of the field being studied.

Benchmark for all courses assessed in this area was 70% of students will achieve a success rate of 70% or better on the assessment activities.

All sections of each course were assessed. Data was gathered within each course, combined departmentally and then combined by NM General Education Area.

Report of Assessment Data and Results:

- **State Competency 1:** "Students should describe the process of scientific inquiry."
 - Results: 1151/1334 or 86% of students who completed the course met or exceeded the benchmark.
- **State Competency 2:** "Students should solve problems scientifically."
 - Results: 1161/1325 or 88% of students who completed the course met or exceeded the benchmark.
- **State Competency 3:** "Students should communicate scientific information."
 - Results: 1105/1324 or 83% of students who completed the course met or exceeded the benchmark.
- **State Competency 4:** "Students should apply quantitative analysis to scientific problems."
 - Results: 1084/1321 or 82% of students who completed the course met or exceeded the benchmark.
- **State Competency 5:** "Students should apply scientific thinking to real world problems."

- Results: 1071/1279 or 84% of students who completed the course met or exceeded the benchmark.

Benchmark met on all outcomes.

Analysis and Interpretation/Reflection on Results or Trends: Each department holds a meeting at the beginning of the academic year to review and analyze data, compare previous results, compare overall success rates and plan efforts for improvement. Departmental reports are submitted to the divisional dean and then to the academic vice president for additional review and feedback.

Comparing previous results to current results showed no significant changes in success.

The overall success rate for all natural science classes from fall 2015 through spring 2016 was 1529/2126 or 72%. Success rate for fall 2016 through spring 2017 was 1300/1915 or 68%.

Based on data so far the conclusion is that course completers are successful on each learning outcome.

A lot of work was done over the 2016-2017 academic year to validate positive outcomes and establish quality control over all modes of delivery. Instructors made more use of videos in online courses and made improvements to labs both online and on campus. Adjustments to point or weight value on assessment activities proved effective in motivating students to complete those assignments rather than skipping them.

Departmental templates were developed and departmental agreement to require at least two proctored exams in online course was another initiative. These initiatives are in beginning phases and will be ongoing. Online course reviews with cooperation between the online learning support staff and dean along with subject matter experts was a big undertaking this year and will continue. These efforts should help establish quality and consistency between modes of delivery while preserving academic freedom for individual instructors.

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

Changes from last assessment cycle have been implemented and will continue:

- Anatomy pre-requisite of college level Biology
- Biology classes follow percent weights grading instead of points with heavy percent weight assigned to final exams.
- Lab manual improvements have been successful.

New projects started that will continue:

- Content alignment review (aka online course review) for online natural science courses done each semester on a rotation. Courses are reviewed for academic rigor using distance learning experts and subject matter experts.
- Development of standard departmental Canvas templates.
- At least two proctored exams for online science classes. (On campus classes take multiple proctored exams.)
- Development of a departmental assessment handbook as a resource for instructors teaching lab science courses. It will provide examples and guidance across all varieties of lab science courses.

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:

State Competency 1 X	State Competency 2 X	State Competency 3 X
State Competency 4 X	State Competency 5 NA	State Competency 6 NA

Academic Year of Assessment: Fall 2016-Spring 2017

Submission Date: 10/24/2017

Institution Course Number: AN213, EC213, EC223, GO213, GO233, PS113, PS213, SO213, SO223

NM Common Core Number: ANTH2113, ECON2113, ECON2123, POLS1123, PSYC1113, SOCI1113, SOCI2113, SOCI2213

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

Description of Assessment Procedure: Various assessment methods across courses and outcomes include essays (drafts, thesis development...), essay quizzes, discussions over reading assignments (in class and in Canvas), quizzes over reading assignments, term paper/research paper, projects or presentations with summaries. Benchmark for all courses assessed in this area was 70% of students will achieve a success rate of 70% or better on the assessment activities.

Use of a pre/post-test was specific to Economics. Benchmark for all courses assessed in this area was 75% of students will achieve a success rate of 75% or better on the assessment activities. (Note: The 'Test of Understanding in College Economics' developed by the National Council on Economic Education was used for the pretest/posttest. The macroeconomic exam includes questions on the following content: measuring aggregate economic performance; aggregate supply and aggregate demand; money and financial markets; monetary and fiscal policies; policy debates; and international economics.)

All sections of each course were assessed. Data was gathered within each course, combined departmentally and then combined by NM General Education Area. All sections of each course were assessed. Data was gathered within each course, but was combined departmentally and then combined by NM General Education Area.

Report of Assessment Data and Results:

- **State Competency 1:** "Students should identify, describe, and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities."
 - Results: 883/1019 or 87% of students who completed the course met or exceeded the benchmark.
- **State Competency 2:** "Students should articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions."

- Results: 888/1042 or 85% of students who completed the course met or exceeded the benchmark.
- **State Competency 3: “Students should describe ongoing reciprocal interactions among self, society, and the environment. “**
 - Results: 880/1023 or 86% of students who completed the course met or exceeded the benchmark.
- **State Competency 4: “Students should apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.”**
 - Results: 913/1017 or 90% of students who completed the course met or exceeded the benchmark.

Benchmark met on all outcomes.

Analysis and Interpretation/Reflection on Results or Trends: Each department holds a meeting at the beginning of the academic year to review and analyze data, compare previous results, compare overall success rates and plan efforts for improvement. Departmental reports are submitted to the divisional dean and then to the academic vice president for additional review and feedback.

Overall success rate by enrollment in Area IV courses was 1399/1814 or 77% for 2015-2016. Fall 2016 through spring 2017 success rate for the area was 1436/1875 or 77%. All outcomes have met and exceeded benchmark since NMJC instituted the departmental reporting process. The peer review project described in the last report proved difficult and unworkable. Instructors found varying levels of expectation and approach.

Economics instructors modified how they analyze pre/post test results, but were not able to improve participation rate. Deeper analysis of results and better data collection are necessary.

Plan for Improving the Assessment Process and/or Student Learning: Effort to elevate the value and quality of methods used to assess student learning was unsuccessful this year. Rather than focusing on methods, instructors realized a need to form consistent interpretation of each outcome as it relates to each course in this area. After this it should be possible to have better agreement on valid methods of assessing student learning with consistent expectations through departmental rubrics. This will be a long term project. Emphasis on developing critical thinking through writing continues to be an important part of the above mentioned peer review project.

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:

State Competency 1 X	State Competency 2 X	State Competency 3 X
State Competency 4 X	State Competency 5 NA	State Competency 6 NA

Academic Year of Assessment: Fall 2016-Spring 2017

Submission Date: 10/24/2017

Institution Course Number: AR113, EN213, EN213A, EN213C, EN213D, EN223, EN223A, EN223C, EN223D, HI113, HI123, HI113A, HI213, HI223, MU213, PI213, PI223, SP114, SP124

NM Common Core Number: ARTS1113, ENGL2413, ENGL2513, ENGL2613, ENGL2423, ENGL2423, ENGL2623, HIST1113, HIST1213, HIST2113, HIST1053, HIST1063, MUSI1113, PHIL1113, PHIL2113, SPAN1114, SPAN124

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

Description of Assessment Procedure: Various assessment methods across courses and outcomes include chapter quizzes, term papers, exams, essays, discussions (in class and in Canvas), term papers, projects and presentations.

Benchmark for all courses assessed in this area was 70% of students will achieve a success rate of 70% or better on the assessment activities.

All sections of each course were assessed. Data was gathered within each course, combined departmentally and then combined by NM General Education Area.

Report of Assessment Data and Results:

- **State Competency 1:** “Students should analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.)”
 - Results: 592/765 or 77% of students who completed the course met or exceeded the benchmark.
- **State Competency 2:** “Students should compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).”
 - Results: 636/775 or 82% of students who completed the course met or exceeded the benchmark.
- **State Competency 3:** “Students should recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.”
 - Results: 632/779 or 81% of students who completed the course met or exceeded the benchmark.
- **State Competency 4:** “Students should draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.”

- Results: 590/764 or 77% of students who completed the course met or exceeded the benchmark.

Benchmark met on all outcomes.

Analysis and Interpretation/Reflection on Results or Trends: Each department holds a meeting at the beginning of the academic year to review and analyze data, compare previous results, compare overall success rates and plan efforts for improvement. Departmental reports are submitted to the divisional dean and then to the academic vice president for additional review and feedback.

Data per outcome is not moving significantly year to year. While it is comforting to maintain “acceptable” success, there is room for improvement and at the very least effort to validate results. Ongoing strategies included in class reviews before exams, in class instructions to provide clearer directions for essays and other assignments, use of Turnitin, supplemental resources posted in Canvas along with assignments, refer students to supplemental supports via Brainfuse, Academic Success Center and instructor office time. These things are woven into the nature of the courses now.

Overall success rate for the courses within this area was 1349/1879 or 72% in 2015-2016. Success rate for fall 2016 through spring 2017 was 1163/1670 or 70%. Again, this is consistent with results by outcome.

Plan for Improving the Assessment Process and/or Student Learning: Similar to Area I, instructors in Area V created a common list of vocabulary/terminology to be used by all in the department so students can better connect “transferable skills”. Students are not carrying skills required in one class into other classes. Faculty are hopeful that establishing common terminology throughout courses in this area will help students make the connections and apply expected skills. Instructors believe students “compartmentalize” their knowledge and don’t recognizing overlap of expectations between courses. Faculty agreed on the following terms to use for the coming year to improve assessment results and help students with transferable skills:

Competency I: Primary and Secondary Sources (Students should be able to define and identify primary and secondary sources.)

Competency II: Compare and Contrast (Students should be able to define and perform a comparison and contrast analysis.)

Competency III: Diversity (Students should be able to define diversity.)

Competency IV: Relevancy (Students should be able to articulate a connection between the past and present.)