

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 2014-Spring 2015

Submission Date: 10/14/2015

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: 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.

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: 1230/1482 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: 1251/1482 or 84% 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: 1214/1475 or 82% 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: 1163/1482 or 78% 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: 1197/1475 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: 1237/1470 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.

Plan for Improving the Assessment Process and/or Student Learning: After departmental meeting the following goals for the new assessment cycle were agreed upon-

- Faculty will employ student engagement strategies to enhance student learning.
- Faculty will guide students to use critical thinking skills to compose a compelling statement.
- Faculty will model effective rhetorical strategies to persuade, inform & engage students.
- Faculty will utilize embedded tutors, the Academic Success Center, Harbrace Handbook and the OWL website to improve writing and speaking processes.
- Faculty will refer students to interactive library lessons provided by Pannell library personnel.
- Faculty will continue to engage students in a fair and reasonable exchange of ideas pertinent to each course.

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 2014-Spring 2015
Submission Date: 10/14/2015
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” are high value, proctored exams at certain points across the semester.
- Capstone/Final project which is a comprehensive assignment in several parts addressing each outcome.
- “Final Assessments” which are 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: 216/278 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: 234/293 or 80% 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. “
 - 213/292 or 73% 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.”
 - 214/287 or 75% of students who completed the course met or exceeded the benchmark.

Benchmark met on outcomes 1, 2, and 4. Benchmark not met on outcome 3.

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. Results for College Algebra were below benchmark in all outcomes, but only outcome 3 was significantly below. Results for Statistics were above benchmark for all outcomes. Departmental results for all math credit courses at NMJC were that only outcome 1, graphing, met benchmark. Other outcomes were close with outcome 3, notation, being lowest. These results are similar to the previous assessment cycle. Reflections noted in the departmental assessment report for math credit courses were- concerns for the typical poor habits students display, but more specific concerns related to use of courseware and online materials (use of MyMathLab is not facilitating retention of skills and is not preparing students for success on written exams despite practice tests and written reviews).

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

Advising and placement seem to be an emerging source of risk for students. Instructors will take steps to verify correct placement by communicating names of students who failed or withdrew department wide and they will again review records of incoming students spring 2016 to filter out students who do not meet necessary eligibility. In addition, math instructors are implementing a new text and courseware for TS math classes and Intermediate Algebra. Success with the new courseware will be tracked to decide if similar courseware could be implemented in MA credit courses beyond Intermediate Algebra.

Another departmental concern is with respect to part time students, a high risk demographic. Many conversations have taken place to address low success rates in math classes. Data provided by the Office of Institutional Effectiveness shows that part time students are at much higher risk than full time students. This is especially true for math. All instructors offer extensive opportunities for students to get help, yet math stays among the highest risk subject areas for NMJC students, possibly because many students simply do not make time to seek help when they need it. Instructors all agree to emphasize learning habits with students throughout the semester and in the syllabus to communicate the reality that math classes are time consuming and they must learn to plan accordingly. Success starts with commitment and engagement of the student. Instructors will seek to maximize their influence over student commitment and engagement.

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 2014-Spring 2015

Submission Date: 10/14/2015

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: 940/1063 or 88% of students who completed the course met or exceeded the benchmark.
- **State Competency 2:** "Students should solve problems scientifically."
 - Results: 911/1040 or 88% of students who completed the course met or exceeded the benchmark.
- **State Competency 3:** "Students should communicate scientific information."
 - Results: 852/974 or 87% of students who completed the course met or exceeded the benchmark.
- **State Competency 4:** "Students should apply quantitative analysis to scientific problems."
 - Results: 899/1040 or 86% of students who completed the course met or exceeded the benchmark.
- **State Competency 5:** "Students should apply scientific thinking to real world problems."

- Results: 865/1009 or 86% 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 2014 through spring 2015 was 539/764 or 70.5%.

Plan for Improving the Assessment Process and/or Student Learning: Based on data so far the conclusion is that course completers are successful on each learning outcome.

Professors are implementing various course changes in the next assessment cycle:

- Anatomy now has a pre-requisite of college level Biology only. High school biology is no longer accepted as a prerequisite. This has caused Anatomy numbers to go down and Biology numbers to go up for the fall 2015 semester.
- Biology classes will now follow a grading policy based on percent weights instead of points. This change puts all natural science classes on a percent grading system. A heavy percent weight is assigned to final exams and all professors give comprehensive final exams.
- New lab manuals in use or will be in use over the coming assessment cycle.

Another point of concern in the last assessment cycle was online student participation on assessed assignments. Assessment methods can be hard to duplicate for online classes and they tend to have lower participation than in face to face classes. Instructors did notice improved participation after increasing point values and making improvements to instructions, such as adding details and examples. However, student participation continues to be an issue. Instructors are also trying to address student participation on targeted assignments by tying a grade benefit like dropping of a low test score to full participation on other assignments.

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 2014-Spring 2015

Submission Date: 10/14/2015

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.

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.

Instructors used various methods such as discussions (in class and in Canvas), chapter quizzes, term papers, exams, design of experiments, and pre-test / post-test. Use of a pre/post-test was specific to Economics. (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.)

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.

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: 1065/1372 or 78% 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: 1119/1360 or 82% 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: 1119/1301 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: 1120/1306 or 85% 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.

Benchmarks were met for all 4 competencies in Area IV. All four competencies met benchmark in the previous assessment cycle as well. This data includes adjunct faculty teaching in this department. They are doing a good job of participating in the assessment process. At the beginning of the assessment cycle for fall 2014 through spring 2015 faculty agreed to use the same assessment methods as previous spring 2014 cycle. Based on data the methods were validated. Assignments used for assessment data are considered “high value” in the grading policy. In the last assessment cycle there was concern students were not participating in writing assignments and so high success rates reflected quality of work from students persisting in the class and completing the assignment. In addition, professors discussed the challenge of helping students learn good communication skills. This is not directly measured in the Social and Behavioral Sciences, but is an area of concern for instructors. They target critical thinking in their outcomes, but they use various writing assignments to measure student learning.

With respect to Economics, instructors need to administer the assessment in a more effective manner. Results improved for those participating, but there is still a need to improve the overall participation rate. This will be the focus moving forward. It was also noted that the pre/post-test assessment method shows overall student improvement, but does not show student achievement relative to specific outcomes.

Overall success rate for Area IV courses was 541/732 or 74%.

Plan for Improving the Assessment Process and/or Student Learning: After departmental meeting the following goals for the new assessment cycle were agreed upon-

- Explore different assessment methods to create new challenges for students taking Area IV courses.
- Separate pre/post-test scores according to question groups that directly address each specific outcome. Use of other assignment results can serve as assessment methods as well.
- Emphasize quality writing while developing critical thinking skills with respect to each outcome. Instructors will not likely stress mechanics, but will use increasingly rigorous standards on each

assignment over the semester while providing positive feedback alongside criticism of student work. Instructors also expressed interest in use of Turnitin technology to help evaluate student writing.

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 2014-Spring 2015

Submission Date: 10/14/2015

Institution Course Number: AR113, DR113, EN213, EN213A, EN213C, EN213D, EN223, EN223A, EN223C, EN223D, HI113, HI123, HI113A, HI213, HI223, MU213, PI213, PI223, SP114, SP124

NM Common Core Number: ARTS1113, THTR1013, 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: 559/708 or 79% 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: 589/697 or 85% 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: 564/665 or 85% 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: 583/712 or 82% 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.

Canvas was used to provide students additional resources for essay assignments. The resources were an essay format website and an essay checklist. Another strategy was to count grammar or typographical errors as a measure of quality and evidence of meeting a requirement to proof-read. This can be referenced within a rubric. Instructors use increasingly rigorous standards on each assignment over the semester with positive feedback alongside criticism of student work. Instructors also expressed interest in use of Turnitin technology to help evaluate student writing.

Overall success rate for the courses within this area was 556/748 or 74%.

Plan for Improving the Assessment Process and/or Student Learning: After departmental meeting the following goals for the new assessment cycle were agreed upon-

Ideas for improvement include:

- Provide in class reviews for exams and essays,
- Provide clearer directions for assignments with examples if possible and use small “lead up” assignments prior to high value assignments being due.
- Increase use of tutoring tools like Brainfuse or the Academic Success Center. Demonstrated use of these resources will be required of students who do poorly on early tests or essays.
- Re-examine what constitutes a significant & primary text or work of art for outcome 1.
- Provide activities in different genres to engage all segments of the student population.
- Require an assignment which focuses on demonstrating understanding of cultural diversity.

Several of these changes will affect entire courses, not just individual outcomes.