

CENTRAL NEW MEXICO COMMUNITY COLLEGE
ASSESSMENT REPORT
Due to SAAC by October 15

PART 1: CONTACT & PROGRAM IDENTIFICATION

Report Year and Contact Information			
Fall 2016-Spring 2017 Academic Year	John B. Rogers Contact Person	jbrogers@cnm.edu (best way to reach me) Email	224-3561 Phone Number

Subject of this Assessment Report		
Program: _____ <input type="checkbox"/> Certificate <input type="checkbox"/> AA <input type="checkbox"/> AS <input type="checkbox"/> AAS	Gen Ed Area: Lab Science: Earth & Planetary Science Applicable to: <input checked="" type="checkbox"/> AA/AS <input checked="" type="checkbox"/> AAS	Non-Award, Non-Gen-Ed Discipline Area: _____

PART 2: THE YEAR IN RETROSPECT

Program/Area Highlights (Including, wherever applicable, course completion, job placement, and licensing examination information)
In year 4 of the 5-year assessment cycle, Earth & Planetary Science (EPS) faculty members assessed outcomes #1 and #2. For greater standardization, faculty saved most assessment questions for final exams.

Changes Made in Support of Student Learning
Better coordinated the timing of the assessment questions allowing for more meaningful comparisons of assessment data.

PART 3: REPORT ON RECENT ASSESSMENT OF STUDENT LEARNING

Student Learning Outcome(s) Assessed <small>To add rows: right-click in cell below and select "Insert," "Insert Rows Above"</small>	Classes/Cohorts Assessed
Gen Ed outcomes #1 and #2	EPS1101 (Physical Geology) and EPS1192 (Physical Geology Lab). All sections/All students.

Measurement Tool(s) Used <i>To add rows: right-click in cell below and select "Insert," "Insert Rows Above"</i>	Enter X's for type of tool				Initial Achievement Target or Expectation
	Internal	External	Direct	Indirect	
	x		x		

Assessment Findings					
EPS Gen-Ed Outcome Data: Assessment Year 4					
EPS1101 - Physical Geology			Number	Number of	Percentage
			Testing	Correct Scores	Correct
Gen Ed Outcome#1 - Employ critical thinking skills... (Age of shale layer)					
Fall 2016	EPS1101 101	J. Rogers	40	33	83
	EPS1101 XXX	T. Williamson	25	15	60
Spring 2017	EPS1101 101	J. Rogers	44	36	82
	EPS1101 201	M. W-Cole	18	14	78
	EPS1101 301	M. W-Cole	26	18	69
Gen Ed Outcome#2 - Scientific Method (Determining the correct sequence of events)					
Fall 2016	EPS1101 101	J. Rogers	40	35	88
	EPS1101 XXX	T. Williamson	25	10	40
Spring 2017	EPS1101 101	J. Rogers	44	32	73
	EPS1101 201	M. W-Cole	18	16	89
	EPS1101 301	M. W-Cole	26	20	77
EPS1192 - Physical Geology Lab			Number	Number of	Percentage
			Testing	Correct Scores	Correct
Outcome#1 - Relative Dating exercise - oldest to youngest					
Fall 2016	EPS1192 102	J. Rogers	19	13	68
	101,103,201 comb.	R. Weaver	45	38	84

	EPS 1192 301	J. Rogers	22	12	55
Spring 2017	EPS1192 101 &190	R. Weaver	30	24	80
	EPS1192 301	J. Rogers	21	15	71
Outcome#2 - Scientific Method (Identify calcite)					
Fall 2016	EPS1192 102	J. Rogers	21	6	29
	101,103,201 comb.	R. Weaver	45	36	80
	EPS1192 301	J. Rogers	22	5	23
Spring 2017	EPS1192 101 & 190	R. Weaver	30	22	73
	EPS1192 301	J. Rogers	21	9	43
	EPS1192 201	M. Will-Cole	14	9	64

Analysis and Interpretation of Assessment Findings

This past year (Year 4), we were able to synchronize the timing of our assessment questions. For instance, all instructors gave the same assessment questions on the same tests. Prior to this, some would give an assessment question on a midterm and others would give the same question on the final. This positive step has made the results more comparable. We still lack uniformity in the grading of subjective questions. For instance, some instructors grade the “calcite” problem all-or-nothing (correct or incorrect); others count the problem correct if most of the components are there (partial credit). This results in very different performance results.

Action Plan in Support of Student Learning

Establish more consistent rubrics for grading assessment questions.

Please indicate with an X all of the following that characterize the types of changes described in the above action plan:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Pedagogical change | <input type="checkbox"/> Course revision | <input type="checkbox"/> Process revision | <input type="checkbox"/> Curricular revision |
| <input type="checkbox"/> Budgetary reallocation | <input type="checkbox"/> Faculty training/development | <input type="checkbox"/> Assessment criteria revision | <input checked="" type="checkbox"/> Assessment methodology revision |

Recommendations, Proposals, and/or Funding Requests

PART 4: ASSESSMENT CYCLE PLAN UPDATE (Copy and paste from original plan if unchanged)

Copied and pasted...

Student Learning Outcomes:	When Measured:	Where Measured:	How Measured:
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1. Outcome # 1 Employ critical thinking skills to judge the validity of information from a scientific perspective.	2020-2022	EPS 1101/1192	Test questions/activities
2. Outcome #2 Apply the scientific method to formulate questions, analyze information/data and draw conclusions.	2020-2022	EPS 1101/1192	Test questions/activities
3. Outcome#3 Employ critical thinking skills to judge the validity of information from a scientific perspective.	2018-2020	EPS 1192	Test questions/activities
4. Outcome#4 Utilize mathematical techniques to evaluate and solve scientific problems.	2018-2020	EPS 1101/1192	Test questions/activities
5. Outcome #5 Communicate effectively about scientific ideas and topics, in both oral and written formats.	2017-2019	EPS 1101/1192	To be determined
6. Outcome #6 Relate science to personal, social or global impact.	2017-2019	EPS 1101/1192	To be determined

CNM Gen Ed Lab Science	NM State Gen Ed Area III: Laboratory Science
1 Employ critical thinking skills to judge the validity of information from a scientific perspective.	5 Apply scientific thinking to real world problems
2 Apply the scientific method to formulate questions, analyze information/data and draw conclusions.	2 Solve problems scientifically 1 Describe the process of scientific inquiry
3 Properly operate laboratory equipment to collect relevant and quality data.	2 Solve problems scientifically
4 Utilize mathematical techniques to evaluate and solve scientific problems.	2 Solve problems scientifically 4 Apply quantitative analysis to scientific problems
5 Communicate effectively about scientific ideas and topics, in oral and/or written formats.	3 Communicate scientific information
6 Relate science to personal, social or global impact.	5 Apply scientific thinking to real world problems